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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
| **Document** | | | | | | | | | | | | | | | | |  |
|  | **Files\\Academic Interviews\\Butterfly\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1077 |  | 3 |  | | | | | | |
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|  | | | In terms of understanding, in terms of their language skills not so much, but in terms of plagiarism and in terms of paraphrasing, they do struggle with that a fair bit. They don't get the concept of paraphrasing. | | | | | | | | | | | | | |  |
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|  | | | But when it comes to academic writing they might struggle a little bit with report writing, essays. So they may be lacking in that regard a little bit. | | | | | | | | | | | | | |  |
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|  | | | Not just the writing - maybe writing skills, but also structure and academic style of writing; so content-wise, not so much language. When it comes to exams, they normally perform really well. They study, they work hard, they listen during the lecture, they take notes and then they study that. They perform well, in my classes at least, in final exams. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1077 |  | 3 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4681 |  | 19 |  | | | | | | |
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|  | | | Just over five years. | | | | | | | | | | | | | |  |
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|  | | | So probably throughout the five years, but more so in the past three years. | | | | | | | | | | | | | |  |
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|  | | | In terms of understanding, in terms of their language skills not so much, but in terms of plagiarism and in terms of paraphrasing, they do struggle with that a fair bit. They don't get the concept of paraphrasing. | | | | | | | | | | | | | |  |
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|  | | | In terms of understanding, in terms of their language skills not so much, but in terms of plagiarism and in terms of paraphrasing, they do struggle with that a fair bit. They don't get the concept of paraphrasing. | | | | | | | | | | | | | |  |
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|  | | | For example with the written reports, they oftentimes - because I am quite particular, I do try to teach them about referencing, about plagiarism, about those sort of things. They don’t do it intentionally but they're just not used to it. They take one sentence or two sentences and change a few words and they think that that's enough; but that’s not paraphrasing. We all know that. I think that’s their major issue. | | | | | | | | | | | | | |  |
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|  | | | For example with the written reports, they oftentimes - because I am quite particular, I do try to teach them about referencing, about plagiarism, about those sort of things. They don’t do it intentionally but they're just not used to it. They take one sentence or two sentences and change a few words and they think that that's enough; but that’s not paraphrasing. We all know that. I think that’s their major issue. | | | | | | | | | | | | | |  |
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|  | | | They are very polite, their attendance is very good, they normally participate the majority of them, they’re really, really smart kids. They want to perform well; I think they are hardworking students. | | | | | | | | | | | | | |  |
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|  | | | I think they are team players. Every trimester there are maybe one group that will have issues, but normally they work well in groups, they support each other, they help each other out, so no major issues in that regard; I haven't noticed. | | | | | | | | | | | | | |  |
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|  | | | In my classes, they get to choose their own group members, so oftentimes they work together with each other. They tend to stick together; they prefer working with other Nepalese students. But sometimes they have to work with other… | | | | | | | | | | | | | |  |
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|  | | | It's just, I think they are more confident that they will perform well, they're more familiar with each other, it's more secure, I think, working with each other. Which is natural. We all tend to be a little bit like that. | | | | | | | | | | | | | |  |
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|  | | | It's just, I think they are more confident that they will perform well, they're more familiar with each other, it's more secure, I think, working with each other. Which is natural. We all tend to be a little bit like that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 9/11/2019 10:23 AM |  |
|  | | | It's just, I think they are more confident that they will perform well, they're more familiar with each other, it's more secure, I think, working with each other. Which is natural. We all tend to be a little bit like that. | | | | | | | | | | | | | |  |
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|  | | | I think in terms of - they’re really smart, they’re really smart but they some - so in terms of classroom performance, they participate, they have good ideas, I can see that they can think critically | | | | | | | | | | | | | |  |
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|  | | | But when it comes to academic writing they might struggle a little bit with report writing, essays. So they may be lacking in that regard a little bit. | | | | | | | | | | | | | |  |
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|  | | | Not just the writing - maybe writing skills, but also structure and academic style of writing; so content-wise, not so much language. When it comes to exams, they normally perform really well. They study, they work hard, they listen during the lecture, they take notes and then they study that. They perform well, in my classes at least, in final exams. | | | | | | | | | | | | | |  |
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|  | | | Not just the writing - maybe writing skills, but also structure and academic style of writing; so content-wise, not so much language. When it comes to exams, they normally perform really well. They study, they work hard, they listen during the lecture, they take notes and then they study that. They perform well, in my classes at least, in final exams. | | | | | | | | | | | | | |  |
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|  | | | Not just the writing - maybe writing skills, but also structure and academic style of writing; so content-wise, not so much language. When it comes to exams, they normally perform really well. They study, they work hard, they listen during the lecture, they take notes and then they study that. They perform well, in my classes at least, in final exams. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 18 |  | S.R. |  | 9/11/2019 10:29 AM |  |
|  | | | Both, okay. In terms of positives, I really, really enjoy working with them because they are - they will do what you ask them to do. They will participate, they will try their best, so that’s definitely one of the positives.  But in terms of the negatives, like I mentioned before, they do struggle with plagiarism a little bit, paraphrasing in particular, and maybe academic writing. So styles, structures, those sort of things. I think they need more support in that regard which is why I always invite our learning advisors in classroom to do in-class workshops to help them… | | | | | | | | | | | | | |  |
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|  | | | I’ve noted they’re really polite and they’re really positive and happy students. It's a pleasure working with them. I do like working with them. Majority of Nepalese students that I work with are either PQP Program so they are… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0760 |  | 2 |  | | | | | | |
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|  | | | But when it comes to academic writing they might struggle a little bit with report writing, essays. So they may be lacking in that regard a little bit. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2337 |  | 4 |  | | | | | | |
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|  | | | In terms of understanding, in terms of their language skills not so much, but in terms of plagiarism and in terms of paraphrasing, they do struggle with that a fair bit. They don't get the concept of paraphrasing. | | | | | | | | | | | | | |  |
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|  | | | For example with the written reports, they oftentimes - because I am quite particular, I do try to teach them about referencing, about plagiarism, about those sort of things. They don’t do it intentionally but they're just not used to it. They take one sentence or two sentences and change a few words and they think that that's enough; but that’s not paraphrasing. We all know that. I think that’s their major issue. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0935 |  | 3 |  | | | | | | |
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|  | | | They are very polite, their attendance is very good, they normally participate the majority of them, they’re really, really smart kids. They want to perform well; I think they are hardworking students. | | | | | | | | | | | | | |  |
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|  | | | I think in terms of - they’re really smart, they’re really smart but they some - so in terms of classroom performance, they participate, they have good ideas, I can see that they can think critically | | | | | | | | | | | | | |  |
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|  | | | I’ve noted they’re really polite and they’re really positive and happy students. It's a pleasure working with them. I do like working with them. Majority of Nepalese students that I work with are either PQP Program so they are… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0143 |  | 2 |  | | | | | | |
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|  | | | Just over five years. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | So probably throughout the five years, but more so in the past three years. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0532 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1037 |  | 3 |  | | | | | | |
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|  | | | I think they are team players. Every trimester there are maybe one group that will have issues, but normally they work well in groups, they support each other, they help each other out, so no major issues in that regard; I haven't noticed. | | | | | | | | | | | | | |  |
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|  | | | In my classes, they get to choose their own group members, so oftentimes they work together with each other. They tend to stick together; they prefer working with other Nepalese students. But sometimes they have to work with other… | | | | | | | | | | | | | |  |
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|  | | | It's just, I think they are more confident that they will perform well, they're more familiar with each other, it's more secure, I think, working with each other. Which is natural. We all tend to be a little bit like that. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0334 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0334 |  | 1 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0942 |  | 2 |  | | | | | | |
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|  | | | In terms of understanding, in terms of their language skills not so much, but in terms of plagiarism and in terms of paraphrasing, they do struggle with that a fair bit. They don't get the concept of paraphrasing. | | | | | | | | | | | | | |  |
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|  | | | For example with the written reports, they oftentimes - because I am quite particular, I do try to teach them about referencing, about plagiarism, about those sort of things. They don’t do it intentionally but they're just not used to it. They take one sentence or two sentences and change a few words and they think that that's enough; but that’s not paraphrasing. We all know that. I think that’s their major issue. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\David\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.5580 |  | 19 |  | | | | | | |
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|  | | | Two years. | | | | | | | | | | | | | |  |
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|  | | | Prior to this working in vocational education and training. | | | | | | | | | | | | | |  |
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|  | | | Based on your experience of teaching Nepalese students are there any - were there any major issues that you have faced in them not understanding your directives in class? Have you had experience in teaching Nepalese students?  Interviewee: Yes, I have. There seems to be quite a few Nepalese coming in. I've seen an increase, it would appear. With regards to the question, I can't say that I would have noticed any particular group or cohort of students that struggled more than another. So no, not to my experience at that point, at this point. | | | | | | | | | | | | | |  |
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|  | | | Generally, well, they're very respectful. They are very - they're quiet. But they seem to want to get to know you a little bit before they feel the courage to talk. They do have - they're very respectful because I think the culture that they come from requires that. So they have a difficult time using - not using honorifics. They tend to want to call me Sir or Professor. So when I say, call me Max you can see that they get a bit uncomfortable. But that’s not only the Nepalese, it's the Indians and… | | | | | | | | | | | | | |  |
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|  | | | They work well together. | | | | | | | | | | | | | |  |
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|  | | | My aim is to have - my aim is always that the student is comfortable when dealing in assessments, particularly group assessments where there's presentations and things like that. So I will wherever possible avoid splitting up friends or people - and they tend to gravitate towards each other. They seem to form a community within the community, the broader community, until they feel more comfortable. That's what I've noticed. But they don’t - they work well together. I think they, like I said, that sense of community. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | I was talking to a Nepalese student today actually and asking her about her work. Where she worked and talking about the culture, organisational culture, of one place that she worked compared to the next place. She had said, the first place was pretty much full of Nepalese people and it was very much a family atmosphere in that workplace. She said that she felt less homesick, she felt more supported in that workplace. | | | | | | | | | | | | | |  |
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|  | | | Absolutely. I think coming from the collectivism that's within their society I think they feel comfortable in that collective environment. Going to - and then she went to the next place and there are a lot more Australians working there, other cultures. She's found that that culture of that organisation is very individualistic. She feels more comfortable in the first place than in the current place. | | | | | | | | | | | | | |  |
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|  | | | community environment is something that's sort of still with them. | | | | | | | | | | | | | |  |
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|  | | | community environment is something that's sort of still with them. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 9/18/2019 9:56 AM |  |
|  | | | What is their academic performance like in classroom engagement, assignments and in exams?  Interviewee: That’s kind of difficult because I am not well-versed enough to know a Nepalese name as opposed to - so I'm - and the nature of the names, some of them are very long. So I find when I'm marking I can't identify necessarily a paper, a name on paper with a person if you know what I mean? | | | | | | | | | | | | | |  |
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|  | | | All the subjects I teach - one is managing a global workforce, which is actually very relevant to cultural differences and things like that. Business negotiation, both of those are undergrad. I'm also doing the multidisciplinary project for Esther while she's away. Then I also teach MBA subjects - leading and managing strategic resources and operations and leading and managing organisational change. | | | | | | | | | | | | | |  |
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|  | | | So they're very people orientated probably, possibly with the exception of leading and managing organisational - resources and operations. That's more of a technical subject. So my subjects tend to, I tend to try and generate a lot of conversation. I've noticed that they can be very quiet until they get to trust you. Not just trust you, but trust that there's… | | | | | | | | | | | | | |  |
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|  | | | Yeah, they know it's okay. But again in the first few weeks, particularly the undergrad Nepalese students, they would generally be fresh out of home or fresh out of school. That can be challenging and intimidating for them to speak up. I don’t know if that is because they're not encouraged to in high school. I don’t understand the Nepalese education system. | | | | | | | | | | | | | |  |
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|  | | | Well, really probably what we've talked about, the community aspect. That they tend to gravitate towards each other and I notice that. They tend to, yeah, I think they seem to know a fellow Nepalese on an instinctive level almost. You can see even at orientation they do tend to gravitate towards each other. | | | | | | | | | | | | | |  |
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|  | | | Interesting isn't it, because they are not coming from the same background, different castes back home…  Interviewee: Yes.  Facilitator: …back home and all of that. But at the same time they seem to be all one united front here. | | | | | | | | | | | | | |  |
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|  | | | with their lot. But like you said, that it could be something that sort of the change has, regrouping I guess I would like to sort of… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | maybe a little bit of a regrouping, but they do get back into groups. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0449 |  | 1 |  | | | | | | |
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|  | | | What is their academic performance like in classroom engagement, assignments and in exams?  Interviewee: That’s kind of difficult because I am not well-versed enough to know a Nepalese name as opposed to - so I'm - and the nature of the names, some of them are very long. So I find when I'm marking I can't identify necessarily a paper, a name on paper with a person if you know what I mean? | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1421 |  | 3 |  | | | | | | |
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|  | | | Generally, well, they're very respectful. They are very - they're quiet. But they seem to want to get to know you a little bit before they feel the courage to talk. They do have - they're very respectful because I think the culture that they come from requires that. So they have a difficult time using - not using honorifics. They tend to want to call me Sir or Professor. So when I say, call me Max you can see that they get a bit uncomfortable. But that’s not only the Nepalese, it's the Indians and… | | | | | | | | | | | | | |  |
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|  | | | Yeah, they know it's okay. But again in the first few weeks, particularly the undergrad Nepalese students, they would generally be fresh out of home or fresh out of school. That can be challenging and intimidating for them to speak up. I don’t know if that is because they're not encouraged to in high school. I don’t understand the Nepalese education system. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0717 |  | 3 |  | | | | | | |
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|  | | | Two years. | | | | | | | | | | | | | |  |
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|  | | | Prior to this working in vocational education and training. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1177 |  | 4 |  | | | | | | |
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|  | | | They work well together. | | | | | | | | | | | | | |  |
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|  | | | My aim is to have - my aim is always that the student is comfortable when dealing in assessments, particularly group assessments where there's presentations and things like that. So I will wherever possible avoid splitting up friends or people - and they tend to gravitate towards each other. They seem to form a community within the community, the broader community, until they feel more comfortable. That's what I've noticed. But they don’t - they work well together. I think they, like I said, that sense of community. | | | | | | | | | | | | | |  |
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|  | | | Absolutely. I think coming from the collectivism that's within their society I think they feel comfortable in that collective environment. Going to - and then she went to the next place and there are a lot more Australians working there, other cultures. She's found that that culture of that organisation is very individualistic. She feels more comfortable in the first place than in the current place. | | | | | | | | | | | | | |  |
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|  | | | community environment is something that's sort of still with them. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1888 |  | 7 |  | | | | | | |
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|  | | | community environment is something that's sort of still with them. | | | | | | | | | | | | | |  |
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|  | | | Well, really probably what we've talked about, the community aspect. That they tend to gravitate towards each other and I notice that. They tend to, yeah, I think they seem to know a fellow Nepalese on an instinctive level almost. You can see even at orientation they do tend to gravitate towards each other. | | | | | | | | | | | | | |  |
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|  | | | Interesting isn't it, because they are not coming from the same background, different castes back home…  Interviewee: Yes.  Facilitator: …back home and all of that. But at the same time they seem to be all one united front here. | | | | | | | | | | | | | |  |
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|  | | | with their lot. But like you said, that it could be something that sort of the change has, regrouping I guess I would like to sort of… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | maybe a little bit of a regrouping, but they do get back into groups. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0469 |  | 1 |  | | | | | | |
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|  | | | All the subjects I teach - one is managing a global workforce, which is actually very relevant to cultural differences and things like that. Business negotiation, both of those are undergrad. I'm also doing the multidisciplinary project for Esther while she's away. Then I also teach MBA subjects - leading and managing strategic resources and operations and leading and managing organisational change. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1038 |  | 3 |  | | | | | | |
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|  | | | Yeah, they know it's okay. But again in the first few weeks, particularly the undergrad Nepalese students, they would generally be fresh out of home or fresh out of school. That can be challenging and intimidating for them to speak up. I don’t know if that is because they're not encouraged to in high school. I don’t understand the Nepalese education system. | | | | | | | | | | | | | |  |
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|  | | | Interesting isn't it, because they are not coming from the same background, different castes back home…  Interviewee: Yes.  Facilitator: …back home and all of that. But at the same time they seem to be all one united front here. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0265 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0356 |  | 1 |  | | | | | | |
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|  | | | Well, really probably what we've talked about, the community aspect. That they tend to gravitate towards each other and I notice that. They tend to, yeah, I think they seem to know a fellow Nepalese on an instinctive level almost. You can see even at orientation they do tend to gravitate towards each other. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 10 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Life experiences before coming to Australia of Nepali students .** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0416 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 9:58 AM |  |
|  | | | Yeah, they know it's okay. But again in the first few weeks, particularly the undergrad Nepalese students, they would generally be fresh out of home or fresh out of school. That can be challenging and intimidating for them to speak up. I don’t know if that is because they're not encouraged to in high school. I don’t understand the Nepalese education system. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0952 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 9:53 AM |  |
|  | | | I was talking to a Nepalese student today actually and asking her about her work. Where she worked and talking about the culture, organisational culture, of one place that she worked compared to the next place. She had said, the first place was pretty much full of Nepalese people and it was very much a family atmosphere in that workplace. She said that she felt less homesick, she felt more supported in that workplace. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 9:54 AM |  |
|  | | | Absolutely. I think coming from the collectivism that's within their society I think they feel comfortable in that collective environment. Going to - and then she went to the next place and there are a lot more Australians working there, other cultures. She's found that that culture of that organisation is very individualistic. She feels more comfortable in the first place than in the current place. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0952 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 9:53 AM |  |
|  | | | I was talking to a Nepalese student today actually and asking her about her work. Where she worked and talking about the culture, organisational culture, of one place that she worked compared to the next place. She had said, the first place was pretty much full of Nepalese people and it was very much a family atmosphere in that workplace. She said that she felt less homesick, she felt more supported in that workplace. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 9:54 AM |  |
|  | | | Absolutely. I think coming from the collectivism that's within their society I think they feel comfortable in that collective environment. Going to - and then she went to the next place and there are a lot more Australians working there, other cultures. She's found that that culture of that organisation is very individualistic. She feels more comfortable in the first place than in the current place. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Dirk\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1030 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/19/2019 12:10 PM |  |
|  | | | Their written English, while still good, is maybe not quite as good. So, I’ve found that I have one subject at the moment where they give a presentation and write a report that basically say the same things. Usually Nepalese students - and students from the rest of that part of the world - are often very good at expressing themselves in words, but on paper, they’re not quite as smooth. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/19/2019 12:11 PM |  |
|  | | | …a noticeable difference. I wouldn’t say a huge difference but definitely, yeah, they’re better on their feet talking in front of an audience than in - than, sitting in front of a screen or blank piece of paper. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 8/19/2019 12:07 PM |  |
|  | | | In the context of Nepalese students? Well there are certainly no standout problems. As I said they can listen and speak in English very well and so there’s no - they’re always on the ball. Sharp. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 8/19/2019 12:09 PM |  |
|  | | | In the context of Nepalese students? Well there are certainly no standout problems. As I said they can listen and speak in English very well and so there’s no - they’re always on the ball. Sharp. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 8/19/2019 12:09 PM |  |
|  | | | Language is not a barrier for them. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1030 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/19/2019 12:10 PM |  |
|  | | | Their written English, while still good, is maybe not quite as good. So, I’ve found that I have one subject at the moment where they give a presentation and write a report that basically say the same things. Usually Nepalese students - and students from the rest of that part of the world - are often very good at expressing themselves in words, but on paper, they’re not quite as smooth. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/19/2019 12:11 PM |  |
|  | | | …a noticeable difference. I wouldn’t say a huge difference but definitely, yeah, they’re better on their feet talking in front of an audience than in - than, sitting in front of a screen or blank piece of paper. | | | | | | | | | | | | | |  |
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|  | | | In the context of Nepalese students? Well there are certainly no standout problems. As I said they can listen and speak in English very well and so there’s no - they’re always on the ball. Sharp. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 8/19/2019 12:09 PM |  |
|  | | | Language is not a barrier for them. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1281 |  | 7 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:26 PM |  |
|  | | | So that’s 13 years plus five years, so I guess that’s 18 years. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:28 PM |  |
|  | | | Computer Science. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 8/4/2019 8:42 PM |  |
|  | | | Well, I don’t know. They’re certainly attentive and listen well. Some are more outgoing than others. Some are quite shy and would have that rabbit in the headlights look… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 8/4/2019 8:42 PM |  |
|  | | | but some are quite chatty and want to stand up and say what they think. Yeah, so, you know. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 8/4/2019 8:43 PM |  |
|  | | | Well, yeah. There’s one subject where there’s a group assignment where they form little groups of two. It’s not a huge assignment, I guess. They’ve never had any stand out issues or problems. You know, they sort of get down to it. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 8/4/2019 8:45 PM |  |
|  | | | But some are, you know, they sort of want to try a different experience, which is of course, what this place offers. You get people from all over the world. So some are, you know - and they’ll find the Argentinian student and [laughs] something like that. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 8/4/2019 8:48 PM |  |
|  | | | Well I don’t really pay too much attention, I guess. Well, by the time that we’re marking the final exam then they just become names on a list, and I never - don’t really look too much at the names. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0245 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:48 PM |  |
|  | | | Well I don’t really pay too much attention, I guess. Well, by the time that we’re marking the final exam then they just become names on a list, and I never - don’t really look too much at the names. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0327 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:42 PM |  |
|  | | | Well, I don’t know. They’re certainly attentive and listen well. Some are more outgoing than others. Some are quite shy and would have that rabbit in the headlights look… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:42 PM |  |
|  | | | but some are quite chatty and want to stand up and say what they think. Yeah, so, you know. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0080 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:26 PM |  |
|  | | | So that’s 13 years plus five years, so I guess that’s 18 years. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0604 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:43 PM |  |
|  | | | Well, yeah. There’s one subject where there’s a group assignment where they form little groups of two. It’s not a huge assignment, I guess. They’ve never had any stand out issues or problems. You know, they sort of get down to it. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:45 PM |  |
|  | | | But some are, you know, they sort of want to try a different experience, which is of course, what this place offers. You get people from all over the world. So some are, you know - and they’ll find the Argentinian student and [laughs] something like that. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0023 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Computer Science. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0991 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:50 PM |  |
|  | | | Well one thing I have noticed is that students from Nepal - well, many of our students they went to high school, they did an undergraduate degree and then they come here to do a master’s. Many of them, that’s all they’ve done. They’ve never done anything else. They’re [still] in school. But I have noticed that students from Nepal seem to be more likely to have done something else in that journey. They’ve either had a little bit of commercial experience or they worked for a year doing something else, and - something a little more varied. They’ve had a bit of a - more experience outside of school or university. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:50 PM |  |
|  | | | Well I don’t know if they are any - much older. They just seem to have done more in their time. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 8/4/2019 8:50 PM |  |
|  | | | Yeah, I presume some of them might be a little older, I guess, but not enough to notice. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Life experiences before coming to Australia of Nepali students .** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0991 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:50 PM |  |
|  | | | Well one thing I have noticed is that students from Nepal - well, many of our students they went to high school, they did an undergraduate degree and then they come here to do a master’s. Many of them, that’s all they’ve done. They’ve never done anything else. They’re [still] in school. But I have noticed that students from Nepal seem to be more likely to have done something else in that journey. They’ve either had a little bit of commercial experience or they worked for a year doing something else, and - something a little more varied. They’ve had a bit of a - more experience outside of school or university. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:50 PM |  |
|  | | | Well I don’t know if they are any - much older. They just seem to have done more in their time. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I presume some of them might be a little older, I guess, but not enough to notice. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Freddy** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0866 |  | 4 |  | | | | | | |
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|  | | | So they come here and notionally they're meant to be studying here. But I think they have already determined that they're going to move somewhere else, and they often want to go to Melbourne or Sydney. Of course that has a major effect on their focus on their studies. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 10:59 AM |  |
|  | | | Yeah, I'm not 100 per cent sure. Maybe - I'm only theorising… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 11:00 AM |  |
|  | | | …and then it's based on nothing. But I think with the Nepalese students they have difficulties getting student visas into Australia. James Cook University is what they would see it as a gateway and then once they're here they start changing their plans. But I think that plan had already been in place, if that makes sense. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 11:00 AM |  |
|  | | | Yeah, or again because I think they're very socially tight-knit it may well be that their peers are in another city and their families are in another city but they weren't able to get direct entry to that city. To those universities in those cities. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Bigger city** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0866 |  | 4 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 10:59 AM |  |
|  | | | So they come here and notionally they're meant to be studying here. But I think they have already determined that they're going to move somewhere else, and they often want to go to Melbourne or Sydney. Of course that has a major effect on their focus on their studies. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 10:59 AM |  |
|  | | | Yeah, I'm not 100 per cent sure. Maybe - I'm only theorising… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 11:00 AM |  |
|  | | | …and then it's based on nothing. But I think with the Nepalese students they have difficulties getting student visas into Australia. James Cook University is what they would see it as a gateway and then once they're here they start changing their plans. But I think that plan had already been in place, if that makes sense. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 11:00 AM |  |
|  | | | Yeah, or again because I think they're very socially tight-knit it may well be that their peers are in another city and their families are in another city but they weren't able to get direct entry to that city. To those universities in those cities. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0386 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Well, often they room with people that they were provided the address of. Maybe a distant relative or it might be a friend of a friend or something like that. I don’t think it often works out. Then they have to try and find a place of their own and obviously there's additional costs which they hadn't factored in. So then work gets in the way. Yeah, all those sorts of things, girlfriends, boyfriends. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali society** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0386 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 10:54 AM |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3504 |  | 12 |  | | | | | | |
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|  | | | Eighteen years. | | | | | | | | | | | | | |  |
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|  | | | Oh, well, currently I teach multidisciplinary project. I also teach, team teach, financial management. I am also involved with the academic skills sessions with all new students. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Nearly all that time. So when I first started I had Nepalese students in my class. | | | | | | | | | | | | | |  |
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|  | | | I don’t think Nepalese directly, but in general when I started teaching I had an issue with my accent and the speed in which I used to speak. So I had to curb my natural instincts. | | | | | | | | | | | | | |  |
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|  | | | Nepalese students I think are just like any other. Though put it this way, I've never sort of singled out Nepalese students. So they're the same as - so I used to teach a subject data analysis, it was on a Monday mornings. The classroom behaviour was dribble in at the start. Because it was a subject, being Monday morning it was a subject that they didn't really enjoy unfortunately. But I was fortunate over the period I taught students generally once they started coming to my class would come on time and would engage. But getting them to come could be an issue. | | | | | | | | | | | | | |  |
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|  | | | I think data analysis, so I'm just focusing on data analysis, I think it was a subject that they believed involved mathematics. I think international students as a whole have difficulty with the terminology within mathematics. Not so much the math itself once they identify how we - what terms we use within math. But they find it quite difficult, because they're out of practice as well. Because many of our students haven't been in education for quite a while. I deal with bachelors students so they don’t get here for three or four years. So their education has been lapsed for quite a while sometimes with the bachelor students, it takes them a while to get here. | | | | | | | | | | | | | |  |
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|  | | | So again it's bipolar, you have those students that are very interested and there are those that I think it's a bit - it could be a number of things. They're a bit overwhelmed by the whole situation, they’ve only just arrived in the country often. They're having to deal with multiple issues all at one time. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 9/18/2019 10:51 AM |  |
|  | | | In their first trimester we go pretty well here. There are - if a student is going to have difficulties it tends to show up in the first trimester. Often those difficulties are around outside influences rather than their studies. If students want to be successful in their studies they deal with the issues across the trimester and by the end of the trimester they're successful. However they're more successful in future trimesters. So their grades tend…  Facilitator: To be…  Interviewee: …there tends to be a rise in grades over time. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 9/18/2019 10:51 AM |  |
|  | | | There's many hurdles, yeah, and a lot of that is outside of their academic work. But also inside, obviously | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 9/18/2019 10:55 AM |  |
|  | | | Homesickness is a factor, I'm just trying to think with Nepalese students. They tend to be a fairly tight-knit group. I think they tend to support each other quite well. It's, yes, I can't recall too many issues - that's not to say we haven't had any, but I just can't recall any in terms of the mental illness side of things or anxiety and that type of thing. Because we do deal with that a lot but it's not generally… | | | | | | | | | | | | | |  |
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|  | | | But the Nepalese students here are generally from a postgraduate side of things, or PQP as they call it here, Postgrad Qualifying Program. They do have some difficulties getting through that program and they do have some difficulties, the ones that aren’t focused on their studies and getting through. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 9/18/2019 11:04 AM |  |
|  | | | Well, as I say, they're very friendly. If you make an academic relationship with them it becomes like a friendship. As I say, the students that I dealt with in my previous employer it was definitely the case that I know them well. They're very hardworking people, very hardworking people, yes. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1545 |  | 4 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0465 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0823 |  | 2 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0267 |  | 3 |  | | | | | | |
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|  | | | Eighteen years. | | | | | | | | | | | | | |  |
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|  | | | Oh, well, currently I teach multidisciplinary project. I also teach, team teach, financial management. I am also involved with the academic skills sessions with all new students. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0403 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0640 |  | 2 |  | | | | | | |
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|  | | | Yeah, or again because I think they're very socially tight-knit it may well be that their peers are in another city and their families are in another city but they weren't able to get direct entry to that city. To those universities in those cities. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0640 |  | 2 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1007 |  | 3 |  | | | | | | |
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|  | | | Well, as I say, it was a past provider where we had bachelors students from Nepal, and it was very few. But they were all very good students. But that group of students all had family here in Brisbane and they still are here. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | **Files\\Academic Interviews\\Joanne\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2870 |  | 14 |  | | | | | | |
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|  | | | Over 15 years. | | | | | | | | | | | | | |  |
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|  | | | Yes. I found that they were very good at communicating and understanding what I wanted to do, but not understanding the content. | | | | | | | | | | | | | |  |
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|  | | | So for example because I teach computer related subjects, I'd say like open Excel so they would. You know like it was easy but then when it came to content big things were missing. | | | | | | | | | | | | | |  |
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|  | | | So for example because I teach computer related subjects, I'd say like open Excel so they would. You know like it was easy but then when it came to content big things were missing. | | | | | | | | | | | | | |  |
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|  | | | When I had a group of them they could get quite rowdy and talkative together. | | | | | | | | | | | | | |  |
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|  | | | Undergrad. | | | | | | | | | | | | | |  |
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|  | | | They would get together and like be quite talkative so I'd have to quite often say okay - but yeah so I guess it's not very many students that I've had from Nepal really. But in that particular instance yeah they got quite rowdy together. But you know they're quiet if they're one. | | | | | | | | | | | | | |  |
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|  | | | This particular class they were in a group together, so yep they were quite good. | | | | | | | | | | | | | |  |
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|  | | | It was just within themselves in my experience yep. Because there was enough of them yep. But in my other subjects we don't have group work. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | I think assignments was okay because if it's a computer-based thing they're getting a lot of help with it and so they achieve the task. But the exam were poor results, this is in undergrad. But in the master’s class last semester when I had a male, there was no exam and he did fine with the assignments. I wouldn't say outstanding but he achieved a pass. | | | | | | | | | | | | | |  |
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|  | | | I saw a bit of a pattern not only with Nepalese but with other students from there not performing as well as other students who got direct entry. So yeah there was a big intake of them from Sarina Russo and yeah so I was trying to work out was it Nepalese reason or was it from Sarina Russo yep. | | | | | | | | | | | | | |  |
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|  | | | But no I think it's still a new area for me to explore in terms of this nationality and also Bhutanese who we're seeing a lot of here at the moment. Very near where you know if you asked me about Chinese students or other Indian students I could tell you loads of stories. But Nepalese for me it's very new interacting with them. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0815 |  | 2 |  | | | | | | |
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|  | | | So for example because I teach computer related subjects, I'd say like open Excel so they would. You know like it was easy but then when it came to content big things were missing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0447 |  | 1 |  | | | | | | |
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|  | | | I saw a bit of a pattern not only with Nepalese but with other students from there not performing as well as other students who got direct entry. So yeah there was a big intake of them from Sarina Russo and yeah so I was trying to work out was it Nepalese reason or was it from Sarina Russo yep. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Chatting** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0558 |  | 3 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | They would get together and like be quite talkative so I'd have to quite often say okay - but yeah so I guess it's not very many students that I've had from Nepal really. But in that particular instance yeah they got quite rowdy together. But you know they're quiet if they're one. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0896 |  | 3 |  | | | | | | |
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|  | | | Yes. I found that they were very good at communicating and understanding what I wanted to do, but not understanding the content. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0517 |  | 2 |  | | | | | | |
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|  | | | Over 15 years. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0540 |  | 1 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0337 |  | 2 |  | | | | | | |
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|  | | | This particular class they were in a group together, so yep they were quite good. | | | | | | | | | | | | | |  |
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|  | | | It was just within themselves in my experience yep. Because there was enough of them yep. But in my other subjects we don't have group work. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Melody\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.5770 |  | 34 |  | | | | | | |
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|  | | | I started teaching in March 2014 as a lecturer. Before that I worked as a lab assistant and tutor casually here and there, so it's been five or six years of teaching. Six years of teaching. | | | | | | | | | | | | | |  |
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|  | | | From day one, I guess. From the first term because our cohort is quite diverse. The subjects I teach are part of the MIT Masters of IT Degree and usually there's plenty of Indian students there, but every term there's some Nepalis in there as well. Not the same percentage, but there's definitely Nepali students there. | | | | | | | | | | | | | |  |
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|  | | | From day one, I guess. From the first term because our cohort is quite diverse. The subjects I teach are part of the MIT Masters of IT Degree and usually there's plenty of Indian students there, but every term there's some Nepalis in there as well. Not the same percentage, but there's definitely Nepali students there. | | | | | | | | | | | | | |  |
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|  | | | Last term I think, I had in a class of 77, I think 10 of them were Nepalis. This term I met the new students and in a class of 50 students at least six of them are Nepalis. | | | | | | | | | | | | | |  |
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|  | | | From my experience they're switched on. They are definitely capable to understand and to understand technical concepts, to understand the abstract aspect that we talk about in class. Usually they, or some of them, have been extremely brilliant and committed, but some of them are a bit lazy. I dare to say the issue is in terms of the effort that they put in because I know that they have the ability to understand and to perform. I will give you an example. Last term the group of Nepali students collaborated for the assignment even if they're not allowed to do that and of course I was able to track that down. I talked with the coordinator and I took measures against that so we were able to sort it out being the first time students. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | There was this particular student who initially hadn't put any effort in, okay. This really affected his skill before approaching the final assignment for the end of the term. He came to meet me a couple of times and in just the short timeframe at the end of the term he was able to catch up and deliver his final assignment done by himself. Of course it was not an HD assignment, but it was more than pass. I think it was around a credit assignment. It was done by himself based on his understanding. | | | | | | | | | | | | | |  |
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|  | | | All right, I'll tell you the story. This was the good scenario because I remembered reading the email from him in which he was so excited and happy because I was able to assist him, as in he came in here and there, I gave him hints and at the end he did it. The others, one of them failed, was one of the failures of the subject. One of them failed with about 30 per cent achievement so wasn't - he didn't do anything even if I put effort to meet him and to give him chances and opportunities.  Two of the others almost failed but were given supplementary assignments during the examiner's meeting, so now two of them must catch up yet again with that assignment that they messed up initially. The others, the other three or four, they passed. They cleared the subject. Yeah. | | | | | | | | | | | | | |  |
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|  | | | Yes, yes, yes. I was very honest with them and this is my feel of them as in they get you. They really get you. I saw them honest as well and they admitted [Laura] I haven't done anything. Oh, well thank you for that. From one class the other said, yeah, we come to class, but at home we don't do anything. Oh, well thank you and what do you expect, what result do you expect with that? | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 15 |  | S.R. |  | 9/11/2019 10:40 AM |  |
|  | | | Okay, good question. It seems like they're distracted. They like to have fun. They like to laugh and they like jokes a lot. In class sometimes I say jokes and they like them. They're also cheeky because sometimes they reply. For example, one morning I came to class and I say guys, I'm having a headache, so take it easy today. One of them said, are you having a hangover Laura? I replied with, I was like mate, are you serious? You're asking your lecturer if she's having a hangover. What makes you think that I've been drinking? Yeah, I don't think they took it seriously. Then it was a bit of laziness combined with the comfort of being part of a team and they'll do the same thing so let's see what happens. Maybe I'll get away with it. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 16 |  | S.R. |  | 9/11/2019 10:40 AM |  |
|  | | | Okay, good question. It seems like they're distracted. They like to have fun. They like to laugh and they like jokes a lot. In class sometimes I say jokes and they like them. They're also cheeky because sometimes they reply. For example, one morning I came to class and I say guys, I'm having a headache, so take it easy today. One of them said, are you having a hangover Laura? I replied with, I was like mate, are you serious? You're asking your lecturer if she's having a hangover. What makes you think that I've been drinking? Yeah, I don't think they took it seriously. Then it was a bit of laziness combined with the comfort of being part of a team and they'll do the same thing so let's see what happens. Maybe I'll get away with it. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 17 |  | S.R. |  | 9/11/2019 10:41 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 18 |  | S.R. |  | 9/11/2019 10:42 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 19 |  | S.R. |  | 9/11/2019 10:42 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 20 |  | S.R. |  | 9/11/2019 10:41 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 21 |  | S.R. |  | 9/11/2019 10:42 AM |  |
|  | | | Yes, yes. They are supportive of each other. I've noticed that. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 22 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | Yes, yes. They are supportive of each other. I've noticed that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 23 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 24 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 25 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 26 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 27 |  | S.R. |  | 9/11/2019 10:44 AM |  |
|  | | | Right. We have Vietnamese students, we have some Chinese students and we have some Burmese students sometimes. We have some exceptions sometimes, one student from Africa, one student from Columbia, one student from Russia, one student from Egypt, but the majority is India and then comes Nepal | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 28 |  | S.R. |  | 9/11/2019 10:45 AM |  |
|  | | | But the team Miss India, meaning the ladies. The Indian ladies usually are together. The Vietnamese are usually isolated or they are with someone who have the same technical skills like them, so the Vietnamese are usually with the laptop in front of them either isolated or with someone else who has the laptop in front of them. The Chinese students don't remark them so they're a bit quieter. There's team male India usually at the back of the class again sitting, not in a circle, but sitting like at a theatre, movie theatre. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 29 |  | S.R. |  | 9/11/2019 10:46 AM |  |
|  | | | I think they're easy going. They have a very light attitude, as in I think they're a really good match with this no worries mate attitude. So easy going, super light and I think they laugh about many things and sometimes to their detriment. As in assignments are a joke, exams are a joke, but sometimes that gets back to bite them because they notice the pain maybe in failing or repeating a subject or having to pay for it again. I've also met some brilliant Nepali student who of course took it seriously who they got really good marks. Really good marks as in high achievers. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 30 |  | S.R. |  | 9/11/2019 10:46 AM |  |
|  | | | I think they're easy going. They have a very light attitude, as in I think they're a really good match with this no worries mate attitude. So easy going, super light and I think they laugh about many things and sometimes to their detriment. As in assignments are a joke, exams are a joke, but sometimes that gets back to bite them because they notice the pain maybe in failing or repeating a subject or having to pay for it again. I've also met some brilliant Nepali student who of course took it seriously who they got really good marks. Really good marks as in high achievers. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 31 |  | S.R. |  | 9/11/2019 10:47 AM |  |
|  | | | Okay. They are playful and engaging, most of them. Most of them. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 32 |  | S.R. |  | 9/11/2019 10:47 AM |  |
|  | | | But that doesn't mean that they're not serious, as in even the serious things they take them in a funny way. This is my view. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 33 |  | S.R. |  | 9/11/2019 10:47 AM |  |
|  | | | They do well with encouragement. They are very grateful. If you help them, they are always grateful and they remember you. They're funny. I like to have fun with them. I enjoy them. I enjoy the [fact] that there switched on and they have a light attitude, yeah. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 27 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 34 |  | S.R. |  | 9/11/2019 10:48 AM |  |
|  | | | They do well with encouragement. They are very grateful. If you help them, they are always grateful and they remember you. They're funny. I like to have fun with them. I enjoy them. I enjoy the [fact] that there switched on and they have a light attitude, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1597 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:36 AM |  |
|  | | | There was this particular student who initially hadn't put any effort in, okay. This really affected his skill before approaching the final assignment for the end of the term. He came to meet me a couple of times and in just the short timeframe at the end of the term he was able to catch up and deliver his final assignment done by himself. Of course it was not an HD assignment, but it was more than pass. I think it was around a credit assignment. It was done by himself based on his understanding. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:38 AM |  |
