

© *Journal of International Students*
Volume 12, Issue 3 (2022), pp. 777-793
ISSN: 2162-3104 (Print), 2166-3750 (Online)
doi: 10.32674/jis.v12i3.3493
ojed.org/jis

Investigating the Benefits and Challenges of Workplace Volunteering Experiences for International Students’ Employability Literacies

Georgina Barton
Marie Kavanagh
Marthy Watson

University of Southern Queensland, Australia

Kay Hartwig
Yijun Hu

Griffith University, Australia

ABSTRACT

For many international students the prospect of employment in overseas locations post-study is a strong desire. The concept of employability has infiltrated the literature, but little is known about how volunteering experiences might impact international students’ preparedness for work placement during their programs of study. Using theoretical framing related to types of employability literacy, this paper shares data from interviews with international students who volunteered. Findings revealed several themes aligning with linguistic proficiency, cultural awareness, attitudes and mindset, and vocational literacies. Additional themes such as hospitable relationships and building trust were also revealed, which could relate to sustainable citizenship. Many benefits result from volunteering experiences for both international students and their hosts; however, more work is needed to support hosts through cultural awareness programs and international students due to their study commitments and limited time.

Keywords: employability literacies, industry partner hosts, international students, volunteering

INTRODUCTION

International students are a priority to higher education and workplace sectors, as they contribute significantly to cultural diversity in many countries (Spencer-Oatey & Dauber, 2019). International students can provide opportunities to build international networks, contribute to the diverse employability of graduates, and improve intercultural understanding (Trice, 2003). In Australia, for example, international students are reported to be the third-largest export area next to coal and iron ore (Universities Australia, 2019). The Australian Government reported “758,154 full-fee paying international students in 2019, an increase 10% on the previous year” (Australian Government, 2019, p. 1). It is, therefore, essential that international students are supported throughout their study, ensuring success for all stakeholders.

In response to the significance of international students across the globe, many internationalization policies outline several focus areas for universities to best support international students, including intercultural understanding and learning and teaching approaches related to curriculum and pedagogy (Galligan, 2008). In addition, universities must consider effective strategies to support international students before, during and after core or mandatory workplace components within study programs (Barton et al., 2017). Many international students are required to undertake a work placement, internship, practicum, and/or work-integrated-learning (WIL); however, although there is wide-ranging research on such experiences for university students generally, limited research exists on international students’ workplace experience specifically (Barton et al., 2017).

This paper reports on a study exploring the benefits and challenges related to a group of international students who voluntarily participated in a workplace environment prior to core or mandatory workplace experiences in their study programs. Two questions are posed to reveal the complex issues that shape international students’ workplace experiences: What are the benefits and/or challenges experienced by international students during volunteering opportunities? How do these relate to specific employability literacies? For the purpose of this paper, volunteering is defined as meeting three conditions: There is no financial gain for the volunteer, it is undertaken at the volunteer’s free will, and it has potential to benefit both the volunteer and third party (Petriwskyj & Warburton, 2007). Having a deeper understanding of how volunteering experiences might benefit or challenge international students’ employability literacy is critical as international students report their desire to find employment post-university studies (Garrett, 2014). These volunteering opportunities may include cocurricular work at universities such as in societies, clubs, and events, and/or in community organizations or workplace environments. They can provide international students the chance to familiarize themselves with local work, culture, and language (Finn & Green, 2009).

A REVIEW OF THE LITERATURE

Themes Related to International Student Experience in Higher Education

Moving to another country to study is both daunting and exciting. Not only do international students have to leave their family and friends and organize their travel and accommodation, but they also need to adjust to a new cultural context, where often an additional or second language is spoken (Barton et al., 2017). It is unsurprising then that the research literature extensively reports on issues and concerns associated with such change (Abu-Araba & Parry, 2015; Baker, 2017; Sawir, 2013; Sherry et al., 2010; Wong, 2004).

In 2000, Mori categorized the issues faced by international students as academic, financial, interpersonal, intrapersonal, and linguistic. Language is, by far, the most reported issue for international students who are English as second language speakers (Carty et al., 1998; Crawford & Candlin, 2013; Greenberg, 2013). However, it is important to note that international students are a diverse group, and it is important to consider educational mobility, pedagogic variation, and differences in their English proficiency (Jones, 2017). Further, most international students are required to pass strict language assessment regimes to qualify to enroll in foreign study, for example, the International English Language Testing System (IELTS) (Ata, 2015). Nevertheless, language support is necessary, especially if academic requirements and expectations differ from what international students have previously experienced (Crawford & Candlin, 2013; Li et al, 2010).

