Internationalizing curriculum and pedagogy in higher education

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Guide to New Resources
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PART VII
Guide to New Resources

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(Re)Discovering Hope and Advocacy in Culturally Relevant Teaching (Kim Howard, Purdue University)

Nieto, S. (2013). Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms. Portsmouth, NH:


I was only 12 pages into Finding Joy in Teaching Students of Diverse Backgrounds by Sonia Nieto when I found a powerful section that I wanted to share with the multicultural education undergraduate course I was teaching. After class, a student thanked me for reading the quote from a book about finding joy in teaching. She told me that all she hears is negative about teaching, lamenting that it was very discouraging as she was only in her first year of college! I could understand how she felt. It is easy to feel disillusioned and powerless in the present context of education. Nieto’s book is so necessary and refreshing in such a troubled time. Reading Finding Joy is a breath of fresh air. I feel encouraged and empowered. Nieto offers teachers, teacher educators, and future teachers the hope that we are longing to find and believe in education. It is the same hope that drew many of us to the field in the first place. It is the same hope that sustains and carries us through both the joyful and troubled times.

Divided into three sections, the author opens with a brief overview of the current educational climate in the
United States. In this section she provides a foundation for the rest of the book by portraying the current situation, policy, rigid standardization, narrowed curriculum, teacher deprofessionalization, research about teachers’ attitudes and beliefs, changing demographics, societal barriers, “stubborn ideologies,” and school conditions (Nieto, 2013, p. 1–2). Nieto concludes the section with discussions on teacher education programs, professional development for-in-service teachers, and the problematic practice of teacher evaluations. In two brief chapters, Nieto brings readers to the sweeping educational reforms and explains complicated policy and larger societal issues in clear and illuminating ways, which is essential for preservice teachers to read. Although most preservice teachers think they know how school “works,” they often know little of the governing policies and reforms that have drastically changed the face of education in recent years. Nieto offers an accessible summary of these changes that can benefit teachers who are engulfed by, yet often struggle to understand, the reforms and changes. Although this section is not particularly joyful, it is necessary as we trudge through the harsh realities of current education in order to understand and then reach for hope. Embracing this duality requires much of teachers; a sentiment Nieto expresses when she states, “given this damaging context, we ask a great deal of teachers if we expect them to be joyful, professionally fulfilled, and committed to their students” (p. 8).

While reading this section, a familiar agitation arose in me. Although Nieto criticizes the attitude of “teacher blame,” she appears to fall into the victim at times as she offers contradictory messages. In her section titled “Teachers: Between a Rock and Hard Place,” Nieto describes how “disheartened and disappointed” a large percentage of teachers are with their jobs, over half of those discouraged teachers teaching in low-income schools (p. 14). Later she states, “not all children have access to quality teachers . . . the most highly qualified teachers tend to be in the best-resourced and most middle-class schools, while the most inexperienced, least qualified, most underprepared, tend to be in the most challenged schools” (p. 15). I cannot help but wonder what qualifies these teachers as “high-quality” and “low-quality?” If it is the students’ test scores, this seems to contradict Nieto’s criticisms of standardization, assessments, and teacher evaluations. Since “teaching in difficult circumstances places a great strain on new teachers and also jeopardizes the future of the students they teach,” we need to be looking for ways to support them rather than blame and isolate them (p. 37). In Nieto’s own words, “it seems that in many ways, the odds are stacked against many of the teachers who want to make a difference in the lives of our most vulnerable and underserved students” (p. 19).

Nieto’s emphasis in Finding Joy is on teachers who are thriving and not just surviving with the second section of the book featuring interviews with 22 such teachers. Nieto explains, “I used interviews primarily because teachers’ voices are largely missing from current conversations and debates on public education” (p. xv). This is a powerful component of the book, as Nieto serves as a champion for teachers’ voices, giving them the space and platform to tell their stories through an autobiographical approach where the teachers’ words can become “a medium for both teaching and research” (Grumet, 1990, p. 324).