|  | | | All right, I'll tell you the story. This was the good scenario because I remembered reading the email from him in which he was so excited and happy because I was able to assist him, as in he came in here and there, I gave him hints and at the end he did it. The others, one of them failed, was one of the failures of the subject. One of them failed with about 30 per cent achievement so wasn't - he didn't do anything even if I put effort to meet him and to give him chances and opportunities.  Two of the others almost failed but were given supplementary assignments during the examiner's meeting, so now two of them must catch up yet again with that assignment that they messed up initially. The others, the other three or four, they passed. They cleared the subject. Yeah. | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:46 AM |  |
|  | | | I think they're easy going. They have a very light attitude, as in I think they're a really good match with this no worries mate attitude. So easy going, super light and I think they laugh about many things and sometimes to their detriment. As in assignments are a joke, exams are a joke, but sometimes that gets back to bite them because they notice the pain maybe in failing or repeating a subject or having to pay for it again. I've also met some brilliant Nepali student who of course took it seriously who they got really good marks. Really good marks as in high achievers. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2796 |  | 6 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:35 AM |  |
|  | | | From my experience they're switched on. They are definitely capable to understand and to understand technical concepts, to understand the abstract aspect that we talk about in class. Usually they, or some of them, have been extremely brilliant and committed, but some of them are a bit lazy. I dare to say the issue is in terms of the effort that they put in because I know that they have the ability to understand and to perform. I will give you an example. Last term the group of Nepali students collaborated for the assignment even if they're not allowed to do that and of course I was able to track that down. I talked with the coordinator and I took measures against that so we were able to sort it out being the first time students. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:36 AM |  |
|  | | | There was this particular student who initially hadn't put any effort in, okay. This really affected his skill before approaching the final assignment for the end of the term. He came to meet me a couple of times and in just the short timeframe at the end of the term he was able to catch up and deliver his final assignment done by himself. Of course it was not an HD assignment, but it was more than pass. I think it was around a credit assignment. It was done by himself based on his understanding. | | | | | | | | | | | | | |  |
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|  | | | All right, I'll tell you the story. This was the good scenario because I remembered reading the email from him in which he was so excited and happy because I was able to assist him, as in he came in here and there, I gave him hints and at the end he did it. The others, one of them failed, was one of the failures of the subject. One of them failed with about 30 per cent achievement so wasn't - he didn't do anything even if I put effort to meet him and to give him chances and opportunities.  Two of the others almost failed but were given supplementary assignments during the examiner's meeting, so now two of them must catch up yet again with that assignment that they messed up initially. The others, the other three or four, they passed. They cleared the subject. Yeah. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 28 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:39 AM |  |
|  | | | Yes, yes, yes. I was very honest with them and this is my feel of them as in they get you. They really get you. I saw them honest as well and they admitted [Laura] I haven't done anything. Oh, well thank you for that. From one class the other said, yeah, we come to class, but at home we don't do anything. Oh, well thank you and what do you expect, what result do you expect with that? | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 9/11/2019 10:46 AM |  |
|  | | | I think they're easy going. They have a very light attitude, as in I think they're a really good match with this no worries mate attitude. So easy going, super light and I think they laugh about many things and sometimes to their detriment. As in assignments are a joke, exams are a joke, but sometimes that gets back to bite them because they notice the pain maybe in failing or repeating a subject or having to pay for it again. I've also met some brilliant Nepali student who of course took it seriously who they got really good marks. Really good marks as in high achievers. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/11/2019 10:47 AM |  |
|  | | | They do well with encouragement. They are very grateful. If you help them, they are always grateful and they remember you. They're funny. I like to have fun with them. I enjoy them. I enjoy the [fact] that there switched on and they have a light attitude, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2208 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:35 AM |  |
|  | | | From my experience they're switched on. They are definitely capable to understand and to understand technical concepts, to understand the abstract aspect that we talk about in class. Usually they, or some of them, have been extremely brilliant and committed, but some of them are a bit lazy. I dare to say the issue is in terms of the effort that they put in because I know that they have the ability to understand and to perform. I will give you an example. Last term the group of Nepali students collaborated for the assignment even if they're not allowed to do that and of course I was able to track that down. I talked with the coordinator and I took measures against that so we were able to sort it out being the first time students. | | | | | | | | | | | | | |  |
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|  | | | Okay, good question. It seems like they're distracted. They like to have fun. They like to laugh and they like jokes a lot. In class sometimes I say jokes and they like them. They're also cheeky because sometimes they reply. For example, one morning I came to class and I say guys, I'm having a headache, so take it easy today. One of them said, are you having a hangover Laura? I replied with, I was like mate, are you serious? You're asking your lecturer if she's having a hangover. What makes you think that I've been drinking? Yeah, I don't think they took it seriously. Then it was a bit of laziness combined with the comfort of being part of a team and they'll do the same thing so let's see what happens. Maybe I'll get away with it. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:42 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:47 AM |  |
|  | | | Okay. They are playful and engaging, most of them. Most of them. | | | | | | | | | | | | | |  |
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|  | | | But that doesn't mean that they're not serious, as in even the serious things they take them in a funny way. This is my view. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/11/2019 10:48 AM |  |
|  | | | They do well with encouragement. They are very grateful. If you help them, they are always grateful and they remember you. They're funny. I like to have fun with them. I enjoy them. I enjoy the [fact] that there switched on and they have a light attitude, yeah. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 29 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0584 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:33 AM |  |
|  | | | I started teaching in March 2014 as a lecturer. Before that I worked as a lab assistant and tutor casually here and there, so it's been five or six years of teaching. Six years of teaching. | | | | | | | | | | | | | |  |
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|  | | | From day one, I guess. From the first term because our cohort is quite diverse. The subjects I teach are part of the MIT Masters of IT Degree and usually there's plenty of Indian students there, but every term there's some Nepalis in there as well. Not the same percentage, but there's definitely Nepali students there. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:34 AM |  |
|  | | | Last term I think, I had in a class of 77, I think 10 of them were Nepalis. This term I met the new students and in a class of 50 students at least six of them are Nepalis. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1519 |  | 4 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:40 AM |  |
|  | | | Okay, good question. It seems like they're distracted. They like to have fun. They like to laugh and they like jokes a lot. In class sometimes I say jokes and they like them. They're also cheeky because sometimes they reply. For example, one morning I came to class and I say guys, I'm having a headache, so take it easy today. One of them said, are you having a hangover Laura? I replied with, I was like mate, are you serious? You're asking your lecturer if she's having a hangover. What makes you think that I've been drinking? Yeah, I don't think they took it seriously. Then it was a bit of laziness combined with the comfort of being part of a team and they'll do the same thing so let's see what happens. Maybe I'll get away with it. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:42 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | Yes, yes. They are supportive of each other. I've noticed that. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:43 AM |  |
|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Huddling together** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0284 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 30 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0878 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:41 AM |  |
|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | Yes, yes. They are supportive of each other. I've noticed that. | | | | | | | | | | | | | |  |
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|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1526 |  | 4 |  | | | | | | |
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|  | | | Classroom behaviour. They come to class. They usually sit together. Usually there's team Nepal and I know who team Nepal is because they have that cheeky attitude sometimes and I get to know their names and they respond to jokes. I think they're more, if I were to generalise, a bit more switched on than some of the Indian students. They ask questions at the end. They're not afraid to interact. They're not afraid to help each other. Yeah. They can do their own thing. Sometimes they're a bit distracted. Sometimes it happens that not one of them is late, half of the team Nepali is late, or all of them come in late. | | | | | | | | | | | | | |  |
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|  | | | I guess they have more closure and more trust with their colleagues from the same country and even city they come from. Of course they interact with the others but I usually see them forming a circle. You know how our rooms are organised. They're usually sitting in a circle at a table and that's team Nepal. This is what I notice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:44 AM |  |
|  | | | Right. We have Vietnamese students, we have some Chinese students and we have some Burmese students sometimes. We have some exceptions sometimes, one student from Africa, one student from Columbia, one student from Russia, one student from Egypt, but the majority is India and then comes Nepal | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:45 AM |  |
|  | | | But the team Miss India, meaning the ladies. The Indian ladies usually are together. The Vietnamese are usually isolated or they are with someone who have the same technical skills like them, so the Vietnamese are usually with the laptop in front of them either isolated or with someone else who has the laptop in front of them. The Chinese students don't remark them so they're a bit quieter. There's team male India usually at the back of the class again sitting, not in a circle, but sitting like at a theatre, movie theatre. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1639 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:35 AM |  |
|  | | | From my experience they're switched on. They are definitely capable to understand and to understand technical concepts, to understand the abstract aspect that we talk about in class. Usually they, or some of them, have been extremely brilliant and committed, but some of them are a bit lazy. I dare to say the issue is in terms of the effort that they put in because I know that they have the ability to understand and to perform. I will give you an example. Last term the group of Nepali students collaborated for the assignment even if they're not allowed to do that and of course I was able to track that down. I talked with the coordinator and I took measures against that so we were able to sort it out being the first time students. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 31 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:37 AM |  |
|  | | | All right, I'll tell you the story. This was the good scenario because I remembered reading the email from him in which he was so excited and happy because I was able to assist him, as in he came in here and there, I gave him hints and at the end he did it. The others, one of them failed, was one of the failures of the subject. One of them failed with about 30 per cent achievement so wasn't - he didn't do anything even if I put effort to meet him and to give him chances and opportunities.  Two of the others almost failed but were given supplementary assignments during the examiner's meeting, so now two of them must catch up yet again with that assignment that they messed up initially. The others, the other three or four, they passed. They cleared the subject. Yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:39 AM |  |
|  | | | Yes, yes, yes. I was very honest with them and this is my feel of them as in they get you. They really get you. I saw them honest as well and they admitted [Laura] I haven't done anything. Oh, well thank you for that. From one class the other said, yeah, we come to class, but at home we don't do anything. Oh, well thank you and what do you expect, what result do you expect with that? | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0274 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:33 AM |  |
|  | | | From day one, I guess. From the first term because our cohort is quite diverse. The subjects I teach are part of the MIT Masters of IT Degree and usually there's plenty of Indian students there, but every term there's some Nepalis in there as well. Not the same percentage, but there's definitely Nepali students there. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Nick\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1523 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:19 AM |  |
|  | | | One of the main things when it comes to understanding me is sometimes they have communications gap. They don't take their academic progression as seriously at times as compared to the other students who are way more ahead and fast moving. Whereas sometimes some of these Nepali students tend to lag behind and then they need extra support to get them to their achievable pass grade. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:50 AM |  |
|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 12:09 PM |  |
|  | | | One of the constant - I'll start with the negative - one of the constant negative feedback that I have for Nepali students like most other students but specifically for Nepali students is their written communication. They don't take their academic language, their grammar conventions, their referencing seriously. They think all of this is just another flare and frills to add onto their assignment.  So while they might have good content on their paper, if they fail to demonstrate it to me through their communication style then everything goes down in terms of marking quality. Which they fail to understand and that's something that it's hard for them to get their head around. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 32 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 12:12 PM |  |
|  | | | I think they're very, very good with verbal communication as compared to their written communication which is the complete opposite | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1523 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:19 AM |  |
|  | | | One of the main things when it comes to understanding me is sometimes they have communications gap. They don't take their academic progression as seriously at times as compared to the other students who are way more ahead and fast moving. Whereas sometimes some of these Nepali students tend to lag behind and then they need extra support to get them to their achievable pass grade. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:50 AM |  |
|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | I think they're very, very good with verbal communication as compared to their written communication which is the complete opposite | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.5532 |  | 27 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:17 AM |  |
|  | | | I have been an academic for the last four years. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:18 AM |  |
|  | | | So I teach in the tourism department mainly which includes areas of visitor and [crowd] behaviour, tourist management strategies and operations management. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 11:18 AM |  |
|  | | | Really, really high in the last two years. The numbers have extremely grown and I think that they have become more visible as a demographic in the university. | | | | | | | | | | | | | |  |
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|  | | | One of the main things when it comes to understanding me is sometimes they have communications gap. They don't take their academic progression as seriously at times as compared to the other students who are way more ahead and fast moving. Whereas sometimes some of these Nepali students tend to lag behind and then they need extra support to get them to their achievable pass grade. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 33 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 9/18/2019 11:19 AM |  |
|  | | | So sometimes I have to stay back and tutor them. Sometimes I have to get the university academic progression officer involved in order to make sure that they attend every classes and they're constantly sent email reminders to attend every single lecture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/18/2019 11:29 AM |  |
|  | | | So sometimes I have to stay back and tutor them. Sometimes I have to get the university academic progression officer involved in order to make sure that they attend every classes and they're constantly sent email reminders to attend every single lecture. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 9/18/2019 11:30 AM |  |
|  | | | Usually they are very, very chatty. They are very - you can see that they come from a community area because they love to talk; they love to participate. They often come up with good answers in classroom but usually they are one of those groups that puts their hands up to answer questions. They feel like they deserve the need to be heard. That's one thing I've observed that they are very talkative in social as well as in academic | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 9/18/2019 11:48 AM |  |
|  | | | Usually they are very, very chatty. They are very - you can see that they come from a community area because they love to talk; they love to participate. They often come up with good answers in classroom but usually they are one of those groups that puts their hands up to answer questions. They feel like they deserve the need to be heard. That's one thing I've observed that they are very talkative in social as well as in academic. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 9/18/2019 11:49 AM |  |
|  | | | Sometimes students tend to - the good students especially from the Nepali group will contribute to the class. Some of them could get very challenging and they believe that their opinions are the only ones that matter which is always untrue at the masters level where things can be in the grey area. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 9/18/2019 11:49 AM |  |
|  | | | Sometimes students tend to - the good students especially from the Nepali group will contribute to the class. Some of them could get very challenging and they believe that their opinions are the only ones that matter which is always untrue at the masters level where things can be in the grey area. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 11 |  | S.R. |  | 9/18/2019 11:49 AM |  |
|  | | | As compared to bachelor students who are usually mainly talkative amongst themselves and they're too shy to open up and contribute to the classroom. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 12 |  | S.R. |  | 9/18/2019 11:50 AM |  |
|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 13 |  | S.R. |  | 9/18/2019 11:51 AM |  |
|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 14 |  | S.R. |  | 9/18/2019 11:54 AM |  |
|  | | | As compared to a group of Nepali students having a combination with other students genuinely tend to be more ahead and they pull each other up and they try to be more - they use the resources to the best capacity. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 15 |  | S.R. |  | 9/18/2019 12:02 PM |  |
|  | | | It is in the masters level, most of them do.  Facilitator: Okay.  Interviewee: They are more open to exploring other cultures and forming groups with the Indian students, Bhutanese students. So still in the familiar subcontinent range. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 34 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 16 |  | S.R. |  | 9/18/2019 12:02 PM |  |
|  | | | It is in the masters level, most of them do.  Facilitator: Okay.  Interviewee: They are more open to exploring other cultures and forming groups with the Indian students, Bhutanese students. So still in the familiar subcontinent range. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 17 |  | S.R. |  | 9/18/2019 12:03 PM |  |
|  | | | But they would not really go into making groups with European or American or Latin American students. So they would still want to make groups with the students who are within the familiar range of the Indian subcontinent. As compared to bachelor students who will do anything to stay with other Nepali students period and they would be very hesitant to even talk to other people. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 18 |  | S.R. |  | 9/18/2019 12:03 PM |  |
|  | | | But they would not really go into making groups with European or American or Latin American students. So they would still want to make groups with the students who are within the familiar range of the Indian subcontinent. As compared to bachelor students who will do anything to stay with other Nepali students period and they would be very hesitant to even talk to other people. | | | | | | | | | | | | | |  |
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|  | | | May it is coming from an outside, it could be lack of exposure to dealing with other people especially at bachelors when they're really young. They come in and they have never experienced communication or teamwork or any of this with people outside their culture. They might be more comfortable and they might want to stick within that comfort zone as compared to masters students who are really more open to exploring because they come with work experience. | | | | | | | | | | | | | |  |
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|  | | | May it is coming from an outside, it could be lack of exposure to dealing with other people especially at bachelors when they're really young. They come in and they have never experienced communication or teamwork or any of this with people outside their culture. They might be more comfortable and they might want to stick within that comfort zone as compared to masters students who are really more open to exploring because they come with work experience. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 21 |  | S.R. |  | 9/18/2019 12:05 PM |  |
|  | | | Okay. So you are saying then it's the demographics of their age...  Interviewee: Age...  Facilitator: ...factor yeah.  Interviewee: ...factor yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 22 |  | S.R. |  | 9/18/2019 12:05 PM |  |
|  | | | Yes and also because that group usually comes with an experience of oh I have lived for two years in India. I have lived for six months in Bhutan. I have lived for three months in Japan. So they have come with these experiences where they have... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 23 |  | S.R. |  | 9/18/2019 12:08 PM |  |
|  | | | They've had that experience of being outside their culture. Whereas the bachelor students come straight out of high school back into the [whole] culture, so it's hard for them to break that ice. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 24 |  | S.R. |  | 9/18/2019 12:11 PM |  |
|  | | | One of the constant - I'll start with the negative - one of the constant negative feedback that I have for Nepali students like most other students but specifically for Nepali students is their written communication. They don't take their academic language, their grammar conventions, their referencing seriously. They think all of this is just another flare and frills to add onto their assignment.  So while they might have good content on their paper, if they fail to demonstrate it to me through their communication style then everything goes down in terms of marking quality. Which they fail to understand and that's something that it's hard for them to get their head around. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 25 |  | S.R. |  | 9/18/2019 12:12 PM |  |
|  | | | On the positive side, usually with assignments that involve presentation and creativity they are the first ones, they're one of those ethnic groups that will always have a nice creative, colourful approach to presenting and forming new strategies to keep the classroom engaged and keeping them on top of their game. So... | | | | | | | | | | | | | |  |
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|  | | | In exams again because it is in a form of written communication sometimes they might have really good ideas but cannot express themselves to the full capacity which kind of - however I don't mark them down on grammar or spellings. But I would still like for them to express their ideas in a more visual manner. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 27 |  | S.R. |  | 9/18/2019 12:14 PM |  |
|  | | | I think to be fair one thing that I notice about Nepali students is that they are a very high social group. Overall they will always want to have a say. They will always talk, they will always approach you, say good morning, good evening every time you enter the class. So in terms of respect they are always really, really high in the social game. I've seen that usually they don't have a lot of team disembarkment which means that they know how to work with each other in a social setting. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1506 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:19 AM |  |
|  | | | One of the main things when it comes to understanding me is sometimes they have communications gap. They don't take their academic progression as seriously at times as compared to the other students who are way more ahead and fast moving. Whereas sometimes some of these Nepali students tend to lag behind and then they need extra support to get them to their achievable pass grade. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:19 AM |  |
|  | | | So sometimes I have to stay back and tutor them. Sometimes I have to get the university academic progression officer involved in order to make sure that they attend every classes and they're constantly sent email reminders to attend every single lecture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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|  | | | One of the constant - I'll start with the negative - one of the constant negative feedback that I have for Nepali students like most other students but specifically for Nepali students is their written communication. They don't take their academic language, their grammar conventions, their referencing seriously. They think all of this is just another flare and frills to add onto their assignment.  So while they might have good content on their paper, if they fail to demonstrate it to me through their communication style then everything goes down in terms of marking quality. Which they fail to understand and that's something that it's hard for them to get their head around. | | | | | | | | | | | | | |  |
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|  | | | On the positive side, usually with assignments that involve presentation and creativity they are the first ones, they're one of those ethnic groups that will always have a nice creative, colourful approach to presenting and forming new strategies to keep the classroom engaged and keeping them on top of their game. So... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0455 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | I think to be fair one thing that I notice about Nepali students is that they are a very high social group. Overall they will always want to have a say. They will always talk, they will always approach you, say good morning, good evening every time you enter the class. So in terms of respect they are always really, really high in the social game. I've seen that usually they don't have a lot of team disembarkment which means that they know how to work with each other in a social setting. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Chatting** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0401 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Usually they are very, very chatty. They are very - you can see that they come from a community area because they love to talk; they love to participate. They often come up with good answers in classroom but usually they are one of those groups that puts their hands up to answer questions. They feel like they deserve the need to be heard. That's one thing I've observed that they are very talkative in social as well as in academic. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1039 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:29 AM |  |
|  | | | So sometimes I have to stay back and tutor them. Sometimes I have to get the university academic progression officer involved in order to make sure that they attend every classes and they're constantly sent email reminders to attend every single lecture. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:30 AM |  |
|  | | | Usually they are very, very chatty. They are very - you can see that they come from a community area because they love to talk; they love to participate. They often come up with good answers in classroom but usually they are one of those groups that puts their hands up to answer questions. They feel like they deserve the need to be heard. That's one thing I've observed that they are very talkative in social as well as in academic | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 11:49 AM |  |
|  | | | Sometimes students tend to - the good students especially from the Nepali group will contribute to the class. Some of them could get very challenging and they believe that their opinions are the only ones that matter which is always untrue at the masters level where things can be in the grey area. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 11:49 AM |  |
|  | | | As compared to bachelor students who are usually mainly talkative amongst themselves and they're too shy to open up and contribute to the classroom. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0332 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:17 AM |  |
|  | | | I have been an academic for the last four years. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 11:18 AM |  |
|  | | | So I teach in the tourism department mainly which includes areas of visitor and [crowd] behaviour, tourist management strategies and operations management. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 11:18 AM |  |
|  | | | Really, really high in the last two years. The numbers have extremely grown and I think that they have become more visible as a demographic in the university. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0283 |  | 1 |  | | | | | | |
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|  | | | In exams again because it is in a form of written communication sometimes they might have really good ideas but cannot express themselves to the full capacity which kind of - however I don't mark them down on grammar or spellings. But I would still like for them to express their ideas in a more visual manner. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1408 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:51 AM |  |
|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 12:02 PM |  |
|  | | | It is in the masters level, most of them do.  Facilitator: Okay.  Interviewee: They are more open to exploring other cultures and forming groups with the Indian students, Bhutanese students. So still in the familiar subcontinent range. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 12:03 PM |  |
|  | | | But they would not really go into making groups with European or American or Latin American students. So they would still want to make groups with the students who are within the familiar range of the Indian subcontinent. As compared to bachelor students who will do anything to stay with other Nepali students period and they would be very hesitant to even talk to other people. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 12:04 PM |  |
|  | | | May it is coming from an outside, it could be lack of exposure to dealing with other people especially at bachelors when they're really young. They come in and they have never experienced communication or teamwork or any of this with people outside their culture. They might be more comfortable and they might want to stick within that comfort zone as compared to masters students who are really more open to exploring because they come with work experience. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1721 |  | 7 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 11:54 AM |  |
|  | | | As compared to a group of Nepali students having a combination with other students genuinely tend to be more ahead and they pull each other up and they try to be more - they use the resources to the best capacity. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 12:02 PM |  |
|  | | | It is in the masters level, most of them do.  Facilitator: Okay.  Interviewee: They are more open to exploring other cultures and forming groups with the Indian students, Bhutanese students. So still in the familiar subcontinent range. | | | | | | | | | | | | | |  |
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|  | | | But they would not really go into making groups with European or American or Latin American students. So they would still want to make groups with the students who are within the familiar range of the Indian subcontinent. As compared to bachelor students who will do anything to stay with other Nepali students period and they would be very hesitant to even talk to other people. | | | | | | | | | | | | | |  |
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|  | | | May it is coming from an outside, it could be lack of exposure to dealing with other people especially at bachelors when they're really young. They come in and they have never experienced communication or teamwork or any of this with people outside their culture. They might be more comfortable and they might want to stick within that comfort zone as compared to masters students who are really more open to exploring because they come with work experience. | | | | | | | | | | | | | |  |
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|  | | | Okay. So you are saying then it's the demographics of their age...  Interviewee: Age...  Facilitator: ...factor yeah.  Interviewee: ...factor yes. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/18/2019 12:05 PM |  |
|  | | | Yes and also because that group usually comes with an experience of oh I have lived for two years in India. I have lived for six months in Bhutan. I have lived for three months in Japan. So they have come with these experiences where they have... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 9/18/2019 12:08 PM |  |
|  | | | They've had that experience of being outside their culture. Whereas the bachelor students come straight out of high school back into the [whole] culture, so it's hard for them to break that ice. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0424 |  | 1 |  | | | | | | |
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|  | | | They are very resourceful as team players but it really comes down to the type of assessment. In a written assessment having a group full of Nepali students is almost like a recipe for disaster because they don't follow the academic language skills, they are not up to date with referencing. So most of the times if I have a group filled with Nepali students there is quite a high possibility that they might either just pass or not do well and might even fail. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0272 |  | 1 |  | | | | | | |
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|  | | | Sometimes students tend to - the good students especially from the Nepali group will contribute to the class. Some of them could get very challenging and they believe that their opinions are the only ones that matter which is always untrue at the masters level where things can be in the grey area. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0709 |  | 2 |  | | | | | | |
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|  | | | I think to be fair one thing that I notice about Nepali students is that they are a very high social group. Overall they will always want to have a say. They will always talk, they will always approach you, say good morning, good evening every time you enter the class. So in terms of respect they are always really, really high in the social game. I've seen that usually they don't have a lot of team disembarkment which means that they know how to work with each other in a social setting. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 12:15 PM |  |
|  | | | Does that translate well in an academic setting? Not all the times but in a social as a community they do really, really well. I think as a communist society they know what it is to live as a group rather than being individual. They know that their strength lies in numbers. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0709 |  | 2 |  | | | | | | |
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|  | | | I think to be fair one thing that I notice about Nepali students is that they are a very high social group. Overall they will always want to have a say. They will always talk, they will always approach you, say good morning, good evening every time you enter the class. So in terms of respect they are always really, really high in the social game. I've seen that usually they don't have a lot of team disembarkment which means that they know how to work with each other in a social setting. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 39 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 12:15 PM |  |
|  | | | Does that translate well in an academic setting? Not all the times but in a social as a community they do really, really well. I think as a communist society they know what it is to live as a group rather than being individual. They know that their strength lies in numbers. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Peter\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0452 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | I think the level of English is fairly good for most of them, so the level of understanding therefore is quite good. I think given my accent still, even though I don’t speak Australian Australian, I think they understand me fairly well and so dialogue-wise it’s quite good [unclear] we understand one another fairly well. The students can understand us. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0452 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | I think the level of English is fairly good for most of them, so the level of understanding therefore is quite good. I think given my accent still, even though I don’t speak Australian Australian, I think they understand me fairly well and so dialogue-wise it’s quite good [unclear] we understand one another fairly well. The students can understand us. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4424 |  | 22 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 3:03 PM |  |
|  | | | In Australia, since 1992, so about 27 years. | | | | | | | | | | | | | |  |
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|  | | | All the marketing, management, HR subjects both undergraduate and postgrads | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 3:04 PM |  |
|  | | | With Nepali students, off and on I would say more recently I meet more Nepali students. So, I would say about 10 years. Before that there were not as many. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/18/2019 3:05 PM |  |
|  | | | Many of them are very attentive. They come on time, many of them are very, very good in terms of coming on time. So, they are very good, and I think many of them do put a fair amount of time in preparing for the classroom. So, I think they make it quite easy to teach them. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Occasionally you might come across one or two who might be a bit lax or not attending class. I think partly it could be because of circumstances like they have to work, and the timing of the class and so on. So, other than them, most of them do make the effort. I would say 99 per cent of them are very good at making the effort and they come to class, yeah | | | | | | | | | | | | | |  |
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|  | | | They’re very good. Generally, many international students, they feel most comfortable with their own, but I think overall, they are quite good in terms of working with others as well. | | | | | | | | | | | | | |  |
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|  | | | They’re very good. Generally, many international students, they feel most comfortable with their own, but I think overall, they are quite good in terms of working with others as well. | | | | | | | | | | | | | |  |
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|  | | | Within their ethic group is very good, yeah. | | | | | | | | | | | | | |  |
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|  | | | I think, generally, I mean their own group they are most comfortable with. I think most of the international students tend to gravitate towards that but given the opportunity I think many of them are quite open to working with other students, yeah. | | | | | | | | | | | | | |  |
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|  | | | Generally, very good. So far, most of them I have not many that fail, most of them actually [tend] quite well. | | | | | | | | | | | | | |  |
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|  | | | In most of their subjects, both undergraduate and postgrad, most of them have actually done quite well. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 9/18/2019 3:07 PM |  |
|  | | | I think they are very personable. Many of them are very respectful, that’s one thing that stands out. They have a very strong respect for especially teachers and authority, so it’s quite easy to really counsel or assist them and support them because they are very open to lecturers or anyone in authority that can actually talk to them. They are very open to learning in that sense, yeah. | | | | | | | | | | | | | |  |
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|  | | | Any project that you will work with them, I think they have this sense of - if they agree to work on something together with you, they will put their hearts and soul into it. So, that’s a very good, very interesting commitment and they’re loyal to what they do. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 14 |  | S.R. |  | 9/18/2019 3:10 PM |  |
|  | | | One of the things in terms of looking at Nepali students is that structure is very important because I think they are quite used to following instructions and direction. | | | | | | | | | | | | | |  |
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|  | | | One of the things in terms of looking at Nepali students is that structure is very important because I think they are quite used to following instructions and direction. | | | | | | | | | | | | | |  |
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|  | | | One of the things in terms of looking at Nepali students is that structure is very important because I think they are quite used to following instructions and direction. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 17 |  | S.R. |  | 9/18/2019 3:11 PM |  |
|  | | | So, if you give them clear instructions and direction it’s much easier for them to actually do what we ask them to do. Whereas the Australian style of teaching where we’re trying to get them to just think for themselves, sometimes do create a little bit of questioning because they want to be very certain in terms of what is expected. Then it’s clearer for them and easier for them to follow. So, open-ended is difficult. | | | | | | | | | | | | | |  |
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|  | | | So, if you give them clear instructions and direction it’s much easier for them to actually do what we ask them to do. Whereas the Australian style of teaching where we’re trying to get them to just think for themselves, sometimes do create a little bit of questioning because they want to be very certain in terms of what is expected. Then it’s clearer for them and easier for them to follow. So, open-ended is difficult. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 19 |  | S.R. |  | 9/18/2019 3:12 PM |  |
|  | | | Yeah, they like structure, yeah. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 20 |  | S.R. |  | 9/18/2019 3:13 PM |  |
|  | | | It is structured, but when you are giving them exam questions, for example, where you ask them to discuss and consider a different strategy or in terms of recommendations, it’s out [on their own], but they need time to actually think it through. It’s harder for them to just say out of the blue and say, okay, looking at it from a different angle. | | | | | | | | | | | | | |  |
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|  | | | It is structured, but when you are giving them exam questions, for example, where you ask them to discuss and consider a different strategy or in terms of recommendations, it’s out [on their own], but they need time to actually think it through. It’s harder for them to just say out of the blue and say, okay, looking at it from a different angle. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 22 |  | S.R. |  | 9/18/2019 3:13 PM |  |
|  | | | That’s right, yeah, they [have] a very good answer as long as you give them structure and then work towards it. They feel much more comfortable than if you just give an open-ended question and say, okay, let’s look at it… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0272 |  | 2 |  | | | | | | |
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|  | | | Generally, very good. So far, most of them I have not many that fail, most of them actually [tend] quite well. | | | | | | | | | | | | | |  |
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|  | | | In most of their subjects, both undergraduate and postgrad, most of them have actually done quite well. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0758 |  | 2 |  | | | | | | |
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|  | | | One of the things in terms of looking at Nepali students is that structure is very important because I think they are quite used to following instructions and direction. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | So, if you give them clear instructions and direction it’s much easier for them to actually do what we ask them to do. Whereas the Australian style of teaching where we’re trying to get them to just think for themselves, sometimes do create a little bit of questioning because they want to be very certain in terms of what is expected. Then it’s clearer for them and easier for them to follow. So, open-ended is difficult. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1310 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Many of them are very attentive. They come on time, many of them are very, very good in terms of coming on time. So, they are very good, and I think many of them do put a fair amount of time in preparing for the classroom. So, I think they make it quite easy to teach them. | | | | | | | | | | | | | |  |
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|  | | | Occasionally you might come across one or two who might be a bit lax or not attending class. I think partly it could be because of circumstances like they have to work, and the timing of the class and so on. So, other than them, most of them do make the effort. I would say 99 per cent of them are very good at making the effort and they come to class, yeah | | | | | | | | | | | | | |  |
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|  | | | I think they are very personable. Many of them are very respectful, that’s one thing that stands out. They have a very strong respect for especially teachers and authority, so it’s quite easy to really counsel or assist them and support them because they are very open to lecturers or anyone in authority that can actually talk to them. They are very open to learning in that sense, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0355 |  | 3 |  | | | | | | |
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|  | | | In Australia, since 1992, so about 27 years. | | | | | | | | | | | | | |  |
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|  | | | All the marketing, management, HR subjects both undergraduate and postgrads | | | | | | | | | | | | | |  |
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|  | | | With Nepali students, off and on I would say more recently I meet more Nepali students. So, I would say about 10 years. Before that there were not as many. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0446 |  | 1 |  | | | | | | |
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|  | | | It is structured, but when you are giving them exam questions, for example, where you ask them to discuss and consider a different strategy or in terms of recommendations, it’s out [on their own], but they need time to actually think it through. It’s harder for them to just say out of the blue and say, okay, looking at it from a different angle. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0953 |  | 4 |  | | | | | | |
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|  | | | They’re very good. Generally, many international students, they feel most comfortable with their own, but I think overall, they are quite good in terms of working with others as well. | | | | | | | | | | | | | |  |
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|  | | | Within their ethic group is very good, yeah. | | | | | | | | | | | | | |  |
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|  | | | I think, generally, I mean their own group they are most comfortable with. I think most of the international students tend to gravitate towards that but given the opportunity I think many of them are quite open to working with other students, yeah. | | | | | | | | | | | | | |  |
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|  | | | Any project that you will work with them, I think they have this sense of - if they agree to work on something together with you, they will put their hearts and soul into it. So, that’s a very good, very interesting commitment and they’re loyal to what they do. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0216 |  | 1 |  | | | | | | |
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|  | | | One of the things in terms of looking at Nepali students is that structure is very important because I think they are quite used to following instructions and direction. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0236 |  | 1 |  | | | | | | |
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|  | | | They’re very good. Generally, many international students, they feel most comfortable with their own, but I think overall, they are quite good in terms of working with others as well. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1316 |  | 4 |  | | | | | | |
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|  | | | So, if you give them clear instructions and direction it’s much easier for them to actually do what we ask them to do. Whereas the Australian style of teaching where we’re trying to get them to just think for themselves, sometimes do create a little bit of questioning because they want to be very certain in terms of what is expected. Then it’s clearer for them and easier for them to follow. So, open-ended is difficult. | | | | | | | | | | | | | |  |
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|  | | | Yeah, they like structure, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | It is structured, but when you are giving them exam questions, for example, where you ask them to discuss and consider a different strategy or in terms of recommendations, it’s out [on their own], but they need time to actually think it through. It’s harder for them to just say out of the blue and say, okay, looking at it from a different angle. | | | | | | | | | | | | | |  |
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|  | | | That’s right, yeah, they [have] a very good answer as long as you give them structure and then work towards it. They feel much more comfortable than if you just give an open-ended question and say, okay, let’s look at it… | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Racheal\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4459 |  | 13 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/4/2019 8:57 PM |  |
|  | | | I’ve been teaching for the last nine years. So I started teaching at university level in 2010; so it’s been nine years. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/4/2019 8:57 PM |  |
|  | | | Mm, if I remember - so very vaguely, probably - I think Nepali students started to come to the university more so around like 2014 - from 2014 or so, not before that, I think. So that’s my vague idea related to that. So I can’t give you exact - I don’t know exactly, so around… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 8/4/2019 8:59 PM |  |
|  | | | [Unclear] I cannot - I would rate them [equivalent] to be like others - so some students are good; some are, like they don’t want to study. So it’s - I cannot say, as such, that there is no difference between Nepali students and maybe some other students from other countries. So they are similar, like students, they’re - yeah. | | | | | | | | | | | | | |  |
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|  | | | Yeah, very gentle, polite, that’s - very humble, most of them, that’s what I found. | | | | | | | | | | | | | |  |
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|  | | | I think, but mainly when it is - they’re group members, probably from their countries, they tend to work well. They tend to work better with them, rather than if I impose or make them group with people from other countries. Yeah, so it’s probably like that. | | | | | | | | | | | | | |  |
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|  | | | Yes, they are - I’ve found them engaged. More engaged probably than some other… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 8/4/2019 9:01 PM |  |
|  | | | I teach accounting subjects, so I have taught a number of Nepalese students. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 45 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 8/4/2019 9:01 PM |  |
|  | | | So I have seen more of - most of them quite engaged, a number of them performing at an exceptional level as well. Like getting high distinctions and all in my subjects. | | | | | | | | | | | | | |  |
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|  | | | So I have seen more of - most of them quite engaged, a number of them performing at an exceptional level as well. Like getting high distinctions and all in my subjects. | | | | | | | | | | | | | |  |
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|  | | | Yes, I think so. Yes, they have understanding related to numbers, so there is no problem I would say, as well as understanding the initial accounting subjects. | | | | | | | | | | | | | |  |
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|  | | | Yeah, they are engaged and I have seen that they are listening to you, yeah. More I would say - because I said, if there are 50 students and [15] Nepalese, probably a greater percentage will be the ones who are more engaged, yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 8/4/2019 9:03 PM |  |
|  | | | Mm. They are shy; they don’t ask too many questions. So when you look into their eyes, you do understand that they are - you do feel that they are understanding. But not many of them will come up and ask you a lot of questions. Maybe independent learners, they are. | | | | | | | | | | | | | |  |
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|  | | | No it’s just like - it’s nice teaching them as a cohort. So as I said, I have taught a number of them over the last few years. No problems with them, very polite and very humble. That’s what I’ve found of them. Good students too, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0801 |  | 3 |  | | | | | | |
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|  | | | Yes, they are - I’ve found them engaged. More engaged probably than some other… | | | | | | | | | | | | | |  |
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|  | | | So I have seen more of - most of them quite engaged, a number of them performing at an exceptional level as well. Like getting high distinctions and all in my subjects. | | | | | | | | | | | | | |  |
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|  | | | Yes, I think so. Yes, they have understanding related to numbers, so there is no problem I would say, as well as understanding the initial accounting subjects. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1101 |  | 2 |  | | | | | | |
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|  | | | [Unclear] I cannot - I would rate them [equivalent] to be like others - so some students are good; some are, like they don’t want to study. So it’s - I cannot say, as such, that there is no difference between Nepali students and maybe some other students from other countries. So they are similar, like students, they’re - yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | No it’s just like - it’s nice teaching them as a cohort. So as I said, I have taught a number of them over the last few years. No problems with them, very polite and very humble. That’s what I’ve found of them. Good students too, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1463 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Yeah, very gentle, polite, that’s - very humble, most of them, that’s what I found. | | | | | | | | | | | | | |  |
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|  | | | So I have seen more of - most of them quite engaged, a number of them performing at an exceptional level as well. Like getting high distinctions and all in my subjects. | | | | | | | | | | | | | |  |
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|  | | | Yeah, they are engaged and I have seen that they are listening to you, yeah. More I would say - because I said, if there are 50 students and [15] Nepalese, probably a greater percentage will be the ones who are more engaged, yeah. | | | | | | | | | | | | | |  |
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|  | | | Mm. They are shy; they don’t ask too many questions. So when you look into their eyes, you do understand that they are - you do feel that they are understanding. But not many of them will come up and ask you a lot of questions. Maybe independent learners, they are. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0772 |  | 2 |  | | | | | | |
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|  | | | I’ve been teaching for the last nine years. So I started teaching at university level in 2010; so it’s been nine years. | | | | | | | | | | | | | |  |
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|  | | | Mm, if I remember - so very vaguely, probably - I think Nepali students started to come to the university more so around like 2014 - from 2014 or so, not before that, I think. So that’s my vague idea related to that. So I can’t give you exact - I don’t know exactly, so around… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0503 |  | 1 |  | | | | | | |
