Faktaa.

FACTS AND FIGURES

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IRMA GARAM:

Internationality as part of higher education studies

CIMO

Kansainvälisen liikkuvuuden ja yhteistyön keskus
Centret för internationell mobilitet och internationellt samarbete
Centre for International Mobility

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Background

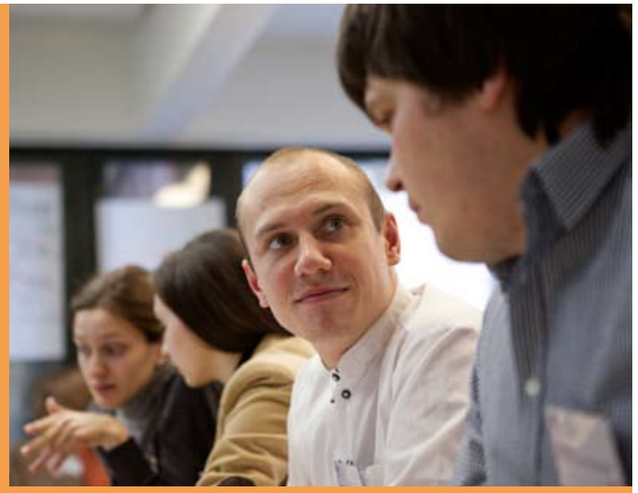
The internationalisation of higher education has many functions. One important function is to prepare students for an international living and working environment. The world of work, growing more and more international and multicultural, needs people who are able to find their way across national, cultural and ethnic boundaries. In its Strategy for the Internationalisation of Higher Education Institutions in Finland, the Ministry of Education and Culture sets the goal that Finnish higher education provide the students with competences to work in an international environment and that all higher education degrees incorporate a module supporting internationalisation. This module is expanded on in the students' personal study plans and can be completed through a mobility period or international courses. [1]

Finnish students have traditionally gained international experience by doing part of their degrees abroad. About 10,000 Finnish higher education students head abroad every year on a student exchange or for practical work experience, which amounts to 20% of the number of graduates annually. We could pay yet more attention to internationalisation at home, that is, to the international experience gained in the students' home institutions in Finland. Finnish institutions of higher education run plenty of programmes in English with plenty of students from abroad. It should therefore be more than possible to study in a multicultural environment also at home.

[1] Ministry of Education and Culture: Strategy for the Internationalisation of Higher Education Institutions in Finland 2009, 26–31

While Finnish higher education has become increasingly international in the last years, many degree programmes still find it quite a challenge to incorporate a module supporting internationalisation. This publication in the series Faktaa – Facts and figures presents the key findings of a survey by CIMO on how to support the internationalisation of students in higher education and how to infuse an international dimension into the degree programmes. Also discussed will be the challenges arising from these goals. We will first tackle the experiences of the ways in which higher education institutions and degree programmes have supported the internationalisation of their students. We will then move on to examine what it takes to incorporate internationality in the degree programmes and what the challenges are. This is followed by what the programmes themselves feel are the skills and competencies demanded in an internationalising world of work. The report gives plenty of insights into the practices and experiences of the higher education institutions.

The full report is available in pdf format in Finnish as *Kansainvälisyys osana korkeakouluopintoja*. The report has come out in the CIMO series of *Tietoa ja tilastoja* (1/2012) (Facts and figures).



What did we study?

This CIMO survey considered how internationality and related elements can be incorporated into higher education programmes.

- How can we support the internationalisation of students in higher education?
- What are the ways in which higher education institutions can incorporate an internationalisation module in their programmes?
- What kind of obstacles and assisting factors are there?

What we sought in the survey were the experiences of the degree programmes and higher education institutions themselves. The experiences were harvested in two ways: we interviewed 12 people in the summer and autumn of 2011 in charge of a degree programme or from administration and arranged a meeting with 20 institutional representatives in December 2011 on the basis of the preliminary findings. The data also consisted of the curricula of 54 degree programmes, which we analysed in the spring of 2011 to see whether and how internationality was made visible in the curriculum.

1 There are many modes of internationalisation, but they are not used systematically

The degree programmes recognise many different ways of supporting the internationalisation of their students. They hope to serve the students with an "international tray" full of items to choose from at various stages of the curriculum.

The main problem in supporting internationalisation is not the absence of ideas and opportunities but rather that there is no systematic planning of internationality. Activities which support internationalisation are often arranged in a haphazard manner, without proper planning. This is why internationalisation is hard to integrate into the curricula and why the various modes supporting it remain isolated experiments. To replace such random practice, the means of internationalisation should have well-defined learning outcomes to help the students work on their international competencies throughout the curriculum.

Higher education has many ways of supporting internationalisation

International student mobility, which translates into a minimum of three months of study or training abroad, is still the main mode of introducing internationality into a degree programme. It seems that the dominant position of mobility can also stop the programmes from promoting other modes of internationalisation. The particular challenges that mobility poses have to do with student motivation and quality assurance. Many institutions have set a minimum of credits to be completed during the mobility period. If the students were better supervised, they would know better which courses they can take abroad and what they need to complete before departure.

