

INTERNATIONALISATION AT HOME IN DIAK

Exploring Experiences and Attitudes of Students.

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ABSTRACT

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This research-oriented thesis is about internationalization at home done in collaboration with Diaconia university of Applied Sciences. The research conducted was a quantitative research and the data collection method used was questionnaire, sent to Diak students. It has important theoretical background on the topic, the research process, data collection and analysis, and conclusion.

In this report, internationalization at home is described as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education. This means that an international aspect should be used in the implementation of the curriculum and it should be included in the study plans of the students. It should not only focus on school life but also outside the school for example having partnerships with cultural groups and encouraging international and domestic students to interact outside the school. It is a process that should be well planned as it enables students to have an international experience without travelling abroad.

The objective of this thesis was to find out the experience and attitudes of students towards internationalization at home. Another objective was also to give the students the opportunity to give their views and suggestions on how internationalization at home can be made possible. As mentioned above, the objectives were achieved by conducting a research and sending questionnaires to second and third year students studying social services in both English and Finnish. However, because only the 3rd and 4th year students were targeted in this research, the attitudes and opinions of the students in this report do not represent the entire student population of Diak, but the attitudes and opinions of 3rd and 4th year students.

The data collected shows how much international and Finnish students are willing and open to interacting and learning from each other. From the research many of the students have not experienced internationalization at home in Diak, and they have given important suggestions on how this can be achieved. The students also support the idea that going for an international exchange is not the only way to experience culture and culture can also be experienced within domestic learning environments.

Keywords: Internationalization at home, Internationalization in higher education, International students, culture, cultural competence.

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1 INTRODUCTION

Finland is becoming a very multicultural country and each year more and more people are moving to Finland from other countries for several reasons. These reasons could include for example studying, joining family members, seeking asylum, moving for work and other reasons. According to Statistics Finland, in the year 2016, 34,905 people moved to Finland. This was an increase of 21% from the previous year. Majority of these immigrants moved from outside the European Union (Statistics Finland.) Diak has students from various parts of the world from almost all the continents. These students bring with them a rich knowledge of culture and language from their countries. Many students both Finnish and international come to study in Diak with an expectation of being exposed to an international study environment. In November last year during the entrance exam day for the Finnish degree program starting in January, I spoke to one of the applicants who had come to do the entrance exam and she said that one of the reasons she applied to Diak was to study in a multicultural environment and she was excited to have the experience of studying with people from different parts of the world.

The aim of my thesis was to find out about Internationalization at home in Diak. I conducted a research to inquire into the experiences of Diak students concerning the interaction and cooperation between the Finnish and International students in the campus. I also wanted to find out what are their attitudes and feelings concerning Internationalization at home. The students gave their opinions and suggestions on how internationalization at home can be experienced in Diak. From the results, Finnish and International students are willing to work together, but opportunity is not created for them to have contact with each other.

The idea for this thesis came up because of a project that was planned and implemented in spring 2017 during my MCI studies. The project was called Language Support Project. The objective of the project was to support first year international students to use and practice Finnish language during their first

placement in Diak. Due to the outcome and experienced gained from this project, I got an interest in finding ways in which Diak can become an International campus where students can teach and learn from each other about their cultures, religion and language. This way the international students can orientate the Finnish students to their culture and way of life and the Finnish students can orientate the International students to the Finnish culture, language and way of life. For Finnish students who are not able to go abroad during their international exchange period, these International students can be their gateway to have an International experience here in Finland.

During the Language Support Project, I acted as a language mentor to first year International students. I supported them to use Finnish during their first placement. During this period, I realized that many of them had basic knowledge of Finnish but were shy to use it because they did not have the courage to. I could relate to them because as a foreigner having lived in Finland for 15 years, I understood how it felt to be afraid or shy to speak Finnish. In as much as the students gave very positive feedbacks about the outcome of the project, for me as their mentor and a fellow student, the experience was also beneficial to me and I learnt a lot from being their mentor and I developed some professional skills that will be beneficial for me in the future during my professional life. Some of the professional skills I learnt and practiced during that project are for example, working with people from diverse cultures. It was very interesting to plan and implement this project with the first-year students who are representatives of different countries. My project partner who is a native Finn, expressed how much he learnt from this experience and how good it was to be exposed to working with diverse cultures. For this reason, it is very important for Finnish language programs to co-operate and integrate with the students from the English language programs to make Diak an International campus where there is a balanced cooperation of diverse cultures thus making it possible for all students to experience Internationalization at home, where they learn about internationalization and diverse cultures without having to travel abroad.

2 BACKGROUND INFORMATION

In this chapter, I will give a brief background information on international students in Finland. Since this thesis is about internationalization at home, it is important to talk about international students because internationalization at home is not possible without them. I will also give a brief analysis and statistics on employment of international students after they graduate and what factors influence their employment. The Language Support Project which gave me the interest to write about this topic will also be analyzed in brief.

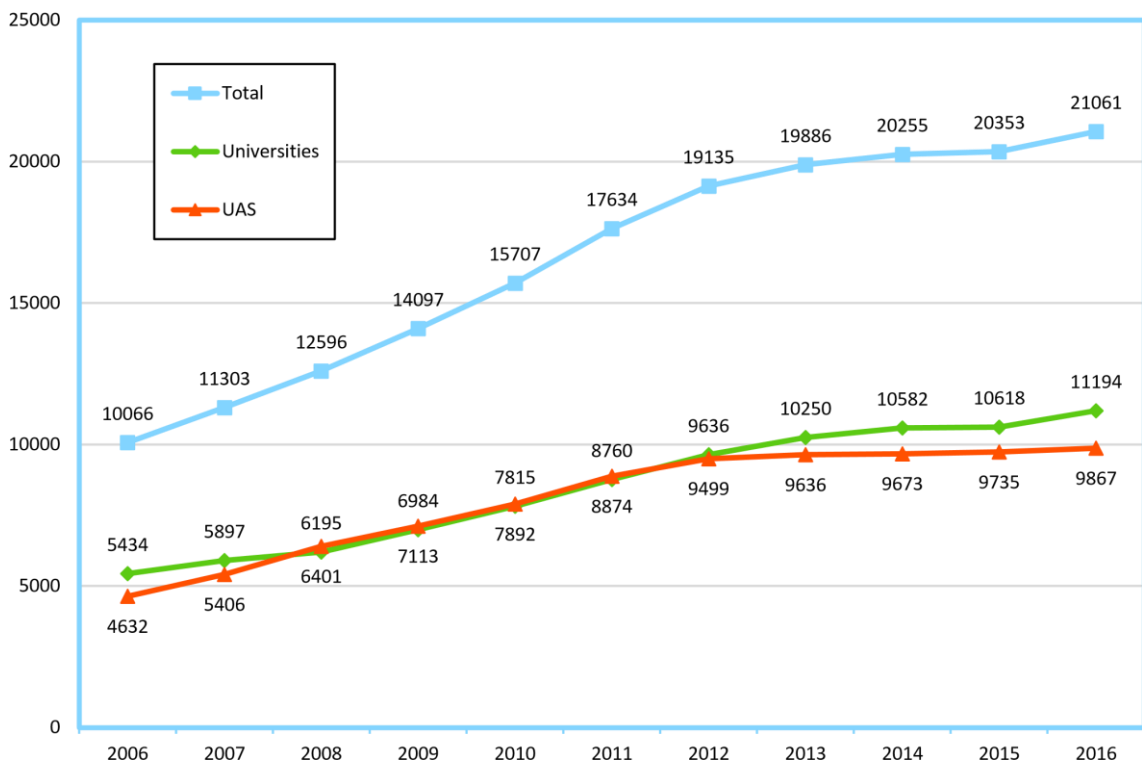
2.1 International students in Finland

Every year, many international students arrive in Finland to study in different institutions, majority of them in universities of applied sciences across the country. Per statistics Finland, from 2006-2016, there were a total of 21,061 International degree students in Finnish higher education institutions (Statistics Finland). As the figure 1 below shows, the number of international students in higher education has been on the rise over the last ten years. Many of these students come to Finland due to the good reputation of Finland of its high quality of education. Also, Finland offers these students the possibility to study in English in a variety of fields ranging from the health and social field, engineering, Information technology field and many other fields. The reasons for them opting to go and study abroad are usually due to lack of career opportunities, poverty, and low quality of education among others.

