

Johanna Tarvainen (ed.)

Intercultural and Interprofessional Environment in the Social and Health Care Higher Education at Lahti University of Applied Sciences

A publication of Lahti University of Applied Sciences, Series C Articles, reports and other current publications, part 162



LAHDEN AMMATTIKORKEAKOULU
Lahti University of Applied Sciences

Johanna Tarvainen (ed.)

**Intercultural and Interprofessional Environment
in the Social and Health Care Higher Education
at Lahti University of Applied Sciences**

The publication series of Lahti University of Applied Sciences

A Research reports

B Study material

C Articles, reports and other current publications

A publication of Lahti University of Applied Sciences

Series C Articles, reports and other current publications, part 162

Editor-in-chief: Ilkka Väänänen

Layout: Katariina Malkki

ISSN 1457-8328

ISBN 978-951-827-210-9

Sisällys

Dear Reader	6
Authors.....	7
Hanna Mikkonen GO INTERNATIONAL.....	9
Helena Hatakka, Katri Kämäräinen, Sari Nieminen, Johanna Tarvainen and Hannele Tiittanen INTERNATIONAL NETWORKS – ACTIVE COOPERATION.....	12
Helena Hatakka CHILD ´S RIGHTS/FAMILY NURSING INTENSIVE WEEK –Promoting Interprofessional Learning and Intercultural Competence in International Learning Environment.....	18
Päivi Huotari HUMAN RESOURCE AND KNOWLEDGE MANAGEMENT INTENSIVE PROGRAMME ENHANCING MASTER’S DEGREE STUDENTS’ MANAGERIAL SKILLS AT FIVE UNIVERSITIES	21
Tuula Hyppönen and Katri Kämäräinen BUILDING TOOLS TO SUPPORT SELF-MANAGEMENT AND EMPOWERMENT IN INTERCULTURAL AND PROFESSIONAL CONTEXT.....	25
Eveliina Kivinen and Heli Oksanen ENGLISH LANGUAGE-TAUGHT NURSING DEGREE PROGRAMME STUDENTS´ CLINICAL TRAINING IN HEALTH CARE HIGHER EDUCATION	30
Hannele Tiittanen INTERNATIONAL NURSING ON-LINE	36
Taina Heininen-Reimi, Tuula Hyppönen, Eveliina Kivinen and Katri Kämäräinen IMPROVING MULTICULTURAL COMPETENCE IN SOULBUS -PROJECT	39
Päivikki Lahtinen THE DEVELOPMENT OF THESIS PROCESS GUIDANCE IN COOPERATION BETWEEN UNIVERSITIES OF APPLIED SCIENCES AND WORKING LIFE (ONTTI –PROJECT).....	43
Annamaija Id Korhonen and Kati Peltonen PROMOTING SOCIAL AND HEALTH CARE ENTREPRENEURSHIP BY TEAM LEARNING: EXPERIENCES FROM FORTE PROJECT	47
Oskar Klemetti and Levente Lichtey TWO PERSPECTIVES TO INTERNATIONAL PEER TUTORING.....	52
Johanna Tarvainen HIGHER EDUCATION INTERNATIONALISATION – QUO VADIS?	55

Dear Reader,

You are holding a booklet which gives you examples, stories and environments about the international and inter-professional learning experiences and good practices we have had at Lahti University, Faculty of Social and Health Care during the past years.

Many of the faculty's internationally competent colleagues have given their enthusiastic contribution to this publication by sharing their experiences and expertise. Students' voice is also being heard.

I would like to warmly thank all the writers for their contribution and wish the readers inspiring and insightful international moments when exploring the contributions of our colleagues with dedication and vision to internationalization of higher education.

Lahti, October 2014

Johanna Tarvainen

Authors

Helena Hatakka

Principal Lecturer in Social Services. LicEd. Lahti UAS, Faculty of Social and Health Care. Experienced in social services higher education pedagogy and development as well as learning environments.

Päivi Huotari

Principal Lecturer in Master's degree Programmes, PhD in Administrative Sciences, Lahti UAS, Faculty of Social and Health Care. Especially interested in internationalizing master's degree education and international RDI activities.

Tuula Hyppönen

Senior Lecturer in Social Services, MSc (Soc). Lahti UAS, Faculty of Social and Health Care. Especially interested in internationalization within the social and health care higher education. Experienced in multicultural learning and international projects.

Annamaija Id-Korhonen

Principal Lecturer in Physiotherapy. MSc (Health). Lahti UAS, Faculty of Social and Health Care. Experienced in entrepreneurial learning and work related learning environments as well as coaching of student co-operative company.

Eveliina Kivinen

Senior Lecturer in Nursing, MSc (Health Sciences), RN. Lahti UAS, Faculty of Social and Health Care.
Especially interested in internationalization within the social and health care higher education context and simulation in nursing education.

Oskar Klemetti

Head tutor of international peer tutoring, Bachelor of Physiotherapy student, Lahti UAS, Faculty of Social of Health Care. Especially interested in new experiences, sports and accomplishing his dreams.

Katri Kämäräinen

Senior Lecturer in Physiotherapy, Degree Programme Coordinator MSc (Physiotherapy), European Master's Degree in Adapted Physical Activity, Lahti UAS, Faculty of Social and Health Care.
Experienced in international intensive programmes, Member of the ENPHE Executive Board.

Päivikki Lahtinen

Senior Lecturer in Master's Degree Programmes. PhD (Educ), MSc (Health Sciences). Lahti UAS, Faculty of Social and Health Care. Responsible for the Bachelor's thesis process and the Ontti project. Especially interested in thesis guidance and research methods.

Levente Lichtey

Bachelor of Physiotherapy student, Erasmus exchange student to Lahti UAS from Pécs University, Hungary.

Hanna Mikkonen

International Relations Specialist, MA (Intercultural Communication), Lahti UAS. Experienced in developing the institutional administration and management of international activities and cooperation. Interested in developing intercultural competence training and support for students and staff members.

Sari Nieminen

Senior Lecturer in Nursing, MSc (Health Sciences), RN. Lahti UAS, Faculty of Social and Health Care. Experienced in perioperative and acute care nursing in national and international level.

Heli Oksanen

Senior Lecturer in Nursing, MSc (Health Sciences), RN. Lahti UAS, Faculty of Social and Health Care. Especially interested in higher education internationalization.

Kati Peltonen

Research manager, RDI, International and Regional Development Service, Lecturer in Textile and Clothing technology, MSc (Ed.) Lahti UAS. Expertise in entrepreneurship education, entrepreneurial learning and teaching, student entrepreneurship.

Johanna Tarvainen

International Relations Coordinator, Lahti UAS, Faculty of Social and Health Care. Experienced in international mobility, social and health care higher education internationalization and project management. Vice Chair of the EAIE Expert Community HI board.

Hannele Tiittanen

Principal Lecturer in Nursing, LicNSc, MSc (Ed.), RN. Lahti UAS, Faculty of Social and Health Care. Especially interested in curriculum development work and international co-operation.

GO INTERNATIONAL

Forms of internationalisation in higher education institutions have changed in many ways in recent years and the shift towards a stronger strategic approach is a worldwide trend. Lahti UAS's mission is to "educate competent professionals and promote competitiveness in the region". In our education offering we maintain a strong link with research, development and innovation (RD&I) activities. In addition, the competencies in different fields of study and professions are combined and linked to multidisciplinary learning. The efficient integration of international cooperation into education and RD&I activities is the main tool for the internationalisation of our curricula, learning environment and operations. By participating in these key activities we aim to strengthen the quality and competitiveness of our programmes and enhance the professional, social and intercultural competence of our students and staff.

Successful international cooperation requires strong institutional partnerships with similar institutional goals. The strategic approach in internationalisation cooperation has influenced the selection of our partnerships. At Lahti UAS, we continuously seek to improve and extend our existing cooperation networks. In addition to "classical" bilateral cooperation, we have initiated and engaged in a multitude of different multi-lateral partnerships and networks with a variety of regional, national and international funding schemes. Our objective is to develop a network of strategically selected partnerships to provide meaningful international opportunities for student mobility, faculty collaboration and joint research.

The most important guiding document for the international activities of Finnish higher education institutions is the Strategy for the Internationalisation of Higher Education Institutions in Finland for 2009–2015 drafted by the Ministry of Education and Culture. Even though the main focus of the discussion regarding internationalisation has shifted more and more from quantitative targets to quality, the Ministry of Education and Culture measures the progress and quality of internationalisation with different kinds of quantitative performance indicators that provide information, among other things, about the number of mobile students. Part of the Ministry's target for funding HEIs is calculated on the basis of the number of outgoing and incoming exchange students.

In relation to these quantitative targets, Lahti UAS is performing well. The number of students participating in long term mobility programmes has been growing steadily. During 2013, 258 students left the country to pursue study abroad and 75 students completed internships abroad for a period of at least 3 months. The majority, about 70%, of this mobility was funded by the Erasmus programme. In return, the number of incoming students was 157. In order to secure the future growth and reciprocity in student mobility, our objective is to develop degree programmes and increase the number of courses in English in all fields of study in order to welcome more students from partner institutions. The incoming mobile students enhance the multicultural learning environment and are valuable for the internationalisation of our local students and staff who do not have the opportunity to go abroad.

Teacher mobility through active participation in international teaching and RD&I cooperation projects promotes the internationalisation of teaching and research and also enhances the international elements in our degree programmes. Moreover, mobility increases teachers' intercultural competence which is required for working in and developing a genuinely international higher education institution. International experience also enables teachers to enhance the quality of our education.

In addition to traditional student and teacher mobility, Lahti UAS has developed more dynamic ways to engage more students and teachers in international activities. In response to changing student enrolment trends and collaboration with partner institutions, we have initiated projects, competitions, study visits and online courses to cater for diverse curricular demands. In particular the intensive programmes have proven to be an important tool in internationalising those groups which otherwise would not necessarily participate in student mobility programmes, such as adult students and students in Master's Degree Programmes. Intensive programmes also provide opportunities for students and teachers to work in multicultural groups. More importantly, the intensive courses have produced deeper cooperation with partner institutions such as publications, cooperation projects, common teaching modules and the development of joint curricula.

The investment in international cooperation and mobility over the past 20 years would not have been made, unless it had been regarded as beneficial in helping young people develop their competences and improving their employability. Scholars and institutions alike have produced many studies about the short-term and long-term benefits of student mobility. Many studies confirm that mobility improves students' language skills and intercultural competences. It is widely recognised that it also makes students more tolerant and broad-minded. Furthermore, several tools such as the Global Mindedness Survey and Intercultural Development Inventory® have been developed for measuring the change in students' knowledge, attitude and skills during and after mobility. These studies are based on analysis of qualitative data and tools are usually based on students' own reports and therefore researchers still find it hard to evaluate the actual impact on competences. More importantly, several surveys highlight a lack of intercultural competence development if students are not prepared and supported before, during and after the international mobility period.

There is also an emerging demand for a new understanding of international competences. In 2012–13, the Centre for International Mobility (CIMO) and the think-tank Demos Helsinki examined how employers rated the skills and knowledge acquired through international mobility in their recruitment. The findings of this research project showed that employers do not emphasise international competences in recruitment. They also revealed that the competences acquired through study or work periods abroad are often hidden and are not adequately expressed or recognised. The attributes traditionally linked to international mobility do not describe the actual outcomes adequately enough and should be supplemented by an extensive set of new competences. This report introduced an extended understanding of international competences. While language skills, cultural knowledge and tolerance have long been understood to be the basis of international competences, three new factors were also recognised; productivity, resilience and curiosity. (Demos, 2014)

Our challenge in higher education institutions is to gain a better understanding of the learning outcomes not only in student mobility programmes but also in relation to all international learning experience and to establish good practices to highlight and enhance them. This process helps us to better understand the students and find ways to facilitate and promote positive and meaningful international learning - and most importantly, to enhance the employment opportunities of our future professionals. The Faculty of Social and Health Care at Lahti UAS has been active in responding to this challenge by building partnerships and wide-ranging international activities. In this issue, you will get an insight into what we have achieved in recent years.

References

Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015, Publications of the Ministry of Education, Finland 2009:23

Piilotettu osaaminen. Emme tunnista nykyajan kansainvälisiä osaajia – mutta juuri heitä jokainen työnantaja tarvitsee muuttuvassa maailmassa. Demos Helsinki. 2013.

INTERNATIONAL NETWORKS – ACTIVE COOPERATION

At the Faculty of Social and Health Care of Lahti University of Applied Sciences (Lahti UAS) international networking is active and extensive. This article is an introduction to the main networks in cooperation with the Faculty.

ENPHE – European Network of Physiotherapy in Higher Education

ENPHE, European Network of Physiotherapy in Higher Education was established in 1995. Members of the network can be physiotherapy educational institutions in the European region, which provide at least a three year full time qualifying educational programme (ENPHE charter).

