Professional Experience for International Students within the Australian Teacher Education Context

Summary

The business of international students in the higher education sector is a crucial part of many countries' economic development and intercultural richness. In fact, in Australia participation of international students in university study accounts for the third highest export industry behind iron ore and coal with similar trends seen in other countries. Given that such a large proportion of students across the globe are international, it is important that higher educators are able to support them appropriately through their study. Research literature has identified a number of issues international students face including homesickness, being away from family and friends, financial hardship, accommodation concerns, and cultural difference including language. Further concerns may arise when international students undertake a professional experience in an authentic workplace such as in a work integrated learning (WIL) experience or practicum or internship. For international students studying teacher education students are expected to complete a number of professional experiences within the schooling sector. Research about teacher education international students' experience in schools has often focused on negative aspects related to this component of study rather than the success that many students enjoy. In fact, supervisors or the work colleagues who are responsible for assessing international students often report mutual benefits through hosting. International students in teacher education face several difficult issues as well as success, and this includes international students in Australia and domestic students undertaking professional experience overseas. A model of effective practice for all stakeholders in teacher education professional experience can be useful.

Keywords

Introduction

International students' enrollment in higher education programs is a huge priority globally due to the large numbers of students wanting to study outside their home countries. In 2013 alone, over 4 million students studied outside their country of origin (UNESCO, 2014). As an example, in Australia over 440,000 international students enrolled to study in 2016 (Australian Government, 2016), making the number of international students studying in Australia the third highest export after iron ore and coal (Grewal & Blakkarly, 2017). For this reason, research about the international student experience across the world is extensive. Such research investigates specific disciplinary areas that international students study (Harvey, Robinson, & Welch, 2017; Ploner, 2017), extraneous concerns international students may experience including how to improve their well-being (Rosenthal, Russell, & Thomson, 2008; Spooner-Lane, Tangen, & Campbell, 2009), and international students' employability and experience during work placements—often a core component of university study programs (Barton et al., 2017; Bilsland, Nagy, & Smith, 2014). It is therefore important for higher educators to consider ways to best support international students during all aspects of their study including professional experience and other work related aspects of their study. This article aims to present a brief literature review of scholarly work about international students' experience in general but then more specifically their involvement in workplace practices in teacher education programs in Australia. Before sharing insights into relevant research about international students and professional experience, it is important that scholars, educators, students, and other stakeholders are clear about who international students are as well as other defining parameters that can be associated with professional experience.

Defining Key Terms

Often there are preconceived ideas that *international students* are students who are English as second language speakers; this is not always the case. International students can come from any country across the globe and choose to study in another country not of their origin. Therefore, some international students may be English speaking, bilingual, or multilingual, and it is also worth noting that all are required to meet entry requirements for study in their chosen location, such as through the International English Language Teaching System or IELTS program. Additionally, international students' study programs may vary from full programs (up to four to five years), 12-month study periods, one full semester of study, or short-term study abroad and other mobility programs. It is important to note that not all international students have the same needs, yet much research homogenizes such a cohort (Barton, Hartwig, & Cain, 2015). In fact, Jones (2017) stated that some international students may be quite familiar with the country they have chosen to study in and therefore face fewer challenges. Of course, each student is an individual who has different learning needs, levels, and expectations (Barton et al., 2015).

Some seminal concepts related to research about international students in general include internationalization, interculturalization, intercultural understanding, cross-cultural exchanges, and sociocultural differences involving language, beliefs, and thinking. Knight's (1999, 2004) work in the area of internationalization has been cited extensively. *Internationalization* can be defined as an "inclusion of international, intercultural approaches in curriculum, learning and teaching and through other related activities in higher education" (Barton et al., 2017, p. 16). Knight's work further acknowledges the three dimensions of internationalization as institutional, national, and global levels. Within the institutional level four approaches to internationalization are considered: activity, process, competency, and ethos. According to Knight (1999), an activity approach includes undertakings such as study abroad programs, curriculum, academic programs, international students, institutional linkages and networks, development projects, and branch

campuses. A process approach refers to when an international dimension is integrated in a sustainable way into the three primary functions of an institution: teaching/learning, research, and service. Competencies are the expected results of students' learning including professional capacities, increased profile, and increased international agreements, partners, or projects with other universities or stakeholders. An ethos approach explores the creation of a culture or climate on the university campus that promotes and supports international/intercultural understanding and focuses on campus-based or at-home activities. Ethos involves the concepts of compassion and empathy, which are often described as "the ability to walk in another's shoes" (Wiggins & McTighe, 2005, p. 98). Within the higher education sector, Gilbert et al. (2018) noted that the development of compassion and empathy is important, particularly as embedded assessment competencies for graduating students. The growth of an ethos approach enhances students' employability given the need for people to work effectively within groups in the workplace. Knight's later work in 2004 remodeled this initial thought and added outcomes, rationales, on-campus, and cross-border/abroad approaches in higher education.

