Ethics and Responsibility in Higher Education within a Multicultural Environment

Case: JAMK University of Applied Sciences

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Abstract

This research explores how three stakeholders, the institution, its teachers, and students, at JAMK University of Applied Sciences in Jyväskylä, Finland understand and respond to each other's expectations pertaining to ethics and responsibility in what has become in recent years an increasingly multicultural higher education environment.

A case study approach formed the research strategy, and data was collected using a mixed-methods approach. The Survey on Culturally Based Learning Preferences created by Parrish and Linder-VanBerschot was implemented to measure similarities and differences regarding teaching and learning preferences in a sample of teachers and students. Focus group discussions deepened an understanding of teacher and student perspectives. Finally, the physical and online environment was canvassed to determine how the ethical guidelines are being communicated, and this included communicating with the personnel who provided the information. In this thesis I refer to this canvassing process as "implementation inquiry."

The results indicate that JAMK University of Applied Sciences faces challenges where the influence of students' native culture, and that of the teachers and administrators, affects the environment in places where their culturally based expectations and behaviours intersect. Because the findings from the present study indicate that there is a strong need for clarity and support amongst teachers and students, particularly regarding the institution's values and expectations, recommendations are provided in order to enhance the current low level of awareness and understanding of JAMK's ethical principles guidelines.

Keywords/tags (subjects)
Internationalization at Home, Intercultural Communication, Higher Education, Ethics & Responsibility, Multicultural Education

Miscellaneous
Appendices attached (29 pages)

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1 INTRODUCTION

Understanding is essential in a multicultural classroom: Higher education environments are becoming more and more international in the composition of both educators and students (Nieto, & Zoller Booth 2010, 406). Therefore it is important for higher education institutions (HEIs) to support the development of cultural competences as regards teaching and learning practices. This international perspective and the fact that more than four million students every year enter HEIs from somewhere other than their home (Teekens 2013) indicate that students studying in their home country are nowadays surrounded by an increasingly multicultural environment. Exposure to this growing multiculturalism results not only in positive outcomes such as enabling the sharing of knowledge and experiences, but also challenges. A major challenge and therefore the main focus of this research are the different perceptions of ethics and responsibility in the research case JAMK University of Applied Sciences Jyväskylä (JAMK), taking into account that different perceptions produce a potential for misunderstandings to occur (Bennett 1998, 11).

JAMK is one of the 24 Universities of Applied Sciences in Finland (Ministry of Education and Culture n.d.a). JAMK, established in 1992 (JAMK 2014b, 7), currently attracts over 9000 students from over 70 countries and offers eight different study fields, emphasizing in its mission statement having a "*solid evidence of the quality of education, internationalisation and the promotion of entrepreneurship*". (JAMK n.d.h.) A more detailed description regarding JAMK will be available within the theoretical framework under "Perspectives of the host institution: JAMK".

Considering the increasing international student and educator body within HEIs and the various amounts of cultures co-existing within the classroom, it is necessary to highlight the importance of understanding and factoring in cultural aspects in order to achieve optimal surroundings for teaching and learning. Foreign and local students and especially foreign and local lecturers

need to be aware of the possibility of different perceptions and expectations regarding teaching and learning traditions and practices. Chapman and Lupton emphasize (2004, 434) that the problematic of dishonest academic behaviour "violates the foundations of the pedagogical process by undermining educators' attempts to motivate students to be lifelong learners" and furthermore it is "a violation of trust, which is necessary to cultivate an active intellectual learning environment". The responsibility though does not only lie in the hands of the students, but also in the hands of the educators. Wyburn (2009, 41) underline that also among educators the practice of using other academics' teaching material without referencing commonly exists. There is also much concern with the impact of dishonest activities extending into the future working life (Lin, & Wen, 2007, 86; Nonis, & Swift 2001, 69-78) and where Sims' (1993, 207-211) points out, "the relationship between academic dishonesty and unethical business practices" conforms with the results showing that academic dishonesty in college tends to lead to the engagement in unethical behaviour in the business environment.

Research problem and objectives: As JAMK is embracing internationalization (Halttunen n.d.), there is a clear need to develop solutions that factor cultural aspects in order to improve the teaching and learning environment within the school. The importance of understanding various traditions of teaching and learning is profitable for, on the one hand, the Finnish and foreign students, but also for their Finnish and foreign educators. Interest in the research was raised as it became clear that the increasing number of foreign degree and foreign exchange students occasionally produced misunderstandings and conflicts when culturally-based traditions and expectations regarding teaching and learning intersect. HEIs, such as JAMK, therefore face more of, for example, problematic issues related to authorship, attribution and plagiarism by students and academics (Owens, & White 2013, 14). The intensive [1] establishment of the theoretical framework led to the [2] elaboration of the research content and the development of the following research questions:

1. Are there differences and similarities among and within the student and the faculty body regarding teaching and learning preferences at JAMK University of Applied Sciences (JAMK)?

2. What is the level of awareness and understanding of the ethical principles guidelines of JAMK?

3. What are the current knowledge distributing tools regarding and the processes of sharing the ethical principles guidelines within JAMK?

The next step included [3] exploration of potential research methods considering research design, overall strategy and methods of data collection and data analysis leading to the actual [4] data collection and its analysis, which are reduced in this report to six nationalities (China, Finland, France, The Netherlands, Russia and Vietnam) within the student body as well as the educators. [5] Discussion and conclusions comprise the last parts of the thesis and intend to inform about critical factors explored during the implemented research. The research ultimately aims to develop action recommendations for JAMK on how to improve the overall communication process of its ethical guidelines in order to both account for multicultural aspects and to avoid the issue of academic dishonest activities in its multicultural composition of educators and students. Figure 1 describes the research process and the structural development of the thesis. The present thesis was organized the following way:

[1] establishment of the theoretical framework

key words: education, higher education (HE), mobility & internationalization in HE, culture, intercultural communication, ethical reasoning in HE, perspectives of the host culture

[2] elaboration of the research content

development of the research objectives and questions

[3] development of the research methods

outline of the research: philosophy = pragmatism; purpose = exploratory, descriptive; approach = mixed-methods; strategy = case study; data collection = primary and secondary data

[4] data collection and its analysis

outline of the data collection: 1. Survey on Culturally Based Learning Preferences; 2. Focus group discussions; 3. Implementation inquiry

[5] discussion and conclusion of the researched content

summary of the findings

Figure 1. Overview of the thesis process

2 THEORETICAL FRAMEWORK

The main topics are concerned with higher education, while focusing on mobility, internationalization, interculturalism, ethical principles and responsibility. Furthermore, the host country Finland and its culture and values as well as its educational system will be described. Throughout the thesis the

term JAMK will refer to the University of Applied Sciences in Jyväskylä, Finland; HE will refer to higher education, and HEI to higher education institution.

2.1 Education and higher education

The term "education" is defined by the English Oxford Dictionary (Oxford University Press n.d.a) as "the process of receiving or giving systematic instruction, especially at a school or university". Considering that this research is representing the *present* development of education, the usual scope of education includes preschool, primary school, secondary school and higher education institutions such as colleges, applied science universities, and traditional theoretical universities. The Right to Education Project (2013) states that "Education is not a privilege. It is a human right", which emphasizes the importance of education worldwide and the fact that both individuals and society benefit from a right to education as it is fundamental for human, social and economic development (ibid. 2013). The United Nations (1999, 2) describes the aims of education, either public or private, and formal or non-formal, as:

> *… education shall be directed to the human personality's 'sense of dignity', it shall 'enable all persons to participate effectively in a free society', and it shall promote understanding among all 'ethnic' groups, as well as nations and racial and religious groups.*

The United Nations Educational, Scientific and Cultural Organization (2006, 24) states that basic education comprises the foundations and preparations necessary for attending vocational and/or higher education. Higher education represents the "… response to the needs of students in different social and cultural settings, it must have flexible curricula and varied delivery systems, such as distance learning; …" (United Nations. 1999, 5). According to Philip G. Altbach (2002, xi) higher education is "a key to the social mobility and progress of large numbers of people".

2.2 Mobility and internationalization in HEIs

Two main definitions are given by the English Oxford Dictionary (Oxford University Press n.d.c) describing the term *mobility* as (1) "the ability to move or be moved freely and easily" and (2) "the ability to move between different levels in society or employment". Both definitions describe the opportunities that today's students can go on exchange or even study for a degree program abroad, a process that has been highly impacted by technical advancements such as transportation and communication leading to a 'consumer desire and subjective awareness of global opportunities' (Rizvi 2009, 269). The process of making something *more international* is termed as *internationalization* (Oxford University Press n.d.b), which Qiang (2003, 249) brings into the context of higher education as a rich and complex concept "seen as one of the ways a country responds to the impact of globalization, yet the same time respects the individuality of the nation". Also, Cantwell and Maldonado-Maldonado (2009, 289) argue that

> *globalization is understood as an inevitable, downward pressing social, economic and political force and internationalization is the process of institutions responding to globalization.*

With increased internationalization among HEIs, operational processes are developing from cooperation-based to competitive-driven (van der Wende 2007, 278) as institutional diversity grows.

Historically, the internationalization of HE has always been present and it is important to understand that the current development of internationalization is based on the past and has been shifting through time. From the 12th century, when there were only a few universities and leaving home was necessary in order to acquire education in favour of finding "learning, friends, and leisure" (de Ridder-Symoens according to de Wit 2002, 5), to the establishment of more and more higher education institutions in the 15th century, and according to de Wit (2002, 5) short-term studies abroad and migration for complete studies were still important, but were characterized by a more common approach to recruit students regionally and an almost stagnation in migration.

Nowadays, in the 21st century, internationalization has almost reached maturity (de Wit 2011, 6-7), and

> *is not merely an aim itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment* (Qiang 2003, 248).

Furthermore, he identifies four different approaches in order to describe the internationalization concept (ibid., 250):

- *activity approach:* promotes activities including curriculum, student/ faculty exchange, technical assistance, and international students,

- *competency approach:* emphasizes the development of skills, knowledge, attitudes and values in students, faculty and stuff,

- *ethos approach:* emphasizes creating a culture or climate that values and supports international/ intercultural perspectives and initiatives, and

- *process approach:* stresses integration or infusion of an international/ intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

Many other definitions for internationalization have been published since the early 1990s (e.g. see Arum, and Van de Water 1992; Knight 1994). Ellingboe (1998, 199) emphasizes the integration aspect of internationalization as "the process of integrating an international perspective into a college or university system".

This international perspective and the fact that more than four million mobile students every year enter HEIs (Teekens 2013, 1) indicates that students studying in their home country are as well surrounded by an increasingly multicultural environment. This phenomenon is described as **internationalization at home**, which is about "inclusion, diversity and reciprocity in international education, crossing boarders by reaching out to 'otherness'" (ibid., 1). Szulkin and Celander (2010, 7) provide a summary on what internationalization at home is, and what it comprises:

> *Internationalization at home is a strategy implemented to reach all students and employees working at the university. The goal is to give an international perspective regarding knowledge, skills and ways to relate to professional issues. Internationalization at home is striving to give the students a start in their professional life with the competence in an international and ever changing environment. The students are encouraged to evolve their intercultural competence to be ready for the multicultural society. The term itself is incorporating the essence of the strive to gain the international competence in the home country, without ever leaving their own campus. Within the Internationalization at Home programme you can benefit from the experiences of foreign citizens or people that resided in other countries.*

Internationalization and internationalization at home are highly connected to each other: a highly diverse international student and faculty population within HE provides

> *opportunities for home students to improve their international awareness, increase their interest in studying abroad, and gain international experience and knowledge without going abroad* (De Haan 2014, 248).

With a growing ***multiculturalism*** among HEIs there are positive developments, but also challenges arise due to the various cultures co-existing within HE environments. Considering the broad topic of ***culture***, the next subchapter will explore the term "culture" in a more detailed manner.

2.3 Culture

Shaules' (2007, 24) describes in his publication "Deep culture: The hidden challenges of global living" the difficulties in defining culture and the unresolved debate of its definition considering its complexity and richness as a social construct. Within the theoretical framework I will refer to three definitions, which have been published in the late 1980s and early 1990s, still emphasizing the essential key ideas behind the term 'culture'. Geert Hofstede, a Dutch social psychologist and pioneer in the cross-cultural research field; Louise Damen, author of the book "Culture learning: The fifth dimension of the language classroom"; and John Paul Lederach, author of various publications regarding peacebuilding and conflict resolution.

Culture is the collective programming of the mind which distinguishes one group or category of people from another [...] it is not directly accessible to observation but inferable from verbal statements and other behaviors and useful in predicting still other observable and measurable verbal and nonverbal behavior (Hofstede 1993, 89).

Culture: learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism. (Damen 1987, 367)

Culture is rooted in the shared knowledge and schemes created and used by a set of people for perceiving, interpreting, expressing, and responding to social realities around them (Lederach 1995, 9).

These definitions emphasize that *culture* is not always visible, but it can be detected through unconscious patterns and behaviours. In the following section three theories will be described that will serve to provide a foundation for culture in this research context: the Cultural Onion by Fons Trompenaars and Charles Hampden-Turner, the Cultural Dimension Theory by Geert Hofstede, and the Lewis Model by Richard D. Lewis.

Cultural Onion: Trompenaars and Hampden-Turner developed a model where culture is perceived as an onion consisting of layers and in order to understand it, you have to unpeel it layer by layer (Trompenaars & Hampden-Turner 1997, 6). Figure 2 visualizes the layers of the cultural onion model. The outer layer illustrates the immediate associations with a culture. According to Shaules (2007, 57) Trompenaars and Hampden-Turner define it as "the observable reality of the language, food, buildings, houses, monuments, agriculture, shrines, markets, fashions and art". The middle layer refers to norms and values. Trompenaars and Wooliams (2003, 25) state that norms are characterized by what is right and wrong ("shared orientations of what people believe should be done") and values are characterized by what is good and bad ("shared orientations of a group of what people define as the things they like and desire"). Values can transform into norms though in the moment they transform into a routine (ibid., 26). The core of the "onion" represents what is taken for granted embodying an unquestioned reality (Trompenaars &

Hampden-Turner 1997, 7). As a framework the onion model aids in understanding cultural differences. Shaules (2007, 59) argues though that

> *it is difficult, however, to describe cultural difference in a way that both recognizes the diversity and dynamism of particular behaviours, and the deep patterns of similarity that unify people in cultural communities at differing levels of abstraction. […] it is a tool which can be used to examine [unknown (cultural) situations].*

basic
assumptions
about existence
(implicit)

norms and values

explicit layer of
culture
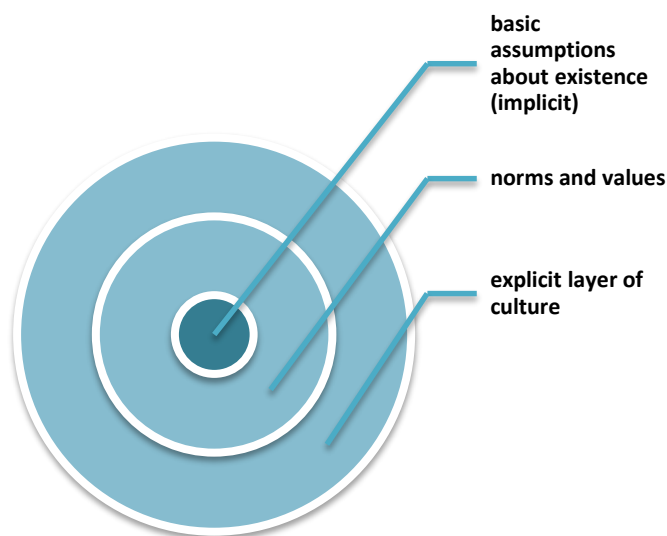
Figure 2. Cultural onion model by Trompenaars and Hampden-Turner (adapted from Shaules 2007, 57)

Geert Hofstede isolated his original four dimensions, power distance, individualism, masculinity, and uncertainty avoidance, from research he implemented about the values of similarly positioned people among employees and managers of 64 subsidiaries of the IBM Corporation (Hofstede 1993, 89). According to Hofstede (1993) those dimensions should be seen as tools for analysing processes which can or cannot help to clarify a situation.

