



**SAVONIA**

# Creating an International Tutoring Guide for Savonia UAS

Savonia University of Applied Sciences



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# **Creating an International Tutoring Guide for Savonia University of Applied Sciences**

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Bachelor's Thesis

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<p><b>Abstract</b></p> <p>The objective of this thesis was to create the contents for a functional international tutoring guide for Savonia University of Applied Sciences. The content will be made to fit the graphical base used in earlier tutoring guides. Using structured interviews, questionnaires, and data from a comparative study, the researchers were to identify if there would be any significance for an international tutoring guide and what the contents of one would be.</p> <p>The structured interviews were conducted with staff and tutors of Savonia University of Applied Sciences. The questionnaire was sent to international degree students and the exchange students of Savonia University of Applied Sciences. These methods were used for gathering primary data. The comparative study focuses on finding similarities and differences in tutoring among similar universities, and includes both secondary and primary data gathering methods. Previous literature of this topic includes an earlier international guide created as a thesis and the original tutoring guide of Savonia University of Applied Sciences.</p> <p>The research results indicated that the contents for the tutoring guide, existing and potential, would be significant for new students' orientation period for when tutors are closely involved with their daily routine. The guide provides answers directly to the basic needs arising mostly, and almost only, at that point in time. The primary contents of a sufficient tutoring guide were discovered through research and are present within both the research and in the resulting guide that has been created.</p>			
<p><b>Keywords</b></p> <p>Tutoring, peer-tutoring, student tutors, guide, guidebook, international</p>			

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## 1 Background

The idea for the development of an international tutoring guide came from the existence of a Finnish tutoring guide, and the simple lack of an English alternative. An English alternative would ideally deal with the challenges of international students and how tutors can address them, compared to the Finnish guide which only directs tutors on tackling national, degree student issues. It has become evident in existing tutoring practices that the tutoring of Finnish students is quite distinct from the tutoring of a multicultural group at Savonia University of Applied Sciences.

Past literature on this specific topic includes the above-mentioned original tutoring guide made in Finnish language, created through a student's thesis work. In addition, an initial attempt has been made at creating a tutoring guide in English for international students, which has not been implemented to use. These two previous works establish a foundation for further research into the topic and give guidance as to what to focus on when researching student tutoring issues.

## 2 Introduction

Peer-tutors within Savonia University of applied sciences are student volunteers who take on the responsibility of overseeing their classmates and other students of the university. These volunteers are equipped with a guidebook containing specific information on varied aspects of Savonia University of Applied sciences, allowing them to quickly provide information that a student may require. With no existing international guidebook, given its current – at the time of writing – Finnish adaptation, there is a lack of resources in the tutoring of international students. This thesis aims to correct that through the creation of an international tutoring guide. The upcoming guide is expected to directly influence international tutoring activities by providing substantial guidance to tutors, which is assumed to promote student wellbeing within the university.

The main points that the thesis will attempt to cover, the research questions, are as follows:

- What is the significance of an international tutoring guide?
- What are the primary contents of an international tutoring guide?

The authors hypothesize that the creation of an international tutoring guide would improve communication and the information flow between the university and its international students. There is an expected rise in student and tutor satisfaction as a result of more capable student tutoring, and consequently student motivation and performance increases. The thesis research is expected to find the above lacking, identify solutions to it, and effectively be able to implement these into the guide. The benefactors of this thesis are international tutors within the university. Their numbers range from 15 to 20 volunteers per year, serving annually approximately 250-300 new international degree and exchange students. The research will gather data from international tutors, international students, the student organizations in charge of international students, and international tutor-teachers of Savonia University of Applied Sciences.

### 3 Execution of practical thesis

The following section focuses upon defining the thesis topic more clearly and discussing how its completion will be executed. The intention of the thesis is to create a guide which attempts to cover practical basics of peer-tutoring that international tutors of Savonia University of Applied Sciences need in order to orientate new international students into student life and practices of the Savonia University of Applied Sciences in Kuopio, Finland. This will be achieved by collecting information from the existing beneficiaries, using the collected data to find areas that need improvement or need to be developed in more depth, and then using previous guides and data (such as previous theses and a guide of similar ideation) to recreate a guide that will be benefiting the international peer tutors of Savonia University of Applied Sciences in Kuopio.

#### 3.1 A practical thesis with a research focus

A practical thesis aims to provide instructions, guidance, organization or rationalization for any practical activity. A practical approach in a thesis in any study field could involve, as is in this case, the creation of guidebook and instructions for activity or a plan for the implementation of an activity or event. The method of implementation may change according to the target beneficiary (who it is intended for). A practical thesis often requires a client or a beneficiary to add credibility for the end result as well as increase the chances of applying it in practices of the intended area. (Vilkka and Airaksinen, 2004.)

A research focus is needed to aid in the development of the practical instructions. Operational research often includes a time-limited research period and requires interaction with other people. Operational research seeks the improvement of an activity. It often requires one to work and cooperate with the operating environment and its people. Operational research aims to find practical benefits and feasible results to empower other people and their activity. (Heikkinen, Rovio and Syrjälä. 2008.)

#### 3.2 Execution of a practical thesis with a research focus

This is a practical thesis with an operational research implementation. The practicality of this work revolves around the creation of a physical guidebook to be adopted into the everyday use of student tutors within Savonia. The research implementation adds another dimension to the work beyond what is commonplace in a singularly practical-

focused thesis, with primary and secondary research being carried out to make the practical result more effective. The core aim of the research being carried out is to establish the contents to be added, or avoided, within the new, international tutoring guide.

### 3.3 Tutoring guide work plan and its realization

The work began with the planning and organizing phase, which predominantly involved sharing the intended work accordingly with the two researchers involved. Theoretical background and potential sources were prepared for research purposes to come later.

All research work was prepared for the autumn of 2016, from September until December, given that the target demographics (primarily students but also university staff) of conducted research were not active over the summer. When the holidays were over and students and teachers returned to the premises, the research began with an electronic questionnaire. See section 5, page 19 of this thesis for in-depth information on the questionnaire, and following pages on the details of the other research methodologies.

While the questionnaire was gathering results over a period of two weeks, comparative study was carried out using primary and secondary information sources from other universities. Once both collection methods were complete, there was an analysis period of their results, which ran alongside interviews for the remainder of qualitative, descriptive data. The eventual analysis of all 3 research methods were conducted together and conclusions drawn.

Theoretical background was to be added next to supplement, or oppose the practical and current results from the research. Once it was readily within the thesis, the final task of creating the tutoring guide itself could be fulfilled. Combining all collected results and weighing their value in the guide would come first, and then it's actual writing. It was this part that was delayed from December to January to give more care to detail.

### 3.4 Aim of the guide, its usefulness, and beneficiaries



The aim of the thesis is to create an international tutoring guide for the use of all international student tutors within the Savonia University of Applied Sciences' Kuopio campuses. This means the guide intends to provide assistance to tutors in extremely varying fields of study, from business to engineering, music and dance, as well as healthcare, and for the tutoring of both international degree and exchange students. The guide will be general enough to satisfy basic needs of each group of tutors when helping their students, and yet provide enough specific information to assist in basic campus and study field related challenges. It will be a physical and an electronic resource that students are able to access whenever it is needed.

The usefulness of the thesis is in extending the benefits of the tutoring guide to student tutors who do not read Finnish. These benefits are focused around providing answers to queries which international students regularly have had as well as methods for tutors to create greater student class group cohesion. There will also be no need to translate information from Finnish to English when all tutors handling international students possess the relevant details in the appropriate language.

The beneficiaries, though implied above, are expressly the student tutors of Savonia University of Applied Sciences, as well as the international degree and exchange students. It is the needs of these groups that the guide directly and indirectly seeks to affect.

## 4 International tutoring

Section 4 begins with a discussion on, in general, what is defined as tutoring. It continues with descriptions of the tutoring practices within Savonia University of Applied Sciences - namely, how tutoring is carried out, what is the assumed role of a tutor, who is responsible for the training and recruitment of a tutor, and what are the benefits of tutoring. Section 4 will conclude with discussion on cross-cultural management as part of international tutoring.

A tutor is often the first contact the student makes after arrival. The importance comes from being the first acquaintance and representative from the university. Introducing the new students to the environment and information of their new living area and aiming to help them feel welcome and comfortable in an unfamiliar place is a genuine non-personal goal that should evoke rewarding. (Newton and Ender, 2010.)

Most often, according to the research conducted for this thesis, (section 5: Information gathering about international tutoring) international tutors are the first acquaintances the new students make when arriving. Especially in Savonia University of Applied Sciences, where the international tutors are responsible for picking the new students from the designated arrival platforms.

As a definition of planned mentoring or tutoring in this case, Carrad (2002) states that it is a non-judgmental relationship where the mentor voluntarily supports and encourages the mentee. The relationship with the mentee is commonly established at a "time of transition in the mentee's life", lasting through a significant and continuous period. (Carrad, 2002.)

International tutoring is similar to the basic form of tutoring, and the main difference is that the tutees are international degree or exchange students. The duties and the role might differ based on the perception of the international tutor and their responsibilities.

### 4.1 The role and duties of an international tutor

There are certain expectations attached to the role of a tutor, such as being responsible and accountable in your actions as a representative of the university. The actions of the tutors will be followed closely by the tutees in response to their own behaviour, and therefore there will most likely be reflection of one's actions towards the tutees which gives groundwork for understanding the values, ideals and purpose for the duties. (Newton and Ender, 2010) There are different ways to look at the role of a tutor. Miller

(2002) states that mentoring programmes do not require all types of roles to be performed, just the ones that are specific to the programme. (Miller, A. 2002.) Table 1 (page 12) will illustrate the various roles of mentors and the behaviours that are considered to correlate with each role.

For an international tutor, this is a very important aspect to remember, as the incoming students might expect different kinds of roles to be performed, but the tutors have to somehow draw a line between specific instructions and the needs of the new students.

The following extract from Andrew Miller's publication lists the different roles of mentors collected from the work of Mayer and Salovey (1997):

Table 1. Roles of mentors

Roles of mentors	Associated mentor behaviours
1. Teacher or tutor	Helping with homework, coursework, projects. Supporting basic skills practice. Reinforcing concepts and subject understanding.
2. Coach	Helping to demonstrate skills. Offering feedback on mentee's use of skills. Arranging work experience/internship to develop employability.
3. Befriender	Listening and talking. Helping work through problems. Attending social gatherings and student activities. Meeting family and friends.
4. Counsellor	Listening, asking questions, confronting, supporting and probing.
5. Information source	Providing information and investigating solutions on behalf of mentee.
6. Nurturer	Acting as a sounding board. Giving encouragement and support. Listening to frustrations.
7. Adviser	Drawing on their own experience to identify possible courses of action. Asking catalytic questions.
8. Networker	Linking the mentee to wider networks of associates and acquaintances who can offer further help.
9. Advocate	Representing and accompanying the mentee in appropriate situations.
10. Role model	Sharing and discussing own values. Discussing own experiences and the lessons drawn from them.

(Miller, A. 2002. *Mentoring students & young people: a handbook of effective practice*. Pp.192. Table 11.2.)

An international tutor supports the basic skills of a new student by assisting them in practical tasks during their orientation. The aim of a tutor and new student relationship is for the student to learn to use the basic knowledge and skills required to integrate into foreign culture and communities in the future. Some tutors might also take on the

role of a befriender and networker, if they are encouraged to by the school or have personal motivation to.

The tutor is responsible for guiding the new students into the learning environment and study practices. This is supported through encouraging the students to grow into their roles as students and introducing them to the responsibilities and practical matters surrounding their study life. A tutor is also responsible for introducing the sources of information for a student to be able to utilize them for their own use. In addition to these, the physical environment of the institute, mainly the designated campus, and knowledge of the surrounding area will be made familiar to the new student. (Chatterjee-Paukkonen, 2013.)

#### 4.2 Tutoring at Savonia University of Applied Sciences

Tutoring at the Kuopio campus of Savonia University of Applied Sciences begins with practices and training of the appointed tutors. The activities and training of all peer tutors is overseen by the student union, Savotta and it is responsible for the tutoring operations. The student union and the university have agreed on a contract which acts as a foundation and incentive for tutoring activity. International tutors are part of the various peer tutoring groups in the Kuopio campuses of Savonia University of Applied Sciences. International tutors operate as a part of their peer tutor team and their activity is focused on supporting international students.

The aim and ethical principles of the tutoring at Savonia University of Applied Sciences are related to the development of the students' wellbeing and ability to study and respecting self-determination, liberty, equity, and responsibility. Equality, respect, confidentiality and truthfulness are also very essential values of tutoring. The aim of tutoring is to advance the development of the students' expertise and ensuring the smooth progression of studies and that the students fare well. (Mokkila-Karttunen, 2016.)

The common practises of peer tutors consists of orientating the new students into the unit and environment of study life, student culture as well as aiding in the orientation of new students into the university culture. The common practises include guiding the new students in the beginning of their studies, giving personal advice, aiding the grouping process and improving teamwork atmosphere, and participating in the marketing and promotion of the individual tutoring unit as well as the university. The tutors are recommended to also participate in the tutor training sessions and the tutor meetings. (Mokkila-Karttunen, 2016.)

The tutor training sessions aim to prepare the tutors for their activities throughout the year by providing knowledge and expertise. The student union Savotta organises the tutor training. There are two days of basic tutor training, which consists of basic sessions detailing topics such as unit practices, rights and obligations, qualities of a good tutor, strengthening the communication skills, planning and development of tutor activities, and briefing about many more. In addition to basic tutor training, there are also programme specific training sessions for each degree unit. (Chatterjee-Paukkonen and Smolander, Savonia Reppu, 2015.)

### 4.3 Cross-cultural management in tutoring practices

It is a given that international tutoring heavily involves management or leading of people of diverse cultural backgrounds. Cultural differences will surprise tutors that have not prepared for them and results in unnecessary challenges during the tutoring process. Ideally all international tutors would be culturally learned and open minded, and as a result be able to adapt to the varying natures and needs of international students. This way there would be minimal chaos resulting from misunderstandings between people of different ethnic origin. To begin preparation for cultural understanding between people, there is a need to understand what culture is. While the concept is fairly vague, experts generally agree that culture is something all humans learn. It is a combination of peoples' attitudes, norms and values, resulting from the social environment they were raised in. More specifically, attitudes are observable features of culture and includes specifics such as dress code, language, eating habits and rituals. Norms are definitions of right and wrong, view of what is acceptable, and they are the basis for peoples' attitudes. Thirdly, the values of people are preferences, views on good and bad, and how people believe things should be. The vast differences in cultures are then a result of the extremely different social environments people are raised in from country to country (Browaeys & Price, 2011).

Culture has been further analyzed and defined by various experts. This research work focuses on the definition by Trompenaars and Hampden-Turner, and their cultural dilemma reconciliation process. The following, as listed by Mindtools.com, are Trompenaars and Hampden-turner's 7 dimensions of culture:

1. Universalism versus particularism
2. Individualism versus communitarianism
3. Specific versus diffuse
4. Neutral versus emotional
5. Achievement versus ascription
6. Sequential time versus synchronous time
7. Internal direction versus outer direction

They can be simplified and defined, according to Mindtools.com, as follows:

Universalism and particularism are a measure of rules versus relationships. Universalist cultures place greater importance on rules, making laws and obligations a priority over relationships. Particularistic cultures place importance on relationships, making the rules they live by situational, dependent on the current situation and who is involved.

Individualistic cultures focus on personal gain and freedoms, and an individual's responsibility for him/herself. Communitarianism focus on the community, the group, which provides support in exchange for loyalty. The gain of the group comes before personal reward.

Specific and diffuse factors relate to the mixing of personal and work lives. People in specific focused cultures separate work and leisure, and they believe relationships are not necessary for working well together. Diffuse cultures share the understanding that work and personal relationships go hand in hand. Relationships play an important place in maintaining good business, and colleagues are common contacts outside of the workplace.

Neutral and emotional refers directly to expression of peoples selves. Neutral cultures avoid show of emotion and logic and reason has priority in decision making. People may be rather unwilling to reveal what they think or feel. In emotional cultures on the other hand, it is accepted and encouraged to display emotion.

The fifth measure concerns achievement, and in achievement focused cultures an individual's worth is based on their actions and not their person. It is largely irrelevant who you are and your importance relates directly to performance. The opposite in ascription based cultures, in which people place value on your identity. Titles and power define your value and expected behavior.

Understanding of time is stated as sequential or synchronous. Sequential time understanding focuses on order and people from these cultures place importance on punctuality, planning and sticking to the schedule. The famous line "Time is money" is the clearest way to describe business culture in these countries. Synchronous time cultures make no major differentiation between past, present and future. Commitments are flexible and they may conduct several project works at once.

Internal and outer direction is a curious feature of culture. What it refers to is peoples' treatment of nature and the environment they are in. Internally directed cultures assume to control the environment and nature to achieve results, whereas outer directed cultures work with nature and the environment, it controls them. Conflict in outer directed cultures is avoided as the environment should not be disturbed (Mindtools.com, 2016).

These differences are apparent in people that are received in an international institution such as Savonia University of Applied Sciences. It is especially evident in people from different continents, although European cultures vary rather vastly from the Finnish one, as well. Native Finnish tutors are known to experience culture shock when dealing with people that come from cultures that have the above measures on the other, opposite extremes when compared to Finnish culture.

To combat the challenges raised from cultural diversity, the following table establishes simple and effective actions individuals can take:



Table 2. Cross-cultural management actions. Mindtools.com, 2016.