These International students bring with them a rich culture from their countries and usually offer good cultural orientations to Finnish students in Finland. Like mentioned above, Finland is becoming more international and multicultural and Finnish nationals need to get oriented to studying and working in multicultural environments. Finnish students studying in institutions with international students should take advantage of these students for them to be oriented and get

accustomed to working in multicultural organizations and having multicultural clients. One of the goals of my thesis was to find ways in which there can be cooperation between the International degree students and the Finnish degree students in Diak. It is important to involve the students in this process and for this reason a research will be carried out to know the opinion and attitudes of the students in promoting Internationalization at home in Diak campus.

Figure 1: International degree students in Finnish higher education institutions 2006-2016 (statistics Finland).



2.2 Employment of International Graduates in Finland

Many questions have been asked about what happens to International students after they graduate from their universities. Do they stay in Finland or do they go back to their home countries? Do they migrate to other countries? Center for International Student Mobility says that almost 50% of foreign nationals who studied in Finnish higher education institutions worked in Finland a year after their graduation, however, the percentage has dropped in the past few years. They say that in 2011, about 45.5% of International students got employment in Finland and about 5% continued their studies after graduation. About 20% stayed in Finland because of other status meaning they are neither employed nor studying. About a third of the graduates were assumed to have moved from Finland because there was no information about them. They also say that the rate of employment of international students differ depending on the field of study, nationality and level of education. Students who have graduated from a university of applied sciences have better employment opportunities than students with a master's degree from traditional universities. The social and health care sector stands out as having a good employment rate among international students. This is probably an indication of the need for labor force in this sector. The percentage of African students in this field is above average, which can explain their good employment rate compared to other nationalities (Center for International Mobility.) However, there are still students who have studied in the social and health care field who still struggle to find employment after graduation. This field is now becoming more congested and more students are becoming attracted to this field, making it a challenge to find employment. Many students also say that lack of insufficient language skills is a factor to them not finding employment in this field.

3 CULTURAL COMPETANCE AND INTERNATIONALIZATION AT HOME

The aim of this chapter is to give some theoretical information on culture and cultural competence and to identify other studies or literature that has been written concerning Internationalisation in higher education institutions. I will also give a summary on how multiculturalism and Internationalization at home is related to Diaconia and community work.

3.1 Culture and Cultural Awareness

Many organizations nowadays list among the requirements for any job applicant is to be able to work in a multicultural environment and to have cultural competence. However, does institutions prepare their students to work in multicultural environments? On the other hand, supervisors also require training on how to manage international work environments.

To embark on the journey towards cultural proficiency and understand another person's perspective, it is important to understand the meaning of culture and its influence on everyday life. This understanding should begin with the notion that culture is learnt and not biologically inherited. An infant can learn any culture and by the time they are adults, their response to any situation will be based on the culture learnt as infants (Leavitt 2010, 19.) As I mentioned earlier, Finland is becoming a very multicultural country and for this reason, many work places and organizations are becoming very multicultural. For example, the social and health sectors have workers and clients from different nationalities. Workers in this field must be prepared by having the competence to work with diverse cultures. They should be able to understand and know how different clients may act in a specific way towards a situation or in crisis. They should also understand how diverse cultures communicate and relate to each other regarding family, friends and even in the work place. In the same way, immigrants moving to Finland must learn and understand the culture and way of life

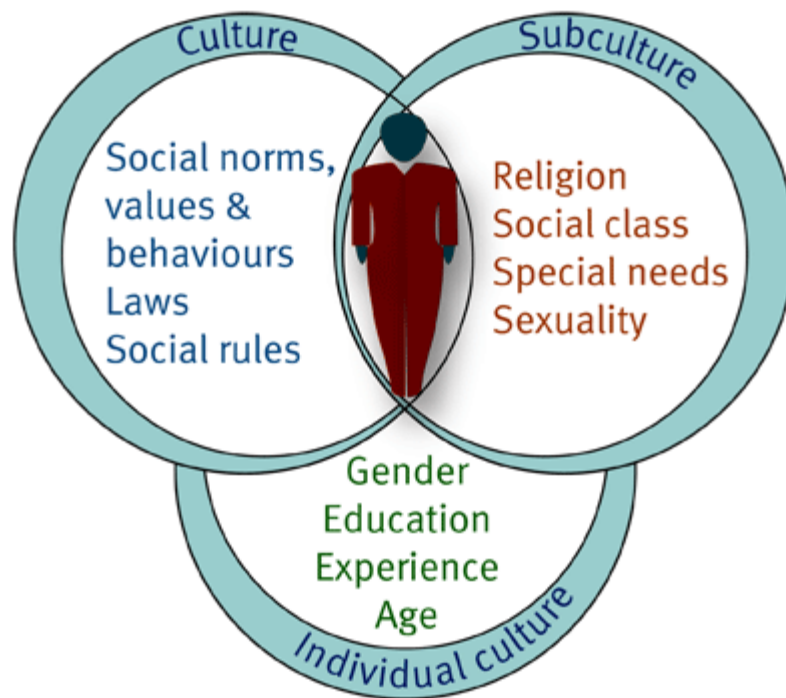
in Finland. They need to understand and respect how certain things are done in Finland for example during communication situations, in the work place, in school and during different situations.

Culture is a set of guidelines which an individual inherits as a member of a society and which tells him how to view the world and learn how to behave in it in relation to other people. It also provides him with a way of transmitting these guidelines to the next generation using symbols, language, art and ritual (Holland & Hogg 2001, 3.) From the definition, we can see that a person's culture determines how he behaves or does things in a certain way, and how he will react in different situations. A person's culture will also determine how the person eats, dresses, his language, the music he listens to and even religion. One thing can be right in one culture, and in another culture the same thing can be wrong. We can also see that everyone has a culture, though many people are unaware of this and not everyone with the same culture will behave or do things in the same way because within the same culture people belong to different subgroups or subcultures. We had a discussion in class about the use of the right and left hand. In one culture, it is wrong to use the left hand in doing things while in other cultures, there is nothing wrong with using the left hand.

Culture can also be adopted from a society when one moves from one culture to another. This happens through integration when the person gradually integrates into the new culture and incorporates it into their personal way of doing things. For example, immigrants who have lived in Finland for a long time can start to adopt and copy some Finnish cultures, for example the Finnish culture of punctuality and time keeping. A person who comes from a culture where being late is not considered offensive, will gradually adjust to the Finnish culture of always being on time and the person will eventually incorporate this into their personal way of doing things.

The figure below gives a clear picture on which factors play a role in the development of a person's culture. The picture was taken from Community Door, a site that provides online courses to community workers in Australia. In their site they say that many internal and external factors determine specific values or behaviors of a person's family or social group and contribute to the development of their culture. The internal factor can be for example the values, beliefs and thinking style of a person while external factors can be for example customs, communication styles and family structures (Community Door.)

Figure 2: Factors in the development of culture



3.2 Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Sousa & Aleida 2016). This means that it is important for institutions to educate and train their students to be culturally aware for them to act in a professional way during their placements and later during their working life. Diak being an education provider in the social and health sector needs to train its students on the importance of accepting and respecting other cultures, while at the same time the students not forgetting their own culture. They need to support the students to develop intercultural skills. It may not be possible for students and teachers to learn all cultures, hence having students from diverse cultures in Diak is an effective way to get oriented to some cultures during studies. These cultural awareness training can include creating a program or system where Finnish and international students have projects, activities courses and events together for them to learn about each other's cultures.

People from diverse cultural backgrounds can bring many strengths and benefits to other staff members of an organization and to the clients. The same applies to people with competence and knowledge of diverse cultures, they are a big asset to the organization for example it will improve the quality of service offered to clients. The organization in turn must make sure that there are practices in place to protect the rights of all their workers and clients.

A study that was conducted on multicultural education in Finland says that a critical multicultural curriculum would mean that multicultural issues would be part of all subjects in Finnish schools. The study found out that in the Finnish national curriculum, only ethnic immigrant minority and language issues are included when reference is made to multicultural issues. It continues that even though gender equity is mentioned in the national curriculum, it is not seen as

part of multicultural education. In the study, they also looked at teacher education programs and found out that in the program, emphasis is given on multicultural education and how to work with immigrant pupils. Recommendations was given in the study that all teachers need training in the basic knowledge and skills in how to work with a culturally diverse student population (Holm & Londen 2010.) This study clearly states how important it is to include studies on culture and cultural competence in studies as early as possible, especially in early education so that children grow up with this knowledge. Teacher education should also equip teachers with the tools to work in multicultural schools, and empowering teachers with intercultural skills during their teacher education training is one of the best places to start.

