

Book Review / Recension d'ouvrages

Trilokekar, R.D., Jones, G.A., & Shubert, A. (2009). *Canada's universities go global*. Toronto: Lorimer.

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Universities Go Global seeks to illuminate the complex terrain of the internationalization of higher education in Canada. Indeed, given the heightened attention to internationalization espoused in many Canadian universities' mission statements, the content of this text is particularly relevant to researchers and graduate students across multiple disciplines. Corresponding to the uneven approaches to internationalization, this edited collection provides a somewhat eclectic, yet significant mix of contributions. The individual chapters range from conceptualizations and policy analysis to implications for classroom pedagogy. Based on their own interests, readers will likely find particular chapters more useful than others. Nevertheless, as a set of distinct chapters this book provides a productive mapping of the contemporary contexts and implications of the internationalization of higher education in Canada.

As the editors explain in their introduction, the book has its beginnings in a conference held at York University in the spring of 2005: "[M]ore than two hundred participants, including representatives from all levels of government and thirty-three universities from nine provinces," (p. 9) came together to discuss the internationalization of higher education in the Canadian context. Four themes that surfaced at the conference and are well represented in this edited collection are: (1) the lack of national coordinated approach to internationalization, (2) the highly decentralized approach that allows individual universities to define their approach, (3) the tension between education as a public good and neoliberal modes of internationalization, and (4) the complex relations between internationalization and Canadian multiculturalism. Beyond these identified themes, the editors further suggest a number of key issues that ought to guide future discussions on internationalization. The first question that Roopa Desai Trilokekar most explicitly addresses in her individual chapter is whether Canada ought to have a national strategy of internationalization. A second issue concerns the presence and adequateness of present funding infrastructure to support internationalization. Also in need of greater illumination are the benefits and drawbacks of current practices of internationalizing curricula that are often accepted as successful without being researched. And finally, in a country where national identity is tied to a version of multiculturalism, the specific meanings/effects of internationalization demand further clarification. Dimensions of these key issues are taken up in some of the individual chapters of this edited collection.

The book's first section on Policy Perspectives begins with a look beyond the Canadian scene of internationalization. Simon Marginson (Australia) emphasizes that globalization and internationalization are not dualistic, as in economic neoliberalism versus cultural internationalism, but rather enact distinct geo-spatial dynamics (p. 19). In both internationalization and globalization processes the nation state remains a significant actor. Marginson further emphasizes the unity or inter-penetration of economic and

cultural globalization, of public and private goods. I would suggest that the economic and cultural dimensions are also imbricated in the internationalization of higher education, thus producing a contested discursive space with multiple understandings and approaches. Marginson then discusses an eye-opening set of key shifts brought about by, or indicative of, the global transformations in higher education, such as: the emergence of the global university of market and the international flows of students and faculty (with a particular focus on Australia).

Before turning to the Canadian context, Ulrich Teichler discusses recent trends in the internationalization of higher education in Germany, particularly that of student mobility. Teichler's chapter is a more descriptive chapter than Marginson's with multiple data tables, more a case study oriented to the spatial dynamics of "internationalization" than "globalization." Following these chapters, three Canadian policy perspectives are provided: Trilokekar discusses the role of the Department of Foreign Affairs and International Trade (DFAIT), Canada in the internationalization of higher education in Canada, Christine Savage examines internationalization efforts in the two provinces of Manitoba and Alberta, and France Picard and Diane Mills consider the relation between public policies and "concrete measures" in the Internationalization of Quebec universities. Each of these chapters again illustrate the multiple levels and discrete activities that fall under the general term "internationalization." The Canadian-focused chapters also emphasize the somewhat ad hoc character of internationalist policy agendas and initiatives, given the lack of a coherent national policy, the varied approaches of provincial governments and the relative autonomy of individual universities.

The focus on "teaching and learning" and "faculty and students" framing the second section on "institutional perspectives" only magnifies the varied mix of perspectives and practices that can be placed under the rubric of "internationalization" or more precisely internationalizing curricula or programs. Topically the seven chapters in this section include: multilingualism and rhetoric, global health, international development, international internships, student voice/reflection, faculty teacher-learning, and mobility. In the tradition of critical approaches to international education, many of the chapters advocate for transformative, critical and/or experiential pedagogies employing terms as "global citizenship education," or "diasporicizing the curriculum." Some chapters focus more on the pedagogical dynamics and relations of learning across difference or critically engaging otherness, while other chapters attempt to delineate more prescriptively the key components of an "internationalized" curriculum or educational initiative.