Another concept related to internationalization is *interculturalization*. Hunter, Pearson, and Gutiérrez's (2015) research notes that interculturalization is an attitude that "understands others first, yourself second, and in a truly reflective nature, the introspective analysis of teaching and learning" (p. i). The authors further extrapolate that interculturalization is an approach that exercises tolerance and openness that can be understood through a process of *transcending* one cultural system for another. This means that individuals are able to consider interaction from a different perspective than the one they would normally use. Hunter et al. acknowledge that people would therefore act as cultural agents as they learn about others' "shared knowledge, values, and behaviours that connect us" (p. 1). Ultimately, positive engagement between all parties is needed for intercultural exchanges to be successful among international students, their mentors, and others participating in the provision of workplace experiences. This is particularly

important in settings such as schools as teacher education students need to effectively work with their colleagues and students in the classroom.

Intercultural understanding is a difficult concept to define, but essentially it acknowledges the differences in how people analyze, understand, and enact, and highlights the importance of accepting others' beliefs and cultural backgrounds. It is a term that is often used when considering interactions with international students or people from different cultures. A researcher in the field of nursing, Wells (2000) shared a cultural development model that explores the concepts of cultural awareness, cultural proficiency, and cultural competence. The model is based upon six stages:

1. *cultural incompetence*: a lack of knowledge of the cultural implications of health behavior;

2. *cultural knowledge*: learning the elements of culture and their role in shaping and defining health behavior;

3. *cultural awareness*: recognizing and understanding the cultural implications of health behavior;

4. *cultural sensitivity*: the integration of cultural knowledge and awareness into individual and institutional behavior;

5. *cultural competence*: the routine application of culturally appropriate healthcare interventions and practices; and

6. *cultural proficiency*: the integration of cultural competence into the culture of the organization and into professional practice, teaching and research mastery of the cognitive and affective phases of cultural development. (pp. 192–193)

Wells (2000) posited that progression through the last three stages of the model requires practical experience working with culturally and linguistically diverse populations. Even though Wells's work related specifically to the health sector, something to contemplate when referring

to the model is that intercultural understanding and the process of interculturalization are not linear practices. This means that people should not have to choose between being culturally incompetent or proficient but rather should make strong efforts to be inclusive and accepting of others and not judgmental of difference. Wells therefore proposes that cross-cultural exchanges can be highly influential in supporting people's development in tolerance and support for others regardless of social and cultural background. Such a recommendation has been noted to be beneficial in many other studies (Barton, 2004; Fang & Baker, 2018; Marcus & Moss, 2015).

Another key concept is *professional experience*. We note that a large range of expressions are used intermittently when scholars, professors, and workplace educators discuss professional experience. Terms such as field experience, internship, (clinical) placement, practicum, work experience, work placement, and work integrated learning all refer to professional experience. As such, when we refer to "professional experience" we mean all forms represented in the literature. The following section shares key research in the area of international education and then turns to studies that focus on international professional experience.

Students undertaking an international study program can face many issues and difficulties. Mori (2000) grouped the issues facing international students into the areas of linguistic, academic, financial, interpersonal, and intrapersonal. A further expansion of these challenges can include "financial, finding and/or retaining suitable accommodation, finding and/or retaining employment, lack of transport options, education and language, physical and mental health issues, health-related risk taking behaviours (unsafe-sex, drugs, alcohol, gambling, self-harm and suicide and underutilization of support services" (South Australian Government, 2013, p. 2). Being financially secure when studying internationally can relieve many of the common stresses for students. University fees alone place a high demand on finances. Students seek work to support themselves; however, this is not always available, and there have been reports of international students being taken advantage of in some situations and experiencing workplace

discrimination (Gribble & McRae, 2017). Students often opt for cheaper accommodation only to find the conditions very poor and not conducive to study.

