

The Motivational Aspects and Transformational Impacts of International Travel by
Teachers Working in a Quebec CEGEP

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A Thesis

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements
For the Degree of Master of Arts (Educational Studies) at
Concordia University
Montreal, Quebec, Canada

August 2015

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CONCORDIA UNIVERSITY
School of Graduate Studies

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Master of Arts (Educational Studies)

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ABSTRACT

The Motivational Aspects and Transformational Impacts of International Travel by
Teachers Working in a Quebec CEGEP

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This thesis is a qualitative study based on interviews with seven teachers who traveled internationally for a Quebec CEGEP over a period of five years for different types of trips including travel as chaperone or for personal and professional reasons and projects. The study examines the ways international travel transformed teachers and whether this transformation was felt in the classroom. The impact of travel on teachers is discussed through the lens of transformational learning theory.

Through the seven narratives we learn that the participating teachers who travelled internationally experienced transformational learning to different degrees. The degree of the transformation depends on whether the teacher had prior travel experience, the intensity of the trip, and whether the teacher was chaperoning students or not. Teachers who experienced the greatest transformation while traveling, had the greatest desire to make changes back at the College (although they may or may not have succeeded in making those changes happen for a variety of reasons) and these changes were usually related to furthering international perspectives in the classroom or encouraging travel. A hearty disagreement emerged, through the narratives of participants, about whether it is possible to re-create the same degree of transformational learning in the local classroom and further study is warranted on this finding.

ACKNOWLEDGMENTS

Many thanks must be given to Arpi Hamalian, who not only was a bottomless fount of patience as I gave up on the process several times, but also provided me with encouragement and confidence to finally reach the end.

To my wife, Rebekah, who never doubted my abilities and encouraged me without fail. As iron sharpens iron, so one person sharpens another.

To Merrin, Gabriel, and Seth, my three children, who were always curious about what daddy was writing so much about and who inspired me to finish.

And, eternal thanks to the Father of heavenly lights, the source of every good and perfect gift.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION, LITERATURE AND RESEARCH	
QUESTIONS.....	1
1.1 Personal statement.....	2
1.2 Statement of the problem.....	3
1.3: Literature review / Gaps in the literature.....	4
1.4 Goal and aims / Research questions.....	9
CHAPTER 2: METHODOLOGY AND DATA.....	11
2.1: Methodology.....	11
Research method and procedures	
Preliminary biases, suppositions and hypotheses	
2.2 Participant Profiles.....	17
Melodie Hicks	
Mike Besner	
Eric Lozowy	
Nathan Loewen	
Rhys Adams	
Kevin Lenton	
Stephane Giroux	
CHAPTER 3: ANALYSIS AND RECOMMENDATIONS.....	45
3.1: Themes and responses to research questions of the thesis	
The Accidental Traveler.” Interesting reasons for getting involved.	
Previous travel and life experiences.	
Intensity	
Chaperoning students versus individual travel.	
The relationships between teachers who travel.	
Local vs. international – can the results be recreated on a local level?	
Results and challenges back home.	
3.2: Recommendations and further study.....	70
3.3: Conclusion.....	72
3.4: Further research directions.....	76
REFERENCES.....	78

APPENDICES.....	81
Appendix 1: Consent forms.....	81
Appendix 2: Pre-interview written questionnaire.....	85
Appendix 3: Interview questions.....	87

CHAPTER 1: INTRODUCTION, LITERATURE AND RESEARCH QUESTIONS

This chapter sets the stage for this study, introduces the topics, brings out my own personal statement and biases, provides an overview of the literature and outlines the research questions that we will attempt to answer.

Introduction

I coordinated the Language School at Vanier College an English CEGEP (College) in Montreal, Canada from 2005 to 2014. My direct manager was Coordinator of the International Education Office, which is a relatively young department at the College. The role of the International Education Office at the College is to actively engage in creating partnerships internationally, provide opportunities for students to travel abroad for internships, humanitarian projects, and study abroad (student mobility). The Office also actively searches out opportunities for faculty to travel abroad and provides expertise in how to apply for funding in order to participate in these programs. It is active in supporting international students at the College, involving students in public engagement projects, and integrating an international and intercultural dimension into programs of studies and into the activities of the students. My role at the College was to manage all aspects of the College's Language School, including defining its role in the College and in support of International Education. I supported International Education by actively searching out opportunities to engage in revenue generating partnerships and exportation of College curriculum and programs.

During my nine years at the Language School, I noticed that International Education is often considered to be on the periphery of the core “business” of the College. To many, it

is “nice to have” but not essential. Those who believe that International Education is nice to have prefer that resources and funding go to traditional needs. In fact, despite support from higher administration, staff is hired to work as temporary special project employees rather than permanent employees. The Office is encouraged to act entrepreneurial -- something that Office employees whose, “values include respect for human rights and cultural diversity, civic responsibility, cooperation, and sustainability” (International Education - CEGEP Vanier College), do not always feel comfortable doing.

However, I have also observed that the departments that participate in international projects are the ones that are the most dynamic. Many teachers who get involved in international education projects and who travel outside of the country for the College are transformed by the experience. They teach with renewed vigour. They incorporate an international dimension into their curriculum, and, they help to get more teachers and students interested in International Education. They are excited about social justice, cooperation, global diversity, and human rights. These teachers are dynamic leaders at the College and they themselves work to transform their departments.

1.1 Personal Statement

Despite the transformational experience of International Education and travel for many teachers at the College, not all international travel is transformational. For instance, I have traveled extensively in my career. But, even though I enjoyed the experience and despite having my eyes opened to new ways of doing things around the world, I would not call these experiences transformational. I was out doing my job, attempting to build partnerships, recruiting students, participating in conferences and did not come back to the College transformed and ready to be an evangelist for International Education.

Personally, this research project was a quest for me. I am slightly cynical about travel for humanitarian / social justice purposes. I am not the kind of College employee who gets involved in the social / community aspects of College life that seems to support these teachers' internationalization efforts. But, I have also seen its effects. I wanted, somehow, to live the experience through the participating teachers and gain a better understanding of myself as a result. I am convinced that there is a great deal of benefit to be had and I believe this study enriched the literature on this topic. Glesne (2006) puts it extremely well when she writes, "Interpretive inquiry attunes your senses, your eyes and ears in particular, to the richness of the lives around you, to the complexities and particularities of people's actions and words which you communicate to others. This way of being can also become part of who you are beyond your researcher self" (p.24).

A quote from one of my favourite travel writers:

"You go away for a long time and return a different person - you never come all the way back."

— Paul Theroux, *Dark Star Safari: Overland from Cairo to Cape Town*

1.2 Statement of the Problem

What is different between my experiences and the experiences of the teachers who are lit up by their experience abroad? What contributes to the impact that these transformed teachers experience and what is the result of that experience back at the College? Do transformational experiences of travel abroad impact the level of internationalization at the College and how?

1.3 Literature Review / Gaps in the Literature

This literature review will be done in two sections. The first will be a broad overview of the adult education theory of transformative learning, and the second will be to look at what has been written about the impact of and on teachers who travel internationally for their institution. We will see that even though Transformative learning theory has, “become a pivot of discussion in adult education” (Nohl, 2015, p. 35), since the first publication in 1978, connections between transformative learning international travel have only been made very recently and only in relation to student travel.

Transformative learning is an adult education theory that was advanced by Mezirow in 1978. It is the “process of effecting change in a *frame of reference*” and these frames of reference are the “structures and assumptions through which we understand our experiences.” They selectively shape and delimit expectations, perceptions, cognition and feeling. Transformative learners “move towards a frame of reference that is more inclusive, discriminating, self-reflective and integrative of experience” (Mezirow, 1997, p. 5). The process takes place in a series of phases including:

1. A disorienting dilemma.
2. Self-examination with feelings of fear, anger, guilt, or shame.
3. A critical assessment of assumptions.
4. Recognition that one’s discontent and the process of transformation are shared.
5. Exploration of options for new roles, relationships, and actions.
6. Planning a course of action.
7. Acquiring knowledge and skills for implementing one’s plans.
8. Provisional trying of new roles.
9. Building competence and self-confidence in new roles and relationships.
10. A reintegration into one’s life on the basis of conditions dictated by one’s new

perspective. (Mezirow, as cited in Nohl, 2015, p. 26).

Core concepts in Mezirow are that transformative learning is rational and focused on communication and discourse with others (Taylor, 2008). Transformation happens not just as the result of dramatic life experience but as a result of critical reflection, discourse, and action that the experience catalyzes (and can be furthered by an educator.)

The disorienting dilemma phase as a catalyst for transformative learning relates closely to the subject of this thesis. Disorienting dilemma can often be stressful or painful and include personal crisis, the death of a significant other, job loss, an accident or many other possible examples (Taylor, 2008). International travel can be a strong disorienting dilemma for transformative learning. Yet, in a later article emphasizing transformative learning in practice, Mezirow (1997) shows how transformative learning can also happen more subtly yet in a classroom setting. Educators can facilitate transformative learning by helping students become, “aware and critical of their own and others’ assumptions” (Mezirow, 1997, p. 10). He further argues that learners must be helped in participating in discourse – necessary in validating or arriving at a judgment regarding a belief. Educators must foster critically reflective thought and discovery learning, promote discovery learning, and must transfer leadership to the group. Non-traditional methods are often used for evaluation and Mezirow mentions portfolios as an example (p. 11).

While Mezirow’s name is synonymous with transformative learning theory, varying additional perspectives on transformative learning have been advanced and some of these are outlined by Taylor (2008). These include the “psychoanalytic” in which one discovers oneself over time, the “psychodevelopmental” involving change in how we make meaning and the “social emancipatory” which is more closely related to societal change and the development of the ability to transform society and learners’ own reality through critical

reflection (p. 8). Taylor also brings out the challenges and responsibilities that transformative educators take on and asks some very useful questions in regards to the student's responsibility towards the educator, the consequences of the transformation in the student's life and towards other students, and what the impact is on student grades and scores.

More recently, Nohl (2015) has advanced a new practice-based, empirical model of transformative learning that relates closely to my own personal journey throughout the thesis. Nohl suggests that there are five phases of transformational learning:

1. The Nondetermining Start
2. Experimental and Undirected Inquiry
3. Social Testing and Mirroring
4. Shifting Relevance.
5. Social Consolidation and Reinterpretation of Biography.

Unlike the disorienting dilemma phase of Mezirow, Nohl's nondetermining start is caused by an abrupt, unplanned or unanticipated event. The event does not have to be something dramatic – it can be incidental. Then, because of the introduction of the novelty into life, and without any real goal or plan, one starts to explore the novelty and gain familiarity with it. The new practice or interest is then tested with others and, if it is truly transformative, its relevance then shifts. The practice becomes more important and takes on greater meaning. Finally, there is the consolidation in oneself of what was once a casually introduced novelty. Nohl concludes that the seed of the new orientation and practice may be planted long before it gains relevance and become the focused concern of the respective actor. Thus the novel state evolves only bit by bit until it leads to a full transformation.

Whether transformative learning takes place as a result of a disorienting event and is

stimulated by critical reflection, communication and discourse and is seemingly more dramatic, or whether it is more accidental, nondetermined and lifelong, transformative learning theory describes the process by which adults can be transformed whether in or outside of a classroom setting. It explains the process through which transformative learning takes place and offers suggestions about its nature and process.

There is a reasonable amount of literature on the impact of travel on teachers. However, very little of this literature brings the elements together to understand the connection between teacher travel, transformation and motivation, and then how that experience is carried through to curriculum, internationalization, and work environment. There are various theses that explore how experience abroad transforms teachers. Markoulis (2010) did a qualitative study of teachers who traveled abroad to teach English. The study examined the impact on their teaching and upon their professional and personal development. It focused on how the experience abroad helped develop cultural and global understanding. The study had a Canadian focus as well which is rare. Armstrong (2005) shows how short term travel can be considered as professional development. His dissertation demonstrates that the teachers who share their experience with colleagues upon their return underwent the biggest transformation while abroad. Karaman (2008) examines field education abroad for language teachers from the perspective of educating teachers who can impart cultural awareness through language. Rapaport (2007) shows how teachers stand in the middle of the internationalization process with their own cultural understanding on one hand and the students on the other. Teachers reconcile their own understanding and cultural worldview with what they learn and see on international travels and then pass that on to their students. Schmied and Shiba (2007) describe the way personal experiences are the

most important component in making a trip meaningful and how developing experiential education opportunities for students through travel is extremely meaningful. Sanderson (2008) describes how essential it is for teachers to understand who they themselves are before understanding “the other.” Articles also discuss the changes that various teachers undergo in relation to the subject they teach. This includes language learning (Harbon, 2007), teacher education programs (Karaman, 2008), and business teacher education (Festervand, 2001). Each of these shows that there is an important benefit in traveling abroad.

There is also literature about transformational and experiential learning, teacher motivation, job satisfaction and involvement. Birky's dissertation (2002) describes what motivates teacher leaders and demonstrates that innovation, curriculum development and working with others are the most important. However, International Education was not considered as a factor. Washington (2008) discusses morale at 2-year community colleges in the United States but does not combine internationalization with potential for morale improvement. From an internationalization context, teachers are most motivated when they are working together on curriculum development, learning and discovery (Stohl, 2007).

Finally, there is literature on internationalization strategies in Colleges. Schmied and Shiba (2007) describe how internationalization plans must include individual departments (p. 74) and present actual international curriculum. There are quantitative studies of the levels of internationalization and the success of various strategies (Ortega-Cowan, 1999). Teachers are generally considered to be the essential component in any drive to institutionalize Colleges (Samaan, 2005; Dean, 2003; Green, 2007).

1.4 The Research Questions

Through my research, I explored the ways that being involved in international education projects bring change in teachers and their various departments at the College where I work and then, developed an understanding of the role of those teachers in the internationalization of the College. Primarily, I focused on why teachers get involved in international education projects and then, how being involved in international education transforms them as teachers and how this transformation in turn impacts on the process of internationalization at the College.