On the ENPHE web page www.enphe.org one can find a list of the members. At this moment there are 129 educational institutes altogether from 32 European countries.

The aim of the network is explained in the ENPHE charter. It is to bring together and enhance collaboration between European institutes and physiotherapy educational institutions in the European region in order to:

- provide a forum for interaction and exchange of educational development;
- promote the convergence of physiotherapy educational programmes;
- stimulate the development of a European dimension in physiotherapy educational curricula;
- facilitate mobility of staff and students between physiotherapy educational institutions;
- encourage and support standards of high quality education in physiotherapy in accordance with the recommendations of the World Confederation for Physical Therapy (WCPT and ER-WCPT);
- advance the body of knowledge of physiotherapy;
- facilitate collaborative research projects between physiotherapy educational institutions;
- establish and maintain contacts and exchange information with other national and international bodies, organizations, and with the European authorities.

Each member institution has representatives in the General Assembly, which has a meeting every two years (ENPHE charter). The member institutions inside each country select one Coordinator and one substitute to represent the country in the Coordinating Committee. It has a meeting once a year during the Conference weekend. The work of Coordinators is explained in the ENPHE bylaws. The Executive Board is elected by members of the Coordinating Committee. There are always a president, vice president, and officers. The responsibilities consist for example of managing and coordinating the network, projects, conferences, seminars, student body activities and finances.

ENPHE provides two main activities per year: a conference in autumn and a seminar in spring. Both these are organized by a voluntary member institution, supported by the help of an Executive Board officer.

At this moment, we have worked during conferences and seminars as well as between them, in five work groups:

1. ESCO
2. Internationalization
3. Practice-based learning
4. Facilitation of learning
5. Research

Student members of ENPHE member institutions have formed their own group inside ENPHE, International Student Body, ISB. It has its own focus groups and activities connected to conferences and seminars.

The benefit of ENPHE to Lahti UAS has been enormous. Internationalization of our physiotherapy degree programme has grown with the cooperation possibilities and partners offered by ENPHE. The benefits and history of Lahti UAS participation in ENPHE are explained in an earlier article *Physiotherapy Education in Connection to ENPHE* (Kämäräinen, 31-42, 2011). At this moment senior lecturer Katri Kämäräinen from Lahti UAS is a member of the ENPHE Executive Board.

FESET - European association of training centres for socio-educational care work

FESET, European association of training centres for socio-educational care work has been established in 1989.

“Any association or organization in Europe which takes an interest in FESET’s activities and is implied in higher education for socio-educational care work can become an ordinary member of FESET, as well as individuals who are at present or who have been employed at an education & training institution meeting the criteria mentioned in the statutes’ article 2, either as a teacher/tutor or as a head of institution or department (individual member). Organizations outside Europe can also join FESET as associated members.”(FESET) Degree Programme in Social Services has been an active member of FESET for ten years.

“The purpose of FESET is to be involved in European and International organizations as a N.G.O, to produce and sustain research and studies on the problems posed by the European Union understood merely as a free marketing of goods (social and economic impoverishment, exclusion and social injustice), to collaborate with other associations with similar goals, to support democratic and non violent pedagogical methods enabling the full development of the individual as well as the highest degree of autonomy and social integration, to work in each European country for the enactment and development of social laws respecting the human rights of individuals with whom social pedagogues work as well as the rights and duties of the social

pedagogues, to work in each European country for the development and professional regulation of socio-educational care work, to work for the development of the European dimension of socio-educational care work, including the de jure and de facto recognition of the profession itself, to promote and develop exchanges among the members of FESET in order to arrive at academic recognition of qualifications obtained in the member-schools.” (FESET.)

“The Association decided to organize seminars in the years between the congresses, with the aim of providing a forum for continued co-operation and exchanges on specific aspects of social pedagogy.

- organize each year, alternatively, seminars and congresses, namely joint congresses with other European Organizations,
- publish the review *Journal Européen d'Education Sociale / European Journal of Social Education* in French and in English,
- sustain research networks' publications of its schools members,
- take part in the tasks of the Council of Europe: FESET is represented by Jean-Marie Heydt, Vice-Chair of the Conference of INGOs of the Council of Europe,
- coordinate its activities with the other European organizations for social professions (AIEJI, EASSW, FICE, IFSW, ICSW...) in the frame of the newly created European Network of Social Actors – ENSACT (www.ensact.eu),
- enhance mobility projects and exchanges of students and teachers.” (FESET)

Annual seminars are the most important activity for the Faculty of Social and Health Care. The Faculty's lecturers have joined yearly seminars all over Europe. Seminars gather together colleagues from different partner universities and give a great opportunity to make new connections and plans for co-operation.

The Florence Network – Developing Nursing and Midwifery education in Europe

The Florence Network for Nursing and Midwifery is an international cooperative network of 38 Universities' Schools of Nursing and Midwifery in Higher education in 17 European countries, with the maximum of three institutions from each country. The network was founded in 1995 with educational, scientific and pedagogical aims. It respects different ideologies, strategies and visions used in Nursing and Midwifery education across Europe.

The main objectives of this network are to improve and raise the profile of European Nursing and Midwifery, increase student and teacher mobility between the member universities, compare and develop curricula, improve quality of Nursing and Midwifery education, cooperate in and stimulate research in the Nursing and Midwifery field of work, develop European projects and intensive programmes as well as participate in realization of the Bologna declaration in Europe.

The Florence Network consists of Academic Committee, Presidency, General Assembly, Visibility Group and Student Board. The Florence Network is managed by the Academic Committee which comprises the President, Vice President and three other members elected by the General Assembly with a mandate of three years. The General Assembly consists of representatives of the member universities and it has the responsibility to fulfill the objectives of the Florence Network.

The Visibility Group acts to make the Florence network more visible and the selected members act for a certain time. The Student board cooperates with the Academic Committee and promotes the visibility of the Florence Network within universities among students. The members for the Student Board are elected by other students. Each year an Annual meeting is organized by one member university in cooperation with the Academic Committee and the Student Board. It gives a great chance for universities to present their education, institution, activities and culture.

The annual meetings consist of many activities: current lectures, poster presentations, meetings and field visits. During the Annual Meeting participating members have a chance to share good practices, discuss curricula development and common research possibilities, and create intensive programmes. Each member university has an appointed ECO (Exchange Coordinator) who is responsible for the stimulation and organization of student and teacher exchanges as well as raising the profile of the Florence Network within their own universities. Meetings between ECOs are fruitful in many ways, for example student and teacher mobility can be discussed before the application period, curricula can be compared in order to offer theoretical studies to the incoming students instead of practical studies and discuss projects or other cooperation ways between member universities.

The Florence Network offers an opportunity for the deans of the member universities or other management personnel to participate and act in the network. It also offers a forum for the leaders to discuss the common questions concerning the education and internationalization, and to agree development targets together. A positive attitude, encouragement and support from the leadership and management level are essential for successful internationalization at the universities.

During the Annual Meeting the nursing and midwifery students also have their own meetings in which they are able to discuss and compare for example education systems, curricula and the roles and tasks of Registered nurses and midwives. This opportunity strengthens their motivation in studies and offers a forum to discuss competencies in nursing and midwifery. The attending students – two to three students per university - are selected by ECOs and they work closely with the ECOs in universities in organizing student exchange as well as other international activities. During the student meetings, the election for the Student Board is organized and the members for the Student Board are selected by the attending students. Besides the official programme, there are a lot of social programmes for students, which offer them the possibility to get together and make new friends and build networks abroad.

Lahti UAS has been an active member of the Florence Network since the very beginning in the year 1995, holding also the vice-presidency and presidency between the years 1998-2001. During the years the network has offered continuity and long lasting partnerships. Most of the Erasmus bilateral agreements in Nursing are between Lahti UAS and Florence Network member universities on European level. This has enabled well-organized and safe student and teacher mobility during past years. Lahti UAS has administered Erasmus Intensive Programmes with Florence Network universities and has also been an active partner in the Erasmus Intensive Programmes administered by other universities of the network. Common study modules have been created between Lahti UAS and network members with a great success.

The Florence Network co-operation has been an important window for years to the nursing and midwifery education in Europe. It has increased the understanding of different kind of curricula – the similarities and differences – and it has also increased the understanding of common development targets according to the Bologna process. Florence Network meetings have offered a space for the discussions of EQF (European qualification framework) level 6 requirements and the competence based assessments, which have been important when comparing and evaluating the quality of the nursing and midwifery programmes in Europe. The Florence Network has also offered a valuable place for the students and teachers to increase their cultural awareness, knowledge, skills and encountering, and also cultural desire, which is the motivation to develop cultural competence in oneself. According to a Lahti UAS nursing student:

“It has been a great opportunity for me to attend the Florence Network annual meeting. Meeting nursing students from other countries and universities has broadened my understanding of different kind of social and health care and education systems. Although they may differ, our goal is common: to become a competent and professional Registered Nurse!”

Internationalizing Health and Social Services higher education through EAIE

Lahti UAS Faculty of Social and Health Care staff has taken an active part in the activities and leadership of EAIE: European Centre for expertise in the internationalization of higher education. EAIE is a non-profit, member-led organization serving individuals who are actively involved in the internationalization of their institutions. It gives a platform to internationalize the institutions' staff through collaboration, knowledge exchange and continuous professional development. EAIE has been divided in expert communities of which HI (Health Internationalization) has been the home base for the Faculty staff. In the coming years, HI will be taking a development step further and include social work/care educators in the expert community as well. The new group will promote the exchange of information within and over the boundaries of the different internationalization aspects in the fields of social and health care and medicine.

The expert community's activities aim at providing new insights and best practices with a focus on areas that are not covered among other expert communities at EAIE. Medical, social and health sciences education do not follow the same internationalization processes as others and there are several challenges important to be encountered for when developing international opportunities. The expert community takes into consideration national restriction in health care regulations, language barriers, patient safety and national regulations on curricula to mention some. EAIE will be an important platform and discussion area for the Faculty' staff in the future as well when further developing the internationalization of social and health care higher education environment.

References

article <http://www.lamk.fi/tki-toiminta/julkaisut/c-artikkelikokoelmia-raportteja-muita-ajankohtaisia/Documents/lamk-julkaisu-csarja-2011-Interprofessional-and-International-learning.pdf>

Ferencz I., Hauschildt K., Garam I. eds. 2013. Mobility Windows. From Concept to Practice. ACA Papers on International Cooperation in Education. Lemmens.

Florence Network: Official Information Brochure

<http://www.feset.org/what-is-feset/about-us> Assessed 13.8.2014.

<http://www.florencenetwork.eu/>

Irma Garam 2012. Internationality as part of higher education studies. Faktaa. Facts and Figures. 1B/2012. Cimo. Centre for International Mobility.

Kämäräinen, 2011. Physiotherapy Education in Connection to ENPHE, 31-42, 2011. Interprofessional and International Learning Experiences in Social and Health Care Higher Education in Lahti University, edited by Helena Hatakka.

www.enphe.org: charter, bylaws

CHILD 'S RIGHTS/FAMILY NURSING INTENSIVE WEEK – Promoting Interprofessional Learning and Intercultural Competence in International Learning Environment

Child's Rights/Family Nursing intensive week has been going on for nine years in Lahti University of Applied Sciences, Faculty of Social and Health Care. Every academic year social care work and nursing lecturers and students from our partner universities in Europe meet in Lahti to be together, experience things, discuss, learn and take steps to develop interprofessional and intercultural competence. One main aim of this intensive week is to promote interprofessional learning and intercultural competence in the field of social and health care. Another aim is that students become aware of the convention of child's rights and realize its importance as a basis of field-work with children, youth and families in different countries.

Interprofessional learning

In interprofessional education the main idea is that students studying different social and health care professions are working and studying together during their studies. This way they can learn to give value to their own profession and also other professions and professionals (Barr, Koppel, Reeves, Hammick & Freeth 2005, 1). Interprofessional learning can happen in lectures, group work and discussions. The main thing is the interaction between social work and nursing students. This is how they can get different kinds of experiences from each other and exchange ideas, thoughts and knowledge. All this shared learning is building up such skills that are needed in social and health care professions. Miller, Freeman and Ross (2001, 1) are convinced that those students who have had these experiences of shared learning are more capable of working with each other also in the future. That is why it is important that a student can get these experiences already while studying.