The teachers featured in this book are diverse, including novice teachers and veteran teachers, elementary teachers and secondary teachers, teachers who “have lived lives similar to their students” and those who have lived lives very different from their students (Nieto, 2013, p. 149). All these teachers have been identified and recommended by peers and administrators as teachers who found joy in teaching students of diverse backgrounds. Nieto identifies six major themes that emerged from the interviews: “teaching is an act of love” (p. 44), “teaching is an ethical endeavor” (p. 59), teachers should continue learning both inside and outside of the classroom, teaching is “honoring students’ identities and believing in their futures” (p. 90), “teaching is challenging the status quo” (p. 104), and “teaching is always about advocacy” (p. 122). In each chapter, she focuses on one theme and features two to nine teachers who have embodied and enacted these themes with tangible examples. By organizing the book around themes rather than just listing the 22 interviews, Nieto is able to focus on common ideological threads and shared beliefs. She is able to paint a fuller picture of thriving, culturally relevant, joyful teachers.

The first chapter in this section, “It’s Whom You Teach, Not Just What You Teach,” reminds readers that teaching is first and foremost “an act of love” (p. 44). The chapter profiles Angeles Perez and Roger Wallace, teachers who believe that “relationships are the heart of teaching” (p. 34). Themes of identity and care are woven throughout their interviews. The focus of using students’ culture and identity as a “vehicle for learning” bonds this chapter with ideas of culturally relevant teaching (Ladson-Billings, 1995, p. 161). Chapter 4 details “nonquantifiable issues such as teaching moral responsibility and being culturally responsive to students’ identities” (Nieto, 2013, p. 47). Through the interviews with Carmen Tisdale, Adam Heenan, and Amber Berchard, Nieto illustrates how “teaching is always an ethical endeavor” (p. 59). Chapter 5 describes the importance of teachers learning both inside and outside of the classroom illuminated in interviews with John Nguyen and Nieto’s daughter Alicia Lopez.
Nine teachers are featured in Chapter 5 which initially gives a scattered feel and makes it slightly difficult to keep track of all the different voices and perspectives at the beginning of the chapter. At the end of the chapter, it becomes more focused. The teachers featured in this chapter not only value their students’ languages and cultures but also believe that a crucial aspect of teaching is “honoring students’ identities and believing in their futures” (p. 90). The teachers interviewed emphasize that the priority for what they would do is to serve the best interests of their students rather than what is mandated or expected from the administration. “There comes a time when we have to put the other stuff aside. We’re not dealing with numbers, we’re dealing with people, no matter their ages,” Carmen Alcazar stressed, echoing many other teachers’ sentiments that the students’ needs came first (p. 85). This chapter also shows the complexity of teaching by describing teachers’ frustration with the rigid standardization. I appreciate this realistic and complex picture of these thriving teachers. Teachers cannot exist in a vacuum of continuous joy, feeling discouraged and shameful when they do not always feel joyful. This honest portrayal of teaching as a mix of sadness, pain, joy, and hope is realistic and encouraging.

In Chapter 7 Nieto describes teachers’ roles in promoting students’ dreams. Just as in the previous chapter, once again the theme of humanity as well as identity is illustrated through the interviews with Yolanda Harris, Maria Ramirez Acevedo, and John Gunderson. Nieto’s focus in this chapter is on teachers getting to know the whole student, “nurturing students’ dreams and helping them create a vision for their future,” and “challenging the status quo” by rejecting “limited views of education,” seeing the “far broader purpose of public education in a democratic society: to help prepare moral human beings and productive citizens” (pp. 92, 104, 105). In the final chapter in this section Nieto highlights the perspectives from Geoffery Winikur, Maria Federico Brummer, and Hyung Nam on “teaching as social justice and advocacy” (p. 106). The author gives examples of what social justice teaching can look like in different settings with examples from the featured teachers. For some of the teachers, social justice teaching “may mean standing up for the most marginalized students” or “fighting injustice whenever and wherever one finds it” or being “concerned about the dignity of teachers” and “understanding the history of teacher advocacy and self-determination” (pp. 107, 108). For others it is also about engaging students in dialogues about injustices, giving space for their voices, trusting their judgment, and valuing their knowledge, which connects the chapter’s theme to a core principle of culturally relevant teaching (Gay, 2013). Through the interview with Maria Federico Brummer, this chapter also details the tragic dismantling of the Mexican American Studies program at Tuscon High School, a program aimed at critical thinking, representation, community involvement and influences, and multiple historical perspectives. Many of these skills and philosophical values are illustrated throughout this book.

The teachers featured in this chapter “remind us that teaching is always about advocacy: advocacy for students’ lives and learning, advocacy for the integrity of the content they teach, and advocacy for the professionalization of teaching” (Nieto, 2013, p. 122).