Intensive courses, summer schools and other short-term international modules wrap a range of international activities into a single package. These include the mobility and co-operation of students and teachers, studying in a multicultural group and new international perspectives. The courses make internationality visible, not only in the higher education institution but also more widely, both locally and regionally. Intensive courses often also lead to closer international co-operation, and a module of one or two weeks is easy to fit into the teachers' work plans. Challenges include funding and the project-like nature of the courses: funding which comes from many different sources is no guarantee for continuity.

Teachers' mobility and incoming lecturers foster an international perspective. They can contribute to staff training, help to export know-how and to prepare joint projects. At the level of individual departments, internationalisation builds on staff contacts, which is why levels of mobility to some extent correspond to levels of internationality in general. What is especially challenging in this mode of internationalisation is its random nature and short-termism: visits are made at short notice and they are hard to fit into the curriculum and work plans. The programmes and institutions can support mobility by incorporating it into the planning of their overall work and make it more systematic by setting and monitoring mobility goals.

The integration of international and Finnish students through joint courses taught in a foreign language is another major way for Finnish students to become more international. The benefits are mutual: while Finns gain experience of cross-cultural communication, international students make contacts in their host country. Finnish higher education institutions offer plenty of education in English and recruit students from abroad, including exchange students. What makes this education challenging in terms of integration is that courses and programmes delivered in English are often taught separately from Finnish courses and programmes. The two student groups end up in their own pigeon holes, without meeting each other. And even if Finnish and international students take the same courses, the courses have few inbuilt mechanisms to support working in multicultural groups. The idea seems to be that the students become more international by virtue of sitting in the same classroom. Interaction between Finnish and international students could also be promoted outside the classroom by, for example, rewarding students who take up tutoring international students.

At their best, **language and communication studies** combine the study of language with cultural and communicative knowledge. The extent of language studies in higher education programmes tends to be slim. Considering the options available to students and the motivation (or lack of) to study languages, it is challenging to incorporate language and communication studies gainfully in the curriculum. Institutions can expand the available language options by co-operation and by creating space for language studies in the curriculum. Motivation can be boosted by adding more compulsory language and communication studies in the programmes.

The availability of **studies in cross-cultural communication** varies a great deal. Many programmes include no such studies whatsoever, some programmes have made intercultural communication a compulsory module, and others provide it on an optional basis. Also, while some programmes arrange only a solitary course, others have created more extensive modules, even minor subjects. In some cases, studies in cross-cultural communication are combined with language studies. What is vital is that the courses include both general theoretical input and subject-specific elements. Not every department has the necessary expertise to teach cross-cultural communication, which underlines co-operation within and between the institutions. It also makes sense to use the expertise of institutional language services or language centres.

Information and communication technology may replace or complete physical mobility through, for example, streamed lectures or distance assignments which are part of a mobility period. High hopes are placed on information and communication technology, but their use is neither widespread nor systematic. Among the challenges is that when institutions are rewarded for internationality, virtual mobility is nowhere to be seen. Also, getting used to the technology may at first be distracting. On the other hand, technology can also provide easy-to-use solutions: students in different countries meet through virtual platforms, video-conferencing makes it possible to attend lectures streamed from abroad, and email enables easy communication.

An international perspective in the teaching can be created through international literature or case studies, by taking an international focus in one's research and by introducing and comparing international practices. Institutions of higher education agree – in theory – that internationality should not be a separate module, but rather embedded in the whole curriculum. This may be challenging in practice, because internationality is then the responsibility of every single teacher and of no one in particular. If this is the case, internationality may become invisible and may even fall by the wayside.

How to make internationality a more systematic and visible part of the studies

2

Internationality can become more systematic and planned, when there is a logical continuum from national-level steering to institutional policies and individual students. If the support is not there at some point or if internationalisation clashes with the goals, there is a problem. Internationality should feature visibly in the goals and evaluation of higher education, in:

- national-level performance management, financing and indicators
- institutional strategies and action plans supporting the strategies
- the curricula of the degree programmes
- the further development of teaching and in the pedagogic solutions, and
- the students' learning and guidance.

Many institutions of higher education are on their way to incorporating into their degree programmes an international module, as laid out in the internationalisation strategy of the Ministry of Education and Culture. Individual elements supporting internationalisation have been or are being accumulated into a module which can be included in the degree.

The universities of applied sciences and the universities have somewhat differing practices in creating modules of internationalisation. Many universities of applied sciences are planning to make the international module a compulsory part of all degree programmes. The students must complete this module, which will be included in the curriculum of each programme. Conversely, international modules are seldom compulsory in the university sector. The universities have rather opted to make the fragmented international elements more visible by bringing them together under one single module. The students can decide themselves whether they wish to complete the whole module as such. If the studies are deemed to be extensive enough, they will be acknowledged in the degree certificate.

In either case, the process requires that the international module has proper learning objectives and a clearly defined extent as well as criteria for creditation. The module can usually be completed by studies or practical training abroad, courses taught in a foreign language in one's home institution, by attending language training and by doing studies in cross-cultural communication. In some cases, the

Several institutions accumulate individual elements supporting internationalisation into a module which the students can include in their degree.

institutions also accept extra-curricular activities as part of the module, including tutoring and work in organisations.

