CROSSING THE DATE LINE:

UNDERSTANDING THE EXPECTATIONS AND EXPERIENCES OF CANADIAN TEACHER EDUCATION STUDENTS AT AN AUSTRALIAN UNIVERSITY

This document is submitted in partial fulfilment for the degree of

Master of Education

at the University of the Sunshine Coast.

Christopher Dann
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DECLARATION

This thesis is my own work and no part of it has been submitted for a degree at this, or any other, university.

Christopher Ewart Dann
Abstract

International students studying in Australia to gain tertiary qualifications that are globally recognised form a major ‘export’ market for the country. A small proportion of these students are Canadians seeking post-graduate accreditation and registration as teachers with an intention of working either in their home province of Ontario, Canada, or in other locations around the world.

This qualitative study aims to understand the expectations and experiences of Canadian students entering a Graduate Diploma of Education in a regional Australian university. Data for this research was collected using semi-structured interviews with an interpretivist approach.

The findings are presented in five main themes that have emerged from the data: engagement experience, university services, comparative perspectives, participant qualities and identity indicators. Each of these themes is then tied to the theoretical concepts of the internationalisation of university programs, global perspectives of the pre-service teachers and the development of teacher identity.

Each of the themes was discussed in terms of experiences and expectations and the findings showed that the students' interaction with the university, its programs and its services, does have a strong influence on the lived experience of the participants. The process has indicated that the participants have a variety of expectations of the teaching and learning processes, lecturers, assessment processes and interestingly of themselves. Data also indicated that there were external expectations being placed on the participants. However these expectations were often in conflict with the experiences that the students confronted and this created tensions for them, which they attempted to address in a variety of ways.

Four interesting findings also emerged showing that the Canadian students preparation was greater for the shift in lifestyle than the academic context; they faced problems with maintain previous networks while developing new ones; Canadians were constantly referencing back to Canadian Higher education in their attempts to adapt to the Australian Situation; and finally that the tension
with regard to global perspective and identity indicates the Canadian students may not be as globally minded as they might have been, particularly with regard to teaching and learning.

The study concludes by considering a number of implications for the University, program design and teachers within universities that are evident as a result of this study.

Keywords: pre-service teacher education; globalisation; internationalisation, global perspectives; teacher identity.

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**Style**

The style and format adopted in the production of this thesis is that employed by the American Psychological Association as recommended in their Publication Manual 6th Edition (APA, 2010).
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Glossary & Common Abbreviations

Faculty  If capitalised, reference is to a subset of the University: e.g. Faculty of Science, Health and Education.

If not capitalised, the word refers to staff at the University, a term commonly used by the Canadian Students

University  If capitalised, this refers to the University of the Sunshine Coast. If it is not capitalised it is referring to universities in general.

School  When referred to by participants this is their description of their previous university.

Abbreviations used through the text

GDE  Graduate Diploma of Education

NTEU  National Tertiary Education Union

OCT  Ontario College of Teachers

QCT  Queensland College of Teachers
Chapter 1: Introduction

The study focuses on the expectations and experiences of Canadian students who ‘cross the date line’ to gain accreditation through their study in a Graduate Diploma of Education in Australia to achieve their goal of becoming a qualified teacher. Its context is derived from the engagement of these students as they move through the process of achieving such a goal. In what could be described as an almost seasonal migration of a small number of Canadian students to Australian Universities, consideration needs to be given to understanding the students’ experiences although there are other aspects such as the program the students are enrolled in, the previous educational experiences of the students and their personal characteristics that could be studied. This study focuses on the expectations and experiences of Canadian students engaged in a Graduate Diploma of Education (GDE) program at the University of the Sunshine Coast, a small regional university in in the state of Queensland, Australia here after referred to as the University. The study contextualises these expectations and experiences within the concepts of globalisation, internationalisation and global perspectives and considered whether and how these impacted on the individuals developing identity as teachers.

For reasons that will be explained later, the research explores the expectations and experiences of the students as they move into and through the first six months of their twelve month program in a Graduate Diploma of Education (GDE) at the university. “Crossing the date line” recognises that the participants from Canada physically cross the International Date Line in their travels to participate in the program. This is used here as a symbolic representation of the changes they face.
In large part the research question and the focus of the research was developed from the researcher’s prior experiences as a teacher of many of the Canadian students. Several of these students were experiencing serious problems as they progressed through their Graduate Diploma of Education (GDE). The Canadian students entering the GDE were students with an above average grade-point-average for work completed in their undergraduate degree in Canada, yet they were experiencing high levels of difficulty and particularly were having trouble with assessment tasks in a range of courses. Further problems that they showed included communicating with some academic staff and at times coming to terms with the teaching and learning processes used in the GDE.

As a result of these concerns, a central research question arose and this became the focus of the study:

*What are the expectations of Canadian teacher education students studying to become a teacher at a regional Australian university and how do their experiences meet their expectations during the period of study?*

An early foray into the literature suggested that an exploration of how meeting the expectations of Canadian students and the internationalisation of university practice impacted on the development of the students’ identity as a professional in their field. From this central focus question, therefore, a series of three guiding questions emerged as parameters for subsequent research. These three main guiding questions also formed the starting points for the interview questions used in the data collection process.

- What are the expectations of Canadian students in a Graduate Diploma of Education program at the University?
• How do their personal growth and experiences in Australia contribute to their developing identity as a teacher?

• To what extent does the provision of the academic services at the University meet the expectations of the Canadian students?

The Research Problem

As stated above the research arose from the researcher’s experiences as a teacher of many of the Canadian students in the GDE. The Canadian students entering the GDE were students with an above average grade-point-average for work completed in their undergraduate degree in Canada, yet they were experiencing high levels of difficulty and particularly were having trouble with assessment tasks in a range of courses. The need for some empirical research emanated from the personal goal of the researcher to derive a better understanding of Canadian students studying within a Graduate Diploma of Education program (GDE). This section outlines the context of the problem and builds a picture of the issues that impact on that context. These preliminary thoughts will be aligned to an early scan of current literature with a further, in-depth discussion of literature in Chapter Two. Literature around the four issues, those of globalisation, internationalisation, global perspectives and teacher identity will be related initially to the anecdotal findings of the researcher.

For individuals in Canada seeking a career in teaching there is a selection of excellent universities available in Canada. However, many Canadian students seek the opportunity to travel to Australia or to other parts of the world to complete their pre-service teacher education. In particular, over 110 students a year choose to travel to the University of the Sunshine Coast. This appears to be an indicator of an increasingly global perspective that many students bring to their development as teachers. This study began by thinking about what the students expect from their decision to combine study with living in another country and what actually transpires. This prompted the researcher to
commence looking at the connection between the expectations of these Canadian students and how these are catered for by the different aspects of their program at the University, and their experiences in that program.

Since 2006 Canadian students have been travelling to the University to complete their pre-service teacher education. Initial numbers attending were low but the University now has developed a steady stream of approximately 110 students a year within an annual GDE cohort of some 300 students. This stream of students has since been consistent over five years with only a minor downturn during the global economic crisis.

My role as a tutor and teacher within the GDE provided an opportunity to teach many of the students of the Canadian cohort. The increased exposure to an international cohort had an immediate impact on the effectiveness of my teaching role. I began to reflect on the pedagogy required to meet the needs of these students and began to adjust my language and the contexts I used to convey course content. The more I reflected and discussed these issues with other teachers it became clear that these issues were experienced by others. The students appeared to experience difficulties in a variety ways. A desire to provide a more effective learning environment led to a process that included the questioning of personal teaching pedagogy and the assumptions teaching staff make about students with regard to their intentions and prior educational experience. In doing so I sought to understand the perspectives of these students, and I began to question what perspectives they bring to their learning that may be influencing their experience. Thus the research emerged from a personal quest to improve my teaching and the learning experiences for Canadians, and for all students in the GDE.

During normal feedback and review discussions with these students I found that aspects of the content and presentation of information were difficult for them to understand. These difficulties were limiting student learning and resulted in more regular and in-depth review sessions to clarify the pedagogical and curriculum components that needed to be addressed to enhance the learning opportunities of the Canadian students.
From these issues many questions arose and on-going involvement with Canadian students brought more forward. Further exploration led to an interest in relevant literature from which four key concepts emerged. These were globalisation, the increasing internationalisation of higher education curricula, global perspectives of the students and the development of professional identity.

It was evident that Canadian students entering the program do so in the globalised environment of the 21st century. In turn, the prevalence of internationalised higher education institutions make this possible. Related to this was the question of whether these students had genuine global perspectives that they intended to bring to their teaching. If so, then these perspectives may or may not align with the internationalisation processes of the University, its staff and its policies and practice. These include the academic service provision of the University and other services it provides, such as pastoral care and student support. Finally the link between internationalisation and global perspectives may have an impact on the professional identity as a teacher that the students develop during their program.

This research explores the impact of internationalisation policy as perceived by Canadian students, most of whom are students from Ontario, who bring a global perspective or cosmopolitan approach to their study.

An analysis of needs prior to this research found there was a need to cater for the Canadian students’ conceptual understandings of Australian locations, educational terminology, academic culture, and student expectations of communication between student and academic. In recognising that these needs required addressing, I began to re-assess my pedagogical approaches and the learning activities of my students. I sought to ensure optimal learning outcomes for students, and in doing so developed strategies to meet some of the issues arising from the students needs. The main strategy used to collect information about each of these needs was a SWOT (strengths, weaknesses, threats and opportunities) analysis.

The results of the analysis indicated that a formal study into this complex set of issues was required. Such a study would provide structure and clarify issues
highlighted in my initial, informal work in an internationalised curriculum. The absence of a formal curricular response to the presence of international students in Education programs was the final impetus to set up a systematic research study. The intention was to illuminate the issues facing these students and provide credible data to inform discussion about the internationalisation of the university’s programs, not only those directly relevant to Education programs but also to include other programs with international students and the broader academic community.

Supporting international students and their integration into both the immediate learning environment and the wider community are two issues a university can choose to accept or, with possible negative consequences, reject or ignore. Anecdotal evidence from Canadian students indicated they felt supported by the educational staff, but that the support students were offered by the University were both limited and unco-ordinated. There was also evidence of a sense of alienation felt by these students when they were placed in school within the local educational community to complete the mandatory aspects of practicum within their program. The local educational community, who created a set of constraints for taking Canadian students on practicum that further problematized the context, if ignored by the University, would have threatened the very existence of the Canadian students in the program.

This threat was created by a external requirement of the program that students complete a defined number of days on supervised placement in a school. This number of days were legislated and written into the program for the students. Failure to complete these days successfully in a school, or failure of the University to find these places in the schools, would have resulted in the students’ inability to register as teachers in Queensland and therefore unable to register on their return to Canada.

The subtle needs of the Canadian cohort seemed to have little impact on the educational programs offered in the GDE. The fact that these students came with English as their first language and had successfully participated in undergraduate degrees with a grade point average of over 4.5 seemed to
preclude them from the common support systems available to other international students at the university.

Early readings helped to focus the thinking for this research. Firstly, Ling, Burman, Cooper and Ling (2006) suggested that Canadian students form, by a significant majority, the largest single cohort of international students in teacher education in Australia; yet the empirical literature on the experiences of Canadian pre-service teachers and their experiences does not reflect this and is surprisingly small. This study, focusing on international students more generally, and particularly those studying to be teachers, brought together themes of globalisation, internationalisation, global perspectives and a concept identified by Ling et al. (2006) as the cosmopolitan learner and further explored by Giddens (1991) & Rizvi (2010). These themes became central to this research and formed an important part of the study.

Further reading uncovered Relich and Kindlers’ (1996) evaluation of teacher education programs that accept Canadian students. This study found that Canadian students reported their experience as “highly positive and worthwhile and one which extended beyond the academic and professional qualifications” (p.6) [my emphasis]. The search for what lies beyond the qualifications was also explored by Ling et al. (2006) who reported on the global perspectives that Canadian students may bring to their experiences in Australia and suggested the dimensions that international study might have on teachers who cross national boundaries to gain qualifications. Both of these studies juxtaposed the perspectives of an increasingly localised approach to teacher education with those of teachers, in this case Canadians, who were studying outside their own country. The theme of global perspectives was particularly useful in informing this study.

De Wit and Knight (1998) developed a working definition of internationalisation as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (p.1). De Wit and Knight (1999) later redefined internationalisation as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or
delivery of post secondary education” (p. 1). Internationalisation is seen in operation at many universities and is having an increasingly strong impact on governments and universities when they are developing policies to cater for the inclusion of internationals students (Ling, Burman, Cooper & Ling, 2006).

This definition is further clarified by de Wit (1998) as including three main elements: (i) internationalisation as a process; (ii) internationalisation as a response to globalisation and not to be confused with the globalisation process itself; and (iii) internationalisation that includes both international and local elements (that is, intercultural).

The idea of ‘intercultural internationalisation’ was exemplified in Giddens’ (1991) notion of a cosmopolitan. Cosmopolitans, and in this case cosmopolitan students, are defined as those welcoming and embracing intercultural complexity. Giddens talks of the globalized world as one where traditional boundaries between groups, nations and beliefs are blurred and broken and suggests that cosmopolitans, as opposed to fundamentalists who are individuals that react against change, are much more comfortable with this type of situation. Ling et al. (2006) also refer to the notion of cosmopolitanism and suggest that there is “a dualism between the need to be simultaneously global and local in our thinking and activities” (p.144), particularly within the teacher education sector that was the focus of their study.

Personal experiences articulated by many of the Canadian cohort at the University represented the characteristics of a ‘cosmopolitan’ as defined above. These cosmopolitan attitudes and beliefs of the students are continually being tested and constantly being utilised throughout their study experience abroad. Students had to come to terms with the local thinking and activity provided by the “new” context of the teacher education courses. Maintaining their local networks at home while managing their immersion in a new local network reflects their increasingly cosmopolitan traits. Jepson, Turner and Calway (2002) also discussed a range of characteristics of students who are working within the global education market and are taking an active role in shaping the global education debate. Of particular interest here is that Jepson et al. recognise, the
burden of prior experience in a student’s own educational system and secondly the expectations from Australian academic staff.

It is interesting that the Ontario College of Teachers acknowledges the offshore training that allows their students to gain a qualification globally. This increases the likelihood of an individual developing a global perspective, defined by Pike (2000) as “the provision of insights, ideas, and information that enable students to look beyond the confines of local and national boundaries in their thinking and aspirations.” (p. 65). Individuals with this global perspective then enrol into the profession and increase the collective global perspective of teachers within the Canadian education system.

These early readings set the scene for the questions I posed as I was teaching into a program that included international students, particularly Canadians, with what appeared to be a global perspective. The literature identifies elements of the fluid context that is pre-service teacher education in an international setting. Initial views of this complex situation show that there is vested interest in the outcomes for individuals, higher education institutions and governing bodies such as the QCT and OCT at local and state/provincial levels. The actions of individuals, institutions, regulatory bodies and governments all play an important role in the ever changing dynamic that is international education.

So far the problem has been explored by outlining briefly four themes that emerged from the literature related to the contexts in which Canadian students may find themselves when they enrol in a GDE in an Australian university. This introduction has identified some key issues that may be faced by these students and explored the actual introduction of Canadian students to the GDE from the initial intake of four students through to the growth of a constant 110 students per year. The Canadians make up a significant subgroup of the whole GDE cohort and questions arise to what impact these students feel about studying in another country.

The problem has also been framed by some references to the current literature surrounding the involvement of Canadian students in Australian universities.
The anecdotal findings of the researcher have been linked to some of the current research and the current body of knowledge impacting on this study will be further refined in Chapter 2 of this document. Having defined the problem, the next section considers the aims and objectives of this study.

The Aims and Objectives

This study sets out to answer the question, 'What are the expectations of Canadian teacher education students when they travel to a regional Australian university and how are these expectations met by what they experience at the university?' The aim of the study was directly linked to addressing this initial question.

The aim was to gain a better understanding of what the Canadian students expect when they arrive and how they and the university are meeting these expectations. The study sought to develop knowledge to investigate the relationship between personal characteristics of students and the processes of the university. Through this process, it is intended that the study can contribute to new understandings about the involvement of Canadian students in an Australian regional university.

The guiding questions of this research reflect the aim of understanding the factors and influences on Canadian students as perceived by these students. Understanding the expectations Canadian students have of educational programs in an Australian regional university may enhance the ability of this university, and perhaps that of other universities, to meet these expectations. The study aims to document these expectations and investigate their impact on the personal growth of the students and explore whether these Canadian students had a global perspective.

Once an understanding of the expectations and experiences of the Canadian students is reached, a further aim was to explore what, if any, global perspectives the Canadian students within the GDE program held. The data generated may
also assist this, and other universities in “developing the knowledge, skills and values to enable students to participate as global citizens” (Brown & Jones, 2007, p. 43).

The final aim of the study was to investigate the theoretical knowledge provided in the research of literature and align this with the lived experiences (the realities) of the Canadian students. The study aimed to determine if the theoretical alignment of globalisation, internationalisation, global perspective and the participants developing identity as a teacher is evident in the lives of the Canadian students or if there is a fracture in the alignment of the concepts. If a fracture exists, what impact does this fracture have on the development of each of the concepts? The methods and context of the study provided the researcher with the opportunity to gather data that was analysed and discussed against current knowledge in this area. Constant interrogation of this data led to the study developing some theory around the identified central themes mentioned.

The Reasons for the Research

To explain the rationale of this study, this section will describe:

(a) the limitations of current knowledge in the area of Canadian experiences of Graduate Diploma of Education programs in regional Australian universities;

(b) the opportunities for universities to acquire new knowledge to inform decision making about the internationalisation of their teaching, learning and research functions;

(c) the opportunities to explore the theoretical alignment of globalisation, internationalisation of higher education, global perspectives of international students and the development of professional identities resulting from the convergence of these forces;

(d) ways to increase academic awareness of international student needs through the eyes of Canadian students in regional Australian universities; and
In doing so the reasons for the research project will become more apparent. There is limited empirical research on the experiences of Canadian students in an Australian university, particularly with regard to the issues identified earlier. Therefore this research sought to add to the current literature on the experiences of Canadian students within the higher education sector, and more specifically the pre-service teacher education programs being offered within Australia. McKittrick (2003) explored the experiences of Canadian students and categorised their experience in four phases while Ling et al. (2006) explored the personal characteristics of Canadian students in the Australian context. De Wit (1998) explored the definition of internationalisation of higher education. This study considered knowledge from each of these students and from other researchers and compare their findings to the empirical data gathered within this study about the expectations and experiences of the Canadian students. The study sought to construct new knowledge about how these students view their programs and how the universities are catering for the needs and expectations of the students. From this new knowledge the study was in a position to theorise about the internationalisation of pre-service teacher education program in regional Australian universities and assist policy makers within the higher education sector.

Another reason for this research was to improve my own approaches to the teaching of Canadian students, so that I could provide insights for the academic staff at the university and contribute to broader knowledge about Canadian students.

Further reason for this study was the need to add to the body of knowledge that currently informs the decision making processes of Australian universities, education authorities and governing bodies with regard to Canadian students. Policies from each of these levels impact on the progress and success of internationalisation in the higher education setting. Universities across the nation recognise the importance of aligning their programs with the needs of
students from the international higher education market place. In 2009 there was an increase of 9.1% of overseas students entering the higher education sector. This equates to 320,970 students (DEEWR, 2009).

This research may also provide this and other universities with evidence of the importance of aligning their teaching, learning and research functions with the needs of Canadian, and perhaps, other international students. This study focused in part on the internationalisation of courses in Universities in the higher education market place. Pre-service teacher education in regional Australian universities is now a part of this international market. Critical decisions regarding the potential capacity of university programs, the process for financial distribution of funds gained by offering places in these programs and the internal support and administrative services required to support the students' needs require new policy directions. The findings from the research may help to play a role in the policy development of regional universities.

Another reason for the study is to add to current knowledge available to inform decisions this and other universities are increasingly required to make about the internationalisation of their teaching, learning and research functions. At the time, the University of the sunshine coast was seeking tighter policies to address the internationalisation of its curriculum. Internationalisation is clearly identified in its strategic plan and is supported by its Pro Vice Chancellor, the faculties and the teaching staff within the Faculty. It is part of a movement across the nation to recognise the complexities that internationalisation as a result of the globalisation of the higher education market plays in the provision of programs. This is similar to the United Kingdom (UK) where universities such as Leeds Metropolitan University have been actively seeking to shift the “mindset in the importance attributed to internationalisation in the institution” (Jones, 2007).

This research provides increased knowledge of the expectations of students from an English speaking nation with a ‘similar’ education structure who enter a pre-service teacher program in a nation other than their own. It provides knowledge that can be used to inform specific student services and alignment of program
design and support. With this knowledge this and other universities may more aware of how to retain students from Canada and increase student success and satisfaction with appropriate services. This is essential knowledge for universities if they are to continue to compete within the globalised educational setting prevalent today.

The study allows some to interrogation of the alignment of globalisation, internationalisation, global perspectives and teacher identity. To do this it, firstly describes the theoretical alignment between each of these concepts. Secondly, it provides a practical insight into the reality of this alignment and questions the strength of the links between each concept. These links culminate in the development of an identity as a teacher. If employment of graduates is a measure of higher education success as it has been in the past, then the importance of the teacher identity developed during the teacher education program is very important to the university.

These circumstances result in regional universities offering positions to students who have a sense of living globally and seek an educational experience overseas or a desire to be a teacher that cannot be filled in Ontario because of the competitive nature of university placement for postgraduate education programs. Both of these circumstances lead the student to travel for their training and promote the intimate links between local and global that have resulted in the term 'glocal' (Bottery, 2000).

The final reason for undertaking this research is to increase academic staff awareness of Canadian student needs as expressed through the eyes of those Canadian students in the University of the Sunshine Coast. This research brings together the experiences of Canadian students, the decisions being made at universities to internationalise their teaching, learning and research and aligns this data with current knowledge of globalisation, internationalisation, global perspective and teacher identity. This is important in the coordination of efforts within a university and will provide this and other universities with information to act on as well as providing academics in the field with new knowledge built on
the current empirical knowledge. This supports the alignment of actions from all aspects of any internationalisation by a university.

This alignment of the internationalisation of a university is a socially sensitive issue that has appeared recently in the media. The satisfaction and demands of international students can become a high profile issue for universities and has the potential to increase scrutiny on service provision. Universities Australia (the representative body for Australian Universities) released a press statement on 9 June 2009 to address clearly their position on the safety of international students studying in Australia. The majority of current literature focuses on students who move between cultures with significant language barriers. This research investigates programs that are inviting students to participate where there is no apparent language barrier or immediately obvious cultural difference.

Increasing knowledge of the impact that course design and pastoral care can have on the educational and social outcomes of the training program is another reason why this research needs to be completed. The increasing presence of international students suggests that universities may attempt to align their services to match the needs of these students. While the main services developed in this regional Australian university revolve around language barriers and transition processes of students identified as having English as second language, this research looks at the subtle elements such as pastoral care and social capital of students coming from countries that have similar cultures and languages to those usually found in Australian universities.

These reasons are all focused on finding out the students’ expectations and experiences. My personal experience of working with Canadian students highlighted the particular needs of these students. Needs such as a greater understanding of Australian culture, Australian geography, history and educational structures have increased my personal awareness but this research can inform broader policy forums that can have an impact on the systemic structures of universities.
There is little significant research in the area of pre-service teacher education, despite the increasing numbers of Canadian students who are entering the GDE program in Australia. The study has addressed the struggle these students face in the development of a teachers identity within the internationalisation policies of universities as the ebb and flow of teacher demand and the subsequent training requirements change around the world.

By finding out more about the expectations and experiences this study may result in desirable knowledge for universities and program leaders when establishing course work and processes that support professional identity development as a required graduate outcome. Focusing on the identity development of international students may also provide new knowledge that adds to the design principles used in the creation of programs that cater for both domestic and international students, in particular Canadian students.

The increased number of smaller local university campuses around Australia has also highlighted the importance of studies such as this to support their internationalisation responses. The process of globalisation is prompting refinement of internationalisation at the university level and the resultant interplay may have an impact on the global perspectives of students and subsequent development of a professional identity. This research offers a perspective that may highlight the importance of policy alignment with the actual teaching and learning within the university concerned. Policy that allows an institution to have a global perspective driven by a clear internationalisation policy may add to students’ sense of identity or enhance students’ success in their chosen field of study.

This research may have the potential to inform policy and guide practice, particularly of universities in Australia and, in particular, the University of the Sunshine Coast with regard to Canadian students in a GDE program. Policies that inform student satisfaction, student achievement and the development of student professional identities may be informed further with this knowledge. As
students choose locations to complete their studies, universities will be in a better position to demonstrate that they are meeting the needs and learning expectations of students internationally.

**Expected Outcomes**

It is expected that data collected from this research may contribute to knowledge, theory and practice in the pre-service teacher education arena. Future programs that attract Canadian students may use the knowledge gained to inform educational program development. In terms of theory it is expected that the data may form a basis for further discussion about the theory behind the pre-service teacher curriculum design and implementation in Graduate Diploma programs within Australia.