In the final section of the book Nieto focuses on “lessons learned” through the 22 interviews and throughout her career as a teacher and teacher educator. At the beginning of the section, Nieto points out that “teachers do thrive, in spite of the obstacles that get in their way, is a testament to their resilience, even their stubbornness” (p. 123). This is an important lesson from the teachers interviewed and from my own experience as a teacher. You have to be stubborn, righteously rebellious even, to resist bad policy in the pursuit of doing what is best for your student even if that means personal cost. In this last section, Nieto spends one chapter summarizing and elaborating on the themes from Chapter 3 through Chapter 8 including insights from the interviewed teachers who are not featured in each of the proceeding chapters, creating space for the other interviewees to speak across all themes in order to reinforce concepts given in those chapters. The chapter concludes with a central point that culminates the themes: “Teachers make a difference” (p. 136). Following this, Nieto elaborates on her purpose for writing the book, stating:

Having highlighted these teachers’ stories, their hopes, and their experiences, I hope that others—teachers, administrators, families, policymakers, the general public—will see the tremendous difference teachers can make in the education and future of our children, particularly if they are given the chance to do so unencumbered by rigid accountability schemes that rob teachers of their creativity and joy. (p. 136)

Chapter 11 begins with the interviewed teachers’ ideas of what it meant to thrive (also including their uncertainty of whether they felt that they actually were thriving). To teachers, thriving meant everything from finding support from like-minded, positive colleagues, loving the job and the students, having the freedom to make decisions about their classrooms, continuously learning, being creative and keeping teaching fresh, and empowering students (p. 146–148). Just as readers might become discouraged by how far they are from feeling joyful, Nieto reminds us of an important point: “hope is not easy to maintain” and the expectation is not that thriving teachers always maintain an unrealistically high level of joy (p. 145). She writes, “Thriving should be seen as a continuum, with teachers falling somewhere between
joy and quiet fulfillment and going through sometimes frustrating and difficult periods” (p. 146).

The book concludes with Nieto sharing with readers four pieces of time-honored advice she gives to both novice and veteran teachers: “Learn about yourself, learn about your students, cultivate allies, and have a life” (p. 150–154). I had to admit that I laughed to myself as I turned the page to discover that her last piece of advice was to “have a life” (p. 154), but this is truly an important point to emphasize. Teachers live in an educational climate where there is no time for them in between lesson planning, teaching, grading, assessing students, endlessly administering tests and test prep, being evaluated, and attending professional development. They could easily spend all their time in school... and most teachers feel guilty when they do not do this. At the corporate school where I taught, the assistant principal once said, “When I get here early in the morning and when I leave late at night the parking lot is always full—I think this is great!” He let his staff know his expectations about their time spent at school. The curriculum director there would say, “You can’t be superwoman. Superwoman lives at school, and lives and breaths school, and that shouldn’t be the goal you idolize and work towards.”

We need a life. Once again echoing the theme of humanity, Nieto reminds us that we need to be humans and have a life outside of our classrooms. In the conclusion, Nieto makes it clear that if readers are looking for a magic formula to follow in order to learn how to thrive, it does not exist: “While no checklist of attitudes, dispositions, behaviors, or actions can define what thriving teachers look like, these teachers offer powerful examples of what it takes to face their profession with courage, their content with enthusiasm, and their students with love” (p. 155). Through their beliefs and their actions, teachers demonstrate their commitment to becoming culturally responsive teachers. The teachers featured in this book exemplify how “teaching is personal and emotional work, sometimes life-changing and life-saving and always consequential” (p. 149).

“Do disillusioned teachers lose hope?” I scribbled in the margin as I read the final chapter. As I wrote, my pen ran out of ink, the words fading until ‘hope’ was barely visible—a faint whisper on the page. The moment stopped me. It was powerfully metaphorical. As a disenchanted teacher who had become disgusted with “reform,” I had run out of steam in my final year of teaching. I had run out of hope. I was utterly drained, as gradually or as suddenly as my pen had run out of ink. Nieto writes, “above all, teaching well takes hope, without which we cannot function, either as educators or as human beings” (p. 145). How true these simple words are! I had lost my identity as a teacher during that hopeless year. I had also lost a part of who I was as a human being, struggling with anxiety about my conflicting beliefs and the forced educational mandates. As I read Nieto’s book, I found it speaking truth that I needed to hear, giving validation about my educational philosophies and beliefs, providing allies in these powerful teachers she interviewed, and healing part of me that still ached and felt broken for my lost ideals and dreams for teaching.