Research questions:

1. Why do teachers choose to get involved in international education projects?
2. What is their experience before, during, and after the projects?
3. How does their experience influence their daily teaching, curriculum development and motivation towards the process of internationalizing the College?
4. What changes happened in their department as a result of their interventions?
5. Does the type of international project make a difference? (humanitarian, large government funded projects, revenue driven expertise exports, student mobility, faculty mobility and professional development, top down, bottom up, partnership driven, long-term, short-term, etc)

By gaining an understanding of what motivates teachers who travel abroad and what these teachers bring to the College, I hope the International Education office will be in an even better position to support projects more effectively in the future.

This is a study of the teachers who have been involved in the most important recent

International Education projects at the College over the past five years. There have been several projects at the College:

1. Two Canadian International Development Agency public engagement projects that required short-term travel to Malawi followed up by a series of activities on and off campus on the return of the teachers, staff, and students who participated.
2. A follow-up public engagement project that did not receive CIDA funding but went forward nevertheless.
3. Teacher led student trips to New Orleans, Nicaragua and Russia.
4. Recruiting trips by Business Administration teachers to France and Belgium.
5. A Partnership trip to India.
6. Professional development trips to Mexico.

With the use of qualitative research techniques such as in-depth, semi-structured interviews and document analysis, I gained an understanding of teachers' involvement in international education projects at a CEGEP in Montreal, Quebec and follow up on the excellent work of Stacie Travers (2010) about students who participated in a study-abroad project to Malawi and what learning actually took place. She studied the students who participated. I studied the teachers who led the study abroad trips.

Studying teachers who traveled at Vanier College over a period of five years is part of a personal journey to understand their transformation and how that transformation impacted the College.

CHAPTER 2: METHODOLOGY AND DATA

The following chapter describes a qualitative study that was accomplished by interviewing a variety of teachers at a Quebec CEGEP who engage in international travel. By starting with a written pre-interview questionnaire, I was able to focus the interview questions on specific aspects of their travels and gain an in-depth understanding of their experience before, during and after their trip(s) abroad.

2.1: Methodology

Research method and procedures

The goals of this study were to gain an in-depth understanding of the changes that take place in teachers, their departments, and the College as a whole because of travel abroad. I used a qualitative approach to research in this study. Qualitative research was necessary to truly get to know the teachers and their experiences. Basing myself on the direction outlined in Bogden and Biklen (2007) and Glesne (2006), I let the teachers tell their own story of their international experiences. Through a series of semi-structured interviews, preceded by a written questionnaire, I learned what teachers have experienced and how they view the experiences that have impacted them. Through document analysis of pre-trip planning materials, journals, post-trip reports, and then, if possible, teacher notes and narratives based on interviews on how they implemented changes in their lesson plans, I was able to gain a broader picture of what the teachers themselves revealed in their interviews.

To a degree, it is unfortunate that I was not able to do a case study of teachers who participated in the same international program. This would have allowed me to focus the study on a single situation and reduce complexity. However, in the College context, there are usually only one or two teachers who participate in a given project. It simply is not

possible to send a larger group of teachers to participate in a similar experience. I selected teachers who each participated in a, or multiple trip(s) with a different purpose. I was able to study a teacher who participated in the humanitarian trips to Africa, one who participated in recruiting and partnership development in Europe, teachers who led groups of students on short-term trips to Russia, Nicaragua, and Europe and finally partnership and professional development trips to India. I used other projects as backup projects in case some of the teachers identified were unwilling to participate in the study or in case a broader study was necessary to provide deeper understanding. In many cases, there was a great deal of overlap as teachers participated in multiple projects.

Table 1:			
International Travel Abroad Projects at Vanier College			
Name of project	Type of project	Number of teachers participating	Number of teachers selected for interviewing
Malawi 1: AIDS Action in Africa	CIDA	1 teacher, 2 staff	1 (same teacher for all projects)
Malawi 2: Education for All	CIDA	1 teacher, 2 staff	
Malawi 3: Water Action for Access	No CIDA funding	1 teacher, 2 staff	
New Orleans	Architecture Program, Habitat for Humanity	1 teacher, 1 staff	0
Nicaragua trips (2)	Language Immersion and cultural context	3 teachers	1
Russia	Partnership development	1 teacher	1
Recruiting trips France	Recruiting	1 teacher	0
Recruiting trips Belgium			
India Trips (3)	Professional Development and	3 teachers	3

	Partnerships		
Professional Development Trips (2) to Mexico	Exchange of expertise	5 teachers	2

My first task was to work with the International Education Office to review publically available trip documents and reports to gain background information on the trips. Ultimately, the richness of the information that is available and the experiences that the teachers had was what determined the choice of the participants. (Bearing in mind the goal of selecting teachers from a variety of international experiences) (Glesne, 2006, p. 44)).

Participation in this study by teachers, staff and administrators was strictly voluntary. Written consent to participate was obtained prior to doing any interviews. (Appendix 1) However, I reviewed publicly available documents that may or may not have been written by the potential participants prior to inviting the individual to participate. Attempting to maintain absolute anonymity in this project was not realistic. There are only 5 English CEGEPs in Quebec. Only one of them has done CIDA funded work in Africa. Only one teacher from one department traveled to Africa. Therefore before asking the potential participants to sign the consent form, I explained this to them and it was indicated on the consent form. However, even though absolute confidentiality was not possible, they were given the option to keep their personal information and names private. Privacy could also be enhanced through the use of pseudonyms, if the participants wished. Specifically identifying features could be used only where absolutely necessary. These include the participant's departments and events they participated in publicly before and after the events. All participants had the right to withdraw from the research during the study. Participants were provided with a transcript of the audio recording of the interview and copies of all

documents collected about them as well. One teacher asked me to remove a negative sentence about a colleague. Since it would have been possible to infer who the participants are from information that I collected about them, they had the right to withdraw from the study after reviewing the transcript of the audio recording. Also, I obtained approval to do this study from the College's research ethics committee. It should be noted that none of the teachers who were interviewed wished me to use a pseudonym or to disguise their department or discipline. They indicated this on their consent form. None of the teachers withdrew although one teacher who was given a pre-interview written questionnaire was unavailable to be interviewed.

Although I work near the International Education Office, I do not work directly with any of the potential teachers that I will be interviewing. For this reason I was able to be objective with them. However, I am close with the Coordinator of the Office and the International Projects Officers. It is for this reason that I did not do structured or even semi-structured interviews of the staff that I work with.

Considering the necessity to truly understand who the teacher is, their experience and how it transformed them, I collected the following data:

- Trip reports and other data that are publicly available.
- A pre-interview written questionnaire of each of the teachers that I used in order to establish a base of understanding to build on during the semi-structured verbal interviews. The written interview consisted of questions about the trip and the project, and asked the teachers if they have insight on how the trip has impacted them, and asked them about some of the things they are doing differently now as a result of their experiences.

- My original intention was to ask the teachers to submit other pertinent documents which include:

1. Journals
2. Lesson plans that have been impacted by the trip
3. Other documents that the teachers wished to submit to help enhance the understanding of the impact the experience had on them.

However, it quickly became apparent that the teachers were too busy to prepare this data. Their written questionnaire, combined with the semi-structured interviews contained enough data for the purposes of this study.

- I conducted semi structured interviews with the teachers four to six weeks after I collected the written interviews. These interviews were audio recorded and I prepared written transcripts. During the interviews, I made notes to add descriptions about the participant's mood, intensity, behaviour, etc. The goal of these interviews was to learn about changes that resulted because of the trips. I used semi-structured interviews because I wanted to leave room for, “serendipitous learnings that emerge from the unexpected turns in discourse your questions invoke” (Glesne 2006, p. 104).

In order to analyze the interviews I looked for themes to evolve as a result of the interviews and the rest of the data collection process. During the interviews, several themes emerged to form the basis and structure of this study.

1. Previous travel and life experiences.
2. “The Accidental Traveler.” Interesting reasons for getting involved.
3. Chaperoning students versus individual travel.
4. The relationships between teachers who travel.

5. Intensity.
6. Local vs. international – can the results be recreated on a local level?
7. Results and challenges back home.

My hope is that this thesis is written in a straightforward and simple writing style that will encourage its use by the College's International Education office.

Preliminary biases, suppositions and hypotheses

I believe that there is a power and energy in international education to transform and motivate teachers. These teachers, given the proper support and opportunity, can do a great deal to internationalize the curriculum they teach, the departments they are in and influence their colleagues. On the other hand, not all teachers and not all trips are impacted in the same way. What motivates one type of person in one way will not motivate another person in the same way. Based on observations and the literature on transformational theory, the kinds of trips that involve humanitarian efforts or trips that would put teachers in situations that cause them to reflect the most on their own situations and positions tend to have a much greater impact than other kinds of trips, although this is not always the case. There is a sense of community in practice in these teachers. I think that the value of this study lies in the better understanding of the transformational impact of study/travel abroad. Gaining this kind of understanding will help the international education office at the College to better support the teachers that they work with.

2.2 Participant Profiles

Melodie Hicks

Melodie Hicks is the inspiration behind this thesis. She started off as a typical (at the time) Nursing teacher and was completely transformed by her travels to Africa for the College and the transformation was thrilling to watch! I personally watched her become a powerful agent for change in her classroom, her department, at the College as whole, in the student's lives who accompanied her, and in the country of Malawi. Her experience is a great introduction to many of the themes in this study. Her travels, right from the first trip, transformed her. She came back to the College full of drive and energy, only to experience negativity in her own department. She was able to see how travel transformed her students, both on a personal level and in their Nursing education. Her regular travels and perseverance, combined with the transformation in her students changed her department. She learned the value of structuring the experience for the students, encouraging them to engage at many levels in their own travels and she argues strongly for the benefits of travel, despite the cost.

Melodie Hicks taught Nursing at Vanier College for 19 years before even starting to get interested in travel for the College. According to her, her teaching career was, "fly by the seat of your pants and you do what you can because I too have 3 children and was raising 3 children and working full-time. You do your job and you do the best you can at your job but to take on anything over and above is not an easy thing to do." She kept her head down and rarely got involved in the department and in extra activities. International experience "drew me out of my Nursing cave." As a nurse, however, Melodie was not as deep in a cave as she states in the interview. Every year, she volunteered to help out in the Farha Foundation AIDS walk and encouraged her students to participate. As a nurse, she felt that

this kind of volunteering and encouraging her students was part of a job. Nevertheless, she only got involved on a yearly basis.

In 2006, with the arrival of a new Director General, Gilbert Heroux, Judy Macdonald, who was then Coordinator of the Learning Centre and who had experience in grant writing, was given the responsibility of applying for a Canadian International Development Agency (CIDA) Public Engagement Grant and launching the College's International Office. These grants of \$100 000 to \$150 000 funded student participation in travel abroad. Student participants were required to participate in a learning experience abroad and then, upon their return home to the College, engage the community in activities that would transmit this knowledge and experience locally. Judy Macdonald tapped into the experience of Doug Miller, a Learning Centre employee who had married a Malawian and kept a second home in Malawi, Africa. The grant proposal was called "AIDS Action in Africa" and the College obtained the grant. The grant allowed the College to hire a contract Professional to organize to promote the trip, select the students, report back to CIDA, and organize the post trip engagement.

The concept of the trip was that a group of students from various disciplines would travel to Malawi to study AIDS from their discipline's perspective. The students would work together to make connections about the social, economic, and scientific impact of AIDS in Malawi and because the College had so little experience in international student travel, extensive preparations were made. Doug Miller and the Project Officer visited many College departments to promote the trip and obtain student applications. They also enlisted the help of the Nursing department to provide expertise in health issues that the students may experience during the trip.

Melodie initially agreed to participate in pre-trip meetings to provide health and

safety expertise for the project but, as she participated in meetings and began to learn about many challenges the students would face and began to learn about the AIDS pandemic in Africa, she began to feel as if she just had to go with the group. In addition, Melodie had several students from Zimbabwe in her class that semester who she had gotten to know quite well (and was still in contact with at the time of the interview). When Melodie discussed this with her family, they were very supportive, despite the trip taking place during the Christmas holiday. However, she did not have immediate support from the new International Office and from her Department. The office had not budgeted for an additional participant and told her she could not go. Melodie was persistent and even offered to fund the trip herself. Eventually, as parents expressed concerns about health and safety and as Melodie persisted, the budget was rearranged to allow her to participate. Teachers from her department were also unenthusiastic. Melodie said, “I don’t think anybody was that excited. I think some people thought that I was kind of crazy to take my Christmas vacation...it’s not really our vacation but it’s certainly is...some of it was my vacation, I left New Year’s Eve. Some of it was my own time and then the couple of weeks before the students come back in January which is often time for teachers to prep and do their own thing so I think that some of my faculty thought that I was crazy to be giving up that time...”

Melodie’s description of this initial trip perfectly describes the beginning of her transformation. It was not simply the immense poverty in Malawi that transformed her. It was this experience combined with seeing the impact on the one Nursing student who was picked. She stated:

It was rough. You know, I remember, we had no electricity; candles, an outhouse that was really quite ridden with cockroaches and it was quite tough. Even for somebody who had camped. I had been a camper, gone to camp all my life. Even

for me it was rough and it was rough for the students. We had mattresses on the floor with our nets. There were a lot of cockroaches on the floor. Several students throughout the first week ended up having severe bouts of diarrhea and vomiting. So, from even a health point of view, it was a challenge. But I loved it, and I caught the bug. I spent time in the hospitals. I did hook up with this one nursing student and I think as the weeks progressed, it became really obvious that this one student was getting an incredible experience, really a life changing experience and being able to just to see and draw comparisons to the healthcare system there and what we had at home, and to, it was something that became apparent, was something that I wanted to do and expose more students to.