Our intensive week has a specific theme, in year 2013 it was Multi-professional Competencies when Working with Children and Families. The theme is anchored on the convention of the rights of a child and on family care work. All the incoming lecturers have given a lecture related to this theme. They have been given many different kinds of perspectives on the theme. Lectures have opened new professional landscapes (aspects/horizons??) and given the students and other lecturers new insights to think about. There have also been some study visits to organizations working with children, youth or families. These study visits have been truly eye-opening learning experiences to all participants. Students have also been studying in multi-cultural and multi-professional groups between the lectures. In these groups students have been solving some client cases trying to apply those professional views and knowledge they got from the lectures. At the end of the week there has been a poster exhibition where all the learning outcomes have been shown and shared with the others. Students have been very creative in describing the learning outcomes.

To enhance multiprofessional co-operation and interprofessional skills in social and health care sector new kind of interaction culture is needed. In this new interaction culture it is essential that different kind of knowledge is brought together. (Kontio 2010, 6.) This is something we are focusing on in our intensive week. During these years we have experienced how difficult it is for social and health care students to see the value of information, knowledge and practices from each other's working fields. That is why one of the most important developmental issues in these past years has been the content of the week. To find the real balance between contents emphasizing issues relevant to social care and nursing students is one challenge. Another challenge is to highlight interprofessional competence as an important aim more clearly. Also a challenge is to underline the benefits of interprofessional skills for students. Participating students are very heterogeneous in their professional knowledge and experiences. Finnish students are in the beginning of their studies, as first or second year students. Students from other participating countries can be third or fourth year students.

Intercultural competence

As important learning issue as interprofessional skills is students' intercultural competence. Intercultural competence can be defined as such knowledge, skills and attitudes that comprise a student's ability to get along with, work and learn with people from diverse cultures (Intercultural competencies). Such intensive study week as Child's Rights/Family Nursing week creates a great opportunity for participants to build up and rehearse this competence. Each year more and more group work or other student-centered activities are implemented in the program of the week. These student-centered activities also enhance interaction between students and between different cultures. Also unofficial occasions, for example the social program and accommodation arrangements have had a very important part in building the sense of community among students. Incoming students live with Finnish students in their homes. This is a good way to gain language skills and get to know other cultures and habits. The social program has included for example a city tour and "bring a national dish by the pool" party. Intercultural competence should also be more clearly in the focus of the intensive week. Alongside substance based, professional themes there should be still more attention paid to students' intercultural competence. Based on the students' feedback it can be said that possibilities to meet and have dialogues in interprofessional and intercultural groups is one of the best benefit one can get from a course like this. In the future there could also be more tasks or opportunities where students could study and learn about fellow students' cultural backgrounds.

Some conclusions

The feedback students have given indicate that participating students have widen their intercultural attitudes and got readiness in interprofessional learning and working. As Miller et al. (2001, 206) state, group work is one of the best ways to give students possibilities to develop their interprofessional understanding and co-operative working skills. Students have been satisfied with the international learning environment: physical, social, local and pedagogical/didactical. All these elements have formed a supportive atmosphere for learning.

As the WHO proposes interprofessional learning demands such learning approaches which enable the development of working together with a common purpose, commitment and mutual

respect (Educational Development). We must pay more attention to creation of student-centered learning possibilities where students can learn together and from each other. To find the optimal level of teaching, discussing and sharing that promotes every student's learning is an essential challenge. Through this students can broaden their professional knowledge and landscapes (?) and develop positive attitudes towards collaborative practices. Through these practices health and social care workers from different professional backgrounds can work together with clients and their families to deliver the highest quality of care (Educational Development).

References

- Barr, H., Koppel, I., Reeves, S., Hammick, M. & Freeth, D. 2005. *Effective Interprofessional Education. Argument, Assumption & Evidence*. Oxford: Blackwell Publishing Ltd.
- Davys, A. M. & Beddoe, L. 2008. Interprofessional learning for supervision: 'taking the blinkers off'. *Learning in Health and Social Care* 8 (1), 58–69.
- Educational Development. NHS Education for Scotland. Assessed 5.8.2014. Available at: <http://www.nes.scot.nhs.uk/education-and-training/educational-development/initiatives/interprofessional-learning.aspx>.
- Intercultural competences. The Higher Education Academy. Assessed 18.6.2014. Available at: http://www.heacademy.ac.uk/ourwork/teachingandlearning/internationalisation/alldisplay?type=resources&newid=ourwork/internationalisation/ISL_Intercultural_Competencies&site=york
- Kontio, M. 2010. Moniammatillinen yhteistyö. Tukeva. Lapsiperheiden hyvinvointihanke. Assessed 18.6.2014. Available at: <http://www.thl.fi/thl-client/pdfs/99678721-328a-49f8-b1cb-495bf4215ff8>
- Miller, C., Freeman, M. & Ross, N. 2001. *Interprofessional Practice in Health and Social Care. Challenging the shared learning agenda*. London: Arnold.

HUMAN RESOURCE AND KNOWLEDGE MANAGEMENT INTENSIVE PROGRAMME ENHANCING MASTER'S DEGREE STUDENTS' MANAGERIAL SKILLS AT FIVE UNIVERSITIES

Introduction

The strategy for the internationalization of Finnish higher education institutions is aiming to create a genuinely international higher education community (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015). The master's degree education at Lahti University of Applied Sciences is actively developing and utilizing international cooperation opportunities, in particular, within the EU countries. Promoting international activities during studies is an important way for students to achieve the learning outcomes of European and National Qualification Framework (EQF ja NQF) level seven. As master's degree students at universities of applied sciences are part time students who are in employment, it is not usually possible for them to have a student exchange abroad. Erasmus Intensive Programme (IP) has offered a good way for part time adult learners to study in an international student group. Apart from international learning, higher education institutions (HEIs) have an important role in educating social and health care managers, who are able to put focus on human resources management and development of knowledge and skills for health and social work professionals. This article presents an Erasmus IP with the theme Human Resource and Knowledge Management in Social and Health Care. The IP was planned and carried out jointly with five European universities, and it was organized three times (2012 – 2014). Lahti University of Applied Sciences was responsible for the academic and administrative coordination. The other four HEIs were Charles University (the Czech Republic), University of Evora (Portugal), Edinburgh Napier University (Scotland) and HAMK University of Applied Sciences. The IP represented a strong multi-disciplinary approach which brought together social, health care and business disciplines, students and educators. It also covered different European geographic, economic, and cultural experiences. Each university has its own responsibility subject area (future prospects in Europe, diversity management, learning organization, HMR, knowledge management), which cover the crucial HRM and knowledge management processes in working organizations.

The objectives and main activities

Human Resource and Knowledge Management in Social and Health Care IP was planned to produce high calibre post-graduates who are equipped with skills, theory and competence to effectively manage human resources and care services in the public, private and third sector in order to achieve optimal quality of care. The IP also provided a channel for teachers to develop curricula, which take into account future demands in social and health care management. The aims of the IP were to:

- Develop a common 5 ECTS HRM eLearning module for the participating universities.
- Give the participating universities and their students framework for more efficient and strategic knowledge management
- Model together with other participants the daily human resource and knowledge management process in social and health care working communities
- Increase research and development activities within the participating universities
- Increase student and teacher exchange in master programmes
- Offer international and multi-cultural aspect and context for their HRM and gain understanding about different health and social care organizations and policy in other European countries.

The IP covered five main themes: Diversity Management, Knowledge Management, Leadership and Learning Organization, Multicultural Working Communities, and Future Prospects in HRM. The HRM IP was included as part of all participating students' personal study plan. Although the IP was coordinated by LUAS the actual IP was organized in three countries in order to give all students and teachers equal possibility for short-term mobility. Lahti UAS organized the first one, University of Evora the second one, and Charles University the last one.

The pedagogical and didactical approach of the IP was based on socio-constructive learning. Knowledge and skills were built jointly in international collaborative small groups, and in discussions between the participating students, lecturers, educators and practitioners from social and health care organizations. Each year the local university organized excursions to health and/or social care organizations. During the excursions students learned about the role of human resource and knowledge management in delivering care services and creating high performance work climate. Other activities during the IP were dialogical lectures, workshops, student group learning assignments with work life connected problems, student presentations and posters. Each year all information, lectures, learning assignments and research articles were available on a common eLearning platform (Moodle).

Students' participation and learning experiences

Each year students enrolled in the IP at their own university, and each country had 10 student places. According to the feedback collected during and after the IPs, international, collaborative education and learning was seen effective in a number of ways. The HRM IP was beneficial for students and they improved their knowledge and skills on HR and knowledge management. They were most satisfied with the multicultural and international, European level approach towards HR. In international student groups the students learned together as they solved practical situations and problems in their work related learning assignments. Within this collaboration they encountered and learned skills like leadership, diversity management, multicultural working environment, teamwork, and especially communication and collaboration skills. They learned diversity management in practice as they worked in international learning groups. Mostly the students were motivated to participate because of academic and cultural factors. Also the practice of a foreign language had an important role in their motivation to participate. In addition, the students were motivated to enhance their career plans and get European experience in human resource and knowledge management in the participating countries. It is important that future social and health care managers have studied HR theory and practice in order to under-

stand the impact of human resources. Almost all students gained recognition for the IP in their personal study plan. Altogether, the IP provided part time students in employment an opportunity to study abroad in an international and multicultural group.

Key achievements

The Human resource and Knowledge Management IP supported the vision of Lahti University of Applied Sciences to be internationally respected. The IP also responded to the pedagogical strategy, which focuses on flexible, high-quality and work related studies. Working communities are more and more multicultural, and the IP covered this theme very strongly. The subject of the IP is relevant all over Europe, because there is and will be lack of employees, especially nurses and social workers. The IP proved to be an important instrument in promoting international and lifelong learning. The target group for the IP represented a group of non-traditional students, predominantly part-time students who are in employment. As the students were already working in different kind of organizations, they could apply the knowledge they got in real time. Especially HRM IP was a success, because it was the first one with part-time students at master level and the IP joined together business, social and health care disciplines. The IP was a flexible and effective way of internationalizing master's degree students. In addition, the IP proved to be an effective way of sharing knowledge and curriculum development ideas among teachers. The teachers and professors learned new teaching methods (virtual learning environment, virtual classroom, Facebook). Communal teaching strengthened their competences and knowledge about different pedagogical approaches. All the material is available to use to all teachers and universities after the IPs.

The five universities planned and developed the IP within strong and fruitful cooperation, which created further trust between the universities and colleagues. Based on the IP collaboration the same consortium of universities got funding from Erasmus Life Long Learning Programme for a three year project called Development of Culture and Quality of Care - Master's Degree Programmes Enhancing Social and Health Care Management Competencies. The CareMan project will develop and pilot 30 ECTS Joint Post Graduate Modules that focus on social and health care leadership and management.

Future challenges

The role of human resource management has become more strategic. At the same time its role in delivery of care is not always clear to professionals. (Bolton & Way 2007.) As HRM practices can create high performance work climate (Boselie 2010; Harris et al. 2007) it is important that future managers have studied HR theory and practice in order to understand the impact of human resources. In addition, increased efforts will be required to attract new employees to social and health care, and one important area is human resource and knowledge management. For adult learners this kind of IP provided an international platform to learn those skills needed in HR and knowledge management and strengthened international competencies. Given the current situation of social and health care reforms in Finland the services call for high qualified graduates, who are equipped with skills, theory and competence to effectively manage merged social and health care organizations and services. With more international studies where the students

are able to learn from other countries' way of organizing services, they are able to achieve systematic approach to care services. Still, strategic and systematic approaches are needed in internationalization of master's degree programmes and giving students possibilities to study abroad.

References

- Bolton, S. C. & Way, R. 2007. Human resource management at the negotiating table. Vocabularies of motive and the NHS hospital service. *International Journal of Public Sector Management* 20 (4), 304 – 313.
- Boselie, P. 2010. High performance work practices in the health care sector: a Dutch case study. *International Journal of Manpower* 31 (1), 42 – 58.
- Harris, C., Cortvriend, P. & Hyde, P. 2007. Human resource management and performance in healthcare organisations. *Journal of Health Organization and Management* 21 (4/5), 448 – 459.
- Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015. Publications of the Ministry of Education, Finland 2009:23.

BUILDING TOOLS TO SUPPORT SELF-MANAGEMENT AND EMPOWERMENT IN INTERCULTURAL AND PROFESSIONAL CONTEXT

Introduction

SMESH intensive programme (SMESH IP), Self-management and Empowerment in Social Work and Health Care, has been carried out twice (2013, 2014) in Erasmus Life Long Learning program. Before this, the same partners arranged three joint Erasmus IPs (2010, 2011, 2012) called CoW, Constructors of Wellbeing. This article describes the SMESH IP from teacher, student and working-life representative perspective.

The main goal of the SMESH IP was to build tools to support self-management and empowerment in the interprofessional field of social work and health care. This main goal was studied mainly in the international and intercultural project groups, which were supported by the lessons and workshops from the following themes: ethics, health promotion, applied technology, and interprofessional approach. The participants' institutions and study programmes are explained in Table 1.

