

Kaleidoscopes: Cross cultural interactions and academic engagement of students in an internationalized Canadian university classroom.

by

Jennifer J. Oakes
BGS, Athabasca University, 2009

A Master's Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF ARTS

in the Faculty of Education
Department of Educational Psychology and Leadership

© Jennifer Oakes, 2013
The University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.

Supervisory Committee

Kaleidoscopes: Cross cultural interactions and academic engagement of students in an internationalized Canadian university classroom.

by

Jennifer J. Oakes
BGS, Athabasca University, 2009

Supervisory Committee

Dr. Tatiana Gounko, Department of Educational Psychology and Leadership
Supervisor

Dr. Carolyn Crippen, Department of Educational Psychology and Leadership
Departmental Member

Abstract

Supervisory Committee

Dr. Tatiana Gounko, Department of Educational Psychology and Leadership
Supervisor

Dr. Carolyn Crippen, Department of Educational Psychology and Leadership
Departmental Member

Despite a great deal of research on the international student experience, there is limited research examining internationalized classroom perspectives of domestic students. Existing studies have documented academic and personal issues that arise within the internationalized classroom such as: self-segregation, reluctance to work together, reduced interactions between domestic and international students, and limited academic engagement. This study explores experiences, perceptions and attitudes of students who are currently engaged in graduate programmes in internationalized classrooms. As shown in the data, the individual perspectives on culture, language, goals and expectations, gender and age, which are influenced by internationalization and instruction methods, help us to better understand the challenges associated with university internationalization in Canada. This study adds to the existing literature on the roles of universities in implementing specific strategies in order to provide an environment in which both international and domestic students can benefit from intercultural academic experience and help students develop intercultural competences and expand global citizenship.

Table of Contents

Supervisory Committee	ii
Abstract	iii
Table of Contents	iv
List of Tables	vi
List of Figures	vii
Acknowledgments.....	viii
Dedication	ix
Chapter 1- Introduction.....	1
Research Problem and Purpose.....	1
Background of the Problem	2
Statement of the Problem.....	4
Purpose of the Study	5
Significance of the Study	5
Research Questions and Design.....	7
Perspective and Theoretical Framework.....	7
Definition of Terms.....	10
Summary	11
Chapter 2 – Literature Review	13
Influence of Globalisation and Internationalization on Higher Education	13
Internationalization, Higher Education and Cultural Impact	15
Internationalization At Home: Benefits and Misgivings	18
The Student Experience	21
Domestic and International Student Interactions	21
Culture and the Student Experience.....	23
Racism and the Student Experience.....	26
Instruction Method and the Student Experience.....	28
Summary	31
Chapter 3 – Methodology and Methods.....	33
Methodology	33
Methods and Data Sources.....	33
Data Collection Process	34
Researcher Reflexivity and Subjectivity.....	34
Ethical Considerations	35
Reliability and Validity.....	36
Personal Biases	36
Participant Selection and Anonymity	36
Interviews and Member-checks	37
Data Analysis	40
The Kaleidoscope.....	42
Chapter 4 - Findings.....	46
Cultural Perspectives	47
Linguistic Perspectives	50

Goals and Expectation Perspectives	53
Gender Perspectives	55
Age Perspectives	56
Kaleidoscope of Perspectives	58
Instruction Methods	59
The Role of the University	60
Personal Observations and Reflections	65
One Final Thought	67
Chapter 5 – Recommendations	69
Future Research	70
Works Cited	71
Appendix A Interview Questions.....	76

List of Tables

Table 1. Themes and Perspectives	42
--	----

List of Figures

Figure 1. Inter-relationships of Major Themes	41
Figure 2. Kaleidoscope of Student Perspectives	43
Figure 3. Kaleidoscope of Complexity	44
Figure 4. Kaleidoscope of Cultural Perspectives	46
Figure 5. Kaleidoscope of Linguistic Perspectives	50
Figure 6. Kaleidoscope of Goals and Expectation Perspectives	52
Figure 7. Kaleidoscope of Gender Perspectives	55
Figure 8. Kaleidoscope of Age Perspectives	56
Figure 9. Kaleidoscope of Perspectives	58
Figure 10. Inter-relationships of Major Themes	60

Acknowledgments

To go through the process of application, course work, research and writing, I could say it was all me, and yes, I did the "work." However, there was an army behind me all the way; my heartfelt thanks to everyone; friends, family, colleagues, teachers, who have helped me to achieve this goal. You contribute to the kaleidoscope of my life, and while I would like to name everyone, the practical and edited list of gratitude follows:

Thank you to the nine wonderful students who stepped up to share their experiences for the greater good!

Thank you to Vivian McCormick. You kept your finger on my pulse and deadlines in my mind; you are a tremendous asset to the faculty!

Lars, Jill, Rick, Judi and Tamara; you each offer unwavering support to me in all areas of my life; through my academic pursuits you have shone the light through the kaleidoscope while I struggled to see in the dark.

Dr. Crippen and Dr. Etmanski, your leadership has significantly marked my academic experience by setting in my mind, the foundations for "possibility," "good" and "right" in this complex world; balancing the way it is, while believing in the way it could be.

Dr. Gounko: My academic supervisor. Your scholarly expertise and passion for research have given me the utmost regard and respect for academia, and for you and your work. I thank you Dr. Gounko; Tatiana, your kindness, guidance, stability and experience are inspirational. Thank you for your continued support of this work and my development. Thank you for your commitment to academic excellence.

Dedication

This effort is dedicated to all who seek support and soldier through despite barriers and challenges, real or imagined, to achieve their personal excellence.

Chapter 1- Introduction

Research Problem and Purpose

¹Globalisation, internationalization and the knowledge economy are growing at an alarming rate (Barnett, 2011; Cote & Allahar, 2007). Universities are working steadily at all levels to attract international students, raise enrolments and to prepare a supportive environment for these students. Campuses are attempting to deal with the layers of complexities in a culturally blended, diverse learning environment in an attempt to provide an optimum student experience. There is substantial research, including long-term studies, exploring the impact and adjustments of the international student. As a result, transition programmes have been initiated to aid adaptation to the international campus. The adjustment is significant for the international visitor. Not yet fully recognized in research, the domestic student is also impacted and changed by the international classroom experience. The domestic student experiences need to be more thoroughly understood.

The issues facing students in the internationalized post-secondary classroom are complex. Research shows that international students deal with a multitude of psycho-social issues. Extensive research exists surrounding the international student experience and adjustments that they make when studying in a foreign country. Programmes have been implemented at many universities to ease the international student's adjustment into the domestic culture. I found limited research exploring the domestic student experience, yet I believe that classroom dynamics are affected by the international dimension for all participants: instructors, domestic and international students. The domestic student

¹The terms 'globalisation' and 'internationalization' are often spelt with either an 's' or a 'z'. In this paper, I choose to spell globalisation with an 's' and internationalization with a 'z'. When cited, the original source spelling is used.

experience warrants further exploration and understanding; this is the purpose of this research. I am curious to know more about the student experience, and specifically what the domestic student experience is, in the internationalized classroom.

Background of the Problem

In my professional role as adviser to undergraduate students, I often hear the stories of their experiences in the classroom. Appreciative and sometimes frustrated, students frequently indicate that the internationalized classroom poses significant academic challenges. Along with the challenges, undergraduate students experience enjoyment and appreciation of the social interactions and friendships developed. On occasion both international and domestic students openly identify a reluctance to participate in internationally mixed study groups on academic tasks.

While studying in the graduate programme myself, I observed that academic engagement and classroom participation appear to be practiced differently by individuals. Sometimes this seems to be culturally divided, but not always. My idea of academic engagement includes verbal dialogue, overt critical analysis, open and animated debate, and discussions with my classmates and professors. For me, this type of interaction contributes to my overall learning, personal development and academic satisfaction. I notice that not everyone contributes in this way. Styles of engagement are as diverse as the individuals in the room. Because my preference is so clear to me, I began to wonder about others: does everyone feel engaged? Does everyone feel satisfied? Is anyone else experiencing a challenge in the classroom? I casually asked fellow students about their experiences, the answer was "yes." Everyone I spoke to had experienced communication and language discrepancies, and cultural diversity and perspectives which made it seem

difficult to relate to one another. Students would mention that, while it might bring an interesting perspective to an issue or discussion, attempts to communicate with people from different parts of the world often seemed inefficient for collective study and task completion. It was easier and more productive for them to stay in their same or similar cultural groups.

Witnessing these experiences was distressing to me, and I began to wonder if the interaction in the classroom could be facilitated somehow in order to create an understanding and in order to improve the academic efficacy and experience. Universities are created to conduct research, to teach, and to contribute to community service. I became curious as to how a university might grow and change with the rapid global advances and the specific needs of the student population.

I think the University of Victoria hosts an amazing variety of programmes, a stunning environment with rich experiences and opportunities for students to learn in, through and from. The University of Victoria advertises contemporary educational facilities, award-winning faculty and outstanding research. I get excited about the possibilities and want students to relish the experience and embrace learning here at the University of Victoria. The University of Victoria's 2012 Strategic Plan's vision statement includes a promise to deliver excellent education including the development of global citizenship and enhancing the student experience (University of Victoria, 2012). This research is stimulated by what I think may be an opportunity to recognize and bridge a gap between the vision, promise and the delivery.

Fellow students were eager to speak about the successes and challenges once I asked questions. I am one person, one voice with hopes that this research, sharing the

voices of nine others, will help narrow the gap between promise and experience, as institution and individuals strive for success in academic excellence and global citizenship.

Statement of the Problem

The impact of globalisation and internationalization has transformed the classroom environment in universities. The terms "globalisation" and "internationalization" have become jargon in academia, yet the resulting change and impact on the individual students and instructors at the local institutional level is significant (Altbach, 2004; Bottery, 2006; Cote & Allahar, 2007). The sentiment expressed in the following quote from the Organization for Economic Cooperation and Development (OECD, 1994) indicates the changes in curriculum which have been designed for international and domestic student development and for the betterment of global citizens: "An international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic students as well as foreign students" (p 9). Preparation for global citizenship in multicultural contexts is not exclusive to visiting students. After many years of development in international education, both scholarly research and universities continue to delve into the international student experience, yet gloss over the domestic student experience. It is this gap in scholarly knowledge, the domestic student experience in the international classroom that this research begins to bridge by drawing from a sample of both international and domestic students discussing their classroom experiences and academic engagement during their graduate post-secondary education.

Purpose of the Study

Research on internationalization tends to focus on the international student's experiences, programmes and developments, somewhat overlooking the domestic student experience. The benefit of this study is to reveal the student experience in the internationalized classroom, focusing on the domestic student context. The purpose of this qualitative study is to explore the experiences and perspectives of students.

The study enhances the understanding of the domestic student experience. The results and findings offer an insight into the academic and cultural experience in the post-secondary classroom. Results of this research validate and address the current institutional policy, showing potential gaps in service delivery as well as revealing levels of student awareness with internationalization and the international classroom. This research contributes to a deeper understanding and perspective in areas of success and suggested growth.

Significance of the Study

The findings, conclusion and recommendations of this study are especially important for administrators and policy makers when, according to the research commissioned by the Foreign Affairs and International Trade Canada is failing to attract high-quality university students from China, India and Brazil (Blanchfield, 2012) and other countries.

As students sojourn to campuses around the world for their tertiary education, issues including culture shock, loneliness and socialization inevitably arise. These issues impeded their potential for academic success. Extensive research exists which explores the international student experience. Researchers such as Biggs (2001);

Brown and Jones (2011); Gunawardena and Wilson (2012); Lee (2006); and Popadiuk and Arthur (2004) identify significant challenges for international students at university. According to Lee (2007) an individual's comfort with cultural diversity, combined with the ability to speak the dominant language and engage in healthy social interaction, has a profound impact on the student's educational experience. Biggs (2001) identified transition issues such as social, cultural, language, learning and teaching. Arthur and Popadiuk (2009) suggest that personal well-being is significantly impacted by a student's ability to connect with others during their studies. Popadiuk and Arthur (2004) found that comfort, ability and engagement apply to both the visiting student and the domestic student. Gunawardena and Wilson (2012) indicate that, depending on the environment created by the institution, instructor and student experiences may be either impaired or enhanced by certain inevitable dynamics. Visiting students from various cultural backgrounds are known to experience transitional issues; however, local students, who are part of the internationalized classroom, are not represented.

The University of Victoria's 2012 Strategic Plan in part holds a promise to welcome students to its community and to develop global citizens. To become global citizens, people must be willing to improve their own ability to reflect on themselves and to empathetically relate to the others in their surroundings. In an increasingly internationalized environment, universities have to ensure a positive academic experience for the multicultural student body. This study contributes to our understanding of the challenges associated with the internationalized classroom by adding domestic students' perspectives to a discourse of internationalization.

Research Questions and Design

This qualitative study explored the experiences of nine graduate students at the University of Victoria, Victoria, British Columbia. This comprehensive university hosts an international student body of approximately twenty percent and considers internationalization to be one of its institutional priorities. The overarching questions of this study are: (1) How do students describe their academic experiences in the internationalized classroom? and (2) What institutional strategies are necessary to foster a truly internationalized learning environment?

Following approval from the Human Research Ethics Board, the research was conducted from a constructivist philosophy to investigate the phenomena of student experiences in the internationalized classroom at the University of Victoria – a case study. Gathering the data took place in three parts: 1) reviewing The University of Victoria's 2012 Strategic Plan and its existing programmes; 2) personal semi-structured interviews with nine volunteer University of Victoria graduate students; and 3) recording my own experiences with, and reflections on, the international classroom.