The trip was extremely intense because of the poverty and because she was a nurse, she and the Nursing student tried helping. She stated, “Certainly, you do throw yourself into it. It becomes all-encompassing from morning to night. You are involved 24 / 7. There’s no weekend off kind of thing and it’s intense. We had people lined up at our door when we would come home in the afternoon so this impromptu clinic erupted. So this student and I were running this clinic and the lineup was out the door because the need was so great.”

Melodie was impacted by the poverty in Malawi but it is clearly not just the poverty that transformed her career. The transformation came when she began to connect the rough travel, the total immersion in the trip and experience and the never before seen levels of poverty with her Teaching and Nursing. She had an epiphany: “But that was an eye-opener for me. All of a sudden this little light went on. Like oh my goodness. I don’t have the skills and we’re not teaching this generation of nurses the skills either to be able to nurse their patients”. From a practical, nursing perspective, Melodie describes this: “I began to realize that when you’re examining black skin, everything looks different and I thought, oh

my goodness, I don't have the training for this and our nurses need to be able to be trained for this because Canada is not white. We are very multicultural and multiracial and we are doing our students a disservice cuz never before had it occurred to me in my classes here in Vanier, even though my class was so diverse, that we weren't teaching them or giving them tools to really be assessing properly." On subsequent trips with Nursing students, she began to observe how her students would begin to hoard supplies and use them sparingly during clinic days in Malawi. This was a dramatic change from the wasteful behavior they demonstrated back home during clinical days when the students would throw out unused swabs.

After returning several more times with groups of Nursing students, she refined her view: "Lots has changed with me personally. I can try and reflect on that a little bit more afterwards but from a professional point of view it was this realization that we are doing our students a disservice by only looking at a Western European model of Nursing." From a teaching perspective, Melodie was thrilled to see how the trips changed her students. She passionately described that, "I'm trying to teach them to value their knowledge, to value, to boost their own confidence in their own ability and by leaving their safety here at home, I don't think you can do that. It's when you take somebody out of their comfort zone and place them in a very different context, in something that is totally unfamiliar to them that I have seen, they rise to the occasion." She observed that it was important to have structure and clear-cut objectives for the students to have a true learning experience.

When asked about the necessity of international travel for the students to have this experience, she elaborated on what caused the students to transform. You had to remove the students from distractions. To truly connect, they needed to get rid of their cell phones, their friends, their family and their day-to-day lives. They needed to be immersed in the culture

and be completely dependent on themselves. Volunteering locally would not be the same because the students would return to their families at the end of the day.

Melodie traveled 5 more times to Africa after the initial trip in 2006-2007. Each time, she would bring a group of Nursing students with her for a part of their clinical internship. Each time she would work in a field hospital with the students, treating local Malawians. The students, who rose to the occasion, returned to the College as significantly better nurses. This, combined with Melodie's persistence, began to have an impact on her department. Initially, as we have seen, the department was bemused with her travels during her time off. Later, however, some members even became critical, questioning whether she had the credentials to take these 3rd year students abroad. She persevered and states, "that in the last couple of years, there's a complete about face. I just kept pushing and persevering and I felt that I knew what was happening with the students and how important I felt this was... And bit by bit, there are several other faculty members doing other projects. We've got a lot release [teachers who are partially released from teaching duties] in the department doing different things. I don't know, there's kind of been this, the ball got rolling, it was slow, but it is rolling." When she organized an International Nursing Conference early on, she was forced to organize everything herself with little support. But, her colleagues became so convinced in the value of what she was doing that they organized the conference on her behalf when she had to travel one year during the conference. Without Melodie, this would not have happened.

Mike Besner

Mike traveled extensively before his teaching career started, both in family life and as a cook in the Navy. He describes himself as a, "Air-Canada brat" whose father was a

pilot and brought his family along on many trips. He is a self-described geek who learned through touching, experiencing, and exploring. As a father, his own family vacations are the same. He has never taken his children to Disney World, preferring museums, exploring, tasting and experience. He is a “hands-on” math teacher who wants his students to experience for themselves. Before traveling internationally as a teacher, he developed programs as a substitute teacher at a high-school to get Ecology students out into the wilderness to touch, feel, smell and fully experience what they were learning in the classroom, outside of the classroom. His hands-on learning experience built character and a team mentality. The desire to take learning outside of the classroom transferred over to his career at Vanier College and then shaped his approach to organizing trips for students. It also helped define and shape the travel experiences he had at the College and his view of their successes and failures.

Besides taking Honours Science and Social Science students on weekend trips to Boston and New York, Mike did not expect to travel internationally for Vanier. His introductory trip, an organized, EF Tours (a large company specializing in student travel and study abroad), trip on the History of the Holocaust, was unplanned. His colleague, Rhys Adams, who originally organized the trip for any student at the College, asked him to take over because his wife was due. Even though he never had much interest in the Holocaust prior to the trip, he brought 11 Vanier students in 2011 and had, “an unbelievable experience. Profound experience.” He watched the students undergo changes as a result of the visits of the Concentration camps in Poland. He led them in difficult conversations about the Holocaust and watched them discover that they have, “a voice.” But, throughout the 11 day trip, Mike continually felt as if learning opportunities were squandered. EF Tours structured the trip around tourist opportunities and did not have structure to encourage

reflection and hands-on learning. Mike worked within the EF structure to create opportunities by instituting a rule that required that he and the students eat breakfast and dinner together to reflect on the day. But, there simply was not enough learning for him. There was not enough built into the structure of the course. Both the success and failures of the 2011 trip inspired Mike when he got back to Vanier.

Upon Mike's return to the College, he worked with a colleague, Sevak Manjikian, his Dean, Eric Lozowy, and the Coordinator of International Education, Judy Macdonald, to develop a full, for-credit, complementary course on Totalitarianism and the Holocaust. By making the course a credit course, they were able to access funding and organize the travel themselves and decrease the cost significantly. The theory of the in-class course would culminate in a trip to Europe for the entire class. The students would be responsible for travel blogs and journaling throughout the course and do a presentation at the end. Mike said, "We're trying to recognize, through a credit system, that these types of experiences can be at least equally or at best far more enriching than a classroom experience while providing students the opportunity to do something they otherwise would not get to do." It was his vision for the trip to serve as a model for other disciplines. He realized:

When I went on that trip in 2011, I realized, as a math geek, there is so much out here and this can be developed in so many ways, and there is so much that we can do. And it doesn't have to be History. It can be dealing with extinction and taking a group of students to Costa Rica where they help the Leatherbacks and so your central theme, your contemporary issue, is extinction. And then you go somewhere and then you realize how it may have an impact and you tie it into different things.

During the organization of the second, for-credit trip, Mike experienced serious

challenges at the College, especially with his own teachers' union who questioned whether or not a math teacher should organize a social sciences trip, questioned the allocation of teaching salary to a course that they were sure would not be successful, and in the budgeting and structure of the course. However, since the interviews took place, Mike and three other teachers took a group of 40 students on a successful trip to Europe, as part of a credit complementary course. Courses are already being prepared for entirely new projects and destinations that are based on the model for 2015 and 2017 and he has been a consultant. When I asked Mike if he was part of a movement of teachers who are interested in experiential learning, active learning, problem-based learning and international, he replied:

As a math teacher, I think it's important....at Vanier I teach foundational courses. In other words, elementary courses, even though most people don't consider Calculus or Linear Algebra elementary. They are elementary courses that apply what they get in my classroom later on in other course far more in depth using the material. So I have my foundation courses that I teach. Within that, I do incorporate a lot of the problem based questions but I use them as a discussion point. I use them as "approfondissement." International--that is something that is separate from that that is equally important because you learn so much by getting outside the four walls of the classroom and that to me is my vision. Get out of the classroom. You can't do everything outside of the classroom. You can't teach a derivative outside. Whether you are at Oxford or Harvard or Vanier. Same derivative. But there are certain experiences that you can only get outside of the comfort at Vanier College and that's what I'm trying to bring to students and as many as we can.

This statement demonstrates how his international experience and transformation was shaped by his prior belief in getting outside of the classroom. The failures and successes of his first trip, combined with his teaching vision, transformed Mike into an international leader at the College and resulted in the development of a model for other teachers and disciplines to follow.

Eric Lozowy

Eric Lozowy is Dean of Science and General Studies at Vanier College. However, he started his career at the College as a Russian teacher, a French teacher, and the Coordinator of the French department. Eric is an involved leader, sitting on numerous committees at the College, including the International steering committee. He is responsible for quite a lot of the management level drive behind the development of the for-credit complementary course that Mike Besner and Sevak Manjikian taught. In very similar ways to Mike Besner, Eric's own values, shaped by successes and failures in earlier projects and international trips, drove him to develop the framework for that course. A course that he, like Mike, believes was transformational for both students and teachers alike.

Eric's first introduction to travel was when he participated as group leader for 25 university students who traveled to Soviet Russia in 1989. As a student himself, Eric described the trip as life defining experience – a, “complete culture shock”. The cultural shock combined with the weight of the responsibility for 25 fellow university students created profound change. He developed an appreciation of Soviet culture, the richness of difference, and the total freedom from consumerism. Spending four months in Soviet Russia, free from consumerism and marketing, truly living a Russian way of life, gave Eric a different view of the value of travel. The kind of travel that encourages shopping and

souvenirs was superficial and did not encourage learning. He learned to expect more from the experience.

Later, as a Russian teacher at Vanier, Eric took a group of 5 students to Russia and spent 2 weeks with them learning Russian. However, he was not satisfied with the transformation that his students experienced while they were there. He commented, "...what I was seeing was students were behaving as consumers. They were colonizers. They were consuming foreign culture. So they were always looking to buy stuff and trying to reduce culture to a commodity. So they are always on the lookout, they always want to buy souvenirs, they, if they take pictures, they put it on their Facebook but if there is no critical thinking behind it, it's really..." Simply learning the language and visiting was not enough. Eric expected the students to experience true cultural immersion and a "culture shock." He wanted the learning experience for the students to be not just in learning the language but in critically understanding the differences (even if they were less pronounced than when he went to Soviet Russia) between their lives and their hosts' lives. He wanted the experience to be more than entertainment and curiosity.

Eric also linked international experience and Quebecois interculturalism, differentiating between the cultural diversity of multiculturalism and the dynamic interaction between the cultural minorities and the francophone majority in Quebec. Both the majority and the minorities are transformed by meaningful interaction between them. The traveling student is supposed to bring back something that will change their community and, "If our students are going abroad as consumers then when they come back they're just bringing back commodities that they are bringing back to their friend and relatives." Because the students were simply tourists who learned Russian, Eric was critical of the College for not providing a credited structure to link their experience to their program of study. He and

Mike Besner's experiences abroad had a similar outcome.

When Eric returned from his trip, a Dean position opened and he applied and was offered the position. He immediately began work on developing a framework for a complementary course that would allow teachers to develop a course that provided credit for an international experienced and had structured learning experiences. This framework was then used by Mike Besner and Sevak Manjikian to develop their course. Despite his enthusiasm Eric downplayed the many challenges at the ministerial and College level. I believe that the success of the course in attracting 40 students allowed Eric to be genial and downplay the challenges in the interview. However, he did acknowledge that he put a lot of effort and creativity into shoehorning an international element into a framework that was not designed for it. Eric's course framework was innovative and connected to his own international experience in that he steered it away from being attached to any particular discipline that would have made it about the knowledge and curriculum of that discipline. Because it was a universal complementary course, Eric was able to focus less on what the students learned and more about how the students were transformed by what they were learning. To encourage this, the framework required student blogging, daily journaling, and discussion. There was little evaluation, no formal tests or quizzes. The students were to be graded on how they engaged with the material that they chose to be interested in.

Despite the innovative aspects of the framework and resulting course, the challenges came from two financial considerations. Eric (and the team) faced considerable challenges in obtaining authorization from the College's Academic Council ¹ and the Teacher's Union because of the concern over allocations (Ministerial funding for courses). Council viewed

¹ Academic Council is a College body that must approve all new courses and College academic policies and make recommendations to the Board of Directors about a wide variety of issues.

the international course as a boutique course that would only attract a few wealthy students. Since only a few students would enroll in the course, the ministerial allocation would be inappropriately used for wealthy students. Eric was also involved in another extremely tense issue in the English Department and was very unpopular with some members of Council at the time. However, the combination of the popularity of Mike, Sevak, Rhys and others, and the support of the International Education Office caused the course to be passed. The International Education Office was able to demonstrate the success of its past fundraising efforts in lowering the travel costs for students. The first course to use the framework was extremely successful, attracting 40 students.

Nathan Loewen

Compared to the other teachers in this study, Nathan Loewen had the most definite, thought-through, outspoken and critical views of international education at Vanier College. Despite having had transformational experiences abroad and being enthusiastic about sending students on similar educational trips, Nathan became an (both acknowledged and self-proclaimed) expert in bringing international experience to students at the College itself - locally. Although it is difficult to trace exactly how Nathan developed these views, International travel, for him and for teachers in general, must be about bringing learning back to students at the College. His was an interesting interview. He has a PhD in Philosophy of Religion, is an Electrician, studied Economics, because, “economics TAs were being paid twice as much as religion TAs....,” and discovered, as a result of a research trip to India, most of the way through his PhD that his true research passion was not philosophy of Religion but more anthropological and comparative approaches.

While Nathan was doing his PhD in Religious Studies at McGill University, prior to

his teaching career at Vanier College, he became involved with the American Academy of Religion (AAR). Interestingly, several of the teachers that were interviewed did not describe participation in conferences as transformative while Nathan's experience traveling to AAR conferences started him, "meeting people who were doing not just philosophy but other forms of religious studies; social, anthropological studies." In addition, while he was doing his dissertation at McGill, he noticed that Economics teaching assistants were paid twice as much as Religion teaching assistants. As a result he, "started boning up on economics and applied and got a TAship in international development studies which is how I met Melanie Hadida, which is my first encounter with her." Melanie Hadida later became Vanier College's International Project Officer and worked on the logistics of many of the projects in this research.