Much of this book is about making the invisible visible: identifying the practices that don’t seem to matter when educational reform is talked about and celebrating the small things ordinary teachers do in day and day out to make sure their students know they are valued personally, culturally, and academically. Teachers, teacher educators, and preservice teachers will find unexpected allies they may never meet in person in these pages. They will find support, encouragement, inspiration, and above all, hope, as they uncover and (re)discover the joy in teaching. It is time for teachers to reclaim hope and joy in their profession. Nieto provides us with a great resource to begin to do that.

To order a copy of Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms, contact Heinemann, 361 Hanover Street, Portsmouth, NH, USA 03801-3912. Tel: 1-800-225-5800 (U.S. Only). Fax: 1-877-231-6980 (U.S. Only). Website: http://www.heinemann.com/

Works Cited


Internationalizing Curriculum and Pedagogy in Higher Education (Krishna Bista, University of Louisiana at Monroe & Charlotte Foster, Missouri Western State University)


As educators who are interested in international education, particularly cross-cultural teaching and
international student learning, we read this book with great interest. In higher education, we have previously seen less than a dozen published books related to cross-cultural teaching in which the authors acknowledge the presence of international students and the need for cultural diversity in teaching and learning in colleges and universities in the United States, the United Kingdom, Australia, and Canada. Although the presence of international students in the Anglophone classroom is considered an asset for diversity and inclusiveness, campus internationalization, and encouraging global thinking via cross-cultural exchanges between international students and domestic (or home) students, there still exists a gap between this sentiment and the integration of international perspectives in teaching and learning practices inside and outside the classroom. This book illuminates the value of internationalizing teaching and learning at universities for home and international students through a cross-cultural lens.

The central focus of the author is the way student, faculty, and staff diversity helps universities shift to teaching and researching in international contexts. How can educators and universities continue to carry on respectful dialogues in academia related to cross-cultural learning, global citizenship, interactions, and transnational partnerships? Does the increasing enrollment of international students help develop diverse cultural communities for domestic students in learning about the world? What are some innovative ways of thinking and redesigning our ways of teaching, learning, and assessing? Ryan organizes her book into four parts (with four separate themes) to answer the challenging questions of internationalization and cross-cultural teaching in higher education.

New Ways of Teaching, Learning, and Assessing

This first section of the book includes six chapters, and four of them deal with issues that international students struggle with, including group work, English language proficiency and doctoral level research, the process of receiving feedback, and learning English as a foreign language in English-speaking countries. The other two chapters explain the future needs of a global workforce as well as academic programs and learning practices as a process of internationalization in the 21st century.

In Chapter 1, Christine Edmead suggests that group work can be a successful approach for international students, helping them build interactive skills, share knowledge, and establish intercultural relationships with home students. Based on a study of exchange students from China who participated in Bachelor of Engineering and Master of Pharmacy programs at the University of Bath, the author shares how the experience of participating in group work helps enhance integration and intercultural competency in the United Kingdom. Although such academic exchange programs are new or in progress at the university, the students demonstrate higher levels of satisfaction in group work and positive responses from administrators to building campus diversity and internationalization.

In Chapter 2, Susan McGrath-Champ, Mimi Zou, and Lucy Taylor discuss the value of promoting team-based learning and using critical reflective journals to broaden international and domestic students’ academic knowledge and intercultural experiences at the University of Sydney Business School from 2007 to 2010. Their results suggest that both domestic and international students enrolled in business courses experienced rich and enduring interactions by participating in team-based learning and critical reflective journals where they shared diverse cultural knowledge and perspectives.

In Chapter 3, Jeannie Daniels discusses international students’ experiences in doctoral writing groups at LaTrobe University in Australia. Non-native English speaking students from a variety of Asian countries (Bangladesh, Sri Lanka, Vietnam, and so on) reported on their needs for language assistance in writing doctoral theses/dissertations, academic expectations at the university, learning contexts, and cultural differences. Based on her preliminary results, Daniels found the use of writing groups in doctoral studies to be an important “international experience for many students” (p. 51).