Perspective and Theoretical Framework

While the term "internationalization" is often used interchangeably with globalisation," the two should be distinguished, especially in the contexts of higher education policies (Knight, 2003). Bartell (2003) proposed that globalisation is an advanced phase of the evolution of internationalization. Globalisation can be conceptualized as a "synergistic, transformative process, involving the curriculum and the research programs, that influences the role and activities of all stake-holders

including faculty, students, administrators, and the community-at-large” (p.52).

According to the generally accepted definition by Knight (2003), “internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). Universities across the world have identified internationalization as a key approach for diversifying campuses, increasing research collaborations and developing cross-border partnerships (Kamara, 2012). Most universities in Canada have developed internationalization strategies which include specific plans to increase international student recruitment. Today, internationalization has formed an integral part of a grand strategic vision that emerged across Canada’s universities in the mid-1990s (Khoo, 2011). For example, The University of Victoria Strategic Plan (2012) states that a global perspective is fundamental to the institution’s identity. The university will enhance its leadership with regard to internationalization in teaching, research, scholarship, community outreach and the development of global citizenship. According to this Strategic Plan, the university’s primary goals include the internationalization of the learning environment, strengthening international research and graduate education, and enhancing international academic mobility.

Despite the adoption of internationalization policies, many universities still have much work to do on implementing their transformative agenda in an increasingly competitive global environment. In 1994, the OECD advocated for development of an orientation curriculum, to include international and domestic students, which should encourage and improve multicultural and social performance (OECD, 1994). According to Robson (2011), forward thinking institutions are

attempting to make the curriculum (both formal and informal) more relevant and engaging for international students. The institutions are considering how best to prepare domestic students to live and work in a global economy. This aspect of internationalization requires considerable effort. Intercultural learning does not take place automatically in a multicultural environment. Rather, it requires universities to implement curriculum and teaching approaches that will promote a student's sincere participation in intercultural group activities that engage intellectual capacity surpassing superficial interactions (Robson, 2011).

With the increasing international student population in Canada, and with talk about international students as potential immigrants to the country, universities must embrace a holistic approach to internationalization in order to improve international and domestic students' experiences both on- and off-campus (Kamara, 2012).

Where support and research seem to fall short in this regard, is in the understanding of the dynamic in the classroom. This dynamic appears to be hindering the highest level of quality student interaction and academic experience possible.

Internationalizing the curriculum beyond the classroom, meaning all activities and learning opportunities which include students, academics, administration and support staff, is an institutional approach to the cultural transition (Kreber, 2009).

Institutions are entrenched in the internationalization policies and the economic demands to increase international student population, develop global citizens and educate toward an internationalized system. The entire institution's outlook to include this broad perspective of internationalization increases the marketability of an institution (Altbach & Knight, 2007; Kreber, 2009; Qiang, 2003).

Internationalization has been implemented into universities worldwide. To continue to improve the initiative, students and academics must receive more support in order to adapt to the changing classroom, and more research is needed to better understand and develop necessary resources.

Definition of Terms

To understand the terms “globalisation” and “internationalization” I have used the generally accepted definitions of Knight (1997) and Knight (1999) as follows:

Globalisation: Globalisation is defined as the flow of technology, economics, knowledge, people, and values across borders (Knight, 1997). “Globalisation’s central feature is a ‘worldwide perspective.’” (Knight, 1999, p. 12).

Internationalization: Knight’s (2003) revised definition: “internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2).

Domestic student: one who is born and raised in North America.

International student: one who is born and raised outside of North America.

International classroom: students from diverse cultural backgrounds integrating in a learning environment.

Academic engagement: “is an indicator that combined academic identification (which refers to getting along with teachers, having an interest in the subject matter, and related behaviours and attitudes) and academic participation (which captures the student’s work effort both inside and outside of school, including hours spent on homework, meeting deadlines, not skipping classes, and so on)” (Statistics Canada, 2011).

Global citizen: One who “demonstrates cross-cultural competencies” including curiosity about other cultures while in contact with those other cultures, “recognizes and respects diversity”, “engages in cultural interactions and adapts to cultural nuances” (University of Victoria, 2005), and “students who recognize the interconnections that define modern life and take responsibility in their local communities and beyond. (Univeristy of Victoria, 2013-2014).

Summary

Internationalization has impacted higher education in many ways. This is evidenced by global policies, significant changes in the knowledge economy and many years of development and research in the arena. Universities have adjusted marketing strategies and admission requirements to increase the international student enrolment, along with providing additional services and accommodations for the adjustments which international students encounter on their sojourn to a new culture and environment. As (Knight, 1999) stated, “international education is a kind of education where the purpose, outcomes, activities, content or participants relate to or involve the people, culture and systems of different nations” (p.12). As a result of internationalization, the classroom experience has been significantly altered. Domestic students are part of the changes but are not heavily represented in the research. This study explores student experiences within the internationalized classroom: a case study at The University of Victoria, Victoria, British Columbia, Canada.

This thesis consists of five chapters. Chapter One frames the issues and introduces the reader to the problem, the scholarly value and the research process. In Chapter Two, I review the literature related to: globalisation and internationalization;

internationalization and higher education; and student experiences in the international classroom. In Chapter Three, I discuss the methodology and methods employed in this study and provide an analysis of the data. Chapter Four consists of the findings and a discussion of the findings. In Chapter Five, I contribute my own reflections and offer recommendations for future research.

Chapter 2 – Literature Review

The purpose of the literature review is to provide a background of some of the existing knowledge and research (Creswell, 2009) framing these ideas: globalisation and its influence on internationalization, and the student experience in internationalized classrooms. Assuming that readers of this paper are familiar with globalisation, the knowledge economy and the historical evolution of internationalized post-secondary institutions, the first section provides a skeleton review of literature pertaining to internationalization and higher education, followed by a more extensive review of literature pertaining to internationalization and the student experience, which includes cultural influences, racism and academic engagement in higher education.

Influence of Globalisation and Internationalization on Higher Education

Internationalization of higher education is a product of globalisation. It is designed to be a respectful integration maintaining the individuality of the nation itself (UNESCO, 2012). As internationalized classroom strategies are implemented around the world, it is difficult to maintain the intended integrity (Altbach & Knight, 2007). The global policy implementation collides with the local culture, economic structures and political agendas (Ball, 1998; Tikly, 2001). From the lens that internationalization is the systemic and sustained effort aimed at making higher education increasingly responsive to the requirements and challenges related to globalisation activities (Van der Wende, 1996), higher education institutions over-indulge in the acquisition of additional income generated by importing (recruiting) international students and exporting (exchange programmes) educational services.

How we understand "globalisation" and "internationalization" according to Knight (1997), is important, as they are not interchangeable. "Globalisation" and "internationalization" need to be explored in relationship to one another (Knight, 1997). Attempts to separate the two intertwined concepts would confuse the relationship and the influence they have on each other (Altbach & Knight, 2007).

Scholarly literature pertaining to globalisation and internationalization is prolific. Globalisation has altered political, economic, environmental, and educational authorities (Altbach, 2004; Altbach & Knight, 2007; Cote & Allahar, 2007; Knight, 1997 & 1999). Ideally, globalisation makes the world more fluid or accessible, facilitating "a flow of resources", "permeable borders" and "transnational access" (Altbach & Knight, 2007; Cheng, 2003; Jiang, 2008; Tikly, 2001). Influential world organizations such as the United Nations (UN) are instrumental in developing a more fluid homogenized education system. This international agenda pushes the commodification of education to the forefront, initially with the development of global policy, followed by the pressure of implementation through the internationalization of the curriculum (Robson, 2011). Significant financial benefits are attained by the Global North, as the power holder and the decision makers which influence and increase global fluidity (Altbach, 2004). Thus the knowledge economy is developed world-wide.

Post-secondary institutions at the local level are infiltrated by the homogenizing forces of globalisation and internationalization. The development of the knowledge economy has catapulted the international demand for western university education around the world. Government pressures on institutions push towards an increase in enrolment and engagement of international students (Cote & Allahar, 2007; Lee, 2006) which has

created the intellectual and economic hunger in Brazil, Russia, India, China, Korea (BRICK) as well as other countries representing the Global South (Cote & Allahar, 2007). Consequently, this demand results in the desire among western institutions to maximize the capacity for foreign students (Altbach & Knight, 2007; Knight, 1997; Qiang, 2003; Tikly, 2001), turning the academic institution into a business of sorts, thus creating a knowledge economy.

With the boom of the knowledge economy, post-secondary institutions are in the race to remain competitive during the globalisation of education (Altbach, Reisberg, & Rumbley, 2009; Cote & Allahar, 2007). Post-secondary institutions face issues such as limited public resources and economic problems and therefore are relying more on the generation of their own funding. This funding, in part, comes through international student enrolment (Cote & Allahar, 2007; Yeung & Dunlop, 2007). In order to attract international students and be competitive on the world stage, universities are required to boast of scholarly excellence, premium student services, and superior academic support (Cote & Allahar, 2007). Institutional policy changes and recruitment strategies are being implemented which focus on increasing international enrolments. Altbach and Knight (2007) explain that universities are making strong commitments to internationalization strategies, yet remain unsure of how to successfully integrate the international dimension into the world's complex systems and values.

Internationalization, Higher Education and Cultural Impact

According to Altbach (2004) in the year 2000, 1.5 million people studied outside of their homelands. Worldwide, there are more than 200,000 visiting scholars, 80% from India and China studying abroad. The economic influence and impact of

internationalization on higher education is massive and institutions must be equipped to interact in a globalised world (Altbach, 2004). In 2006, 2.7 million students were mobile, meaning, travelling to other countries for education, a figure that doubled in just over 10 years from 1995 (Verbik & Lasanowski, 2007). These numbers show impressive growth and development in higher education. With this growth comes increased pressure to fully participate in the knowledge economy (Power, 2000).

While the impetus is to educate the world (UNESCO), Power (2000) explains that as a result of internationalization, Indigenous people's rights, education and culture are seriously threatened. Indigenous populations feel the pressure to be educated, in part to keep up with what is happening outside of their communities. The "white" way is dominant, and leaves little room for cultural influence from non-white worlds (Power, 2000). For example, the following excerpt exemplifies some of the issues facing marginalized populations:

Providing higher education to all sectors of a nation's population means confronting social inequalities deeply rooted in history, culture and economic structure that influence an individual's ability to compete. Geography, unequal distribution of wealth and resources all contribute to the disadvantage of certain population groups. Participation tends to be below national average for populations living in remote or rural areas and for indigenous groups. (Altbach, Reisberg, & Rumbley, 2009, p. vii)

Gunawardena and Wilson (2012) identify the Australian educational system as being too anglicised or exclusive for the international developments, to the point that the

"edu-business" nearly collapsed in recent years, spurring on a rapid review and correction in Australia's systems and processes.

The knowledge economy risks diluting traditional cultural knowledge (Power, 2000). As we understand "globalisation" (Knight, 1999) we know that the intention is to bring the world to a more Northern perspective in order to ensure healthy longstanding economic and political growth (Abduli, 2010) Traditional knowledge, cultural practices and ancient language systems are being homogenized into the dominant system (Cottrell, 2010; Goh, 2009; Knight, 1999; Power, 2000). Huntington (1997) considers the globalising forces as the link for similar cultures to come together on the global stage, thereby uniting countries of similar cultures and religions to form a cohesive group. Researchers such as Altbach (2004), Cottrell (2010), and Knight (1997) suggest that despite the promoted benefits of globalisation, consideration needs to be given to the risk of cultural dilution, social stratification and global hegemony of the North that globalisation imparts. Nations agree that cultural preservation, historical knowledge and ways of knowing should be protected (Altbach P. , 2004; Cottrell, 2010; Knight, 1999; Kreber, 2009; Van der Wende, 1996).

From the global stage into the classroom setting, the development of global citizens and productive interactions requires students to have skills in cultural sensitivity and awareness (Crosby, 2010; Gabb, 2006; Kurucz, 2006). If globalisation by its very nature cannot fully preserve culture, then institutions, individuals and communities need to do so.

Internationalization At Home: Benefits and Misgivings

The idea of internationalization at home (IaH) has been researched from different perspectives. For example, some countries with limited resources where people cannot afford to travel to an outside university, offer programmes on the internet for easy access (Abduli, 2010; Goh, 2009). Another example of IaH would be students who gain the international experience without ever leaving their own home university by interacting with visiting students on campus (Crowther, et al.; Jon, 2009).

Interactions amongst an international student body can be beneficial to community and learning (Altbach & Knight, 2007; Blanchfield, 2012; Crosby, 2010; Gunawardena & Wilson, 2012; Montgomery, 2010). Both international and domestic students are exposed to many cultures and perspectives. Using the term "internationalization at home," Jon (2009) explains that in the international classroom, domestic students have an opportunity to learn about other cultures without travelling to foreign environments. The visiting student accepts that internationalization is part of the experience; however, the domestic student may not fully understand this and may need to consider the value of the relationship and exposure to the other culture (Crosby, 2010; Featherstone, 1990; Jon, 2009; Montgomery, 2010). Jon (2009) indicates that if the willingness is there, the entire student population could benefit greatly by the experiences amongst and within the visiting student population. Jon (2009) argued that the optimum developmental stage of intercultural sensitivity would include a high level of understanding and accommodation of cultural differences. While the benefits of an internationalized classroom are clear, challenges need to be recognized. Research regarding domestic student experience shows that domestic students have misconceptions

and misunderstandings about other cultures; domestic students may not possess the skills to develop cultural sensitivity without proper training (Etmanski, 2007; Lee & Rice, 2007; Lee, 2006; Xu, 2011).