DIMENSION	STRATEGIES
<b>UNIVERSALISM</b>	<ul style="list-style-type: none"> <li>• Help people understand how their work ties into their values and beliefs.</li> <li>• Provide clear instructions, processes, and procedures.</li> <li>• Keep promises and be consistent.</li> <li>• Give people time to make decisions.</li> <li>• Use an objective process to make decisions yourself, and explain your decisions if others are involved.</li> </ul>
<b>PARTICULARISM</b>	<ul style="list-style-type: none"> <li>• Give people autonomy to make their own decisions.</li> <li>• Respect others' needs when you make decisions.</li> <li>• Be flexible in how you make decisions.</li> <li>• Take time to build relationships and get to know people so that you can better understand their needs.</li> </ul>
<b>INDIVIDUALISM</b>	<ul style="list-style-type: none"> <li>• Highlight important rules and policies that need to be followed.</li> <li>• Praise and reward individual performance.</li> <li>• Give people autonomy to make their own decisions and to use their initiative.</li> <li>• Link people's needs with those of the group or organization.</li> <li>• Allow people to be creative and to learn from their mistakes.</li> </ul>
<b>COMMUNITARIANISM</b>	<ul style="list-style-type: none"> <li>• Praise and reward group performance.</li> <li>• Don't praise individuals publically.</li> <li>• Allow people to involve others in decision making.</li> <li>• Avoid showing favoritism.</li> </ul>
<b>SPECIFIC</b>	<ul style="list-style-type: none"> <li>• Be direct and to the point.</li> <li>• Focus on people's objectives before you focus on strengthening relationships.</li> <li>• Provide clear instructions, processes, and procedures.</li> <li>• Allow people to keep their work and home lives separate.</li> </ul>
<b>DIFFUSE</b>	<ul style="list-style-type: none"> <li>• Focus on building a good relationship before you focus on business objectives.</li> <li>• Find out as much as you can about the people that you work with and the organizations that you do business with.</li> <li>• Be prepared to discuss business on social occasions, and to have personal discussions at work.</li> <li>• Try to avoid turning down invitations to social functions</li> </ul>
<b>NEUTRAL</b>	<ul style="list-style-type: none"> <li>• Manage your emotions effectively.</li> <li>• Watch that your body language doesn't convey negative emotions.</li> <li>• "Stick to the point" in meetings and interactions.</li> <li>• Watch people's reactions carefully, as they may be reluctant to show their true emotions.</li> </ul>

<b>EMOTIONAL</b>	<ul style="list-style-type: none"> <li>• Open up to people to build trust and rapport</li> <li>• Use emotion to communicate your objectives</li> <li>• Learn to manage conflict effectively, before it becomes personal.</li> <li>• Use positive body language</li> <li>• Have a positive attitude</li> </ul>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>• Reward and recognize good performance appropriately</li> <li>• Use titles only when relevant</li> <li>• Be a good rolemodel</li> </ul>
<b>ASCRPTION</b>	<ul style="list-style-type: none"> <li>• Use titles, especially when these clarify people's status in an organization.</li> <li>• Show respect to people in authority, especially when challenging decisions.</li> <li>• Don't "show up" people in authority.</li> <li>• Don't let your authority prevent you from performing well in your role.</li> </ul>
<b>SEQUENTIAL TIME</b>	<ul style="list-style-type: none"> <li>• Focus on one activity or project at a time.</li> <li>• Be punctual.</li> <li>• Keep to deadlines.</li> <li>• Set clear deadlines.</li> </ul>
<b>SYNCHRONOUS TIME</b>	<ul style="list-style-type: none"> <li>• Be flexible in how you approach work.</li> <li>• Allow people to be flexible on tasks and projects, where possible.</li> <li>• Highlight the importance of punctuality and deadlines if these are key to meeting objectives.</li> </ul>
<b>INTERNAL DIRECTION</b>	<ul style="list-style-type: none"> <li>• Allow people to develop their skills and take control of their learning.</li> <li>• Set clear objectives that people agree with.</li> <li>• Be open about conflict and disagreement, and allow people to engage in constructive conflict.</li> </ul>
<b>OUTER DIRECTION</b>	<ul style="list-style-type: none"> <li>• Provide people with the right resources to do their jobs effectively.</li> <li>• Give people direction and regular feedback, so that they know how their actions are affecting their environment.</li> <li>• Reassure people that they're doing a good job.</li> <li>• Manage conflict quickly and quietly.</li> <li>• Do whatever you can to boost people's confidence</li> <li>• Balance negative and positive feedback</li> <li>• Encourage people to take responsibility for their work.</li> </ul>

The above would be a rather extensive, simple guideline for behavior with people from certain backgrounds and could assist peer tutors in dealing with their students. It is however necessary for the reader to first understand Trompenaars' cultural dimensions and would definitely benefit from examples of the actions specified. This is why adding it into the guidebook for tutors may be deemed unfit, given that the guide would have to stray from a simple focus on tutoring to lecture the reader on cultural management theory beforehand. The above would work effectively alongside a separate, cultural guide to incoming students; which will be recommend as part of future work based off of this thesis.

## 5 Information gathering for the guidebook

This section covers the research conducted and its results and their reliability. The methods of research will include both quantitative and qualitative methodologies, as well as gathering of a mix of primary and secondary information. Secondary information sources used include tutoring support materials at Savonia University of Applied Sciences and fellow universities of applied sciences, allowing for a comparative study, and theory on what tutoring is accepted to be by experts. Primary information will be gathered through student satisfaction surveys with regard to tutoring, and through tutor and Savonia University of Applied Sciences staff interviews. The interviews will focus on the existing guide, the future guide and international tutor needs which the guide can then aim to fulfil. First, the research conducted via an electronic survey will be reviewed, then the interviews, and finally the comparative study.

### Questionnaire to students on tutoring

In this chapter the researchers go through data from a completed questionnaire that was sent to the international students of Savonia University of Applied Sciences. This includes students from the degree of Business and Administration, exchange students from Tourism and Hospitality, and degree students from Industrial Management. The 4 modes or categories of studies available at Savonia University of Applied Sciences are divided as follows; Degree students, exchange students, double-degree students and open-university students. Field of study for international students is primarily split into three groupings: Business and Administration, Engineering and Technology, and Tourism and Hospitality. International exchange students are present on programs of design and healthcare, and environmental sciences, but in small quantities and none had been contacted for this survey. The survey now considers only the dominant international student bodies.

The questionnaire is a qualitative-quantitative mixed method survey combining open ended questions and multiple choice questions to measure attitudes and opinions, in both plain, descriptive text and numerical data. The survey aims to pinpoint international student challenges in the different faculties of Savonia University of Applied Sciences, as well as measure the attitude students have of tutors. This will in turn be a basis for the information that the guide will provide. The benefits of the questionnaire are its broad reachability and ease of data gathering. Given that it's electronic, the questionnaire was considerably efficient to deliver to participants and to assess. The

time saved in the implementation of this method as well as the broad range of participants it could reach, were the significant reasons for its selection, when compared to alternative research methods. The questionnaire was sent to 327 participants and maximum response time was 2 weeks. The target was to reach 150 respondents, in order to get a significant enough sample of international students from most, if not all, of the international study fields within Savonia University of Applied Sciences. After two weeks of data gathering, there was a single additional week for analysis and reporting of the results. The expectation of the results was closely related to the hypotheses. It was expected that there are numerous, small issues that international exchange and degree students' face upon arrival in Finland, during their daily life outside of university, and several slightly greater, academic issues within university. It was expected also that many of these challenges will not fall under the spectrum of tutoring activities as seen by some of the respondents and as such would not need to be considered the responsibility of tutors, and unnecessary as material within the guide.

The survey began by establishing basic demographic data on the participants. Namely, the survey attempted to identify the respondent's field of study, mode of study, and nationality. These distinctions were put in place to allow a further analysis of challenges faced by students, if any, and if certain student groups faced larger hurdles during their study at Savonia University of Applied Sciences. The above data came out from questions 1, 2 and 3. Question 1 identifies the respondents' nationality, question 2 their mode of study within the university, and question 3 their field of study. Mode of study in this context refers to the classification the student has within the university and under which type of program they have attended.

93 people answered the questionnaire (appendix 1) during the survey period, which is approximately 28.4% of the total 327 people the questions were sent to. The first question identified the following demographics from the respondent group. 26 out of 93 people, approximately 27.9% of respondents, were Finnish nationals. The remaining 67 (72.1%) were of a diverse cultural background.

### 5.1.1 Results

The nationalities of the respondents, excluding Finnish, were as follows:

- Luxembourgish
- Austrian
- Estonian
- Algeria
- Vietnamese
- Dutch
- Nepalese
- Ukranian
- Spanish
- Nigerian
- Chinese
- Bulgarian
- Belgian
- Vietnamese
- Iraqi
- Russian
- German

The results represent nearly all nationalities present within Savonia University of Applied Sciences during the year 2016.

A significant portion of these respondents, 62 people or 66% out of 93 people, were degree students. Their study time varies from 3.5 to 4 years of education at Savonia University of Applied Sciences. The second largest grouping in terms of their mode of study were Exchange students whose time of study ranges from 3 months to 6 months. They made up 25 people or 26.8% of respondents. A further 4 were studying a double-degree in Savonia University of Applied Sciences, and the final 2 were conducting their studies through the Open-University system.

From the total number of degree students, 40.3% were Finnish nationals and the remainder from abroad. With the exclusion of 1 Finnish open-university student, the other study modes consist wholly of non-Finnish students, as shown below in table 1.

Table 3. Mode of study of students of different nationalities

Number of respondents: 93

Nationality	Mode of Study				All respondents (n=93)
	Degree student (n=62)	Exchange student (n=25)	Double degree (n=4)	Other (n=2)	
<b>Finnish</b>	40,30 %	0	0	50 %	28 %
<b>Other, please specify</b>	59,70 %	100 %	100 %	50 %	72 %
<b>Total</b>	100 %	100 %	100 %	100 %	100 %

According to above, international students on the international programs of Savonia University of Applied Sciences are a notable majority at more than 50% of all respondents. Table 2, below, further specifies the division of Finns and other nationals across the different international study fields of Savonia University of Applied Sciences.

Table 4. Study field of students of different nationalities

Number of respondents: 93

Nationality	Study field			All respondents (n=93)
	Business and Administration (n=57)	Engineering and Technology (n=29)	Tourism and Hospitality (n=7)	
<b>Finnish</b>	36,8 %	17,2 %	0	28 %
<b>Other</b>	63,1 %	82,8 %	100 %	72 %
<b>Total</b>	100	100	100	100 %

Given that the field of tourism and hospitality only runs an international exchange program, and not a degree program, there are only international students present. Both international business and engineering however operate exchange and degree programs, the latter of which is open also to Finnish students. Even so, 63 % and 82 % are made up of non-Finnish students.

The above represents only 93 out of 327 potential respondents and in the year 2016, the amount of Finnish students on the international Business and Administration degree far outweighed the amount of non-Finnish students. 2017 may prove this trend to grow dramatically if the other international degrees, namely Engineering and Technology, are impacted as heavily in terms of ethnicity of student applicants. What these values do represent, currently, is the large number of international students who are

desiring to be heard on international issues within the university. It is expected that significant portion of Finnish students face less challenges studying in Finland than non-Finns and that international students' needs will always be more significant.

To focus on these needs, the survey asked as the fourth question, "Could international tutors and the school have done more to assist you before arrival?" The answers per study field are shown below in table 3.

Table 5. Could more have been done in different study fields

Number of respondents: 66

Could more have been done?	Field of study			All respondents (n=66)
	Business and Administration (n=35)	Engineering and Technology (n=24)	Tourism and Hospitality (n=7)	
<b>Yes</b>	28,6 %	29,2 %	28,6 %	28,8 %
<b>No</b>	71,4 %	70,8 %	71,4 %	71,2 %
<b>Total</b>	100 %	100 %	100 %	100 %

Nearly 30% of all respondents said yes to need more support during arrival whilst a significant 70% said otherwise. The results barely vary from field to field. Table 4 looks further into the same issue, splitting the results by mode of study instead of by the study field.

Table 6. Could more have been done in different study modes

Number of respondents: 61

Could more have been done?	Mode of study	
	Degree student	Exchange Student
<b>Yes</b>	22,2 %	32,0 %
<b>No</b>	77,8 %	68,0 %
<b>Total</b>	100 %	100 %

The table only considers degree and exchange students as a result of them being the two largest student groups. Total results from all respondents is absent as it is presented in table 3. Double-degree and Open University students are a minority and while their challenges are also important, as there is an intent that no student is left behind, the data on them is on select individuals and not necessarily reliable for planning group support methods.

Degree students have a slightly lesser need for support at 22 % answering Yes to Question 4. In comparison, 10 percentage points higher the exchange students answered with 32 % saying 'Yes'. Still more than 60 % of all respondents declare that no

additional support would have been needed. The current system is sufficient in providing the needs of most international students on arrival, yet there is room for improvement.

Text based answers established the exact needs that the participants would have liked assistance with. Predominantly the answers focus on basic information provision. Most are concerned with obtaining bus tickets and bus travel in general, as well as assistance with shopping in Finland, and help with finding accommodation in Kuopio. Other, less repeated points included socializing and helping people get together, more responsive e-mailing between tutors and students, and help in getting to the university. A key recommendation stated that a document could have been provided which details all of the above information, which has been lacking, presented in a clear and concise way. This would reduce the workload on tutors, who are otherwise in need to lecture new students regularly, and further would allow the students themselves refer to the information whenever necessary. Refer to appendix 1, Questionnaire results for exact data gathered.

### 3 Most Challenging Issues (*n*=67)

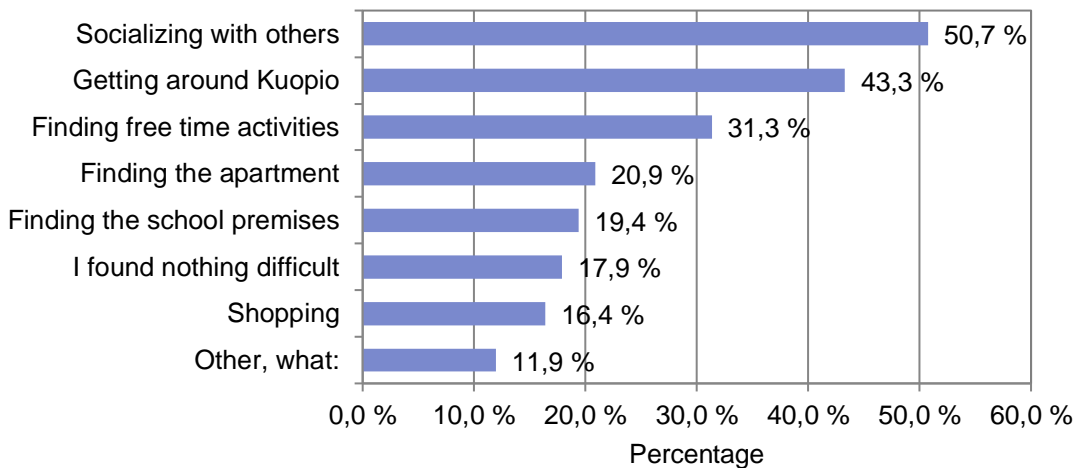


Chart 1. The most challenging issues faced by international students of Savonia University of Applied Sciences.

Question 5 asked participants to pick 3 of the most challenging issues they have faced in coming to Finland, during their first two weeks in the country. General topics were given as options as seen in the chart on its y-axis, with an additional field for other, unlisted issues. This further allowed the students to mention other, specific issues they had.



Out of the 67 respondents, half found it the most challenging to connect and socialize with other students. The second highest result was 7 percentage points behind at 43 %, and it was concerning students finding their way around the city of Kuopio. Making up the top 3 results, the third most chosen at 31 % was finding free-time activities. The fourth most chosen option was picked by a fifth of the participants at 20 %, and the remaining results are all below this amount. The least chosen was 'other' at 11.9 %. The issues named under "Other" consisted of the following; understanding bus schedules and routes as mentioned by three separate respondents, obtaining a bicycle, communication and language, and prepaid phone services. Buses and communication may be considered under the top two chosen options; getting around and socializing, making them an even greater preference that currently shown.

The above discusses issues faced dominantly outside the university, and so the sixth question focused on the academic challenge of studies at Savonia University of Applied Sciences. The question asked how challenging students have found their studies, attempting to establish academic support needs of the university students. Results follow.

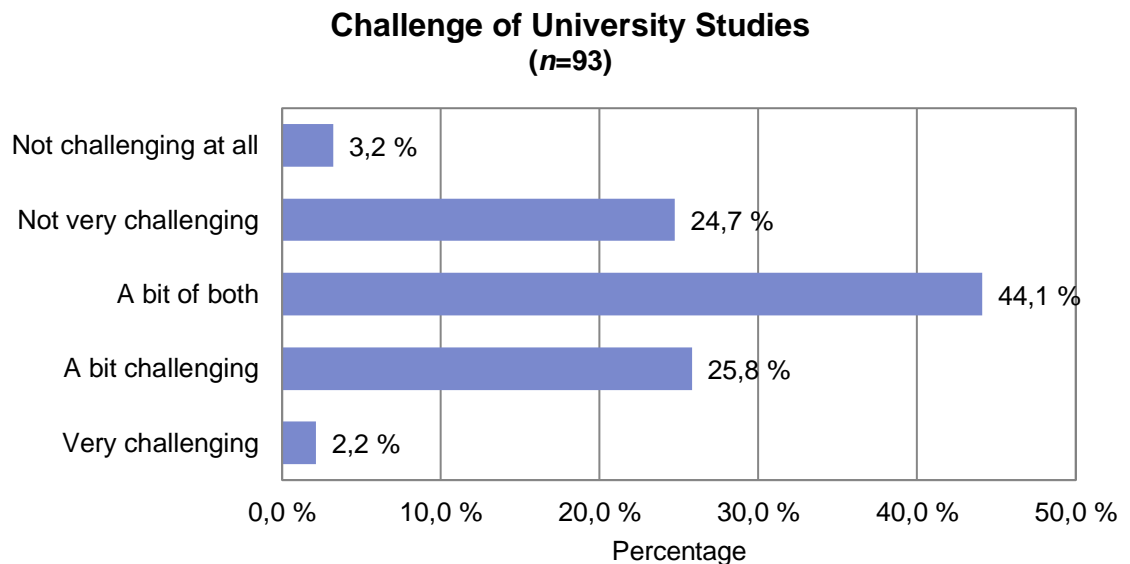


Chart 2. How challenging students have said they found their studies

Out of the total 93 respondents, the results are split in half. The dominant response group at 44.1 % chose the neutral answer, and 28 % said it is challenging while 27.9 % said it was not. The results are split near 50/50. There are no obvious, strong needs in academic matters for international students according to this result, but some. A

further step was taken to view these results cross-tabulated with the participants' study field, as seen below on table 5.