3.3 Internationalization of Higher Education

Internationalization of higher education is the process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution. It is seen as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation. A country's unique history, indigenous cultures, resources, priorities, etc. shape its response to and relationships with other countries. Thus, national identity and culture are key to internationalization of higher education (Qiang 2003, 2). As the definition says, it is one of the ways that a country responds to the impact of globalization, and by and by adding an international perspective into higher education, it ensures that the curriculum also has an international aspect. Diak as an institute of higher education, is also expected to have an international perspective in its curriculum and way of teaching, so that its students are prepared to work in a globalized world.

Center for International Student Mobility (CIMO) conducted a survey about internationalization in higher education and they found out that while many higher education institutions offer courses in English, these courses are often taught separately, and the Finnish and English students end up not having contact with

each other though they study in the same school. They say that interaction between these students should be promoted even outside the classroom. (Garam 2012.) The finding of this study shows how much work still needs to be done for institutions to fully grasp the importance of internationalisation for their student and staff. Internationalization of higher education is an effective way of improving the quality of education while having students and staff who are internationally exposed

It was demonstrated that leaders in higher education and practitioners in international education Perceive the key benefits and reasons for pursuing internationalisation as the improvement of the quality of teaching and learning and preparing students to live and work in a globalized world. International student mobility, international research collaboration and international strategic partnerships are given priority among the internationalisation activities undertaken by European institutions (Wit, Hunter, Howard & Ergon-Polak 2015, 32.) In Diak, students are offered the possibility to take part in international exchange and practical placements. However, not all students can go abroad because of several reasons and Diak requires students to meet some conditions before they can take part in these international exchange programs. Internationalisation should be made inclusive for all students, not only focusing or emphasizing on going abroad. It should be integrated into the study plans for all students. Integrating internationalization into the study plan of the students is important because this study plan will take into consideration the personal circumstance and life of the student.

There is a thesis that was written in Diak about Internationalization of Finnish higher education. The thesis was written by Chand Suraj in the autumn of 2014. The aim of the thesis was to conduct a literature review on international students in Finland and the challenges they face in their employability. He cites Aigner et al. (1992) that there are three prominent reasons for internationalization of higher education; interest in the international security, maintenance of economic competitiveness and fostering of human understanding across nations. He also says that despite many higher education institutions in Finland

having programmes taught in English, Finnish and English programmes are taught separately and there is not much interaction between the two sides, thus bringing a lot of challenges (Chand 2014).

3.4 Internationalization at Home

Internationalization at home is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education (Beelen & Jones 2015). This simply means that students experience and learn other cultures without having to travel abroad. This may include working with local cultural, ethnic or religious groups within the community, engaging Finnish and international students and exploiting diversity within the classroom. Many institutions in Finland want to make it possible for their students to have this intercultural experience during their studies. I looked at the internet pages of many universities and universities of applied sciences and many of them said that they give their students the possibility of having an international experience at home. Diak website says that it offers its students the possibility of internalization at home by giving them the chance to become tutors to international exchange students arriving from abroad. Students also have the possibility to go abroad for an international exchange or work placement in countries that Diak partners with. However, is this enough? What can Diak do to give their students who are not able to travel this same experience?

The survey mentioned earlier conducted by CIMO also wanted to find out what kind of models are already used and what kind of obstacles of internationalization or promoting factors are there? They interviewed heads of Finnish higher education programs who said that they would like to offer their students activities supporting internationalization during their studies, and there are tools which integrate internationality into their programs, but the tools are used randomly and unsystematically. These institutions also say that they have changed their curricula to support their student's international competences. CIMO argues that International elements can be incorporated into higher education stud-

ies, if the institutions make space for internationality in their curricula, internationality is recognized in student guidance and counselling, improved provision of teaching in a foreign language and if students from diverse cultural backgrounds are brought together to study together. They cite (Green & Mertova 2009, 31-34) that internationalization can be divided into three namely; international student mobility, staff mobility and internationalization at home. Internationalization at home includes virtual mobility, engaging with local multicultural groups, inclusive pedagogy, interaction between domestic and foreign students and language training (Garam 2012).

3.5 Diaconal Attitude on multiculturalism and Internationalization at home.

As mentioned earlier, Finland has gradually become a multicultural society with diverse cultures visible around Finland. Because of multiculturalism, there is a need for multicultural work in the churches. The church should be welcoming and willing to work and collaborate with people from diverse cultures. One of the aims of the church is to teach and practice about God's love that knows no boundaries, it is very important that the Diaconia ministry in the church to get involved in doing multicultural work. The Evangelical Lutheran Church in Finland says that the message of God's mercy and love and of our responsibility of our neighbors is universal. It knows no boundaries between countries, regions or people. It also says that Multiculturalism is being developed through the inclusion of immigrants in voluntary activities. Through internships and subsidized employment, the parish supports immigrants' access to employment. Through them, there is a good opportunity to get to know the life and activities of the Christian church. (Evangelical Lutheran Church in Finland).

As a Diaconia student, this thesis supports the theme of bringing people together because Internationalization at home is about diverse cultures working together by teaching and learning from each other, showing respect for diverse cultures and religions by not creating any boundaries between the Finnish and International students. Diaconia is also about putting the love of God into action

by serving others, helping the needy and showing love to people of all backgrounds. In the bible, the book of Luke 10:25-37 tells about the parable that Jesus told his disciples, about a Jew traveler who was attacked by robbers, beaten and left for dead in the roadside. A priest and a Levite passed by but none of them helped the man since he was a Jew. A Samaritan also passed by and had mercy on the man and helped him, even though Samaritans and Jews were not having a good relationship. Jesus told this parable to explain what it means by loving your neighbor. The parable above demonstrates showing love for others despite their religious or cultural background.

3.6 Community Development and Internationalization at Home.

Community development is a social process involving residents in activities designed to improve their quality of life. This involvement should be inclusive, with and by residents from all walks of life in the community, not to and for them (Robinson & Green 2011, 2-3.) The members of the community act by finding solutions to common problems faced in the community. Effective community development should be long term, well planned, inclusive and initiated and supported by community members. It is a process by which communities empower themselves, become more responsible, create employment and economic opportunities and achieve social, economic, cultural and environmental goals (Frank & Smith 1999, 12). From the description above, community development is inclusive of all members of the community. For this reason, it is important that all the students of Diak can learn and develop their cultural skills, not only students who are going for exchange. It should be made possible for all students to experience multiculturalism within their learning environments. It is also important that the solutions should be well planned and long term and that is why the opinions of the students will be important for them to give suggestions that will be beneficial to them in the long term. Empowering students with skills in cultural competence, improves their confidence during placements thus improving their employment opportunities.

4 RESEARCH METHODOLOGY

In my thesis, I used quantitative research to collect data on how students have experienced internationalization at home in the campus, their attitudes towards internationalization at home and their recommendations on what can be done.

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods statistics (Aliaga & Gundersen 2002; cited in Muijs 2004, 1). Muijs continues by saying that many data that do not naturally appear from quantitative form can be collected in a quantitative way. This is done by designing research instruments aimed specifically at converting phenomena that do not naturally exist as a quantitative form to quantitative data to be analyzed statistically. Examples of phenomena that do not exist in a quantitative way are attitudes and beliefs (Muijs 2004, 2.)

4.1 Aim of Research and Research Questions

Finnish students traditionally gain their international experience by doing part of their studies abroad. Every year about 10000 Finnish students go abroad for exchange studies or practical placement (Finnish National Agency for Education.) What about students who are not able to go abroad due to reasons like family, health and other reasons? How do they gain their international experience or exposure? It should be possible for them to have this international experience here in Finland and this can be made possible due to the high number of International students who also come to Finland to study.

Both International and Finnish students were targeted in the study. In this research, the aspect of community development was by used by involving the students in Diak because the findings of this research will be used for the benefit of the students. Internationalization at home will be beneficial to the students because it will expose them to diverse cultures while improving their intercultural skills and thus preparing them for the future work life. The research targeted

the second and third year sosionomi students, both in the Finnish and English programs.

The main research questions are:

1. How have the student's experienced internationalization at home in the campus?
2. What are the attitudes of the students towards internationalization at home?
3. What suggestions and ideas do the students have for internationalization at home to happen?

4.2 Data Collection

Research or data collection instruments include all the techniques that are used to collect data. Research instruments are sometimes called methods, techniques or tools for data collection and analysis. There are many methods or tools for data collection for example observation, interviews and questionnaires. Questionnaires is a set of questions written and sent to informants so that they can provide answers. The informants answer these questions and gives them back to you. The main aim of the questionnaire is not exploring to understand the informer's world view but rather to gather objective information from them. Questions in questionnaire may be structured, semi-structured or unstructured. In structured questionnaires, similar questions are asked to all informants with the aim of getting similar responses, in semi- structured questionnaires, similar questions are asked but freedom is allowed for the informants to explain their views further. In unstructured questionnaire, different questions are asked to every informant with the aim of getting different information and they have freedom to explain their views further (Mligo 2008, 78-91.)