Others have observed similar concerns such as what it means to be away from home (Cruickshank, 2004; Qing, Schweisfurth, & Day, 2010; Spooner-Lane, Tangen, & Campbell, 2007, 2009) and how not having the usual support systems available impacts students' well-being and health (South Australian Government, 2013). When faced with a problem, international students are far away from their family and friends and the usual support systems. Some students are able to cope on their own, but others need assistance, and, if they have not yet established some close friends in their new country, they can often feel isolated and alone. This is often the case when personal relationships and illness are involved. These issues can be a very emotional time for the students, and this is a time when family and friends are greatly missed. Rosenthal, Russell, and Thomson (2008) showed, however, that international students tend to underutilize support services available within university systems that may assist with emotional concerns. Reasons for this inaction were international students' perceptions of the need to approach such services, that is, whether or not they felt they needed to due to severity of their issues; lack of information about the services available; and uncertainty about approaching them. Similarly, Spooner-Lane, Tangen, and Campbell (2009) note that students experience a number of challenges during their work experience. They highlight that when such experiences are negative students feel less motivated to continue their studies arguing that the role of the supervisor is critical in providing the necessary emotional support.

Additionally, the notion of communication has infiltrated the scholarly work on international students as they socialize into a new country that may converse via different languages (Andrade, 2006). Students who only seek social contact with friends from their own home country are often frowned upon by other students (Tran & Pham, 2016), especially when communication is difficult. When faced with any of these issues and problems, international students are concerned and worried that their study can be affected (Szabo, Ward, & Jose, 2016).

The students are often afraid to seek help and advice as they do not want anyone to know they have a problem. Often, problems can be solved quite quickly, but some students do not seek assistance immediately and the issues become larger and more unmanageable (Szabo et al., 2016).

Students and International Professional Experience

International students are important contributors to the culture of universities worldwide. International students bring rich and diverse experiences and knowledge and can, in many ways, add exciting potentialities to the university setting. People have begun to explore how a deficit view of international students can impact negatively on their overall experience and may not necessarily provide appropriate solutions that can be applied. For example, viewing some languages such as English as more important than others is problematic and political and continues a dominant discourse (Pennycook, 2017). It is therefore necessary to understand and recognize the strengths and prior knowledge international students bring with them to the learning context. A part of this process involves understanding the multisocialization international students face when they embark on these new adventures.

Research demonstrates that socialization is a process experienced by people throughout their lives (Allen, Eby, Chao, & Bauer, 2017). Socialization involves the adoption of and adaption to certain traditions, attitudes and values of a social group" (Barton et al., 2017, p. 17). This process can happen in all contexts and populations, including in professional experience settings. For international students the process of socialization is indeed complex. Not only do they need to socialize into a new country and new university context, but they also need to consider the workplace context if undertaking a professional experience. These situations together make socialization a multidimensional process for international students—or what we term

multisocialization (Barton et al., 2017). For some it may be difficult to negotiate within these spaces; for others it is exciting and rewarding.

Another field of research that has been investigated in relation to improving international students experience is reflection and reflective thinking (Smit & Tremethick, 2017). According to Rodgers (2002), reflection "is a meaning making process resulting from rigorous and conscious thinking that involves community and a certain set of attitudes" (as cited in Barton et al., 2017, p. 18). Reflection is particularly important in professional contexts as it supports learning and growth. For international students undertaking work placement reflection is critical, but it may be carried out in different ways so it is important that those involved can understand the reflective cycle.

A useful model is Ryan and Ryan's (2013) adaptation of Bain, Ballantyne, Mills, and Lister's (2002) 5Rs of reflection—the 4Rs model. They propose four levels of reflection including reporting, relating, reasoning, and reconstructing. Reporting involves describing a situation or *what* has happened. Relating is how this information reminds one of something experienced before, and reasoning is asking *why* something happened the way it did. Reconstructing is important for changed practice and assists in improving the working experience. It is therefore critical for those responsible for international students' success in the workplace to encourage deep levels of reflection before, during, and after the professional experience.

Other studies about professional experience for international students are emerging, and this is largely due to how the notions of employability and globalization have been an increasing focus in higher education. Universities and other training organizations have focused attention on graduate attributes such as their work readiness and ability to work within a range of contexts globally. Scholarly work on work-integrated learning has significantly contributed to how universities best address these issues, often influencing strategic policy within systems (Cooper, Orrell, & Bowden, 2010; Ferns, Campbell, & Zegwaad, 2014). While these skills are relevant to

all students, they are in many ways amplified for international students (Tran & Soejatminah, 2016). In fact, Garrett (2014) indicated international students want to know more about careers and work experience and desire appropriate knowledge and skills for employability.

In teacher education, a number of researchers have highlighted a range of issues that students may face during their professional experience. For instance, Brown's (2008) study identified difficulties with supervising teachers and differences in approaches to learning and teaching. Similarly, Campbell and Uusimaki (2006) found that international students often misunderstand or interpret the cultural context, including the Australian school context, and suggested the need for a flexible model.