Hofstede's now existing *6-D Model* adds the dimensions of pragmatism and indulgence. The pragmatism dimension, also called long-term versus short-term normative orientation, is based on a study Michael Harris Bond carried out among students in 23 countries. The research was designed by Bond's Chinese colleagues in order to avoid a Western bias, and to deliberately add an Eastern bias (ibid., 90). As a result, Bond, in cooperation with Hofstede, developed a fifth dimension that is rooted in the teachings of Confucius. The indulgence dimension is based on the so-called World Values Survey by Minkov (Hofstede, & Hofstede n.d.). In collaboration with Hofstede, analyses showed that "indulgence vs. restraint" was uncorrelated to the previous mentioned dimensions. According to Hofstede and Minkov (2013, 12) it added new insights into cultural differences using the nation as the unit of analysis.

The characteristics of each independent dimension are explained in Table 1. Around 100 countries are nowadays described using these six dimensions. It is important to mention that these dimensions are relative, but stable (Hofstede, & Hofstede n.d.), and the Hofstede Centre (2014, 4) emphasizes that individuals might score differently due to the fact that culture does not exist on an individual level.

Table 1. Cultural Dimensions by Geert Hofstede (Hofstede 1993, Hofstede Centre 2014)

Dimension	Description
PDI - Power distance (high vs. low)	extent to which less powerful members of a society accept that power is distributed unequally
DV - Individualism (individualist vs. collectivist)	*collectivism:* people belong to in-groups who look after them in exchange for loyalty; *individualism:* people only look after themselves and their immediate family
MAS - Masculinity (high vs. low)	*masculinity:* dominant values in society are achievement and success; *femininity:* dominant values in society are caring for others and quality of life
UAI - Uncertainty avoidance (high vs. low)	extent to which people feel threatened by uncertainty and ambiguity and try to avoid such situations
LTO - Pragmatism (pragmatic vs. normative)	extent to which people show a pragmatic or future-oriented perspective rather than a normative or short-term point of view
IND - Indulgence (indulgence vs. restraint)	extent to which people try to control their desires and impulses; *indulgence:* relatively weak control; *restraint:* relatively strong control

The Lewis Model was developed by Richard D. Lewis, a British cross-cultural theorist, as a practical framework to "understand the causes and consequences of different cultural dynamics across the world and how these impact on business efficiency and profitability" and it is "geared towards helping to equip with cultural competence to deal with different nationalities and ethnic groups and maintain open and mutually beneficial communication" (Richard Lewis Communications n.d.b). Based on the Lewis Model cultures are categorized into three groups: linear-active, multi-active, and reactive.

Table 2 and 3 give an overview about each category's core values and beliefs and its social and business behaviour characteristics.

Table 2. The Lewis Model – core values and beliefs characteristics (CultureActive n.d.)

linear-active	multi-active	reactive
facts	family	intuition
planning	hierarchy	courtesy
products	relationships	network
time-lines	emotion	common obligations
word-deed correlation	eloquence	collective harmony
institutions	persuasion	face
law	loyalty	

Table 3. The Lewis Model – social and business behaviour characteristics (CultureActive n.d.)

linear-active	multi-active	reactive
talks half the time	talks most of the time	listens most of the time
does one thing at a time	does several things at once	reacts to partner's action
plans ahead step by step	plans grand outline only	looks at general principles
polite but direct	Emotional	polite and indirect
conceals feelings partly	displays feelings	conceals feelings
confronts with logic	confronts emotionally	confronts never
dislikes losing face	has good excuses	must not lose face
interrupts rarely	interrupts often	does not interrupt
job-orientated	people-orientated	very people-orientated
sticks to facts	feelings before facts	statements are promises
truth before diplomacy	flexible truth	diplomacy before truth

As shown in Figure 3 the Lewis Model is visualized as a triangle. As a general summary we can see that related Northern Europe and Northern American

countries are linear-active, being characterized as factual, decisive and planners; related Southern European, Southern American, African and Middle Eastern countries are multi-active, and characterized as warm, emotional and impulsive; related East-Asian countries are reactive, being characterized as courteous, accommodating and compromisers. The possibility of hybrid types is also taken into consideration: those between multi-active and linear-active are considered as "broad-minded cosmopolitan types"; those between linear-active and reactive are described as "strong silent types"; and those between reactive and multi-active are perceived as "people-orientated relationship seeking types". (CultureActive n.d.)
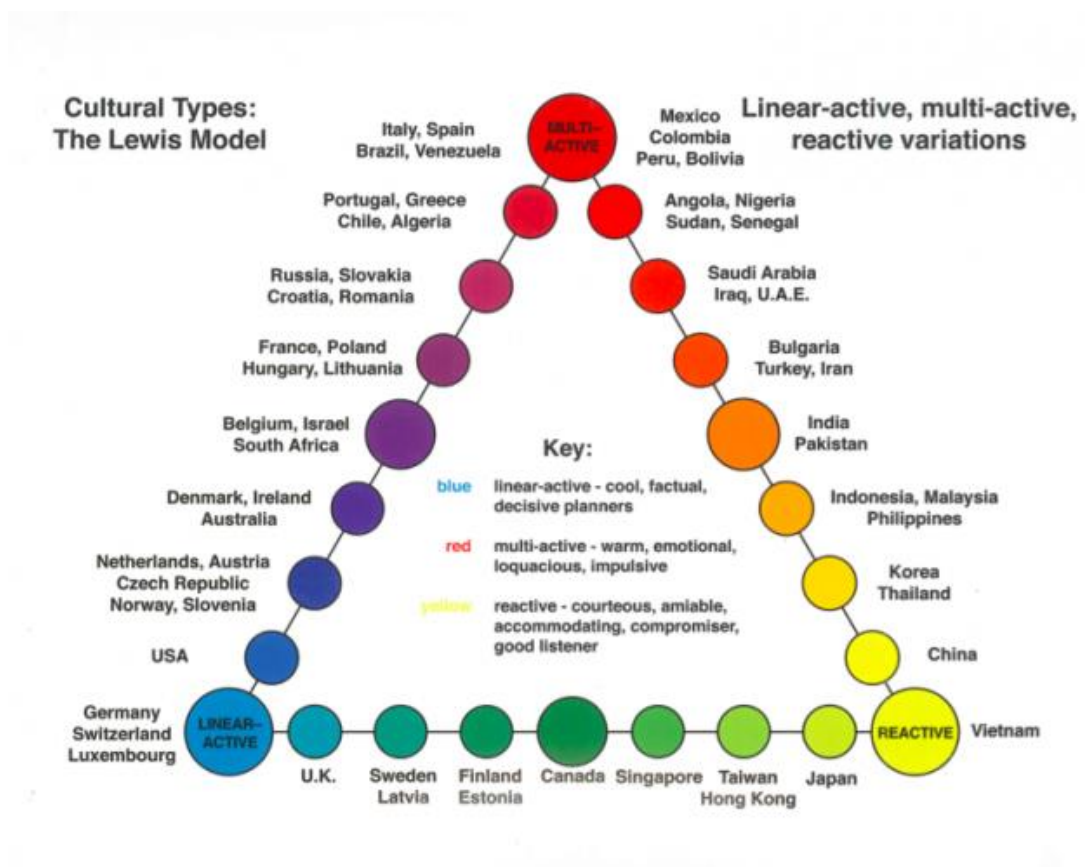
Figure 3. The Lewis Model – national culture profiles (Richard Lewis Communications n.d.b)

The knowledge someone can gain about his or her own personal cultural profile can potentially help to work more effectively in e.g. team work by being able to predict or even compare reactions within communicational activities across cultural boundaries, to select people for the right roles in order to add aspects related to a cultural dimension, to increase cultural diversity or even to gain a competitive advantage within international business due to insights about the key markets. (Richard Lewis Communications n.d.a)

These three frameworks serve as "forest level" guides, helping one to understand different cultural aspects that might appear in their interactions with others. But there have been a lot of discussions about the validity of such kinds of models. For example, Hofstede's first four cultural dimensions were criticized because his data were collected among IBM employees with only a few women and fewer social minorities present. Criticisms also suggest that "neither societies nor economies can be satisfactorily portrayed as 'national'". The target group of a research is in most cases limited and such factors as e.g. generational and gender patterns and the individual itself have a high impact on the results eventuating in generalization or stereotyping showing that "the motivations to preserve a national framework for understanding culture are undoubtedly complex". (Moussetes 2007, 443-455.) Witte (2011) summarizes:

> *Culture is a fugitive concept, contingent and esoteric, hybrid, and partly invisible variables. It is more prism than lens, more mutt than pedigree, and more organic than structural. It is bottom-up and top-down, historical and contemporary, and mechanical and idiosyncratic.* (149.)

2.4 Intercultural communication and intercultural communication in HE

When cultures meet, they interact on various ways – intercultural communication, as defined by Allwood (1985, 3) is "the sharing of information on different levels of awareness and control between people with different cultural backgrounds …". This implies that intercultural activities, such as verbal and non-verbal communication, have different origins and outcomes in

how they can begin, develop and end. Bennett (1998) states that due to differences among cultures, understanding, appreciation and respect is a mutual goal to all practical treatments regarding intercultural communication. A prediction of how others will react and respond and the implicitness of shared assumptions are common among monocultures due to the given similarity. Intercultural environments are characterized by difference though, where an assumption of similarity is rather low. (1.)

As described by Bennett (ibid., 2), a key to successful intercultural activities that aim to the development of intercultural competence is understanding the culture of one's own and that of others'. Many variables play an important role in how information is perceived, interpreted and evaluated; Adler (2008, 70) describes this as a process of encoding and decoding: preferences pertaining communicational interactions *(here described as communication style)*; use of language, impact on the usage of a foreign language *(here described as linguistic communication)*; and the circumstances of the conversation *(here described as communication environment)*. Furthermore one's own identity or perception of his/her identity has to be kept in mind considering that certain behaviour and values derive from a cultural perspective, and also from uniquely personal perspectives (Bennett 1998, 7). Two viewpoints are going to be observed next: first the influencing factor and then its consequences during interaction.

Edward T. Hall categorized cultures into low-context and high-context communication cultures (1989, 91), where in high-context cultures "most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted part of the message" and in low-context cultures "the mass of the information is vested in the explicit code". This theory emphasizes that encoding and decoding is not experienced the same way. Influential factors regarding **communication style** are described in more detail by Allwood (1985) in his work about intercultural communication, in which he summarizes the various preferences based on: (1) interaction sequences, i.e. on how to start and end a conversation including such approaches as greetings, introductions and routines; (2) turn-

taking, i.e. the distribution of the right to speak including the tolerance for interruptions, speaking simultaneously and silence, the speed of talking, and the rights and obligations in different situations; (3) feedback receiving and giving; (4) spatial configurations, i.e. the physical space; and (5) body movements between persons in a conversation. Overarching influential factors are related to traditions and customs among cultures, and also personal traits. (9-13.)

According to Bennett (1998, 8) language is not only a "tool for communication, but in addition it is a 'system of representations' for perception and thinking" emphasizing the impact *linguistic communication* has on intercultural communication. Based on Allwood (1985, 4-7) it includes (1) sound and writing, i.e. the prosody, intonation, and melody of a language indicating biological, social and regional identity, rhythm and tone, units belonging together, and feelings and attitudes; (2) vocabulary and phraseology, i.e. standardized phrases and metaphors mirroring needs, values and attitudes within the same language group; and (3) grammar or as referred to Bennett (1998, 8) 'grammatical representation' of e.g. objects and space.

Allwood (1985) states that the *communication environment* includes not only the (1) physically existing circumstances, i.e. noise level, light level, space, temperature, furniture, amount of participants etc., but also other activity-based factors such as (2) purpose, i.e. the goal the activity is meant to achieve (negotiation, meeting, lecture, interview, e.tc.); (3) roles, i.e. the biological status (gender, age, possible disabilities) and someone's own focus of identity. Therefore each role is beforehand already connected with the above mentioned rights and obligations varying from situation to situation because it will "determine to a great extent their attitudes, norms and values and will thus also color their behavior in different activities"; and (4) artefacts, i.e. in what way communication aids and media are used in context. (13-14.)

All of the above described influential factors, including verbal and non-verbal expressions, can have an effect on how communication, but especially intercultural communication, can start and develop. According to Bennett

(1998, 11) the "formulation of linguistic and cultural relativity is central to intercultural communication" and the "potential for misunderstandings begins with perception".

Having cultural competences, such as understanding one's own and others' values and attitudes can make encounters of any kind easier, but therefore they need to be experienced (Bennett 1998, 11). Due to a lack of understanding, which is according to Allwood (1985, 8) highly connected to a lack of pre-understanding, misinterpretation and misunderstanding, but also emotionally-based actions such as prejudice, suspicion, dislike or even discrimination can occur. Possible consequences from an individual and collective standpoint are explained in Table 4 (ibid, 18-22).

Table 4. Consequences regarding lack of understanding in an intercultural setting (Allwood 1985, 18-22)

individual level	collective level
interruption and breakdown	expulsion and segregation
communication on the conditions of only one party	assimilation
communication via a third party (interpreter, translator)	dominance by a third party
communication on the conditions of both parties (code switching, mixing)	pluralism and integration

The possibility that a conversation can be interrupted from a group viewpoint, can lead to the removal or isolation of one party. Furthermore, the communication can be directed to the conditions of only one party or to assimilation whereby one group tries to e.g. disband the other one. Communicating via a third party can be helpful, but can also be quite challenging. Especially in a group environment an added language, which neither of them can speak sufficiently, prospects for not understanding each

other can increase. An agreement on communicating based on the conditions of both parties is a consequence resulting from rather equal standpoints regarding power and respect. Pluralism emphasizes a certain support that groups can receive in order to maintain their own distinctive character without potentially negative side effects of, e.g. segregation and integration, where the distinctive nature of a group may dissolve and a new group develops.

Those having a chance to experience another culture and getting to know others with different cultural backgrounds over a longer period of time might be able to gain awareness of their own *cultural perspective* (Shaules 2007, 10). Experiencing a different culture is also described by Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (1993, 21-71) that features six stages in which people react towards cultural differences: (1) denial of difference, (2) defence against difference, (3) minimization of difference, (4) acceptance of difference, (5) adaption to difference, and (6) integration of difference.

Otten (2002, 18) states that universities are often characterized through *ethnocentrism*, which is according to Shaules (2007, 243) essentially the "tendency to judge one's experience from one's own cultural viewpoint". Shaules' (ibid, 11) view towards ethnocentrism, however, can be seen as a starting point of intercultural learning. McAllister and Irvine (2002, 442) argue that *empathy* allows one to be culturally responsive.

Exposure to these environments can be challenging, for students and educators, e.g. ways of thinking and interacting, communication styles, rules and instructions might feel strange and even wrong (Kitchin 2010, 60). Otten (2000, 8) emphasizes these challenges by stating that "teaching in intercultural environments should be *sensitive* to different cultural styles of learning and teaching" and "a reflection on cultural issues should be implemented in all international academic programs" considering that different cultures provide different backgrounds regarding ***teaching and learning practices***.

2.5 Ethical reasoning in higher education

Due to higher mobility and increased internationalization among HEIs, educators and students are facing challenges related to how to cope with teaching and learning within multicultural environments. As emphasized by Chapman and Lupton (2004, 425), educators and students participate in their respected courses with assumptions "about the norms and behavior in the classroom" and furthermore with "expectations regarding academic study". The issue of academic dishonesty within multicultural environments, including its reasoning and outcomes, has been researched by many (Lupton, Chapman, & Weiss 2000, 231-235; Chapman, & Lupton 2004, 425-435; Song-Turner 2008, 39-50; DeLambert, Ellen, & Taylor 2003, 98-103) concluding that dishonest academic activities such as cheating, plagiarism, fabrication of work, assisting acts of academic dishonesty, and forgery of academic documents (The George Washington University, Code of Academic Integrity, 1995) are a global problem (Chapman, & Lupton 2004, 426), and that differences among a variety of cultures and their attitudes, beliefs and propensities towards dishonest academic activities exist.

