



Book review: Cordie, L. (ed) (2025) *Transition from pedagogy to andragogy: an international perspective*. Emerald: Leeds.

Glocalising adult learning: internationally and at home

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Exploring higher education (HE) from an international perspective can have at least two distinct but related meanings. On the one hand, such explorations could consider ‘cross-border education’, a term introduced by Knight (2013, p.85), which chiefly concerns various aspects of ‘academic mobility’, including the exchange of students across cultural and national settings, the development of global partnerships between HE institutions, and the establishment of branch campuses in different countries. On the other hand, they could concern what Nilsson (2003) terms ‘internationalisation at home’, or the ‘laH concept’, which relates not so much to fostering academic mobility, but rather to increasing international awareness among HE institutions and their local learning communities. Both approaches relate closely to the work of learning developers in a broad sense. Insofar as learning development strives to engage collaboratively across national and other borders, academic mobility is key to its ongoing practice. Likewise, as learning developers seek to bring the insights of this cross-border education to bear in varied domestic contexts, they are likewise engaged constantly in a process of internationalisation at home.

With an internationally comparative approach spanning 14 chapters, *Transition from pedagogy to andragogy: an international perspective* contributes to our understanding of HE internationalisation – defined by Knight as ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education’ (2004, p.2) – especially in the sense of the laH concept. The book does so specifically through its novel emphasis, particularly when considered from an international

perspective, on what Knowles (1990) identified decades ago as the still practically 'neglected' world of the adult learner.

The book's intended purpose is to highlight international approaches to the often-overlooked shift in HE from a teacher-centred pedagogy to a learner-centred andragogy. Its orientation toward the latter, theorised in more recent times by Knowles as the 'art and science of helping adults learn' (Knowles, 1980, p.43), relates closely to the book's three core themes of lifelong learning, self-directed learning, and key instructional design concepts for adult learners, such as problem-based learning and scaffolding.

Perhaps another key connecting theme, alluded to earlier, is the book's overall commitment to what can be termed a 'glocalising' approach to studying HE. Building on a concept first theorised by Robertson (1995), Brooks and Normore discuss glocalisation in a relevant educational context as an internationalising approach that involves a 'meaningful integration of local and global dynamics' (2010, p.53). Accordingly, most chapters in *Transition from pedagogy to andragogy* focus on a particular nationally situated HE context in conjunction with a more globally recognisable issue affecting HE, often with the aim of illuminating how the two mutually inform one another. For example, standout chapters effectively highlight local contexts while also exploring global HE issues through an andragogical perspective. These include consideration of the potential for HE to foster lifelong learning in South Africa (Chapter 9), the precarious state of culturally appropriate adult and community education in New Zealand (Chapter 10), and the shortcomings of a 'learner voice' concept to express the social challenges faced by students transitioning from further education and training into HE in Ireland (Chapter 11). Chapter 14, written by the book's editor, provides a compelling conclusion that synthesises and expands on the book's key themes. In it, Cordie introduces 'Chuoagogy' (from the Swahili word for 'college' or 'university') to capture the unique support needs of global adult learners navigating between pedagogy and andragogy. Finally, the reflective questions at the end of each chapter also sharpen focus by inviting readers to consider how global themes connect to their own institutional and professional contexts.

The book's consistent thematic focus and coherent glocalising approach contribute to its strength as a cohesive collection. Nonetheless, some chapters seem either conspicuously broad or narrow in terms of the book's purpose, and there are at least two potential gaps.

Chapters 4 and 13, both by Wooten, illustrate the first point by way of comparison. Chapter 4 takes a broad approach to the neuroscience of learning, which may benefit from further contextualisation in relation to instructional practice. Chapter 13, by contrast, reads more like an educational autoethnography, offering some thoughtful reflections based on a career spanning nearly four decades mostly at a single institution in the United States. While the chapters acknowledge some international teaching experience, particularly in Latin America, they offer limited engagement with broader international perspectives. This is striking given one contributor's recognition of Latin America's significant growth in HE, a region that otherwise receives limited attention across the collection.

In terms of the two potential gaps, one of these relates to a more pressing global issue for HE, while the other concerns the absence of a particularly relevant local focus. In terms of the former, it is striking that limited attention is given to instructional changes occurring in HE worldwide due to the increasing use of generative AI (GenAI) by both students and instructors. While Chapter 2 briefly references GenAI use and Chapter 7 explores issues surrounding digital competencies provision for students in Germany, the inclusion of a chapter exploring how adult learners are engaging with GenAI and the implications of this would have further strengthened the collection. In terms of the latter, and particularly as a UK-based learning developer, it is striking that the UK is not represented by a chapter in the collection. The UK's considerable impact on HE trends not only in the Anglosphere, which is the collection's focus, but also globally through its more challenging recent history of internationalisation (De Vita and Case 2003; Trahar and Hyland 2011; Waters et al., 2024) would seem to warrant inclusion of such a chapter.

These issues notwithstanding, the book admirably promotes a more culturally aware internationalisation in and of HE, across borders, and beyond academic mobility. It offers a valuable opportunity to foster what I earlier conceived in terms of critical cross-cultural commitments (see Begun, 2025), especially for third space practitioners working in HE. Insofar as they stand to learn from its global insights within their own local contexts, the book offers a valuable resource for learning developers seeking a more positive internationalisation of HE third spaces.

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