A compulsory international module also requires that the students have enough opportunities to complete the module: the institutions should secure enough mobility choices and enough teaching in a foreign language. Many institutions have determined a minimum amount of teaching given in a foreign language for the students to choose from.

If the international module is optional and the students can themselves decide whether to put one together or not, they should be encouraged to do so.

Rovaniemi university of applied sciences makes internationalisation a compulsory module

The Rovaniemi University of Applied Sciences has decided to include a compulsory module supporting internationalisation in all of its curricula as of autumn 2013.

In the first degree – a Bachelor's degree – the module comprises 20 credits. In the second-cycle Master's degree the extent is 5 credits. The module can be completed on an international student or trainee exchange, which may also be compulsory, or through studies taken in a foreign language, by tutoring international students or by participating in some other form of international action within the home institution. The credits are detailed in an international passport appended to the degree certificate. Each degree programme must offer at least 10 credits worth of professional studies in English.

The Rovaniemi University of Applied Sciences has defined consistent learning objectives throughout, internationality included. Curriculum development is monitored in a three-part process, which secures the implementation of shared goals and supports the degree programmes. The curricula are built on joint and programme-specific learning objectives, which helps to recognise the necessary skills and competences. These lead to the themes and topics of the various stages and modules of the curricula. Also in the pipeline is a tool to support the application of competences in individual modules.

University of Tampere to accumulate studies supporting internationalisation into a module

Students at the **University of Tampere** can include a distinct international module in their degrees as of autumn 2012. This module incorporates those study attainments which are part of a degree and support internationalisation. The objectives of the module relate to cross-cultural competence, amassing knowledge and creating an understanding of intercultural issues. The students should also be able to apply to working life what they have learnt.

The formal status of the internationalisation module does not equal that of the compulsory modules which the students must complete in order to gain their degree certificate. Rather, the international module is an alternative way of grouping one's studies. The module and the number of credits are entered into the student register, but no grade is given. The module comprises a minimum of 20 credits.

How the international module will be completed is part of the student's personal study plan HOPS. The module may include international mobility, courses and exams taken in a foreign language, and a maximum of 10 credits each of language training and attending classes in a foreign language. It is also possible to include studies in Finnish, if they fulfil the learning objectives to a satisfactory extent, and to incorporate the tutoring of international students and other activities supporting the learning objectives.

The individual departments and academic units shall ensure that the students are able to complete the international module. This means, for example, that there are enough exchange opportunities in the various language areas, that international training can be included in the degree, that studies completed in the partner universities are fully credited in the degree programmes and that the department/unit provide relevant courses both in Finnish and in foreign languages.

The international module should have proper learning objectives and a clearly defined extent. The criteria for crediting courses and other modes of study should also be defined.

3 Curriculum in service of internationalisation

At its best, the curriculum may encourage students to become more international. At its worst, it may act as a barrier and obstacle of internationalisation. Higher education institutions have identified at least three criteria for a "beneficial" curriculum: first, internationalisation is an explicit goal of the degree programmes; second, there is room in the curriculum for internationalisation; and third, the curriculum allows flexibility when it comes to details such as recognition of credits or the recommended study schedule. Curricula are now being reworked to give internationalisation a lift: space is made for a specific international module, the curriculum has a compulsory international module or internationality is defined as one of the goals of the degree. Many higher education institutions are making good progress in accordance with the international strategy, even if they are not creating a compulsory international module in all of their degrees.

Should internationality be a compulsory or an optional part of a degree programme? Higher education has examples of both. If internationality is a compulsory element, the students usually have many different modes of completion: international mobility, studies through a foreign language, project work or language and cultural studies. In the worst case, the compulsory nature of the module may turn attitudes against internationality. On the other hand, if the module is optional, internationality does not reach everybody.

Van der Wende's typology gives criteria of international curricula

The Dutch **Marijk van der Wende**[2] proposes structural ways of internationalising the curriculum. Listing the criteria of internationalised curricula, her typology is one way of conceptualising different structural choices which can integrate an international dimension into the content of higher education curricula:

- the curriculum has an international subject or content
- the curriculum broadens the original subject area by an internationally comparative approach
- the curriculum prepares students for international professions
- the curriculum with a focus on language and cultural studies explicitly addresses cross-cultural communication issues and provides training in intercultural skills
- interdisciplinary programmes such as regional and area studies
- the curriculum leads to internationally recognised professional qualifications
- the curriculum leads to international joint or double degrees
- the compulsory components of the curriculum are offered at institution(s) abroad and are taught by local teachers
- the curriculum is explicitly designed for foreign students.

[2] Marijk van der Wende (1996, 46)

Internationality should be an explicit goal of the degree programmes and there should be room for it in the curriculum. Flexibility on details is also called for.

Higher education is all for making internationality an integral part of the studies, yet separate international modules are being built.