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|  | | | I think, but mainly when it is - they’re group members, probably from their countries, they tend to work well. They tend to work better with them, rather than if I impose or make them group with people from other countries. Yeah, so it’s probably like that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0147 |  | 1 |  | | | | | | |
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|  | | | I teach accounting subjects, so I have taught a number of Nepalese students. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Recording\_Cindy (1)** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0925 |  | 2 |  | | | | | | |
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|  | | | The girls tend to be more open than the guys. The girls, a couple of my students have gotten married during that time and at a young age, which is very interesting. Obviously, they're arranged marriages, et cetera. | | | | | | | | | | | | | |  |
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|  | | | Then they come back to study, or during the break for example. So, some of them are obviously, some of the girls are married at a young age as well. But some of the girls are very proactive with their studies and want to know, where some of the boys are not, and same with the girls. So, there's a bit of a mixture of some want to be here, so some here are here and to do really well, others are here just obviously to pass. So, that's probably a key thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0925 |  | 2 |  | | | | | | |
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|  | | | The girls tend to be more open than the guys. The girls, a couple of my students have gotten married during that time and at a young age, which is very interesting. Obviously, they're arranged marriages, et cetera. | | | | | | | | | | | | | |  |
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|  | | | Then they come back to study, or during the break for example. So, some of them are obviously, some of the girls are married at a young age as well. But some of the girls are very proactive with their studies and want to know, where some of the boys are not, and same with the girls. So, there's a bit of a mixture of some want to be here, so some here are here and to do really well, others are here just obviously to pass. So, that's probably a key thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4100 |  | 16 |  | | | | | | |
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|  | | | Nineteen years. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Probably 10 years, 10 or 11 years. | | | | | | | | | | | | | |  |
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|  | | | I don't think - I think they understand. Whether or not they adhere to the understanding of the directives is another story, so I would say yes, they do understand, but then whether or not they do adhere to it is probably the best one. | | | | | | | | | | | | | |  |
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|  | | | Some of them can be quite aloof in the sense that they sit there and say yes ma'am, no ma'am, and that is it. Others are very talkative and have a complete disregard of other students and do not take directives. So, you've got two different sides. | | | | | | | | | | | | | |  |
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|  | | | A mixed bag, yeah, absolutely. | | | | | | | | | | | | | |  |
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|  | | | I don't think it comes down to their origin of ethnicity, I think it comes down then to the individual, whether or not they want to be a team player. So, some are and some aren't. | | | | | | | | | | | | | |  |
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|  | | | Again, as the previous one, depending on the student. Some students are aiming high, but the majority tend to aim to just pass and not engage as much or not turn up or turn up late, et cetera. | | | | | | | | | | | | | |  |
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|  | | | The reasons for being late? Slept in, working other jobs, don't care, don't see the value in the education, could be here for other reasons. It's hard to say, unless you specifically ask them, and they won't tell you the truth. | | | | | | | | | | | | | |  |
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|  | | | Probably their lack of engagement, but then again, you've got some who are and some that aren't, but the majority tend to be sometimes lack engagement or lack that you can see if they're enjoying the class or not. | | | | | | | | | | | | | |  |
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|  | | | Well it depends on the subject. So, with academic skills, probably boring. Marketing, different, but it's not their area that they want to go into. So, and data analysis with teaching them, again that one there, it's a big classroom so it's a lot harder to handle, because I've got 40 students compared to 15, 20 normally. There they work together to try and help each other out to get the assessment done. So, they collaborate quite a lot together. | | | | | | | | | | | | | |  |
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|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
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|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
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|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 14 |  | S.R. |  | 9/18/2019 3:20 PM |  |
|  | | | They don't mix, they will - I had one student this semester who definitely, I don't think - he's not Nepalese, he's Indian, from India, and he was very much not sitting with other Indian students because he wanted to do well, so he actually was sitting with some other Asian students and a PNG student, and he actually did quite well overall because he was there for a reason. Where the other students, very similar, who I was having issues with just passed or actually failed the subject, in academic skills. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 15 |  | S.R. |  | 9/18/2019 3:20 PM |  |
|  | | | Probably the key thing with the Nepalese students, they are very considerate, they do want to please you. Whether or not obviously their culture and what they're here for, it's hard to say. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 16 |  | S.R. |  | 9/18/2019 3:22 PM |  |
|  | | | You think they're here for education, but you don't know, because some of them are working and they do work long hours because they're supporting their families back home as well, which is a key thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0263 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 3:17 PM |  |
|  | | | Again, as the previous one, depending on the student. Some students are aiming high, but the majority tend to aim to just pass and not engage as much or not turn up or turn up late, et cetera. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0623 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 3:15 PM |  |
|  | | | I don't think - I think they understand. Whether or not they adhere to the understanding of the directives is another story, so I would say yes, they do understand, but then whether or not they do adhere to it is probably the best one. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 3:16 PM |  |
|  | | | A mixed bag, yeah, absolutely. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 3:20 PM |  |
|  | | | Probably the key thing with the Nepalese students, they are very considerate, they do want to please you. Whether or not obviously their culture and what they're here for, it's hard to say. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1569 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 3:16 PM |  |
|  | | | Some of them can be quite aloof in the sense that they sit there and say yes ma'am, no ma'am, and that is it. Others are very talkative and have a complete disregard of other students and do not take directives. So, you've got two different sides. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 50 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 3:17 PM |  |
|  | | | The reasons for being late? Slept in, working other jobs, don't care, don't see the value in the education, could be here for other reasons. It's hard to say, unless you specifically ask them, and they won't tell you the truth. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/18/2019 3:18 PM |  |
|  | | | Probably their lack of engagement, but then again, you've got some who are and some that aren't, but the majority tend to be sometimes lack engagement or lack that you can see if they're enjoying the class or not. | | | | | | | | | | | | | |  |
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|  | | | Well it depends on the subject. So, with academic skills, probably boring. Marketing, different, but it's not their area that they want to go into. So, and data analysis with teaching them, again that one there, it's a big classroom so it's a lot harder to handle, because I've got 40 students compared to 15, 20 normally. There they work together to try and help each other out to get the assessment done. So, they collaborate quite a lot together. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0046 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/18/2019 3:15 PM |  |
|  | | | Probably 10 years, 10 or 11 years. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0604 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | I don't think it comes down to their origin of ethnicity, I think it comes down then to the individual, whether or not they want to be a team player. So, some are and some aren't. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/18/2019 3:19 PM |  |
|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Huddling together** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0355 |  | 1 |  | | | | | | |
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|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1051 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | They will sit next to each other, ask each other questions if they're not sure. So, you'll have someone who's smarter than the others and they will be the lead in helping the others out, and they collaborate together with writing assignments and stuff as well. | | | | | | | | | | | | | |  |
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|  | | | They don't mix, they will - I had one student this semester who definitely, I don't think - he's not Nepalese, he's Indian, from India, and he was very much not sitting with other Indian students because he wanted to do well, so he actually was sitting with some other Asian students and a PNG student, and he actually did quite well overall because he was there for a reason. Where the other students, very similar, who I was having issues with just passed or actually failed the subject, in academic skills. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0275 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | You think they're here for education, but you don't know, because some of them are working and they do work long hours because they're supporting their families back home as well, which is a key thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0023 |  | 1 |  | | | | | | |
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|  | | | Nineteen years. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0275 |  | 1 |  | | | | | | |
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|  | | | You think they're here for education, but you don't know, because some of them are working and they do work long hours because they're supporting their families back home as well, which is a key thing. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0275 |  | 1 |  | | | | | | |
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|  | | | You think they're here for education, but you don't know, because some of them are working and they do work long hours because they're supporting their families back home as well, which is a key thing. | | | | | | | | | | | | | |  |
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|  | **Files\\Academic Interviews\\Recording\_Jane\_ (1)** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1880 |  | 3 |  | | | | | | |
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|  | | | In that respect it's good. In terms of listening to directive questions, I've noticed that even though they have met the English requirements, a lot of them tend to have some, probably challenge with the language. I found that you have to be very, very descriptive and you have to repeat yourself a few times before they can really understand what you are trying to explain to them. Some of them, I'm not saying this is for all students, some of them are very switched on. As soon as you tell them something, they can grab the concept and everything.  Many of them you really, really have to handhold them in so many ways. | | | | | | | | | | | | | |  |
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|  | | | They are probably like little - they just finished Year 12 or Year 11 back home and they are here independent. There is no mum or dad or grandma or grandpa taking care of them, looking after them. They feel that they are independent, they can do whatever they want. When they are here they just yeah, let's party. Let's have fun. Then they forget the priority is to study, not to just have fun. So, they have some challenge to balance their time management. That's something I’ve noticed. They don't get their work done sometime on time and so on. There's some of these challenges that they have in respect of being in a new country, having time to themselves independent and all these things. | | | | | | | | | | | | | |  |
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|  | | | That's a good question. Again, this is, I've noticed something, probably, I'm not sure if it's to do with the cohorts that we getting nowadays, but previously it was pretty high, the academic level. What I've noticed recently, there's quite a few students where they actually have a very high expectation. Just this trimester itself, I have a student who came up to me saying I was expecting to have a high distinction. That was my goal when I, before I came here and when I look at my results, I was very disappointed to see that I’ve got a failure.  The problem is they actually sometimes get lost when they come here because they get all these different influence from friends. Some of them have very good intention when they come the first day. You can see they are very [unclear] I want to actually study. My parents has paid lots of money for me to come and study here. Then midway through they've made new friends outside school, et cetera, and inside the school as well and then they go off tracks sometimes.  That actually impact on the academics. So quite a few of them did not actually get the result they were expecting because of just going into a different attention here. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0468 |  | 1 |  | | | | | | |
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|  | | | In that respect it's good. In terms of listening to directive questions, I've noticed that even though they have met the English requirements, a lot of them tend to have some, probably challenge with the language. I found that you have to be very, very descriptive and you have to repeat yourself a few times before they can really understand what you are trying to explain to them. Some of them, I'm not saying this is for all students, some of them are very switched on. As soon as you tell them something, they can grab the concept and everything.  Many of them you really, really have to handhold them in so many ways. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0892 |  | 1 |  | | | | | | |
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|  | | | That's a good question. Again, this is, I've noticed something, probably, I'm not sure if it's to do with the cohorts that we getting nowadays, but previously it was pretty high, the academic level. What I've noticed recently, there's quite a few students where they actually have a very high expectation. Just this trimester itself, I have a student who came up to me saying I was expecting to have a high distinction. That was my goal when I, before I came here and when I look at my results, I was very disappointed to see that I’ve got a failure.  The problem is they actually sometimes get lost when they come here because they get all these different influence from friends. Some of them have very good intention when they come the first day. You can see they are very [unclear] I want to actually study. My parents has paid lots of money for me to come and study here. Then midway through they've made new friends outside school, et cetera, and inside the school as well and then they go off tracks sometimes.  That actually impact on the academics. So quite a few of them did not actually get the result they were expecting because of just going into a different attention here. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0519 |  | 1 |  | | | | | | |
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|  | | | They are probably like little - they just finished Year 12 or Year 11 back home and they are here independent. There is no mum or dad or grandma or grandpa taking care of them, looking after them. They feel that they are independent, they can do whatever they want. When they are here they just yeah, let's party. Let's have fun. Then they forget the priority is to study, not to just have fun. So, they have some challenge to balance their time management. That's something I’ve noticed. They don't get their work done sometime on time and so on. There's some of these challenges that they have in respect of being in a new country, having time to themselves independent and all these things. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.7072 |  | 36 |  | | | | | | |
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|  | | | I have been in the educational industry since 2005. Now I would say 14 years | | | | | | | | | | | | | |  |
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|  | | | I've been in both area - in the VET sector and also in higher education | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 54 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | I would say in terms of Nepalese in the last four years is where I have actually been in touch with more Nepalese students. I can’t remember in the past having Nepalese student, but it's been most recently because there was a growth in Nepalese student recently, so four years I would say. | | | | | | | | | | | | | |  |
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|  | | | Yes, I think it's to do with the student visa requirements. There was - it was open to - I don't know how it works. It was open to the Nepalese students a few years ago. It was a strategy that the government choose depending on their level of risk in countries. Nepalese was one of them where the student could actually apply to come to study in Australia. | | | | | | | | | | | | | |  |
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|  | | | Probably yeah and a bit to do with the level of risk as well. I don't know how this work but yes, to do with country level of risk and then more visa was approved compared to - yeah. I can't really make comments on student visa, because that’s not my area of expertise | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/11/2019 10:53 AM |  |
|  | | | I had had actually almost every trimester had the opportunity to have Nepalese student in my class. Overall, when I see them, when they come, they actually do their first subject with me. They are pretty much in terms of the way they are; they are very community oriented. It's not just I see them in class. You can see they have - even though they haven't met those students, they actually create a friendship. That's something, yeah, that I have noticed that they do. | | | | | | | | | | | | | |  |
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|  | | | I had had actually almost every trimester had the opportunity to have Nepalese student in my class. Overall, when I see them, when they come, they actually do their first subject with me. They are pretty much in terms of the way they are; they are very community oriented. It's not just I see them in class. You can see they have - even though they haven't met those students, they actually create a friendship. That's something, yeah, that I have noticed that they do. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 9/11/2019 10:53 AM |  |
|  | | | The group, they tend to group with each other so that they know these people are from Nepal. So, they will try to go and group up with those people. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 9/11/2019 10:54 AM |  |
|  | | | The group, they tend to group with each other so that they know these people are from Nepal. So, they will try to go and group up with those people. In a sense I've observed they tend to do this and then they don't want to be mixed up with other students, which sometime I try to break in there. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 9/11/2019 10:54 AM |  |
|  | | | In a sense I've observed they tend to do this and then they don't want to be mixed up with other students, which sometime I try to break in there. | | | | | | | | | | | | | |  |
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|  | | | They are very, very friendly by nature, very respectful. I’ve noticed that. They respect the lecturers in a lot. From back home, that's all part of their culture. It's a cultural thing. They will call you madam them and things like that. You don't get to hear that from other students, from other countries. | | | | | | | | | | | | | |  |
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|  | | | In that respect it's good. In terms of listening to directive questions, I've noticed that even though they have met the English requirements, a lot of them tend to have some, probably challenge with the language. I found that you have to be very, very descriptive and you have to repeat yourself a few times before they can really understand what you are trying to explain to them. Some of them, I'm not saying this is for all students, some of them are very switched on. As soon as you tell them something, they can grab the concept and everything.  Many of them you really, really have to handhold them in so many ways. | | | | | | | | | | | | | |  |
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|  | | | Anything to do with activities, they are very, very [unclear]. They are very, very passionate about doing any hands-on tutorial; all of these things. When it comes to them - if you ask them questions and they don't actually participate much. You have to really push them to do that. I've noticed as well, because since they already created that little friendship community among the class, they tend to play around a lot in class. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Anything to do with activities, they are very, very [unclear]. They are very, very passionate about doing any hands-on tutorial; all of these things. When it comes to them - if you ask them questions and they don't actually participate much. You have to really push them to do that. I've noticed as well, because since they already created that little friendship community among the class, they tend to play around a lot in class. | | | | | | | | | | | | | |  |
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|  | | | Anything to do with activities, they are very, very [unclear]. They are very, very passionate about doing any hands-on tutorial; all of these things. When it comes to them - if you ask them questions and they don't actually participate much. You have to really push them to do that. I've noticed as well, because since they already created that little friendship community among the class, they tend to play around a lot in class. | | | | | | | | | | | | | |  |
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|  | | | They probably don't pay attention much to what's going on because they want to socialise more than rather than actually paying attention to what's going on in class, because they are catching up time and you have to probably sometimes put them back into perspective. So, this is not a time for you to socialise. There is break time. We have to go through this a few times. | | | | | | | | | | | | | |  |
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|  | | | They probably don't pay attention much to what's going on because they want to socialise more than rather than actually paying attention to what's going on in class, because they are catching up time and you have to probably sometimes put them back into perspective. So, this is not a time for you to socialise. There is break time. We have to go through this a few times. | | | | | | | | | | | | | |  |
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|  | | | Yes, and also using the language, they tend to speak the language, in class, which I have actually emphasise a lot. That’s not really inclusive of the other students. So, it is very important that they speak English only. I told them you can speak your language after class during break time I don't have any problem, but when we are in the classroom situation, they have to maintain that language. These are some of the behaviours that I've noticed. They tend to be happy if you actually, if you don't say anything to them, they can just spend the whole time not paying attention to what's going on. You have to get them back on track. | | | | | | | | | | | | | |  |
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|  | | | Yes, and also using the language, they tend to speak the language, in class, which I have actually emphasise a lot. That’s not really inclusive of the other students. So, it is very important that they speak English only. I told them you can speak your language after class during break time I don't have any problem, but when we are in the classroom situation, they have to maintain that language. These are some of the behaviours that I've noticed. They tend to be happy if you actually, if you don't say anything to them, they can just spend the whole time not paying attention to what's going on. You have to get them back on track. | | | | | | | | | | | | | |  |
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|  | | | They are probably like little - they just finished Year 12 or Year 11 back home and they are here independent. There is no mum or dad or grandma or grandpa taking care of them, looking after them. They feel that they are independent, they can do whatever they want. When they are here they just yeah, let's party. Let's have fun. Then they forget the priority is to study, not to just have fun. So, they have some challenge to balance their time management. That's something I’ve noticed. They don't get their work done sometime on time and so on. There's some of these challenges that they have in respect of being in a new country, having time to themselves independent and all these things. | | | | | | | | | | | | | |  |
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|  | | | This is a bit of a mix. Some students they prefer not to work with the same nationality or culture. They prefer to work in different groups of people from different nationalities, but majority of them just want to actually work in their own group. They will actually come and talk to me; I want to work with that specific students and that's why sometimes I just tell them I'm not going to be the person making the decision. I'm going to let the computer to decide on creating their group. They don't have any say in that respect.  This is only when I want them to actually break. Sometimes because they are new, I let them just work on their own, with the team they want to work just to see the dynamic. Then after that, when they come back to do the second trimester, okay, all right, we have to use a different strategy here because you're not going to have the ability to always work with the people that you want to work in when you're in the workplace. When you put them in in team they are actively participating. They do the job but they will be awkward, so a few outliers where you will find them not doing the right thing  They'll come back to you say, I'm actually having this problem. This person is not doing their job and those things that happen in groups. | | | | | | | | | | | | | |  |
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|  | | | That's a good question. Again, this is, I've noticed something, probably, I'm not sure if it's to do with the cohorts that we getting nowadays, but previously it was pretty high, the academic level. What I've noticed recently, there's quite a few students where they actually have a very high expectation. Just this trimester itself, I have a student who came up to me saying I was expecting to have a high distinction. That was my goal when I, before I came here and when I look at my results, I was very disappointed to see that I’ve got a failure.  The problem is they actually sometimes get lost when they come here because they get all these different influence from friends. Some of them have very good intention when they come the first day. You can see they are very [unclear] I want to actually study. My parents has paid lots of money for me to come and study here. Then midway through they've made new friends outside school, et cetera, and inside the school as well and then they go off tracks sometimes.  That actually impact on the academics. So quite a few of them did not actually get the result they were expecting because of just going into a different attention here. | | | | | | | | | | | | | |  |
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|  | | | Probably I would just go both sides; maybe something that I really enjoyed and something that probably needs to be bit something that will be constant or challenge. One thing I like is most of them they are here, they all willing to study. They want to - their parents have sent them here. They want to make their parents proud and they respect that. That's something that I have noticed that they do give you that respect when they are here as a lecturer. They tend to have this community. This is something I like about having them. They have these community behaviour. | | | | | | | | | | | | | |  |
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|  | | | That's something that I have noticed that they do give you that respect when they are here as a lecturer. They tend to have this community. This is something I like about having them. They have these community behaviour. | | | | | | | | | | | | | |  |
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|  | | | They are here. They are very friendly. They talk to each other and all of these things. So, this is something that I really enjoy. It's the cultural thing as well back home | | | | | | | | | | | | | |  |
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|  | | | One thing I'm noticing is they get very stressed out in terms of their assignments, the work that they have to do. One student told me that it's different here; the way we assess students. As you know, we have [unclear 12:39] assessment. So, we have probably at least three or four assessment that we go through with our students. When they are back home they say they only have to attend an examination, a panel examination once a year. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | The whole year they don't do any assessment. They struggle when you actually give them three assessment to do within 10 weeks. They find it quite challenging and trying to manage the time is something that they find very difficult to do. They probably need those skills when they are here. They don't have the life skills. they don't have the study skills to be able to manage those challenges. They have very good intention but when they are here, they get that shock in their system in terms of how do we manage those things. | | | | | | | | | | | | | |  |
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|  | | | This is something that we are trying to work on with students because we've noticed that this is becoming a trend where they are here but then they have this gap. There's this skill gap and that sometimes discourage them or demotivate them to probably progress academically and all of these things. So, because these are some factors that we probably, need to identify. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Academic performance of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1616 |  | 3 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges and sucesses Experienced by Academics teaching Nepali students** | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 9/11/2019 11:11 AM |  |
|  | | | This is something that we are trying to work on with students because we've noticed that this is becoming a trend where they are here but then they have this gap. There's this skill gap and that sometimes discourage them or demotivate them to probably progress academically and all of these things. So, because these are some factors that we probably, need to identify. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Chatting** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0602 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:57 AM |  |
|  | | | Anything to do with activities, they are very, very [unclear]. They are very, very passionate about doing any hands-on tutorial; all of these things. When it comes to them - if you ask them questions and they don't actually participate much. You have to really push them to do that. I've noticed as well, because since they already created that little friendship community among the class, they tend to play around a lot in class. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:57 AM |  |
|  | | | They probably don't pay attention much to what's going on because they want to socialise more than rather than actually paying attention to what's going on in class, because they are catching up time and you have to probably sometimes put them back into perspective. So, this is not a time for you to socialise. There is break time. We have to go through this a few times. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2127 |  | 7 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:54 AM |  |
|  | | | They are very, very friendly by nature, very respectful. I’ve noticed that. They respect the lecturers in a lot. From back home, that's all part of their culture. It's a cultural thing. They will call you madam them and things like that. You don't get to hear that from other students, from other countries. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:56 AM |  |
|  | | | Anything to do with activities, they are very, very [unclear]. They are very, very passionate about doing any hands-on tutorial; all of these things. When it comes to them - if you ask them questions and they don't actually participate much. You have to really push them to do that. I've noticed as well, because since they already created that little friendship community among the class, they tend to play around a lot in class. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:58 AM |  |
|  | | | They probably don't pay attention much to what's going on because they want to socialise more than rather than actually paying attention to what's going on in class, because they are catching up time and you have to probably sometimes put them back into perspective. So, this is not a time for you to socialise. There is break time. We have to go through this a few times. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:59 AM |  |
|  | | | Yes, and also using the language, they tend to speak the language, in class, which I have actually emphasise a lot. That’s not really inclusive of the other students. So, it is very important that they speak English only. I told them you can speak your language after class during break time I don't have any problem, but when we are in the classroom situation, they have to maintain that language. These are some of the behaviours that I've noticed. They tend to be happy if you actually, if you don't say anything to them, they can just spend the whole time not paying attention to what's going on. You have to get them back on track. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 9/11/2019 11:01 AM |  |
|  | | | They are probably like little - they just finished Year 12 or Year 11 back home and they are here independent. There is no mum or dad or grandma or grandpa taking care of them, looking after them. They feel that they are independent, they can do whatever they want. When they are here they just yeah, let's party. Let's have fun. Then they forget the priority is to study, not to just have fun. So, they have some challenge to balance their time management. That's something I’ve noticed. They don't get their work done sometime on time and so on. There's some of these challenges that they have in respect of being in a new country, having time to themselves independent and all these things. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 9/11/2019 11:07 AM |  |
|  | | | That's something that I have noticed that they do give you that respect when they are here as a lecturer. They tend to have this community. This is something I like about having them. They have these community behaviour. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 9/11/2019 11:07 AM |  |
|  | | | They are here. They are very friendly. They talk to each other and all of these things. So, this is something that I really enjoy. It's the cultural thing as well back home | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Experience and years as an academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0741 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:49 AM |  |
|  | | | I have been in the educational industry since 2005. Now I would say 14 years | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:49 AM |  |
|  | | | I would say in terms of Nepalese in the last four years is where I have actually been in touch with more Nepalese students. I can’t remember in the past having Nepalese student, but it's been most recently because there was a growth in Nepalese student recently, so four years I would say. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:51 AM |  |
|  | | | Yes, I think it's to do with the student visa requirements. There was - it was open to - I don't know how it works. It was open to the Nepalese students a few years ago. It was a strategy that the government choose depending on their level of risk in countries. Nepalese was one of them where the student could actually apply to come to study in Australia. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 9/11/2019 10:51 AM |  |
|  | | | Probably yeah and a bit to do with the level of risk as well. I don't know how this work but yes, to do with country level of risk and then more visa was approved compared to - yeah. I can't really make comments on student visa, because that’s not my area of expertise | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0723 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 11:08 AM |  |
|  | | | One thing I'm noticing is they get very stressed out in terms of their assignments, the work that they have to do. One student told me that it's different here; the way we assess students. As you know, we have [unclear 12:39] assessment. So, we have probably at least three or four assessment that we go through with our students. When they are back home they say they only have to attend an examination, a panel examination once a year. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 11:09 AM |  |
|  | | | The whole year they don't do any assessment. They struggle when you actually give them three assessment to do within 10 weeks. They find it quite challenging and trying to manage the time is something that they find very difficult to do. They probably need those skills when they are here. They don't have the life skills. they don't have the study skills to be able to manage those challenges. They have very good intention but when they are here, they get that shock in their system in terms of how do we manage those things. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1527 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:53 AM |  |
|  | | | I had had actually almost every trimester had the opportunity to have Nepalese student in my class. Overall, when I see them, when they come, they actually do their first subject with me. They are pretty much in terms of the way they are; they are very community oriented. It's not just I see them in class. You can see they have - even though they haven't met those students, they actually create a friendship. That's something, yeah, that I have noticed that they do. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | The group, they tend to group with each other so that they know these people are from Nepal. So, they will try to go and group up with those people. In a sense I've observed they tend to do this and then they don't want to be mixed up with other students, which sometime I try to break in there. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 11:02 AM |  |
|  | | | This is a bit of a mix. Some students they prefer not to work with the same nationality or culture. They prefer to work in different groups of people from different nationalities, but majority of them just want to actually work in their own group. They will actually come and talk to me; I want to work with that specific students and that's why sometimes I just tell them I'm not going to be the person making the decision. I'm going to let the computer to decide on creating their group. They don't have any say in that respect.  This is only when I want them to actually break. Sometimes because they are new, I let them just work on their own, with the team they want to work just to see the dynamic. Then after that, when they come back to do the second trimester, okay, all right, we have to use a different strategy here because you're not going to have the ability to always work with the people that you want to work in when you're in the workplace. When you put them in in team they are actively participating. They do the job but they will be awkward, so a few outliers where you will find them not doing the right thing  They'll come back to you say, I'm actually having this problem. This person is not doing their job and those things that happen in groups. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0941 |  | 3 |  | | | | | | |
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|  | | | I had had actually almost every trimester had the opportunity to have Nepalese student in my class. Overall, when I see them, when they come, they actually do their first subject with me. They are pretty much in terms of the way they are; they are very community oriented. It's not just I see them in class. You can see they have - even though they haven't met those students, they actually create a friendship. That's something, yeah, that I have noticed that they do. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 9/11/2019 10:53 AM |  |
|  | | | The group, they tend to group with each other so that they know these people are from Nepal. So, they will try to go and group up with those people. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 9/11/2019 10:59 AM |  |
|  | | | Yes, and also using the language, they tend to speak the language, in class, which I have actually emphasise a lot. That’s not really inclusive of the other students. So, it is very important that they speak English only. I told them you can speak your language after class during break time I don't have any problem, but when we are in the classroom situation, they have to maintain that language. These are some of the behaviours that I've noticed. They tend to be happy if you actually, if you don't say anything to them, they can just spend the whole time not paying attention to what's going on. You have to get them back on track. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0275 |  | 1 |  | | | | | | |
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|  | | | This is something that we are trying to work on with students because we've noticed that this is becoming a trend where they are here but then they have this gap. There's this skill gap and that sometimes discourage them or demotivate them to probably progress academically and all of these things. So, because these are some factors that we probably, need to identify. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0109 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | In a sense I've observed they tend to do this and then they don't want to be mixed up with other students, which sometime I try to break in there. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Subject taught by academic** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0053 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 10:49 AM |  |
|  | | | I've been in both area - in the VET sector and also in higher education | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Teaching and Infrastructure at Thribuvan university in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0394 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | The whole year they don't do any assessment. They struggle when you actually give them three assessment to do within 10 weeks. They find it quite challenging and trying to manage the time is something that they find very difficult to do. They probably need those skills when they are here. They don't have the life skills. they don't have the study skills to be able to manage those challenges. They have very good intention but when they are here, they get that shock in their system in terms of how do we manage those things. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0166 |  | 1 |  | | | | | | |
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|  | | | That's something that I have noticed that they do give you that respect when they are here as a lecturer. They tend to have this community. This is something I like about having them. They have these community behaviour. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0166 |  | 1 |  | | | | | | |
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|  | | | That's something that I have noticed that they do give you that respect when they are here as a lecturer. They tend to have this community. This is something I like about having them. They have these community behaviour. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0138 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 11:06 AM |  |
|  | | | One thing I like is most of them they are here, they all willing to study. They want to - their parents have sent them here. They want to make their parents proud and they respect that. | | | | | | | | | | | | | |  |
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|  | | | One thing I like is most of them they are here, they all willing to study. They want to - their parents have sent them here. They want to make their parents proud and they respect that. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\dad** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0138 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 9/11/2019 11:06 AM |  |
|  | | | One thing I like is most of them they are here, they all willing to study. They want to - their parents have sent them here. They want to make their parents proud and they respect that. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0138 |  | 1 |  | | | | | | |
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|  | | | One thing I like is most of them they are here, they all willing to study. They want to - their parents have sent them here. They want to make their parents proud and they respect that. | | | | | | | | | | | | | |  |
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|  | **Files\\Field Conversations\\FN-1-Aadarsh** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2033 |  | 6 |  | | | | | | |
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|  | | | Appears very modern with the latest Australian short hairstyle. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | He would have preferred to go to America to study but entry was harder, and friends from the same school in Nepal were coming to Australia. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | He has a good command of English and is mostly grammatically correct. This he says is because of a British teacher at the school in Nepal who he has admired and tried to copy. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 10:24 PM |  |
|  | | | He also shows readiness to adopt the Australian culture | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 11:01 AM |  |
|  | | | He wishes to move on to Europe or USA once he completes his studies here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/22/2019 10:25 PM |  |
|  | | | Aadarsh, seems to be intelligent and ready to take on his new life in Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0606 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:06 AM |  |
|  | | | He has a good command of English and is mostly grammatically correct. This he says is because of a British teacher at the school in Nepal who he has admired and tried to copy. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australia vs America** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0737 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | He would have preferred to go to America to study but entry was harder, and friends from the same school in Nepal were coming to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:01 AM |  |
|  | | | He wishes to move on to Europe or USA once he completes his studies here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian culture** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0689 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:23 PM |  |
|  | | | Appears very modern with the latest Australian short hairstyle. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 65 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 10:24 PM |  |
|  | | | He also shows readiness to adopt the Australian culture | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 10:25 PM |  |
|  | | | Aadarsh, seems to be intelligent and ready to take on his new life in Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2230 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | His father took out a loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | Thus, feels pressured to pay off loans and to balance both work and studies is difficult for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 11:00 AM |  |
|  | | | tax evasion is a problem, so country remains poor. Poor planning of the cities and thus urbanisation is a problem. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 10:54 AM |  |
|  | | | But obviously, his social background does affect his moods as he speaks to me about all being good here but reflects on his parent's divorce as a negativity which he has been bearing since childhood. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 10:55 AM |  |
|  | | | feel that as a young lad, other environmental factors from his background in Nepal have a lesser bearing on him and Australia is a land of promise for the moment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 8/27/2019 1:20 PM |  |
|  | | | other environmental factors from his background in Nepal have a lesser bearing on him and Australia is a land of promise for the moment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0479 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/27/2019 1:20 PM |  |
|  | | | other environmental factors from his background in Nepal have a lesser bearing on him and Australia is a land of promise for the moment. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 66 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0568 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | His father took out a loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:58 AM |  |
|  | | | Thus, feels pressured to pay off loans and to balance both work and studies is difficult for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1027 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:54 AM |  |
|  | | | He comes from a hard-working business family and is working three jobs here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 7:46 PM |  |
|  | | | Plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 7:47 PM |  |
|  | | | online learning technology | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 10:55 AM |  |
|  | | | The notion of plagiarism is overwhelming for him whereas the use of technology in learning here in Australia he welcomes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 10:56 AM |  |
|  | | | The notion of plagiarism is overwhelming for him whereas the use of technology in learning here in Australia he welcomes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/23/2019 10:57 AM |  |
|  | | | How will he grasp the plagiarism issue in his assignments? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0265 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:54 AM |  |
|  | | | He comes from a hard-working business family and is working three jobs here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 67 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0517 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 7:47 PM |  |
|  | | | online learning technology | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:56 AM |  |
|  | | | The notion of plagiarism is overwhelming for him whereas the use of technology in learning here in Australia he welcomes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0668 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 7:46 PM |  |
|  | | | Plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:55 AM |  |
|  | | | The notion of plagiarism is overwhelming for him whereas the use of technology in learning here in Australia he welcomes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 10:57 AM |  |
|  | | | How will he grasp the plagiarism issue in his assignments? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1030 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:32 PM |  |
|  | | | He feels homesick at times as life is pretty monotonous for the 19 yr old here in Brisbane without friends and misses the Nepali festivals. Has tried to be part of the Nepali community in Brisbane and celebrated "Dasani" with them. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:52 AM |  |
|  | | | He says that, politically Nepal is very torn, poor infrastructure | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0806 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:32 PM |  |
|  | | | He feels homesick at times as life is pretty monotonous for the 19 yr old here in Brisbane without friends and misses the Nepali festivals. Has tried to be part of the Nepali community in Brisbane and celebrated "Dasani" with them. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 68 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepal's Political situation** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0224 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:52 AM |  |
|  | | | He says that, politically Nepal is very torn, poor infrastructure | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1520 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:48 AM |  |
|  | | | He feels homesick at times as life is pretty monotonous for the 19 yr old here in Brisbane without friends and misses the Nepali festivals. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:04 AM |  |
|  | | | His dad is a role model for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | His mum left to be with another man and so his dad brought him up single-handedly. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | His relationship with his mum is not good and this he carries with him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 12:26 PM |  |
|  | | | Will his relationship with his mum improve and make him more focused and less distracted as he is at the moment? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\dad** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0113 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:04 AM |  |
|  | | | His dad is a role model for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0482 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:48 AM |  |
|  | | | He feels homesick at times as life is pretty monotonous for the 19 yr old here in Brisbane without friends and misses the Nepali festivals. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 69 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0923 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | His mum left to be with another man and so his dad brought him up single-handedly. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | His relationship with his mum is not good and this he carries with him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:26 PM |  |
|  | | | Will his relationship with his mum improve and make him more focused and less distracted as he is at the moment? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Conversations\\FN-2-Dhonu** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0593 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 7:57 PM |  |
|  | | | Speaks with Nepalese accent | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 10:18 PM |  |
|  | | | He would have preferred to go to America to study, but entry was harder. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:07 PM |  |
|  | | | good command of English | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0248 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 7:57 PM |  |
|  | | | Speaks with Nepalese accent | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 70 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:07 PM |  |
|  | | | good command of English | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australia vs America** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0344 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:18 PM |  |
|  | | | He would have preferred to go to America to study, but entry was harder. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2745 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:24 PM |  |
|  | | | his father in law took out a loan to send him and his wife to Australia | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:51 PM |  |
|  | | | He feels very homesick and misses his mum the most .She is very poor and hasn't even seen a train let alone an aeroplane. He misses celebrating Nepali festivals with his family.( Tears in his eyes at this point) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 8/27/2019 1:20 PM |  |
|  | | | She is very poor and hasn't even seen a train let alone an aeroplane. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:52 PM |  |
|  | | | He feels the pressure of remitting money back home to pay off loans and to survive here with his wife. Pressured to pay off loans and to balance both work and studies is difficult for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 12:51 PM |  |
|  | | | As a student who doesn’t come from an affluent family background he is struggling on many fronts | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0334 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/27/2019 1:20 PM |  |
|  | | | She is very poor and hasn't even seen a train let alone an aeroplane. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 71 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1252 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:24 PM |  |
|  | | | his father in law took out a loan to send him and his wife to Australia | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:52 PM |  |
|  | | | He feels the pressure of remitting money back home to pay off loans and to survive here with his wife. Pressured to pay off loans and to balance both work and studies is difficult for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1850 |  | 9 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:55 AM |  |
|  | | | Appears tired with burn marks from working in a restaurant on his arms. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:55 AM |  |
|  | | | Appears tired with burn marks from working in a restaurant on his arms. Speaks with Nepalese accent. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:14 PM |  |
|  | | | Plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 8:14 PM |  |
|  | | | online learning technology | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 12:53 PM |  |
|  | | | The pace of learning and teaching here is fast and not rote which is new to him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/23/2019 12:53 PM |  |
|  | | | The pace of learning and teaching here is fast and not rote which is new to him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 7/23/2019 12:04 PM |  |
|  | | | The learning style here is different and he is adapting to his new environment as best as he can and is frustrated as seen by his tears. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 7/22/2019 8:19 PM |  |
|  | | | plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 72 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 9 |  | S.R. |  | 7/22/2019 8:20 PM |  |
|  | | | technological issues | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0344 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:55 AM |  |
|  | | | Appears tired with burn marks from working in a restaurant on his arms. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0487 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:55 AM |  |
|  | | | Appears tired with burn marks from working in a restaurant on his arms. Speaks with Nepalese accent. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0219 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:14 PM |  |
