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Background Information

This paper combines both current research and higher education professional practice. As an advocate of multicultural education (Banks, 2014; Grant, 2015, Author, 2015) and examining the relationship between multiculturalism and integration (Mahamadallie, 2011, Modood, 2013), I'm interested in applying these concepts to postgraduate student identities (Campbell, 2015; Chirgwin, 2015; Sen and Gundemeda, 2015; Tobell and O'Donnell, 2015). When reflecting on my own practice (Bolton, 2014; Pollard et al, 2014) as working as a Convenor and tutor on Master's level Programmes in Education for over ten years, I'm researching how postgraduate students perceive their own identity / identities within wider processes of internationalisation and globalisation (Harris, 20110). How is Master's Level study changing English and international postgraduate student identities? Are these students becoming more international in their cultural, social and educational outlooks? Or, despite globalisation in education, are national identities being preserved or in fact being strengthened for all postgraduate students?

Theoretical Approach and Methodology

The methodology of this research develops part of the data collection methods used by Bagnall (2015) who is interested in student identity formation within international schools. The focus of this study is the identity formation of current and graduate students at Master's level courses in English, Greek and Turkish Universities. The epistemology of the constructivist paradigm (Cohen et al, 2011) underlines the relationship between the researcher and the topic being researched. As an M Level programme convenor and tutor in Education in both domestic on site (university) and off site (schools) and international (universities in several countries), I have taught and worked with students and colleagues in the three countries under examination. The aim of this study is to allow both student voices to be heard from the data collected. What I'm also interested in my current research are whether the concepts of integration and multiculturalism are applicable to global identities as opposed to national identity. As I have argued in my own research, ideas surrounding integration are used by nation states who create policy and the consequent conditions that shape how individuals react to that policy. An education example of this is the national curriculum which was created by the state in England and Wales, with parents and children either agreeing to this through compulsory education in schools or resisting through home education (Author, 2014; 2015). It is these notions of resistance and compliance, I would suggest, which also shape individual identity. In this sense, we could hypothesise that postgraduate education is categorically international in intention with many opportunities for comparative and reflective methods to be applied within Master's level postgraduate courses. Is this however the case?

A combination of questionnaires and interviews will be created for postgraduate students to question student identity formation. The research is interested in how this has evolved, if at all, during the postgraduate Master's level process. Bagnell's (2015: 131-132) questionnaire is insightful into providing examples into what questions can be addressed e.g. Where are you from? Why are you studying here? Do you feel you belong here? List the things you like about your home. Where do you think you will be in five or ten years' time? (Place); What is your understanding of the concept of global identity? I would provisionally add the following questions to the draft questionnaire: What is your understanding of national identity? Do you associate more with a national rather than global identity? Are you an advocate of multiculturalism? Do you believe in an international curriculum rather than a national curriculum?

Results and Findings

The intention is to have a pilot questionnaire prepared and sent out to students in the three universities before the SRHE Conference in December 2015 so that the project as well as the evolving methodology can be discussed. This project will form the basis of an SRHE Research Award bid entitled '*Domestic and international perspectives on Master's Level student identities*' (submitted in September 2015) with data collection beginning in January 2016. If the application is successful then the findings will form part of an award nominated output i.e. presentation at the December 2016 conference, as well as an additional requirement i.e. an article submitted to *Studies in Higher Education*.

Implications of the Study

The importance of research informing higher education practice is very pertinent with this paper. An aim of this research is to increase understandings of M Level students for future marketing and income generation purposes (Dixon et al, 2015). Developing modules to suit the requirements of Master's level students would also be an advantage of this research, as will the questions relating to the postgraduate bridge between Master's and Doctoral studies (Polonsky and Kidd, 2015). It would also be beneficial if further funding could be obtained which would mean more data collected through more interviews and questionnaires (Newby, 2014; Silverman, 2013) with both postgraduate students and staff from more countries involved in a future project on learning more about postgraduate identities.