Teaching that course led him to apply for a 2-month grant to live in India to study Jainism. He heard about the opportunity while in a taxi cab at an AAR conference. His interest in world affairs grew and his involvement in the AAR led him to apply for a grant to research Jainism in India for two months. His description of the trip is what you would expect:

Well it was great! It was Spartan and difficult because Jains aren't known for their luxurious lifestyles. It's like the Quakers of India. So I was sleeping on a hard chunk of wood in plus 40 degree temperatures, you know. I didn't know if it was an insect or sweat rolling off my body at night. It's just...that's how hot it was. Instead of rain at 4 o'clock it's a dust storm at 4, like I was in the desert at Rajasthan and also in the south in Karnataka, it was a completely different climate, a completely different social and economic status of the people there, really really interesting stuff. Fabulous. And traveling by train, you know, rather than by plane,

seeing the countryside, it's really important, I believe, to take public transit when you travel because if you're inside some kind of chauffeured bus situation, you'll see nothing. But, man, going across India with the door of the train open, hanging out the door, watching the countryside whip past.

Chris (interviewer): I've spoken to a couple of Vanier teachers who have been to India and one of them described it as a life altering, even though it was only two weeks, it changed his level state. Would you say so? Nathan replied:

Yeah I think I came back a changed person, people would notice something different -- definitely, two months away from home in a completely different culture.

Significant. And all of a sudden anything that I thought was like difficult or traumatic or painful here in Canada, I'm like no, that's not traumatic, that's not painful, I saw that. I know what that looks like now.

Yet, what makes Nathan's experience so interesting and what seems to have shaped his view of travel is what he did when he returned. Immediately after his first India trip in which he immersed himself into something completely new for him, he taught a course at Marianopolis College and was able to incorporate his experience into his World Views class. Nathan changed from having a Christian, Western perspective of world religion to having experienced an entirely new perspective and his World Views classes began to reflect this change:

Yeah well, I think it gets into the classroom in my World Views class really strongly because, I am teaching a development studies approach and so, having done research and reading and background stuff in India, that helps me understand, ok, if we're approaching Botswana instead of India, I still know where to start sniffing around as

a result of doing in depth research in that country. Right, so, that's how it helps in that sense. In the humanities knowledge class, which is basically, I teach it as a religion and knowledge, you know a Intro to Philosophy of Religion class and I take an approach of rather than focusing solely on western Judaeo-Christian Islamic traditions as they have occurred in the West, Spain, Morocco or the Middle East or Europe, instead I take a very global approach and say ok, let's look at Islam in Indonesia or Islam in Pakistan or India and then when we're talking about Hinduism or Buddhism or Jainism, we're looking at their contemporary forms. I love what the Buddha said but what I'm interested in is what do people in Sri Lanka do with the words of the Buddha when they're justifying killing Tamils.

Nathan began actively pursuing ways of bringing international experience to his College level students in their local classroom. This increased when he was given a small grant from the Dean of the Faculty of Social Science, Arts, Commerce and Letters at the College to assist him to travel to Indonesia for 21-days to study the differences in Islam there compared to what he experienced in India. The Dean's requirement was that he return from his trip ready to assist colleagues with guest lectures and presentations in their class. Nathan took his task very seriously and documented his trip very well. He made contact with unique personalities, government officials, religious leaders, and university professors in Indonesia. He took pictures and interviewed people using his iPhone – something he described as being an indispensable tool for teachers traveling. And, when he returned after 3 weeks, he began making arrangements with teachers. He spent time regularly in the College gym and made friends with teachers who invited him to participate as a guest lecturer. Nathan did not just lecture the students about his travels. He made very special arrangements:

I arranged for a Turkish anthropologist to talk about Muslim women in sport to her students and all kinds of assumptions came out about Muslim women and bodies and sport and working out and then they learned, and it was so good. I used Moodle for this as well and gave the guest access to the Moodle class and we do prep before time and we ask students to read articles and answer questions and then the guest can look at the students' answers before our Skype class section. And so Sarktash [sic] even knew the names of some of the students and said, Johnny, why did you say this about Muslim women? All of a sudden, somebody on the other side of the world has called out somebody's name and that person has to answer. I mean that's transformative. If he were just to give a lecture on Skype, with a Power-point, fucking boring! Useless, useless, might as well read a book.

To Nathan, "Local experience – can be transformational for students provided the teacher "brings back" a part of it. Plans it, packages it, records, multimedia, etc. The traveling teacher needs to always be thinking about deliverables." After the second and third trip to India (one of them for the College), he further refined how he redesigned his own classes by establishing learning outcomes and decide which of the "deliverables" that he captured in his travels would be most useful and transformational.

Nathan developed strong views about the College after he was able to travel to India on a CEGEP International grant to develop links with Jainist Colleges and Universities. First, he began to promote his idea of bringing international experience to the local experience over investing in sending students on expensive trips. He began to promote the idea of sending more teachers out on international experiences in order to return with deliverables for their and their colleagues' classrooms. To him, Vanier College should stop

trying to act like an expensive private College and leverage its strengths. He did not discourage student travel, provided that students could afford it but he actively promoted his initiatives as a member of the College International Education Committee.

Rhys Adams

Rhys is one of those teachers everyone would love to have. He showed up for the interview brimming with enthusiasm. He was wearing a Montreal Canadiens hockey sweater and was ready to talk. He was excited, knowledgeable, involved and was very well prepared for the interview. It was an absolute pleasure interviewing him. He participated in the same life-changing trip to India as Kevin but seems to have taken it entirely in stride. He continued on as before with the same intense enthusiasm and he used his projects to bring about change in his department.

Rhys was well-traveled when he arrived at the College at the same time as Kevin Lenton (another teacher in this study). He spent a year living and traveling in Australia with his wife-to-be. While there, he discovered a need to be with people, to get involved and not to be stuck alone doing research. He thought a lot about what he wanted to do and decided that he wanted a lot of variety. As a result, when Rhys was hired as a Physics teacher at the College, he decided to keep active in his research in photonics. He continued to work at McGill University as a researcher while he taught and was able to publish and travel for both McGill and Vanier to present his research.

Rhys did not feel as if traveling to present at conferences in Amsterdam or Mexico was any different than traveling to Ottawa and did not experience any transformation as a result. He experienced a lot more traveling on his own (to visit his missionary family) in Tanzania, Uganda and later, China. He described seeing the poverty there as changing his

worldview. The poverty in these countries made him angry at the Western world and how much we take things for granted.

Despite not experiencing transformation during his conference travels, traveling internationally to present research gave him an “in” at the College. He gained confidence to develop relationships with Academic Deans, the research office, his Dean (s), and even the Director General. He was able to knock on doors to ask for funding because they appreciated the good exposure for the College. One of the projects he was able to get funding for was to travel to Mexico with three other teachers to present his use of technology in his classroom at a conference hosted by UNAM in Mexico. As a result of this conference, Rhys met colleagues from John Abbott College who invited him to put together a team to travel to Tamil Nadu, India.

Rhys and Kevin were both equally as involved in the Tamil Nadu project. However, Rhys did not experience the kind of intense level-change transformation as Kevin did. However, two changes did take place. First, he experienced a “solidification” of his use of Problem-Based Learning, and the second, is a sense that Vanier could be doing a lot better than it was in terms of technological investment.

Rhys used Active-Learning and Problem-based learning strategies more extensively than Kevin prior to traveling to India. He was using WebWork to engage students before arriving in class and Clickers during his lectures. He would take students outside to solve real-world problems in teams and had traveled to present his work to colleagues in Mexico. However, when he traveled to India to give the workshops to a group of teachers who had never heard of these concepts before, he said that “So, I think that sharing the experience with the teachers in Tamil Nadu was key. You had to preach something that you do.” Teaching a group of teachers who had no experience at all using non-traditional teaching

methods forced Rhys to examine what he was doing with a totally new perspective. By having to explain these concepts in India he had to re-evaluate all of the sets of questions he used in class in Montreal and test them to see what worked and what didn't. He may not have drained himself completely as his colleague did, but the experience forced him to test himself and his methods and gain even more confidence in them. He also experienced surprise at the level of investment in the Colleges he traveled to:

But, I went to India, I thought India was more advanced, more developed than I expected. The schools were fantastic. The cafeteria was super clean. For them it was so important. The cafeteria needs to be clean. You can't have bugs or rodents. Again, not to say anything bad about these countries but I wouldn't have been shocked to see mice in the kitchen. But the kitchen was spotless, the rooms were spotless, the kids had a field to play soccer, they had a volleyball net, a basketball net, they had a computer lab, they had smart boards. I came back telling Eric, where the F is my smart board?!! If India has a whole bunch in their classrooms, where is mine? I came back just being surprised at how much they invest. Their labs were fantastic because the industry had given all of their old equipment which was great equipment and they had these shop labs that would put McGill labs to shame.

He learned to expect more from Vanier as a result of this experience and actively promoted research, more interactive teaching methods, and travel in his department. However, while he observed what he described as a snowball effect in the Sciences in general, he was expecting more. He said, "You would like to see more and more people get involved in these practices, whether the research or the travel part. I'm a mix. I'm certain there is more

going on now than when I arrived 6 or 7 years ago. You look at the age of the teachers on the seniority list. There are a lot of newer teachers who have gotten involved in this.”

Rhys was also involved in international projects outside of his discipline, developed through his friendship with Mike Besner and Sevak Manjikian and his involvement in Honours Science trips to the United States. Despite his keen interest and enthusiasm to participate in these trips, they have not had a major transformational effect on him. He has traveled several times with students to New York City and Boston, acting as chaperone and tour guide. Despite his colleagues in his department questioning his decision to waste his weekend with students, Rhys was excited to see the sights and experience the trip with his students. His desire to travel and for variety caused him to organize the EF Tours trip with Mike Besner and to participate in the Holocaust and Totalitarianism trip. He even volunteered to travel home early with a sick student because he understood that his role was that of chaperone.

Kevin Lenton

Kevin Lenton is a laid back, tenured Physics Professor who arrived at the College at the same time as Rhys Adams. Despite traveling extensively for personal reasons and during his studies before becoming a teacher, Kevin’s involvement in one particular international project transformed him and his teaching extensively. The intense preparation, steep learning curve and impressive workload he took on combined with the cultural challenges and differences during his trip to India caused changed him both positively and negatively – causing him to both alter his career and experience a degree of burnout.

Kevin became a College teacher while he was working on a post doctorate in Lennoxville, Quebec. While there, he took on a 1-month replacement teaching contract at

Champlain College, left Quebec for personal reasons to work at the University of South Alabama for a year and a half and then returned to Quebec. By chance, a job opened at Vanier College on a Friday and he was teaching on Monday morning. Despite the rushed launch into CEGEP teaching, Kevin enjoyed teaching the seventeen and eighteen year old students who were, “at that critical age when they transform into adults.” He enjoyed the balance between teaching and research and became a semi-active participant in department level pedagogical research.

Active learning is a model that the Physics department (in addition to other departments, such as Mathematics and Humanities) was exploring in College classrooms as a way of improving student motivation through a variety of interactive learning methods. The Physics department was particularly interested in the use of “clickers” and Kevin, Rhys and colleagues helped design a model active learning classroom with technologies to leverage the model. Active Learning also led to the use of real world problems to teach Physics concepts and Rhys and Kevin (among others) began using a Problem-based learning pedagogical approach and would bring their students outside the classroom to solve real world physics problems in teams.

Kevin, however, was not as involved as some of his colleagues and often used more classical teaching in his classroom. When they did a research project to study the effectiveness of active learning in improving student motivation, Rhys’ classes were studied as the teacher who used the most active learning and Kevin’s were studied as a mid-range amount of active learning.

When the College received a grant to travel to India to offer professional development in Active Learning for teachers in Tamil Nadu, India, Kevin was approached because of his interest and involvement in departmental meetings and the research

committee but not because of the amount of active learning in his curriculum. He readily accepted and humorously stated that he didn't go just for the College. He said, "There's those professional aspects and then the personal aspects, I'll put it this way, I really wanted to see an elephant! I have sort of a very specific goal."

During the lead up to the trip, by necessity, he decided to "get serious" about his pedagogical research in Active Learning. He worked extremely hard to get ready for his week of teaching training in India. After all, he had to go as an expert and he didn't want to embarrass himself or the College. He also spent time with the College International Project Officer, who had also spent time in India learning about the country and tried his best to be culturally prepared. Despite his preparation, the week itself was the most intense in his life and he never worked so hard. The days were so full of interaction with fellow Indian professors in an unfamiliar culture and environment that he exhausted himself completely, preferring on the last days to collapse into his hotel room than to spend time as a tourist during some free time. When he came home, he was drained and exhausted.

Kevin feels like he underwent such a drastic transformation that he emerged as a different person. In discussing the relative value of spending so much money to send teachers to India versus sending teachers to Toronto for a conference:

You have to put a certain amount of energy in to get to a new state. If you go to Toronto, you go a little bit up but you might not reach that next level and you tend to slide back down. But then you have a really intense thing for me, actually looking back for me, it was very intense. It pushes you up to the next level, I would say even for me, a couple of levels up so you can't slide back down. And yes, it was 10 times more expensive, but then, the effect, for me, has been ever since that, like years.

Kevin attributes the transformation to more than just cultural differences. When asked about whether that transformation would have taken place in a less exotic location, he was convinced that traveling to India was critical, but it was not the only reason:

Here's the thing, I think that it was taking me so far outside my comfort zone, so to speak, into such a completely different environment, that I was able to, see it without bias, like you were describing before. It was so intense, because, I was working, I never worked so hard in my life that week. It was a little bit crazy, ok. That it became completely integrated into me. C: Because it was unsettling and new? K: Yes C: The classrooms are different, the weather, the smells. K: Yes, everything. I was thinking more in terms that intellectually it was outside my comfort zone because giving workshops to teachers is actually very different than to giving a class. But you are right, also like culturally and all these other factors. It was so different it puts your brain into a different energy state so to speak. I don't think it would have been the same if I had been, like for instance, in North America, in Ottawa, like you say.

