



# Transnational WIL: supporting employability through innovative alternatives to internships

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# Legal barriers for international students

- ▶ *Offshore campuses in Singapore, Malaysia, UAE*
- ▶ **Singapore** – Foreign students on a Student Pass can work up to 16 hours a week if their institution is on the list of approved institutions.. However none of the Australian universities with transnational campuses is currently on either list
- ▶ **Malaysia** – Problematic, work restrictions unviable for WIL internships.
- ▶ **United Arab Emirates:** Student visa holders cannot hold paid jobs, can do unpaid internships with university permission.

# International student perspective

- ▶ Do they want to do an internship?
  - ▶ Cultural adjustment
  - ▶ English language adjustment
  - ▶ Concerns about study
  - ▶ *Scaffolded structure may be more suitable (Naylor et al 2010)*
- ▶ What's in it for me?
  - ▶ Pyvis & Chapman 2007 – transformational / positional motivation differences between local and international students (Malaysia)
  - ▶ *Volunteer/service learning may be more acceptable to international students*

# WIL alternatives

- ▶ Limited examples follow
- ▶ These examples appear challenging to sustain

## Technology-enabled

- ▶ Global challenge virtual competitions (Wolf & Archer 2013)
- ▶ E-WIL –Victoria University recycle textbook project (Fong&Sims 2010)
- ▶ Global WIL Project, RMIT

# Global WIL project, RMIT

- ▶ [https://youtu.be/\\_35cvWSU10o](https://youtu.be/_35cvWSU10o)
- ▶ 2d year Public relations students from Melbourne (40)
  - ▶ USA, Ireland
- ▶ Collaborative development tourism campaign for Irish town
- ▶ 10 went to Ireland to present to client
- ▶ Challenges: time, lack of face-to-face, IT
- ▶ Benefits: work across time/places; team; develop processes; different cultures

# Dual Hub simulation pilot project RMIT

- ▶ Simulation activities to prepare students for actual work projects in Vietnam
- ▶ Team based learning in a cross-cultural context with preparatory and reflective activities
- ▶ WIL activities designed for the challenges of a hospital workplace in a developing country
- ▶ 8 major projects delivered to Da Nang Hospital Vietnam

# WIL dual hub social enterprise projects

- ▶ 20 students from Melbourne/ Hanoi conducted a joint study for a NGO project, Morningstar Centre café (employing young people with a disability) and presented a business plan to the NGO Board.
- ▶ 25 students from RMIT's Melbourne and Saigon South campuses worked on creating a marketing plan for the Long Hoa Orphanage in Ho Chi Minh City

# Authentic projects and industry input

- ▶ JCU Singapore – Art Edge capstone Bachelor of Arts degree experiential event planning
- ▶ JCU Singapore – Bachelor of Business and Environmental Science degree; guest lecturers and field trips to factories, business centres; one subject delivered in Phuket TH investigating coastal ecosystems
- ▶ Curtin Sarawak – Accounting club “business challenge” for high schools; event planning but club – not WIL
- ▶ Curtin Sarawak – PR industry project (Wolf 2009)
- ▶ Curtin Sarawak courses “designed with direct input from industry, so our students graduate with the skills and knowledge they need in the ever-changing global marketplace.”



# Alternatives; potential approaches

- ▶ Holiday programme including career preparation, activity workshops, talks, best practice approaches, Networking with local experts (Subramamian & Freudenberg 2007)
- ▶ Venture Matrix – student-driven cross-faculty industry projects (Ehiyazaryan & Barraclough 2009)
- ▶ Consulternships : University of Colorado, Denver (Business, IT, Accounting) – students and faculty together (Neuman & Banghart 2001)
  - ▶ Nanyang Polytechnic, Singapore – Dedicated Client Project Centre staff bid on projects conducted with teams of lecturers and students in
- ▶ Research internships relevant to internationalisation strategy/location
  - ▶ JCU Singapore – research on tropical issues
  - ▶ Malaysia – ecotourism businesses

# Conclusion

- ▶ Scarce research evidence of cohesive approaches between
  - ▶ Onshore/offshore campuses
  - ▶ Offshore campuses and local industry
  - ▶ Cross-discipline approaches
- ▶ Potential examples
- ▶ Technology potential but development is resource-intensive
- ▶ Future collaborative research to put the puzzle together



Source: EPA (2016)

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