



Lead institution

Work Placement for International Student Programs:

The WISP Project



NAFEA Conference

Dr Kay Hartwig & Assoc Prof Dawn Joseph



A project funded by the Office for Learning and Teaching - Innovation and Development Grant

The WISP team



Institution	Discipline and team members
Griffith University - Lead Institution	Education - Dr Georgina Barton and Dr Kay Hartwig (Team Leaders) Psychology - Associate Professor Liz Jones Speech Pathology - Dr Marleen Westerveld
Curtin University	Engineering and Occupational Therapy – Professor Dawn Bennett and Sonia Ferns
Deakin University	Education – Assoc Prof Dawn Joseph
Monash University	Education – Dr Anna Podorova
Queensland University of Technology	Education – Professor Marilyn Campbell and Dr Donna Tangen Business – Ingrid Larkin Psychology – Dr Erin O'Connor
Uni of Southern QLD	Business – Professor Marie Kavanagh



The WISP support team



Name	Role
Dr Melissa Cain	Project Manager
Dr Ann Kelly	Independent Evaluator
Jill Ryan, Eric Wilson, Natasha Berrell, Michael Ryan (GU)	Research Assistant
Sarah Young, Tatjana Dordic (GU)	Research Assistant
Jill Bamforth, Jayne Garrod (Deakin)	Research Assistant
Elsie Chipper (Curtin)	Research Assistant
Kathryn Garnier (Monash)	Research Assistant
Donna Pennell (QUT)	Research Assistant
Joy Reynolds	Graphic Design, web and resource development



Clarifying key terms



- **International students:**
 - Students who come to study in Australia from another country.
- **Workplace staff:**
 - The person or people responsible for supervising, mentoring or facilitating international students during work placement.
- **University staff:**
 - The person or people responsible for activities at the university site related to work placement e.g. academic, university liaison, coordinator, placement officer, support staff etc.
- **Work placement:**
 - An experience undertaken by international students in a work place that is usually assessed e.g. WIL, work experience, practicum, internship etc.



WISP project aims



To identify:

- **current procedures and practices** in relation to work placement for international students in the discipline areas of Business, Education, Engineering, and Health in participating institutions.
- **challenges, concerns and successes** for international students, their supervisors/mentors and coordinators prior to, during and after the work placements.
- **a working model of effective practice**, including resources and recommendations, to support success.





WISP data collection



Data collection and analysis is ongoing but to date we have collected:

Type of data	How many
Documents or artefacts related to work placement and international students	Over 100
Student assessment reports	143
Large scale survey for international students	Still open
TOTAL artefacts:	243
International student interviews	76
Academic and support staff interviews	42
Work place supervisors/mentors/coordinators	17
TOTAL interviews so far:	135



Why choose Australia?



- 94%: qualification because of reputation
- 93%: status of the institute
- China and India top countries
- Students from different countries: not proficient in English and have to adjust to life/study
- Cultural and linguistics challenges

(Why Study in Australia? Australian Government, 2015)



WISP project findings



International students experience a number of challenges prior to, during, and after work placement

- **Issues PRIOR TO work placement**
 - Having to experience a 'multi-socialisation' process
 - In a new cultural context
 - In a new university context
 - In a new work place context
 - Unclear expectations or understanding and communication within and between university and work place sites



WISP project findings



*It's just harder - **financial reasons**. It costs a lot of money when you're an international student...and during the prac I needed to earn some money. So it's really hard because you have to plan the lessons for the day after, but you also have to work (Education student)*

*In terms of workplace **cultures**, there's always some difference, in terms of getting things done...different from what I'm used to back home and where I used to work (Business student)*

*I think the first [challenge] will be **communication** because I'm not from Australia so I need to learn how they think, how they face the problems and how the relationships in the offices go in Australia (Engineering student)*

*In early childhood a lot of the centres are **reluctant to take on international students** because they see them as being too hard work (Education academic staff)*



WISP project findings



- **Issues DURING work placement**
 - A number of issues related to communication
 - Supervisors not providing feedback regularly
 - Students having difficulty in asking for feedback
 - Knowing how to implement change after feedback
 - Understanding *Australianisms* – not being included
 - English language
 - Away from usual home support networks such as family and friends
 - Having to work during work placement and financial concerns