Table 1. The partner institutions and study programmes

Institution	Study programmes joined to the IP
Cork Institute of Technology	social services and recreation and leisure
Frankfurt am Main University of Applied Sciences	social services and nursing
Lahti University of Applied Sciences	social services, nursing and physiotherapy
Saxion University of Applied Sciences	social services and nursing

This article is based on the final IP reports, the students' project reports, the teachers' reflection discussions, the feedback of the project owners from working life and the single students' individual written feedback.

Challenges and added value

Smesh IP challenged the participants – teachers, students, and the Dutch working life representatives – to international and interprofessional encountering. Clarifying self-management and empowerment in social work and health care, following project pedagogy in a foreign country made the participants step out of one's comfort zone.

Teachers' perspective

The IP teachers were challenged to work in various roles - as a programme planner, a lecturer and an educator, a student group supervisor, a trainer and finally as a team member.

Firstly the teacher was challenged to a planner's role, which started before the IP implementation at a two day planning meeting. The IP was always planned one year before and evaluated during and after the event.

After agreeing on the IP principles, pedagogical approach, implementation and developments the detailed content was built jointly by the teachers. The IP material was built together and organized electronically by the programme coordinator. Hence the goal, content and practices were available for all the participants during the process.

The planner was challenged to expertise in social and health care but also to interprofessional and international competence, where language and team work skills were elementary. Planning showed slight differences between cultures in the partner universities, which made clear and effective conduct more important. At its best the teachers' planning made up rich professional ideas, applications and pedagogical innovations.

Secondly the teacher was challenged to a lecturer's and an educator's role in the first and second year students' groups. The students worked in 40 students' large groups and 10 students' project and workshop groups, all of which were international and professional. Each of the four first week teachers had one IP theme based lecture for the large group and one workshop for four different project groups. During the second week the project and workshop studying continued with a closer contact to working life needs.

As a lecturer and educator one considered how to communicate and build an open and efficient working culture. Are there culture bound issues to be considered?

The IP teaching combined lecturing, audiovisual material and exercises, students' participation, examples and international comparisons.

Thirdly the teacher was challenged to a supervisor's role. Every teacher supervised one 10 students' country house group e.g. the Finnish students and one project group, which had a task to solve a real working life problem. The students were very motivated but they studied in different degree programs, had different travelling experiences and various needs for supervision. The teacher was responsible for the country house orientation, supporting group formation and starting the pre task process before the travelling. At this stage the supervisor had to provide relevant IP information on accommodation, meals, insurance and costs not to forget to encourage students' own initiative. Supervisors' challenge was to enhance favorable group dynamics and create open discussion culture.

The project work assignment, to solve a real working life problem challenged the project group work and the supervisor. The supervising teacher balanced between interventions and freedom in group formation matters, creating working culture, coping with time management and quality of results.

Fourthly the teacher was challenged to a team member's role. International and professional teacher team requires clear structuring and work division as well as alert, open and reactive communication. Complementary skills and characters make the cooperation smooth and effective. Commitment and flexibility are needed in the diverse student group guidance. Team functioning is supported when the members know each other and are genuinely interested in one another. Spending some spare time together makes an extra for the cooperation.

In the SMESH IP the teacher team worked like this. The team consisted of eight senior and principal lecturers who have worked together in earlier years. Half of the team was responsible for lecturing, workshops, project groups and country houses for one week. The teachers participated in each other's lectures, spent time together and participated in the common social programme. Teacher team discussed openly and reflected constantly on the learning process and related pedagogy. After one week studying the first week teacher team changed to the second week team. One night was spent together in order to pass the process smoothly over.

Students' perspective

According to the students feedback the most important aspects supporting students' learning were the whole student group, real working life projects, more than one main theme for the IP, success in practical issues such as accommodation and local travelling, and overall good atmosphere.

The international and professional IP was challenged by three different issues. Firstly, the participating students needed to co-operate in English during the project work. The project group needed to find out the way for communication deeply enough. Secondly the time limit, two weeks, for the real project was seen as quite short. Students wanted to do their best for the clients. How to use the time? What is enough for learning in two weeks? What is the level of project work wanted to be given to the client? Thirdly the accommodation was in a camp –like setting. The first year students complained about it. The second year students were happy with the same place. The reason for differences in students' opinions was that the second year students were better informed beforehand. They knew what to expect.

The benefits of the programme varied a lot. Most of the students mentioned the increasing of professional and national cultural knowledge was the biggest benefit. All four themes of the IP were seen as a benefit. The themes were not only discussed in workshops, but they also lived in every day work.

Empowerment was taken care of when students planned who did and what in their project work. They tried to share the tasks so that everyone could use their own strengths and in a way they have energy. Interprofessional way of working succeeded because of long and goal orientated discussions among group members. Technology is changing all the time. Health related technology was new for many participants. Ethical issues were actively discussed. National differences and emphases varied between country groups. All project works tried to achieve health promotion in a way or another.

Most of the students told the IP was one of the best experiences in their life. However, there was one student during both years, who said, that the experience was good for understanding that international cooperation abroad is not what they would like to do later again.

Working life representatives' perspective

Students did project work on the base of the need of real working life partners. In Table 2 the project owner, target group and the goal of the project work are explained.

The working life partners supervised the project work together with the teachers. The working life partner presented the idea of their needs to the students. The students had possibility to visit the work places and ask further questions. In the end seminar, the results of the projects were presented and the working life partner gave feedback and appreciation to the students.

The working life partners were involved with the students' project. They needed to discuss with their own staff members what their work place is ordering from the students. What is concrete enough for such a short time, and in which project the interprofessional work is needed? They needed to be available for students' further questions.

In return the working life partners got fresh ideas and plans how to develop their own work. The results of the project have been started to use already in these work places. And not only the concrete ideas but also the theoretical part of the project report has been used as a material for their new project plan.

Table 2. Information of the project during SMESH IP.

Year	Project owner	Target Group	Project goal
2013 and 2014	Bouhuis	400 mentally challenged residential clients	To make the programme / ideas, which could help the staff members to support residents to lose weight and improve fitness
2013 and 2014	Livio De Cromhoff	elderly people with psycho-geriatric disorders living in a nursing home	To design a safe and accessible garden, which stimulates all senses
2013 and 2014	GGD-Twente (Department of youth health care)	school children	To help the staff members to signalize the new kind of poverty and what kind of needs it causes to the school children; to sort out the questions the school children are dealing with; to make the plan for the meeting point, where school children can discuss with GGD Twente staff members
2013	Alifa	young citizens	To create an application to empower people in the neighborhood to get more connected with each other
2014	Rehabilitation Centre Het Roessingh	rehabilitation clients	To create a room where patients can meet after therapy or during free time; to stimulate informal encounters

Discussion

Based on the presented evaluation SMESH IP has met the goals and most likely created added value to the participants – working life representatives and partner universities, students and teachers. International and interprofessional cooperation will challenge working life and educational institutions also in the future. Smesh IP is a vital example of sustainable development in higher education, where long partner cooperation, light organization and reasonable costs created a successful international project concept.

References

SMESH programmes 2013, 2014

Erasmus IP (IP) 2012-2013, 2013-2014. Final report form for the beneficiary.

Smesh project reports 2013, 2014

ENGLISH LANGUAGE-TAUGHT NURSING DEGREE PROGRAMME STUDENTS' CLINICAL TRAINING IN HEALTH CARE HIGHER EDUCATION

Introduction

In practice focused professions the importance of experimental learning and clinical learning environment is considerable (Warne et al. 2010). Clinical studies are an essential part of nursing education and vital for the preparation of professional registered nurses and important for students' professional development. Clinical studies include 90 ECTS (European Credit Transfer and Accumulation System) and provide up to half of the educational experience for students undertaking pre-registration nurse education programme (210 ECTS). 75 ECTS is obtained in different placements in varied social and health care settings. In clinical studies students apply their knowledge to practice, learn key skills and achieve the required competencies for registration. In Finland, there are plans to further increase the number of English-taught-programmes to attract more international students. Finnish higher education institutions provide education in foreign languages and in the future the number of degree students will keep rising and higher education institutions will become genuinely international study and work communities (Ministry of Education 2009).

International degree programmes have also presented new types of challenges to the health care higher education such as universities of applied sciences (UAS). Lahti UAS started an international Bachelor nursing degree programme in 2012. The focus of this article is to describe clinical training and experiences from the perspective of international nursing students and educators. The aim of this article is to describe current practices and provide information about the support that Lahti UAS offers to international students' clinical training. In this article the authors also discuss how training should be further developed.

Background

In Finland UAS institutions train professionals in response to labour market needs and conduct research and development, which supports instruction and promotes regional development (Polytechnics Act 351/2003). Education is working life centred and close co-operation between higher education and training units and working life regional participation is important. Theoretical and clinical studies are increasingly linked to development projects and authentic workplace situations and carried out in flexible co-operation in courses, development projects, supervised clinical training and theses (Lahti University of Applied Science 2012).

Earlier research studies show that clinical training has been found to be challenging in education from many aspects. Clinical experience has been identified as a stressful part of the nursing

studies, particularly for international students having no prior health care experience. Health care higher education institutions are also having difficulties to find clinical placements for their international students. One of the main reasons for these challenges is the lack of language proficiency of the students and the nurse mentors in the clinical placements. Shortcomings of language proficiency can lead to unsupportive clinical experiences or even isolation in clinical placements. (Pitkääjärvi 2012, 48.) Nurse students will easily experience difficulties with patients if there is no shared common language. Students can be fearful and lack the skills and confidence to communicate with the patients. This can lead to mechanistic and impersonal care. (Jirwe et al. 2010.)

Earlier research has recognized the importance of a supportive clinical learning environment and shown that the support offered by the facilitating nurses and clinical lecturers during clinical training is important for the students. Supervision of clinical training is a co-operation between the nurse mentor, the nurse student and the educator. (Warne et al. 2010). The role of the nurse mentor is important. Named mentor and supportive supervisory relationship is a significant factor increasing students' satisfaction in clinical training. (Warne et al. 2010, Saarikoski et al. 2007.) Individualized effective mentorship relationship can help students reflect their learning needs in their professional development (Warne et al. 2010). Students appreciate mentor relationship and they feel that training strengthens their confidence and helps them to adapt theory to practice. Friendly atmosphere is also needed and will allow communication between the staff and the students. (Lahti University of applied science 2013). In Finland there are recommendations and guidance, but no yet national standards for student mentoring or standard mentor preparation programmes. In Finland, each nursing student has a named mentor in clinical training. Different UASs arrange mentorship programmes, participation is recommended but not mandatory to Finnish nurses acting as mentors. (Jokelainen 2013.)

Current practices

Previous studies have also shown that language skills are relevant to the clinical training experiences. Hurme (2013) carried out a qualitative study about international nursing students' (n =10) experiences in their first clinical studies/training. The research questions were related to factors enhancing and hindering learning and the growth of nurse students' professional identity. Nursing students experienced that the education and supervision they received, communication and students' own contribution facilitated their learning. Language skills were seen as the major barrier or factor inhibiting learning. Learning the Finnish language supports also the integration and it is important that universities also make an effort to improve language-training opportunities. In Lahti UAS various forms of learning Finnish language are used, not just in a classroom with a teacher but also informal language learning paths such as friend family activities, "Speak Finnish to Me" –campaigns and discussion clubs led by Finnish students. (Lahti UAS 2014.)

During the first semester of the nursing studies in Lahti UAS the clinical environment has been introduced to nursing students by the nurse educators who have provided study visits to health care centres, hospitals and private health care organizations. Also a work place shadowing has been found to be a good method to get acquainted with clinical training. This experience allows students the opportunity to observe Finnish-speaking nurse students in their clinical training. The aim of work shadowing is to introduce international students to nursing care and help them to gain a deeper and more concrete understanding of nursing by observing nurse students and

registered nurses at the hospital. The main outcome of work place shadowing is considered to benefit all participants (university, student and the clinical placements) and increase knowledge of nursing and the role of the nurse student. Shadowing offers a chance to see what it's actually like in clinical training. So far the work place shadowing experience has been highly valued by the international students.

One of the important elements supporting international students during clinical placement is peer mentoring. Peer mentoring provided by the older students can alleviate the stress experienced by students (Li, Wang, Lin & Lee 2011). Ås (2013) carried out peer mentoring project for international nursing students that aimed to support students in their first clinical training. Fifteen students and two mentoring students participated in the project. Peer mentoring was conducted in groups and all together nine peer mentoring meetings were arranged. The results of peer mentoring were positive. Students mentioned that the first clinical training was a stressful experience and that language barrier was a major challenge. Students felt that peer mentoring had offered them emotional aid and help for stress management. Peer mentoring offered them the opportunity to reflect on their experiences and receive peer support from each other as well as from the mentors. Peer mentoring also helped them to understand that they were not alone with these problems. Li, Wang, Lin & Lee (2011) claim that peer mentoring is an effective strategy for reducing stress in clinical training.

