

Johanna L. Waters ve Rachel Brooks'un Göçmen Öğrenciler ve Çağdaş Eğitim Hareketlilikleri Kitabının İncelenmesi

ÖZ

Johanna Waters ve Rachel Brooks tarafından yazılan Göçmen öğrenciler ve Çağdaş Eğitim Hareketlilikleri (2021), kavramsal, politik ve etik perspektifleri göz önünde bulundurarak son yıllarda uluslararası öğrenci hareketliliğindeki artışı inceleyen disiplinler arası bir çalışmadır. Daha önceki çalışmaları olan 2011'de yayınlanan Öğrenci Hareketlilikleri, Göç ve Yükseköğretimin Uluslararasılaşması'nı takiben, yazarlar bu yeni çalışmanın göç ve eğitim literatüründe son birkaç yılda meydana gelen değişiklikleri açıklamayı, mevcut tanımları incelemeyi ve teorik yaklaşımlara derinlemesine eleştirel bir bakış sunmayı amaçladığını belirtmektedir (s.3-8). Kitabın bir diğer öne çıkan özelliği ise sistematik bir literatür incelemesinin ardından literatürün mevcut yapısını, epistemolojisini ve bilgi üretim koşullarını sorgulamasıdır. Bu nedenle yazarlar, öğrenci hareketliliği ve göç kavramını sentezlemenin yanı sıra, mevcut literatüre bazı eleştirel perspektifler katarak bu süreçlerin politik doğasını da incelemektedir.

Anahtar Kelimeler: Uluslararası Öğrenci Hareketliliği, Göç, Yükseköğretimde Uluslararasılaşma

Introduction

Student Migrants and Contemporary Educational Mobilities (2021), written by Johanna Waters and Rachel Brooks, is a multidisciplinary study that explores the increase in international student mobility in recent years by considering conceptual, political, and ethical perspectives. Following the authors' earlier production, Student Mobilities, Migration and the Internationalization of Higher Education, published in 2011, the authors state this new work aims to explain the changes that have occurred in the past few years in the literature on migration and education, examining existing definitions and offering a critical look at theoretical approaches with depth (p.3-8). Another prominent feature of the book is that, after a systematic literature review, it questions the existing structure of the literature, its epistemology, and the conditions of knowledge production. Therefore, in addition to synthesizing the concept of student mobility and migration, the authors scrutinize the political nature of these processes by contributing some critical perspectives to the existing literature. In the introduction part of the book, two main topics are discussed, student mobility and migration, in detail. Although the two concepts are not the same, situations where cross-border student mobility should be considered together with the concept of migration are stated. In other words, the content of the Organization for Economic Co-operation and Development (OECD) student mobility definitions (credit mobility and degree mobility), the intentions and motivations behind student mobility, and the situations that can or cannot be considered related to migration and student mobility are conceptualized in the book to ensure integrity. For example, international students formed within the scope of forced migration or who have refugee status are excluded from the book's scope because they are in movement without intention. Therefore, the book's target groups are higher education students motivated to receive education and the countries and institutions that try to attract them for different reasons (pp-3-8).

Another fundamental issue raised by Water and Brooks concerns the political dimension of student mobilizations. Waters and Brooks state that student mobility cannot be reduced to individual preferences alone but should be analysed in terms of state policies, citizenship, regimes, global inequality structures, and Western-centric positions in knowledge production (pp. 8–9).

The authors also focus on some drawbacks of the epistemological and discursive structures that explain mobilities. The dominance of the English language in producing and disseminating

academic knowledge is seen as an essential problem. Some situations, such as the spread of practices of hierarchical knowledge production inherited from colonial periods, are approached critically.

Overview of Structure and Content

Student Migrants and Contemporary Educational Mobilities consists of eight main chapters and contains significant structural and theoretical changes compared to the authors' previous works. The book's structure is designed to reveal new trends in internationalization and international student mobility that have emerged in the literature, especially in the last 10 years. However, it emphasizes that student mobility should now be considered more complex and multidimensional from a political perspective.

The basic framework of the book is shaped around six thematic headings:

- Geographies of International Student Mobilities (Chapter 2)
- Socio-Economic Diversification (Chapter 3)
- The Value of International Higher Education (Chapter 4)
- Migration, State-Building and Citizenship Projects (Chapter 5)
- Learning and Classroom Experiences (Chapter 6)
- Ethics and Student Mobility (Chapter 7)

Each chapter provides rich content with up-to-date studies in the literature and conceptual explanations supported by empirical examples.