The data collection method used in my research was questionnaire which I designed in webropol. The online survey link was then sent to all second and third year Sosionomi students in all the Diak campuses. The total number of students in the second and third year program are 412 students and the questionnaire was sent to all of them. Of the 412 students, 329 are female and 83 are male. The questionnaires were sent to the students via email on 19.03.2018 and the students had two weeks to respond to the questionnaire. The email with the link to the questionnaire was written to the students in both English and Finnish, as well as the email subject was in both Finnish and English. A reminder email was sent to all the students when the deadline was approaching, this reminder email was also written in both English and Finnish.

The questionnaire asked for the background information like age, sex and nationality of the students. In addition to background information, the questionnaire asked about the English and Finnish language skills of the students, contacts the students have with each other and where have these contacts taken place. The international students were also asked the number of years they have lived in Finland and their Finnish language level. Finnish students were also asked their English language level. The questionnaire also included statement questions and these statement questions were very important to know the attitudes of the students towards internationalization at home. Students were also asked if they have been on international exchange and where did the exchange take place or if they were planning to participate in the exchange program. Finally, the students also had an opportunity to give their opinion or ideas on internationalization at home and this was asked in the form of an open-ended question. However, not so many students answered this open-ended question. The reason could be because open ended questions are time consuming to the students. Majority of the respondents answered the statement questions. The aim was to make the questions easy to understand and follow. The data was analyzed using excel, tables and percentages. There will also be some direct quotations from students answers to open-ended questions.

4.3 Research Ethics

Ethics are the norms for standards of conduct that distinguish between right and wrong. Ethical considerations in research are critical. Ethical behavior is also critical for collaborative work because it encourages an environment of trust, accountability, and mutual respect among researchers. This is especially important when considering issues related to data sharing, co-authorship, copyright guidelines, confidentiality, and many other issues. Researchers must also adhere to ethical standards in order for the public to support and believe in the research (Center for Innovation in Research and Teaching.)

Before conducting the survey, a research permit was applied for from Diak to get permission to use Diak students in the research. It was voluntary for the students to take part in the research and none of the students was forced to answer questions that they did not feel comfortable answering. Confidentiality was also very important during the entire research and I made sure that it was impossible to identify the students who replied to the survey. The questionnaire was therefore designed in such a way that the students did not have to reveal any personal information or data.

The email that contained the link to the survey was written in both Finnish and English, explaining to the students the purpose of the survey and where the data collected will be used. The data collected was used only for writing this thesis, and this data will not be used anywhere else.

4.4 Validity and Reliability

Validity is the extent to which a concept is accurately measured in a quantitative study. There are several measures of validity that provides evidence of the quality of study. For example, external validity is the extent to which the result of a study can be generalized from a sample to a population. A sample should be an accurate representation of a population because the total population may not

be available. (Heale & Twycross 2015). The aim of my research was to find out about Internationalization at home in Diak. The target group or population for this study was Diak students. The sample I chose to represent the population were third and fourth year sosionomi students studying in both English and Finnish. The total number of these students are 412, 329 females and 83 males. From these students, 44 replied to the survey, 32 females, 10 males and 2 without gender. It was expected that more females would respond to the survey since, there are more female students than male students in Diak. The students who replied were from Helsinki, Pieksämäki and Pori campuses, and there were no replies from the other campuses. This is a small sample that is not an accurate representation of the Diak student's population which is about 3000 students in total. From the 44 who replied, 36 are studying in the Finnish program while 8 in the English program. For this reason, the result of this study is based on the experiences of female Finnish students, majority from Helsinki campus.

Reliability is the extent to which a result instrument consistently has the same result if it is used in the same situation repeatedly. It is not possible to calculate reliability but there are ways to estimate reliability. Observer reliability, which is one way of estimating reliability is the way to which different observers give consistent answers or estimates. (Heale & Twycross 2015). The data collected in my research is reliable because, the respondents answered the questions in a similar way repeatedly. For example, the statement question and the open-ended questions had the same consistency among all the respondents.

4.5 The Respondent's Profile and Background Information.

As earlier mentioned, the survey was sent to 412 students, 329 females and 83 males. Of all these, only 10.68% of the students replied to the survey making it a total of 44 students. The reason for the low reply rate could be because the questionnaire was entirely in English. Another reason could be that the students did not fully understand the meaning of Internationalization at home and there-

fore they were not willing or able to respond to the questionnaire. Among the 44 respondents, Finnish nationalities were 33, German was 1, Nepal was 1, Russia was 1, Swedish was 1, Finnish- Turkish was 1, Cameroonians were 2, Nigerian was 1, Eu was 1 and 1 respondent did not indicate his nationality. The ages of the respondents were between 21 and 54 years. 84% of the respondents started their studies in Helsinki, 9% in Pieksämäki and 7% in Pori. There was no reply from students who started their studies in Oulu, Turku or some other place.

For those students who were not born in Finland and who are not native Finns, 38% had lived in Finland for 0-5 years, 23% for 5-10 years, 15% for 10-15 years and 23% for 20 years or more. From most of the students who had lived in Finland for a longer period started their studies in Helsinki campus. Pori also had students who had lived in Finland for more than 20 years. The reason could be because the English degree programs are only taught in Helsinki campus, thus most of the International students start their studies in Helsinki. It is interesting to note that students who started their studies in Pori campus have lived in Finland for 20 years or more, and the reason could also be because they are more fluent in the Finnish language and can therefore study in Finnish.

The International students were also asked to rate their Finnish language skills. 7% of the respondents had no knowledge of Finnish at all, 36% had basic knowledge of Finnish, 14% had good knowledge of Finnish, 7% had very good knowledge of Finnish while 36% replied that they are native Finnish speakers. None of the students answered that they have excellent knowledge of Finnish. As shown in the chart below, students who started their studies in Helsinki had skills in Finnish language and only a few of them had no knowledge of Finnish at all. It is important to note that students who started their studies in Pori were native speakers of Finnish, and this could be one of the reasons that they began their studies in Pori since there are no English programs in Pori.

For the native born Finnish students, they were also asked to rate their English language skills. 19% had basic knowledge of English, 22% had good knowledge, 31% had very good knowledge, 22% had excellent knowledge and 6% replied that they are native speakers of English. None of the students replied that they had no knowledge of English at all. It is important to note that students who started their studies in Helsinki had very good and excellent knowledge of English. This can explain the reason why the Finnish students from Helsinki campus were more active in replying to the questionnaire which was in English. Students from Pieksämäki and Pori all had same level of English which was basic, good or excellent. None of them had no knowledge of English at all.

5 ANALYSES OF DATA COLLECTED

In this chapter, I will analyze the data collected using the data analysis method earlier discussed.

5.1 Internationalization at home: Students Experiences

The first research question was about how have the student's experienced internationalization at home in the campus. As earlier mentioned, internationalization at home is about giving the students the possibility to learn and experience internationalization and multiculturalism in their home campuses, by having international and intercultural aspects into their studies and curricula. This may include working with local cultural, ethic or religious groups, engaging Finnish and international students in the campus and by exploiting diversity within the classroom.

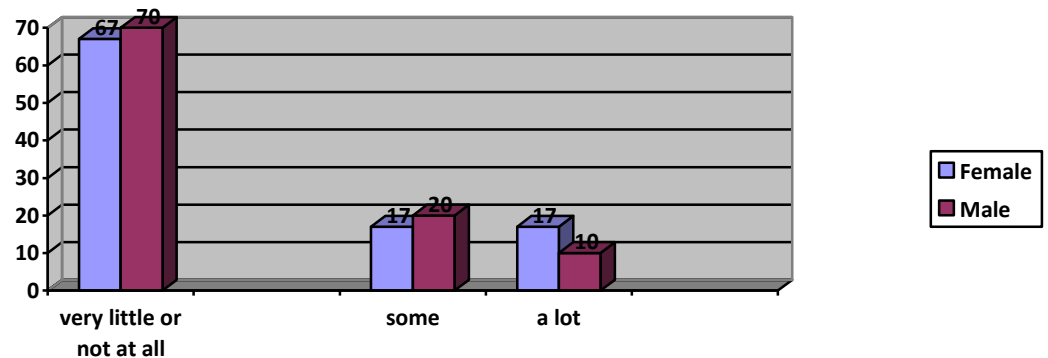
To answer to this research question, all the students were asked if they have had contacts with students from other international student's groups. The students were asked to choose from five options ranging from not had any contact to having quite a lot of contact. Total of 40 students answered this question. Students from Pieksämäki and Pori had not had any contact at all with international student's groups. This could be since in Pori and Pieksämäki, there are no English language programs, since the international student's groups are in the English language programs. A few students from Helsinki had had quite a lot of contact. In total, 36% of the students had not had any contact, 33% of students had had very little contact, 17% had had some contact, 2% had had a lot of contact and 12% had had quite a lot of contact. From this data, we can see that majority of the students had not had any contact or had very little contact with international student's groups. As mentioned earlier, internationalization at home cannot happen in the campus if there is not engagement or cooperation with international students. Students in Helsinki campus, where the international

student's groups are based, have also had very little, or not had any contact at all. This is surprising because opportunities should be made available for different student's groups to interact and cooperate in different activities, both outside and inside the classroom.