Kevin traveled to India and completely emptied himself while he discovered that his colleagues in India had very similar outlook and challenges. He was excited to see how receptive they were and how being teachers gave them common ground:

For instance, when I was in India the most amazing thing for me, was the very strong connection to teachers there and I was...guys on the radio there was talking about this global ultra rich community have more in common with each other than other people living in their own country. And I have that sense that I have more in

common with my Indian colleagues because we are in the same professional position; approximately the same level in the hierarchy in the society, things like that. I was able to talk to them as equals. Likewise, in a way that I couldn't talk to maybe in other professions here in Canada. That was like pretty eye opening for me.

Before traveling to India, he dabbled in Active Learning theory and implemented it haphazardly in his classroom. When he returned to the College, he was transformed, and worked integrating it into his classroom at a much deeper level. Getting so far outside of his comfort zone in India completely integrated Active Learning in him, and when there was an opening in the College's Pedagogical Development Office (PDO) to help train fellow teachers, he immediately took the position and began trying to work with other College teachers to implement techniques in their classroom. His Indian colleagues were very receptive to the training and it would seem as if he expected a similar experience back at the College.

He was ultimately disappointed with the year that he spent at the College in the PDO and with the lack of follow-through and continued contact with the teachers he met in India. While he interacted with many Vanier College teachers he didn't have the impact he expected. He struggled to, "change the direction of the boat" that he was on and grew disillusioned. When he traveled to Mexico to participate in a conference, he was disappointed in the intensity in the experience. It could not live up to his experience in India. In Mexico, he didn't "empty himself like a sponge."

When the interview took place, Kevin was back teaching a full course load at the College. He no longer participated in departmental meetings or committees and was "taking

a break” from involvement. When asked if he would participate in another trip, he said he was apprehensive. The intensity of the trip drained him emotionally and changed him too much. If he were to travel again, he would protect himself from the intensity, build more personal time and tourist time into the schedule to decompress and reflect. It was if the trip made him feel so vulnerable that he wanted to protect himself from the intensity he felt and brought with him—and ultimately fell flat when he returned to the College.

Stephane Giroux

My interview with Stephane Giroux was conducted in French but it did not seem to matter. Stephane Giroux is a relaxed, friendly French teacher at the College who was voted in as Coordinator of his department by his colleagues. Despite his casual and unique attitude the interview brought out several of the themes that we have already seen in his colleagues. These include the theme of his previous travel and their impact, the theme of the accidental traveler, helping students experience transformation themselves, the impact of failure, and the theme of recreating international experience locally.

Before coming to work for Vanier College, Stephane taught in Guadalajara, Mexico for 4 years. Living and working in Mexico for so long was a transformational experience for him. He experienced the challenges of living and working in a new culture and learned just how different student expectations and attitudes could be. Stephane partially attributes his success as a teacher at Vanier to his experience in Mexico. Because he was unsure and unused to the culture of the students in Mexico, he had to have an open mind. He learned to adjust his lesson plans to the needs of his students, to relinquish control and to encourage the students to communicate in class.

His involvement in leading a group of students to Nicaragua is another example of a

propitious accident as a result of timing and interest. He was invited by Eric Lozowy (because he became Dean and Stephane had additional `release` time) to participate in a virtual international project with a professor from a University in St-Petersburg, Russia who was studying the Quebecois French dialect. They worked on co-developing a French course that explored the accent and history of Quebecois French and to make extensive use of videoconferencing with Russian students. As a result of this project, Stephane, along with his colleague, Catherine Duranleau, decided to bring a group of Vanier students to Belgium to investigate the differences between Quebecois and Belgian French. The project did not attract enough students to take place but when a Social Science teacher who had organized a trip to Nicaragua was no longer able to travel, Judy Macdonald, the Coordinator of International Education, recalled Stephane`s interest in travel and his Spanish and asked him if he wanted to lead a group to Nicaragua on a development trip.

Despite “accidentally” traveling with a group to Nicaragua on a project that he did not organize or plan, he took the responsibility very seriously. The group of 5 students and 2 teachers lived in a small village for 10 days and then traveled for 10 days. He acted as translator, tour guide, and parent to the students; chaperoning them through the difficult experience in a jungle village, dragging them out of Nicaraguan night clubs and leading discussions and attempting to help the students learn from their experience. As with his two colleagues, Eric and Mike, he became frustrated at the unstructured, un-credited nature of the trip. Because the trip was marketed as “humanitarian” he found that several of the students seemed to be involved to pad their CVs. As a result, it was difficult to get the students to actually participate in some of the more arduous parts of the itinerary while they were there. Also, because the trip was not part of a course, the students did not spend time preparing and learning before leaving. He explains, “Le voyage n’a pas vraiment touché les

étudiants. Ça a laissé une petite impression que ça existe. Mais pour vraiment avoir une réflexion profonde, sur, oui, dans la vie c'est si nécessaire que ça de faire ça ou qu'est ce qui est important dans la vie. En un mois, je pense, ça aurait presque commencé à se passer. Un mois dans ce village-là, les étudiants auraient, wow, je me rends compte que je suis fondamentalement, ça et ça oui... Ça aurait pu changer les étudiants plus.” The students did not gain as much out of the trip as a result of its lack of length, purpose and structure. They went through a kind of culture shock in the jungle village due to the diet, the sleeping arrangements, and the separation from family or friends / media and their cell-phone signal. But, Stephane did not see this culture shock as being transformational in the students because they did not have to reflect, to learn, or have a contextual understanding of what they were involved in.

CHAPTER 3: ANALYSIS AND RECOMMENDATIONS

Analysis of the interviews brought out seven themes that were useful to organize the research data, to then answer the research questions, and finally to make recommendations and a conclusion.

3.1: Themes and responses to research questions of the thesis

The interviews with the teachers brought out several very interesting themes that are useful in working towards an answer of our research questions:

1. “The Accidental Traveler.” Interesting reasons for getting involved.
2. Previous travel and life experiences.
3. Intensity
4. Chaperoning students versus individual travel.
5. The relationships between teachers who travel.
6. Local vs. international – can the results be recreated on a local level?
7. Results and challenges back home.

“The Accidental Traveler.” Interesting reasons for getting involved.

The teachers had a wide range of reasons or circumstances around how or why they got involved in their international projects. We can observe that the reason or the circumstances around how the teachers became involved had little bearing on their experience abroad and the resulting changes. Additionally, none of the teachers who participated in trips for the College began their careers with the expectation that they would travel for the College. Yet, even though their involvement was often accidental, it does not seem to have had a positive or negative impact on how transformational the trip was.

It is interesting and even amusing to see that many of the teachers participated in their first trip, either for the College, or prior to arriving at the College, accidentally. Mike Besner organized and chaperoned the first non-credit Holocaust trip because Rhys Adams' wife was due and Rhys was originally going to go. Rhys asked Mike because of their friendship and because Mike was involved in local excursions with Rhys. Stephane Giroux was invited to organize the Nicaragua trip because the teacher who normally went had a child and did not want to leave the child alone. Stephane was selected simply because he had helped the Coordinator of International Education with a small project and she remembered he could speak Spanish. Rhys Adams involvement in the India project happened because he and another teacher had applied for a grant to present at a conference in Mexico and the Coordinator remembered them and their interest. Nathan Loewen, while working on his doctorate and participating in conferences, learned about the possibility of traveling to India to live with the Jains while he was in taxi cab – yet, Nathan leapt at the opportunity despite it being outside of his field. None of these teachers actively pursued the opportunity to travel or even expected that they would, yet they leapt at the chance when it came up.

Other teachers had less chance-based or accidental reasons for being involved. Melodie Hicks, who was never involved in activities outside of the classroom, started to be interested in the Malawi trip after hearing a presentation about AIDS Action in Africa. Her involvement in the Farha Foundation may have increased her interest but the desire to participate in the project grew slowly – as she became more involved in the local preparations. Once she decided that she wanted to go, Melodie pursued this goal more actively than any of the other teachers in the study. She described it as her professional responsibility. Despite not wanting to or even thinking about traveling in the first place,

Melodie went. Kevin Lenton's participation in the trip to India resulted from his conference and research committee work with Rhys Adams. He agreed to it because he was part of a team at the College with similar interests. He expected the trip to be similar to conference travel, but "with elephants." He traveled for personal and for professional career reasons. Eric Lozowy organized the trip to Russia with his advanced level Russian students because we wanted to give them the experience of being truly immersed in the language – an entirely normal and desirable thing for a languages teacher. Rhys Adams's desire to travel internationally stems from the same desire that motivated him to teach at the College level – a desire for variety. He wanted to bring a group of students to Europe just for the fun of it! He kept involved in research and, as a result, traveled for research purposes and, like Kevin, this travel brought him to participate in the India project.

Previous travel and life experiences

The variety of reasons for getting involved and the circumstances around how they did extends to the previous travel and life experiences of all of the teachers. We can observe however, that teachers who first experienced professional international travel in non-typical and challenging countries or settings for the first time during their travels for the College had a more intense reaction and transformation during their College travels. But, when the initial travel took place and when the resulting transformation happened do not necessarily equate to a greater impact in the classroom, the department, and the College as a whole. Melodie Hicks never traveled prior to her travels to Africa and was transformed by the experience. Her first trip abroad altered her personal and professional life and she made a dramatic change.

Kevin Lenton, who had traveled more than Melodie for personal reasons, also

experienced a remarkable transformation as a result of his first professional trip abroad. He described his trip as having altered him completely and yet, even though the experience caused him to become more convinced about the value of active and problem-based learning, and even though he uses it more in the classroom, he also experienced burnout and a desire not to be involved or travel anymore as a result.

Nathan Loewen's first India trip before traveling to the College transformed his research interests and widened his perspectives. Yet, it was the subsequent trips he took as a College teacher that brought about his understanding of international travel as a tool for teachers to incorporate an international element in any local class. Nathan became a seasoned international traveler whose views on the value of travel evolved over time. His impact back at the College was felt as a result of the international experiences in which he learned to deliberately cultivate and search out on his many trips abroad.

Similarly, Mike Besner traveled relatively extensively before arriving at the College but did not travel to exotic or challenging locations for the College. Yet, while observing the students he chaperoned (and the lost opportunities) on a trip to Europe, he returned to the College and championed the development of unique, for-credit student trip, despite many obstacles in his department and the College as a whole.

Stephane Giroux traveled to and lived in Mexico before teaching at Vanier and these travels, according to him, made him a better teacher in his multicultural classroom at Vanier. They also made him less results and plan focused and more willing to deviate from his teaching plan. Still, when he organized the trip to Nicaragua for Vanier, even though he spent several weeks living in a village that was completely disconnected and experienced an entirely different culture and life, this impacted him less than his observations of his students. He believes that the trip was squandered for his students. It did not have a true

purpose and it did not have credits. It was not attached to a course, and as a result, had significantly less transformative value than it could have. He was less transformed personally by the experience because it did not connect very well to his teaching values. He never traveled for the College again.

Eric Lozowy's travel to Russia as an undergraduate had a major impact on his life and views of travel and society. Because of this, later on when he traveled with College students, he wanted to take them away from consumer type tourism so that they could have an intercultural experience similar to his own. He wanted there to be a cultural give and take between the students and their Homestay families. Yet, he was disappointed by his chaperoning experience because he felt that they were ill-prepared and not interested in more than a simple tourist trip. Then, when he returned to the College, he developed the framework required to allow other teachers to provide what he believed would be truly transformative, intercultural experiences for their students in a credit course environment.

Intensity

As we have begun to see, the reasons for getting involved or the circumstances around how the teachers got involved, as well as previous travel experience do not have a specific and automatic relationship with the transformational value of a trip for the teachers in the study. We also began to make observations at the impact of the intensity of the trip and how it relates to the transformation. Intensity clearly has an impact on how transformational a trip is but it is not an automatic relationship. Simply having an intense experience abroad is not automatically a transformational learning experience especially when taken beyond to the department and College level.

Melodie Hicks, Kevin Linton, Rhys Adams, and Stephane Giroux all had extremely

intense experiences during their travels for the College. Eric Lozowy and Nathan Loewen had intense travel experiences prior to coming to the College. Intensity resulted from being brought out of their normal, day-to-day, comfortable and Western, teaching lives and transported into something entirely different and challenging. Yet, it was not simply being brought from wealth into poverty or from a familiar culture into an unfamiliar one that was transformational for the teachers. There is a greater depth of experience than simply traveling to a far-off country, seeing or experiencing poverty, having some degree of culture-shock, and returning to the College excited, motivated and ready to bring change to the institution.

Melodie Hicks's first trip to Malawi brought her from wealth to poverty and from a familiar culture and environment to a new and very challenging one. As we have seen, she describes it as rough and difficult. There were cockroaches, diarrhea, and she lived in a hut with very little. The poverty, the AIDS pandemic, the lack of medical resources, the injustices, the male-centered culture – these all made it so that she “was as angry as heck when you come back. You are angry at our consumption, our consumerism...” Nathan Loewen also experienced the forty degree plus weather in India and slept on a wooden bed. He embraced the intensity of the trip and fully immersed himself in India culture and, when he returned from India, despite being almost finished his PhD, entirely changed his research interests. Yet, Stephane Giroux also experienced rough and difficult travel in an entirely different culture, entirely disconnected from technology and his life back home in Montreal and, while he spoke passionately about trip, suggests that the reason that he was not transformed by the intense experience was because he was already used to Latin American culture because of the time he lived in Mexico.