Table 7. How students from differing study fields found their studies

Total number of respondents: 93

Level of challenge	How have students from different fields found their studies?		
	Business and Administration (n=57)	Engineering and Technology (n=28)	Tourism and Hospitality (n=7)
Very challenging	0	6,90 %	0
A bit challenging	17,54 %	44,83 %	14,29
A bit of both	54,39 %	24 %	42,86
Not very challenging	24,56 %	20,69 %	42,86
Not challenging at all	3,51 %	3,45 %	0
<b>Total</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>

These results have identified that 50 % of respondents that study under engineering and technology in Savonia University of Applied Sciences, found their studies challenging. 24 % stayed neutral and the remainder did not find it particularly challenging. Compared with participants that study under Business and Administration, 0 % of them found their studies very challenging, and only 18 % slightly challenging. Dominant respondents stayed neutral at 54 %. Remaining 28 % did not find their studies challenging. From tourism and hospitality, the results are more balanced the same way. Out of the 7 respondents, 42 % were neutral, and another 42 % also found it not challenging, and just 14 % a bit challenging. None found it very challenging to study at Savonia University of Applied Sciences.

The results identify that there may be a moderate demand for tutors to assist students in academic matters in the field of engineering, given their struggle with their studies. This is only somewhat found in business students, and the sample of tourism students is too small to clearly state their situation. From the 7 respondents, tourism students seem the least challenged and as such, least in need of additional support in academic matters.

The next question in the survey attempted to identify specifically what, from the perspective of students, tutors could do for their tutees. Respondents were given six topics to pick from, which cover most, if not all, current as well as potential tutoring activities. More than one option could be selected in case a student finds that more than a single area could be part of tutoring. In addition there was a seventh option for stating

further in plain text what tutors could assist students with, entitled 'Something more'. One respondent chose to answer this extra, seventh option and stated 'All of the above'. For the final result, please see below.

## Do you think tutors could assist students with...

(n=92)

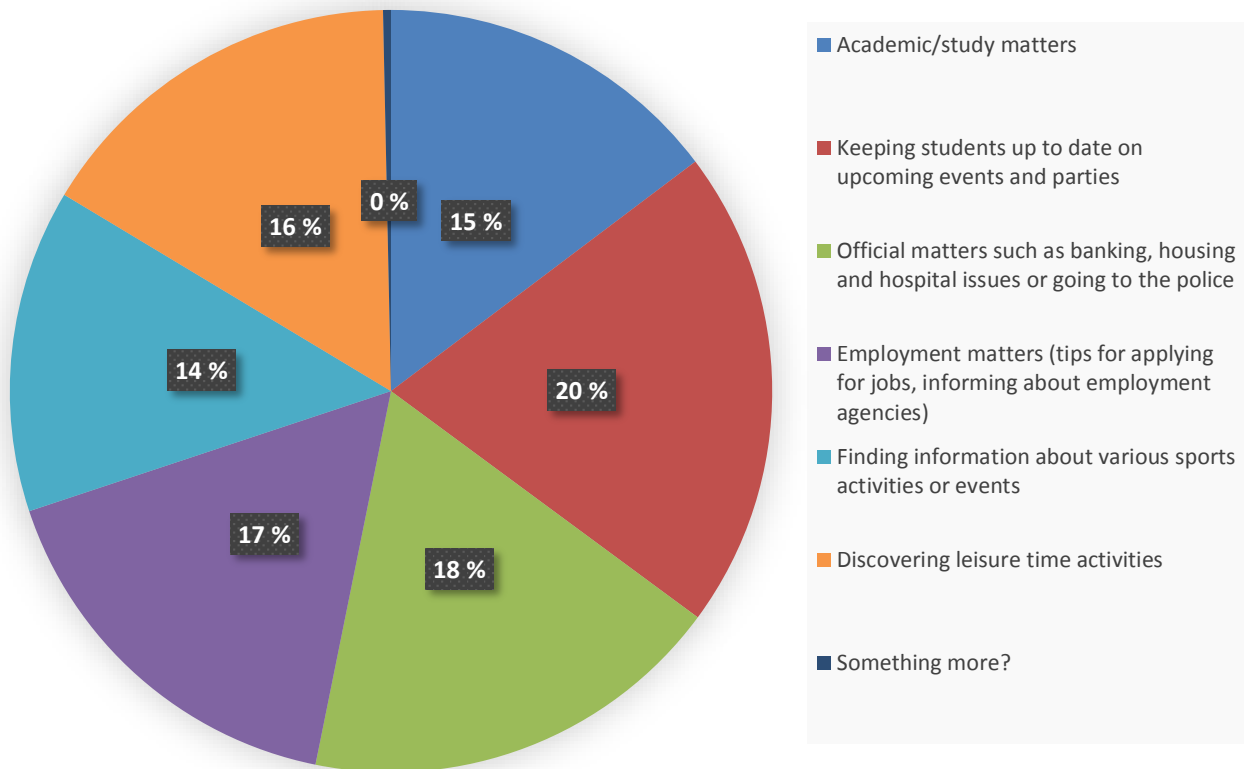


Chart 3. Break down of what respondents believe tutors could do for students

Ranging from 14 % to 20 %, the results vary considerably little. At 20 %, the most preferred, is keeping students up-to-date on upcoming events and parties. The least preferred option, at 14 %, is academic/study matters. All the remaining options range from 15 % to 18 %, with most respondents choosing absolutely all options as relevant. It is apparent that future tutoring should encourage that absolutely all of the activities brought up in chart 3 should be within a tutor's regular schedule.

Question eight of the survey was an open-text question seeking the opinion of respondents on what is the role of a tutor. 70 respondents answered, providing their personal perception of tutoring. To assess all the answers, keywords or key phrases were identified within the answers and the most repeated highlighted for analysis. The top five keywords for the role of a tutor were:

Table 8. The role of tutoring according to participants.

Total number of respondents: 70

**What is the role of tutoring**

<b>Keyword/phrase</b>	<b>Mentions</b>	<b>%</b>
Helping New Students	27	36,5 %
Helping students with practical matters	16	21,6 %
Providing general guidance or support	12	16,2 %
Helping with studies	10	13,5 %
Helping with social matters	9	12,2 %
<b>Total</b>	<b>74</b>	<b>100 %</b>

Out of 70 respondents, the above keywords were the most common and met with a regularity of 74 mentions overall. Helping fellow students is outright perceived as the core concept of tutoring, there is only a variety in which way the assistance is given. To some the primary focus is on new students and their integration to a new university environment. Others focus on areas such as assistance in practical issues, which was specified to include, for example, travel related challenges, namely bus routes, in the local area Academic issues has been raised with one mention greater than socializing. While socializing was already identified as a key challenge to international students, it has not been expressed by the respondents as being one of the most significant focuses of tutoring activities. This was the second to final question, and the last one followed a similar open format, seeking qualitative, descriptive information about improving tutoring. It asked directly for improvement suggestions from the respondents and received 32 answers.

The first answer recommended to prepare a Frequently Asked Questions (FAQ) list. If provided to students, they would have answers to usual challenges others have faced and be able to take them on independently. If provided to tutors, they would have immediate answers to most reoccurring questions, creating efficiency as there is no need

to find this information repeatedly. This would reduce the frequency that the most common issues are raised by students to their tutors and speed up handling these issues, and as a result would free up valuable tutor time for rarer, more specialized needs. Most answers are split between two primary topics; Leisure time and integration to life in Kuopio. Integration to life relates to being provided information that helps an individual get accustomed to living in Finland, and Kuopio. This is divided into a variety of smaller topics raised such as banking, accommodation, working opportunities, buying or renting a bicycle, and how to obtain SIM cards. On the other hand, leisure time related recommendations concentrate on event organization, with comments regarding organizing more student parties, organizing new types of events and cultural happenings, or in general informing students of cultural events taking place in the local area, but also student organizations they could be part of. Several respondents point out their displeasure with the lack of variety in student activities, given that they are generally focused on clubbing and alcohol consumption. A further few points raised focused solely on education. Students wished more time with their tutors and support for exam preparation.

A significant amount of the results from above was applicable for implementation into the tutor guide. Numerous tips for tutoring students and how it can be advanced from what it is at the time of writing can be written in the guide for encouraging tutors to do a greater variety of tasks.

## 5.2 Interviews on tutoring and the existing guidebook at Savonia University of Applied Sciences

This chapter reasons the use of a structured interview conducted to chosen individuals from the student union, student office, student body and head tutors. Considering that a significant portion of the thesis deals with how tutoring affects students, and how students feel and how tutors can address students' negative feelings and experiences, descriptive information is absolutely vital for appropriate research and analysis into the topic. Numerous groups were targeted for the interviews, not only tutors, to avoid bias of one party and to acquire an understanding of the current situation from all parties involved in student guidance. The target demographics consist of international tutors of business, engineering, industrial management, and tourism. Members of the business student union KuoTra. Members of the Savonia University of Applied Sciences student union Savotta. Teacher tutors and student counsellors. The interviews took up to 10 minutes each, consisting primarily of discussion based on key questions about

tutoring and when relevant, the existing tutoring guide. The interviews were conducted over a period of two weeks to find sufficient time to suit all parties. It was expected that the results would bring forth a variety of tutor challenges, some of which could be promoted within the guide as significant tutor responsibilities if they directly benefited international learners. The results were expected to vary significantly between the parties, however. The student union would likely have too broad a view to offer specifics to international issues, but they oversee a considerable amount of matters in the official system of tutoring and the university, allowing the provision of in-depth functional information about the university. Teachers will have a slightly similar perspective as authority figures in the university, and were expected to offer expert insight on class management and student-teacher relations. As an example, key questions that students raise to teachers may be delegated to tutors as long as they are not class specific and an absolute must for teacher input, by placing emphasis on them in the guide. The conducted interviews were recorded for later analysis. Analysis was conducted over the week following the period of data collection. The methods of analysis included transcribing the data from the recordings of the interviews and the transcribed data was collected in a written file.

The interviews were conducted individually to various members of Savonia University of Applied Sciences staff and two head tutors, gathering primary data through dialogues between the interviewer and participant. The first participants in this research will be called Teacher1 and Teacher2, who are employed teachers in the university. They provide valuable insight from the viewpoint of university staff. The third participant will be called Student Office Worker, as they are employed as staff in the student office of Savonia University of Applied Sciences and offer the viewpoint of someone in charge of communicating with both international and Finnish students. The fourth participant was found from the Student Union Savotta, so they will be called Student Union staff member. They provide valuable information from the union which is responsible for the tutor guides and their publication. This concludes the staff participants. The student participants will be called Head Tutor 1 and Head Tutor 2, as they are head tutors in their respective units and will be representing their units in Tourism and Hospitality and International Business. Overall, there were 6 participants.

There were seven research questions in total in the original question list. What follows are the the replies the authors received in the interview. Each reply has been gathered from the transcription of the original audio and recording of the interview.

### Question 1. What is international tutoring?

First staff respondent, who can be called Teacher1, who works closely with international Business students, replied that tutoring is mainly helping students integrate into the university life and helping students arrive as well as live safely and safe during studies. The second staff respondent, who is introduced as Teacher2, is working as a student counsellor and also a teacher in the English studies. Their view was simply that it is guidance or support that is given to the other students. The third staff respondent, called Student Services Worker, has been a previous active student tutor. This means that they have first-hand experience with student life and tutoring activities related. They replied that tutoring is more being in a supportive role than tutoring the student, in the sense that they would be helpful outside Savonia University of Applied Sciences as well, being a general physical and psychological help in times of need. The office worker believed that tutors should be more of a friend and build a strong relationship with the students based on trust.

The fourth staff respondent, Student Union staff, emphasized the practice of familiarizing oneself with tutor units and their customs during training. They also stated that the first weeks are the most active and that the tutor would learn group leadership skills by being active and making themselves easily approachable in case of any problems. So basically acting through the needs of the group. They also mentioned that international tutoring has some special characteristics which would not necessarily be similar to the Finnish tutoring practices and that unit based knowledge was very important. They seemed agreeable with the idea that there would be one unified international tutoring guide for Savonia University of Applied Sciences, as long as it would be about Kuopio and be slightly different from the Finnish one in terms of unit and culture based differences in the assigned materials.

The student respondents will be called Head tutor 1 and Head tutor 2.

Head tutor 1 worked as the head tutor of the Tourism and Hospitality tutor unit. Their point of view was that international tutoring is mainly guiding, teaching and supporting the students. Helping the foreign students to adapt into Finnish customs and lifestyle. They pointed out that first and foremost, it is the culture that needs to be taught to new students. Head Tutor 2 was the head tutor of the International Business unit as well as

the international coordinator of the Kuotra student union, which is the student union of all business students. To them, tutoring was helping others and making connections with other students and other people by being a guide and a friend.

Question 2. How does international tutoring benefit the university and the students?

First respondent, Teacher1, replied mentioning the satisfaction at the institute would positively impact the word of mouth. This meaning that given a good tutor and positive experiences, the student would suggest other students to study at Savonia University of Applied Sciences as well. Teacher2 stated that from the student perspective it would be the activities and events that are organized by tutors, which then would aid the class groups to become a part of the existing community. In addition to this, the promotion is giving a more positive image of the school to the outside communities as well.

The student services worker thought that tutors give a good image of a caring university. Tutors as people could help others to overcome the initial culture shock and loneliness as well as provide support accordingly. It would also lessen the burden of the teachers and help students get exposure in terms of new situations and meeting new people. According to the Student Union staff member, the benefit of tutoring for students comes from getting accustomed to the practices of the university as well as guidance. The tutors receive a certificate of tutoring after their tutoring period alongside credits. This certificate can be then used in job applications to give employer an image of the nature and characteristics of the person. The university may not be able to fully reach students during difficult periods, so tutors could aid in getting the students to stay and complete their studies in time. If success rates were to be transferred into money, it would bring the university credibility and increase the success rate among other similar institutions based on its number of graduating students. Head tutor 1 started with saying that the students' benefit is gained through help and support, and followed by giving a similar answer to the opinion of teacher2 with stating that the university would gain more students by the good word of mouth by students. Head tutor 2 stated that tutors are the teachers' aid, for example during orientation weeks by helping with the grouping process and assisting them thorough the year. They also mentioned the possibility of building a good image to the university.



Question 3. What do you find is the value of the tutor guide?

Teacher1 claimed that the value of the actual book would not be very high, because people have the tendency to read less physical copies. Instead there should be a modern alternative which would also be interactive and engage the user so that they would actually find themselves using the guide and its information. Teacher2 instead thought that it would provide a framework for tutoring activity, even if the basic information could be acquired from tutor trainings or other sources. The respondent from the student services mentioned that a guide is a good way to offer the student tutor a path or a direction to go towards. The tutors are burdened with a variety of different ideas, but this book would lessen the load on their shoulders by offering them some guidance.

As the tutor guide was published by the Student union, our respondent from the office was able to go into the details and background of the creation and purposes of the original student tutor guide. The original guide of student tutors was created due to the need of information. Information was scattered in various places until it was made into a concrete guide. The concrete use of it is that when you take a look at the guide, all the information can be found in one place, with answers to the most relevant, often asked questions. The office member also stated that a to-do-list for all starting student tutors would be useful. There could be significant differences between the international and Finnish tutors, so it would be important to reaffirm all the information put to the guide beforehand. The maps were demonstrated to be another important aspect of such guide.

Head tutor 1 from Tourism and Hospitality unit would also like to mention that they rarely use the guide, based on the fact that the tutors receive all the necessary information via the tutor training which is then repeated often during the tutoring period. They mention that the tutor could include bus timetables and perhaps at the beginning there could be more information of the start kits, which are basically starting kits for new students, including all kinds of necessary equipment from kitchen supplies to towels and such. The head tutor from International Business mentioned that during the orientation week the games, websites and lists of Savonia University of Applied Sciences faculties and locations were the most used sections from the guide for them.

Question 4. Do you feel that there is a sufficient amount of international tutors?

Teacher1 announced that the amount is not necessarily relevant, but the focus should rather be on the quality of the tutoring rather than the quantity of tutors. The second respondent was in the view that there were currently enough tutors, and even if there were room for more it would be better to encourage more Finnish tutors to become international tutors to lessen the burden of current BBA tutors who usually take care of the incoming students at Savonia University of Applied Sciences.

The student services worker did not feel that there was a sufficient amount of international tutors due to the lack of motivation and support from the university. They were adamant in suggesting some perks, because in their opinion the credits were not enough to motivate people to become tutors. However, there were no suggestions of what those perks would be. They had seen the active people stay motivated due to personal reasons, rather than due to the benefit of credits. The fourth respondent pondered that the amount of tutors would depend on the size of the group. For example, for 40 students there would be four tutors, and if that group were to be divided into two parts, two smaller sized groups, then it would be two tutors per one group. The current amount of active tutors would also depend on their study situation as well as personal motivation. How could the tutors be expected to concentrate on tutoring activities while in the middle of their assigned training period? This respondent also mentioned that there was a possibility of cooperation between other tutoring units if there was a need of additional tutors. These additional tutors from other units could for example assist in the urgent situations relating to the arriving students such as housing and handling the practical needs of the new students.

The Tourism and Hospitality head tutor felt that they, at least, had a sufficient amount of tutors. As an example, during the year 2016 they had 14 trained student tutors from which there were more than enough for their few exchange students. Head tutor 2 felt that in the moment there were enough tutors. Previously there had been a lack of tutors, and when the amount of tutors had increased, there had been lack of leading figures to take charge of the situation. However, international programs needed more tutors in relation to international students.

#### Question 5. How could tutoring be improved?

There was no comment from the first respondent. Teacher2 suggested additional activities to bring more variety to the current activities in accommodating a different variety of students. The third respondent said that the benefits should be more obvious and explained in a more positive way, and that the tutors should be awarded additional perks for their work each month, in terms of materialistic pleasure. They also suggested creating a budget allocated to tutoring activities, one that should be clearly planned and utilized. Overall, they added, there should simply be more perks.

The fourth respondent from Savotta mentioned that it should be improved by not repeating the same mistakes that previous tutors have done. This could be done by reviewing the tutor's own experiences in having a tutor. What would the class have needed then and how could those be provided? The fast circulation of active tutors was also noted, as the tutors could as well use older, second and third years, as head tutors to bring their practical expertise into use. They would be able to share their know-how to the new student tutors. The issue here would be the time allocation of the older tutors, as they would most likely be occupied with their own internships and studies.