Between 2014 and 2016, a large-scale research study was carried out across Australia titled *Improving Work Placement for International Students, Their Supervisors and Other Stakeholders*. The project, also known as the *Work Placement for International Student Programs* (WISP project), aimed to improve such experiences for international students across Australia. The study emphasized a number of common themes in the pre-existing literature including communication, timing, understanding and socializing into the profession, and improving practice and work readiness success.

Communication

Given work placement involves a number of stakeholders, it is important for communication to be ongoing and clear. Evidence suggests, however, that often the connection between international students, universities, and industry partners ceases during work placement. It is also limited or nonexistent post-placement. What appears common is that communication tends to be of a transactional nature:

1. Universities and sometimes international students find a placement by contacting the industry partner;

2. International students begin placement and provide information about university expectations; and

3. International students complete work placement and all parties sign a report.

A consensus in the literature points to the importance of higher education institutions to develop relationships that are more meaningful with industry partners through a number of communication and activity strategies. These include one-time workshops for supervisors of international students, invitations to industry partners to guest lecture into the programs, and in-depth and ongoing partnerships through the program such as one a day week immersions to longer blocks of time. An example shared from the WISP project was that in some cases an initial meeting between a university representative, the international student, and the workplace supervisor takes place. A simple act such as setting up a brief meeting or video conference would make a great difference as it means that all personnel feel comfortable on the first official day of placement. It was observed in a field experience project in teacher education that often international students begin practicum without having spoken to their supervisor and also do not have regular contact with the university staff throughout the entire placement unless there is a problem.

Timing

Timing was also a theme identified through research about international student workplace experiences. Different disciplines, for example, required varied forms of work placements including the length of time of the placement as well as where they feature in a program's pattern. In nursing, for example, students were often expected to commence their professional experience soon after they arrived in the new country. Students were also placed in a group of six students who reported to one supervisor. In teacher education, however, students would do at least a nine-week on-campus offering of a course and then do placement in schools for blocks of

three to six weeks. These international students would usually only work with one supervisor or teacher, or sometimes two if they worked part-time.

Another issue related to timing involved the assessment process. In some disciplines, the international student would receive an interim report and then the opportunity to embed any improvements in his or her practice prior to the final report. In teacher education, students, for example, may have received their interim report late, for a number of reasons, and then they have only a limited time to improve their practice. Issues would then arise in terms of when and how assessment would take place. It is therefore important for all those involved in the work placement to understand that a suitable amount of time is needed to ensure success.

Understanding and Socializing into the Profession

As previously discussed, international students face a multisocialization process, particularly if they undertake a professional experience. These students are faced with understanding the discipline in the new country, understanding the university context (often very different from the student's home university), and then understanding the workplace context in a new country. Many students are confronted with this multisocialization process within a few short weeks of arriving in their new country. As reported in the WISP project (Barton et al., 2017), some recommendations were made for international students, for university staff, and for workplace staff. These suggestions are outlined in Table 1.

<COMP: INSERT TABLE 1 NEAR HERE>

In addition to these recommendations the development of a model of effective practice occurred. This model is explored later in this article.

An Approach to Ensure Success

The WISP project was carried out with the view of improving international students' experience before, during, and after their work placements. The project was undertaken in a diverse group of disciplines including business, education, engineering, nursing, occupational therapy, psychology, and speech pathology. Despite the differences between each disciplinary area, the project was able to identify and develop an effective model of practice that is transferable and generalizable between study areas. The model encompassed the three theories of internationalization/interculturalization, multisocialization, and reflection. Where these three frameworks intersect was the focus of the WISP project. The interrelationship between each theories is nonlinear and iterative, and both international student and supervisor move in and around each level of the concepts.

<COMP: INSERT FIGURE 1 NEAR HERE>

In Figure 1, showing the WISP model of effective practice, it can be seen that the international student is at the center of the professional experience. Throughout the placement, both student and supervisor constantly carry out reflection. When students are able to consider all four levels of reflection—reporting, relating, reasoning, and reconstructing—then effective practice is likely. In addition, people's individual dispositions and agencies in the professional environment impact greatly on progress. Positive disposition and agentic action enables important opportunities within the workplace context. Even though the WISP project team members observed that this process is cyclic and interactive, we can also represent this as a more simplistic and linear view, as in Figure 2.

