

Book Review Title: Mobility and Migration in Asian Pacific Higher Education.

Authors: Deane Neubauer and Kazuo Kuroda.

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Abstract: This book helps in a better understanding on the increasing mobility in Asian Pacific Higher Education and formats of migration through education exchange. It was written by long-time experts and researchers in the area, which makes readers can see examples clearly. There are three parts to the structure. The first part includes chapters 1-2, which are about creating a conceptual framework and theory. The second part includes chapters 3-12, which are about case studies in each country. The last part is in chapter 13, which is a knowledge summary in the overall picture. The detail of each chapter is as follow:

Keywords: Mobility , Migration Higher Education, Asian Pacific, Educational Exchanges

I. INTRODUCTION

Structure and content of the book

This book consists of an editor's preface followed, there are 13 case studies in the structure to enable readers to understand the global events of using education to participate in mobility and migration , starting from

Chapter 1 Introduction: Giving Dimension and Direction to Mobility and Migration in Asian Pacific Higher Education by Deane E. Neubauer.

Mobility and migration manifest "changes" of Asia Pacific region through a research on Education and Cultural Exchange in this region. This leads to the creation of cognitive structure(pp.6) ,resulting in connection and establishing a cross-country campus.

Chapter 2 Mobility, Markets, and Equity in Higher Education: Match or Mismatch? by Peter D. Hershock.

"The End of History" by Francis Fukuyama on the topic of Higher Education in the response of capitalism demand (pp.34) caused education at higher education level become more important in 21st

Chapter 3 Learning the Hard Way: Lessons from Australia's Decade of Innovation in Student Migration Policy by Christopher Ziguras.

Migration is linked to the flow of international students to Australia(pp.40). In this chapter, there is detailed on education qualification of Australia and employment of migrant workers. However, Australia has problems with racist attacks, especially students from Asia such as Indian students and the readiness for support for studying and living.

Chapter 4 Shared Space in Global Higher Education: A Southeast Asian Perspective by Morshidi Sirat.

"Public Space" by Milton Santo and "Exchange Cycle" by Saskia Sassen were referred in this chapter in order to develop the framework. There is an exchange among universities(Global University Network for Innovation 2007), which is a case study from a university in Malaysia (pp. 59-61).

Chapter 5 International Mobility of Faculty and Its Impacts on Korean Higher Education by Jung - Cheol Shin.

This chapter emphasizes on academicians who graduated from oversea and graduated from Korea on how their education affects educational activities. This led to the creation of theory to verify the difference in Korean higher education (pp. 80).

Chapter 6 The Changing Structure of Japanese Higher Education: Globalization, Mobility, and Massification by Reiko Yamada.

This chapter presents the issues and challenges of globalization in the higher education level of Japan in creating “international standards,” in which there is a use of educational development programs and exchange.

Chapter 7 The Rhetoric and Reality of Mobility and Migration in Higher Education: The Case of the University of California, Los Angeles by John N. Hawkins.

UCLA is one of the universities in the USA with the highest number of international students (Kivowitz 2007). What UCLA needs to encounter is the adaptation to universality and globalization. But in reality, UCLA has not been adapted to internationalization much. Making it an obstacle to competing with other universities.

Chapter 8 Internationalization Strategies and Academic Mobility in Europe: Sciences Po and the London School of Economics by Marie Scot.

The process of creating “mobility” and “internationalization” have created conditions of Sciences Po and LSE (pp.127-130). There are exchange programs with many universities in Asia. (pp.136).

Chapter 9 International Student Mobility for East Asian Integration by Kazuo Kuroda.

Part of development policies from developed countries were forwarded to developing countries through the exchange among East Asian countries Watanabe (2004) with the concept of “the East Asianization” (pp.153-155).

Chapter 10 Constructing a “Global University Centered in Asia”: Globalizing Strategies and Experiences at the National University of Singapore by Francis Leo Collins and Ho Kong Chong.

There is an indoctrination of internationalized attitude among students in NUS (pp.157), which will help on understanding different “cultural background” and preparing to be a multi-centers in education (Chan and Ng, 2008)

Chapter 11 Contributions of Foreign Experts to Chinese Academic Development: A Case Study of Peking University by Ma Wanhua.

China led to the attraction of foreign experts and oversea Chinese to return like teachers, experts, and high-level researchers(pp. 191-192).

Chapter 12 International Accreditation and Its Impact on Student Mobility in Taiwan Universities—A Case Study of School of Management of Fu Jen Catholic University by Yung-chi Hou (Angela).

The number of students entering university in Taiwan will decrease. This leads to the adaptation of Taiwanese

universities to attract more international students (Mok,2003). The Taiwanese government has created an “Enhancing Global Competitiveness Plan” in order to create internationality among Taiwanese universities (pp. 194).

Chapter 13 Conclusion: Ways Forward for Migration and Mobility in Asia-Pacific Higher Education by Deane E. Neubauer and Kazuo Kuroda.

Education is one of the changes in global history in the exchanging of ideas and cultures in order to respond to diversity (pp. 216-219) .This is to support diversity in the format of modern-day migration and mobility in the Asia Pacific region.

II. DISCUSSION

The strength of this book in every chapter was systematically organized and extended the critical issues in the beginning that there is conceptualizing of theories about the exchange of education, mobility and migration in order to help readers to understand more on networks, complexity, volatility, and values (pp. 27). This helps in a better understanding of the global movements and the causes of case studies in later chapters. Later, in chapter 3-12, there are case studies from all the countries in the Asia Pacific. There are case studies about the usage of education as a tool of an international corporation, the usage of education to attract high skills workers, the changes of universities’ strategies to attract international students. In each chapter, there are an example of events that happened in each country, the causes, solutions, statistics, and conclusion. This helps readers to connect the understanding of theories. Chapter 13 is the conclusion of the overall picture by utilizing a thinking framework in a discussion about complex problems in each country and as the background of future studies.

However, there is some weakness in terms of thinking framework. The concept of Intercultural theories like global citizenship, contact hypothesis, and intensity factors (Chuing Prudence Chou and Jonathan Spangler,2018) should be added in order to see structural connection on the assistant of some cases in exchange of culture and education. To understand more in the case of NUS university in chapter 10, the university required to prepare in learning to respect the differences. Later, though mobility and migration are the keys in chapter 8. Its more description rather than criticism; there is a content that focuses more on the history of establishment of institutions . In addition, while some chapters offer statistical data but in some chapters that should be arranged but not makes it difficult to understand the content.

This book is suitable for Academic officer , researchers, educational policy makers. This book will help readers to be able to see the whole picture more clearly, as well as the process and method in migration and mobility through the examples of each country that create benefit in designing policies to attract international students and the use of expanding soft power through education and migration ,

which helps in improving the level of development. Moreover, this offers many interesting issues for studying in order to broaden knowledge and have a better understanding of current and future issues.

III. CONCLUSION

This book helps in a better understanding of cultural and educational exchange through migration nowadays. These issues related to the use of education as a government tool in creating benefits for the country. As can be seen in this book, the examples are the use of educational policy to attract high skill workers in Australia, the use of education as a source of revenue for the USA, and the use of education to create soft power in Japan.

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