In Chapter 4, Sue Robson, David Leat, Kate Wall, and Rachel Lofthouse examine international graduate students’ perceptions of effective feedback practices at Newcastle University. Based on data collected from three focus groups, the authors compare and contrast the most and the least useful forms of feedback that students received from their mentors. The authors also argue the need for assessment that reflects a summative judgment of students’ overall academic progress. They acknowledge the barriers of time and resources for instructors to offer constructive feedback to their students. They also noticed differences in patterns of providing feedback between staff members and faculty:

Staff indicated that the most common form of feedback provided was orally . . . comments in lectures or practices or during seminar discussion groups. Responses received by tutors [faculty] indicated that they provided feedback to be constructive, to help students resolve issues and to encourage self-reflection. (p. 61)

In Chapter 5, Patricie Mertova shares the perceptions of senior academics on the quality of Australian, Czech, and British higher education and the internationalization
New Ways of Designing and Delivering Curriculum

In this second section of the book, four out of five chapters include both international and domestic students in studies where the authors examine programs designed and delivered in the context of globalization. In the last chapter the authors basically present a case study on the needs of internationals in a university in the Netherlands. Personally, we see this section as packed with good information where both educators and researchers can learn about the practical implications of global citizenship and cross cultural learning on a larger scale in the higher education arena.

In Chapter 7, Monika Foster reports on the use of technology to engage international students in academic transitions by sharing the success of the Student Pre-arrival Induction for Continuing Education program and e-mentoring for Indian students at Edinburgh Napier University. The author shares the positive experiences of students in academic transition when they learned about their comparative approach, she focuses on the loss of cultural intelligence scales than the students from the United Kingdom or European Union before the training, but that the training seemed to have a greater impact on the United Kingdom and European Union students.

In Chapter 11, Hans de Wit and Jos Beelen present a case of internationalization in curriculum initiatives at the Amsterdam University of Applied Sciences in the Netherlands. The authors describe “coaching [a]s an important instrument to assist the teaching staff in this [internationalization] process” (p. 166), one that is preferable to a top-down policy.

New Ways of Thinking and Acting

The third section is unique, with four individual chapters examining non-traditional programs that include both international and home students in the United Kingdom. The authors point out a different perspective with which to look at higher education and internationalization and how we as educators can engage the learners of the 21st century,

In Chapter 12, Catherine Montgomery raises the issue of future curriculum to address the needs of future graduates. She acknowledges that the internationalization of the curriculum has “become a strong and recurring imperative in higher education” (p. 171) across the globe. She presents the example of the New London Group and its pedagogical framework of multiliteracies for future curriculum. She believes there is a need to
change the current curriculum, “To move forward with the internationalization of the curriculum agendas we will need to adopt creative ways of thinking about new curricula” (p. 179).

In Chapter 13, David Killick defines learning theories and the lived experiences of mobile students (studying abroad, volunteering, work placement, and others) as a process of global citizenship and internationalization. Killick argues that international experiences are life-world experiences and believes that “[l]ifeworld is world-to-me, and that which is my lifeworld today drives my going forward, the ways I grasp at each new experience and my openness to lifeworld change itself” (p. 183). He sees the value of the lived experiences of home students as well as international students as sojourners, particularly through developing communities of social practices at the universities and colleges where students become global learners.

In Chapter 14, Martin Haigh analyzes the international education of Mahatma Gandhi as a law student in London and presents this example to dissect the theory of culture shock in regards to international students and staff. He brilliantly presents Gandhi’s own memoirs as “a powerful testimony of just another international student” (p. 197) and as having a long-lasting impact on cross-cultural and identity change in the context of global and international education.

In Chapter 15, Sabine McKinnon explores the perceptions of international students in the United Kingdom of employability skills and work-related learning. She argues that expectations of international students and their understanding of employability are different from those of “their British teachers, employers, and fellow students” (p. 212). She interviewed 27 students from different countries studying at Glasgow Caledonian University in Scotland to understand what they expect when they arrive on campus and what kinds of career support they experience while studying in the United Kingdom. The author suggests that international students “reported difficulty in gaining access to placement and internship opportunities because they lack employer contacts and networks in the U. K.” (p. 222).

New Ways of Listening

This fourth section includes five chapters related to the communicative behaviors of international students at home and abroad. The authors suggest that academic cultures, socio-cultural expectations of students, and the role of culture in general differentiate international students from home students. However, the focus of this section is more about understanding diverse students and addressing the needs of these students in and outside the classroom.

