



Internationalization at Home

Approaches, obstacles and future strategies

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Workshop agenda

- What is internationalization at home (IAH)?
- Ministry project findings
- Q&A
- Promising practices from the North
- Q&A
- Interactive activities: sharing policies and practices, challenges, next steps



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1st Dimension: between countries

3



2nd
Dimension:
within
countries



What is internationalization at home?

The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones 2015, p.69).



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Home » Blog

Internationalisation at Home in practice

Curriculum & Teaching
By ELSPETH JONES, TANIA REIFFENRATH

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- > Student services

Core elements of IAH

- Offers all students global perspectives in their program of study;
- IAH elements are systematically **integrated into compulsory curriculum**;
- International and/or intercultural perspectives are included in **learning outcomes**;
- Classroom diversity is integrated into learning;
- Opportunities for **informal co-curricular activities** to engage with international perspectives (both on campus and in the local community);
- Opportunities for international **virtual mobility**;
- Purposeful engagement of and with international students; and
- All staff (including international officers, teachers, administrative staff, and university leadership) support IAH practices

(Jones & Reiffenrath 2018)



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Ministry project findings

KOTIKANSAINVÄLISTYMISEN SELVITYS - TARJOUS DNRO 60/240/2018



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Purpose & Aims

- **Purpose:** to gain higher education personnel perspectives and insights on the current state of IAH. Spotlight the most interesting potentials, utility and unique forms of IAH and to critically examine the relevance, limitations and challenges of IAH.
- **Aims** focus on the:
 - 1.) development of international/intercultural competencies of those who do not actively participate in international mobility and
 - 2.) role of international students and staff members in IAH practices.

Advisory board members

- Feedback on survey design
- Suggestions where to disseminate results
- Sent survey and survey reminders to the PINNET and Aivorihi listservs (international officers)
- Feedback on final report

Anna Grönlund,
University of Jyväskylä



Anu Härkönen,
Turku University of
Applied Sciences



Esko Koponen,
University of Helsinki



Adinda van Gaalen, Nuffic,
Holland



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Ministry project methodology

CONCURRENT MIXED-METHODS



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Concurrent Mixed-method Design

- Mixed method design
 - Survey (February 2019)
 - Multiple case study (January-February-March, 2019)
 - Document analysis (policy documents)
 - Direct observation



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Online Surveys: Illuminating the current state of IAH

- Surveys designed for four audiences:
 - Student Union
 - Academic Staff
 - International Officers (head of international affairs, international office staff, etc.)
 - Research institutes



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Survey response details

All surveys sent out 1st/2nd week of February.

Deadline to respond to survey:

March 1 (Intl officers & Student Union)

March 5 (Academics & Research Institutes)

Target Audience	Responses
Academics	764
Intl Officers	85
Student Union	19
Research Institutes	21
Total	889



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Multiple Case Study: Diving deeper

- Three institutions/consortia selected:
 - Large Capital City university
 - Medium-sized university in Central Finland
 - Small(er) university/UAS in Northern Finland

- 28 interviews conducted



Ministry project **FINDINGS**



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A stylized, light-colored flame logo is positioned on the left side of the slide. It features several curved, upward-pointing lines that resemble flames, emerging from a semi-circular base. The entire slide has a background of overlapping, golden-yellow maple leaves.

Theme 1

(UN)FAMILIARITY WITH IAH

(Un)familiarity with IAH

- *“We don't talk about it in those terms. I think the term itself is not something that we use. But I think the idea is something that is **discussed a little bit.**” (N8)*
- *“...it's a term that pops up every once in a while, but we've **never really consciously discussed.**” (N5)*
- *“Actually I haven't been thinking about that before. When I was thinking about internationalization I was thinking more about going out. But now that I got the story on your request for the interview then yes, we are doing a lot of stuff that is related to that, but I at least **haven't been thinking about it in that particular term.**” (N13)*



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Do you believe that IAH is a strategic priority for your institution?