**Structure of the thesis**

Chapter 1 has introduced the area of study, the research questions, the aims, reasons and significance. The second chapter explores and critiques the literature that informs the study, by picking up on four major themes that emerged from the review of literature. Chapter 3 outlines the research methodology that framed the approach of the research and then the methods employed to collect and analyse the data. Chapter 4 considers the findings from the data that emerged from the preliminary coding and fracturing and the development of five higher order themes. These themes are: engagement experience, university services, comparative perspectives, participant qualities and identity indicators. Chapter 5 goes further in linking the findings to themes from the literature to develop some theory based on a model of teacher identity put forward by Smit and Fritz (2008). The study concludes with Chapter 6 where the implications of the study for three aspects of the University are mentioned. These aspects are (i) the University’s service provision for international
students; (ii) the design of the Graduate Diploma of Education program; and (iii) the University's teachers who work with the Canadian students.
Chapter 2: Literature

Introduction

The literature review underpins the study of Canadian international students coming to Australia to gain qualifications to be teachers in primary, middle and secondary phases of schooling. The review explores some of the substantive theories in the literature by organising the literature around four theoretical concepts or themes. These themes are globalisation, internationalisation, global perspective and teacher identity and they are all directly related to the context of this study. The literature review provide a review of the empirical data that can be linked to the findings from the data collection process that has focused on the expectations and experiences of Canadian students as they make the transition through the cultural and educational dynamics of an Australian teacher education program in a regional Australian university.

These themes emerged as the review of the literature developed. Both the contextual and the empirical literature could be classified generally under one or more of the topics stated. Each of these themes is defined for the purposes of this study and examined to develop an understanding of how the literature helps to theorise and inform the project.

It should be clarified that globalisation is an overarching process that pervades the actions of organisations and individuals around the world. Sitting under the broad theme of globalisation are the other three themes relevant to this study: internationalisation, global perspectives and teacher identity.

Section 1 briefly examines the issue of globalisation in the literature and positions it as a background concept to this study. This provides a foundation for defining globalisation for the purposes of this study. The first section explores literature on globalisation and how it is contextualised within the Australian
higher education sector. In particular this section will establish that globalisation pervades all aspects of life and will explain how it directly relates to this study.

In section 2, this review outlines literature on the *internationalisation* of higher education in universities and with some emphasis a Graduate Diploma Program (GDE) in Australian universities. The focus on internationalisation can include the term transnational as a subset of internationalisation but according to AUQA report on internationalization transnational education refers specifically to Australian universities taking their program offshore to meet the international market. This study focuses on how a University has involved Canadian students within its domestic campus. This section of the chapter will explore the definitions of internationalisation in broad terms and identify the definition pertinent to this study. It will explore the limited knowledge available that concerns student experiences in the GDE attending the regional Australian university under study and contrast this to the plethora of knowledge that sits around the term internationalisation.

Section 3 will show the alignment of literature between globalisation and internationalisation. It reviews the literature that links internationalisation with international student experience, student expectations in higher education settings and specifically, Canadian student experience in Australian universities.

The fourth section focuses on the term *global perspective*. There are several definitions of global perspective and the review includes a discussion of how this term is applied in the literature to individuals and organisations. Once a working definition of global perspective has been established this section explores the existing literature pertaining to global perspectives of pre-service teachers with a focus on the Canadian students, their approaches to study and their experience of Australian universities and the Australian education system. The section will conclude with a review of the literature that demonstrates the alignment between global perspectives of individuals, globalisation and internationalisation. It will explore the links that exist in the literature between these and their relationship to teaching, learning and international students.
This section will conclude with an alignment of global perspectives, globalisation, internationalisation and teacher identity.

The final section will contextualise the issue of teacher identity among pre-service and early career teachers with a particular focus on the education of pre-service teachers at an international location. This section will build a picture of how teacher identity is developed and the literature available that links teacher identity development with global perspectives, internationalisation policies of universities.

Globalisation

Porter and Vidovich (2000) describe globalisation as the hegemonic discourse of the late 20th century and early 21st century. They state that this concept has many facets and branches. This perspective highlights that while globally influential it is not necessarily advantageous to all. Academic debate over the definition of globalisation has an impact on the preferred definition for this study. This section will focus attention of the aspects of globalisation relevant to the global process in which this study is enacted.

A definition that is described within an historical dialogue by Modelski, Devezas and Thompson (2008) introduces the term “phasing”. This means that globalisation has been occurring for some time and we are currently undergoing a ‘phase’ of globalisation. Devezas and Modelski (2003) envision globalisation as a “manifestation (or phasing) of a multi-dimensional cascading of world-wide evolutionary processes (p. 4)” Galligan, Roberts and Trifiletti (2001) describe globalisation as “essentially an intensification of multinational, international and transnational linkages in all spheres of human activity” (p. 1) and go on to suggest this is a consequence of the new communication technologies. They explore the Australian experience of globalisation and the impact on Australians given their colonial history and links to sovereignty and citizenship. This
reference to historical positioning is important. The literature clearly recognises
the historical time line that has brought the global community to this point. Rizvi
and Lingard (2010) refer to this aspect of the debate as the chronology of
globalisation and further reinforce the point that globalisation is an overriding
force or process that has an impact on us all.

A definition of globalisation also appeared in the work of Ling, Burman, Cooper
and Ling (2006) and Pike (2000) when they describe globalisation as one of the
principal influences of the late 20th century early 21st century. Very similar to
the description used by Porter and Vidovich (2000), Held and Archibugi (2005)
discuss globalisation as a complex process with many facets including economic,
political, technical, military, legal, cultural and environmental. Globalisation is
further defined by Galligan et al. (2001) as a “perceptual phenomenon” while
being recognised as a “powerful force, or set of forces, combining new
technologies in information and communication” (p. 13).

Olssen, Codd and O’Neill (2004) also discuss the idea that globalisation is made
up of different components. However, they concentrate their attention on the
economic, political and cultural aspects and help to focus debate on the impact of
the phenomenon. This understanding mirrors other writers such as Ling (2006),
Pike (2000) and Porter and Vidovich (2000) who also engage with globalisation
from economic, political and cultural aspects. This strong alignment between
such authors gives us a clear definition that is grounded in historical perspective
while focused enough to allow for alignment with other themes working within
this study. These three components of globalisation are highly visible in the
literature and highlight the general nature of globalisation and its impact on all of
human existence.

Dreher, Gaston and Martens (2008) also define globalisation as a process that
focuses on economic, political and cultural and one that is derived from an
historical perspective and not one that refers to the present global context. This
is in agreement with the definition given by Held and McGrew (1999) where they
describe globalisation as a “widening, deepening and speeding up of
interconnectedness in all aspects of contemporary social life from the cultural to
the criminal, the financial to the spiritual” (Held and McGrew, 1999, p. 2). Held (1995) had earlier described globalisation with reference to economic, cultural, political and environmental and developed this further when he adds that there are three positions that can be taken when discussing globalisation. These positions are that of globalist, skeptic, and transformationalist. A globalist view refers to a belief that “contemporary globalisation defines a new era in which peoples everywhere are increasingly subject to the disciplines of the global marketplace” (Held and McGrew, p. 2), and a skeptic believes “globalisation is a myth which conceals the reality of an international economy increasingly segmented into three major regional blocs in which national governments remain very powerful” (ibid., p. 2). It is the view of the transformationalist that is relevant to this study. A transformationalist view holds that globalisation is an unprecedented driving force for rapid economic, political and social changes. The transformationalist’s position as defined by Held and McGrew (1999) aligns with the overarching view offered by the previous definitions, that is that globalisation has aspects of economy, politics and culture.

Giddens (1991) offers a definition of globalisation as an “intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (1991, p. 54). This viewpoint complements the previous definition referring to the economic, political and cultural aspects. These definitions have similarities and reinforce the overarching presence of this concept in relation to globalisation.

The impetus for students to travel globally to achieve their study goals is in large part a function of the globalisation process and forms a piece of the overall puzzle. The economic factors that are considered by students, their families, the universities and the governing bodies affirm Olssen’s contention that globalisation is further refined into three central themes of globalisation, global education and Australian responses one of which is to globalism through the internationalisation of education. This introduces the term ‘Globalism’ which is discussed in terms of internationalisation later in this chapter. For now the
distinction will be made between globalism and globalisation in line with the words of Joe Nye, the former Dean of the Harvard University's Kennedy School of Government “Globalism describes the reality of being interconnected, while globalization captures the speed at which these connections increase — or decrease.” (Nye, 2002).

Using the definitions above as a guide, this study will define globalisation as a powerful set of forces that are intensifying the multinational, international and transnational linkages in the economic, political and cultural aspects of life. Further, this study recognised that globalisation is an ongoing process that has had an impact on individuals and organisations at all the level of tertiary education, even for a small regional university. This clearly centres globalisation as the major process impacting on the context of this study.

It is important to explore the cultural, economic and political concepts that are at the centre of the definition of globalisation utilised in this study. Having a clear understanding of these clarifies the links between globalisation and the impact it had and is having on higher education around the world. This creates a foundation for contextualising the literature surrounding internationalisation (the higher education sector's reaction to globalisation), global perspective and teacher identity development.

Economic globalisation is the process that allows for the “free flow of goods, services, investments, labour and information across national borders” according to Olssen, Codd and O’Neill (2004). The debate around this concept in the literature focuses on the level of benefit this process has for the various stakeholders. Giddens (1991) recognises the positive and negative aspects of economic globalisation but asserts that economic globalisation does not sit by itself and stand alone within a constant process involving cultural and political dimensions. This is supported by Fiss and Hirsch (2005) and Dreher, Gaston and Martens (2008).

Olssen, Codd and O’Neill (2004) focused particularly on the economic and cultural facets of globalisation as they affect international students entering a
pre-service education program in Australia. The political dimension and its influence on students, institutions, governing bodies and personnel involved within each of these entities is also important in terms of the stake universities hold in higher education. Therefore, all three aspects of economy, politics and culture will now be examined.

Economically driven organisations and individuals have chosen to respond to the globalisation process in many ways. The economic aspect of globalisation involves international, national, organisational and individual actions and reactions. Economics has been seen as the driving factor in the decisions of Australian universities to seek international students. McGawan (2010), National Tertiary Education Union Victorian Division Secretary suggests that international student fee income is the second most important source of income and on average this accounts for 15% of the total income.

The political dimension is increasingly significant and is clearly visible in the literature. Political globalisation takes the form of internationally recognised organisations such as World Trade Organisation (WTO), European Community (EC) and Organisation for Economic Co-Operation and Development (OECD) uniting to gain strength in a competitive global marketplace. Held (1995) suggests that governments are attempting to manage their fiscal and monetary pressures in an environment where they have reduced control because these systems are no longer contained within their borders. This reduction in control leads governments to develop alliances like those above to counter these forces. An alliance that reduces visa requirements such as the Bologna Process is an example of the pursuit of a seamless access to activities in other countries. Such alliances provide benefits to participating countries and are becoming more prevalent. The literature clearly identifies these forces as having an impact on organisations within many nations.

The plethora of literature (Ling, 2006; Volet and Pears, 1994; Abbott and Ali, 2005; Novera, 2004) from within Australia that investigates the cultural impact of students coming to study on our shores focuses on students with significant cultural differences. This is due to the large numbers of Asian and Indian
students moving into Australian universities to further their education. By comparison, literature looking at subtle cultural differences such as those between Canadian culture and Australian culture seem absent in the literature. This will be explored further in the section on global perspectives.

The globalisation process has, is, and will continue to have an impact on the cultural, economic and political environments that influence our lives. This section has explored the diverse definitions of globalisation and sought commonalities to secure a working definition for this study. Globalisation has been shown here to be a powerful phenomenon that challenges the economic, political cultural and aspects of the world.

The commonalities shown above clarify the understanding that globalisation is a constantly changing yet always present aspect of the world. The effect of this concentrated agreement leads to the conclusion that globalisation is an overarching phenomenon in which this study is placed. It is important to focus attention on the relationship between globalisation and the reaction to it of the higher education sector in Australia and subsequently on the concepts that may affect the Canadian cohort studying in an Australian regional university. According to Rizvi and Lingard (2010) education is affected by all the changes associated with globalization: it is affected structurally, in terms of policy, in practice terms, and in the experiences that young people bring with them to education.” (p.421)

The next section will look at how tertiary institutions are responding to globalisation. It asks the question - how are they internationalising their operations within a global context? Globalisation spawns internationalisation in many forms and it has been shown here how globalisation has direct influence on the internationalisation of higher education. The next section will now look at empirical knowledge relevant to the internationalising process of higher education with a focus on pre-service teacher education programs.
This section will define the concept of internationalisation and explore the literature that relates to internationalisation in the context of this study. It will review the existing knowledge about internationalisation in the higher education sector and then explore how universities choose to respond. The review will be followed with current knowledge of how internationalisation impacts on education programs and GDE programs in pre-service teacher education. The section will conclude with a review of the literature linking internationalisation with international student experience, student expectations in higher education settings and Canadian student experience in Australian universities.

There are two responses that universities may take to globalisation in education. They may choose to implement ‘transnational’ education or they may internationalise their existing on campus programs. Both approaches are referred to as internationalisation by AQUA. This study focuses on the involvement of Canadian students in programs conducted on Australian soil and as such does not fit within the concept of ‘transnational education’.

Internationalisation is a response to globalisation and is one with which systems and organisations choose to engage. This first section will explore how the higher education sector has chosen to respond to internationalisation and the issues that surround internationalisation at a sector level. Internationalisation is the organisational reaction to forces of globalisation. It is seen through the actions and policies of organisations and becomes evident when local and global forces meet. Bottery (2000) coined the term ‘glocal’ to describe this situation. The literature has become more attuned to the actions of universities when dealing with international students.

Knight (2003) looked closely at the definition of internationalisation and its relationship to globalisation from a higher education perspective. Knight with de Wit (1998) collaborated to provide this working definition:
“internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution.” (p. 16). They go on further to ensure that these terms are “not seen to be synonymous and are not used interchangeably”. (p.16) This definition appears as a regular base line definition throughout the literature. Works by Ling et al. (2006), Carnoy and Rhoten (2002), Jones and Brown (2007) and Haigh (2008) reflect the scale of the impact internationalisation has had and may continue to have on all aspects of 21st century society. An example of this is the globalising of teacher education processes considered by Ling et al. (2006) in their discussion of cosmopolitan international students. It shows internationalisation is occurring at many levels, including international, national and local levels. Organisations within the higher education sector that work at all these levels have the opportunity to internationalise their operations.

Globalisation has triggered internationalisation within the higher education sector and consequently within pre-service teacher education. Jepson, Turner and Calway (2002) examined the transition process of international students with a particular focus on the orientation processes required by graduate and masters level programs. This is part of the Australian higher education research being carried out to address the issues being faced by those in the sector who choose to engage with international students as part of their internationalisation. Twenty-nine European Union countries in a search for answers to common problems and issues joined forces through the Bologna Process. This a collective approach at a national level to enhance the employability of its graduates and the mobility of its students. This reflects a collective response, by choice, to the process of globalisation.

Internationalisation is a concept that can permeate the approach, policy and actions of a higher education organisation. Jones and Brown (2007) focused on the internationalisation strategy of Leeds Metropolitan University. In this description reference is made to the actions of staff, the policies of the university and the expectations of students attending. Internationalisation of higher education is not a new phenomenon. European programmes such as SOCRATES
and international networks of universities (such as those in the Bologna agreement,) are just two examples of the way in which the international dimension has captured higher education in the past fifteen years (de Wit, 1998, p. 1).

Internationalisation is further clarified by de Wit (1998, p. 1) to include three main elements:

1. internationalisation as a process
2. internationalisation as a response to globalisation and is not to be confused with the globalisation process itself
3. internationalisation as including both international and local elements.

These three elements form the basis of understanding of internationalisation. Firstly, internationalisation can be considered as a process of choice rather than an event that has occurred or was imposed, the implication being actual situations are to be considered within a context and not in isolation. The second clarification from de Wit (1998) implores us not to confuse this term with globalisation. This is in line with the concerns expressed by Knight (2003). Internationalisation is a “response” to globalisation.

The response by the higher education sector has revealed many aspects. One effect has been the intense recruitment process driven by both educational and economic needs and not a new phenomenon according to Haigh (2008). “Educational changes in response to globalisation share certain defining parameters but still vary greatly across regions, nations and localities” (Carnoy and Rhoten, 2002, p. 6). The comments of a Vice Chancellor of one Australian university states that their university has “never lost focus on our own region... We have a balanced approach to internationalisation” (Thomas, 2009). This sentiment reflects the sensitivity to internationalisation at the institutional level in the localised yet internationalised environment of higher education.

Marginson and Sawir (2006) suggest that “Cross-border associations and loyalties can be powerful, including alumni ties, the imagined communities of the disciplines, and full fee marketing to foreign students”(p. 4). The combination of
comments demonstrates another effect on the awareness of leaders in higher education and the importance of their response to globalisation. The response can be internationalisation of a university's curriculum policies, recruitment processes and policies for teaching at off shore locations even though other countries may not yet be engaged for their own political, social or economic reasons. Haggard and Maxfield (1996) explore how the internationalisation process is having an impact on the political and economic aspects of third world countries. Others such as Carr, Haggard and Zahra (2008), and Etemad (2004) all explore vastly different aspects of business, politics and economics.

The previous paragraph shows how internationalisation in education is frequently represented in the literature from many perspectives. Alfaro (2008) looked at internationalisation from the perspective of multicultural education and global student teaching experiences. Marginson and Sawir (2006) made comparisons between universities in Australia and other Asian countries. Australian Universities commissioned the report ‘The Nature of International Education in Australian Universities and its Benefits’. The increasing knowledge and focus on internationalisation reflects its importance within the higher education sector. The links between globalisation and internationalisation in the literature are clear. These links can be related directly to Canada and how their higher education sector has internationalised.

Universities are increasingly seeing themselves as businesses and requiring business case proof before embarking on new directions to create alternative revenue streams to government funding. There are some similarities between business and the higher education sector. These two meet in research conducted by Mughan and Kyvik (2009). They explored the internationalisation process and its relationship to Business Education. They discuss the challenges being faced by business sectors that are internationalising themselves and their personnel.

Pike (2000) describes global education and suggests that a global education movement does not signal a globalisation of education. He sees globalisation of education as a possibility and believes that the sum of the actions of higher
education facilities is a reflection of the development of more globally orientated models of national education.

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**Universities and Internationalisation**

This section looks at the literature surrounding the internationalisation choices being made by universities with particular focus on the Canadian – Australian context of this study. It explores the factors relevant to Australian universities internationalising their operations in such a way to be inclusive of Canadian pre-service teacher students.

Universities choose to address the effects of globalisation. This choice is made by the university and is their approach to internationalisation. A university will decide to engage with internationalisation for its own reasons. A survey by the Association of Universities and Colleges of Canada (AUCC) in 1999 found that only 1% of Canadian students were interested in studying abroad yet 4% of the Australian student group were interested in education overseas (McKittrick, 2003). Detailed information from the AUCC 2006 internationalisation survey (2007, p. 2) shows some 17,850 fulltime Canadian students participated in study abroad. This is nearly 2.2% of the full student body in Canada and is more than double the 1% reported in 2000. These figures are an indicator of potential Canadian students who may seek education at an international location. While large numbers of Canadian students are looking abroad, it should be noted that this is complemented by the strict enrolment restrictions being placed on students in pre-service teacher education programs within Ontario. The market demand in teacher education increased in Queensland when the two year GDE was replaced by a one year GDE and Australian teacher registration was recognised by the Ontario College of Teachers. In 2008, universities were choosing to capitalise on the competitive market place that is teacher education and taking advantage of the recognition that still exists between Canada and Australia.
Income, meeting demand and international prestige have been factors that have swayed universities to open their doors to international students and even deliver programs internationally. The 2007 report by the Organisation for Economic Co-operation and Development (OECD) (2008) on higher education student enrolments indicates increased enrolment in vocational education and education from international locations. These vocational education figures show an increase in the numbers of institutions internationalising their operations. It indicates that this is an era when the world constantly seeks individuals with higher and higher educational qualifications. Canadian students who have similar accreditation levels to those required in Australia come here to gain entry into a program that is offered in their homeland. Relich and Kindler (1996) suggest that Canadians “clearly enjoy working in an English speaking environment quite distinct from their own” (p. 2). Australian universities are clearly embracing this attitude.

Universities engaging in internationalisation are placed in a position where they have new support processes and administrative concerns that they previously did not have. English speaking students whose understandings of educational processes are based on their personal experience in their country and have limited cultural understandings of their new location may face displacement. Importantly Canadians form part of this group (Ling et al., 2006). Bryram (1994) indicates international students may experience culture shock, cultural adaptation and the questioning of their own cultural identity while studying. Bryram’s study creates the link between internationalisation and an individuals developing identity as a teacher. This develops further the link between personal identity developed as a consequence of Canadian culture and a possible professional identity developing outside Canada. An experience such as this requires finding the data that will clarify this observation but from the student level.

Rizvi, Fazel and Walsh (1998) argue that Australian universities need to develop “more thorough understandings and strategies for the internationalisation of curriculum” (p. 7). They asserted that university practices need to be reflected
on in terms of “structural operations of curriculum: in textbooks, in time allocation and in the practices of assessment and in other administrative practices.” (p. 9) This line of thought is continued in the work of Lingard and Rizvi (1998) when they conclude that the way universities address the globalisation of their operation needs to be investigated empirically and for this to be specifically focused on education.

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**Education Programs and Internationalisation**

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Ling et al. (2006) comment on international student experiences and the impact on higher education and teacher education programs being offered locally. The literature from Ling et al. (2006) labels the characteristics of students who are part of this internationalisation process of a university as cosmopolitan. They propose that these cosmopolitan characteristics create personal circumstances that entice international students to cross datelines and cultural divides. This helps to form a definition of internationalisation and link it with the literature that describes personal characteristics of international students.

McKittrick (2003) looked specifically at Canadian students in Australia in a paper - “Supporting the short term International Student: The Canadian-Australian Connection.” In this paper he identifies a “mutual admiration society” (p. 1) between Canadian and Australian students and academics. From this basis he goes on to identify four phases international students go through when they travel to another country for teacher education. These phases include pre departure, arrival, study and return home phases. However it is his closing remarks that are an indication of the feeling about internationalisation at this time.

The internationalisation of teacher education has become a significant component of GDE for universities across Australia. Universities in Australia have engaged in recruiting students from Canada for the past twenty years. Student interest from students living in the province of Ontario may be due to
the reciprocal recognition of teacher registration offered, as referenced by McKittrick (2003). This clearly shows how internationalisation has increased international student opportunities, student expectations in higher education and Canadian student experience in Australian universities.

Pike (2000) points out that teachers in Canada rarely mention their home country and predominantly focus on global issues and themes. This reinforces the notion of global perspectives at the local level of Canadian students and also establishes a context that actively influences the characteristics and traits of international students studying in an Australian university. The process of internationalisation is clear in relating directly to the experiences and desires of the international students travelling from Canada to Australia to complete their teacher education. Pike’s (2000) research points to the characteristics of Canadians but does not go on to explore the expectations of these students as they undertake their pre-service teacher education. His main focus was related to “global education” and this study is a more focused examination of that context. Global education as distinct from both globalisation and globalism emerges through internationalisation of higher education and brings with it greater detail about the influences and specific knowledge gained from research about internationalised systems of higher education.

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**Graduate Diploma Programs and Internationalisation**

Sectors such as universities and education programs have responded to the concept of internationalisation. Within this response can be found the Graduate Diploma Program (GPD) that provides the context for studies of internationalisation. The studies look at specific elements within a GDE, such as the practicum implications and the teaching and learning staff. It is essential for the purposes of this project that these studies be explored.

Tang and Choi (2004) looked at the field experiences of pre-service teachers and their interpersonal cultural and professional competence. Baker and Rosalie (as
cited in Tang and Choi, 2004) contend that field experience carries two goals. These goals are the preparation of second/foreign language teachers and the preparation of teachers to teach in a multicultural context. These views are driven by the internationalisation of a Hong Kong based teacher education program that allowed practicum placements in Australia, Canada and China. Internationalisation, as a process, is having an impact on the placement of pre-service teacher students and this, in turn, impacts on the schools and communities that accept these students. This process shows how the policy of a pre-service teacher education program and a university's approach to practicum placements can have an effect on the student and the communities in which they complete their practicum.

Tang and Choi (2004) focused on the international field experience component of a pre-service teacher program and their research takes into account other goals of pre-service teacher placements of international students. The work of Tang and Choi has similarities with the context of this research and it does add to the literature regarding international student experience in teacher education; however, Tang and Choi only focused on the field experience component of the pre-service teacher education program.

The literature described in this chapter demonstrates that significant knowledge exists about the internationalisation actions of universities responding to the globalisation process. It also shows the concerted efforts of universities around the world to respond to the phenomenon of globalisation. Further investigation of the literature has found that, as universities internationalise, they put in place strategies, processes and policies that enhance the potential for growth of the university and that have direct impact on the service provision of the university.

The links between globalisation and global education, as well as links between internationalisation and the developing identity of the participants, have been shown in the first section of this chapter. They all play a part in driving internationalisation at a local level. Internationalisation manifests itself in student learning as identified within the literature by Pike (2000) who
recognised the significance of the practical component within global education as well as theoretical understanding. Pike is supported by Fang and Lin (2004) in showing how internationalisation has begun to impact on the communities surrounding universities by including references to the practical component of programs in teacher education. Pike (2000) aligns this with Tucker (1990) and asserts that “teachers, not textbooks, appear to be the primary carriers of the global education culture” (p. 114). This suggests that it is the students themselves who are central to such “global education culture”. Globalisation is driving internationalisation of programs and this in turn is spreading students with a global perspective to create a “global education culture”.