Intensity in travel is more than encountering extreme climate, poverty, or cultural

differences. While these are usually factors influencing the teachers who underwent the greatest changes, additional factors contribute as well. One of these factors is the amount of energy and devotion the teacher put into his or her duties during the trip or in preparation for the trip. All of the teachers in this study displayed exemplary professionalism during their travels and worked extremely hard. But, a couple of the teachers went beyond to a higher level of self-sacrifice in work output and this had an impact when the teacher returned home. The teacher who most clearly exemplifies this is Kevin Lenton. As we have seen, Kevin was invited to present Active Learning to a large group of College teachers in India. Kevin initially started off unprepared, but as the trip neared and he realized he would have to be an expert, began to pour himself into the project. He worked hard to prepare his presentation then spent such a challenging week with his Indian colleagues that he collapsed into his hotel bed on the last day, physically and mentally drained. Rhys Adams, on the other hand, who went on exactly the same trip as Kevin was relatively unaffected. His discussion of the same trip to India is considerably less emotional than Kevin's. He took the time in the interview to carefully outline his observations and consider his experience. Both teachers had the same amount of work to do, experienced the same cultural differences, extreme temperature and different surroundings. Yet, Kevin had to put significantly more energy and spirit into the week than Rhys did and was more significantly transformed. Rhys, in all of his trips, happily went along with whatever came and was excited to participate. Rhys was "pleasantly surprised" with India and found that spending so much time studying and then presenting Problem-based learning to an unfamiliar audience who had never heard about the subject before solidified his belief in the use of Problem-Based Learning. Kevin, on the other hand, drained himself completely. And, when Kevin returned from the trip, he was transformed quite dramatically and made changes in his classroom and attempted to bring

about change in other areas of the College. We can observe Rhys, on the other hand, continuing to willingly get involved in a variety of activities at the College, promoting international education and encouraging colleague involvement. He did see that he was more convinced about the value of Active and Problem Based Learning. Yet, this was not a transformation as much as an enthusiastic continuation of what was happening before. The observation here is not to say that Kevin's experience during the trip and the almost fanatical change that ended up burning him out was better or worse than Rhys'. We are simply noticing that in terms of the transformation, the amount Kevin had to put in, simply to cope with everything and deliver a great series of workshops, combined with the heat and the culture, brought about a greater change than Rhys.

Chaperoning students versus individual travel

Another factor besides intensity that influences the way the trips transformed the teachers is whether or not the teacher chaperoned students during their travels. In most cases, we can observe that chaperoning students reduces the personal impact of the trip for the teachers and we can observe that teachers who travel with students end up returning to the College excited about developing new ways to work with students. In some cases, teachers who traveled with students were extremely disappointed in the trip they took and yet, this disappointment itself renewed their desire to travel again, to bring new ideas to the next trip, and try again. And, one teacher who traveled extensively on his own spent a great deal of time during his travels developing tools to bring international experiences to the local student. Melodie Hicks, Eric Lozowy, and Rhys Adams participated in trips in which they chaperoned students and trips on their own. Mike Besner and Stephane Giroux only chaperoned students, and Kevin Lenton and Nathan Loewen only ever traveled alone.

Mike and Stephane both had similar feelings as a result of their trip accompanying students. They both felt the weight of responsibility and took this responsibility very seriously. Mike affirmed:

It's far more exhausting for the teachers because you're always on. When you are Europe, if there is any type of emergency, it's not a phone call and if things are really desperate, come pick up your kid. It's far more than that. And so, it's...I found it incredible important...and it's the same thing for very physical trips like some of the trips that involve the canoeing and wall-climbing [intensive Physical Education courses]. The safety first, as cliché as it is, and being able to anticipate and being able to see potential, not danger...places where there may be conflict and being able to spot it before it happens. And, because you are completely cut-off, it reminds me of when I was in the Navy and we had a fire once on board the ship about 500 miles off the coast. I mean that's it man, you're on your own. You can't call in the fire department. And, traveling in Europe is different from traveling in Boston in that way. You're on your own. You gotta deal with it. My biggest issue of being the lone teacher with your group of 11 students, if one student was sick one morning, food poisoning, what do I do with the other 10? Do I keep the student at the hotel and say, "Don't worry, I'll be back in 8 hours." Or, do I stay?

Both teachers spent most of the time during the interview talking about the students and what they did for the students. Their days involved organizing activities, keeping students safe, trying to create learning opportunities, translating, enforcing rules, and, in both cases, coming to grips with the lack of structure and "credit" in their trips. While they enjoyed watching the students learn from their experience abroad, they both expressed

dissatisfaction that the learning opportunities were haphazard. For Mike, the students did undergo a transformation and he did his best to help it along by requiring daily meals and discussion. Nevertheless, they missed out on a great deal because the trip was not inside of a course. There was not enough preparation or learning opportunities. Stephane Giroux also complained that the non-credit nature of the trip and the lack of clear objectives hampered the experience for the students. Yet, upon their return to the College, Stephane Giroux disappeared from the international scene and never participated in another trip – his international transformation took place when he lived in Mexico. Mike, on the other hand, returned to the College after seeing that some of his students, despite the poor structure and weaknesses in organization had, “undergone something...” and immediately began working on developing a brand new kind of course in the Quebec CEGEP system – a credit, multi-disciplinary, for credit, course that incorporated travel. He, Eric Lozowy, and another teacher who did not participate in this study, Sevak Manjikian, pushed this new course through all of the many levels required at the College and launched the course the year after this study completed to great success. Mike’s personal transformation as a teacher centered around his students partially because he chaperoned students although the fact that this was his first international trip, especially in relation to Stephane, seems to have had an impact as well.

Rhys Adams, Eric Lozowy, and Melodie Hicks all had different trips in which they traveled alone and others when they chaperoned students. Yet, their experiences are so dramatically different that it is difficult to make any comparisons that have great meaning. Rhys Adam’s infectious personality, go for it attitude, and readiness to try different things extended to his travels to India alone as much as his chaperoning of students. Eric Lozowy’s trips alone were like regular business trips involving meetings with schools and potential

College partners. When he chaperoned students to Russia for the College, he, like Mike Besner and Stephane Giroux, was disappointed by the experience the students had. He traveled with the students to chaperone them for the first half of their intensive Russia immersion trip and hardly mentioned himself during the interview. Like Stephane Giroux, his prior travels had prepared him for his return to Russia and he was not personally changed as a result of the trips for the College – the change related to his view of student travel. Melodie Hicks's international trips have almost all been chaperoning trips – yet despite her chaperoning students on her first trip, unlike Mike Besner, she experienced a deep personal transformation, partially as a result of the chaperoning the students, partially as a result of her own personal journey and experience in Malawi. Seeing the Nursing student who was on the first trip face the remarkable challenge and grow, not just as a person, but as a Nurse also, caused deep transformation within her. She was able to see that bringing Nursing students to Malawi was as much about helping Malawians as it was about making better Nurses and this has shaped her vision for all future trips. She was never doing charity work – it was always about teaching and making great nurses.

Nathan Loewen and Kevin Lenton did not chaperone students and they both traveled to India (although Nathan also went to Indonesia and returned to India a second time). Both of their experiences abroad were more personally altering than that of the teachers who traveled with students (with the exception of Melodie). Kevin's intense experience during his week changed the way he taught as he began to use and put into practice what he had taught his Indian colleagues. It altered his career path as he took a position with the Pedagogical Development Office in order to bring what he learned to all of the teachers at the College. And it finally caused him to burn out when he was disappointed with the impact he had back home. Nathan Loewen, who was just beginning his College teaching

career when he first traveled to India, also had a personal change as a result of his travels, but the most substantive transformation happened back in his classroom, first in his Marianopolis Religious Studies course and later, in his Vanier Humanities course. He traveled alone but began to learn how to use his traveling time and experiences and bring them back to the College. Nathan used the time he had traveling alone to bottle up the international transformation for use back at the College and he perfected this further during each trip. Even his last trip to India for Vanier that was very disappointing to him was useful to him as a source of experience for the College. Traveling alone gave Nathan the time to do this. It is doubtful that he could have done as much if he was responsible for a group of young adults.

The relationships between teachers who travel

It is worth noticing how closely knit the College travelers in this study are. Connections existed between teachers before they travel and they are made as a result of the travel. In some cases the connections and friendships between the teachers actually result in the teacher traveling or even developing their own international project. And, all of the teachers were very well aware of their fellow travelers projects. As we have seen, teachers often travel somewhat accidentally. They did not plan on traveling but because of their friendship with another teacher, they were simply thought of when the need arose. Mike Besner was thought of when Rhys Adams had to cancel due to his wife's pregnancy because they were "buddies." Mike Besner chose Rhys to help chaperone the second, successful credit trip to Europe because they knew each other and Mike traveled with Rhys before. Mike and the others were unhappy when they had to include teachers who they did not know very well because they were afraid of what might happen when they were on the road.

Kevin ended up in India because he was friends with Rhys and Rhys encouraged him to participate in research teams and apply for grants to participate in conferences. Stephane Giroux and Catherine Duranleau worked closely together on grant requests and other committees and ended up traveling to Nicaragua together.

Regretfully, the interviews did not cover very much of the teachers' relationships with each other after the trip. We have seen that the teachers who traveled internationally were all very well aware of what they were doing together. Several international teachers at the College participate in the International Steering Committee for Academic Council provide guidance for the International Education Office. Yet, little is done to encourage more sharing in a structured environment to encourage reflection, sharing and discourse.

Local vs. international. Can the results be recreated at a local level?

In most cases, the teachers were very enthusiastic about the value of their own personal experience abroad and the resulting transformation within them. Even the teachers who chaperoned students and felt that the trip could have been much more worthwhile had it been better organized or credited argued never argued that the trips were not worthwhile – after all, they got back to the College and worked very hard to organize better trips for their students. Yet, considering the expense of travel and the fact that not all Vanier students or teachers were ever going to have the means to have an international experience, and especially in light of Nathan Loewen's views that international travel for teachers should be about bringing international experience back into the classroom, it was useful to question the teachers and ask them if they believed if it would be possible to recreate the experience locally. Answering this question caused the teachers to provide their own sense of what it was about travel that had such an impact.

A common answer was that international travel caused separation, aloneness, and required self-sufficiency and this disconnection from friends, family and regular day-to-day life was a large part in the transformation. Mike Besner stated that it was:

...difficult to equate walking the street in Berlin and seeing a plaque on the ground commemorating where this were a jew was living and killed or going to Checkpoint Charlie museum and seeing what some of the East Berlin residents were doing just to get to West Berlin. It's just that, now we're away from the Holocaust, but fascinating. The determination and know that if you got caught, you would be killed. And then, so, there's certain little things that are....you can bring it all into the classroom these days through Youtube and Skyping people in from different places. You can do that but you don't get to smell it, taste it, feel it, see it in the same way. And those are things that stay with you forever. They were tangible.

Melodie Hicks argued that it was absolutely necessary to get the students away from their cell phones, away from distractions, and away from the supports back home. She stated, "What that does by removing all of that excess stuff, they are forced to focus on what's in front of them and I don't think....cuz it's been discussed, to teach international nursing, could we use the Chinese hospital downtown for instance and I don't think so because at the end of the day the students go back to their own homes, their own reality. They're not forced to be immersed in the culture." Kevin Lenton, whose own transformation seemed to be related as much to how exhausted he was from organizing the training sessions as from the travel, clarified what exactly happened to him and answered the question as follows:

Here's the thing, I think that it was taking me so far outside my comfort zone, so to speak, into such a completely different environment, that I was able to, see it without bias, like you were describing before. It was so intense, because, I was working, I never worked so hard in my life that week. It was a little bit crazy, ok. That it became completely integrated into me. C: Because it was unsettling and new? K: Yes C: The classrooms are different, the weather, the smells. K: Yes, everything. I was thinking more in terms that intellectually it was outside my comfort zone because giving workshops to teachers is actually very different than to giving a class. But you are right, also like culturally and all these other factors. It was so different it puts your brain into a different energy state so to speak. I don't think it would have been the same if I had been, like for instance, in North America, in Ottawa, like you say.

Even Nathan Loewen, the one teacher who feels that it was possible to bring international experience to the local experience in a transformative way, had a transformational experience as a result of his travels – he entirely changed his research interest and teaching approach.

Teachers did bring out the idea that it might be possible to recreate some of the international experience in a local setting. For instance, Stephane Giroux brought out the idea of bringing students to Northern Quebec to live with aboriginal peoples. But, while he saw that there would be value in having students see the way the aboriginal peoples lived, he acknowledged that the financial commitment would be almost the same. Rhys Adams suggested that some students who were not able to travel might benefit from participating in a local Holocaust Symposium or by volunteering at the Old Mission. Yet, he struggles to

put his finger on it but argues for the value of travel when he says, “well the sum of all parts when you travel is much much greater than the parts. I think that is what allows the brain to take everything in and make all the connections. I think the travel part is key.” He also sees that while working in homeless shelters in Montreal would be awesome, homelessness in Montreal is not the systemic problem that he saw when he traveled in Africa. There are ways out in Montreal and very few in some parts of Africa and that if a student were to travel to Africa and see the difference in would have a greater impact.