|  | | | online learning technology | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:20 PM |  |
|  | | | technological issues | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0100 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:14 PM |  |
|  | | | Plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:19 PM |  |
|  | | | plagiarism | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 73 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0392 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:53 PM |  |
|  | | | The pace of learning and teaching here is fast and not rote which is new to him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2888 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:35 PM |  |
|  | | | To get a visa to come here, he had to pay bribe several officers in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:32 PM |  |
|  | | | He misses celebrating Nepali festivals with his family.( Tears in his eyes at this point) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:52 PM |  |
|  | | | He feels the pressure of remitting money back home to pay off loans and to survive here with his wife. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:49 PM |  |
|  | | | He feels strongly about taking up a political career back in Nepal. Wants to be a leader to bring about political reforms. Feels intimidated by Modi's Indian Government due to their "bullying" attitude towards Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 12:29 PM |  |
|  | | | Feels intimidated by Modi's Indian Government due to their "bullying" attitude towards Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/23/2019 12:50 PM |  |
|  | | | How will his thoughts be affected on going back to Nepal to improve it politically once he has been here longer? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Bribe** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0368 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:35 PM |  |
|  | | | To get a visa to come here, he had to pay bribe several officers in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | | |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 74 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Negativtiy with India** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0463 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:29 PM |  |
|  | | | Feels intimidated by Modi's Indian Government due to their "bullying" attitude towards Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0444 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:32 PM |  |
|  | | | He misses celebrating Nepali festivals with his family.( Tears in his eyes at this point) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepal's Political situation** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1587 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:49 PM |  |
|  | | | He feels strongly about taking up a political career back in Nepal. Wants to be a leader to bring about political reforms. Feels intimidated by Modi's Indian Government due to their "bullying" attitude towards Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:50 PM |  |
|  | | | How will his thoughts be affected on going back to Nepal to improve it politically once he has been here longer? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0487 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:52 PM |  |
|  | | | He feels the pressure of remitting money back home to pay off loans and to survive here with his wife. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0784 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:04 AM |  |
|  | | | His father is poor, but his father in law took out a loan to send him and his wife to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:49 AM |  |
|  | | | He feels very homesick and misses his mum the most | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 75 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:26 PM |  |
|  | | | He feels very homesick and misses his mum the most | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 8:04 PM |  |
|  | | | Tears | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/22/2019 8:18 PM |  |
|  | | | his tears. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\dad** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0459 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:04 AM |  |
|  | | | His father is poor, but his father in law took out a loan to send him and his wife to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0243 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:49 AM |  |
|  | | | He feels very homesick and misses his mum the most | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0243 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:26 PM |  |
|  | | | He feels very homesick and misses his mum the most | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Tears** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0081 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:04 PM |  |
|  | | | Tears | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 76 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:18 PM |  |
|  | | | his tears. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Conversations\\FN-3-Bishnu** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0984 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:19 PM |  |
|  | | | He would have preferred to go to America as its more fascinating to study but entry was harder as marks in ILETS were low. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:25 PM |  |
|  | | | ILETS were low | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:27 PM |  |
|  | | | Speaks english well. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 10:31 PM |  |
|  | | | Australian accent is hard to understand at times. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/22/2019 8:47 PM |  |
|  | | | good command of English | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0278 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:25 PM |  |
|  | | | ILETS were low | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:27 PM |  |
|  | | | Speaks english well. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 77 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:47 PM |  |
|  | | | good command of English | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australia vs America** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0548 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:19 PM |  |
|  | | | He would have preferred to go to America as its more fascinating to study but entry was harder as marks in ILETS were low. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0224 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:31 PM |  |
|  | | | Australian accent is hard to understand at times. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2301 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:24 PM |  |
|  | | | His father took out a private loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:02 AM |  |
|  | | | He misses the mountaineer rural landscape which brought about calmness with it .and mental peace. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/16/2019 10:07 AM |  |
|  | | | Caste system is strong in Nepal .Some people he mixes now with in class from Nepal would not be possible back home as his parents wouldn’t approve of it. Back home friendships with peer s were based on parents approval and the correct caste | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 8/12/2019 11:52 PM |  |
|  | | | Will he able to break free of the caste restrictions as he makes new friends here in Brisbane? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | | |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 78 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Caste restrictions in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1519 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/16/2019 10:07 AM |  |
|  | | | Caste system is strong in Nepal .Some people he mixes now with in class from Nepal would not be possible back home as his parents wouldn’t approve of it. Back home friendships with peer s were based on parents approval and the correct caste | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/12/2019 11:52 PM |  |
|  | | | Will he able to break free of the caste restrictions as he makes new friends here in Brisbane? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0346 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:24 PM |  |
|  | | | His father took out a private loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1847 |  | 9 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:28 PM |  |
|  | | | Learning was easier in Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:29 PM |  |
|  | | | Pace of learning is fast. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:31 PM |  |
|  | | | Plagiarism is new | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 8:33 PM |  |
|  | | | It is easier to learn by copying.in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/22/2019 8:34 PM |  |
|  | | | Nepal without the use of technology ,no blackboard ,and this is a huge change for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/23/2019 12:05 PM |  |
|  | | | Bishnu, seems to be very aware and affected by difference in learning styles here and in Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 79 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 7/22/2019 8:51 PM |  |
|  | | | plagiarism is overwhelming for him | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 7/22/2019 8:51 PM |  |
|  | | | technology in learning here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 9 |  | S.R. |  | 7/22/2019 8:53 PM |  |
|  | | | will he grasp the plagiarism issue in his assignments | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0130 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:28 PM |  |
|  | | | Learning was easier in Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0516 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:34 PM |  |
|  | | | Nepal without the use of technology ,no blackboard ,and this is a huge change for him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:51 PM |  |
|  | | | technology in learning here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0660 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 8:31 PM |  |
|  | | | Plagiarism is new | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 8:33 PM |  |
|  | | | It is easier to learn by copying.in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 8:51 PM |  |
|  | | | plagiarism is overwhelming for him | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 80 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/22/2019 8:53 PM |  |
|  | | | will he grasp the plagiarism issue in his assignments | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2817 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:33 PM |  |
|  | | | He feels homesick and misses his mum (expression is sad) and misses the Nepali festivals especially Diwali | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:36 PM |  |
|  | | | In schools and colleges in Nepal politics played a big role and divisions. Students took sides and part line choices were made in academic institutions. affecting ones academic journey. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 10:17 AM |  |
|  | | | Caste system is strong in Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 10:18 AM |  |
|  | | | Some people he mixes now with in class from Nepal would not be possible back home as his parents wouldn’t approve of it. Back home friendships with peer s were based on parents approval and the correct caste | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/23/2019 10:19 AM |  |
|  | | | Will he able to break free of the caste restrictions as he makes new friends here in Brisbane? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1510 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:17 AM |  |
|  | | | Caste system is strong in Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:18 AM |  |
|  | | | Some people he mixes now with in class from Nepal would not be possible back home as his parents wouldn’t approve of it. Back home friendships with peer s were based on parents approval and the correct caste | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 10:19 AM |  |
|  | | | Will he able to break free of the caste restrictions as he makes new friends here in Brisbane? | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 81 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0476 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:33 PM |  |
|  | | | He feels homesick and misses his mum (expression is sad) and misses the Nepali festivals especially Diwali | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepal's Political situation** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0831 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:36 PM |  |
|  | | | In schools and colleges in Nepal politics played a big role and divisions. Students took sides and part line choices were made in academic institutions. affecting ones academic journey. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0993 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:05 AM |  |
|  | | | His father took out a private loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:50 AM |  |
|  | | | He feels homesick and misses his mum (expression is sad) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:27 PM |  |
|  | | | He feels homesick and misses his mum (expression is sad) and misses the Nepali festivals especially Diwali Will go back to Nepal after studies. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\dad** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0346 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:05 AM |  |
|  | | | His father took out a private loan from the bank to send him to Australia. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 82 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0251 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:50 AM |  |
|  | | | He feels homesick and misses his mum (expression is sad) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0647 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:27 PM |  |
|  | | | He feels homesick and misses his mum (expression is sad) and misses the Nepali festivals especially Diwali Will go back to Nepal after studies. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Conversations\\FN-4- Predi** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0841 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:17 AM |  |
|  | | | He says that spoken English in Australia was his most severe hurdle. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:42 AM |  |
|  | | | The use of slangs, accent and translation was hard | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0476 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:17 AM |  |
|  | | | He says that spoken English in Australia was his most severe hurdle. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 83 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0364 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:42 AM |  |
|  | | | The use of slangs, accent and translation was hard | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3892 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:41 AM |  |
|  | | | He feels accomplished on his return to Nepal and has been successful in breaking away slightly from the rigid caste system by marrying a girl from a lower caste. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:28 PM |  |
|  | | | Another important issue which was confusing me was how the Nepali seemed so similar and almost the same as Indians in India in the way they conducted their normal life activities in Kathmandu, and yet in Brisbane, they stood apart from the Indian students. Koml explained that they could remove the dependency on India in Nepal and behaved very much like Indians to survive while in Australia | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1136 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:41 AM |  |
|  | | | He feels accomplished on his return to Nepal and has been successful in breaking away slightly from the rigid caste system by marrying a girl from a lower caste. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Negativtiy with India** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2755 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:28 PM |  |
|  | | | Another important issue which was confusing me was how the Nepali seemed so similar and almost the same as Indians in India in the way they conducted their normal life activities in Kathmandu, and yet in Brisbane, they stood apart from the Indian students. Koml explained that they could remove the dependency on India in Nepal and behaved very much like Indians to survive while in Australia | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 84 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | **Files\\Field Conversations\\FN-5-Pradhan** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0648 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | He misses his parents and language is still a problem. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0648 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | He misses his parents and language is still a problem. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0708 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:30 PM |  |
|  | | | Is remittance back home a cultural habit with students here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1296 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:28 PM |  |
|  | | | Corruption, bribery, political blockage all have impacted on Education. This makes education substandard. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2797 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:27 PM |  |
|  | | | Corruption, bribery, political blockage all have impacted on Education. This makes education substandard. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | Wants to send Gift for parents and play station 3 to his brother | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 85 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 6:30 PM |  |
|  | | | Is remittance back home a cultural habit with students here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Bribe** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1296 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:27 PM |  |
|  | | | Corruption, bribery, political blockage all have impacted on Education. This makes education substandard. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1500 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | Wants to send Gift for parents and play station 3 to his brother | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:30 PM |  |
|  | | | Is remittance back home a cultural habit with students here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0960 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | He misses his parents and language is still a problem. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | His dad is his role model. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\dad** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0312 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | His dad is his role model. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 86 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0648 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:29 PM |  |
|  | | | He misses his parents and language is still a problem. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Conversations\\FN-6- Laxmi** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0674 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:36 PM |  |
|  | | | The reason he came to Australia was because USA was rejected. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australia vs America** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0674 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:36 PM |  |
|  | | | The reason he came to Australia was because USA was rejected. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0552 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Killings and violence affect education in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0607 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:40 PM |  |
|  | | | and is  juggling work and studies. Is self-reliant. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 87 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0607 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:40 PM |  |
|  | | | and is  juggling work and studies. Is self-reliant. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3071 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Had to Bribe Nepali Government officials to get VISA. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Nepali Education system is dependent on politics. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Nepal is dependent on India for fuel is sandwiched between India and China. There is a cold war with India. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 6:38 PM |  |
|  | | | He wishes to give back something. $2000 remittance home by him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Bribe** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0607 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Had to Bribe Nepali Government officials to get VISA. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Negativtiy with India** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1193 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Nepal is dependent on India for fuel is sandwiched between India and China. There is a cold war with India. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 88 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepal's Political situation** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0541 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:37 PM |  |
|  | | | Nepali Education system is dependent on politics. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0729 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:38 PM |  |
|  | | | He wishes to give back something. $2000 remittance home by him. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1281 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:36 PM |  |
|  | | | Mum suffers from arthritis. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:38 PM |  |
|  | | | separation from girlfriend and parents is very painful. He is obliged to serve parents. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 6:40 PM |  |
|  | | | separation from girlfriend and parents is very painful. He is obliged to serve parents. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0983 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:38 PM |  |
|  | | | separation from girlfriend and parents is very painful. He is obliged to serve parents. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1259 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:36 PM |  |
|  | | | Mum suffers from arthritis. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 89 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:40 PM |  |
|  | | | separation from girlfriend and parents is very painful. He is obliged to serve parents. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Conversations\\FN-7-Soma** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0577 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:56 PM |  |
|  | | | English is a barrier to communication and is not confident. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0577 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:56 PM |  |
|  | | | English is a barrier to communication and is not confident. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0645 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:58 PM |  |
|  | | | She has strong family ties. Very emotional and very duty bound. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1819 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:57 PM |  |
|  | | | There is a big difference in studies in Nepal and Australia.–. plagiarism, criticism and cognitive analysis. Nepal has 6-day classes and so was studying for 6 days. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 90 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:57 PM |  |
|  | | | She works part time | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0195 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:57 PM |  |
|  | | | She works part time | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1643 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:57 PM |  |
|  | | | and misses family at festivals | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:58 PM |  |
|  | | | At home she was more part of the “Gurung” caste but here you have students from Bihar. She wants to now join the Bihari Nepali community. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1350 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:58 PM |  |
|  | | | At home she was more part of the “Gurung” caste but here you have students from Bihar. She wants to now join the Bihari Nepali community. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0293 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:57 PM |  |
|  | | | and misses family at festivals | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 91 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0733 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:58 PM |  |
|  | | | It is her Mum’s dream to make a home with her own plan which makes her sad. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0733 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:58 PM |  |
|  | | | It is her Mum’s dream to make a home with her own plan which makes her sad. | | | | | | | | | | | | | |  |
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|  | **Files\\Field Observations\\FJ-1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1870 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:34 PM |  |
|  | | | The Nepali students in this group are sensitive to their countries vulnerability to the Indian Government. That is why they maintain their identity actively and are inclusive in this group. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali Identity** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1870 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:34 PM |  |
|  | | | The Nepali students in this group are sensitive to their countries vulnerability to the Indian Government. That is why they maintain their identity actively and are inclusive in this group. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.6860 |  | 4 |  | | | | | | |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:34 PM |  |
|  | | | The Nepali students in this group are sensitive to their countries vulnerability to the Indian Government. That is why they maintain their identity actively and are inclusive in this group. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 92 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Negativtiy with India** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.4124 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:34 PM |  |
|  | | | The Nepali students in this group are sensitive to their countries vulnerability to the Indian Government. That is why they maintain their identity actively and are inclusive in this group. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-2** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2496 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/27/2019 1:21 PM |  |
|  | | | What an experience it has been so far and I am so glad I did come here. In the university setting in Brisbane, there is no way that I could have ever imagined the true economic and social backgrounds of these Nepali students. It is rather alarming that these students face such a big culture shock in Australia upon arriving on our shores and universities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1588 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/27/2019 1:21 PM |  |
|  | | | What an experience it has been so far and I am so glad I did come here. In the university setting in Brisbane, there is no way that I could have ever imagined the true economic and social backgrounds of these Nepali students. It is rather alarming that these students face such a big culture shock in Australia upon arriving on our shores and universities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.7854 |  | 8 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:59 PM |  |
|  | | | He used one slide throughout the session, and there was dust everywhere, students were huddling together, and the classroom was dark | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:59 PM |  |
|  | | | Outside I noticed a huge pile of broken desks and chairs damaged in the last major earthquake. Stray dogs moved around the university looking so sickly.  Mr Laxmi pointed out that the university lacked internet connections, toilets, library upgrades, and just basic teaching and learning infrastructure. Over crowdedness was another problem which I noticed in the classroom as students crammed together on desks. Individual feedback to students was poor due to the numbers.  The teaching staff at the university didn't get any performance appraisal, support, and HR policies around recruitment were very poor. I noticed that the staff didn't have computers, adequate equipment or proper chairs to sit on in the staff room. They did have loads of dust everywhere though!  Tribhuvan University has 60 campuses, and 400,000 students enrolled. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 93 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Teaching and Infrastructure at Thribuvan university in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.7854 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:59 PM |  |
|  | | | He used one slide throughout the session, and there was dust everywhere, students were huddling together, and the classroom was dark | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:59 PM |  |
|  | | | Outside I noticed a huge pile of broken desks and chairs damaged in the last major earthquake. Stray dogs moved around the university looking so sickly.  Mr Laxmi pointed out that the university lacked internet connections, toilets, library upgrades, and just basic teaching and learning infrastructure. Over crowdedness was another problem which I noticed in the classroom as students crammed together on desks. Individual feedback to students was poor due to the numbers.  The teaching staff at the university didn't get any performance appraisal, support, and HR policies around recruitment were very poor. I noticed that the staff didn't have computers, adequate equipment or proper chairs to sit on in the staff room. They did have loads of dust everywhere though!  Tribhuvan University has 60 campuses, and 400,000 students enrolled. | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-3** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.7618 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:52 AM |  |
|  | | | 4 Nepalese students around a table during tea break singing Nepalese songs. They invite a Bhutanese boy to join them. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:54 AM |  |
|  | | | Would this be permitted in Nepal, to mix openly across different castes or is it her in the University environment that these students are free from Caste and Creed bias?. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | How would these students adjust so suddenly into a mixed classroom environment in Australia? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.5767 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:52 AM |  |
|  | | | 4 Nepalese students around a table during tea break singing Nepalese songs. They invite a Bhutanese boy to join them. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 94 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 11:54 AM |  |
|  | | | Would this be permitted in Nepal, to mix openly across different castes or is it her in the University environment that these students are free from Caste and Creed bias?. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1850 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:25 PM |  |
|  | | | How would these students adjust so suddenly into a mixed classroom environment in Australia? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3405 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:44 AM |  |
|  | | | Would this be permitted in Nepal, to mix openly across different castes or is it her in the University environment that these students are free from Caste and Creed bias?. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.3405 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:44 AM |  |
|  | | | Would this be permitted in Nepal, to mix openly across different castes or is it her in the University environment that these students are free from Caste and Creed bias?. | | | | | | | | | | | | | |  |
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|  | **Files\\Field Observations\\FJ-4** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.5922 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 9:29 PM |  |
|  | | | Hurdling during tutorials together with hardy any gaps | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:55 PM |  |
|  | | | Hurdling during tutorials together with hardy any gaps and the tendency to talk amongst themselves while teacher is explaining concepts  Reflections  Similar to what is seen in Nepal at the Tribuvan University. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 95 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 9:30 PM |  |
|  | | | Would hurdling together bring about comfort in their learning environment in Australia? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Huddling together** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1048 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 9:29 PM |  |
|  | | | Hurdling during tutorials together with hardy any gaps | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Teaching and Infrastructure at Thribuvan university in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.4174 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:55 PM |  |
|  | | | Hurdling during tutorials together with hardy any gaps and the tendency to talk amongst themselves while teacher is explaining concepts  Reflections  Similar to what is seen in Nepal at the Tribuvan University. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-5** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.7944 |  | 4 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:53 PM |  |
|  | | | During a class presentation by a first-year degree student. Pacing up and down while cramming the notes was noticed. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:54 PM |  |
|  | | | Rote learning of the delivery script was evident. (learnt by heart) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 9:32 PM |  |
|  | | | The methods of learning and teaching in Nepal are very different from what the students experiences in the Australian classroom | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 96 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:54 PM |  |
|  | | | When does the shift from rote learning to analytical and participative learning begin? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.5434 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:53 PM |  |
|  | | | During a class presentation by a first-year degree student. Pacing up and down while cramming the notes was noticed. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:54 PM |  |
|  | | | Rote learning of the delivery script was evident. (learnt by heart) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:54 PM |  |
|  | | | When does the shift from rote learning to analytical and participative learning begin? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-6 Pizzahut conversationsjcub** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0160 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:33 PM |  |
|  | | | accent between students | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0160 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:33 PM |  |
|  | | | accent between students | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1489 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 11:03 AM |  |
|  | | | Society is very patriarchal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 8/27/2019 1:16 PM |  |
|  | | | Society is very patriarchal. Women are dominated and menstruating women are not permitted to enter the kitchen and temples for 5 days. Widows are considered bad luck and not allowed in weddings or celebrations. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 10:11 PM |  |
|  | | | Women are dominated and menstruating women are not permitted to enter the kitchen and temples for 5 days. Widows are considered bad luck and not allowed in weddings or celebrations. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali society** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1489 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 8/27/2019 1:16 PM |  |
|  | | | Society is very patriarchal. Women are dominated and menstruating women are not permitted to enter the kitchen and temples for 5 days. Widows are considered bad luck and not allowed in weddings or celebrations. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3180 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:21 PM |  |
|  | | | Nepal has seven universities, so colleagues are affiliated to universities such as the Tribhuvan University. Universities have one final exam at the end of the semester, | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:55 PM |  |
|  | | | Nepal has seven universities, so colleagues are affiliated to universities such as the Tribhuvan University. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 12:21 PM |  |
|  | | | Universities have one final exam at the end of the semester, therefore, these girls find it easier to do a written exam here at JCUB. They are happy to have 4-hour exams as that's what they are used to in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 12:22 PM |  |
|  | | | The hardest are: Referencing, assessments, accent between students and the speed in which lecturers speak. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/22/2019 10:05 PM |  |
|  | | | Referencing, assessments, | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/22/2019 10:08 PM |  |
|  | | | Plagiarism is a crime here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1482 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:21 PM |  |
|  | | | Universities have one final exam at the end of the semester, therefore, these girls find it easier to do a written exam here at JCUB. They are happy to have 4-hour exams as that's what they are used to in Nepal. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0375 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/22/2019 10:05 PM |  |
|  | | | Referencing, assessments, | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/22/2019 10:08 PM |  |
|  | | | Plagiarism is a crime here | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Teaching and Infrastructure at Thribuvan university in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0751 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:55 PM |  |
|  | | | Nepal has seven universities, so colleagues are affiliated to universities such as the Tribhuvan University. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.3667 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:50 AM |  |
|  | | | We are used to community living and not an individualistic society. Australians enjoy their space. At weddings and festivals, the whole village comes together. "we live for family and society whereas here it is too individualistic”. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 12:33 PM |  |
|  | | | At weddings and festivals, the whole village comes together. "we live for family and society whereas here it is too individualistic”. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 99 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/23/2019 10:45 AM |  |
|  | | | A boyfriend of 6yrs broke off and married someone else in Nepal. Their castes were different. The boy's parents threatened to commit suicide. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/23/2019 10:46 AM |  |
|  | | | Intercaste marriages are prohibited in certain castes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/22/2019 10:12 PM |  |
|  | | | How does the freedom of moving away from the inhabitations impact on these students in Australia? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2038 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:45 AM |  |
|  | | | A boyfriend of 6yrs broke off and married someone else in Nepal. Their castes were different. The boy's parents threatened to commit suicide. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 10:46 AM |  |
|  | | | Intercaste marriages are prohibited in certain castes. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/22/2019 10:12 PM |  |
|  | | | How does the freedom of moving away from the inhabitations impact on these students in Australia? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1628 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 10:50 AM |  |
|  | | | We are used to community living and not an individualistic society. Australians enjoy their space. At weddings and festivals, the whole village comes together. "we live for family and society whereas here it is too individualistic”. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 100 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0939 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 12:33 PM |  |
|  | | | At weddings and festivals, the whole village comes together. "we live for family and society whereas here it is too individualistic”. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-7 Economics ist yrclass** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1674 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:13 PM |  |
|  | | | 4 Nepali students around a table during tea break singing Nepali songs. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1674 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:13 PM |  |
|  | | | 4 Nepali students around a table during tea break singing Nepali songs. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1721 |  | 1 |  | | | | | | |
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|  | | | Do the students mix easily with other races in the Australian classroom ? | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1721 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:14 PM |  |
|  | | | Do the students mix easily with other races in the Australian classroom ? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FJ-8 presentation in class** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.6135 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:14 PM |  |
|  | | | During class presentation by a first year degree student was pacing to and fro trying to learn off notes. Stress was noted as rote learning of the delivery script was evident. (learnt by heart) | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:15 PM |  |
|  | | | Will this student learn to move away from rote learning and adopt a more analytical approach? | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.6135 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:14 PM |  |
|  | | | During class presentation by a first year degree student was pacing to and fro trying to learn off notes. Stress was noted as rote learning of the delivery script was evident. (learnt by heart) | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/23/2019 6:15 PM |  |
|  | | | Will this student learn to move away from rote learning and adopt a more analytical approach? | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 102 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | **Files\\Field Observations\\FJ-9 - leadership lesson** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4953 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:16 PM |  |
|  | | | “The leaders in Nepal are old fashioned and their vision is not focused on the youth or the millenniums” In Bhutan the leaders are different they are youthful in their sustainability strategies for the country. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepal's Political situation** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.4953 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/23/2019 6:16 PM |  |
|  | | | “The leaders in Nepal are old fashioned and their vision is not focused on the youth or the millenniums” In Bhutan the leaders are different they are youthful in their sustainability strategies for the country. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Field Observations\\FN-8- pool table conversations** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2085 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:17 PM |  |
|  | | | We have made many Nepali friends from Nepal here. From India too. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/29/2019 7:17 PM |  |
|  | | | Australian friends too but not at university. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/29/2019 7:28 PM |  |
|  | | | When we came here all of a sudden we had to become independent. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/29/2019 7:30 PM |  |
|  | | | Positiveness in their tones and confidence expressed by them is obvious. Could it be due to the fact that their studies are over? | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 103 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0765 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:17 PM |  |
|  | | | We have made many Nepali friends from Nepal here. From India too. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/29/2019 7:17 PM |  |
|  | | | Australian friends too but not at university. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1320 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:28 PM |  |
|  | | | When we came here all of a sudden we had to become independent. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/29/2019 7:30 PM |  |
|  | | | Positiveness in their tones and confidence expressed by them is obvious. Could it be due to the fact that their studies are over? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1157 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:18 PM |  |
|  | | | Australian friends too but not at university. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/7/2019 11:09 AM |  |
|  | | | Having money was hard as a student and we had to ask our parents to pay our fees. At first, it was hard to find a job here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/29/2019 7:18 PM |  |
|  | | | Having money was hard as a student | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0853 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/7/2019 11:09 AM |  |
|  | | | Having money was hard as a student and we had to ask our parents to pay our fees. At first, it was hard to find a job here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.4211 |  | 7 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:19 PM |  |
|  | | | At first, it was hard to find a job here.  J: It took me 3 months | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/29/2019 7:20 PM |  |
|  | | | It took me 5 to 6 months to be on MY feet somewhat. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/29/2019 7:22 PM |  |
|  | | | We expected this campus to be a large one but was a bit disappointed that it's only a small campus | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/29/2019 7:22 PM |  |
|  | | | My plan is now to look for a job in IT. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/29/2019 7:25 PM |  |
|  | | | I studied a UK degree back in my country so I knew what plagiarism was so wasn't long for me to catch up.UK university in Nepal is like an Australian standard. The technology was an issue but we caught up quickly | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 7/29/2019 7:29 PM |  |
|  | | | I say to others, don't lose hope, keep trying you will get a job. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 7/29/2019 7:29 PM |  |
|  | | | The student day jobs may not be in your related field but do odd jobs at first. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 105 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jcub University campus** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0670 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:22 PM |  |
|  | | | We expected this campus to be a large one but was a bit disappointed that it's only a small campus | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2098 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:19 PM |  |
|  | | | At first, it was hard to find a job here.  J: It took me 3 months | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 7/29/2019 7:20 PM |  |
|  | | | It took me 5 to 6 months to be on MY feet somewhat. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 7/29/2019 7:22 PM |  |
|  | | | My plan is now to look for a job in IT. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 7/29/2019 7:29 PM |  |
|  | | | I say to others, don't lose hope, keep trying you will get a job. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 7/29/2019 7:29 PM |  |
|  | | | The student day jobs may not be in your related field but do odd jobs at first. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \UK University coursework in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1442 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:25 PM |  |
|  | | | I studied a UK degree back in my country so I knew what plagiarism was so wasn't long for me to catch up.UK university in Nepal is like an Australian standard. The technology was an issue but we caught up quickly | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0487 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:26 PM |  |
|  | | | Caste is not a problem anymore  T: My parents may think otherwise though | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0487 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:26 PM |  |
|  | | | Caste is not a problem anymore  T: My parents may think otherwise though | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0324 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:25 PM |  |
|  | | | I am still homesick and want to visit my parents | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0324 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 7/29/2019 7:25 PM |  |
|  | | | I am still homesick and want to visit my parents | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Student Interviews\\Anima\_1\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0808 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:13 AM |  |
|  | | | No. Not really. It's a totally new world for me and new people. Yeah. I do see Nepalese people here, but they are Nepalese people for me, not really my friends at the moment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:13 AM |  |
|  | | | You haven't - have you made any new international friends?  Interviewee: Friends, no. Classmates, yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:53 AM |  |
|  | | | The fact that we are students, you know, I can see so many people trying to have that visa - student visa, but I'm here being a student in Australia. That thing, that I can call myself a student. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 107 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:18 AM |  |
|  | | | Language problem, not really. I'm confident in my English. I'm confident in Nepali and also bit of Hindi. So I can see these three category here and it - so not really. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0212 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:18 AM |  |
|  | | | Language problem, not really. I'm confident in my English. I'm confident in Nepali and also bit of Hindi. So I can see these three category here and it - so not really. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0350 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:13 AM |  |
|  | | | No. Not really. It's a totally new world for me and new people. Yeah. I do see Nepalese people here, but they are Nepalese people for me, not really my friends at the moment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:13 AM |  |
|  | | | You haven't - have you made any new international friends?  Interviewee: Friends, no. Classmates, yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0246 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:53 AM |  |
|  | | | The fact that we are students, you know, I can see so many people trying to have that visa - student visa, but I'm here being a student in Australia. That thing, that I can call myself a student. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1672 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:07 AM |  |
|  | | | Okay. So I have already completed my master's back in my country and I always wanted to have second degree - second master's degree. So in the meantime I got married and the marriage happened, then [inaudible] after everything finalising we decided [unclear] and yes, after having [inaudible] father in law, he owned a restaurant, then we had agriculture rent also, but it's not really - it's not strong evidence so we had to make that to gross income. So there we had to make a few changes, otherwise it was easy. Only hardship was for bank to finally grant the loan. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:09 AM |  |
|  | | | Only hardship was for bank to finally grant the loan. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 108 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:10 AM |  |
|  | | | Yeah. So after the finance, obviously, we went for the - then we went for the health check up. Then I had a problem because I had a chest infection. So my - from here I had to wait for three months for them to give me, like, health wise you're okay to further off your visa processing | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:11 AM |  |
|  | | | No. Not really. In that part I'm really struggling a lot. Even my husband, it has been four weeks that we have been here in Brisbane, still people say it's very new, very new, but then it's already four weeks for us and we have a lot of expenses. In that part we do need to start work. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 8:17 AM |  |
|  | | | The fact that we are students, you know, I can see so many people trying to have that visa - student visa, but I'm here being a student in Australia. That thing, that I can call myself a student. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1314 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:07 AM |  |
|  | | | Okay. So I have already completed my master's back in my country and I always wanted to have second degree - second master's degree. So in the meantime I got married and the marriage happened, then [inaudible] after everything finalising we decided [unclear] and yes, after having [inaudible] father in law, he owned a restaurant, then we had agriculture rent also, but it's not really - it's not strong evidence so we had to make that to gross income. So there we had to make a few changes, otherwise it was easy. Only hardship was for bank to finally grant the loan. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:10 AM |  |
|  | | | Yeah. So after the finance, obviously, we went for the - then we went for the health check up. Then I had a problem because I had a chest infection. So my - from here I had to wait for three months for them to give me, like, health wise you're okay to further off your visa processing | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:17 AM |  |
|  | | | The fact that we are students, you know, I can see so many people trying to have that visa - student visa, but I'm here being a student in Australia. That thing, that I can call myself a student. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0358 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:11 AM |  |
|  | | | No. Not really. In that part I'm really struggling a lot. Even my husband, it has been four weeks that we have been here in Brisbane, still people say it's very new, very new, but then it's already four weeks for us and we have a lot of expenses. In that part we do need to start work. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 109 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0068 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:09 AM |  |
|  | | | Only hardship was for bank to finally grant the loan. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2501 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:15 AM |  |
|  | | | Okay. So my subject is whole new subject. I came from humanities background now I am in education field. I was under the impression of education field being on the permanent residency list. That's a bit news for me right now. Also, that I was supposed to be enrolled in my - according to my study plan - but due to all this accommodation everything, I got really confused and I enrolled myself on my own. So now there is another battle for me that I have to face. Then I'm coping, every day is new battle for me, I can say, literally. I'm trying to cope. I'm trying to make myself calm and composed and cope with everything that comes in front of me. Yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:17 AM |  |
|  | | | Back in my country I did use Blackboard for one subject, physical education, but it was only on that subject only. Here it's whole new different level so I'm still trying to cope with all of this. | | | | | | | | | | | | | |  |
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|  | | | What about understanding your course material and assessments?  Interviewee: Yeah. That's - I'm having a lot of difficulty because…  Facilitator: What sort of difficulty?  Interviewee: Difficulty as in understanding what this course is about. Trying to understand my assessments because I'm quite late in all the classes and due date is really coming near and it's pressure - that sort of pressure. Learning difficulty, yes. | | | | | | | | | | | | | |  |
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|  | | | You being how much familiar with technology because here everything is submitted on Blackboard or technology itself.  Facilitator: That is a big hurdle for you, right?  Interviewee: Yeah. | | | | | | | | | | | | | |  |
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|  | | | I had to face a big struggle to find my classes. I was in university but I was not really allowed to take any classes because of my study plan. I enrolled myself in my own subjects because I thought that's compulsory, so okay, fine, let's enrol myself there. But later on I found out that I had to enrol myself according to the study plan so management at first they didn't allow me to take classes and now I am two weeks - three weeks late for the classes. Yeah. That's another difficulty for me, but I'm trying to cope. So - yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1355 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:15 AM |  |
|  | | | Okay. So my subject is whole new subject. I came from humanities background now I am in education field. I was under the impression of education field being on the permanent residency list. That's a bit news for me right now. Also, that I was supposed to be enrolled in my - according to my study plan - but due to all this accommodation everything, I got really confused and I enrolled myself on my own. So now there is another battle for me that I have to face. Then I'm coping, every day is new battle for me, I can say, literally. I'm trying to cope. I'm trying to make myself calm and composed and cope with everything that comes in front of me. Yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | What about understanding your course material and assessments?  Interviewee: Yeah. That's - I'm having a lot of difficulty because…  Facilitator: What sort of difficulty?  Interviewee: Difficulty as in understanding what this course is about. Trying to understand my assessments because I'm quite late in all the classes and due date is really coming near and it's pressure - that sort of pressure. Learning difficulty, yes. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1146 |  | 3 |  | | | | | | |
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|  | | | Back in my country I did use Blackboard for one subject, physical education, but it was only on that subject only. Here it's whole new different level so I'm still trying to cope with all of this. | | | | | | | | | | | | | |  |
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|  | | | I had to face a big struggle to find my classes. I was in university but I was not really allowed to take any classes because of my study plan. I enrolled myself in my own subjects because I thought that's compulsory, so okay, fine, let's enrol myself there. But later on I found out that I had to enrol myself according to the study plan so management at first they didn't allow me to take classes and now I am two weeks - three weeks late for the classes. Yeah. That's another difficulty for me, but I'm trying to cope. So - yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0313 |  | 1 |  | | | | | | |
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|  | | | yes, after having [inaudible] father in law, he owned a restaurant, then we had agriculture rent also, but it's not really - it's not strong evidence so we had to make that to gross income. So there we had to make a few changes, otherwise it was easy. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\Bribe** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0313 |  | 1 |  | | | | | | |