According to Brown and Richards (2011), host cultures could be more welcoming toward their international visitors. This would facilitate an easier transition and sense of belonging thereby reducing some of the prevailing issues mentioned earlier. Issues such as cross-cultural interactions are being addressed at the international level. The OECD (2010) invited academic institutions to prepare their learners for the multicultural globalized future, that is to say, a truly internationalized world. Universities offer add-ons and extracurricular activities to assist with this integration; despite a lack of multicultural context or sensitivity within the curriculum or learning environment, this integration is internationalization (Thom, 2010) and intercultural learning.

De Vita and Case (2013) define intercultural learning as “the discovery and transcendence of difference through authentic experiences of cross cultural interaction that involve real tasks and emotional as well as intellectual participation” (p. 388). Wachter (as cited in Crowther et al., 2000), suggests that intercultural interactions with fellow students and faculty do not automatically ensure cultural learning effects. In fact, the process of intercultural learning is one of personal growth and awareness, not simply exposure. Regardless, Wachter (as cited in Crowther et al., 2000), and Brown and Richards (2011) agree that engagement and interest in cross-cultural interaction should be encouraged for both domestic and visiting students in order to build better relationships.

Current research on internationalization exposes the many issues which foreign or visiting students experience in the university setting abroad. While domestic students

may also face complex challenges in the international classroom, their experiences are not widely researched (Brown & Richards, 2011; Crowther, et al; Gabb, 2006; Kurucz, 2006; Yeung & Dunlop, 2007).

According to Lee (2006), Goh (2009) and Khoo (2011) western students could develop cultural understanding if encouraged to visit countries most unlike the United States. Knight (2003) suggests that education is still focused on accommodating international students' needs, while perhaps neglecting the domestic students' experiences. Thom (2010) reports that although "home" students understood there were benefits of developing relationships with visiting students, they could not articulate specific advantages. This implies that value is known, but not necessarily identifiable. In addition, Thom (2010) indicates that local or 'at home' students often cite cultural differences as a barrier to wider interaction. Depending on one's cultural perspective one might consider another's behaviour as rude or shy thereby making it difficult to get to know someone from another culture (Kurucz, 2006; Thom, 2010). On the other side of the coin, the international students indicated that despite what seemed to be a lack of engagement on the part of the host students; they felt connected and had a better experience when they were able to make friends with the host students (Thom, 2010).

With more research in this area, we could learn more about the overall student experience and academic challenges (Etmanski, 2007; Levinsohn, 2007; Montgomery, 2010; Trahar, 2010). Academic institutions could better prepare and improve transitions and interactions among students for the maximum benefit of faculty staff and student bodies (Ball, 1998; Brown & Richards, 2011; Etmanski, 2007; Montgomery, 2010).

The Student Experience

The University of Victoria welcomes approximately sixteen hundred international students to its campus each year (University of Victoria, 2013). The aspect of cultural diversity may bring challenges which inhibit learning, but it also alters and undoubtedly enriches the classroom environment (Altbach, 2004; Crowther, et al. 2000; Fitzgerald, 2006; Lee, 2006).

Domestic and International Student Interactions

Researchers such as Arthur and Popadiuk (2009), Brown and Jones (2011), Crosby (2010), and Montgomery (2010), and many others, have undertaken considerable exploration with regards to the international student experiences in the western education system. Domestic student experiences are beginning to be explored in recent years by scholars such as Brown and Richards (2011), Crowther et al., (2000), and Khoo (2011). Research shows that the internationalization of higher education inevitably leads to intercultural interactions which can complicate basic adjustment issues and the ability to relate to fellow students in the classroom (Brown & Jones, 2011). International students continue to be welcomed to our campuses and are encouraged to take part in the international support systems that are in place (Kamara, 2012). These support offices and activities are designed to ease culture shock and facilitate adjustment for the visiting student (Crosby, 2010). Culture shock and adaptation are viewed by Canadians as a "visiting students' problem" (Crosby, 2010; Kamara, 2012).

Some studies address domestic students' perspectives on internationalization. For example, Denson and Zhang (2010) and Brown and Richards (2011) explored student experiences with respect to diversity and working with others and the domestic students

experience regarding welcoming, receptivity and openness, and the domestic student as hosts. Kurucz (2006) discusses the teaching models which facilitate academic engagement specifically for international students. While Kurucz (2006) does mention domestic students as part of the classroom, his focus is on the engagement of the international students.

According to researchers such as Kreber (2009), Arthur and Popadiuk (2009), Sherry, Thomas and Chui (2010), and Xu (2011), international students are vulnerable to exclusion and isolation. They venture to new environments with excitement and enthusiasm and with visions of new worlds and wonderful opportunities ahead. Often they are met with extremely challenging circumstances (Lee, 2006; Popadiuk & Arthur, 2004). Research shows that international students are dealing with many issues. For example, Lee (2006) and Lee and Rice (2007) argue that foreign students cannot easily find the energy to also adjust their way of learning to the western model which includes classroom engagement that is usually different from what they are familiar with. According to Lee and Rice (2007), the obvious culture shock, which can be prepared for and aided within various programmes offered at most host universities, is the least of the problems. Some related issues that international students experience include psychological distress and loneliness (Brown & Jones, 2011; Lee, 2006; Popadiuk & Arthur, 2004). Experiences and examples such as these demonstrate the need for integration and support programmes (Kreber, 2009; Xu, 2011). Other issues experienced by international students include academic challenges while learning in a second language (Lee & Rice, 2007; Osmond & Roed, 2010). These issues can present significant challenges to the international student population.

Culture and the Student Experience

Much like the concept of globalisation and internationalization mentioned earlier in this paper, the concept of culture is complex and intertwined with various values, beliefs, mores and norms.

The Government of Canada (2011) describes culture as follows:

Culture is taught and learned and shared – there is no culture of one. And yet, culture is not monolithic – individuals exist within a culture. Finally, culture is symbolic. Meaning is ascribed to behaviour, words and objects and this meaning is objectively arbitrary, subjectively logical and rational...(para. 2).

Zimmerman (2012) offers another definition of culture: “culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts” (para. 1).

Barnett (2011) suggests that "culture" in the 21st century is not of one group but actually consists of many cultures which create a complex society. Culture changes over time. Despite this morphing, the idea of "culture" imparts a sense of unity and stability.

Research shows that culture plays a role in the academic experience. For example, some students prefer to work in groups of similar cultural backgrounds (Brown & Jones, 2011; Kurucz, 2006; Montgomery, 2010; Osmond & Roed, 2010). This is often due to challenges with language and the time it takes to explain a concept. Osmond and Roed (2010) found other concerns expressed by students which stemmed from teamwork assignments where domestic students shared their frustration with a lower grade and challenges with the various perspectives and culture in the group.

In Osmond and Roed's (2010) study, international students revealed challenges with their academic experiences including: group selection, language barriers, educational differences and value added benefits. International students typically

preferred to select their own groups and stick close to those with a familiar culture.

Language and communication was the primary reason for this choice. Osmond and Roed (2010), Kurucz (2006), and Montgomery (2010) also found that some international students understood that working with domestic students could be beneficial, through maximizing the local understanding of project examples, context and material more thoroughly than when working with their own cultural groups. Value-added benefits included social relationships and building that intercultural experience thereby leading to career opportunities and networking. According to Osmond and Roed (2010), some international students felt that domestic students were lazy in their study and the international students preferred to work alone. In addition, international students understand that skills in intercultural relations and practicing English will benefit their careers (Osmond & Roed, 2010). International students recognize the significant value in their experience and the learning of westernized skills during their sojourn (Gunawardena & Wilson, 2012; Montgomery, 2010; Osmond & Roed, 2010).

Osmond and Roed (2010) stated that international students from China specifically were unfamiliar with group work and did not enjoy it at all. Group work affronted cultural values; for example, speaking in a discussion and expressing a different opinion were seen as being rude. Some students would not share their ideas, keeping quiet instead. Kurucz (2006) suggests that international students are in a state of shock and that “everything” may be different and that their “cultural cues and habits of comfort are broken” (p. 19). This shock impacts international student behaviour for extended periods of time (Kurucz, 2006). Popadiuk and Arthur (2004) found that, over time,

international students who were connected socially in the community experienced less loneliness and isolation, and were, therefore, more successful in their academic pursuits.

Osmond and Roed (2010) also discussed domestic students' experiences in internationalized classrooms. Domestic students enjoyed the mixed cultural groups and appreciated the discomfort it sometimes afforded, but also the richness of ideas and perspectives. Domestic students expressed frustration with language, being concerned at times not to offend the visitor with corrections or clarifications or exclusionary language (slang and colloquialisms). At times domestic students felt that they picked up the extra work. They also reported finding the international students strengths and using those in the group work. When it came to educational differences, domestic students seemed unaware of the foreign methods the international student might be experiencing. Overall, domestic students were willing to befriend the international students and felt the experiences in the group work and classroom helped them to develop their global perspectives.

Kurucz (2006) recognized that domestic students are often made up of a mix of cultures which makes the international classroom even more complex. In Canada, for example, many cultures are represented in the classroom; Canadian citizens are not necessarily a homogeneous group (Kurucz, 2006), which means that Canadian culture is diverse.

Researchers Kurucz (2006), Montgomery (2010), and Osmond and Roed (2010), suggest that language development for the visiting student is crucial. Osmond and Roed (2010) go on to indicate that cross cultural interactions are valuable and should be supported immediately upon entry to university; that group work should be implemented

in classes wherever possible; and finally, that cultural content should be included in the curriculum.

Racism and the Student Experience

The definition of racism according to Oxford Dictionaries (2013) is “prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one’s own race is superior.”

According to Crosby (2010) racism "exists and persists" in Canadian universities. Attitudes are deeply embedded and affect international students who even upon entering Canada are addressed by racial terms such as "foreigner" or "immigrant." Sherry, Thomas and Chui, (2010) reported a variety of challenges, ranging from exclusion, understanding and racism.

The experience of international study can actually be harrowing for some students who experience social exclusion, linguistic and cultural barriers, a lack of understanding, racism, and other problems such as homesickness. As well, students who are not provided with effective social, cultural, or economic support may be vulnerable to exploitation or social exclusion. There is a strong need to be aware of such problems in order to ensure an effective and enriching experience for international students and the institutions which host them. (p. 35)

Researchers (Arnové, 2005; Arthur & Popadiuk, 2009; Cote & Allahar, 2007; Lee, 2006; Lee & Rice, 2007; Xu, 2011) argue that the neoliberal hegemony and proliferation of global knowledge economy create a reformed racism or neo-racism which impacts at a very personal level. Lee (2006) defines neo-racism as a negative attitude toward a specific culture, skin colour, national origin and political national relationships. In a case study from a United States (US) university, Lee and Rice (2007) explored the impact of internationalization on education; specifically, the international student experience. According to Lee and Rice (2007), racial problems were experienced

by the international students during the application process, even before they arrived in the country. These problems include lengthy tracking procedures, fingerprinting and document hurdles. Delays in these processes can be discouraging and even pose barriers to students seeking western educations (Lee & Rice, 2007). Students from specific regions were reported to have a greater challenge gaining access to the country. Those specific regions include: the Middle East, Africa, East Asia, Latin America and India.

Researchers (e.g., Gabb, 2006; Lee & Rice, 2007; Popadiuk & Arthur, 2004; Wei et al., 2008; Xu, 2011) report international student experiences marred by racial biases, triggering psycho-social issues. These include social isolation, racial profiling, language barriers and cultural dissonance. According to Hofstede and McCrae (2004) while certain social dynamics may be perceived as racial biases, they may also be a result of tension, distrust, uncertainty, shyness or embarrassment. For example, worrying about name pronunciation and how to address someone could be attributed to shyness, not racism. Volet and Ang (1998, as cited by Gunawardena & Wilson, 2012) found that while international students have more difficulty adjusting than the local students, there seemed to be a lack of interaction and in some cases, negative interactions, between the two groups.

Brown and Jones (2011) discovered that out of over one hundred and fifty students surveyed in the study, approximately one third reported some form of racism. These experiences ranged from physical abuses to strong emotional responses such as loneliness and anger. Of the total number of students, fifteen refused to be interviewed due to too much stress or fear. Brown and Jones (2011) hold the perspective that racism is a universal problem. This study reveals the increase in racism at the same time as an

increase in tolerance of other races. This study also revealed that racism is a perspective; some international students experience racism daily in their home countries yet stated that they do not necessarily notice it.

Crosby (2010) explains that to explore student experiences through the lens of Internationalization at Home (IaH), research must include the domestic student perspective as well. According to Crosby (2010), racism, real or perceived, can only be circumvented by familiarising all students, faculty, and staff in inter-cultural competency and training.

Instruction Method and the Student Experience

Curriculum is the central focus for the student and has a tremendous impact on the academic experience. There is extensive research on the internationalization of curriculum; my focus is on curriculum and the student experience.

Cote and Allahar (2007) and Thom (2010) acknowledge the deeply established pedagogy at universities resulting in a change process which is sometimes slow and challenging. Kurucz (2006) suggests that this pedagogy may restrict policy and development at the institutional level, however, more could be done at the classroom level. Thom (2010) summarizes the gap between the institutional pedagogy and the implication and expectation of community for acceptance and understanding of diversity – that the institution could facilitate an environment which supports and fosters open learning about other cultures and global citizenship.

Researchers such as Biggs (2001), Bottery (2006), Gabb (2006), Kamara (2012), Montgomery (2010) and Osmond and Roed (2010) also indicate the value and importance of curriculum development and implementation which includes both

international and domestic student interaction for the purpose of a greater understanding of the global experience, internationalization and global citizenship.

Montgomery (2010) summarized that the dominant culture is deeply embedded in teaching practice, perhaps implying that international students should discard their own cultural values with regard to teaching and learning and adapt to the new environment which would be contrary to development of global citizenship and understanding. He suggests that creating a learning environment to include and critically explore the different teaching styles can facilitate a productive and rich learning environment. Montgomery (2010) and Trahar (2010) agree that the inclusion of culture and exploration of diversity in the classroom foster learning in a "lived experience" and smooth a path toward global citizenship.

