

## Book Review

### **Ryan, J. (ed.) (2013) *Cross-Cultural Teaching and Learning for Home and International Students* Oxon: Routledge**

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This book includes the work of 32 authors who discuss the internationalisation of teaching and learning through their accounts in practice and through their research at both micro and macro level. Originating from an international conference on internationalisation of curriculum and pedagogy, this book examines the complex nature of working across cultures and raises issues for Western and non-Western practitioners and students.

Ryan claims this edited book helps to fill a gap in the literature in terms of pedagogy and curriculum at a practice level when crossing boundaries of culture. Many universities, practitioners and researchers have already worked on issues which link to the internationalisation of teaching and learning, however, this work has been done in isolation through the enthusiasm of committed individuals. The aim of this book is to concentrate some of this work and disseminate it to others who experience similar challenges and to promote further debate and development in the field. Whether internationalisation is observed at the micro level within teaching and learning spaces, or at the macro policy level, its character is complex. The structure of this book follows the original conference themes and attempts to provide some insight into the complicated nature of this subject and consists of four parts:

Part one consists of six chapters which outline 'new ways of teaching, learning and assessing'. This section of the book tackles the challenges and opportunities for teaching, student engagement and participation. This section also covers assessment and supervision of learning. For example, chapter four reports on the role of feedback to students and how this can be seen as a '...summative judgment of their performance rather than an opportunity for learning through formative or feed forward assessment' (p.7).

Part two comprises five chapters that cover 'new ways of designing and delivering curriculum'. This section explores the internationalising of curriculum both locally and abroad. This section also addresses academic preparation for international students as well as the development of intercultural competencies for all students. For example, in chapter 11 Hans de Wit and Jos Beelen describe a creative initiative of using 'coaches' to assist teaching staff to internationalise their curriculum and report on its success.

Part three further includes four chapters which focus on 'new ways of thinking and acting'. This section examines intercultural learning and responding to student diversity. In this section the authors further explore challenges to student identities and critique what they

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claim is a lack of theoretical clarity in the international education field. For example, chapter 14 explores how learners change their self-identities but are also 'awakened' to their own culture and identity. Further, chapter 15 examines different cultural values and expectations of teaching and learning.

Finally, part four incorporates five chapters that report on 'new ways of listening'. This section explores issues of personal and cultural academic values such as responding to new or unfamiliar voices among students and staff, and embracing 'other' intellectual traditions. For example, Ryan authors the final chapter and explores the polarisation between international and Western students using Chinese students as a case example. Ryan takes a look at the criticism of the Westernisation of internationalisation and investigates different paradigms and understandings beyond local contexts and stereotypes. This book may be of interest to those engaged in cross-cultural academic work, especially those who engage in teaching and learning. The book lends itself to readers who like to dip-in and dip-out, as each chapter is autonomous and themed into four topic parts. Most chapters provide in-depth detail and include a reference list.

Ryan achieves her aim in this book through each chapter focusing on different topics within the area. However, I feel that the book may have benefited by an overall conclusion which would have brought together the four parts of the book including suggestions for future collaboration given the sparsity of potential collaborators. This timely book provides noteworthy reading for those who are interested and for those who are actively experiencing, the internationalisation of teaching and learning and this text is certainly a good source for further debate and development.