Curriculum development encourages but may also hamper internationalisation

The current curriculum of **Aalto University's BA programme in Textile Art and Design at the School of Arts, Design and Architecture** fosters internationalisation by making student exchanges more readily available: the spring semester of the second year is kept free from compulsory subjects and open to student mobility. The students get to design their schedule abroad in advance as part of their personal study plans. They are recommended to take such studies abroad which they can include in their degrees as optional components. Studies abroad can also be taken as minor subjects or some of them can be recognised as compulsory studies, but in these cases the credits will be cross-checked separately.

Curriculum development may also turn against internationality, if the international dimension is not kept in mind. This was the case in the Faculty of Medicine, University of Turku, where the autumn semester of the third year used to be a suitable point for student exchanges. In the new schedule, the third-year autumn was packed with lots of compulsory courses, which left no room for international mobility. When no space was created elsewhere in the curriculum for student mobility, the number of outgoing students collapsed. At the same time, the curriculum was being revised, and changes were adopted which made the curriculum structure incompatible with that in the international partner universities. It was now harder to find corresponding courses abroad and to get recognition for studies completed abroad.

Should internationality constitute a separate module or is it an integral part of the whole curriculum? The problem with a separate module is that it keeps internationality detached from rest of the curriculum: once it is completed, the matter is dealt with. If, on the other hand, internationality is meant to be an intrinsic part of the curriculum, much depends on the interests and abilities of individual teachers. General-level competencies such as internationality may not be addressed at all, if the teachers only do what they think is their share, assuming that international skills and competencies are tackled elsewhere.

In theory, higher education programmes would like to see internationality integrated into the whole curriculum and all teaching. The interviewees talk about "normalised" internationality as an automatic and natural curriculum and teaching component. Developments in the field could always be discussed from an international perspective, too, and the students – Finnish and international – could be made to work together from the outset. In practice, however, many programmes end up creating separate modules to support internationality.

What kind of curriculum, then, is better at supporting internationalisation, one that is flexible or one which is more rigid and school-like? A curriculum which allows the students to build their own paths and schedules is more open and flexible to different kinds of options. Such a curriculum is considered somewhat unstructured, however: the freedom it allows does not give guidance about when would be a good time to do an international exchange and which studies the students could do abroad. A more rigid, school-like curriculum, which clearly defines the progress and schedule of studies, is less flexible about individual needs and demands, but such a curriculum makes it easier to create distinct options and space for an international period.

HAMK university of applied sciences makes internationality part of curriculum development

The HAMK University of Applied Sciences seeks to develop its curricula in such a way that internationality permeates all levels from the strategic goals to the skills and competences of an individual student. The new students' curricula are updated annually to respond to the goals set and challenges identified by institutional management. The process also considers feedback given on the curricula by students, teachers and partners.

The process involves a joint seminar, curriculum negotiations with the education and research centres, and curriculum development work in each degree programme. The seminar discusses the goals and challenges arising from institutional strategies and development plans. The institutional development plan on internationalisation defines student and staff mobility goals, and objectives for the amount, quality and modes of implementation of teaching through a foreign language; and of study-related international projects.

In the curriculum negotiations with the education and research centres, the international goals are translated into practice. Each degree programme evaluates how the goals have come true, what challenges there are and how curriculum development progresses. The curricula also record what opportunities the students have to make use of student mobility, professional studies taught in English or studies provided in conjunction with international projects.

The degree programmes at the HAMK University of Applied Sciences have skills-based curricula which take into account both the national qualifications framework and the profession-specific competences of each degree programme. The competences have an impact on the learning objectives of the modules and on the evaluation of the students' skills and competences.

How the competences develop is monitored in personal reviews which are part of the students' personal study plans and their follow-up. The students assess the level of their own competences at various stages and set goals on their own internationalisation which they can realise by studying abroad or with international students at home, and by doing a traineeship abroad or in an international company in Finland. They can also improve their international knowledge, skills and competences by participating in international projects in their home institution or through virtual collaboration.

4 Study guidance in service of internationalisation

The personal study plans, which all students make, can also be made to serve internationalisation, as they are an opportunity to provide more individual guidance and to pay closer attention to the students' individual circumstances. The institutions see the role of the study plan as twofold: it can help the student to consider international options more in depth, which is especially important when the international module is not a compulsory component in the curriculum. And second, the personal study plan helps to draw up a schedule to ensure that international mobility does not delay graduation.

The personal study plan HOPS does not yet seem to guide the students' internationalisation at home.

It was widely felt that personal study plan practices need some improving before they can fully encourage the students to become more international. The following issues emerged:

- When should information and guidance be given? Students need information from the very outset in order to be able to plan ahead, but guidance and information needs to be available throughout the programme.
- How to monitor the fulfilment of international goals during the studies? Mechanically – "this has been achieved" – or with an encouraging touch and by looking for different options?
- What is the division of labour between the study plan supervisor and the international co-ordinator? Who is in charge of providing what information?
- How do the interests and knowledge of the study plan supervisor impact on the way in which he/she encourages the students' internationalisation?

The interviews gave little information on how students are guided towards modes other than international mobility. The personal study plan does not yet seem to offer very much guidance about internationalisation at home.