<COMP: INSERT FIGURE 2 NEAR HERE>

This model shows that when students are only able to *report* on what happened during their work placement, they find it difficult to understand *why* or to *reason*. This subsequently impacts on their capacity to *reconstruct* or improve their practice. The WISP project's data showed that students can become stressed or anxious if things are not going well in the workplace. In these

situations students tend to only be able to report on the incident but also sometimes reason as to why it happened by blaming others or their circumstances (Coffey, Samuel, Collins, & Morris, 2012). On the other hand, if students are able to reflect on their learning from college as well as their professional experience, then their work ready capacities are more effective. An internationalization perspective that embraces an ethos approach also contributes to success for both international student and supervisor.

What Success Looks Like in Teacher Education

Resulting from the WISP project we were able to identify what success looks like. As stated previously, much research focuses on a deficit discourse related to international students, but we aimed to take a strengths-based approach, one that embraced the cultural richness that international students bring to the learning environment. Two case studies are presented in the following section. The first is William, an international student studying to become a teacher in Australia, and the second is a group of Australian students completing a study abroad experience.

International Student—William

As reported in Barton and Hartwig (2017), William was completing a one-year study program— the graduate diploma of education for secondary teachers. This program entailed two semesters of study that comprised a six-week professional experience in each semester in a school setting. William was from Hong Kong, and Cantonese was his first language. He also knew Mandarin and English.

William had to complete his program across three semesters, due to having some difficulty during his first professional experience in the program. William was interviewed at the end of his first experience as well as after his third placement. He was put at risk during the placement and

subsequently failed the first placement. During the interview he was obviously quite stressed and expressed concerns that he had not known he was at risk; he was concerned that the mentor teacher had not explained things to him and had not demonstrated quality teaching in the classroom. William's transcript was mapped onto the WISP model of effective practice, and this showed evidence that the majority of his discourse lay in the reporting on *activities* phase and none of the conversation focused on the *reconstruct* level. William had to redo this professional experience in another school. The new school location was seen as a positive step by William as when asked what he would do differently the next time round he replied, "have a different mentor teacher." Figure 3 shows how both William's and his supervising teacher's elements of reflective practice was mapped on the model.

<COMP: INSERT FIGURE 3 NEAR HERE>

At the commencement of the next experience, William's mentor teacher felt there were a number of areas that needed improvement. Therefore, at the interim report stage (halfway point of the placement), William was once again labeled at risk, but, this time, an action plan was put in place. This plan outlined areas needing improvement but also what both the mentor teacher and William needed to do to address these issues. The mapping of each of the interviews with William, his mentor teacher, and the site coordinator at this second school showed them sitting more in the ethos area of internationalization. Both the mentor teacher and the site coordinator recognized that William had an excellent knowledge of his teaching area, and they were willing to support him in the areas that needed further improvement, including planning and executing this plan. In Figure 4 we can see that William was able to reason and reconstruct more effectively with his second supervising teacher as she displayed more ethos.

<COMP: INSERT FIGURE 4 NEAR HERE>

With the right amount of support, William was able to consider effectively how to reconstruct his practice so it was more beneficial for his students' learning. The mentor identified

where William needed to improve and demonstrated and modeled best practice for William—even during playground duty. This supported William through an ethos approach to reconstructed practice. The site coordinator was also involved and provided William with feedback and workshops on how to prepare and teach. At the end of this successful experience, all involved recognized the reciprocal learning that had occurred with William acknowledging that "I learned a lot of things from this prac, but I also learnt something from the last prac."

More success stories can be viewed [online](#).

Australian Teacher Education Students Completing a Short Study-Abroad Program

Many students complete short-term study abroad programs across the world. These can range from one week in length to even one full year of study but usually not an entire program. Research conducted by Hartwig (2017) revealed the many benefits for preservice teachers undertaking a study abroad program. This program involved a group of 24 Australian students completing intensive education lectures in the new country and partnered university, visits to local schools, and a week of teaching in a school. It is well acknowledged in the literature that participation in international experiences and exposure to a new culture can have transformative potential for students (Brown, 2009; Merryfield, 1995; Willard-Holt, 2001; Wilson, 1993). These benefits are wide ranging and can include understanding of other cultures, developing global perspectives, improving self-development and independence, challenging stereotypes, and developing an international perspective.

Pre- and post-surveys were completed by the students with written reflections completed at the end of each week. As well, students were accompanied by a university academic and were able to be observed throughout the program. All students were enrolled in a bachelor of education program and training to be primary school teachers. All students had completed two

prior placements in Australia. From the data collected, three main themes were identified: *employability, value of the experience,* and *open-mindedness.*

Employability

Students had a strong belief that their international experience would benefit them in finding employment following graduation from their university program. They were all seeking something special that would help to set them apart from other applicants. As well as universities encouraging and supporting participation in such programs, the Australian government also supported these experiences and what it could do for employability, stating: "Overseas study is also a great resume booster. Many employers recognize that people who have spent time overseas for study have international skills that are in increasing demand" (Australian Government, 2013, p. 1).

