

Book Review

Hanada, S. (2022). *International higher education in citizen diplomacy: Examining student learning outcomes from mobility programs*. Springer Nature. 208 pp. \$99.99. ISBN 9783030953072.

This book review was not written with the assistance of any Artificial Intelligence (AI) technology, including ChatGPT” or other support technologies.

Purpose and Central Argument

This book is a volume in the International and Development Education (INTDE) book series. Citizen Diplomacy (CD) has generally played a significant role in international higher education (IHE) as a strategy to strengthen links between people from various cultural backgrounds. As more people can influence international affairs both in person and online, the importance of citizen diplomacy has increased. As Geibel (2020) stated in this regard, although the word “internationalization” is wide and has many different meanings, it generally refers to the process of incorporating an international, intercultural, or global perspective into the goals, duties, or modes of delivery of post-secondary education. As a result, every human being or global citizen, who might be a student, a teacher, an athlete, an artist, a business person, a humanitarian, an explorer, or a tourist, has the right and the obligation to connect across cultures and foster common understanding through multiple mechanisms (Hanada, 2022). Along with creating interactions between individuals, citizen diplomacy also has the potential benefit of sustaining goodwill coming from awareness among foreign nations in the case that formal diplomacy is disrupted. Citizen diplomacy is a form of diplomacy that supplements formal diplomacy rather than substituting for it since it provides advantages and opportunities that formal diplomacy does not. Therefore, the primary argument of the book is how citizenship diplomacy is established and maintained through a variety of qualities, such as intercultural competence, awareness of the partnership nation, and other qualities like fluency in the language or languages used in the partner nation, acquaintance with that nation’s culture and nation’s principles, such as its political philosophy, economic structure, or religious beliefs by examining five mobility programs.

Overview of the Book

This book is structured with outlines and evaluation of five mobility programs (Outbound Study Abroad, Inbound Study Abroad, International Service-Learning, International Internship, and Online Study Abroad) that actively engage in/support citizen diplomacy within the Japanese context through both quantitative and qualitative empirical research in comparative and international higher education. Its scope encompassed funding several initiatives to better understand how citizen diplomacy may help through several disciplines engaging with them in IHE and primarily focuses on two characteristics of CD: the intercultural competence of the Japanese students and awareness of the students’ partner countries in IHE programs through five basic mobility programs of IHE including international service-learning, international internship, and online study abroad programs, as well as outbound study and inbound study (Hanada, 2022).

This book is divided into ten chapters, the **first chapter** provided a concise overview of the book’s objectives, which seeks to determine the impacts of the five main international higher education mobility programs on citizen diplomacy by empirically demonstrating their influence on promoting host-country awareness and intercultural competence as two

components of citizen diplomacy, however, I believe that proficiency in the language(s) used in the partner country, familiarity with the country, or acquaintance with values such as political philosophy, economic system, religion, etc. with the label of “other” factors—as the author referred to them, should be addressed when talking about citizen diplomacy because they are illustrations of significant capabilities of individuals, their experiences, and relationships with one another deserving equal consideration. As a result, people’s identity aspect and positionality are left behind in this book while increasing awareness and intercultural competence are highly integrated into people’s identity aspects as a subject of the studies, moreover, focusing on people’s characteristics that may be addressed through a transformative and intersectional paradigm should be taken into account since it contributes to a better understanding of the people involved in these five mobility initiatives to increase awareness and intercultural competence and it is specifically discussing people and the ways that they are engaged in citizen diplomacy.

In **Chapter 2**, “A Review of International Higher Education in Diplomacy,” the author paid particular attention to the role of diplomacy in IHE by investigating the historical background of expanding three types of diplomacy including citizen, public, and cultural diplomacy with their distinct characteristics through IHE (Hanada, 2022) and in **Chapter 3**, “A Review of International Higher Education,” to the concept of IHE with its transformation over time in various literature. To provide readers with a better overview of the book, I have included the essential concepts of each chapter in this review chronologically. The research methods and methodologies utilized to address the research question, including instrumental instruments, sample size, data collection processes, and limitations are described in **Chapter 4** of the book. The efficacy of various kinds of IHE programs is experimentally examined in the following chapters and the study group included 716 students who participated in five distinct mobility initiatives run by their home or host universities between 2013 and 2021 (Hanada, 2022).

This study primarily employs developmental and psychological approaches based on the interpretivism viewpoint to understand how participation in mobility programs impacts students’ intercultural competency and to what extent students’ awareness of the host nation is enhanced. The results from the mobility programs are not intended to be applied generally. This study uses both quantitative and qualitative analysis to assess the results and employs the Intercultural Development Inventory (IDI), examining attitudes to evaluate intercultural competence and the KH Coder as a tool to analyze both the objective evaluation and the introspective assessment through students’ reflections on their in-context learning experiences. The authors in this study conducted text-mining research from local and international students of various universities based on individual perspectives to explore how learning experiences alter students’ understanding of the host country (Hanada, 2022). To provide the highest level of validity for this study, the diversity of location and university types was carefully taken into account (Hanada, 2022).

In **Chapter 5**, “Outbound Study Abroad Programs,” to comprehend how these programs help students in improving their intercultural competency, the characteristics and environments of study abroad programs from Japan to other countries are examined. It aims to comprehend these factors and the justification for why certain qualities have statistical significance through an empirically based quantitative and qualitative analysis of 492 study abroad students. Finally, it is confirmed that these programs have successfully increased students’ intercultural competence and empathy toward the host country (Hanada, 2022). In this respect, Asada (2021) also emphasized the significance of study abroad programs, stressing how those help students in increasing their awareness of the world around them, reflect on their own beliefs and prejudices and interact with it to learn more about it.

