1. **Executive Summary**

The study examines Canadian educational opportunities for overseas students through median job earnings combined with salary separations between academic disciplines. Social science research indicates international students experience significant benefits from their STEM education during the span of 2018 to 2020.

STEM graduates who hold degrees in engineering, computer science and mathematics consistently bring home higher median salaries. Engineering and computer science and mathematics degrees consistently generate salaries between $59,453 and $66,473 each year. Salaries for BHASE (Business, Humanities, Arts, Social Sciences, and Education) graduates sit at $53,577 per year. The data shows that STEM workforce matters for the evolving Canadian labor market because innovative competencies drive economic expansion.

Students who earn either master's or doctoral degrees will receive the largest total salary over three years with amounts reaching $2,187,200 and $1,950,100 respectively. The observed data demonstrates postsecondary education creates essential foundations for sustained professional development together with financial strength. STEM graduates easily find employment quickly because both tech industry along with healthcare lack workforce to meet current demands.

STEM subjects demonstrate clear investment returns making it acceptable for international students to face expenses associated with living costs and tuition fees. Immigrants who study in high-demand professions will recover their education expenses at a faster rate which helps build lasting career achievement.

International students can access excellent higher education opportunities within Canada and especially benefit from the STEM educational options. People select Canada because its professional advancement and personal growth potential combines with strong career opportunities and competitive salaries and long-term financial returns.

1. **Process and Lessons Learned**

**Reiteration of the Refined Question:**

The refined question developed during the in-class debate was: International students who pursue degrees in Canadian colleges obtain major financial benefits due to the combination of education levels and subject study variations and scholarly feedback.

**Question Realignment:**

Reframing the question to align with my perspective: International students who pursue Canadian education at any level including STEM degrees develop lasting financial success and professional possibilities in their future careers.

The revised research question emphasizes STEM education as I want to study sectoral return on investment and labor market potential. The analysis reaches greater clarity when it selects specific fields to demonstrate their financial benefits and career security benefits for international students who face substantial study abroad expenses.

**Metric Identification and Explanation:**

To deepen the analysis, I expanded on metrics related to:

1.Income Differentiation by Field of Study: A comparison between salaries reveals higher STEM graduates earn more than their BHASE counterparts each month.

2.Lifetime Earnings by Degree Level: The analysis includes multi-year earnings figures that demonstrate extended financial returns from graduate education with master's programs reaching $2,187,200 while doctoral degrees yield $1,950,100 over three years.

3.Employment Rates and Job Acquisition: The analysis uses job Shortage data in growing sectors (including healthcare and technology) which demonstrates that STEM graduates find jobs both rapidly and consistently.

The revision brings an unambiguous relationship between educational attainment and concrete monetary results which strengthens the analyses' validity.

**Lessons Learned:**

**In-Class Struggles and Observations:**

* The class struggled to synchronize different views while debating.. The diversity of evaluation priorities resulted in delayed efforts to establish a common research topic.Between broad-question supporters and direction-focused advocates including myself a debate formed regarding how to obtain actionable insights.itial delays in framing a unified question.
* Some participants preferred broad questions, while others, including myself, argued for a more focused approach to facilitate actionable insights.

**Behavioral Observations:**

* Study participants who supported their claims with data earned higher credibility levels from the group.The group demanded a combined approach of clear concise communication that proved essential for successful persuasion.ttention.
* Clear, concise communication emerged as a critical factor in persuading the group..

**Analysis of Argument Persuasiveness:**

The organized argument presentation method greatly increased the persuasive strength of each argument. Strong data-backed conversations (that showcased median salary information and workforce statistics) proved far more persuasive than basic personal stories. If carefully implemented this systematic approach enforced logical narrative advancement which minimized discriminatory emotion.

**Authenticity of Data Presentation:**

The process of data authenticity grew stronger because of verification with dependable sources.. Argument credibility increased when researchers used validated datasets from governmental institutions and organizations.The combined presentation of long-term earning data and employment figures from specific sectors delivered effective results.asets (e.g., government and institutional reports) increased the credibility of arguments.