The review of literature in this section has shown that internationalisation is a process that organisations choose to undergo. It is a process that requires policy and process changes within an organisation and it has been shown that these changes affect the teaching, learning and service provision to students. The literature also shows that there are particularly strong links between Canada and Australia and that internationalisation of pre-service teacher education programs has been occurring within Australia for nearly 20 years.

Internationalisation is defined for this study as a process that an organisation undertakes in response to globalisation. Globalisation was defined earlier in this chapter as an overriding discourse of the 20th and 21st centuries that pervades all aspects of social relations with an intensification of social relations in the economic, political and cultural realms of global existence. Both definitions have been related to students within higher education. It is clear from a review of
literature that globalisation and internationalisation are aligned theoretically. The third concept that plays a role in this study is that of global perspective.

Global Perspective

The third section of the review of literature focuses on the term global perspective. Essentially global perspectives refer to the expectations that individual students may develop and hold in response to the process of globalisation. This section will explore definitions of global perspective and engage in a discussion of how this term is applied in the literature to individuals. Once a working definition of global perspective has been established this section explores the existing literature pertaining to global perspectives of pre-service teachers with a focus on the Canadian students, their approaches to study and their experience of Australian universities and the Australian education system.

The motivations around the reasons why students engage in transnational teacher education can be clarified by asking questions such as: Why engage in teacher education in a global context? What are their expectations of the experience? How do they manage the challenges of cross-cultural experiences and what outcomes do they expect? The use of transnational applies here because we are focused on Canadian students travelling out of their country to train where as previous references to transnational operations of a university are very different.

The education culture of the global student movement is a vital aspect of the current study. Gathering data from the perspectives of these students is important to any research community that is seeking new knowledge about international students studying in Australia. These students exhibit cosmopolitan characteristics described by Ling et al. (2006) and evolve due to the global educative qualities being explicitly taught to this generation. Jepson, Turner and Calway (2002) sought to refine the empirical data about student
qualities and suggest that a refocusing is required from the transition of an international student to that of “an internationally focused student” (p. 1).

Tang and Choi (2004) identify six components that make up a long-term process of learning to become inter-culturally competent. They are: setting the stage, cultural disequilibrium, non-reflective orientation, reflective orientation, behavioural learning strategies and evolving intercultural identity. These may be a set of descriptors that universities consider as they increasingly attempt to become culturally competent in addressing the needs of international students and move to create sustainable environments for international students. Tang and Choi (2004) suggest that further research is required on the experiences of international students. They advocate an examination of issues related to structural and institutional parameters of programs in universities. This examination should be complemented by a focus on the cultural and educational context of cross-cultural settings in which the programs are enacted.

Tang and Choi (2004) also indicate the need to “rethink the role of international experience in the broader context of initial teacher education” (p. 61). They conclude that further research may involve examining broad issues surrounding field experiences for international students. Aspects for examination referred to by Tang and Choi (2004) include “the conceptual orientation, structural and institutional parameters of International Teacher Education (ITE) programmes as well as the cultural and educational context of cross-cultural settings (p. 61). Studies of this nature address the large number of international students from culturally diverse origins who arrive in Australia for further study. This is distinctly different to the participants of the research project being undertaken here.

Relich and Kindler (1996) found that Canadian students reported their Australian experience as a “highly positive and worthwhile one which extended considerably beyond the acquisition of an academic and professional qualification (p. 1)”. Relich and Kindler (1996) also point out that students travelling from Canada to Australia to study teaching gain an “intercultural tolerance” (p. 3). Combining this with the “enhanced qualities of adaptability” (p.
3) shows a strong connection to the development of student identity that is discussed later in this review.

For Davis (1999) the alignment of a global dimension in teacher education is required for three reasons and she suggests that increased global dimensions will have a positive impact on the quality of education. Her reasons include the context for education becoming global; ICT being used to increase access on a global scale and finally that a global view can provide a stimulating and enriched context for critical reflection (p. 8). Davis (1999) states the reasons for including a global dimension. The context for education is becoming global; ICT is increasing access to education on a global scale and a global view will enhance teacher education by stimulating a rich context for critical reflection (1999). These reasons re-enforce the two concepts of cosmopolitanism and globalism that have relevance to the personal qualities of university graduates in teacher education.

Merryfield (2000) draws together the following characteristics discussed by Case (1993), Hanvey (1975), and Kniep, (1986) as important to a teacher having a global perspective. “Cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives consciousness-recognition, knowledge, and appreciation of other peoples' points of view-are essential in the development of a global perspective” (p. 1).

Do these characteristics exist in our international students today and in what measure do they impact on student success and the programs in which these students enrol? Further investigation into the perspectives and experiences of these students within Australian universities is still required and will add to knowledge about these characteristics.

The identification of common characteristics that emanates from contemporary writing, the present day international student cohort are products of education systems characterised by practitioners who have a global focus. The American Association of College for Teacher Education (AACTE) (1999) celebrates the
generation of ‘global educators’. The term ‘global educator’ appears as part of
the global dialogue reflective of the time. The vision of AACTE refers to ways
that teachers can develop a “global perspective” within their students. It is
interesting to note that it is these students who are now adding to the worldwide
movement between universities and nations, challenging the university
structures on offer today while others are yet to experience the phenomenon.
Students with a global education perspective are graduating from the processes
which are increasingly internationalised.

Students seeking registration are seeking institutions across the world to
recognise their global positioning as teachers as they attempt to begin a career in
education. The fact that this is possible is again another result of the global
perspectives generated by the increasingly global perspective of the education
system of Ontario. Ushner and Mahon (2002) assert that overseas students
“reported having had one of the most interesting, sometimes even life-changing,
quarters of their academic career.” (page 86) and Tang and Choi (2004) state
that “personal growth of student teachers in terms of general maturity and
independence suggests that student teachers have greater awareness of their
own strengths and weakness as well as an increased confidence and a strong
sense of self” (p.52).

Pike (2000) identifies “global education” as a term that has relevance in
Northern America while other places around the world refer to the same
concepts as development education, education for development, global
perspectives in education, intercultural education and world studies (Davis,
1999; de Wit, 2000; Brown, 1998). This is significant given the proliferation of
student movement between North America and Australia and the “mutual
admiration society” coined by McKittrick (2003). Given the diversity of the
definition and the prevalence of the term “global education”, this study will
support the continual refinement and conceptualisation of the term global
education. This suggests that global education is part of ‘internationalisation’ –
universities meeting the global market – and global perspectives are what
individuals possess innately and through which they view their environment (i.e. they are personal perspectives).

International teacher education has become a significant component of the Graduate Diploma of Education for universities across Australia and it could be argued that Queensland universities have a distinct advantage over some other states due to recognition of its teacher registration by the Ontario College of Teachers. This alignment is described by Relich and Kindler (1996) as beginning with an approach by a Canadian placement agency to the University of Western Sydney, Nepean. They also go on to discuss the context that has similarities to now, including the intention to have Canadian students working with Australian students, the need to recognise prior learning of Canadians and the need to tailor the program to “ensure best outcomes” (p. 2) and the healthy drive for best practice amongst students from Australia and Canada.

There are cultural differences between Australian students and Canadian students and these are often overshadowed by subtle differences such as being expected to generate a working understanding of the interpersonal nuances of Australian higher education, administrative policies and context borne of Australians laid back culture.

The cultural differences between Canada and Australia are an important part of the study. The literature has shown that there are some subtle differences and this study further develops this to explore the expectations and experiences of Canadian students studying here. This is different to the experience that Canadian students studying in Canada.

**Teacher Identity**

This section will review the current knowledge on identity and look specifically at pre-service teacher identity as it relates to pre-service education at an international location. This is vastly different to the possible identity that Canadian students may create if they were to study in their own country. Study
at home in Canada provides a certain stability of networks and has less
disruption to study and life narratives. Does this difference in experience
develop a different sense of self, a different identity as a teacher? To explore this
a definition of identity will be sought and this section will then review the
definitions for identity as it relates to teaching and more specifically pre-service
teacher education. This section will then build a picture of the components of
professional identity for a teacher and show how this may develop in the pre-
service teacher context.

Jenkins (2002) argues that identity operates from two perspectives at three
levels. The two perspectives are identity and identification, the latter being a
process rather than a feeling. The three levels are the individual, the interactive
and the institutional. This is a sociological conception, where identity is formed
in relation to significant others. This equates to a symbolic interactionist
have defined identity as “the ever changing configuration of interpretations that
individuals attach to themselves and related to the activities that they participate
in” (p. 4) and they state that “identity is a configuration of meanings” (p. 5).

According to Day, Kington, Stobart and Sammons (2006) research about teacher
identity is a new area of study with most being completed in the past ten years.
What does become clear is that the literature has focused on many areas. White
(2009) looked at identity and its connection to religion in public schools;
Luehmann (2007) investigated teacher identity in science teachers describing its
formation; and there are studies that see the definition of identity as a central
focus such as that of Urzúa and Vásquez (2008) who looked at teachers’
professional identity with a distinct focus on a future orientation.

Teacher identity is being researched from a broad range of theoretical, socio-
cultural and cognitive perspectives, resulting in a range of definitions that have a
number of central characteristics. Ottensen (2007) believes it is characterized
by the way teachers think and visualise themselves. This is on a different course
from Findlay (2006) who looked into the professional self within the school
context. The work of Bandura (2001) and Schunk (2005) look at self regulation,
self-efficacy and goal setting which are all specifically relevant to the pre-service teacher context. These can be linked to the diagram of teacher identity from Smit and Fritz (2008, p. 99) that identifies personal narrative, situational narrative and social narrative as aspects that influence the centrality of identity (see Figure 1).

The research of Smit and Fritz is useful in this study as they take a perspective of symbolic interactionism to their study of teacher identity. For them, symbolic interactionist views of identity are based on personal, situational and social identities and are drawn from a chapter on identity by Vryan, Adler and Adler in Reynolds and Herman-Kinney (2003). Smit and Fritz refer to this identity as the basis of social behaviour and is mediated by language, through which symbols of meaning are formulated, and by thought, in which meanings are considered, consolidated and/or altered. They translate these identities into personal, situational and social narratives (p.98). Each of the identities articulated by Vryan et al. “involves the uniqueness of an individual constructed by narratives of self...” (p. 93). The differences between social and situational narratives are well defined but revolve around narratives constructed in institutional and social settings. Stone (as cited by Smith and Fritz, 2008, p. 93) defines identity as something that “establishes what and where the person is in social terms ... when one has identity, one is situated” This is particularly relevant to the context of
pre-service teacher education and the formation of identities within such programs. Here the institutional framework is less influential but social constructs and personal narratives are forming and being consolidated. Smit and Fritz (2008) conclude their paper with a suggestion that more studies are required to explore what enables teachers as distinct from disabling teachers and how this relates to a teacher’s identity formation, which in itself is important for pre-service teachers who are often perturbed about being disabled or ineffective. Interestingly Smith and Fritz state that “the reality is that the power of the working environment, coupled with personal and social identity is a much stronger force in the development of teacher identity than national education policies” (p. 99). This raises a question as to whether the power of the learning environment of a pre-service teacher program in an international context, coupled with personal and social changes faced by Canadian students is more influential than the policies of the institution in which the students finds themselves?

Sutherland, Howard, and Markauskaite (2009) have also explored ideas of teacher identity. They examine identity through the development of self image during the transition into the profession. Their findings are particularly pertinent to this study as they refer to semester one of a pre-service teacher program. This reference to the first semester in teaching, when transition of students occurs from pre-service teacher to professional teacher, supports the understanding that identity is being developed on a continuous basis and is an active process during in this period of a pre-service teacher education program.

Flores and Day (2006) have also published their findings from a longitudinal study on professional identities of teachers and they point to a number of factors that influence the development of a teacher’s identity, and the strength of these characteristics. Such characteristics include the personal histories of individuals, the role of pre-service teacher education, school culture and leadership. The authors suggest that these characteristics are a stronger influence than previous literature suggests. Their idea is not dissimilar to the narrative position of Smit and Fritz. Further investigation into the formation of a teacher’s identity in the
literature begins to indicate the importance of emotion and the range of
literature ranges between comparative studies such as that of Maclean and
White (2007) who looked at video recording of reflections of pre-service
teachers and experienced teachers and an investigation into the formation of
identity of an English as a Second Language (ESL) teacher in China. This study on
international students focuses on the teaching of English as a second language
and the cultural implications of teaching in countries that have different
language demands but does not focus on teacher identity.

Beijaard, Meijer and Verloop (2004) have reviewed the literature on teachers’
professional identity and have made a number of important observations that
inform the debate around this topic. They have broken down the field of
literature on teachers’ professional identity into three areas: first, study on
identity formation; second, on identification of characteristics of identity; and
third, on studies in which professional identity was (re)presented by teachers’
stories. They go on to recommend that future research be conducted in a
number of specific areas within the field of teachers’ professional identity. One
of these is that “in future research on teachers’ professional identity, more
attention needs to be paid to the relationship between relevant concepts like
’self’ and ‘identity’, in the role of the context in professional identity formation”
(Beijaard et al., 2004, p.i)

This section reviewed knowledge on identity and sought to look specifically at
pre-service teacher identity as it relates to pre-service education. A definition of
identity was sought and found and relies on the construction of identity as
proposed by Smit and Fritz (2008). The development of a teachers identity has
been shown to be made up of factors that include personal, professional and
situational context. It is clear that where a student lives, how they negotiate with
the environment around them during their training and how they experience
their training has an impact on their developing identity as a teacher. This
definition will be used to further inform our ideas about pre-service teacher
identity.
Chapter Two has taken the ideas that emerged in the section on the research question in the first chapter and explored the literature relevant to the presence of Canadian students in the Graduate Diploma Program at an Australian university. This exploration of the literature brought forward four main ideas that have formed the structure of this review of the literature. These are globalisation, internationalisation, global perspective and teacher identity. Each of these has been described and defined and important theoretical perspectives have been established through their analysis in the literature. During the discussion of the literature surrounding each of these concepts it has become clear that the concepts themselves are closely linked in having an impact on a range of institutions, including higher education facilities. The review of literature has aligned each of these concepts and through the literature review it has been shown that each concept forms part of a picture that sits around the context created by the question in the study. The literature has clarified our understanding of the terms globalisation, internationalisation, global perspective and teacher identity and provides a clear framework of the complex interplay between universities who choose to internationalise and students who choose to seek pre-service teacher education outside of their homeland. The literature has given light to the existence of global perspective characteristics of individuals and the dynamic development of a teachers identity. As will be seen in Chapter 5 these four themes become the basis of the higher order analysis which leads to the development of some theory around the topic of Canadian students studying for a teacher qualification in Australia.
The findings in this literature review have direct relevance to the findings of this research. The Canadian students are international students attending a regional Australian university as part of the internationalisation of that university. These students are developing their own identity as a teacher as part of the process and the findings of this research provide data about what the students expect and experience during their study.

The next chapter describes the methodology and methods employed in the study to interrogate the complex links explored in the review of the literature. It recognises that the literature surrounding the study is only one part of the process and that the next phase of this study is to collect and analyse data to inform further discussion within the literature surrounding globalisation, internationalisation, global perspective and teacher identity.
Chapter 3: Methodologies and Methods

Introduction

Having introduced the research study and having reviewed the literature that informs it, this chapter now turns to the methods used to conduct the empirical research. The chapter will position briefly these methods within a theoretical framework as suggested by O’Donoghue (2007) and Punch (2009). Having established the theoretical framework and methodology being used, the main part of the chapter will outline the methods employed. The methods used are directly related to the paradigm described and include descriptions of:

1. Participant selection
2. Participant characteristics
3. Data collection
   a. In-depth interviews and their recording
4. Data Analysis process
   a. Documenting data
   b. Descriptive Coding
   c. Memoing
   d. Abstracting

It will be remembered that the central research question of the study was:
What are the experiences and expectations of Canadian teacher education students when they travel to a regional Australian university and how are their expectations met by what they experience during their period of study at the university?

To help drive the empirical research with greater precision, a number of research guiding questions were also developed. These research-guiding questions were:

- What are the expectations and perspectives of Canadian students with regard to the educational programs, Australian context and the university’s characteristics?

- What are the issues that are faced by the students and how do these relate to their life goals?

- How has the program impacted on the Canadian students’ personal knowledge of teaching and the profession?

- What characteristics do the Canadian students believe guided them through the transition into a Graduate Diploma Program in a regional Australian University and what changes have they noticed in their own personal and professional development?

The Research Framework

The theoretical framework employed in the study is based on the concept of paradigms proposed by Punch (2009) and O’Donoghue (2007). The paradigm of this study is interpretivist, in that it seeks to explore the meanings that people carry and give to their world and to their experiences. The study aimed to gain some understandings of the perspectives of Canadian students in Australia undergoing a teacher-education program and it explored the meanings that they gave to their experiences. In the interpretivist paradigm, all human action has meaning and thus can be interpreted within the context of social practice, inextricably linking the individual and society in a mutually interdependent relationship (O’Donoghue, 2007). O’Donoghue describes the value of adopting an interpretivist approach to research in order to uncover the perspectives
people have regarding a phenomenon; perspectives defined here as the frameworks through which people make sense of the world (Woods, 1983, as cited by O’Donoghue, 2007). Charon (2010) defines perspective as a “conceptual framework which emphasises that perspectives are really inter-related sets of words used to order physical reality. The words we use cause us to make assumptions and value judgements about what we see” (p.4). Generating theory about how the perspectives people have about particular phenomena and how they ‘deal with’ those phenomena is a primary aim of interpretivist research (O’Donoghue, 2007).

Within the interpretivist paradigm, O’Donoghue (2007) lists four major theoretical perspectives; these are hermeneutics, ethno-methodology, phenomenology, and symbolic interactionism. For this particular study symbolic interactionism was the most appropriate theoretical perspective because of its close alignment with the aim of the study. Symbolic interactionism is a term developed by Blumer (1969). For him

Symbolic interactionism...rests on three premises. The first premise is that human beings act towards things on the basis of the meanings that the things have for them. The second premise is that the meaning of such things is derived from, or arises out of, the social interaction that one has with one’s fellows. The third premise is that these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he [sic] encounters. (Blumer, 1969, p.2)

Blumer argues that the meaning of a thing for a person grows out of the ways in which other persons act toward the person with regard to the thing. Their actions operate to define the thing for the person; thus, symbolic interactionism sees meanings as social products formed through activities of people interacting. Because the study is so largely concerned with understanding the meanings that the participants give to their experiences, symbolic interactionism as suggested by Blumer (1969) appears the ideal perspective in which to operate.

Of further relevance to this study, Charon (2010) has argued that social
interaction is the key to understanding identity. Identity, Charon argues, arises from interaction, interaction between a person and others and between a person and their self. He puts it like this:

Identity is really a process; who we are is an ongoing development. On the one hand, in social interaction, we attempt to label others through our actions and words. We tell them *who we think they are*. And they, in turn, attempt to tell us *who they think we are*. On the other hand, in social interaction, *we also attempt to present ourselves to others*. As we act back and forth, we try to establish our identity so others know who we are, and are able to act towards us appropriately” (2010, pp. 144-5)

This approach links well to the study by Fritz and Smit (2008) referred to in the previous chapter, and which is used to make sense of the findings that emerge from the data in Chapter 4. In doing so, symbolic interactionism provides the theoretical link between the aim of understanding the expectations and experiences of the Canadian students and the idea of an emerging identity among them.

The final aspect of the research paradigm asks the question “what methods can be used for studying the reality?” Punch (2009). The remainder of this chapter is concerned with the methods that follow from the central questions of this study. What follows is an outline of the methods used and to show how these align with the questions being asked.

Before embarking on an explanation of the method used in this study it is timely to clarify the participants, the selection process used in this study and the characteristics of the participants that ultimately became part of the study. This information will allow understanding of the significance of the methods chosen and the implications for their implementation.

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*Research ethics and research limitations*

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During the process of Ethics approval (see Appendix 1), the Human Research Ethics Committee of the University mandated that the researcher could not interview participants during the second semester of their program. This was because the researcher was a teacher of all members of the cohort in this semester of the program. The inability to interview participants during the second semester of their program was a considerable limitation. Most importantly, it limited the possible data collection opportunities as the participants developed a more detailed understanding of the program and their own developing identity as a teacher in the second half of the year long program.

The inability to gather data at the end of the program was also a significant limitation because this was when participants were transitioning into the profession however negotiations with the Ethics committee did allow for some data collection once the participants had completed their program. In all aspects of the study, respect for the ethics of human research was paramount.

At each of the interviews a set procedure was put in place to remind participants that confidentiality would be maintained regarding the data collected and of their right to withdraw any information after the interview if they felt uncomfortable with their input. Informed consent was sought from each participant, and confidentiality was maintained. To ensure this, pseudonyms were used to reference quotations from the data collected in prepared findings.

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**Participant Selection and Characteristics**

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For the purpose of this study, the researcher sought a purposive sample of the Canadian students entering the University of the Sunshine Coast Graduate Diploma program in pre-service teacher education. Each year approximately 110 Canadian students, all from the province of Ontario, enrol in this program of each year. Approximately 80-90 students are accepted in semester 1 and 20-30 students are accepted for semester 2. In a brief presentation in ‘Orientation
Week’, the researcher sought potential participants by asking for expressions of interest from the cohort of 90 students in the first semester of the year. From this presentation (see Appendix 2) 15 students expressed an interest to participate. From these 10 were randomly selected by drawing names from a hat; those not selected were kept in reserve in case they might be needed later. In the presentation in Orientation Week of the second semester, only 3 of the 30 students starting expressed interest. The researcher had also presented the project to a few other Canadian students who were not at the initial briefing and two more students agreed to participate. Thus a total of 15 students formed the initial group of participants, and there were 5 more available if it was felt that more data might be needed at a later date. The selection process meant that the nominees were not certain if they would be selected. Due to the nature of the method it was decided that this sample, while small, would provide an acceptable level of input and description of the reality being faced by this cohort. This fits with Marshall and Rossman’s (2011) contention that “a small sample would be useful as a thick cultural description” (p. 103)

All students were natural English speakers and they were seeking registration from the Queensland College of Teachers (QCT) so they could present their proof of registration to the Ontario College of Teachers and ultimately gain registration to teach in Ontario.

The students were all in their first semester of the Graduate Diploma and were undertaking four course that covered the first two phases of the KcKittrick model. These subjects varied depending on the intended teaching level i.e. Early Years, Primary School, Middle Phase and Senior High teachers. These variations between students were not considered to have influence on the development of substantive theory that may be generated. The design of the study took this into account to ensure that participants would not be placed in a situation where they were students of the researcher as well as participants. In this way students would not feel any pressure to respond or be involved as a result of the researcher not only being in the role of a teacher but also that of a course coordinator. This ensured that the participants would not have to anticipate any
possible influence on their academic performance.

Data collection and analysis

Data Collection Process – Semi Structured Interviews

The central method of data collection used in the study was semi-structured interviews as part of the symbolic interactionist paradigm. The semi-structured interviews of the study occurred within the context of the participants’ progress through the first semester of their Graduate Diploma of Education program in an Australian university.

The interview strategy for both groups was to conduct three interviews at significant points of their experience.

Interview 1: This was conducted prior to the end of the first week of the program and before the first lecture of the program; this focused on their expectations of the program and their experience of the transition process.

Interview 2: This was conducted during the last week of lectures and tutorials and before their placement in a school for Practicum, to capture the participants’ views on the teaching and learning processes used in the program and to link their expectations to their initial experience.

Interview 3: This was conducted after the participants have completed their first practicum experience and before they began their second semester of study; it provided an opportunity to explore their experiences with the Australian community whilst on their workplace learning practicum.

The researcher was conscious of the need to allow each interview to unfold and evolve from a basic set of questions that was designed to explore the depth of the Canadian students’ expectations and experience. Prior to the second and third interview, meetings between the researcher and supervisor reviewed the emerging themes and data that had been presented in the previous set of interviews.
The preparation for each interview was based on the three central informing constructs. The constructs included knowledge from the literature review, the contextual knowledge of the researcher as the main initiator for the first interview and lastly, for subsequent interviews, knowledge gained from the previous interviews. These three constructs increased the resulting data from an “insider’s perspective” (Spindler and Spindler, 1987). In this way the interviews allowed the participants the opportunity to explore their experiences and reveal their particular narrative.

Questions were prepared and critiqued with the research team that was made up of the researcher and both supervisors. Some interviews followed the structure of the questions more closely while some of the interviews reflected new ideas and concepts as generated by the participants. The order of questions was altered to ensure data gathered was not being dictated to by the predetermined set of questions. This is in line with the assertion by Punch (2009) that data collection may use a number of techniques and structuring of data collection instruments (see Appendix 6, 7 and 8) may be developed as the study develops over time.

Interviews were conducted at a time and location convenient to the participants. All participants chose to be interviewed at the office of the researcher, with one exception who chose to be interviewed outside the university. Respect for the privacy and confidentiality of the interviews was offered and maintained for all participants.

The main issue that was faced in the implementation of this process was logistical. The Canadian participants choose to travel extensively during their time in Australia and their mobility made arranging interviews problematic. Travel was a priority for all participants in the interview group. Interviews via phone were considered an option but in all cases face to face interviews were organized within the time frames mentioned in the interview strategy description.