Studying in another country is expensive, and the stress of finance on international students is significant (Sherry et al., 2010; Temple et al., 2016). International students must also comply with the rules and regulations of visa requirements. International students regularly experience these issues, so universities must ensure the necessary support systems are available. In relation to interpersonal and intrapersonal skills, it has been reported that international students tend to socialize with other international students, in particular peers from their own home countries, rather than seek out involvement with others (Tran & Pham, 2016). The same study noted that universities and other external organizations need processes to support and increase international students' confidence in meeting new people.

Each of these themes directly relates to workplace experiences. The next section, therefore, outlines relevant literature that shows how these themes impact international students before, during, and after such workplace experiences as well as other issues that may arise.

Themes Related to International Student Workplace Experience

The workplace experience for international students is generally assessed and therefore places pressure on students to pass their studies. Consequently, when the workplace experience is not a positive one, it can seriously impact whether international students continue with their study programs. International students

are required to socialise into their new country and university life. If they are then doing work placement this ‘multi-socialisation’ can put extra pressure on them (Barton et al., 2017, 2019). It is, therefore, important that these experiences are set up for success despite such challenges.

Issues related to language proficiency, with particular focus on professional communication skills, and understanding new cultural contexts, were highlighted in the literature. It was noted that both language and cultural concerns become more complex when considering workplace environments (Spooner-Lane et al., 2009; Welch et al., 2012). International students need to utilize effective communication and vocabulary from the profession in which they study. They also need to understand and negotiate within the “culture” of that workplace context (Lilley et al., 2008).

Other concerns reported in the literature include the communication channels between the university, workplace, and international student before, during, and after the work placement (Newton et al., 2016). The study reported that communication with students was obstructed by their limited proficiency in English, but that an improvement was noted when students made attempts to improve their language skills by using “local dialect and colloquial terms” (Newton et al., 2016, p. 1495). Often, there is miscommunication and differing expectations that could be solved relatively quickly, ensuring success for the international student and benefits for the workplace supervisor (Ozek, 2009; Panos, 2005).

In addition, it has been noted that international students are often not aware of the support systems available or do not access these when needed before, during, or after work placement (Barton & Hartwig, 2017; Billett, 2011; Celik, 2008). Issues such as not being able to rely on their usual support networks, such as family and friends during work placement (particularly due to time differences and proximity), were raised in the literature. On the other hand, several benefits are provided in the literature for all parties (Doyle et al., 2010; Jackson & Greenwood, 2015). Many have noted how the supervisor/s or hosts of international students value the richness that international students bring to the work context. This includes incorporating their language and diversity skills while working with clients, for example, translating business transactions, different approaches, etc.

THEORETICAL FRAMEWORK

The employability of international students after their study programs is a critical indicator of the success of higher education. Countries such as Australia have now introduced Post-Study Work Visas to encourage international students to seek employment after graduation. Successful employment also highlights the personal and professional capacities of individual students, including their disposition and discipline-specific knowledge, understanding, and application within a workplace context. Therefore, workplace experience as under- or postgraduate students can instrumentally contribute to such success, with many employers noting the need for highly nuanced possession of interpersonal skills such as communication,

teamwork, and flexibility and adaptability (Koo et al., 2008). Further, Koo et al. (2008) offer a conceptual framework related to pluriliteracy that supports students' preparation for post-university employment. The model includes eight kinds of literacy that change depending on changes in workplace contexts. These are linguistic proficiency, communicative literacy, culture awareness, content literacy, sustainable citizenship, attitudes and mindset, vocational literacy, and critical literacy (Lie et al., 2009).

According to Lie et al. (2009), *linguistic proficiency* relates to the abilities and skills needed to use a particular language such as written and oral argument capacities and the use of generic conventions, including circumstance, authorship, textual production, and intended audience. It also includes the ability to apply these skills in a range of contexts. *Communicative literacy* involves face-to-face communication and the effective use of digital tools such as computers and mobile devices. Communication in today's world also involves multimodal and multimedia literacy more than ever before (Barton, 2020). According to The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005), all stakeholders, including business and the higher education sector, should promote the acknowledgment of cultural diversity. This awareness includes aspects such as age, ethnicity, gender, region, class, and lifestyle (Lie et al., 2009). *Cultural awareness* is described as the "predisposition, ability and willingness to suspend judgement on others especially if their way of being, attitude and/or practice differs" (Lie et al., 2009, p. 4). Koo et al. (2008) acknowledge this capacity as being necessary for graduates to be competitive in the employment market.

