

21.8.2025

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Title

Transformative Learning Through International Project-Based Learning in the Global South:
Applying a Students-as-Partners Lens to a “High-Impact” Capstone / Tracy Fortune ...

Publication year

2019

Source/Footnote

In: Journal of studies in international education : a publication of the Association for Studies in
International Education (ASIE). - 23 (2019) 1, S. 49 - 65

Inventory number

47977

Keywords

Ausland : Australien : Studenten, Studium, Lehre ; Ausland : Australien : Auslandsbeziehungen ;
Mobilität

Abstract

This article explores the development of students as global citizens, using a Students-as-Partners (SaP) approach in which the partnership focused beyond academic staff in regions that have, politically and geographically, been referred to as the “global south.” We explored the experience of Australian occupational therapy students partnering in a project-based learning internship with community health leaders in India and Vietnam to advance health service needs. In contrast to their previous experiences of studentship in Australia, students felt uneasy with the perception by others of being “all knowing.” This added to the challenge of being creative in contexts where there were limited resources and perceived difficulties in applying their global north understandings. Despite the challenges, these students appear to have navigated a cultural learning journey emerging with new insight into their own and others subjective world views. (HRK / Abstract übernommen)