Rhys, who had just returned from the credit Totalitarianism in the 20th Century course, which was a culmination of efforts resulting from past disappointing trips, continued the argument about what travel does for students. Yet, his argument opens up room for Nathan’s assertions that it is a waste of money for a school like Vanier. Whereas Melodie emphasized the transformation she witnessed as gaining in self-reliance and becoming better nurses, Rhys described it, for himself, “I remember when I got my first computer with my CD Rom Britannica Encyclopedia and the Internet and we could go Google things about London and Paris, it was great to see photos, nothing compared to being there in person. So, for me, these quasi-international experiences would ultimately leave me unfulfilled. I think you have to be there in person.” And, similarly, for the students:

I think once they are in the course, they start realizing that now the students can draw a line from Treaty of Versailles, post World War I, the events that lead up to World War II, World War II, the Cold War, the end of the Cold War. The students can now draw a line of events that took place, the contextual part before and also, locate that on a map, and put their travel experience, so when they went to Checkpoint Charlie, they knew the significance of. When they went to Brandenburg Gates, I remember, 4 weeks ago, we watch a Youtube clip of JFK giving his famous

speech, Let Them Come to Berlin. They are there now. This where they had the Curtain. This is where the speakers were projecting towards the West. People in the East were still hearing, were still cheering. Also, everything they saw in class, everything they read about, it was context, it was there. And, you go to Poland. You talk about the ghettos, you show pictures of the ghettos. Here is the piece of the wall that remains. Here is where they had the pedestrian walkway so, you remember the famous picture, the tour guide takes the picture out, it's the same one that Sevak shows in class. I think it just makes the experience fuller. And, when they come back, scrap book, travel essay, and a video project that they work together in teams and in context, I think it's a lot more fulfilling than just taking a course on the second World War and writing essays. They've lived through this...because I left early.

The experience that the students had in Berlin and in Warsaw was amazing.

If the entire trip is simply about having an amazing experience and seeing what they were learning in class, it is not necessarily transformational learning because it does not change the students' perspective and frame of reference and Nathan Loewen picked up on this and made it central to his international education philosophy.

Nathan believes that a teacher who is transformed internationally and uses international trips properly can bring transformational learning experiences to the local classroom. Sending students abroad is counterproductive due to the expense. He argues, "Oh, it would be amazing. If we could do it and if it were scalable, let's go for it. But we're not a small, exclusive, high-end, liberal arts institution. That's not Vanier's power and our niche. And actually, I think we should develop our niche as a low end school. That's where our students are at. We should actually, instead of trying to become the next Marianopolis or Dawson, we should become all of Vanier that we can be, and who do we get? We get

mediocre, sometimes talented students, but we get a lot of international, first generation immigrant and first generation College students. Let's leverage that." Yet, as we have seen, Nathan's international travels in India changed him. He began to ask questions that his Christian centered background did not allow and these action oriented questions immediately began to form the basis for his Humanities and Religion courses. Travel to India made Nathan much more aware of how people's beliefs were put into action.

Nathan's transformation in India went further than simply asking questions differently or teaching different topics in class. From the first time he returned from India, he began to use everything that he saw and did in addition to the relationships that he made while abroad in his classroom back at the Colleges he taught at in Montreal. For example, Nathan began to make use of Skype very heavily in his classroom to communicate with people he met on his travels during his classes. He would prepare his class to ask questions and the person he met would know the names of the students. He would use these kinds of Skype sessions to get his local class to begin to question their preconceptions about various world religions and would bring in photos, interviews, and other things he collected while traveling back home. Nathan also began to speak with his colleagues who he worked out with at the Vanier gym about his Skype calls and started to get invitations to participate in his colleagues' classes to bring Nathan's version of International to them.

To Nathan, the transformation process started with the teacher before traveling. He explained, "Number one, the teacher has to be thinking about this from the outset when he or she is planning to go and the execution and think about deliverables constructed while on this trip that will be taken back and will be engaged and even if they've come to naught, at least you've gone and you're collecting data and information and filtering things and recording things with the express purpose of implementing them in your classroom in certain

ways, right.” He argued that the transformation that happened in the classroom happened “real-time.” For example the Vanier students, who were learning about Islam in their Religion class and were seeing Islam through the Western eyes, would, as we have seen, all of a sudden be conversing with a female Muslim who was an athlete. Their views would be challenged by Muslims from Indonesia and Pakistan and the Vanier students would begin to develop a different understanding and appreciation of culture and religion. The students would even be encouraged to examine themselves to better understand why they thought the way they did. Nathan clearly sees the students as having undergone a change in worldview and a change in themselves during his classes that incorporated international experience into them. He encouraged them to begin the process of critical self-reflection. The one question I wish I asked him is whether he believes a teacher can undergo transformation if the teacher spent the whole time cataloging things to bring back to the students.

Results and challenges back home

The themes that have emerged have been very helpful in answering some of this study’s research questions. We have been able to explore; why teachers get involved in international travel, what their experience was before, during, and after the trip, the differences in the types of trips and how they relate to their transformation and have begun to see how the trips’ impact has gone beyond them. Two of the key research questions are: How does their experience influence their daily teaching, curriculum development and motivation towards the process of internationalizing the College and what changes happened in their department as a result of their interventions? In essence, these questions deal with results and challenges back home. Does the transformed teacher actually do anything differently as a result of their travels and how does that impact the institution?

In most cases, we have already begun to answer the question within the context of the themes we have explored. Adding some structure to those answers will further our understanding. What changed in the classroom, the department, and the College as a whole?

Changes in the classroom encompass curriculum development, daily teaching, and motivation. Several of the teachers returned from their travels and modified their approach to curriculum development. For instance, Kevin and Rhys both returned from India with a strengthened desire and conviction in the value of Active Learning (although Kevin found it challenging to get started). Their experience delivering a week of intense training in India gave them greater confidence in its value in their own classrooms. Yet, Mike, a Mathematics teacher, hardly mentions any impact in his own classroom. This may be explained by the fact that there was little relationship between Mike's travels and his teaching discipline. He simply traveled for the students.

Melodie Hicks became more culturally aware in her classroom and began to teach more about how to be culturally sensitive as a nurse. Before going to Malawi, she followed the large nursing textbooks and was an average teacher. When she returned, she had different expectations of her students. As a teacher in Malawi, she was given great respect when she lectured potential nurses and she began to expect more of her own students as a result. While Stephane's trip to Nicaragua had little impact on him, except in reinforcing a desire to have more structure in further trips, he described what changed as a result of his teaching in Mexico. He became less focused on specific outcomes and more focused on the students and making the most out of learning opportunities in classroom. Nathan Loewen built up a catalog of international experiences to bring into his classroom and used it challenge his students' preconceived notions about culture and religion. His entire teaching approach changed.

Understanding the changes in motivation in the classroom in terms of the teacher being eager to teach and excited to be there are not immediately apparent. The difficulty lies in the teachers themselves and in the limitations of this study. The teachers were interviewed after their travels and I neglected to ask if they were motivated before they traveled. They were certainly not bored, unimaginative, uninterested teachers in the interviews. During the interviews, it became apparent that these teachers were highly motivated and interested in their teaching careers but it was difficult to see if this was a result of their travels (in the classroom). Anecdotally, I do conclude that this group of teachers is one the most excited and interested in the College.

Motivational factors become more readily apparent as we go up to the department and college-wide level of change. Several of the teachers returned from their travels motivated to make changes at this level. Some met with resistance and persevered and others experienced disillusionment and discouragement. And, in some cases, the teachers who failed or experienced disillusionment in one area succeeded in making changes in another.

As we have seen, Melodie Hicks met with stiff resistance from her department when she announced her intention to travel to Malawi. She worked very hard to change the department's attitude to international travel and internationalization by demonstrating how it benefited her students. The students who traveled with her were undeniably transformed – capable of independent work, more mature, and capable. When Melodie first organized an International Nursing Department conference and invited nurses from Malawi to attend, she had no help from her Department at all. By the time she was an experienced traveler returning from her latest trip the week before our interview, the Nursing Department had officially organized the conference for her because of scheduling conflicts. The department

also ordered dummies with black skin to ensure that local students could practice IVs and other techniques on dummies that would better match the potential patients in Quebec. The Department presented her flowers when she returned from her most recent trip and recognized her contribution to the internationalization of the department. And finally, other teachers in the Department have participated in International projects. The Nursing Department was a conservative department that had little involvement in international education and became one of the leaders in the College. Melodie's perseverance and ability to demonstrate the practical benefits of what she was doing brought about these changes.

Other teachers also returned from their travels transformed and this transformation motivated them to make changes beyond their classrooms. Mike Besner returned from his unsuccessful trip to Europe ready to tackle the challenge of developing a credit course that would provide greater learning and transformational experiences for the students. He ran into significant difficulties with his union and with Academic Council which were against the idea of a Math teacher working on a Social Science course, but, Mike used his relationships with other teachers to gain support and he persevered – with the support of Eric, Rhys, and Sevak Manjikian.

The teachers who returned from their travels were very enthusiastic and word spread at the College about the trips. The International Education office organized post-trip presentations at Academic Council and the Board, while the teachers themselves would talk with their colleagues. Nathan described his approach, "N: So the teachers have to be on the ball with that and when you get back to the school, tell people what you did. Talk to your department, talk to teachers outside of your departments. It makes a difference for example that I go to the gym a few days a week, talk with people in the gym, all of a sudden things start happening. Alright so it depends on the esprit du corps of the person and their

willingness to contribute to that, or being involved in the International Education Committee.” Kevin and Rhys traveling for the Physics Department, resulted in other Physics teachers participating in international travel and projects.

As these teachers worked in their unions, at Academic Council, and in their departments to gain support for their international projects, they were able to work with Judy Macdonald, the Coordinator of International Education, to bring about one of the more important changes at the institution – the creation of the International Education sub-committee of Academic Council. The College’s bylaws require that all international projects be brought to Academic Council for approval, before being sent to the Board. As the number of international projects increased at the College, Council would often get bogged down dealing with three or four memoranda of understanding with international partners that would enable student or teacher travel. Council voted to create a sub-committee for international education that would be responsible for analyzing the projects prior to the main meeting and provide direction for international education and advice for the main body of Council. At the time of the interview, Nathan, Melodie, Eric, and the Coordinator of International Education sat on this committee. Having International Education recognized by Academic Council in this way demonstrates that International travel is accepted by the institution as part of the core business of the institution. This committee operates alongside the Space Committee, Long-term Planning, and other critical advisory committees.

We have also seen that teachers do not always succeed in making change happen back at the institutional level – even if they were motivated to try. Kevin and Nathan are two great examples of this. Kevin returned from India at a new “level state.” He put everything he had into his week in India and returned to the College drained, yet excited by the potential of Active Learning and impressed by just how much he had in common, as a

teacher, with his Indian colleagues. Spending that all-consuming week in India opened his eyes to a vast international community of teachers, and when he returned to the College, he applied to work full-time in the Pedagogical Development Office to spread the Active Learning Message:

But another interesting experience was working at PDO [Pedagogical Development Office]. Why I thought that could be a good place for was that it's about interacting with the teachers and working with teachers like spreading the Active Learning message. And, in a way, trying to get that intensity of my experience in India and bringing it back. It never works out exactly how you hope it well. I was a little bit disappointed in my time in the PDO. It didn't have the impact I was expecting for various reasons, ok. But, my attraction to that was directly related to the India experience and also drove home to me, in a way it was, we are all on the same page with teachers, the same outlook, but at the same time it is a struggle to change the direction of the boat wherever you are. And that was, in part, my experience in the PDO as well. People aren't just interested in change.

Kevin may not have had as much success at the others, yet we can see that his experience abroad caused him to stop teaching and work full-time in the PDO to spread the Active Learning message.

Another example of a failure in the eyes of one of the teachers was Nathan's disillusionment after his last trip to India to visit Jain Colleges for Vanier. For one, he did not go to India with any clear objectives. The College simply sent him there to go on a tour of Indian Colleges. And, when he did get an idea, the College discouraged it. He wanted the College to provide instructional materials on using office computer software that a Vanier teacher developed to the Indian Colleges he met with in order to foster connections

that would benefit the both institutions. The College's print-shop (which controls copyrights) quickly nixed his ideas for fear of losing control over copyrights on course content materials and then did not encourage Nathan to follow-up.

Yet, despite Nathan's difficulties in getting College-wide agreements with the institutions he visited, he is the only teacher under study who is systematically working to bring international content into local classrooms at the College – the only teacher who is “internationalizing” curriculum in College classrooms, in a way that does not involve actual travel. And, by becoming “the Skype-Guy” he is the only teacher who has systematically worked to influence curriculum in other classes. Other teachers have taken advantage of his class visits to provide some international perspectives, but only as a small section in their curriculum or in order to travel internationally again.

We can also observe that there is no direct correlation between the extent to which the teacher was transformed by a trip and whether they made changes at the classroom, department, or College level. Melodie Hicks, who is the most transformed teachers in this study, has not attempted to make changes at a College-wide level. Her concern has been to bring change to the Nursing department. She has participated in various College committees on International Education because of her experience but we have not observed that she has had any desire to make changes outside of her department. Mike Besner, who observed failure during his trip, leapt past his department entirely in order to help Social Science teachers use a new course framework to develop a Complimentary course that could be used as model to provide international learning experiences to students at the whole College. Nathan Loewen has brought his Skype local international message to the entire College and beyond as he published articles about it. Eric Lozowy became a Dean soon after his travels. Rhys Adams, one of the most seasoned travelers and whose trips had the

least impact, did become more convinced in the value of Active Learning and used it all the more frequently in his classes. Kevin Lenton, a Physics teacher, whose international experience involved teaching Active Learning to a group of Indian teachers from a variety of disciplines, took on a new role at the College to try and bring the benefits of Active Learning to a much wider audience at the College. The experience abroad relates to where the teacher tries to make changes – whether at the classroom, the department, or the College level.

3.2: Recommendations and further study

There are several recommendations that I would like to make in regards to the transformational aspects of International travel in Quebec CEGEPs and in regards to further study.