Given that workplace experiences require international students to understand professional knowledge in context, content and professional literacy are important for success. Much research in the field of literacy has explored the notion of content area literacy, with Bean et al. (2011) noting that it should support learning about the content to be learned as well as the processes that students apply when acquiring, organizing, and integrating content. *Content literacy* is achieved when students possess skills and strategies to master a subject. It is also acquired when the ability to manipulate and generalize that content to other learning situations is mastered (Bean et al., 2011).

Sustainable citizenship refers to "attitudes and practices of social responsibility towards sustaining democratic and ecological environments" (UNESCO, 2016, p. 2). Sustainable citizenship includes ethics and values that support and sustain culturally diverse communities through democratic thinking and action. Such action requires relevant *attitudes and mindsets*. These include openness and curiosity, problem-solving skills, the capacity for teamwork, and high ethical standards in personal and professional life that are underpinned by a capacity for self-directed activity (as cited in Lie et al., 2009, p. 4). Professional development and socialization literature often discuss the notion of individual traits needed for positive workplace environments. Billett (2011), for example, describes dispositions, including people's own personal agency to enact change. These skills are important for professional satisfaction and, hence, success.

Vocational literacy relates to content literacy, specifically industry skills and knowledge that support students' career development in a global context (Bates,

2002). Vocational literacy includes the concept of entrepreneurialism in a rapidly changing world. Finally, *critical literacy* supports students' ability to question the status quo by interrogating textual and other forms of communication that they receive at work. This may include reflective and reflexive reasoning by considering alternative perspectives and the ability to "adapt and transfer the critical methods of the discipline to a variety of working environment" (Lie et al., 2009, p. 5).

METHODOLOGY

The nature of the data presented in this paper is qualitative, even though data from this entire research project included both qualitative and quantitative information. International students were invited to participate in the study through an email invitation as per our ethics approval. We then organized for consenting students to participate in an initial interview about their career, cultural and study backgrounds. We also identified a potential host for their volunteering experiences through various business and community contacts. The international students participated in these opportunities (between 2 and 4 weeks in total).

Participants

Eight international students participated in the entire study. Three of the students were undertaking Business Studies at a regional university in Queensland, Australia and five were completing a Master of Education at a metropolitan university in Brisbane, Australia. Table 1 outlines the students' country of origin and study programs.

Table 1: International Students' Demographic Information

Students' name (pseudonym)	Study program	Country of origin
Evelyn	Master of Professional Accounting	Iraq
Sunil	Master of Professional Accounting	Nepal
Raj	Master of Professional Accounting	India
Armina	Master of Education	Russia
Lily	Master of Education	Vietnam
Hernando	Master of Education	Colombia
Ilai	Master of Education	Fiji
Calli	Master of Education	Indonesia

Limitations

There were several limitations to this project. First, the sample was small; however, the team found it quite difficult to recruit students due to their busyness and the assessment load they experienced. Unfortunately, four extra students interviewed prior to the volunteering placement were unable to attend the workplace due to other competing pressures. We acknowledge that students sometimes feel stressed about their studies, particularly closer to the end of each semester. Many international students have families and other work commitments, so another commitment just proves too much for them.

FINDINGS

To gauge the impact of volunteering experiences on international students' employability and other skills related to work placements, several interviews were carried out. Three students from the University of Southern Queensland's School of Commerce's Master of Professional Accounting program accepted to participate, and five students from Griffith University's Master of Education program accepted to participate.

After all the interviews were transcribed, the team identified the codes and themes common across each transcript. This process involved the researchers first manually coding and then recoding. The codes were any blocks of information that stood out from the interview and focus group transcripts. Once this part of the coding and recoding process was completed, we aligned these original themes (shown in brackets below) with the employability literacy outlined by Koo et al. (2008). The themes identified included:

- Linguistic proficiencies (language barriers)
- Cultural differences (cultural awareness)
- Attitudes and mindset (value of assistance and approachability of coworkers)
- Vocational literacy (value of work experience)
- Sustainable citizenship (building trust and eliminating prejudice)

The following discussion shares information related to each of these themes, including data from the student interviews.