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|  | | | yes, after having [inaudible] father in law, he owned a restaurant, then we had agriculture rent also, but it's not really - it's not strong evidence so we had to make that to gross income. So there we had to make a few changes, otherwise it was easy. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0585 |  | 2 |  | | | | | | |
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|  | | | Do you get home sick?  Interviewee: Yes I do, a lot. Especially now that I'm struggling in part of finding job. We have everything over there. It's not that due finance problem we are here in Australia. So - yeah.  Facilitator: What about life back home do you miss the most?  Interviewee: Family. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yeah. Family mostly. It's not about comfort or anything else, but your family members being around and seeing them in front of you. Yeah. That's the most difficult part. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0585 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0358 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:09 AM |  |
|  | | | No. Not really. In that part I'm really struggling a lot. Even my husband, it has been four weeks that we have been here in Brisbane, still people say it's very new, very new, but then it's already four weeks for us and we have a lot of expenses. In that part we do need to start work. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Beastie\_1\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1974 |  | 7 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:28 AM |  |
|  | | | Okay. So you've been here eight months. Why do you say that you might not have come?  Interviewee: Because of all the pressures that I have right now. I do like it here because of the independence and things that I have been learning. Everything is new, and I've grown. My boundaries have been broken. I've learnt lots of new things but, sometimes I get really homesick. I really miss my family. Out of nowhere I cry out loud just because I want to see my family. The people here don't know me. I don't know them. There is lots of miscommunication, misunderstandings. | | | | | | | | | | | | | |  |
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|  | | | Actually I don't have many friends. If I have to count, I can count it in the palm - I didn't make many friends here. I have classmates whom I talk to about work only. I'm not close with anyone beside my [cousin brother] who is also here. Recently, after me he came. I am close with him. He's the only one I talk to most of the time because he's family. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:33 AM |  |
|  | | | So what is restricting you from making friends? Is it because they are from different castes or a different place in Nepal? What is it?  Interviewee: It doesn't have to do with anyone right now, it's just from my experience. It's my personal opinion that I don't want many people in my life right now. [Laughs] Also because I feel very uncomfortable meeting with new people. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:45 AM |  |
|  | | | I see. Okay. What do you find most rewarding as a student in Australia? The best part.  Interviewee: The best part of being a student in Australia. I will have an international degree which is very much a proud position back in our country. I think that is the most rewarding. Yeah. | | | | | | | | | | | | | |  |
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|  | | | For the language I have not had any problems. Maybe because we all had exams before we came here. I think it's the same thing for every student that are here. I think they all have a good amount of information and language, so I have not had a problem with language | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 8:50 AM |  |
|  | | | For the accent I did have a problem when I first came here in my PPP program. She was, I think, a pureAussie and whenever she talked - like she was good at what she was teaching but the accent was kind of getting in the way when I was trying to understand her. I would hear a different thing, but she would be saying another thing. A bit of a problem with accents. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 8:50 AM |  |
|  | | | How long did it take you to get out of that, to understand what she was actually saying?  Interviewee: It took my about three months. Aussie accents are quite strong. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0217 |  | 1 |  | | | | | | |
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|  | | | For the language I have not had any problems. Maybe because we all had exams before we came here. I think it's the same thing for every student that are here. I think they all have a good amount of information and language, so I have not had a problem with language | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0439 |  | 2 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0608 |  | 2 |  | | | | | | |
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|  | | | Actually I don't have many friends. If I have to count, I can count it in the palm - I didn't make many friends here. I have classmates whom I talk to about work only. I'm not close with anyone beside my [cousin brother] who is also here. Recently, after me he came. I am close with him. He's the only one I talk to most of the time because he's family. | | | | | | | | | | | | | |  |
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|  | | | So what is restricting you from making friends? Is it because they are from different castes or a different place in Nepal? What is it?  Interviewee: It doesn't have to do with anyone right now, it's just from my experience. It's my personal opinion that I don't want many people in my life right now. [Laughs] Also because I feel very uncomfortable meeting with new people. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0472 |  | 1 |  | | | | | | |
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|  | | | Okay. So you've been here eight months. Why do you say that you might not have come?  Interviewee: Because of all the pressures that I have right now. I do like it here because of the independence and things that I have been learning. Everything is new, and I've grown. My boundaries have been broken. I've learnt lots of new things but, sometimes I get really homesick. I really miss my family. Out of nowhere I cry out loud just because I want to see my family. The people here don't know me. I don't know them. There is lots of miscommunication, misunderstandings. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0236 |  | 1 |  | | | | | | |
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|  | | | I see. Okay. What do you find most rewarding as a student in Australia? The best part.  Interviewee: The best part of being a student in Australia. I will have an international degree which is very much a proud position back in our country. I think that is the most rewarding. Yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2372 |  | 5 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:24 AM |  |
|  | | | Well it was quite tiring, and it was a lot of work. For visas, I had to wait for two weeks after I applied for it. So I would not say that it was too long. I think it was average, according to everyone I have heard from, who had waited for months, but for some it was a day but for some it was for a month. For me it was just two weeks. So for visa it was not so difficult for me.  I think after my experience with the visa, I think it just happens randomly because my friend, she is a [Dean listed] student and she has always been a [topper] but her visa was so late for a month. I don't know what was the problem. She has even got the scholarship but then the visa was just not coming. I think the High Commissions, maybe they do have some reasons, but we didn't see any problem for her to come here and study. For me getting a visa was not a problem. | | | | | | | | | | | | | |  |
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|  | | | For my [family], it was bit expensive for my status and for my country. But because I have a big family and because my big brother earns well and is not married and he is devoted to the family, he is the one who has supported me financially in everything. | | | | | | | | | | | | | |  |
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|  | | | We had to get a loan for my education though, because it was still not enough. We did get an education loan and then I was able to apply and do everything after that. Yes. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:27 AM |  |
|  | | | Did you want to come to Australia?  Interviewee: At first, I did want it and then I didn't want it. But after coming here I realised that it would have been fine even if I'd stayed back. | | | | | | | | | | | | | |  |
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|  | | | Even your own people, your own race and own ethnicity?  Interviewee: I haven't met many people of my own race and he's the one who is from my own race.  Facilitator: What do you mean, by your caste?  Interviewee: Yeah, caste. We are a very close caste. I'm Rai.  Facilitator: You're a Rai caste?  Interviewee: Yeah.  Facilitator: Oh, I see. So you sort of like to mix with your own kind is it?  Interviewee: Kind of, yeah.  Facilitator: It makes you more comfortable?  Interviewee: Yeah, it's makes me comfortable and if I'm uncomfortable it means I'm really uncomfortable. So I don't even start a conversation with new people.  Facilitator: So with this other friend of yours, he is also from the same caste?  Interviewee: Yes.  Facilitator: So how easy is to speak with him here, in Australia?  Interviewee: It is very easy because we are very open people. We talk a lot and then talk about lots of stuff with each other, like what is going on.  Facilitator: So is there a big community of your caste here?  Interviewee: Yeah, it seems so because - it's not that big, but I didn't think there would be at least that much. They celebrated our culture, cultural events program. So from that time I have come to know that there is a community here of our race, our caste, and they do try to get everyone together. They have get together programs and make people know what we are here and we're all together. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Caste restrictions in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1157 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:34 AM |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0705 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:24 AM |  |
|  | | | Well it was quite tiring, and it was a lot of work. For visas, I had to wait for two weeks after I applied for it. So I would not say that it was too long. I think it was average, according to everyone I have heard from, who had waited for months, but for some it was a day but for some it was for a month. For me it was just two weeks. So for visa it was not so difficult for me.  I think after my experience with the visa, I think it just happens randomly because my friend, she is a [Dean listed] student and she has always been a [topper] but her visa was so late for a month. I don't know what was the problem. She has even got the scholarship but then the visa was just not coming. I think the High Commissions, maybe they do have some reasons, but we didn't see any problem for her to come here and study. For me getting a visa was not a problem. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0509 |  | 3 |  | | | | | | |
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|  | | | For my [family], it was bit expensive for my status and for my country. But because I have a big family and because my big brother earns well and is not married and he is devoted to the family, he is the one who has supported me financially in everything. | | | | | | | | | | | | | |  |
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|  | | | We had to get a loan for my education though, because it was still not enough. We did get an education loan and then I was able to apply and do everything after that. Yes. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:27 AM |  |
|  | | | Did you want to come to Australia?  Interviewee: At first, I did want it and then I didn't want it. But after coming here I realised that it would have been fine even if I'd stayed back. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2245 |  | 9 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:30 AM |  |
|  | | | I see. Do you have a job at the moment?  Interviewee: Yeah, I do. I work in a café as a waitress. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:31 AM |  |
|  | | | Yes, it's getting better now. In the beginning it was worse, but now it's better after some time. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:32 AM |  |
|  | | | I'm not close with anyone beside my [cousin brother] who is also here. Recently, after me he came. I am close with him. He's the only one I talk to most of the time because he's family. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:40 AM |  |
|  | | | As a learner, and this is a Master's degree, I found it quite difficult in the beginning. I still find it difficult sometimes because we were not familiar with this kind of system of study. We just had books, we just went to the class and just take notes and the teacher tells us everything. Each and every chapter is being taught like taking a week but here you just have to learn everything in a day, and you have to do everything, the research, yourself. It's quite…  Facilitator: …daunting.  Interviewee: Yeah. It's hard. It's kind of difficult. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 8:41 AM |  |
|  | | | As a learner, and this is a Master's degree, I found it quite difficult in the beginning. I still find it difficult sometimes because we were not familiar with this kind of system of study. We just had books, we just went to the class and just take notes and the teacher tells us everything. Each and every chapter is being taught like taking a week but here you just have to learn everything in a day, and you have to do everything, the research, yourself. It's quite…  Facilitator: …daunting.  Interviewee: Yeah. It's hard. It's kind of difficult. | | | | | | | | | | | | | |  |
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|  | | | How long did it take you to actually start being on top of everything?  Interviewee: I'm still not at the top but I have come to understand everything now. It took me, I think, three months, the whole [PPP program]. In Australia, I had to do PPP program. I think after all that I came to know about how the schedule works. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 8:48 AM |  |
|  | | | Yeah, I am familiar but just with the applications sometimes, I'm just not familiar with the applications. It takes a while to go around it and then it takes me a bit of time.  Facilitator: What do you mean by applications?  Interviewee: Like [unclear] and they tell us [unclear]. I went there but the thing that I'm searching for I don't see it there. I have keep asking and asking and have to go around, and around and I bump into the place I'm supposed to… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 8:51 AM |  |
|  | | | I think it would be whenever I'm doing a [unclear]. When I'm doing research and when I have to read lots of articles, I find it very challenging because I like doing things fast and finishing it and getting it done, but when I'm doing literacy and reading, I have to keep on searching and searching. I have to go through four or five articles and that has got into my work every time. I have divided it with my friend and then I get it done. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/8/2019 8:52 AM |  |
|  | | | Yeah, as a learner I think the thing that I found difficult was with the assessments and research and the applications. I think it would be better for learners if they would provide a class - I think orientation, more than orientation and going out to eat. It's better if they give us a heads up of how you can use the application, like whole detail, everything. Like a very descriptive program which will help them do their coursework in the future, when they attend their class and when they try to attend their assessment, I think that would be more helpful. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1278 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:41 AM |  |
|  | | | As a learner, and this is a Master's degree, I found it quite difficult in the beginning. I still find it difficult sometimes because we were not familiar with this kind of system of study. We just had books, we just went to the class and just take notes and the teacher tells us everything. Each and every chapter is being taught like taking a week but here you just have to learn everything in a day, and you have to do everything, the research, yourself. It's quite…  Facilitator: …daunting.  Interviewee: Yeah. It's hard. It's kind of difficult. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:51 AM |  |
|  | | | I think it would be whenever I'm doing a [unclear]. When I'm doing research and when I have to read lots of articles, I find it very challenging because I like doing things fast and finishing it and getting it done, but when I'm doing literacy and reading, I have to keep on searching and searching. I have to go through four or five articles and that has got into my work every time. I have divided it with my friend and then I get it done. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yeah, as a learner I think the thing that I found difficult was with the assessments and research and the applications. I think it would be better for learners if they would provide a class - I think orientation, more than orientation and going out to eat. It's better if they give us a heads up of how you can use the application, like whole detail, everything. Like a very descriptive program which will help them do their coursework in the future, when they attend their class and when they try to attend their assessment, I think that would be more helpful. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0157 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:32 AM |  |
|  | | | I'm not close with anyone beside my [cousin brother] who is also here. Recently, after me he came. I am close with him. He's the only one I talk to most of the time because he's family. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0162 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:30 AM |  |
|  | | | I see. Do you have a job at the moment?  Interviewee: Yeah, I do. I work in a café as a waitress. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:31 AM |  |
|  | | | Yes, it's getting better now. In the beginning it was worse, but now it's better after some time. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0453 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:40 AM |  |
|  | | | As a learner, and this is a Master's degree, I found it quite difficult in the beginning. I still find it difficult sometimes because we were not familiar with this kind of system of study. We just had books, we just went to the class and just take notes and the teacher tells us everything. Each and every chapter is being taught like taking a week but here you just have to learn everything in a day, and you have to do everything, the research, yourself. It's quite…  Facilitator: …daunting.  Interviewee: Yeah. It's hard. It's kind of difficult. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0377 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:48 AM |  |
|  | | | Yeah, I am familiar but just with the applications sometimes, I'm just not familiar with the applications. It takes a while to go around it and then it takes me a bit of time.  Facilitator: What do you mean by applications?  Interviewee: Like [unclear] and they tell us [unclear]. I went there but the thing that I'm searching for I don't see it there. I have keep asking and asking and have to go around, and around and I bump into the place I'm supposed to… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0269 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:44 AM |  |
|  | | | How long did it take you to actually start being on top of everything?  Interviewee: I'm still not at the top but I have come to understand everything now. It took me, I think, three months, the whole [PPP program]. In Australia, I had to do PPP program. I think after all that I came to know about how the schedule works. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0416 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:28 AM |  |
|  | | | I've learnt lots of new things but, sometimes I get really homesick. I really miss my family. Out of nowhere I cry out loud just because I want to see my family. The people here don't know me. I don't know them. There is lots of miscommunication, misunderstandings. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:31 AM |  |
|  | | | Being with my family members the most because I would not even have to speak, and they would know what I was going through. They would know what I wanted. They care a lot, so the caring part is the one I think I miss a lot about my family. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0416 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:28 AM |  |
|  | | | I've learnt lots of new things but, sometimes I get really homesick. I really miss my family. Out of nowhere I cry out loud just because I want to see my family. The people here don't know me. I don't know them. There is lots of miscommunication, misunderstandings. | | | | | | | | | | | | | |  |
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|  | | | Being with my family members the most because I would not even have to speak, and they would know what I was going through. They would know what I wanted. They care a lot, so the caring part is the one I think I miss a lot about my family. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Beckham\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1445 |  | 7 |  | | | | | | |
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|  | | | Yeah, Australia was my first choice, but I was looking at different cities because my brother was in Perth and I wanted to look for the options, but still Brisbane was the best option for me because I didn't have any family members over here. I didn't want to get obliged to my family members, so me along with my friend who is a very good friend, we're friends from Class 4. So… | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 119 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:36 AM |  |
|  | | | The comfort. The comfort of not worrying about what to eat, what to cook, that's the main thing. The other thing is the daily chores that you normally don't do at home, but here you have to do everything by yourself and yeah, those are the things - | | | | | | | | | | | | | |  |
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|  | | | I had one friend who I came along which I have already told you, but I made another friend who we are living together, so we are three people living together at the moment. But yeah, I have Nepalese friends. I've got friends, national friends as well so… | | | | | | | | | | | | | |  |
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|  | | | The good thing was that I stayed in a shared apartment when I came here, so it made it pretty easy to interact with people from other nations, so that was how I got used to talking to them and made friends with them. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 9:55 AM |  |
|  | | | After coming here I think you get more independent because you start working and you take your own decisions. You make wrong things, but you know how to make it right. So here you're alone which is a bit of a negative thing, because like we as a human, we are not built to be alone. But still, once we're alone we know what is it to make a decision, like you're earning yourself. You're spending yourself. How much is good for you to spend and how much is good for you to earn, so you need to balance your life with studies, as well as your income. So that's maybe a plus point for me. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 10:17 AM |  |
|  | | | In my first trimester maybe I had like - I was not used to Australian accent. But after that it was - because I got used to it and where I was working, the work is filled with Australians so that was a bit helpful as well. So now I don't think there's any problems, but maybe in the first trimester. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 10:20 AM |  |
|  | | | It was not hard for me to understand what they were saying, like it was not like I was not understanding everything. But still there were a few words, like a few words and a few letters, for example like we call H for H so like these small things, you know, it matters. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0365 |  | 2 |  | | | | | | |
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|  | | | In my first trimester maybe I had like - I was not used to Australian accent. But after that it was - because I got used to it and where I was working, the work is filled with Australians so that was a bit helpful as well. So now I don't think there's any problems, but maybe in the first trimester. | | | | | | | | | | | | | |  |
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|  | | | It was not hard for me to understand what they were saying, like it was not like I was not understanding everything. But still there were a few words, like a few words and a few letters, for example like we call H for H so like these small things, you know, it matters. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0303 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:35 AM |  |
|  | | | I had one friend who I came along which I have already told you, but I made another friend who we are living together, so we are three people living together at the moment. But yeah, I have Nepalese friends. I've got friends, national friends as well so… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:36 AM |  |
|  | | | The good thing was that I stayed in a shared apartment when I came here, so it made it pretty easy to interact with people from other nations, so that was how I got used to talking to them and made friends with them. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0401 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:21 AM |  |
|  | | | Yeah, Australia was my first choice, but I was looking at different cities because my brother was in Perth and I wanted to look for the options, but still Brisbane was the best option for me because I didn't have any family members over here. I didn't want to get obliged to my family members, so me along with my friend who is a very good friend, we're friends from Class 4. So… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:36 AM |  |
|  | | | The comfort. The comfort of not worrying about what to eat, what to cook, that's the main thing. The other thing is the daily chores that you normally don't do at home, but here you have to do everything by yourself and yeah, those are the things - | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0374 |  | 1 |  | | | | | | |
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|  | | | After coming here I think you get more independent because you start working and you take your own decisions. You make wrong things, but you know how to make it right. So here you're alone which is a bit of a negative thing, because like we as a human, we are not built to be alone. But still, once we're alone we know what is it to make a decision, like you're earning yourself. You're spending yourself. How much is good for you to spend and how much is good for you to earn, so you need to balance your life with studies, as well as your income. So that's maybe a plus point for me. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0884 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:20 AM |  |
|  | | | It was an easy decision to make because my brother was studying here in Australia… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:21 AM |  |
|  | | | …yeah, we've been together ever since. Then I just started my visa process. We had to log I think 45 lax just to keep in the [unclear]…  Facilitator: How much would that be in Australian currency?  Interviewee: I need to calculate, but maybe it'll be around $20,000, $25,000. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 9:22 AM |  |
|  | | | My mum, she invested some money over there and I think I had some of my savings as well because I worked for two years, so that helped. The visa process was fairly easy because we just needed to provide a Statement of Purpose why I wanted to come here and those sorts of things. But yeah, that was it and then I applied for the visa. I got my visa in a month or two… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 10:03 AM |  |
|  | | | Because I had some cash when I came here, the normal amount that you can bring, but because I was here alone with my friends I spent a lot of money because I didn't - I thought for myself that I would get a job easily and I would stand on my feet very, very easily. But… | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 121 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 10:15 AM |  |
|  | | | Is that money enough to sustain you here, your school fees, your living expense?  Interviewee: It's not enough to pay the fees. It's definitely not enough for…  Facilitator: So where are you getting your fees from?  Interviewee: I was able to pay a couple of trimesters and the next one, so it'll be three trimesters I'll be paying myself and the rest three was paid by my parents… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0466 |  | 3 |  | | | | | | |
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|  | | | It was an easy decision to make because my brother was studying here in Australia… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:21 AM |  |
|  | | | …yeah, we've been together ever since. Then I just started my visa process. We had to log I think 45 lax just to keep in the [unclear]…  Facilitator: How much would that be in Australian currency?  Interviewee: I need to calculate, but maybe it'll be around $20,000, $25,000. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 9:22 AM |  |
|  | | | My mum, she invested some money over there and I think I had some of my savings as well because I worked for two years, so that helped. The visa process was fairly easy because we just needed to provide a Statement of Purpose why I wanted to come here and those sorts of things. But yeah, that was it and then I applied for the visa. I got my visa in a month or two… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0174 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:03 AM |  |
|  | | | Because I had some cash when I came here, the normal amount that you can bring, but because I was here alone with my friends I spent a lot of money because I didn't - I thought for myself that I would get a job easily and I would stand on my feet very, very easily. But… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\University fees** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0243 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:15 AM |  |
|  | | | Is that money enough to sustain you here, your school fees, your living expense?  Interviewee: It's not enough to pay the fees. It's definitely not enough for…  Facilitator: So where are you getting your fees from?  Interviewee: I was able to pay a couple of trimesters and the next one, so it'll be three trimesters I'll be paying myself and the rest three was paid by my parents… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2362 |  | 12 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:22 AM |  |
|  | | | I'm working in a pizza shop. I do deliveries as well as I make pizzas. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:38 AM |  |
|  | | | The difference is - basically the main difference is that the strength of the class used to be really high back in Nepal and India where I studied. There used to be 80, 90 students in a class where there used to be one lecturer who was shouting at the top of his voice, but still we couldn't hear it. So that was the main problem, but here like the classes are pretty - the strength of the classes is pretty low and the teachers are pretty responsive. No matter how stupid the question you ask, but still you get a good response which is very good. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 9:56 AM |  |
|  | | | I've not studied university level in Nepal so I'm not - I don't know what goes in Nepalese universities, but I can compare it with India. Yeah, so basically I think the main thing over here is it's more of you study through projectors and then you look at real life scenarios, the videos which make classes pretty interesting. But back when I started in school it was more of a teacher giving a lecture and yeah, it used to be a very old way of teaching. But still, that's what is used too in Nepal. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 9:59 AM |  |
|  | | | So with technology you had no problem when you came here, or were you worried about how to operate or go on the blackboard and portal and all that?  Interviewee: No, maybe it was a bit new for a week or two, but it was pretty simple, pretty simple to get used to. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 10:03 AM |  |
|  | | | So with technology you had no problem when you came here, or were you worried about how to operate or go on the blackboard and portal and all that?  Interviewee: No, maybe it was a bit new for a week or two, but it was pretty simple, pretty simple to get used to. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 10:13 AM |  |
|  | | | It's the consultant. It's the people who I talk to. It's always like you're just a phone call away from happiness, so you know, waiting for the right call so that you can get a job. But for me it took around three months to get a job and it was pretty difficult towards the last two weeks, because I was getting low on cash and I didn't have any job. So I was getting pretty worried so… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 10:14 AM |  |
|  | | | Yeah. The phone call didn't come, like I - we, we as a friend, we applied for every jobs possible online, but we didn't have any calls from internet and our only hope was that we search the internet sites for the jobs. But then we shifted towards handing our own CVs, so we went to all the - mostly like 90 per cent of the restaurants to hand over our resumes. So after that, yes, there was a phone call and I've been working in the same shop for one and a half years now. So yeah, it took me two or three weeks just to get back on my feet after I was about to lose all the money that I'd had. But yeah, it was a good experience because… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 10:23 AM |  |
|  | | | It's pretty much simple, like everything is discussed in the lecture - the lecturers help you if you're stuck in any of the assignments. The thing was that the new thing that I learned was about plagiarism…  Facilitator: Yes, okay.  Interviewee: …where you can't just copy any materials and paste it on your assignment. So you have to give references, so that was a new thing but that was a good thing as well, because once you know how to reference and you start proper referencing, then your work becomes pretty easy and it… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/8/2019 10:24 AM |  |
|  | | | Everything was maybe the first trimester. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Education-wise it's really good. It's a very different way of studying for me because it's new, but still the best thing is they cover all the bases, the basic thing that you need to know about any subjects. To get good marks or to excel in that particular subject you have to be a bit creative thinking, so you need to think outside of the box… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 11 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Back home mostly it's - if you get a question, then you answer from the book. So it's like maths, so two plus two is four. In any other subject if you're studying, then still like two plus two is four you know… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Yeah, it's pretty much by heart, so yeah. But here it's - you don't need to keep on reading the same thing. Once you have the concept of it, then it'll be… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0542 |  | 2 |  | | | | | | |
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|  | | | I've not studied university level in Nepal so I'm not - I don't know what goes in Nepalese universities, but I can compare it with India. Yeah, so basically I think the main thing over here is it's more of you study through projectors and then you look at real life scenarios, the videos which make classes pretty interesting. But back when I started in school it was more of a teacher giving a lecture and yeah, it used to be a very old way of teaching. But still, that's what is used too in Nepal. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Education-wise it's really good. It's a very different way of studying for me because it's new, but still the best thing is they cover all the bases, the basic thing that you need to know about any subjects. To get good marks or to excel in that particular subject you have to be a bit creative thinking, so you need to think outside of the box… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Class room behaviour of Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0351 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | The difference is - basically the main difference is that the strength of the class used to be really high back in Nepal and India where I studied. There used to be 80, 90 students in a class where there used to be one lecturer who was shouting at the top of his voice, but still we couldn't hear it. So that was the main problem, but here like the classes are pretty - the strength of the classes is pretty low and the teachers are pretty responsive. No matter how stupid the question you ask, but still you get a good response which is very good. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0701 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:22 AM |  |
|  | | | I'm working in a pizza shop. I do deliveries as well as I make pizzas. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 10:13 AM |  |
|  | | | It's the consultant. It's the people who I talk to. It's always like you're just a phone call away from happiness, so you know, waiting for the right call so that you can get a job. But for me it took around three months to get a job and it was pretty difficult towards the last two weeks, because I was getting low on cash and I didn't have any job. So I was getting pretty worried so… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 10:14 AM |  |
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| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0168 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:59 AM |  |
|  | | | So with technology you had no problem when you came here, or were you worried about how to operate or go on the blackboard and portal and all that?  Interviewee: No, maybe it was a bit new for a week or two, but it was pretty simple, pretty simple to get used to. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0337 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:23 AM |  |
|  | | | It's pretty much simple, like everything is discussed in the lecture - the lecturers help you if you're stuck in any of the assignments. The thing was that the new thing that I learned was about plagiarism…  Facilitator: Yes, okay.  Interviewee: …where you can't just copy any materials and paste it on your assignment. So you have to give references, so that was a new thing but that was a good thing as well, because once you know how to reference and you start proper referencing, then your work becomes pretty easy and it… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0234 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Back home mostly it's - if you get a question, then you answer from the book. So it's like maths, so two plus two is four. In any other subject if you're studying, then still like two plus two is four you know… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 10:30 AM |  |
|  | | | Yeah, it's pretty much by heart, so yeah. But here it's - you don't need to keep on reading the same thing. Once you have the concept of it, then it'll be… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0194 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:03 AM |  |
|  | | | So with technology you had no problem when you came here, or were you worried about how to operate or go on the blackboard and portal and all that?  Interviewee: No, maybe it was a bit new for a week or two, but it was pretty simple, pretty simple to get used to. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 10:24 AM |  |
|  | | | Everything was maybe the first trimester. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 125 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0387 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:24 AM |  |
|  | | | Because I studied my bachelors in India, so I had the - I was pretty used to being away from the family, so after coming here to Australia I wouldn't say that I was homesick. But yeah, when I first went to India for my bachelors, yeah, then I was homesick for a while, yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:24 AM |  |
|  | | | The comfort. The comfort of not worrying about what to eat, what to cook, that's the main thing. The other thing is the daily chores that you normally don't do at home, but here you have to do everything by yourself and yeah, those are the things - and the love of the family. That cannot be replaced, so yeah, that's the thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0387 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:24 AM |  |
|  | | | Because I studied my bachelors in India, so I had the - I was pretty used to being away from the family, so after coming here to Australia I wouldn't say that I was homesick. But yeah, when I first went to India for my bachelors, yeah, then I was homesick for a while, yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 9:24 AM |  |
|  | | | The comfort. The comfort of not worrying about what to eat, what to cook, that's the main thing. The other thing is the daily chores that you normally don't do at home, but here you have to do everything by yourself and yeah, those are the things - and the love of the family. That cannot be replaced, so yeah, that's the thing. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0726 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 10:13 AM |  |
|  | | | It's the consultant. It's the people who I talk to. It's always like you're just a phone call away from happiness, so you know, waiting for the right call so that you can get a job. But for me it took around three months to get a job and it was pretty difficult towards the last two weeks, because I was getting low on cash and I didn't have any job. So I was getting pretty worried so… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 10:14 AM |  |
|  | | | Yeah. The phone call didn't come, like I - we, we as a friend, we applied for every jobs possible online, but we didn't have any calls from internet and our only hope was that we search the internet sites for the jobs. But then we shifted towards handing our own CVs, so we went to all the - mostly like 90 per cent of the restaurants to hand over our resumes. So after that, yes, there was a phone call and I've been working in the same shop for one and a half years now. So yeah, it took me two or three weeks just to get back on my feet after I was about to lose all the money that I'd had. But yeah, it was a good experience because… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 10:17 AM |  |
|  | | | …so yeah. You need your family's backing at least for a year as far as I know, because it's pretty difficult. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 126 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | **Files\\Student Interviews\\Chintu\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1772 |  | 8 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 12:09 PM |  |
|  | | | Yeah, I have made many international friends in the college. I am so lucky; they are so good. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:11 PM |  |
|  | | | When I first attend the lecture, I didn't want to mention the lecturer name, two lecturers used to give us class in our first trimester. One was very kind, very good. Her pronouncing was same like us. We - yes same like us. We used to understand what she is saying. But another lecturer was not very good. We can't understand what she is saying. She speaks so fastly [sic] and as international student, us, it is difficult to catch all the words. That subject, I get little bit mark, I passed but I didn't get enough marks. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 12:10 PM |  |
|  | | | So yeah, maybe I can say the - I can't understand the word they are pronouncing. Our pronouncing and their pronouncing is so different and to be honest, she doesn't teach us. She was - the lecturer doesn't teach us - he or she, I don't want to mention their sex also - he or she only read the slides. That's not fair, they have to explain us what is that. They have to explain us, this is this. They only take the slides on and they read the slides. Nobody understand. Nobody - seriously, I'm not lying, or I'm not making anything - all the whole class doesn't understand. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 12:11 PM |  |
|  | | | Yeah, it was very difficult to catch up. In that subject, I got little bit less mark, but I am happy that I passed. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 12:12 PM |  |
|  | | | I find most rewarding, the best thing they are giving here is time for the student. They are giving time. They want us - how can I say that - they want us - we learn as much as - how can I say that? Oh my god. They are just giving us… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 12:15 PM |  |
|  | | | Yeah, all the material we want, all the support. When we're doing assignment and as I told you earlier, one lecturer was nice. She or he, the lecturer, helped us in the whole assignment. She used to discuss the whole assignment and she used to tell us what is there - if there is any problems just come and ask. But another lecturer was not so good to us. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 12:18 PM |  |
|  | | | Even there is not used to have any presentation. Here we - I have [unclear] first time the presentation and first time the assignment like this. In Nepal there is not like this. That was also difficulties for us, for to give the presentation in the whole class and not in our language, in a second language, that is English. It was very difficult to give the presentation. Assignment was okay, we didn't have to speak, we [have to just do], we can also discuss with our friends if there is any difficulties. But in the presentation, it was very difficult. But hopefully, it went good. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 12:22 PM |  |
|  | | | Yeah. Mostly the students are from India. Half, 50 per cent of students are from India and 50 are from another Asian country. Those 50 Asian it is a little bit difficult to talk with another Asia except of India - Indian students. It is a little bit difficult to talk with others from like Vietnam, Chinese, and they are from - Philippines, they are also from Philippines, they are also from Bhutan.  Their English is very bad compared to us. Their English is very bad, seriously bad. Even their laptop they are using, it is in their own language, it is not in English. At least we have in English. It is in their Chinese language, so it is very difficult to talk with them. But with Indians their English is also very good and we can talk in their language because many, almost all Nepalese people know the Indian language, they can talk in Hindi. So, with Indian people, there is not any difficulties. But with other Asian students, it is a little bit difficult. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0796 |  | 2 |  | | | | | | |
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|  | | | Even there is not used to have any presentation. Here we - I have [unclear] first time the presentation and first time the assignment like this. In Nepal there is not like this. That was also difficulties for us, for to give the presentation in the whole class and not in our language, in a second language, that is English. It was very difficult to give the presentation. Assignment was okay, we didn't have to speak, we [have to just do], we can also discuss with our friends if there is any difficulties. But in the presentation, it was very difficult. But hopefully, it went good. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:22 PM |  |
|  | | | Yeah. Mostly the students are from India. Half, 50 per cent of students are from India and 50 are from another Asian country. Those 50 Asian it is a little bit difficult to talk with another Asia except of India - Indian students. It is a little bit difficult to talk with others from like Vietnam, Chinese, and they are from - Philippines, they are also from Philippines, they are also from Bhutan.  Their English is very bad compared to us. Their English is very bad, seriously bad. Even their laptop they are using, it is in their own language, it is not in English. At least we have in English. It is in their Chinese language, so it is very difficult to talk with them. But with Indians their English is also very good and we can talk in their language because many, almost all Nepalese people know the Indian language, they can talk in Hindi. So, with Indian people, there is not any difficulties. But with other Asian students, it is a little bit difficult. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0624 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 12:11 PM |  |
|  | | | When I first attend the lecture, I didn't want to mention the lecturer name, two lecturers used to give us class in our first trimester. One was very kind, very good. Her pronouncing was same like us. We - yes same like us. We used to understand what she is saying. But another lecturer was not very good. We can't understand what she is saying. She speaks so fastly [sic] and as international student, us, it is difficult to catch all the words. That subject, I get little bit mark, I passed but I didn't get enough marks. | | | | | | | | | | | | | |  |
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|  | | | So yeah, maybe I can say the - I can't understand the word they are pronouncing. Our pronouncing and their pronouncing is so different and to be honest, she doesn't teach us. She was - the lecturer doesn't teach us - he or she, I don't want to mention their sex also - he or she only read the slides. That's not fair, they have to explain us what is that. They have to explain us, this is this. They only take the slides on and they read the slides. Nobody understand. Nobody - seriously, I'm not lying, or I'm not making anything - all the whole class doesn't understand. | | | | | | | | | | | | | |  |
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|  | | | Yeah, it was very difficult to catch up. In that subject, I got little bit less mark, but I am happy that I passed. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0048 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 12:09 PM |  |
|  | | | Yeah, I have made many international friends in the college. I am so lucky; they are so good. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0304 |  | 2 |  | | | | | | |
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|  | | | I find most rewarding, the best thing they are giving here is time for the student. They are giving time. They want us - how can I say that - they want us - we learn as much as - how can I say that? Oh my god. They are just giving us… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:15 PM |  |
|  | | | Yeah, all the material we want, all the support. When we're doing assignment and as I told you earlier, one lecturer was nice. She or he, the lecturer, helped us in the whole assignment. She used to discuss the whole assignment and she used to tell us what is there - if there is any problems just come and ask. But another lecturer was not so good to us. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1867 |  | 7 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 11:49 AM |  |
|  | | | It was a little bit difficult for the documentation because we have to make a lot of document for this. According to the enrolment, first, we have to give the interview for here. It was [taken in the phone] from [unclear] university. I was selected then my visa process was start. After that, talking about the financial, we have criteria for that. For that, we have first to make the education loan and it couldn't be happen because of some problem. That's why I have to put money in the bank. I put maybe 42 lakhs, Nepalese rupee, 42 lax. It was paid by my family. We have to sell something - they would ask us from where you have taken so much money? That's why we make a document about we have sell our property. Sell our property… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 11:50 AM |  |
|  | | | No, we just actually sell it because it is government work, government paper so we can't take any kind of risks on that. So, we sell our property to our relatives, our close relatives to make the document. So that it will be safe. By this - the financial was not so much but only the thing that was the documentation. It took very much time. We had to run here and there for the document. This month, that was and my visa I have in 16 days. Just 16 days [unclear] the visa. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 11:51 AM |  |
|  | | | Yeah I was very happy. In the initial period, I give party to my friends also. But after coming here it is different, totally different, yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 11:52 AM |  |
|  | | | Yeah it was my first choice because, you know in this - friends, our friends in the [southern] area posted photos and we feel like, oh, Australia is very good to enjoy. We have to - they are posting very beautiful photos of - by the beautiful scenery, in the beach, somewhere in the garden. We feel like we are attracted on that picture. The first attraction was our first [social media] that our friends posted, their photos. We came here, just liked it… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 11:58 AM |  |
|  | | | About my fees, I have to call up my mum, mum the fee is due next month. I need money for that, and it take me nearly six Nepalese 6 lakhs for this trimester fee. They send it to me, and I pay here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 12:05 PM |  |
|  | | | Yeah. I want to go home. Yeah, if I get a chance to go home, I will be back to my home. Here is a suggestion, I'm just talking as a suggestion, I can't go back to my home country because they have but first - they have to pay so much money to come here. They are paying my fees. How can I return back to my home? It is very unfair to my parents. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 12:26 PM |  |
|  | | | The main thing, the main problem is we have - in university we had to attend our class. Due to - still we have to pay for our rent, we have to pay for our expenses, and we have to pay for our college fee. For this - in the university, we have to attend our class and for that we can't do the job. The job we get is only in the - is a weekdays job, Monday to Friday. Our university also run in the Monday to Friday, we're doing that. For that, we can't do job. We have to leave the job for the university. It is very difficult to - for this. If we can't do job, how can we pay for that fees, rent, expenses? How can - this is the main reason.  University have to also [consist] in this because this will also think about the international students. Because we don't have anyone here. We are totally new here. Our family spend a lot of money to send us here. All the time, every time we [can't see them to - to send money] send us money. We have sometimes - one day we have to do it by our self and the university is not letting us to do that. Because they only say that come to college, you have to attend, you have to attend. But how can we attend? How can we do job if we have to attend here? That is the main thing, yeah. I think all the international students have this problem. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0929 |  | 4 |  | | | | | | |
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|  | | | It was a little bit difficult for the documentation because we have to make a lot of document for this. According to the enrolment, first, we have to give the interview for here. It was [taken in the phone] from [unclear] university. I was selected then my visa process was start. After that, talking about the financial, we have criteria for that. For that, we have first to make the education loan and it couldn't be happen because of some problem. That's why I have to put money in the bank. I put maybe 42 lakhs, Nepalese rupee, 42 lax. It was paid by my family. We have to sell something - they would ask us from where you have taken so much money? That's why we make a document about we have sell our property. Sell our property… | | | | | | | | | | | | | |  |
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|  | | | No, we just actually sell it because it is government work, government paper so we can't take any kind of risks on that. So, we sell our property to our relatives, our close relatives to make the document. So that it will be safe. By this - the financial was not so much but only the thing that was the documentation. It took very much time. We had to run here and there for the document. This month, that was and my visa I have in 16 days. Just 16 days [unclear] the visa. | | | | | | | | | | | | | |  |
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|  | | | Yeah I was very happy. In the initial period, I give party to my friends also. But after coming here it is different, totally different, yeah. | | | | | | | | | | | | | |  |
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|  | | | Yeah it was my first choice because, you know in this - friends, our friends in the [southern] area posted photos and we feel like, oh, Australia is very good to enjoy. We have to - they are posting very beautiful photos of - by the beautiful scenery, in the beach, somewhere in the garden. We feel like we are attracted on that picture. The first attraction was our first [social media] that our friends posted, their photos. We came here, just liked it… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0658 |  | 1 |  | | | | | | |
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|  | | | The main thing, the main problem is we have - in university we had to attend our class. Due to - still we have to pay for our rent, we have to pay for our expenses, and we have to pay for our college fee. For this - in the university, we have to attend our class and for that we can't do the job. The job we get is only in the - is a weekdays job, Monday to Friday. Our university also run in the Monday to Friday, we're doing that. For that, we can't do job. We have to leave the job for the university. It is very difficult to - for this. If we can't do job, how can we pay for that fees, rent, expenses? How can - this is the main reason.  University have to also [consist] in this because this will also think about the international students. Because we don't have anyone here. We are totally new here. Our family spend a lot of money to send us here. All the time, every time we [can't see them to - to send money] send us money. We have sometimes - one day we have to do it by our self and the university is not letting us to do that. Because they only say that come to college, you have to attend, you have to attend. But how can we attend? How can we do job if we have to attend here? That is the main thing, yeah. I think all the international students have this problem. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0178 |  | 1 |  | | | | | | |
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|  | | | Yeah. I want to go home. Yeah, if I get a chance to go home, I will be back to my home. Here is a suggestion, I'm just talking as a suggestion, I can't go back to my home country because they have but first - they have to pay so much money to come here. They are paying my fees. How can I return back to my home? It is very unfair to my parents. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\University fees** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0101 |  | 1 |  | | | | | | |
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|  | | | About my fees, I have to call up my mum, mum the fee is due next month. I need money for that, and it take me nearly six Nepalese 6 lakhs for this trimester fee. They send it to me, and I pay here. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2538 |  | 12 |  | | | | | | |
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|  | | | Yeah, I have a called up interview for many places. I was also selected but due to the uni here, we have to come to college anyhow. At first, I did a job in the café and I have to - due to the college there was an exam and I have to attend that. I come and I talked with them, with where I work and they said, no, you have to come here otherwise you have to leave the job. I had to left the job after one week. It was only one week I was working there.  After that, I didn't get job for the whole trimester. When it was break - our break was one month after that and I get a job of a kitchen hand. It was little bit far. I have to travel by public transport. It would have take two hours. Yeah, two hours. Sometimes it will take two and a half hours. I work there for - it will be 14 hours for a week. They give me 14 hours for a week. Not more than three hours per day. I have to go to work for three hours, by travelling two, two and a half hours. | | | | | | | | | | | | | |  |