Head tutor 1 stated here that the cooperation between the international tutor units and the Finnish tutor units would be beneficial. There seemed to be a certain lack of proper communication and information sharing between the student tutors and the university staff as well. Head Tutor 2 wanted there to be less responsibility on tutors alone. This could be achieved for example by creating a pamphlet containing all the most important information a student would need during the first few weeks, such as relevant websites.

#### Question 6. How could more students be motivated to become tutors?

Teacher1 said that the recruited tutors should first have the willingness and personal motivation. External motivation such as material rewards should come second to internal motivation. However, recognition through active tutoring would bring value to the tutoring activity by making the tutors feel appreciated not only by students but also the university. Teacher2 held a similar opinion, and emphasized the importance of the students being able to see that tutors do valuable work. This kind of recognition would have to come from the beginning, where the tutors helped the students with practical issues while they were still becoming part of the community, and with activities organized by tutors for the new students.

The student service worker's opinion was that the benefits of tutoring should first be explained in a pleasant way. In their opinion tutoring rewards lacked materialistic rewards, and should include more perks as incentives. To this respondent, materialistic rewards included anything from coffee cards to movie tickets. In addition, they reasoned, a budget should be allocated to tutoring activity to keep track of activities and to aid in the planning process. The member of Savotta thought that first impressions accounted for later interest. In saying that, they meant that by making a good first impression as a tutor from the beginning of the terms or even at the entrance exams, where students could meet with their unit tutors and form their own initial assessment of a tutor. Some of the Finnish tutor units had even formed their tutoring groups before the beginning of the studies by creating a group for students via online social platforms such as Facebook or WhatsApp. The respondent told that the promotional activities should be done steadily over the year, by explaining what the benefits are and what kind of responsibilities tutoring has. The credits should not be the only benefit, but also all that is built around tutoring activities, the events and creating lasting connections and knowledge from other tutoring units and the student population as well.

Head tutor 1 had a similar view and agreed that the tutors should be reminded of the importance of tutoring activities and perhaps even sending email about it in steady intervals, as it had been done until then. It occurred to the respondent that the tutors in the Tourism and Hospitality had been interested in some small rewards such as tutor badges in their tutoring uniforms. Head Tutor 2 suggested that there could be small monthly rewards as encouragement or an award for being the tutor of the semester for the most active tutor.

Question 7. Should the responsibilities of tutors be expanded to also include academic support? (Tutoring in maths, languages or thesis, etc.)

Teacher1 held the opinion that it should be recommended for tutors to participate in helping students in academic matters, but also said that this kind of duty should not be forced upon them. Teacher2 mentioned study groups but also thought about whether the students would approve of study groups when they would already have lots of additional group work during classes. The respondent was in favor of learning together and learning from others to gain the best results.

Having been introduced to this kind of activity beforehand when they were a student tutor, the respondent from the student services surmised it would work. The respondent

also added that it depends on whether the students would need this kind of help or not, and that currently there was no way of knowing which students would be in dire need of help unless they made themselves known. To aid the process the tutor should encourage the kind of relationship that would allow the student to trust the tutor with these kind of issues. The respondent from Savotta had in fact held this kind of discussion with other board members, but they had deemed that while this could largely aid studying process for students, they would have to make it official by requesting formal permission to hold this kind of authority work. This could also mean that the rewards of tutors would increase. The informal study groups would maintain less effort, but tutors would require motivation, time and resources for this kind of volunteer work. The respondent commented that perhaps this could be solved by using graduated students for voluntary assistance.

Head tutor 1 also thought that while tutors could do this as a friendly gesture, it couldn't be made compulsory. At the time there was a tandem course for training language skills with other people, and the respondent mentioned the possibility of using tutors to assist in this kind of activity as well. Head tutor 2 had already mentioned the tutors being the teacher's aide, and this could be expanded to study matters as well.

### 5.2.1 Results

The analysis was done by collecting the results from every respondent, and analysing their shared, general views. Multiple shared opinions enforce the importance of the point being made, but all, even individual, ideas are evaluated for their value.

#### Question 1: What is tutoring?

The teachers' general opinion seemed to be that tutoring consists mainly of helping, and the tutors themselves associated it with the same topic using the words guidance and support for students. There was also the mention of the word "friend", which often arose from the student respondents, them having been students under the guidance of tutors. Some individual words associated with tutoring and tutors were "Group-aware", "easily approachable", and "arrival help".

The answers to the first question encourage the definition of tutoring and a tutor to relate to friendship and being a friend to fellow students. While an official definition of a friend may be too formal and individual definitions vary from person to person, stating friendship as a cornerstone of tutoring gives an image of bonding with fellow students that is a vital part of peer tutoring. The guide will shortly include such to give an appropriate impression of tutoring to readers.

Question 2: How does tutoring benefit the university and the students?

Most of the positive benefits from tutoring, mentioned both from the school staff and head tutors, included the benefit of creating a positive image for the university. This meaning that the word of mouth from the students would reach other students and create popularity for the university. There was also the benefit of creating and adding more to the existing communities by integrating the exchange and new international degree students into them. The other benefits that were mentioned more than once were the benefits of peer support and help during studies. It should be noted that the benefit of credits was mentioned only once, and therefore was not very relevant to the respondents' or perhaps it was too obvious of a benefit to even make note of.

The lack of importance placed on credits as a reward for tutoring, through question two, highlights how there are other, notable points that should be promoted about peer tutoring activities. Namely positive image of the institution, better integrating the international community, and solving day to day student problems just to put a smile on the faces of fellow students. This adds to the above to give a truer and more preferred view of tutoring, avoiding heavily bureaucratic answers and avoiding promoting only credit earnings.

Question 3: What do you find is the value of the tutor guide?

Most of the replies hinted that the guide itself would be a framework or "a path" for student tutors to follow, in case it was needed. However, there were also replies that gave the implication that the tutor guide as a physical copy was not necessarily needed. For this, it could be suggested that there was a digital copy as an alternative for those who would not use the physical copy of the book often. The original Finnish tutoring guide of Savonia University of Applied Sciences was created to hold all the information in one place, where it could be easily accessed by student tutors if needed. It could be

suggested that there would be both physical and digital copies to accommodate different preferences.

As a result of question three answers, the guidebook will be predominantly shared electronically, with an optional physical copy. The electronic guidebook will be easily accessible when necessary and ideally all tutors grow to no longer need the guidebook after spending some time tutoring, but for any moment of information lack the book will always be available.

Question 4: Do you feel that there is a sufficient amount of international tutors (at Savonia University of Applied Sciences)?

Most of the respondents were divided between answering that there were enough for now, or that it depended on the situation. The head tutors especially were pleased with the current number of tutors, but also mentioned that there should be cooperation between tutors from different units if more tutors were needed. It would seem the minimum was reached with four to five tutors, but it could be expanded when tutors must be responsible for both international degree and exchange students. There is no further concerns in this area to be raised within the tutoring guide.

Question 5: How could international tutoring be improved?

The suggestions from the teacher staff mainly that there should be more activities. The other responses from the staff included taking into account the special characteristics of international students, such as cultural differences, and learning from previous mistakes. There were two respondents who shared the view that Savonia University of Applied Sciences's tutor units should cooperate with the international units during the busier times such as during orientation weeks or the arrival of new students. Encouraging this co-operation may be placed within the tutoring guide especially when discussing the busier times tutors face.

Question 6: How could more students be motivated to become international tutors?

The teacher respondents' opinion was that the tutors, before anything else, should have personal motivation to become tutors. This could be gained through various sources, but one suggestion was that it could be gained from seeing the importance of tutor work in practical sense. One motivator which almost all respondents mentioned was gaining recognition from tutor activities, either by other students or the institution itself. Material rewards were also popular among answers, meaning small rewards from the institute to the active tutors. As examples of material rewards, coffee cards or movie tickets were the most often mentioned. As outer motivators, positive promotional tactics from other tutors were mentioned often. No material rewards can be, at the time of writing, promised by the university or the student union and as such none can be promoted within the tutoring guide.

Question 7: Should the responsibilities of tutors be expanded to include also academic support?

The most reoccurring response was that it should be recommended, but carrying out active academic support should not be demanded of tutors due to motivational, occasional and ethical reasons. For example, tutors may not find time nor motivation to assist students with academic issues if they would be in the middle of their own exam periods or internships. Organizing unofficial study groups were the next suggested option, and it was a common view that these already existed as a method of study. Official study groups or academic support would require planning as well as official recognition from higher authorities of the university, not to mention specified skills from tutors. Organized study groups may be recommend within the tutoring guide as an extra tutoring measure.

In conclusion, a portion of the responses to the interviews will be beneficial to the creation of the tutoring guide. Some answers are not relevant or are otherwise unfit to be written into a guidebook for tutors. Answers that are applicable will find a suitable space within the guidebook.

### 5.3 Comparative study on tutoring at other universities

A comparative study was carried out to measure the depth of tutoring services within the target group of universities. The information sources would consist of secondary



data gathered from the tutor guides and websites of selected target groups as well as additional primary research in the form of emailed inquiries sent to the case universities if it appeared that there would be a lack of available information. The target groups will be introduced as case universities, and therefore include similar universities of applied sciences. The research aimed to identify disparities within tutoring services which the tutoring guide could directly address. The goal was to gather information, conduct analysis and finally to come up with suggestions and solutions for improving the guide at Savonia University of Applied Sciences. The comparison will act as a revealing factor to whether or not this kind of guide is useful and appreciated.

What follows is an in-depth look into comparative studies, the researchers reasoning and the target demographic. Section 5.3.1 will conclude this section with the results of the study.

Comparative study and analysis are often used in international context. As a part of this research, a structured, focused comparison study was used. A structured and focused comparison study will include general and system-driven questions that mirrors our main research objectives. (George and Bennett, 2005.) A national focused approach was undertaken, directed at similar institutions in Finland to Savonia University of Applied Sciences. The research methods will be standardized and data collected systematically to add comparability to the results, which means using the same specific or at least similar research questions for all of the research cases. In this case this means the institutions. Doing so will increase the chance of more reliable and stable analysis. (George and Bennett, 2005.) Only Finland was used for gathering samples for the study, given that the other universities in Finland share more common style in hierarchy and operations with Savonia University of Applied Sciences than institutions from abroad. The data, as a result, was expected to be more directly adaptable to the needs of Savonia University of Applied Sciences.

Comparative research dates back to the nineteenth century, where various science departments have used it to achieve set objectives. International and comparative literature appeared between 1950s and 1960s, emphasizing the need for international cooperation through understanding. (Peter Johan Lor, 2016.) Understanding is the goal of early comparative research on literature, and a common goal in this thesis, provided that it is integrated into the concept of tutoring. This was why a comparative study was deemed appropriate for this thesis.

The importance of carrying out comparative study stems from valuing the understanding of similarities and differences, development and solutions (Peter Johan Lor, 2016). In this case, it is necessary to first gain knowledge of similar institutions and their visions to acknowledge the differences between Savonia University of Applied Sciences and other universities. Selected in this theses are five individual case universities to add sufficient variables to the study. Each of the case universities' concept of tutoring, the functions of tutoring system, the benefits of tutoring, and the amount of international students and/or tutors employed was be analysed where possible. The respective tutoring guides of each university would aid in comparing the differences between the guides and their functionality, such as the structure and the information contained within. The information sources will consist of secondary data gathered from the tutor guides and websites as well as additional primary research in the form of questions sent to the case universities if it appears that there is lack of available information.

This study was to be carried out during October 2016, and the analyses and results would be ready by the beginning of November 2016 at the latest. This research would enhance the results of other research findings by giving an idea of whether Savonia University of Applied Sciences is up-to-date on tutoring activity when compared with other Finnish universities and whether there are urgent development needed concerning the current tutor guide in terms of the view from outside institutions.

Comparative research has been a form of research often used in cross-cultural case studies to first identify, analyze and then interpret comparative and divergent societal aspects. (University of Surrey, 1995). The expectation is that the analysis and results of this comparative study will contribute to the other research factors and that the comparative research along with the results of additional primary and secondary research methods will reveal the importance of creating an international tutoring guide.

The research was done on five universities across Finland: Karelia University of Applied Sciences, Haaga-Helia University of Applied Sciences, Lapland University of Applied Sciences, Tampere University of Applied Sciences and Häme University of Applied Sciences.

These five cases were chosen in accordance with specific variables. The variables were chosen to enable influencing of outcomes. For example, if one were to choose a variable in "geographical location", the study would be able to influence the deciding factor of outcomes based on its closeness. Due to that, it would be feasible to study

possible similarities to the institute. (George and Bennett, 2005). In addition to these cases, Savonia University of Applied Sciences will act as the original university from which the comparison is made for. Karelia UAS is located in Joensuu, which is geographically the closest, similar institution in Finland. The variable for this case university is "nearest." Lapland UAS on the other hand is geographically farthest from Savonia University of Applied Sciences. Through a comparison of the above two universities with Savonia University of Applied Sciences, it was possible to identify differences in needs based on geographical location. Culture and climate needs could present unexpected challenges for university students, even between mid- and northern Finland. It may be that information concerning services of Lapland UAS are not as relevant as those of Karelia UAS, given climate and behavioural differences in the two regions. This variable can be called "furthest". Haaga-Helia UAS is one of the more well-known universities in Finland and perhaps as a result has a large number of attending students. The significance of choosing Haaga-Helia comes from the university potentially having greater challenges with international students, and as a result would provide more reliable information. The variable of Haaga-Helia can be called "quantity". The fourth case institution is Tampere UAS with its advanced reputation and development bearing the most significance. Quality services are expected from the university as well as innovative methods to tackling student issues. Due to this, the variable of this university is now "Development". The fifth case university, Häme University of Applied Sciences, is random; it was selected without preliminary expectations. Yet as an additional choice it will provide further information and will contribute to the reliability of the results from above. The last variable will be called "random".

From the identified variables or affecting factors of the case universities, and after analysing the above, it will be possible to continue theorizing possible influences. Then it is possible to "rate" the variables based on their affecting factors and their values to provide a basis for reliability in the research. (George and Bennett, 2005.) Afterward, the value of information concerning international tutoring at these institutions can be weighed and applied to the case of Savonia University of Applied Sciences.

The research will focus on revealing information about the chosen case universities. The research questions start from establishing the role of the tutor, and continue with information on the duties, benefits, training and recruitment of tutors. The final research question is about the relevance and importance of international tutoring. In addition to secondary data, primary data was gathered by contacting the case universities by email in the form of 5 questions. The research questions sent to the case universities

were: 1.) What is the role of an international tutor in your University of Applied Sciences? 2.) What duties does an international tutor have? 3.) How have you rewarded or motivated the international tutor work? 4.) How many international students does your University get annually? 5.) What have been the usual improvement subjects in international tutoring activities? These questions have been expected to reveal additional, relevant information and could be used as a way to gather primary data from the university staff. That is especially significant if the materials of the guide books and websites were not reliable or informative enough. All of the universities, however, did not participate. The universities which answered were Hämeen University of Applied Sciences and Haaga-Helia University of Applied Sciences. The questions were answered by the student union representatives and coordinators. These answers will be included as a part of our research findings.

In this section, the first part of the research will include the secondary information gathering from various sources and online material, and this will be followed by the results of the primary information gathering, namely the results from the emailed inquiries.

### 5.3.1 Results

The following table summarises all results, separated by university and topic, allowing for quick comparison with Savonia University of Applied Sciences. For all descriptive results, please see appendix 3.

Table 9. Comparative table of results from universities of applied sciences.

<u>University</u>	<u>Variable</u>				
	<u>What is tutoring?</u>	<u>Duties of a tutor</u>	<u>Tutoring rewards</u>	<u>Tutor recruitment</u>	<u>Tutor training</u>
<u>Karelia</u>	Supporting students in study matters	Orientation of international students: living area, school activities, city	ECTS credits Personal development	Once a year Interviews	Organized by student union Trained to welcome students Conducted twice annually
<u>Lapland</u>	Supporting new student integration A link between staff and students	Supporting new students: locality, student life Staff collaboration Meeting tutees regularly Arranging entrance exams Developing the UAS	ECTS credits Personal development Networking Certification	N/A	Organized by student union Planned by tutors Involves group bonding, responsibilities, network, future training
<u>Haaga-Helia</u>	Supporting new student integration A link between staff and students	Practical guidance to new students: housing, telephones, store, bank, transport	ECTS credits Recreational days	Interviews Key factor: Study progress	30h camp + evening session Information on: student union, tutoring, cross-cultural management, difficult situations, ethicality, group management, and more
<u>Tampere</u>	Supporting new students	Contact with international students Arrival pick ups Providing survival kits Introducing the city Maintain tutoring journal Attend tutor meetings	ECTS credits Personal development Fun	Any student can apply	Organized by student union Twice per year Cultural awareness and life in Finland
<u>Häme</u>	Supporting new students A link between staff and students	Cultural guidance Arrival pick ups Accommodate students to new living area and school – shops, bank, sports Communicative and internalization issues	ECTS credits Personal development Networking	Online application Recruitment event Follow-up interview For any student	Organized by student union Focus: Student adaptation & sudden happenings Extra international training

The results were compared and analysed separately. Comparing these results to the peer tutoring activities and organization at Savonia University of Applied Sciences in Kuopio, it would seem that there are not significant differences in the way the universities operate compared to Savonia University of Applied Sciences in Kuopio. The most similarities appear in the activities and reward systems. All universities share the same support-themed, practical approach to tutoring activities as Savonia University of Applied Sciences, and the most common rewards are the credits and recognition awarded from completion of tutoring activities.

There are slight differences in the tutor recruitment and training activities in each University of Applied Sciences. Some universities, such as Karelia and Haaga-Helia, use interviews in the tutor recruitment process where Savonia University of Applied Sciences in Kuopio has an online application period similar to the universities in Tampere and Häme. The organization of tutoring activities was in all case universities assigned to the respective student union. However, there were differences in how the training was carried out. The most notable difference was with Haaga-Helia University of Applied Sciences, with a yearly training camp, which was something none of the other case universities had mentioned.