The figure below gives a comparison between the female and male students who have had contact with International student groups. It shows that 67% of the 30 female students chose the option of having very little or no contact with international students, 17% some contacts and only 17% have had a lot of contact. This compared to the male students 70% of the 30 male students chose the option having had very little or no contact, 20% have had some contact while only 10% have had a lot of contact. Of the 40 students who answered this question, there were 30 females and 10 males.

Figure 3: Contact with international student groups: female/male (%)

N(total) = 40. Scale 1= very little or not at all; 3= a lot of contact



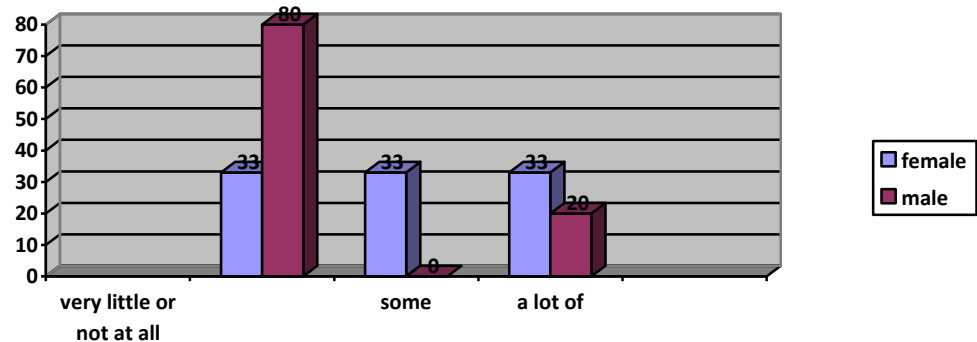
For the students who have had contacts with other international student's groups, they were asked to choose where they have had these contacts. The students had the options to choose various places like school café, student union, classes, free time and they also had the option of choosing somewhere else and they could freely write the place. 71% of the students who had had

contact said that these contacts took place in classes, 50% said the contact took place in café, 21% said the contact took place during their free time, 8% said the contact took place in the student's union. For those who said the contact took place elsewhere, they said that this contact took place during seminars and in Oske tori. Oske tori is a networking event organized by Diak where different organizations are invited to Diak and all Diak students get opportunity to network and meet representative from the invited organizations. During this event, students can ask about placement and work opportunities in these organizations. It is interesting and important to note that some students had contact with international student groups in events like Oske tori. This could indicate that having more joint events in Diak where all students in Diak can participate can be important in promoting internationalization at home in the campus. These events can also be organized jointly by Finnish and international students, and this can be included in the students learning plan and curricula.

All students were also asked if they have had contact with Finnish student's groups. Only 14 students from Helsinki campus answered this question while students from the other campuses did not answer this question at all. Out of these students, 27% had not had any contact, 27% had had very little contact, 20% some contact, 13% a lot of contact and 13% quite a lot of contact. From this we can see that not many students have had contact with the Finnish student's groups, especially in Helsinki where the Finnish and English student groups share the same campus.

Figure 4: Contact with Finnish student groups: percentage of female/male (%)

N(total) = 14. Scale 1= very little or not at all; 3= a lot of contact



As indicated in the figure above there is a difference between the female and male students who have had contact with Finnish student groups. It shows that 33% of the 9 female students chose the option of having very little or no contact with international students, 33% some contacts and 33% have had a lot of contact. This compared to the male students 80% of the 5 male students chose the option having had very little or no contact, 0% have had some contact while only 20% have had a lot of contact. Of the 14 students who answered this question, there were 9 females and 5 males. As earlier said, the Finnish students were more active in answering to the questionnaire than the international students, hence this question was only answered by a few international students.

The students were asked where these contacts have taken place and 18% of these students had had the contacts in the school café, 35% in classes, 12% in the student union, 24% in their free time, while 12% replied that they had these contacts elsewhere as indicated in the chart below. For else where they indicated that these contacts took place in social media application while others wrote that they are studying in the Finnish degree program and this is where the contact took place.

5.2 Attitudes of students towards Internationalization at home.

The second research question was to find out what kind of attitudes the students had towards internationalization at home. The students were asked in the form of statements what they felt about various aspects of internationalization at home. In total there were 15 statements, and in some statement the students had to either agree or disagree with the statements. Students were asked if it is very important to interact with students from other nationalities. 42 students replied to this question. 40% strongly agreed to this statement, while 47% agreed to the statement. 14% neither agreed or disagreed to this statement. None of the students disagreed or strongly disagreed to the statement.

As the figure below indicates, the Finnish students were over-represented in this question, of the 42 respondents, 33 were Finnish and only 9 were international students. Both the student groups either strongly agree or disagree to interaction with other nationalities, and none of the student groups disagreed or strongly disagreed. This shows that both Finnish and international students are willing to support internationalization at home.

Table 1: Comparison of Finnish and international students based on their attitudes towards interacting with students from other nationalities.

It is very important to interact with students from other nationalities...

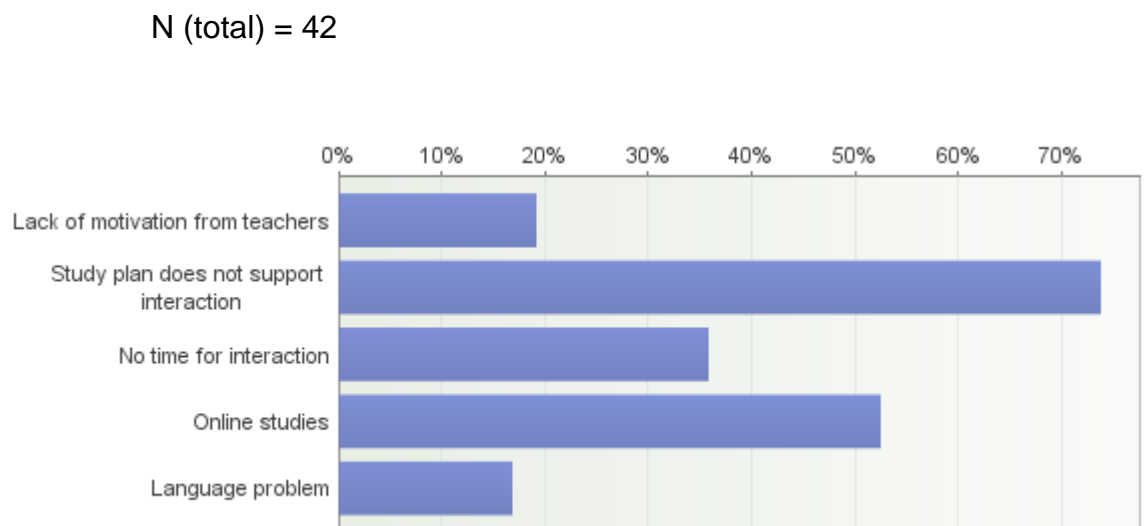
	Finnish students	International students
strongly agree	12	4
agree	15	5
agree/disagree	6	0
disagree	0	0
strongly disagree	0	0
Total	33	9

N= 42 scale 1 = strongly disagree: 5= strongly agree

Students were also asked if this interaction increases cultural awareness and 43 students also answered this question. The majority 63% strongly agreed that interacting with students from other cultures increases cultural awareness. 30% agreed while 7% neither agreed nor disagreed. None of the students disagreed to this statement.

The students were asked what obstacles hinder the interaction of different nationalities in Diak. 42 students replied to this question. The figure below shows how the students answered to this question. From the figure, the majority more than 70% feel that study plan does not support interaction. Another major reason was that online studies stand as an obstacle for students to have face to face meetings with each other and therefore it limits the amount of interactions students can have with each other.