Educators' experiences

From the educators' point of view, supervision of clinical training is emphasized, especially before and at the beginning of the clinical training. International students benefit from a clear orientation to the clinical training and written material, which will help to prepare them to understand the nursing care in their clinical training unit and the work done in the organization. Contacts between the university and the training unit prior to the clinical training have also been perceived relevant. Experience has shown that it is important that the nurse educator contacts the nurse mentor before the clinical training.

The starting point of a successful clinical training is a good relationship between the international student, nurse educator and his/her nursing mentor. Orientation to the clinical training is also supported with the meetings in the beginning of the training where the international student, nurse educator and nurse mentor discuss together student's learning goals. Sometimes it is necessary that the discussions continue throughout the clinical training period. Students usually evaluate their supervision experience mainly positively and they identify that they can be supported when the nurse educator and nurse mentor are working in cooperation. Experience has also shown that it is very important to tell the mentors about the theoretical education and to describe the things students have been practicing at the university. This will allow the nurse mentors to identify and evaluate students' competencies and help them to combine theoretical knowledge and practice.

In nursing degree programmes students come from different cultures and have different cultural backgrounds. This is important to take into account in the clinical training. It is significant that cultural differences, rules and practices are discussed and highlighted during the training. From the student learning perspective it is important that the nurse educator and nurse mentor have time to discuss these matters and differences.

Language skills are relevant, because training is carried out mostly in Finnish language. A large number of training units are able to provide guidance in English, but communication with the patients occurs mostly in Finnish. It is true that the communication problems often affect students' learning. Sometimes the question may also be that students do not want to show their inadequacy in terms of Finnish language skills in training. It almost seems that the lack of language skills hinder the student's knowledge and ability to treat patients. Communication difficulties are challenging. Some of the training units have criteria set for the Finnish language management. In part, this supports learning the Finnish language, but sometimes it seems that these criteria can be strict.

Supervising international students also brings challenges for nurse mentors. In this case, the role of the nurse mentor is to be responsible for supervising the training and cooperation between the international student and nurse educator. Nurse mentors need information about the cultural backgrounds of the international students and they need to be aware of culture differences. The importance of cooperation between the school and the training place is to prepare for a good control of the training process to gain a good training outcome for international students.

Conclusions

Clinical studies constitute up to half of the nursing education, and the quality of these studies is important for the students' opportunities to learn and develop their professional competences. Nurse mentors work alongside students in clinical training helping them to develop their skills and become confident and competent registered nurses. Uniquely tailored supervisory relationships have a potential to meet better students' individual learning needs.

For the nurse educators it is important to understand the factors facilitating good learning experiences in clinical training. It is important to understand the students' experiences, Finnish language difficulties as well as the different cultural backgrounds. Students feel that the educators' support during clinical training is important. Support is emphasised naturally at the beginning of the studies. Students need information on what types of placements are appropriate, support for finding placements, help contacting and creating relationships with new training places. Educators' visits to the training units are important also for the nurses mentoring students. Co-operation and discussion together are important for facilitating reflection on practice and helping students transfer theory into practice and guiding the development of future nurses. Students need to be prepared to have all the essential theoretical knowledge and skills by the end of their studies and they also need to have language skills so they can work as registered nurses in Finland. There is a strong need to continue to ensure that there is a range of opportunities offered to learn Finnish language and learning will be supported sufficiently. Language development has a significant connection to successful training experiences.

Students are mostly satisfied with the clinical training experiences, but still feel a need for more support during the clinical training. Similarly, the clinical training units feel they need support and tools to guide and educate the international students. A well-organized mentorship and closer cooperation with the university and hospital organizations is still important. In the future, it is also important to find out and experiment with new forms of guidance. Among other things, making better use of group counselling would be worth exploring. Educators and men-

tors have an important role in clinical education, but due to reduced resources these roles need to be developed further and there is also a need to implement more peer mentoring programs in nursing education.

From the perspective of educators, guiding the international students has been challenging but also rewarding because it has offered a new valuable perspective on guiding nursing students in clinical training and cooperating with nurse mentors.

References

- D'Souza M-S., Venkatesaperumal, R., Radhakrishnan, J. & Balachandran, S. 2013. Engagement in clinical learning environment among nursing students: Role of nurse educators. *Open Journal of Nursing* (3), 25-32. Available: <http://www.scirp.org/journal/ojn/>
- Hurme, T. 2013. Kansainvälinen sairaanhoitajakoulutus suomessa – kliininen harjoittelu ja ammatti-identiteetti opiskelijoiden kuvaamana. Available: http://epublications.uef.fi/pub/urn_nbn_fi_uef-20140007/urn_nbn_fi_uef-20140007.pdf
- Jirwe, M., Gerrish, K. & Emami, A. 2010. Student nurses' experience in cross-cultural care encounters. *Scandinavian Journal of Caring Science* 24(3), 436-444.
- Jokelainen, M. 2013. The elements of effective student nurse mentorship in placement learning environments: systematic review and Finnish and British mentors conceptions. University of Eastern Finland, Faculty of Health Sciences. Publications of the University of Eastern Finland. Dissertations in Health Sciences 184. Available: http://epublications.uef.fi/pub/urn_isbn_978-952-61-1199-5/urn_isbn_978-952-61-1199-5.pdf
- Lahti University of Applied Sciences. 2012. Pedagogical strategy 2012 – 2016. <http://www.lamk.fi/english/about/development-of-learning/Documents/luas-pedagogical-strategy.pdf>
- Li, H-C., Wang, L. S., Lin, Y-H & Lee, I. 2011. The effect of a peer-mentoring strategy on student nurse stress reduction in clinical practice. *International nursing review* 58(2), 203–210.
- Ministry of Education. 2009. Strategy for the internationalisation of higher education Institutions in Finland 2009–2015. Publications of the Ministry of Education. Available: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>
- Pitkälampi, M. 2012. English-language-taught degree programmes in faculties of healthcare in Finnish universities of applied sciences: students' and teachers' conceptions of the implementation. University of Helsinki. Helsinki University Printing House.

Polytechnics Act 351/2003. Unofficial translation. Available:<http://www.finlex.fi/fi/laki/kaannokset/2003/en20030351.pdf>

Saarikoski, M., Marrow, C. Abreu, W., Riklikiene, O. & Özbicakci, S. 2007. Student nurses' experience of supervision and Mentorship in clinical practice: A cross cultural perspective. *Nurse Education in Practice* 7, 407-415.

Warne, T., Johansson, U-B., Papastavrou, E., Tichelaar, E., Tomietto, M., Van Den Bossche, K., Moreno, M. & Saarikoski, M. 2010. An exploration of the clinical learning experience of nursing students in nine European countries. *Nurse Education Today* 30, 809-815.

Ås, S. 2013. Vieraskielisen hoitotyön koulutusohjelman opiskelijoiden vertaismentorointi harjoittelussa. Opinnäytetyö. Lahden ammattikorkeakoulu. Available: <http://www.theseus.fi/bitstream/handle/10024/56206/As%20Sarah.pdf?sequence=1>

Unpublished material

Lahti University of Applied Sciences. 2014. International trainees in nursing. Brochure.

INTERNATIONAL NURSING ON-LINE

Nursing has always been internationally focused profession and globalization and the growing number of immigrating people moving from one country to another has challenged nurses even more to be culturally aware and to develop culturally competent nursing care. Internationalization and cultural diversity in population also have an impact on the nursing curriculum, and the learning outcomes aiming at culturally competent nursing. (Cuellar, Brennan, Vito et al 2008)

In Finnish Universities of Applied Sciences internationalization competence is one of the generic competences aiming at the ability to operate in a multicultural environment and having communicative skills necessary at work, and also to be able to develop one's own field in international co-operation (Arene 2010). In Lahti University of Applied Sciences successful efforts have been made in the nursing degree programme to encourage students for mobility and gaining international and cultural experiences. The nursing curriculum has been developed so that the structure is flexible and supports long exchanges abroad. Most of the exchanges have been clinical placements in Europe or outside Europe, in Africa, Australia or Asia. Although a variety of exchange possibilities is available, it is not possible for all the students to go abroad. To offer an international learning experience for the students not able to do the exchange we have developed a web-based option, International Nursing On-line module.

International Nursing On-line module has been established in year 2011 between Lahti University of Applied Sciences (Finland), Napier University (Edinburgh, Scotland) and Western Carolina University (USA). Kwantlen Polytechnic University (Canada) has joined the team later. The module is 15 ECTS and it has been offered to students once or twice each academic year.

The aim of the module is to offer students an international learning experience through the use of On-line collaboration with peers from other countries; to allow students to learn about contemporary issues in international nursing and health care and to encourage them to further develop skills related to leadership and self-directed study. The On-line module allows nursing students from various countries the opportunity to engage in collaborative, enquiry-based learning, using Moodle as a shared learning platform. Each institution has been responsible for the enrolment and academic procedures for their student group, for example assessment details have been hosted in each institution. Students have been engaged in enquiry-based learning around set learning activities in Moodle – learning together and from each other.

Lahti UAS has offered the Moodle environment for the participating students to work in small, six to eight students' groups. The students have been expected to successfully complete the following topics and tasks to achieve the module requirements:

- Introduction week for orientation and to get acquainted with the group and the learning environment

- Compare and contrast health and social care issues and trends in different countries
- Determine the relationship between health and social care trends and nursing roles
- Evaluate the implementation of international health and social policy by national governments.
- Critically reflect on the contribution of nursing to international health and social care systems
- Provide examples of engagement with the module content including active participation in online discussion activities and engagement in Moodle-based contributions

Undergraduate and some graduate nursing students from the participating universities have attended the module. Students have been working in mixed groups from different countries, and they have been assigned roles either as leaders (openers) of the discussion activity or summarizers for each of the given topics. Every student has taken each of these roles at least once during the module. Role assignments have encouraged students to develop leadership skills in themselves when being responsible for the weekly discussions. All students were expected to contribute to each discussion and become an active participant while interacting and engaging with students from the other countries. The shared responsibilities have also ensured equal participation so that no particular student has emerged dominant in the discussions.

Weekly topics have provided the opportunity for the students to learn from each other the contemporary nursing and health care issues and health care systems in different participating countries. Students have needed to search information and answer the other students' queries relating to nursing and health care in their own country. The discussions have been forums for the students to compare and contrast the differences between their own country and the other country. Students' feedback of the International Nursing On-line module has been positive. In Strickland, Adamson, McNally et al (2012) research the students' opinions were asked about this module. The answers were categorized in four themes: Learning together, widening horizons, developing autonomy and making international learning possible. The theme learning together emphasized students' collaborative learning experience and the possibility to get acquainted with the nursing students from the other countries. Learning together, mutual giving and sharing the information, offered a more authentic insight to the other countries' nursing and health care issues than what it would have been by reading from the literature.

Widening horizon described students' widened understanding of nursing as a worldwide community with same values, same challenges and targets, and common goals to improve health care – "Nursing is something bigger". Students' answers reflected the growing global and cultural awareness. This state of awareness may not have been reached by using more traditional methods of learning in a classroom. The theme Developing autonomy described the students' ability and enjoyment of leading their own learning, and their freedom to shape the topics according to the learning needs. The way of working was totally student lead and the student-centered approach was really appreciated during working. The fourth theme: Making international learning possible brought out that the students valued the opportunity to engage peer students from the other countries. Some students have also kept in contact with each other after the module which has in this way offered the possibility to build an international network. The module was targeted mainly at the students who do not have the opportunity to travel and do the exchange, but some students have been encouraged after this module to apply for an exchange abroad. (Strickland et al 2012 a)

Using technology in teaching makes it possible to build bridges between the degree programmes in different countries, and provides real international experiences for students to get a real international perspective and a possibility for networking (Metcalf, McNally, Adamson et al 2012). In Garam's, Kupriyanova's, Ferencz's et al (2013) survey the students' reasons for going abroad and expectations on their abroad period were culture related motives and expectations, language learning, personal development, broadening one's mind, academic and study related motives, future career prospects and professional development. Using modern technology makes it possible to provide those experiences also for a bigger group of students who are not able to do the exchange during their studies and helps them to reach the learning outcomes related to internationalization and cultural competences.

Implementing the International Nursing On-line module has needed a good collaboration between the educators in three different universities in geographically far away from each other locations. It has also needed flexibility to overcome curriculum and timing obstacles, but seeing the benefits of the module has helped to find the solutions together as well. In student centered implementation educators have had a different kind of role as well being more in the background and guiding the students and being available just in case they need help. Carrying out the module has also been a valuable learning process for the educators, giving a chance to discuss and share the ideas of nursing curriculum, which has enhanced the understanding of nursing education in different countries.