•Presenting cumulative earnings and sector-specific employment data highlighted long-term benefits effectively.

**Key Takeaway**: Through the structured debate participants discovered that strong arguments need both an analytical structure and reliable data. The research methodology improved the depth of analytical findings and confirmed that the study maintained its relevance to the original inquiry. The upcoming analyses will need to follow a structured process to generate impactful results along with targeted benefits.

**C) Data Presentation:**

**1.** **Sum of Median Employment Income (2018)**

A pie chart with different colored sections

Description automatically generated

The graphic shows how employment income in 2018 divided across various levels of academic credentials by utilizing a pie chart format. It showcases five categories: career/technical certificates, career/technical diplomas, doctoral degrees, master’s degrees, and undergraduate degrees. The CSV data indicates master's degree holders receive the largest chunk of median employment income demonstrating their attractive salary potential. Doctoral qualifications show a substantial presence in teaching markets demonstrating the importance of advanced educational attainment. The percentages of career/technical certificates and diplomas are lower than other categories owing to their lower 2018 median incomes.  
2. Sum of number of grads by different educational programs  
. A graph of graduation

Description automatically generated with medium confidence

A bar chart shows that educational qualification affected graduate numbers during 2018-2020.Expansion in educational attainment reached its annual peak during 2020 with Career, technical, and professional training diploma holders.All years show that doctoral degree graduates hold the lowest total number of graduates.Graduates with both undergraduate positions and Masters degrees demonstrated that their numbers grew consistently from 2018 to 2020.

3. Average Median Employment Income by Field of Study (2018-2020)  
A graph of a person with a green orange and blue line

Description automatically generated with medium confidence

The average median employment income statistics for various educational fields appeared in the chart throughout 2018-2020.The income earned by professionals in mathematics and engineering along with computer science fields consistently exceeded those in different fields.The average healthcare worker earnings at the median level demonstrated stable performance although lower than those found in STEM-related fields.

Median employment income grew steadily in all departments across the three-year period.  
  
  
4. **Comparison of Median Employment Income in BHASE vs. Mathematics and Computer Sciences (2018-2020)**

A graph of a graph of a number of squares

Description automatically generated with medium confidenceThe chart compares the maximum median employment income between two fields: BHASE and Mathematics and Computer and Information Sciences, from 2018 to 2020. The income scale on the y-axis extends between 0 to 150,000 dollars. Different colored bars show each year: blue for 2018, orange for 2019, and green for 2020. Mathematics and Computer and Information Sciences demonstrate consistently superior median earnings compared to BHASE yet experienced an especially significant upward shift in 2020.

**D) Conclusion:**

In conclusion, this data confirms international students achieve sizeable financial returns when studying postsecondary STEM programs in Canada. During the years 2018 to 2020 engineering professionals along with computer scientists and mathematicians earned higher median pay ranges from $59,453 through $66,473 each year than students focusing on BHASE subjects at $53,577 median pay. Students who obtain master's or doctoral qualifications achieve major lifetime earnings thus demonstrating substantial long-term economic benefits.

Research evidence confirms STEM skilled workers serve as crucial elements for Canada's economy as it shifts toward a future that depends on innovative abilities for growth. STEM graduates who enter the technology and healthcare sectors quickly secure employment which guarantees both professional stability and financial prosperity.

The study proves that international students achieve quick returns on their education costs because they access solid career opportunities combined with attractive compensation packages. International students choose Canada for their education because it provides them with powerful combined benefits for career growth and financial potential.

Hence I believe, Canadian education proves to be an attractive investment for international students because specific fields yield powerful economic benefits for graduates.

**References** :

Government of Canada. (2024, April 17). Statistics Canada. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710015801&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=4.1&pickMembers%5B2%5D=5.2&pickMembers%5B3%5D=6.3&pickMembers%5B4%5D=7.4&cubeTimeFrame.startYear=2020&cubeTimeFrame.endYear=2020&referencePeriods=20200101%2C20200101>