Figure 5: Obstacles hindering interaction between nationalities (%).



Students were also asked if having joint activities like projects, seminars and classes between Finnish and English groups is important to promote interaction

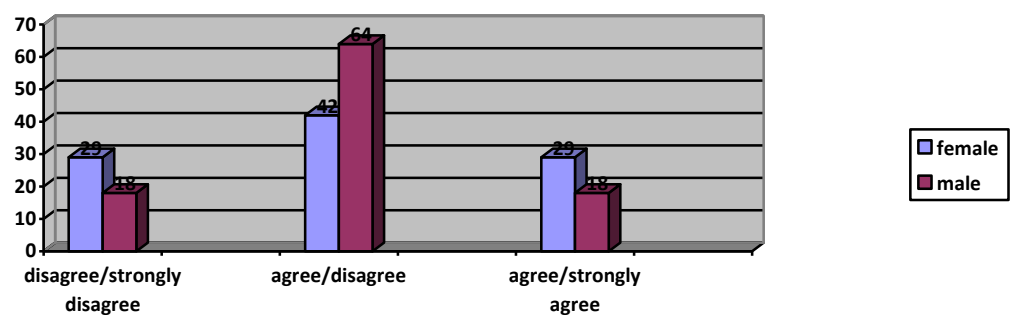
between diverse cultures in Diak. This statement was answered by 43 students and the majority 56% of the students agreed to this statement. 23% strongly agreed to this statement, while 19% neither agreed nor disagreed. 2% of the students strongly disagreed to this statement.

On Internationalization at home, they were asked if it was visible in Diak. The students were given the meaning if internationalization at home, so that they could understand this concept before answering to the question. 43 students answered this question with the majority 47% neither agreeing nor disagreeing to this statement. 28% disagreed to this statement, 21% agreed while 5% strongly agreeing to this statement.

From the figure below, we can see the varying in opinion between the male and female students. Even though the female students were overrepresented in this question, 31 female and 12 males it can be seen from the results that majority of all the students were not sure if internationalization at home is visible, hence majority replied to neither agree or disagree. One of the reasons, that is mentioned earlier could be since the students do not really understand the concept of internationalization at home.

Figure 6: Internationalization at home is visible in Diak (%) female/male

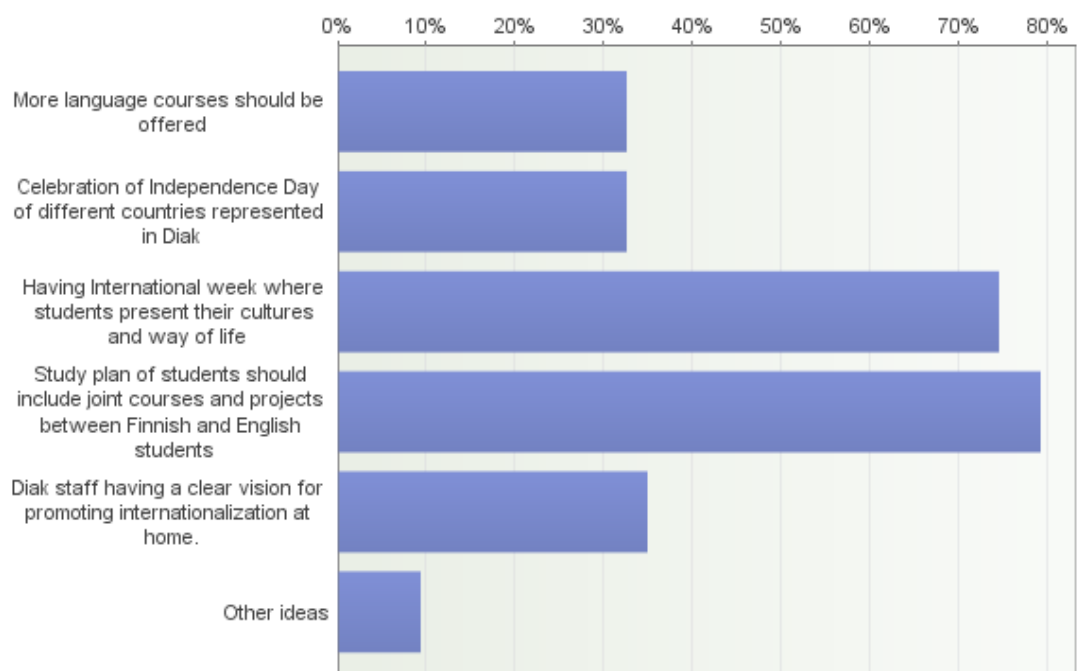
N (total)= 42. Scale 1= strongly disagree; 3= agree/strongly agree



Along this line, the students were asked if it is the responsibility of Diak staff to promote internationalization at home. 43 students answered this question with the majority 47% neither agreeing nor disagreeing to this statement. 33% agreed while 2% strongly agreed. 14% disagreed while 5% strongly disagreed. Again, they were asked if it is the responsibility of Diak students to promote internationalization at home and 43 students answered to this question with the majority 49% neither agreeing nor disagreeing to this statement. 23% agreed while 5% strongly agreed. 19% disagreed while 5% strongly disagreed.

The students were also asked to chose from given statements on what can be done to improve internationalization at home in Diak campus. They were given suggestions to choose from and they also had the opportunity to give their own ideas in open text form. From the graph below, majority of the students feel that study plans should include joint courses and projects between the Finnish and English students. Many of the students also feel that having international week where students present their cultures and way of life are good for improving internationalization at home.

Figure 7: Ways to improve internationalization at home (%) N (total) = 43



The other ideas that the students gave included the following:

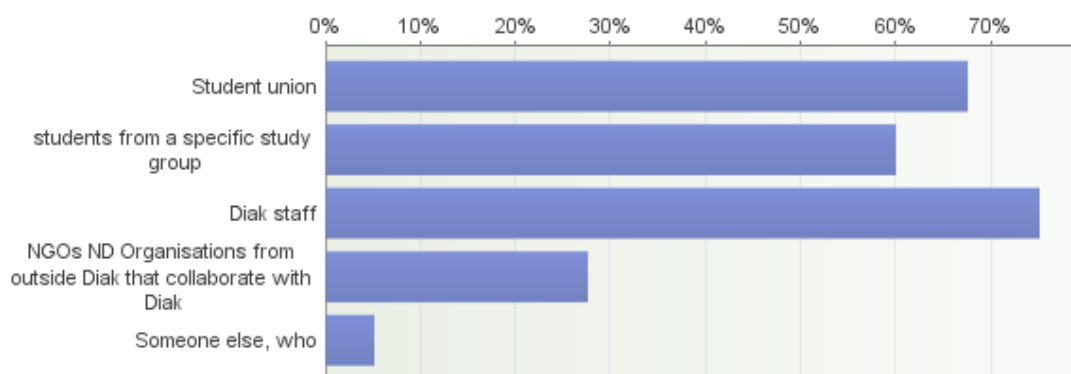
- Offering the possibility of a partnership between Diak and some organisations from the home country (female, Helsinki campus)
- International exchange (male, helsinki campus)
- Forced internationalization seems insincere, it should not be the main purpose of higher education (female, Helsinki campus.)
- connecting via being interested in similar topics. Likely also in connection to the final work opinnäyte (female, helsinki campus.)

As can be seen from the ideas above, some students felt that forced internationalization should not be the main purpose of higher education. Having this kind of opinion in the survey are also very important in giving recommendations on the findings of the survey.

