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Learning Experience of Students in the Master of Education Program at University of Windsor

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A Study of International Students Enrolled in the Master of Education Program at a Canadian University: Experiences, Challenges, and Expectations

Abstract

Even though more and more studies have been reported in the literature about international undergraduate students' learning experiences in North America, little research has been done to study international graduate students on North American campuses. The university where this study took place has recently established a Master of Education program for international student cohorts. This study was designed to investigate the adaptation of the international graduate students who were enrolled in the MED program with a focus on their learning experiences, perceptions of the challenges they faced, and the coping strategies they used to facilitate their academic achievements. The study employed a mix-methods design, combining survey and interview. Data analysis reveals that while international graduate students shared some common challenges with international undergraduate students such as language and cultural challenges, they had their unique perspectives and expectations on curriculum and pedagogy. Suggestions for curriculum development for international graduate students will be highlighted.

Key words: International graduate students; Master of Education program; cultural conflict, language barrier