Dishonest academic activities can also be seen from two angles: ***active and passive academic dishonesty*** (Anitsal, Anitsal, & Elmore 2009) whereby ***active academic dishonesty*** is described as behaviours including:

> *having another person take the test, turning in a paper written by someone else, using cell phones to transmit questions and answers, taking pictures of the exam with a digital camera,*

and ***passive academic dishonesty*** is described as behaviours including:

> *noticing someone else cheating and not reporting it, writing notes on the test when it is first handed out, giving information about the content of an exam to someone who has not taken it yet, and using sorority/ fraternity sources and test files to study an exam.* (18-19.)

Concerns are formed by the potential impact of dishonest activities at university on one's future working life (Lin, & Wen, 2007, 86; Nonis, & Swift 2001, 69-78). Sims (1993, 207-211) states that academic dishonesty in

college tends to lead to the engagement in unethical behaviour in the business environment. The issue of dishonest behaviour and its connection to a positive attitude towards academic dishonesty is supported by Bolin (2004, 101-114) who researched several predictors of academic dishonesty such as self-control, perceived opportunity, and attitudes.

It is important to note the variety of understandings of what constitutes dishonest academic behaviour across cultural groups. Those differences imply a variance of tolerance levels towards ethical behaviour (Kolb, Frisque, Lin, & Bonsell 2013, cited in Voiskounsky 2009, 565) as previous implemented research shows that dishonest academic activities are not rare: in research comparing Hong Kong and American university business students (Chapman, & Lupton 2004, 429-430), Russian and American college students (Lupton, & Chapman 2002, 17-27) and an identical research approach among Taiwanese students (Lin & Wen 2007, 89) revealed that 55.4 per of the American, 30.2 per cent of the Hong Kong, 69 per cent of the Russian and 61.7 per cent of the Taiwanese students admitted to academic dishonest behaviour. These four examples clearly show the extent of dishonest academic activities in HEIs, and based on the knowledge that dishonest academic behaviour predicts behaviour in working life, maintaining academic integrity is a challenging task for all educational institutes. Therefore, the importance of ethical reasoning as different perceptions of what constitutes academic dishonest behaviour (Chapman, & Lupton 2004, 431; Song-Turner 2008, 41; Wyburn 2009, 37-63) need to be taken into consideration as well as gaining knowledge about the needs and experiences of students and teachers (Lee 2014, 14) enabling a sustainable international HE environment (Mc Gill Peterson 2014, 12).

Additionally, international students such as foreign degree and exchange students when entering the local HEI are unfamiliar with local norms and customs, and so challenges arise more frequently among international than local students (Lee 2014, 14-15). Though it is relevant that all students need to be addressed when imparting critical thinking towards ethical reasoning as it has potential to form a connection and mutual understanding of a commonly

used "ethical language to arrive at sound decisions" as they also deepen their understanding and awareness of "own values and biases in the context of a study abroad experience" (Pyle, 16-17). Referring to the above mentioned fact that dishonest academic behaviour within the educational path seems to have an impact of the dishonest behaviour in working life, maintaining academic integrity is a challenging and important task for an educational institution.

Reasons that drive dishonest academic activities are diverse and are described by Song-Turner (2008, 40) as "somewhat misunderstood, and even quite opaque", and are here not emphasized by any particular order of importance: (a) poor academic standards (Burke, Polimeni, & Slavin 2007, 59; McCabe 1993, cited in Wheeler, & Anderson 2010, 170) emphasizing the fact that a lot of HEI educators ignore and simply do not report dishonest behaviour, which can then lead to misunderstandings what is actually right or wrong; (b) different perceptions of the constitution of academic dishonest behaviour (Chapman, & Lupton 2004, 431; Song-Turner 2008, 41; Wyburn 2009, 37-63); (c) ability of the usage of the English language (Song-Turner 2008, 41; Fawley 2007, 71-74) considering the fact that for most international students English is a second or even third language; (d) external pressure (Chapman, & Lupton 2004, 428; Song-Turner 2008, 41) coming from old and new surroundings such as family, peers, etc. Other factors include technology, electronic media and the easy access to the Internet allowing for and encouraging any kind of copying, pasting and sharing. Wheeler and Anderson (2010, 171) summarize that, in order to maintain academic integrity, the

> *academic endeavor must take place within an institutional culture that routinely recognizes and reinforces the value of academic integrity so that all stakeholders are obliged to proactively follow and uphold best practice….*

Furthermore, Lin and Wen (2007, 94) state in their findings that it is alarming that freshmen seem to be involved in dishonest academic activities more than further advanced students, which is supported by the findings of McCabe, Trevino, and Butterfield (2001, 29-45). Dishonest academic activities are therefore a continuative problem within educational institutions and suggested solutions such as (a) reporting each incident (Burke, Polimeni, & Slavin 2007,

62) and administering appropriate penalization by the faculty in order to avoid future incidents; (b) setting up and enforcing uniform policies (Burke et al. 2007, 62; Lupton et al. 2000, 235) including permitted technologies during exams and explicit descriptions of academic dishonest behaviours (Wheeler, & Anderson, 2010, 169; Wyburn 2009, 58; Song-Turner 2008, 49); (c) providing the opportunity to improve language skills (Song-Turner 2008, 49) and (d) understanding "the nature of the 'foreigner as expert' issue and associated time stresses and strains as possible basis" (ibid. 2008) of academic dishonest behaviour.

Whether gender has an influence on dishonest academic behaviour has been researched as well but the results are inconclusive (Haines, Diekhoff, LaBeff, & Clark 1986, 342-354; Houston 1983, 229-235; Roberts, & Rabinowitz 1992, 179-190). There seems to be a tendency though in which males are more inclined towards dishonest academic behaviour than females (Davis, Grover, Becker, & McGregor 1992, 16-20; Davis, Noble, Zak, & Dreyer 1994, 353-356; Whitley, Nelson, & Jones 1999, 657-680).

According to Chapman and Lupton (2004, 434), the problematic of dishonest academic behaviour "violates the foundations of the pedagogical process by undermining educators' attempts to motivate students to be lifelong learners", and furthermore it is "a violation of trust, which is necessary to cultivate an active intellectual learning environment". The responsibility though does not only lie in the s of the student, but also in the hands of the educators. Wyburn (2009, 41) emphasizes that also among educators the practice of using other academics' teaching material without referencing commonly exists.

This research paper concentrates on the issue of the different perceptions of how dishonest academic activities within multicultural classrooms are constituted and how to best communicate and avoid the issue of academic honest behaviour in a multicultural composition among educators and students. Cohen, Pant, and Sharp (1993, 1-13) suggest the usage of the above mentioned cultural dimension model by Geert Hofstede (1980) in order to understand culture as an influencing factor on ethical reasoning. Salter,

Guffey, and McMillan (2001) apply this thought by hypothesizing that "students from a society with a higher degree of uncertainty avoidance would be more likely to cheat, and be influenced to a greater degree by explicitly stated sanctions for academic dishonesty". They compared US and UK students and found that the US students, who have a higher uncertainty avoidance level than the UK students, admitted to a higher degree to dishonest academic behaviour (56%) than the UK students (40%). Their result might help to generalize the assumption of a higher or lower degree of uncertainty avoidance has an impact on dishonest academic behaviour among students in HEI, but does not provide a solution though. (37-50.)

2.6 Perspectives of the host culture: Finland

The case studied, JAMK University of Applied Sciences, is located in central Finland, and so this and the following subchapter will provide background information about Finland. This will serve to introduce teaching and learning environments at a HEI in Finland that is experiencing an increasingly international composition of educators and students. This will include an overview of Finland as a nation, its culture and values, and its higher education system. Hofstede's Cultural Dimension Theory (1993) will serve as a foundation in order to provide a conceptual forest-level overview regarding Finnish culture and values.

2.6.1 Finnish culture and values

Finland is considered as a high-context culture by Nishimura, Nevgi, and Tella (2008, 788) yet they add that certain characteristics, especially among the younger generation, are shifting towards a style of a low-context culture. Lewis (2005, 67) emphasizes this by putting Finland into the reactive and linear-active mind-set stating that "the dilemma of the Finns is that they have Western European values cloaked in an Asian communication style; the two are in a sense incompatible".

Finland's inhabitants' culture and values have been greatly influenced by its history, geographical location and demographic composition. Finland is a Nordic country located in Europe having Sweden in the west, Russia in the east, and Norway in the north as their neighbouring countries. Lewis (2004, 15) emphasizes that "One cannot overestimate the importance of geographic conditions, including climate, and their influence on the development of the Finnish mindset". Finland has a rather low population density with a population of 5,472,421 inhabitants (OSF 2014) and a geographic size of 338,145 square km (CIA World Factbook n.d.a) making it the sixth largest European country. Finland's population is increasing slowly with most of the growth coming through immigration: at the end of year 2010, 248,135 foreign nationals were living in Finland (OSF 2011a). Figure 4 shows the rate of growth that foreigners have contributed during the 1980s until 2010.
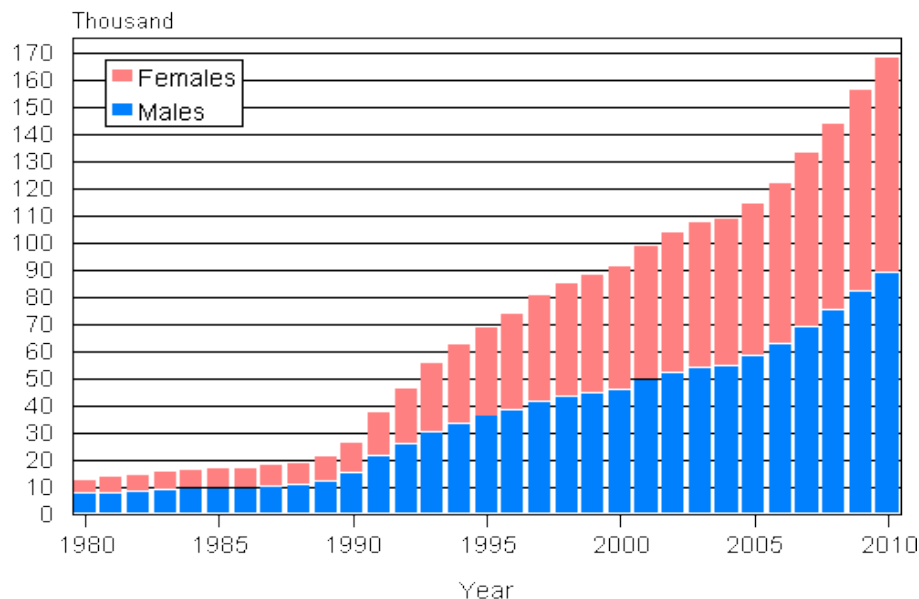
Figure 4. Foreign nationals by sex 1980–2010 (Official Statistics of Finland 2011b)

The CIA World Factbook summarizes the historical aspects of Finland as follows:

> *Finland was a province and then a grand duchy under Sweden from the 12th to the 19th centuries, and an autonomous grand duchy of Russia after 1809. It gained complete independence in 1917. During World War II, it successfully defended its independence through cooperation with Germany and resisted subsequent invasions by the Soviet Union - albeit with some loss of territory. In the subsequent half century, Finland transformed from a farm/forest economy to a diversified modern industrial economy; per capita income is among the highest in Western Europe. A member of the European Union since 1995, Finland was the only Nordic state to join the euro single currency at its initiation in January 1999. In the 21st century, the key features of Finland's modern welfare state are high quality education, promotion of equality, and a national social welfare system - currently challenged by an aging population and the fluctuations of an export-driven economy.* (n.d.b)

Until Finland's independence in the year 1917, the nation was ruled by Sweden for around 650 years beginning in the mid of the 12th century until 1809 when Finland became an autonomous part of Russia known as the Finnish Grand Duchy (Klinge 1997, 15, 59). This Swedish rule had a high impact on Finnish culture and remains even nowadays visible: Swedish is the second official language in Finland, which e.g. shows in certain regions where bilingual road signs are prominent. The following theories will now describe the relatively young Finnish culture and its values in more detail, whereas values are defined as "borne of a cultural mind-set, developed through taught and learned national concepts which become core beliefs" (Swallow 2008, 60).

Lewis (1999, 330) describes the Finnish character as "mysterious to outsiders", and Swallow (2008, 63) as "closed and often withdrawn". Lewis (2004, 67) emphasizes though that the strengths of the Finns "lie in their values and code of behavior, not in their expressiveness". According to Lewis (2004, 54) Figure 5 "shows how national collective programming is "grafted onto" inherited (human) traits". These can be seen as Finnish values, which "are strong inasmuch as they are shared by the nation, are rarely compromised or diluted, and are seen as a code of ethical behaviour" (ibid.,

58). A lot of guidance has been produced on how to interact with Finns, including culture guides and academic journal articles (Swallow 2008, 2-295; Ministry for Foreign Affairs 1995-2014; Schatz 2010; Lewis 2004).
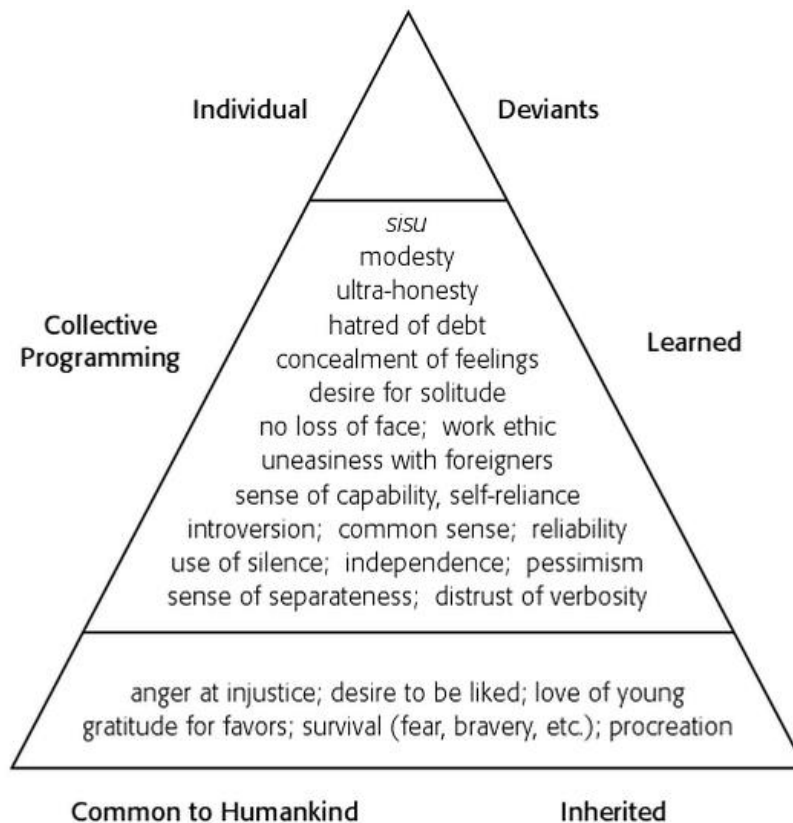
Figure 5. Finnish human mental programming by Lewis (2005, 54)

Sisu is a very distinctive Finnish term often heard and seen when spending some long periods of time in Finland. Not only is it visible on e.g. *Sisu Auto*, a Finnish truck company; liquorice candy *SISU*; and a Finnish nationalist association *Suomen Sisu*, but it is also, and more importantly, deeply rooted into the Finnish mind-set. So, what exactly is sisu? Lahti's (2013) research, which she implemented as a Master's thesis, has drawn a lot of international

attention (Business Insider; Scientific American Mind) to the term sisu. According to Lahti (2013) sisu is "a psychological key competence which enables extraordinary action to overcome a mentally or physically challenging situation" and she goes further by describing that sisu is contributing to an action mind-set: "a consistent, courageous approach toward challenges which at first seem to exceed our capacities". Already in 1940 The New York Times (Strode 1940) defined sisu as "a word that explains Finland", after the word became popular during the Winter War between 1939 and 1940 in which Finland showcased their distinctly "sisu" characteristics.

