

Overseas Education Successes among Teacher Educators: A Narrative Study

by Ashadi, Anita Triastuti

ABSTRACT

Teacher educators have been viewed as leaders in the pursuit of higher education qualifications. With such qualifications moreover from overseas universities, they could earn better position in their education institution. There are instances when some of them could even complete the degree they desired twice overseas while others struggle. Those cases are interesting to look at as these might have impacts on their career development and identity changes. This study attempted to reveal the stories behind the overseas education successes among higher education staff. A narrative research approach was employed to examine the further social, academic and professional impacts experienced by these group of staff. Six participants were selected purposively from three teacher colleges to gain maximum variation and data richness. They were requested to complete a written narrative frame to see the big picture of their stories. Data from this instrument were used to construct semi-structure interview questions in the following phase. Relevant academic and correspondent documents were also checked for corroboration. The result demonstrated that academic and non-academic factors play a significant role in their academic success. Each of those can be elaborated into individual and social traits which can boost the academic journey. Further, adaptation to academic and cultural life and relation with supervisors need to be given attention as these might contribute to the successful progression of the study. The keys to their successes seem to be the ability to self-regulate their own learning at different pace and conditions.

Kata Kunci: *Narrative research, overseas education successes, narrative frames, identity*