

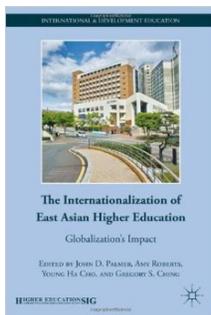
Book Review

ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online
Volume 5, Issue 2 (2015), pp. 204-205
© Journal of International Students
<http://jistudents.org/>

Internationalization of East Asian Higher Education

Palmer, J. D., Roberts, A., Cho, Y. H., & Ching, G. S. (2011). *The internationalization of East Asian higher education: Globalization's impact*. New York, NY: Palgrave Macmillan.

Reviewed by: *Seungmin Yun*, Oklahoma State University (USA)



This edited volume entails several research studies examining the impact of globalization and internationalization within East Asian educational contexts. While most studies have focused on Westernized perspectives, the book attempts to provide a multidimensional view of globalization and competing arguments concerning internationalization in an East Asian context through international conferences and symposiums.

In Chapter 1, Chan begins by comparing two major higher educational hubs in East Asia: Singapore and Hong Kong. He takes a qualitative approach, including both a systematic and a comprehensive analysis of policies and attempts to investigate and evaluate the recent educational renovation processes in these two major cities, focusing on four major areas: vision of government, cross-border education, marketing strategies, and quality assurance system.

Roberts and Ching, in Chapter 2, look at the process of globalization and internationalization at one Taiwanese university. They investigate the transformational efforts and challenges of the university attempting to move toward recognition as a world-class institution. With this aim, the authors focus not only on the contributions and trials of the professors in teaching and publishing, but also on the important roles of the growing body of international students. The findings illustrate the challenges of the professors regarding competition to establish higher publication records in prestigious international journals, pedagogical modifications to English-medium courses, and academic diversities brought by the increasing number of international students.

The regional background is moved into China in Chapter 3. Welch and Yang examine the internationalization of one regional Chinese university where ethnic minorities are the major population. With this distinctive regional feature, the authors thoroughly explore the historical development of the city under the influence of the former Soviet Union and Mao Tse Tung in order to explain how it has affected the university policies for internationalization. This particular regional and historical feature provides a unique point of view on internationalization and globalization.

Chapter 4 discusses another ethnic minority issue with Korean nationals in China. Park and Jacob aim to explore educational challenges and concerns among Korean minority groups and ultimately provide necessary assistance for the Chinese government to develop more efficient educational policies for minorities. The chapter explains that a variety of social,

economic, and political factors significantly affect the minority students' choices of higher education.

In Chapter 5, Palmer and Cho aim to examine the impact of globalization upon major Korean universities under the theoretical framework of globalization theory and internationalization theory. The authors intend to provide new perspectives toward globalization through thorough consideration of various student issues, faculty issues, and institutional level practices and policies. Findings indicate that Korean universities play a leading role in globalization and local aspiration through offering educational opportunities including the international summer program and the dual-degree program for international students from industrializing countries.

Jon and Kim, in Chapter 6, explore the globalization process and internationalization strategies of Korean and Japanese universities and their efforts to become world-class research universities. The authors indicate that the leading universities in Korea and Japan tend to adopt the policies and strategies developed and utilized in Western academic settings; thus, they value a growing body of international students and a higher demand for English-medium courses. Findings indicate that although English mediated teaching and learning is effective in recruiting international students and being advertised as internationalized research institutions, both faculty and students show concerns regarding the quality of courses, academic pressures and tension.

A critical analysis of two international ranking systems and their impact on internationalization policies in East Asian educational settings is discussed in Chapter 7. Ghazarian provides an overview of two ranking systems which now are prevalently used to evaluate higher education in East Asian contexts. He persists in a critical stance toward the methods employed by the two ranking systems and argues that these ranking systems entail a biased view, favoring highly established Western universities.

Chapter 8 attempts to close this volume by synthesizing all the previous chapters. Wong and Wu touch on two important issues raised in this volume: contextualization versus Westernization in the internationalization process among East Asian higher education institutions and the consequences, either positive or negative, of institutional efforts to become leading world-class universities. They believe that successful internationalization and globalization entail a comprehensive vision from the strong leadership and support from students, faculty, and administrators.

This edited volume, *The Internationalization of East Asian Higher Education: Globalization's Impact*, provides, from diverse perspectives, an in-depth analysis and better understanding of the policies and practices of higher education institutions in East Asian contexts and their impact and consequences upon universities and education systems as a whole. Each case study reveals culturally and regionally specific features that should be thoroughly considered and are highly applicable to any higher educational settings in terms of globalizations. This book is a must-read for faculty, students, staff, administrators, and governments who are engaged in the process of globalization and internationalization and ultimately wish to pursue better educational prosperity.

SEUNGMIN YUN is a teaching associate in TESL/Linguistics Program in the English department at Oklahoma State University. Her main research interest lies in Intercultural pragmatics, code switching, and teaching ESL/EFL. E-mail: seungmin.yun@okstate.edu