In **Chapter 6**, “Inbound Study Abroad Programs,” study abroad opportunities for international students at Japanese universities are covered (Hanada, 2022). Since Japanese society has a high-context culture, non-verbal communication can reveal unspoken social virtues, corporate culture, and generally accepted values. In contrast to the other empirical research chapters, this chapter examines whether studying in Japan increases one’s proficiency in the Japanese language as a factor in deepening one’s awareness of the host country culture despite different communication styles. In such a culture, knowing the local language is crucial for assisting students in integrating into the community, particularly when interacting with locals and those outside of the institution. In this regard, it may be essential to debate whether Japanese universities ought to offer courses in the language of international students (Hanada, 2022).

In **Chapter 7**, “International Service-Learning Programs,” the fundamental notion of service-learning and its relationship to higher education are utilized to investigate these programs. Following, and based on a literature review, domestic and international service learning are compared, specifically for program features and expected learning outcomes. This also examines the diplomatic consequences of international service-learning programs using a sample of 121 students (Hanada, 2022). The results, for international service learning, showed that students gained analytical and problem-solving

skills, intercultural competence, and communications with host country members, practiced foreign language skills, and others. Finally, the findings led to the design of international service-learning programs (Hanada, 2022).

In **Chapter 8**, “International Internship Programs,” a literature review is employed to investigate the basic concept of internships as well as the features and anticipated learning outcomes of international internship programs in comparison to domestic internship programs (Hanada, 2022). In conclusion, Internship opportunities abroad were a part of the process of developing international competence. The majority of the student’s reflections on awareness, when contrasted to the international service-learning program, however, were centered on interactions with colleagues. Participants claimed that social and cultural knowledge got less attention (Hanada, 2022).

Online study abroad programs are compared with on-site study abroad programs in **Chapter 9** to see how they impact intercultural learning. Instead of focusing on students, this chapter addresses programs. The demand for online study abroad programs as a viable alternative to on-site programs in higher education has increased, particularly during the COVID-19 epidemic. Through an experimental investigation, it utilized a sample of 18 students, to understand dialectical impacts of an online study abroad program (Hanada, 2022). The findings suggest that the online study abroad programs used for this study’s analysis have some impact on fostering intercultural competency.

In **Chapter 10**, the research question and hypotheses posed in Chapter 1 are revisited. The interactive and emerging implications for international instructors and coordinators to enhance the effects of these mobility programs on citizen diplomacy are laid out in this chapter, which also summarizes the characteristics of the learning outcomes of students in each of the five mobility programs of IHE (Hanada, 2022). Author Shingo Hanada concludes by outlining three points implied by these results. To begin, simply offering IHE programs is not sufficient for fostering interpersonal ties that support citizen diplomacy. There is a need for mobility programs that give students learning opportunities to comprehend other people’s perspectives. Second, as learning is a continual process, the study’s findings indicated that learned experience in the context of the host country rather than a one-time experience there, will support citizen diplomacy. In this respect, Brandner (2016) noted that international competence—the desire and ability to interact, even shortly, with the unknown—is what will truly alter one’s education abroad. Lastly, this study showed how mobility programs may be improved by being adapted to the needs of the students (Hanada, 2022).

Strengths, Weaknesses and Contributions

This book could benefit from taking a transformational and intersectional perspective to adopt a more critical viewpoint toward citizen diplomacy, which is concerned that every global citizen has a responsibility and a right to engage with people from different cultural backgrounds and advance understanding via genuine one-on-one interactions in IHE. Taking this paradigm provides an epistemological framework for examining interconnections among the fundamental principles of research and evaluation methodologies designated to critical theory, feminist theory, critical race theory, participatory, inclusive, human-rights-based, democratic, and culturally responsive and it helps us to better grasp how communication between individuals can strengthen citizen diplomacy by taking into account both the social positions that people hold in IHE as well as their vulnerability when stepping outside of their comfort zones (Leavy, 2017).

“Being” or “becoming international” is an aspiration behind which many different actors can unite and one that can be connected to several quite diverse, possibly even contradictory, educational agendas including global citizenship and human capital which refer to having the right and also obligations to consider diverse cultures in the context of higher education to gain more meaningful interactions to unite and resulting in continuing a discussion about liberalism and humanism (Buckner, 2019; Kraska et al., 2018). In this regard, Hanada (2022) argues that it is crucial to consider IHE in both the Global North and South. When discussing how we can use citizen diplomacy to increase awareness and intercultural competence as well as other factors, studies on the benefits and risks of IHE, the effects of transnational education, quality assurance, the commercialization of higher education, top-tier universities, and global university rankings are among those that should be taken into consideration.

In addition to the author’s single-country focus, other countries must be taken into account when discussing citizen diplomacy in IHE. This work has the potential to inspire further research because it mainly focuses on international students and the importance of five migration programs in Japan.

The author makes a significant contribution to the field of diplomacy by thoroughly examining five different mobility programs and closely examining citizen diplomacy through each program’s specifics. She also provided new concepts and elements by closely examining formal, citizen, and cultural diplomacy to help readers better understand how diplomacy is developed, in the other word, she brought citizen diplomacy into the spotlight in an innovative manner that

had not previously been considered and how well it incorporates the IHE. This book is intended for those considering engaging in programs provided abroad, including undergraduate and graduate students and campus leaders, program coordinators, practitioners in IHE, as well as advanced scholarly work in the area. The studies also provide academics and coordinators at institutions with empirical data on student learning outcomes to build up more organized IHE programs. Although Japan is used as an illustration, this study can also apply to an international context.

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