Linguistic Proficiencies

In general, the international student volunteers had trouble understanding the Australian accent in any context they encountered. However, they indicated that they were very determined to learn English to the best of their ability. The international students also shared that if they did not understand what someone was saying to them, they would ask for clarification as well as use body language to help them understand.

English is a second language for us, and sometimes it's hard to find the proper words to explain what you are thinking. No, it is the feelings that we can't able to communicate with each other, and it is easy to mess up that and to understand each other. (Sunil)

You know that I discover the different cultures is really interesting for us. Even that we have a barrier with the language, but you know I think that I can assist them. I use the body language when I need something. (Lily)

Our data pointed to the fact that the language barrier made it difficult for our volunteers to express their feelings and they, therefore, could make mistakes because of misunderstandings. In previous research (Barton et al., 2017), international students found it difficult to ask for further clarification or negotiate the workplace expectations placed on them. However, in this study, one student combated this challenge by seeking support from others in the Nepalese community by asking them to help him explain his feelings. These community members also assisted in helping him with his difficulty with professional language.

Mainly they are talking on the professional way so it's the accounting terms. I just got the theoretical knowledge, but just half of the way. They use the same language as well. Like soft form, they speak in the soft form. It's very difficult to find what they ask. (Sunil)

For Sunil, explaining how people in his chosen profession use language—in soft form—enabled him to conceptualize the meaning behind intended communication.

Cultural Awareness and Differences

In relation to cultural differences, the international students often commented that expectations in the workplaces were different from what they experienced in their home countries. As a result, the international students had to consider different ways to behave in the workplace context, at least different to what they were used to. They indicated that this was necessary so that they could fit in or socialize positively with their workplace peers.

People in Australia are straightforward. Nothing like in Indonesia, like in here, you just do your job description, do not do others job because sometimes I just can't help myself not to do, if there is a mess up in the kitchen or is it the other room, I just clean it up and then my assistant director or my director is like, that is not your job so you shouldn't do it. But I just can't help it. But, I'm just getting used to it and all. (Calli)

As such, trust needs to be built between workplace partners and the international student volunteers because of the cultural differences that occur. In addition, the

international student volunteers implied that they also need to learn to listen, be patient, flexible and accept their point of view.

I think that we also have to be flexible because we have to be flexible to adapt with the new environment. (Lily)

Interestingly, the international students mentioned the diversity of their workplaces and how this assisted with them socializing positively and finding people they could ask for help:

Actually, here in the workplace people are from different countries, so, yeah, not from only one country, not only Australia. New Zealand, from Philippines, Naples. Yeah, yeah, quite a diversity here in my workplace. (Sunil)

Attitudes and Mindsets: Value of Assistance and Approachability of Their Co-workers

Related to the diversity of the workplaces, the international students commented on how it was important to work positively with other people. This meant that their work colleagues fostered collaboration and friendship. The international students all said that the workplace colleagues were supportive and friendly and that this helped them learn and fit into the environment.

But when we work together, day by day, and through the many different activities, it could said that all of us really friendly. So yeah, I can feel better and yeah, can work with them effectively, yeah. That is a good way [to] make [a] friend. (Lily)

Yes. I just wanted to learn and first looking, listening and I will analyse and acceptable with it. (Lily)

In addition, the international students commented that when the work colleagues were able to explain procedures clearly, then this assisted the volunteers in progressing in this learning. Some activities that helped included collaboration with team members, daily meetings, and interactions, which gave the volunteer a sense of belonging and structure.

Actually, they all are friendly, and then what they are doing, and they explain pretty much work. (Sunil)

And I like to learn whatever I can, so whenever I have a chance to learn something, I just do it ... where my family comes from, we see work as something that is rewarding, and it does not matter whatever you do, you have to do it to the best of your abilities. So it is like we'll always take whatever job we're given and try to do it to our best. (Armina)

Vocational Literacy: Value of Work Experience

All international student volunteers valued the opportunity to work and learn new skills in the situations they were provided. This means that volunteering experiences can greatly benefit international students prior to work placements as part of their study programs. The international students said that observing procedures in the workplace was a positive and valuable experience. They were able to see how various companies operate, for example, working with the clients to do tax returns/payroll and invoices.