Interviews were conducted in a quiet area and were recorded on an MP3
recorder. These recordings were stored in a locked room in a locked cupboard. All notes about the interviews were de-identified so participants would remain unidentifiable. Once the recordings were completed they were transcribed for analysis. The transcripts were also de-identified and stored in a locked filing cabinet in a locked room as outlined in the ethics approval document. The transcripts were typed up by a research assistant and the researcher. The researcher also spent significant time listening to the recordings while reading the transcripts to ensure intent and context of quotes and ideas were maintained.

The interviews were undertaken in a manner that was designed to complement the research guiding questions and subsequent questions developed in each stage of the data collection process. Using the guiding questions the researcher was conscious of the dynamic process described by Schmuck (1975) where the interviewer acts in a nonlinear pattern. Within this pattern the research will move between “reflection about the problem, data collection and action” (1975, p. 562).

The first construct used was the information gathered through the literature review. Elements from McKittrick (2003) and Ling et al. (2006) informed the interviews and highlighted central themes that appeared. Literature pertaining to “global perspectives” gave the researcher an awareness of the qualities and understandings evident in previous studies. This awareness increased the focus and sequence of questions in the interview. If the participant introduced a concept mentioned in the literature it could be pursued by the researcher's knowledge of the literature. (Question schedule can be found in Appendix 5)

Secondly, the later interviews were planned with the previous data collected in mind. This was done at the start of each data collection point. Once the interview questions were defined they formed the basis of the interviews for the whole collection point. As new information was collected in interviews they became reference points in the following interviews which gave a ‘building effect’ as the data was being collected. This also helped increase data collected before saturation was reached.
The third construct used was the contextual knowledge of the research team. The researcher was involved with the program and the teaching of previous Canadian students that had been involved in the University of the Sunshine Coast. This has been described in more detail in Chapter One and above. This input increased the study’s sensitivity to issues and understandings of the participants. It also ensured that the flow of interviews was as effective as possible in facilitating the participants’ narratives.

The personal input into the interview questions brings the research team’s knowledge into question. It also informs the structure of the participants’ narratives. The research team’s knowledge was thus a factor in the development of the semi-structured interviews used in this study.

**Interview One**

The first interview was structured to address three ideas. Firstly, there was the student’s initial understanding of the education program and courses of the University of the Sunshine Coast. This included the detailed expectations of the program elements such as tutorials, lectures and their transition into the program. The second area was the participant’s understandings of the Australian context. The third was their expectations of the University and the provision of support they expected would be offered.

Once the interview had been completed participants were offered the opportunity to review the transcripts to ensure they were comfortable with the information contained in their interview. At all times participants were able to withdraw statements they made although none did. As the list of ideas discussed by the participants developed the researcher also recorded the references made to the ideas by subsequent participants. In this way the researcher was able to see the ideas and their frequency with references to the transcripts.

These questions provided the students with the opportunity to express ideas and perspectives that were based on their experience of the program at a particular point in time. It also allowed students to bring into the interview information they had gained before entering the program. This information became
important to their experiences as will be seen in the chapter discussing the data.

All ten students were interviewed prior to or during week one of the academic year. The initial interviews were between 19 minutes and 55 minutes in length. Before each interview began, consent was sought and participants understood that they could withdraw from the study at any time without penalty. Each participant was also briefed on the overall process of the research. Once participants understood the conditions of the interviews, the data generated by the participant was then de-identified. This was done by students nominating a code name.

*Interview Two*

The second interview was held during the final week of the formal teaching component of semester one. At this time there were only eight of the original students available for the data collection. One student was unavailable during the week and one participant had withdrawn from the program. This was the end of the ‘theory component’ of the program and provided the participants an opportunity to express their experiences and how these experiences were having an impact on their developing identity as a teacher.

The questions used here were developed after the completion of the first series of questions. The data collected from the initial set of data then informed questions using the same structure as for the first set of questions. Emerging themes that had developed through analysis of the data collected in the first set of interviews is discussed in detail in the data analysis section of this study. In general terms the themes that had emerged included: personal growth – developing self confidence and independence; world teacher/traveller – setting up for a career on the international stage; and lifelong learner – searching for a lifestyle.

Data collection during this interview began with a review of the participants’ expectations of the program and how that compared with the ideas they had before they experienced the teaching component of the program. The references to teaching and learning experiences in the lectures and tutorials were a major
part of the data collected in this interview. The narratives relating to the teaching and learning experiences reflected the three themes outlined above.

**Interview Three**

This set of interviews was problematic as some students had left the country to travel or return home and others were located throughout Australia after the completion of their practicum experience. Data collected for this interview were gathered in a variety of locations to suit the participants but unfortunately two of the participants were unable to complete the interviews before the start of the second semester.

The purpose of this interview was to connect the participants’ experiences and expectations to the overall experience of the first semester, including practicum. As this was the final interview opportunity, questions were developed around the themes previously explored and involved a series of reflective questions to allow the participants to see their own personal growth and to reflect on the expectations that the researcher had collated after the first set of interviews.

Students appeared comfortable at this stage of the interview process and one student asked for a follow-up interview, after wanting to add further information about the expectations and experiences and beliefs that had become important. Questions in this interview were semi-structured as in all the other interviews. The broad structure required participants to reflection on the practicum experience and their expectations of how the programs had unfolded for them so far. Particular questions (see Appendix 5) sought to explore the specific details of the four courses and how the assessment items during the courses had supported the practicum experience. Interviews also explored the placement of the participant in his/her schools and the personal and professional growth that the participant experienced during this time. Participants were also asked about what experiences they anticipated for their second semester of study in terms of the courses, practicum and their transition into the workforce.

**Data Analysis**

The process of data analysis employed in this study followed the broad strategies
recommended by Miles and Huberman (1994). They recommend three aspects to data analysis in their framework: data reduction, data display and drawing conclusions. The overall process used in this study is outlined below and involves the processes of (i) transcription of the interviews with participants; (ii) coding and memoing the transcribed data, that is data reduction; (iii) data display; and (iv) drawing conclusions from the codes and memos.

Miles and Huberman (1994) refer to “concurrent flows of activity (p.10)” when describing the interplay between the data collection and the three aspects of data analysis. Data collection and analysis essentially occurred simultaneously during the empirical stage of the study. Thus, data analysis was a fluid, non-linear process. It involved ongoing collection and analysis in a “concurrent flow” of activity by the researcher. Completing the task of data reduction in this way also involved making decisions about the data, what sections to focus on and relating chunks of data from one participant with data gained from another participant and acting on this link during the data collection process.

Once interviews were recorded on MP3, they were then transcribed into text. This was completed while the researcher was listening to and reviewing each interview. The combination of transcription and listening to recordings increased the opportunity for the researcher to draw closer to the nature of the data provided. Transcriptions were completed with large margins on both sides to allow for coding and memoing. The coding and memoing was done while listening to the recordings of the interview and separately for all interviews.

Coding took place after transcription had been completed. Each transcript was initially coded for general ideas and concepts. This is demonstrated in the Appendix 7. In part there were pre determined by the literature review that had suggested several of the themes.

From the codes, sub themes emerged as displayed in Appendix 7 and 8. These began to connect the codes to higher levels of abstraction. As these sub themes emerged they were categorised and began to suggest alignment with the theoretical understandings brought forward from the literature review. The
mapping of the themes was then carried out to see if there was any alignment with the theory. This is demonstrated in Appendix 8.

With the emergence of themes and patterns of data after the first interview the researcher was able to use this information to inform subsequent stages of question design and narrow the focus on these themes while still being open to new themes in areas that were discussed by participants. This process had an increasingly focused analysis with the concurrent collection and analysis occurring. The interviews of the Semester 2 participants used the same questions as the first semester with increased follow up questions exploring themes that had emerged from the first semester data.

This iterative process required the researcher to continually reflect on the data and decide if the participants’ stories required further questioning in the first instance and secondly, further analysis of the complete data set. The reflective practice of the researcher initially started before data collection, and continued through until the final report was generated (Miles and Huberman, 1994).

Data Display

Data display is the second phase of the data analysis process used in this study. It was used to help understand what was evolving from the data and how chunks of data were relating to each other. (See Appendices 8, 9 and 10 for an example of the coding process used in this stage of data analysis.) This study produced a set of detailed transcripts that could have led to the researcher “overweighing” (Miles and Huberman, 1994, p. 11) vivid information at the expense of other data that may appear in the depth of a long dialogue. Miles and Huberman (1994) also indicate that humans have a tendency to reduce complex information into easily understood configurations.

Continued analysis involved the identification of major themes and sub themes that could be seen in the diagram (Appendix 7 and 8) thus linking the global perspective qualities to the structure of identity developed by Smit and Fritz (2008). Responses from interviews led to five main themes and under them, several sub themes. Once these were sorted the data was then distributed into
these sub themes for increased scrutiny and analysis.

The display process used here included initial collection of the most frequently occurring codes within an interview set (as mentioned in the previous paragraph) to then draw linkages between these. There was further memoing carried out at this stage and previous memoing was collated in the same way as the coding. This display was then linked to the data collected, coded, memoed and displayed from the second interview set of the initial cohort. The linkages between each of the three interviews was completed in this way; as the second cohort of participants were interviewed using the original questions of the first cohort, their data was memoed and coded and overlaid in the data display.

_Drawing Conclusions_

This process required the researcher to make decisions and analysis throughout the study while maintaining an open and questioning frame of thinking. This is part of the conclusion drawing process according to Miles and Huberman (1994) who refer to it as inductively occurring. They go on to say that the data that emerge need to be tested for their “confirmability” (1994, p.11) These conclusions are outlined in detail in Chapter 5.

As the study unfolded, it became apparent that the information gained from the second semester group was similar to the first cohort and that we had actually reached saturation within the data. Ideas developed in the first cohort were repeated in the second group and (anecdotal) evidence and discussions within the program were confirming the saturation of the data.

The rest of this thesis will explore these themes and categories, which form the findings of the research. Chapter Four will outline the findings of the study and lay out the stories of the participants. The chapter presents these findings under themes that emerged from the data and established the strength of each theme.

The fifth chapter discusses the themes and draws linkages between these themes. In drawing the links this chapter will show the developing conclusions and discuss the implications of the emerging theory on this and other universities. The final chapter draws together the thesis by clearly describing
the links between the empirical literature found and the findings. It focuses the
discussion and redefines the emerging theory by placing it firmly within the
context of higher education. The final chapter will also provide direction for
future work in this area and suggest possible policy implications of the emerging
theory.
Chapter 4: Findings

This chapter is wholly concerned with the findings that emerged from this data collection and analysis. The findings focus on the expectations and experiences that the of Canadian teacher-education students spoke about when they travel to the University of the Sunshine Coast and how their expectations are met, or frustrated, by what they experience during their period of study at the University. What follows is a representation of the data aligned with the central question posed at the outset of the study. The research question asked what the expectations and experiences of a group of Canadian teacher education students were and how these were met by the University. This question was considered in terms of the Graduate Diploma of Education (GDE) program and its courses in which the students were engaged. It was considered also in terms of the students’ engagement with the services offered by the same institution - those which students identified and subsequently of which they made use. The expectations and experiences being collated and analysed are driven by the language, thoughts, and meanings generated by each individual. These reflect the situational, personal and social narratives of the Smit and Fritz (2008) model of teacher identity discussed in the literature review.

The findings that have emerged from the rigorous process of data analysis, coding and developing categories are arranged into a number of themes, which helped to organise the findings. These themes are:

1. Engagement Experience
2. University Services
3. Comparative Perspectives
4. Participants’ Qualities
5. Identity Indicators.

Pseudonyms are used to hide the identity of the participants yet give a name to the evidence they provide. The themes that are outlined below are those that were common to a number of participants and reflect the views of a majority of
them. Quotations from the data are simply those selected to illustrate the points made. In no way is one quotation claimed to be the sole source of evidence of a category or theme.

Engagement Experience

This section of the chapter explores a number of sub-themes that emerged during the analysis of the data under the broader theme of engagement experience. Engagement refers to the part of the experience immediately after making the decision in Canada to begin the program. The expectations and experiences prior to travelling to Australia are first explored under the heading ‘Transition’. One significant sub theme that emerged unexpectedly from the data was the students’ reliance on networks to inform their actions and responses to situations. The participants’ descriptions and views of their two networks, those that they left in Canada but still to which they retained links and, secondly, the new networks that they built in Australia are outlined in the second section. A third section will explore expectations of participants regarding the University services as they relate to teaching and learning and draw a comparison to the participants’ previous university experiences.

Transition

In the first interview, conducted as they began the program, (see Appendix 5) participants described experiences and expectations surrounding their of transition from Canada to Australia. Several participants relayed the initial thinking that led them to teaching as a career. Participants also talked about specific personal issues that challenged them during their transition into the program. These challenging personal issues were based on a set of personal beliefs and showed an impact on their decision making processes which became evident through the stories told during the interview process. This section will
look at the experiences and expectations within the stories and demonstrate the evidence during the transition process. As this subsection deals with the physical aspects of 'crossing the date-line' it has more than symbolic importance both for the participants and for the deeper findings of the study.

The majority of participants in the first interview indicated what one referred to as her "love of Australia" (Kristine). Others expressed similar feelings in terms such as; 'I like the people here' (Charlie) and another talking about a reference from another Canadian saying that they "loved Australia" (Grant), (a participant), and a desire to travel and see Australia while studying in the country. The same student represented other comments from participants when she described the opportunity as "killing two birds with one stone" (Kristine). This meant the position appears to be driven by personal impressions of Australia and these fit within the experiences of the cohort. The 'love' of Australia was evident in all interviews and was reinforced once the participants arrived. This feeling is evident strongly in all transcripts. Data showed that advice to participants from past students from Canada who had been in the program said they enjoyed the study atmosphere and it was easier to be offered a position in a program of study in Australia.

The expectation of participants that they could combine travel and study was continually supported throughout the three interviews. This was mentioned by all students regardless of their travel experience. All students saw the combination of travel and study as a positive experience and one to which they looked forward. This expectation shows that participants were looking forward to international study, particularly when they could combine travelling to different parts of Australia with the demands of study.

The planning of this study and travel by the participants was referred to regularly by nearly all participants as a factor that affected their decision to study abroad. Statements evident of this include: "I wanted to travel, get out of Canada and get some experiences too"(Kristine). "I thought I could finish study in September, I just finished an undergrad thesis in August and I wanted a little break from study so that left Australia and New Zealand starting in
Another participant considered England as an alternative location to study along with France as a location to do one of their practicum placements. This was an interesting aspect that signalled a high level of confidence in their personal organisational skill as well as a global view of the participants that is inclusive of English speaking locations and locations where language barriers are non-existent. The reference to France in this comment is interesting because the participant was fluent in French and this reinforces the idea that these participants were looking for locations where they thought that language barriers were non-existent.

There were a number of participants who indicated that they had planned this academic experience up to 18 months in advance. Common experiences in preparation for this move to study abroad included working through the financial implications, family commitments, absence from family, academic implications and career prospects.

Financial implications for the study period were noted by all participants. Some participants generated their own funds over long periods of time and had saved to contribute to the financial burden. Others indicated that a student loan was normal and their siblings and other friends were all seeking these loans. The participants using a loan indicated that these were to be paid back once they began working. Three of the participants indicated that they were getting significant support from their parents and that this led to increased pressure to perform well or to get a job while they were in Australia. “to pay for that course, that’s a real big motivator, you know” (Mildred)

The role of the family in their preparation and transition was strongly stated by the participants, although their roles differed. Families provided support in five ways: (1) financial support only; (2) social support, with some financial contribution; (3) social support, but with no financial contribution; (4) the offer of financial support, which was rejected by the participant; and finally, (5) emotional support. The stories told about family input either financially, socially and/or emotionally revealed individual characteristics of the participants such as cosmopolitanism, openness, and an anticipation of complexity. The
participants in both interview groups shared a number of thoughts about family. One participant saw their friends and family as support that would “not be going anywhere” (Terry) and stable enough to be there when they returned home. This comment reflected the idea that participants suggested they, too, would return home to family and friends once they were ready to establish a career in Canada. The findings of this study also showed that participants took their relationships with their families as central to their stability. One participant was going to have their study debt paid back by parents while others believed that they would pay the debt back once they began working. In contrast though, one participant spoke about actively rejecting her family network in an attempt to establish a new network. For her, the year of study was an opportunity to establish new relationships that were unencumbered by previous family life experiences and influences.

Another participant spoke about wanting to make a life transition: a transition from perceived dependence and a secure level of interdependence in Canada to independence from family and a lower level of reliance on home grown social networks. This aspect of transition was not at all related to becoming a teacher. Rather, it was described as being focused on personal independence and travelling away from the home to have this independence validated by others. This is evident in the following two quotes from participants. “As it got closer to when I had to leave, I was not really sure it’s what I wanted to do at all and I’d just come out ... I had to go on with it because it felt like it was something I couldn’t stop anyway. But I think what initially got me onto it was wanting a change in my life” (Betty). “I wasn’t even sure teaching was for me before I got here...Actually I threw up before I got on the plane” (Terry).

One of the participants referred to the transition process and related the need to establish new routines when in Australia: “Miss your routine; it’s really difficult to be on your own when you’re used to living at home. So like I will cook, so I feel like if I don’t start eating the way I was eating at home I’ll get out of shape and so I need the balance between eating healthy... and watch how I do things, like explore but I have to sit down and do homework and reading” (Frank).
This statement also shows that the participant was comfortable with the opportunity to deal with these complexities around his transition. There were many references to transitions that indicate a number of changes were encountered by the students, changes including ending the reliance on family yet maintaining personal health maintenance, study patterns and structuring of social time.

Participants’ comments on the experiences of transition brought out high levels of expectation, particularly that they were looking forward to their time in Australia. The information provided by the recruiting agent and an accompanying university representative at ‘trade fairs’ or other recruiting venues was often influential on the decision to attend an Australian university, as noted by the majority of participants. Almost all participants mentioned the information of the recruiting agent and referred to specific information given to them as important in making the decision to come to Australia. Some of the key expectations developed through this avenue included a perceived proximity to the beach, the personal touch of the University, the costs of living in Australia and an understanding that the Ontario College of Teachers recognised the Queensland teacher registration. The information provided by this recruiting agent was highly regarded and generally accurate when referring to the University’s program and the transition process, although some participants mentioned the physical location of the University was not as close to the beach as they were led to believe. The information provided by the agent was delivered at various times over an extended period leading up to departure. “It had been a year and a half prior to when I was actually leaving, when I actually signed up for this and started applying and stuff, so I had to wait, wait, wait all this time and the closer it got and things might have got different, got better and then it got to the point where it was, I don’t want to leave any more! And now I kind of have to go” (Betty).

The recruiting agent provided much information on the living conditions in Australia, enrolment requirements, documentation support, and general information about the actual university. A University staff member who travelled
with the agent at the time of recruitment was also able to provide program advice and information that met specifically the needs of each participant.

The recruitment process (and transition into the program) was the first area where significant expectations could have emerged from the extended conversations with the University representative who accompanied the recruiting agent. The findings show that while they are still in Canada, the participants had very limited knowledge of the University structures and the significant areas of the GDE program such as course expectations, practicum expectations and assessment procedures. The participants seemed to have gained greater knowledge on ways of living and the available lifestyle that they would experience during their study period. These ideas were the central aspect of conversations with the agent and the University representative. The other main focus was the completion of required applications, visas, and pre-departure paper work. The final aspect led to an administrative connection with the University and this was maintained after arrival at the University.

What is very important in this exploration of their expectations with regard to the principal reason their study abroad, gaining a teaching qualification and the teaching and learning process involved, were noticeably absent from their planning. This may help explain why some Canadians into problems with their study program and teaching.

This section has shown that the transition into the program brought with it a range of expectations and experiences around the year long period of study that participants had in Australia. During the transition period they had developed expectations of Australia, had confronted their own organisational capabilities, reviewed the role of their families and a view that this experience was an opportunity for transformation between an old life and a new life. Participants experienced heavy financial implications of the whole process as distinct from the cost of the program. The findings have also shown that this transition was a complex process driven in part by the need of some participants to prove their independence from families and home networks. The commitment of
participants to the process of settling in was high and challenging over a period of time.

Once the participants had arrived in Australia and still within the transition process, their focus moved initially to adjusting to more mundane life situations such as discovering new banking times, issues with internet usage and generally adapting to new ways of life, all of which were relatively common statements amongst the participants. None of these were to cause any major transition problems unless they hindered their networking with home or hindered the development of new networks here in Australia. This leads into the next section that explores the important theme of networks that participants described in the data and the roles of these networks.

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Participant Networks
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It became clear from the interviews with participants that networks were very important in their adaptation to life in Australia, both in their study programs and wider issues of settling into the community. These participant networks included those in which they were involved prior to coming to Australia and the new networks in which they developed once they had arrived in Australia. These networks encompassed both personal and professional aspects of their lives. The participants’ interaction with these networks is the focus of this section even though some of the findings may fall into other areas of this study.

Some of the networks were formal networks such as the recruitment agency and the network of support offered by the Australian university once the offer of a place at the University was accepted. These networks were accessed by the participants during recruitment. Participants’ initial professional network included references to the University staff that were in the international office and the education administrator of the Graduate Diploma (GDE) program who
made the offer and established communication to secure the placement in the program.

Interestingly, the recruiting agent was regarded as part of the support network for all students during their transition into the program and a knowledgeable source of information that helped in the decision making process. The recruitment agent was one part of a team that presented information to prospective students. This agent was part of the network of the participants while they were still in Canada. The agent for the case study university also represented a number of other universities in Australia. The second element of the team included a university representative. This person gave specific information and description of the programs at the case study university. This information informed the participants’ experiences of the program and created a level of expectation. Programs in Australia that were mentioned by participants included those from Western Australia, New South Wales, Queensland and Victoria. Each state had pre-service teacher education programs represented by a recruitment officer. The data suggests that the recruitment officer for the University was a strong advocate for this university and, in the eyes of the students, was a major influence on their selection of University and on their level of expectation. Seven of the ten initial interviews referred to the recommendations of the recruiting agency and these recommendations involved reference to size of the University and location of the University.

One participant had been encouraged by a sibling to enrol in the program because she had successfully completed it. This highlights the importance of family network and the strength placed on their advice. It also showed ongoing linkages between Australia and Canada. Teaching careers existed within the family network and this supported their efforts. This family involvement with education held even more expectation for the participants.

Participants described a variety of networks with one attempting to start new networks and present a “new” identity. All participants related the importance of friends and family as support during the transition time but the level of friendship and the speed that participants were able to generate new friendships
became apparent in interviews one and two. The expectation to complete the program successfully by significant others may have placed pressure on the participants.

The voices of the participants paint a picture: “No, it seems like a big pressure. The financials a big pressure and being here and having to rebuild my social network, is for me. It's been difficult but at the same time I think it will help me in the end because whenever I'm in this situation again, it won't be such a big, huge experience. I just like, oh I've done this before. You know and I think that's what I want. I wanted to come here and learn about me and do my own thing and kind of grow within myself and be a stronger person” (Betty).

Participants used their networks to gather information about programs in Australia, New Zealand, the UK and Ontario, thereby creating a platform for expectation. The networks used to gain this information included family and third hand Information and this influenced their expectations of the case study university. “I heard from friends how good the program was” (Terry) and combined with my “love of travel and Australia” (Terry).

The personal networks that students had previously established in Canada, those created as part of their transition to the program and the networks they created and accessed to support themselves as they navigated their way through the complexities of studying in a foreign country were very important to the success of the participant. This section will focus on these networks and how they align with the participant experiences and expectations.

**Personal, professional and social networks in Australia**

Once in Australia the participants began establishing their own personal networks. One participant described their accommodation as places where they were able to meet other international students and that they were determined to “fit in” to their new situation. This reference to the accommodation as a gathering place of international students proved to be a continual theme in the three interviews with participants. Proximity to others in their personal networks was an important consideration as many of the participants did not
have their own private transport and required public transport to move amongst their networks. These were collegial networks.

Most students referred to the University accommodation as a place where they met and initially developed social networks. One participant held the view that one of the University’s residences was “promoted to Germans and Americans” and the other was promoted to Canadians. This situation became more important to the participants as they began to mix with other like-minded compatriots and to form social networks within the Canadian cohort and more broadly, with other students in the program. “I did a lot in my first week which was good, so I got it out of the way, so now I can just focus on study and going to work if I get a job and I got involved with the ‘Teachers without Borders” (program) (Norma).

The expectations of their living environment became a strong influence on their transition and relocation for a number of reasons. Participants who lived at the University accommodation found themselves dealing with unexpected issues such as financial pressures and in particular being hindered in their personal, home-based networking ability through the lack of internet resources. Nearly all participants referred to the limited amount of download available to them in their accommodation as a factor limiting their personal communication. Participants living in University promoted accommodation were limited to 100 MB of download a week and this reduced the ability of the participants to talk freely on Skype to their parents and friends in Canada. Participants also reported surprise at the high cost of fresh food which was an additional drain on their budgets. Some participants who had encountered these frustrating restrictions early in their stay began to initiate moves to relocate away from the University accommodation and increase their personal networking sphere beyond university students. However, in another response, one participant found that the restrictions of the internet facilities at the University accommodation had an unexpected but welcome impact on their study routines. “Because I lived at (university accommodation) I spent more time in the University library and this
had a positive impact on my study habits (Bulldozer).” There were no limits on Internet in the library.