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|  | | | Yeah, they were paying me in cash, 16 and a half. In the one month maybe I earned - how much I earn? Maybe nearly 800. I paid the rent, it was paid [pending]. I paid all, I gave all the money to that brother - I say brother to him. | | | | | | | | | | | | | |  |
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|  | | | Yeah, my friend [Sanvie] she has applied with me. We get visa together and we came together. What can I say? But she is staying with her sister and she is very kind to her. But the luck isn't fair to me. My sister, or my what, I can't say, my relatives, they were not good to me. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yeah, I am familiar, they are - they have iLearn and that is very useful for us, yeah.  Facilitator: How does it compare to what you were used to in Nepal?  Interviewee: Honestly speaking, in Nepal there is not anything like this. There is not - Nepal is a very backward country in the…  Facilitator: Technology. | | | | | | | | | | | | | |  |
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|  | | | …technology, yeah. There isn't any kind of this type of iLearn this type of [unclear]. | | | | | | | | | | | | | |  |
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|  | | | Even there is not used to have any presentation. Here we - I have [unclear] first time the presentation and first time the assignment like this. In Nepal there is not like this. That was also difficulties for us, for to give the presentation in the whole class and not in our language, in a second language, that is English. It was very difficult to give the presentation. Assignment was okay, we didn't have to speak, we [have to just do], we can also discuss with our friends if there is any difficulties. But in the presentation, it was very difficult. But hopefully, it went good. | | | | | | | | | | | | | |  |
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|  | | | Yeah, when I was giving my first presentation, literally I was very afraid. There wasn't any confidence. My confidence level was very down at that time. But I don't know, in the class activities - in the class, they used to do activities to make us prepare for the presentation. They used to make - just a five or 10 minutes discussing and just to give a presentation on that. So that we are prepared for our final presentation.  In that class activity, I was not talking. I went in front of the class and I was like, oh my god, how can I do this? It happened and the next time I speak a little bit more and in the third time in the class activities, I speak, and confident level was up, but my fourth presentation doesn’t - but [despite that] my first presentation doesn’t go well. But in the second presentation, I did well, I get a nice mark also.  Facilitator: Okay, that's good, that's really good. So, it took you a bit of time to get | | | | | | | | | | | | | |  |
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|  | | | Maybe. Yeah, our first trimester had for three months, nearly three months. One and a half months I was not accepting the fact that I'm here, I have to do my presentation by myself. I have to do my assignment. After that I… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/8/2019 12:21 PM |  |
|  | | | Yeah, now I'm okay. Now I can give any presentation. I can do any assignment. | | | | | | | | | | | | | |  |
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|  | | | When we are doing assessment, I'll write the assignment is given, it's okay. But the challenging for doing that assessment is the references. We have no - any idea about the references. They give us the - they told us to do the AP - something like APA reference and we have no idea. I have no idea about that because in Nepal it is not needed.  Facilitator: It is all new to you?  Interviewee: Yeah, very - totally new, it was. [Unclear] the librarian also came, the teacher also talk about that, but we didn't get anything in our mind. It was very difficult but later when we do many assignments - we do different assignment - and now, it still it is a little bit difficult to do the APA references but [many how] I get it. | | | | | | | | | | | | | |  |
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|  | | | How long do you think it took you to understand referencing?  Interviewee: Referencing, to be honest, I still didn’t understand the APA reference fully.  Facilitator: That's the longest [I’d say].  Interviewee: Yeah.  Facilitator: That one's the longest of taking…  Interviewee: Yeah, that APA reference is very difficult, I feel so. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/8/2019 12:27 PM |  |
|  | | | I don’t have anything. But hope it is benefit or not, but if it is okay, to consider for the international [unclear] regarding this, about the job and how to manage the study and job as well. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0783 |  | 2 |  | | | | | | |
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|  | | | Even there is not used to have any presentation. Here we - I have [unclear] first time the presentation and first time the assignment like this. In Nepal there is not like this. That was also difficulties for us, for to give the presentation in the whole class and not in our language, in a second language, that is English. It was very difficult to give the presentation. Assignment was okay, we didn't have to speak, we [have to just do], we can also discuss with our friends if there is any difficulties. But in the presentation, it was very difficult. But hopefully, it went good. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0143 |  | 1 |  | | | | | | |
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|  | | | Yeah, my friend [Sanvie] she has applied with me. We get visa together and we came together. What can I say? But she is staying with her sister and she is very kind to her. But the luck isn't fair to me. My sister, or my what, I can't say, my relatives, they were not good to me. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0704 |  | 3 |  | | | | | | |
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|  | | | Yeah, I have a called up interview for many places. I was also selected but due to the uni here, we have to come to college anyhow. At first, I did a job in the café and I have to - due to the college there was an exam and I have to attend that. I come and I talked with them, with where I work and they said, no, you have to come here otherwise you have to leave the job. I had to left the job after one week. It was only one week I was working there.  After that, I didn't get job for the whole trimester. When it was break - our break was one month after that and I get a job of a kitchen hand. It was little bit far. I have to travel by public transport. It would have take two hours. Yeah, two hours. Sometimes it will take two and a half hours. I work there for - it will be 14 hours for a week. They give me 14 hours for a week. Not more than three hours per day. I have to go to work for three hours, by travelling two, two and a half hours. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0205 |  | 2 |  | | | | | | |
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|  | | | …technology, yeah. There isn't any kind of this type of iLearn this type of [unclear]. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0544 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0156 |  | 2 |  | | | | | | |
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|  | | | Maybe. Yeah, our first trimester had for three months, nearly three months. One and a half months I was not accepting the fact that I'm here, I have to do my presentation by myself. I have to do my assignment. After that I… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:21 PM |  |
|  | | | Yeah, now I'm okay. Now I can give any presentation. I can do any assignment. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 134 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0543 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 11:54 AM |  |
|  | | | But here, there is not any relatives, no any relationship, just there is nothing here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:04 PM |  |
|  | | | Yeah. I want to go home. Yeah, if I get a chance to go home, I will be back to my home. Here is a suggestion, I'm just talking as a suggestion, I can't go back to my home country because they have but first - they have to pay so much money to come here. They are paying my fees. How can I return back to my home? It is very unfair to my parents. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 12:07 PM |  |
|  | | | I first miss - I want to talk about one thing, I was sick maybe two weeks ago. I was sick, I get the flu. In the home, yes they are good and kind, they help me in every suggestion, in every difficulties. When I was sick, they have to do their job also. They can't leave there, they have their one work, they have to go. Literally, there were no any people in the home. I was sick, there was nobody to give boiled water to me. At that time, I really missed my mum. That was a very difficult - and I call up my phone to my mother and I cry a lot. That's the thing. I miss my mum, yeah. I just wanted to see her and hug her. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0543 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 11:54 AM |  |
|  | | | But here, there is not any relatives, no any relationship, just there is nothing here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 12:04 PM |  |
|  | | | Yeah. I want to go home. Yeah, if I get a chance to go home, I will be back to my home. Here is a suggestion, I'm just talking as a suggestion, I can't go back to my home country because they have but first - they have to pay so much money to come here. They are paying my fees. How can I return back to my home? It is very unfair to my parents. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 12:07 PM |  |
|  | | | I first miss - I want to talk about one thing, I was sick maybe two weeks ago. I was sick, I get the flu. In the home, yes they are good and kind, they help me in every suggestion, in every difficulties. When I was sick, they have to do their job also. They can't leave there, they have their one work, they have to go. Literally, there were no any people in the home. I was sick, there was nobody to give boiled water to me. At that time, I really missed my mum. That was a very difficult - and I call up my phone to my mother and I cry a lot. That's the thing. I miss my mum, yeah. I just wanted to see her and hug her. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2130 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 11:53 AM |  |
|  | | | I'm 20 [turning] 20 I am. When I came here the reality is very different. What we expect, it doesn't happen here. Firstly, there is no one - my relatives, there is no one here. At first, my father find someone who is very - they are not close like our relatives they are very far. We doesn’t have any relations, here like something like that. They are from my father village. My father contact with them, she's a sister and her husband. When I come here they come to pick up me in the airport. After I came here I have set up the mind that I will stay with them till two to three months until I get a job. But here, there is not any relatives, no any relationship, just there is nothing here. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 11:54 AM |  |
|  | | | All the people think of themselves. They did very wrong to me. It was four days, it has [become] four days when I came here. Then they suddenly wanted - after four days - they go let's go, we have find a room here. Let's go to look up that room and I have no idea. I have come here by setting up my mind that I will stay with them for two to three months until I get a job. But they suddenly - they didn't discuss with me that they had sourced a room for me. They just tell me that just go look up the room, how is it. I was very shocked. They tell me to get dressed up, we are going after we are eating our breakfast. I was shocked. I call up my mother and they are saying this, this, this, what is this? You haven't talked with them all year. My mother said I haven't talked with them all year; how can they do this like this? But nothing happens here. No one is here for you. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 11:55 AM |  |
|  | | | In the first week I went to the [Clayfield] they are a Nepali family and we went there; we look up the rent, we look up the room and I was so distraught. I was very disappointed. I was very hurt, really I was very hurt at that time. I said, okay. I didn't think anything, I didn't see the room. Just I say okay, is it okay, I will [live] here. After - in the five days I [lived] there.  But when I go in my new home - I can say my new home - but luckily my relatives are not with me - but luckily my homeowner, he is very good. I am so lucky that he is very good. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 11:56 AM |  |
|  | | | It's been five months I'm here. I have no job. I'm not working. They just simply talk with me. You have no work, and you don't have job. Until you can get job, there is no need to give you any rent. Just give me [the last]. They are so, so kind and good to me. I feel very lucky that I find them. At that time, I think that if that situation was not happen to me, I wouldn't have stayed here. At that time, I was very hurt I didn't want to listen to anybody, I just say okay to stay here. But luckily I stayed there. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 11:59 AM |  |
|  | | | This is what life going in Australia, we used to think it will be great, it will be very enjoyable, and we will do so much fun after going to Australia. But the reality is very different. I think nobody expects this. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 12:24 PM |  |
|  | | | The main thing, the main problem is we have - in university we had to attend our class. Due to - still we have to pay for our rent, we have to pay for our expenses, and we have to pay for our college fee. For this - in the university, we have to attend our class and for that we can't do the job. The job we get is only in the - is a weekdays job, Monday to Friday. Our university also run in the Monday to Friday, we're doing that. For that, we can't do job. We have to leave the job for the university. It is very difficult to - for this. If we can't do job, how can we pay for that fees, rent, expenses? How can - this is the main reason.  University have to also [consist] in this because this will also think about the international students. Because we don't have anyone here. We are totally new here. Our family spend a lot of money to send us here. All the time, every time we [can't see them to - to send money] send us money. We have sometimes - one day we have to do it by our self and the university is not letting us to do that. Because they only say that come to college, you have to attend, you have to attend. But how can we attend? How can we do job if we have to attend here? That is the main thing, yeah. I think all the international students have this problem. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Jane\_1\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1473 |  | 9 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:20 PM |  |
|  | | | Yes, I have friends from Nepal. We came together here and I do have a lot of international friends here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:21 PM |  |
|  | | | Yes, from the beginning we did all the work together.  Facilitator: I see, so that made it easier friendship wise. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 136 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:21 PM |  |
|  | | | At first, it's because we don't have English mandatory in our country, so it was quite challenging from the lecturers who are mainly from Australia because the pronunciation is so different and the meaning is so different. We mishear and misunderstand some words but it's - I can understand now. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 5:23 PM |  |
|  | | | I think the Australian degree, the education, because it is famous all over the world, Australian education degree. That's… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 5:24 PM |  |
|  | | | When you go back home, say if you do go back home with the Australian degree…  Interviewee: Yes.  Facilitator: …do you think it will give you - what will it achieve for you?  Interviewee: I can get jobs there more easily I think than with the degrees of Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 5:27 PM |  |
|  | | | The Chinese speak - the accent of Chinese and the way they speak English is quite different. Yeah. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 5:28 PM |  |
|  | | | Because I came from a different education background, writing reports and writing essays are quite difficult for me here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 5:29 PM |  |
|  | | | No, no. Not now, but it was very difficult in the beginning. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/8/2019 5:29 PM |  |
|  | | | I asked with my friends, my sister at home because she was already here and with my lecturer as well and got help from the library. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0466 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:27 PM |  |
|  | | | The Chinese speak - the accent of Chinese and the way they speak English is quite different. Yeah. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:28 PM |  |
|  | | | Because I came from a different education background, writing reports and writing essays are quite difficult for me here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:29 PM |  |
|  | | | No, no. Not now, but it was very difficult in the beginning. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 137 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | I asked with my friends, my sister at home because she was already here and with my lecturer as well and got help from the library. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0330 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | At first, it's because we don't have English mandatory in our country, so it was quite challenging from the lecturers who are mainly from Australia because the pronunciation is so different and the meaning is so different. We mishear and misunderstand some words but it's - I can understand now. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0249 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:20 PM |  |
|  | | | Yes, I have friends from Nepal. We came together here and I do have a lot of international friends here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:21 PM |  |
|  | | | Yes, from the beginning we did all the work together.  Facilitator: I see, so that made it easier friendship wise. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0426 |  | 2 |  | | | | | | |
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|  | | | I think the Australian degree, the education, because it is famous all over the world, Australian education degree. That's… | | | | | | | | | | | | | |  |
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|  | | | When you go back home, say if you do go back home with the Australian degree…  Interviewee: Yes.  Facilitator: …do you think it will give you - what will it achieve for you?  Interviewee: I can get jobs there more easily I think than with the degrees of Nepal | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0785 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:12 PM |  |
|  | | | At first it was really wonderful in the beginning because we wanted to have a vast knowledge in the international level because in Nepal it is very - how to say - Australia is very developed than Nepal and the education system of Australia is very well known in the whole world. So, I was very excited at the beginning but after living here three or four months, it's been five months, it's quite challenging here for an international student. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:13 PM |  |
|  | | | To get here first we need a visa of course. For that we need to be financially established there for amount - I don't know how - it takes about four million in Nepali… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:14 PM |  |
|  | | | That was according to our grade [to, I don't know, grade to] as well as academic qualifications. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0785 |  | 3 |  | | | | | | |
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|  | | | At first it was really wonderful in the beginning because we wanted to have a vast knowledge in the international level because in Nepal it is very - how to say - Australia is very developed than Nepal and the education system of Australia is very well known in the whole world. So, I was very excited at the beginning but after living here three or four months, it's been five months, it's quite challenging here for an international student. | | | | | | | | | | | | | |  |
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|  | | | To get here first we need a visa of course. For that we need to be financially established there for amount - I don't know how - it takes about four million in Nepali… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:14 PM |  |
|  | | | That was according to our grade [to, I don't know, grade to] as well as academic qualifications. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1823 |  | 13 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:16 PM |  |
|  | | | All right. Do you have a job?  Interviewee: No, I don't. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:18 PM |  |
|  | | | I couldn't find - I receive money from my parents, back from my country. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:21 PM |  |
|  | | | Because it has - it more focuses on the interactive courses and does the tutorial activities for half of the class so it's good that all the students can interact with the lecturer and revise all the things what they did in the lecture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 5:22 PM |  |
|  | | | Yes, it is different. In Nepal it's more like the teacher and student focus just - are just focused on the lecture and not on the practical. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 5:23 PM |  |
|  | | | I see, okay. By saying that do you then mean that over here students are able to do more interactive work, as you mentioned. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 5:23 PM |  |
|  | | | Yes.  Facilitator: Have an opinion and…  Interviewee: Yep.  Facilitator: …express that opinion.  Interviewee: Yes, yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 5:26 PM |  |
|  | | | Oh yes, yes. I know and there is - I learn we can access our weekly recourses and submit our assignment from there. All we can do from online sitting at home and that's quite easy and comfortable for me to do. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 5:26 PM |  |
|  | | | Yeah, it's very different because in Nepal we did all in written forms and in handwritten assignments. We didn't do quite much that online assessments like here, so it's quite different. Yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/8/2019 5:26 PM |  |
|  | | | It was not easy at all but not so hard too. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 10 |  | S.R. |  | 10/8/2019 5:27 PM |  |
|  | | | How long did it take for you to adjust to this kind of learning from what you were used to?  Interviewee: Just about a month. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 11 |  | S.R. |  | 10/8/2019 5:29 PM |  |
|  | | | I asked with my friends, my sister at home because she was already here and with my lecturer as well and got help from the library. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/8/2019 5:30 PM |  |
|  | | | Yeah, it's still a little bit hard. You need to do a lot of research. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 13 |  | S.R. |  | 10/8/2019 5:30 PM |  |
|  | | | No, no. We didn't do any referencing back in Nepal. That's why it was quite difficult for me. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0845 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:21 PM |  |
|  | | | Because it has - it more focuses on the interactive courses and does the tutorial activities for half of the class so it's good that all the students can interact with the lecturer and revise all the things what they did in the lecture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:22 PM |  |
|  | | | Yes, it is different. In Nepal it's more like the teacher and student focus just - are just focused on the lecture and not on the practical. | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 140 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:23 PM |  |
|  | | | I see, okay. By saying that do you then mean that over here students are able to do more interactive work, as you mentioned. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 5:23 PM |  |
|  | | | Yes.  Facilitator: Have an opinion and…  Interviewee: Yep.  Facilitator: …express that opinion.  Interviewee: Yes, yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 5:29 PM |  |
|  | | | I asked with my friends, my sister at home because she was already here and with my lecturer as well and got help from the library. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0145 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:16 PM |  |
|  | | | All right. Do you have a job?  Interviewee: No, I don't. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:18 PM |  |
|  | | | I couldn't find - I receive money from my parents, back from my country. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0504 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Oh yes, yes. I know and there is - I learn we can access our weekly recourses and submit our assignment from there. All we can do from online sitting at home and that's quite easy and comfortable for me to do. | | | | | | | | | | | | | |  |
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|  | | | Yeah, it's very different because in Nepal we did all in written forms and in handwritten assignments. We didn't do quite much that online assessments like here, so it's quite different. Yes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:26 PM |  |
|  | | | It was not easy at all but not so hard too. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0187 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Yeah, it's still a little bit hard. You need to do a lot of research. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:30 PM |  |
|  | | | No, no. We didn't do any referencing back in Nepal. That's why it was quite difficult for me. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0139 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | How long did it take for you to adjust to this kind of learning from what you were used to?  Interviewee: Just about a month. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0226 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:19 PM |  |
|  | | | Do you get homesick?  Interviewee: Yeah, sometimes, but I live with my sisters so it's not that bad here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:19 PM |  |
|  | | | I miss my family at first and my friends back in my country [at first]. That's all. That's all. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0226 |  | 2 |  | | | | | | |
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|  | | | Do you get homesick?  Interviewee: Yeah, sometimes, but I live with my sisters so it's not that bad here. | | | | | | | | | | | | | |  |
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|  | | | I miss my family at first and my friends back in my country [at first]. That's all. That's all. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0492 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:13 PM |  |
|  | | | At first it was really wonderful in the beginning because we wanted to have a vast knowledge in the international level because in Nepal it is very - how to say - Australia is very developed than Nepal and the education system of Australia is very well known in the whole world. So, I was very excited at the beginning but after living here three or four months, it's been five months, it's quite challenging here for an international student. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Student Interviews\\Lucy\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0301 |  | 5 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 6:08 PM |  |
|  | | | Yeah, I have a lot of friends from Nepal too but I have also made a lot of international friends here, especially in the university. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 6:09 PM |  |
|  | | | 70/30. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 6:10 PM |  |
|  | | | At the university the major challenge you face here is the language, the accent... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 6:12 PM |  |
|  | | | You are, yeah, [further], I got the advantage for that too; like, in my country I think I have never had any international friend in my country. Never. Here, you go through the multiculturalism and you know their culture, their language and you got a chance to learn something new, something better that I... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 6:12 PM |  |
|  | | | You are, yeah, [further], I got the advantage for that too; like, in my country I think I have never had any international friend in my country. Never. Here, you go through the multiculturalism and you know their culture, their language and you got a chance to learn something new, something better that I... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0047 |  | 1 |  | | | | | | |
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|  | | | At the university the major challenge you face here is the language, the accent... | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0254 |  | 3 |  | | | | | | |
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|  | | | Yeah, I have a lot of friends from Nepal too but I have also made a lot of international friends here, especially in the university. | | | | | | | | | | | | | |  |
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|  | | | 70/30. | | | | | | | | | | | | | |  |
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|  | | | You are, yeah, [further], I got the advantage for that too; like, in my country I think I have never had any international friend in my country. Never. Here, you go through the multiculturalism and you know their culture, their language and you got a chance to learn something new, something better that I... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0175 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | You are, yeah, [further], I got the advantage for that too; like, in my country I think I have never had any international friend in my country. Never. Here, you go through the multiculturalism and you know their culture, their language and you got a chance to learn something new, something better that I... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0913 |  | 6 |  | | | | | | |
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|  | | | It's been one year I'm here.  Facilitator: Okay, and how was it like getting to Australia, I mean, in terms of visa, enrolment, finance?  Interviewee: Yeah, for students like me from Nepal, it's quite hard to get the visa because we have to meet so many requirements like IELTS and for the - especially I am here for the Masters of Education and Business Administration together; but before that I had to go through another six months' course; that is, postgraduate qualifying program... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:49 PM |  |
|  | | | ...because I had my bachelor's degree but that bachelor's degree of Nepal is not eligible to get direct... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:52 PM |  |
|  | | | Financially, it is hard but it's a known fact that you don't get - you have to be financially strong to get visa especially and to survive here. So I am quite stable for the finance, but. | | | | | | | | | | | | | |  |
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|  | | | Financially, it is hard but it's a known fact that you don't get - you have to be financially strong to get visa especially and to survive here. So I am quite stable for the finance, but. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yeah, you have to source your property, like either you can afford Australian education and here, yeah, staying here...  Facilitator: So those people with property and wealth are the only ones who can come out of Nepal? Is that how I look at it?  Interviewee: Yeah, not only the property because you have to be intellectually - pass the...  Facilitator: Of course, of course.  Interviewee: ...the IELTS like, IELTS is the... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 5:56 PM |  |
|  | | | ...primary requirement. But beside that you have to be well - you have to come from a wealthy family to get here, to study here because you know most of the people in Nepal, they are not - they are from the middle class or lower class. Even if they have excellence in education or in their certificates, they have to maintain this, they have to - so that they are eligible, or they are capable to do this. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0913 |  | 5 |  | | | | | | |
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|  | | | It's been one year I'm here.  Facilitator: Okay, and how was it like getting to Australia, I mean, in terms of visa, enrolment, finance?  Interviewee: Yeah, for students like me from Nepal, it's quite hard to get the visa because we have to meet so many requirements like IELTS and for the - especially I am here for the Masters of Education and Business Administration together; but before that I had to go through another six months' course; that is, postgraduate qualifying program... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:49 PM |  |
|  | | | ...because I had my bachelor's degree but that bachelor's degree of Nepal is not eligible to get direct... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 5:53 PM |  |
|  | | | Financially, it is hard but it's a known fact that you don't get - you have to be financially strong to get visa especially and to survive here. So I am quite stable for the finance, but. | | | | | | | | | | | | | |  |
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|  | | | Yeah, you have to source your property, like either you can afford Australian education and here, yeah, staying here...  Facilitator: So those people with property and wealth are the only ones who can come out of Nepal? Is that how I look at it?  Interviewee: Yeah, not only the property because you have to be intellectually - pass the...  Facilitator: Of course, of course.  Interviewee: ...the IELTS like, IELTS is the... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 5:56 PM |  |
|  | | | ...primary requirement. But beside that you have to be well - you have to come from a wealthy family to get here, to study here because you know most of the people in Nepal, they are not - they are from the middle class or lower class. Even if they have excellence in education or in their certificates, they have to maintain this, they have to - so that they are eligible, or they are capable to do this. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0106 |  | 1 |  | | | | | | |
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|  | | | Financially, it is hard but it's a known fact that you don't get - you have to be financially strong to get visa especially and to survive here. So I am quite stable for the finance, but. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2952 |  | 14 |  | | | | | | |
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|  | | | Yes, I have a job here. I am eligible to work 20 hours per week but it's quite hard to find a job here as a student because nobody is taking you as a part timer, or if you are on a student visa, most of the employers they seek full timers and you can't give your availability for them and they will reject you. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I have a lot of friends from Nepal too but I have also made a lot of international friends here, especially in the university. | | | | | | | | | | | | | |  |
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|  | | | Yeah, both the teachers and students. I can give you; in my - one of the lecturer has given a task to us that was, beyond your community - beyond your nationality you have to choose friends from another nationality and there was a group, you have to form that group of four, and there is a group discussion.  For that we were, yeah, one friend of mine was from Sri Lanka, two of them were from China, one is from India and I am from Nepal. So sometimes the Chinese accent for the group action, for the group activity, the Chinese accent, it was quite hard to understand them and they also feel - how feel; they also feel difficult to understand our accent too; and talking about the classrooms, that's the challenge. | | | | | | | | | | | | | |  |
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|  | | | The education system here and...  Facilitator: How does it compare with back home?  Interviewee: In comparison to my country, my country is still lacking a lot of technological things; like it is really very back in terms of technology and delivering [space] like the teachers are still the [unclear] in my country, even in the bachelor's level, the students are used to get the lectures and the teacher always delivers the lectures; and like student-centred method, it's still like a baby, like it's in a phase where just in started. | | | | | | | | | | | | | |  |
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|  | | | So here, the student-centred method are used so nicely and you get the exposure that you can give your expressions, you can give your opinions here. So this is the thing. | | | | | | | | | | | | | |  |
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|  | | | Yes, I am familiar because I am in third trimester here so - but while starting in my first trimester, it was so - it was really, really difficult for me to use the technology, even in the orientation program, we were given to create our own - like the [JCU] that we have that app and we have that email, those such things. They are quite new because in Nepal, nothing like this exist... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 6:17 PM |  |
|  | | | Yeah, now I am quite familiar with the course materials and especially with the plagiarism because, in Nepal it happens because they have the rule that plagiarism is not good like that, but in Australia it's a crime. In the starting phase of my university, while doing assignments, writing essays, reports and, yeah, referencing is the most difficult task I have got. | | | | | | | | | | | | | |  |
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|  | | | Yeah, in course materials, I think most challenging is here the critical evaluation. It's quite focussed and for that you need to study more because you have to compare - you have to - if you want to criticise somebody else work, you have to get better with your own opinions. So it's quite challenging for me for - while criticising others' work. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | So for the students - as a student, I want to add that those not from - not only from Nepal, the international students who are just wanting to get international degree in Australia, they must know about the education system here, they must research on that; and to survive here, they must have some practical knowledge, or some practical skills. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I think it's so a bit cultural thing too, because the students in the classroom, even in the universities level in Nepal, they just sit and listen to the lecturer. Even if sometimes if [others] - if there is a discussion, and if the student stands up and asks some things - ask something relevant to topic, if the teacher finds that - sometimes the teacher or the lecturer, they find offensive for that because... | | | | | | | | | | | | | |  |
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|  | | | It's a cultural thing that the teachers are the respected persons there. Yeah, here, also - we also respect the teachers here too but in Nepal that respecting thing is in one side but the teachers, they expect that the students, they follow them... | | | | | | | | | | | | | |  |
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|  | | | Are you saying - so, if I may ask, are you saying that silence, keeping quiet is show of respect?  Interviewee: Yeah, it is a kind of; not actually. It depends on the teacher, what type of subject and what [inaudible] teacher is, because I come from educational background where a lot of theories and there's philosophies we're taught. While teaching this types of theoretical subjects, even the teachers, they are from the old generations - because the new generation [inaudible] lecturers, they provide [inaudible] they allow us to ... and even though - it depends on the students, they don't want to [participate], they just want to listen...  Facilitator: Why is that?  Interviewee: Because they are [listening] from the starting level, from the [unclear] level to the university level, they are just [used] to listen to the teacher. The teacher keeps talking for the 45 minutes and [unclear], that's it; and the student, they're - like here, the assessments are every week [unclear] there are assessments like that, like [unclear] and everything that [unclear] here. | | | | | | | | | | | | | |  |
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|  | | | But in Nepal, throughout the whole year, there is [just one or two, a final exam and the students, they don't [unclear] do anything else [unclear]... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0491 |  | 3 |  | | | | | | |
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|  | | | So here, the student-centred method are used so nicely and you get the exposure that you can give your expressions, you can give your opinions here. So this is the thing. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0085 |  | 1 |  | | | | | | |
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|  | | | But in Nepal, throughout the whole year, there is [just one or two, a final exam and the students, they don't [unclear] do anything else [unclear]... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0407 |  | 1 |  | | | | | | |
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|  | | | Yeah, both the teachers and students. I can give you; in my - one of the lecturer has given a task to us that was, beyond your community - beyond your nationality you have to choose friends from another nationality and there was a group, you have to form that group of four, and there is a group discussion.  For that we were, yeah, one friend of mine was from Sri Lanka, two of them were from China, one is from India and I am from Nepal. So sometimes the Chinese accent for the group action, for the group activity, the Chinese accent, it was quite hard to understand them and they also feel - how feel; they also feel difficult to understand our accent too; and talking about the classrooms, that's the challenge. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0075 |  | 1 |  | | | | | | |
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|  | | | Yeah, I have a lot of friends from Nepal too but I have also made a lot of international friends here, especially in the university. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0176 |  | 1 |  | | | | | | |
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|  | | | Yes, I have a job here. I am eligible to work 20 hours per week but it's quite hard to find a job here as a student because nobody is taking you as a part timer, or if you are on a student visa, most of the employers they seek full timers and you can't give your availability for them and they will reject you. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0985 |  | 3 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \mixed classroom environment** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0407 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0521 |  | 2 |  | | | | | | |
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|  | | | The education system here and...  Facilitator: How does it compare with back home?  Interviewee: In comparison to my country, my country is still lacking a lot of technological things; like it is really very back in terms of technology and delivering [space] like the teachers are still the [unclear] in my country, even in the bachelor's level, the students are used to get the lectures and the teacher always delivers the lectures; and like student-centred method, it's still like a baby, like it's in a phase where just in started. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0208 |  | 1 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0374 |  | 2 |  | | | | | | |
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|  | | | Obviously yes, a lot. At first it's about that adjustment; though I am an adult, I got married three years back, I had my husband there and my family, to leave them and to come off with your comfort zone where everybody's caring about you, everybody's around you, to support you, to love you. | | | | | | | | | | | | | |  |
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|  | | | Yeah, as the Australian society it's so individualistic. I'm not used to with this. I miss the family the most; like, the most thing - the most important thing is that cooperation, that caring that you get from your family; that I am lucky here. Though I am talking with them through Facebook, or Messenger, or Skype, every day we call, every day we talk, but that... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
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|  | | | Yeah, as the Australian society it's so individualistic. I'm not used to with this. I miss the family the most; like, the most thing - the most important thing is that cooperation, that caring that you get from your family; that I am lucky here. Though I am talking with them through Facebook, or Messenger, or Skype, every day we call, every day we talk, but that... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.2111 |  | 7 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 5:57 PM |  |
|  | | | Yes, I have a job here. I am eligible to work 20 hours per week but it's quite hard to find a job here as a student because nobody is taking you as a part timer, or if you are on a student visa, most of the employers they seek full timers and you can't give your availability for them and they will reject you. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 5:59 PM |  |
|  | | | But - and coming out from that comfort zone and adjusting in such a place that you don't know anybody, and you have to start from [general] level, you need a lot of confidence in that. It needs a lot of confidence in that. At first - I can give you an example; I was a teacher back then. I was a counsellor for the students and here, I thought I need a counsellor.  I thought I will go in depression sometimes because it's here the pressure, even the education system, it's totally different from there and because of that education system, new systems, everything is new and you can't cope together, all together at the same time. It was so difficult and it is so dangerous that those students who come from Nepal in their teenage, it is so dangerous, yeah... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 6:03 PM |  |
|  | | | What do you mean by dangerous?  Interviewee: Like, I am an adult. I was 25 when I came here; even my culture - there, actually in my culture in my country, we are just - we are like spoon-fed; like the confident - that confidence you can't develop it because you always live with your parents, all right, after marriage, or before marriage. But the teenagers who just come, are just past their [plus two] level, they are just like - they are in their 16, they are in their 18, or 19, which is the age that are a really, really transitional age. But in that age, everything goes so fast that in Australia, if they come here for the bachelor's, they suffered a lot, I think so. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 6:04 PM |  |
|  | | | Yeah, no, because every week you can have that news that a student from Nepal has committed suicide. We have a community here, like Nepalese community in Queensland like this and in the Facebook page, you can see such news; they are so dangerous because the student they can - they are not able to cope up with the problems together. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 6:05 PM |  |
|  | | | Is there counselling in your community towards this? Is there university counselling?  Interviewee: Yeah, they can go - my university has given such counselling programs, so I'm happy with that. But individually from the country, I think - I don't think my country - my community's giving counselling to them. But they post counselling, or they post on the Facebook page, or Instagram, and they're aware - they make aware the students here, the people who are living through the post, through the social media. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 6:06 PM |  |
|  | | | You think that social media, Facebook, Instagram, for your community, for Nepalese students is useful?  Interviewee: It is quite useful. They post - the seniors who have come here, like [10] years back...  Facilitator: Who walked the walk already?  Interviewee: Yeah. They do - they post their experiences, like how they have come through with this, how they have encountered those sorts of problems and how they get solution from there... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/8/2019 6:16 PM |  |
|  | | | Yeah, you were lost, you would say?  Interviewee: Yeah, I was totally lost there and...  Facilitator: Were you feeling like, who do you ask; or, how do you...  Interviewee: Yeah, that's the thing, and I ask the teacher - I ask the instructor there and his look for the first time, like, you even don't know this? Why are you here? That look he gave me, gave me - like, I lost my confidence on the first day of my university in my orientation week. That was - but after some time, I met my friends, I started talking to my lecturers, and thank you to the lecturers who supported and who just motivated us. But yeah, on my first day, it was...  Facilitator: [Unclear]  Interviewee: ...it was hard. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Promise\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1057 |  | 8 |  | | | | | | |
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|  | | | Yeah, sometimes. But whenever I meet with friends, there are a lot of Nepalese here so we don't have to fear we're alone or something like that. The reason… | | | | | | | | | | | | | |  |
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|  | | | Okay, yeah regarding the friendship that I have made during all this time here in Australia, I think Nepalese friends are more. But I've been more close to foreign friends from Australia from New Zealand, from India and from - some of the friends from Russia as well. Regarding percentage I would go 45 per cent from Nepal [unclear]. Sixty five, sorry 55 from other countries. | | | | | | | | | | | | | |  |
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|  | | | Yeah that really helped me a lot, because I mean like back from the country, comparing from our own country Nepal, the culture is totally different and people are different here. While I was in Moscow it was totally different people. They don't have English as international language we use, and we used to speak in Russian. Anyway, we had to - sorry, we had to learn the languages by any means, only then you can make friends, only then you can get a good [start]. | | | | | | | | | | | | | |  |
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|  | | | Here in Australia English is the international language. It's easy for us because we have been already exposed to the language. Life here is very good regarding opportunity, regarding education and the rights, everybody is - has privilege to their own rights, all are equal by law here. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 7:44 PM |  |
|  | | | I think other thing is I made a lot of friends, so they help me to adapt to the cultures. Because of them I improved a bit. I'm still very conscious about my [language]. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I mean I gain a better experience here in Australia, particularly here in Brisbane. Here as a student we also can work, so we can be independent in both financial and educational terms. Australia is quite multicultural, multibackground or multinational city, or country. Brisbane is totally like I didn’t expect a lot of people from different - I didn't - I really didn't expect that I would feel strong [unclear] that I did here. Brisbane is… | | | | | | | | | | | | | |  |
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|  | | | Yeah, yeah I'm really enjoying it. I think success in terms of education, success in terms of friendship, success in terms of travelling during leisure time, discovering and happiness of course, from that you can gain happiness. Yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/8/2019 8:00 PM |  |
|  | | | Yeah, it's a Master's degree so everybody is - they know English language, and before coming here they had to pass the IELTS. They had the background of English language as well they have been studying English-medium. Even students from - I got the opportunity to study with Chinese students, Japanese students and students from Korea, so people who have different languages besides English. Yeah, with them also it's not that great deal to communication in regards of subject matter. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0382 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0283 |  | 3 |  | | | | | | |
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|  | | | Yeah, sometimes. But whenever I meet with friends, there are a lot of Nepalese here so we don't have to fear we're alone or something like that. The reason… | | | | | | | | | | | | | |  |
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|  | | | Okay, yeah regarding the friendship that I have made during all this time here in Australia, I think Nepalese friends are more. But I've been more close to foreign friends from Australia from New Zealand, from India and from - some of the friends from Russia as well. Regarding percentage I would go 45 per cent from Nepal [unclear]. Sixty five, sorry 55 from other countries. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0391 |  | 3 |  | | | | | | |
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|  | | | Here in Australia English is the international language. It's easy for us because we have been already exposed to the language. Life here is very good regarding opportunity, regarding education and the rights, everybody is - has privilege to their own rights, all are equal by law here. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I mean I gain a better experience here in Australia, particularly here in Brisbane. Here as a student we also can work, so we can be independent in both financial and educational terms. Australia is quite multicultural, multibackground or multinational city, or country. Brisbane is totally like I didn’t expect a lot of people from different - I didn't - I really didn't expect that I would feel strong [unclear] that I did here. Brisbane is… | | | | | | | | | | | | | |  |
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|  | | | Yeah, yeah I'm really enjoying it. I think success in terms of education, success in terms of friendship, success in terms of travelling during leisure time, discovering and happiness of course, from that you can gain happiness. Yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0663 |  | 6 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 7:08 PM |  |
|  | | | It's almost 18 months. Right now I'm in fifth trimester, studying Master in Professional Accounting here in Brisbane Campus. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 7:10 PM |  |
|  | | | [Contingent] on this you have that position to cover all the expenses over here in Australia, and academic wise you had gone through and experienced. That all together, for me I had few experiences. I mean like in past education. I had been in Russia for two years so that is my - that was my, sorry, that was my - another experience to be in foreign country and experience a bit quite different culture so that I can adapt to Australia also. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 7:12 PM |  |
|  | | | It's just not only about me it's in general. People from - a student from Nepal, it's like if they had a business then they can have loan - yeah we have to take loan and from relatives. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 7:14 PM |  |
|  | | | It was. Of course, it is difficult. It's a huge investment to…  Facilitator: How much would you have spent to come here?  Interviewee: The - just the tuition fee and all the medical expenses...  Facilitator: Visa.  Interviewee: …visa processing charges all those, yeah, around - for one transfer around maybe $20,000 to $22,000 Australian dollars. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 7:15 PM |  |
|  | | | It's really difficult to save money here, because you know that - it's of course, when you live in city like Brisbane, Sydney it's, of course it's quite expensive and you have to maintain your relationship as well. But regarding saving and sending money to home right now, during the study period, it's totally difficult and almost impossible. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Human rights. Now it has changed, but previously maybe 10, 15 or 20 years back it used to be different. We - our society is quite male dominated, so of course privilege is more given to the male gender. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0369 |  | 3 |  | | | | | | |
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|  | | | It's almost 18 months. Right now I'm in fifth trimester, studying Master in Professional Accounting here in Brisbane Campus. | | | | | | | | | | | | | |  |
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|  | | | [Contingent] on this you have that position to cover all the expenses over here in Australia, and academic wise you had gone through and experienced. That all together, for me I had few experiences. I mean like in past education. I had been in Russia for two years so that is my - that was my, sorry, that was my - another experience to be in foreign country and experience a bit quite different culture so that I can adapt to Australia also. | | | | | | | | | | | | | |  |
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|  | | | It was. Of course, it is difficult. It's a huge investment to…  Facilitator: How much would you have spent to come here?  Interviewee: The - just the tuition fee and all the medical expenses...  Facilitator: Visa.  Interviewee: …visa processing charges all those, yeah, around - for one transfer around maybe $20,000 to $22,000 Australian dollars. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0138 |  | 1 |  | | | | | | |
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|  | | | It's really difficult to save money here, because you know that - it's of course, when you live in city like Brisbane, Sydney it's, of course it's quite expensive and you have to maintain your relationship as well. But regarding saving and sending money to home right now, during the study period, it's totally difficult and almost impossible. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0075 |  | 1 |  | | | | | | |
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|  | | | It's just not only about me it's in general. People from - a student from Nepal, it's like if they had a business then they can have loan - yeah we have to take loan and from relatives. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali society** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0081 |  | 1 |  | | | | | | |
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|  | | | Human rights. Now it has changed, but previously maybe 10, 15 or 20 years back it used to be different. We - our society is quite male dominated, so of course privilege is more given to the male gender. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1885 |  | 20 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 7:14 PM |  |
|  | | | Yeah, I do have a casual job. | | | | | | | | | | | | | |  |
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|  | | | I used to work in a kitchen. Right now I'm working in a factory as a cleaner. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 7:27 PM |  |
|  | | | In classes? Right now I'm studying professional accounting master's degree in Brisbane campus here. Honestly, during first trimester and second semester I had a lot of problems. | | | | | | | | | | | | | |  |
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|  | | | Because we have been in - we have been studying in different scenario. We didn't have lots of assignment to do just exams. But here we gain education by doing our assignments practically, so there are lots of assignments here to do and still I'm going on that. | | | | | | | | | | | | | |  |