The six dimensions comprising Hofstede's Cultural Dimension Theory show the following indications for Finland (The Hofstede Centre n.d.). They will give a deeper insight into the Finnish culture: *Power distance (PDI): 33; Individualism (IDV): 63; Masculinity (MAS): 26; Uncertainty avoidance (UAI): 59; Pragmatism (LTO): 38; and Indulgence (IND): 57.* Generally the indicators show that Finland tends to a small power distance underlining the strong prominence of ***equality, equity and fairness*** towards e.g. basic rights, social security and minimal difference within social classes (Säkkinen 2011, 41); is more "feminine", than masculine, stressing e.g. the Finnish values of ***modesty, silence and importance of quality of life*** (Nishimura at al. 2008, 794; Routamaa, & Hautala 2008, 134); is individualistic rather than collectivistic, emphasizing the Finnish perspective of ***self-reliance and low intention of active contribution towards discussion*** (Lewis 2005, 69); has a rather high uncertainty avoidance, showing e.g. in the ***safety nets*** guarding Finnish people's lives (Säkkinen 2011, 41); is low in pragmatism highlighting ***reliability*** regarding time and rules (Swallow 2008, 61); and rather high in indulgence with e.g. ***importance of personal life*** (Routamaa, & Hautala 2008, 134).

2.6.2 Finnish education and Finnish HE

The ***Finnish education system*** is e.g. based on equity and equality, meaning that "all people must have equal access to high-quality education and training". Education is free at all levels in Finland, and a well-developed

system of study grants and loans ensures that everybody can embrace the opportunity to study". (Ministry of Education and Culture 2012a, 6.) Also adult education, which is the only form of education which may require a payment, is highly supported in Finland, placing much emphasis on the opportunity and focus of life-long learning (ibid., 9). The Finnish education system is based on trust and responsibility, which reflects positively on the profession of the educator. The educator in Finland, whether it is in early childhood education, pre-primary, basic, vocational or higher education is a popular and well-trusted profession (Ministry of Education and Culture 2012b). Based on the idea that "the potential of each pupil should be maximized" (Ministry of Education and Culture 2012a, 7), improving the accessibility of education is one of the focus points of the Finnish ministry of education and culture. The Ministry e.g. will implement a development plan including a reform of student admissions and study structure; increasing the intake numbers of students by the end of 2015 (The Ministry of Education and Culture 2012c); and the so-called "youth guarantee" program in order to avoid youth unemployment and exclusion from society (ibid. 2012d).

Considering the fact that this research project is concentrating on HE, the Finnish higher education environment will be described: The *Finnish HE environment* consists of 14 universities and 24 universities of applied sciences (Ministry of Education and Culture 2013), wherein the traditionally theoretical research-based universities steer for scientific research and instruction, and universities of applied sciences feature a balanced approach between theory and application (ibid. 2012a, 22). Objectives and the overall structure of the offered degrees for HEIs are established by Government decree, and the detailed contents and structures are left to the HEI itself. The importance of continuous learning, the development of specific skills, and knowledge, language and communication skills are general intended outcomes of the offered degrees: bachelor, master, doctorate and licentiate, whereby the latter, doctorate and licentiate, can be only fulfilled in theory-oriented universities (Finnish National Board of Education n.d.a-d; Ministry of Education and Culture n.d.b). The total amount of workload, usually based on

1600 hours equalling 60 credits, varies according to the above-mentioned degrees (Ministry of Higher Education 2014). Finnish HEIs are furthermore not only focusing on education, but also on research in order to strengthen the national research and innovation system (Ministry of Education and Culture 2014). Entrance to a university or a university of applied sciences usually requires passing a secondary education matriculation examination plus an additional university entrance test (Ministry of Education and Culture 2012a, 22).

The *Finnish education* is known for its outstanding results in global assessment tools such as the Program for International Student Assessment (PISA). Worldwide attention since then produced a phenomena in Finland, which Dervin, Paatela-Nieminen, Kuoppala, and Riitaoja (2012) describe as "pedagogical tourism". However, it seems that researchers do not "examine the state of multicultural education" in Finland when studying the education system. (1.) Dervin and Layne (2013, 1) reason another factor contributing to the increased *internationalization among Finnish HEIs*: the early implementation of the 1999 Bologna Process contributing to the creation of the European HE area. International exchange and degree students enter Finnish HEIs in increasing numbers (see Figure 6). From 2002 to 2012 the rate of incoming exchange students staying longer than three months in Finland has increased by 60,1 per-cent (CIMO 2013a). The numbers of international degree students entering the Finnish HE environment has been increasing as well: CIMO (2013b, 5) states that the amount of incoming foreign degree students has more than doubled from 2003 to 2012. International students, like Finnish students, are presently not charged tuition fees (CIMO 2014).
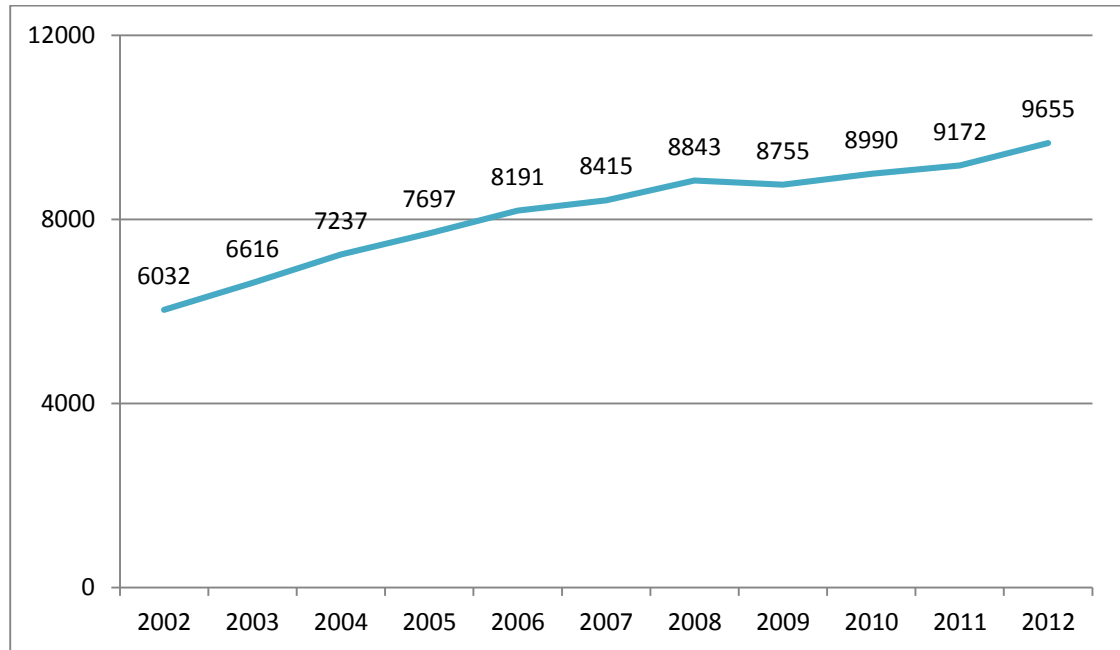
Figure 6. Long-term student mobility of more than three month in Finnish higher education from 2002 to 2012 (CIMO 2013a)

According to the Centre For International Mobility (CIMO 2013a, 5) the fields of university study experiencing the most incoming mobility growth are technology and engineering; economics; and humanities, and within universities of applied sciences these are social sciences; business and administration; and technology, communication and transport. The mobility of many students in Europe is supported by the Erasmus exchange program offered by the European Union (CIMO 2013). In 2012 most of the exchange students arrived to Finland from Germany, France, Spain, Italy and Russian (CIMO 2013). As for degree students, in 2009 most of these arrived from China, Russia, Nigeria, Estonia and Nepal (CIMO n.d.).

According to Dervin and Layne (2013, 2) Finnish HEIs usually provide incoming international students with so-called "intercultural" guides although not many of these are actually concerned with interculturalism and adaption to Finnish culture. Intercultural education in Finland is furthermore characterized through a "perspective of otherness, rarely from 'within' (Dervin 2012 as cited in Dervin, & Layne 2013, 4). Additionally they state that Finns tend to de-responsibilize meaning that international students are supposed to explore and adapt to the Finnish culture themselves, not through interactions between the international students and Finns (ibid., 8).

2.7 Perspectives of the host institution: JAMK

Dervin and Layne (2013, 1) state that "a systematic inclusion of intercultural education to improve relations between the 'locals' and the 'guests'" is important. JAMK, the case HEI of this research, embraces internationalization: the school offers a variety of international degree programs taught in English: e.g. International Business, Logistics Engineering and Nursing as a Bachelor's degree, and International Business Management and Information Technology as a Master's degree (JAMK n.d.a; JAMK n.d.b). Therefore, internationalization at home is, at least to some degree, in practice. The academic year of 2014-2015 included 988 Bachelor's and Master's degree students within the English taught programs, from which 507 were from abroad. Additionally, in 2014 JAMK admitted 368 exchange students each of which were staying longer than three months within the Finnish HEI. The top ten nationalities among the student body included Finnish, Russian, French, German, Chinese, Vietnamese, Dutch, Kenyan, Hungarian and Spanish students. (Björn 2014a; Björn 2014b.) All students, exchange and degree students alike, are supported through a system of guidance explained in Figure 7, which receives support through an internal (students, faculty, guidance experts, support services) and external (e.g. student health care, employment and economic development office) network of guidance (Lerkkanen, & Ikonen 2013, 18-21). In 2014 JAMK employed (latest update:

21.10.2014) 297 lecturers from which 9 are foreign and additionally 61 visiting lecturers representing the educator body within the HEI (Kotivuori 2014).
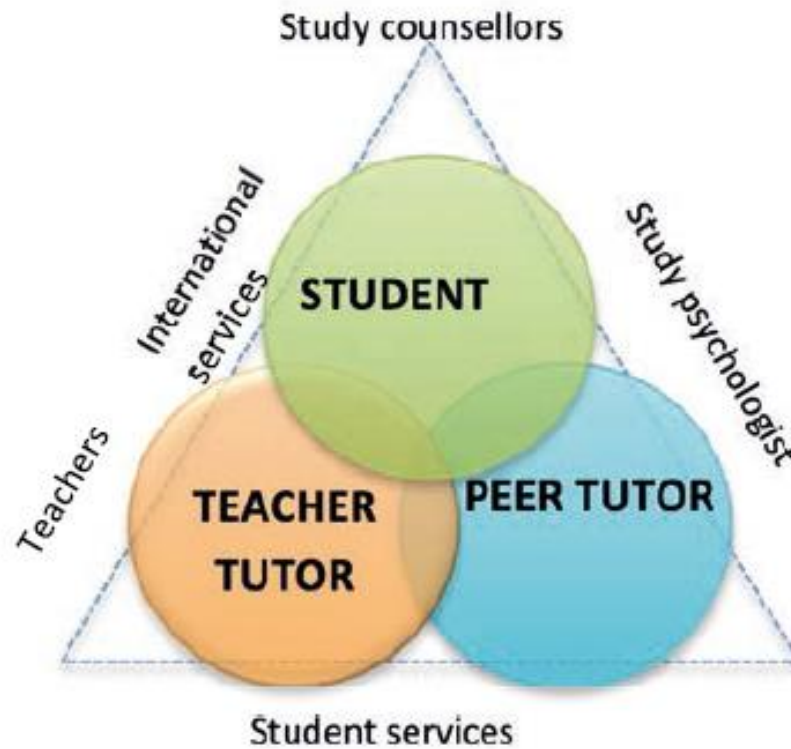
Figure 7. The core of guidance as co-operation between the student, teacher tutor and peer tutor (Lerkkanen, & Ikonen 2013, 18)

As this research is concerned with dishonest academic activities, the *Ethical Principles of JAMK University of Applied Sciences* are designed to be a guiding source of information concerning how JAMK is handling and developing issues related to dishonest academic activities. The Ethical Committee of JAMK is responsible for the development, supervision and enhancement of its implementation. Furthermore, JAMK states in the *Ethical*

Principles that the included information is to be regularly distributed and discussed among students and staff. The guide makes the following two statements regarding how students and educators are supposed to act:

> ***Students*** *shall act as responsible members of their higher education community, complying with the values and ethical principles of JAMK University of Applied Sciences and the principles of sustainable development in their studies and practical training and when participating in R&D activities and related partner networks. […] Students shall actively develop their ethical competence and participate in the debate on the ethicalness of activities.* (JAMK 2013, 5.)

> ***Teachers*** *shall act as responsible members of the higher education community, complying with the values and ethical principles of JAMK University of Applied Sciences and the principles of sustainable development in their instruct ion, R&D activities and partner networks* (JAMK 2013, 5).

The *Ethical Principles for JAMK University of Applied Sciences* address some of the most common ethical challenges including research "disregard and misconduct" such as fabrication, falsification and plagiarism; guidance of R&D activities by forwarding the reader to 'Responsible conduct of research and procedures for handling allegations of misconduct in Finland'; procedures for handling research "disregard and misconduct"; and a summary of the ethical principles for students and staff. (JAMK 2013.)

3 METHODOLOGY

The following chapter describes the research methods applied and the hypothetical basis of the data collection. According to Creswell (2003, 5) a framework aids in designing the research process, including the following three concepts: knowledge claim, strategies of inquiry, and methods of data collection and analysis. These will be elaborated in the following allocated subchapters.

Interest was raised for this research paper based on increasing awareness of challenges and misunderstanding at JAMK regarding so-called dishonest academic activities, and so a thorough literature review was conducted. The

explored literature including existing research and theories as described above represents the ***knowledge claim*** that cultural aspects influence attitudes and behaviour in the classroom. This led to the realization that both the viewpoint of the educator and the student are important for understanding how incidents may occur that are somehow related to dishonest academic behaviour. This clarifies that the knowledge claim is based on pragmatism in which the problem is the most important (ibid., 11), allowing for the consideration of multiple perspectives and therefore enabling the implementation of mixed-methods, both qualitative and quantitative, within one study (Johnson, Onwuegbuzie, & Turner 2007, 113).

3.1 Research design, strategy and purpose

Creswell (1998, 2-3) states that ***research design*** represents the entire process from outlining and clarifying the research to writing the report. Specific procedural directions for the development of the research design are termed ***research strategies,*** with the goal of contributing to the overarching research approach (ibid. 2003, 13) supported by the ***purpose of the research***, which can be differentiated into exploratory, explanatory, and descriptive purposes (Saunders, Lewis, & Thornhill 2009, 139). According to Saunders and colleagues (2009), an exploratory study aims "to find out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light" (Robson 2002, 59); an explanatory study aims to establish relationships between variables; and a descriptive study aims "to portray an accurate profile of persons, events of situations" (ibid. 59). (139-141.) The purpose of this research is to provide and create a shared theoretical and practical knowledge base on how the reality looks within the Finnish HEI JAMK in order to help educators and students develop mutually beneficial expectations and practices within in a multicultural classroom. Therefore an exploratory approach to the study extended by a descriptive approach is seen as most suitable.

A case study approach is used to explore a case (i.e. JAMK) "through detailed, in-depth data collection involving multiple sources of information rich

in context" (Creswell 1998, 32), allowing for a variety of data collections (Saunders et al. 2009, 145-146) in order to "gain rich understanding of the context of the research and the processes being enacted (Morris, & Wood 1991 cited in Saunders et al 2009, 146). The researcher is currently a Bachelor's degree student at JAMK majoring in International Business and specializing in cross-cultural management. Besides being a part of the student body within JAMK, the physical presence at JAMK allowed access and information gathering in an efficient manner, which supports the choice of a case study approach.

Strategies of enquiry are associated with quantitative, qualitative and mixed-methods approaches: quantitative is concerned with numbers and qualitative deals with non-numerical data. According to Creswell (1998, 15-16), Ragin (1987) stresses the difference by stating that quantitative research implies that there are few variables and many cases, whereas qualitative research implies many variables and few cases. The collection and analysis of both kinds of data in one study is termed "mixed-methods", which was defined by Johnson, Onwuegbuzie, and Turner (2007) after exploring continuously growing research approaches and examining 19 definitions of the term mixed-methods, concluding the following:

> *Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.* (123.)