As they ended the teaching and learning component of the GDE program most of the students had begun or had completed moves to establish new living arrangements in nearby towns, based on the strong social networks they had created within the local student population and the broader community. The findings indicate that students who supplemented their financial situation and were successfully employed locally, gained more exposure to residential opportunities outside of the University and had broader networks.

The networks that participants established were important in their subsequent effect on settling into their new way of life. One participant took advantage of sharing accommodation with an Australian in the student village by getting her room-mate to keep testing her with new Australian jargon and writing these down so they could be learnt. Another spoke about the emotional support these networks provided. “You talk with your friends, you cry, some of them turn to drink. I would say generally speaking, they talk with other people in the program and they get it off their chest and they just try and get through it” (Terry). He verbally mapped the network she had used to manage her way through a specific stressful event during the teaching and learning component of the first semester. His comments illustrate similar statements made by other participants during the second and third interviews. The awareness of their networking was, in itself, an interesting and unexpected finding.

Under the theme of networks can be included the pastoral care component of the program offered primarily by the GDE program leader at the time and supported by several academic members who were teaching into the program. Participants’ experience of this in the program was noted in the findings as something that was unexpected by them. Participants were surprised by the level of pastoral care offered by the University staff when they found themselves in some difficulties. This pastoral care falls into a professional support network.
All participants spoke about their family network back in Canada and its ongoing importance even though they were now in Australia. One participant made continual references to their family and the support, both financial and emotional, that they had been afforded by their family. This participant had prepared strategies with their family to ensure home sickness would not be a problem and they would maintain close ties with family life in Canada. Interestingly, this participant had explored ways of staying heavily involved with their local Canadian networks while anticipating the requirements of the study period in Australia. Pauline saw herself as highly motivated and organized. She believed these were characteristics that would lead to a successful completion of the program and she had looked closely at all aspects of the course she noted “It’s more presentation based… it doesn’t have the mental strain” and “I am used to doing lots of papers”. Her comments align with the data around the expectations of the whole group but the comment here reflects a strong self-belief that was founded within the participant. When asked about the level of independence from her family, this participant believed that she was acting independently of family. This type of network represents a highly personal family network.

Sadly, despite the careful preparations that this student had made, she was unavailable for the second or third interviews as she had left the program citing severe home sickness. The case shows the difficulties associated with transition and the fact that, however strong the preparation or the influence of networks, the tug of home occasionally proved too much. This case also provided the study with a unique opportunity to cross reference the narrative of this participant with others in the study to develop stronger theory around the importance of a student’s ability to be local and global (glocal) for an extended period of time. It also showed that the perception that they were well organised, independent and could cope with “presentation style assessment” that they saw as having little “mental strain” was not as accurate as they might have believed.

The importance of networks to the transition experience of the participants has been shown in this section. These experiences and expectations were expressed in their narratives as will be shown later. The expectations and experience
overlap with the three identity narratives described by Smit and Fritz (2008). During this section the findings showed participants activating networks to address stress and to solve problems. Problems and stressors addressed here included:

- Recruitment advice
- Family network maintenance
- Financial toll
- Friendship networks

This section has also shown how influential personal networks are in the recruitment, pre-departure support and enrolment. It has outlined the expectations surrounding their study and shown that their organisational skills were well developed for with regard to living in Australia and not so well developed for adapting to teaching and learning processes.

The major finding in the analysis of this set of data was that that they hadn’t prepared themselves as well for the academic demands of the program as that had for life around university. Once they got into academic difficulties they turned to their network to help them solve the problems but came up against the vagaries of Internet provision at the university accommodation. At the very time that they needed the network facilitated by internet access, they often found they were cut off from them. This may explain why so many Canadians experienced difficulties and goes some way to answer the initial problem of why academically above average students were struggling in the program when most of their domestic counterparts were not. Some of these experiences and expectations were the result of situations related to the teaching and learning processes within the University. The next section will explore the content and narrative of the data that relates to the teaching and learning of the participants.
A second major set of themes and categories revolved around the services provided by the University. In the first set of interviews participants were asked if anything about the University exceeded expectations or failed to live up to expectations. The data showed that participants were neither disappointed, nor impressed, with the provisions of the University. Across the interviews, only three comments were made that expressed a positive opinion about the University services. These were supported by other comments that related to the services and service provision of the University.

One student, Terry, had not studied in higher education for 8 years which shows that not all Canadian students had the educational currency that may have been expected by the academic staff. She attributed her fears this way. “What I am worried about is the school (University teaching). I’m not worried about teaching. I’m confident in the classroom because I have been in schools so much but I haven’t been to university in 8 years. I haven’t written a paper” (Terry). This showed that not all participants had higher education experience that had been completed immediately prior to their enrolment into the program in Australia. Students had not made use of the student services that help in this area despite these services being advertised. The expectation expressed by some of the students indicated that support would be offered to the participants while studying at USC. “If I were to come to this school, that I would have that support and I would be given tools to feel comfortable teaching in the classroom. And that you have very good theories and try to make students come out with a different kind of perspective in the teaching world. So this is a .... up and coming university so I thought it sounded good” (George).

The findings here suggest that participants did not avail themselves of many of the formal services offered for reasons that were not uncovered in the data. Services such as academic writing, library resource assistance and student services such as psychological support, were offered but there was no evidence in the data of them being accessed even though participants were made aware of these services during the induction process of the University. This is
inconsistent with comments that indicate that the participants were told that they would be well supported by the University.

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**Teaching and Learning**

During all interviews participants revealed that they were focused on the teaching and learning aspects of the program. Statements about the teaching and learning became more frequent in the interviews after arrival and after the teaching and learning component of the first semester of the program. Their statements also revealed a strong desire for success. References to teaching and learning in the data showed that participants had some expectations of the time commitment of the program, assessment processes, lecturer/tutor delivery methods and practicum structures. What follows will deal with each of these individually although they are all linked and intertwined.

Participants spoke about the time commitment to the program in two ways. They looked at time in (a) hours per day and (b) time to fit in social and work activities over the semester. One participant felt confident enough to take an extra course and reorganized her course work so she could do work outside the normal study pattern. The initiative of the participant highlights their ability to work within a new structure and environment while meeting personal and professional needs to gain greater insights. Such initiative also shows how an expectation can influence the progress and completion of international study. The normal study pattern included four courses in each semester with two hours of lectures and two hours of tutorials for all courses. One course in each semester required the participants to complete 6 weeks of practicum. The outcome, which meant longer holiday breaks between semesters and larger chunks of time for student learning allowed the participant to fit more work and travel into their time in Australia.

Before participants engaged with the program, they referred to program commitments in terms of contact hours and “expected higher workload than our undergraduate” and “I was expecting there to be a lot more hours in my class in lectures and tutorials. Back home I was used to going to class from 8.00 in the
morning until 3:00 in the afternoon five days a week” (Pauline). This participant, like others, expected that the lower time requirement would give them more time to work on assignments and they felt confident in their ability to manage workloads. This confidence was common in most participants with only one participant feeling nervous and another perceiving the work as “Its more presentation based…. It (workload) doesn't have that mental strain” (Pauline.)

Comments about assessment being poorly timed in courses undertaken were the most common. The courses generally had four assessment items each and these were completed over the ten weeks of the first semester. The comments about poor timing referred to the large amount of assessment tasks being due in weeks five and ten. Another aspect of this assessment load was the limited experience participants had with any form of education course work except through the comments of friends, family and significant others.

Experiences about the amount and timing of assessment at the end of the teaching period of the semester were very strong. Comments such as “I've never been so stressed out in my life” (Peta). “I had on a Thursday night I had one of the exams, a half hour break and another exam. And then I had a paper due on the Monday. My … exam Monday night and the … unit 5 and two essay plans due the same time as well” (Peta).

By the time of the second and third interviews participants were acutely aware of the assessment processes used within the program and the variation between courses and the requirements of different permanent academic staff approaches. Permanent staff coordinated each course with around 150 students in some courses; there were teams of tutors who taught as part of the course team. Participants spoke about the variation of assessment demands and expectations between lecturer and tutors as a major theme within the teaching and learning data. Comments related to assessment of course work brought into focus the problem solving abilities of participants and a range of personal qualities that will be discussed in the section Student Qualities. Assessment problems provided students with challenges that drew on their networking skills (as previously discussed) and proved more stressful than expected. While presentations were
seen initially as low stress, the reality of preparation of tasks, frequency and communication with tutor and lecturers seemed to prove complex for the participants. One participant expressed their position this way:

“...found that there were different expectations for students at the school and that the assessments were a little like easy but there were a lot of them so it was more stressful. At the same time that they weren’t as hard and also the expectations were kind of not consistent between tutors and whatnot” (Peta).

Peta is noticing that the assessment seemed intellectually less demanding yet functionally they were actually more demanding that they had expected or anticipated. All participants were required to prove they had a successful record in higher education in Canada to enter the GDE. The comments above reflect the assessment experience items over the three or more years of their undergraduate degree. Previous assessment experiences were the basis for the above comment by Peta even though the previous assessment tasks completed in the participants’ undergraduate programs may not have been in an educational program.

Peta also said

This is the first evidence of how the participants were comparing their learning experiences with their undergraduate experiences based on levels of engagement and feedback opportunities.

Another participant put it like this.

“...found like with the lecture being like frustrated because she didn’t get through her slides, there were just formal questions. I don’t know if it was a Canadian thing or a new student thing but I know about the Australians who came in, in July, they were confused too. So that was helpful because it wasn’t just us” (Grant).

This interestingly represents the theme that emerged about the Canadians having a sense of group identity. The use of ‘us’ was common in the data and
indicated that the participants were checking their experiences with each other and then collectively against the domestic cohort.

The participant’s view of this aspect of teaching and learning is founded in a cultural politeness and shows that there was some sort of enquiry by the participant to confirm their beliefs. Interestingly, the participant found that it was not “just” Canadians.

Strong feelings were expressed about experiences that participants found either positive or negative but the analysis suggested that many of the participants were reluctant to talk negatively about their experiences or individuals working within the program. Because the researcher was a teacher in the program it may have been that participants were not sure of the implications of divulging their dissatisfaction. However, as participants moved through their program this became less of an issue in the interviews, and critical analysis by the participants increased. Nevertheless, they seemed to display some reluctance to be fully open about negative situations and this was an observation of the researcher that adds to the defining of personal characteristics of the participants.

Findings across the interviews show that there was an increase in the comments referring to the lecture and tutorial sizes, student participation in classes and the mixtures of age, and graduates and undergraduates within courses. This is a result of students now having participated in lectures and tutorials as distinct from their experiences in the first interview at which time they were relying on the information of their networks. The findings in the data showed that the larger numbers of students attending the lectures and tutorials were surprising to participants.

The one negative and unexpected aspect participants found as classes started was the combination of undergraduates and graduates in some courses. One participant narrated the “distinct immaturity” of the younger students and ruled out the younger students as preferred participants in the personal and collegial networks even though some of these “younger” students were part of the GDE. Interestingly some of the younger program participants were part of the
Canadian cohort. This aspect of the program is controlled to a certain degree by a decision made by the University. The student reference to the way the University combines undergraduates and graduate students is central to the topic. This shows a clear link between a decision taken by the University and the impact felt by the participants.

This was entwined with the communication with the tutors and lecturers. The findings showed that the lecturing and teaching staff was highly regarded with a few exceptions. One participant described their experience of tutorials as:

“Tutorials, I really enjoyed like ... you could tell they were really into what they were doing, like they loved their job but ... (another tutor) just sat there and read directly from the book... It was her teaching style that we all agreed to just keep going to that tutorial and it’s a shame because...it was probably one of the most important classes we had” (Grant).

“Because normally if you set direction like you know, whatever, write notes. But I found myself engaged in most of the lectures and really interested in what I was learning and I think that was because of their personalities and the way they were experienced and the way that they delivered the contents was nice” (Grant).

Practicum

After participants had completed the teaching and learning component of the program they went on a six week practicum and were interviewed following its completion. The information gained presented a number of discussion points related to workload, and cast the expectations of teaching and learning in a different light. Interestingly, the practicum had also been mentioned briefly in the previous interviews. Three sets of comments stand out. First, the length of practicum, six weeks, was seen as a positive aspect of the program design. Second, participants felt that they were not suitably prepared for practicum because they were lacking information about the expectations of Australian
communities; and, finally, the intense work load for six weeks came as a complete surprise.

Initial data showed that some of the participants had a preference for two longer placements rather than fragmented placements. The participants did not have any educational foundation for this preference; it seemed more organisationally convenient. One participant described the comparison as “There’s a lot more placement time here and it’s locked into two sections instead of going 4 times a year” (Aqua).

They seemed to focus on the smaller details of practicum such as: “like again the lesson plans were helpful because it sort of helped with what we had to do and the unit plan I haven’t really put in so far but I’m sure it’s helpful for the next placement but the other stuff I’m not so sure about” (Mildred). Mildred’s views reflected those of the participants and combined they provide an indicator of a framework being used by the participants. It is important here to recognise the position of the participants at this point. Each of the participants had been in the program for ten weeks and had limited experience with teaching. Their understandings of the program were based solely on the expectations and the understanding of teaching that they had developed over their academic journey. After the teaching and learning series of lectures and tutorials, the interview questions focused on how prepared the participants felt they were for the placements and how important they believed the placement was for their learning. Many of the participants believed they were going to learn a lot from the placement and it would be an opportunity to bring together what they had learnt in class through the practice of teaching. One participant said “they were not prepared for practicum” but they (pre-service teachers) needed to be “adaptable to situations and learners”. The participants comments about practicum mostly focuses on the mechanics of classrooms and lesson planning even though they tied this to recognition of their own characteristics and qualities. “I would have liked to know more about what was going on in the classes at the time before going in, so I could be prepared more for when I was actually going into the classroom” (Grant).
The principal finding that emerged in this section was that the participants use
their previous learning experiences in Canada to judge the experience in this
GDE. It has documented the expectations of time commitment to the program as
well as time commitment on a daily basis. It has also shown that different
patterns and requirements around assessment created some stress and due in
part to the communication between students and the teaching teams for courses.
General satisfaction was very high with the aspects of teaching and engagement.
Finally, the reference to practicum preparation was shown to be influenced by
the limited experience of educational programs of the participants.

Because participants spoke so much about comparing what they were
experiencing in their teacher education program with what and how they had
learnt in their undergraduate program in Canada, some attention to this is
required. The following section considers the findings in this area.

Comparative Perspectives

This section summarises the findings that show how the participants perceived
differences between higher education in Australia and Canada. In all three
interviews participants made comparisons between their experiences in
Australia and Canada. The findings will show how comparisons appeared in the
expectations and experiences of the Canadian cohort. This section will explore
these comparisons under the headings of: University size, living costs, grading
and assessment and communication and interpersonal style of academic staff.

University size:

University size was the first comparison made by almost every participant. The
comparisons were made based on prior education history. The findings of this
study found that during the recruitment phase participants were very conscious
of the size of their hometown and the size of the university where they
completed their undergraduate study. All participants believed that the
University of the Sunshine Coast was small and that this was an attraction. This
preference for a small University was made regardless of size of their previous university or town. It is mentioned here because of its prevalence among all the participants. One participant expressed their sentiments this way: “It’s a huge change compared to what I’m used to, you’re sort of a smaller which I like, the university at home is huge, yeh really big. But I’m happy with the intimacy here” (Frank). The size of the students’ previous university seemed to form part of the situational change that impacted on the a student’s identity development. All participants referred to the size, big or small, of their previous university and made some comparison to the case study university.

There were very few negative comments about the costs associated with the study program. The comparison also involved a certain level of expectation based on hearsay and advice from the agent.

Living costs:

“I think this is more expensive than (the agent) said because I found the website cost of living wasn’t appropriately determined because they put rent cheaper, the grocery store said prices were cheaper, I budgeted incorrectly. I was just going to borrow a small portion but will be using more than I had anticipated. I’m finding that a bit difficult and I don’t want to work while I’m here. I don’t want to overburden myself. I would rather owe more money” (Bob).

The next comment gives an insight into what participants expected when being graded and to a lesser extent assessed. Essentially a grade of less than 70% is regarded as a fail as distinct from the fail being 50%. This disparity signalled the foundation of assessment expectations and experiences.

“I’m hoping to get all high grades. That’s another thing, your grading system is different to our grading system. The HDs (High Distinctions), DNs (Distinctions). Your credit stands from mid 60s to mid 70s where we have a split in the 70s. You can have a B but still be considered in the same group as a C. A credit back home doesn’t work as good. 70s is
reasonable, 80s is good. 60s is not good. Grades make a difference in getting a good job.”

This view of grades brings a pressure that is apparent in the findings. Participants see a HD as important for future employment and this grade is given by university assigned staff and teachings in the schools for a practicum assessment.

A third area in which participants made comparisons was academics support of Canadian students was a common theme throughout all interviews. Participants reported high levels of interpersonal communication skills of teaching staff and characterised it as open and productive. This was in contrast to their views of some of the written communication delivered as part of the course work. The expectations of assessment expressed in course outlines created complex situations for the participants to solve and often resulted in participants accessing collegial and professional networks to manage their responses to the assessment. This mismatch of expectations and discovery caused stress for most of the participants. The unclear expectations expressed in verbal form increased stress and resulted in students accessing networks for professional support as well as personal support.

Teaching styles and pedagogy was another area where expectations of participants became apparent. One student felt that the case study university was “a lot different from Ontario” (Bullwinkle) and reported that they “had heard good and bad... I want more out of it than learning how to make a poster. I'm hoping to be a better teacher, how to engage my students, how to engage my students in the curriculum” (Bullwinkle).

This comment showed clear motivation and direction as well as a developing understanding of the complexity of the teaching and learning process. This is an interesting perspective because it brings into sharp focus the experiences of international students entering the program. It questions their motives and current understandings before attributing large resources to a particular situation or issue. In this quote there is an expectation that they (the
participants) will learn “how to engage” school students and further “how to engage my students in the curriculum”. This is very insightful with such limited educational training on which to base the comment. Their limited educational training becomes clear with the “learning how to make a poster” comment.

Further, two interesting points that arise will be discussed further in the discussion on theory. Firstly, the role of information gained from student networks and its impact on expectations and, secondly, the information about educational experiences provided to a student may be misinterpreted. This misinterpretation may have an impact on an individual’s self confidence, academic success and choices.

The data presented above shows the participants’ awareness of their situation, awareness of the implications of this new situation and an awareness of the subtle differences that exist between curriculum delivery in Australia and Canada. Participants were comparing the University size with their previous universities, the grading process used in a regional Australian university against their previous grading system, and the contact they had with academic staff in both locations. There could well have provided tension and also suggest that the students were not embracing such a cosmopolitan approach as they thought they were. Nor were they exhibiting the global perspective that might have been expected from pre-service teachers who looked to qualify in another country.

Participant Qualities

The data from the findings covered thus far in this chapter include pre-departure experiences, university services and comparative perspectives. The findings specifically highlight the judgements the Canadian participants are making and indicate that they are making these based on Canadian standards. This section will focus on participant qualities and be followed by a review of the findings related to their development of a personal identity as a teacher. Participant qualities will be structured according to the five qualities of a cosmopolitan individual. These qualities are cross cultural understanding, open mindedness, anticipation of complexity, resistance to stereotyping and appreciation of other
people’s points of view. Findings from the data will be referred to under each of these areas. These findings are important because they have a direct impact on the experiences and expectations of the participants.

Cross cultural understanding

The extended cross cultural understandings was an important theme in the research as it has been linked to global perspective to participant experiences and expectations. This is also a global perspective quality referred to in the literature. It is a concept that refers to an individual’s ability to understand cultural differences and work or operate with individuals of a different culture or within an environment that includes more than one cultural component. Participants found themselves in an environment with students from many other countries. The presence of this multicultural context gives meaning to the data generated around the cultural complications faced by the Canadian cohort who were the focus of this study. This section explores references to cross cultural understanding in the data and the appearance of an attitude that actively seeks new cultural experiences though a GDE. At the outset the difference between the two must be clarified.

Participants referred to culture in terms of language and personal traits of Australians. The findings in the data show they expected Australian culture to vary in communities and they believed that there would be differences between such cultures within Australia.

Findings from the data show students were seeking a cultural experience that differed from that of Canada. Comments such as “I’m really interested in teaching abroad. If I do teach it will be all around the world” (Frank), clearly showed the participants desire to become involved in a global experience. It also shows that they expected to be successful and had a expectation that the program will result in a qualification that will allow for employment globally. Some participants talked about going on a remote placement away from the established support here on the coast. “I wouldn’t mind that just because I got, well I guess an easier placement than other people, some stories that I’ve heard,

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so I wouldn’t mind having a different placement just to get a different perspective, a different environment, and just a different experience” (Mildred). This is openly seeking cross cultural understandings and experiences that extend their capacity. This fits well with the concept of open mindedness that is discussed in the next section. What is not clear is if this search for cross cultural understanding is an intentional action or an incidental action resulting from experiences made possible from the global perspective qualities embedded within the participant.

Participants also had an expectation that they would be able to see areas of Australia while working through their program. As part of this, participants actually pursued study options in other areas of Australia. “Well we were talking the other day about Perth. I’d really like to see the complete opposite end of Australia and I’d be eager to compare those students, as opposed to the students on the east coast. I always want to challenge myself further. So I think by having this other prac (practicum) in Perth is like a completely new atmosphere that could be something to work towards” (Grant). This is a strong statement of expectation that the program can accommodate such placements and study options. This suggests that pre-service teaching programs offer students the best possible opportunity to see a country while studying because the two practicum experiences introduced more travel opportunities. This is also stated in terms of schooling experiences, not just travel experiences.

This is supported by the practicum experience placements of the participants. Some participants had travelled to remote Queensland towns; other sought placements interstate and internationally. One participant sought a professional placement in a small rural town to explore the cultural experience available during this study period; another went to one in Western Australia and a third went to New Zealand. This search for broad experiences appears to have increased the cross cultural understanding capacity of the participants.

Another example of seeking cross cultural understanding involved a participant seeking shared accommodation and having their flatmate teach them Australian slang every day. Others sought employment in a service industry to immerse
themselves in Australian language and experiences. Almost all sought extensive travel experiences to draw on the diversity of cultures that Australia offers. This suggests that the participants believed there was more than one cultural experience within Australia.

These findings indicate that the participants sought to understand the breadth of Australian culture. The personal ability to work and live within a diverse cultural experience is very different to the previous daily pattern with which the participant would have been engaged if they had stayed in Canada to complete their study. Students showed a great deal of flexibility and desire to explore the differences between Canadian culture and Australian culture. The fact that they had to draw on these abilities suggests that they were out of their normal cultural context and needing to operate with a degree of cross-cultural understanding. This quality of global perspective activates an individual’s expectation of possibilities and informs the expectations of an individual. The findings might suggest that their global perspective was strong yet, at the same time, in terms of teaching and learning it seemed they could not disassociate their experiences in Australia with those of Canada and made ongoing judgements of what they were learning in Australia with what they had learnt in Canada. This was despite the enormous differences in the programs, never mind the institutional and cultural differences.

Open-mindedness

The search for Open-mindedness is a quality strongly evident in the context of global perspectives. This section will explore this quality as found within the statements made by participants from all interviews.

A level of open-mindedness within the participants was evident from the interviews conducted prior to entry into the teaching and learning process. Many of the participants were actively seeking new and exciting opportunities to expand their knowledge of the world and their capabilities. An example of this is
“that I need in order to start off my career and have the open mind and be willing to be flexible. So in that sense it’s very significant. As for my own personal growth apart from the work side of things, not so much. I’d say there would be little things that will change” (George). George seemed to recognise the requirement to have an open mind and to be flexible while at the same time indicating that personal growth is not so important. The quote below broadens the perspective even further than the context of the University and Australia. “I’m really interested in teaching abroad. If I do teach it will be all around the world (Frank).

Earlier in the transition section the financial aspect of this experience was raised. This is continued here because the following quote adds an element of open mindedness. “Financially I am already $26,000 in debt before I came here. So you can probably tack on another $25,000 or $30,000. Heaps of students are in the same boat. It’s just something you deal with. It’s in your mind but it isn’t, it’s something you worry about when you get out and get a job.” “My Aunt and Uncle are both teachers and they were paying debt off for years after their education. It’s just the way it is. It’s something you come to terms with and something you accept. Financially it’s somewhat of a burden but you don’t have the time to think about it” (Bulldozer). The attitude that this participant revealed shows that a high level of personal debt was not as important as the learning experiences he was gaining from the study abroad.

When asked where they wanted a job after they graduate, this comment reflected the general feeling of many of the participants. "I’m not sure, I’m pretty open for anywhere, I’m actually looking maybe at the territories in Canada or England or New Zealand or Australia, I don't know, anywhere really, pretty open" (Mildred). This exemplifies the general attitude of the participants and clearly suggests that there is a high level of open mindedness, as to their future careers, and an expectation that they have the skills set to succeed.

This section clearly shows that global perspective and open mindedness, are evident in the findings and that the internationalisation of this program has a large part to play. Open mindedness appeared in comments by participants
about their placement, the employment destination and the financial implications of studying in Australia.

