Key terms explained:

International students:
- Students who come to study in Australia from another country.

Work place staff:
- The person or people responsible for supervising, mentoring or facilitating international students during work placement.

University staff:
- The person or people responsible for activities at the university site related to work placement e.g. academic, university liaison, coordinator, placement officer, English support staff etc.

Work placement:
- An experience undertaken by international students in a work place that is usually assessed e.g. WIL, work experience, practicum, internship etc.

NB. We use the following terms when discussing university experiences – course (refers to any single semester or unit of study), program (refers to the overall degree students are undertaking).

Theoretical frameworks utilised for the WISP project:

Interculturalisation:
- a process that aims for staff and graduates to gain “appropriate competencies and proficiencies to fulfil and take their role as global citizens” (Griffith University Internationalisation strategy, 2014-2017)
- an approach that “understands others first, yourself second, and in a truly reflective nature, the introspective analysis of teaching and learning” (Hunter, Pearson and Gutierrez, 2015, p. i).

Internationalisation:
Jane Knight’s (1999, 2004) work on Internationalisation has been well received.

Activity: Study abroad, curriculum, academic programs, international students, institutional linkages and networks, development projects, and branch campuses.

Process: a process in which an international dimension is integrated in a sustainable way into the three primary functions of an institution: teaching/learning, research, and service to society

Competency: desired results such as student competencies, increased profile, and more international agreements, partners, or projects.
**Ethos:** the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based or “at home” activities.

**Professional socialisation:**
- Both a process and an outcome (Lai & Lim, 2012)

Socialisation into cultural context or organisation socialisation:
- “Fashion-in which an individual is taught and learns what behaviors and perspectives are customary and desirable within the work setting as well as what ones are not” (Van Maanen & Schein, 1979)
- Primary and secondary socialisation (see Barton, 2016/in press) and we argue tertiary socialisation therefore, *multi-socialisation*

**Agency and dispositions:**
- how an individual, with strong capacities, can direct the ways in which they socialise into the workforce or professional practice rather than having the workplace impose upon them

**Cultural competency/literacy:**
- emphasises the mutuality between persons acting and the social and cultural circumstances in which they act

**Personal epistemology:**
- individuals’ ways of knowing and acting arising from their capacities, earlier experiences, and ongoing negotiations ... that together shape how they engage with and learn through work activities and interactions (Billett, 2009, p. 211)

**Reflection and reflective practice:**

Sengers, Boehner, David and Kay’s (2005) definition of reflection:

_We define ‘reflection’ as referring to critical reflection, or bringing unconscious aspects of experience to conscious awareness, thereby making them available for conscious choice. This critical reflection is crucial to both individual freedom and our quality of life in society as a whole, since without it, we unthinkingly adopt attitudes, practices, values, and identities we might not consciously espouse. Additionally, reflection is not a purely cognitive activity, but is folded into all our ways of seeing and experiencing the world. Similarly, critical reflection does not just provide new facts; it opens opportunities to experience the world and oneself in fundamentally different way._ (p. 50)

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
<th>Questions to get you started</th>
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<tbody>
<tr>
<td>1</td>
<td>Reporting and Responding</td>
<td>Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.</td>
</tr>
<tr>
<td>2</td>
<td>Relating</td>
<td>Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.</td>
</tr>
<tr>
<td>3</td>
<td>Reasoning</td>
<td>Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?</td>
</tr>
<tr>
<td>4</td>
<td>Reconstructing</td>
<td>Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?</td>
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List of references:


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