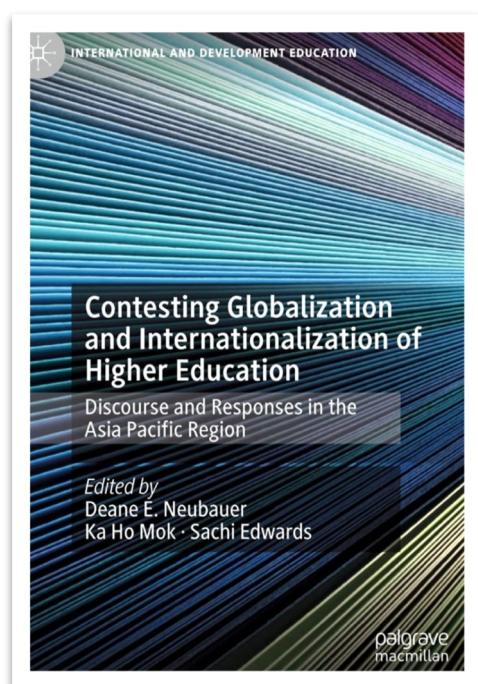# บทวิจารณ์หนังสือ
(Book Review)

Neubauer, E. D., Mok, H. K., & Edwards, S. (2019). *Contesting Globalization and Internationalization of Higher Education Discourse and Responses in the Asia Pacific Region.* Palgrave Macmillan Cham.

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The book describes the adjustments of education policy in the Asia-Pacific region to be on par with other civilized countries and to be recognized internationally which face both globalization and internationalization pressures. At the same time, the local tradition that has passed on various knowledge since in the past needs to be maintained. Of course, each country has its own strategies to develop education in its own way which requires integration and multi - sector cooperation's. Therefore, the book consists of thirteen chapters in which both chapters, one and two provide introductions. Meanwhile chapter thirteen gives an interesting summary reflecting on the current situation of the world. The rest of the chapters are about case studies from several Asia Pacific countries.

South Korea in chapter three is about the Internationalization of Higher Education (IHE) concept. It uses the terms of Modernization, Dependence, Semi-periphery theory, social mobility, and mentions the current state of IHE (pp. 20-29) to understand the perceptions and responses of the Korean government, universities, and people.

As for the Hong Kong case in chapter four, it shows that HE blends its own traditions and Western styles in the HE world's third great zone. The challenge arises due to the combination (pp.33-45).

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The case of China's Belt and Road Initiative (BRI) Strategy in chapter five searches out the link both internationalization and nationalization by supporting other countries through scholarship, the Confucius Institutes, building various infrastructure systems and investing for loan assistances (pp.54-60). Chapter twelve uses interviews and in-depth surveys to learn about student immigration, local innovation development and IHE in the context of social network and social capital (pp.166-176).

Taiwan cases in chapter six and chapter nine are related to "The Dialectics Between "Race to the Top" and "Back to Basics" Metaphors on Taiwan Higher Education Reforms between 2006 and 2017" which turns HE in Taiwan into world-class university status (pp. 67- 76) but Taiwan needs to consider about "Caught in a Trap for "World Class" Status" such as SSCI Syndrome issue (pp.114-118).

The situations in Japan regarding to the declining of birth rate changed the HE structures from Meiji to modern HE system and internationalization (pp.95-100). Surveys of international leaders show that Japan's internationalization strategy is stable, balance, and independent (pp.101-107). The student movement abroad is one of the strategies for expanding knowledge as a diplomat and being able to study worldview diversity (pp. 144-154). A mutual understanding will arise when   institutions support the international as well as HE is in the socio-economic environment (pp.154-158) which are from chapter seven, eight and eleven.

In chapter ten, "Internationalism" and "Nationalism" in Higher Education: Perspectives of Thai Provincial Universities suggested the "5HE shields" to safeguard global waver which requires the cooperation of all relevant parties. Such guidelines are about curriculum reform, student/ staff exchange, the creation of relevant training courses, developing international themes, and models within the classroom performances, and research projects (p.137).

The book lit ups that globalization and internationalization are the key factors of Higher Education (HE) development in the 21st century. But nationalism or regionalism should not be overlooked. Because Higher Education is not an optional final stage of formal learning but also a tool that can maintain national sovereignty such as *"Conversely, if we continue to understand international, HE as simply a tool in the global game, we are hindering our potential as a human race to create a sustainable future for the next generations."* (p.159). It can be seen that the strategies leading to the policies of each country are all adapted to the context of their own country but still maintain educational standards which Times Higher

Education (THE) placed Japan, South Korea and Hong Kong as the top of higher education. It reflects the phenomenon of nationalism towards internationalization and globalization.

This book is ideal for those in the education field, especially educational policy makers or educational institution administrators who determine the vision and strategy of the institution to be effective in further practice for example *"...each nation or system might have its own distinctive strength in internationalization"* (p.108).