Anticipation of complexity

Findings from the data indicate that participants anticipated complexity in transition and in the program. This has been demonstrated in the section on transition in which participants showed that they planned for their time away from home, considered financial implications and strategies to deal with the implications. Anticipation of complexity is also a quality of global perspective. The data shows that they anticipated complexity in transition, social networking, local ties and career transition. The comments made by participants in their first interview are reflective of the transition process and anticipatory of issues related to time in the program. What may be significant to this particular section of the data is the initial absence of areas in which the participants did not anticipate complexity.

It seems that the participants did not anticipate complexity in academic preparation, assessment processes, although participants found assessment difficult as shown in the earlier findings. They also did not know they would need to work with undergraduate students in large lectures should they have had undergraduate and graduate students in them, and surprisingly, the complexity of the Australian educational setting into which they were being thrust as part of the program requirements. The Australian educational system required participants to become familiar with acronyms particular to education in Queensland, the political context of education in Australia, the educational change process that was occurring during the time span of their program and the general structural differences that exist between the Canadian and Australian education systems.

Participants were well prepared for the complexity of the transition to Australia and employed a number of strategies to overcome any problems that might arise such as stress of relocation and starting new friendships with less attention to the assessment, interpersonal conflicts that may arise from the academic
changes. This does suggest that participants perceived the possible difficulties in relocation and social displacement. Many of the students began the planning process between 12 and 24 months prior to actually starting the program. Only one participant reported that the decision was on the spur of the moment and felt confident that they would be able to complete all the required paperwork and processes associated with the enrolment.

Nearly all participants described the use of Canadian networks to help them navigate the complexities of the enrolment and transition process. As mentioned previously in this chapter, these networks included family, the agent, friends and individuals in the teaching profession. This allowed them to access experience and it could be speculated that they learnt from the other people who were guiding them through the complexities so that they could use similar strategies when in Australia. Evidence such as this indicates that the participants were not as cross cultural as previously expected and were struggling to enact a global perspective.

In this section it has become clear that there is some evidence to link anticipation of complexity and the expectation and experiences of the participants. This link has however been established through findings that showed some complexities were not anticipated including the assessment stress, Australian educational context and lectures involving a mix of undergraduate and graduate students. Participants did anticipate financial implications, some educational differences between Canada and Australia, communication with family, and the interpersonal skills required to navigate through and Australian educational program. The anticipation of a complexity does not always equate to and align with individual’s expectations and experiences.

Resistance to stereotyping

The findings analysed in this study also does reflect a tendency by the participants to resist stereotyping on an individual level. Resistance to stereotyping is a characteristic that refers to an individual’s approach to other individuals and groups of individuals and is a characteristic of a person with a
global perspective. One a group level the participants referred to Australians as ‘laid back’. This is a generalisation and a stereotypical view and is evident of a limited resistance to stereotyping. The data clearly shows that a surface level stereotyping existed when the participants were making judgments about Australia and further investigation would need to be undertaken to confirm the weight these stereotypes had on the process. This suggests that the expectation of the program may be altered according to the level of stereotyping an individual has. The resistance to a stereotypical view of a lecturer or tutor was also present but the finding of this study did not indicate the influence of this. The impact of stereotyping may surface during the decision making processes or even during the living of an experience.

Appreciation of other people’s points of view

Frank was one participant who sought increased exposure to other people’s points of view when implying that it would improve his/her ability to be a teacher. Another participant put it this way “Different cultures, especially how multicultural the world is and I thought that coming to Australia would provide me with life experience and I think allowed me to maybe be a better teacher” (Frank). This is a clear perception of the role others play in their development as a teacher. This comment also aligns with others indicating that it is the “life experience” that is perceived as essential to good teaching.

Self improvement was a dominant theme of conversations in interview one and to a lesser extent in subsequent interviews. “I do really well when someone tells me what I’m doing wrong, because then I can fix it because I don’t see it for myself. But once I have an outsider who’s telling me what’s going on, I really like that. So I’m really looking forward to being able to go and adapt and improve my teaching” (Kappy). This is an explicit expectation of the participant and is reflected by many participants when discussing work place learning or practical experiences.

Identity Indicators
The framework below, from Smit and Fritz (2008, p. 99), which was outlined earlier, was a useful model for organising the findings with regard to the expectations around the developing identity as a teacher of the participants. It is particularly helpful in this study as it emphasises three different sets of narratives; personal, situational and social narratives. The responses of the participants were further organised according around these three sets of narrative and reference them to the expectations and experiences to ensure alignment with the central question of the study.

The issue of identity was a theme born of a hunch in the early stages of the research. In the interviews, few participants spoke directly or strongly about identity as such, but it because apparent in the data analysis that there was evidence of an emerging identity among the participants. In the context of a symbolic interactionist approach to the research, and by referring to the model put forward by Smit and Fritz (2008) a theme of identity formation does become apparent. In particular the concepts of personal, social and situational narratives in the model were helpful and it is around these that the data was re-analysed and findings were organised to illustrate the themes.
This section is organised around the three sets of narrative that would contribute to the model of teacher identity, in the same way that Smit and Fritz did in their study (2008)

These are

1. Personal narratives

2. Social narratives

3. Situational narratives

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**Personal narratives**

A personal narrative is an internal story that an individual has that distinguishes individuals as unique. This narrative remains constantly within an individual, in a way that is not normally told to the world. Individual personal internal narratives are private and very significant. It is possible that
that a person could build a set of narrative such as a rebel, or a conscientious student. Each individual experiences life and describes it and displays their interpretation of it in their terms. This internal description is the personal narrative. The following section shows how these narratives appeared in the findings.

For example, when asked if working in the classroom would help build their identity as a teacher, one participant responded as follows and reflects the general feeling of many of the participants. “Yes. It’s not going to develop through sitting in a lecture hall. It’s not going to develop sitting in a tutorial. It’s going to be in the classroom with the students and it’s all about building up a rapport and a mutual respect in trying to make it work for everyone” (Terry). The question drew out an expectation originating from prior experience with higher education lectures and tutorials for students coming from Canada. This shows a strong belief that a particular way of learning in schools is more valued by this individual. This was reflected in views of other participants and could be seen as lowering the expectations of learning from tutorials and lectures. This may well be one of the underlying reasons for limited attendance in lectures and tutorials noted by the researcher when identifying the problem. This is supported by the discerning nature of a participant reflected in the following comment. “It was her teaching style that we all agreed to just keep going to that tutorial and it’s a shame because...it was probably one of the most important classes we had” (Grant). It reflects their experience of course work and provides an understanding of theoretical knowledge and practical knowledge delivery. It shows that the participants had a strong internal narrative revealing the intention to develop their identity as a teacher. This belief may indeed change over time when a greater recognition of the value of lectures and tutorials becomes clear.

Another participant saw themselves as being more confident and explained it this way:
“I am more confident in myself as a person, I am able to control things a bit better” (Peta) and another participant suggested that “I’m changing but when I get home, if anything I’m scared that people aren’t going to welcome me” (Grant). Being scared is pertinent. Another expression of this internal conversation can be seen in the following comment when a participant was referring to their ability to cope with multiple assessment tasks being due at the same time:

“Tasks all at once which I think is good because that means I don’t feel this pressure or stress and I know from myself when I am really stressed I may shut down or may not be able to produce as well” (George).

The comments below represent the ideas of many participants. This comment shows an insight into some of the important aspects of personal narrative.

“I don’t know when this opportunity would happen again, at my age and where I am at in my life.” This signals an internal awareness of their life span and reflects internal and possible externally imposed expectations. “Where I am in my life” is a very personal reflection. A reflection that is laden with values.

“And I thought if I didn’t do it, it was something I would regret. I have a lot of friends who are teachers, my Mum is a teacher and every single person said to me, you will regret the things you don’t do...... I just knew that this is where I wanted to spend a year of my life before I went to fulltime working at home in the cold”(Betty). This comment clearly aligns the expectations of others with theirs. It shows the importance of family and friendship networks and suggests that internally the participant is seeking validation. Becoming a teacher is the goal for validation. They expect to live their life as a full time teacher “at home”. The implication was that after starting work the opportunity to travel and experience, personal growth is minimal.

This comment gave an insight into the view that this experience is one on a continuum for the participant. It includes a transition from student and part-time worker to full time citizen contributing to their community back in Canada as a professional. The ability to see this as a time to “really figure out a lot about myself” (Bulldozer) was common amongst participants. This understanding of
the process the participants undertake is interesting. It relies on the person having a view of life that refers to past experiences and future expectations of self. The combination of these factors also signals a possible link between family life stories and the developing life story for the participants concerned. It also shows a level of commitment to Canadian society and may indicate the expectations of others as much as expectations of themselves.

This link between study and expectations at home was constantly evident as the following excerpt indicates. “I think the lectures have exceeded my expectation and even to some degree my peers and even though this is a grad. program and everyone is investing a lot of time, a lot of money and you don’t want to fail because my Dad would kick my ass. I wouldn’t be going back home” (Bulldozer). This is yet another reference to external pressures and expectations that are central to this study of the expectations of the participant.

The process to become a teacher and seek validation was not confined to one particular time in the lives of participants. Some were always going to be a teacher, some decided in high-school, others fell into it as a default position when they were unable to get into their preferred program in Ontario, and one participant made a late decision with what seemed very little consideration. Interestingly, many of the participants perceived the study program as a stepping stone to other opportunities and would not rule out job prospects in other careers. The following is an example of one of these instances. “I think it was probably the beginning of university, just having all those other experiences in high school. I was very really actively involved in high school. I was in different clubs, student councils and I had a lot of really good teachers that were an influence in my life and I just thought that would be something I wanted to do” (Bob).

Another participant remarked: “Obviously I’m concerned like, the kids won’t like me or my style or, and the teachers don’t understand what I want to do, just, they’re not concerns but I think I’m probably just worrying, I think it will be okay” (Grant). This participant is talking about the upcoming work placement and this forms the personal narrative. This comment signals the requirement of
validation and the apprehension that are part of the process of developing a professional identity as a teacher. The comment also has a certain level of stereotyping involved that adds to the qualities previously mentioned in the chapter.

Personal narratives may have an impact on the development of a participant's identity as a teacher and are made from the sum total of all previous experiences of an individual as they exist within their present internal dialogue. These experiences include prior educational experiences as well as educational experiences currently being undertaken. Each of these informs an expectation of the individual's future experiences. This study has collected narratives from the participants that referenced their individual history. Examples of these personal narratives have been included in previous sections and an example of one such personal narrative is:

“I think it’s important to believe in yourself and believe in your capabilities and believe that any experience is a good experience and take all of the positives out of it” (George).

Participants regularly reflected on issues that were part of their personal narratives. The reflections related to the context of the program and generated a specific theme. This demonstrates the link between experiences, expectations and identity as a teacher. Below is a reflection of this theme clearly showing the interplay between personal narrative and social narrative. It also shows the impact that the narratives had on the participants and their view of the place and time of this study period.

“I had to go and ask my father for money at 30 years old which was huge and hard for me to do that, because I had been on my own for so long. They were so supportive. They thought I was going to be 2 hours away rather than 2 days away but that was a big thing to have to talk my family about...... Giving up my life in Toronto...... I was settled there. I have a great group of friends. Two couples I have introduced are being married while I am here and I can't be there. They're small sacrifices but they all
add up. It’s a big commitment. It’s a big thing to go away, at this point in my life especially. I don’t think this could ever have come again. I don’t see myself doing it in two years. I thought, If I do it, I have to do it now. My mum said, “why don’t you move to Queens and then go Australia to teach in a year?” I thought no, if I don’t do it now, it might not happen. I will get settled in Toronto, maybe meet someone, whatever…. It won’t happen …. if I’m going to do it, I have to do it now. That was the biggest thing, committing to doing this thing and leaving all those people behind” (Kristine).

These comments reflect both expectations and experiences in terms of a personal narrative of the cohort used in this study. They cumulatively inform a theme that highlights the impact this period of study has on their personal and situation circumstances. This is a powerful aspect of the data. ‘Leaving behind’ and ‘point in my life’ are very strong statements that show the level of commitment they have to their existing networks and their personal expectations of life. Most participants expect to be able to regain their position at home at some time. They have an expectation that completing this program is worth the ‘sacrifice’ and they will never get the opportunity again.

The findings from the data have shown the presence of personal narrative. Personal narratives are evident in the comments of participants about their preferred setting for learning to be a teacher, the need to be validated by others when they return home, the life changing nature of the process and finally their levels of self belief. Each of these triggered internal conversations that make up the personal narrative. This has a direct impact on the resulting identity that has developed within the participant if we follow the framework of Smit and Fritz (2008).

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Social narrative

Social narrative in this study referred to the social situation faced by an individual as they are in transition in becoming a teacher and how the participant identifies with this situation. Pre-service teachers find themselves in a very specific social
situation. This is a social situation where the participants see themselves as a
distinct group within another set of individuals known in this study as students
of a GDE. This situation is further complicated by the fact that the participants
are international students who have moved their social setting. This is an
important part of the story and is directly related to the formation of experiences
and expectations that are central questions of this study. Social narrative
describes the social story of an individual. This narrative is made up of all the
social interactions an individual experiences and how constraints are perceived
within the situation. The focus of this narrative is the social connections of the
individual and should be separated from the professional and general societal
connections.

As a reflection of the broader theme, one participant expressed part of their
social narrative in this way. “It’s tough when all of your friends are at home
doing things and telling you about it and you’re here thinking, I haven’t met that
posse of people yet. I’m not worried about it, I think that it will happen; it just
might take some time. There is older people right? I know there is a lot of older
people too, but I’m hoping there is someone in their late 20s or early 30s. That’s
been the hard thing .... the friend connection” (Kristine).

Social narrative is clearly evident in the above comment from a participant.
Social narratives have been altered by the participants’ decision to become part
of an GDE training program. One participant expressed their social narrative in
this way. “This is an investment, it's an investment in me and obviously this is
going to make me a better person. It’s going to give me the tools I need to
succeed and if I do well I will also get to be paid more. It’s a stepping stone. So I
thought well it’s worth it, so that’s the financial aspect” (George).

Another participant expressed their social narrative in this way.

“To me it's (making new friends) a little bit of an issue but also I was also
pretty independent through university. I lived on my own for 4 years. A
lot is going to be hard because I have a young niece and nephew. Being
away is a little bit difficult, but this is the planned time to work on myself and build on my future” (Bob).

Kevin was a highly active individual who was actively using sporting organisations to enhance the social networks. This is exemplified by the following comment.

“I spent a lot of time kind of doing my own thing, I’d go running by myself, I’d wander around by myself, I’d eat by myself, and go shopping and bussing, and I had to figure out the bus schedules all by myself, and it’s a massive city. Melbourne’s huge. You’ve got this massive city with no help whatsoever. And then I made some friends that were friends of my friend, like they all played Ultimate (Frisbee) together, so I played Ultimate while I was down there. So that was my social, but everything else for me it just, having to do everything on my own and being completely isolated from my friends and my family and anybody who could help me. It was scary at first and towards the end, I’d say week five, I was okay I’m ready to have my friends back now, I’m ready to come back because I want to go travelling with somebody and just have some friendly conversation. But at the same time when I went to leave I was like I really don’t want to leave” (Kevin).

Kevin was also trying to establish a new identity and wanted to extend his level of self belief and confidence.

“To me having spent so much time on my own and having to rely solely on me, was something I’ve never had to do before. Even just coming to the university ..., I knew Carrie through emails before I came here, so I had that and she was kind of like my backup, but this was something I had to do completely on my own and ... and I think I did pretty well, I came out okay because I now know that I missed the bus, but that’s okay I know how to get around that, don’t worry. I know ... stamp on it, that’s okay I know how to fix that too. You know, it’s ... taking the bus with me, I can do that too. And you know, if I need this, I know how to get it, and if I get
sick I know how to take care of myself without any problems, just being able to rely on myself is something I will definitely take away from this and be proud of” (Kevin).

These statements give a clear insight into the social narratives of some of the participants and show a concerted effort on the behalf of the participant to explore the world around them and the world beyond their normal everyday Canadian existence. These comments also indicate a certain level of motivation. This section has shown that there is a strong link between social narrative and the experiences and expectations found in the data. This section has shown how the change in social situation has impacted on the lives of participants. Social narratives influenced the expectations being placed on the participant and from within the participant. The expectations are a direct result of the experiences being created by the social situation. Having linked findings of social narrative to expectations and experience, it can be shown next how the findings relate to the situational narrative.

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_Situational narrative_

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The situational narratives are connected to the social narratives of individuals with more focus on the actual context that the person finds themselves in and their making meaning during one-on-one conversation. Situational narratives encompass the professional situations, the societal situations and the crisis/calmness of situations that the person finds themselves in at any given point in time. Situational narratives show how an individual negotiates their identity within spaces that have culturally defined expectations. The following findings reflect the situational narratives of the participants in this study and relate the experiences and expectations of participants.

“Whilst in the UK when I was there some of my vocabulary changed, some of my humour somewhat altered but that’s just a part of living in a different culture”
(George). This comment explicitly indicates an awareness of the changes that occur when living in a different situation.

Another quote, below, illustrates how students were managing their commitments at a local level while still maintaining networks and connections with friends and significant others outside of the new social context in which they find themselves. It draws together the management of social, personal and professional networks. Many participants maintained a strong connection to home. This may have minimised the impact of the new situation. The importance of the situational narrative became clear when its contribution to the social and personal narratives became evident.

“I have a friend who’s going to be coming from Canada in December. I am very excited. She has never been to Australia but she is a good friend of mine and she is interested in travelling and so I have been trying to convince her to go basically from the American East Coast (it’s beautiful). I think she will be here for about a month. In November I am hoping to find some work and then in January I will sign up for a summer course. Then for the second semester I will have a bit more time to do some more work on the education field or try and find a job of some sort, which would be great” (Terry).

Situational narrative combines with social narrative at the start and then informs the personal narrative at the end of the statement. This is a typical combination showing how the narratives contribute to an individual’s identity.

Conclusion

This chapter has explored the findings that emerged from the data and the analysis of the themes described were those common to the majority of participants across the three sets of interviews conducted with them. The chapter ended by demonstrating that the data generated through the three stage interview process tentatively aligns with the development of the different participants’ identity as a teacher using the framework espoused by Smit and
Fritz (2008). Each of the themes was discussed in terms of experiences and expectations and the findings showed that the students’ interaction with the university, its programs and its services, does have a strong influence on the lived experience of the participants. The process has indicated that the participants have a variety of expectations of the teaching and learning processes, lecturers, assessment processes and interestingly of themselves. Data also indicated that there were external expectations being placed on the participants. However these expectations were often in conflict with the experiences that the students confronted and this created tensions for them, which they attempted to address in a variety of ways.

Four Important themes have been emerged.

1. Preparation was greater for lifestyle than the academic context

2. Problems with networks

3. Consistent reference back to Canadian Higher Education rather than adapting to Australian situation.

4. Suggests tension with regard to global perspectives and identity – not as global minded as they might have been, particularly with regard to teaching and learning.
Chapter 5: Theorising

Introduction

The previous chapter was largely concerned with the findings that emerged from the analysis of the data collected from the three sets of interviews with the two cohorts of participants. A number of themes from the data analysis were presented and the findings were further organised around three types of narrative, personal narratives, social narratives and situational narratives, that inform an understanding of identity based on (Smit and Fritz, 2008). This chapter attempts to build on the findings outlined in the previous chapter and begins to develop links between the findings, the three sets of narratives and the four major concepts that emerged from the review of literature. The four concepts from the literature were globalisation, internationalisation, global perspectives and the development of teacher identity. This chapter argues that two concepts, the internationalisation within the Graduate Diploma Program of the University, and possible global perspectives of the Canadian students, have particular significance.

The links between the participants’ developing identity as a teacher and the other three concepts emerging from the literature developed in this chapter are shown in the following diagram (Diagram 2) below. The diagram shows that internationalisation and global perspectives emerge from globalisation and in turn these are linked to the three narratives informing the development of teacher identity. This chapter uses the findings to interrogate the connections depicted in the diagram below and in doing so, explore the links between the findings and the concepts that emerged from the literature. The themes that emerged from the findings are discussed under each of the four concepts and are aligned with the themes that emerged from the literature. This is followed by two sections describing the links between internationalisation and teacher identity and global perspective and teacher identity.
and in particular the economic, political and cultural aspects of globalisation were evident in this study. It affects many important aspects of life but this study focused on the impact of globalisation on the higher education sector and some of its participants, with specific interest in how a regional Australian university, in this case the University of the Sunshine Coast and its students, cope within this environment. In the context of this study, globalisation is one process that higher education institutions find almost inescapable, one that has had an impact on the teaching, learning, research and service components of a university, particularly with regard to the education of overseas students.

The findings clearly show that the Canadian students who have ‘crossed the date line’ to enrol in a Graduate Diploma Program (GDE) in pre-service teacher education in Queensland, Australia, have been able to do this in association with globalisation. The increased speed of communication allowing increased ability of individuals who travel across the planet are aspects of the process of globalisation referred to by Giddens (1991). He described globalisation as intensifying worldwide social relations and increasing interaction between social settings. The fact that the Ontario education system recognises the qualifications and teacher registration of people who study and register as qualified teacher in Australia is further proof that globalisation has created the circumstances for this particular context. The findings found that agents acting on behalf of universities from Australia market and promote individuals’ needs with regard to international travel and study and provide an option for education. This is a direct result of a university responding to globalisation.

This study has looked at the expectations and experiences of some of those individuals who have chosen to engage with the benefits of globalisation, through international study. The participants began to interact with the University months before actually engaging with the teaching and learning services and the findings have shown they were able to do this because of the increased speed and connections established by globalisation. The outcome of such interaction is a contribution to the globalisation process.
Globalisation encompassed all aspects with which the participants chose to engage. The concepts of internationalisation, global perspectives and professional developing identity as a teacher described in this research are all in some way connected to the ongoing process of globalisation.

Linking the findings to internationalisation

This section looks at the ways that the findings reflected concepts and ideas that emerged from the literature on internationalisation. de Wit collaborated with Knight (1999) to provide the following working definition: "Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution" (p. 16). AUQA (2008) considers this definition correct and interprets this to include "Arrangements for the teaching and learning of international students in Australia" (p. 8). AUQA refer to Higher education activities off shore as transnational and became a focus of AUQA in their cycle 1 audits in saying that, "Australian universities seem to be aware of the wider implications of internationalisation" (AUQA, 2008p.14) resulting from Cycle I audits by AUQA prove a clear review of internationalisation within the higher education sector. Within this report it becomes clear that AUQA see the teaching of international students on shore as falling within the internationalisation policy of a university and teaching of international students off shore as a transitional endeavour sitting within Internationalisation.

One of the core roles of a university is teaching and learning, and this aspect was evident in the references to teaching and learning in the findings of this study. The themes of teaching and learning and service provision impacted on the participants in many ways. The findings pointed to the particular importance that the Canadian students had about the impact of assessment and the pastoral care provided within the GDE. The provisions of excellent teaching staff and personnel who execute high levels of both pastoral care and assessment processes are all under the control of the University and therefore reflect the process of internationalisation.
The participants brought a certain level of self confidence to the program but the findings have clearly identified the importance that the students attributed to the teaching staff in providing support during the program. Several individuals were often challenged by the work-load levels within the courses and their individual level of confidence in addressing the perceived workloads varied. Participants referred to the impact that individual teachers had on their progress. This is evidence of participants lack of preparation for academic due to their academic reference being based on previous Canadian experiences in program that were not in the field of education.

At the outset of their program, participants clearly had an expectation of work load based on previous experience in a higher education context outside the country and outside a pre-service teacher education program. Their limited knowledge of the teaching and learning processes in an educational program gave the participants a false sense of workload and

This was may be reinforced by the findings evident in their social, situational and personal narratives. These narratives are the foundation of a model of teacher identity proposed by Smit and Fritz (2008) and as such are important to the construction of an identity as a teacher. Each of these became evident through the narratives of each participant. In particular the main areas of concern were the demands of workload and meeting the requirements of the assessment tasks. Thus, the social narratives of the participants were heavily impacted on by the internationalisation policies of the University. Particular attention within the data focused on the relationships that participants made with other Canadian students as part of their professional network and the use of social networks to assist students when dealing with pressures created by the curriculum and particularly assessment. The assessment pressure is an implication of program design. This aspect and that of the teaching and learning processes come under the auspices of university policy and can be influenced by internationalisation policies.

These policies are both written or unwritten and they had a direct impact on the narratives presented by the participants. What can be surmised from the
findings when linking them to internationalisation is that because these participants originated from Canada they were believed to be very similar to the Australian cohort because they had an English speaking background and an educational history similar to Australian students. This similarity is important because the general internationalisation policies of universities appear to be designed to bridge the cultural gaps when there are strong cultural differences such as those expected among Asian students entering Australian programs. Where students arrive with a background derived from a vastly different cultural history, universities have been proactive in supporting these students by setting up structures and processes to increase student success. The findings of this study may show this is not the case for white Caucasian, English speaking Canadians.

The participants were unquestionably made aware of some of the policies and procedures that were designed to assist international students but findings show that the students did not access these during the program. Rather, some participants relied on their own networks and support to interpret expectations of the program and courses. The findings also showed that students had particular needs and these were being met by faculty staff acting independently to support participants rather than being met by a systematic implementation of internationalisation policies and procedures.