The case universities were chosen with specific variables. It would seem that even if Karelia is the closest UAS to Savonia University of Applied Sciences, it does not share any distinctive resemblances in tutoring activities with the Savonia University of Applied Sciences. Of course, this can also be said due to lack of available information and responses to inquiries. The Lapland University of Applied Sciences had prepared its own international student guide with attached culture guide to help international students. They were so far the most advanced of the case universities in terms of international tutoring, but this could be due to the large geographical area consisting of Kemi and Tornio and the level of services required to fulfil the needs of students. There are also a large amount of students arriving yearly. In terms of development, Tampere University of Applied Sciences is also further ahead of other case universities. This university has also developed its own structured international guide which includes separate sections for pre-arrival, arrival and after arrival situations as well as a cultural guide for the new international students. Haaga-Helia has a more challenging environment due to the variety and quantity of new arrivals, but it also had more structured approach to training tutors in form of a training camp and different evaluation methods for new tutor applicants. Compared to Savonia, this university had the most differences in the tutor operations. Häme University of Applied Sciences was chosen as a random

case university, but their international tutor operations were the most similar to Savonia University of Applied Sciences. Further in international aspect, as they had also developed and published an international tutoring guide for student tutors.

#### 5.4 Validity of research results

The validity of the research can be measured in the clearly observable trends in answers from a large variety of sources. Especially concerning the questionnaire, its large number of respondents including the internationality of the respondents and their only shared background mostly being that they are students or staff in Savonia University of Applied Sciences, there are consistently shared opinions. The number of respondents is also a notable portion of the total number of international students within Savonia University of Applied Sciences' Kuopio campuses.

There is a lack within the interviews as interviewees have not been seen again to double-check the data from their interviews and the conclusions drawn from it, in case they do not truly represent their held opinion.

#### 5.5 Ethicality of the research process

Ethical issues can be a significant consideration when conducting research. Especially research which places the subject/respondents in some way at risk to their personal image or physical wellbeing. According to Creswell (2014, 92) there are a large variety of ethical issues to be considered in research, starting already when planning it. He states that these issues relate to every step of conducting research, and to its participants, the research sites, and potential readers. Creswell also presents the following table to summarize the ethical issues under each section of the work process on a research project.



TABLE 10. Ethical issues Qualitative, Quantitative, and Mixed Methods Research (Creswell, 2014.)

Where in the Process of Research the Ethical Issue Occurs	Type of Ethical Issue	How to Address the Issue
Prior to conducting the study	<ul style="list-style-type: none"> <li>Examine professional association standards.</li> <li>Seek college/university approval on campus through an institutional review board (IRB).</li> <li>Gain local permission from site and participants.</li> <li>Select a site without a vested interest in outcome of study.</li> <li>Negotiate authorship for publication.</li> </ul>	<ul style="list-style-type: none"> <li>Consult the code of ethics for professional association in your area.</li> <li>Submit proposal for IRB approval.</li> <li>Identify and go through local approvals; find gatekeepers or key personnel to help.</li> <li>Select sites that will not raise power issues with researchers.</li> <li>Give credit for work done on the project; decide on author order in future publication.</li> </ul>
Beginning the study	<ul style="list-style-type: none"> <li>Identify a research problem that will benefit participants.</li> <li>Disclose purpose of the study.</li> <li>Do not pressure participants into signing consent forms.</li> <li>Respect norms and charters of indigenous societies.</li> <li>Be sensitive to needs of vulnerable populations (e.g., children).</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a needs assessment or informal conversation with participants about their needs.</li> <li>Contact participants, and inform them of the general purpose of the study.</li> <li>Tell participants that they do not have to sign form.</li> <li>Find out about cultural, religious, gender, and other differences that need to be respected.</li> <li>Obtain appropriate consent (e.g., parents, as well as children).</li> </ul>
Collecting data	<ul style="list-style-type: none"> <li>Respect the site, and disrupt as little as possible.</li> <li>Make certain that all participants receive the same treatment.</li> <li>Avoid deceiving participants.</li> <li>Respect potential power imbalances and exploitation of participants (e.g., interviewing, observing).</li> <li>Do not "use" participants by gathering data and leaving site.</li> <li>Avoid collecting harmful information.</li> </ul>	<ul style="list-style-type: none"> <li>Build trust, and convey extent of anticipated disruption in gaining access.</li> <li>Put into place wait list provisions for treatment for controls.</li> <li>Discuss purpose of the study and how data will be used.</li> <li>Avoid leading questions. Withhold sharing personal impressions. Avoid disclosing sensitive information. Involve participants as collaborators.</li> <li>Provide rewards for participating.</li> <li>Stay to questions stated in an interview protocol.</li> </ul>
Analyzing data	<ul style="list-style-type: none"> <li>Avoid siding with participants (going native).</li> <li>Avoid disclosing only positive results.</li> <li>Respect the privacy and anonymity of participants.</li> </ul>	<ul style="list-style-type: none"> <li>Report multiple perspectives.</li> <li>Report contrary findings.</li> <li>Assign fictitious names or aliases; develop composite profiles of participants.</li> </ul>
Reporting, sharing, and storing data	<ul style="list-style-type: none"> <li>Avoid falsifying authorship, evidence, data, findings, and conclusions.</li> <li>Do not plagiarize.</li> <li>Avoid disclosing information that would harm participants.</li> <li>Communicate in clear, straightforward, appropriate language.</li> <li>Share data with others.</li> <li>Keep raw data and other materials (e.g., details of procedures, instruments).</li> <li>Do not duplicate or piecemeal publications.</li> <li>Provide complete proof of compliance with ethical issues and lack of conflict of interest, if requested.</li> <li>State who owns the data from a study.</li> </ul>	<ul style="list-style-type: none"> <li>Report honestly.</li> <li>See APA (2010) guidelines for permissions needed to reprint or adapt work of others.</li> <li>Use composite stories so that individuals cannot be identified.</li> <li>Use unbiased language appropriate for audiences of the research.</li> <li>Provide copies of report to participants and stakeholders. Share results with other researchers. Consider website distribution. Consider publishing in different languages.</li> <li>Store data and materials for 5 years (APA, 2010).</li> <li>Refrain from using the same material for more than one publication.</li> <li>Disclose funders for research. Disclose who will profit from the research.</li> <li>Give credit for ownership to researcher, participants, and advisers.</li> </ul>

Following TABLE 10 (above) and beginning assessment of the ethicality of the research, the first point is to consider proper codes of conduct. At the Savonia University of Applied Sciences, there is no special code of ethics provided to students working on their theses. Approval to the project was provided by the relevant teachers of international business following the proper procedure of the University of Applied Sciences. The idea was presented, critiqued, and approved. Permission for conducting research throughout the University was granted by the head of business and tourism faculties of

Savonia University of Applied Sciences. Further, the IT professionals of Savonia University of Applied Sciences allowed the submission of the questionnaire electronically to the personal university email addresses of the international students. Partially the research site, meaning the students, has an interest in the results of the study, given that answers may reflect upon development of the tutoring services which is provided directly to the students. This is the first issue that may impact upon ethicality negatively, as respondents may be influenced to answer with bias to support personal views and opinions. Lastly in this section, the authors were agreed early on, with no conflict of interest.

Following the table, the first ethical issue in the beginning of the study is its benefit to the participants. The research problem will indirectly seek to benefit all participants, namely the international students of Savonia University of Applied Sciences. The guide to be created will influence all international tutors to conduct themselves better than they have before, for more effective, positive results from their students. All participants were also informed that this is the purpose of the study prior to taking part in surveys or interviews. There was no pressure on participants to give their consent, all did it willingly and knowingly what their answers would be used for. Additionally no participant was in any way vulnerable nor under sensitive circumstances, nor treated in an unfair way that would disadvantage or discomfort them by participating in the research conducted.

Concerning disruption of the research subjects, the survey participants were left to independently answer as desired with no interaction with the researchers. The interviews themselves were conducted with trusted and known professionals of the topics they were questioned about and led only to answer as they felt. No participant was deceived, and were informed of how data gathered would be used. For example, during the interviews it was made evident that each participant is asked 'What is tutoring?' to establish Savonia University of Applied Sciences's overall definition of international tutoring. Questions were avoided to be leading particularly in interviewing, and the interviewer only encouraged more open discussion to develop specific points further. The questions set in advance were stuck to, and the interviewers did not stray from gathering what data was intended to be gathered. Please see interview audio transcriptions in Appendix 2 for complete interactions during the interviews.

In analysis, all perspectives, even conflicting ones, were identified and presented to provide a fair and realistic result of the study. This means not only positive but negative

viewpoints would be made apparent. Further no participant was identified personally, following a promise to maintain anonymity throughout the research process.

All results were reported honestly and without falsification. There was not a single case of plagiarism within the project, all information is appropriately sourced and referenced to give due credit to the original author. Further no information was reported that could somehow harm the image or otherwise wellbeing of others. The language of the project is intended fully as neutral and approachable to the intended readers, avoiding both confusion and offense through terminology applied. The data has all been shared within the appendix of the research so that a reader may conclude for themselves their own results from the research and judge fairly the results of this work.

The above is intended to provide a strong backing for the ethicality of this research, and to show that all steps necessary were taken to avoid unethical research process or results.

## 6 Discussion & Conclusion

This section will directly tackle the research questions presented in the beginning of the thesis based on research conducted. The first question asked concerned the significance of an international tutoring guide.

The answer is two-fold and complicated. The current use of the existing tutoring guide is extremely seasonal. The interviews proved the lack of use the guide received due to the need for it only being particularly strong during the orientation period with new students – when questions are frequent. The use of the guide decreases quickly from the first introductory week to studying at Savonia University of Applied Sciences. It sees little to no use in the long-term as time with students is also less frequent in the existing study environment. This does, however, discuss only the use of the Finnish version of the guide and its use for international tutors is non-existent already by its lack of a translation, and is insignificant for them. The international tutoring guide, specifically, will be significant for being able to provide even this limited time period with supportive information.

Yet the potential significance of it in assisting in tutor training and fulfilling complex information needs is notable. The guides are provided every year, up to date with fresh information. New tutor candidates receive the guide during training, before they truly begin to fulfil their duties. As such it is the first look into tutoring duties beyond the training offered, and goes into considerable depth on important issues. At that point in time in a tutor's volunteer-work life, the additional guidance is helpful in equipping them with the right attitude and basic information for meeting their incoming students. Further the guide can always stand as a replacement for other key information sources, at least to an extent, and create efficiencies. It can quickly and colourfully answer questions on topics that are discussed in the the primary contents of the guide.

The significance of an international tutoring guide is considerably limited, but great. For what use it does see, it creates clear benefits for its user, the tutors, and consequently to their tutees. This will be extended now to the international degrees as well.

The international guide itself is divided into five material sections each of a variety of importance but vital for the guide's total, in-depth coverage of international issues. Each section covers its own separate topics.

The guide begins with basic introduction containing welcoming words for the new tutors. This is followed by a descriptive tutoring guideline for tutors to follow. The third section covers the tutoring tasks. This section was to give advice on the practical matters that the new international students may need help with, and it describes each task in its own timeline. For example, what matters concern the tutors during the orientation week or during the arrival period. The fourth section goes through practical information, such as information regarding the student union, bus cards and useful websites. The fifth, and consequentially final part are the maps of the Savonia University of Applied Sciences campus areas. These are the contents which, if any were missing, would mean the guide is somewhat lacking basic, needed information.

## 7 Personal development

### 7.1 Researcher 1

There has been a collection of lessons to pick up within the making of this thesis given that it has a practical result through a varied research methodology. Within the creation of the practical guide there have been lessons into the usefulness of information and its relevance, and it has encouraged the writing rule of “keep it short and simple” more than anything. It also has taught further academic writing ability which are simply necessary in works such as this.

Going through the different methods of research and analysis has granted a greater appreciation for data analysis and an ability to read raw numbers ever better. Challenges within gathering qualitative data specifically, though, taught better questioning ability and how important it is to be careful so that ethicality and validity are not put at risk.

### 7.2 Researcher 2

The collective researches made for this thesis were not necessarily challenging, but the data analysis proved to be the demanding part. It was also then that the learned knowledge from previous courses was integrated into the newfound knowledge and it created a unique learning experience.

There were difficulties in finding a suitable timetable for the work, but this experience in turn helped to understand what patience is needed for in middle of research work and analyses. Translation work can also be a very time consuming task, as was noticed while translating the contents of the original Finnish guide to English.

The second researcher worked on the creation and data collection of the questionnaires, interview transcription, conducting the comparative study, translation of the original tutoring guide, inserting the translation and new content into the new guide, and dividing the tasks during the creation of the thesis.

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## APPENDICES

## APPENDIX 1: Questionnaire data extracted from Webropol

*Tutoring at Savonia University of Applied Sciences***1. What is your nationality? \***

If you are not a Finn, please write your nationality next to the second option.

Finnish

Other, please specify

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**2. What is your mode of study? \***

I am a degree student

I am an exchange student

I am doing a double degree

Other, please specify

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**3. What is your field of study?**

Business and Administration

Design

Engineering and Technology

Healthcare

Music and dance

Tourism and Hospitality

Other, please specify

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4. Could international tutors and the school have done more to assist you before arrival?

If they could have, then please describe what they could have helped you with.

Yes

\_\_\_\_\_

No

5. What were the three most challenging issues you faced in the first few weeks since arrival?

Please select three (3) options.

Getting around Kuopio

Finding the apartment

Finding the school premises and/or classrooms

Finding free time activities

Socializing and connecting with other students

Shopping

Other, what:

\_\_\_\_\_

I found nothing difficult

6. How have you found studying at Savonia UAS?

Has it been challenging, a little challenging or not challenging at all?

Very challenging

A bit challenging

A bit of both

Not very challenging

Not challenging at all

**7. Do you think tutors could assist students with...**

Please select as many options here as you like.

- Academic/study matters
- Keeping students up to date on upcoming events and parties
- Official matters such as banking, housing and hospital issues or going to the police
- Employment matters (tips for applying for jobs, informing about employment agencies)
- Finding information about various sports activities or events
- Discovering leisure time activities
- Something more?  
 \_\_\_\_\_

**8. What do you think the role of a tutor is?**

Write shortly about your own opinion.

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**9. If you have any improvement suggestions for our tutors, please tell us freely below! Any answers are appreciated.**

For example, what kind of additional information you think should be provided by tutors.

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## APPENDIX 2: Interviews

## APPENDIX 2.1 Interview questions

The questions for student tutors are as follows:

1. What is Tutoring
2. What motivated you to become a tutor?
3. How does tutoring benefit the university and the students?
4. Do you use the tutoring guide?
  - How regularly and to what end?
  - Is there more you would like to gain from it?
  - Is it useful and could there be something more in line with your needs as a tutor?
5. Do you feel there are a sufficient amount of tutors?
6. If more rewards were provided to tutors, do you think more students could be motivated to volunteer?
  - Do you think a tutor of the year award could motivate tutors to be more active?

Interview questions for the university staff

1. What is Tutoring?
2. How does tutoring benefit the university and the students?
3. What do you find is the value of the tutoring guide?
4. Do you feel there are a sufficient amount of international tutors?
5. How could tutoring be improved?
6. How could more students be motivated to become tutors?
7. Should the responsibilities of tutors be expanded to include also academic support; tutoring in maths, languages, with thesis, etc.

## APPENDIX 2.2 Transcription of the interviews

Interview 1: Staff member 1 of Savonia University of Applied Sciences

**1. What is tutoring**

Respondent: Tutoring is helping students integrate into life at university and should avoid a focus on student parties. Instead they should be ready to help students arrive and live safely and well at university.

**2. How does tutoring benefit the university and the students?**

Respondent: When students have good tutors, they are likely having a more satisfying time studying at Savonia University of Applied Sciences than they would without. This greater satisfaction turns to a positive for the university especially when international students share their stories about how much they have enjoyed studying at Savonia, and the word of mouth impacts others to come study at Savonia University.

**3. What do you find is the value of the tutor guide?**

Respondent: Not high because people do not like to read nowadays. The guide as a physical book is not appealing. There should be some interactive, modern alternative that engages the user with the information they need from the guide.

**4. Do you feel there is sufficient amount of tutors?**

Respondent: Not necessarily but there should always be a focus on the quality, not the quantity of the tutors.

**5. How do you think students could be motivated to become tutors?**

Respondent: Tutors should be recruited that have a willingness to do the work through their own, personal motivation, not external motivation, such as material rewards. But there could be some way that tutors gain more recognition for doing their work, those who are inactive are let go and not kept on. Further those who are extremely active ought to gain something of value to them and feel appreciated by the school, not just by their students.

**6. Do you think the responsibilities of tutors should be expanded?**

Respondent: Tutors should be recommended to partake in academic support matters, helping teachers carry classes for example. It should be forced upon them, however.

Interview 2: Staff member 2 of Savonia University of Applied Sciences

### **1. What is Tutoring?**

Respondent: Tutoring is guidance or support that peer students give to other students.

### **2. How does tutoring benefit the university and the students?**

Respondent: Benefits come from many levels. Tutor training makes them ready to provide facts about studies. From the students' perspective, the activities and events that tutors organize are important. They make the class group part of a community, initially with their own group, then perhaps with all first year students. Then all business students. Perhaps they do not perceive themselves as students of Savonia in the beginning. As part of that, the organized activities are important. Peer support is important because it can affect students to continue studying at the institute. Especially overcoming cultural challenges. When people know each other, it becomes easier, and that is enabled by the tutors. What is becoming more and more important is the promotion that tutors do. The university may have a challenge thinking of what the students want. It is a generation gap. How to spread the good word. They have professionals for it but the most genuine publicity comes from the students. Especially thinking of international students and especially exchange students, spreading the good word about Savonia or this area of Finland would be highly beneficial.

### **3. What do you find is the value of the tutoring guide?**

Respondent: The guide sets the framework for tutoring activities. Weekly program for the first weeks to welcome new students. New places that are important for students. Of course this information might still be provided even without the guide, but even so it is a way to make things homogenous.

Interviewer: What could be in addition to this guide as material for tutors to use? For example at certain universities, what they have is a guide for the students that sets out basic cultural issues, explains how to get around, some language points to assist in buying the right things at the store. Could something like this be helpful?

Respondent: Having visited this fair with many other student counselors and some of them brought their material. Some of them had rather heavy books, and it was curious why we do not have that. Perhaps it was the finance, or the difficulty of keeping it up to date, or perhaps in Finland we think we are so independent that we do not need that. As you are here, you get help with daily activities and then are let go.