Value of the Experience

Students valued the unique experience offered to them through the opportunity to study in an international university and had the opportunity to have an international professional experience in the overseas schools. These opportunities guided them and prepared them for their future teaching in their own classrooms. It also helped to improve their confidence in their abilities as teachers, and they made new friends both within Australian and overseas universities, which provided a valuable network for their future teaching careers.

Opening Minds

Only a small number of students had traveled overseas before, and six had never been on a plane. As well as the experience of studying and teaching in another country, the students were taken out of their comfort zone and had new experiences. Some had to develop some independence and make their own decisions as they had never been away from home and never without their

parents. For these students, the study abroad experience was profound and indeed transformative. They all indicated the large impact that the experience had on their personal and professional identities.

Conclusion

This article has aimed to provide a brief overview of the literature exploring international students' experience in higher education study, with a particular focus on professional experience in the workplace. The review demonstrated that international students do face difficulties and challenges unique to their situation. It also revealed that the literature tends to focus on the negative aspects of international students' experience rather than on what is working well.

The article also highlighted the importance of understanding key concepts related to international students, noting that not all international students are the same. Theoretical frameworks related to professional experience such as internationalization, interculturalization, as well as work-integrated learning and professional socialization were explored. We also shared the concept of multisocialization for international students, specifically because they face many challenges that their domestic counterparts do not when undertaking study in a new country.

It was argued that, for success to occur, all stakeholders need to be critically reflective, have positive dispositions, and display a strong sense of intercultural understanding through an ethos approach. When these attributes are encouraged, success is more likely. Ultimately, clear communication and well-defined expectations are necessary for all to feel valued and supported in professional experience settings. International students are important contributors to universities across the globe, so continued research and dissemination of this scholarly work is recommended.

Further Reading

Barton, G. M., & Hartwig, K. (2017). The importance of positive intercultural exchanges for international students on work placements in higher education. In G. M. Barton & K. Hartwig (Eds.), *Professional learning in the workplace for international students: Exploring theory and practice* (pp. 3–12). Cham, Switzerland: Springer.

Barton, G. M., & Hartwig, K. (Eds.). (2017). *Professional learning in the workplace for international students: Exploring theory and practice.* Cham, Switzerland: Springer.

Barton, G. M., Hartwig, K., Bennett, D., Cain, M., Campbell, M., Ferns, S., . . . Westerveld, M. (2017). Work placement for international students: A model of effective practice. In G. M. Barton & K. Hartwig (Eds.), *Professional learning in the workplace for international students: Exploring theory and practice* (pp. 13–34). Cham, Switzerland: Springer.

Barton, G. M., Hartwig, K., & Cain, M. (2015). International students' experience of practicum in teacher education: An exploration through internationalisation and professional socialisation. *Australian Journal of Teacher Education, 40*(8), 149–163.

Barton, G. M., Hartwig, K., & Le, A. (2018). International students' perceptions of workplace experiences in Australian study programs: A large-scale survey. *Journal of Studies in International Education* [Advance online publication]

Cho, J., & Yu, H. (2015). Roles of university support for international students in the United States: Analysis of a systematic model of university identification, university support, and psychological well-being. *Journal of Studies in International Education, 19*(1), 11–27.

Green, W., & Whitsed, C. (2013). Reflections on an alternative approach to continuing professional learning for internationalization of the curriculum across disciplines. *Journal of Studies in International Education, 17*(2), 148–164.

Harvey, T., Robinson, C., & Welch, A. (2017). The lived experiences of international students whose family remains at home. *Journal of International Students, 7*(3), 748–763.

Hunter, C. A., Pearson, D., & Gutiérrez, A. R. (2015). *Interculturalization and teacher education: Theory to practice.* London, U.K.: Routledge.

Ploner, J. (2017). Resilience, moorings and international student mobilities—exploring biographical narratives of social science students in the UK. *Mobilities, 12*(3), 425–444.

UNESCO (2014). Facts and figures: Mobility in higher education. Paris, France: Author.

References

Allen, T., Eby, L., Chao, G., & Bauer, T. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. *Journal of Applied Psychology, 102*(3), 324–337.

Andrade, M. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education, 5*(2), 131–54.