According to Kamara (2012), developing this international curriculum requires a departure from one's own prejudices and biases, and an implementation of a caring and nurturing environment. Kamara (2012) suggests that "inclusive community-building" in the classroom is not given priority by the instructors or institutions and this is where changes need to be made. Thom (2010) also argues that effective classroom interaction requires a respect and understanding of differences and offering additional support while students explore outside of their comfort zones.

According to Trahar (2010), self-reflection and self-understanding are important for the individual to gain the most from the academic experience even in the classroom. Through her own PhD "discovery and transcendence," Trahar (2010) reviewed her own pedagogy of internationalization. She indicates that understanding her own process was instrumental in gaining a deeper appreciation of what others' perspectives may be and

accepting differences. Trahar's pursuit led to the conclusion that classroom inter-relationships and academic engagement must be fostered in the environment, as they do not naturally occur. Trahar's (2010) research shows that not only international students but also domestic students are affected by the cultural differences and diversity in the classroom. In alignment with the OECD (2011) earlier recommendations, Trahar (2010) suggests that the classroom experience can be enhanced by asking simple questions, encouraging discussion, and inviting cultural sharing. These actions could maximize cultural awareness and lessen adverse impacts in the classroom. Trahar (2010) argues that it is time for the institution to take the opportunity to look beyond the knowledge economy and become a "learner" as well. For example, reviewing the method of instruction and implementing various engaging activities will engage individuals in the heart of the international classroom. Making a personal effort to inter-relate will increase each individual's success in the international classroom (Thom, 2010; Trahar, 2010).

Adapting to intercultural living is necessary. This requires preparing the "at home" students and faculty and even community for the international visitors (Kamara, 2012; Osmond & Roed, 2010). Current literature suggests that internationalization can have a polarizing effect on students, both international and domestic (Kandiko, 2013). Kandiko (2013) also suggests that as the demand for global education increases and students use the international experience to bolster their training and leveragability in the job markets, more attention needs to be paid to advancing inclusive practices both on campus and in the surrounding community.

Summary

Several major themes emerged from this literature review. These include: 1) internationalization has an impact at global, institutional and classroom levels; 2) there are cultural and learning challenges within the internationalized classrooms; and 3) domestic and international students are impacted by the international classroom.

Internationalizing the curriculum beyond the classroom, meaning all activities and learning opportunities which include students, academics, administration and support staff, is an institutional approach to the cultural transition (Kreber, 2009). Institutions are entrenched in the internationalization policies and the economic demands to increase international student population, develop global citizens and educate toward an internationalized system. The entire institution's outlook, to include this broad perspective of internationalization, increases the marketability of an institution (Cote & Allahar, 2007; Knight, 1997; Kreber, 2009; Qiang, 2003).

Travelling to a new country, learning in a new language, and interacting with a new culture is part of the desire for sojourners (Sherry, Thomas, & Chui, 2010). For some, the outcome is not always as glorious as it sounds (Montgomery, 2010). Often, institutions cannot maintain the educational quality assurance as promised by their missions and mandates (Abduli, 2010; Jiang, 2008). At the campus and classroom levels, students are not fully equipped, as global citizens, to deal with the internationalized environment which they are thrust into (Brown & Richards, 2011; Crosby, 2010; Etmanski, 2007; Osmond & Roed, 2010).

As the internationalization and international classroom evolves, the student experience continues to be impacted. While research is prolific in the area of

internationalization, some gaps are evident with respect to the student experience, specifically domestic student experiences. International student experiences are well researched. Sojourning students are supported by a myriad of programmes which have been implemented as a result of such research. Research exploring multi-cultural student interaction, the curriculum delivery and academic experience is beginning to emerge, and more can be explored.

Chapter 3 – Methodology and Methods

Methodology

The purpose of this research is to understand the student experience in the internationalized classroom. According to Creswell (2009) and Yin (2009), when striving to learn about a phenomenon through the participant's experience, one would use a constructivist epistemology. Constructivism is the lens that is used to determine how people know what they know. This approach allows a deeper understanding of various perspectives while interviewing multiple participants. As a result of culture, history and interpretation, individuals construct their own understanding of their environment and make decisions on how to engage in it (Creswell, 2009; Patton, 2002; Yin, 2009). The constructivist approach is used to investigate complex social experiences through individuals who live them. I employed this approach to examine the perceptions of students in the internationalized classroom and to respond to the following research questions:

1. How do students describe their academic experiences in the internationalized classroom?
2. What institutional strategies are necessary to foster a truly internationalized learning environment?

Methods and Data Sources

This qualitative study explored the experiences of nine graduate students at the University of Victoria, Victoria, British Columbia. This comprehensive university has an international student body of approximately twenty percent and considers internationalization one of its institutional priorities.

Data Collection Process

Data collection for this research took place in three parts: 1) reviewing the University of Victoria's 2012 Strategic Plan; A Vision for the Future; 2) conducting personal interviews with University of Victoria graduate students; and 3) reflecting on my own experiences in the internationalized classroom.

First, to better understand The University of Victoria's Strategic Plan which guides programme decisions and development, I conducted documentary research, including a review of existing cultural programmes and the policy of the institution's internationalization strategy. Second, to explore the student experience, I interviewed nine graduate students studying at the University of Victoria. Finally, I added my own context, by contributing my own experience to the data through my multiple perspectives as a graduate student and as a post-secondary academic adviser.

Researcher Reflexivity and Subjectivity

I was the sole researcher and interviewer. The interview format was semi-structured (Burnard, 1991; Creswell, 2009; Kvale, 1996; Leech, 2002). I chose semi-structured interviews as these permit the interviewer to become more involved in the conversation as it evolves and to ask additional questions. This encourages the participant to reflect, consider the depth and context of their experience, and to offer as much or as little information as they wish (Burnard, 1991; Creswell, 2009; Kvale, 1996; Leech, 2002). Each participant was interviewed, either face to face (Kvale, 1996) or by email (Maho, 2006). I held a baseline set of questions (see Appendix A) as a guideline and for reference (Kvale, 1996). My goal was to ensure that the communication was organic and natural as I followed the participant's train of thought

and comments, engaging further with clarification and inquiry for a deeper understanding (Burnard, 1991; Creswell, 2009; Kvale, 1996; Leech, 2002).

Seven of the interviews were conducted within a one and one half hour timeframe, face to face. Two interviews were conducted by email (Maho, 2006). In all cases participant identity is coded and anonymous, known only to the researcher. In-person interviews were recorded using an audio tape device (Kvale, 1996). The content was then transcribed, and later confirmed through email communication with the participant. The email interview was confirmed by sending several messages back and forth, until my understanding of the communication was accepted. (Creswell, 2009; Maho, 2006; Patton, 2002; Yin, 2009)

Ethical Considerations

In accordance with the Human Research Ethics Board, I applied for, and was granted, a Certificate of Approval (see Appendix B) to conduct research using human subjects. Ethical issues I considered while conducting this research included the following: 1) What risks would the participant face? 2) How would I assure participant anonymity? and 3) How could my professional role at the University of Victoria impact my research?

These issues (in the same order as listed above) were addressed as follows: 1) Participation was voluntary, nothing extraordinary was asked of participants and no compensation was paid; 2) Anonymity was assured as I re-coded the participant transcripts making identification impossible; and 3) I chose to limit my study to include graduate students only, ensuring to the best of my ability, that my professional role would not interfere with the participant experience or the data collected.

Reliability and Validity

Personal Biases

My personal lens in the research needs to be made clear. As a white middle class woman, Canadian citizen, and an employee of the University of Victoria, I come to the table with questions and perspectives from those experiences which could possibly influence my findings. In order to circumvent as much of my bias as possible, I have taken careful steps to be clear in my reporting. These steps include: voluntary participant involvement; employment of member checks to confirm my understanding of what the participant said; and reporting of the data which is clear and accurate (Creswell, 2009; Kvale, 1996; Maho, 2006). Through the member checks, students were invited to correct and clarify their comments until they were satisfied with how I understood the content (Creswell, 2009; Kvale, 1996; Maho, 2006). I have also included a section on my reflections, which allows me the opportunity to contribute my thoughts, thus adding another perspective to the research data.

Participant Selection and Anonymity

This study is limited in its representation to nine current graduate students at The University of Victoria. During the course of my research, I met with various professors across the University of Victoria campus. After mentioning my research idea, I was often invited to give classroom presentations and informal talks. During these presentations, I discussed my research and mentioned my interest in hearing about people's experiences. I openly invited students to contact me if they were interested in participating. I anticipated that getting subjects to participate would be challenging, however, I was pleasantly surprised to find that students were eager to

participate. The nine interviewees represent a diverse group from the University of Victoria Faculties including the Sciences, the Social Sciences, Humanities and professional programmes; and students who represented six world regions: Asia, South America, Europe, India, the USA and Canada. This diverse group offered a broad international perspective of the academic experience in various learning environments on campus.

Participants self-selected by contacting me directly. Assured of confidentiality and anonymity, we arranged a mutually agreeable meeting time and conducted the interviews. To maintain anonymity, I re-coded participants' names to an alpha-numeric combination. International students are re-named as: F03, J10, T27, and W02, and the domestic students are re-named as: B10, P09, X15, D22, and M12. Coding was random with no connection to the individual at all. Anonymity was very important to me as a researcher in order to receive the most honest of responses. One participant had particularly specific comments and indicated that they would not participate in the study if the data in any way could be linked to them or their faculty. From this person's emphasis, the importance of anonymity was heightened for me, and I undertook extra care to ensure this confidentiality. Later, I was working with the data and realized that I could recognize a student by the code I randomly chose, so I altered it. To ensure anonymity is preserved, the coding is random and has no identifiable affiliation to the student whatsoever.

Interviews and Member-checks

Each participant and I met at the agreed meeting place, usually in a room in the library or in my campus office. Together we reviewed the Human Research Ethics Board

approval form and the participant agreement. We discussed the expectations of the participant and the process for the student to opt out of the research at any time in the study. Finally, I explained the confidentiality, and storage and destruction of data in accordance with the Human Research Ethics Board rules.

After a brief description of my research, I asked a series of questions (see Appendix A for a complete list of questions) such as: 1) What is your experience within the internationalized classroom? 2) How does your classroom experience affect your academic performance? and 3) In what ways do you think the instruction method impacts your experience of working with others?

Through the ninety minute semi-structured interviews I actively listened for emerging themes. I began the process of condensing, interpreting and clarifying the data (Kvale, 1996). Following the interviews, I transcribed the contents and sought confirmation through the process of member checks (Creswell, 2009) also known as clarification and re-interviewing (Kvale, 1996).

I "condensed" these themes and identified them as pertinent if two or more students raised them; Kvale (1996) calls this process "meaning categorization." The dominant themes were: cultural perspectives, linguistic perspectives, goals and expectations, gender and age.

Face-to-face interviews were recorded and coded to maintain participant anonymity, and were then transcribed and summarized. After I transcribed the interviews, I added my interpretation and sent the individual summaries to each participant in email format. Participants were asked to review the details and confirm, delete or refute my understanding, i.e., the process of member-checks (Creswell, 2009;

Kvale, 1996; Maho, 2006; Patton, 2002).

This member-checking procedure was important as it provided the participants with an immediate opportunity to correct errors and misinterpretations of what was stated, to volunteer additional information, and to summarize information. Moreover, the member-check procedure reinforced the data by having the participant confirm what was said and observed at the time of the interview (Lincoln & Guba, 1985).

Data Analysis

Creswell (2009) outlines six key steps in developing qualitative data analysis as follows: 1) organize and prepare data; 2) identify themes; 3) code data; 4) generate descriptions; 5) represent the data; and 6) interpret the data. I used these steps to develop a thematic analysis which guided my report structure. I have identified major themes, completed the coding process and organized the data in categories of similar, dissimilar and surprising responses. The next steps included developing descriptions of the themes and connecting them to the narrative of the study (Creswell, 2009; Kvale, 1996; Patton, 2002) which is elaborated on later in this chapter.

The data from this study are compiled from nine individual interviews, my own personal reflections, and a review of the University of Victoria 2012 Strategic Plan (University of Victoria, 2012). All interviewees were registered in a Master's degree programme at the University of Victoria.

The data were analyzed according to the following categories: 1) Student experience; 2) Methods of instruction; and 3) Internationalization. The interrelationships between these three overarching ideas informed the further theme development and analysis. In Figure 1 (see below) I show the three main interrelationships between the student experience, method of instruction and internationalization, by using the image of cogs moving in different directions, independent and interdependent; pulling and pushing each content area along. This dynamic begins to reveal the inter-relationships and complexity developing and building into a moving and vital concept of the overall student experience.

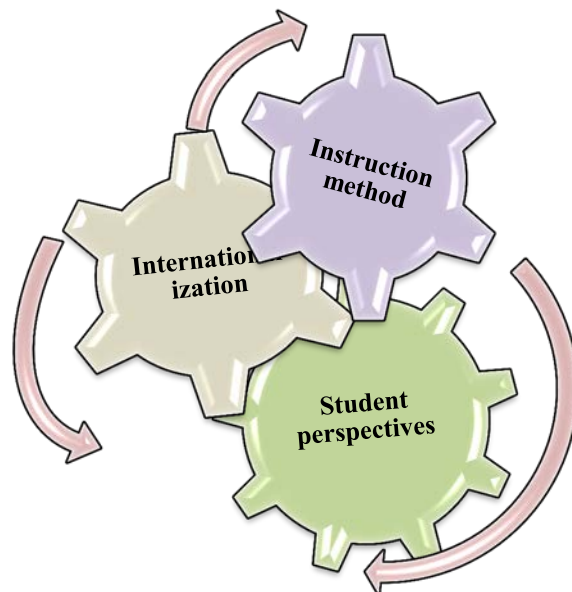


Figure 1. Inter-relationships of Major Themes

Five key themes emerged from the data. The themes relate to student experiences from various perspectives including: a) cultural; b) linguistic; c) goals and expectations; d) gender; and e) age. These themes are summarized in Table 1. Themes and Perspectives.