	Academics (N=758)	Intl Officers (N=85)	Student Union (N=19)
Yes	453 (59,8%)	49 (57,7%)	10 (52,6%)
No	110 (14,5%)	22 (25,9%)	2 (10,5%)
I don't know	162 (21,4%)	10 (11,8%)	5 (26,3%)



A stylized, light-colored flame logo is positioned on the left side of the slide. It consists of several curved, overlapping lines that form a flame shape, rising from a horizontal base. The background of the entire slide is a dense pattern of overlapping autumn leaves in various shades of yellow and orange.

Theme 2

(UN)IMPORTANCE OF IAH

(Un)importance of IAH

■ 6 narratives were identified in the data:

1. IAH is important to develop language and intercultural skills for an international working life.
2. IAH is important/not important because research/science is international.
3. IAH is important for students who cannot participate in international mobility during their studies.
4. IAH is important because Finland is becoming more diverse and the demographics are changing.
5. IAH is important to develop intercultural skills to reduce prejudices, misconceptions and ethnocentrism.
6. IAH is not important because the institution does not emphasize its importance with support structures, resources, strategy and action.



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IAH is important/not important because research/science is international.

- *“Science and research is an international exchange of ideas that requires extensive and in-depth language skills and cultural knowledge” (A54).*
- *“The research field and unit are so international that there is **no need** for artificial ‘superstructured’ internationalization” (A45).*



Student Union responses

Do you feel that IAH is valuable for Finnish students? (N=19)

	n	Percent
Yes	17	89,5%
No	0	0%
I don't know	2	10,5%

*"Kansainvälinen kokemus ja kompetenssi on tärkeää koulutusaloillamme.
Kansainvälinen kokemus on tärkeää työelämässä"*

"Osassa koulutuksista kotikansainvälistyminen saattaa tarkoittaa vain sitä, että suomalainen opettaja opettaa suomalaisille opiskelijoille englanniksi jotakin opintojaksoa."



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Intl officers & Academics: Do you believe IAH is regarded as important?

Do you believe internationalization at home is regarded as important in your department/unit/institution?	Intl officers N=85	Academics N=760
Yes	74,1%	50,4%
Yes and no, it's important in some areas and not in others	23,5%	28%
No	0%	6,5%
I don't know	2,4%	12,5%
Other	0%	2,6%



Why is IAH important?

*“Our task is to provide **all** students with relevant skills for their future. In order for them to act in a globalised world, we need to provide them with the skills to do that. Many of these skills are developed through international and/or intercultural experiences that are **not** available to all” (IO9).*



Why is IAH important?

*“Internationality should cover the university holistically. Internationalization at home contributes to the **integration** of foreign staff and students, the development of the **internationalization capabilities** of Finnish personnel and the readiness of students to work successfully after graduation in the increasingly **international labor market**” (IO3).*

Why is IAH important?

*“Finland is becoming more and more diverse and everyone should be well prepared to work with customers and colleagues from different cultures. When working together, **unnecessary prejudices are reduced**” (A33).*

Discourse from uni leadership, but lack of action

- *“...but it needs to be something else than just **words**, like **consistent plan for several years**. How are we going to make this happen, because it just won't otherwise?” (CC2)*
- *“Are we open towards it or are we not? It could be a **few key players that are not**. Then everybody else's effort goes to waste, if we're being honest” (CC2).*

Funding formula

*“Although I must say the new funding model from the ministry **excludes all internationalization** and international services away. When some people in the management structures in the universities only look at those things that we are paid for. Oh dear, **I'm afraid something bad** will happen in that sense.” (N1)*



The background of the slide is a dense pattern of yellow maple leaves. On the left side, there is a faint, stylized logo of the International Association of Horticultural Artisans (IAH), which depicts a torch with flames.