Australian Government. (2016). Study overseas: Student information gateway. Canberra: Author.

Barton, G. M. (2004). *The influence of culture on instrumental music teaching: A participant-observation case study of Karnatic and Queensland instrumental music teachers in context*. (Doctoral dissertation). Queensland University of Technology, Brisbane.

Barton, G. M., & Hartwig, K. (Eds.). (2017). *Professional learning in the workplace for international students: Exploring theory and practice*. Cham, Switzerland: Springer.

Barton, G. M., Hartwig, K., Bennett, D., Cain, M., Campbell, M., Ferns, S., . . . Westerveld, M. (2017). Work placement for international students: A model of effective practice. In G. M. Barton & K. Hartwig (Eds.), *Professional learning in the workplace for international students: Exploring theory and practice* (pp. 13–34). Cham, Switzerland: Springer.

Barton, G. M., Hartwig, K., & Cain, M. (2015). International students' experience of practicum in teacher education: An exploration through internationalisation and professional socialisation. *Australian Journal of Teacher Education, 40*(8), 149–163.

Bilsland, C., Nagy, H., & Smith, P. (2014). Planning the journey to best practice in developing employability skills: Transnational university internships in Vietnam. *Asia-Pacific Journal of Cooperative Education, 15*(2), 145–157.

Brown, N. (2008). Assessment in the professional experience context. *Journal of University Teaching and Learning Practice, 5*(1), 88–101.

Brown, L. (2009). The transformative power of the international sojourn: An ethnographic study of the international student experience. *Annals of Tourism Research, 36*(3), 502–521.

Campbell, M. A., Tangen, D., & Spooner-Lane, R. (2006). A program for preparing ethnic minority student teachers for practicum. *International Journal of Practical Experiences in Professional Education, 9*(2), 1–20.

Campbell, M. A., & Uusimaki, L. (2006). Teaching with confidence: A pilot study of an intervention challenging pre-service education students' field experience anxieties. *International Journal of Practical Experiences in Professional Education, 9*(1), 20–32.

Cooper, L., Orrell, J., & Bowden, M. (2010). *Work integrated learning: A guide to effective practice*. New York, NY: Routledge.

Cruickshank, K. (2004). Towards diversity in teacher education: Teacher preparation of immigrant teachers. *European Journal of Teacher Education, 27*(2), 125–138.

Fang, F.-G., & Baker, W. (2018). "A more inclusive mind towards the world": English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research, 22*, 608–624.

Ferns, S., Campbell, M., & Zegwaad, K. (2014). Work integrated learning. In S. Ferns (Ed.), *HERDSA guide: Work integrated learning in the curriculum* (pp. 1–6). Hammondville, NSW: Higher Education Research and Development Society of Australasia.

Garrett, R. (2014). *Explaining international student satisfaction: Insights from the International Student Barometer*. I-graduate International Insight.

Gilbert, T., Doolan, M., Beka, S., Spencer, N., Crotta, M., & Davari, S. (2018). Compassion on university degree programmes at a UK university: The neuroscience of effective group work. *Journal of Research in Innovative Teaching and Learning, 11*(1), 4–21.

Grewal, P., & Blakkarly, J. (2017, March 24). Australia's international student numbers hit new high. SBS News.

Gribble, C., & McRae, N. (2017). Creating a climate for global WIL: Barriers to participation and strategies for enhancing international students' involvement in WIL in Canada and Australia. In G. M. Barton & K. Hartwig (Eds.), *Professional learning in the workplace for international students: Exploring theory and practice* (pp. 35–56). Cham, Switzerland: Springer.

Hartwig, K. (2017). The study abroad programme: Experience and benefits. In G. M. Barton & K. Hartwig (Eds.), *Professional learning in the workplace for international students: Exploring theory and practice* (pp. 225–258). Cham, Switzerland: Springer.

Harvey, T., Robinson, C., & Welch, A. (2017). The lived experiences of international students whose family remains at home. *Journal of International Students, 7*(3), 748–763.

Hunter, C. A., Pearson, D., Gutiérrez, A. R. (2015). *Interculturalization and teacher education: Theory to practice*. London, U.K.: Routledge.

Jones, E. (2017). Problematising and reimagining the notion of "international student experience." *Studies in Higher Education, 42*(5), 933–943.

Knight, J. (1999). Internationalization of higher education. In J. Knight & H. de Wit (Eds.), *Quality and internationalization in higher education* (pp. 13–23). Paris, France: Organisation of Economic Co-operation and Development.

Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education, 8*(1), 5–31.