Higher education institutes are preparing students for working life and they should offer the tools for students to manage as professionals in global markets. Internationalization competence and cultural competence are essential abilities for nurses to manage in culturally diverse working communities, and first of all, to be able to offer culturally competent care to patients in challenging and changing health care environments.

References

- Arene 2010. Suositus tutkintojen kansallisen viitekehyksen (nqf) ja tutkintojen yhteisten kompetensien soveltamisesta ammattikorkeakouluissa. Ammattikorkeakoulujen rehtorineuvosto.
- Cuellar N., Brennan A., Vito K., De Leon Siantz M.L. 2008. Cultural Competence in the Undergraduate Nursing Curriculum. *Journal of Professional Nursing*. Vol 24, No 3. 2008 p. 143-149.
- Garam I., Kupriyanova V., Ferencz I., Lam Q., Hauschildt K. 2013. Setting-up mobility windows. In publication Ferencz I., Hauschildt K., Garam I. eds. *Mobility Windows. From Concept to Practice*. ACA Papers on International Cooperation in Education. Lemmens.
- Metcalf, S., McNally, W., Adamson, E., Tiittanen, H., Strickland, K. 2012. International collaboration: Developing an international nursing module through the use of Wiki technology. *Educational Developments*. 13(3) p. 18-22. SEDA.
- Strickland K., Adamson E., McNally W., Tiittanen H., Metcalfe S. 2012 a. Developing global citizenship On-line: an authentic alternative to overseas clinical placement *Nurse Education Today*. 2012 Dec 20.

IMPROVING MULTICULTURAL COMPETENCE IN SOULBUS -PROJECT

Introduction

International student mobility, both incoming and outgoing students, is increasing. The annual amount of outgoing students is 3 percent in higher education and 5 percent in vocational education. The amount of foreign degree programme students has increased (in year 2012 it was 5874 students), and it has more than doubled since 2003. The growth is a result of systematic investments in international education. Today the cooperation between higher education and training institutions is an essential part of international student mentoring.

The aim of this article is to describe the international Soulbus -project and specially one of the activities done in that project in Lahti UAS. Soulbus - Building Social Capital between mentors and teachers by Improving Multicultural Competence in the fields of Education, Rehabilitation and Social & Health Care aims building social capital between HEIs and training institutions. This will be done by enhancing mutual communication and strengthening trust while working in tandem to meet the current and future challenges of multiculturalism in the fields of education, rehabilitation and social & health care. Soulbus -project reinforces and develops the internationalization of the practical placements for foreign students and the guidance related to it as a vital part of the curriculum development.

Soulbus -project is funded by the European Commission's Lifelong Learning Programme and coordinated by JAMK University of Applied Sciences. The project is implemented from October 2013 to September 2015.

Project Targets and Methodological Framework

1. To describe and share the national practices related to the multicultural competence and identify weaknesses, challenges and good practices of the learning process of the foreign students in practical placement aiming at fostering interchange and strengthening trust and enhancing transnational communication between HEIs and training institution partners.
2. To promote the use of shared systematical and standardized procedures among HEIs and training institutions to harmonize the internationalization process of practical placements, to develop guidance methods and to support learning processes of foreign exchange and degree students.
3. To develop and implement the Multicultural coaching programme for the mentors and teachers in order to reinforce the link between curricular education activities with the development process of the practical placements and increase knowledge and skills of multiculturalism among the mentors and teachers.

4. Produce and pilot the tailored actions of guidance of foreign students in each partner countries and peer-learn the pilots aiming at share innovations and creative solutions which can be incorporated into the national curriculums activities.
5. To create a strong learning community of the Soulbus consortium partners in order to continue educational collaboration beyond the project's life cycle.

A methodological framework of Soulbus -project is based on an iterative development cycle where the idea is to develop the Multicultural coaching programme through repeated cycles and in smaller portions at a time. In the Soulbus -project the developers take advantage of what was learned during the development of earlier stages. Key steps in the process start with an analysis of the existing situation and iteratively enhance the evolving programme until it is ready to disseminate and further exploited by the partners.

Describing of multicultural competences in practice

One target of Soulbus -project is to describe and share the national practices related to the multicultural competence. Here the national situation in Finland, based on Heininen-Reimi and Hyppönen (2014) case study on multiculturalism, is described. In Lahti UAS informants' group consisted of teachers (2), practice placement supervisors/ mentors (2) and students (2). The most essential results and ideas for further development are highlighted.

Informants described multiculturalism as a complex and challenging in teaching, supervising and studying. Cultural awareness and reflection was described to be elementary in understanding culture and multiculturalism. Informants expressed a wish to be a culturally aware person and open and willing to learn more from other cultures. Cultural empathy was considered an important factor. Students' cultural background was taken into consideration in one-to-one tutorials and practice placement discussions. Students considered multicultural discussions very positive and supportive.

Teachers and mentors saw cultural and learning experiences and practices of incoming students mainly as an added value. Challenges such as differences in time concept, learning styles or understanding agreements may occur but the informants asked whether problems in international groups were more cultural or individual questions.

Culture was seen as a major force in shaping behavior and values and also an important factor determining service delivery. According to the informants better understanding of culture could lead to a better quality and flexibility in care. Multicultural awareness, knowledge and skills were seen important. There is a need to be aware in order to know and to be able to develop skills to adjust and overcome cultural problems.

According for the informants to effectively communicate and collaborate in international students affairs teachers, mentors and students need:

- Language and communication skills
- Non-verbal communication skills
- Cultural sensitivity
- Attitudes like tolerance, acceptance, equality, and open-mindedness
- Activity, implementation skills and courageousness

The informants described several stress causing situations existing in the international contexts. Stress related feelings were the same among teachers, mentors and students. There was unsureness in front of the unknown curriculums, objectives, tasks and needs of the students. Furthermore, there was frustration when trying to find practical placements. This has been taken into account also in previous studies. It is difficult to find practical placements for international students and the main reasons for this is the lack of language proficiency of the students and mentors (Pitkääjärvi 2012, 48).

In Finland UAS institutions train professionals in response to labour market needs and conduct research and development which supports instruction and promotes regional development (Polytechnics Act 351/2003). Education consists of close co-operation between HEI and working life. Guidance during practical training is carried out in co-operation with the HEI and the working life partner. Informants raised the issue that mentors and teachers are using different pedagogical methods.

International students were seen as welcome and desired in the Lahti UAS institution. The internationalisation of HEIs can be seen in student exchange, international projects and also in exporting education. Informants also brought up the issue that higher education units are starting English taught degree programmes. Informants wanted to point out that the positive attitude of the HEI staff members has a key role in the commitment to internationalisation. Being involved with the internationalisation brings also significance and strong, genuine and positive impact to one's work as a teacher. Yet there is still much to be done that Lahti UAS becomes even more genuinely international study and work community as the higher education institution internationalization strategy aims (Ministry of Education 2009).

Good practices to promote cultural competence and knowledge

The following institutional good practices to promote cultural competence and knowledge for foreign students, mentors or practice placement supervisors and/ or teachers were mentioned:

- Multicultural discussions
- Teachers' and students' language education
- Education for teachers on multicultural issues
- Acceptance of all kinds of people and cultures in practice placements
- Communication between student, mentor and teacher
- Support in goal setting

Effective communication with international students mean being active, checking and making matters more tangible. Good strategies to reduce misunderstandings and support the international students in the communication are the following:

- Ask them to explain, not only ask
- Use earlier peer students
- Be attentive

Ideas for development

Mentoring international students was considered time consuming and it should be facilitated with extra resources. Informants mentioned that multicultural issues need to be discussed in different phases of studies. Informants reported that mentors recognized the lack of time to guide and mentor. Mentors feel ambivalence and balance themselves between their own organisation and practice supervision demands.

Informants raised the issue that mentors wish to be more familiar with the student's background and culture and suggested that a pre info package should be developed. Focus on building multicultural skills was mentioned by the student informants, which would mean practical exercises, tasks to be involved e.g. in the pre info package. The learning needs of the international students should be identified better.

There is a need to increase cultural education to build up multicultural togetherness, using different approaches. Older students could also be more involved to help new students. Informants also recognized that there is also a need to organize multi-professional mentor/ practice placement supervision education.

References:

- Cimo. 2013. Mitä tilastot kertovat kansainvälisestä opiskelijaliikkuvuudesta Suomessa? Faktaa. Tietoa ja tilastoja, 1A.
- Hyppönen, T. & Heininen-Reimi, T. 2014. Case study on multiculturalism – FINLAND - Lahti University of Applied Sciences. Building Social Capital by Improving Multicultural Competence in Higher Education and Labour Market – SOULBUS Project
- Ministry of Education. 2009. Strategy for the internationalisation of higher education Institutions in Finland 2009–2015. Publications of the Ministry of Education. Available: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>
- Pitkääjärvi, M-A. 2012. English-language-taught degree programmes in faculties of healthcare in Finnish universities of applied sciences: students' and teachers' conceptions of the implementation. University of Helsinki. Helsinki University Printing House.
- Polytechnics Act 351/2003. Unofficial translation. Available:<http://www.finlex.fi/fi/laki/kaannokset/2003/en20030351.pdf>

THE DEVELOPMENT OF THESIS PROCESS GUIDANCE IN COOPERATION BETWEEN UNIVERSITIES OF APPLIED SCIENCES AND WORKING LIFE (ONTTI –PROJECT)

Introduction

We had a year-long bachelor's thesis project (Ontti –project) with five teachers: Jouko Kivi, Piirjo Knuuttila, Sari Lappalainen, Minna Mustonen and I at the Faculty of Social and Health Care in Lahti University of Applied Sciences. In this project we tried to develop a model in cooperation with students and working life, where our guidance in the thesis process is possible in groups. The project began in September 2013 and it will end in October 2014. The most important things in the project have been benchmarking visits to three different social- and health educational organizations abroad. We have also planned an electronic Feedback Form for our partners in working life who have participated in the thesis guidance process. In this article we review our benchmarking visits. The project was partly funded by the Finnish Higher Education Evaluation Council (FINHEEC).

Benchmarking visits provide a possibility to see how well some processes are arranged in other organizations. Benchmarking can also broaden the experiences of an organization. Observing the experiences of other educational organizations gives examples of behavior and methods, which improve the activities of the thesis process and make us aware of the things that do not work so well in the process and need development. Benchmarking also gives possibilities to learn best practices from each other, but it requires purpose-focused planning of interviews, observation and documentation. The success of a benchmarking visit is based to a large extent on the planning and preparation before the visit. The arrangement and implementation of a benchmarking visit almost always influence the outcomes of the visit. A systematic approach to a benchmarking visit is often helpful for successful expedition. (Watson 1994; Marwa & Zairi 2008; McDonnell & Jones 2010)

Thesis project

Since the beginning of a thesis project, the most important idea has been that a student, a lecturer and a supervisor from working life work together. The multi-disciplinary cooperation has always been essential.

We have had benchmarking visits in three different educational organizations in Europe: University College Sealand in Naestved Denmark, Saxion University of Applied Sciences Enschede in Netherlands and Vilnius University of Applied Sciences in Lithuania. The benchmarking visits have been carried out in May and June 2014. In every organization there were participants from working life, students and lecturers taking part in the meetings.

Before the visits we had planned together six interview themes about the thesis process, which should have been shared with all participating organizations. We also had a meeting with students and lecturers who were going on benchmarking visits, because we wanted to make sure that everybody understood the essence and objective of the visit. We sent an e-mail to all benchmarking organizations explaining our wishes and why we were interested in their thesis process. (Andersen, Hendriksen & Spjelkavik 2008; Marwa & Zairi 2008)

The questions discussed during our benchmarking visits were:

1. How do you establish contact between working life and your University of Applied Sciences before the thesis process begins?
2. How are the development needs of working life taken into account when students choose the subjects of their thesis?
3. What research methods are usually used: a qualitative research, quantitative research, a working life development project or a literature review?
4. How is feedback from working life partners collected?
5. How do you evaluate the usefulness of theses for working life?
6. Do you have a thesis process model? What is the role of working life in this process?

The benchmarking visit to Vilnius Kolegija was made in May 2014. We visited the department of children's physiotherapy at the local hospital. On the next day the group from Lahti had a meeting with leaders and some lecturers of the University of Applied Sciences. After that the group met students from Vilnius who were preparing their theses. Most of the theses included quantitative or qualitative research. Students worked on the thesis during their last clinical training so the subject of the thesis had a crucial importance for the place of clinical training. Working life has an important role in the thesis process in Vilnius. The role of working life is also essential in thesis evaluation. There is a commission in Lithuania which is always present in the thesis evaluation process.