In Chapter 16, Yvonne Turner studies the nature of classroom participation by both international and British students at a U.K. university. She explores why international students engaged in less verbal participation in an Anglo-Western classroom and what their teachers reported about their learning behavior. Based on preliminary survey results, the author posits that a lack of understanding of difference in cultural approaches to teaching and learning is one of the fundamental reasons that international students are silent in the classroom.

In Chapter 17, Rachel Wicaksono presents conversation analysis of audio transcripts to explain the communicative competence and incompetence in English of U.K. students and international students in the classroom. She finds a significant difference in English communication skills and different ways of listening, acting, and speaking between international students and home students.

In Chapter 18, Valerie Clifford, Juliet Henderson, and Catherine Montgomery examine an online program for academic staff and students at a U.K. university. They report a need for “higher education staff to be able to engage with university strategic initiatives to internationalize the curriculum” (p. 261).

In Chapter 19, Tony Shannon-Little describes how the presence of international students can develop the multicultural community of practice on campus. The author examines the experiences of 14 international students who were at the University of Wolverhampton in England for 18–30 months. Shannon-Little suggests the need for progressive strategies to develop collaborative learning so that home students can benefit from diverse international student groups.

In the final chapter, Janette Ryan, the editor of this book, addresses the notion of internationalization through the lenses of Western and Eastern paradigms. The author presents the case of Chinese students and the internationalization of the Chinese educational system to illustrate cultural and academic differences.

The presence of a diverse student population, both domestic and international, has changed approaches to teaching and learning at universities around the world. Apparently, the numbers of international students are increasing in the United States, the United Kingdom, Canada, and Australia. However, there are limited resources available on campus to foster a more diverse learning atmosphere for all student populations. Particularly, international students need more support with the academic transition to their overseas studies. In the race to internationalize campuses, “less attention is paid to determining the quality and educational return on investments once the activities” for international students, scholars, and programs are established (Lee, 2013, p. 5). A large portion of international student movement has always been from developing to developed countries.
such as the United States, United Kingdom, Canada, and Australia. In recent days, however, students from developed Anglophone countries are pursuing the exchange programs in both developed and developing countries. This adds pressure for campuses to internationalize their resources and pedagogies.

Ryan points out that educators have realized that home students need to be “examining their own thinking and practice and viewing international learning as an enterprise that occurs not [only] within a single system of cultural academic practice but [also] as an endeavor between civilizations and intellectual traditions” (p. 2). This book serves as a guide to addressing the need for campus diversity and internationalization through the presence of international students. This provides faculty with an opportunity to revisit their curriculum, administrative staff and educators with strategies for maximizing resources on campus, and policy makers with direction for envisioning global job market skills.

Although this book is a significant publication in the field, there are several limitations. Many of the chapters are forcefully adjusted within the theme of the book, and topics are narrowly defined. Readers from a wide spectrum of the disciplines may find it challenging. Personally, one of the concerns we noticed is geographical limitation—most of the chapters are based on the individual research of the authors either in the United Kingdom or a few other countries such as the Netherlands, Denmark, and Australia. These countries may not capture the linguistically and culturally diverse educational experiences or teaching styles of international students. Also, the educational practices in these countries are different compared to the academic challenges that international students experience in the United States. Including research studies from the United States would enrich the book’s value in the field. In addition, many of the chapters are based on preliminary or incomplete research by the authors, and readers are left to wonder about what the final research results were. Finally the focus of the book is the internationalization of teaching and learning in the context of increasing international student populations on campus. This volume does not significantly include diverse cross-cultural perspectives in terms of the variety of languages, cultures, and academic expectations of mobile students—either home students in study abroad programs or international students.

However, this book is an important collection for educators who are interested in international students, studying abroad, international relations, and comparative education. The authors have done a wonderful job bringing their personal experiences and existing studies to present their working with diverse student populations on campuses. Our teaching and learning contexts are changing as we welcome students from around the world to our classes. Certainly this book helps us to address the need for cross-cultural teaching and learning for home students and international students and the demand for internationalizing curriculum and pedagogy in higher education in an increasingly diversified world.

To order a copy of Cross-cultural teaching and learning for home and international students: Internationalization of pedagogy and curriculum in higher education, contact Routledge, c/o Taylor & Francis, 711 Third Avenue, New York, NY 10017. Website: www.routledge.com/education.

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