The mixed-methods approach can be seen from three angles: sequential, concurrent and transformative. The transformative approach creates a framework by using an overarching perspective; the concurrent approach integrates information by collecting both data collections simultaneously; and the sequential perspective provides a detailed exploration by elaboration or expansions of findings by implementing data collections consecutively. (Creswell 2003, 16.) Figure 8 shows that a sequential mixed-methods approach was chosen for this research in order to provide a better

understanding of the research problem. But it is important to state that viewpoints regarding the efficiency and effectiveness of the mixed-methods approach vary (Creswell, & Garrett 2008, 326). In this research the quantitative approach tests the hypothesis that there are differences regarding teaching and learning traditions and practices within the educational environment of JAMK, which is then followed by a qualitative approach in order to support and explore the research problem in more detail. According to Creswell (1998, 197) this approach of triangulating data collections aids to establish rigor and credibility. The choice is supported as well by the need for a clear research strategy when implementing a case study (Saunders et al. 2009, 146).

quantitative
(questionnaire)

qualitative
(focus group
discussions)

**sequential
mixed-
methods**

Figure 8. Research methods overview

3.2 Methods of data collection

In order to answer the research questions a combination of primary and secondary data were collected. Secondary data represents the data collected for this research project in order to inform the collection of primary data that

was collected for the specific purpose of answering the research objectives and questions (Saunders et al. 2009, 256). Secondary data consists of the review of the literature established through online articles, journals, and books. The primary data collection compromises of three data collection methods, which were first carefully evaluated: *(1) a questionnaire:* the *Survey on Culturally Based Learning Preferences* instrument developed by Parrish and Linder-VanBerschot (2010) measures similarities and differences regarding teaching and learning preferences in cross-cultural contexts. A questionnaire allows for the collection of responses to the same set of questions in a defined order (deVaus 2002, cited in Saunders et al. 2009, 360). A self-administered questionnaire was chosen enabling distribution through multiple online sources (ibid. 362-363). The questionnaire consists of 36 Likert scale type (1-10) questions starting with demographic questions and ending with the possibility of providing contact information, otherwise the questionnaire was carried out anonymously (see Appendix 1). The aim was to obtain insights concerning whether in the educational environment of JAMK differences and similarities among and within the student and educator body exist that concern learning preferences, and thus help to inform and conduct *(2) focus group discussions* among students studying and educators working at JAMK. A focus group represents a group interview: a non-standardized interview (Saunders et al. 2009, 343) that focusses on one particular issue with "the need for interactive discussion amongst participants" (Carson, Gilmore, Perry, & Grønhaug 2001, cited in Saunders et al. 2009, 347). The choice of this approach is supported by a semi-structured interview process enabling the collection of statements regarding opinions and preferences, and the exploration of experiences, motivations and reasoning (Drever 2003, 1), which are needed to answer the research questions. The focus group discussions consist of two group interviews among students and one group interview among educators. The third approach of *(3) an implementation inquiry* was realized for exploring the currently existing communication and distribution tools. This allows narrowing down the recommendations but also enlightens eventual information gaps or problems regarding the communication and distribution process. Johnson and

colleagues (2007, 129) emphasize the advantages of implementing a mixed-methods approach by triangulating perspectives as providing "superior research findings and outcomes".

Table 5 provides an overview of the survey statements and how they are manifested within an educational setting. The thirty-six statements are divided into eight cultural dimensions representing and therefore reflecting values. The dimensions can be furthermore summarized into: Social Relationships (dimension 1-3), Epistemological Beliefs (dimension 4-6), and Temporal Perceptions (dimension 7-8). (Parrish, & Linder-VanBerschot 2010, 3-5.)

Table 5. The Cultural Dimensions of Learning Framework (adapted from Parrish, & Linder-VanBerschot 2010, 4-5, cont.)

Cultural Dimensions Overview The educational setting is characterized through…	
Dimension 1 (statement 1-3)	
… dialogue and discussion where teachers are treated as equals and students are actively responsible for their learning. = *more equality.*	… teachers are considered as the main authority and therefore communicator of the teaching and learning content. = *more authority.*
Dimension 2 (statement 4-7)	
… the students' involvement in creating a "learning how to learn" environment by emphasising individual growth. Main motivator for working hard is individual gain. = *more individualistic.*	… the students' involvement is limited to accommodating the teacher's point of view by emphasizing social growth. Main motivator for working hard is the greater good. = *more collectivist.*
Dimension 3 (statement 8-12)	
… collaboration and modesty whereby failure is seen as a growth opportunity. The aim is to seek good relationships and security. = *more nurturing.*	…competition and assertiveness whereby failure is seen as a discouragement. The aim is to seek challenge and recognition, = *more challenging.*
Dimension 4 (statement 13-18)	
… structured learning activities whereby the resources are limited to e.g. the teacher creating a focus on getting the right answer as part of a student's success. Ambiguity is avoided. = *more stability seeking.*	… an open-ended learning activities whereby a variety of resources are used creating a focus on process and justified opinions as part of a student's success. Ambiguity is considered as a natural condition. = *more uncertainty acceptance.*

Dimension 5 (statement 19-21)	
… logical argumentation and reasoning which are considered as a learning activity. Being right is assumed to be most important and therefore the assumption of inconsistent or wrong statements (by students/ teachers) can be challenged. = *more logical.*	… practical and socially acceptable outcomes whereby consensus building is considered as a learning activity. Being virtuous is assumed to be most important and possible contradictions are accepted in order to retain a continuous and harmonious dialogue. = *more reasonable.*
Dimension 6 (statement 22-25)	
… stability of knowledge and rules whereby success/failure is attributed towards the characteristic of a student. Learners are expected to be goal orientated. = *more focus on causality.*	… situational knowledge and development whereby success/failure is attributed towards a situation. Learners are expected to be willing to work with situational constraints. = *more focus on systems and situations.*
Dimension 7 (statement 26-30)	
… organized instructions and deadlines. Consequences for missing deadlines are taken into consideration. = *more clock focus.*	…continuous instructions and improvements with less regard for deadlines. = *more event focus.*
Dimension 8 (statement 31-36)	
… precise time management creating a clear path of prerequisites and milestones emphasizing immediate relevance. Focus lies in future goals, the past is considered as irrelevant and therefore repetition is seen as unnecessary. = *more linear time.*	… adaptive and changing time management creating a pattern of observation and reflection emphasizing patience towards relevance. Focus lies in carrying the past forward and therefore repetition is seen as valuable. = *more cyclical time.*

When taking those aspects into consideration, Parrish and Linder-VanBerschot emphasize that the aim of the survey is not to create cultural classifications, but to create awareness on the variation of national and regional cultures (ibid., 4).

3.2.1 Population and sampling

The term "population" is defined as the "full set of cases from which a sample is taken" (Saunders et al. 2009, 212). Considering that this research is a case study, the population is limited to the surroundings of JAMK and even more specific to those who are involved in the teaching and learning settings regarding the international degree programmes offered within JAMK. The constraints of a case study indicate that a sampling technique was implemented that can be differentiated into probability (representative) and non-probability (purposive) sampling (Teddlie, & Yu 2007, 77; Saunders et al. 2009, 213).

The probability sampling approach is usually implemented within quantitative studies, and compromises of the selection of a rather big number of population units where "the probability of inclusion for every member of the population is determinable'' (Tashakkori, & Teddlie 2003, 713). Furthermore, probability sampling can be divided into random, stratified and cluster sampling, or a combined probability sampling technique. The non-probability sampling approach is usually implemented within qualitative studies, and compromises of the selection of defined units on the basis of a specific purpose (Teddlie, & Yu 2007, 77). Furthermore, non-probability sampling can be divided into: sampling to achieve representativeness or comparability, sampling special or unique cases, sequential sampling, or a combined non-probability sampling technique (ibid., 80).

With regard to the quantitative approach (questionnaire) of this research a *random probability sampling technique* was chosen because the sampling frame allows an equal inclusion of the sampling unit which is presented by all students studying and all educators working in JAMK within the offered international degree programmes. With regard to the qualitative approach (focus group discussions) of this research a *non-probability sampling technique* with the purpose of achieving comparability within the sampling frame of the quantitative data collection was chosen (Teddlie, & Yu 2007), which also allows a selection of the sample during the study. Both techniques

are designed to illuminate potential answers regarding the research questions and objectives, creating generalizability and validity. The distinction of, and therefore the reason for employing a *mixed method sampling strategy* is supported by the combination of "focus on breadth of information generated by the sampling units" (probability sampling) and "focus on depth of information generated by the cases" (non-probability sampling). (77-80, 83-84.) Teddlie and Yu state that there is no broad literature regarding the mixed method sampling strategy, neither is there a widely accepted typology of mixed-methods, but existing literature (e.g. Collins, Onwuegbuzie, & Jiao 2006; Kemper, Stringfield, & Teddlie 2003; cited in Teddlie, & Yu 2007, 87) portends that the combination of probability and non-probability sampling techniques has been used when implementing a mixed-methods approach (ibid., 78, 87-88).

quantitative: random probability sampling → qualitative: non-probability sampling = sequential mixed-method sampling
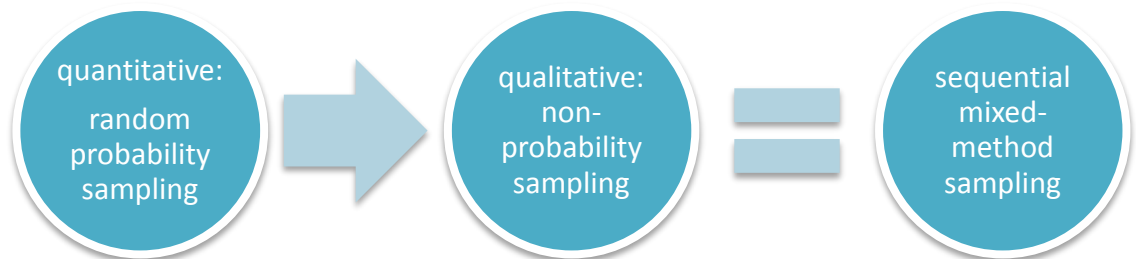
Figure 9. Sampling technique overview

Figure 9 visualizes the sampling techniques implemented within this research. The combination and the order of realizing the sampling techniques is referred to as "sequential mixed method sampling", one of the four (provisional) mixed

method sampling strategies described by Teddlie and Yu. Kemper and colleagues (2003, 284) support this choice by defining this approach as:

> *In sequential mixed models studies, information from the first sample (typically derived from a probability sampling procedure) is often required to draw the second sample (typically derived from a purposive sampling procedure).* (ibid., 89.)

In context, this means that the sampling frame of the questionnaire provided the sample frame for the focus group discussions. Those answering the questionnaire were politely asked to provide their contact information if they were interested in participating in follow-up questioning, which indicated an interest in being involved in the research itself. This maintains a purpose to the selection of the participants for the focus group discussions, which Creswell (1998, 118) describes as the "key decision point in a qualitative study". A distinction between the teaching and learning environment was maintained by having one focus group discussion consisting of educators, and two focus group discussions consisting of students. The sample frame for the students was reduced to six nationalities, comprising those who were most represented within the questionnaire results, because it simplifies and allows for comparisons and generalizations. These groups included students from China, Finland, France, the Netherlands, Russia and Vietnam.

The research project, in which the present thesis is located, seeks to broaden and deepen the knowledge base regarding behaviours in a multicultural classroom and therefore the chosen techniques are seen as feasible within the research time frame and its research questions and objectives. More detailed information regarding the implementation and occurred challenges are explained in the following subchapter.

3.2.2 Implementation and analysis

Table 6 provides an overview describing when and how the methods of data collection were carried out. The questionnaire **Survey on Culturally Based Learning Preferences** was implemented after obtaining consent from the developers Patrick Parrish and Jennifer Linder-VanBerschot. The online

survey website *webropol*, available to JAMK staff and students, was chosen to implement the online questionnaire because it enables students to conduct surveys and download the results in several formats (e.g. Excel, Word, PDF, SPSS) while being able to share and save the questionnaire layout and content for future purposes. In order to establish credibility a pleasing appearance employing JAMK's logo was created. After a trial run, two separate online links regarding the questionnaire were created: one for the students and one for the educators allowing for the distinction of demographics. The online links to the questionnaire were accompanied by a message introducing the research topic and purpose of the study (see Appendix 3). Education secretaries for the international degree programmes and the international relations coordinators for the exchange students helped to promote the survey to their respective student groups. A variety of social media such as appropriate Facebook groups and blogs helped to reach the majority of students studying in multicultural contexts within JAMK. Reminders were sent out afterwards. The school's executive management helped to promote the link for the educators on the school's intranet. When responses stagnated after a few days, personalized emails were sent out to the educators working at JAMK, helping to increase the response rate.

Table 6. Time overview of the data collection methods

data collection method	date	what?
Introduction of the thesis topic	15.08.2014	Introduction of the research topic to the director and the head of department of the school of business within JAMK.
LITERATURE REVIEW – Familiarization with the topic, theories and existing research. *EXPLORING AND DEVELOPING DATA COLLECTION METHODS.*		
Survey on Culturally Based Learning Preferences (quantitative)	03.09.2014	Contacting the creators of the research instrument in order to obtain usage permission regarding the instrument.
	03.09.2014	Consent obtained.
	04.09.2014 - 19.09.2014	**[student survey]** Contacting key people regarding the international degree programmes in JAMK in order to promote the survey; **[student and educator survey]** Preparing survey for sharing via the online survey software webropol.
	22.09.2014	**[student survey]** Start of the data collection process. Last response collected on the 7th of October 2014.
	08.10.2014	**[educator survey]** Start of the data collection process. Last response collected on the 8th of November 2014.
Focus group discussion (qualitative)	06.11.2014 07.11.2014 11.11.2014	Participants (students and educators) were contacted via mail; possible dates were organized through the online scheduling tool "doodle".
Implementation inquiry	-	Implementation took place during the whole process of conducting the research.
ANALYSIS.		

The ***focus group discussions*** were implemented after the questionnaire data was analysed using the statistical analysis tool SPSS. The results helped to partially inform the content of the focus group discussions and clarified the assumption that there was variability as regards culturally-based preferences in teaching and learning among and within the student and educator body of JAMK. According to Drever (2003, 18-32), an interview schedule was developed including primary and subsequent probing questions. A draft was provided to the thesis supervisor for feedback. The final version (see Appendix 6 and 7) was scripted and laid out on a form allowing for the possibility of taking notes during the implementation of the focus group discussions. The planning and preparation for carrying out the focus group discussions was organized through individual email invitations (see Appendix 4) directed to the people who provided their contact information within the questionnaire. It proved difficult to gather student participants in the focus group discussion. The original intention was to implement six focus groups among the students, each representing one of the chosen countries: China, Finland, France, the Netherlands, Russia and Vietnam. This led to a reduction of the student focus group discussion to two in order to have at least six participants in each focus group. Possible meeting times were organized with the online scheduling tool "doodle" and final invitations were emailed, including information for possible dates, times and room settings. The venues were organized and booked through the education secretary of the School of Business considering the importance of not being disturbed (ibid., 45). The participants were informed beforehand that the discussions will be recorded and that their responses will be treated carefully and anonymously. In order to avoid bias and to provide authority during the focus group discussion, Steven Crawford, the faculty supervisor of this thesis, acted as a facilitator of the focus group discussion. Table 7 provides an overview when the focus group discussions were carried out, including the duration, and the participants and their characteristics. The analysis took place after the content of the focus group discussions was transcribed.

Table 7. Focus group discussion overview

	Focus Group 1	Focus Group 2	Focus Group 3
Date and time	06.11.2014	07.11.2014	11.11.2014
Duration	ca. 40 min.	ca. 36 min.	ca. 63 min.
Participants	6 students 2 Russian degree students (male) = S_RUS 2 Dutch exchange students (female, male) = S_NDL 2 French exchange students (female, male)= S_FRA	7 students 4 Vietnamese degree students (female) = S_VNM 1 Chinese degree student (female) = S_CHN 2 Finnish degree students (female) = S_FIN	8 educators 7 Finnish educators (4 male, 3 female) = E_FIN 1 US-American educator (male) = E_USA

This **implementation inquiry** was based on desktop research, direct observations made by the researcher, and through email-based correspondence intended to gather information regarding the current processes and distribution tools for sharing the ethical principles guidelines within JAMK. Each of the contacted individuals was informed that the information being gathered was part of a research project. For credential reasons, contacted individuals were only addressed using their working title and position within JAMK.