WISP project findings



*I think the **language** is the main thing, it won't affect your...listening, because you listen to the handover, they are so quickly and um you have to adapt to different accents from your patients, so that's a big challenge (Nursing student)*

*This is not unique to international students, who struggle with...how to **negotiate with the supervisor** when you're not comfortable with things or when you are unsure of things. How to address communication issues (Psychology staff)*

*I was only Asian in the staff room so maybe you can imagine that in all female and I was only Asian. So I feel like I was excluded from the conversation but I would still feel welcomed if they asked for my opinion. Yeah, that was the thing, being an Asian and **being a non-native English speaker** so that was hard, just to fit in (Education student)*



WISP project findings

*We only spend 1 day/week at [workplace] and I had the feeling to **not be included in the team** at all (e.g. others went for lunch without asking us to join). We had a corner in the office where we could sit and work which was nice. However, no laptops, etc. were provided and we had no access to internal information (e.g. Intranet). I think this placement had little impact on my professional life (Business student)*

*I struggled to try and **get a chance to get feedback** from my [supervisor], have her observe me, just to get what I needed. I wasn't very outspoken, other students were a lot more outspoken, I felt that I hadn't had a chance and sometimes I was just hiding behind my shadow because I couldn't get what I wanted out, so I did struggle there a bit (Speech Pathology)*

*So one issue that I really noticed was the impact of the pressure on the student as with all the family expectations...also the **financial pressure** of for e.g. how much is it costing my parents to have me here a very big deal (Psychology workplace staff)*



Theoretical frameworks: A model of effective practice

Internationalisation

Multi Socialisation

Reflection



Theoretical frameworks: A model of effective practice

Internationalisation



Interculturalisation

an approach that “understands others first, yourself second, and in a truly reflective nature, the introspective analysis of teaching and learning” (Hunter, Pearson and Gutierrez, 2015, p. i).

References:

- Jane Knight (1999, 2004)
- Hunter, Pearson and Gutierrez (2015)
- Wells (2000)



Theoretical frameworks

Multi-socialisation process

Personal agencies
and dispositions/
epistemology

Affordances and
opportunities

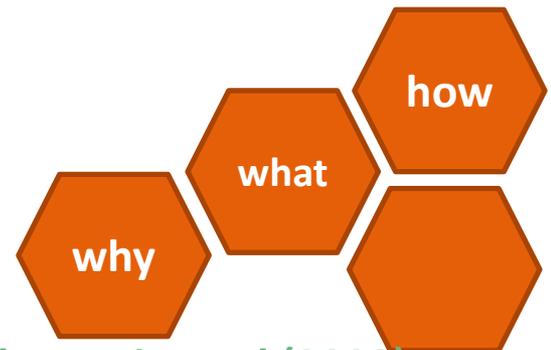
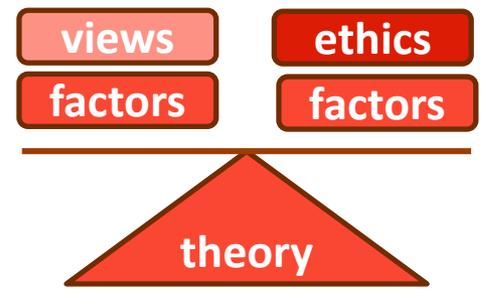
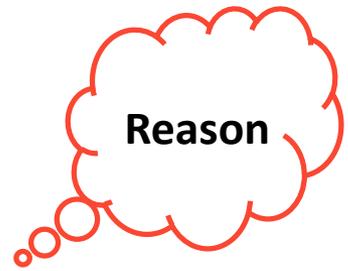
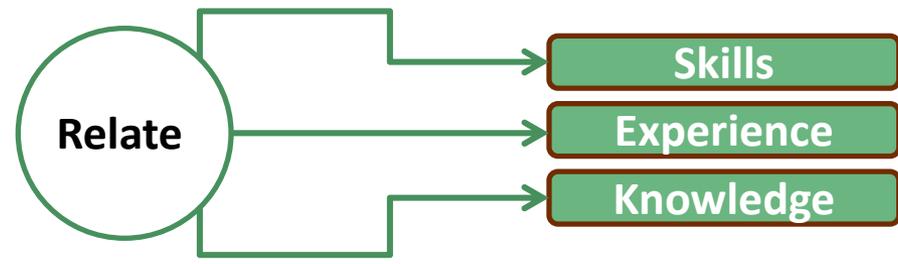
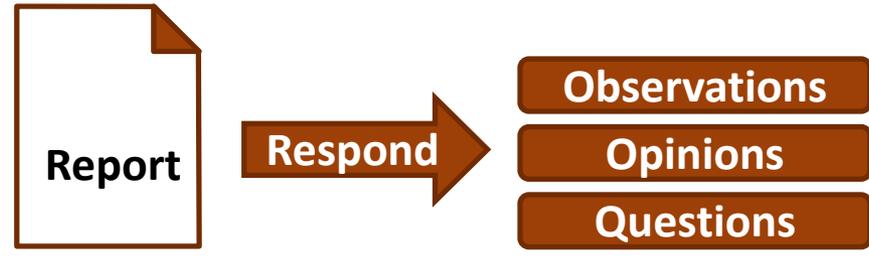
Context
- Cultural/social
- Workplace
- University