Interviewer: It would cover the base to make sure there was always something to turn to, especially when the human resource is not available. Especially when the tutors are busy, or the teachers are busy. Of course there's a lot of information on Reppu, but it could be provided more concisely. We wish the new guide to be simple and to the point, not so big that the reader could get lost in it

### **4. Do you feel there are a sufficient amount of international tutors?**

Respondent: Currently they are 4, and then yourself and another one. I think it's enough. There might be room for more, but I would like to encourage the Finnish degree students to become international tutors. The burden otherwise is too hard on BBA students. If we think of what is the idea of going on exchange, so you get the international atmosphere, it would be good that they meet more nationals.

### **5. How could tutoring be improved?**

Respondent: I don't know how to improve it, but as there is a variety of students, the activities [organized by tutors] could have more variety as well.

**6. How could more students be motivated to become tutors?**

Respondent: I think that the decision to become a tutor comes from inside, so there is not much that can be done especially by Savonia as an organization. The guarantee that makes students want to become tutors is that they see what the tutors do has importance. If thinking of importance now, it includes helping the students from the beginning, help with anything practical, and when they have become a part of the community, and there would be a variety of activities organized for the students.

**7. Should the responsibilities of tutors be expanded to include also academic support; tutoring in maths, languages, with thesis, or other?**

Respondent: Yes, study groups would be nice. The above suggested would be good, though thesis may not be feasible. I'm not sure how much the students study together or are they fed up with group work. There may not be many occasions where forming a study group is needed. Best results you can get as a student are when you teach someone else. Then you must know everything about it, and what is missing you then together can learn.



Interview 3: Student office worker

### 1. What is Tutoring?

Respondent: What I think is that if I would ever have a tutor for me, I would have him (or her) more as support than just being a tutor. He or she should not think or take it as their own responsibility just limited within the premises of Savonia (or the institute). They could guide or provide help outside Savonia as well. Overall a kind of a package that could support and provide mental support, (and) physical support. Not just going to bar and coming back. Some people are not as strong as others physically, so maybe giving them or stepping in to help, saying “you don’t have to worry” and so on. Also with studies I think that they should support there as well. Just be more as a friend than a tutor.

Interviewer: A buddy.

Respondent: Yes. A person should be comfortable talking with their tutor. Also a big issue I would say is trust. The tutor should build this kind of relationship with trust, because when somebody is coming from a different culture it is very difficult at first to find friends. And when you find friends, you are not sure if they can share. There are so many things they would like to share. And if you don’t have that trust, then you feel a bit lost. “Can I trust this person?” “Can I say things?” “What if that person will make a joke out of me?” Because that hurts a lot. And then it takes a turn towards bullying. I think you should make sure that the person, the tutee, should totally trust [you]. And not just creating fake trust, but it should be real. In a real friendship, if you can’t do things say “I’m not able to”. Of course it should be given responsibility to say “No, I can’t” in a way that can be understandable. But, a buddy. A good buddy.

### 2. How does tutoring benefit the university and the students?

Respondent: Well, at first about Savonia and what we are offering..it is if someone’s coming from another country, he or she knows nothing about this new area. So we are picking them up from there, from the airport or bus stop, whatever – so that gives a very good image – that you people are “the Savonia”, that “the university does care.” Or us. So they are not lost. Also, when you were talking earlier about the cultural shock, that is the biggest benefit of tutoring that a person can help another person to overcome that shock. Overcame that loneliness, when they come to a new country and especially Finland. It’s dark, it’s cold, and so on. You don’t understand those things if you are not Finnish –language- and there’s someone who can be with the person and provide some kind of support, like being nice, friendliness, feeling like you’re not alone, like “we are there for you”. That, as a person, can be really beneficial. Also, for our students, the experience of getting to know new people, improve their own skills, I mean communicational skills, cultural skills, etc. They would know so much about different cultures and make new friends and exchange their thoughts and not just the tutor helping. The tutees, but not only them, the tutors, I’m sure they will learn a lot from the person they’re tutoring.

Interviewer: What do you think are the benefits to the university itself?

Respondent: I think it will somehow lessen the burden of the teachers. The teachers don’t have all the time to take care of each student individually. And if they are tutors, they could really take care of the students, each and every one. They would also need to show them how moodle works, email, etc. If I were to take the part of the tutors- tutor teachers – and if the tutors are taking care of half of the things they do, I think it would really aid teachers. Also our students would get exposure, meet new people, new culture, and stuff.

### **3. What do you find is the value of the tutor guide?**

Respondent: The tutor gives a path that you can follow or if you can't, give a direction where you need to go. There was nothing. Or- even now- there is nothing. We have this kind of vague idea of "What is tutoring", it can be anything or everything. Okay, there is no line that we need to draw but still, there is too much leaning on tutors. Because they don't know what to do, and how to do and how to proceed. So we tell each and every one: this is this and this is this and that. If we have a guide, then everybody read and follow and know. And of course then ask the head tutors what this means, for example. But now there is nothing. They're walking on a road that leads somewhere – but this tutoring guide, it will give destination. For everyone.

### **4. Do you feel there is sufficient amount of tutors?**

Respondent: No, we don't have. We are incapable of motivating students to become international tutors. I do not know what the current number[of tutors] is, because I only see a few guys, and they are active, but its because you people are active and want to learn from within. You want to meet people and so on. But I don't really see the school- or I don't actually know how it works, but I don't really see the school helping, anyhow, the tutors or students to be tutors. There is no perks for them. I don't see one credit is enough for a person to make him or her work as a tutor. We don't have anything. It is not sufficient anymore.

### **5. How do you think students could be motivated to become tutors?**

Respondent: When there are new yearly students, the tutors should be given time to, to represent that ok, we are tutors, and we are always looking for new people, expand our social network and explain/represent in a nice way the benefits, and what are the benefits for them. Not just one credit per a year. That's definitely not a benefit. Well, of course when you do something every month, there would be something. Or if you're doing, you are helping these students, then you get this, some extra perk. Because to be honest it is a characteristic of work, that you get some material thing. No one is really motivated. Some perks need to be organized for them. And I think the people who'd like to be tutors, they would also like to get recognized. To get recognized is also a thing that we need to bring up. To do something special for the tutors. Those kind of things. Could be movie tickets. Anything. There should be a budgeted allocated to tutors, that ok-BBA tutors have this much of a budget, every year they get this and this. Then they can plan according to the responsibilities to the students. They can plan their own budget. They will know how much they will use for themselves, how much they will utilize and so on. And more perks. Perks and perks.

### **6. Do you think these responsibilities should be expanded?**

Respondent: It depends. Sometimes I've heard that sometimes the students don't need a tutor and "they are forcing us to do something", but then some students say that "we don't see the tutors, they disappear after some time. That's the thing. We don't need who needs us and who doesn't. How do we know? I would say that making it more boring and official.... You should create such a relationship that you will always have something to do with them. Of course there should be some official training so that they know what to do but also unofficial things. You can go somewhere together, and of course need to take this casual aspect into consideration because Asian people. They might have a different definition of what fun is while Europeans have a totally different idea. They like to go to bars and while Asians might not like to do so. Maybe ask them what they like and what they don't like. Ask them what would you like to do. Give tutors a membership. If you do this, yiy get this, I have a vague idea, but something so that they would like to come and organize. And you don't always have to wait for Christmas,

it can be every month. It will be anywhere and for everyone. You come and distribute some freebies and people see that ok, tutoring is also fun. Not just duty, that you have to go and see someone. Just every month, this kind of small event in front of Savotta. Show yourself, make yourself visible.

Interviewer: Academic support?

Respondent: Yes, of course. IT side you can write an email, that I am a third year student, and if someone is having trouble with maths, or marketing, please contact ccc for lessons. It is working already there. We did that when we were tutors.

Interview 4: Student Union staff member

This interview was conducted in Finnish.

### 1: Mitä tuutorointi on?

Respondent: Tuossa se on virallisesti (näyttää nettisivua) Mitä tuutorointi on. Suomenkielessä tuutoroinnissa on painotettu, että tulevat tuutorit käyvät sen koulutuksen läpi, ja perehtyvät yksikön käytänteisiin oman koulutuksen (yksikkökoulutuksen) kautta. Tuutoritoiminta on koko lukuvuoden kestävä, ei vain pelkästään siinä että se on siinä kahden ensimmäisen jakson aikana. Pitäisi olla koko lukuvuoden kestävä tuutoritoiminta. Aktiivisin osa on 2-3 viikkoa alussa, ja tuutori tekisi itsensä ryhmätietoiseksi, jos ryhmällä on asioita, ongelmia niin hän olisi helposti saavutettavissa. Ovatko ne sitten Facebook-ryhmät, whatsapp-ryhmät, se että tuutori kävisi ryhmässä aina silloin tällöin pyörähtämässä, mahdollisesti järjestäisi jotain ryhmälle, esimerkiksi pikkujoulua. Mutta että olisi ryhmän kanssa koko lukuvuoden. Se että menisi ryhmän tarpeitten kautta. Ei se että [tuutori] väkisin alkaisi että ” joo nyt pidetään tämmöiset pikkujoulut” vaan [tuutori] kuuntelisi hyvin tarkkaan, mitä ryhmä haluaa. Sen mukaan.

Interviewer: Tarpeeksi kontaktia, että tietää mitä ryhmä haluaa.

Respondent: Varmaan kv-puolella tuutoritoiminnassa- puhutaanko tutkintopuolesta ja vaihtareista?

Interviewer: Kumpikin.

Respondent: Varmaan vaihtareiden tuutorointi on hyvin erilaista kuin tutkinto-opiskelijoiden. Molemmilla saattaa olla alku se, että pitää saada heidät kotoutettua tänne, jotta niille tulee suunnat ja perusasiat tietoisuuteen. Vaihtarit tarvitsevat enemmän tällaista kaitsijaa joka on kokoajan mukana. Se, mitä olen useampana vuonna huomannut on, että monella saattaa tuutorin rooli siihen niin sanottuun kaverin rooliin mennä sekaisin, eli monesti vaihtarit ymmärtävät, että tuutori on ns. 24/7 kaveri, että ihan milloin vain voi soittaa. Eli se, mikä on haasteellista ja pitäisi saada, en tiedä tarvitseeko rajata, mutta se pitäisi saada selkeäksi, mikä on kv-tuutorointia ja mikä on kaveruutta. Jos mennään ” kaveripuolelle”, ja jos siinä sattuu jotain, onko se sitten Savonian virallista tuutoritoimintaa? Vai onko se ollut sitten sitä. Se minkä näkisin selkeäksi tehtävän on se, missä menee kv-tuutorin rajat. Esimerkiksi yksi case liiketaloudessa tänä vuonna oli se, miten uudet vaihtarit olisi pitänyt vastaanottaa, kun aikaisemmin oli toisenlaiset käytänteet ja nyt se oli tehty toisella tavalla. Kuuntelin tarinaa, että he katsoivat että kämpät olivat kunnossa ja minusta tuntui, että jos tuutorit siihen haluavat niin se on ok. Silloinhan [tuutorointi] on hoidettu viimeisen päälle. Mutta välttämättä kaikilla kv-tuutoreilla ei ole resursseja eikä mahdollisuuksia olla niin viimeisen päälle. Siinäkin oli varmaan käynyt vähän yhteentörmäystä. ” Näin ei ole aikaisemmin tehty ettekä te saa tehdä näin”. Yksi tärkeä asia kv-tuutoroinnissa tosiaan on, että ottaa erityispiirteet huomioon ja vertaa suomenkielisten tuutorointiin.

[ Tässä välissä näyttää tuutoroinnin suomenkielisiä sivuja, sanoo että olisi hyvä saada kv-tuutoroinnista samanlainen paketti englanninkielisillä tiedoilla. Esimerkkinä tuutoroinnin asiakirjat etc. Jos asiakirjat käännetään, savotta voi laittaa ne suoraan rep-puun. ]

### 2. Mitä muuta materiaalia voisi tulla tuutorioppaan mukaan?

Kv-tuutoritoiminnan tärkeimmät erityispiirteet [verrattuna suomalaiseen]. Samalla ajatuksella kuin nykyiset tuutorinoppat, oppaan pitäisi löytyä sähköisessä muodossa [re-pusta].

[Tässä välissä kysytään nykyisen oppaan pohjasta, paljastuu että oppaan aikaisempi muotoilija on ollut Riku Jokinen. Aineisto tulee yleensä tuutorivastaavien kautta eri tiedostoina Rikulle, joka sitten tekee oppaan Indesign-ohjelman avulla. Siihen tarvitaan kuvankäsittelytaitoja, yms. Toinen vaihtoehto on että annamme valmiin materiaalin Riku Jokiselle. Hän lähettää tiedot takaisinpäin ja tiedosto tulee jaettavaksi tutkijoille.]

Interviewer: Meinasimme tehdä yhdistetyn kv-version, kun eri aloilla on omat taskumattinsa. Se olisi sitten yhdessä paketissa.

Respondent: Nämä on tehty sillä ajatuksella, että taskumatit ovat alakohtaisia. Se, miksi nämä ovat alakohtaisia on se, että näissä on yksikkötason tietoa. Esimerkiksi miten eri yksikössä, esimerkiksi lisalmessa, hoidetaan bussikortin ja muun hankinta. Ja millaisia opiskelijayhdistyksiä siellä on. Ja mitä yhteystietoja siellä on, esimerkkinä vaikka opettajatuutorit, jotka löytyvät sitten [oppaasta].

Interviewer: Ajattelimme, että ainakin Kuopion puolelta ottaisimme kaikki alat oppaan alle. Emme sitten tee viittä tai neljää eri opasta. Mutta siihen tulisi tietenkin esim. opistotien omat tiedot, ja mille alalle onkaan infoa. Se olisi kokonaisuena kaikille kv-opiskelijoille. Tietysti ne tiedot mitkä kuuluisivat eri kohdille, erotellaan, mutta ne löytyisivät kaikki samasta ja olisi helppo selata läpi. Ensiksi käännetään tämä englanniksi ja sitten lisätään kaikki tieto mitä on nyt tullut, esimerkiksi kaikki mikä kannattaisi olla siellä.

Respondent: Kannattaa miettiä onko täällä jotain jota jättää pois tai sitten lisätä.

Interviewer: No varmasti KV-jutuissa on sellaisia [asioita] mitä muuttaa. Nyt vielä keräämme tietoa että mitä siihen kannattaa olla, mutta nyt ajatuksena että nettisivulle on lisää tietoja jotka kannattaisi lisätä, sitten on nämä oppaat. Additional Ques Olisiko teillä mitään jota pitäisi lisätä tuutori opiskelijoille? Muita materiaaleja?

Respondent: Tuutorin asiakirjat, muuta.

Interviewer: Voin antaa yhden esimerkin kv-tuutoroinnin insinöörien puolelta. Heillä on tullut hieman ongelmia kulttuurien ymmärtämisessä. He eivät ymmärrä sitä kulttuuria ja ovat menneet hieman sekaisin: Voisi olla kulttuuriopas, mikä auttaa tuutoreita ottamaan vastaan eri kulttuurien opiskelijoita.

Respondent: Siinäkin on se, että pystyykö niitä[kulttuureja] niputtamaan. Esimerkkinä: Näistä maista tulevat menee tähän pakettiin ja näistä tuohon.

Interviewer: Pystyy, johonkin asti. Ei kovin tarkasti, mutta ehkä tarpeeksi että [tuutorit] voisivat ottaa vastaan tosi erilaisia ihmisiä. Ei tule odotusta, että [vaihtarit] ovat kaikki niin kuin suomalaisia. Juuri siinä on tullut se ongelma, ettei osata odottaa mitään. Perusoletuksien pohjalta. Parasta olisi käyttää vain stereotyyppejä. Tosi laajoja, koska eivät osaa tosi tarkasti sanoa.

Yksilölliset erot ovat olemassa.

Respondent: Kyllä varmaan jos pystyy järjevät tiivistelmät tekemään, saattaa hyväkin olla. Itselle vain tuli mieleen, että pystyykö sitä niin kompaktisti tekemään. Esimerkkinä eri uskonnon kannattajat.

Interviewer: Ei se ehkä uskonnon perusteella niinkään. Mutta ehkä jos tietäisi niistä perususkunnoista, eikä silleen että [nämä] käyttäytyvät tälleen, vaan silleen että tällainen uskonto, ja antaa perustiedot. Sekin olisi tärkeää laittaa, etteivät rupea syöttämään muslimeille possunlihaa ja muuta. Se voi olla noin pieni asia ja muodostua tosi isoksi ongelmaksi.

### 3. Mitä hyötyä kv-tuutoroinnista on?

Respondent: Alkaville opiskelijoille, on varmaan itsestään selvyys, että miksi tuutoreita on. Mikä hyöty siitä on, että tutustuu oppilaitokseen ja saa vertaisohjausta, niin se on yksi. En tiedä miten kv-puolella sitten on, mutta suomen puolella painotetaan sitä, kun on tuutorikausi paketissa, voidaan pyytää opolta todistus siitä, että olette olleet tuutoreita. En tiedä onko kv-tuutoreilla sellaisia ollut. Se saattaa olla aika merkittävä paperi sitten, kun haetaan työntekoa ja se voi kertoa työnantajalle vähän luonteesta ja ominaisuuksista.

Interviewer: Enimmät tuutorit eivät etsi opintopisteitä, koska eivät tarvitse niitä. Jokainen haluaisi lausunnon itselleen. Todistus siitä että on tehnyt tällaisen työn.

Respondent: Tuutoriasiakirjoissa on olemassa hyvin pelkistetty tuutoritodistus pohja. Tämä on [tehty] sillä ajatuksella, ettei opettajan tarvitse joutua kirjoittamaan niitä kokonaisuudessaan sitten erikseen. Tässä on kerrottu tavoitteista ja tehtävistä ja arviointi.

[ Tässä välissä todistus näkyviin. Sanotaan että sen voisi ottaa opinto-ohjaajalle käsiteltäväksi asiaksi kun sitä käännetään.]

Interviewer: Mitä hyötyä olisi Savonian puolelta? Mitä koette olevan hyötyjä Savonialle, ja ammattikorkeakoululle?