The international students also noted the importance of being able to do workplace experiences in Australia, as this may assist them in finding employment here.

Actually, I do here and the people ask what I do? They explain pretty much. I do little different to capture what they are saying because I do not have any working experience, but I [have] material knowledge. And then, they do it different what we study in the union in college, and the work they we are actually performing in real life, real life work. (Sunil)

The international students believed that volunteering allowed them to learn without the pressures of assessment, but they needed to be aware of not enforcing their own opinions.

That was sort of my eyes open maybe for the first time so I had to rethink a lot about my own argument. (Sunil)

Sustainable Citizenship: Building Trust and Eliminating Prejudice

The interview data also showed that building trust was critical for success for our international students in the workplace contexts. Trust needs to be built between all stakeholders, given the challenges that may be faced due to cultural differences and, consequently, experiences.

And we have to like take times, patient, to listen and listen what they want and like accept that is a different culture. So we have to like definitely understand the situation, why they do not want to send the kids to the school. Because they're living the simple life. They do not want to live in other communities. They do not want to go outside their communities. We have to be patient and really a good listener. (Lily)

Sometimes when students did not feel safe in other contexts it was due to nonacceptance of their differences. They noted that this can also occur in the workplace because "you are an immigrant":

But you speak very good English. It's like, you do not know. So they're expecting, usually people that are not from Australia, to have a heavy accent, or speak broken English I guess. So there is that part too in which they are a little bit prejudiced about it, to a potential immigrant I guess. (Hernando)

DISCUSSION AND CONCLUSION

Workplace experiences for international students can be challenging, especially if their hosts are unlikely to understand the distinct differences and needs that international students may have compared with domestic students. Our data showed a direct alignment with scholarly work carried out by Koo et al. (2008) that offered a conceptual framework for international student employability literacy. Their notion of pluriliteracy included linguistic proficiency, communicative literacy, culture awareness, content literacy, sustainable citizenship, attitudes and mindset, vocational literacy, and critical literacy. Even though our data revealed direct alignment with these literacies, it also highlighted that more attention needs to be paid to the support and training of employers in readiness to host international students in their workplace environments.

Therefore, in answering the questions: What are the benefits and/or challenges experienced by international students during volunteering opportunities? How do these relate to specific employability literacies? we have found that despite international students experiencing some challenges during volunteering, they are often resilient and seek out support regularly when needing advice or help. Our participants also commented on the many benefits of volunteering, including building positive relationships with employers, and learning more about the Australian culture within a professional context. This discussion will first summarize the findings related to each of the pluriliteracies identified by Koo et al. (2008) and second, share new insights into the experiences of international students while undertaking a short volunteering experience throughout their studies.

The challenge of, and anxieties associated with, learning a new language for international students has featured in the literature for some time (Cheng & Erben, 2012). Our data showed that this challenge related more specifically to the Australian accent as well as language related directly to the professional context (Kim et al., 2019). These issues also relate to communicative, content, and vocational literacies. Our participants were eager to improve their understanding of cultural colloquialisms as well as manage their response to their hosts' ways of discussing professions. Sunil shared the difficulty in not expressing herself clearly in context, and Lily discussed how she used body language and other cues to support her understanding. This emphasized that each participant had different experiences and approaches to learning the multiple literacies associated with communication.

In relation to attitudes and mindsets and cultural awareness, it was evident that the international students were generally positive about having the volunteering opportunities but felt that more experience in the profession would have been beneficial. They highlighted how they would like more responsibilities while volunteering. They showed their enthusiasm for learning more about work-related tasks in their allocated workplaces. However, they commented on how they were directed mainly to observe this practice rather than be given opportunities to carry out these tasks explicitly.

Cultural awareness, related to predispositions and willingness to accept difference, can empower students to learn and work in multicultural and diverse environments (Koo et al., 2008). This notion was also raised in terms of the international students observing how in their volunteering opportunities, workplaces often carried out tasks differently from how they would be done in their own home countries. One participant noted that the workforce in their context was diverse, so people already accepted any cultural differences between their colleagues and the international students.