I found that many of the themes were interconnected. For example, "age" could be related to the instruction method, however, when students discussed age as a part of the academic environment, it was related to their own experience in relationship to each other and the varying ages and stages of their development and their own goals, but not related to the instructor or internationalization. The following illustration outlines how I identified the students' connections to instruction methods and internationalization in response to my questions.

The student experience includes a larger grouping of themes or perspectives which impact the individual experience. The methods of instruction and internationalization categories are influenced by a smaller number of perspectives. I

condensed these themes (Kvale, 1996) and identified them as pertinent if two or more students raised them. The dominant themes were: cultural perspectives, linguistic perspectives, goals and expectations, gender and age.

<i>Themes</i>	<i>Student experience</i>	<i>Methods of instruction</i>	<i>Internationalization</i>
<i>Perspectives</i>	Culture	Culture	Culture
	Age		
	Goals and expectations	Goals and expectations	Goals and expectations
	Gender		
	Language	Language	Language

Table 1. Themes and Perspectives

Because the focus of this research is on the student experience, which to me is vibrant and exciting, even colourful, I liken the reported experiences to a kaleidoscope.

The Kaleidoscope

A kaleidoscope is multi-faceted, often bright and colourful, also fragmented and fractured. Depending on the light source and direction it is pointed, different results can be experienced. Never is the view the same twice. As I reviewed the data collected, I noticed that the student experience varied, depending on the perspective. The image of a kaleidoscope came to mind. Many factors influence an experience; too many to identify in a given moment. The kaleidoscope, ever changing, ever moving, is likened to the student experience. If I could freeze the moment in time when I interviewed these students, confirmed their comments, and wrote this thesis, the results would show a constant and still experience, perhaps more like a rainbow, coming into view and then receding. However, the experience is not so static. In this analysis, the kaleidoscope represents the movement of personal perspectives, and a bit of light, creating many rainbows of experiences. When I

look through a kaleidoscope, depending on the light, how I turn it and how many cuts are in the prisms, the colours change and morph; this metaphor represents this "Kaleidoscope of Student Perspectives" (see Figure 2).

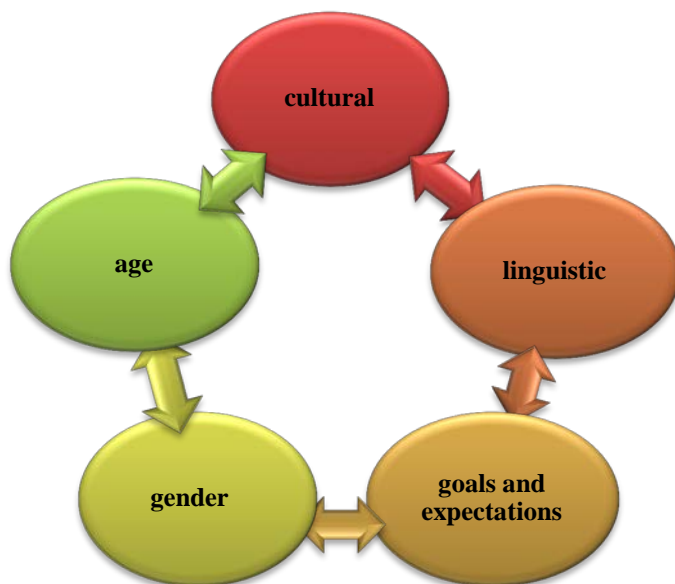


Figure 2. Kaleidoscope of Student Perspectives

The kaleidoscopes in this document are shown with dynamic arrows between the themes, pointing in both directions, emulating the flow and movement of the ideas; they are interrelated. I analysed the data focussing on each specific perspective. However, the themes are all connected and therefore each impacts the other.

The listed order of themes is not random; rather by order of frequency as was discussed in the interviews. For example, the most prevalent theme revealed was related to culture, so the cultural perspective is at the top of the kaleidoscope. As the reader moves through the paper, following the diagrams, the themes are exposed. A variety of colours are chosen to represent the kaleidoscope and to easily recognize the different themes, emphasising the student experiences, as diverse and vibrant. To offer a still image of a kaleidoscope is challenging; I ask the reader to imagine the movement through

the perspective of the themes identified in the following chapter, as I reveal and explore the findings in relationship to the existing literature.

In Figure 3 I have overlapped the two diagrams; Figure 1 and Figure 2; the Kaleidoscope of Student Perspectives, and Interrelationships of Major Themes, in order to show how they are integrated and overlap with each other, visually showing further development of the complexity of relationships and issues that students reported and faced. If shown in a standard Venn diagram, I felt the data would appear static, misrepresenting the dynamic and taking away from the recognition of the student experience as a subjective and independent component.

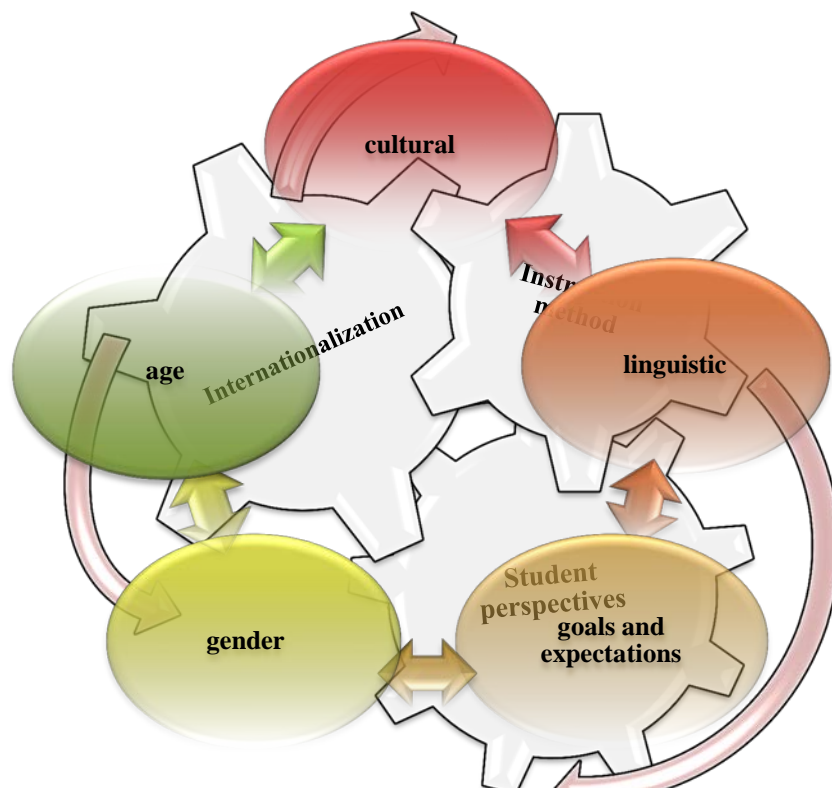


Figure 3. Kaleidoscope of Complexity

Figure 3 represents the pushing and pulling of the driving forces in academia

(internationalization), the methods of instruction and the student experiences. The methods of instruction are dynamic and changing depending on many factors as discussed. Internationalization is one driving force in academia. The university needs the internationalized curriculum to attract students and faculty, in order to maintain an economic viability. The diagram shows the interrelationships and the importance of the dynamic. As in the kaleidoscope, explained earlier, Figure 3 advances the depth of the kaleidoscope, adding more fractions to the image. Without the students and instructors there is no university. Students drive the need for faculty, and for university education. Students and instruction methods do not have much influence over the internationalization, however, without them, internationalization would need a different medium. Hence the moving cogs pushing and pulling each of the ideas along, interdependent, while student experiences are at the forefront of this diagram in full colour.

Chapter 4 - Findings

Chapter Four reveals the major findings in relationship to the research questions: (1) How do students describe their academic experiences in the internationalized classroom?

(2) What institutional strategies are necessary to foster a truly internationalized learning environment?

In this chapter the findings and discussion are combined. They are interrelated and contain factions, and like the kaleidoscope are colourful, moving and dependent on perspective. When I listened to the students I heard their comments, thoughts and ideas, overlapping yet independent and unique. Like the kaleidoscope, the student experiences morph and change depending on the perspective.

Starting at the top and moving clockwise around the Kaleidoscope of Perspectives I will begin with the cultural perspectives (see Figure 4).

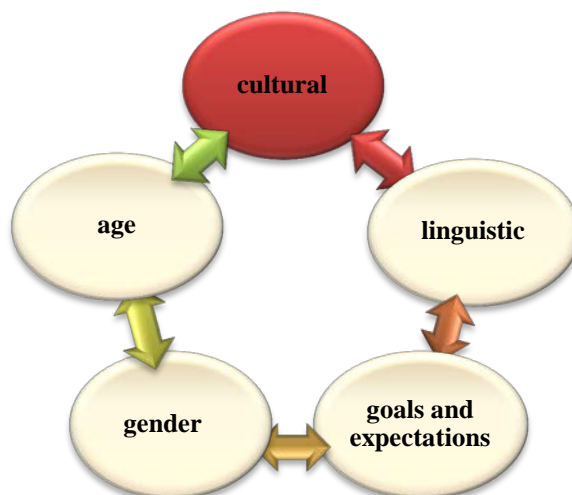


Figure 4. Kaleidoscope of Cultural Perspectives

Cultural Perspectives

Each of the students spoke about culture in the classroom and often added qualifiers such as "sometimes" or "it depends" when describing experiences. These qualifiers brought to mind the perspectives and lenses of the kaleidoscope once more; ever changing and dependent on unpredictable variables.

D22 recognized that there was an extremely diverse student population even in classes with as few as five students. I am reminded that Kurucz (2006) says that the classroom is multicultural, most students are from somewhere else and we need to adapt.

D22, X15 and P09 each indicated that their experiences were impacted by their own culture. These three students were very aware of their own biases, values and perspectives and that these things influenced their attitudes and mindsets.

As Etmanski (2007), Kamara (2012), Kurucz (2006) and Montgomery (2010) all discussed, the instructor has a great deal of influence on the academic experience. D22, X15, J10, and M12 all mentioned that the instructor had a significant impact on their experiences in the classroom and how they engaged with others and with the curriculum. D22 suggested that the more opportunity they had to interact with each other, the easier it was to do small group work later in the course.

M12 said that the international experience had to be "cultivated" by the instructor, because otherwise students did not know how to interact. For example, M12 reported that their professor made classroom time to discuss how academic environments were set up in other parts of the world. The professor would invite each student to talk about their original (home) classroom culture. M12 explained, as an

example, that she learned from her classmate that in India, sometimes female students are separated from the male professors by a curtain. From another classmate, M12 learned about school in China. In China, students take notes and typically do not speak out during lectures. Chinese students spend time outside of class asking the professor questions. M12 reported that her fellow students indicated that, in Europe, instruction methods are similar to a Canadian classroom where questions, dialogue and discussion occur during the lectures. While adjusting to the different classroom styles and learning environments might be challenging on its own, M12 reported that having the opportunity to gain a greater understanding of her classmates, she experienced a positive acquisition of sensitivity and a greater sense of global understanding. M12's experience is validated by existing findings showing similar results from scholars such as Kurucz (2006), Montgomery, (2010) and Trahar (2010).

Misunderstandings can occur between international and domestic students. According to (Wei, Ku, Russell, Mallinckrodt, & Liao, 2008), low self-esteem can exacerbate the perception of "like" or "dislike." Popadiuk and Arthur (2004) argue that in a new environment students may be overwhelmed enough to develop a lower sense of self-esteem. This issue alone can confound the student experience and ability to interrelate. In this study, several students identified that relating through culture was important but required a lot of energy. J10 recognized that her self-confidence played a role in her interactions; if she felt good, then her interactions were less difficult. T27 indicated that despite her efforts to interact with Canadians, she found it very difficult; stating that it seemed that Canadians were not interested in her or her culture. T27 drew

this conclusion on her own, because Canadians did not ask her personal questions or show curiosity towards her.

The academic culture also impacts the student experience. According to Brint, Cantwell and Hanneman (2008), the culture in human sciences is focussed on interaction and qualitative data, whereas the natural sciences are focussed more on quantitative data.

B10, a science student, reported that interactions in the classroom were not relevant to his learning as the professor delivered the lecture and notes were taken. Learning was optimum in the lab environment where the discussion and interaction, albeit minimal, occurred. In B10's case, the work was done independently and very little interaction between classmates existed. B10 had not given "academic engagement" or "cultural perspectives" much thought before the interview. Upon further reflection, B10 also commented that the professor seemed to cluster similar culture groups together, based on language, for small group work activity. B10 appreciated this grouping and instruction method, as it seemed like "the most efficient way to get the task done."

Gunawardena and Wilson (2012) report that students from other part of the world such as parts of Asia sometimes believe that they are not creative. They also report that home students have the perception that specific cultural groups tend to avoid debate or criticism of text materials. Gunawardena and Wilson's (2012) research showed that, generally, students of non-English speaking backgrounds participated less in class. J10 and W02 exemplified this as they often did not participate in discussions simply because they believed that they did not have anything to say, adding that they were nervous about language, unsure about being understood, and taking too much time to explain their perspective; for example to say "in my country..." and then proceed with their point

would take too much time in the classroom or with their peers. While the perspectives of culture are the focus of this section, it is quickly recognized that the perspectives are not entirely isolated, rather they exemplify the "intersectionality" (Etmanski, 2007) and complexity of the issues. The perspective or "colour" of culture mixes with the perspective of language, adding another faction to the kaleidoscope (see Figure 5).