University College Sealand campus Naestved and campus Roskilde were our benchmarking organizations in Denmark in June 2014. On the first day the group from Lahti met the international coordinator, the Dean of the Faculty of Physiotherapy and some students working on their thesis. On the same day the group visited one physiotherapy clinic and one kindergarten. On the next day the group from Lahti had a meeting in Roskilde with teachers in the Degree Programmes in Physiotherapy and in Social Services. They discussed their curricula and education and of course their thesis process.

In Naestved and Roskilde most of the thesis subjects in Physiotherapy come from clinical trainings. Working life partners also often contact directly the University of Applied Sciences to suggest subjects. There are various opportunities from which subjects arise, e.g. clinical trainings, cooperation with the University, physiotherapists who are researchers, cooperation days between working life and the University of Applied Sciences, etc. In the Degree Programme in Social Sciences most of the theses are part of larger projects. Students usually find interesting subjects for

their thesis during their practical trainings and annually held field seminars also have an important role in finding working life contacts and thesis subjects. Several theses were part of NGO's activities. There were also challenges in the thesis process. One of them was that students' learning objectives did not always meet the needs of working life. In working life there were many short development projects, which were not compatible with the module timetable in the curriculum.

The feedback and evaluation of a thesis is different in the degree programmes in Physiotherapy and in Social Work in Naestved and Roskilde. In Physiotherapy there is cooperation between working life and lecturers, but the representatives of working life do not formally participate in the evaluation process. In the degree programme in Social Work an outsider evaluates the thesis. The thesis process is in the curriculum in the last six months and students have no other studies at the time. Only practical trainings can be held at the same time.

The last benchmarking visit was to Enschede in the Netherlands. Four persons from Lahti and several people from the Saxion University of Applied Sciences took part in the meetings. The group from Lahti met the international coordinator and professor who told about different projects and challenges in their master's degree programmes. She also told that about ten years ago it was not possible to conduct research in Universities of Applied Sciences. They started cooperation with Universities at that time and it was also the start of cooperation in research. At the Saxion University of Applied Sciences they have a project called "Innovation of practice" which combines three important elements: knowledge, development and research. These three elements have to always be present in students' projects. Some bachelor's and master's degree students who are doing their thesis take part in this project. One important principle of the project is that one can learn both from clinical trainings and theory. When they are both connected, best practices are generated.

In physiotherapy education they have an "expert center", where persons who have doctor's degrees are working and they are responsible for all research related issues and questions. Several small and big companies are involved as partners in the thesis process. Every project has its own expert teacher. Every teacher has a partner in working life, which provides many projects to the University of Applied Sciences and of course suggests thesis subjects. In the thesis evaluation process partners from working life fill in a form, which lecturers then summarize. The government is interested in this summary. In the Degree Programme in Social Services the thesis process is similar to the one in physiotherapy. It is important to note that in Saxion the final presentations of theses are held at different working places, not at the University of Applied Sciences. Lecturers do not always attend thesis presentations, because the most important thing is that there is partner from working life.

An interesting way to guide students in their thesis process is the use of a studio. The studio works twice per week and it is always in the same classroom. In the classroom there are seven computers and a lecturer, who is present during the thesis guiding process. Students can be at different stages of their thesis process. In the classroom they can ask the lecturer questions about their thesis and can work together with other students. Students had to reserve a place in the studio beforehand and they shared that it was a very good way and possibility to receive guiding for the thesis. This was also seen as a chance to meet other students, exchange ideas and discuss challenges.

After the benchmarking visits we teachers got together and discussed our documentation, experiences and observations. Marwa and Zairi (2008) reveal how important debriefing is after a benchmarking visit. They claim that you have to find the differences between your own organization situation and that of the best practice. We all think that the benchmarking visits have been successful and we can make use of the outcomes in our thesis process and take the best practices into account when developing it further. We can also think of new ways to guide students in their thesis process and we might as well consider the possibility of having the final thesis presentations arranged at different workplaces.

References

- Andersen B., Henriksen B. & Spjelkavik B. 2008. Benchmarking applications in public sector principal-agent relationships. *Benchmarking: An International Journal* 15 (6), 723 – 741.
- Marwa, S. & Zairi M. 2008. A pragmatic approach to conducting a successful benchmarking expedition. Case of Dubai Holding Group (DHG). *The TQM Journal*. 20 (1), 59 – 67.
- McDonnel, J. & Jones, C. 2010. Benchmarking best practice in mental health care services. *Nursing Management*. 16 (10), 20 – 24.
- Watson, G.H. 1994. A Perspective on Benchmarking. *Benchmarking for Quality Management & Technology*. 1 (1), 5 – 10.

PROMOTING SOCIAL AND HEALTH CARE ENTREPRENEURSHIP BY TEAM LEARNING: EXPERIENCES FROM FORTE PROJECT

Introduction

Adopting an entrepreneurial work-orientation and thinking helps young professionals to cope in present working life. Studies in university of applied sciences can offer possibility to practice entrepreneurial skills that are valuable for professionals in different careers. Collaborative team learning and solving complex problems, like professionals do in working life, help students to reach those professional know-how and common competences of working life when they graduate.

Finnish Ministry of Education (2009) supports entrepreneurial way of working and entrepreneurship during studies in higher education. Entrepreneurial way of working, positive attitudes, will and a desire to act, are connected to high level professional competences. European qualifications (2014) of learning define the requirements for competences in the end of studies at higher education. While graduating from university of applied sciences student should be able to solve complex problems, lead complex professional tasks and work independently in expert tasks.

Entrepreneurship Unit (2012) in European commission has assessed entrepreneurship education in higher education. This research shows that entrepreneurship education makes a difference; students who have gone through entrepreneurship programs and activities display more positive attitudes towards entrepreneurship, get jobs earlier in the end of their studies and are more innovative in their work even while working as employees. They also tend to start more companies. This indicates that applying such pedagogical activities that support entrepreneurial team learning seems to be effective in enhancing students' entrepreneurial behavior and mindset.

Entrepreneurial team learning

Entrepreneurship finds new ways to express itself at different times. Today entrepreneurship is no longer seen solely as a "lonely path of trial and error", but more like a social learning and co-creation process (Harper, 2008; Soriano & Martinez, 2007). Prior research indicates that there is a positive connection between team learning and entrepreneurial achievement. For instance Rae and Carswell (2001) emphasize the collective nature of entrepreneurial learning and highlight that new reality is created through the connection of knowing, acting and sense making. Peltonen (2008, 301) proposes that "*entrepreneurial team learning can be seen as a dynamic, discursive and reciprocal development process, which is based on a learning partnership and is experiential in nature, and which take place through action and making sense considering and encouraging freedom and uniqueness of the learners.*" Akola and Heinonen (2007) stress the importance of applying know-how into the practice and learning from mistakes. Gibb (2003) stress the possibility to be able to feel "the entrepreneurial life-world". Pittaway and Cope (2007) follow the

same lines by emphasizing that the pedagogical actions should consider the social, emotional and practical nature of learning. In addition the study programs aiming to promote entrepreneurship should not only aim to increasing skills and knowledge for entrepreneurship, but also support the students' personal growth (Hägg & Peltonen, 2013; Diensberg, 2008).

However, so far we have a limited understanding of how entrepreneurial team learning and pedagogical actions that support entrepreneurial team learning can help students to achieve entrepreneurial competences. Therefore new and innovate openings insights and learning interactions are needed.

Fostering entrepreneurial team learning through integrative pedagogy

The concept of integrative pedagogy is recently discussed in the context of education in Finland (e.g. Heikkinen, Tynjälä & Kiviniemi, 2011). In short, this term refers to an ability to integrate elements with each other in various domains.

Integrative pedagogy integrates the components of expertise (conceptual knowledge, experienced knowledge, self-regulation skills and sociocultural knowledge), abstract thinking and concrete actions, academic skills and common skills, working life and learning, formal and informal learning, individual and socially shared learning and co-operative learning, combining different study programs as well as face to face and virtual learning. The aim of integrative learning is to create new knowledge and practices. (The pedagogical strategy of Lahti university of applied sciences 2012). Succession in co-operative as well as team learning learning has few prerequisite factors. These are: 1) Positive dependency between group members 2) Supporting co-operation 3) Individual responsibility and input to reach the common aim 4) Practising the social skills and group working skills 5) Self-assessment of group activities, process assessing during the working process. (Tynjälä 2002).

Senge (1994) presents five disciplines of expertise in learning organization and group problem solving. They are:

1. System thinking
2. Achieving personal mastery
3. Shifting mental models
4. Building shared visions and
5. Team learning.

Hägg (2011) has researched the steps of the coaching of entrepreneurship. She shows that the identity of entrepreneur grows slowly and it requires differentiation of previous status. It takes time and it can be supported by a coaching process in further education.

Learning results from Forte project

New role for the teacher

In the faculty of social and health care entrepreneurship has been promoted for many years. Teacher education started in 2004. All the teachers were shortly educated and 15 of them with a 8 ECTS credit course on entrepreneurship in education. Eight teachers have been educated as Team Masters and entrepreneurship counsellors with 30 ECTS credit further education course by Jyväskylä University of Applied Sciences.

New study methods at Lahti UAS

Student co-operation company is a recommended way to enhance students' entrepreneurial competences (e.g. Peltonen, 2008). The students of the faculty of social and health care at Lahti UAS launched the first student co-operation company in 2010. It offers students a possibility to study collaboratively by doing real projects for clients. Some of the projects are financially profitable and the students practice to run business together through their own co-operation company. They negotiate the projects with the clients, make the contracts with them and plan and produce the ordered service for clients. The teacher coach and professional teachers help them in their way to produce qualified additional services for social and health care sector.

The first co-operation consisted of students of nursing, social work and physiotherapy. Teachers acted as coaches of learning. Teachers were interviewed in November 2011. The first experiences were that the coach shouldn't be too active in coaching. The students seemed to be active and responsible for their projects, they also felt to be the owners of the projects in control of the projects. This kind of working is supporting the inner motivation of students. Pink defines motivation of learning in a way that the learner has a feeling of mastery, purpose and autonomy about the things that she is learning (Pink 2011). This way of working is also supported by Hidi and Renniger (2006). They assume that there are four phases in helping raise interest towards things to be learned: triggered situational interest, maintained situational interest, emerging (less-developed) individual interest, and well-developed individual interest. Affective as well as cognitive factors are meaningful in the learning process.

During the first year students reported about a problem; the obligatory studies of different professions did prohibit the planning and carrying out the common projects for clients. The experiences were evaluated and compared to other Finnish trials of student co-operation company models. The physiotherapy program started the next trial to reformation of the study methods by dividing the whole study group into two parts in 2012. The first group studied more traditionally, but also with real clients from working life to promote the common and professional competencies of working life. The second group comprised of ten students, studied by working in a student co-operation company. The students had different responsibilities in their common company and the idea was team learning, students together took part in the functions of the company and needed in customer projects. Students had different roles in their company and in their projects with clients. The roles were team leader, marketing leader, customer leader, communication manager, financial manager and project manager for every customer project. The

different roles kept students active through their learning process in projects. The roles changed after every half year, so students also learned different roles and responsibilities in their company. Students created their own schedule and order teaching from professional teachers, concerning their projects. Students followed the curriculum as well as the other half of the group. Second pilot shows, that it is much easier to study project based, when student make their schedules by themselves.

Forte- Promoting women's entrepreneurship in social and health care sector project supported the development work of a student co-operation company by creating a model about the way of learning in a student co-operation company. The model of two possible ways of learning and the difference between them are described in the model attached. Three handbooks for implementing the new way of learning were created also with the support of Forte project. Handbooks for the student who studied in the student co-operative company, for teacher coach and the teacher who applies teaching for students who learn in the student co-operative company were created and the method was implemented in the physiotherapy study program. The model was also discussed with the Swedish partners of the project during the development process.

Further development needs

There is a three-year experience of student co-operative company. Implementing it as a part of the program and curriculum has been successful but it still needs to be developed further. Students show high level of skills in problem solving, networking and self-reliance in their skills. They also learn business skills by doing real business already during their studies. It also seems that students are taking very active role in developing the system together with teachers, so in the future teachers need to create more possibilities for co-development work with students who have lots of innovative ideas for further development. The future challenge of the student co-operative company is also how to include students from other study programs in it to support multi-professional learning processes and practice skills of different professionals to work together.