Finally, sustainable citizenship and critical literacy showed that the partnerships built between the hosts and international students were crucial to success. Overall, our international students felt welcomed into the workplace and able to ask any questions they had regarding their learning as a volunteer. Our study showed the importance of building positive relationships between the university, international students, and the workplace. The conversations with the international students interestingly pointed to spaces where the hosts could have provided more culturally appropriate and responsive support for international students. With these opportunities offered to students, we argue that successful employability is more achievable if associated with literacies and cultural sensitivity. Having a deeper understanding of how volunteering experiences might benefit or hinder international students' employability literacy is critical as universities need to consider how best to support international students in gaining employment post-study. This will maximize the inclusion of volunteering opportunities (Chwialkowska, 2020). Our study showed that this inclusion in university study programs is warranted if the following recommendations are valued in the provision of such opportunities.

RECOMMENDATIONS

The study revealed that improved practice related to workplace volunteering experience for international students could be achieved when the following recommendations are considered. First, students should have regular access to language support. This needs to include not just learning English generally but also learning workplace-specific vocabulary (content/vocational literacies) as well as local jargon where appropriate. The understanding of communicative cues such as body language, different accents, and colloquialism plays an integral part in supporting awareness and acceptance in the workplace. Second, employers should be supported to understand that international students want to participate more fully in volunteering experiences, as students learn through participation and not only observation. In addition, employers should be attuned to cultural differences and accept, acknowledge, and learn how work might be carried out differently in different countries and different contexts. There should be a mutual synergy between students and employers to foster better relationships by understanding cultural differences. Lastly, opportunities should be created for employers to present information on campuses to engage international students and share ways to gain a positive work experience and increase their own productivity. This process should foster active and transparent communication

prior to, during, and after the volunteering experience to build positive relationships with employers. This can ensure that both parties have a more inclusive and positive volunteering experience.

REFERENCES

- Abu-Araba, A., & Parry, A. (2015). Supervising culturally and linguistically diverse (CALD) nursing students: A challenge for clinical educators. *Nurse Education in Practice, 15*(4), e1–e9. <https://doi.org/10.1016/j.nepr.2015.02.006>
- Ata, A. W. (2015). Knowledge, education, and attitudes of international students to IELTS: A case of Australia. *Journal of International Students, 5*(4), 488–500. <https://doi.org/10.32674/jis.v5i4.410>
- Australian Government (2019). *End of year summary of international student Data 2019*. Department of Education Skills and Employment.
- Baker, C. (2017). *Understanding the study abroad experience for international students from China at the University of Vermont*. UVM Honors College Senior Theses, 132.
- Barton, G. M. (2020). *Developing literacy and the arts in schools*. Routledge Publishers.
- Barton, G. M., & Hartwig, K. (Eds.). (2017). *Professional learning for international students: Exploring theory and practice*. Springer.
- Barton, G. M., Hartwig, K., Bennett, D., Cain, M., Campbell, M., Ferns, S., Jones, L., Joseph, D., Kavanagh, M., Kelly, A., Larkin, I., O'Connor, E., Podorova, A., Tangen, D., & 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). Springer Publishers.
- Barton, G. M., & Hartwig, K., & Le, A.-H. (2018). International students' perceptions of workplace experiences in Australian study programs: A large-scale survey. *Journal of Studies in International Education*. <https://doi.org/10.1177/1028315318786446>
- Bates, S. (2002). Literacy support in vocational training. *Literacy Today, 32*(2). Retrieved from: <http://www.literacytrust.org.uk/Pubs/ltlineups.html#32>
- Bean, T. W., Readence, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company.
- Billett, S. (2011). *Guidelines for practice: Integrating practice-based experiences*. Australian Learning and Teaching Council (ALTC). <http://espace.library.curtin.edu.au/R>
- Carty, R., Hale, J., Carty, G., Williams, J., Rigney, D., & Principato, J. (1998). Teaching international nursing students: Challenges and strategies. *Journal of Professional Nursing, 14*(1), 34–42. [https://doi.org/10.1016/s8755-7223\(98\)80010-0](https://doi.org/10.1016/s8755-7223(98)80010-0)
- Celik, M. (2008). Pre-service EFL teachers' reported concerns and stress for practicum in Turkey. *Egitim ve Bilim, 33*(150), 97.

