

Ogden, A.C., Streitwieser, B, & Van Mol, C. (Eds.). (2021).
Education abroad: Bridging scholarship and practice.
Routledge. 278 pages.

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Abstract

In their new book, Ogden, Streitwieser, and Van Mol (2021) create an accessible and succinct collection of some of the most salient areas of research in education abroad (p. 4). Authors from many countries contributed to each chapter, creating a five-part book that is a well-organized collection of current scholarship of the present-day field. Education Abroad: Bridging Scholarship and Practice is a welcome addition to the field and is an excellent resource for both novice and experienced scholars, as well as practitioners working at all levels. Each chapter examines key issues in education abroad and includes a history of the topic as well as possible directions for further research, guiding audiences at all levels to further exploration.

Keywords:

internationalization, study abroad, education abroad, international education, globalization of higher education

In their book Education Abroad: Bridging Scholarship and Practice editors Anthony Ogden, Bernhard Streitwieser, and Christof Van Mol bring us an excellent compilation of current research in the field of education abroad and internationalization of higher education. This book is part of the Internationalization in Higher Education Series, edited by Elspeth Jones. Each of the book's editors bring an extensive knowledge of and experience in the globalization in higher education; the chapter authors also represent many geographic regions and a variety of professions within international education and higher education. This book is an admirable addition to the field and is an exceptional resource for both novice and experienced scholars, as well as for practitioners in the field and others with a passion for education abroad. It provides a solid introduction of each topic as well as an overview of current scholarship for active researchers who see themselves in conversation with ongoing research in the field.

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One of the book's greatest strengths is its systematic organization, which provides a logical flow from one chapter to the next, moving outward from the decision of an individual student to study abroad to larger, more global concerns and outcomes. It is organized into five parts. Part I focuses on student participation, including students' decision to study abroad as well as access to international opportunities for students of different socio-economic backgrounds, including first-generation college students and those from marginalized communities (chapters 1-2). Part II discusses programming, including the importance of examining programs holistically and helping students choose a program based on their goals and needs (chapters 3-4). Part III examines outcomes for student development, language acquisition, global citizenry, and future employability (chapters 5-9). Part IV covers institutional outcomes, touching on the effect of international education on student retention, university prestige, curriculum, and faculty engagement at the home university (chapters 10-12). Finally, Part V concludes the book by examining the broader implications of education abroad on national policy and host communities (chapters 13-14).

Each of these parts begins with an introduction to the topic by the book editors, which provides detailed background information on the topic and serves to introduce the subsequent chapters and authors. Each chapter follows a template, beginning with bullet-pointed highlights, a chapter overview, key research questions, followed by a literature review, implications for practice, directions for future research, further reading and references. This allows the reader to easily locate the relevant information. In addition, within the literature review in each chapter, the main topic is further subdivided, enhancing the structural clarity. Each chapter provides a list of 3-5 selections for further reading on the topic, which would be of great value to graduate students and novice scholars who may not be as familiar with the field and its resources.

Education Abroad: Bridging Scholarship and Practice provides concise yet extensive information. It provides examples of different research methodologies and scholarship from around the world. The series editor makes an excellent note in her forward that the internationalization of higher education "has both global and more local intercultural interests at heart" (Jones in Ogden et al., 2021, xx), and this book acknowledges and takes an in-depth look at these interests and their effects at the individual, university, local, and international levels.

While the editors and authors cite research from many countries, it is interesting to note that none of the chapter authors represent South America or Africa. The number and availability of scholars in these specializations may play a role in this; seeking out authors that represent all regions may be possible for future versions. Another topic that could be expanded upon in future versions is the importance of and implications of education abroad for the host community. Currently this topic is not directly addressed until the last chapter, which may not give enough space for a subject that has become more prominent in recent research.

This book plays an important role in the field of international education by providing a synthesis of the current research within education abroad. By assembling the many journal articles and books that exist on the topics addressed here, one can begin to see the larger trends in scholarly research. While case studies and program-specific studies play an important role in the field, works like this that synthesize current research on a variety of topics are valuable. Of course, as the editors themselves admit, the research in the field is so vast and in flux that this volume cannot claim to have covered all relevant works. Nonetheless, Education Abroad: Bridging Scholarship and Practice is a welcome addition to the field. It provides a solid starting point for novice researchers to grasp the range and depth of current research, gives more experienced scholars an insight into areas ready for further examination, and offers concrete steps for practitioners. Its unique organization and clear style make it a useful resource for many audiences.

Author Biography

Abbey Jones is a doctoral student at George Mason University in Fairfax, Virginia studying International Education and Educational Psychology. She has experience in the field as both a researcher and practitioner. Her research interests lie in study abroad, particularly the intersection of

heritage travel and study abroad experiences as well as students' perceptions of and reflections on their documentation of their study abroad experience on social media.