References:

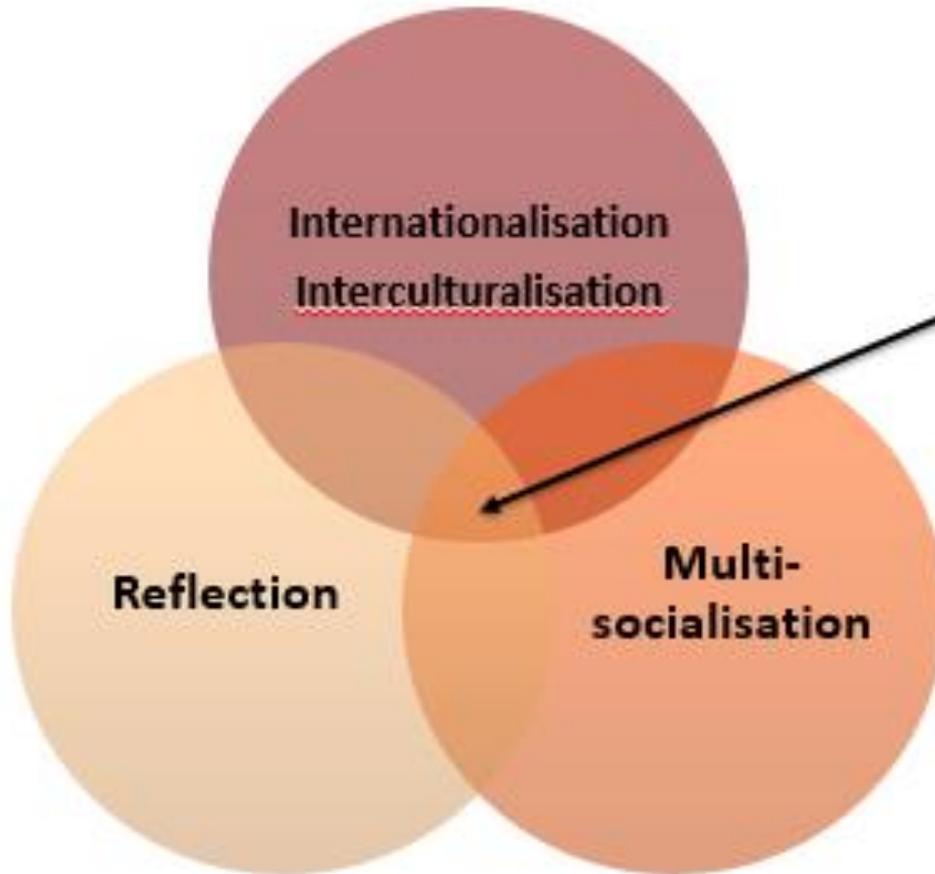
Barton (in press)

Billett (2009)

Lai & Lim (2012)