International curriculum in light of research literature

Research literature defines the international curriculum through goals/outcomes, contents and target group. An international curriculum prepares the students for an international environment and explicitly seeks to provide them with knowledge, skills and a frame of mind for cross-cultural communication. (Leask 2009; Green & Mertova 2009; Wende 1996). Sometimes one also talks about a curriculum which has an international orientation and which is explicitly designed for both domestic and foreign students (for example, Wende 1996).

If we are to internationalise the curriculum and teaching in higher education, work needs to be done at three levels: the curriculum has to be structured in such a way that it makes internationalisation possible; international skills and competences need their own goals; and we must devise concrete teaching and learning processes to reach those goals (Leask 2001). The processes of teaching and learning will be tackled in the classroom and within the modules, but the other criteria require that something be done at the level of the degree programmes, curricula and entire institutions. Education can become international only with the combined efforts of the management and the grass roots of an institution: the institutions define the goals and policies of internationalisation, while the degree programmes set the learning objectives and work on the curriculum, teaching practices and assessment in accordance with the goals. (Olson et al. 2005/2008, Clifford & Josephs 2005).

The scope of options which bring an international dimension into teaching may vary in practice: for example, are we talking about a single module or an entire degree programme? There may also be differences as to whether the teaching takes place at home or abroad or both, and whether the target group includes domestic or foreign students or both. Variations are also possible in terms of how far the international perspective extends. Does it cover all of the teaching and does the curriculum seek to create international modules or only individual courses compulsory to all students? (Wende 1996, 21)

To look at the structures only does not describe the concrete ways which internationalise teaching practice and processes: it may provide the big picture, but not the fine detail. (Green & Mertova 2009, 40–41; Leask 2001) The concrete ways of internationalisation can be placed under three headings: student mobility, staff mobility and internationalisation at home. (Green & Mertova 2009, 31–34)

International student mobility
- student exchange
- practical training
- voluntary work
- study trips
- international conferences
- field courses, excursions

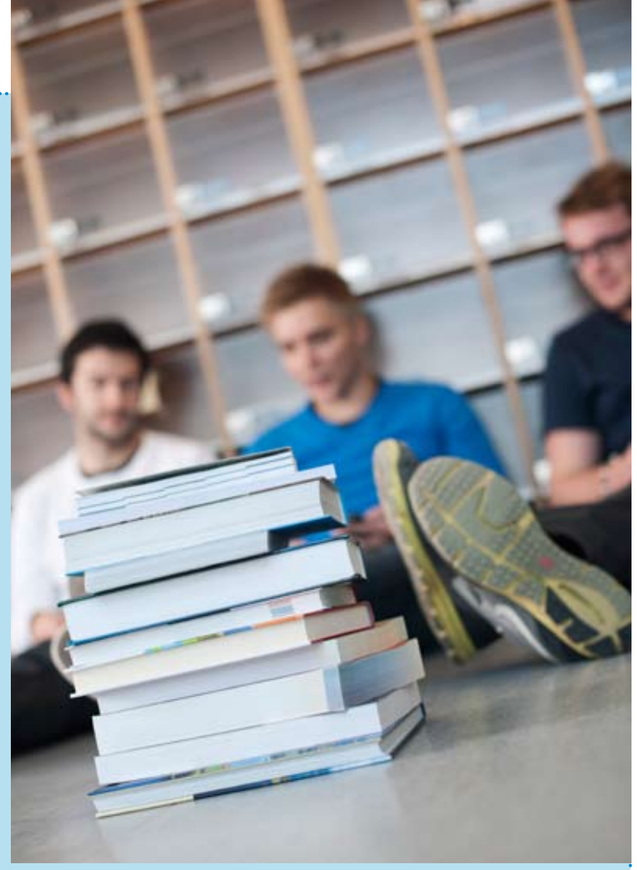
Staff mobility
- staff exchange
- sabbaticals
- scholarships
- research
- international co-operation
- conferences
- voluntary work

Internationalisation at home
- virtual mobility
- engaging with local multicultural groups
- inclusive pedagogy
- interaction between domestic and foreign students
- language training

All three are needed and they need to be in balance, so that none of them starts to dominate the others. In the best case, they will grow into one single and integrated one, sharing and supporting the goal of internationalisation. (Wächter 2003)

Students have traditionally made use of international mobility. The problem is, however, that international mobility often lacks clear learning objectives, and if these goals exist, there are few ways of follow-up. (Green & Mertova 2009, 36).

Much talk about internationalisation focuses on mobility, even if most students do not take part in it. One has therefore started to talk about "internationalisation at home", which refers to international activities without outgoing mobility (Nilsson 2003; Crowther et al. 2001). Internationalisation at home should be available to all – through, for example, international literature, international case studies and examples in the classroom, teachers from abroad, foreign students in one's own institution, a multicultural campus and virtual international contacts. (Beelen 2011, Green & Mertova 2009, 32) One can also explicitly foster students' intercultural encounters outside the classroom.



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5 Teaching in a foreign language as a resource of internationalisation

While teaching through a foreign language does not in itself make teaching international, it is hard to imagine an international department without courses given in a foreign language. Programmes and modules which are taught in a foreign language (in English) in Finland are where the institutions can logically recruit foreign students and teachers. When the domestic students, too, are encouraged to take these courses, one creates opportunities for Finnish and foreign students to interact and for Finnish students to become more international.

