

03.7.2024

Author

TRAN, Ly Thi (SOEJATMINAH, Sri)

Title

Integration of Work Experience and Learning for International Students : from Harmony to Inequality
/ Ly Thi Tran and Sri Soejatminah

Publication year

2017

Source/Footnote

In: Journal of studies in international education : a publication of the Association for Studies in International Education (ASIE). - 21 (2017) 3, S. 261 - 277

Inventory number

46266

Keywords

Ausländische Studenten : allgemein ; Internationalität

Abstract

The integration of work experience and learning in tertiary education is a complex issue for different stakeholders, including students, institutions, and employers. The provision of course-related work experience for international students is far more challenging as it involves issues of visa status, different cultural expectations, recognition/misrecognition of skills and experiences across cultures, English language competency, and local employers' attitudes toward international students. Even though there is a significant body of scholarly research on work-integrated learning in tertiary education, empirical research on this issue related to international students remains scarce. This article responds to a critical gap in the literature by examining the provision of course-related work experience for international students from both the teachers' and students' perspectives. It is derived from a 4-year research project funded by the Australian Research Council that includes 155 interviews with staff and international students and fieldwork from the Australian vocational

03.7.2024

education and training (VET) sector. Drawing on Bourdieu's notions of habitus and field as conceptual tools to interpret the empirical data, the research found work-integrated learning is unevenly distributed and inconsistently implemented across institutions. The article addresses the complex interplay between the student habitus and the habitus within the institutional field and the workplace field in shaping international students' work-integrated learning access and experience. Practical implications for institutions on how to improve access and experience to course-related work experience for international students are discussed in light of the findings of this research.. (HRK / Abstract übernommen)