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|  | | | Regarding the challenges that I faced is being a master's student it's not that I come to the classes and go home during exams and then you prepare and you pass. That's not the case here. It's totally different back from our home country. Here we have to come to the class, listen to the lectures. We have to - independent, or we have to do it by our own self. | | | | | | | | | | | | | |  |
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|  | | | Yeah. Lecturers here don't spoon feed, so we have to learn by ourselves. | | | | | | | | | | | | | |  |
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|  | | | In Nepal there is - still there is - whatever degree you are in there is still the provision for spoon feeding, because we always expect more from our teachers, more from our lecturers. But here it's totally different, so that's why I like, differences in educational… | | | | | | | | | | | | | |  |
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|  | | | instructions, [unclear] it's totally different. The challenges - the transition period is, of course, one of the challenges. Challenge does not mean there's a problem. We have to go through that and we have to…  Facilitator: A positive challenge. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yeah that's the main input in - I mean that's the main part. Because when you are a student come to the classes, they expect - it's still like we as a Nepalese student expect more from lectures. They think that during exams - before exams lecturer will provide us everything and we learn by heart that's it.  Facilitator: I see.  Interviewee: That's not actually happened to us. The thing is - to be honest I failed in one subject…  Facilitator: Right, right.  Interviewee: …during the first trimester in accounting, my master's course.  Facilitator: Yes, right.  Interviewee: At that time I was [tensed] and it's still like… | | | | | | | | | | | | | |  |
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|  | | | The other thing is I think this year - Brisbane is quite strict in assignments. Of course, every institution here, I guess you know institution here is strict in that kind of thing. But I don't think that going to colleges will really lower our burden. It's only the processes of a student. | | | | | | | | | | | | | |  |
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|  | | | Yeah, it took me around two or three months to come back to the normal trimester year. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I did quick learning. I went to - to broaden my mind I went travelling. I made a lot of friends. That was the period when I made a lot of friends. | | | | | | | | | | | | | |  |
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|  | | | I talk to people whenever I go to different places.  Facilitator: Yes.  Interviewee: In the university itself and the places where I live. But that was the period when I made good friends, and I made a quick upturn for myself like that, I need to sort of more… | | | | | | | | | | | | | |  |
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|  | | | But the more important thing is I talk to myself. I do the self-talk a lot. Why did I come here? How do I - going to do? Where is my position? Where am I going to go? All those things came to my…  Facilitator: Self-reflection.  Interviewee: Yeah self-talk, we call it self-talk when it comes to our raise your self-esteem. | | | | | | | | | | | | | |  |
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|  | | | It's not only about the subject or courses that we're studying, it's about the personality, it's about the confidence level, and it's about the - well just that you need to adapt and learn when you are from a different background. | | | | | | | | | | | | | |  |
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|  | | | I went to Pokhara University.  Facilitator: Pokhara, yeah.  Interviewee: They did have, but in our classes the portal system was not that - it's still in progress, so the term it didn't… | | | | | | | | | | | | | |  |
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|  | | | Yeah, during first trimester we were quite new to the JCU website and portal system and blackboards, so all this stuff are uploaded on the portal so can access through that. We didn't have that opportunity to learn by internet back in Nepal. But here, yes, that's the great deal to do with education and researching and doing assignments, yeah. | | | | | | | | | | | | | |  |
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|  | | | Challenges is the same, like we didn't have experience of doing assignments through internet and the issues of plagiarism. That's very strict in here in Australia if you do not rephrase your articles, if you don't rephrase your… | | | | | | | | | | | | | |  |
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|  | | | Yeah, we used to do referencing back in Nepal as well. But in Nepal it wasn’t restrictive thing, but here you have to rephrase it properly in your style. Yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | As a student, I really had, during these times I really had good experiences rather than bad experience. Despite some problems, I had a good opportunity to meet people from different countries to travel to new places and to spend leisure time in beaches, and yeah and learn new different things. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0673 |  | 7 |  | | | | | | |
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|  | | | Regarding the challenges that I faced is being a master's student it's not that I come to the classes and go home during exams and then you prepare and you pass. That's not the case here. It's totally different back from our home country. Here we have to come to the class, listen to the lectures. We have to - independent, or we have to do it by our own self. | | | | | | | | | | | | | |  |
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|  | | | Yeah. Lecturers here don't spoon feed, so we have to learn by ourselves. | | | | | | | | | | | | | |  |
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|  | | | instructions, [unclear] it's totally different. The challenges - the transition period is, of course, one of the challenges. Challenge does not mean there's a problem. We have to go through that and we have to…  Facilitator: A positive challenge. | | | | | | | | | | | | | |  |
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|  | | | The other thing is I think this year - Brisbane is quite strict in assignments. Of course, every institution here, I guess you know institution here is strict in that kind of thing. But I don't think that going to colleges will really lower our burden. It's only the processes of a student. | | | | | | | | | | | | | |  |
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|  | | | It's not only about the subject or courses that we're studying, it's about the personality, it's about the confidence level, and it's about the - well just that you need to adapt and learn when you are from a different background. | | | | | | | | | | | | | |  |
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|  | | | As a student, I really had, during these times I really had good experiences rather than bad experience. Despite some problems, I had a good opportunity to meet people from different countries to travel to new places and to spend leisure time in beaches, and yeah and learn new different things. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0105 |  | 1 |  | | | | | | |
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|  | | | Because we have been in - we have been studying in different scenario. We didn't have lots of assignment to do just exams. But here we gain education by doing our assignments practically, so there are lots of assignments here to do and still I'm going on that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0044 |  | 2 |  | | | | | | |
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|  | | | Yeah, I do have a casual job. | | | | | | | | | | | | | |  |
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|  | | | I used to work in a kitchen. Right now I'm working in a factory as a cleaner. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0108 |  | 1 |  | | | | | | |
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|  | | | In Nepal there is - still there is - whatever degree you are in there is still the provision for spoon feeding, because we always expect more from our teachers, more from our lecturers. But here it's totally different, so that's why I like, differences in educational… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0213 |  | 2 |  | | | | | | |
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|  | | | I went to Pokhara University.  Facilitator: Pokhara, yeah.  Interviewee: They did have, but in our classes the portal system was not that - it's still in progress, so the term it didn't… | | | | | | | | | | | | | |  |
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|  | | | Yeah, during first trimester we were quite new to the JCU website and portal system and blackboards, so all this stuff are uploaded on the portal so can access through that. We didn't have that opportunity to learn by internet back in Nepal. But here, yes, that's the great deal to do with education and researching and doing assignments, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0156 |  | 2 |  | | | | | | |
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|  | | | Challenges is the same, like we didn't have experience of doing assignments through internet and the issues of plagiarism. That's very strict in here in Australia if you do not rephrase your articles, if you don't rephrase your… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \rote** | | | | | | | | | | | | | |  |
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|  | | | Yeah that's the main input in - I mean that's the main part. Because when you are a student come to the classes, they expect - it's still like we as a Nepalese student expect more from lectures. They think that during exams - before exams lecturer will provide us everything and we learn by heart that's it.  Facilitator: I see.  Interviewee: That's not actually happened to us. The thing is - to be honest I failed in one subject…  Facilitator: Right, right.  Interviewee: …during the first trimester in accounting, my master's course.  Facilitator: Yes, right.  Interviewee: At that time I was [tensed] and it's still like… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0332 |  | 4 |  | | | | | | |
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|  | | | Yeah, it took me around two or three months to come back to the normal trimester year. | | | | | | | | | | | | | |  |
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|  | | | Yeah, I did quick learning. I went to - to broaden my mind I went travelling. I made a lot of friends. That was the period when I made a lot of friends. | | | | | | | | | | | | | |  |
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|  | | | I talk to people whenever I go to different places.  Facilitator: Yes.  Interviewee: In the university itself and the places where I live. But that was the period when I made good friends, and I made a quick upturn for myself like that, I need to sort of more… | | | | | | | | | | | | | |  |
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|  | | | But the more important thing is I talk to myself. I do the self-talk a lot. Why did I come here? How do I - going to do? Where is my position? Where am I going to go? All those things came to my…  Facilitator: Self-reflection.  Interviewee: Yeah self-talk, we call it self-talk when it comes to our raise your self-esteem. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0472 |  | 4 |  | | | | | | |
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|  | | | It's really difficult to save money here, because you know that - it's of course, when you live in city like Brisbane, Sydney it's, of course it's quite expensive and you have to maintain your relationship as well. But regarding saving and sending money to home right now, during the study period, it's totally difficult and almost impossible. | | | | | | | | | | | | | |  |
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|  | | | The natural beauty we have back in Nepal. The places we used to - I or along with my friends used to visit. Sometimes I used to have quarrels with my sister, so yeah, and of these times or in the - I'm [unclear] of these times, yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Then there are different communities like caste, religion. Of course, we don't have any problem with religions, because we love every religion. I wouldn’t say that we have problem in religion. But when it comes to caste community like different caste, so in a regional area there is still some [lacks] or discrimination going on. | | | | | | | | | | | | | |  |
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|  | | | Facilitator: You have no problem mixing with Nepalese students of different castes?  Interviewee: No. We are totally - now it's like - it's modern times so everybody is educated, whoever comes here and have education, so everybody has those sort of problems, so yeah. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0239 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\Lifestyle in Nepal\Life experiences before coming to Australia of Nepali students .** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0094 |  | 1 |  | | | | | | |
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|  | | | The natural beauty we have back in Nepal. The places we used to - I or along with my friends used to visit. Sometimes I used to have quarrels with my sister, so yeah, and of these times or in the - I'm [unclear] of these times, yeah. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0138 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 7:15 PM |  |
|  | | | It's really difficult to save money here, because you know that - it's of course, when you live in city like Brisbane, Sydney it's, of course it's quite expensive and you have to maintain your relationship as well. But regarding saving and sending money to home right now, during the study period, it's totally difficult and almost impossible. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0238 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 7:18 PM |  |
|  | | | Here only, here only. I also have friends from Australia and New Zealand also. I have some good friends so they always help me. The other thing is the way [that results] and the fact that I don't feel homesick easily. Because the way that is - like just like in our hometown, so it reminds me of the same as hometown. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 160 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 7:19 PM |  |
|  | | | Whenever I feel like some kind of difficulty or whenever I have problem at that time, of course, I miss my mum, dad and my siblings. Because at those difficult times they were there for me, and now I have to go through all those hurdles, yeah, so sometimes yeah, of course. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0238 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Here only, here only. I also have friends from Australia and New Zealand also. I have some good friends so they always help me. The other thing is the way [that results] and the fact that I don't feel homesick easily. Because the way that is - like just like in our hometown, so it reminds me of the same as hometown. | | | | | | | | | | | | | |  |
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|  | | | Whenever I feel like some kind of difficulty or whenever I have problem at that time, of course, I miss my mum, dad and my siblings. Because at those difficult times they were there for me, and now I have to go through all those hurdles, yeah, so sometimes yeah, of course. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0399 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Whenever I feel like some kind of difficulty or whenever I have problem at that time, of course, I miss my mum, dad and my siblings. Because at those difficult times they were there for me, and now I have to go through all those hurdles, yeah, so sometimes yeah, of course. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 7:32 PM |  |
|  | | | …in a way of adapting to the education culture, and how I going to do all the assignment things. I have to focus on the other aspects as well. I have to focus on my [own adjust]. That was the first time when I got the - first got here. Maybe like because of that as well I was new and everything was new to me, and you know that kind of, how to explain that. When you go to a new country, even you know a new country you think that how am I going to pay all those bills, and how… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 7:33 PM |  |
|  | | | Stress, yeah, yeah. When one problem comes then we started to like stress out yourself. Yeah, because of that I failed the subject. But then here because of the problems many students changed their university from university to colleges. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Student Interviews\\Ron\_1 (1)** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1016 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:15 PM |  |
|  | | | Yes, I do have a friend who a kind of brother to me. We were really young kids when we were friends, so he's staying here with me at the moment. I do have a few friends from Nepal and I have made a few friends from other nationalities here in Australia as well, like from Australia and from other countries at work. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 161 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:20 PM |  |
|  | | | Well of course the learning experience, the whole new setup of learning education system and the [unclear] lecturers, university that I'm studying in. Mostly likely I would say the experience of going through the university life in Australia. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:22 PM |  |
|  | | | It's not that hard. The Australian accent was pretty hard to get through at the moment, once I landed here immediately. But as I got hold of it, daily conversations and all that, at work and the university, I got used to it quite fairly, it was not that hard. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0322 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | It's not that hard. The Australian accent was pretty hard to get through at the moment, once I landed here immediately. But as I got hold of it, daily conversations and all that, at work and the university, I got used to it quite fairly, it was not that hard. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0393 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:15 PM |  |
|  | | | Yes, I do have a friend who a kind of brother to me. We were really young kids when we were friends, so he's staying here with me at the moment. I do have a few friends from Nepal and I have made a few friends from other nationalities here in Australia as well, like from Australia and from other countries at work. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0300 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:20 PM |  |
|  | | | Well of course the learning experience, the whole new setup of learning education system and the [unclear] lecturers, university that I'm studying in. Mostly likely I would say the experience of going through the university life in Australia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1039 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:12 PM |  |
|  | | | Well in the beginning the process and everything, if you think of it it was fairly hard, but when I started the process and all it was fairly easy. If you get the documents right, if you choose the right university and all it's fairly easy. It's not that hard, like getting the documentation done, getting a visa, processes and all, it was fairly easy I'd say.  Facilitator: Were you able to get the financial side…  Interviewee: Well the financial side was - yes, that's what I was talking about, about the documents and all. So if you do have genuine documents supported by your family and you do have your financials accepted by the bank and that required that list of criteria for the university, so it shouldn't be that hard. My family has some savings in the bank for the past couple of years, so I was able to do it from them. So yes. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1039 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:12 PM |  |
|  | | | Well in the beginning the process and everything, if you think of it it was fairly hard, but when I started the process and all it was fairly easy. If you get the documents right, if you choose the right university and all it's fairly easy. It's not that hard, like getting the documentation done, getting a visa, processes and all, it was fairly easy I'd say.  Facilitator: Were you able to get the financial side…  Interviewee: Well the financial side was - yes, that's what I was talking about, about the documents and all. So if you do have genuine documents supported by your family and you do have your financials accepted by the bank and that required that list of criteria for the university, so it shouldn't be that hard. My family has some savings in the bank for the past couple of years, so I was able to do it from them. So yes. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1749 |  | 6 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:13 PM |  |
|  | | | I work in a Greek restaurant at the moment. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:17 PM |  |
|  | | | Well if you talk using the blackboard and other stuff, it took me a few weeks to get hold of it because completely new to me | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:17 PM |  |
|  | | | About the job, it's not as easy as it sounds. You have to come here and work for it as well. So it took me around four months, four and a half months to get a permanent job, a stable job. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 8:19 PM |  |
|  | | | Facilitator: How do you balance studies and work and tiredness and life and friends?  Interviewee: That's the most hard part. When you have to work you have to work and when you're loaded with assignments you have to make time for it as well. But if you work between the hours which is according to the law, if you don't exceed that and do the right thing, it's not that hard to manage. Of course we have to work hard for both work and studies, but it's not that bad to manage the time if you're working only 20 hours. I don't know if you exceed the 20 hours limit, but yes | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 8:24 PM |  |
|  | | | The course materials lined up really easily, the lecturers do provide you with all the slides so that you don't have to go through textbooks all the time. The assessments, some are long, some are short, you have to manage your time and do it accordingly, which wouldn't be that hard in my experience. If you manage it properly it will be fairly easy. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/8/2019 8:24 PM |  |
|  | | | But if you have a positive mindset and the right attitude for it then it's not that hard to adjust to life in Brisbane or Australia. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1305 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Facilitator: How do you balance studies and work and tiredness and life and friends?  Interviewee: That's the most hard part. When you have to work you have to work and when you're loaded with assignments you have to make time for it as well. But if you work between the hours which is according to the law, if you don't exceed that and do the right thing, it's not that hard to manage. Of course we have to work hard for both work and studies, but it's not that bad to manage the time if you're working only 20 hours. I don't know if you exceed the 20 hours limit, but yes | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:24 PM |  |
|  | | | The course materials lined up really easily, the lecturers do provide you with all the slides so that you don't have to go through textbooks all the time. The assessments, some are long, some are short, you have to manage your time and do it accordingly, which wouldn't be that hard in my experience. If you manage it properly it will be fairly easy. | | | | | | | | | | | | | |  |
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|  | | | But if you have a positive mindset and the right attitude for it then it's not that hard to adjust to life in Brisbane or Australia. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0291 |  | 2 |  | | | | | | |
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|  | | | I work in a Greek restaurant at the moment. | | | | | | | | | | | | | |  |
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|  | | | About the job, it's not as easy as it sounds. You have to come here and work for it as well. So it took me around four months, four and a half months to get a permanent job, a stable job. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0152 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Well if you talk using the blackboard and other stuff, it took me a few weeks to get hold of it because completely new to me | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0432 |  | 2 |  | | | | | | |
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|  | | | Well I did my bachelors away from home as well, so that part was already taken care of back then. But still yes, I do miss my family at times. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 164 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:14 PM |  |
|  | | | Of course I'd be spending the time with my family and all and a few friends. Well I have my friends over here as well so it won't be that hard. But of course the family, time with my family I miss the most. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0432 |  | 2 |  | | | | | | |
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|  | | | Well I did my bachelors away from home as well, so that part was already taken care of back then. But still yes, I do miss my family at times. | | | | | | | | | | | | | |  |
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|  | | | Of course I'd be spending the time with my family and all and a few friends. Well I have my friends over here as well so it won't be that hard. But of course the family, time with my family I miss the most. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Samir\_1\_1\_\_1\_ (1)** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1166 |  | 5 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:33 PM |  |
|  | | | Before it was different and I thought - I was mentally prepared, to be honest. I was mentally prepared, and I came here, I stayed with my family, they were my uncle and aunt with some kids. I stayed with them for at least six months and then after I moved out. It was good. It was a different experience than before. In Nepal, it was - everything is done by your family members. You don't have to cook, you don’t have to wash your dishes, you don't have to wash your clothes or anything. After I came here, it was all me, so everything.  Facilitator: How old were you then?  Interviewee: I was just 18. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:45 PM |  |
|  | | | Yeah, I have made friends from many countries here. Many countries, not only Nepal. Because last trimester I had no Nepalese friend in my class, they're all from China, India, Bhutan or Columbia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/8/2019 8:54 PM |  |
|  | | | degree. Obviously, it is worth more than anything else that you can get in Nepal because it's recognised globally. When you compare the studies from here, you can go anywhere in the world and [starters off 11:35] off your preference, off you have studied - other things you have studied. Yeah, I think [that's amazing]. You'll get priority. Even in you get back to Nepal, to live there, you'll get, I think, priority - the first priority in front of other people who have studied in Nepal. | | | | | | | | | | | | | |  |
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|  | | | Yeah. There will be, obviously because in Nepal you're only speaking this much. You're here to study from the nursery you have to study from nursery, but we don't use it that much. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/8/2019 9:02 PM |  |
|  | | | Yeah, it's an obstacle. While coming here - before you come here you have to get assessed - the speaking. Listening, speaking, reading and writing. I got 6 out of 9 in speaking, 6.5 out of 9 in speaking. That's poor. But I think I can get 7 I think now. I think Nepalese people are like, if I have to get through it, I'll do anything. Because [ours is also there] - that's also an obstacle. You have to - you practice every day, you stay in your room and you speak, speak, speak. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0108 |  | 1 |  | | | | | | |
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|  | | | Yeah. There will be, obviously because in Nepal you're only speaking this much. You're here to study from the nursery you have to study from nursery, but we don't use it that much. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0285 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0117 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:45 PM |  |
|  | | | Yeah, I have made friends from many countries here. Many countries, not only Nepal. Because last trimester I had no Nepalese friend in my class, they're all from China, India, Bhutan or Columbia. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0361 |  | 1 |  | | | | | | |
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|  | | | Before it was different and I thought - I was mentally prepared, to be honest. I was mentally prepared, and I came here, I stayed with my family, they were my uncle and aunt with some kids. I stayed with them for at least six months and then after I moved out. It was good. It was a different experience than before. In Nepal, it was - everything is done by your family members. You don't have to cook, you don’t have to wash your dishes, you don't have to wash your clothes or anything. After I came here, it was all me, so everything.  Facilitator: How old were you then?  Interviewee: I was just 18. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0293 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:54 PM |  |
|  | | | degree. Obviously, it is worth more than anything else that you can get in Nepal because it's recognised globally. When you compare the studies from here, you can go anywhere in the world and [starters off 11:35] off your preference, off you have studied - other things you have studied. Yeah, I think [that's amazing]. You'll get priority. Even in you get back to Nepal, to live there, you'll get, I think, priority - the first priority in front of other people who have studied in Nepal. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0270 |  | 1 |  | | | | | | |
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|  | | | Nepalese people are united. In Nepal, there might be some caste issues but when it comes to international countries if you say I'm from Nepal they suddenly…  Facilitator: That is all that's needed?  Interviewee: Yeah.  Facilitator: But it's different back home, you say?  Interviewee: Just a different, but not that seriously. There's no difference, I think. From our generation, I mean there were before but from my generation, there's no difference. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Caste restrictions in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0270 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2707 |  | 9 |  | | | | | | |
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|  | | | I work in aged care and I am a catering assistant and housekeeper in there. | | | | | | | | | | | | | |  |
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|  | | | The person that arranged this job, or helped you get this job…  Interviewee: Yeah.  Facilitator: …which ethnic background did he or she come from?  Interviewee: She's from [Brahmin], yeah, Brahmin.  Facilitator: So, from Nepal also?  Interviewee: Yeah, Nepal, oh sorry, Nepal yeah. | | | | | | | | | | | | | |  |
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|  | | | The trimester is only of four months and when you do assignments, group assignments, you [automatically have friends with you]. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | In Nepal, it's very broad, you are taught in a very broad sense. Because in Nepal, one chapter I'm from accounting background and one chapter [unclear final account]. That would take a month to complete. | | | | | | | | | | | | | |  |
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|  | | | In Australia, in this method, it complete in one class, like two or three hours class. If I didn't have base of that from Nepal, it would be very hard for me. I had a base so it's easy, kind of easy.  Facilitator: When you say that it takes a month to complete one module…  Interviewee: Chapter, yeah.  Facilitator: …or chapter…  Interviewee: Yeah.  Facilitator: …how long is the class? I mean duration…  Interviewee: Forty-five minutes.  Facilitator: No, I'm saying how long is the duration of the subject?  Interviewee: One year.  Facilitator: One year.  Interviewee: So, it takes one year.  Facilitator: Are you talking about university or are you talking about…  Interviewee: [Unclear] High School.  Facilitator: … or are you talking High School…  Interviewee: That's correct, yeah.  Facilitator: …which is where you came from…  Interviewee: Yeah.  Facilitator: …suddenly into an Australian classroom at university and that's when you found the things were a bit fast for you. Am I right in summarising that?  Interviewee: Yeah. But I'm sure in bachelors back in Nepal it's same like High School.  Facilitator: Oh, even at university takes how…  Interviewee: [Like even five days] - five or six days a week and five to six hours a day.  Facilitator: Okay, I understand now.  Interviewee: I'm very sure of that.  Facilitator: Basically, in Nepal, what you are saying, as I understand is that the classes are longer…  Interviewee: Yeah.  Facilitator: …and the days of going to University's longer…  Interviewee: Everything's longer.  Facilitator: …than here. Therefore, do you feel there's a lot more extensive study of each subject?  Interviewee: Yeah. What I was…  Facilitator: What is the teaching style there compared to here?  Interviewee: There's more theoretical practice, there's no practical things. Everything is theoretical. There are some few practical things, but…  Facilitator: And here?  Interviewee: It's mixed. But I like the method of Australia, I think.  Facilitator: Why?  Interviewee: Because it's more practical based. In Nepal you just have to study, study, study, there's no practicality. I mean…  Facilitator: Application.  Interviewee: Application, yeah…  Facilitator: So here you feel there's more application?  Interviewee: Yeah, in Nepal you go five to six days a week, your classes, and five to six hours. There's no [way of getting a job on that time] because we have classes on that day. Most of the people search for job after 25 years, after 25 years old. Here people start to get job from 14, 15, but we are like 10 years after. There's no practicality happening. | | | | | | | | | | | | | |  |
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|  | | | It's case study based. In Nepal you have to answer question, answer question, answer question, that's it.  Facilitator: Okay so which one do you prefer?  Interviewee: Reality, talking about reality I prefer this. But it's easier to study. But if you like - there's no point just to answer the questions here. If you don't understand it here, it's not useful so I prefer this method. | | | | | | | | | | | | | |  |
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|  | | | Yeah, because I am - I consider myself as a new generation people. Yet back home in Nepal, yeah people use mobile phones, computers et cetera, but not many of them use computers for study. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Here in Australia we get everything, our lecture slides, from computer itself. But in Nepal, there's a textbook this thick. | | | | | | | | | | | | | |  |
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|  | | | What may be a challenge or may not be a challenge that stands out when you are doing your coursework? When you are given our course material, is there something there that you might want to talk about?  Interviewee: Yeah, initially it would be hard because it's not practiced in Nepal. The assessment, group assignments, there is nothing in Nepal. The first trimester, the first phase it will be really hard for you and [you're referencing] - but after a month or so you will get used to it, there is no problem with it. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0230 |  | 1 |  | | | | | | |
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|  | | | It's case study based. In Nepal you have to answer question, answer question, answer question, that's it.  Facilitator: Okay so which one do you prefer?  Interviewee: Reality, talking about reality I prefer this. But it's easier to study. But if you like - there's no point just to answer the questions here. If you don't understand it here, it's not useful so I prefer this method. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0077 |  | 1 |  | | | | | | |
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|  | | | The trimester is only of four months and when you do assignments, group assignments, you [automatically have friends with you]. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0213 |  | 2 |  | | | | | | |
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|  | | | I work in aged care and I am a catering assistant and housekeeper in there. | | | | | | | | | | | | | |  |
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|  | | | The person that arranged this job, or helped you get this job…  Interviewee: Yeah.  Facilitator: …which ethnic background did he or she come from?  Interviewee: She's from [Brahmin], yeah, Brahmin.  Facilitator: So, from Nepal also?  Interviewee: Yeah, Nepal, oh sorry, Nepal yeah. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1998 |  | 3 |  | | | | | | |
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|  | | | In Nepal, it's very broad, you are taught in a very broad sense. Because in Nepal, one chapter I'm from accounting background and one chapter [unclear final account]. That would take a month to complete. | | | | | | | | | | | | | |  |
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|  | | | What may be a challenge or may not be a challenge that stands out when you are doing your coursework? When you are given our course material, is there something there that you might want to talk about?  Interviewee: Yeah, initially it would be hard because it's not practiced in Nepal. The assessment, group assignments, there is nothing in Nepal. The first trimester, the first phase it will be really hard for you and [you're referencing] - but after a month or so you will get used to it, there is no problem with it. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0187 |  | 2 |  | | | | | | |
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|  | | | Yeah, because I am - I consider myself as a new generation people. Yet back home in Nepal, yeah people use mobile phones, computers et cetera, but not many of them use computers for study. | | | | | | | | | | | | | |  |
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|  | | | Here in Australia we get everything, our lecture slides, from computer itself. But in Nepal, there's a textbook this thick. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1028 |  | 4 |  | | | | | | |
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|  | | | Before I used to get, but now it's all [unclear] fine. Before - Nepal is a place where you've got many festivals to celebrate. When I came here it was March and in March there was one festival called [Jatra] and I'm also from a Newar community and as you may know, Newar people love to celebrate the festivals, and Jatra is one of them. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:39 PM |  |
|  | | | Yeah, I think the Newar communities has more festivals than others. | | | | | | | | | | | | | |  |
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|  | | | Just a different, but not that seriously. There's no difference, I think. From our generation, I mean there were before but from my generation, there's no difference. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/8/2019 9:03 PM |  |
|  | | | Because Nepal is lots of different countries. There was a major earthquake back in 2015. There was no support, nothing, nothing. There's nothing. We Nepali people were united. We did it for our self. Our major supplier was India. Most of the trade happens from India to Nepal. The many imports are from India. During that time, that hard time, India put a blockade on us, so it was very hard. There was nothing coming in. There was no petrol…  Facilitator: Why do you think India did that?  Interviewee: I think there might be some government issue. For a month there was closing every schools, colleges, everything. There was no petrol. There was no source of fuel, the school was always running out. How I went to school was I had to walk four kilometres from my home, then take a bus. There's a ring road, there's a main road, a highway. I want to take a bus from there and get to a certain point. Then after I had to walk two or three kilometres from there to get to my college. Four to seven kilometres of walking every day. Not only me, the friends who were studying with me in the same college. I think that's why we are like pretty much... | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0142 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:39 PM |  |
|  | | | Yeah, I think the Newar communities has more festivals than others. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 171 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/8/2019 8:42 PM |  |
|  | | | Just a different, but not that seriously. There's no difference, I think. From our generation, I mean there were before but from my generation, there's no difference. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Negativtiy with India** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0685 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 9:03 PM |  |
|  | | | Because Nepal is lots of different countries. There was a major earthquake back in 2015. There was no support, nothing, nothing. There's nothing. We Nepali people were united. We did it for our self. Our major supplier was India. Most of the trade happens from India to Nepal. The many imports are from India. During that time, that hard time, India put a blockade on us, so it was very hard. There was nothing coming in. There was no petrol…  Facilitator: Why do you think India did that?  Interviewee: I think there might be some government issue. For a month there was closing every schools, colleges, everything. There was no petrol. There was no source of fuel, the school was always running out. How I went to school was I had to walk four kilometres from my home, then take a bus. There's a ring road, there's a main road, a highway. I want to take a bus from there and get to a certain point. Then after I had to walk two or three kilometres from there to get to my college. Four to seven kilometres of walking every day. Not only me, the friends who were studying with me in the same college. I think that's why we are like pretty much... | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0200 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:37 PM |  |
|  | | | Before I used to get, but now it's all [unclear] fine. Before - Nepal is a place where you've got many festivals to celebrate. When I came here it was March and in March there was one festival called [Jatra] and I'm also from a Newar community and as you may know, Newar people love to celebrate the festivals, and Jatra is one of them. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0019 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:37 PM |  |
|  | | | I missed my family that time. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0019 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/8/2019 8:37 PM |  |
|  | | | I missed my family that time. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | **Files\\Student Interviews\\Shikha\_1 (2)** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0882 |  | 8 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:13 AM |  |
|  | | | I have friends from Nepal also, and I have made international friends also. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:14 AM |  |
|  | | | Bhutan and Indian, Vietnam, Chinese. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:14 AM |  |
|  | | | I didn't have. I have met one Australian friend in the railway station. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:22 AM |  |
|  | | | Yeah. Understanding lecturers in the first trimester, I felt very difficult in one subject because our lecturer is - I don't know where he is from but his accent is so much fast. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:23 AM |  |
|  | | | There are lots of rewarding things being an international student in Australia. For me meeting lots of international friends and understanding about diverse cultures. That's the very beautiful thing for me. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/9/2019 10:31 AM |  |
|  | | | That's very good to see the international people in their own lifestyle, their dress, their hairstyles. That is very fascinating. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/9/2019 10:39 AM |  |
|  | | | Yes, of course. Lots of language problems in the classroom with the lecturers, with the classmates also. Sometimes I didn't understand what they want to say because of their accent. The most difficult thing is I have Vietnamese friends with me, and they are with my assignment group. So, it was so difficult to understand them, and they also feel difficult to understand me also | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/9/2019 10:40 AM |  |
|  | | | But my accent and their accents are different. So, I feel it's easy to understand Indian because theirs and ours are so similar. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0499 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Yeah. Understanding lecturers in the first trimester, I felt very difficult in one subject because our lecturer is - I don't know where he is from but his accent is so much fast. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Yes, of course. Lots of language problems in the classroom with the lecturers, with the classmates also. Sometimes I didn't understand what they want to say because of their accent. The most difficult thing is I have Vietnamese friends with me, and they are with my assignment group. So, it was so difficult to understand them, and they also feel difficult to understand me also | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:40 AM |  |
|  | | | But my accent and their accents are different. So, I feel it's easy to understand Indian because theirs and ours are so similar. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian culture** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0095 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:31 AM |  |
|  | | | That's very good to see the international people in their own lifestyle, their dress, their hairstyles. That is very fascinating. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0136 |  | 3 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:13 AM |  |
|  | | | I have friends from Nepal also, and I have made international friends also. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:14 AM |  |
|  | | | Bhutan and Indian, Vietnam, Chinese. | | | | | | | | | | | | | |  |
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|  | | | I didn't have. I have met one Australian friend in the railway station. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0150 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:23 AM |  |
|  | | | There are lots of rewarding things being an international student in Australia. For me meeting lots of international friends and understanding about diverse cultures. That's the very beautiful thing for me. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0760 |  | 8 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:03 AM |  |
|  | | | So, I am studying [MD] MBA [in the COB]. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 174 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:05 AM |  |
|  | | | So, in Nepal, going to Australia is the biggest achievement for a student. So, I decided to enrol in an Australian university. My agent helped me to choose these subjects. They told me about the advantages and disadvantages [in the scopes of the subjects]. I researched a lot also about this university, and I chose this university and that subjects. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:05 AM |  |
|  | | | My father was a retired soldier of the Indian government, and my two brothers are abroad. They are working. So, it wasn't that much difficult to show financial. My father had so many [lands] in Nepal. So, it was easy. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:07 AM |  |
|  | | | Yeah. It was hard in terms of that. We sold the [cows], so it was a little bit hard. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:16 AM |  |
|  | | | It's been seven months. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/9/2019 10:24 AM |  |
|  | | | No, our country also is a multicultural country. But multicultural country in our context and the multicultural country in the context of Australia is very different. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/9/2019 10:24 AM |  |
|  | | | Yes, we have multi-caste. But here multi-nationalities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/9/2019 10:28 AM |  |
|  | | | Yes. Different people from different countries. We have different cultures from different castes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0525 |  | 5 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:03 AM |  |
|  | | | So, I am studying [MD] MBA [in the COB]. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:05 AM |  |
|  | | | So, in Nepal, going to Australia is the biggest achievement for a student. So, I decided to enrol in an Australian university. My agent helped me to choose these subjects. They told me about the advantages and disadvantages [in the scopes of the subjects]. I researched a lot also about this university, and I chose this university and that subjects. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:05 AM |  |
|  | | | My father was a retired soldier of the Indian government, and my two brothers are abroad. They are working. So, it wasn't that much difficult to show financial. My father had so many [lands] in Nepal. So, it was easy. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:07 AM |  |
|  | | | Yeah. It was hard in terms of that. We sold the [cows], so it was a little bit hard. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 175 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:16 AM |  |
|  | | | It's been seven months. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0163 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:24 AM |  |
|  | | | No, our country also is a multicultural country. But multicultural country in our context and the multicultural country in the context of Australia is very different. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:24 AM |  |
|  | | | Yes, we have multi-caste. But here multi-nationalities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali society** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0071 |  | 1 |  | | | | | | |
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|  | | | Yes. Different people from different countries. We have different cultures from different castes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2078 |  | 14 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:08 AM |  |
|  | | | So, I work in an Indian restaurant as a waitress.  Facilitator: Is it easy, is it hard?  Interviewee: At first - in the first two months, three months it was hard. Now, it's already been six months, so it's - [I’m playing] easy now. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | I felt classroom is really difficult for me in the first trimester because we have not experienced so much resources, referencing, that type of assignments | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | We do have just a final exam at the end of the year. But here we have to submit three assignments in three months. So, that is difficult. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | Also, the referencing. We can write whatever we know, and we think in our examination in Nepal. But here we have to give the reference. So, that practice is really hard for me. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:16 AM |  |
|  | | | It's not so much difficult like in the beginning. But now it's become a habit to research and write reference in the back. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/9/2019 10:23 AM |  |
|  | | | Also, he didn't care about his students. He gives [on] lectures and don't involve students and don't involve anybody in the classroom activities. So, that was difficult. But another two subjects our lecturers involved us in the classroom activities and the personal interaction also. So, that becomes easy. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/9/2019 10:35 AM |  |
|  | | | I was not so much familiar before. Honestly, I have to say I don't know how to use computers so properly before three months ago. But I didn't use in my back-home country in learning perspective. I used just to watch movies and all that. But now… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/9/2019 10:36 AM |  |
|  | | | Only for pleasure, just for entertainment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/9/2019 10:36 AM |  |
|  | | | Okay, okay. So, when you - how long did it take you to get used to the Blackboard and research?  Interviewee: So, it took more than one month. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 10 |  | S.R. |  | 10/9/2019 10:38 AM |  |
|  | | | First of all, in the first trimester in the first assignment, I used to write the notes in my copy. But I have to submit the assignment on the computer, but I used to write on notes. I had to write twice. What I wrote in my copy, then I have to write on the computer again, I have to type again [laughs]. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 11 |  | S.R. |  | 10/9/2019 10:38 AM |  |
|  | | | Yes. I used to make notes on copy before in my country. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/9/2019 10:39 AM |  |
|  | | | Yes, of course. Lots of language problems in the classroom with the lecturers, with the classmates also. Sometimes I didn't understand what they want to say because of their accent. The most difficult thing is I have Vietnamese friends with me, and they are with my assignment group. So, it was so difficult to understand them, and they also feel difficult to understand me also | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 13 |  | S.R. |  | 10/9/2019 10:43 AM |  |
|  | | | No problem. I can understand. But there is some difficulties, some misunderstandings there. I immediately go to the lecturer or librarian to ask. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 14 |  | S.R. |  | 10/9/2019 10:44 AM |  |
|  | | | They helped me to do assignments in the first trimester. So, I could not [forget them] for that. Another is researches - in the first trimester I had researched essay, [unclear] course in the Google. But that was too old, that was too much past academic journals. But when I went to the librarians and they asked me to go to [unclear] and through online resources, there is new journals. I got easy after that. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0740 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | I felt classroom is really difficult for me in the first trimester because we have not experienced so much resources, referencing, that type of assignments | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 177 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:23 AM |  |
|  | | | Also, he didn't care about his students. He gives [on] lectures and don't involve students and don't involve anybody in the classroom activities. So, that was difficult. But another two subjects our lecturers involved us in the classroom activities and the personal interaction also. So, that becomes easy. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:43 AM |  |
|  | | | No problem. I can understand. But there is some difficulties, some misunderstandings there. I immediately go to the lecturer or librarian to ask. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:44 AM |  |
|  | | | They helped me to do assignments in the first trimester. So, I could not [forget them] for that. Another is researches - in the first trimester I had researched essay, [unclear] course in the Google. But that was too old, that was too much past academic journals. But when I went to the librarians and they asked me to go to [unclear] and through online resources, there is new journals. I got easy after that. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Final exam** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0099 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | We do have just a final exam at the end of the year. But here we have to submit three assignments in three months. So, that is difficult. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Group work by Nepali students** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0274 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:39 AM |  |
|  | | | Yes, of course. Lots of language problems in the classroom with the lecturers, with the classmates also. Sometimes I didn't understand what they want to say because of their accent. The most difficult thing is I have Vietnamese friends with me, and they are with my assignment group. So, it was so difficult to understand them, and they also feel difficult to understand me also | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0168 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:08 AM |  |
|  | | | So, I work in an Indian restaurant as a waitress.  Facilitator: Is it easy, is it hard?  Interviewee: At first - in the first two months, three months it was hard. Now, it's already been six months, so it's - [I’m playing] easy now. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0041 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:38 AM |  |
|  | | | Yes. I used to make notes on copy before in my country. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 178 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0431 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:35 AM |  |
|  | | | I was not so much familiar before. Honestly, I have to say I don't know how to use computers so properly before three months ago. But I didn't use in my back-home country in learning perspective. I used just to watch movies and all that. But now… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:36 AM |  |
|  | | | Only for pleasure, just for entertainment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:38 AM |  |
|  | | | First of all, in the first trimester in the first assignment, I used to write the notes in my copy. But I have to submit the assignment on the computer, but I used to write on notes. I had to write twice. What I wrote in my copy, then I have to write on the computer again, I have to type again [laughs]. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0219 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:15 AM |  |
|  | | | Also, the referencing. We can write whatever we know, and we think in our examination in Nepal. But here we have to give the reference. So, that practice is really hard for me. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:16 AM |  |
|  | | | It's not so much difficult like in the beginning. But now it's become a habit to research and write reference in the back. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0104 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:36 AM |  |
|  | | | Okay, okay. So, when you - how long did it take you to get used to the Blackboard and research?  Interviewee: So, it took more than one month. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0364 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:13 AM |  |
|  | | | It was so much interesting. Like in Australia I have not met so much close friends yet. In college I found Nepali friends only in week five. So, I didn't have Nepali friends up to week four in the first trimester. That was too hard for me. But in Nepal, I have lots of friends and lots of fun and celebrations, festivals. So, I miss that moment. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:13 AM |  |
|  | | | It was so much interesting. Like in Australia I have not met so much close friends yet. In college I found Nepali friends only in week five. So, I didn't have Nepali friends up to week four in the first trimester. That was too hard for me. But in Nepal, I have lots of friends and lots of fun and celebrations, festivals. So, I miss that moment. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 179 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:27 AM |  |
|  | | | Yes, we have multi-caste. But here multi-nationalities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:28 AM |  |