Theme 3

(UN)EQUAL OPPORTUNITY FOR IAH

(Un)equal opportunity: IAH for some, but not for all

- *“It depends on the programs. At least they should have international learning environment in some of the courses” (CC6).*
- *“It depends a lot on a teacher. There are also those in our group who do not see internationality as very important” (A43).*
- *“...internationalization at home and internationalization is reflected in the curriculum, but it is not being implemented with sufficient focus at present.”(A3)*

Academic staff responses

- What internationalization at home practices and support structures does your department/unit currently employ? (N=748)

	n	Percent
integrates international perspectives/literature in research	583	77,9 %
foreign language studies are part of the compulsory curriculum	534	71,4 %
integrates international/intercultural perspectives and content in compulsory curriculum	484	64,7 %
offers international virtual mobility (virtual international guest lectures, virtual classroom collaborations, e-learning, etc.) opportunities	383	51,2 %
all students have opportunities to develop their intercultural competencies in compulsory curriculum	368	49,2 %
integrates international/intercultural learning outcomes in compulsory curriculum	365	48,8 %
international academic personnel teach one or more courses in our mainstream Finnish/Swedish degree programs	344	46 %
the department/unit articulates the value of internationalization at home to students	341	45,6 %
connects Finnish students with internationally diverse communities in the local community and region	290	38,8 %
academic personnel integrates international student backgrounds purposely into teaching and learning practices	286	38,2 %
Other	81	10,8 %
the department/unit does not employ any internationalization at home practices/support structures	37	5 %

Intl officer responses:

How does your institution encourage/support IAH practices? (N=52)

	n	Percent
Institutional strategies and policies	33	63,5%
Training for academic personnel (e.g. how to internationalize the curriculum, how to integrate classroom diversity for inclusive learning and teaching outcomes, etc.)	25	48,1%
Funding/grants for academic personnel (e.g. to internationalize the curriculum, design international virtual mobility, international staff exchange, etc.)	34	65,4%
Other	15	28,9%



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Theme 4

CONTRIBUTION OF INTL STAFF & STUDENTS?

Contribution of international staff to IAH

*“I think even my presence in the classroom challenges them in that way because we tend **teach in a different way** with **different source material** on **different concepts** than a lot of the other instructors here. A lot of them get their readings about some of the key figures in our discipline via Finnish sources who translate the concepts into a Finnish way of putting it. That's been most of their exposure to the main literatures of our field, which is a pity because they should be reading the actual texts.” (CF2)*

Contribution of students to IAH

*“Students in the English curriculum are **separate** from other students and are not integrated or utilized in internationalizing other students.” (A3)*



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Academic staff results:

Do international academic personnel and students contribute to the IAH efforts in your department/unit? (N=723)

	n	Percent
Yes	440	60,9%
No	28	3,9%
I don't know	220	30,4%
Other	35	4,8%

- 
*"They are the ones that bring their **international networks** and expertise"*
- 
*"Through **teaching and research** activities conducted in **English**"*
- 
*"There is an interesting exchange of **different perspectives** and ideas that enrich my work."*



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Intl officer results:

What role do international academic personnel and students (foreign-born or migrant-background) play in IAH practices at your institution? N=82

	n	Percent
International students are paired with Finnish students for non-curricular (out-of-classroom) social activities	60	73,2 %
International academic personnel teach one or more courses in mainstream Finnish/Swedish academic programs	50	61 %
International students and Finnish students pair up for language exchange	49	59,8 %
International academic personnel intentionally integrate international and intercultural content, languages and their distinctive perspectives into curriculum	39	47,6 %
International students' backgrounds are purposely integrated into teaching and learning in international academic programs	39	47,6 %
International students' backgrounds are purposely integrated into teaching and learning in academic programs	31	37,8 %
Other	18	22 %
International academic personnel do not play a role in internationalization at home efforts	7	8,5 %
International students do not play a role in internationalization at home efforts	5	6,1 %

Findings

CHALLENGES & TENSIONS



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Are there (significant) challenges to advancing IAH at your institution?