- Cheng, R., & Erben, A. (2012). Language anxiety: Experiences of Chinese graduate students at US higher institutions. *Journal of Studies in International Education, 16*(5), 477–497. <https://doi.org/10.1177/1028315311421841>
- Chwialkowska, A. (2020). Maximizing cross-cultural learning from exchange study abroad programs: Transformative learning theory. *Journal of Studies in International Education, 24*(6), 1028315320906163. <https://doi.org/10.1177/1028315320906163>
- Crawford, T., & Candlin, S. (2013). A literature review of the language needs of nursing students who have English as a second/other language and the effectiveness of English language support programmes. *Nurse Education in Practice, 13*(3), 181–185. <https://doi.org/10.1016/j.nepr.2012.09.008>
- Doyle, S., Gendall, P., Meyer, L. H., Hoek, J., Tait, C., McKenzie, L., & Loorparg, A. (2010). An investigation of factors associated with student participation in study abroad. *Journal of Studies in International Education, 14*(5), 471–490. <https://doi.org/10.1177/1028315309336032>
- Finn, D., & Green, P. (2009). Global world: Global village? Impact of volunteering for international students. *Enhancing Learning in the Social Sciences, 2*(2), 1–36. <https://doi.org/10.11120/elss.2009.02020007>
- Galligan, L. (2008). *Internationalisation of the curriculum: Learning and teaching support unit*. University of Southern Queensland.
- Garrett, R. (2014). *Explaining international student satisfaction: Insights from the international student barometer*. <https://www.i-graduate.org/assets/2014-Explaining-Satisfaction.Pdf>
- Greenberg, N. (2013). A project to increase faculty’s cultural competence in mentoring English as a second language nursing students. *Teaching and Learning in Nursing, 8*, 128–135. <https://doi.org/10.1016/j.teln.2013.07.003>
- Jackson, D., & Greenwood, K. (2015). *Enhancing work-integrated learning outcomes for international students in Australia*. Edith Cowan University Funded by the Australian Collaborative Education Network (ACEN).
- Jones, E. (2017). Problematising and reimagining the notion of “international student experience”. *Studies in Higher Education, 42*, 933–943. <https://doi.org/10.1080/03075079.2017.1293880>
- Kim, R., Roberson, L., Russo, M., & Briganti, P. (2019). Language diversity, non-native accents, and their consequences at the workplace: Recommendations for individuals, teams, and organizations. *The Journal of Applied Behavioral Science, 55*(1), 73–95. <https://doi.org/10.1177%2F0021886318800997>
- Li, G., Chen, W., & Duanmu, J. L. (2010). Determinants of international students’ academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education, 14*(4), 389–405. <https://doi.org/10.1177/1028315309331490>
- Lie, K. Y., Pang, V., & Mansur, F. (2009). Employer perceptions on graduate literacies in higher education in relation to the workplace. *English for specific purposes World, 4*(20), 1–15.
- Lilley, M. K., Nulty, D. D., & Stewart, D. (2008). *Work-integrated learning (WIL): Developing an evidence-based support framework for international*

- students*. In Paper (peer reviewed) presented at the 11th International Conference on Experiential Learning.
- Newton, L., Pront, L., & Giles, T. M. (2016). Experiences of registered nurses who supervise international nursing students in the clinical and classroom setting: An integrative literature review. *Journal of Clinical Nursing*, 25(11–12), 1486–1500. <https://doi.org/10.1111/jocn.13127>
- Ozek, Y. (2009). Overseas teaching experience: Student teachers' perspectives of teaching practicum. *Procedia-Social and Behavioral Sciences*, 1(1), 2541–2545. <https://doi.org/10.1016/j.sbspro.2009.01.448>
- Panos, P. T. (2005). A model for using videoconferencing technology to support international social work field practicum students. *International Social Work*, 48(6), 834–841. <https://doi.org/10.1177/0020872805057095>
- Petriwskyj, A. M., & Warburton, J. (2007). Redefining volunteering for the global context: A measurement matrix for researchers. *Australian Journal on Volunteering*, 12(1), 7–13. <https://search.informit.org/doi/10.3316/ielapa.840215979693516>
- Sawir, E. (2013). International students and internationalisation of higher education. *Education Review*, 9(4), 448–463.
- Sherry, M., Thomas, P., & Chui, W. H. (2010). International students: A vulnerable student population. *Higher Education*, 60(1), 33–46. <https://doi.org/10.1007/s10734-009-9284-z>
- Spencer-Oatey, H., & Dauber, D. (2019). Internationalisation and student diversity: How far are the opportunity benefits being perceived and exploited? *Higher Education*, 78(6), 1035–1058. <https://doi.org/10.1007/s10734-019-00386-4>
- Spooner - Lane, R., Tangen, D., & Campbell, M. (2009). The complexities of supporting Asian international pre - service teachers as they undertake practicum. *Asia - Pacific Journal of Teacher Education*, 37(1), 79–94.
- Temple, P., Callender, C., Grove, L., & Kersh, N. (2016). Managing the student experience in English higher education: Differing responses to market pressures. *London Review of Education*, 14(1), 33–46. <https://doi.org/10.18546/LRE.14.1.05>
- The United Nations Educational, Scientific and Cultural Organization (2005). *Promoting cultural diversity and intercultural dialogue*. <https://en.unesco.org/creativity/policy-monitoring-platform/promoting-cultural-diversity>
- The United Nations Educational, Scientific and Cultural Organization (2016). *Education for people and planet: Creating sustainable futures for all*. Global Education Monitoring Report. UNESCO Publishing.
- 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. <https://doi.org/10.1080/03057925.2015.1057479>

