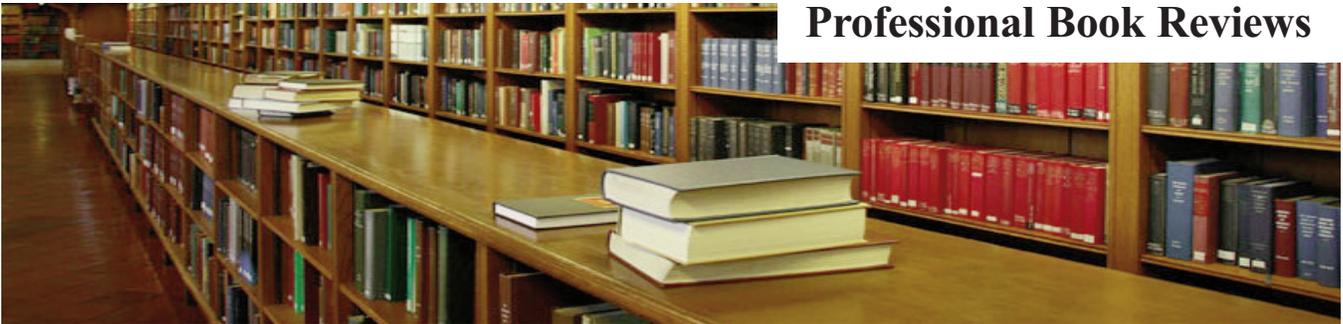


## Professional Book Reviews



***Who Goes Where and Why:  
An Overview and Analysis of Global  
Educational Mobility.***

Caroline Macready and Clive Tucker (2011). New York: IIE and AIFS Foundation. ISBN-13: 978-0-87206-342-6, \$39.95, pp. 154



Reviewed by *Krishna Bista,*  
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The number of international students and scholars studying and working in a culture beyond their own has significantly increased in past few years. The mobility of students and scholars bring a diverse and global educational exchange of cultures, ideas, and technological innovations to the culture of colleges and universities. In this context, *Who Goes Where and Why*, written by Caroline Macready and Clive Tucker (2011), is a significant contribution to the field of international student mobility and study abroad. In this book, the authors analyze the trends of students on why and how they study overseas, and how the national policies of hosting and sending countries affect the decisions of those mobile students. The authors also describe the Exchange Visitor Program in the United States by analyzing the 2010 data from the U.S. Department of State's Bureau of Educational and Cultural Affairs.

The book is organized into two parts. The first part includes five chapters on global educational mobility and the second part deals with international student mobility in the United States. Chapter 1 describes the physical flows of internationally mobile students across national borders. Based on the Open Doors data, this chapter answers the question "Why is student mobility important?" from the perspectives of students, hosting institutions and national governments. Chapter 2 reviews international mobility at the tertiary level in the United States, the United Kingdom, Germany, France and other several countries where students pursue higher education. This chapter also includes recent trends in origins and destinations of international students in Asia, North America, Europe, Arab States, and Africa.

Chapter 3 presents information on global student mobility in non-tertiary education i.e. mobility at upper secondary school level, post-secondary school level, and mobility of teachers, staff, and scholars in non-tertiary education into the United States, the United Kingdom, Australia and other non-European countries. Chapter 4 examines "push factors," "anti-push factors," and "pull factors" to understand why students move and how they choose overseas destinations. The authors mention three push factors in student mobility. First, students do not find the quality program at home country. Second, young students wish to study "to broaden cultural and intellectual horizons and improve job prospects" (p. 42). Third, students and scholars choose study abroad to position themselves for the next stage of education or work. Similarly, challenges that students face such as financial impediments or visa difficulties are taken as anti-push factors. For majority of students, pull factors are associated with their study abroad elements such as quality of study and work opportunities, affordable cost, internationally recognized qualifications, helpful visa arrangements and so forth.

Chapter 5 looks at the impact of national policies of 15 of the top destination and sending countries, and how these policies impact college students' decisions on where to study. The featured 15 countries are from Asia (China, India and Japan), Europe (UK, France, Germany, the Netherlands, Spain and Sweden), Oceania (Australia and New Zealand) and Africa (South Africa). The authors mention the U.S. internationalization policies, as an instance of a helpful policy to host the highest numbers international students in the United States. They write, "Overseas students are encouraged to come to the U.S. by EducationUSA, a global network of Advisors supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs" (p. 57). Based on the study of Bhandari, Belyavina and Gutierrez (2011), this chapter presents the national policies in the selected fifteen countries as "helpful" and "unhelpful" policies. Helpful or unhelp policies were examined on the basis of inbound/outbound student mobility, provided practical information, financial supports, alumni networks, and international



collaborative education ventures.

In part two, the authors present a country study in which they choose and observe inward educational mobility in the United States. In the first section, the authors outline the U.S. visa systems (student visa, F-1; exchange student visa, J-1 or vocational training student visa, M-1) for international students who are documented as alien non-resident (without a U.S. passport or a permanent resident card). The second section reports total international students in American colleges and universities, their study levels and field of studies, and the top 20 sending countries by year and study level. The authors bring most of statistics and data for this section from the Open Doors 2010 in which China, India and South Korea are the leading countries for sending students to the United States. The final section deals with 15 types of the Exchange Visitor Programs into several scheme groups: Au Pairs, Camp Counselors, Summer Work/Travelers, Secondary School Students, College and University Students, Professors and Teachers, Research Scholars, Short-term Scholars, Trainees, and Interns.

Macready and Tucker provide a global picture of why and how students are attracted to several overseas destinations for higher study in various parts of the world. With illustrations, tables, figures and charts from the latest data on international students, this book is a helpful resource material for international students, scholars, faculty, staff members and researchers of student mobility.

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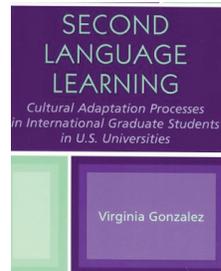
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### About the Reviewer:

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## ***Second Language Learning: Cultural Adaptation Processes in International Graduate Students in U.S. Universities.***

Virginia Gonzalez (2004), University Press of America ISBN-13: 978-0761827900, \$ 42.99



Reviewed by

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The impact of globalization, the rapid technical advancements, and the access to educational opportunities have attracted large numbers of bright international students to study in the United States. Graduate and undergraduate international students as well as foreign-born faculty are now visible in American higher education institutions.

American educators and administrators in higher education are working toward strengthening and internationalizing their curricula, becoming leading educational knowledge networks, and developing people able to think and work on a global basis. International students and foreign-born scholars enrich learning communities at the national and international levels, and bring new perspectives on globally shared problems in addition to experiencing being a financial gain for America institutions.

Many first time international students encounter tremendous challenges to adjust to a new society, and to effectively socialize and to succeed academically into the culture of American universities. In this context, Gonzalez's book *Second Language Learning: Cultural Adaptation Processes in International Graduate Students in U.S. Universities*, insightfully examines this problem. As a former international student herself, who had to adapt to a new culture and language, Gonzalez brings an authentic insider perspective to describe what constitutes a successful adaptation to the American college culture.

Grounded in psychology frameworks and employing utilizing both qualitative and survey data of international students' experiences, Gonzalez powerfully argues against reductionist college admission criteria, which solely relies on standardized scores to measure students' linguistic and cultural "readiness" and background experiences.