	Academics N=761	Intl Officers N=83
Yes	22,5%	55,4%
No	42,1%	44,6%
I don't know	35,5%	-



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Top challenges to advancing IAH

	Academics N=168	Intl Officers N=45
limited interest of academic personnel	40,5%	60, %
limited interest of Finnish students	45,2%	51,1%
limited expertise of academic personnel	28,6%	17,8%
lack of faculty policies/support encouraging internationalization at home	28,6%	35,6%
lack of institutional policies encouraging internationalization at home	26,8%	46,7%
lack of financial support to advance internationalization at home	39,9%	46,7%
absence of support/training to advance internationalization at home	31,6%	22,2%
inflexible curriculum to integrate international/intercultural perspectives and content	21,4%	22,2%
Other	26,8%	17,8%



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1.) Assumptions of IAH

 Research shows that “contact in and of itself does not guarantee improved intercultural learning and international and social connectivity” (Agnew & Kahn, 2015).



2.) Integration is challenging

*“...people are really **lonely**. Our students are lonely. They don't find communities, even if they would like to stay in Finland, but their social circles, networks are really, really small. Our international staff members struggle with exactly the same thing. It's one of the main reasons why people, international staff and students, go to use the **health care services**. It's in one of the top three, that they are lonely.” (CC1)*

3.) Tensions related to language

■ Two main issues:

- increasing number of international staff and English degree programs, there are unclear policies how to operate in a multilingual working environment
- English = fear that the Finnish academic language will lose its position



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No clear language policies for inclusion

*“But at a broader level, a faculty level, there was **no policy** on what language we were going to operate in. So, I actually had to point this out to the dean and to say, ‘I don’t mind what the policy is, as long as there’s a policy that allows some sort of **inclusion for somebody like me**’” (CC3).*



English is threat to Finnish academic language

*“...English is the main language and some people are more resistant to the idea or have these **concerns** that over time, it means that **we won't have university education in Finnish for instance.**” (CC5)*



Can we co-create a multilingual environment?

*“We need to **maintain good Finnish academic language** but at the same time, we want to make sure that **students look abroad** as well -- when they search for evidence and read. But I recognize this argument that why English? Why not Finnish? But I think **we need both**, if we look at staff, if you only published in Finnish, who would ever know of you? So I think it's really important ” (CC6).*

Solutions to integration challenge

*“We provide a service that we think is needed, instead of **engaging our students and researchers in open dialogue** about what is needed for them to feel accepted at home, part of this academic family, in a way. We cannot solve this problem in the way we have been doing for years. It obviously doesn't work.” (CC1)*



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Ministry project

TAKEAWAYS



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Recommendations

- There is no 'quick fix'!
- To embed IAH in internationalization strategies and approaches, a comprehensive approach is needed from the national level all the way to the individual student level.



A few suggestions...

- Create IAH strategy with tangible actions
 - Create ‘talking points’ for you and allies/colleagues to promote IAH (why is IAH important?)
- Time to educate and inspire academic staff to adopt IAH practices
 - Create IAH academic committee to galvanize support and promote IAH
 - Offer trainings for academic staff
- Don't forget the admin staff!



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Don't forget...

Just because you have English language
programs, classes and environments
and an intl community

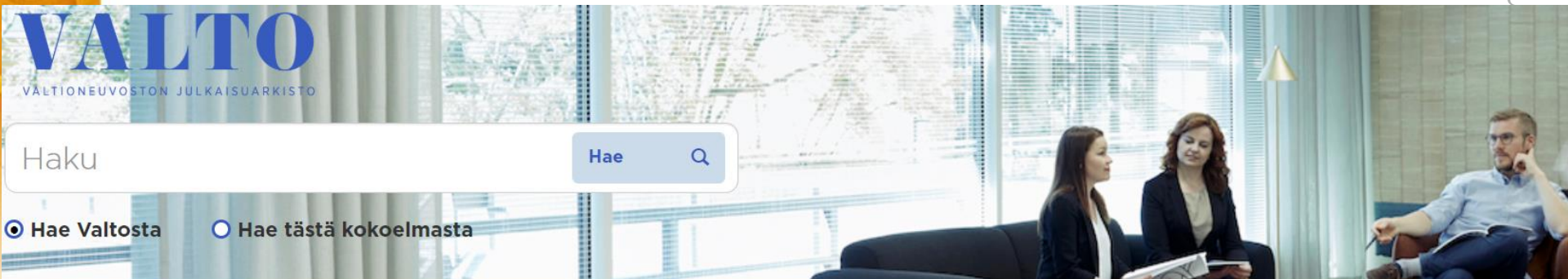
Does NOT =
Internationalization at home!