Internationalisation in higher education, according to Mesterhauser (1998) comprises “an ongoing future oriented and multi-dimensional phenomenon that involves many stakeholders” (p. 199) and has been described as the collection of actions undertaken by a university to improve its teaching and learning and research. The University, while it was undergoing significant growth during the period of this study, had developed a strategic plan for the internationalisation of its operations that reflected the many stakeholders to which Mesterhauser referred. This is consistent with the increasing research from Bartell (2003), Dolby and Rizvi, (2008) and Taylor, (2004) having investigated internationalisation and its impacts on higher education context. Internationalisation as a process that is occurring within "large scale shifts in the
higher education landscape” (Dolby, 2010, p. 1761) includes marketisation, liberalization and privatization. Internationalisation actions taken within the higher education sector are designed to meet the needs and demands of international students within the domestic programs while promoting increased excellence in teaching and learning as the research output of universities.

The actions of academic staff involved in the teaching and learning processes of the students are, as shown in the findings, the primary point of contact between the University and the student. Formal support systems put in place by the University such as induction, student support processes and international support are all accessed during the period of this study and often at the suggestion of the academic staff rather than from the initiative of the participant. It is important to understand that the participants were capable individuals who demonstrated strong networking and social support systems and yet they did not use the formal support structures of the University. This signals a level of separation between university processes and the participant. It also may signal the importance of internationalisation policies being known and implemented by academics. If this is to be the case then the implications for universities are workload, academic involvement in policy development and ongoing scrutiny over the actions and reactions of academics and international students studying in a particular higher education facility. Workload has a direct impact on the access students have to academics during the semester. This has been shown as critical in the support of international students even if it is to direct them to the existing services of the University. Academic involvement in policy will also increase an academics understanding of international student needs and support requirements. This involvement in policy may also increase general awareness of issues within programs that require action and policy development. If policy is driven by academics that are removed from the teaching process there is less likelihood of it meeting specific needs unless clear and open communication of issues is facilitated within the university.

In a further analysis of the findings it was revealed that there were 52 comments by participants that linked internationalisation to situational narratives. This
compares with 44 comments among the findings that relate to the global perspectives of the participants. This shows the importance of internationalisation in its impact on the developing sense of their identity as a teacher. Within the 52 comments around internationalisation, the requirements of the practicum drew the most comments. Particular comments in this section related to the interaction between the participant and the wider community. This supports the work of Bryram (1994) when he talks about the possibility of culture shock, cultural adaptation and the problematisation of their cultural identity while studying.

The second, most referred to, group of comments within the findings related to internationalisation were those involving stressful situations caused by teaching staff. This is also an area that can be controlled by the university’s policies and practice. Participants measured staff performance to assessment practices and communication between lecturing staff and the part time staff. If a teaching team expressed more than one level of expectation of an assessment task, this was perceived as poor communication and consequently, caused an increase in student stress.

The number of comments that have been made with relation to what can be termed ‘internationalisation’ shows that the responses of the University to globalisation and its international students has a direct impact on the experience and to some extent the performance of these international students as the literature described. The literature recognised the academic calendar, university support, market share and practicum implications of international student experiences. However, the connection of internationalisation to the development of their identity as a teacher is an aspect that the literature does not discuss and reference to this will be shown later in this chapter. The next section will explore the links between the findings and the theme of global perspectives.

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**Linking the findings to global perspectives**

The pervasive impact of globalisation increases the likelihood that individuals who choose to study for a teaching qualification in another country have an
increasingly global perspective. “Cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives of consciousness recognition, knowledge, and appreciation of other peoples’ points of view are essential in the development of a global perspective” (Merryfield 1995, p. 1). The findings outlined in Chapter 4 showed that the participants have many of these characteristics of global perspectives as described by Merryfield (1995). This study has also found that these qualities are called upon by students who engage with an internationalised program. From the literature it was argued that global perspectives included cross-cultural understandings, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives of consciousness recognition, knowledge, and appreciation of other peoples’ points of view. These, it is argued, are essential in the development of a global perspective and are among the preferred attitudes and values espoused for teachers by educational systems that are seeking teachers with a global perspective. This study sought to investigate their existence, emergence or development as a consequence of the expectations and experiences of the Canadian students and their interaction with the program offered by the university.

In Chapter 4 some characteristics of global perspective were shown through the words of the participants. The findings under the headings of anticipation of complexity, resistance to stereotyping, appreciation of others’ points of view, open mindedness and cross cultural understanding show that global perspective qualities can be seen. The narratives transcribed by the participants give evidence of each of these narratives and when this evidence is drawn together in themes it results in a display of the global perspective characteristics as they relate to internationalisation. There were 44 references that showed global perspective qualities were present in the findings. These were spread amongst the five qualities in the following distribution:

- Cross-cultural understanding: 6 references
- Resistance to stereotyping: 4 references

125
Anticipation of complexity: 13 references
Open-mindedness: 12 references
Appreciation of others point of view: 9 references

The assumption that has emerged from this study is that bridging cultural gaps is the joint responsibility of both the students and the institution with which they engage (Lin, Schwartz & Bransford, 2007). The University recognised this through the implementation of a internationalisation policy and practice during the period of this study. These policies and practices had a direct impact on the students when they were taken up and this impact was tempered by the global perspective each participant brought to the experience. The combination of internationalisation and global perspective in the data show that they have an influence on the students developing their identity as a teacher. Yet students also ignore some of these thus, lessoning the impact that they might have had.

Professional identity partly refers to influences and expectations of other people (Tickle 2001). The data of this study shows that individuals actively negotiated the involvement of parents and others in their support during the program.

This section has demonstrated the influence of global perspective and positioned it along side internationalisation as a major contributing factor in the participants’ experience. However, on the other hand, reference back to Canadian Higher education reflects single mindedness or narrowness of perspective that suggests these perspectives have more work to do in this area.

**Teacher identity findings**

This section is broken into two main sections. The first part of this section interrogates the links between the developing identity as a teacher and global perspective and the second explores internationalisation and its influence on how the participants’ identity as a teacher develops. This chapter will theorise about each of these pathways and explore the relationship of these to the
students and the universities. Each of the terms used in Diagram 2 originates from the literature and represents important aspects relevant to this study. Internationalisation is the process organisations choose in response to the globalisation process. Global perspective characteristics are the personal qualities an individual displays that have been defined in the literature. These characteristics are also strongly connected to globalisation but are an individual’s response. Both of these sections will have a natural overlap and show how influential each is on the developing identity of the participants.

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**Links between global perspective and teacher Identity**

Using the Smit and Fritz (2008) model of professional teacher identity from their symbolic interactionist approach, it is now possible to connect the global perspective characteristics with the development of participants’ identity as a teacher. Diagram 2, on page 120, indicates a link between global perspective and the personal and social narratives of the individuals involved. This link represents influence of globalisation on the developing identity as a teacher and is a completely natural process that is constantly changing and evolving.

Teacher identity results from the interaction between the student and their self, through the personal narrative of the individual and the five global perspectives; these being appreciation of other points of view; open-mindedness; anticipation of complexity; resistance to stereo-typing and cross cultural understanding. There were 26 comments that linked the global perspective to personal networks. The comments linking social narrative and global perspective were much less prevalent with only 9 comments. Lastly the situational narrative was influenced by 19 comments.

The presence of comments with regard to global perspective qualities among the participants was also established as important to the development of a professional identity. The question remains as to how global perspective characteristics are connected to the formation of a professional teacher identity. To explore this further the direct connection between the two groups of ideas needs to be clarified. Professional identity is a process that encompasses each of
the three narratives, in constantly varying degrees, and each of these are inclusive of at least one global perspective characteristic. Teachers do not have a dominant narrative according to Smit and Fritz (2008) but the findings from this study show that narratives do link to the participants’ global perspective. Global perspective of the students appears to be critical to the formation of an identity as a teacher and this process may be influenced by the strength of global perspective in positive and negative ways. Dissecting these relationships will provide a better understanding of the complex links between the global perspective of a student within the higher education facility and the formation of their identity as a teacher. This supports the contention of this thesis that global perspective has an impact on the development of students’ identity as a teacher and that universities may need to be aware of such perspectives among their Canadian students.

Relich and Kindler (1996) also point out those students travelling from Canada to Australia to study teaching gain an “intercultural tolerance” (p. 3) Combining this with the “enhanced qualities of adaptability (p. 3)” shows a strong connection to the development of a student’s identity that is discussed later in this review. This is paralleled by the observation of one participant: “If I do teach, it will be all around the world” (Frank).

Global perspective is a concept that links to personal narrative in all of its five areas. Evidence shows that the personal narrative of participants contained reference to each in various degrees. The fact that all five characteristics can be related to the participants’ personal narratives suggests a strong link between these two concepts. This link may also reflect a strong influence on the participants developing identity by the level of global perspective. This data shows participants’ personal narratives included a strong sense of self belief which was significant when anticipating complexity and dealing with complexity. George optimised this with “I think it’s important to believe in yourself and believe in your capabilities and believe that any experience is a good one.”

Mildred expressed her open mindedness as “I wouldn’t mind having a different placement just to get a different perspective, a different environment, and just a
different experience." This was a common aspect of all participants in
discussions about where they might teach. All were open to the unknown,
excited by new opportunities and accepting of new teaching experiences
anywhere on the globe. This linked with the final cross cultural understanding
characteristic. Participants were regularly challenging themselves by seeking
new cultural environments to increase their cultural understanding. These
attitudes are in line with the belief that a cosmopolitan student is one who will
welcome and embrace cultural complexity (Giddens 1991). This also shows that
the participant is motivated to learn in new context while maintaining their local
connections with Canada. The links between global perspectives and social
narrative involve anticipation of complexity, appreciation of other points of view
and cross cultural understanding.

The appreciation of other people's points of view was clearly linked to the
networking mentioned in the previous paragraph. The social narratives of the
participants referred to the involvement of individuals who were giving
influential points of view about the professional competency of the participant.
The range of input being given to participants ranged from peers to academic
staff through a broad range of school based staff and community members. All of
these were part of the social narrative and had a relational effect on the
situational narrative that will be discussed later.

The anticipation of, search for and reliance on complex social networks by
participants was also very clear in the data. Participants used these positively to
anticipate certain complexities involved in maintaining their personal networks
at home while they are away. The participants showed various ways of doing
this and were even able to overcome unforeseen obstacles to maintain their
personal home networks. This exemplifies Drucker's (1969) local and global
perspective and is an example of a person acting 'glocally' as described by
Bottery (2000). Examples included use of ‘Skype’ and arranging regular online
meetings to setting up blogs and other electronic communication strategies to
maintain contact. They were also able to develop new networks, both personal
and professional, while maintaining their own established networks. Many of
the participants anticipated the need to do this and were actively pursuing strategies to activate, establish and maintain new networks.

Identity concepts, personal narrative and social narrative form part of the process of identity development and they also impact on the third concept, situational narrative. All three concepts are constantly influencing the process of developing an identity as a teacher. A major finding of Antonek, McCormick and Donato (1997) was that professional identity is shaped by the interplay between many knowledge sources. This supports the idea that a teachers identity reflects the landscape of which the teacher is part of (Coldron and Smith, 1999 cited by Beijaard et al, 2004). The findings of this study confirm that the development of a professional teacher identity is something that is constantly influx and that it is being shaped by the interplay between many knowledge sources and the landscape the student/teacher is part of. Individuals have an impact on their own professional identity and the context of the student is also part of the process of identity formation. The next section will clarify the influence of internationalisation on the development of an identity as a teacher.

Internationalisation links to teacher identity

This section will explore connections between the University operations and services and identity using the identity model of Smit and Fritz (2008) as the main reference point. An initial scan of the findings show provision of services by the University contribute to the ongoing formation of an identity as a teacher through the situational narrative. The presence of 52 comments directly linking situational narratives of the participants with the internationalisation of the University indicates that the operation of the university has a very influential impact on how a participants identity as a teacher is formed. The strength of connection between the identity model and the actions and policies of the University indicates a need to ensure precise delivery of policy in this area for a University. Before embarking on this, a clear understanding of what constitutes an unwritten or written policy needs to be outlined.
The unwritten and written policies of the University are defined in this study as any action or process that comes from an employee or organisational section or agency related to the operation of the University and that impacts on the narrative of the participant. This is supported by the assertions of Becerra-Fernandez and Leidner (2008) in their discussions of knowledge management. The context of the idea is management style and organisational systems are examined in this text and application of unwritten and written policies to this study can assist in this examination of connections to the narratives of the participant. This requires the researcher to see the actions through the eyes of the participants and accordingly apply this to this context. This is reflective of the theoretical paradigm used to clarify how a participant saw any situation.

Internationalisation introduces the policies and complexities of an institution and the direct influence these have on the identity development process. The findings of this study show that the internationalisation policies of the university have direct impact on the situational narratives and, to a lesser extent, the personal narratives of individuals. The policies may be enacted and diffused by the implementation process within the organisation but the intent to support students’ success and integration is still evident. Internationalisation policies are designed to attract, cater for and impact on international students. The clarity and consistency of policy implementation is difficult to measure. This study has however given voice to a group of individuals who have been in direct contact with the policies of a university.

There were eight comments that directly showed how the teaching and learning and university services impacted on personal narrative elements that influenced their transition from home to Australia. The promotion of the program by an agency had a direct impact on the individuals being attracted to the program. Individuals access their personal narratives and information from the agent fed directly into the personal narratives of each participant. The impact of the agent on the developing identity of each participant as a teacher was not direct but the information given by the agent was often directly referred to when participants related their personal strengths, fears and aspirations. One participant was
actively pursuing a new version of themselves. Many of the participants were seeking opportunities to explore new experiences that tested their ability to cope. This testing process increased their understanding of themselves and their place within the social, situational and personal context of their lives. Extending and exploring these are directly linked to their developing identity as a teacher. To do this participants were actively seeking new personal networks and managing these in such a way that they could maintain their original networks. This 'glocal' approach is strongly evident in the data and the intention of participants to seek new and challenging experiences can be influenced positively by the operation of the University.

The situational narratives of students were influenced by all themes identified in the data. This indicates a strong alignment between the internationalisation of the university and the developing identity as a teacher. There were 52 comments from participants that directly linked the operation of the university with the situational narrative of the participants. The practicum requires participants to interact with the broader Australian community. Comments about this interaction were the most common within the findings. Involvement in local schools and communities as part of the practicum is a requirement of the program and part of the expectation of the accrediting body. This leaves the University with management of the placement and support for the participant while on placement. Participants did refer to the structure of work place learning and made comparisons between the University and other universities. The University has control over how the participants are prepared for their practicum.

The findings show that international students do feel the impact of the University's policies in a number of ways. Firstly, it identifies those policies that impact directly on the participants. Policies that have a direct impact include processes implemented by the university such as the deployment of a recruitment officer to recruit international students, the structures and formal support facilities offered to international students and the resources that are made available in a systematic university wide manner. Direct impact can be
seen as the actions of university personnel in the delivery of teaching and learning. These actions include the delivery of university approved course work, design of such courses, practicum placements and the delivery of expectations of international students for these placements, assessment policies and physical location of resources that support the teaching and learning processes. The implementation of these form part of the written and unwritten policies of an organisation. The development of such ad-hoc actions that are not representative of official university policy has become an important part of this story.

The thesis that emerged, then, is that internationalisation of a University’s education faculty has a direct impact on the development of the view of participants as teachers and that this occurs through the influence of the written and unwritten policies and practices on the situational and social narratives of the students within a pre-service teacher education program. Participants made numerous references to aspects that are directly related to the operation of the University. In chapter 4 these were collected under the headings of personal experience, transition, participant networks which included professional and personal, teaching and learning and university services. A separate section focused on the comparative aspects of the comments made by participants. Each of these areas had various levels of relativity to the professional teacher identity model. The table below summarises the relationship between these concepts. With this overview in mind it is possible to discuss each and draw some conclusions.

Conclusion

The section above has drawn together the links that exist between all four of the central themes. It is apparent that there are links between the internationalisation of the University and the lives of the participants of this study. These links had varying degrees of impact on the formation of the participants developing identity as a teacher. These themes have a direct relationship to the situational and personal narratives of the students and
indirect impact on the social narrative. This leads to a theory that internationalisation of higher education institutions has an impact on the development of the participants’ professional identity if the student is participating in a program that results in a role within a profession. Higher education institutions in regional Australia should be cognizant of the impact their policies have on their international students regardless of cultural or language origins if they are to be fully supportive of the students transition into the workforce. This is particularly pertinent to students who are endeavouring to become global citizens with strong global perspective.

Alongside this sits the finding that the participants of this study hadn’t prepared themselves as well for the academic demands of the program as that had for the transition into Australia and in life around university. Once they were in academic difficulties they turned to their traditional networks to help them solve the problems but came up against the vagaries of internet provision at the university accommodation. At the very time that they needed the network facilitated by internet access, they often found they were cut off from them and this may explain why so many Canadians experienced difficulties answering the initial problem of why academically above average students were struggling in the program when most of their domestic counterparts were not. Some of these experiences and expectations were the result of situations related to the teaching and learning processes within the University. The next section will explore the content and narrative of the data that relates to the teaching and learning of the participants.

The second aspect that has emerged from the study relates to the participants’ existing global perspectives and the impact that these have on the success and performance of the student while completing their study. The findings showed a link between the global perspective characteristics of the participants and the construct of their identity as a teacher. There is strong evidence in the study that international students entering a higher education program have an existing level of global perspective and that this is central to their success in a program. However in one aspect this was not so - The tendency to judge and respond to a
teacher education program in Australia by constant reference back to their university practice back in Canada does fly in the face of this finding.

The study has revealed that qualities related to global perspectives are present in students who travel to study and that these are linked to the development of a professional identity. The findings show that students use their existing skills to build increased capacity to operate in a global context. It has also been shown that when the participants’ global perspective meets the internationalisation of a higher education institution there is not always a synergy that promotes enhanced learning outcomes for the student. In fact it has been shown that the students use their global perspectives to navigate through the adhoc implementation of internationalisation that is presented to them as they enter and become part of the higher education program.
Chapter 6: Implications for Policy and Practice

Introduction

This study has examined experiences and expectations of Canadian students participating in a Graduate Diploma Program (GDE) of education in a regional university in Australia and has linked these experiences and expectations to some theoretical concepts employing a theoretical perspective of interpretivism (O’Donoghue, 2007; Punch 2009). The concepts around which the analysis of data occurred and through which some theory emerged are globalisation, internationalisation, global perspective and the developing identity as a teacher within the context of a Graduate Diploma of Education program (GDE) at the University of the Sunshine Coast. This chapter will briefly revisit the central question, literature, methods and findings and conclude with a discussion of the limitations and implications of this study and look forward to possible future work in this area.

Answering the questions

The central question asked about the experiences and expectations of Canadian student entering a Graduate Diploma of Education program (GDE) in a regional Australian university. The study originated from the researcher's endeavour to address some of the serious problems Canadian students were experiencing as they progressed through the GDE at the University of the Sunshine Coast. These students were struggling through a graduate program that they had entered with a higher grade point average (GPA) than their domestic student peers, yet they appeared to find the combination of teaching and learning processes, and particularly assessment tasks, the communication strategies of teaching teams and the transition into the program more difficult in many ways.

The researcher explored the expectations and experiences of the Canadian students to increase the possibility of universities and others being able to meet
the specific need these students face. The findings may help to inform policy and practice in this and perhaps other universities that have a graduate diploma program offered to international students who speak English and come from an education system similar to Australia’s.

One of the most significant outcomes of the study was that it became clear that the Canadian student has not prepared themselves as carefully for their study as they had prepared for other aspects of their time abroad. Their expectation for other aspects of life were mature and well developed. Their expectations towards their studies in the new field (for them) of education was immature and naïve. This goes a long way to explaining why so many of them experienced difficulties.

Also important in this was the dysfunction (to them) of the ICT facilities they had, which often prevented them from accessing those important networks that may have helped alleviate these problems. Their expectation that access to Internet would be the same as in their home country was an inhibiting factor in their traditional network.

Implications for University services

One of the principal findings in this study has been that the University, its services and provisions, and the experiences that these Canadian students have at the University, have an enormous influence in the formation of their identity as teachers. This influence was especially significant in the areas of assimilation into a particular Australian community, student support during the teaching learning process including teaching and learning processes such as assessment, teacher student communication and support through the practicum placement.

The University has a strong theme of internationalisation, with a genuine commitment to the provision of services for international students, but the findings suggest that this commitment can be enhanced by addressing the specific needs of the Canadian students in their teacher education program. The
following paragraphs outline the major implications for the University’s international students service provision based on the information developed in this study.

First, the University needs to do more to ensure that high quality orientation processes are in place that connect the students with the support processes within the University, and in such a way that maintains this connection during the whole teaching and learning period. The findings show that students are highly impressed with the support services of the University prior to coming over to Australia, and these services are delivered by the agent and the university representative. The University has several support services in place upon the arrival of the students into Australia, but the findings show that student disconnect with these support services quite early in the program and during it. Instead they replace them with other strategies such as relying on the new networks, previous networks and informal but increasing communication with academics who take on an unofficial pastoral care role.

Maintaining the high level of transition support offered to the incoming Canadian students from the university staff and the recruiting agent is seen as important by the students. The provision of an onsite contact who acts as a facilitator for the students, or a person with this role as part of their position description, may well increase student success and access to the support currently available at the University. The key tasks for such a person would include monitoring all students’ progress by communicating with teaching staff and engaging with the students from within their networks be aware of, and act upon, concerns or issues that students may be having. This may involve use of electronic networks such as ‘Face book’ or ‘Skype’ which are the preferred options for social networking among the Canadian students. This person will also provide pastoral care and work closely with the student services to set up and support student academic progress. This person would also have a strong working knowledge of assessment policy and the translation of this into teaching practice.

The University may need to be more aware that the purpose of the Canadian students coming to study in Australia is the exploration of new and diverse
experiences and that the processes of study is one of the driving forces that attracts students to the program. This driving force has implications for the program length, pastoral care within the program, the inclusion of self development support and increased facilitation of connections with their home. The one year program suits the aspirations of the Canadian students who enjoy the breaks that currently exist between semesters and want to begin work as soon as possible. Mid year enrolment is particularly popular with the Australian break during summer providing time for family visits and an opportunity to travel to various locations within Australasia. Pastoral care played a supporting role for many of the students.

An important part of the orientation and the pastoral support that the University provides lies in clearly explaining the assessment policies of the University and the grading processes and policy. Participants collectively had trouble with assessment and were constantly acting without informed knowledge of the process. The findings show that the system of determining grade cut off points in Canadian universities is significantly different to the policies used in this university. The students would benefit from an early presentation outlining the expectations of the assessment processes and policy and its implications for students.

There is support from the University for international students in their practicum placement including pre-practicum information, transport and providing knowledge of Australian school terms and systems. However, this support can be enhanced by increasing the students’ understandings of how teachers are perceived by Australian communities. The program currently outlines the current Australian community expectations of teachers and the socio political context of education in Australia but this needs to be more explicit to the student teachers and appear in more than one course or learning experience during the program. An orientation prior to commencing, just before the student makes contact with the school and an online requirement during the placement to remind the students of their responsibilities and the work they can do to stay positively involved in the community will address this particular issue.
The final role that the University can play is in increasing the services available to the students in terms of Internet and computer access. Problems with internet facilities has a significant effect on the connections and support structures the students require to maintain the connections with local home networks while developing new networks within Australia. The discovery that access to internet and download facilities are severely limited at the University's student accommodation centres was a culture shock that presents many difficulties for students who are highly reliant on unlimited internet access.

Implications for program design

There are a number of implications that can be drawn from this study for the GDE in teacher education. During this study several aspects of the GDE were negatively critiqued by the participants and the themes generated from the findings led to the following implications.

Increased student feedback on performance during the teaching and learning processes to ensure realistic grade targets are being sought will increase student satisfaction and teacher-student communication. The Canadian students had a GPA that was higher than their domestic counterparts and saw themselves as high achieving students. This was often based on their previous field of study and the fact that they see the graduate program as more elite than an undergraduate program. This is exemplified by the expectation by Canadian students that they were in a graduate program, yet they found themselves in courses populated by undergraduates as well. Canadian students believed that they had earned the right to be respected as a graduate student and to put undergraduates in the same classes was seen as belittling their program.

The students critically analysed the content of the courses and believed some of it was below them, such as writing skills, and this often devalued the students experience of the course even when they may have needed all the information in the course. The aspect that resulted from this combination of undergraduates and graduate students was that the Canadian students grouped together in lectures and tutorials and exacerbated their ‘Canadian’ identity. This played a
role in removing them from being part of the Program. Being part of the program and identifying themselves as part of the program became secondary to being Canadian and ‘we are international students’. This perception of being elite had an impact on the placement of students in lectures with undergraduates.

The demands of an education program are new to these students and this can be experienced most negatively in terms of the assessment practices of the University. The expectations placed on the Canadian students by themselves and others increased the possibility of stress during assessment. This stress comes from the final grade and the variation between grade cut off points between Canada and Australia needs to be explained to the students to ensure they are aware of the requirements for each grade. A policy that ensures consistent feedback in all assessment tasks within each course of the program is important; and clarification of how this is aligned with the grade cut off points will decrease student concern and limit assessment stress. The enactment of such a policy must recognize that the students have limited understanding of the teaching and learning process within the university and there is a need to provide clear timelines and explanations of expectations of students and teaching staff. Improving the timing and quality of feedback to students after assessment and the consistency of feedback will increase the positive experiences of the students and help their adaptation into the program.