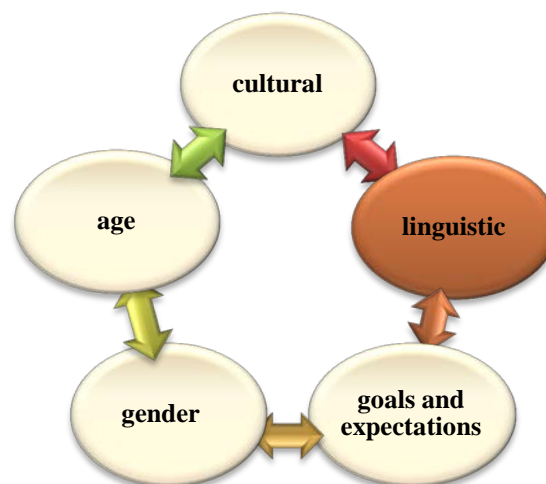


Figure 5. Kaleidoscope of Linguistic Perspectives

Linguistic Perspectives

Culture cannot be separated from language or any of the other themes identified; culture is complex (Osmond & Roed, 2010). In an effort to understand the experienced complexities, I think it is helpful to discuss the perspectives before bringing them together again in the kaleidoscope. The following section is an account of some interactions through a linguistic perspective.

Six of the nine students indicated that there were communication problems in the classroom which led to a limited engagement with colleagues. This communication problem for some students stemmed from language barriers. One student, J10, discussed that while she had ideas to share in the classroom she found it difficult to

articulate her thoughts quickly, with confidence and under pressure. Similar to Montgomery's (2010) work, J10 found that in small group work it was easier to express herself when her classmates would be patient and wait for her to prepare her comments; while in front of the whole class, she thought she was wasting their time while she navigated correct pronunciations and concept delivery. She rarely spoke out in class. A similar experience was echoed by W02, who indicated that English speakers were not particularly patient with her in the large group; although she often had thoughts to share, she would remain silent during class discussions. W02 identified that while her culture would welcome vocalized discussion within the classroom she did not feel comfortable with English (her second language) and experienced it as a barrier. I must note that W02's spoken English was impeccable to my ear. I found W02's comments surprising, and inquired further. W02 identified that she felt quite comfortable in this interview setting and in social settings, however, repeated that in front of the larger group she found herself struggling to articulate her thoughts comprehensively. "I sometimes cannot find the right words. It seems to me that if English speakers cannot find the words they are patient with each other, but not with me." W02 also said "it is easier to stay with my culture; we are all experiencing the awkwardness together."

Another student, P09, indicated that while she was very interested in socially interacting with students from other parts of the world outside of class, during her class work, she preferred working with other students who were native English speakers. These two experiences are shared from very different contexts, yet show a similar problem, which seems to be related to language ability. Other scholars have also found that students whose first language is not English report similar concerns such as

difficulty expressing ideas or mispronunciation of words (Brown & Jones, 2011; Osmond & Roed, 2010; Sherry, Thomas, & Chui, 2010).

F03 recognized the language of humour as a challenge, specifically due to varying levels of language comprehension. F03 reported saying something funny in class but someone who did not speak the same language would not find it funny. This made interactions in the classroom a bit “boring” according to F03.

P09 shared the concern that students whose first language is not English seem to have a limited ability to write "proper" essays, thereby creating unfairness in the class. While evaluation tools and grading could be discussed at length it is beyond the scope of this thesis. P09’s comment highlights that the linguistic ability of all students may not be up to the academic “normal” standard, which was disconcerting for this student.

The perspective of goals and expectations begins to emerge in the discussions and in the kaleidoscope of student experiences (see Figure 6).

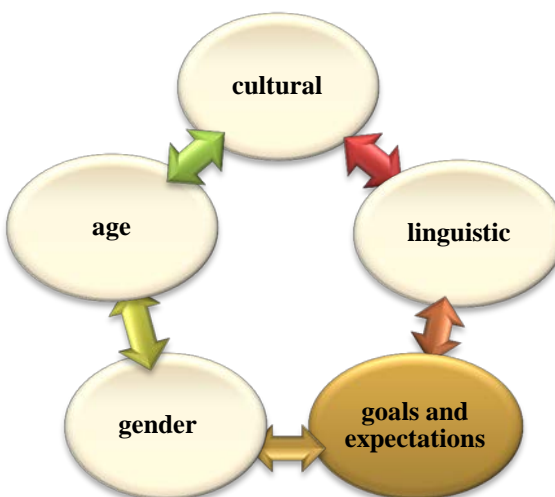


Figure 6. Kaleidoscope of Goals and Expectation Perspectives

Goals and Expectation Perspectives

Students coming from other parts of the world seem to have varying expectations. According to Altbach, Reisberg and Rumbley (2009), and Kamara (2012) and Montgomery (2010), international students are more often travelling abroad for the global exposure and experience which will give them leverage in the job market. Academic engagement depends on personal goals; therefore, the experience of it is unique to the individual. For example, P09, D22, and M12 all mentioned that school teachers in British Columbia will be placed in a higher pay grid if they have achieved a Master's degree. P09 indicated that she had met some Master's students who were apathetic and quite disengaged; they were seeking the credential for their own benefit. P09 found the disengagement frustrating and thought that the learning environment suffered as a result.

W02 was pleasantly welcomed into the international classroom. "...it was great, they were so welcoming." W02 was not aware of her expectations but was quite surprised when the welcome faded after the initial social graces. W02 reported that the North American students did not spend much time getting to know her or others: "they stopped asking questions about me and I found myself feeling confused - unsure of what to expect."

J10 found the initial experience in the classroom quite overwhelming. J10 expected the classroom to be slightly different than that in her home country, having had no experience with a seminar learning environment. The classroom method and practice were not introduced by the professor; J10 had to watch and witness for a while before realizing the classroom protocols.

In contrast, P09 thought that the visiting students should “adapt” to the local way of doing things in the classroom and did not appreciate having to wait for the international students to catch up with the content.

F03 indicated that the expectations were clear in the sciences. Lab work was typically done independently with the occasional group work. F03 had not experienced seminar-style classrooms as the classes were lecture-style where the professor delivered the content and students took notes. F03 indicated that there was not much opportunity to discuss as a science student, stating: “math is math.”

Another perspective was expressed by X15 who was registered in a professional programme and was expected to have intensive debates and discussions with fellow students as part of the curriculum. X15 reported her distress when people from other parts of the world would disregard her comments due to gender; she expected to be listened to in class, which was not always the case. Other students also identified gender as adding another dimension or perspective (see Figure 7) to their academic experience.

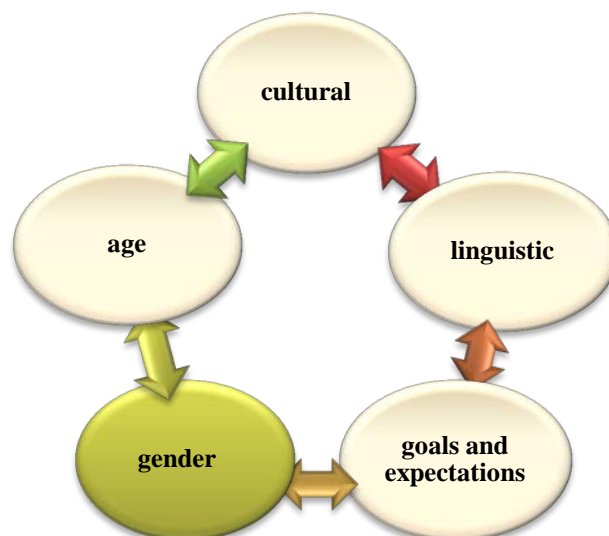


Figure 7. Kaleidoscope of Gender Perspectives

Gender Perspectives

X15, P09, D22, B10, F03 and M12 each mentioned gender as having some bearing on their academic experience in the classroom. Depending on the faculty of study, gender issues varied. For example, data showed that some faculties are predominantly male or female. According to F03, in the sciences, it is less common to have women in the discipline. P09 suggested that in her programme, students and faculty were mostly women. It was disappointing to her that men were not represented. D22 also indicated that in her experience, education and the humanities students were primarily women. Professional programmes and sciences, both “female friendly but male powered” (X15) disciplines also affect the interactions in the classroom. At times, even though the gender is balanced fairly equally, the power dynamic seems to be off balance. For example, X15 indicated that male students from cultures where women continue to be oppressed would sometimes neglect Canadian norms and speak out over women who

were trying to speak. This could make discussions and interactions difficult, potentially create unnecessary conflict, and thereby impede academic engagement.

While the focus of this thesis is not on gender dynamics, nor was any specific question asked about gender dynamics, it is curious to me that the subject of gender emerged in the interviews. Gender played a role in the academic engagement for six of the nine students interviewed. It is possible that gender issues in the western world are more frequently noticed or raised. Perhaps a different grouping of questions, specifically addressing gender, would have spurred additional responses from the other students.

Culture, expectations, and language all intertwine with the perspective of gender; layers upon layers adding more context and complexity to the kaleidoscope. The next perspective is "age."

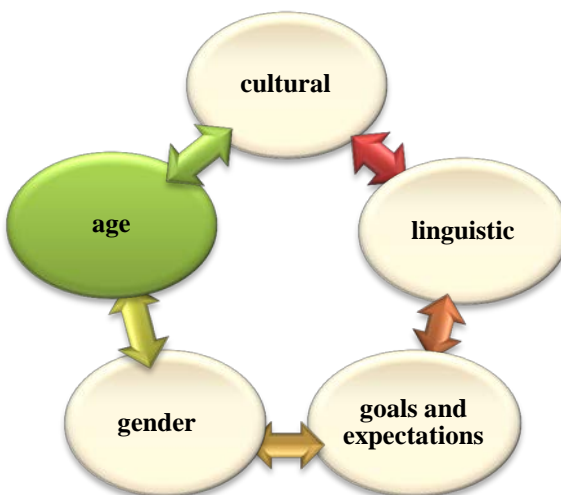


Figure 8. Kaleidoscope of Age Perspectives

Age Perspectives

Age seemed to play a role in student academic engagement and experiences as well. The students interviewed ranged in age from twenty-two to fifty-one years old. P09 had a career and wanted to use the degree for career advancement. D22 and M12

were at university for “personal satisfaction and lifelong learning.” X15, J10, T27 and W02 wanted the degree to secure a career. F03 was interested in the overseas learning environment. B10 was interested in pursuing research and an academic career.

M12 and D22 mentioned that the "younger" students did not have the life experience and seemed to rely heavily on the literature to formulate their own ideas. M12 commented that “the richness of the learning is in the integration,” realizing how the teachings combined with the experiences built more critical thought for her. D22 said she wished the younger students would talk more about themselves.

J10 sometimes felt she was too young to contribute out loud to a subject, stating, “I don’t know anything yet.” When probed, J10 indicated that in her culture she was not considered knowledgeable until she reached a certain age. As a young person, she needed to learn more.

During a classroom presentation a student asked me how old I was. After I replied he said, “Why are you at university?” He went on to explain that in his culture, women of my age should not be at school, rather at home. This was a wonderful example of how interrelated and complex the identified themes are in this study. In this example, gender, culture, age, goals and expectations are intertwining within such a simple question: "Why are you at university?" Every question seems to reveal more complexity, more "colour" to the kaleidoscope. One perspective on age as in this example can be completely different from another. It seems to be the values, beliefs and experiences within the question that reveals the colour of the kaleidoscope. To become a truly savvy global citizen one does not have to attempt to know everything about every culture, rather

one needs to be willing to learn, and to ask questions with curiosity and intrigue. We live in a fascinating colourful world.

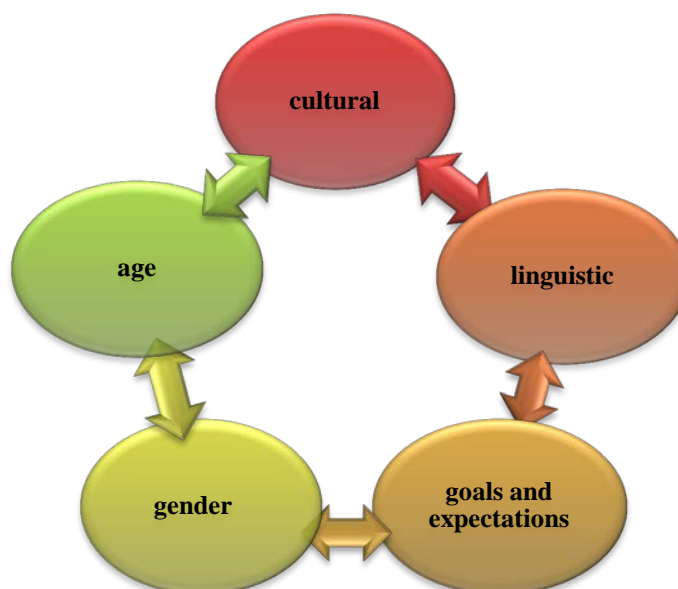


Figure 9. Kaleidoscope of Perspectives

Kaleidoscope of Perspectives

Each of the students shared stories of academic challenges, contributing to a kaleidoscope of perspectives (see Figure 8). Communication based in culture and language differences seemed to be the biggest barrier to academic engagement. International students felt shy or uncertain enough in their English language ability to be resistant to speaking out with the same level of confidence they experience if speaking in their own language. Domestic students found it challenging to slow down their thinking and engagement process to allow time for second language students to catch up to the discussion. Culturally, North American students were confident and vocal in a classroom setting, whereas some international students were culturally quiet, waiting to be called upon by the professor. While several other themes were identified and discussed, culture and language seemed to be represented the most.