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<http://julkaisut.valtioneuvosto.fi/handle/10024/161606>



[Valto etusivu](#) / [Opetus- ja kulttuuriministeriö](#) / [Julkaisut](#) / [Näytä viite](#)

Internationalisation at Home in Finnish Higher Education Institutions and Research Institutes

Weimer, Leasa; Hoffman, David; Silvonen, Anni (2019-05-15)

SELAA KOKOELMAA

[Nimekkeet](#)

[Tekijät](#)

[Julkaisuajan mukaan](#)

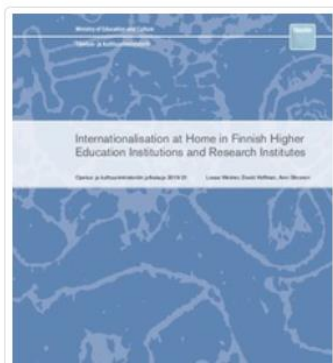
[Viimeksi lisätyt](#)

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AINEISTOJEN TALLENNUS

[▶ Kirjautu sisään](#)

[▶ Rekisteröidy](#)



Julkaisun pysyvä osoite on

<http://urn.fi/URN:ISBN:978-952-263-647-8>

This study on the current status of internationalisation at home was carried out for the Ministry of Education and Culture by the Finnish Institute for Educational Research, which is based at the University of Jyväskylä. The study was commissioned using the streamlined procedure for small-scale public procurement. The purpose of the study was to investigate how much attention had been paid to internationalisation at home in institutions of higher education and research and to ways in which related practices had been implemented. The research data was collected via an online questionnaire and interviews conducted at various institutions.

Promising practices from the North...



My global story

Discover your STAYCATION -kv osaamista kotoisasti

CASE: Lapland University Consortium
Päivi Martin, Internationalisation Services



LAPIN YLIOPISTO
UNIVERSITY OF LAPLAND

The starting point

The meaning of student mobility has decreased among students.

Limited study times reflect in a fear of mobility slowing the studies. Degree structures allow mobility, but often students realize this too late. The mobility process requires long-term commitment.

Suitable communication channels, means and contents for the students. Looking for more clear communication responsibilities among different stakeholders and student friendly communication channels.

To support students' growth to international talent. Employers value the competencies gained through international experience, but often students do not recognize gaining them with their experience.

From technical advising to study guidance considering the impact, content and motivation.

Sharper message to students and professionals guiding them throughout their studies, especially recognising the international competence and employability aspect.

Goals:

- * Understanding student perspective
- * Recognising the international competence
- * Common message and visual concept
- * Implementing the concept in both organisations

The concept combines international mobility for studies and traineeship as well as different forms of internationalisation at home.



MAIN GOAL

Diverse internationalisation is a natural part of quality studies at HEI's in Lapland.

How to measure:

quantity

- employability
- feedback
- internationalisation in PSP
- The amount of "Internationalisation in your degree" guidance sessions with teacher tutors
- the number of student ambassadors and international tutors

SUPPORTING INTERNATIONAL COMPETENCIES

AWARENESS OF OPPORTUNITIES

TARGETED COMMUNICATION

STAND OUT



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Study/traineeship abroad – why not?