The students were also asked who is responsible for organising the events from the previous statement question. As seen below, majority 29% of the students feel that student union should organise these events. 2% said someone else should organise these events. These are their suggestions:

- decides, what the study plan includes.
- mainly students but with help of student union

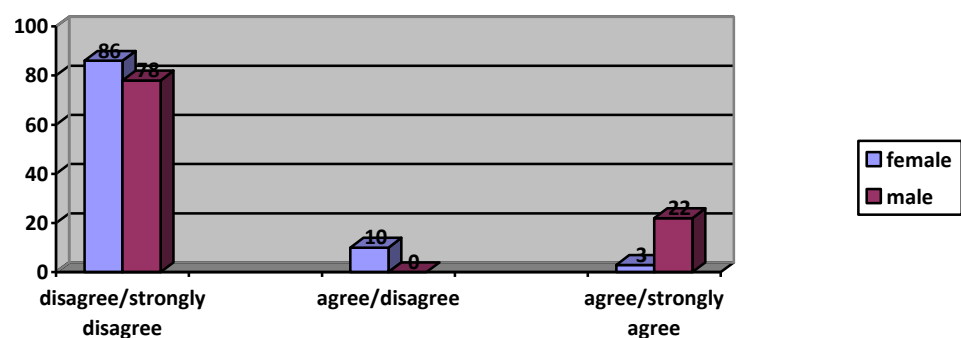
Figure 8: Responsibility of organising events (%) N=40



The students were also asked if going for an international exchange is the only way to experience diverse cultures. The majority 53% said that they disagree, 26% strongly disagreed, 14% neither agreed nor disagreed, 2% agreed while 5% strongly agreed. They were also asked if they have taken part in the international exchange program or if they were planning to take part. 43 students replied to this question. Majority of the students 65% not having taken part in international exchange, 21% had taken part. 14% had not yet taken part but were planning to. Of those who had taken part they had been to the following countries UK, Sweden, Nepal, Turkey, Germany, Gambia, Norway and India. The graph below shows that both the female and the male students feel that going for an exchange is not the only way to experience culture. In this question, once again the female students were overrepresented, since from the 43 students who answered this question, 29 were female while 14 were males. Even the females were over-represented, it can be seen from the graph that the two groups of students are having the same opinion on international exchange. Of the 29 females, 86% of them disagree or strongly disagree that going for an exchange is the only way to experience culture, and 78% of the 9 male students also disagree or strongly disagree to this.

Figure 9: Going for exchange is the only way to experience culture female/male (%)

N (total)= 38. Scale 1= strongly disagree; 3= agree/strongly agree



Finnish students were asked if they would like to have joint studies with international students. 43 students responded to this question with the majority 42% agreeing that they would like to have studies with international students. 33% strongly agreed, 21% neither agreed nor disagreed, 2% disagreed and 2% strongly disagreed. They were also asked if they were interested in taking some courses in the English degree program, 42 respondents replied to this. The majority 44% agreed, 22% strongly agreed, 27% neither agreed nor disagreed, 2% disagreed, 5% strongly disagreed.

International students were also asked if they would like to have studies with Finnish students. 23 respondents replied to this. Majority 43% agreed, 35% strongly agreed, 13% neither agreed nor disagreed, 4% disagreed and 4% strongly disagreed. Again, they were asked if they were interested to take some courses in the Finnish degree program. 21 respondents replied to this. Majority 33% strongly agreed, 19% agreed, 33% neither agreed nor disagreed, 14% disagreed and none of the students strongly disagreed.

Students were asked if they were interested in participating in bilingual teaching, where English and Finnish can be used at the same time. 43 respondents replied to this. Majority 51% agreed, 26% strongly agreed, 16% neither agreed nor disagreed, 5% disagreed and 2% strongly disagreed. The figure below compares the response of Finnish and international students. Even though most of the respondents were Finnish students, it can be clearly seen that both the Finnish and international students supported the idea of having bilingual teaching in both Finnish and English, as majority of the students either strongly agreed or agreed to having bilingual teaching.

Table 2: Finnish and International students interested in Bilingual teaching.

I am interested in taking part in Bilingual teaching.....

	Finnish students	International students
strongly agree	10	1
agree	17	5
agree/disagree	5	2
disagree	1	1
strongly disagree	1	0
Total	34	9

N =43 scale 1 = strongly disagree: 5 = strongly agree

5.3 Suggestions and ideas for Internationalization at home to happen.

The 3rd and final research question was about finding out what ideas and suggestions the students had for internationalization at home to really happen and be felt in Diak. To get the answer to this, the students were asked in the final part of the survey, to answer in a free way suggestion on how internationalisation at home can be incorporated into their studies. Only 9 students replied to this question from Helsinki campus answered to this question. A male student said that internationalization at home should be a factor to be considered during students admission. A female student said that bilingual teaching is good idea, together with joint classes, projects, events and seminars. However, not all the students were in support of internationalization as can be seen from the quotation below:

"I find this forced internationalization plain silly. Diak should not force the students or the staff into pro-international thinking just for the sake of it. It will eventually gain a status-like form diminishing the fact that not everyone is available to international experiences and at the end of the day, it is a privilege. Also we should take in account not everyone is interested in internationalization and the university should not solely create it's identity in international atmosphere but on quality education."(Female, Helsinki campus.)

A male student from Helsinki also suggested that multicultural events should be organised at the end of every semester. Another female student also suggested that courses, seminars and thesis (final works) with international and finish students in mixed groups. Finding together points of interest and investigate and develop group works together. One student also suggested that students could be given credits for freely chosen studies with other student groups.

A male student who felt that his suggestion could be irrelevant said that it is a good idea to have an international teacher so as to get an international perspective into the teaching.

"I might have a suggestion which is irrelevant with the question, but I strongly feel we need to have at least one international teacher to have international perspective and environment in the classroom otherwise it is boring to always hear how to get services from kela, what kela does and does not and how to get help from te ans stuff" (male, Helsinki campus.)

6. MAIN FINDINGS AND CONCLUSION

The total number of respondents in the survey was 44 students from Helsinki, Pori and Pieksämäki. The aim of the research was to find out how have the student's experienced internationalization at home in the campus, what are the attitudes of the students towards internationalization at home and what suggestions and ideas do the students have for internationalization at home to happen. Despite the questionnaire being in English, majority of the respondents were Finnish students from the Finnish degree programs. This shows that Finnish students do not find English language a barrier to them. Most of the respondents were also female students, but this is because there are more female than male students in the various degree programs.

6.1 Students Experience

The findings show that majority of the students had not experienced internationalization at home in Diak. This can be explained by the fact that a big percentage of Finnish and International students had not had contact with each other. 36% of Finnish students had not had any contact at all with International students. Only 2% had had a lot of contact with international students. As I mentioned at the beginning, International students coming to Finland have a lot to offer to their universities especially the cultural aspect that they bring with them. The students who had had contact with international students elsewhere also replied that these contacts took place in Oske tori and in seminars. This explains the importance of having events and seminars that are open to all students. Both Finnish and international students should also be involved in organizing these events together, and as one of the students gave in her suggestions, students can be given credits for organizing these events, and these events can also be included in the study plan of the students, either as part of placement or project work.

Also, the findings from the research shows that for the Finnish students who had had contacts with international students, only 5% said that this contact took place in the student union. Students union should take an active role in bringing together all the students of Diak, both Finnish and International students, and focus should not only be on getting tutors for exchange students, but also on the degree students who are in the campus for a longer period.

The findings also show that international students have very little contact with the Finnish students. Many international students tend to reach out to each other and keep contacts between themselves, however, they should be encouraged to mingle and interact with the Finnish students more frequently, either through joint classes, group work, seminars and even as one of the students suggested, doing thesis work and projects together. As mentioned earlier, internationalization at home is the purposeful integration of international and intercultural dimension into the formal and informal curriculum for all students within domestic learning environments. This means engaging Finnish and international students and exploiting diversity within the classroom. Through internationalization at home, students learn and experience different cultures, right in their campuses while doing their studies without the extra financial pressure and stress, of going for exchange. Students were asked in the survey if going for exchange abroad is the only way to experience different cultures, and majority of the students 53% of the students disagrees that going for exchange is the only way to experience different cultures. Also, 65% of the students had not taken part in the international exchange program. This means that majority of students may not be able to go abroad to experience and learn about other cultures. This shows the importance of taking advantage of diversity within the campus for the benefit of all students, and especially as a means to expose students to different cultures.

6.2 Attitudes of Students

Almost all the respondents answered the statement questions about their attitudes towards internationalization. 63% of the respondents strongly agreed that interacting with students from other nationalities increases cultural awareness. This shows that students are aware and informed of the importance of Finnish and international students interacting and opportunity should be made available for them for this interaction to take place. The students also gave good suggestions on how these interaction can take place, like a student suggested organizing multicultural events at the end of every semester. These events could be organized by the students themselves with encouragement and support from the teachers. According to the study, 37% of the students said that their study plans do not support interaction with other students. As I mentioned earlier, involving the students in organizing events and including them in their study plan and gaining credits from this, is an effective way to motivate them, without having to put extra pressure on them since everything will be part of their study plan.

Interestingly, only 8% of the students answered that language is an obstacle to interaction. This means that Finnish students do not see English as a barrier and international students also do not see Finnish as a barrier. This should be an encouragement to have bilingual classes where both Finnish and English can be used as the teaching language, and as the study shows, 51% of students agreed that they would like to take part in bilingual teaching. Also, 43% of International students had agreed to take part in some courses with the Finnish students. Only 4% of international students disagreed. 42% of Finnish students had agreed that they would like to take some courses with international students. Only 2% of Finnish students disagreed. This shows how willing the students are in studying together and interacting with each other.

