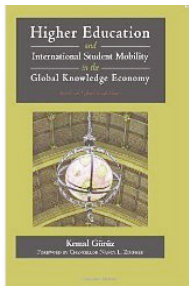


Higher Education and International Student Mobility in the Global Knowledge Economy.

Gürüz, Kemal (2008). Albany, State University of New York: SUNY Press.



Reviewed by *Darla Fletcher*,
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In the context of internationalization and globalization of higher education, Kemal Gürüz's book, *Higher Education and International Student Mobility in the Global Knowledge Economy*, explores contributions

made by international students and scholars in higher education from a historical perspective. A native of Turkey, Gürüz studied and worked for a while at Harvard University and the State University of New York in the United States. He presents the international mobility of students and scholars with in-depth historical, cultural and socio-economical perspectives. Gürüz highlights global knowledge economy, institutional patterns of higher education, enrollments, governance, and recent changes in higher education of several countries in this book.

The book is designed into six chapters. Chapter 1 defines "global knowledge economy" as academic mobility in higher education. He presents historically the role of capitalism in global knowledge economy as it drives "virtuous cycle of innovation, reward, and reinvestment" (12). Similarly, "international student mobility" refers to students studying in a foreign country in which Gürüz focuses on social, cultural, and political perspectives these students bring with in internationalization of higher education.

In Chapter 2, Gürüz analyzes educational attainment of emigrants and value of education historically with data on enrollment and demand in higher education from various countries. Chapter 3 concerns with how globalization has affected finance, administration and governance of both public and private universities across the globe. Chapter 4 shows compares and contrasts technology-driven non-profit, for-profit, private and public higher education. Gürüz presents a detailed history of open universities established in the UK, the USA, India, Cyprus, Thailand, and in other various parts of the world and profit they make over the years.

Chapter 5 presents the globalization and internalization of higher education in the Greco-Roman and Muslim worlds, in the medieval times, and in the nineteenth and twentieth centuries. This chapter also deals with the recently emerged rationales of the modern

American universities that are driving the international higher education in the US and across the globe. The author also mentions the Bologna process, a commitment by ministers responsible for higher education from European countries. History of European Higher Education Area (EHEA) and the Bologna Process are presented as a transformation of the global knowledge economy in Europe.

Chapter 6 deals with "international student mobility" in global context including major host countries and origins of foreign students. Using data from the *Global Education Digest* and *The Atlas of Student Mobility*, figures and tables are illustrated to present number of foreign students' enrollment and top host countries in the world. Gürüz presents individual country reports of international students studying in the US, the UK, Germany, France as well as other parts of Asia and the Middle East. At the end of this chapter, the author also reports the advantages and disadvantages of brain drain and skilled immigration and its impact on global economy and education.

One of the strength of this book is that it captures the historical essence of international academic mobility that contributes to the development of science and technology and innovation in teaching and learning. Mobile students and scholars bring cultures, languages, curricula, organizations and traditions with them when they choose overseas for higher education. In this context of cross border education, Gürüz's book adds a value in global and comparative educational domain. This book also puts a pre-caution on challenges and risks in a long run when students after studying do not return home country. Many institutions of higher education throughout the world have been attracting students for study abroad and this book visualize the gap between "knowledge-producing countries" and "knowledge-seeking students."

The weakness of this book is that it fails to capture the current demand of the international student mobility. From the historical perspectives on internationalization and globalization, this book includes several old data and figures on international students and enrollment trends. Overall, this book contributes to the history of international student mobility from an international comparative perspective.

About the Reviewer:

Darla Fletcher earned her doctorate in educational leadership from Arkansas State University. Her interests are in issues and concerns of international students, technical writing and higher education.