Respondent: Sehän nyt on selvää, että kun uudet opiskelijat tulevat taloon, kaikki ovat pallo hukassa että mitä sitten tapahtuu. Sillä on aika iso merkitys, että tuutorit saavat ajettua heidät sisälle talon tapoihin ja perehdytettyä opiskeluun. Opiskelukäytäntöihin. Sitten siellä saattaa olla niitä opiskelijoita, jotka miettivät ” tulin tänne opiskelemaan, mutta en ole täällä pitkään. ” Sitten jos he näkevät että heillä onkin hauskaa ja tuutorilla on siinä merkitys. Lähdetään sitten kääntämään numeroiksi se että opiskelija ei keskeytäkään vaan pysyy opiskelijana ja valmistuu sitten aikanaan. Sillekin pystyy antamaan hintalapun, että paljonko oli arvoa sillä, että se tuutori on saanut opiskelijan jatkamaan opiskelua. Kun on käyty keskustelua ja tulee se ” no voin minä vielä yrittää”.

Interviewer: Se on tosiaan monien ulkomaisten opiskelijoiden keskuudessa, että he haluavat lähteä muualle mutta jos heillä on kavereita, vaikka se olisi tuutori, niin mielellään pysyvät. Tosi helposti saa pysymään, kunhan on siinä mukana ja auttaa.

Respondent: Rahapuoli on lainausmerkeissä ” kylmästi ajateltu”, mutta se on ihan konkreettinen tosiasia. Ja se että vertaisohjaus toimii kokoajan siinä, että pääsääntöisesti tuutorit ovat käyneet saman putken itse läpi ja pystyisi peilaamaan sitä, että miten tuutorit ovat silloin onnistuneet. Onko mennyt joku esille ja onko siinä joku mennyt hyvin.

#### **4: Mikä hyöty on taskumatilla?**

Interviewer: Voimme sanoa että aloittaessa kaikki katsovat opasta. Se on tosi keskeinen ja siellä on tosi tärkeää tietoa ensimmäisille päiville. Mutta sitten se jää sivuun.

I: Silloin aikoinaan, jolloin tuutoriopas tehtiin, pääajatus oli se että tietoa oli hajanaisesti tuolla ja tuolla. Se saatiin yhtiin kansiin. Onhan tässä paljon sellaista tietoa, että kun tuutori saa sen käsiinsä, hän saattaa yhden kerran vilkaista ja sen jälkeen hän ei sitä katso. Konkreettisimpia hyötyjä ovat se, että yhdestä paikasta löytyy jos tulee niitä kysymyksiä, että ”miten meillä toimii opiskelijakortti-asiat” tai muuta. Ja jos tuntuu, että tarvitsee päivittää niin se löytyy täältä. Ehkä yksi tärkeimpiä mistä on kysytty on että miten taskumatilla on käytetty on, että kun tässä on tuutorin muistilista. Tietyllä tavalla tässä on ensimmäisten viikkojen asiat, mitä pitäisi käydä keskustelussa opiskelijoiden kanssa läpi, ja varmistaa onko nämä nyt selvillä. Tämä lista on yksi käytetyimpiä tässä taskumatissa. Varmaan kv-puolelle sama juttu, että siinä olisi hyvin selkeä kv-tuutorin muistilista tietyllä tavalla siinä alussa, ennen kuin opiskelu alkaa. Katsoo, onko nämä

asiat selvillä tai kunnossa. Ensimmäisten viikkojen aikana saattaa mennä kv-opiskelijoilla samanlaisesti, mutta tiettyjä erikoispiirteitä saattaa olla joissakin, esimerkiksi ruokaan liittyvissä asioissa.

Myös käyttäytymisessä saattaa olla, jollekin avata sitä suomalaista mentaliteettia ja käyttäytymistä. Että miten suomalaiset käyttäytyvät. Sellaisia erityispiirteitä voi tänne[oppaaseen] poimia mitä kv-opiskelijoilla on ja mitä suomalaisilla ei ole. Tämä on minun mielestäni yksi käytetty. Sitten kartoista – nämäkin ovat suhteellisen hyvin käytössä. Tietyllä tavalla kun antaa tällaisen kartan niin [tuutori] pystyy pikkuisen antamaan suuntaa- on näin monta rakennusta ja nyt kun lähdet tuosta niin päädyt tuon rakennuksen kolmanteen kerrokseen. Tällainen kokonaisuus. Jos sinulla olisi pelkästään paperinen, tai jos ei olisi paperista versiota, pystyisit kertomaan eri tavalla, mutta se havainnollistaminen.

Interviewer: Se on hyvä että siinä on muiden kampuksien kartat koska nyt on tuutoreita jotka eivät ole olleet opistotien kampuksella ja heillä nyt on tieto siitä, miten pitää toimia ja minne pitää mennä.

Respondent: Ja kuopion kartta, se että on ne tärkeimmät paikat eli tuonne pitää mennä ja tuossa on tuollainen tori. Tori varmaan kannattaa kertoa kaikille kv-opiskelijoille ensimmäisenä, eli mistä tuommoinen tori löytyy ja että he pystyisivät havainnollistamaan sen. Kuopion keskusta on niin tiivis paketti. Kun etsii torin niin siitä suurin piirtein pystyy sanomaan että ”kun kävelet tuohon suuntaan niin löydät tuon”. Se mikä meillä teetättää tosi paljon töitä on yhteystietojen tarkistaminen ja päivittäminen. Veikkaan että nämä ovat kuitenkin suhteellisen vähällä käytöllä loppujen lopuksi nämä yhteystiedot. Saattaa olla yksittäisiä, ketkä näitä käyttävät mutta jos te teette tämän [oppaan] niin näiden yhteystietojen kerääminen tänne – ehkä voisi miettiä että katsoisi täältä ne tärkeimmät kv-opiskelijan kannalta. Eli mitkä ovat ne palvelut, joiden yhteystiedot täältä pitäisi löytyä. En suosittelen näin laajaa mitä nykyisessä oppaassa on. Suuri työ tämän päivittämässä. Sitten näitä tutustumisleikkejä- ja pelejä mitä täällä on, nämä on kerätty tuutorikoulutuksessa kun meillä on ollut aina sellainen osio missä on pitänyt keksiä näitä. Näitä yhdistelemällä ja soveltamalla sekä huomioiden kulttuuritaustat varmaan löytyy aivan toimivia.

## **5: Onko tuutoreita tarpeeksi?**

Interviewer: Jos ajatellaan että suomen kielen puolella on aika paljon tuutoreita, ryhmälle vain kolme opiskelijaa.

Respondent: Se vaihtelee, eli vähän riippuu että onko miten iso ryhmä, jos ajatellaan että siellä on joku neljänkymmenen opiskelijan ryhmä, niin veikkaan että se jaetaan kahteen ja siellä on 4 tuutoria yhteensä ja 2 puolikkaalle. Vähän alasta riippuen, 3-5 tuutoria. Mutta se, että mikä on ”oikea” määrä tuutoreita, riippuu vähän alasta. Voisi ajatella, että jos on 30 opiskelijan ryhmä, siinä olisi se 2-3 tuutoria maksimissaan. Että kaikille olisi riittävästi tekemistä. Sekin riippuu, että miten tutorilla on opiskelut, että pystyykö hän miten aktiivisesti olemaan alottavien [opiskelijoiden] mukana. Esimerkkinä terveysala. Tosi haasteellista on, kun siellä on pakollisia harjoitteluita, ja saattaa olla että tietystä ryhmästä neljä tutoria ja kaikille on merkitty pakollinen harjoittelu samaan aikaan. Miten he pystyvät tutoroimaan alussa, kun heillä on omia asioita? Terveysala on ongelmallinen, koska siellä saattaa käydä niin että jostakin toisesta ryhmästä käy ”varatutor” joka ei tiedä sen alan yksityiskohtia millään tavalla.

Interviewer: Jos vertaillaan, niin insinööripuolella on saman verran kuin meillä[business] noin 80 kv-opiskelijaa vaihtariksi ja sitten on tutkinto-opiskelijat. Heillä on 5 tutoria eli 3 pistetty 40 tutkinto-opiskelijalle ja 2 yrittää pysyä vaihtareitten perässä. Se on tosi haastavaa työtä. Meillä[business] tulee olemaan kolme tutoria kun me vanhemmat nyt

valmistumme. Kolme aktiivista. Ehkä neljä ei niin aktiivista. 40 [opiskelijaa] pysyy, ykkösiä, ja sitten tulevat uudet vaihto-oppilaat, 30–40. Meillä olisi sitten neljä tutoria kaikille 70 opiskelijalle. Voisi olla pari lisää että heidät voisi kunnolla jakaa.

Respondent: Kun miettii yhteistyötä kv-tutorit ja vertaa sitten suomen kielisiin tutoreihin, esimerkkinä kv-tutoreitten vastaanotto ja alkuasiat niin miten paljon siinä pystyisi auttamaan? Alalla tekemään yhteistyötä. Alussa todella paljon kuormittaa kaikki esimerkiksi kämppä-asiat ja perusasioiden selvittäminen. Pystyisikö tässä suomenkielisten tutoreiden kanssa jollain tavalla, vaikka se ei kuulu heidän tehtäviinsä, tekemään yhteistyötä?

Interviewer: Viime vuonna oli muiden kanssa yhteistyötä koska meitä[tutoreita] ei ollut tarpeeksi. Muilta pääsi opiskelijoita hakemaan meidän vaihtareita ja muita opiskelijoita. Tänä vuonna ei valittu suomenkieliseltä puolelta ollenkaan varatutoreita. Olisi hyvä käytäntö ottaa aina pari tutoria suomen puolelta. Siellä on joitakin jotka ovat aina valmiita toimimaan myös kv-opiskelijoiden kanssa. Se voisi olla ratkaisu ongelmaan.

## 6. Miten saataisiin enemmän tutoreita?

Respondent: Kun mietitään mistä tutoritoiminta alkaa, niin voisi sanoa että niiltä aloilta missä on valintakokeita. Eli opiskelijat, jotka ovat tulossa valintakokeisiin, saattavat ensimmäistä kertaa törmätä tutoreihin ketkä ovat opastamassa heitä. Periaatteessa tutoritoiminta alkaa sieltä. Uusi opiskelija luo ensimmäistä kertaa mielikuvansa tutorista: ”Ahaa, tutori. ”Kun opiskelija on valittu, ja nyt on ollut hyvin toimiva Savonian facebook-ryhmä, missä on ollut uusia opiskelijoita. Monella alalla suomenkielisellä puolella on tutorit ottanut jo kesällä facebook-ryhmästä oman porukkansa. Matkailu-ravitsemusalan opiskelijat ovat ottaneet niisanotun oman ryhmänsä jopa ennen koulua ja järjestäneet jonkunlaisia tapaamisia. Tietyllä tavalla vaikka opiskelu ei ole vielä alkanut, tutori on ollut aktiivinen ja ottanut ryhmän ja tehnyt arvokasta työtä sen eteen, näyttääkseen mitä tutoritoiminta parhaimmillaan on. Kun uusi opiskelija tulee taloon, ja miten ryhmän tuutorit toimivat, niin sehän se on tärkein toiminnan markkinointi. Edelleen, kun Syyskuu on jo mennyt, ja kiireisin aika ohi, sitten tasaisesti voi ryhmän kanssa keskustellen avata tutoritoimintaa, mitä se on ja mitä se vaatii. Silloin voi alkaa kysellä kiinnostuneita ja kertoa että meillä on tulossa tutorirekrytointi jossain vaiheessa. Jos tulee kiinnostuneita, se onnistuu tätä kautta. Onhan se tuollakin jollain tavalla kuvattu, mutta periaatteessa pitää tehdä kaikille opiskelijoille tietoiseksi se, miten tutoriksi pääsee, millaisia koulutuksia siihen kuuluu ja mitä se vaatii. Perustiedot. Jos tutoritoimintaa ei avata millään tavalla, ei kerrota uusille opiskelijoille, ja sitten tulee sähköpostia tammi-kuussa ” haetaan tutorointia, tässä ohjeet, käy tekemässä hakemus”. Siinä ei ole välttämättä kerrottu mitä se vaatii ja mitä se pitää sisällään. Se on minun mielestäni kaikkein tärkeintä. Että tutoritoiminnasta kerrotaan tasaisesti uusille opiskelijoille, mitä se antaa ja enemmän positiivista puolta. Opintopisteet eivät ole tärkein pointti, vaan kaikki mikä tutoritoiminnan ympärille rakentuu. Jos ajatellaan suomenkielistä tutoritoimintaa, meillä on ollut kiitospäiviä ja iltoja. Siinä porukka verkostoituu eri ihmisten kanssa ja saa eri ideoita ja ajatuksia muilta yksiköiltä. Sekin kannattaa mainita, kohdassa ” miksi lähdet tutoriksi”. Ei pelkästään tutustu oman alan opiskelijoihin vaan tutoritoiminnan kautta saa mahdollisesti kavereita muistakin yksiköistä. Nämä olisivat pointit millä saisi lisää tutoreita.

## 7. Kuinka parantaa tuutorointia?

Respondent: Ei toistaisi samoja virheitä mitä omat tutorit ovat tehneet. Kun palaa omaan aloitukseensa ja miettii, miten asiat menivät ja miten tuutoroitin ja mitä olisi tarvinnut silloin. Sitä kautta voi löytää ajatuksia, miten voisi edelleen parantaa tuutorointia.



Yhtä asiaa kannattaisi painottaa, että tutoriporukka ei uusiutuisi joka vuosi täysin. Tutorivastaava on ollut tutorina jo toista vuotta ja on nyt tutorivastaava. Tutorivastaavissa pitäisi olla niitä opiskelijoita, jotka ovat olleet jo yksi tai kaksi vuotta tutoreina koska he ovat arvokkaita tutoritoiminnan kannalta ja pystyvät kertomaan kuinka on tehty aikaisempina vuosina. Heillä on tietotaitoa ja perimätietoa. Se on sellainen asia mihin kannattaa panostaa. Sekin riippuu alasta, miten kolmannen vuoden opiskelija voi olla aktiivisena kun työharjoittelut alkavat ja opinnot siinä vaiheessa.

Interviewer: Ensimmäinen vuosi on aika kiireinen. Toinen vuosi on aukinaisempi, mutta sitten voi lähteä harjoittelemaan tai vaihtoon, ja sitten ei näy ollenkaan. Kolmantena vuonna kurssit loppuvat ja jää enemmän aikaa. Tosi paljon vaihtelee milloin on aikaa[eri ihmisillä]. Pitäisi saada selville milloin jokaisella olisi aikaa.

### **Question 8. Voisiko tutoreiden vastuuta lisätä sisältämään akateemiset opinnot?**

Respondent: Tästä käytiin keskustelua kauan aikaa sitten. Gallidus-tutoroinnista. Sitä termiä selvitettiin ja asioita laitettiin paperille sekä mietittiin, miten opiskelijoita saataisiin mukaan. Silloin opiskelijalla pitäisi olla erikoistaitoja tiettyyn aineeseen. Jos halutaan osoittaa, että hänestä tulisi niin sanottu ”tukiopettaja”, hänellä pitäisi olla riittävä tietotaito hoitaa asia. Sellaiset opiskelijat olisivat arvokkaita ammatti-korkeakoululle, joilta löytyisi tietotaitoa ja jotka pystyisivät tukemaan opiskelijaa joka tarvitsisi apua esimerkiksi matemaattisissa aineissa. Että häntä pystyttäisiin tukemaan jotta [opiskelijat] pääsisivät kurssit läpi ja jatkamaan opiskelua. Se olisi tärkeätä, mutta jos minulle sanottaisiin, että ”tee tätä omalla ajalla”, se tarvitsee paneutumista asiaan. Ei voi vain mennä ja kysyä, että ”mitäs teillä on täällä.” Siihen pitää tietyllä tavalla valmistautua ja saada jotain työstä. Onko se sitten palkka, jota opiskelija vaatisi, koska siinä ei voi olla enää mitään opintopisteitä. Sen pitäisi olla jotain enemmän. Pystyisikö siitä luomaan laajemman mallin? Jos tällä alalla haettaisiin jossain välissä opiskelijoita tukiopettajatoimintaan. Opettajat saattavat myös kokea, että heidän ”arvovaltaansa” poljetaan. Jos opiskelijat tulevatkin opettamaan. Että heidän opetuksensa ei enää kelpaa. Tämä ei ole aivan mustavalkea asia.

Interviewer: Monet opettajat haluavat, että opiskelijat keskittyisivät tunnilla ja oppivat silloin, eivätkä ajattele tukiopettajan pelastavan. Ei heitä tarvitsisi olla.

Respondent: Varmasti jos sellaisen järjestelmän saisi luotua, se olisi todella hyvä. Se vain, että miten se saadaan luotua ja se pitää lähteä Savonian päättävistä elimistä se malli. Valmis suunnitelma. Se ei voi toimia niin, että ilmoittaa että ”nyt minä pidän tukiopetusta”. Puhutaan virallisesti. Voi toki olla tällaisia epävirallisia lukupiirejä. Jos mennään viralliselle puolelle, sen pitää mennä virallisen kaavan kautta opiskeluasiana. Totta kai kannattaa tutoreita kannustaa jos löytyy motivaatiota, resursseja ja aikaa. Jos lähdetään laajempaan toimintaan, sen pitäisi olla virallista toimintaa. Olen ymmärtänyt, että tällaisia lukupiirejä saattaa olla. Esimerkiksi vanhemmat opiskelijat saattavat käydä asioita läpi hyppytunnin yhteydessä.

Interviewer: Auttaa keskittymään. Varsinkin niille jotka eivät omassa maassaan voi tukeutua auktoriteetteihin. Kokevat liian korkeana tukeutua auktoriteetteihin.

Respondent: Jos tähän teemaan siirrytään, niin yksi kompastuskivi monelle on opinnäytetyön tekeminen ja sen aikataulutus. Joissakin ammattikorkeakouluissa on olemassa opinnäytetyö vinkkitunteja opiskelijoille jotka ovat käyneet läpi aloitusvaiheen.

Vinkkejä etenemiseen. Tietyllä aloituksella voisi lähteä gallidus-tutoroinnille. Se olisi tukea heti alussa sellaisille aineille kuin matemaattiset, kielet, ynnä muu. Se voisi olla alusta loppuun asti opinnäytetyöhön liittyen, opiskelupaikan hakemiseen tai muuhun. Valmistumisen yhteydessä työnhaku ja muut. Sitten mennään sellaisiin opiskelijoihin jotka ovat jo valmistuneet.