6.3 Suggestions and Ideas from students.

The final research question was about finding out which kind of suggestion and ideas the students have concerning internationalization at home. 30% of the students were for the opinion that study plan of students should include courses and projects between Finnish and International students. 28% of the students also said that having an International week where students get the opportunity to represent their cultures and way of life is important. 12% of students felt that having more language courses and celebration of Independence Day for the different countries represented in Diak should be encouraged. Some students felt that Diak staff should have a clear vision for promoting internationalization at home. A student also suggested that this factor should be considered during student admission. This could be done through admitting students from different nationalities to the same class and courses. Students also felt that having multicultural events at the end of every semester is an effective way to promote Internationalization at home, while some students also agreed to the idea of having bilingual teaching using both Finnish and English during some courses.

However, not all students supported the idea of Internationalization at home in the campus. Some felt that the focus should be on quality of education instead of forced Internationalization. The students said that not everyone is interested in Internationalization and thus students and staff should not be forced to it.

6.4 Diaconal perspective

In a multicultural society, the love of God can be practiced in very different and effective way. It is the main objective of Christianity to love one another as Christ loved us, and as a new commandment that Christ gave to his disciples. Christianity is also about opening closed doors and inclusion of the whole community.

The result of this research shows how this can be achieved especially in Diak university which states that its values are Christian love for others, social justice, open interaction and high quality and productive work (Diak university of applied sciences). For Diak to put these values into practice, it needs to create a study system and environment where interaction can be practiced easily. Also having students who are culturally and religiously competent is one of the best way to achieving high quality education.

6.5 Limitations of the study

As earlier mentioned, only the 2nd and 3rd year social services students took part in the research and only 44 of them responded to the survey. However, Diak has 3000 students and so the opinions and suggestions gathered from the research are limited and do not represent all the students of Diak. Another limitation is that only students from Helsinki, Pori and Pieksämäki replied, leaving out the opinions of the students from other Diak campuses.

As mentioned previously, some of the reasons for the limited number of respondents could be that the questionnaire was entirely in English, and that the students may not fully understand the meaning of internationalization at home, and for this reason, they were not willing to respond, or opted not to answer some questions.

Despite these limitations, this being the first survey conducted in Diak on internationalization at home, the data collected has given a preview on the topic of internationalization at home and opinions and suggestions of the students who answered can be used as a foundation to do a further research on the topic.

6.6 Professional Development

I have learnt a lot during this thesis writing process and during my entire studies in Diak. During spring of last year, I was fortunate enough to work with a Finnish student to plan and implement a Finnish language support for 1st year Dss students. Working in that project taught me a lot on working with different cultures, planning, and implementing of a project and working independently and in a team with my Finnish project partner. Working in that project gave me the idea for this thesis.

As a Diaconia student, I have also been fortunate to do my placement in a Finnish Lutheran church, which taught me a lot of things on the roles of a Diaconia worker. Studying in a multicultural class, I have learnt the importance of a Diaconia working across cultural, religious boundaries. During my church placement I also learnt the importance of respecting other religions while working in the church. Writing this thesis has also helped me to understand and fully appreciate religious and cultural needs of others. The fact that I am a Christian and a Diaconia student should not be a hindrance to me working with and helping clients from other religions. I also had the privilege of doing one of my placements with asylum seekers, which also taught me a lot about cultural competence and respect for other religions.

During the process of doing this research, I learnt a lot about quantitative research, and especially a lot about writing questionnaires. I learnt how important it is for good written communication especially since the questionnaire which was written in English was also meant for the Finnish students, and this is very important when communicating with clients. The process of collecting and analysing the data was also a big learning experience for me. I have never done any research in my life before and therefore every stage of this research was useful and helped to develop my skills in doing research work.

Throughout my studies in Diak, I have been exposed and taught the different areas of social work for example working with the youth, the elderly, the disa-

bled, multicultural work and working with children. Through these studies, I have been able to identify my area of interest and where my personality would be useful for me in my profession. I have developed interest in working with disabled people, and even during my church placement, I was able to work with the Diaconia worker in charge of disabled clients, and I learnt a lot from her.

Lastly, studying in Diak has helped me a lot in finding a career and finding my identity, and especially being in a multicultural class helped me to develop and practice useful multicultural skills.

6.7 Recommendations and Conclusion

I will give a few recommendations based on the opinions and suggestions of the students for internationalization at home to happen in Diak.

The first recommendation would be for Diak to take measures that will integrate Finnish and International students and encouraging contact between these students. These could include having bilingual classes where Finnish and English are used as the language of instruction. Also, like one of the students suggested, encouraging Finnish and international students who have similar topic interests to do thesis and projects together. All these should be in the study plan of the students, to make the process flow easily. International and Finnish students should be encouraged to engage even outside the classroom and campus, especially in their free time because internationalization at home is not only limited to the classroom or campus.

Another recommendation would be to encourage and support students to do their placements in multicultural organizations. Placements should not only be limited to Finnish organizations but also in multicultural and religious organizations. These organizations should have cultures and religions that are different to the student's own familiar culture and religion, thus exposing the student to a whole new experience.

The third recommendation is also from one of the students who suggested having multicultural celebrations at the end of every semester. These celebrations can be organized every semester or during international week. Both Finnish and international students should be involved in the organization of these events, and it can be done in the form of a project, where credits are rewarded and included in the study plan of the students.

The final recommendation is having international lecturers into the teaching staff, either as visiting lecturers or permanently. These lecturers should be assigned to both Finnish and International classes. Having international lecturers is important because they also bring an international perspective to their teaching method and to the teaching staff.

I would like to conclude by saying that as the world changes, being competent culturally and internationally is an essential requirement for many graduates. The presence of international students in the campus exposes students to diverse cultures since they bring an international and intercultural perspective to the campus and especially to discussions in the classroom. Although the students and teachers can read books on culture and cultural differences, it is a different thing to have a personal experience within the classroom and within the campus.

Domestic students also bring a lot of benefits to the institution and to the international students on campus. The international students learn a lot about Finnish culture and way of life by studying and interacting with the Finnish students in the classroom and in the campus. They are one of the gateways for the international students to learn about the culture of their host country.

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APPENDIX 1: QUESTIONNAIRE QUESTIONS

QUESTIONNAIRE ON INTERNATIONALISATION IN DIAK

1. Background Information:

Age:

Nationality:

Degree Program:

Campus location:

2. For those not born in Finland, how long have you lived in Finland?
3. For those with Non-Finnish nationality, how do you estimate your Finnish language?
4. For those whose nationality is Finnish, how do you estimate your English language?
5. Have you had contacts with other international student groups in Diak?
6. If you have had contact, where?
7. Have you had contacts with Finnish student groups?
8. If you have had contact with other Finnish students, where?

Statement questions:

According to my opinion...(1 = I strongly disagree. 5 = I strongly agree.)

1. It is very important to interact with students from other nationalities
2. Interacting with students from other nationalities increases cultural awareness

3. What are the obstacles that are hindering interaction between different nationalities in diak?
4. Having joint projects, seminars and classes between Finnish and English student groups is important to promote interaction between different nationalities and cultures. (1 = I strongly disagree. 5 = I strongly agree.)

Internationalization at home is the purposeful integration of international and intercultural dimension into the formal and informal curriculum for all students within domestic learning environments.

(1 = I strongly disagree. 5 = I strongly agree.)

5. Internationalization at home is visible in Diak campus
6. It is the main responsibility of diak students to promote internationalization at home.
7. It is the main responsibility of diak staff to promote internationalization at home.
8. The following can be improved the promote internationalization at home in Diak. Rank the following in order of significance. 1= least significant. 5= Most significant: more language courses should be offered, celebrating of Independence Day of countries represented in Diak, having international week where students present their cultures and way of life, study plan of students should include joint courses and projects between Finnish and International students, Diak staff having a clear vision for promoting internationalization at home, Other ideas.
9. Going for an international exchange is the only way to learn and experience diverse cultures.
10. I would like to have studies with International students.
11. I am interested to take some courses in English.
12. I would like to take some studies with International students.
13. I would like to have studies with Finnish students

14. I am interested to take some courses in Finnish.

15. I am interested in taking part in bilingual courses where language of instruction is either Finnish or English.

16. Have you taken part in the International exchange program?

Yes, where No Not yet but planning to

17. Any suggestions on how internationalisation at home can be incorporated into the student's studies?