Instruction Methods

During the course of the interviews, students identified various methods of instruction, including: lecture, seminar and laboratory style learning. I was surprised that none of the students interviewed discussed virtual learning environments. Students indicated challenges with interrelationships in the classroom environment and with personal expectations of the learning environment impacted by instruction methods.

Students identified various instruction methods to include demonstration of knowledge shown in ways such as: group work, presentations, lab work, research and essays. It became clear in the interviews that the method of instruction influenced academic experience. Instruction defined by the participants included style, content, and expectations. These varied depending on the particular environment, and in some cases, on the academic degree being sought. For example, a student taking science courses, working in a lab, is not likely to be engaging with other students or the instructors. The student engages with the experiments, which makes academic engagement quite personal and independent despite a lab full of students. In the sciences, students are working in labs and are focusing on formulas and experiments. There is a puzzle to solve reported F03, “it is an independent process.” In the social sciences, there is often a seminar style environment which includes a discussion and never an absolute answer to be found (P09, D22, and W02). For some students (e.g., W02, J10, and F03) it seemed that the academic engagement meant to answer a question. Depending on one’s perspective, the academic environment can be quite different.

The expectations of a domestic student seemed different than those of an international student. Within those two categories, expectations were different again,

depending on the unique context of each person. Coming from different contexts and backgrounds, each student had his or her own idea of what might, and should, happen in a classroom. Gunawardena and Wilson (2012) state that “an ideal pedagogic system would acknowledge and accommodate the many differences that exist within the international cohort...” (p. 200). The instructor has the opportunity to create or develop and integrate intercultural learning – which could positively impact student experiences and improve academic engagement and success.

Figure 10 below reminds us of this thesis’ three main interrelationships between the student perspective, instruction methods and internationalization. These cogs are moving in different directions, independent and interdependent; pulling and pushing.

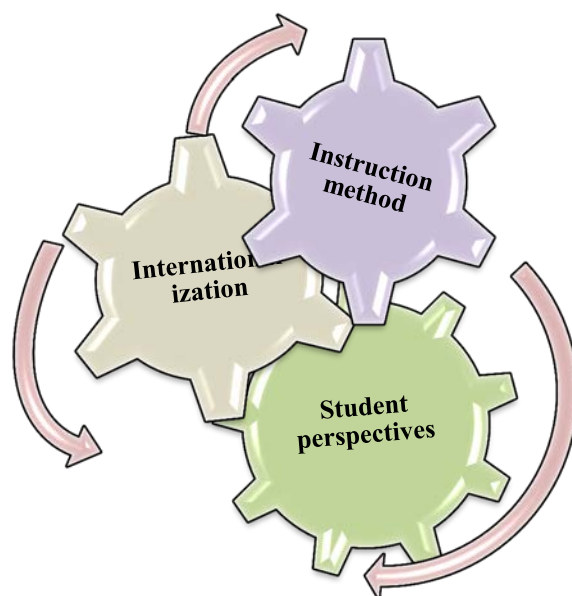


Figure 10. Inter-relationships of Major Themes

The Role of the University

The University of Victoria’s commitment to excellence is entrenched in its philosophy and has been part of my mantra in my professional role. As I reviewed the 2012 Strategic Plan (University of Victoria, 2012), institutional pride became more

evident. The Office of International Affairs (OIA) and the Learning and Teaching Centre (LTC) contribute to the internationalization goals of the university as well as to the student experience. To gain a greater understanding of the University of Victoria's position in the knowledge economy, specifically how the organization's vision encourages the growth and development of its curriculum, and faculty and student experience as it pertains to internationalization, it is valuable to explore the context of these university departments. Therefore, I will provide an overview of the University of Victoria context and framework based on the 2012 Strategic Plan, the LTC, the OIA and various departments which focus on the student experience and development of global citizenship (University of Victoria, 2012).

The 2012 Strategic Plan (see Appendix C, excerpts) lays out the Vision, Mission and Values, followed by a plan for the future. The document outlines four key interdependent goals including people, quality, community and resources. Within each of these goals are a series of points and discussions which give substance and direction to the plan (University of Victoria, 2012). In particular I was interested in the areas pertaining to the student experience at the University of Victoria.

The "Mission" emphasizes the need for development of global citizenship at the institutional, faculty, staff and student levels. Global citizenship is explained as "awareness of the world as a global community, and recognizing the rights and responsibilities of citizens within it" (Planning and Priorities Committee, 2012, p.6).

Through this Strategic Plan, the university acknowledges that the student body is rapidly changing and that there is a need to ensure appropriate support mechanisms for these students. The report indicates that developing supports are directed at students new

to Canada; however, similar statements do include “all students” as on page 16. The document states several times that the intention at the university is to develop a welcoming community. It is clear that the University of Victoria sees the importance of developing an engaged community amongst all students on campus. The Strategic Plan (University of Victoria, 2012) also states the University’s priority “to enhance the quality of our students’ classroom experience...” (p. 26). The Strategic Plan recognizes the importance of fostering a global understanding and capacity building for the development of global citizens. In order to meet its goals, the university has opened departments such as the Learning and Teaching Centre and the Office of International Affairs.

The Learning and Teaching Centre hosts a variety of programmes and provides opportunities which enhance learning and teaching. The LTC provides direction for the International Commons. Through the International Commons (IC) I found programmes focusing specifically on improving the student experience and teaching global citizenship. The International Commons supports international students and is showing tremendous success in its infancy. Students are able to access other international students in a space they can call their own. They report feeling safe, welcomed and overwhelmingly "understood." The IC has become the place for community for those who participate.

Activities such as the Conversation Café integrate Canadian students, staff and community members with international visitors. I volunteered with the Conversation Café for three months. I was truly impressed by the expectation of integration and relationship-building which occurred for everyone in the rich learning environment. Discussing cultural perspectives, values and beliefs, has helped me to understand others

and clarify my own perspectives. I have become able to understand more about other cultures because of the open dialogue where curiosity was facilitated. As a direct result of my volunteering, I recommend each international and domestic student I advise to participate in this programme. The Conversation Cafe is an easy environment in which to practice engaging with people from other cultures and in which to build community and global citizenship.

The Office of International Affairs' primary mandate is to work with the mission and values identified in the 2012 Strategic Plan, focusing on developing international, institutional and community-based relationships. The OIA is responsible to ensure that all students, faculty and staff who desire an international experience have the supports to be successful. Included is administrative support such as study permit and visa applications, guidance for exchange or international co-op programmes, English language centres, academic supports and more. The OIA might also assist Faculties with developments such as: international research centres, programme developments, and curriculum changes. One of the areas under the mandate of the OIA is the Equity and Human Rights (EQHR) department.

The Equity and Human Rights (EQHR) department develops an inclusive community, providing resources to students, staff and faculty at the University of Victoria. For example, they offer a "Creating Spaces" workshop. This workshop teaches curiosity and understanding of others and our own values and biases. The EQHR department offers strategies for inclusive classrooms; Preparing students with skills for recognition of differences and the ability to build relationships fostering awareness and understanding of diversity increases capacity for global citizenship. The EQHR

department is building an inclusive campus. Through participating in training programmes, faculty, staff and students have an opportunity to explore their own attitudes and perspectives. Unfortunately, I think the challenge this programme faces is the lack of participants; only those who are interested in this arena or are socially justice minded will likely seek out this type of education and training. Others may miss this opportunity completely.

The University of Victoria also offers courses which facilitate global awareness. For example, International Education Training (IET) 430 Facilitating Intercultural Relationships teaches equity and helps to build positive relationships while understanding difference (University of Victoria, 2012-2013). The inclusive culture is developed within the class structure. By considering the various needs of the group, support of individual, group and institutional awareness prevails. From my own experience, having taken the course, its value resonates with me: I continue to develop my understanding long after the end of the 36 hour course,

The University of Victoria students and staff can take part in courses, workshops and programmes if they seek out the activities and sign up. There are drop-in centres for international students located on campus. The University of Victoria seems to be fully committed to developing better global citizens (University of Victoria, 2012). The university differentiates itself from other universities through its location, research excellence, and size. It is also evidenced by the implementation of programmes and departments which address the varying issues associated with internationalization. While the focus of the University of Victoria seems to emphasise support for the international students, I argue for the guidance for domestic students as

well.

Personal Observations and Reflections

My family upbringing taught me to be a proud Canadian; I learned to call our country "a cultural mosaic." I learned to be open and curious about others and welcome them into my circle. During a telephone conversation with Kurucz in March 2013, we discussed the idea that everyone is an international student now; Canadian culture is considered multi-cultural. Many Canadians are born in another country and have immigrated to Canada at a young age. Many others have been here for several generations. Regardless of our birthplace, our interactions within Canadian culture and classrooms are multicultural; this is part of internationalization.

My "role" as an academic adviser is an easy platform to relate from. I am expected to provide a service of guidance to all students who come into my office. I find relating to students quite easy while in my professional role. As a student, I found this "relating" to be a bit different.

Through this research, I deliberately sought out experiences to expand my comfort with people from other parts of the world; to develop my global citizenship. When I first began my coursework for this degree, I found myself challenged to be curious beyond the social graces that were mentioned earlier by respondent W02. Initially, I would struggle to find common conversational ground with international students in my class. To alleviate this struggle and to learn more about myself, I decided to volunteer with the Conversation Café. This experience was invaluable to me; I was forced into conversations and interactions, which were semi-facilitated and made to be

fun. The classroom pressure was off. I was able to find my groove and develop skills to pursue interesting conversations with people from all over the world.

In one of my first courses, there were approximately fifteen students; half international students, representing at least four regions, and the other half North American students. The instructor facilitated curiosity by inviting conversation in the large group. She would ask questions, wait for answers, and then ask those who had not spoken (often international students) about their experience related to the question. Reminding us frequently that there was more than one perspective to consider, the instructor would invite the difference into the room; different viewpoints and cultural norms. Students gradually began to feel comfortable and to offer their thoughts on their own. The class was rich with perspectives and conversations. In the final class, we discussed our experiences. Most of the students acknowledged that while challenging at times, this seminar was full of learning that would not be forgotten. From this example and others, I know that teaching methods can, and should, include a different way.

I have spoken with several professors from the University of Victoria and other Canadian institutions about my research. After the discussions, one professor reported that she returned to her class and revised the course outline; implementing "international interactions" with a grade attached. The professor worked with the international student office and received a list of students she could have her class connect with. This was over and above a familiar "buddy programme." A buddy programme relies on voluntary participation. Participation in this case was attached to a mark. Initially, the students were reluctant, stating that they were unsure how to generate and maintain conversation. The students accepted the task. Regular meetings were set up and the discussion was to

include organic discussions. Each week, students provided a brief report of their experiences. By the end of the term, students were enthusiastic and recognized the value of the forced experience citing that they would not have made those efforts without the requirement being placed upon them. This example shows that, with a bit of creativity, the instructor provided the opportunity for the student to build capacity; self-efficacy and curiosity. To me this is the beginning of global citizenship. This is a great example of initiative on the part of the instructor, to foster learning for global citizenship. As Osmond and Roed (2010) show, using a different approach to international education and curriculum takes more work but is worth it in the end.

The layers of experiences are not limited to the short list extracted from this study. I found that people see discrepancies and challenges in internationalization. They want to resolve them, but may not know how. Resolution requires interactions. Interactions take time and energy (Osmond & Roed, 2010). I think that we are often so entrenched in our own way that we forget that there might be another way; we forget to think outside of the box. It is too hard. As the world becomes smaller, more integrated, more globally connected, I think we must continue to seek new ways towards becoming leaders in internationalization.

One Final Thought

In the twenty-first century, in an "advanced" and educated society, I would hope that racial tensions are historical and non-existent. Perhaps from my white privileged perspective, it is arrogant for me to think this. However, the sensitive question of racism on university campuses is an important one to ask. While not the primary focus of this

study, I feel the issue of racism needs to be acknowledged as part of the fabric of the academic environment.

During this study no one interviewed overtly identified "racism" as an issue or perspective. I did, however, recognize the nuances of judgement and sense contempt in several discussions with both international and domestic students. This led me to believe that there were certainly underlying threads of tensions. After reviewing the literature and finding the various works specifically identifying racism as an issue, I believe it is more prevalent than this study exposed.

During a classroom visit, I had mentioned Lee's (2006) research on neo-racism which spurred a flurry of discussion. Afterwards, several of the students from that class contacted me by email, indicating their gratitude for mentioning the research and that they certainly had felt the tensions. Perhaps it is, in part, an issue of esteem and confidence as Wei, Ku, Russell, Mallinckrodt and Liao (2008) suggest; or, perhaps, it is more complex and underlying as Lee (2006) purports. Further exploration of racism in the classroom is for another research project.

Chapter 5 – Recommendations

Students interviewed in this study were genuinely interested in their own academic experience and in their fellow students. The data showed that: 1) a lack of understanding of culture; and 2) comfort with language, are key barriers between students, which kept them from fully engaging with each other. The accounts in this research are from the student perspective, revealing an area where the academic institution could provide more guidance, framework, and structure to improve the international education model and experience.

Through this research I have found that the University of Victoria declares a vested interest in the continued development of internationalization on campus and in the community. The development of global citizens and the student experience is of significant concern for the institution. Through its 2012 Strategic Plan, the university is moving forward on initiatives which are congruent with its Mission. Despite the excellence in programmes, activities and facilitation, I have heard through the voices of the students that there is room for improvement.