|  | | | Yes. Different people from different countries. We have different cultures from different castes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Caste system** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0113 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Yes, we have multi-caste. But here multi-nationalities. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:28 AM |  |
|  | | | Yes. Different people from different countries. We have different cultures from different castes. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0251 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:13 AM |  |
|  | | | It was so much interesting. Like in Australia I have not met so much close friends yet. In college I found Nepali friends only in week five. So, I didn't have Nepali friends up to week four in the first trimester. That was too hard for me. But in Nepal, I have lots of friends and lots of fun and celebrations, festivals. So, I miss that moment. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0251 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:13 AM |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0116 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:11 AM |  |
|  | | | My parents. My parents-in-law. Husband. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 180 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:12 AM |  |
|  | | | Life back home. Life in Nepal, actually I miss my family the most and the neighbours. The social life, I miss the most. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0116 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:11 AM |  |
|  | | | My parents. My parents-in-law. Husband. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:12 AM |  |
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|  | **Files\\Student Interviews\\Suzy\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1269 |  | 7 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:45 AM |  |
|  | | | Australia has been pretty good, it was a challenge basically because of culture shock. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Well, I have quite a few friends that I met here, Nepali friends and also I have international friends. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Eighty per cent Nepalese and 20 per cent from other nationalities. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:54 AM |  |
|  | | | The first thing that comes to my mind is this [wealth] of knowledge that you get. You're exposed to so much, there is a lot of resources, you can - it's like the Australian education system has everything that you want, everything as a student you would have ever dreamt of, if you are willing to work hard I think you could achieve everything that you want as a student. Because you are provided with so much information and resources. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:56 AM |  |
|  | | | Not as far as I can remember, I think I'm pretty fluent with my language, as in English. So I haven't had any issues, but I have had friends, I do have friends, who find it difficult to communicate. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 181 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/9/2019 10:56 AM |  |
|  | | | It would be the education system that we have in our country, because English is not our first language. I would also not call it as our second language, it's just that we have a lot of languages that we speak apart from our mother tongue and our education system is not really into - it tries to implement English language but then it's not that effective. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/9/2019 10:57 AM |  |
|  | | | Facilitator: Alright, so would there be any problems with accent or anything?  Interviewee: Yes, it's accent and grammar basically. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0511 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:56 AM |  |
|  | | | Not as far as I can remember, I think I'm pretty fluent with my language, as in English. So I haven't had any issues, but I have had friends, I do have friends, who find it difficult to communicate. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:56 AM |  |
|  | | | It would be the education system that we have in our country, because English is not our first language. I would also not call it as our second language, it's just that we have a lot of languages that we speak apart from our mother tongue and our education system is not really into - it tries to implement English language but then it's not that effective. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0121 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:57 AM |  |
|  | | | Facilitator: Alright, so would there be any problems with accent or anything?  Interviewee: Yes, it's accent and grammar basically. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian culture** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0081 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:45 AM |  |
|  | | | Australia has been pretty good, it was a challenge basically because of culture shock. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0156 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Well, I have quite a few friends that I met here, Nepali friends and also I have international friends. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Eighty per cent Nepalese and 20 per cent from other nationalities. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0399 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:54 AM |  |
|  | | | The first thing that comes to my mind is this [wealth] of knowledge that you get. You're exposed to so much, there is a lot of resources, you can - it's like the Australian education system has everything that you want, everything as a student you would have ever dreamt of, if you are willing to work hard I think you could achieve everything that you want as a student. Because you are provided with so much information and resources. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1342 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:46 AM |  |
|  | | | It is quite a challenge because as Nepal is not a really developed country, so to get back here it takes thousands of dollars, so you have to make an investment of around $100,000 if you're going to come here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:46 AM |  |
|  | | | Yes, if we convert - no, I'm talking with the Australian dollars, $100,000 Australian dollars, getting your university fee and your visa conditions and showing the financial stability, your banking accounts and all of those things. So people actually take loans. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:47 AM |  |
|  | | | In my case here we had to take a loan as well. So my parents took a loan for me and so I'm here studying and my parents are still paying off the loan. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:49 AM |  |
|  | | | No, for Nepalese students there is certain criteria of course to get in to the university and Australian education system. So it's different with different universities and according to course requirements as well. So for me to be able to enrol in my subject right now I had to have an IELTS requirement that would be six or a five and above.  Also there had to be if I was taking a gap from a bachelor's degree back there, what was I doing in the gap year? Was I working? Was I not? If I was working what was I working and is my work experience relevant to the course I want to study.  I had to write statement of purpose, why do you want to study in Australia and why this university? Why this city? So all of these things come, so it's a work of about a year to - I'd say minimum six months to a year, it's the work of a year or more. | | | | | | | | | | | | | |  |
|  | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1205 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | It is quite a challenge because as Nepal is not a really developed country, so to get back here it takes thousands of dollars, so you have to make an investment of around $100,000 if you're going to come here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:46 AM |  |
|  | | | Yes, if we convert - no, I'm talking with the Australian dollars, $100,000 Australian dollars, getting your university fee and your visa conditions and showing the financial stability, your banking accounts and all of those things. So people actually take loans. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | No, for Nepalese students there is certain criteria of course to get in to the university and Australian education system. So it's different with different universities and according to course requirements as well. So for me to be able to enrol in my subject right now I had to have an IELTS requirement that would be six or a five and above.  Also there had to be if I was taking a gap from a bachelor's degree back there, what was I doing in the gap year? Was I working? Was I not? If I was working what was I working and is my work experience relevant to the course I want to study.  I had to write statement of purpose, why do you want to study in Australia and why this university? Why this city? So all of these things come, so it's a work of about a year to - I'd say minimum six months to a year, it's the work of a year or more. | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0136 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:47 AM |  |
|  | | | In my case here we had to take a loan as well. So my parents took a loan for me and so I'm here studying and my parents are still paying off the loan. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1687 |  | 5 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:49 AM |  |
|  | | | I work as a retail assistant at a retail store. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:53 AM |  |
|  | | | For me I think my work experience helped me a lot as a student because as I said, I had been teaching. It helped me a lot to understand the connect between the student and a teacher. Because me being a teacher back then and now being a student, again helped me really empathise what the teacher wants to communicate to the student, in the sense that I used to be in that place as well.  So it just helped me to learn better, like I know what I'm here for, it's not like I'm just hanging around wasting my time. So I know what I'm here for and I'm happy, more than happy to attend classes and come to uni.  A drawback would be not everybody is as empathetic as I am, so my friends around would still have the nature that they have been raised, the education system that we had in our country or in most of the Asian countries if I may say so. | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/9/2019 10:52 AM |  |
|  | | | So while the lecturer is teaching or helping you out and some of the students are gossiping and not paying attention, that really pisses me off. So I just can't tolerate it. I don't like it. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/9/2019 10:54 AM |  |
|  | | | Yes, it's a lot. Back then in our country we don't have the student portals or these university websites and things as such. We do have websites but those are not as functional as the ones we have.  For instance we have this Blackboard app and stuff like that here where we can plan our study time, our course, what do we want, our assessments, we can arrange things on our own | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/9/2019 10:55 AM |  |
|  | | | Whereas back in our country we are totally reliant on our teachers.  So here in Australia our teachers make the students work, the students work on their own, teachers just are there to make them work. But in our country students are made to work along with the teachers, so it's like teachers have to literally force them to do things, also because of the lack of resources. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0771 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:53 AM |  |
|  | | | For me I think my work experience helped me a lot as a student because as I said, I had been teaching. It helped me a lot to understand the connect between the student and a teacher. Because me being a teacher back then and now being a student, again helped me really empathise what the teacher wants to communicate to the student, in the sense that I used to be in that place as well.  So it just helped me to learn better, like I know what I'm here for, it's not like I'm just hanging around wasting my time. So I know what I'm here for and I'm happy, more than happy to attend classes and come to uni.  A drawback would be not everybody is as empathetic as I am, so my friends around would still have the nature that they have been raised, the education system that we had in our country or in most of the Asian countries if I may say so. | | | | | | | | | | | | | |  |
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|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Chatting** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0177 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:52 AM |  |
|  | | | So while the lecturer is teaching or helping you out and some of the students are gossiping and not paying attention, that really pisses me off. So I just can't tolerate it. I don't like it. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0045 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:49 AM |  |
|  | | | I work as a retail assistant at a retail store. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0347 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:55 AM |  |
|  | | | Whereas back in our country we are totally reliant on our teachers.  So here in Australia our teachers make the students work, the students work on their own, teachers just are there to make them work. But in our country students are made to work along with the teachers, so it's like teachers have to literally force them to do things, also because of the lack of resources. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0346 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:54 AM |  |
|  | | | Yes, it's a lot. Back then in our country we don't have the student portals or these university websites and things as such. We do have websites but those are not as functional as the ones we have.  For instance we have this Blackboard app and stuff like that here where we can plan our study time, our course, what do we want, our assessments, we can arrange things on our own | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0332 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:48 AM |  |
|  | | | Facilitator: Are you helping them?  Interviewee: No, because I'm a student and I'm not conditioned to work, so because of that my parents are doing it on their own. Maybe later but not currently. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Especially I miss the ceremonies and festivals. That's the only time I miss home, and of course I miss my dog and I also miss my workplace, the place I used to work. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0152 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:51 AM |  |
|  | | | Especially I miss the ceremonies and festivals. That's the only time I miss home, and of course I miss my dog and I also miss my workplace, the place I used to work. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Lifestyle in Nepal\remitting money** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0179 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:48 AM |  |
|  | | | Facilitator: Are you helping them?  Interviewee: No, because I'm a student and I'm not conditioned to work, so because of that my parents are doing it on their own. Maybe later but not currently. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0171 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:50 AM |  |
|  | | | Not really. For me, I wanted to get out of the place, get to know more and get to know stuff outside my home, so I'm more than happy to be here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:50 AM |  |
|  | | | The food and parents of course, my family. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0171 |  | 2 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/9/2019 10:50 AM |  |
|  | | | Not really. For me, I wanted to get out of the place, get to know more and get to know stuff outside my home, so I'm more than happy to be here. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/9/2019 10:50 AM |  |
|  | | | The food and parents of course, my family. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | **Files\\Student Interviews\\Tom** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0645 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:27 AM |  |
|  | | | Yeah. One classmate and we applied together. We got a Visa on the same day and we come here together. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:28 AM |  |
|  | | | International friend – mostly I am covered with Nepalese students and international students, I think were very few. One or two. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 8:31 AM |  |
|  | | | Here. I am getting the experience of multi-culture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/10/2019 8:33 AM |  |
|  | | | Yes, since everybody is from different backgrounds, we accept that they’re not going to speak fluent and we talk with each other. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0202 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:33 AM |  |
|  | | | Yes, since everybody is from different backgrounds, we accept that they’re not going to speak fluent and we talk with each other. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0360 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:27 AM |  |
|  | | | Yeah. One classmate and we applied together. We got a Visa on the same day and we come here together. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 187 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:28 AM |  |
|  | | | International friend – mostly I am covered with Nepalese students and international students, I think were very few. One or two. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0082 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:31 AM |  |
|  | | | Here. I am getting the experience of multi-culture. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1226 |  | 6 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:25 AM |  |
|  | | | It was [pretty hard to] - very hard to – a very hard process. And | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:25 AM |  |
|  | | | Hard – the most - hardest part is financial… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 8:26 AM |  |
|  | | | All right. Okay. And what about the Visa? Was it easy to get the Visa? | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/10/2019 8:27 AM |  |
|  | | | the items were very cheap there and we used to think there it is expensive. After every time we come here, we convert into our currency and it looks so high the price of [unclear] of everything and I miss that. I should have utilised my opportunity to buy some extra food, extra clothes because they were cheap there. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/10/2019 8:30 AM |  |
|  | | | Only issues is the – the financial issues that you are having, otherwise you would be – no | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/10/2019 8:34 AM |  |
|  | | | I am, it has really met my expectations- the University. Until now there is not any problem and I think, the only problem I have is financial if I am ever to [unclear] and my study here will be nice. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 188 of 204 | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0281 |  | 3 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | It was [pretty hard to] - very hard to – a very hard process. And | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:25 AM |  |
|  | | | Hard – the most - hardest part is financial… | | | | | | | | | | | | | |  |
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|  | | | All right. Okay. And what about the Visa? Was it easy to get the Visa? | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Financial hardships in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0944 |  | 3 |  | | | | | | |
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|  | | | the items were very cheap there and we used to think there it is expensive. After every time we come here, we convert into our currency and it looks so high the price of [unclear] of everything and I miss that. I should have utilised my opportunity to buy some extra food, extra clothes because they were cheap there. | | | | | | | | | | | | | |  |
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|  | | | Only issues is the – the financial issues that you are having, otherwise you would be – no | | | | | | | | | | | | | |  |
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|  | | | I am, it has really met my expectations- the University. Until now there is not any problem and I think, the only problem I have is financial if I am ever to [unclear] and my study here will be nice. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1852 |  | 6 |  | | | | | | |
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|  | | | Okay. Do you have a job?  Interviewee: Currently, I [unclear].  Facilitator: How do you [unclear]?  Interviewee: I bring some money with me [inaudible].  Facilitator: You are here only three weeks?  Interviewee: Yeah. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:29 AM |  |
|  | | | As I was already studying in a foreign University in my country [unclear].  Facilitator: Which one?  Interviewee: London Metropolitan University… | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 8:29 AM |  |
|  | | | Most of the processes are the same, they are – we had to do the assignment process and here also the process is the same and we have to go through lectures, tutorials, workshops and it was the same before then. It’s easy to catch up with the process. | | | | | | | | | | | | | |  |
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|  | | | Interviewee: Yeah; and other I think – yeah, the lectures are different here.  Facilitator: How come they are different?  Interviewee: They only speak English and back then in our country, they used to talk to us in our national language and here is different. They have – with the interaction between lecturers and we - is not that – back in our home country like that. | | | | | | | | | | | | | |  |
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|  | | | Interviewee: Yeah. I have assignment at different workshops, and it was like - same process and we didn’t find any difficulty. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/10/2019 8:33 AM |  |
|  | | | Reference - since we were used to the referencing process, I think I will catch it… | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0198 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Interviewee: Yeah. I have assignment at different workshops, and it was like - same process and we didn’t find any difficulty. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0339 |  | 1 |  | | | | | | |
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|  | | | Okay. Do you have a job?  Interviewee: Currently, I [unclear].  Facilitator: How do you [unclear]?  Interviewee: I bring some money with me [inaudible].  Facilitator: You are here only three weeks?  Interviewee: Yeah. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0572 |  | 1 |  | | | | | | |
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|  | | | Interviewee: Yeah; and other I think – yeah, the lectures are different here.  Facilitator: How come they are different?  Interviewee: They only speak English and back then in our country, they used to talk to us in our national language and here is different. They have – with the interaction between lecturers and we - is not that – back in our home country like that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Plagiarism** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0131 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
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|  | | | Reference - since we were used to the referencing process, I think I will catch it… | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \UK University coursework in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0611 |  | 2 |  | | | | | | |
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|  | | | As I was already studying in a foreign University in my country [unclear].  Facilitator: Which one?  Interviewee: London Metropolitan University… | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:29 AM |  |
|  | | | Most of the processes are the same, they are – we had to do the assignment process and here also the process is the same and we have to go through lectures, tutorials, workshops and it was the same before then. It’s easy to catch up with the process. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0360 |  | 2 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:35 AM |  |
|  | | | You are here only three weeks? | | | | | | | | | | | | | |  |
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|  | | | I am, it has really met my expectations- the University. Until now there is not any problem and I think, the only problem I have is financial if I am ever to [unclear] and my study here will be nice. | | | | | | | | | | | | | |  |
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|  | **Files\\Student Interviews\\Vikash\_1** | | | | | | | | | | | | | | | |  |
|  | | **Node** | | | | | | | | | | | | | | |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1323 |  | 12 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:47 AM |  |
|  | | | It's quite different circumstances in Australia because the culture is different. The most important problem I face here is, what kind of behaviour often did the people - actually, I didn't- I don't know. So that's a problem I face here | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:55 AM |  |
|  | | | I do have some Indian friends because - and [Bhutanese] friends because, culturally, we're a little bit similar, our behaviour are different... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 8:57 AM |  |
|  | | | At the beginning, I think language, bigger, major problem because I believe I don't have good English. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/10/2019 8:57 AM |  |
|  | | | It's like when I came here, the Aussie accent is totally different what we speak. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 5 |  | S.R. |  | 10/10/2019 8:57 AM |  |
|  | | | I'm still having a problem. I'm slowly, slowly I'm trying to improve myself. I'm trying to understand their pronunciation...  Facilitator: Ten months down the line, you're still...  Interviewee: Yeah, I'm still learning. I believe that has been major problem here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/10/2019 8:58 AM |  |
|  | | | Yeah, I think that's - the language barrier has given me, I think, it has brought me - I think, I lost my confidence because I know lots of things to say about what we study but I cannot express that things that [I say]...  Facilitator: Why? Why can't you express it?  Interviewee: Because mainly that I've - I think because of the language barrier, because I cannot say lots of words; I'm still confused. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 7 |  | S.R. |  | 10/10/2019 8:59 AM |  |
|  | | | In Australia, it's like - I think the people here is totally different from our country because, especially when I go to work, I have lots of colleagues, I have people from a higher level. Everyone there treat you very nicely; because in our country, if you're from lower level, it's totally quite different, but...  Facilitator: What do you mean? Can you just elaborate on that?  Interviewee: It's like, if you are from lower level, they don't - it's like they don't talk, they don't greet, and it's like - they kind of do and they do a kind of a biasness. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 8 |  | S.R. |  | 10/10/2019 9:02 AM |  |
|  | | | I like a lot that, even I work at a good post in Nepal, I came here, I work at a kitchen. I don't have any regret because everyone is loving there, everyone cares about - there's no kind of biasness. I love that one. Most importantly, Australia, the payment is very good in Australia because... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 9 |  | S.R. |  | 10/10/2019 9:02 AM |  |
|  | | | Yeah, equal pay; that's a good aspect of Australia, I believe. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 10/10/2019 9:04 AM |  |
|  | | | I think with most of the international student, we don't have language problem because, more or less, we do have a same kind of accent. But when you go to work, you have to work with lots of Aussie; it's difficult because they speaks a little more nasal. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 11 |  | S.R. |  | 10/10/2019 9:04 AM |  |
|  | | | I think with most of the international student, we don't have language problem because, more or less, we do have a same kind of accent. But when you go to work, you have to work with lots of Aussie; it's difficult because they speaks a little more nasal. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/10/2019 9:14 AM |  |
|  | | | If you want to survive in Australia, even though Australians struggle a lot to survive in Australia, you have to learn that one first. Because if you come [to Australia 2], Nepalese people, Australia are very hard working than us, I believe, yeah. They even work harder than us and they have to be ready. Lots of kids who come from Nepal even don't know how to cook the food. It's like, even I came to Australia after my - I have never cooked the food here. Even I was not ready to- what kind of circumstances... | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \ English spoken and writen by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0047 |  | 1 |  | | | | | | |
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|  | | | At the beginning, I think language, bigger, major problem because I believe I don't have good English. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian accent** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0456 |  | 4 |  | | | | | | |
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|  | | | It's like when I came here, the Aussie accent is totally different what we speak. | | | | | | | | | | | | | |  |
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|  | | | I'm still having a problem. I'm slowly, slowly I'm trying to improve myself. I'm trying to understand their pronunciation...  Facilitator: Ten months down the line, you're still...  Interviewee: Yeah, I'm still learning. I believe that has been major problem here. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 8:58 AM |  |
|  | | | Yeah, I think that's - the language barrier has given me, I think, it has brought me - I think, I lost my confidence because I know lots of things to say about what we study but I cannot express that things that [I say]...  Facilitator: Why? Why can't you express it?  Interviewee: Because mainly that I've - I think because of the language barrier, because I cannot say lots of words; I'm still confused. | | | | | | | | | | | | | |  |
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|  | | | I think with most of the international student, we don't have language problem because, more or less, we do have a same kind of accent. But when you go to work, you have to work with lots of Aussie; it's difficult because they speaks a little more nasal. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Australian culture** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0222 |  | 2 |  | | | | | | |
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|  | | | It's quite different circumstances in Australia because the culture is different. The most important problem I face here is, what kind of behaviour often did the people - actually, I didn't- I don't know. So that's a problem I face here | | | | | | | | | | | | | |  |
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|  | | | I think with most of the international student, we don't have language problem because, more or less, we do have a same kind of accent. But when you go to work, you have to work with lots of Aussie; it's difficult because they speaks a little more nasal. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Friends in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0065 |  | 1 |  | | | | | | |
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|  | | | I do have some Indian friends because - and [Bhutanese] friends because, culturally, we're a little bit similar, our behaviour are different... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Independent in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0232 |  | 1 |  | | | | | | |
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|  | | | If you want to survive in Australia, even though Australians struggle a lot to survive in Australia, you have to learn that one first. Because if you come [to Australia 2], Nepalese people, Australia are very hard working than us, I believe, yeah. They even work harder than us and they have to be ready. Lots of kids who come from Nepal even don't know how to cook the food. It's like, even I came to Australia after my - I have never cooked the food here. Even I was not ready to- what kind of circumstances... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\ADAPTING TO THE AUSTRALIAN LIFESTYLE \Rewards of being a student in Australia** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0413 |  | 3 |  | | | | | | |
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|  | | | In Australia, it's like - I think the people here is totally different from our country because, especially when I go to work, I have lots of colleagues, I have people from a higher level. Everyone there treat you very nicely; because in our country, if you're from lower level, it's totally quite different, but...  Facilitator: What do you mean? Can you just elaborate on that?  Interviewee: It's like, if you are from lower level, they don't - it's like they don't talk, they don't greet, and it's like - they kind of do and they do a kind of a biasness. | | | | | | | | | | | | | |  |
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|  | | | I like a lot that, even I work at a good post in Nepal, I came here, I work at a kitchen. I don't have any regret because everyone is loving there, everyone cares about - there's no kind of biasness. I love that one. Most importantly, Australia, the payment is very good in Australia because... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 9:02 AM |  |
|  | | | Yeah, equal pay; that's a good aspect of Australia, I believe. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.2316 |  | 17 |  | | | | | | |
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|  | | | Regarding visa, I think it was not quite difficult to get visa; I just applied, they providing visa, that's all. Financially, it was tough because it's pretty - Australian universities are very expensive personally, or... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:49 AM |  |
|  | | | Yeah, I just arranged a bank loan; I arranged a bank loan and some - a few amount, I do have other - and I managed all the - my fee from bank plus my - from my saving. My brothers, fathers do have a good income and my uncles are from British Army; that's where they managed. That's all. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | I've been here nearly for 10 months, I think. Up to now, I haven't faced any problems regarding enrolment; it's... | | | | | | | | | | | | | |  |
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|  | | | Yeah, of course, it sustains me; even I have to bring fee from like home but the income I receive from the company's good. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 6 |  | S.R. |  | 10/10/2019 8:59 AM |  |
|  | | | In Australia, it's like - I think the people here is totally different from our country because, especially when I go to work, I have lots of colleagues, I have people from a higher level. Everyone there treat you very nicely; because in our country, if you're from lower level, it's totally quite different, but...  Facilitator: What do you mean? Can you just elaborate on that?  Interviewee: It's like, if you are from lower level, they don't - it's like they don't talk, they don't greet, and it's like - they kind of do and they do a kind of a biasness. | | | | | | | | | | | | | |  |
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|  | | | Yeah, because we are from lower level. But when I go to work in a kitchen, everyone believes we are equal. No one...  Facilitator: So in your country, if you don't mind me asking...  Interviewee: Okay.  Facilitator: ...are you from the upper level, or lower level, or middle level?  Interviewee: Actually, I'm from middle level.  Facilitator: Middle level in the caste system.  Interviewee: Actually, we don't belong to caste system; we belong to ethnicity.  Facilitator: Okay.  Interviewee: It's like I'm Limbu. Actually, my caste is Limbu; my sub caste is [unclear] and we don't belong to caste system. We had - we do have our own religions.  Facilitator: So when you go to a workplace at the university where you worked, or school...  Interviewee: A school, yeah.  Facilitator: ...where you worked, people will not say openly, hello, and hi?  Interviewee: Yeah, they do, especially they do to only the people who work in higher level; but people who work in lower level, they just behave shit like that and it's totally different here at... | | | | | | | | | | | | | |  |
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|  | | | I like a lot that, even I work at a good post in Nepal, I came here, I work at a kitchen. I don't have any regret because everyone is loving there, everyone cares about - there's no kind of biasness. I love that one. Most importantly, Australia, the payment is very good in Australia because... | | | | | | | | | | | | | |  |
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|  | | | Yeah, at the current stage lots of Nepalese students are coming to Australia believing they have a good future. I say that they have a good future but, before you come to here, you have to research a lot about Australia because better career - before better career, you have to struggle a lot here and there | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 10 |  | S.R. |  | 10/10/2019 9:08 AM |  |
|  | | | It's totally complex here because I think society's totally affected by technology like that here, but it's not like that at home. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 11 |  | S.R. |  | 10/10/2019 9:12 AM |  |
|  | | | I think problem - I believe education has become like a very massive business in Nepal; that is a problem. It's like last thing [unclear] Bhutan is now the big market for Australia because, before 10 years, no one from Bhutan came to Australia. But now, everyone here; Nepalese are here because why? Because it has become massive business in Nepal. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 12 |  | S.R. |  | 10/10/2019 9:12 AM |  |
|  | | | Especially that I'm going to tell you, [agents]; because the agents - most of the agents, they [unclear] the student ... to advance the kids in our country and they just tell lots of [really beautiful] dreams. When they come to Australia, they struggle a lot and that's why there is a problem of depression. I think so. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 14 |  | S.R. |  | 10/10/2019 9:13 AM |  |
|  | | | ...in this situation where they are. So these agents are business people?  Interviewee: Yeah, agents who.. | | | | | | | | | | | | | |  |
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|  | | | Because when you talk about that one, I think it's just an exam they will pass; it's not illegal. It's not illegal; it's not like a corrupt there. It's a totally fair, but they pass how? I don't know. Because there's a boy who live with me, he said he has a 7.5 in [unclear] test but when I listen to English, he is like a just beginner thing, [yes], I don't know how did he get that one. It's - I don't know. But of... | | | | | | | | | | | | | |  |
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|  | | | If you want to survive in Australia, even though Australians struggle a lot to survive in Australia, you have to learn that one first. Because if you come [to Australia 2], Nepalese people, Australia are very hard working than us, I believe, yeah. They even work harder than us and they have to be ready. Lots of kids who come from Nepal even don't know how to cook the food. It's like, even I came to Australia after my - I have never cooked the food here. Even I was not ready to- what kind of circumstances... | | | | | | | | | | | | | |  |
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|  | | | The agent just tell me lots of the - you know, Australia, if you go to Australia, it's good there, it's good, you get a job, everything will be [set there]. But I think job is not everything because when you go beyond your country, there's your family first thing, yeah, and you will face lots of problem here. I think so. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Difficulies of getting to the Australian University** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0951 |  | 8 |  | | | | | | |
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|  | | | Regarding visa, I think it was not quite difficult to get visa; I just applied, they providing visa, that's all. Financially, it was tough because it's pretty - Australian universities are very expensive personally, or... | | | | | | | | | | | | | |  |
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|  | | | Yeah, I just arranged a bank loan; I arranged a bank loan and some - a few amount, I do have other - and I managed all the - my fee from bank plus my - from my saving. My brothers, fathers do have a good income and my uncles are from British Army; that's where they managed. That's all. | | | | | | | | | | | | | |  |
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|  | | | I've been here nearly for 10 months, I think. Up to now, I haven't faced any problems regarding enrolment; it's... | | | | | | | | | | | | | |  |
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|  | | | Yeah, at the current stage lots of Nepalese students are coming to Australia believing they have a good future. I say that they have a good future but, before you come to here, you have to research a lot about Australia because better career - before better career, you have to struggle a lot here and there | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Especially that I'm going to tell you, [agents]; because the agents - most of the agents, they [unclear] the student ... to advance the kids in our country and they just tell lots of [really beautiful] dreams. When they come to Australia, they struggle a lot and that's why there is a problem of depression. I think so. | | | | | | | | | | | | | |  |
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|  | | | ...in this situation where they are. So these agents are business people?  Interviewee: Yeah, agents who.. | | | | | | | | | | | | | |  |
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|  | | | Because when you talk about that one, I think it's just an exam they will pass; it's not illegal. It's not illegal; it's not like a corrupt there. It's a totally fair, but they pass how? I don't know. Because there's a boy who live with me, he said he has a 7.5 in [unclear] test but when I listen to English, he is like a just beginner thing, [yes], I don't know how did he get that one. It's - I don't know. But of... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Economic and Social issues from Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.1027 |  | 4 |  | | | | | | |
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|  | | | In Australia, it's like - I think the people here is totally different from our country because, especially when I go to work, I have lots of colleagues, I have people from a higher level. Everyone there treat you very nicely; because in our country, if you're from lower level, it's totally quite different, but...  Facilitator: What do you mean? Can you just elaborate on that?  Interviewee: It's like, if you are from lower level, they don't - it's like they don't talk, they don't greet, and it's like - they kind of do and they do a kind of a biasness. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Especially that I'm going to tell you, [agents]; because the agents - most of the agents, they [unclear] the student ... to advance the kids in our country and they just tell lots of [really beautiful] dreams. When they come to Australia, they struggle a lot and that's why there is a problem of depression. I think so. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\loan repayments** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0130 |  | 1 |  | | | | | | |
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|  | | | Yeah, I just arranged a bank loan; I arranged a bank loan and some - a few amount, I do have other - and I managed all the - my fee from bank plus my - from my saving. My brothers, fathers do have a good income and my uncles are from British Army; that's where they managed. That's all. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\Nepali society** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0426 |  | 3 |  | | | | | | |
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|  | | | I like a lot that, even I work at a good post in Nepal, I came here, I work at a kitchen. I don't have any regret because everyone is loving there, everyone cares about - there's no kind of biasness. I love that one. Most importantly, Australia, the payment is very good in Australia because... | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 9:08 AM |  |
|  | | | It's totally complex here because I think society's totally affected by technology like that here, but it's not like that at home. | | | | | | | | | | | | | |  |
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|  | | | If you want to survive in Australia, even though Australians struggle a lot to survive in Australia, you have to learn that one first. Because if you come [to Australia 2], Nepalese people, Australia are very hard working than us, I believe, yeah. They even work harder than us and they have to be ready. Lots of kids who come from Nepal even don't know how to cook the food. It's like, even I came to Australia after my - I have never cooked the food here. Even I was not ready to- what kind of circumstances... | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Economic and social issues faced by Nepali students in Australia\University fees** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0056 |  | 1 |  | | | | | | |
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|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:50 AM |  |
|  | | | Yeah, of course, it sustains me; even I have to bring fee from like home but the income I receive from the company's good. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.1380 |  | 8 |  | | | | | | |
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|  | | | I'm working as a kitchen hand in [Fellons there], yeah | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | Actually, my friends, my lots of colleagues told me it's very good, the opportunities and better career and education. But when I came here, education is not - I think it's not as tough as in Nepal because here, the way of teaching is totally different. It's different; it's like...  Facilitator: How is it different?  Interviewee: [Mainly] like in our country we have to go to college; it's - we don't have to show somebody the assignment like that; it's like we don't have to search lots of articles, things like that. But you have to go through books there a lot, but here you have to be - find open sources, you have to get the knowledges that - that's really different. | | | | | | | | | | | | | |  |
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|  | | | Especially it's, I think it's based on nationality because we - language is same, our - how we treat, how we behave is same; that's why...  Facilitator: This is the Rai clan?  Interviewee: Yeah. I don't think - caste doesn't matter here. I mean, nationality difference, I think, not only ours, every students here. I think so.  Facilitator: So when you say you've got Nepali friends, which caste are they from?  Interviewee: They are from different castes here. I don't prefer particular castes like that.  Facilitator: So they're just your good friends from Nepal?  Interviewee: Yeah, it's like Limbu; I have my friends, Gurung, Magar, Tamang. They're friends... | | | | | | | | | | | | | |  |
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|  | | | Yeah, at the beginning it was very difficult mainly because I haven't used this technology in our country; because every time we have to go hard copy in Nepal. We have to - even when I was sitting master in economics, I have to get the books and it was very difficult to get the books. We have to go to university library to search the books. But here, lots of resources you can through online and then... | | | | | | | | | | | | | |  |
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|  | | | It took me nearly two, three months here because, even at the beginning, I didn't know how to use the eBooks. That's the problem; I didn't know how to use the Blackboard.. | | | | | | | | | | | | | |  |
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|  | | | Yeah, actually, do you know, when I, at the beginning, it was difficult because you have to submit all the assessment but now I don't feel any kind of problem because I did [material] in Nepal at the beginning, what was the - what we need to assess was difficult and later, now, I don't feel any kind of problem. I'm doing easily that. | | | | | | | | | | | | | |  |
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|  | | | ...I already told you; they have to research a lot because when you come to new places, you have this struggle, you have to make the mentality. That's - because first important thing, you face financial, economical [we call it], social - lots of problem here and you need to mentally prepare for that, all this aspect, I believe. | | | | | | | | | | | | | |  |
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|  | | | Yeah, last time I read a news article about the quality of Nepalese student because Australian immigration still believe - they believe the quality of Nepalese student is not good. They publish that report. I think at some point, it's fact because lots of kids, they're just [unclear] level they're coming to Australia. I think they are not good enough to get the higher education at this level; I think so. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Challenges of Nepali student learners** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0486 |  | 3 |  | | | | | | |
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|  | | | Yeah, actually, do you know, when I, at the beginning, it was difficult because you have to submit all the assessment but now I don't feel any kind of problem because I did [material] in Nepal at the beginning, what was the - what we need to assess was difficult and later, now, I don't feel any kind of problem. I'm doing easily that. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Inclussiveness and exclussiveness** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0301 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Jobs** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0024 |  | 1 |  | | | | | | |
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|  | | | I'm working as a kitchen hand in [Fellons there], yeah | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Learning was easier in Nepal** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0305 |  | 1 |  | | | | | | |
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|  | | | Actually, my friends, my lots of colleagues told me it's very good, the opportunities and better career and education. But when I came here, education is not - I think it's not as tough as in Nepal because here, the way of teaching is totally different. It's different; it's like...  Facilitator: How is it different?  Interviewee: [Mainly] like in our country we have to go to college; it's - we don't have to show somebody the assignment like that; it's like we don't have to search lots of articles, things like that. But you have to go through books there a lot, but here you have to be - find open sources, you have to get the knowledges that - that's really different. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\learning and teaching in Australia vs Nepal \online learning technology** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0184 |  | 1 |  | | | | | | |
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|  | | | Yeah, at the beginning it was very difficult mainly because I haven't used this technology in our country; because every time we have to go hard copy in Nepal. We have to - even when I was sitting master in economics, I have to get the books and it was very difficult to get the books. We have to go to university library to search the books. But here, lots of resources you can through online and then... | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\learning and teaching in Australia vs Nepal \Time period it took to grasp learning techniques at Australian Univeristy** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0078 |  | 1 |  | | | | | | |
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|  | | | It took me nearly two, three months here because, even at the beginning, I didn't know how to use the eBooks. That's the problem; I didn't know how to use the Blackboard.. | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0921 |  | 4 |  | | | | | | |
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|  | | | Yeah. I loved my job there. So I was a primary coordinator; I did have nearly, around 15, 16 teachers work under me and I loved that job a lot, and I still have a wish to work that...  Facilitator: So you left everything to come and study here?  Interviewee: Yeah, but I think up to now I haven't any - made any decision to stay here; maybe I want to stay here for a few years and I want to go back home. That's all. But lots of people wants to stay but up to now I don't have any wish. | | | | | | | | | | | | | |  |
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|  | | | Yeah, because we are from lower level. But when I go to work in a kitchen, everyone believes we are equal. No one...  Facilitator: So in your country, if you don't mind me asking...  Interviewee: Okay.  Facilitator: ...are you from the upper level, or lower level, or middle level?  Interviewee: Actually, I'm from middle level.  Facilitator: Middle level in the caste system.  Interviewee: Actually, we don't belong to caste system; we belong to ethnicity.  Facilitator: Okay.  Interviewee: It's like I'm Limbu. Actually, my caste is Limbu; my sub caste is [unclear] and we don't belong to caste system. We had - we do have our own religions.  Facilitator: So when you go to a workplace at the university where you worked, or school...  Interviewee: A school, yeah.  Facilitator: ...where you worked, people will not say openly, hello, and hi?  Interviewee: Yeah, they do, especially they do to only the people who work in higher level; but people who work in lower level, they just behave shit like that and it's totally different here at... | | | | | | | | | | | | | |  |
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|  | | | When you're at home, we - it's like if your country, if you are - you are never alone. You go to a friend's, you go to visit your family, you go to visit your relatives, it's like that. But here, it's not like that. | | | | | | | | | | | | | |  |
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|  | | | Yeah, we a lot. We visit friends a lot because we have lots of holiday, public holiday, lots of - and we have many, many religious festivals and those religious festivals, you know, there's a gathering that - because of that; and I think they miss all of those aspect here because they... | | | | | | | | | | | | | |  |
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|  | | | **Nodes\\Lifestyle in Nepal\community living** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0098 |  | 1 |  | | | | | | |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
|  | | | **Nodes\\Lifestyle in Nepal\Life experiences before coming to Australia of Nepali students .** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0692 |  | 2 |  | | | | | | |
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|  | | | **Nodes\\Lifestyle in Nepal\Nepali festivals** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0131 |  | 1 |  | | | | | | |
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|  | | | **Nodes\\Missing family** | | | | | | | | | | | | | |  |
|  |  | Yes |  | 0.0341 |  | 4 |  | | | | | | |
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|  | | | Yeah, a lot because I'm nearly 32 and I haven't been any kind of - outside from the country I live with my parents. I miss my friends a lot. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:51 AM |  |
|  | | | No, wife, she works in Malaysia. Yeah, she works in Malaysia, she's there; but I miss my family more than my wife [laughs]. But even she's a part of my family, but I miss a lot, my family. | | | | | | | | | | | | | |  |
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|  | | | I love my mother, [unclear] kids from my sister and brother a lot because we are a big family, we have lots of kids and I love - I talk every day with those kids. | | | | | | | | | | | | | |  |
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|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/10/2019 9:07 AM |  |
|  | | | Most of these students are coming to Australia - I think most of them, they do have good earning, I think, I believe, because they work a lot but the problem is the family depression, I think a lot, because I have seen such condition to many students here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\Homesick** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0266 |  | 3 |  | | | | | | |
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|  | | | Yeah, a lot because I'm nearly 32 and I haven't been any kind of - outside from the country I live with my parents. I miss my friends a lot. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 8:51 AM |  |
|  | | | No, wife, she works in Malaysia. Yeah, she works in Malaysia, she's there; but I miss my family more than my wife [laughs]. But even she's a part of my family, but I miss a lot, my family. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 9:07 AM |  |
|  | | | Most of these students are coming to Australia - I think most of them, they do have good earning, I think, I believe, because they work a lot but the problem is the family depression, I think a lot, because I have seen such condition to many students here. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Missing family\mum** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0074 |  | 1 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 8:54 AM |  |
|  | | | I love my mother, [unclear] kids from my sister and brother a lot because we are a big family, we have lots of kids and I love - I talk every day with those kids. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | **Nodes\\Stress of being a Nepali student inAustralia.** | | | | | | | | | | | | | |  |
|  |  | No |  | 0.0555 |  | 4 |  | | | | | | |
|  | | |  |  |  |  |  |  |  |  | | | | | | | |
|  | | | | | | | | | | | | 1 |  | S.R. |  | 10/10/2019 9:03 AM |  |
|  | | | Yeah, early time, it affected me a lot; but now I think, slowly I'm adapting. I just think with my study, with my work, with my life - but I still miss my home a lot; that's the problem I'm facing a lot. | | | | | | | | | | | | | |  |
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|  | | | | | | | | | | | | 2 |  | S.R. |  | 10/10/2019 9:06 AM |  |
|  | | | Means you have to struggle financially, you have to struggle socially, everything; because, first thing, lots of people they know lots of Nepalese guy are committing suicide, not because of economic problem, because of depression. That is a major problem. It's like last week, recently, I think - two weeks or three weeks a boy from Sydney committed suicide. He was earning good money but because of depression, he suicided. | | | | | | | | | | | | | |  |
|  | | |  | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | 3 |  | S.R. |  | 10/10/2019 9:07 AM |  |
|  | | | Most of these students are coming to Australia - I think most of them, they do have good earning, I think, I believe, because they work a lot but the problem is the family depression, I think a lot, because I have seen such condition to many students here. | | | | | | | | | | | | | |  |
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| Reports\\Coding Summary By File Report | | | | | | | | | | | Page 203 of 204 | | | | | | |
| 10/22/2019 9:25 AM | | | | | | | | | | | | | | | | | |
|  | | | **Classification** |  | **Aggregate** |  | **Coverage** |  | **Number Of Coding References** |  | | **Reference Number** |  | **Coded By Initials** |  | **Modified On** |  |
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|  | | | | | | | | | | | | 4 |  | S.R. |  | 10/10/2019 9:09 AM |  |
|  | | | Actually, we have an [NRN] group here, NRN I think, non-resident Nepalese people or something like that. But I think they are not helpful as expected. They just - I don't know what they do but they are here - at the last, I think last week they did have election after them to elect the members there but I don't know what they are doing. | | | | | | | | | | | | | |  |
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