- Financies & grants
- Not accepted by host (art portfolios/ too many applicants)
- Don't find suitable traineeship place
- Relationships
- Work
- Uncertainty of the language skills
- Pets
- Home
- Recognition of studies abroad
- No added value
- Quality of Internationalisation at home
- Values, ecoconsciousness

"Coming to study in Lapland is already a student mobility"



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global



Janna Jumittaja, 35

"It's all good"

- Feels too old for exchange
- New career, 2nd -3rd year student
- Studies part time and works
- Family-oriented
- Own home in a nice neighbourhood
- Organised
- Important for her: Family and relatives, career, steady income
- Travel destination: Canary Islands
- Uncertain about language skills
- No need for international competence
- Student life separate from other life

A portrait of Janna Jumittaja, a woman with reddish-brown hair and blue eyes, smiling. She is wearing a bright yellow scarf and a dark blue jacket. The background is a blurred outdoor scene. The word "global" is written in a large, white, cursive font across the top left of the image.

global

Janna Jumittaja, 35

"It's all good"

Her time and resources are limited. She is committed to home, spouse, financial resources and active free time. Shorter mobility period might be interesting, but mainly interested in internationalisation at home, like visiting professors or different events.

Might have bad experiences from former short drinking excursions disguised as study trips. Not interested in "Erasmus party period" but traineeship could be nice.

Extra things do not really bring added value; she wants her degree and new qualifications quickly and efficiently. Least familiar with IAH opportunities even though she is the most interested about it.



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My global story



Discover your STAYCATION

– kv-osaamista kotoisasti

Discover the forms of internationalisation at home! Increase your international skills while keeping things running at home. Why not take a foreign-language course, an international master's programme, or a two-week field trip?

Internationalisation at home helps you cross language barriers, enhance your communication skills, and acquire international expertise and networks – even without leaving the country! Contact us to learn what it's all about:

Phone 040 484 4496 or outgoing@ulapland.fi

Office hours in E-wing:

Wednesdays at 12.00–14.00 and Thursday at 10.00–11.00

Further info: www.ulapland.fi/kv www.ulapland.fi/gointl

What?

- Foreign-language courses and study units
- International master's programmes
- Tutoring and friend programme for international students
- Café Lingua events
- Short mobility (intensive course, field trip, exchange, and- practice periods)

EXPERIENCE LEVEL ● ●

- ✓ For the Employed
- ✓ For the Family-oriented
- ✓ For the eco-conscious and
homebody

FORMS OF
INTERNATIO
NALISATION
AT HOME:



Social Media Plan
&
Implementation

Together with
stakeholders

Brand:
Websites &
brochures

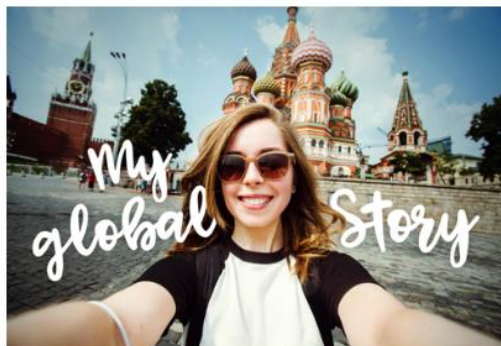
My global Story

Stories
#myglobaldiary

Structures,
services &
guidance



Go international at the University of Lapland



Plan your GREAT ADVENTURE – live your dream abroad

Spend an unforgettable semester or year abroad! Create a bundle of social networks, learn a new language, and enjoy exotic cultural experiences. A long exchange or traineeship period gives you novel perspectives and deeper experiences than brief visits. Quench your thirst for adventure!

What's it all about?

- 4–12 months abroad (exchange)
- 3–6 months abroad (traineeship)
- You may also ask about short mobility

For whom?

- For the adventurous
- For the cultural enthusiast
- For the seeker of experiences

Check out the options >



Pack your bags for BLEISURE – combine your studies and experiences

Minimise contingencies and choose a pleasant way to see the world, to support your studies, and to boost your career. You will graduate in time, enhance your language skills, and gain valuable international work experience and contacts. Spend a few months on exchange or go for a short traineeship period abroad.