Marcus, A., & Moss, D. (2015). Enhancing intercultural understanding for pre-service teachers through developing and sustaining education abroad experiences. *Journal of International Social Studies, 5*(2), 22–37.

Merryfield, M. (1995). *Teacher education in global and international education* (ERIC Document Reproduction Service No. ED 384 601). Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

Mori, S. (2000). Addressing the mental health concerns of international students. *Journal of Counseling and Development, 78*(2), 137–144.

Pennycook, A. (2017). *The cultural politics of English as an international language*. London, U.K.: Routledge.

Ploner, J. (2017). Resilience, moorings and international student mobilities—exploring biographical narratives of social science students in the UK. *Mobilities, 12*(3), 425–444.

Qing, G., Schweisfurth, M., & Day, C. (2010). Learning and growing in a "foreign" context: Intercultural experiences of international students. *Compare: A Journal of Comparative and International Education, 40*(1), 7–23.

Rosenthal D. A., Russell, J., & Thomson, G. (2008). The health and wellbeing of international students at an Australian university. *Higher Education, 55*, 51.

Smit, E., & Tremethick, M. (2017). Value of online group reflection after international service-learning experiences: I never thought of that. *Nurse Educator, 42*(6), 286–289.

Spooner-Lane, R., Tangen, D., & Campbell, M. A. (2007, July). *When your first year is your final year: Changing perceptions of practicum through NESB pre-service teachers' eyes*. Paper presented at the First Year Conference, Brisbane, Australia.

Spooner-Lane, R., Tangen, D., & Campbell, M. A. (2009). The complexities of supporting Asian international pre-service teachers as they undertake practicum. *Asia-Pacific Journal of Teacher Education, 37*, 79–94.

South Australian Government. (2013). *The health and wellbeing of international students literature review—summary*. Adelaide: Author.

Szabo, A., Ward, C., & Jose, P. E. (2016). Uprooting stress, coping, and anxiety: A longitudinal study of international students. *International Journal of Stress Management, 23*(2), 190–208.

Tran, L.-T., & Pham, L. (2016). International students in transnational mobility: Intercultural connectedness with domestic and international peers, institutions and the wider community. *Compare: A Journal of Comparative and International Education, 46*(4), 560–581.

Tran, L.-T., & Soejatminah, S. (2016). "Get foot in the door": International students' perceptions of work integrated learning. *British Journal of Educational Studies, 64*(3), 337–355.

UNESCO. (2014). *Facts and figures: Mobility in higher education*. Paris, France: Author.

Wells, M. (2000). Beyond cultural competence: A model for individual and institutional cultural development. *Journal of Community Health Nursing, 17*(4), 189–199.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Willard-Holt, C. (2001). The impact of a short-term international experience for preservice teachers. *Teaching and Teacher Education, 17*(4), 505–517.

Wilson, A. H. (1993). Conversation partners: Helping students gain a global perspective through cross-cultural experiences. *Theory into Practice, 32*(1), 21–26.

Figure 1. The WISP model of effective practice.

Figure 2. A linear perspective of the WISP model of effective practice.

Figure 3. William's first placement mapped (MT = mentor teacher, W = William).

Figure 4. William's final placement mapped.

Table 1. Recommendations for Improved Practice of Work Placement for International Students

International Students	University Staff (includes academic support staff)	Workplace Supervisors and Staff
Know and use the range of support services available for international students at the university.	Organize a meeting with international students and their supervisor prior to work placement, as well as postplacement sessions with university staff.	Create a welcoming workplace environment including a student work space, clear expectations, and open lines of communication.
Learn about and experience new cultural and professional contexts through volunteering.	Encourage international students to gain experience in new cultural and professional contexts through volunteering.	Embrace and utilize international students' unique cultural knowledge and experience in your workplace.
Become involved in any university learning activities that will assist you to reflect and understand Australian workplace contexts.	Include a range of teaching and learning activities such as role plays, videos, and critical reflection to assist international students' understanding	Include a diverse range of communication techniques to explain key concepts about the workplace context.
Participate in a community of learners by sharing your expertise, cultural knowledge, and skill sets with the university, the workplace, and your peers.		Encourage international students to become involved in the wider workplace community.

Regularly seek your supervisor's feedback on your performance and ensure you understand and can implement this advice.	of Australian workplace contexts. Create a community of learners through multimedia to encourage communication during work placement. Share responsibility of feedback and assessment to allow a fuller understanding of the student's progress.	Provide international students regular feedback and demonstrate strategies for improvement and check for understanding.

Georgina Barton and Kay Hartwig