- Trice, A. G. (2003). Faculty perceptions of graduate international students: The benefits and challenges. *Journal of Studies in International Education*, 7(4), 379–403. <https://doi.org/10.1177/1028315303257120>
- Universities Australia (2019). *Australia has one of the best higher education systems in the world: Data snapshot*. Australian Government.
- Welch, B., Vo-Tran, H., Pittayachawan, S., & Reynolds, S. (2012). Crossing borders: Evaluating a work integrated learning project involving Australian and Vietnamese students. *Australian Academic & Research Libraries*, 43(2), 120–134. <https://doi.org/10.1080/00048623.2012.10722265>
- Wong, J. K. K. (2004). Are the learning styles of Asian international students culturally or contextually based? *International Education Journal*, 4(4), 154–166.
-

Dr GEORGINA BARTON, PhD, is a professor of literacies and pedagogy at the University of Southern Queensland, Brisbane, Australia. She has experience as an Acting Head of School, Associate Head of School, Research and Program Director. She teaches English and literacy education courses in both under- and postgraduate programs. Before being an academic, Georgina taught in schools for more than 20 years; she had been an acting principal and a lead teacher in literacy. She has more than 130 publications in the areas of sociocultural theory and the arts and literacy, including an edited book titled: *Professional Experience for International Students*. Email: georgina.barton@usq.edu.au

Dr KAY HARTWIG, EdD, is adjunct at Griffith University, Brisbane, Australia. Dr Hartwig teaches in the discipline of music (undergraduate to Ph.D. level students) and is the director of internationalization for the School of Education and Professional Studies. In this role, she coordinates study tours for Australian student teachers internationally. Apart from music and arts education research, her research interests are currently centered around international education; internationalization of the curriculum; and work placements for international students. Email: k.hartwig@griffith.edu.au

Dr YIJUN HU, PhD, is an early career academic in the sociology of education and teacher education. With research experience in both Australia and China, she has developed a special interest in exploring knowledge dissemination, pedagogical recontextualization, and the professional identity construction of Asian academics when traveling between their home countries/cultures and the Western ones. Her recent research explores professional development of the in-service teachers in internationalized schools in China. Email: huyijun@beiwaiguoji.com; yijun.hu@alumni.griffithuni.edu.au

MARIE KAVANAGH, PhD, is a university professor of Accounting, with a diverse range of skills and expertise in business, governance, and management, and a national and international research profile in business education. Her main research focus is on business education where she is currently engaged in topics

investigating the impact of factors such as authentic assessment, professional work experience, and the shift to online learning due to COVID-19 on the learning outcomes for both undergraduate and postgraduate domestic and international students. Marie has been successful in obtaining funding for, and leading, several large national projects to deliver business education and training to enhance employment opportunities, particularly in low SES and culturally diverse communities. Email: marie.kavanagh@usq.edu.au

Dr MARTHY WATSON, PhD, is a lecturer at the University of Southern Queensland, Brisbane, Australia. She has been an arts educator for more than 20 years and taught the arts in secondary and primary schools in South Africa, New Zealand, and Australia. Marthy has extensive experience in leading and developing course materials in the area of literacy and arts education. She has worked on numerous research projects supporting culturally and linguistically diverse communities. Her current research focuses on reflective practice thought arts-based learning. She strongly advocates for the arts and regularly presents at conferences and arts workshops in schools. Email: marthy.watson@usq.edu.au