In Chapter 2, international student mobility (ISM) is discussed from a geographical perspective, and the inadequacy of simplified flow models directed from "South to North" or "East to West" is emphasized. Although it is accepted that the Western-centred structure of ISM is still dominant, examples from movements within Asia are given, and it is explained that these movements are diversifying. It is stated that the prominence of cities and universities through tools such as movies and social media affects the mobility of students. Therefore, these movements should also be considered with the concept of "imagined geography" (p. 32). It was also emphasized that it should be regarded that the COVID-19 case has transformed physical and imaginary geographies, and it was claimed that ISM cannot be explained with statistical data alone. This chapter provides a strong theoretical framework and a comprehensive literature review that encourages rethinking the assessments of the geographical dimension of ISM. Despite the strength of the conceptual framework presented, the lack of empirical support, especially on themes such as "imaginative geographies" and city preferences, may create a sense of theoretical abstraction for some readers.

In Chapter 3, Waters and Brooks emphasize that international student mobility was often associated with upper-class students, but in recent years, socio-economic diversification has become more evident (pp.55-58). However, it is stated that this diversification does not lead to educational equality and that less privileged students are often directed to low-cost or "second-class" programs. Therefore, the authors draw attention to the emergence of a new type of stratification (pp. 56-72). It is emphasized that the consultancy and marketing policies implemented by higher education institutions to attract international students facilitate access to mobility and create new inequalities based on economic capital (pp. 64–65). Finally, it is highlighted that socio-economic diversification is not limited to individual access; at the same time, class-based divisions are reproduced in new forms at the transnational level (p. 73). This chapter focuses on the class dimension of mobility by making visible the socio-economic diversity of ISM, which has received limited attention in the literature. The authors provide a critical perspective on the dimension of student mobility in

internationalization processes by revealing that practices at institutional and national levels reproduce inequalities in access to education in different ways. In this respect, the chapter presents an empirically based inquiry against the egalitarian assumptions in mobility discourses.

In Chapter 4, international higher education and the concept of "value" are addressed multi-dimensionally. The authors point out that international education is often accepted as "valuable" at individual, institutional, and national levels without being questioned. However, they state that it has not been sufficiently examined for which actors, how, and under what conditions this value is formed (pp. 87–88). Examples of value patterns that differ in geographical and social contexts are given, and issues such as cultural capital accumulation and individual transformation are touched upon (pp. 99–109). However, it is stated that the ethical and "public good" dimensions of education can be neglected for financial gain and competition and that neoliberal concerns can come to the fore. In contrast, it is stated that public good is not sufficiently included in the literature (pp. 122–123). This chapter, which opens a critical door to the literature on values and international higher education by revealing that the concept of value can be multi-layered in internationalization processes in higher education, is a guide for future studies.

In Chapter 5, the role of international students in state policies is discussed, including citizenship strategies, the use of soft power, and immigration policies. The chapter outlines how international students become a strategic subject due to economic, political, and social policies and examines how students are positioned as economic resources and potential citizens. This chapter, which includes an extensive literature review, provides an important academic perspective to understand how states are involved in and shape international student mobility.

In Chapter 6, the learning experiences of international students in and outside the classroom are examined in the context of pedagogical approaches, social perceptions, and cultural hegemony. The necessity of egalitarian pedagogical approaches for international students, often perceived as "model minorities" or "struggling foreigners" (p.171), is advocated. In the chapter, where many factors such as adaptation problems arising from cultural differences, Western-based curriculum structure ignoring different learning styles, and the reflection of cultural hegemonic norms on the pedagogical field are discussed, the necessity of more egalitarian and inclusive learning environments with approaches such as "mutual adaptation" and "engaged pedagogy" is pointed out. Drawing attention to the multi-layered structure of student mobility through pedagogical approaches stands out as the most striking contribution of the chapter to the literature.

Chapter 7 includes an evaluation of student mobility in the context of ethics. Although many issues were addressed in the context of ethics in the book's previous chapters, this chapter argues that positive discourses such as peace, cultural understanding, and economic contribution can conceal ethical issues. A critical perspective stands out in this chapter, where many issues, such as inequalities in access to education and privileged groups, fees paid by international students and limited work opportunities, discrimination and racism, and colonial norms increasing disparities in the education system, are explained.

The work *Student Migrants and Contemporary Educational Mobilities*, written by Waters and Brooks, offers a substantial theoretical contribution to the literature by addressing student mobility within the multi-layered social, cultural, political, economic, and academic relations framework. The work, which exhibits an open and transparent academic approach, adds a new dimension to some dominant concepts in the existing literature with a critical perspective. However, Waters and Brooks have stated that the fact that the book is mainly based on English sources due to linguistic hegemony and citation policies is an epistemological limitation. Almost every chapter includes

comprehensive literature reviews and discussions supported by empirical examples in some places. Although each chapter in the book is structured under specific thematic headings, the authors refer to other themes by preserving the conceptual integrity between the chapters; thus, the overall work progresses within a consistent and mutually nourishing structure. In this way, the theoretical density is balanced. In the context of international student mobility, it provides both a theoretical and methodological basis for future studies with its original approaches, academic depth, and narrative.

Statements

Conflict of Interest

There is no conflict of interest in this study.

Contributions

Each author contributed equally.

Ethical Considerations

There is no need for ethical approval as it is a review.

References

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