References

- Akola, E. & Heinonen, J. 2007. Kuinka tukea yrittäjän oppimista? Tutkimus yrittäjille suunnatuista koulutusohjelmista viidessä Euroopan maassa. Teoksessa Kyrö, P., Lehtonen, H. & Ristimäki, K. (toim.) Yrittäjyyskasvatuksen monia suuntia. Tampere: Tampereen yliopiston kauppakorkeakoulu, 62 - 77.
- Diensberg, C. 2008. Towards Entrepreneurial region: Ten propositions for successful Entrepreneurship Promotion and education. Rostock working papers on economic and human resource development. Nr 29. Rostock: Universität Rostock. HIE-RO, 1 - 8.
- Effects and impact of entrepreneurship programmes in higher education. 2012. European commission. Entrepreneurship unit. Brussels. [http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/effects_impact_high_edu_final_report_en.pdf]

- European Qualifications of learning. 2014. European Union. Read 17.8.2014
<http://www.nqai.ie/documents/eqfleaflet.pdf>
- Harper, D.A.2008.Towards a theory if entrepreneurial teams. Journal of Business Venturing, Vol.23, Iss. 6, pp. 613-626.
- Heikkinen, H.L.T, Tynjälä, P. & Kiviniemi, U. 2001. Integrative Pedagogy in Practicum. In Mattsson, Matts (et al.) (Eds.) A Practicum Turn in Teacher Education. Pedagogy, Education and Praxis, Vol. 6, pp. 91-112. Springer.
- Hidi, S. & Renniger, A. 2006. The Four-Phase Model of Interest Development. Educational Psychologist, 41(2), 111–127.
- Hägg, O. & Peltonen, K. 2013. Towards a conceptual understanding of entrepreneurial pedagogy. Yrittäjyyskasvatuksen aikakauskirja 1/2013, pp. 21-44.
- Hägg, O. 2011. Yrittäjävalmennus ja yrittäjäidentiteetti. Doctoral disseration. University of Tampere. Kasvatustieteiden laitos.
- Korkeakoulupohjaisen yrittäjyyden edistäminen. 2009. Opetusministeriön työryhmämuistioita ja selvityksiä 2009:10.
- Lahden ammattikorkeakoulun pedagoginen strategia 2012-2016. Assessed 15.8.2014.
 Availble at: http://www.lamk.fi/esittely/strategiat/Documents/lamk_pedagoginen_strategia.pdf
- Peltonen, K. 2008. Can learning in teams help teachers to become more entrepreneurial? The interplay between efficacy perceptions and team support. Liiketaloudellinen Aikakauskirja, 3/2008, 297-324.
- Peltonen, K. 2008. Entrepreneurial learning in and through a Practice Firm. Paper presented in 2nd International FINPIN Conference, 21.4.2008 Hämeenlinna
- Pittaway, L. & Cope, J. 2007. Simulating entrepreneurial learning: Integrating experiential and collaborative approaches to learning. Management learning 2007, Vol.38(2), 211 - 233.
- Senge, P. M. 1994. The Fifth Discipline. The Art and Practice of the Learning Organization. Sloan School of Management. Double day, New York.
- Soriano, D.R. & Martinez, J.M.C. 2007. Transmitting the entrepreneurial spirit to the work team in SMEs: the importance of leadership. Management Decision, Vol. 45, No.7, pp. 1102-1122.
- Tynjälä, P. 2002. Oppiminen tiedon rakentamisena. Konstruktivistisen oppimiskäsityksen perusteita. Tammer-Paino Oy, Tampere.

TWO PERSPECTIVES TO INTERNATIONAL PEER TUTORING

Finnish international peer tutor's viewpoint

My name is Oskar and I'm a second year physiotherapy student at Lahti University of Applied Sciences, Faculty of Social and Health Care. Right now I act as head of international tutoring and I started tutoring at the end of my first year. I started tutoring by accident in my first year of school, after being asked by older students. I was already thinking of starting as a tutor before starting school because it is lots of fun but I didn't know much about international tutoring at that time. At first I was a little bit uncertain about starting as international tutor but I decided to go for it after a short moment of thinking. I haven't regretted that choice.

Tutor's main goal is to be a first friend in a totally new city for students whether it would be normal peer tutoring for Finnish students or international tutoring for exchange students. Our school Lahti UAS has a long tradition to have peer tutors for new students. Every international tutor gets few students to tutor on their own. International tutors aren't the most visible part in our school but most definitely very important. We are the first link of connection for exchange students to Finnish culture and Finnish people.

My tutoring started at first with few days of tutor training organized by LAMKO, our student union. LAMKO is an organization which mostly directs tutoring in our school and is a different organization than our school but has really close ties with it. LAMKO even provides the tutors with 3 ECTS for international tutoring. Our tutor training consisted of different team integration means and it gave us strong basics to be a tutor. When the semester starts, we tutors start having monthly meetings on how to improve tutoring and what special we come up with for the exchange students. There we decide what activities we organize for exchange students and how to improve tutoring. We have a list of things which we go through every month: what is important and which are the current topics.

International tutoring consists of two separate seasons when exchange students arrive to Finland from around the world. Our job usually starts either in early January or August. Before that we have already contacted incoming exchange students and informed them about the basic things to prepare and give general information about life in Finland. For example, we start with meeting them when they arrive to Lahti and give them keys to their apartments. Usually the same day or the day after we show them the closest grocery shops and tell them what is important when living in Finland and in Lahti. For example, we tell them some practical issues such as bus transportation and the way to school. Also we show them how school schedules, school cafeteria and health care works here. After that it is just getting to know them, being in touch with them. We start as their tutors and end up being their friends.

When exchange students have been accommodated we tutors try to organize events which would have every tutor and every transfer student participating so that they get to know as many

different people as possible. Some of the events are laser tag or international cuisine nights. At first we try to organize events what everyone can participate in. Exchange students have loved the events which we have organized and it has made them closer to each other and helped them get to know Finnish culture a lot better.

Most things that exchange students find surprising are the high prices for groceries in our country and how cold it can actually get in winter. Every time I have to remind them to wear enough clothes when arriving to Finland in January and usually even that isn't enough. That is their first shock experience of Finland. But what kind of stay abroad it would be without a desire for adventure? We Finns are usually known for our craziness but it is nothing compared to fresh new students in Finland who have never even seen snow. Really soon after getting to know each other the first thing that exchange students end up doing is winter swimming in a frozen lake. Even I as a Finn have not done winter swimming before and I can just imagine how harsh it might feel for people who have never even seen snow let alone frozen lakes. Only the sky is the limit when it comes to activities with exchange students since they really want to experience lots of different new things. When exchange students arrive in Finland they have heard about Lapland and that is their number one place where they want to go. Other popular places for exchange students are the cities of Tallinn in Estonia and St. Petersburg in Russia, where one can go by ferry. There isn't a problem that you can't solve as a tutor, which involves exchange students' living in Finland. The things which we go through in co-operation with teachers are arranging school studies and practical placements to suit exchange students. We tutors are in close contact with teachers and the other school staff. We are the easiest connection that those students have with our school and our opinions are highly appreciated.

International tutoring is a unique experience. You get lots of new good friends, your language skills improve and it even gives you ECTS. International tutoring is something which I would recommend to everyone to participate in - even if your language skills aren't that good. It lets you live with your exchange students through their most amazing adventures in Finland. Every day is a new experience even to us. If you are yourself thinking of going for an exchange period in another country during your studies, international tutoring is perfect to help you with your choice.

A picture with a Czech exchange student from my first semester of tutoring in 2013. Below the ski-jumps in Lahti.



Tomáš Frouz,
Oskar Klemetti

By Oskar Klemetti,
head of international
tutoring at the faculty
of social and health
care.

Levente Lichtey

EXCHANGE STUDENT'S VIEWPOINT

Hi, I am Levente, a Hungarian exchange student. I was very excited to arrive in Lahti as Finland is a place where not everybody can go every time. My tutor Oskar already gave me a lot of information before arrival: what are the prices, what should we bring with us, what are the main things that we have to keep in mind etc., so we got the main information in advance and could prepare.

Oskar was so kind that he came to pick us from the bus station when we arrived even though it was 3 o'clock at night. It was a dark and cold morning, the temperature was -22 degrees. During the next few days he showed me around the school, he advised where we can find the classes, how the student canteen works, where the teachers' offices are etc. He also took me into the city center and helped with the student card, which is very important here and he also helped us to buy our bus cards. He showed me around the city. After that it was easier to find the shops and the most important places.

There were some events that tutors organized for exchange students, for example the Tivoli night club party where we went together. It was a very interesting night. And the laser tag. It was fantastic, everybody was running around and shooting each other. We had a great time! We are thankful for that programme.

There was also another programme and it was arranged for the whole faculty of social and health care but unfortunately we didn't participate in this event because we had to save money for Tallinn. Oskar told us that if the weather got better there would be a picnic day for the exchange students and I am looking forward to that.

So all in all, it was very nice to be here since our tutors helped us a lot with the first steps and it meant a lot to us. Thank you very much, I really enjoyed being here in Lahti.

HIGHER EDUCATION INTERNATIONALISATION – QUO VADIS?

This publication about the intercultural and international environment at Lahti UAS, Faculty of Social and Health Care, has given a small glimpse of the many things that have been achieved in the fields of international and inter-professional activities during the past years. Student and staff mobility, international internships, intensive programmes, active participation in the international higher education networks, curriculum development programmes, international projects, international online courses and education exports have become everyday commonplace for the staff and students of the faculty. Although internationalization of higher education is everyday business at universities and universities of applied sciences nowadays, predicting the future of internationalization of higher education is, however, a risky business.

The Finnish Ministry of Education's Strategy for Internationalisation of Higher Education Institutions in Finland (2009 – 2015) has defined five primary aims for internationalisation: export of expertise, global responsibility, increasing quality and attractiveness of education, genuinely international higher education community and multicultural society. It is a comprehensive document which has been the basis for Lahti UAS international strategy guiding the internationalisation activities and initiatives. In addition to defining the aims for internationalisation, the ministry also measures quantitatively the mobility numbers of staff and students as well Bachelors' and Masters' degrees obtained by non-Finnish students from the higher education institutions. (Ammattikorkeakoulujen rahoitusmalli, 2013).

Often mobility is a synonym for internationalization even though only a small part of the higher education students have the opportunity to study outside their home country. Seldom it has been assessed what these institutional activities mean for an individual student's learning and what the impact is for him. The key question is, how the majority of students who do not go abroad will learn about the world and develop their knowledge and intercultural skills, they will need as citizens and future workers. This is also a severe issue of equality in higher education. In the future, a wider selection of online courses and the use of technology could be a substitute for going abroad to study, and give a big group of students the possibility to internationalize at home and gain valuable skills needed in the future working life. (Green, M. 2013, 94).

Employability of the students is, and no doubt will be to an even greater extent, of prominent importance: it shows the students that their education has paid off. International elements in education, such as inter-cultural communication skills, should be increased in the study paths as they are most likely the skills the future job markets require from the graduates. This calls for/requires new attitudes and skills from the university staff as well – to be able to educate students who have abilities to work in an international environment and meet the requirements of the global labour market.

As you have read in the short articles in this publication, a lot has already been done but there is still heaps of work to do. The Finnish and global higher education are in change in many ways. The situation on the global market and the economic environment bring new challenges for the educational sector. The major question is whether education is a public good – as we traditionally think in Finland – or could it be tradable commodity as well? Tuition fees for non EU-EEA students are already being discussed lively and there have been some experiments of the use of them at some HEIs in Finland. Another new initiative is education exports which has slowly started and which we would like to see as a new profitable export product of Finland.

To be able to stay international in the future, we need a positive mind, enthusiastic students and committed colleagues with a vision and opinion about internationalization of higher education. With this recipe there is no doubt the Lahti UAS Faculty of Social and Health Care will remain in the forefront of international development in the coming years as well.

References

- Ammattikorkeakoulujen rahoitusmalli. Ammattikorkeakoulujen rahoitusmallin indikaattorien tietosisältö ja määritelmät. 2013.
- Green, M. 2013. The Future of Internationalization: three Key Questions. Article from Possible Futures, The Next 25 Years of the Internationalization of Higher Education. EAIE – the European Association for International Education. de Wit, H., Hunter, F. (edit). 2013, 92-98.
- Strategy for Internationalisation of Higher Education Institutions in Finland 2009 – 2015, Ministry of Culture and Education Internationalisation 2009,11). Assessed 9.9.2014. Available at: http://planipolis.iiep.unesco.org/upload/Finland/Finland_Higher_education_strategy.pdf

Internationalization and diverse international learning environments are essential part of learning and teaching in the Finnish Universities of Applied Sciences. In Lahti University of Applied Sciences, Faculty of Social and Health Care student and staff mobility, international internships, intensive programmes, active participation in the international higher education networks, curriculum development programmes, international projects and international online courses have become commonplace for both staff and students. This publication shows examples of multiprofessional co-operation and consists of articles written by Lahti UAS students and personnel who have been actively involved in international activities during the years.

The publication series of Lahti University of Applied Sciences

A Research reports

B Study material

C Articles, reports and other current publications

ISSN 1457-8328

ISBN 978-951-827-210-9