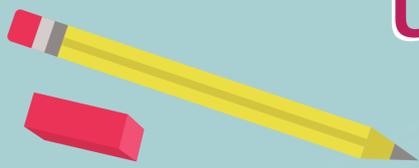


International Students' Perceptions of their University-to-Work Transitions



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📖 Research Context

Declining birthrates in Canada have led to immigration policies seeking skilled workers; international students are ideal immigrants because of their Canadian experience (Chakma et al., 2012).

However, many face barriers for securing employment at their skill level (Arthur & Nunes, 2013).

Research has focused on their educational and personal adjustment (Vasilopoulos, 2016). My research will investigate their university-to-work transition.

☰ Theoretical Framework

Systems Theory Framework (Patton & McMahon, 2014)

Process System

Across individual and contextual systems
(e.g., time and chance)

Contextual System

Social Subsystem (e.g., friends)
Environmental/Societal Subsystem
(e.g., country)

Individual System

Intrapsychic qualities
(e.g., individuals' age and gender)

Provides a conceptualization that is relevant to international students' particular situation.

💬 Research Question

"How do former international students make sense of their university-to-work transition in Canada?"

👤 Method

Interpretative Phenomenological Analysis (IPA; Smith, Flowers, & Larkin, 2009) provides rich descriptions and interpretations of experiences, with an explicit focus on the individual.

Experience, in IPA, means a specific moment that was impactful or of significance to the individual.

Draws on philosophical underpinnings in phenomenology, hermeneutics, and idiography.

📅 Design

Participants: 15 former international students who graduated from a Canadian university > 2 but < 5 years ago and are working in Canada.

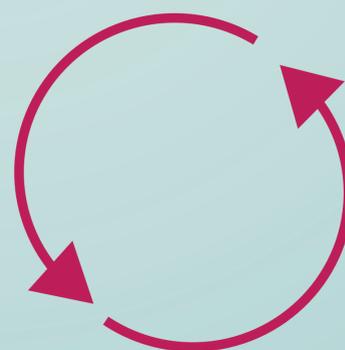
This period encompasses transition from the student work permit, which allows students to work in Canada up to three years post-graduation.

Recruitment: Emails from university alumni relations, career services, social media, and snowball sampling.

Data collection: Recorded and transcribed in-person, semi-structured, one-on-one interviews.

📄 Analysis

Six Iterative Steps as outlined by Smith et al. (2009):



1. Read and Re-Read Transcripts
2. Create Initial Coding
3. Develop Emergent Themes
4. Search for Connections
5. Repeat with Next Case
6. Find Patterns Across Cases

📝 Research Significance

As rates of international students rise, their need for appropriate and helpful career development services will also grow (Arthur, 2012; CBIE, 2014).

To avoid their un/under-employment, governmental and educational policy-makers, and career practitioners, need an in-depth understanding of their transition experience (She & Wotherspoon, 2013).

This understanding may encourage relevant reforms to education and workforce policies for a more inclusive and competitive Canadian workforce.