A more detailed description on how the data of all three research methods were analysed is available in the introduction of the upcoming chapter regarding the results.

4 RESULTS

The analysing process consists of preparing the data for analysis, exploring the data, the actual analysis of the data, representing and interpreting the data, followed by validating the data (Creswell, & Plano Clark 2011, 204). The quantitative data collection, i.e. the Survey on Culturally Based Learning Preferences, is analysed using quantitative analysis processes aided by the statistical analysing tool SPSS. First, data has been extracted and organized, imported to SPSS and provided with applicable variable values. No missing data has been detected.

The qualitative data collection, i.e. the focus group discussions, is analysed used qualitative analysing processes. The implementation of spiral analysis (ibid., 150-151) supported the analytical approach of the data collection. However, Stewart, Shamdasani, and Rook (2007, 109) state that a correct approach of analysing collected focus group data does not exist. Additionally the analysis of case studies does not follow a standard format (Merriam 1998, cited in Creswell 2007, 195). The reporting structure of analysing the three focus group discussions will therefore follow the implemented data analysis procedures as well as the research questions as recommended by Stewart and colleagues (2007, 109).

In order to increase familiarity with the collected data, the content of the recorded focus group discussions was transcribed and organized. The main aim, as stated by Drever (2003, 60, 63), is to make the collected data manageable by keeping as much of the original information as possible and to avoid distortion, as this part of the study is based on a small number of participants. As the transcriptions facilitate the further analysis, they also represent a reliable and permanent written record of the video recordings, from which not only the research, but also future interested parties will benefit. In order to achieve reliability and validity of the transcriptions, the transcription process has been conducted by at least two individuals. This reduced the working time involved in transcribing, which has been stated to be a disadvantage of transcribing (ibid., 61). Hence a partial transcription was not

taken into consideration. The analysis is furthermore based on creating coding categories that conform to fit the objectives of the research by extracting categories from the collected data itself. The option of a pre-determined framework as Drever (ibid., 68) describes was not taken into consideration as it may distort the collected data. As Creswell (2007, 165) refers to a large database being 500 or more pages of text, the scale of this research (less than 100 pages of text) is considered as small and therefore a computer analysing tool such as QSR NVivo was not considered.

The following results sections are categorized methodologically with a focus on the research methods implemented.

4.1 Survey on Culturally Based Learning Preferences

The questionnaire was targeted towards all students and educators involved in the international study programmes offered within JAMK. The distribution compromised multiple channels such as email and appropriate social media platforms. Therefore, the actual awareness level of the questionnaire is not known. A total of 131 student and 43 educator responses were collected. Only completed questionnaires were registered as answered.

The aim of this sub-chapter is to provide a clear overview whether there are similarities and differences among and within the student and educator body at JAMK. Therefore the analysis starts with a demographical overview of the data collection, continues with a comparison of all educator and student responses and is completed with a narrower viewpoint by comparing the responses between Finnish educators and the Chinese, Finnish, French, Dutch, Russian and Vietnamese students. This will allow an extension towards the qualitative data collection and enables a more representative and reliable comparison. A full list of all thirty-six statements' results including mean, median and standard deviations is available in Appendix 5.

Cronbach's Alpha has been evaluated as the measuring tool for reliability and internal consistency for the Likert scale designed questionnaire. It normally ranges between 0 and 1, whereby George and Mallery (2003, 231) state the

following classifications: Cronbach's Alpha > .9 – Excellent, > .8 – Good, > .7 – Acceptable, > .6 – Questionable, > .5 – Poor, and < .5 – Unacceptable. (Gliem, & Gliem 2003, 82-88.) Cronbach's Alpha is applied and utilized after combining the results of educators and students in the following subchapters.

4.1.1 Demographical information

Table 8 indicates that within the 131 student responses 69.5% came from female and 30.5% from male participants; within the 43 educator responses 55.8% came from female and 44.2% from male participants. Furthermore the table shows the age distribution among the participants: the majority of the students are between 18 and 21 years old (54.2%), 32.8% are between 22 and 30 years, 9.2% between 31 and 40 years, 2.3% are 17 years or under, and 1.5% are between 41 and 50 years old; the majority of the educators are between 41 and 50 years old (41.9%), 25.6% are between 31 and 40 years, 20.9% between 51 and 60 years, 4.7% between 22 and 30 years, and 7.0% are 61 years or older.

Table 8. Questionnaire: gender and age distribution overview

		Students		Educators
Observation units		*N = 131*		*N = 43*
Gender distribution				
Female	*91*	*69.5%*	*24*	*55.8%*
Male	*40*	*30.5%*	*19*	*44.2%*
Age distribution				
17 and under	*3*	*2.3%*	*0*	*0%*
18 – 21	*71*	*54.2%*	*0*	*0%*
22 – 30	*43*	*32.8%*	*2*	*4.7%*
31 – 40	*12*	*9.2%*	*11*	*25.6%*
41 – 50	*2*	*1.5%*	*18*	*41.9%*
51 – 60	*0*	*0%*	*9*	*20.9%*
61 and older	*0*	*0%*	*3*	*7.0%*

Thirty-one nationalities are represented in the student questionnaire: the majority of the students are from Finland (22.1%), followed by 16.0% from Russia, 12.2% from France, 9.2% from China, 6.9% from Vietnam, 6.1% from the Netherlands, 3.1% from the United States of America, and 2.3% from the Czech Republic. Represented by two respondents each are Germany, Ghana, Japan, Poland, Spain, and Ukraine. Represented by one respondent each are Afghanistan, Belarus, Canada, Croatia, Greece, Hong Kong, Hungary, Iran, Italy, Kenya, Mauritania, Nepal, Pakistan, Romania, Sierra Leone, Slovakia, and the United Kingdom. Nine nationalities are represented in the educator questionnaire: the majority of the educators are from Finland (81,4%),

followed by one respondent each from Australia, France, India, Pakistan, Poland, Romania, Turkey, and the United States of America.

Additional information regarding the students include their student type (64.1% degree, 35.1% exchange, 0.8% open university student), their study year (20.6% first year, 15.3% second year, 38.9% third year, 22.1% fourth year student and 3.1% are registered under "other"), and their study programme within JAMK (58.8% International business, 19.8% Nursing, 8.4% Facility management, 6.9% Logistics and engineering, and 6.1% Music and media management). Additional information regarding the educators include their work experience, which is visualized in Figure 10 indicating that the majority of the educators have a work experience of 4+ years (11.6%) followed by 21+ years (9.3%), and their main teaching fields in JAMK, which compromise of International business (27.9%), Nursing (11.6%), Languages (11.6%), Business information systems (7.0%), Entrepreneurship (7.0%), Information technology (4.7%), Logistics and engineering (4.7%), and Tourism and hospitality (4.7%). Represented by each one respondent are Facility management, Facility management and International Business, Music and media management, Business administration, Information seeking, Hospitality management, Sport management and marketing, Global product/ service design, and Research methods.
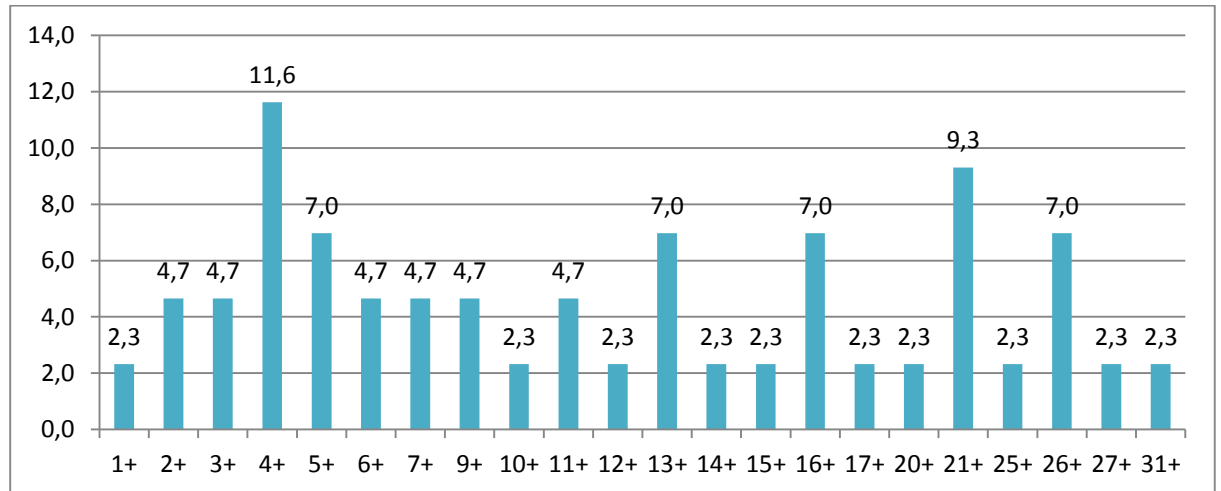
Figure 10. Questionnaire: work experience (in years) of the educators, in percentage

4.1.2 Comparison: all student towards all educator responses

The reliability of the comparison between all educator and all student respondents has been proven as acceptable for the majority of the statements (see Table 9). Statement section 22-25 and 31-36 would be evaluated as unacceptable as they fall below .5. Though Gliem and Gliem (2003, 88) state that individual items' reliability is usually low and therefore the combination of all scales and its reliability is acceptable. Cronbach's Alpha based on standardized items shows the potential of the statement sections after the items would have been standardized.

Table 9. Questionnaire: statement overview including Cronbach's Alpha, number of items, mean, minimum and maximum; for all educator and all student responses

Statement section	1-3	4-7	8-12	13-18	19-21	22-25	26-30	31-36
Cronbach's Alpha	.720	.619	.710	.662	.544	.463	.688	.410
Cronbach's Alpha Based on Standardized Items	.725	.629	.731	.688	.546	.465	.686	.405
Number of Items	3	4	5	6	3	4	5	6
Mean	3.123	4.217	3.360	7.060	4.877	5.116	5.922	5.262
Minimum	2.563	3.167	2.678	5.552	4.247	4.333	5.023	3.345
Maximum	3.931	5.713	4.960	8.270	5.586	6.638	6.983	7.374

The aim of this part of the analysis is to prove that there are discrepancies between the statements made regarding preferences of teaching and learning among the two major groups: educators and students. Several analysing processes were considered, e.g. the One-Way ANOVA as its purpose is to analyse variances, but the usage of three or more distinct groups is recommended (Saunders et al. 2009, 458) and therefore not valid for this analysis. Ultimately, in order to measure significant relationships and differences between the students and teachers responses, an independent samples test was evaluated as the optimal method. The significance (Sig. (2-tailed)) of the calculations then shows if a relation is valid. A low value (< 0.05) is considered as significant, i.e. valid (ibid., 450, 452, 463).

Table 10. Questionnaire: comparison of all educators and all student responses, Independent Samples Test (t-test for Equality of Means)

Statement	Sig. (2-tailed)	Statement	Sig. (2-tailed)
Statement 1	,000	Statement 19	,040
Statement 2	,000	Statement 20	,915
Statement 3	,008	Statement 21	,061
Statement 4	,000	Statement 22	,740
Statement 5	,005	Statement 23	,041
Statement 6	,000	Statement 24	,008
Statement 7	,501	Statement 25	,094
Statement 8	,002	Statement 26	,057
Statement 9	,000	Statement 27	,000
Statement 10	,000	Statement 28	,642
Statement 11	,001	Statement 29	,000
Statement 12	,251	Statement 30	,001
Statement 13	,000	Statement 31	,019
Statement 14	,000	Statement 32	,046
Statement 15	,000	Statement 33	,016
Statement 16	,000	Statement 34	,072
Statement 17	,000	Statement 35	,014
Statement 18	,936	Statement 36	,003

Table 10 examines the relation between the two distinctive groups of educators and students towards the index of the statements. An independent samples test was performed (N=174; N(student) = 131; N(educator= 43). Significant relationships are valid in twenty-six statements (marked orange in Table 10) indicated by a significance level lower than 0.05. This tells us that for those twenty-six statements, there is a statistically significant association between the differentiation of being an educator or a student at JAMK and the statements of the Survey on Culturally Based Learning Preferences, i.e. the difference between educators and students could not have been occurred by chance alone within this sample. The statements which have a significant

level above 0.05 are indicating that there is no statistically significant association.

An independent-samples t-test was run as well to determine whether the gender of the participants has an influence on the given results, i.e. statement. A significance level below 0.05 would indicate a relationship – the results within this research show that a relation between gender and statements is not given since all the given statements indicate a significance level above 0.05.

4.1.3 Comparison: top six student groups and Finnish educator responses

The reliability of the comparison between Finnish educators and the top six student groups has been generally proven as acceptable (see Table 11). Statement section 22-25 and 31-36 as a construct itself would be evaluated as unacceptable as they fall below .5. Though Gliem and Gliem (2003, 88) state that individual items' reliability is usually low and therefore the combination of all scales and its reliability is acceptable. Cronbach's Alpha based on standardized items shows the potential of the statement sections after the items would have been standardized.

Table 11. Questionnaire: statement overview including Cronbach's Alpha, number of items, mean, minimum and maximum; for Finnish educator and top six student responses

Statement section	1-3	4-7	8-12	13-18	19-21	22-25	26-30	31-36
Cronbach's Alpha	.740	.602	.683	.687	.564	.462	.706	.389
Cronbach's Alpha Based on Standardized Items	.746	.606	.707	.716	.567	.465	.703	.387
Number of Items	3	4	5	6	3	4	5	6
Mean	3.110	4.192	3.269	7.133	4.997	5.167	5.942	5.418
Minimum	2.562	3.000	2.538	5.608	4.354	4.431	4.962	3.431
Maximum	3.838	5.615	4.892	8.331	5.623	6.738	6.969	3.431

The following tables (Table 12 to 19) provide an overview of the Survey of Culturally Based Learning Preferences by Parrish and Linder-VanBerschot, who divided the thirty-six statements into eight cultural dimensions. The middle values (median) have been created by combining each statement's median divided through the amount of the given statements in each cultural dimension. The median enables a comparison of the dimensions between the groups and is not affected by possible extreme values within the distribution (Saunders et al. 2009, 444). The abbreviations are used as follows: E_FIN = Finnish educators, S_CHN = Chinese students, S_FIN = Finnish students, S_FRA = French students, S_NDL = Dutch students, S_RUS = Russian students and S_VNM = Vietnamese students.

Table 12. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "equality and authority"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
(1-3) Equality and authority	More equality-oriented		More authority-oriented
	E_FIN (1,67)		
	S_NDL (2,17)		
	S_FIN (3,00)		
	S_RUS (3,00)		
	S_VNM (3,00)		
	S_CHN (3,33)		
	S_FRA (3,33)		

All groups are oriented toward the equality orientation. The variation among them is small as the difference between the minimum and the maximum of the values presented in Table 12 is 1,66. Finnish educators are clearly oriented toward the equality side and French and Chinese students are furthest in the other direction.

Table 13. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "individualism and collectivism"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
	More individualistic		**More collectivist**
	E_FIN (3,25)	S_FIN (4,00)	
(4-7) Individualism and collectivism	S_CHN (3,88)	S_FRA (4,13)	
		S_RUS (4,25)	
		S_NDL (4,38)	
		S_VNM (4,50)	

The majority of the groups identify themselves between the individualistic and collectivist views. The variation among all of them is small as the difference between the minimum and the maximum of the values presented in Table 13 is 1,25. Finnish educators are most individualistic and Vietnamese students are heading towards the direction of collectivism.

Table 14. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "nurture and challenge"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
	More nurturing		**More challenging**
	E_FIN (1,60)	S_CHN (4,00)	
(8-12) Nurture and challenge	S_NDL (2,50)	S_RUS (4,40)	
	S_FIN (2,60)		
	S_FRA (2,80)		
	S_VNM (3,40)		

The majority of the groups are more nurturing. Most nurturing are Finnish educators. The difference between the minimum and the maximum of the values presented in Table 14 is 2,80, demonstrating that Russian students are not as nurturing as the other groups, but are not yet considered as more challenging and find themselves together with the Chinese students in between those two statements.

