

Epiphanies and learning in a postcolonial Malaysian context: A preliminary evaluation of international social work placements

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Abstract

This article discusses preliminary findings from a study of international placement learning of British social work students in social welfare settings in Malaysia. Research data generated focuses on the learning processes experienced by the students placed in an unfamiliar, postcolonial context with an emphasis on issues relating to diversity and developing critical cultural competence. Future sustainability and benefits of such placements are also reviewed.

Keywords

international placement, Malaysia, meta-learning, practice learning

Introduction

This article reports the first-year outcomes of a planned three-year study of short international practice placements by students from Bournemouth University (BU), UK. Students were placed in

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