The curriculum design of courses needs to carefully consider the links between lectures, tutorials and assessment to enable international students to value all aspects of the course regardless of their educational experience. Canadian students in the program quickly judged the worth of each course in terms of the need to attend, and they only sat in on the lectures or tutorials that they believed would support their efforts to secure grades for assessment tasks at a high level. The evidence showed that several students missed lectures or tutorials that were not seen as relevant to their learning or assessment. Some further explanation of the importance of course work needs to be translated to the students in a way
that recognizes their limited experience in the very different world of school education.

The program can enhance the development of the Canadian students by engaging participants with their own identity development through focused feedback. This could include opportunities to explore issues of identity similar to a '360 degree feedback loop' so that students are increasingly aware of their strengths and weaknesses, academically, socially and practically.

There needs to be a particular emphasis on the students gaining a greater appreciation of the demands of a full-time professional teacher in Australia. This would help to improve the communication between the Canadian student teacher and their practicum mentor, reduce an area of consistent tension and so better assist the preparation for practicum placement. This would also provide another resource for personal development and for them to add to a portfolio when seeking employment in other countries.

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**Implications for teaching**

The implications for teaching to Canadian students in the GDE are varied and as a result of this study the researcher's pedagogy has changed. The findings of this study have implications for teaching staff within a program that has international students and particularly Canadian students. These implications are detailed below.

The first implication is for the language use of teachers. Canadian students experience a similar educational context but the jargon and descriptive language used to describe schools, grades, tutorials, lecture rooms or halls, and general educational acronyms that academic staff use generally all need to be considered carefully by the teacher. If an initial orientation isn’t carried out or a student misses an orientation that explains these terms this can interrupt the learning as students struggle to grasp the language and terms used.

The second implication for the teachers is to be cognizant of how teaching and learning processes are contextualized. Many of the broad teaching and learning
processes such as planning and preparation processes can be based on Canadian content just as easily as Australian content. Also teaching strategies can be modelled on Canadian curriculum document information as easily as Australian curriculum documents. There are times where this is not possible and this brings forth the tension of local program accreditation expectations but these need to be balanced with the broader learning outcomes of the program. Many of these are not specific to the local accreditation body and investigation into the Canadian equivalent shows many similarities.

The implementation of assessment policy is the area that a teacher can have an impact on the students. All teachers need to have met and agreed on the detailed explanation of the assessment with their colleagues. Clear expectations driven by the assessment criteria must be consistently applied throughout the course. The preparation of assessment and the timing of feedback are very important to all students. Early assessment is particularly important to Canadian students because this is their way of understanding the whole assessment process that follows.

The teaching and learning processes that are highly engaging, questioning and provide some degree of an answer are sought by the students. Some of the students will be seeking the definitive answer to ‘how do you teach?’ There are some areas such as this were the student will need to explore their own personal beliefs and values and can only be guided by teaching staff. This is an area that these students also need to be briefed. Most Canadian students come from study areas outside of education and in many of these search for the correct answer to problems. This is not always so in an educational context and living with more than one ‘right’ answer is often difficult. Teachers need to be aware that this search is founded in previous learning environments and work with students to gain the understandings required.

Limitations of the study
The study was limited to gathering data from students in their first semester of study because the researcher taught into the second semester of the Graduate Diploma Program (GDE). The study was also limited in the alignment of data to the three areas of teacher identity described in the Fritz and Smit Model. It could have explored other models of identity formation but chose not to because of the high degree of relevance this model had to the methods and design of this study.

The analysis of the data in this study may have been enhanced by the use of other forms of analysis such as discourse analysis methods. Although this did not occur, the data analysis process used did result in clear patterns of information resulting in the findings outlined in this study.

The way forward – future research

The theories developed from this research require further investigation and data collection to measure the level of impact global perspectives and internationalisation had on the developing identity as a teacher. This may be in the form of pre enrolment survey development or quantitative research that measures the influence of global perspective qualities or internationalisation. Further study may look at the particular internationalisation themes identified in this study and track these as they impact the narratives of individuals during a GDE.

This study has highlighted the links between the narratives of identity and the global perspective qualities introduced by Merryfield (1995). The measurement of the level each student has of each of these qualities and matching this up against success in a program would be an exciting endeavour. This could take the form of a quantitative study using formal data analysis techniques and being inclusive of the university teaching and learning surveys. Surveys such as student feedback on teaching and student feedback on course could also become part of the data collection.

Conclusion
This study has followed part of the journey of a group of participants from Canada who enrolled in a GDE in pre-service teacher education. Their journeys have been unravelled, viewed, analysed and referenced to current knowledge in the empirical data. These participants have openly given their views and beliefs in the hope that there will be better outcomes for future students in the program.

The central question asked was: What are the experiences and expectations of Canadian students who travel across the date line to complete their pre-service teacher education in Australia? The pursuit of this question found that experiences and expectations are strongly influenced by the built in personal qualities of each individual and the internationalisation response of the university at all levels. The combination of these profoundly effects the formation of a participants’ identity as a teacher. This is important work. Teachers guide the children who are the leaders of tomorrow. How these beginning teachers identify as teachers will have an everlasting impact on the future of every child they teach. It is hoped that the information gained from this study will have an impact on one child, one teacher, one action of a university and that this action will make a difference to the world as we know it.


Brennan, M., & Willis, S. (2008). Sites of contestation over teacher education in


Appendix 1 – Ethics Approval

Jodie Thomas
Secretary, Human Research Ethics Committee

February 20, 2008

Mr Chris Dann and Dr William Allen
Faculty of Science, Health and Education

Office of Research

Telephone 07 5453 4274
Facsimile 07 5456 4737
Email jthones@usc.edu.au

Dear Chris and Bill

EXPEDITED ETHICS APPROVAL FOR RESEARCH PROJECT – Crossing the deadline: Expectations and experiences of Canadian teacher education students at an Australian University (Project 5/08/138)

This letter is to confirm that on 20 February 2008, following review of the application for ethics approval of the research project, Crossing the deadline: Expectations and experiences of Canadian teacher education students at an Australian University (Project 5/08/138), the Chairperson of the Human Research Ethics Committee of the University of the Sunshine Coast granted expedited ethics approval for the project.

The period of ethics approval is from 20 February 2008 to 1 January 2009.

Could you please note that the ethics approval number for the project is HREC: 5/08/138

The conditions of approval for this project are that you:

1. conduct the research project strictly in accordance with the research proposal submitted and granted ethics approval, including any amendments required to be made to the proposal by the Human Research Ethics Committee (except as subsequently amended and approved by the Committee or approved by delegated authority exercised by the Chairperson or a Sub-committee); and

2. inform the Human Research Ethics Committee immediately of anything which may warrant review of ethics approval of the research project, including:
   - serious or unexpected adverse effects on participants;
   - proposed changes in the protocol;
   - unforeseen events that might affect continued ethical acceptability of the project; and

   (A written report of any adverse occurrence or unforeseen event that might affect the continued ethical acceptability of the research project must be submitted to the Chairperson of the Human Research Ethics Committee by no later than the next working day after recognition of an adverse occurrence/event.)
February 20, 2008

3. make no change to the project as approved in its entirety by the Committee, including any wording in any document approved as part of the project, without the prior written approval of the Committee for any change; and

4. provide the Committee with a written Annual Report on the research project on completion of the project by 1 January 2009, using the proforma "Annual Report on Approved Research Project Involving Humans";

5. if the research project is discontinued, advise the Committee in writing within 24 hours of the discontinuation; and

6. comply with each and all of the above conditions of approval and any additional conditions or any modification of conditions which may be made subsequently by the Human Research Ethics Committee.

The Human Research Ethics Committee will review the Investigator's grant of approval and the conditions of approval at its next meeting and should there be any violation of the conditions of approval you will be informed as soon as practicable.

You are advised that failure to comply with the conditions of approval and the National Statement on Ethical Conduct in Human Research may result in withdrawal of approval for the Project.

Should you require an extension of your period of ethics approval, please submit a written request for this purpose using the proforma "Annual Report on Approved Research Project Involving Humans".

The Annual Report on this activity will be due no later than 1 January 2009.

An electronic version of the proforma "Annual Report on Approved Research Project Involving Humans" may be accessed via the Staff or Student Drive or Internet in the Human Ethics forms folder within the Research folder.

If you have any queries in relation to this matter or if you need any further information please contact me by e-mail at jodie.thomas@uq.edu.au or by telephone on (07) 3365 4574.

Yours sincerely

Jodie Thomas
Secretary
Human Research Ethics Committee
Appendix 2 – Presentation

Crossing the Date Line:

Expectations and experiences of International students at an Australian University.

The Project

Gather information about your experiences and expectations through the first semester of the Graduate Diploma of Education.

Involves 3 short interviews

- One as soon as possible
- One after your ten week lecture series
- One after your first Practicum experience

Some participants may choose to participate in focus group sessions held around the same time.

Confidentiality

At no time will participants be identified.

The information will be coded so individuals can not be attached to comments.

Participants can withdraw from the project without any penalty.

Participants will also be able to read through the transcripts to withdraw any statement they might wish to.

Intended Outcome

To inform policy and programs for international students.
Who is Involved

- Chris Dann
- Bill Allen - Supervisor
- Kylie Readman – Co Supervisor
- Ethics Approval – S/08/138
CONSENT TO PARTICIPATE IN RESEARCH

Project Title

Crossing the Date line: Expectations and experiences of Canadian teacher education students at an Australian University.

Research Investigators

Chris Dann, William Allen and Ms Kylie Readman

Ethics Approval: S/08/138

Freedom of Consent

The investigation and my part in the investigation have been defined and fully explained to me by the research team and I understand the explanation. I have read and understand the procedures of the “Research Project Information Sheet”, for the research project “Crossing the Date line: Expectations and experiences of Canadian teacher education students at an Australian University” and this consent to participate in research” form, and which outlines the research purpose, methods and privacy aspects of this project.

“I understand that:

- I do not have to participate in this research study if I do not want to;
- I can withdraw from the study at any time and I do not have to give any reasons for withdrawing;
• If I do choose to withdraw from the research study at any time, any information received from me or pertaining to me that was obtained during the research will not be used;

• I will not be penalised or treated less favourably or lose any benefit if I do withdraw from the study;

• Any personal information provided by or obtained about me will be kept highly confidential and absolutely non-identifying or re-identifiable. Only de-identified data will be used in any publications or presentations resulting from this research project.

• **In particular I understand that the researchers are teachers at the University of the Sunshine Coast, within the Education Program, and I may choose to withdraw at any stage simply because I feel that participation may compromise my relationship with anyone of them.**

I understand that the project will be carried out as described on the Research Project Information Sheet, a copy of which I have kept. I realise that whether or not I decide to participate is my decision. Any questions I had about this research project and my participation in it have been answered to my satisfaction.

_________________________       __________________________  _____/_____/_____
Participant (PRINT NAME)        Participant (SIGNATURE)        Date

_________________________          _____/_____/_____
Principal Investigator         Date
Appendix 4 - Plain English description for potential participants

Crossing the date line: Expectations and experiences of Canadian teacher education students at an Australian university.

We would like to invite you to be involved in a research project conducted by the University of the Sunshine Coast (USC) looking at the experiences of Canadian teacher education students at an Australian university. This research project has been given ethics clearance by the Human Research Ethics Committee of USC, ethics approval number S/08/138. Your involvement is voluntary and information is supplied below to help you to decide whether to participate, in which case you will need to give your informed consent. Should you choose not to be involved, your decision will involve no penalty or loss of benefits to which you might otherwise be entitled. You do not need to give any reason if you decide not to be involved. If you decide to take part, you may decide to stop at any time without penalty or the need to provide an explanation, in which case any information pertaining to you will be excluded from the analysis.

This research project is designed to gather information about the experiences and expectations of Canadian students who have chosen to enrol in a teacher education program in Australia.

The project is based at the University of the Sunshine Coast (USC) and therefore invites Canadian students who are enrolled in the teacher education program to participate. The project covers 2 semesters but seeks 10 participants in semester 1 2008 and 10 new participants in semester 2 2008. The 10 participants must be at the start of their one year graduate diploma program.

During the research project the researcher will not be a teacher of the participants or teach into the courses that are to be undertaken as part of their program.

Participants will be required to participate in 3 one hours interview sessions and 3 focus sessions. These interviews will be done on an individual basis and
carried out at a time and location chosen by you, the participant. All interviews can be held on the USC grounds and recorded so a transcript can be produced.

Following the interview the transcript will be forwarded to the participant to allow you to edit, change and delete any content.

The data will be interrogated to develop a theory about the expectations and experiences of your group. The theory and data will then be published in a thesis that will detail any trends or themes that may emerge.

The same process will be followed for the semester 2 cohort and once both sets of data have been collected and transcribed the analysis will begin.

At no stage will participants be identified and you will be able to withdraw at any time during the project without any penalty or question.

Counselling will be made available to any participant who considers this necessary as a result of participating in this research project. Participants will be able to contact a counsellor independently without having to direct their concerns through the researcher. The contact details of the counsellor who will provide this service are: Student Services at USC building “C”.

**Who are the Researchers?**

The main supervisor of this research program is

Dr. William Allen. Lecturer in Education.

Doctor of Education by full research thesis, completed 2004/successfully examined 2005

Ms Kylie Readman B.Ed (Hons) QUT 1994

M.Ed QUT 2000

The principal investigator,

Chris Dann,

Lecturer
Education

His contact details are:

Phone: 0410548235  E-mail: cdann@usc.edu.au

Further Information

If you have any concerns about this research or your participation in it, or if you would like any further information regarding the research topic, then please feel free to call any of the research team on the contact number/email addresses provided above. We would be very happy to answer any questions that you may have.

You are able to take your time to think about whether you wish to participate in this study. If after having some time to think about it you decide you would like to participate, please email or phone one of the research team. We will then contact you as soon as possible to discuss times and locations for the interviews.

On behalf of our research group, and the University of the Sunshine Coast, I would like to thank you for considering your involvement in this study.

Yours sincerely,

Chris Dann
“If you have any complaints about the way this research project is being
conducted you can either raise them with the Chief Investigator or, if you prefer
an independent person, contact the Chairperson of the Human Research Ethics
Committee at the University of the Sunshine Coast: (c/- The Academic
Administration Officer, Teaching and Research Services, University of the
Sunshine Coast, Maroochydore DC 4558; telephone (07) 5459 4574; facsimile
(07) 5459 4727; email humanethics@usc.edu.au“;
Appendix 5 – Questions

First Interview

Question 1.

How did you hear about this course?

Question 2.

When did you decide you wanted to become a teacher?

Question 3.

What factors influenced your decision to come to Australia to study?

Question 4.

What are your expectations about the work load for the programs you are entering?

Question 5.

Where there any particular features of this course and location that are significant to you?

Question 6.

Do you foresee many changes to your lifestyle?

Question 7.

So far what aspects of your transition have met your expectations?

Question 8.

Are there any aspects of your move to this location that exceeded your expectations?

Question 9.
Are there any aspects that you have been disappointed with so far?

Question 10.

What were the main issues that you prepared yourself for before leaving Canada? Finances, family, travel plans.

Second interview

Question 1.

Initially there were some adjustments to Australian life in terms of practical aspects such as shopping and movement around the area. How much of an impact on you is this now?

Question 2.

There were some Australian cultural themes identified in our earlier interviews. How are you coping with the slang and other cultural aspects now?

Question 3.

Many of you thought that the course work hours seemed less than you were used to and that the work load was going to be different. How have you found the course work and the time commitment so far?

Question 4.

Now that you have experienced the first ten weeks of the course work, what course met your expectation? Why?

What courses were you disappointed in and why?

Question 5.

Are there any aspects of the course that have not met your expectations?

Has the teaching styles of your teachers met you expectations?

Question 6.
Can you think of a course that should be in the program? Or a course that is in the program that you think needs developing?

Question 7.

Has the Australian content and level of exposure to teaching skills met your expectations?

Question 8.

How well prepared do you feel you are for your first WPL experience?

Question 9.

What are your current concerns about going out to WPL?

Question 10.

Do you think you will be treated differently at WPL because you are a Canadian? If so, in what way?

Question 11.

Do you think that this trip so far has been one of personal growth for you?

Third Interview

1. How did you find your WPL experience?
2. How did you feel about the length of time you were on WPL?
3. What are your perceptions of what you were taught in the course now that you have been on WPL?
4. Were some courses more relevant than others in hindsight?
5. What are you opinions of the course assessment now that you have a WPL behind you?
6. Would you have like more specific teaching strategies prior to this first placement?
7. How was the process of being assigned a placement?
8. How was the support offered to you while on WPL? School, and Uni?
9. Was WPL a time of personal growth for you as a teacher and as a person?
10. What are you looking for in next semester regarding
   The course?
   The WP experience?
   Transition into the work force?

*Interview at end of Program*

1. How well prepared do you think you are?
2. Did you think you’d (0:02:39.9) teach here in Australia or would you be just as likely to teach back in Canada after your experience?
3. The lifestyle?
4. So what are some the key aspects of the whole experience? You said the lifestyle. What about (0:05:30.1)? What some things when you look back – what are some of the things that stand out in your mind over the year, over the 10 months?
5. The next question is how do you measure your success in this programme?
6. So what sort of teacher are you now? You came over here and you weren’t and now you are?
7. Okay, so over the year what did you learn about your type – your style of learning and do you think you you’re the same sort of learner that you were earlier or do you think you’ve perhaps changed in some ways?
8. Do you think you’ve become adaptable?
Participant: I expect a lot. I think the meeting was amazing. I got so encouraged by it. I am so excited to get back into school. I like to have enough work for a month out. I need a schedule. I am really excited about it. I’m not worried because I think I’m the kind of person who can handle it, but it will be a good commitment and a lot of work. I’m excited that it’s going to be a lot of work. It’s just managing time and everything else.

Chris: What is the workload you are anticipating?

Participant: What I am worried about is the school. I’m not worried about teaching. I’m confident in the classroom because I have been in schools so much but I haven’t been to university in 8 years. I haven’t written a paper. You said we had to do an essay. I haven’t written an essay in 8 years so that was ….. I did really well in school and took a lot of English courses but I have not done that in 8 years, so it’s a long time since I have done that kinds of work. Theatre school is all practical and on my feet. All my work so far has been on my feet and speaking, but not a lot of written word and projects. It will be good. I know there’s a lot of groups work. In Ontario at teacher’s college was as well. I get so much information from people because I know so many teachers already
but they all said it’s a lot of work, but not hard work, but there is a lot of it. So that’s what I think it’s going to be like.

Chris: What features of this course at USC …and the location … are they really significant to you?

Participant: Mike suggested that when I applied to 3 schools in Australia, he said this was the most popular choice. I applied to QUT and University of Southern Queensland, so between the 3 I decided to come here because I am from such a huge city in Canada. It would be great to go to a smaller place. I went to school in Queens in Kingston in Ontario and that’s a small town but it’s a lot different. I thought I would go and do what I did at the university I know, which is leave Toronto to a small town ….. and this is like a village, but it’s great and I do like it a lot. There’s a beach right there and you can run in the water and run outside all year round. That’s a big pull to be outside. It’s a beautiful area but the Sunshine coast is a pretty area but Brisbane is too much like home. It’s not as big as Toronto obviously. I wanted to go to a smaller place, so it was a big change.

Chris: Do you perceive any changes to your lifestyle?

Participant: I think my life in Ontario is very fast paced. There’s’ something to do 24/7 in Canada and I am right in the
heart of it, right down town in the financial district. So it was a very different pace. I was up really early and not home till 11.00 every day. I thrive on that kind of stuff... which I think the work is going to be ok for me because I do like to be constantly busy and having something to do. The past 2 weeks have been different already although I haven't been to school yet. It is so slow. People aren't making you do things at a constant pace. I don't know what you do when it rains. In the city there's always art galleries, there is just stuff everywhere. I haven't quite figured out what you do yet, but I think it's a good chance to get to think and I don't get to do that at home. To get things into perspective and do things that I don't get to do at home. So I can see it will be a good thing.

Chris: So far what aspects of your transition have met your expectations, there's obviously a transition from the culture that you are talking about. What aspects have met your expectations? Is this what you were expecting?

Participant: Yes, everything at this school has been great. I felt the first day of orientation the meetings that we went through were great, we had a big meeting of international students. I felt like a lot of that was for people who never went to university before but it was stuff that was also intended for us. Obviously we have done our degrees but the actual teachers’ orientation, that totalled my expectation. I got excited about going to
school after that. I got pumped about that. A lot of school stuff has met my expectations. I think it’s difficult for me because I am a lot older. I haven’t met a lot of people older than 22 yet because I have been living in the residence. That’s been the hardest for me. I know there are more people closer to my age in the program, so I am really excited about starting school to meet those people. But that’s the one thing that’s been huge. I didn’t expect that most people would be 17 or 18 years old and I feel like their mother. I’ve only been here 2 weeks. That’s the biggest change being with people so much younger than myself, but everything else has been great.

Chris: Has anything exceed your expectation where you have thought this is so much better than what I thought it would be?

Participant: The beach.

Chris: In relation to the university itself? The fact that it was smaller was mentioned.

Participant: I like that fact that it is intimate, it feels like it is going to be more of a one on one situation than back home, given that there were way less people here, so that’s the biggest thing, is realising how tiny the school is because Queens is a pretty small school at home but this feels
way tinier. It’s great because one of the advantages is you won’t just be a number, people will actually know who you are in the programs and it’s not like that in Toronto.

Chris: Is there anything you have been disappointed in with the whole transition?

Participant: I thought the school was closer to Mooloolaba. I don’t know if it was (the agent) that said that, but I think he said you could walk to Mooloolaba. I’m pretty sure, I shouldn’t be quoting him. He’s going to be in a lot of shit. I thought it was going to be closer to the actual city but that wouldn’t change anything, I would still like coming here. That doesn’t make or break it. I think that’s the biggest thing that I didn’t realise and that can’t be helped is just the age range of the people so far, but I think that it will be different once I am in my actual program. Everyone is like 22 years old and 18. 22 is the oldest at Varsity.

Chris: What were the main issues you had to prepare yourself before leaving, in terms of finance, family, travel, can you talk to me about the nuts and bolts stuff you had to put together beforehand?

Participant: I had to save a lot of money and I had to quit my acting job. I had been doing my acting job for 4 or 5 years and was committed to working
at the law form fulltime. Once I decided to study in to Australia .....I quit in June (the acting) and I have been fulltime till January. So I had to give up that other because the law firm was going to give me more money and full benefits and they knew I was leaving. They still did it and I couldn’t pass that up. That was a sacrifice but I got through it. The time goes so fast. I think if I didn’t know I was doing this it would be awful.
Appendix 7 Memoing of Data
Colouring and making posters. I want more out of it than learning how to make a poster.

Chris: What do you expect to get out of here?

Participant: I’m hoping to be a better teacher; how to engage my students; how to engage the students in the curriculum.

Chris: Can I talk to you about the curriculum and how you are getting on with it here?

Participant: Right now I don’t have an idea about the primary curriculum. I am going to learn.

Chris: Who is going to teach you?

Participant: There are 3 teachers on Thursday night are going to be in the primary curriculum. I expect to learn more in the placement and the curriculum and being involved in the classroom.

Chris: How do you see learning the curriculum in Queensland .......... or do you expect to get some exposure to the Canadian?

Participant: I wouldn’t assume I would get exposed to the Canadian curriculum here. I know that when I get home I have to learn an entirely new curriculum. I think it’s a good opportunity because I will have learned the Queensland curriculum and not know anything about it and then go home and learn an entirely new curriculum which they are now going to change. Either way I will be learning something new.

Chris: When it comes to learning about the curriculum and learning about being a teacher, do you expect the course to be balanced in those 2 areas, because there is another area theory? How do you see the rate of those 3 areas? What do you think is the most important one this course will give you, .......... if you had to put them in a priority order?
that have ....... whose the main character and colours and I throw them around the room and they catch them and the colour that's facing them and they have to answer the question. I couldn't bring that stuff, so I have to go from scratch or call mum and tell her to search through my stuff.

Chris: Have you made new friends or did you come with people that new?

Participant: I have new friends, but the people in my apartment I knew. One girl I have been friends with since grade 9, the other one I lived with for 4 years at university, the other one I met in my last year at Withersby. We are all living together. I have met people in weird ways but we have different connections. One girl's mum is a dental hygienist who happens to be my mum's best friend's dental hygienist. You meet people that way. My grandma went to bowling league and one of the girls I met, her grandma bowls with my grandma. It seems a very small world. Everyone has connections. There's that thing called 6 degrees of separation, it's very true.

Chris: Do you have a problem with the number of Canadian or international students in your course?

Participant: No. I think it's good. It's like we bought home with us. We had a combination of different students, Canadians, Australians and other countries because you get different perspectives from different areas.
Selecting USC:
- Entry options - Easy
- Prior knowledge/knowledge
- Personal reasons

Comparing undergraduate level:
- Academic load
- Teaching styles
- Accessment
comparisons - Paper vs. Pre vs. Notebook
- Class size vs. structure

Identity:
- Level of self-identity
- As a global citizen
- Life stage - developing a platform

Living and learning:
- Location
- Resources - net
- Friends and networks
- Financial

General teaching expectations:
- Prep for unknown employment destination
- Prep for Canadian job
- Learning about themselves