

**Book review:** Developing the global student: higher education in an era of globalization. By David Killick (2015). Milton Park, Abingdon, Oxon and New York, NY: Routledge, 209 pages, ISBN 978-0-415-72805-8, Paper, \$36.83.

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## **Developing the global student: higher education in an era of globalization by David Killick**

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One night, when I went with a group of American and international students to stargaze, in the East of the United States, I asked what impressed everyone. One student from Brazil said, “I can see how the sky is different in this side of the world” As the internationalization of education impacts students and their peers, this question has gained importance: how well are we doing to identify and satisfy the needs of today’s global students? *Developing the global student: higher education in an era of globalization* by David Killick presents a way to make sense of society, universities and students as actors in the internationalization process. This review will explore three main topics: the core content of the book, including its goals and principal thesis; the development of the book and how it makes sense of the complexity of the student experience; and a reflection on the contributions made by Killick. This review is address to Higher Education professionals working in internationalization areas and researchers working with student experience in the international context.

*Developing the Global Student* has two goals: first, to create awareness of the challenges that all students face in their studies in an international context and second, to provide tools to the students that allow them to tackle the challenges in a more effective and enriching way.

Doctor David Killick is Head of Academic Staff Development at Leeds Metropolitan University in the United Kingdom. Killick’s discourse reflects a strong sympathy for constructivist perspectives, from Paulo Freire to John Dewey and Lev Vygotsky. His work is focused in the internationalisation of the curriculum/student experience. The book examines the way higher education professionals address the needs of students, leading towards an understanding of higher education as an empowering environment. First Killick proposes a common ground definition of globalization as “a complex series of processes which an institution adopts in response to on-going change across the global-local nexus” (4). From it he starts to build the thesis where he connects the

environmental, social and psychological factors that shape the experiences of students with the mechanisms that the universities use to facilitate the internationalization of their campuses, programmes and student life. He also points out the thesis that students are agents of the internationalization mission of the university and therefore must be involved in the development of the institution.

The development of the book is strongly based in a theory. In chapter one, “Questions of context,” Killick addresses the diversity of realities and how they play a role in the course of society. Then, he analyzes how this diversity is shaping Higher Education—for instance, the dichotomy between public and private universities and the question of whether knowledge is a product or a public good. He challenges the idea of the student as an inert consumer, and he calls for a review of the learning and internationalization missions of the university, which he further develops in the following chapters.

An important contribution Killick makes is to challenge the idea of internationalization as the presence of some activities inside the university; for example, internationalization goes beyond the decision to have or not to have international students in campus. In his view, the internationalization of the university involves the development of multicultural spaces of socialization, dialogue, learning, and teaching, which have an impact on the student experience.

After discussing the interaction of the global reality with universities, Killick uses his second chapter, “Questions of alterity”, to examine changes in the social fabric: identity, ethnocentrism, relativism, cultural capital, and culture. The author describes how theory and research could help to develop programs that teach students to build a common understanding and become peace agents, with a broad understanding, ethical foundation, and communication tools to act in the world.

Killick’s discourse moves from the global, to the psychosocial, to the cultural in the following chapter, “Questions of lifeworld”. He describes how a concept could change from culture to culture and how this is part of the diversity(ies) and reality(ies). In this portion of the book, he explains the continuum of understanding and making sense within the individual, and how this results in an empowerment process where students realize their capabilities and interests.

After a cogent explanation of the context, societal challenges, institutions and individuals involved in internationalization, Killick returns to the learning experience and the social and cognitive processes behind it. He makes sense of constructivist theories and, more importantly, he explores how the learning could become an empowerment tool for the students and an opportunity to make social transformation. Using social intervention on campuses, we can change the realities where we live the international and multicultural experience. Killick addresses issues like tackling the stereotypes towards the international students and promoting a diverse environment in the classroom, not on the superficial level but with thoughtful and practical strategies for things like teaching effective intercultural communication. Killick also points out how curricula can presume a cultural background that raises obstacles for the learning of international students.

In this book, I found an excellent resource to understand the variables related to the internationalization of the student experience: political, social, environmental and psychological. In *Developing the global student*, higher education professionals will find a holistic review of this topic and discover insights into many challenges that the universities face, such as integration of international students, promotion of studies abroad, development of international cooperation, curriculum development, the philosophical issues behind education in general. Whenever Killick addresses the needs of students, he provides both theoretical and practical keys to help readers develop strategies at several levels.

*Developing the global student* is valuable reading to those who want to make sense of the education mission and the institutionalization of the internationalization of higher education institutions.