What's it all about?

- 3-5 months abroad (exchange)
- 1-5 months abroad (traineeship)
- You may also ask about short mobility

For whom?

- For the career-oriented
- For the employed
- For the family-oriented

Read the stories of others >



Discover your STAYCATION – gain international expertise at home

Discover the forms of internationalisation at home! Increase your international skills while keeping things running at home. Why not take a foreign-language course, an international minor, or an intensive course? Internationalisation at home helps you cross language barriers, enhance your communication skills, and acquire international expertise and networks – make most of your stay in Finland!

What's it all about?

- Foreign-language courses and study units
- International minors
- Tutor and friendship activities for international students
- Café Lingua events
- 1–3 months mobility (intensive courses, exchange, and traineeship periods)

For whom?



Sign up for the friend programme

Becoming friends with an international student is a great opportunity to get to know other languages and cultures and to have friends around the world. The friend programme gives international students the chance to get to know Finnish culture and everyday life in Finland.

Make new friends and let them be part of your life.

[Read more](#)



Take international courses

The faculties offer a wide range of courses and modules taught in English that Finnish degree students are welcome to take part in. You can do a minor or individual courses taught in a foreign language. After finishing your bachelor's you can go on to specialize in one of the University's international master's programmes.

Check out the direct links to the course catalogues below and consult the detailed descriptions of the course offerings in WebOodi.

Enjoy your STAYCATION with us



Languages and Cultures as a Minor



Languages and Cultures



Intercultural Communication Programme



Language as a Minor: Finnish



Language as a Minor: English



Language as a Minor: German



Become an international tutor

Broaden your horizons by getting a look at what life is like at the University for international students. Being an international tutor is a spectacular opportunity to get international experience – right here on your home campus.

As an international tutor you can improve your language skills – in English and other languages. Your work as a tutor involves guiding new students and you learn a lot yourself in the process.

[Read more](#)



Demola in Lapland

Demola is an international innovation challenge platform that brings together students and leading brands. With Demola, global and local organizations challenge university students to create a better future. Join Demola and get ready for the most exciting challenge of your life.

[Find your project](#)

www.ulapland.fi/myglobalstoryEN
www.ulapland.fi/myglobalstoryFI

- One webpage for all IaH opportunities
- Currently joint LUC possibilities with My Global Story:
 - Friend programme
 - Demola
 - Café Lingua
 - ESN Lapland
 - Joint and cross-selectable studies
 - Guest lectures



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Role of Internationalisation Services in study guidance of Law Students

1. year

- Internationalisation Services training teacher and peer tutors
- Internationalisation Services attending freshmen orientation and freshmen fair

2. year

- Internationalisation in Law Degree -session for 2nd year Fall, after compulsory law lecture
- Personal Study Plan, exchange studies typically in 3rd year of Bachelour studies as elective studies
- Exchange info session, International day, Destination workshops, Study plan workshops
- Guidance for exchange process and outgoing orientation, PSP update with teacher tutor if needed

3. year

- Guidance for exchange process and outgoing orientation, PSP update with teacher tutor if needed
- During exchange studying mainly elective studies of BA degree (max 30 ECTS) or compensating compulsory studies
- Credit transfer (compensation/inclusion) trough Internationalisation Services
- Internationalisation Services guide students also for international placements

4. year

- Update of PSP, exchange or placement during 4th or 5th year
- Guidance for exchange process and outgoing orientation
- During exchange studying mainly elective studies of MA degree (max 29 ECTS) or compensating compulsory studies or working on MA thesis
- Credit transfer (compensation/inclusion) trough Internationalisation Services
- Internationalisation Services guide students also for international placements

5. year

- Credit transfer (compensation/inclusion) trough Internationalisation Services
- Recognition of international competences
- Update your CV with international experience -workshop