- 1) We have seen that the teachers who travel, often travel as a result of their pre-existing relationships with each other. They travel with each other because they trust each other or are involved in activities at the College together. They replace each other during emergencies and, they work together on projects that are too large for one individual, and, when they work as a team, are able to accomplish. Yet, while there are structured committees under the guidance of the International Education office, the College does not foster these relationships systematically. I would like to recommend to get all of the teachers who travel for the College in one room and invite teachers who have not traveled to participate. The idea would be for the teachers to have frank discussions about travel for the College and how it impacted them. The teachers who did not travel would benefit from hearing from the travelers and the travelers would benefit from the opportunity to critically self-reflect and evaluate, as they shared – an important step in transformative learning. Additionally, we have seen that teachers do not always have an

- impact in their own departments at the College and providing an interdisciplinary discussion forum would allow relationships to happen outside of the department level.
- 2) In almost all cases, teachers who traveled without clear objectives, whether for the students they chaperoned, or when they traveled alone, did not have a positive experience. When the students traveled simply to “see the sights” there were not as many learning opportunities as there could have been. And, even when the teachers attempted to create opportunities for the students to reflect on their day by bringing them together for group discussion or by continually asking questions that challenged assumptions, the teachers expected a lot more. This does not automatically require that students participate in “credit” trips. Melodie’s first trip to Malawi with a group of students from various disciplines was not credited. However, the CIDA grant established a framework for the trip and this framework required that the students return to the College ready, able, and willing to share what they had learned about AIDS in Malawi to their classmates. Oppositely, Stephane was so discouraged with his trip to Nicaragua because of missed learning opportunities that he has not traveled since. Nathan’s last trip to India was very discouraging because he questioned why he was there and when he did attempt to develop a project, the College did not support his initiative. The recommendation is to better plan the travel and to develop clear learning objectives and the necessary support to implement some of the lessons learnt upon return to the College.
- 3) CEGEP teachers rarely have teacher training prior to being hired. And, their only source of training, once hired, comes from optional pedagogical days or their own personal interest. The PDO was recently created as a way of providing additional pedagogical support. As a result, teachers are not required to come to the institution with an

understanding of adult learning theory or any of the underpinnings of educational philosophy. For example, a Physics teacher usually has an MSc or PhD in Physics and little else. Therefore, when a College teacher accompanies a group of students to see, first-hand, what Totalitarianism did to Europe, the teacher may not have any understanding about how to create learning opportunities or to maximize transformational learning potential of the trip (without being too obvious or pushy about it). Mike, as a hands-on father who learned through experience, instinctively grasped the need to require times of reflection and discussion, but he (likely) did not have a theoretical understanding of why. Kevin went through a shift of his frame of reference that was extremely unsettling to him which resulted in him making significant changes in his career, and he even experienced burnout or depression as a result. Teachers should be given the tools they need to effectively chaperone internationally so that they do not miss learning opportunities and should be supported when they come home after having their own frame of reference altered.

- 4) Further study in the “credit vs non-credit” international trip is warranted. As we have seen, teachers who participated in less than successful non-credit student trips ended up promoting the development of credit trips. Are the teachers correct in this assumption? Is credit the best way in creating learning in the College context?

3.3 Conclusion

This study has attempted to answer five research questions about the transformation that teachers undergo when they travel and how those transformations impact them personally, their classrooms, their departments and the College as a whole.

Teachers get involved in international travel for a wide variety of reasons, and in

many cases, they simply did not intend to get involved at all until the opportunity presented itself. These reasons include: Their relationships with other teachers who already traveled, their past-experience, a sense of duty and necessity (as in Melodie), a desire to include some variety in their career, or simply being in the right place in the right time. Yet, even if they got involved accidentally, or because they just happened to know someone, this does not make a difference on how transformational the experience was.

The seven interviews in this study revealed an amazing diversity of experiences, before, during, and after the teachers returned to the College. And, even when two teachers participated in exactly the same trip (as in Kevin and Rhys' trip to India), the impact was extremely different. One teacher simply added the trip to his list of experiences and to the variety of his career while another took his career in a completely different direction. Teachers see value in having set objectives and structure for their own trips and for the students they chaperone. Teachers also have very different experiences when they return home. One teacher never traveled again while another has been on a half dozen more trips. When they return to the College, most of the teachers return with a desire to make a change. Traveling made them see missed learning opportunities, a way to be a better teacher, or a new research direction and made this happen very quickly.

Teachers who are transformed through international travel make changes as they relate to what was transformed about them and this is what causes them to make changes in their classroom, their department, or the College as a whole. It is not that the teachers who are most transformed go on a crusade to change the entire institution, or that the teacher who is least transformed simply sticks to his or her department. Change relates to the area the teacher was transformed. Desire to make change can be greater if the teacher has a more intense experience but they do not tend to return to the College with a desire to change the

institution.

There are many types of travel and the kind of trip that the teacher takes and whether or not the teacher is an experienced traveler has an influence on what is transformational. We have seen that teachers who chaperone students spend so much time chaperoning that their own personal transformation is less important to them – the teachers are more interested in what is happening in their students. Inexperienced travelers tend to have more intense and life-changing trips and teachers who travel to the same location multiple times experience less dramatic transformations but may be able to use their experience to draw out more of an in-depth understanding and appreciation.

Finally, to expand on what makes an international trip transformational for a teacher, we have observed that it is not simply traveling to a unique location with a different culture in poor circumstances that is transformational. It happens when traveling teachers begin to relate and combine their international experience with their profession. It is encapsulated by that aha moment when Melodie Hicks realized that white patient dummies do not prepare the students adequately. When she was helping the hundreds of desperate Malawians who came to their makeshift clinic, it was not just their plight that transformed her. It was what she and her students could learn and bring back to the College. Melodie was then able to bring about change in her own department by demonstrating that the white dummies were inadequate teaching tools. She took young, teenage students to Africa and brought back self-reliant, group-leading, transformed leaders.

Transformation happens when the teachers are brought outside their comfort zone, are made to see things differently, and then relate that new experience to their own students / experience. The changed teacher then works to bring their classrooms, their department, and

the College to their new view. The results are not directly related to the degree of change that took place in the teacher. The teacher also had to be able to make a rational and thought out case for what happened to them and what could happen to the students based on what they saw didn't happen. This is evidenced by Kevin Lenton, whose dramatic experience and change during his travels to India was not well received back at the College and by Mike Besner and Eric Lozowy, whose trip' failures inspired them to bring about change back at the College.

Transformation at the College level has not been the result of any one teacher's work but by the combined efforts and relationships of all of the teachers who travel, supported by the International Education Office and the College's leaders who have continued to encourage travel. The relationships that have both inspired and even accidentally resulted in teacher travel and that have developed as a result of the challenges of travel and shared experience, are infectious. Teachers who have not traveled before are now coming to the International Education Office with ideas for their own projects. They are excited to travel and do not need convincing. Credit courses are flourishing and more and more teachers are ready to travel. Anecdotally, I have observed students coming to Vanier and asking about travel opportunities, ready for their own experiences abroad.

Although I have not structured this study to answer my question about my own lack of transformation, I would like to offer a few thoughts. I think that this thesis and my own career have, in a way, demonstrated that my personal question was flawed. While it is true that I have not changed my life like Melodie Hicks has, I have experienced transformation similar to some of the other teachers who have traveled for the College, and the success of the Language School has brought about change at the College as well. I have spent at least

one year of my life writing a thesis about international travel – something I would never have done had I not traveled. During my travels, I have made presentations to 1000 Egyptians about climate change and Vanier’s Environmental and Wildlife Management program, I have sat with parents of students from around the world and listened and understood their concerns and I have traveled all over China 3 times representing the College. As a result, I was able to convince more than 100 Mexican students of the value of international travel to Canada. I have sent Language School teachers to teach in China. I can communicate with and relate to people from Saudi Arabia, Iran, China, Vietnam, and Mexico and I am confident that I am now culturally aware enough to not offend anyone anywhere. International travel has transformed me, and while my worldview has not undergone a radical transformation, I am changed nevertheless. And, this change is of great value.

3.4: Further research directions

Considering that the international education department at the College is less than seven years old and the various programs, trips, and other areas that will be studied are so new, it was difficult to gain an understanding of how the impact of the trips are felt long term. It was difficult to determine if the internationalizing effects of the enthusiasm and excitement of the teachers will last Will the wave of internationalization, the relationships that develop, and the renewed vigour that I have observed after the teachers come back from their travels be left aside if that teacher then departs, retires, or loses their initial motivation? I have already spoken with individuals at the College who are near retirement and were excited to be able to tell me about the trips that they took at the beginning of their career. They can look back and see how those trips, taken at a younger age, impacted their lives and

their teaching careers. If the funding for international education would be cut today, would it all just disappear as a passing fad or will it last?

This qualitative study has presented seven interesting narratives by teachers to help us learn about the impact of international education on teachers and their institutions. My hope is that other similar studies will help us understand better what keeps some departments from getting involved? What are some of the systemic reasons that internationalization is not seen as a priority? Can the College administrations be more pro-active in spreading information about potential opportunities and benefits of travel to the College faculty as a whole? A hearty disagreement emerged, through the narratives of participants, about whether it is possible to re-create the same degree of transformational learning in the local classroom. Further study on this point will be of interest as funding for international travel projects for transformational learning is becoming scarce. The seven case studies presented here illustrate further the claim found in the literature (Armstrong 2005) that the impact of international education is stronger when the teachers who participated get out to present their experiences to their colleagues soon after their trips. These questions, emerging from the results of this thesis, point to new directions for further research. At a time of budget cuts and austerity measures all stakeholders in postsecondary educational institutions, and CEGEPs in particular, would benefit from studies that will examine some of these questions in order to help us and policy makers understand how best to focus our efforts for internationalization and its transformative learning potential for all concerned.

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APPENDICES

Appendix 1: Consent forms.

Appendix A: Sample Consent Form

CONSENT TO PARTICIPATE IN “The Transformational and Motivational Aspects of International Travel in a Quebec CEGEP: How Do Teachers Who Travel Help Internationalize the College.”

This is to state that I agree to participate in a program of research being conducted by Chris Hall of the Department of Education of Concordia University as a requirement of a Masters of Arts degree.

I have been informed that the purpose of the research project is to identify how my travel abroad impacted me personally, my teaching practice, and my department at the College.

I was informed that the research will be conducted on site at the educational institution where I teach. I understand that I will be asked to answer a short written questionnaire about 4 weeks prior to a thirty to sixty minute interview. I am aware that these interviews will be recorded.

I also understand that the researcher will access my trip reports and I will provide the researcher with documentation about my participation in the trip and lesson planning material that I created as a result of the trip. I will also provide the researcher with other relevant documentation that may provide insight about the impact of this trip on me or my colleagues.

I understand that my participation in this research is not being used in any way to assess my involvement in the program nor as an evaluation.

I understand that even if I decide to participate at this time, I can change my mind in the future and withdraw from the study if I do not wish to continue. I agree to personally inform the researcher (Chris Hall chriskhall@gmail.com) or his advisor (Prof. Arpi Hamalian at arpigham@alcor.concordia.ca) of any decision to do so. In such a circumstance, all the data I have contributed will be removed.

I understand that the data collected for this study can be published but that my identity will remain confidential. However, I also understand that because of the very specific nature of the project that I was involved in, that it may be possible for readers of this study to induce that I was the participant. In this context (please select a or b):

- a) I agree that my real name be used in the thesis
- b) I ask that a pseudonym be used while being aware that due to the nature of the study my real identity may be obvious to readers familiar with the College.

Date: _____

Print name (First name, last name): _____

Signature: _____

Appendix B: Sample Consent Form for Staff

CONSENT TO PARTICIPATE IN “The Transformational and Motivational Aspects of International Travel in a Quebec CEGEP: How Do Teachers Who Travel Help Internationalize the College.”

This is to state that I agree to participate in a program of research being conducted by Chris Hall of the Department of Education of Concordia University as a requirement of a Masters of Arts degree.

I have been informed that the purpose of the research project is to identify how travel abroad impacted participating teachers, their teaching practice, and the departments to which they belong to at the College.

I was informed that the research will be conducted on site at the educational institution which I attend before and after the study abroad trip. I understand that my role is to participate in interviews about the International Education projects that I supported in order to provide context.

I also understand that the researcher will access documents that I prepared for the trip as well as post-trip reports.

I understand that my participation in this research is meant to enhance the overall study abroad experience and is not being used in any way to assess my involvement in the program.

I understand that even if I decide to participate at this time, I can change my mind in the future and withdraw from the study if I do not wish to continue. I agree to personally inform the researcher of any decision to do so. In such a circumstance, all the data I have contributed will be removed.

I understand that the data collected for this study can be published but that my identity will remain confidential. However, I also understand that because of the very specific nature of the project that I was involved in, that it may be possible for readers of this study to induce that I was the participant. In this context (please select a or b):

- a) I agree that my real name be used in the thesis
- b) I ask that a pseudonym be used while being aware that due to the nature of the study my real identity may be obvious to readers familiar with the College.

I understand that my participation in this research is not being used in any way to assess my involvement in the program nor as an evaluation.

I understand that even if I decide to participate at this time, I can change my mind in the future and withdraw from the study if I do not wish to continue. I agree to personally inform the researcher (Chris Hall chriskhall@gmail.com) or his advisor (Prof. Arpi Hamalian at arpiham@alcor.concordia.ca) of any decision to do so. In such a circumstance, all the data I have contributed will be removed.

Date: _____

Print name (First name, last name): _____

Signature: _____

Appendix :3 Pre-interview questionnaire:

Participant information:

Age: _____ Gender: _____

Education (level, subject): _____

Subject taught: _____

Number of years of teaching experience: _____

Number of years teaching at Vanier College: _____

Was this your first trip abroad for Vanier College? If no, please detail previous trips:

Describe your trip/project to _____

1(a) What was the goal of your trip?

1 (b) What was your personal goal in participating in the trip?

What, if anything, did you value most about this trip?

What, if anything, has changed as a result of your trip?

a) in your worldview

b) in your practice

Please describe how you are using what you learned during your trip in your classroom?

Please describe the post-trip activities that you participated in:

1. at the College – a) as part of the formal process agreed upon before departure; b) on a voluntary basis

2. Outside of the College – a) as part of the formal process agreed upon before departure; b) on a voluntary basis.

Appendix 4: Interview questions

I based the interview questions on the answers in the written questionnaire.

For instance:

You mentioned, in your written questionnaire, that you participated in this trip in order to

_____ Would you please elaborate?