The Theoretical Frameworks



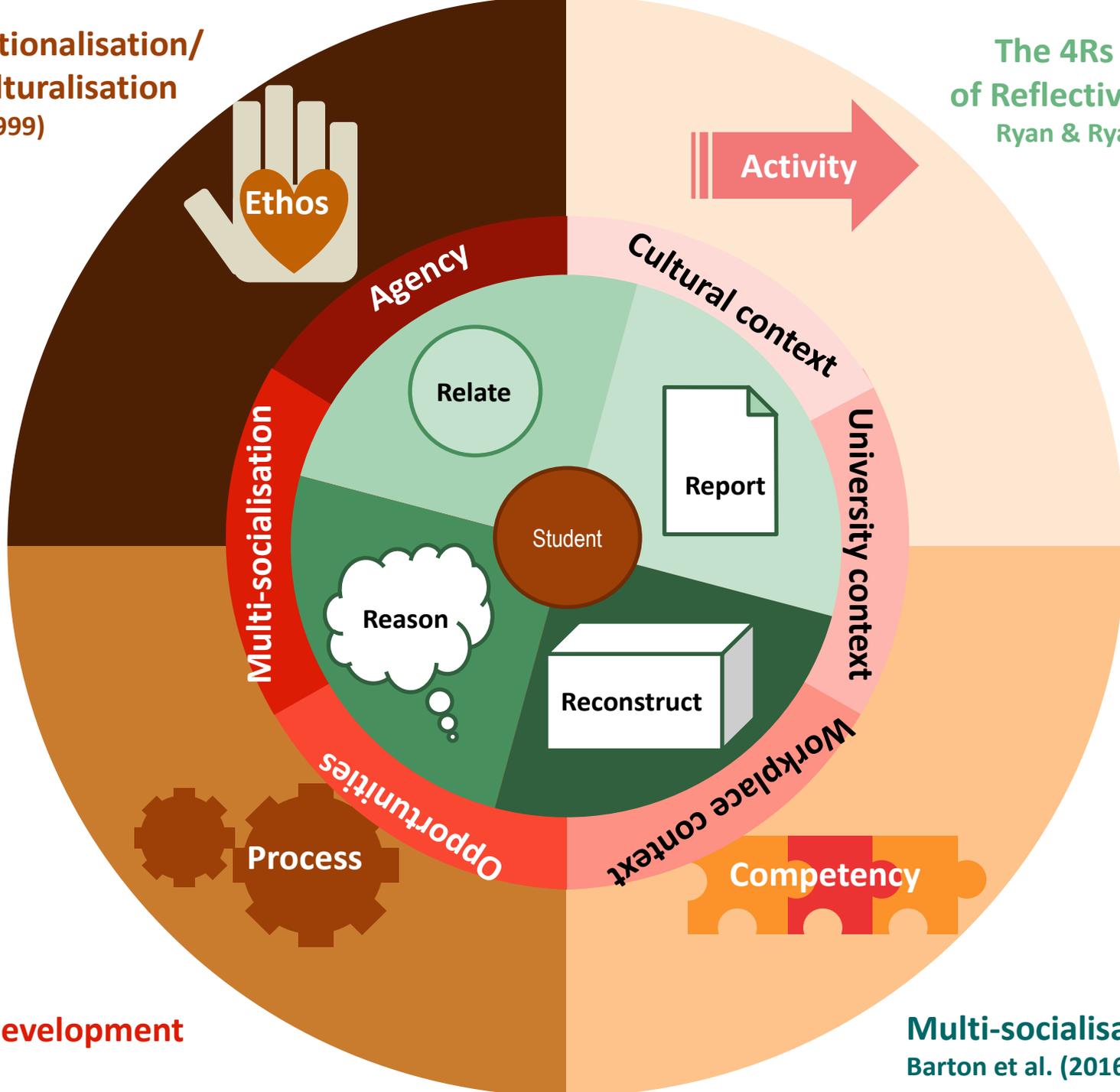
International student at the centre



**Internationalisation/
Interculturalisation**
Knight (1999)



**The 4Rs Model
of Reflective thinking**
Ryan & Ryan (2011)



Cultural Development
Wells (2000)

Multi-socialisation
Barton et al. (2016/in press)



What does success look like?

- A simplistic and linear view:

Internationalisation	Report	Relate	Reason	Reconstruct	Multi-socialisation
Ethos				Work Ready	Opportunities and affordances Personal agencies and dispositions
Process					
Competency					
Activity	At-risk				



DRAFT recommendations



For International Students:

1. Seek help when needed.
2. Learn through volunteering.
3. Be involved in university activities.
4. Participate in a community of learners during work placement.
5. Regularly seek feedback. Ensure understanding.





DRAFT recommendations



For University Staff:

1. Organise a meeting prior to placement.
2. Encourage international students to volunteer.
3. Use simulated role plays.
4. Create community of learners.
5. Share responsibility of feedback and assessment.



