

Internationalization of Higher Education: Teacher's handbook

The reviewed handbook for university educators written by Zelenková and Hanesová (2021).

As the authors rightly argue, the internationalization of higher education is an underlying feature of a competitive university regardless of its location and field of education. To meet the demands and expectations of the global tertiary and scientific institutions including advancing cooperation and collaboration, it is vitally important to manage the processes of internationalization at all levels in a professional manner. The reviewed handbook for university educators written by Zelenková and Hanesová (2021) provides multiple insights into these processes drawing both on theory and practice as reflected in the research conducted at the University of Matej Bel, Banská Bystrica, Slovakia.

Chapter one explains the challenges of internationalization for a university, its management, staff, and above all its teachers. It does not focus only on language proficiency and pedagogical competence of teachers who teach their subjects through English or other languages, but it delves into the issues of the cultural diversity of a university class, particularly different learning styles, teaching styles, and institutional practices. Furthermore, deficits in students' performance can be attributed to lacking intercultural competence, curricular issues, and support services.

Chapter two explores the needs of international education in developing intercultural and pedagogical competence in institutions, their staff, and teachers. The approach that integrates all the needs of successful international study programmes is known as CALLA (Cognitive Academic Language Learning Approach), or CBL (Content Based Learning). Both approaches mediate the subject matter through a foreign language while developing language skills, academic skills, and learning strategies. Finally, the authors highlight the importance of developing appropriate attitudes, essential knowledge, and relevant on-course and off-course behaviour.

Chapter three looks into cultural differences in learning and teaching. The authors see diversity as a complex phenomenon that includes differences in educational systems, learning and teaching styles, methods of assessment, and social hierarchy of students and teachers. They illustrate the differences in learning and teaching through the example of Western and Asian cultures.

Chapter four studies diversity in the classroom, and its dimensions. Drawing on Hofstede et al. (2010), Landis et al. (2003), and Lindsey et al. (2009), it provides an understanding of the concept of culture as applied to educational institutions. The findings are related to the organizational dimension of diversity, its impact on the relationship of the university to its students, their status but also the students'

expectations in terms of the workload and study behaviour. Finally, the authors provide activities and tasks to explore the diversity of learning preferences in particular student groups.

Chapter five deals with the importance of defining learning outcomes that are aligned with the particular teaching and learning practices and provides recommendations assuring that the outcomes are well and clearly written when being guided by Bloom's taxonomy of the learning objectives.

Chapter six analyses the reasons and consequences of culture shock as experienced by international students at the University of Matej Bel who experience all its phases when they try to adapt to a new culture. They struggle with the feelings of hostility and otherness more, the more distant culture they come from. What makes this process less stressful is the ability of the university and the local community to appreciate diversity and help to build bridges through institutional practices and culturally relevant pedagogy.

The latter is the topic of Chapter 7. The key principle of culturally relevant pedagogy is to take into account the learning context of all the students. The aim is to create a learning environment that helps the student to adapt their current learning strategies and study behaviour to a new educational context. Culturally relevant methods include interactive lectures and reading assignments to support student understanding, group projects or flipped classes to involve students in active learning, or simulations to advance creativity and solving problems. Various forms of providing feedback and peer learning also need to be present.

Chapter 8 provides guidelines for teachers who teach subject courses through the medium of the English language and the last chapter 9 analyses typical cases and critical incidents in an international educational environment that highlight some of the key misunderstandings and misinterpretations of learning and teaching in the international context. The handbook is attached with a glossary of the key terms and relevant bibliography with a focus on the most recent developments. Readers will definitely appreciate appendices with interpretations of cases and examples of pedagogical communication.

To conclude, as seen from the description of the key takeaways, this handbook on internationalization of higher education provides a well-thought, well-structured, and highly practical source of information for teachers who are already involved in teaching international courses by contributing to their professional growth and giving them a deeper understanding of culturally related processes accompanying teaching and learning in the international context. For those, who are novices to this career advancement, this handbook offers invaluable insights helping them to avoid common misunderstandings and failures in communication with interna-

tional students, and understand some of the culturally rooted reasons for the low levels of achievement and engagement in classes.

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