The university offers excellent inclusion programmes and should continue to enhance these programmes and support ongoing research. For example, through the Equities and Human Rights department educational sessions including “Human Rights 101” or “Anti-Oppression” are designed for improving inter-relationships and raising individual and collective awareness of personal and professional impact across culture. Another workshop titled “Creating Spaces” strengthens participants’ skills to build stronger cultural connections in groups. Implementation of these short programs in every classroom would be an excellent step toward developing global citizens at the University of Victoria. To advance its position and set this university apart from other universities on the global stage, I

make the following recommendations: (1) using existing programs through the Equity and Human Rights department and The Learning and Teaching Center, actively train instructors in progressive methods of content delivery which facilitate an understanding, compassion and appreciation of intersectionality, the international experience and global citizenship, and (2) implement a mandatory (for degree completion) cultural awareness or cultural competency course such as Creating Spaces, for students. This could be implemented in each course outline as part of the curriculum.

Future Research

Research which explores domestic student experience is emerging. More research in this area is recommended. Perspectives which were not considered within the scope of this research project include: socioeconomic status; geographic limitations; privilege; virtual learning environments; and racism, to name a few. Future research could consider these perspectives in relationship to teaching methods which will further advance our understanding of student experiences and academic engagement.

Works Cited

- Abduli, T. (2010). Higher education internationalization and quality assurance in North-South co-operation. *International Journal of Euro-Mediterranean Studies*, 1(2), 239-258.
- Altbach, P. (2004). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10(1), 3-25.
- Altbach, P., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 290-305. doi:10.1177/1028315307303542
- Altbach, P., Reisberg, L., & Rumbley, L. (2009). *Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO 2009 Conference on Higher Education*. Paris: United Nations Educational, Science and Cultural Organization.
- Arno, R. (2005). To what ends: Educational reform around the world. *Indiana Journal of Global Legal Studies*, 12(1), 79-95. doi:10.1353/gls.2005.0002
- Arthur, N., & Popadiuk, N. (2009). A cultural formulation approach to career counseling with international students. *Journal of Career Development*, 37, 423-440. doi:10.1177/0894845309345845
- Ball, S. (1998). Big policies/small world: An introduction to international perspectives in education policy. *Comparative Education*, 34(2), 119-130.
- Barnett, R. (2011). *Being a university*. New York: Routledge.
- Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, 43-70.
- Biggs, J. (2001). The reflective institution: Ensuring and enhancing the quality of teaching and learning. *Higher Education*, 221-238.
- Blanchfield. (2012, 11 13). Studying in Canada: We're Failing To Attract Foreign Students, Says Government Study. *The Canadian Press*.
- Bottery, M. (2006). Educational leaders in a globalizing world: A new set of priorities? *School of Leadership and Management*, 26(1), 5-22.
- Brint, S., Cantwell, A., & Hanneman, R. (2008). The Two Cultures of Undergraduate Academic Engagement. *Research in Higher Education*, 383-402.
- Brown, L., & Jones, I. (2011). Encounters with racism and the international student experience. *Studies in Higher Education*, 1-16.
- Brown, L., & Richards, S. (2011). The British host: Just how welcoming are we? *Journal of Further and Higher Education*, 36(1), 57-79.
- Burnard, P. (1991). A method of analysing interview transcripts in qualitative research. *Nurse Education*, 461-466.
- Cheng, Y. C. (2003). School leadership and three waves of education reforms. *Cambridge Journal of Education*, 417-439.
- Collins. (n.d.). *Dictionary.com*, 10th Edition. Retrieved July 2, 2013, from Dictionary.com: <http://dictionary.reference.com/browse/culture>
- Cote, J., & Allahar, A. (2007). *Ivory tower blues. A university system in crisis*. Toronto, Ontario, Canada: University of Toronto Press.

- Cottrell, M. (2010). Indigenous education in comparative perspective: Global opportunities for reimagining schools. *International Journal for Cross-Disciplinary Subjects in Education*, 1(4), 223-227.
- Creswell, J. W. (2009). *Research Design* (3rd ed.). Thousand Oaks, California, USA: Sage.
- Crosby, A. (2010). The international student experience in Canadian post-secondary education. *Our Schools/Our Selves*, Spring(2010), 399-412.
- Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Watchter, B. (2000). Internationalisation at home. A position paper. (pp. 1-46). Amsterdam: Amsterdam: European Association for International Education.
- De Vita, G., & Case, P. (2013). Rethinking the internationalisation agenda in UK higher education. *Journal of Further and Higher Education*, 37-41.
- de Wit, H. (1997). Studies in international education: A research perspective. *Journal of Studies in International Education*, 1-8.
- Denson, N., & Zhang, S. (2010). The impact of student experiences with diversity on depending graduate attributes. *Studies in Higher Education*, 35(5), 529-543. doi:10.1080/03075070903222658
- Education, B. C. (nd). *British Columbia Government*. Retrieved August 7, 2011, from Ministry of Advanced Education, Innovation and Technology: <http://www.gov.bc.ca/aved/>
- Etmanski, C. (2007, 09 14). *Unsettled. Embodying transformative learning and intersectionality in higher education: Popular theatre as research with international graduate students*. Retrieved from University of Victoria USpace: <http://hdl.handle.net/1828/233>
- Featherstone, M. (1990). Global culture: An introduction. In M. Featherstone, & M. Featherstone (Ed.), *Global Culture. Nationalism, Globalization and Modernity* (pp. 1-14). London: Sage.
- Fitzgerald, T. (2006). Walking between two worlds: Indigenous women and educational leadership. *Educational Management Administration & Leadership*, 34(2), 201-213. doi:10.1177/1741143206062494
- Gabb, D. (2006). Transcultural dynamics in the classroom. *Journal of Studies in International Education*, November(1), 357-368.
- Goh, J. (2009). Parallel leadership in an "unparallel" world - cultural constraints on the transferability of Western educational leadership theories across cultures. *International Journal of Leadership in Education*, 12(4), 319-345.
- Government of Canada. (2011, December 16). *Centre for Intercultural Learning*. Retrieved June 15, 2013, from Foreign Affairs and International Trade Canada: <http://www.international.gc.ca/cfsi-icse/cil-cai/whatisculture-questlaculture-eng.asp>
- Gunawardena, H., & Wilson, R. (2012). *International Students At University*. Bern: Peter Lang.
- Hofstede, G., & McCrae, R. (2004). Personality and culture revisited: linking traits and dimensions of culture. *Cross-Cultural Research*, 52-88.
- Huntington, S. P. (1997). After twenty years: The future of the third wave. *Journal of Democracy*, 3-12.

- Jiang, X. (2008). Towards the internationalisation of higher education from a critical perspective. *Journal of Further and Higher Education*, 347-358.
- Jon, J. (2009). 'Interculturality' in higher education as student intercultural learning and development: A case study in South Korea. *Intercultural Education*, 20(5), 439-449.
- Kamara, A. (2012, November 18). Internationalisation must be on-and off-campus. *University World News*(248). Retrieved from <http://www.universityworldnews.com>
- Kandiko, C. (2013, March 30). Taking a global view of the student experience. *University World News Global Edition*.
- Khoo, S. (2011). Ethical globalisation or privileged internationalisation? Exploring global citizenship and internationalisation in Irish and Canadian universities. *Globalisation, Societies and Education*, 337-353.
- Knight. (1997). Internationalization of higher education: A conceptual framework. In J. Knight, H. de Wit, J. Knight, & H. de Wit (Eds.), *Internationalization of higher education in Asia Pacific countries* (pp. 5-19). Amsterdam: EAIE.
- Knight. (1999). A time of turbulence and transformation for internationalization. Ottawa: Canadian Bureau for International Education. Retrieved from <http://www.cbie.ca>
- Knight. (2003). Updated internationalization definition. *International Higher Education*, 33, 2-3.
- Kreber, C. (2009). Different perspectives on internationalization in higher education. *New Directions for Teaching and Learning Special Issue: Internationalizing the Curriculum in Higher Education*, 1-14. doi:10.1002/tl.348
- Kurucz, P. J. (2006). *How to teach international students*. Nanaimo: Success Orientations Publishing.
- Kvale, S. (1996). *InterViews*. Thousand Oaks: Sage.
- Lee. (2006, January - February). Neo-racism toward international students. A critical need for change. *About Campus Magazine*. Retrieved June 2012, from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ791388
- Lee, J., & Rice, C. (2007). Welcome to America? International student perspectives of discrimination. *Higher Education*, 53, 381-409.
- Leech, B. L. (2002). Asking questions: Techniques for semistructured interviews. *Political Science and Politics*, 665-668.
- Levinsohn, K. (2007). Cultural differences and learning styles of Chinese and European trades students. *Institute for Learning Styles Journal*, 12-20.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills: Sage.
- Maho, L. L. (2006, May 25). E-Mail interviewing in qualitative research. A methodological discussion. *Wiley InterScience*, pp. 1284-1295.
- Montgomery, C. (2010). *Understanding the international student experience*. Houndmills: Palgrave Macmillan.
- OECD, S.-G. o. (2010). *Education at a glance*. Retrieved 08 07, 2011, from Organization for economic co-operation and development: <http://www.oecd.org/education/skills-beyond-school/45926093.pdf>
- Osmond, J., & Roed, J. (2010). Sometimes it means more work. In E. Jones, & E. Jones (Ed.), *International and the student voice* (pp. 113-124). New York, USA: Routledge.

- Oxford University Press. (2013). Oxford Dictionaries. New York, NY, USA. Retrieved September 1, 2013, from <http://oxforddictionaries.com/definition/english/racism>
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3 ed.). Thousand Oaks: Sage.
- Pilote, A., & Benabdeljalil, A. (2007). Supporting the success of international students in Canadian universities. *Higher Education Perspectives*. Laval, Quebec, Canada. Retrieved May 27, 2013, from <http://hep.oise.utoronto.ca/index.php/hep/article/view/666/1029>
- Popadiuk, N., & Arthur, N. (2004, June). Counseling international students in Canadian schools. *Journal for the Advancement of Counselling*, 26(2), 125-145.
- Power, C. (2000). Global trends in education. *International Education Journal*, 1(3), 152-163.
- Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy Futures in Education*, 1(2), 248-270.
- Robson, S. (2011). Internationalization: A transformative agenda for higher education? *Teachers and Teaching: Theory and Practice*, 17(6), 619-630.
- Sherry, P., Thomas, M., & Chui, W. (2010). International studnets: A vulnerable population. *Journal of Higher Education*, 60, 33-46. doi:10.1007/s10734-009-9284-z
- Statistics Canada. (2011, 12 14). *Statistics Canada*. Retrieved from Statistics Canada: <http://www.statcan.gc.ca/pub/81-004-x/2011004/def/academic-academique-eng.htm>
- Thom, V. (2010). Mutual Cultures. In E. Jones (Ed.), *Internationalisation and the student voice* (pp. 155-165). New York: Routledge.
- Tikly, L. (2001). Globalisation and education in the postcolonial world: towards a conceptual framework. *Comparative Education*, 37(2), 151-171.
- Trahar, S. (2010). Has everybody seen a swan? In E. Jones (Ed.), *Internationalisation and the student voice* (pp. 143-154). New York, New York, USA: Routledge.
- UNESCO. (2012, October 20). *UNESCO Education*. Retrieved from United Nations Educational, Scientific and Cultural Organization: http://www.unesco.org/education/efa/ed_for_all
- Univeristy of Victoria. (2013-2014). International Viewbook. Victoria, BC, Canada. Retrieved September 1, 2013, from <http://www.uvic.ca/assets2012/docs/pdfs/UVicInternationalViewbook.pdf>
- University of Victoria. (2005). Co-operative Education Programs and Career Services. *Cross-Cultural Competencies*. Victoria, BC, Canada. Retrieved September 1, 2013, from http://www.uvic.ca/coopandcareer/assets/docs/corecompetencies/international_competencies.pdf
- University of Victoria. (2012). *A Vision for the Future -- Building on Excellence*. Planning and Priorities Committee. Victoria: University of Victoria.
- University of Victoria. (2012-2013). *Academic Calendar*. (O. o. Registrar, Ed.) Victoria, BC, Canada: Univeristy of Victoria.
- University of Victoria. (2013). *International Students*. Retrieved 2013, from University of Victoria: <http://www.uvic.ca/future-students/international/index.php>

- Van der Wende, M. (1996). Internationalising the curriculum in Dutch higher education: An international comparative perspective. *The Hague: The Netherlands Organisation for International Cooperation in Higher Education*, 1(53), 53-72. doi:10.1177/102831539700100204
- Verbik, L., & Lasanowski, V. (2007). *International student mobility: Patterns and trends*. Association of Commonwealth Universities and Universities UK. London: Observatory of Borderless Higher Education.
- Wei, M., Ku, T., Russell, D., Mallinckrodt, B., & Liao, K. (2008). Moderating Effects of Three Coping Strategies and Self-Esteem on Perceived Discrimination and Depressive Symptoms: A Minority Stress Model for Asian International Students. *Journal of Counselling Psychology*, 451-462.
- Xu, Y. (2011). Programs and support available for international students at the University of Victoria - the buddy program and conversation cafe. *MA Thesis*. Victoria, British Columbia, Canada: University of Victoria.
- Yeung, D., & Dunlop, T. (2007). The Flip Side Of The Coin: An Organizational Scan of Domestic Student Attitudes Towards Their Interanaionl Counterparts. *International Business and Economics Research Journal*(March), 83-96.
- Yin, R. K. (2009). *Case Study Research*. Thousand Oaks: Sage.
- Zimmerman, K. A. (2012, July 9). *What is Culture*. Retrieved July 2, 2013, from Live Science: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

Appendix A

Interview Questions

What do you know about the idea and experience of an internationalized classroom setting?

What is your experience within the internationalized classroom?

How does your classroom experience affect your academic performance?

In what ways do you feel academically challenged in the classroom?

What types of teaching methods have you experienced? For example, lectures, group-work, labs?

How do you think instruction method impacts your experience of working with others?

How could your classroom experience be improved?