Institutions of higher education trust their Finnish students to become more international if the students take joint courses with international students. Few mentions were made of how students from different cultural backgrounds work together or how they could form more cohesive groups. Here seems to be a challenge for internationalisation. How can one create pedagogic practices in teaching which support cross-cultural communication and learning?

Extra-curricular interaction (such as the tutoring of international students) is seldom used to boost the students' international skills and competences. A lot remains to be done to internationalise students with such means.

Pedagogic practices which foster multicultural working are not used very often.

Universities of applied sciences advance intercultural encounters

The Varkaus campus of the Savonia University of Applied Sciences has piloted the *Open Innovation Space* approach to create more cohesive groups of Finnish and foreign students. The approach encourages working together both within the English-language programmes and between programmes taught in either English or Finnish. The pilot scheme involves two fields of education, Business and Industrial Management. One of the goals is the creation of a shared studying and working culture among students from different cultural backgrounds.

A key means are the projects commissioned by the local enterprises or by the Savonia institution itself. These projects are given a push in groups of students who come from different cultures and degree programmes. The group is coached to work in multicultural teams, and issues of multicultural project work are also taken up in feedback discussions.

Finnish and foreign students of **Information Technology at the Helsinki Metropolia University of Applied Sciences** are brought together during the school's *International ICT Week*. This is a 3-credit module, which includes cross-cultural communication, problem solving and team building. The international week has won increasing favour among the Finnish students in particular, who make up half of the participants.

The Arcada University of Applied Sciences uses curriculum development to create opportunities for students from different cultural backgrounds to work in teams: as of autumn 2012, all curricula will have at least one 5-credit international module, which the students can complete through international mobility or by taking courses at home. As a result, the students should be able to act in multicultural contexts and they should also be able to assess their role in such situations. The studies which go into this module should include cross-cultural communication, and the courses should be actively encouraged to create opportunities for teamwork. The assessment of the module will also consider how the students manage multicultural situations.

In developing their English-language teaching, higher education institutions have pondered the following issues:

- How much teaching should be available in English? The responses range from a few credits to entire degree programmes, but the overall trend is towards bigger units. Many institutions have determined a minimum number of credits that the departments should teach in English, and in some cases they have also defined the nature of the courses (for example, professional studies).

- Which courses should be taught in English and which courses should be given in Finnish? It is often felt that the basics of a given field should be taught in Finnish, and once this has been done, one can start to introduce English into the curriculum. A department may also be particularly strong in a certain field and may wish to profile itself accordingly in international terms, too. Other criteria for teaching in English may include themes related to internationality and multiculturalism as well as working on topics which offer plenty of materials in foreign languages, where the international partners are strong or where it makes sense to promote international collaboration and guest lectures.

- Should English-language courses and modules be compulsory or optional to students? If there is no teaching in English of core disciplinary subjects or professional studies and if it is not compulsory for all students, the international dimension may remain a stranger in one's own field.

- To what extent is teaching given in English and in Finnish integrated? It is surprising how much of the teaching is given in two separate boxes: there is a box that holds English-language courses and another for courses in Finnish. As long as this is the case, Finnish and foreign students will be separated from each other. The trend is toward integration, however, so that the students take at least some of the courses together.

The institutions feel that it does not make sense to arrange courses in English just among Finns, without any students or teachers from abroad. English-language teaching therefore requires the backing of either student or staff mobility.

Teaching in english internationalises home students and is a boost to student mobility

The Turku University of Applied Sciences requires all of its degree programmes to offer at least 15 credits of disciplinary studies in English. In addition, many degree programmes in Turku include international semesters of at least 30 credits.

Courses taught through a foreign language serve many functions. As of 2012, all degree students in the Turku University of Applied Sciences have to complete a 15-credit international module either through international mobility, in an English-language module or, for example, as an international project. That there are plenty of courses in English makes it possible for students to do the international module at their home institution, too. Also, the international semesters seem to have increased the numbers of exchange students. It is certainly easier to receive exchange students when they can be offered a semester's worth of courses.

6 Key to internationalisation lies in attitudes and competent staff

"When the attitude is right, the rest is practicalities." Attitudes were considered the single most important factor assisting and hindering internationalisation. If something is seen as important enough, it will also get attention. A positive approach to internationalisation is called for on many fronts, from the management of the institutions to the teachers and students.

The management is on the whole considered to feel positively about internationalisation. Their support can be seen in many ways:

- internationalisation is given a prominent place in institutional strategies and development programmes
- policy guidelines support internationalisation
- internationality features in the goals, monitoring and resource allocation of institutions, degree programmes and the work of individual teachers
- internationalisation is encouraged, and the management shows leadership by example.

The management have in many cases designed policies which support and partly also enforce internationalisation. Such policies include defining the minimum amount of teaching to be given in English. In some cases, the institutions have also determined the nature of these studies (for example, compulsory discipline-based studies). In addition, the management may have outlined the nature of the international module which is part of a degree programme or they may have included it as a compulsory component of all degrees.

