

EXTRINSIC FACTORS AFFECTING OVERSEAS STUDENT TEACHING

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We conducted a qualitative research study involving 13 undergraduate students who completed their student teaching in overseas contexts. Participants completed two waves of interviews immediately after returning to campus from their multicultural experiences. Elsewhere (Firmin, MacKay, & Firmin, 2007), we reported intrinsic findings regarding the participants' experiences. Here, we report three extrinsic factors relating to distance supervision, language adjustments, and preparation issues. Being supervised via e-mail, overall, was considered to be a positive experience—with particular benefit mentioned regarding the weekly journaling process. Language alienation provided some added stress to the overall teaching experience—both inside and outside the classroom. And finally, becoming adequately prepared for the overseas experience (beforehand) was a challenge for all students.