Table 15. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "stability seeking and uncertainty acceptance"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
(13-18) Stability seeking and uncertainty acceptance	**More stability-seeking**		**More uncertainty acceptance**
		S_CHN (6,17)	**E_FIN (8,33)**
		S_RUS (6,50)	
		S_VNM (6,83)	
		S_FRA (6,92)	
		S_NDL (7,17)	
		S_FIN (7,67)	

The majority of the groups are located in between the two statements, all of them with a tendency towards more uncertainty acceptance. The difference between the minimum and the maximum of the values presented in Table 15 is 2,16. Finnish educators are most avoiding uncertainty, directly followed by Finnish students.

Table 16. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "logic argumentation and being reasonable"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
(19-21) Logic argumentation and being reasonable	**More logical**		**More reasonable**
	S_NDL (3,67)	S_VNM (4,00)	
		S_RUS (4,33)	
		S_FIN (4,67)	
		E_FIN (5,00)	
		S_CHN (5,17)	
		S_FRA (5,83)	

The majority of the groups are located in between both sections whereby Chinese and French students are tending towards more reasonable. Logical argumentation is most characteristic for Dutch students in this small sample, and the variation between the minimum and the maximum of the values as presented in Table 16 is 2,16.

Table 17. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "causality and complex systems"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
(22-25) Causality and complex systems	**More focus on causality**		**More focus on systems and situations**
		S_CHN (4,63)	
		E_FIN (4,75)	
		S_FIN (5,00)	
		S_NDL (5,13)	
		S_RUS (5,25)	
		S_FRA (5,38)	
		S_VNM (5,75)	

All groups are taking the line between causality, and systems and situations. The variation among them is small as the difference between the minimum and the maximum of the values presented in Table 17 is 1,12. Chinese students have the tendency towards causality and French students towards systems and solutions.

Table 18. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "clock time and event time"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
	More clock focus		**More event focus**
(26- 30) Clock time and event time		S_CHN (5,00)	
		S_FIN (5,20)	
		S_NDL (5,80)	
		S_RUS (5,80)	
		S_FRA (6,10)	
		S_VNM (6,20)	
		E_FIN (6,60)	

All groups are taking the line between clock time and event time focus. The variation among them is small as the difference between the minimum and the maximum of the values presented in Table 18 is 1,60. The Finnish educators have the highest tendency towards event focus, Chinese students the least.

Table 19. Questionnaire: comparison of Finnish educators and top six student groups, cultural dimension "linear time and cyclical time"

Cultural dimension	Spectrum		
	median of 1-3	median 4-7	median 8-10
	More linear time oriented		More cyclical time oriented
(31-36) Linear time and cyclical time		S_NDL (4,67)	
		S_VNM (4,83)	
		S_RUS (4,83)	
		S_FIN (5,33)	
		S_CHN (5,42)	
		S_FRA (5,50)	
		E_FIN (6,00)	

All groups are taking the line between linear and cyclical time, whereby the French students in the sample have the biggest tendency towards cyclical time orientation and Dutch students towards linear time orientation. The difference between the minimum and the maximum of the values presented in Table 19 is 1,33.

The variations between the individual groups are small, but variability exists. Thus the median is only representing the middle values of the statements. The biggest variation (2,80) is visible in the cultural dimension "nurture and challenge" and the smallest variation (1,12) is visible within the statements of "causality and complex systems" demonstrating that similarities and differences do exist within the different nationalities as well as the Finnish educators. In some cases Finnish educators and Finnish students' median is located right next to each other (stability seeking and uncertainty acceptance; logic argumentation and being reasonable; causality and complex systems).

4.2 Focus group discussions

The focus group discussions included the top six nationality groups within the student body of JAMK as well as educators working within the JAMK premises. A total of thirteen students divided into two groups, and eight educators in one group participated within the three focus group discussions in which students and educators were separated from each other. The structure of the results is based on the design of the semi-structured focus group discussions starting with a description of the atmosphere within each focus group, continuing with the viewpoints regarding the role of the educator, problems and misunderstandings, and then focusing on ethics and responsibility.

The atmosphere within the first focus group discussion among French, Dutch and Russian students can be described as relaxed and topics were freely discussed among the participants. The second focus group discussion among Chinese, Finnish and Vietnamese students started slowly and was characterized through silence in the beginning and the participants needed more facilitation throughout the discussion than the other student group. The focus group discussion among the educators seemed to be characterized by high interest in the topics discussed, and the activity level among the participants varied.

4.2.1 Role of the educator

One of the French participants (S_FRA1(m/exchange) emphasized the importance of methodology compared to the content used within a lecture stressing the fact that information can be found in the Internet. Furthermore one student (S_RUS1(m/degree) stated that the teacher does not need to be able to provide all answers, but should "create the environment for students who then come up with answers". Within the first group the term of providing knowledge was not mentioned, but in the second group a Finnish student (S_FIN1(f/degree) explained the combination of knowledge provider and motivator by emphasizing the position of the student saying they should be

motivated by themselves to learn. Though S_VNM2(f/degree) disagrees and puts the teacher in the role of an inspirer enabling learning by doing. Within the discussions the following categories emerged (see Table 20).

Table 20. Viewpoints on the role of the educator by students and educators

	Student	Educator
Environment creator, tool provider, inspirer	3	4
Motivator	3	1
Combination of knowledge provider and motivator	3	3
Experience sharer	2	1

Within the third focus group, the educators (E_FIN2(m), E_FIN4(f)) differentiated between the subjects taught, emphasizing that certain subjects, such as accounting, have the need for distributing knowledge due to different or no knowledge regarding certain skills within accounting. Furthermore, sharing experience is stated (E_FIN1(m)) as valuable stating "the knowledge comes with the experience and to share that experience that's one thing" as "we are a part of experience industry" (E_FIN6(m)). The issue of critical thinking is addressed by E_FIN5(f) underlining the teaching of how to judge the knowledge used. As the discussion evolves within the section regarding ethics and responsibility E_USA1(m) describes himself as a creator of learning opportunities and as an HR and training professional that considers

that knowledge can be found from other resources than the teacher themselves.

4.2.2 Problems and misunderstandings

Problems and misunderstandings occurring in the classroom between teachers and students based on experiences and observations were discussed next. A distinction in the analysing process is made between students and educators.

Viewpoints of the students: Emerging themes concentrate on teaching methodologies and assessment as well as English as a second or even third language, and communication. Furthermore, differences towards the home countries, different teaching methods and the feeling that there is no common thread of teaching methods and assessments within JAMK were addressed. S_VNM1(f/degree) states for example that "the teachers don't have a standard, a form for the assignments requirements", which can lead to unclear instructions. S_VNM4(f/degree) elaborates by explaining that in Vietnam "the teacher will stick with one kind of structure of grading and teaching" with an "example to follow". The variations in teaching methods at JAMK are described as ranging from being very interactive to the very opposite, and this is considered to be "strange" (S_NDL1(m/exchange)). Additionally the understanding of lecture related content can suffer from a lack of English language skills (S_CHN1(f/degree) particularly as regards the lecturer's accent when speaking English. A general language barrier between students and teachers (S_FIN1(f/degree) can furthermore result in interference of the teaching process and understanding lecture related contents and assigned tasks.

The following statements were made during the focus group discussions emphasizing the lack of understanding about what the teachers expect from the students:

> *But sometimes it feels like, the teacher expects you to already understand what he wants from you without elaborating more about the assignment or what they with you to produce (S_FIN2(f/degree)).*

> *Personally, I don't know what the teacher expects from different students. And he is a Finnish teacher; he probably has a Finnish way to think. So, probably the Finnish student will do… how can I say that? … do exactly the same way he expected (S_CHN1(f/degree).*

> *In one course, we had a Finnish teacher and we had to do an assignment and then suddenly, he said another Finnish teacher from another degree programme is going to grade our assignment. And I got totally different grade than I usually get. And I did exactly the same effort as I usually do and I got much worse grade.* (S_FIN1(f/degree).)

> *I guess we did it as it was expected* (S_RUS1(m/degree)).

S_NDL1(f/exchange) compares the workload and assessment tools to the ones in her home country stating that in JAMK everything seems easier and less pressure on assignments exists, commenting, "they always give you a pass", which she considers as negative and not supporting educational success. She also states though that this might be due to the very frequent amount of assignments, in which she does not "see really any advantage for learning something in those assignments". S_VNM4(f/degree) supports this by stating:

> *I think here it is easier. We don't have to follow anything. We just need to use our own idea, then use our own words. So if the teacher thinks our idea is logical and it's convincing, then we can get a good grade.*

The second group consisting of Chinese, Finnish and Vietnamese students say that they contact and ask the teacher in case of e.g. an unclear assignment. The first group consisting of Dutch, French and Russian students on the contrary does not question the teacher's instructions, e.g., perceived irrational bases for grouping student in projects, unusual teaching approaches or a perceived lack of practical examples (S_RUS1(m/degree). Problems regarding time management and deadlines occur especially at the end of the semester since most of the workload is concentrated towards the end of each

semester (S_VNM3(f/degree) and S_RUS1(m/degree) perceives an irrational approach of setting deadlines, i.e. too short or too long amount of time.

Figure 11. Mind-map: emerging topics within the student focus group discussions regarding problems and misunderstandings

Figure 11 provides a summary of what was discussed during the students' focus group discussions, emphasizing particularly the impact of the shared lingua-franca English language and views about teaching methodologies.

Viewpoints of the educators: Emerging themes concentrate on the challenges that emerge when teaching within a multicultural setting where the "cultural" component is fast increasing, as well as English as a second or even third language of communication.

The different levels of English language skills among students as well as teachers are addressed since two educators describe their own English language skills not being "perfect" (E_FIN3(f), & E_FIN4(f)). The impact of English language skills and dialects, as well as the ways that language is used, are perceived as challenging. An example was given concerning how language is used towards a person who is "more respected," e.g. by African students as they tend to speak more quietly when addressing a teacher (E_FIN3f), E_FIN4(f), E_FIN5(f). The cultural aspect mentioned here is connected as well to the problematic of whether the student has actually understood instructions or not. Though E_FIN1(m) disagrees by stating that "I am not sure if that is tight to the nationality of the students". The assurance of understanding is as well made difficult due to the sometimes rather large size of classes (E_FIN4(f), E_FIN5(f)). JAMK offers not only traditional lecture-based courses, where students and teachers physically should attend, but also online courses, where the lack of verbal interaction, with its inherent opportunity for clarification as needed, does not exist. Experiences and observations seem to show that students seem to have more difficulties understanding written instructions than spoken (E_FIN1(m), E_FIN5(f)). Generally the educators state that they do not face misunderstandings often (E_FIN7(m)). The following statements are made concerning the cause of misunderstandings:

> *Is that that the misunderstanding, deliberate misunderstanding or just lack of time for example? It's difficult to go into the root cause.* (E_FIN2(m).)

> *Misunderstanding however, I think, if you want to look at them in term what cause them. There is a lot of it has to do with interpretation of things that might be culturally based. (*E_USA1(m).)

Another challenge within multicultural settings is group work where mixed cultures work together. E_USA1(m) states and elaborates that the difference perception of performance within their studies:

> *It becomes such a challenge to work on any kinds of assignments or projects with mixed groups when a grade has to be given that it's basically the norm now that there is at least somebody in the group, who is majorly disgruntle about the outcome of what they have done and unfortunately they look for people to blame in their own group, or they blame my instructions, they blame Finland. [laughter] I am serious, it is a very sad thing and it can be quite frustrating when you are trying to create learning opportunities for students to actually perform and create new things.*

The approaches of assessing and grading lecture-related tasks seem to vary according to the perceptions of the students. Statements made about how students behave regarding the evaluation and grading of their work are:

> *My impression sometimes is that the students who actually complain about their grades are those who think that they, when they just sort off repeat the course content to the teacher has told. […] I think for us teachers is that they should actually go beyond that in order to get a five. And that is sometimes really hard to explain to the students.* (E_FIN7(m).)

> *They don't know because they don't know. […] But why would we have the task if there wouldn't be something to be added or analysed or reflected?*(E_FIN2(m).)

Furthermore the criteria of setting deadlines and the strict adherence of them are important as a loose approach towards deadlines might spread within the student body as problems or misunderstandings can arise as well (E_FIN2(m), E_FIN3(f), E_FIN5(f)).
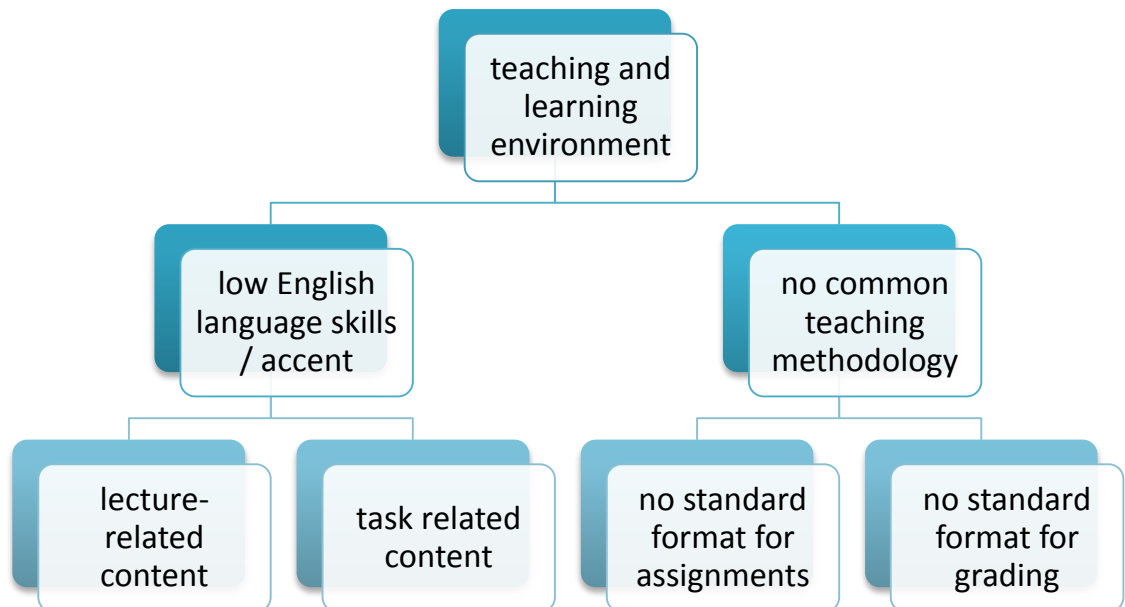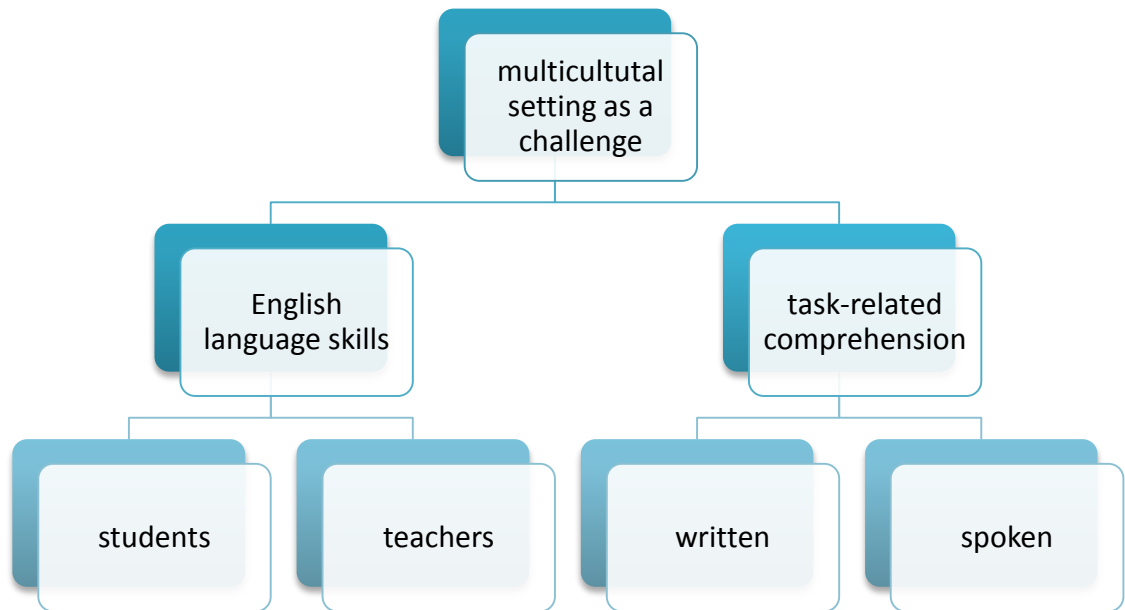
Figure 12. Mind-map: emerging topics within the educator focus group discussion regarding problems and misunderstandings

Figure 12 provides a vignette of what was discussed during the educator's focus group discussion emphasizing the challenges of a multicultural environment towards the teaching and learning environment.