Students, too, are considered to feel positively about internationalisation, but not without exception. The students' language skills and competences to study in English tend to vary. In some cases, the students do not take up the chance of international mobility, even if the programmes and their international partners have created specific mobility modules. In some other cases, the students have protested against being taught in English.

Too expensive!
Party, party, party?
Can't be bothered with the paperwork.
Homesick!

Why would a student not take part in an exchange?

Several surveys have sought to establish why students do not study abroad during their degrees[3]. The most common reasons are the following:

Financial concerns stand out in the surveys about the Erasmus student network in particular. There is a feeling that heading abroad and living abroad is costly, and students do not think that potential scholarships will cover the costs. Sometimes the reasons may also have to do with loss of earnings, if the student has to leave his/her job at home.

Family reasons are cited by both university students and those studying in the universities of applied sciences. Those with a family find it harder to take part in long-term exchanges, and those in a relationship do not necessarily wish to live apart from their partners. Student exchanges may also have an image of heavy partying, which is less appealing to older students in particular.

Misgivings about relevance of student exchange. Not everybody thinks that study abroad benefits them, or perhaps they have not been able to find a programme or institution which suits them. There may be underlying views about study abroad not being proper study but rather an idle period detached from everything else. Some students are also concerned about delayed graduation as well as about not keeping up with fellow students.

Mobility takes a lot of red tape and effort. Many students shun the bureaucracy linked to the organisation of an exchange, advance planning of studies and scholarship application. Some feel that the other practicalities are similarly taxing, such as leaving behind accommodation and a job.

Uncertainty and lack of information. Students are uncertain about which programmes and institutions would be right for them and which studies they should take abroad. They also feel uncertain about their duties during work placements and the practical arrangements related to international mobility.

Other reasons, such as inadequate language skills or motivation, poor academic achievement, not getting one's preferred exchange choice, health reasons and lack of courage.

[3] Unpublished reports on barriers to student mobility have been made in the following: University of Helsinki and University of Turku (2007/2008); University of Jyväskylä (2009); University of Tampere (2010); University of Eastern Finland, Kuopio Campus (2008); JAMK University of Applied Sciences (Jyväskylä) (2010); Student Union OSAKO of Oulu University of Applied Sciences (2010); Satakunta University of Applied Sciences (2006); Pirkanmaa University of Applied Sciences (2010, now part of the Tampere University of Applied Sciences); and the Degree Programme of Information Technology at Helsinki Metropolia University of Applied Sciences (2008).

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It also matters how the teachers feel about student mobility, because they are the ones who do the teaching. It is not always easy to infuse internationality into the teaching. The teachers meet many pressures and demands. Working on internationality is just one of them. Internationality may be seen as an extra bother rather than as something integral to teaching. International activities may be the domain of a few enthusiastic individuals and units.

There is also the fact that not everybody is ready to teach a multicultural group in a foreign language. Teaching through a foreign language demands that one feels comfortable about using the language, even if good teaching skills do not require excellent language skills. Education and training given in a foreign language is accompanied by a multicultural student group used to different cultures of study and by challenges of cross-cultural communication. The teachers need to be able to give different kinds of guidance and use different teaching methods.

In some cases, courses in English have been tailored in accordance with which teachers have agreed to teach through a foreign language.

The development of the teachers' cross-cultural competence is central to supporting the internationalisation of students. For example, the development of international competences could be made part of the review meetings and the teachers' work plans. Other means of improving the competences include teacher mobility, staff training and taking international competences into account in recruitment.

Based on the interviews, some degree programmes feel that internationality is first and foremost the responsibility of international affairs administration and that mobility is the primary means of giving the students an opportunity to internationalise. In such circumstances, there is little consideration of how to support the students' internationalisation at home. Internationality is a large area, affecting a great many people unsure about the division of labour and responsibility. This is an ongoing issue in higher education institutions.

The teachers meet many pressures and demands. Working on internationality is just one of them. Also, not everyone is ready to teach a multicultural group in a foreign language.

Auditing in service of improving international competence

The HAMK University of Applied Sciences monitors the staff's international competences through a *Teacher Audit* process, which involves about 70 teachers of English-language degree programmes and other staff members. The process, designed by the Language Centre, International Office and Human Resources seeks to enhance the teaching quality.

During the auditing, two lecturers from the Language Centre attend and assess classes delivered in English, also evaluating teaching and online materials. They pay particular attention to the teacher's cross-cultural competences as a whole. This entails language skills, student –teacher interaction and the employment of different teaching methods. The teacher receives an audit report with improvement proposals. The feedback has served as a basis for development plans, and areas of improvement have been raised in review meetings. The teachers have also been encouraged to do further education and training.

The teaching audit is part of a larger project of improving international competences at the HAMK University of Applied Sciences. While it may require a lot of work, auditing gives detailed information about areas in need of improvement. It also enables personal feedback.

Improving teachers' language skills

The Haaga-Helia University of Applied Sciences gives an IELTS test to all its staff who teach in English. They also provide language training to those teachers whose level of English does not meet the requirements.