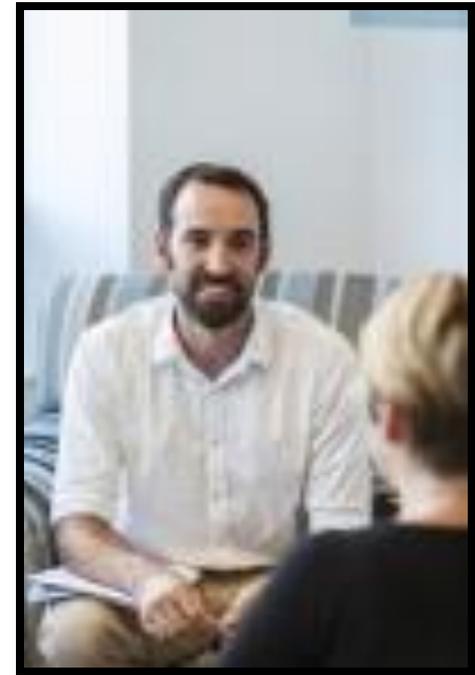


DRAFT recommendations



For Work Place Staff:

1. Create welcoming work place environment.
2. Embrace and utilise international students' strengths.
3. Use a diverse range of communication techniques.
4. Encourage and include students in work place community.
5. Provide regular feedback and demonstrate effective strategies.





Case Study – Deakin University



- 2015 MTeach early childhood pathway
- ‘Play workshops’ effective way to engage IS before going on placement
- 90% of the cohort (28) come from parts of Asia
- Research shows: promoting child-centered, child initiated play based teaching and learning
- Teacher directed curriculum
- Drill, practice and rote
- China, Taiwan and Korea are largely influenced by philosophies that encourage collectivism
- Other Asian countries draw on models such as developmentally appropriate practice promoting child-centered, child initiated play based teaching and learning



Case Study – Deakin University



PLAY WORKSHOPS

- 11 week semester
- Weeks 6-8 placement
- Observe, interact and participate 0-2y
- Designed to support & provide insight into the context of early childhood education prior to undertaking their first workplace practicum



Case Study – Deakin University



2 hour Play workshops: 1st hour

Dr Rouse (co-author) with English language academic support



Case Study – Deakin University



2nd hour of Play workshops

- Video material as a way to help develop skills in observation practice, child development and teacher interactions
- Followed by targeted questions and tasks for the students to engage in, allowing students to share their reflection with others in small group discussions



Case Study – Griffith University



- **2016 Cohort – Graduate Diploma of Education Secondary**
- **30 students from Asian countries**
- **International ‘Check-In’ Time – 1 hour per week**
- **Coffee and Tim Tams**
- **Theme: Are you ready for prac?**



Case Study – Griffith University



- Previous graduated international students involved
- What does an Australian classroom look like?
- What can I expect from the students?
- Videos
- Role Plays
- Behaviour management
- Rehearsal time for giving instructions
- What will the mentor teacher expect?
- EnglishHelp
- International Student Advisor



Where to from here?



- Website and resources

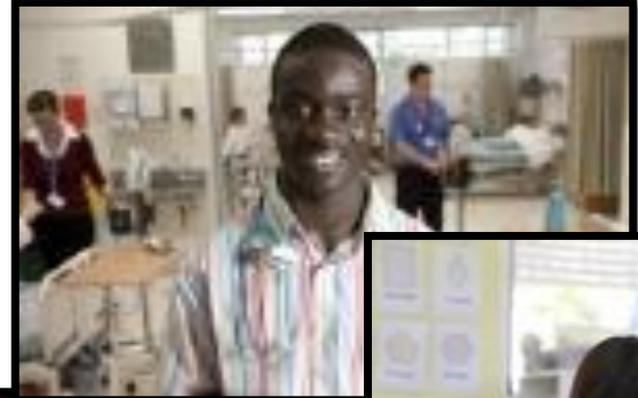
www.wisp-project.weebly.com

- Ongoing dissemination including workshops and seminars



Questions and Feedback?

Working towards success for international students on work placement.





Thank you



For further information please feel free to contact us:

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NB. The views expressed in this webinar and accompanying documents do not necessarily reflect the views of the Australian Government Office for Learning and Teaching. ³¹