Interviewer: Siihen pitäisi olla parempi palkinto kuin opintopisteet. Varsinkin jos on valmistumassa, jolloin ne eivät merkitsisi mitään.

Respondent: Jos sanotaan, että he käyvät yhden tunnin opiskelijoita näkemässä, eivät he välttämättä halua sen kummempaa [palkintoa]. Osa kokee sen, että pystyy auttamaan, tietynlaiseksi palkkioksi. Tällä hetkellä on ollut erillään suomenkieliset ja englanninkieliset tuutorit. Erikseen tuutorikoulutuksesta on ollut ns. tuutorin virkistyspäiviä. Esimerkkinä hirvijärvi ja keilausilta. Ongelma on ollut, että meillä ei ole ollut kv-tuutoreista minkäänlaista listaa joten niistä ei oltu pystytty tiedottamaan ajoissa. Esimerkkinä tulevaan kevääseen, olisi hyvä jos tammikuussa tulisi kaikista yksiköistä kv-tuutorivastaavista lista ja yksiköistä. Näin pystyisimme paremmin tiedottamaan. Kiitosillat eivät ole tavoittaneet kv-tutoreita.

## Interview 5: Head Tutor 2

## 1. What is international tutoring?

Respondent: For me tutoring is helping others. Connecting with other students and making connections. Without tutoring I wouldn't know as many people as I do now. Tutoring has helped me to get to know more people and different degree programs and groups. Tutoring is basically guiding, and in a way being a friend. Being friendly.

## 2. What motivated you to become a tutor?

Respondent: The previous chairman of Kuotra. In 2014 spring. She asked me and 2 others from our group LI13SM. "Hey girls would you like to become a tutor because we don't have any international tutors next year. No one signed up for it. Would you please come to be our international tutors?" "Yes, we would". And it was a great decision. It brought us so much joy. And because I am making my thesis now, on internationality and of course tutoring as well.

## 3. How does tutoring benefit the university and the students?

Respondent: Tutors are teacher's aide. They assist teachers quite a lot. For example during orientation weeks. We aid teachers because sometimes there are things like students ask us "Hey I don't understand this. Help us! To figure this formula out. "Teachers do not have to use all their time to give private lessons to students because tutors can help out.

Interviewer: So basically give the teacher a break.

Respondent: Yes. Because teachers sometimes need a break. Good tutoring helps creating a good image for the school. I think tutoring is one of the building blocks of the school's image.

Interviewer: How about the benefits to the students? Besides the obvious.

Respondent: Tutors create group spirit. It's very essential during the first few weeks. They help the new students who are very afraid, very confused. Help them to group together. To get to know each other. When the year progresses and if there are any problems, the tutors are always there to help. Assist them.

## 4. Do you use the tutoring guide? 4.1 How regularly do you use the tutoring guide?

Respondent: When I was tutoring a lot, being a tutor student as you say, I used it a lot. I think it would be better if it was in English for international tutors. There were good games, websites and lists of Savonias faculties. These are the main ones I used.

Interviewer: So those were the main points.

Respondent: Yes, definitely. The games especially. There could be more. To raise group spirit.

## 4.2. Was there anything missing or that you would recommend to have?

Respondent: I'm not sure if I remember correctly, or if belongs here, but I think tutors would benefit if there was a list of "Where can you get student benefits from". This is like the third time this year I'm mentioning it, but for example at McDonalds you get the plus sized meal for a low price and then there is this beautiful decoration shop, where students get 20% off. Stuff like things. It's very important that all those benefits are listed somewhere because there seems to be no place where those things are listed in Kuopio. So then the tutors could inform [of them].

4.3. Is it useful and do you think there could be more in line with your needs as a tutor?

Respondent: Yes. There could be more. Because we have the "taskumatti" which is Finnish, but there is a lot of things from the international side missing. Understandably. It's full Finnish. But we should have our own international "taskumatti".

Interviewer: Do you think there could be other materials to help the tutors or students to make the work easier for tutors?

Respondent: Well, I think some material is given out. When the new students start. But I think there should be like a pamphlet just for students like "Hey here are the web pages and important stuff that you need to know." So that the responsibility wouldn't fall entirely on tutors, but that the students could seek information by themselves as well. Someone could say "Hey how about Reppu?" Well that is basically a mess. It doesn't help a lot.

5. Do you feel there are a sufficient amount of tutors?

Interviewer: Do you think there could be more?

Respondent: BBA tutors, definitely. Last year there was 3 of us. At some point during Christmas, there was only me who was in charge. I had to get all the keys for the new exchange students and figure out a way to get the keys to them and how to get them to their apartments safely. There were 13 up to 14 people. That wasn't good. Now I think there are 8 of us. That is very good. International programs need more tutors in relation to students.

Interviewer: Especially because we are in charge of international exchange and degree students.

Respondent: Yes. And making exchange students feel at home. You don't have to make Finnish people feel at home, they are home. Foreign students, they need extra attention.

Interviewer: How many tutors do you think are needed for the extremely busy periods? Obviously if there is one person trying to do it alone its terrible? Especially apartment issues

Respondent: Carpools and stuff like that. Definitely more than 5. Of course there couldn't be like 20 tutors because then it would be a mess. That would be very hard to organize. Group of under 10 tutors. Who are of the same mind. Interviewer: Yeah, active people, would be very good.

6. Do you think more students could be motivated to become tutors given there be more rewards? Interviewer: Currently they are being rewarded credits that not many tutors really need because there are so many other studies that we complete.

Respondent: What could these rewards be? Like coffee cards? Well definitely. I would love me some free coffee.

Interviewer: Would it become too competitive if you have tutor of the month, who gets this coffee card or should it be given to all tutors?

Respondent: That's also a good idea. Probably give like a ten cup card. That would be amazing. They should be motivated. There aren't so many incentives. There should be more, definitely. They should be encouraged, or rather believed in. There could be tutor of the semester also.

## APPENDIX 3 - Comparative study data

### 1. Karelia University of Applied Sciences

The tutors of Karelia UAS are trained and selected by the student union POKA. The student union is operating in the area of Joensuu, Finland. The coordinator of the student union is responsible for the international student tutor activity. The international coordinator of POKA cooperates with the international student tutors and the coordinator to achieve set goals. (The official website of POKA Student Union. 2016.)

The core idea of peer tutoring at Karelia UAS is to support and offer help in studying and learning matters. Tutoring at this university is based on the interaction between the students, where the knowledge, experience and skills are openly shared between people. (The official website of POKA Student Union. 2016)

The duties of the international POKA tutors mainly consist of orientating the international students with the matters of their new living area, school activities and the city they are residing in. (The official website of POKA Student Union. 2016.)

The tutors receive credits similarly as in other universities. At the same the tutors internationalize from within while dealing with international matters, and learn to develop their language skills as well as presentation and organizational skills. (The official website of POKA Student Union. 2016)

The recruitment of tutors at Karelia UAS happens once a year and the recruitment and training is organized by the student union. The recruitment of both peer and international tutors is done once a year during the early spring season. For international tutors the selection is primarily done by organized interviews. (The official website of POKA Student Union. 2016)

The international tutors are trained to receive and welcome new exchange and degree students. At Karelia, the training for international tutors is carried out yearly during spring and at the end of summer. Due to the similar training the tutors receive, the international tutors can also act as the peer tutors in their own study programme. (The official website of POKA Student Union. 2016.)

## 2. Lapland University of Applied Sciences

The tutors of Lapland UAS are trained and selected by the independent student union ROTKO. This union operates in Rovaniemi, Kemi and Tornio and establishes connections between these three areas

Rotko tutors enforce communication and cooperation between the student and the staff members of the university. Their main focus is to support the facilitation and integration of a new student to the community of the UAS. The guide book stresses the importance of students meeting other students. Familiarizing the tutor with the content of the services, surroundings and studying facilities is suggested so that the tutor can inform the new students accordingly. (Lapland University of Applied Sciences: Guide for Student Tutors)

The duties of a ROTKO tutor are as follows: Providing support and guidance to new students, collaboration with the staff, meeting regularly with the group of tutees, familiarization of new students with the practices, locality and student life, and if necessary assisting in the arrangement and implementation of entrance exams. The development duties include developing tutor activity, the operations of the UAS, events and the atmosphere of the UAS and own tutor units. (Lapland University of Applied Sciences: Guide for Student Tutors)

The benefits of a ROTKO tutor are established in the UAS' guide for student tutors. The benefits include for example growth in the capabilities relating to social, guidance, language and presentation skills. It also presents the benefit in creating connections in the three areas overseen by the ROTKO union: Kemi, Tornio and Rovaniemi. The guide also mentions a tutoring certificate, accreditation and future opportunities. The credits the tutor will receive are 5 to 10 credits, depending on the type of activity. Tutoring is one of Lapland UAS' free selective courses called Peer Guidance / Community Influencing. (Lapland University of Applied Sciences: Guide for Student Tutors)

The tutors are responsible for planning the content and schedule of their training in the autumn season, and the plans are approved by the UAS. The training consists of group bonding, information on the responsibilities and obligations of a tutor, information on cooperation networking and the future planning of tutor training. (Lapland University of Applied Sciences: Guide for Student Tutors)

International tutoring is essential for Lapland UAS because tutoring international tutees means also introducing them to the Finnish environment, where many things are unfamiliar and new. The best case scenario includes making the student feel welcome in Finland and helping them with very basic practical matters. The international students are either exchange or degree students. The basic period for exchange in Lapland UAS is a period from six months to a year. The exchange students complete a part of their studies at the UAS or alternatively participate in their practical training during their exchange period. Degree students remain and complete their programme during the study period of 3.5-4 years. (Lapland University of Applied Sciences: Guide for Student Tutors)

### 3. Haaga-Helia University of Applied Sciences

The tutors of Haaga-Helia UAS are trained and selected by the student union HELGA. This union operates in Helsinki, Finland and their duties regarding tutoring are coordinated with the staff of Haaga-Helia UAS.

Tutors reinforce the adaptation process of the new students according to the needs of each degree programme or campus. The role of a tutor at the UAS is to support the student's integration into the student community, to advance the grouping process and to introduce the services of the higher education to the new students. New students should be offered advice in various matters related to the studying life. The tasks of the tutors are discussed with the academic advisor before the orientation week starts. (The official website of Helga Student Union. 2016.)

Normally being a tutor means offering guidance on any practical matter the new student may face. The tasks of the tutors may include help with housing, telephone, store, bank, or public transport matters.

The tutors of Haaga-Helia will earn 3 credits for each year of tutoring. They will earn the credits after submitting the tutoring card and report to the head tutor who forwards it to a HELGA student union tutor executive. To earn more credits due to, for example, additional work, the proposal has to be sent to the head tutor as well and the actual credits are distributed by the school's academic advisor. (Student Union Helga. 2010)



The training consists of 30 hours of training camp and an evening session. The training as a whole will include topics such as general information on the student union and tutoring, cross-cultural communication, difficult situations and ethical issues, briefing on the tasks, group management theory and so on. (Student Union Helga. 2010.)

Tutoring is advertised to all degree students of Haaga-Helia UAS, Finnish and international, via various channels like the HELGA bulletin board, posters, emails and such. As face-to-face marketing is usually the most effective method, the tutors are prompted to present and advertise their activities during the orientation week and other events if possible. After the application period, the tutor applicants are interviewed by the head tutor or additionally old tutors and the academic advisor. An important key factor in the criteria and selection progress is the applicant's study progress. ( Student Union Helga. 2010.)

#### Additional primary research results from Haaga Helia UAS

The emailed research questions were answered by a Haaga-Helia Student Union HELGA specialist. Here are the questions and answers received from the specialist:

##### 1.) What is the role of an international tutor in your University of Applied Sciences?

International tutors are people who tutor incoming exchange students. The so-called "exchange tutors" support and guide the incoming exchange students in integration to the Finnish higher education environment and the Finnish culture, offer support in practical matters (bank accounts, subscriptions), and the difficulties that arise within the first year of studying (course registration, navigating the campus) as well as support the students' grouping process. If the question refers to the international degree student tutoring (who simply tutor in English), the role and duties are very similar, but their practical implementation is slightly different.

##### 2.) What duties does an international tutor have?

Participation (if necessary) in the international student's pick-up service and support even before arrival to Finland (exchange students, in the future this feature will be expanded to include degree students as well), participation in the orientation week as well as the recreational day and freshmen day, tutor-freshman discussions and organizing various different meetings, school tours and the duties agreed previously with the student counsellor.

3.) How have you rewarded or motivated international tutor work?

The student union supports the tutor activities and actively contacts the student tutors. Within different degrees and campuses, and with help of head tutors, different recreational days are organized.

4.) How many international students does your University get annually?

Haaga-Helia has a student population of 300 exchange students, and ten percent of the degree students of Haaga-Helia have a second nationality other than Finnish.

5.) What have been the usual improvement subjects in international tutoring activities?

Know-How on the concrete needs of international students, the integration process into the community which mostly speaks Finnish, avoiding cultural collisions and now concentration has been on the impact the future tuition fees have on the group dynamics and the services we provide.

#### 4. Tampere University of Applied Sciences

The selection and training of the tutors of Tampere UAS is carried out by the student union TAMKO which operates in the area of Tampere, Finland. The student union is responsible for the tutors of Tampere UAS.

International tutors are the first associates the new students make when coming to Finland. A tutor's role is that of support and in the best case, the role of a friend. The tutor's mission is to help the international students to adapt to the culture, student life and studying in Finland. The most support is needed during the first weeks, when the students have arrived and are getting used to the studying life of Tampere UAS. (Poikela, R. 2011)

The tasks of an international tutor in Tampere UAS include contacting and staying in contact with the international students before and during their studying period at the university, picking up the new international students from their arrival station, helping

with the transportation to the apartment and handing the new student their room key, providing the survival kits, introducing the city and the school to new students, and assisting with other practical matters. They also have to attend tutor meetings and keep a journal of their activities as a tutor.

Tampere UAS tutors gain three credits from tutoring each year if they have completed their reports and attended the meetings regularly. Other benefits are born from increased language skills and simply from having fun. (Tamko Student Union official website. 2016.) A student can apply to become tutors by filling an online form found in the TAMKO Student Union official website. The applicants will be selected by the student union and the applicants will receive additional information by email if they are selected.

The training for international tutors is organized twice a year. The tutors are trained by the student union Tamko, and any student from Finland or a foreign country can apply for being a tutor. Additionally, the training will be conducted in English for foreign applicants to utilize the skills and knowledge of the international applicant. Cultural awareness and knowledge of life in Finland as an international student are included as topics in the international tutor training. (Tamko Student Union official website. 2016.)

Tampere University of Applied Sciences receives approximately 300 exchange students per year. Most of the exchange students are from the Erasmus program, but there are also students from other programs like the Norplus program and other partnership programs. The exchange students usually study at Tampere UAS for one semester or for one academic year. (Poikela, R. 2011.)

## 5. Häme University of Applied Sciences

The tutors of Häme UAS are selected and trained by the Hamko Student Union which operates in the areas of Evo, Forssa, Hämeenlinna, Lepaa, Mustiala, Riihimäki and Valkeakoski.

The tutors are expected to participate in the basic training sessions, introduce the Student Union and its functions to the new students, help and guide the new students, being a link between the students and the teacher, and to provide support to the new students as well as help them to get to know each other. Organizing free-time activities and events happens according to the schedules of tutors. As an additional example, for exchange tutors the tasks are very practical, such as contacting the students pre-

arrival and helping them with the practical issues with their unfamiliar environment when they arrive. The international tutors receive their tasks normally from the student counselor or the coordinator of international affairs. (HAMKO Guidebook for International Tutors in Hamk UAS. 2016.)

The Häme UAS tutors receive ECTS credits from their work. To receive credits, a tutor of Häme UAS has to complete their tutor portfolio. This is a collection of their tasks, completion times and durations of tasks (HAMKO Guidebook for International Tutors in Hamk UAS. 2016). The additional benefits come from socializing and the international network of international students and friends. (HAMKO Student Union Official Website)

The training of international tutors is organized by the student union. The training includes topics relating to peer tutoring, such as how to help a student with their adaptation process of living and studying in Finland. For foreign students it is recommended that they learn some Finnish before becoming tutors. There will be additional tutor training organized for the exchange and international degree tutors. The international tutor training is implemented in English, and it involves special training for tutoring international students and helps in preparing the tutor for any sudden happenings. There is estimated to be approximately 100 tutor trainees per year. The recruitment of the tutors happens via tutor recruitment events and the following interviews after application period. The application can be done online. The recruitment is available for any student studying at Häme UAS. (The Official Website of HAMKO. 2016)

Tutors are considered essential at Häme UAS, not only for any student but especially for aiding with the challenges that arise for international students in an unfamiliar environment. The responsibility of tutors is emphasized during the welcoming and adaptation periods of the new students.

#### Additional primary research results from Häme UAS

The emailed research questions were answered by the guidance and student welfare adviser. Here are the questions and answers received from the adviser:

1. What is the role of an international tutor in your University of Applied Sciences?

International tutors to support / help / guide arriving in Finland from a foreign degree and exchange students. The main focus is at the beginning of the study, with the support directed towards getting students internalized with the study

environment and life in Finland, with connecting fellow students and study groups, housing and livelihood-related issues, leisure activities as well as the official matters (such as Registration in the Maistrate).

2. What duties does an international tutor have?

International tutors guide the new students into the culture and customs of Finland, meet the new students at the train-or bus station, and guide them to the living areas and study campuses and the services that are provided there (for example shops, bank, sports facilities.) International tutors support the Finnish and foreign students in communicative and internationalization issues.

3. How have you rewarded or motivated international tutor work?

International tutors choose from a variety of courses from which they get 3 to 5 credits, depending on the amount of work done. It is common that tutors receive 4 to 5 credits from their work. A tutor has to write a report of their activities by creating a tutoring portfolio. They are free to participate in the events they help organize.

4. How many international students does your University get annually?

There are usually approximately 120 exchange students (80-90 during the autumn semester and 30-40 during spring semester). There are roughly 100 international degree students every year.

5. What have been the usual improvement subjects in international tutoring activities?

The student union is currently reforming tutoring activities with the aim of clarifying the various tutoring units' work description and similarly take care that the motivated tutors have an acceptable amount of meaningful tasks and that the reward is sufficient. Through this, the aim is to improve the overall quality of tutoring, and to keep both tutors and students satisfied.