7 Working life needs and competences expected from students

One also needs signals from the world of work in order to be able to internationalise the curriculum and to support the internationalisation of students. Working life needs are a central argument in justifying a strong or weak international perspective. The degree programmes differ in the extent of their active working life contacts. One of the means are alumni as coaches and sources of information of the kinds of skills and competences needed in working life.

In reflecting upon the ways in which to make internationality embedded in the curriculum, one has to be aware that internationality, too, has its own learning objectives or learning outcomes: what kind of skills and competences do students need? According to the representatives of the degree programmes, international competences are what the students are expected to have, but there are variations by educational field. Some fields view these competences as pivotal, while others feel that international competences are just one useful area among many.

The students are expected to have the following competences in particular: language skills are considered central among the competences gained through internationality, and fluency in English is regarded as especially important. A second major learning outcome is an international awareness of one's own field: the curriculum needs to prepare the students to keeping an eye on what goes on in the field outside Finland, too. A third objective was the ability to communicate across cultural and national boundaries. Depending on the field, students encounter different contexts of communication. It would make sense to prepare for such encounters during the studies already: meetings with customers, project management, negotiations, presentations or sales and marketing. The main focus should be on genuine communication contexts.

The higher education representatives felt that their institutions provide students with reasonable competences to use and improve their language skills and to monitor the international developments of their own field. Where the outcomes were felt to be less good was in cross-cultural communication.

Three criteria stand out: an international perspective on one's own field, intercultural competence and an awareness of global linkages.

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Learning outcomes related to internationality

The National Qualifications Framework NQF sets limits on the kinds of competences required of higher education graduates. Those with a Bachelor's degree are expected to demonstrate an ability of independent cross-cultural communication and interaction in the second national language and in at least one foreign language. Those with a Master's degree should be able to demonstrate advanced cross-cultural communication and interaction in the second national language and in at least one foreign language.

Drawing on the national qualifications framework, the Rectors' Conference of Finnish Universities of Applied Sciences ARENE has proposed five overall competencies for degrees taken in the universities of applied sciences. One of them is international competence. Graduates should therefore have adequate language skills to do their job and to develop their abilities further; they should be able to co-operate in multicultural contexts; and they should be able to pay attention in their job to international influences, opportunities and possibilities. Those with a Master's degree from a university of applied sciences should demonstrate an ability of cross-cultural communication both in terms of their present duties and in developing their job further. They should be able to work in an international environment and anticipate the effects and possibilities of international trends in their own field.

Literature, too, lists learning outcomes of an internationalised curriculum. The outcomes typically focus on three key areas: the ability to consider one's own field from an international perspective (knowledge of the international practices of one's own field, and the specific features of different countries or regions); cross-cultural competence; and a global perspective and global citizenship or an understanding of the global linkages. The following learning outcomes come from Leask and Green & Mertova:

Betty Leask (2001):

- ability to think globally and consider issues from a variety of perspectives
- awareness of both one's own culture and its perspectives and other cultures and their perspectives
- appreciation of the relation between their field of study locally and professional traditions elsewhere
- recognition of intercultural issues relevant to their professional practice
- appreciation of the importance of multicultural diversity to professional practice and citizenship
- appreciation of the complex and interacting factors that contribute to notions of culture and cultural relationships
- valuing the diversity of language and culture
- capacity to apply international standards and practices within the discipline or professional area
- awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities.

Green ja Mertova (2009, 30–31)

- awareness of a global perspective: includes both disciplinary knowledge, and knowledge of other countries, cultures and languages
- understanding knowledge in a historical, local and global context
- intercultural competence: sensitivity to the perspectives of others and a willingness to put oneself into the shoes of others
- responsible global citizenship: engaging with global issues in teaching, including equity, social justice, sustainability, prejudice and discrimination.

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For the competences defined by ARENE, see, for example, Ammattikorkeakoulut Bolognan tiellä. Ammattikorkeakoulujen osallistuminen eurooppalaiseen korkeakoulutusalueeseen. Projektin loppuraportti. ARENE ry. 2007. [Universities of applied sciences on the road to Bologna. The participation by universities of applied sciences in the European Higher Education Area. Final project report.]

Betty Leask (2001) and Green & Mertova (2009); see p. 17.

The Centre for International Mobility CIMO provides specialist services to facilitate international interaction in education, work and culture, and among the youth. Working under the Ministry of Education, CIMO administers and implements various exchange, practical training and scholarship programmes. CIMO is the national agency for European Union education, training and youth programmes, and the information centre for the EU programmes Culture and Europe for Citizens. CIMO also supports the teaching of Finnish language and culture at universities outside Finland. And finally, CIMO gathers, processes and distributes relevant information to serve its many different customers.

The CIMO study, analysis and evaluation team produces information and knowledge to help in the planning and development of international cooperation in education. CIMO monitors international student mobility and conducts surveys about internationalisation in education and other current issues of international educational collaboration.

FAKTAA - Facts and Figures is a series of fact sheets on the key findings of CIMO's study, analysis and evaluation team (printed and pdf format). The full reports are available as pdf publications at www.cimo.fi | Publications.

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