The final section entitled, *Conflicting Agendas & Ethical Practices*, attempts to discuss certain tensions heightened in contemporary internationalization discourses and practices. Although these tensions already surface in previous chapters, the intention here seems to be to explicitly engage them. Yves Beaudin of the Council of Ministers of Education Canada warns against the potential for loss of autonomy (in Canada) and participating in 'educational colonialism' (outside of Canada) in the context of "cross-border" education. In this short chapter she describes and advocates for modes of 'quality assurance' to guard against these and other potential dangers. Kumari Beck develops a postcolonial-informed framework to support the capacity to interrogate the unethical or problematic qualities of (financially-driven) internationalization under globalization. And John Dwyer and Daryl Reed turn their attention to the purposes of the university in an

age of globalization. They suggest the traditional functions of the public university need to be “re-calibrated” with a (Habermasian) critical theory to contest the present dominance of “neo-utilitarian paradigms.”

Finally, offering a kind of conclusion to the diverse contributions of the text, Glen Jones turns back to a macro policy level to present three challenges of Internationalization. First Jones explains how from the late 1960s forward, the “Canadianization” of Canadian universities took precedence over internationalization. This movement began as a reaction to a scarcity of new Canadian professors under the rapid expansion of higher education and of Canadian curricular context in K-12 schooling. The second challenge of “federalism” echoes the lack of a national policy and mechanism to direct higher education. The third challenge that Jones names the “Fear of Displacement” refers to the Canadian approach to the admission of international students. While the Australian focus has been on “revenue generation,” the Canadian focus, Jones claims, has been on ensuring that domestic students are not “displaced.” Canada’s focus, which has centered on the appropriate subsidies for domestic versus foreign students, has not been as conducive as other countries for attracting international students. Jones’s chapter might better be conceived as a conclusion to the policy section as it largely leaves unaddressed the contributions of the “institutional perspectives” section. An additional concluding chapter, discussing the overlaps and disjunctures of the contributions in the ‘institutional perspectives’ section, could have been a valuable addition to this book.

As mentioned above, this text presents the multiple dimensions of the internationalization of higher education in the complex, decentralized Canadian context; particular chapters though may be most useful based on one’s own interests. One chapter that is useful for my own current work on theorizing learning in the international experience is *Promoting Global Learning through Partnerships* (Taraban, Trilokekar, & Fynbo). The chapter mainly advocates for a critical approach to conceiving and supporting the learning that emerges in an international internship program. York University’s May-Aug 2005 International Internship Program acts as a case for the authors’ analysis of interns’ global learning. A cohort of 42 students who interned in the Global South participated in the study. The authors present a set of themes (challenging stereotypes, problematizing identities, questioning development discourse) and illustrate a few significant “learnings” of the students under these themes. Their final section, *Implications for Program Development* is particularly instructive. Aligning with the more critical perspectives that are beginning to sound off against the merely “administrative” approach to international placements, they note:

The international experience, in and of itself, does not provide for critical reflection, learning and knowledge production. . . The key is to provide a deliberate process of critical thinking and reflection: an opportunity to step back and examine one’s assumptions, questions one’s motives and objectives and examine one’s participation (or nonparticipation) in the learning experience. This continuous process—of experience, observation and reflection; theorizing and conceptualizing, and applying the knowledge to new situations—is what defines experiential education. (p. 236)

The authors continue to elaborate on the reflexivity required of students “as field workers” to examine their positionality and its effects. Clearly the kind of intervention the authors are calling for is warranted; indeed the approach of experiential education defined here seems like an exemplary model for humanistic learning in general.

I would extend the authors’ call for criticality with two additional points: (1) The *how* to support this level of criticality within the short-term constraints of course work or pre- and post- international experience workshops needs much illumination. Perhaps research that documents in detail the relevant (and affectively loaded) scripts that teachers and students produce under this critical (academic) approach to supporting the potential learning and struggles to learn from the international experience would be particularly useful. Longitudinal analysis of the longer term effects of these experiences and courses would also be useful as the authors note; (2) The experiential education model itself needs scrutiny, as terms such as “experience” and “reflection” remain, in some ways, vernacular, unexamined terms in the connecting discourses of reflective practice, adult education, transformative education, etc. To what extent is our deepest (and sometimes most painful) learning about ourself and others actually organized or supported by the experience-observe-reflect temporal cycle? How is it that we are eager to understand certain dependencies and complicities in an asymmetrically-structured world, while we cannot acknowledge others? Are we actually able to know and identify what learning outcomes are produced (or even desirable) from an individual’s international experience with a precision that goes beyond short definitions of dispositional (somewhat floating) signifiers as being “critical,” “caring,” or “globally aware?”

In other words, as the critique of superficial forms of learning from the international experience moves from scholarly contribution to a kind of insider consensus, I am asking upon what, and how, might the researcher or educator invest their energies in supporting/advocating for a progressive and critical international education with “eyes more wide open?”