Internationalisation at home in curriculum (1/2)

- Competence based curriculum in Lapland UAS
- Internationalisation competence is one of the general working life competences in all degree programmes
- IAH is mentioned in the description of the int'sation competence and listed different forms to gain the competence, e.g.
 - Course material in English and language studies
 - International student tutoring and events
 - Guest lecturers in study units
 - Attending the courses together with exchange students, peer tutoring
 - International aspect in course contents

Internationalisation at home in curriculum (2/2)

- Curriculum matrix shows in which study units the competences will be gained.
- In the objectives and assessment criteria of the study units are written out the internationalisation competence and criteria, how students gain the competence.
 - Not systematically implemented yet, need to develop
- My Global Story concept is a concrete tool to make also IAH possibilities more visible

Vuositeemat ja osaamistavoitteet

1. vuosi (2017-2018) Matkailualan perehtyvä

2. vuosi (2018-2019) Matkailualan harjaantuja

3. vuosi (2019-2020) Matkailualan soveltaja

4. vuosi (2020-2021) Matkailualan kehittäjä

Opintojakso	Laaajuus	1	2	3	4	5	6	7	8	9	10
R81ML61 Perusharjoittelu	0			◆			◆		◆		
R81MKTES Espanja: Español del turismo	5			◆		◆					
R81ML42 Menestyvä matkailuliiketoiminta	20					◆	◆	◆		◆	
R81ML43 Viestintäosaaminen yrityksen menestystekijänä	10	◆		◆		◆					
R801MKTGL German Language in Services	0			◆		◆					
R81ML44 Asiakaskokemuksen johtaminen	15				◆	◆	◆		◆		
R81ML31 Tuoteosaaminen	5						◆			◆	
R81ML34 Kannattavuuden hallinta ja johtaminen	5						◆				
R81ML35 Matkailun lainsäädäntö	5						◆				◆
R801MI64 Framework for Sustainable Wellbeing Tourism	5										
R801MI68 Onnistunut tapahtuma	5										
2. vuosi (2018-2019) yhteensä	75										

- Oppimisen taidot
- Eettinen osaaminen
- Työyhteisöosaaminen
- Innovaatio-osaaminen

- Kansainvälistymisosaaminen
- Vastuullinen palveluinketoiminta-osaaminen
- Matkailu- ja ravitsemisalalan johtamis- ja esimies-osaaminen

- Vieraanvaraisuusosaaminen
- Ennakointiosaaminen
- Turvallisuusosaaminen



my global Story

Questions?

Thank you!



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Institutional level - incorporation of IAH in wider internationalization strategy

- Support faculty level curricula design
- Support the development of teachers and training for administrative staff to understand and implement IAH practices
- Communicate the value of internationalization at home in policies and strategy documents
- Create opportunities to communicate and discuss the value and benefits of international/intercultural skills development with all staff and students (value of IAH for international working life and social cohesion)
- Include IAH teaching methods into the docentship curricula

Faculty/department/discipline level - redesign existing curriculum to embed IAH

- Design well-defined learning outcomes to develop international/intercultural competences
- Intercultural communication and language studies part of core curricula
- Inclusion of international literature, texts, and research in core curricula
- Integration of Finnish and international students in joint courses
- Implement measurement tools to assess the international/intercultural competences gained in core curricula
- Reward academics for innovative IAH practices through existing institutional infrastructure



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Teaching level - develop teaching methods and assess international/intercultural competences

- Develop teaching methods for a multicultural classroom
- Inclusion of diverse students' perspectives in the classroom
- Administrative level - develop intercultural skills to facilitate working with and supporting international students and staff
- Offer language courses and intercultural training to administrative staff



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Student level - build internationalization dimensions into personal study plans

- Mobility
- At least one course in intercultural communication
- At least one course in a joint course with international students
- At least one course in foreign language other than English/Finnish
- At least one course/module where a personal portfolio is designed highlighting all skills learned in coursework, including international/intercultural skills

