

SUPPORTING INTERNATIONAL & NEWCOMER STUDENTS IN WIL

Research suggests that foreign-born immigrant and newcomer students (international or refugee students) experience career exploration and decision-making processes differently than domestic students do. Why?

THEY EXPERIENCE



Stigma around seeking support

This typically came up for international and newcomer students, but also those with disabilities or non-conforming gender identities. Example: experiencing a fear of discrimination and stereotypes with disclosure.

THEY ARE



Vulnerable and reluctant to complain

This is because they fear the loss or failure of their placement, and do not want to jeopardize their chances of graduating, or fear alienating an employer who may provide future references or job opportunities.

THEY HAVE



Lack of clarity on who, what, and when

This comes up in relation to students' confusion on who to approach, at what point, and for what. Example: should the student disclose a disability to their WIL advisor or the employer or both? And at what point? And is it mandatory?

From a systems perspective, interactions between 'person' and 'environment' include experiencing issues of discrimination and/or harassment in various ways as discussed above. For example, research shows that having an accent can greatly impact how the student is perceived and therefore shape the students' experience.

Lastly, contextual factors such as being first-generation, having or not having family support, documentation, residency status and more are factors that impact their WIL journeys uniquely.

Adapted From:

Arthur, N., & Popadiuk, N. (2013). International students' views of relationship influences on career transitions. *Journal of Educational and Social Research*, 3(7), 273.

McRae, N., & Ramji, K. (2011). Enhancing cultural intelligence through cooperative and work-integrated education. *International handbook for cooperative and work-integrated education*, 347-353.

Wall, T., Tran, L. T., & Soejatminah, S. (2017). Inequalities and Agencies in Workplace Learning Experiences: International Student Perspectives. *Vocations and Learning*, 10(2), 141-156.