

Review of: "Fieldwork Studies Encourage Graduates to Revisit Studied Regions: Lifestyles of Young People in the Age of Mobilities"

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Thanks for the opportunity to read this article and provide a review. The article is well-written and discusses a topic that is globally relevant and a strategic imperative for many higher education institutions. Learning afforded via engagement in diverse communities can indeed be powerful, with substantiated long-term impact on students' sense of self, empathy, and global awareness. The article highlights the many benefits for all stakeholders when students undertake a community-based learning experience (e.g., fieldwork). The article articulately and convincingly explains the research and establishes clear hypotheses. The discussion is well-constructed and provides some solid recommendations around optimizing the long-term value of mobility experiences for students and how building a connection with 'communities' potentially impacts their work-related attitudes.

More detail around the context related to the study would enable readers to appreciate the impact and understand how recommendations may apply within their organizations. For example, 'regions' is used as a very broad term in the introductory section of the paper. However, in the results section, 'regions' are analyzed via the terms: major city, bedroom community, small or medium-sized city, town or village, or overseas. An overseas (global mobility) and a town or village Fieldwork Study encompass very different experiences and outcomes. This needs more discussion in the literature review and introduction to the study. Definitions would also be helpful, as I have never heard of a 'bedroom community'. The location of the study should also be highlighted earlier in the paper – it emerges that the location of the study is in Japan. The structure, learning experiences, and alignment to the curriculum of the Fieldwork study also need elaboration. There is no detail provided about how the experience is shaped to facilitate student learning and engagement. Given Work-Integrated Learning (WIL) is a globally accepted term for these sorts of experiences, including in Japan, it might be worth including the term, as this ensures readers around the world relate to the topic. The conclusion seemed out of sync with the focus of the paper, as it begins with commentary on advantages for companies and communities (which no doubt there are); however, this was not the focus of the research and is not validated by the research. The conclusion needs to highlight the findings from this research and summarize key points emerging. Finally, is ethics required for this research, as noted that it is not mentioned? Best of luck with your future research in this area.

