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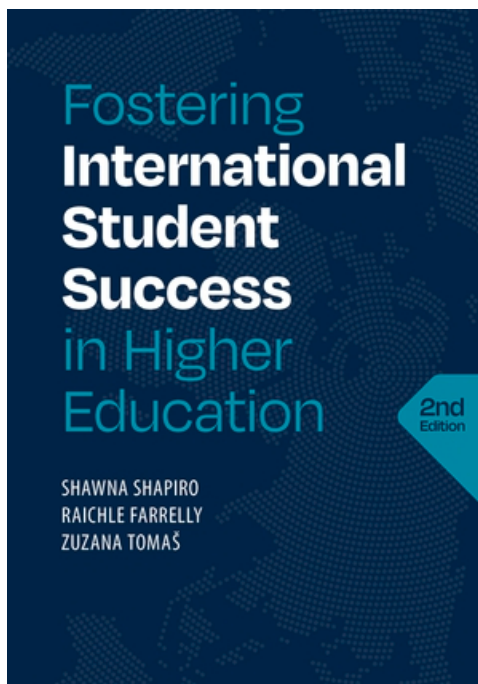
Fostering International Student Success in Higher Education, Second Edition

Shapiro, S., Farrelly, R., & Tomaš, Z. (2023). *Fostering International Student Success in higher education*. TESOL Press. 152 pages. \$42.95 USD

Reviewed By: Trisha Dowling, University of Michigan

ABSTRACT

The second edition of Fostering International Student Success in Higher Education provides educators and administrators with clear and accessible resources to support international students. The authors highlight the ethical importance of an asset-based approach to education, which focuses on what students can do rather than what they are lacking. The book shares many practical classroom activities that follow this approach, such as linguistically responsive and antiracist teaching methods. The book also discusses opportunities that institutions can provide to foster community-connected learning and cross-cultural interaction. Both new educators and seasoned professionals working with international students will find this book a useful guide for their profession.



While the enrollment numbers of international students in English-dominant higher education have slightly decreased in the past few years because of COVID-19, the need to provide international students with appropriate support is higher than ever. The second edition of Shapiro, Farrelly, and Tomaš's *Fostering International Student Success in Higher Education* investigates issues around equity in higher education and expands upon the many important topics from their first edition. The authors provide educators with resources to not only reflect on how systematic and institutional issues may impact student success, but also how to sufficiently support international students. Like the first edition, the book is structured in a way that is accessible to the audience and

considers the plethora of experiences and circumstances of college-level instructors. The book provides pragmatic activities and classroom resources through updated pedagogy. Utilizing an asset-based approach, the authors discuss opportunities that institutions can provide to foster community-connected learning and cross-cultural interaction.

The book is divided into five chapters with a newly added appendix. Chapter One provides a solid introduction by defining terms and discussing the rights and responsibilities of international students, educators, and institutions. Diverse populations bring diverse ideas and solutions that prepare students across campus for an ever more global society. But simply having a diverse student population is not enough. As American universities increase their recruitment of international students, the authors highlight the ethical importance of an asset-based approach to education, which focuses on what students can do rather than what they are lacking. In this way, the intellectual contributions that international students bring to campus are highlighted.

Chapter Two discusses ways that those of us working in higher education can support international student inclusion across campus. The authors encourage reflective practices to better understand how often implied cultures and norms impact the decisions we make in our teaching. These implications include cultural differences in participation levels both inside and out of the classroom, and differences in communication based on invisible hierarchies. Focusing on the

unique characteristics of the academic culture in the U.S., the authors bridge gaps in our understandings by providing both general ideas for classroom approaches and specific classroom activities. What is particularly useful in this chapter is the detailed discussion on how the everyday choices that educators make regarding materials and course design can promote inclusion for underrepresented groups. For example, using popular cultural references in the classroom may be a great way to capture student attention and interest. However, international students do not always have the same frame of reference of popular culture. Popular culture can also vary greatly depending on region and age. For this reason, diversifying the references, voices, and perspectives in materials will reach a wider audience among domestic and international students.

In Chapter Three, second language acquisition principles are the focus. The authors discuss how to support language and literacy development while utilizing a linguistically inclusive asset-based approach. The chapter invites educators to better understand the efforts that multilingual students undertake to become proficient in English as well as to reflect on their own language learning experiences. A new addition to this chapter is the discussion of what test scores tell us (or don't tell us) about language proficiency and how this information should be used in conjunction with other indicators to understand student ability and need.

Chapter Four discusses the best assignment and assessment practices with even more information on equitable teaching methods. Using an asset-based approach, the authors suggest designing writing tasks that allow students to reference their lived experiences and encourage students to use other languages and dialects when citing sources.

Chapter Five speaks more generally about how educators could not only support the students' academic achievements, but also social/emotional learning and community-building. This chapter provides a multitude of examples of how to use all the resources available, how to advocate across the university, and how to encourage student pro-activeness. The authors argue that it is the responsibility of institutions to ensure that international students are not only *on* our campuses, but that they feel welcomed, valued, and supported. This means that both instructors and administration work together towards this end while also ensuring that student voices are heard.

My favorite addition to the second edition of this book is the afterword. This section provides a helpful reading guide for each chapter. Readers can use it to gain a deeper understanding of the theory and practice presented in each chapter and to reflect on the main takeaways. This section can be used as a quick review of the book when one is looking for a refresher.

Since the COVID-19 pandemic, much has changed since the first edition of *Fostering International Student Success in Higher Education*. Shapiro, Farrelly,

and Tomáš properly acknowledged and addressed the challenges and opportunities brought forth by the pandemic, including the increased use of technology in the classroom and new strategies to incorporate remote teaching. This second edition provides a nice balance of theory and practice that both early-career professionals and seasoned international educators will find beneficial.

Author bio

Trisha Dowling is a doctoral student in Social Justice Education at the University of Toronto and a lecturer at the English Language Institute at the University of Michigan. Her current research interests include integrating service learning, well-being, and community building in EAP courses.