4.2.3 Ethics and responsibility

Within this section of the chapter a distinction between Finnish degree, foreign degree and exchange students will be made, and as well, the awareness of the educators will be taken into consideration including their perception of the above mentioned student groups. Identified issues and their recommendations will be analysed.

Educators' familiarity and awareness: Finnish educators seem to be unconsciously aware of ethical guidelines and principles. Two educators stated that they are not familiar with JAMK's ethical guidelines and principles, one states that he gained familiarity after being confronted with disciplinary problems in the classroom but "before that I knew they existed, that's it to be honest" (E_FIN2(m)). The following statements show the unconscious awareness level of the educators:

> *I don't think we had those discussions anywhere showing those principles and this what for JAMK applies. I think it is more like discussed about those things and learn them in a casual environment, more or less. I think. So, at least I feel that I have some kind of ethical principle path in my head that I try to follow: this is what I can do, this is what I should do, and this is what students should do and so on. (E_FIN1(m).)*

> *I had a look at those ethical principles with a colleague and we thought 'Okay, no surprise in here, this is common sense knowledge. This is kind of a good behaviour of human beings when they work with each other'. (E_FIN2(m).)*

> *Well, honestly I have to say, I think I have never… I may have read them or seen them in the past but I have never put finger on any of the rules… other than common sense or my personal understanding that I have developed over the years of how one should do, be and behave… of course for example plagiarism or things like that, I think I don't have to read it anywhere to know that it's not accepted. So, related violations of rules apply through I think. (E_FIN7(m).)*

> *We learn them when we have problems and we have to start utilizing them (E_FIN2(m)).*

Two educators state directly that they are familiar with JAMK's ethical principles and guidelines as they are engaged with those topics within their working environment on a regular basis.

Finnish degree students' familiarity and awareness: From the educators' point of view the Finnish degree students are not aware of the ethical principles applied within JAMK. Though it is stated that there is an unconscious awareness given among the Finnish degree students:

… teachers and students have somewhere in their mind their idea of ethics and to my understanding it's not in a strong disagreement of what JAMK has written down because they are common practices in the society. (E_FIN2(m).)

I just think that Finnish degree students they are aware of it because they have passed the Finnish education system so far and actually we have the same ethical principles in the grammar school and gymnasium and so on. So, same ethical rules are... we are complying that… and students are complying that, the Finnish degree students. (E_FIN(f).)

The Finnish degree students support the educators' viewpoints by stating that they are aware of "what supposed to be done" (S_FIN1(f)) even though they are not aware explicitly of JAMK's ethical principles and guidelines. So, in their minds they do comply.

Foreign degree students' familiarity and awareness: From the educators' point of view the foreign degree students do not seem to be familiar with JAMK's ethical principles and guidelines. A lack of understanding about what has been done wrong (E_FIN7(m)) sometimes contradicts with their own perception of what is ethically right or wrong. The following statement underlines this perception:

I would say: 'No, they don't know JAMK's ethical principles and during the first year normally there are these clashes that their own ethics and for example I have heard, I have had students who come and say 'But everybody cheats back home. It's a norm. [E_FIN7(m): Yeah] And to stay in the competition, you better cheat as well.' And that's been when we had a case of cheating in the exam. (E_FIN2(m).)

Seven participants within the first and second focus group discussions are foreign degree students – their statements will be analysed. Generally this student group does not seem to be aware of JAMK's ethical principles. They do think they comply though. Only one student claimed to be directly aware because her courses as a nursing student require this specific knowledge and two students state they are not aware of JAMK's ethical principles and guidelines. Knowledge regarding the citation and referencing of sources seems to be gained through the ICT Skills course offered to degree students within JAMK.

Exchange students' familiarity and awareness: From the educators' point of view the exchange students do not seem to be familiar with JAMK's ethical principles and guidelines. A lack of understanding as well as seriousness regarding their exchange is mentioned. Fewer problems seem to occur with students coming from e.g. Germany, Austria and The Netherlands (E_FIN2(m)). Issues such as plagiarism are addressed as well as the problem of interference of other students' learning progress and the teachers' working process (E_USA1(m)), which are supported by the following statements:

> *We see also some sort of problems with exchange students when they don't know so much about common ethical situations like what happens when you are in a customer service in library and how they act and go with our rules because we have also rules. So, sometimes it's difficult to explain them 'this is the way we act here and this is the system'.* (E_FIN5(f).)

> *By volume the biggest ethical problem or the biggest violation is this kind of a day to day behaviour in the classroom, in the groups and there we have the least clear policy what should we do. It's very much teacher based and how much energy we put into that discipline-making and there is also, I think, that's the area where it's difficult for students to understand that 'is that ethical or unethical?'.* (E_FIN2(m).)

Four participants within the first focus group discussion were exchange students, and especially differences to their home institutions or home countries arose throughout the discussion, and the following statements emphasize those:

> *… but I didn't see the text and it's little bit more important here than in my country* (S_FRA1(m/exchange).

> *Yeah, in France we usually put all our references at the end but here, for example, I work with some Finns and each time when they find information, they always put the links just after the information they found. So the report is complete of linked everywhere and that was quite strange.* (S_FRA1(f/exchange).)

> *Even in my own country I don't read the rules. If there is something very important, I know it, and I know what's inside but I don't read it.* (S_FRA1 (f/exchange).) Followed by: *Yeah, you know how it works, so you don't really feel like going through all these pages* (S_NDL1 (m/exchange)).

They all seem to have been confronted, i.e. heard about JAMK's ethical principles and guidelines during the orientation process, but have not read the texts. S_FRA1(f/exchange) states an overload of information by saying: "A lot of information at the same time". Their familiarity and awareness is low or non-existent.

Issues and recommendations regarding communication and distribution of JAMK's ethical principles and guidelines: The educators assume that the guidelines are communicated to the students during the orientation week, but E_USA1(m) explains experiences where students deny that they have been exposed to JAMK's ethical principles and guidelines during orientation week. This statement is confirmed by the students, for example:

> *No. I don't think I even heard one word about it during my orientation, which I think should be there. When coming here as new students, not all are Finnish even… how are we supposed to know what the school is expecting from us? (S_CHN1 (f/degree) and S_VNM3 (f/degree) nodding). (S_FIN2 (f/degree).)*

E_FIN2(m) elaborates that generally the students "cannot yet link it to any kind of reality they will be facing" considering that in the beginning of the students' studies they have not been confronted yet with assignments or research. This seems to be supported by this student:

> *But the thing is during orientation, you are new, you are in a new city, new to a country. You have new people, new roommates, new teachers, new everything. There is a capacity that you can take in for one day or one hour. So that, of course, you can tell a lot of things, but you should have some kind of one place, where you can get back and see "Okay, so what was that about?" (S_CHN1 (f/degree) and S_FIN2 (f/degree) agreed) So that it's not that you explain everything in one week and you expect that all the students remember everything. It is very challenging. (S_FIN1 (f/degree).)*

Additionally E_USA1(m) stresses the fact that current updates are only available in the Finnish language and therefore are not able to reach the students he is teaching. The issue of language is also addressed by the students. Generally the availability of the Ethical Principles Guidelines in English is supported, because the student believe that English language

competency should be sufficient in the student body. Awareness exists of the varying English language skills levels especially between degree and exchange students particularly since exchange students usually do not study in English back in their home country. Also S_RUS2(m/degree) considers the involvement of students such as tutors as being very practical. S_CHN1(d/degree) moreover elaborates that it would be convenient to have someone from their own country to welcome and explain certain educational related topics.

> *But I think mostly, there should be one student responsible for those incoming exchange students from their mother country. Because, personally I think, in Asian countries, it is relationship oriented as we talked about all the time. So we will trust somebody more, not just reading something from the webpage. So if you explain them in details, they will know it better.* (S_CHN1 (f/degree).)

The Vietnamese students support this by stating that they would rather request information from other Vietnamese students that have studied at JAMK already for two or three years.

Furthermore E_USA1(m) states that Finnish degree students, as they seem to have common awareness of what is right and wrong but "they are not actively working to spread the word or the culture" (E_USA1(m)) and they seem to consider themselves as "better students" compared to foreign students who "maybe a better understanding to work in multicultural atmosphere than those Finnish speaking students who think 'I know this, I am from Finland'" (E_FIN5(f)). One of the students became familiar with the ethical principles and guidelines of JAMK by being a tutor for incoming students. As a tutor you do not seem to be actively encouraged to share information about the guidelines to other students though. The frequency of actually meeting your tutors is addressed as well by stating that meetings can be infrequent or non-existing.

The educators elucidate that JAMK's ethical principles guidelines do not provide clear instructions for how to handle violations as the situation currently seems to be very teacher action-based and not organizationally action-based,

thus missing "the touch to the day to day reality a bit" (E_FIN2(m)). Incompleteness and unclear information are as well supported by four students. Furthermore the students are unsure about what their responsibility is regarding how to handle situations where what they perceive to be dishonest academic behaviour or inappropriate classroom behaviour occurs.

Table 21. Viewpoints on recommendations regarding JAMK's ethical principles and guidelines: students and educators

	Students	Educators
More transparency and visibility	5	5
More consistency in implementation	2	1
Equal accessibility (concerning language)	10	2

Suggested implications are summarized in Table 21 emphasizing the necessity for more transparency and accessibility as well as consistency. Those necessities are supported by the concerns of S_NDL1(f/exchange) saying:

> *Are those guidelines very important for this university? Because since we don't really know about it, I may assume that it's not really important.*

In order to create better transparency and visibility as well as accessibility, such media tools as blogs, videos and poster are proposed by both students and educators. S_FIN1(f/degree) and S_FIN2(f/degree) describe an ideal

informational video as being short, animated and depicting a story line in order to create interest and awareness among all student groups, degree and exchange. Additionally, information regarding ethics and responsibility in the student's native language such as Chinese, Vietnamese and French would be appreciated:

> *It's good. Because we have this information when we arrive in Finland, so we don't really speak good English and we don't really understand a lot of things in the beginning, so if it's the native speaker, it may be really good.* (S_FRA1 (m/exchange).)

> *Yeah, the thing that in JAMK, they can speak more about this ethical things to exchange students because we don't have the same practical thing in our country, so maybe it is good to inform us about it* (S_FRA1(m/exchange).

Furthermore a creative approach as well the involvement of students is recommended by E_FIN5(f). E_FIN2(m) emphasizes preventive work with the help of workshops or lectures and a connection to working life. He also suggests that students who comply be rewarded, and this goes hand-in-hand with the suggestion by a Vietnamese student:

> *I think it would be great if there is some sort of system that encourages people to help other people. For example, some sort of rewarding for student who helps like 10 other students. And they get feedbacks about that so what they do will actually be recorded and then, the school can give them some reward afterwards. It doesn't have to be very big but encourages people to help others.* (S_VNM2 (f/degree).)

But not only a plain explanation, also the importance of integrating different reasoning in order to create understanding are mentioned (S_FRA1(m/exchange)). Furthermore, information about Finland and its culture are considered as important:

> *Because we come here to study. We not just study in JAMK. It is totally different from our culture. So we come here differently and we have to adapt here. So it would be great if they know something before they come.*(S_CHN1 (f/degree).)

4.2.4 Shared viewpoints of students and educators

It is noteworthy that throughout the focus group discussions the student's development through his or her studies has been addressed, both by students but especially by educators, emphasizing that those linguistic and situational misunderstandings dissolve after a certain time of studying at JAMK. This is particularly true for degree students because they typically stay three and a half years at JAMK. The challenge of adaptation is significant for exchange students:

> *I think the big difference is that with degree students because we have a common track of three years and a half to four years ahead of us, we better acknowledge the misunderstandings we might have and we have to find a common ground. But if somebody comes as an exchange students in the beginning of September, is kind of more adapted to our learning environment somewhere in October and starts packing in December. Not we, not them try too much to adjust to each other's habits and cultures.* (E_FIN2(m).)

Educators and students seem to be aware about the existence of cultural aspects pertaining to teaching and learning preferences and expectations:

> *There is a lot of it has to with interpretation of things that might be culturally based. Like, what is important in good performance, and is it important for me to learn something or to perform with others and to develop myself or is it important for me to just focus on getting a 5 in this course and not doing very much about it.* (E_USA1(m).)

> *So, sometimes it's difficult to explain them 'this is the way we act here and this is the system'. So, maybe if they come from totally different culture where such services are not available or they are used in really different ways… so, I think it's linked with this understanding of how you act ethically.* (E_FIN5(f).)

> *I have had students who come and say 'But everybody cheats back home. It's a norm. [E_FIN7(m): Yeah] And to stay in the competition, you better cheat as well.' And that's been when we had a case of cheating in the exam. Of course it's kind of defensive statement. Whether that's true or not, I cannot say because I haven't been in their learning environment […].* (E_FIN2(m).)

That's my feeling having being also visiting lectures somewhere that some people come from very kind of a "disciplined, listen and do their exam well"-culture and come to JAMK where we have a lot of discussion. They take the freedom part of our culture, but forget some of the responsibility part and maybe our students who go abroad, they take this kind of a 'okay, be passive, you don't have to anymore participate in the discussion'. They might take that part. They adjust, kind of a, but a bit selectively. (E_FIN2(m).)

Also the students show awareness by taking the viewpoints of the Finnish educator and student into account:

Actually, last year, I had one course. I really worked hard but I always don't have a high grade so I was like "What did I do?". But I think I worked hard. So I was thinking: probably because we think differently. Personally, I don't know what the teacher expects from different students. And he is a Finnish teacher; he probably has a Finnish way to think. So, probably the Finnish student will do… How can I say that? … do exactly the same way he expected. (S_CHN1 (f/degree).)

I think that teachers are very open, for example in my class they often ask people, students to participate and in France it's more like you said, we just have a theory and no one participates and that's all. And after the class we all filled with a lot of things, but here teacher ask always to, so that we participate.(S_FRA1 (f/exchange).)

4.3 Implementation inquiry

The results of the section "implementation inquiry" are based on desktop research findings and the observation and study of communication processes implemented at JAMK. Current online resources that are used to communicate information and knowledge within JAMK are described in Table 22 including the language availability and possible content. They include official websites and frequently updated social media platforms.

Table 22. Online resources within JAMK University of Applied Sciences (cont.)

Informational resource; website if applicable	Language format	Note
Official website of JAMK; www.jamk.fi	Finnish and English language.	Offers occasionally a live chat.
Official Twitter account of JAMK; https://twitter.com/jamk_fi	Most posts are only available in Finnish language (85,4%, December 2014); most of the English posts are related to application time, Facebook, summer school, nursing, and seasons/weather announcements.	Description on social media platform: "JAMK University of Applied Sciences is an attractive, internationally oriented higher education institution in Jyväskylä, Finland." (JAMK n.d.f)
Official Facebook account of JAMK; https://www.facebook.com/jamk.fi	No consistency of Finnish and English language posts. Some posts only in Finnish, some only in English.	Description on social media platform available in Finnish and English language: "JAMK is an attractive, internationally oriented higher education institution in Jyväskylä, Finland. The number of students is 8 500. www.jamk.fi" (JAMK n.d.e)
Student union of JAMK: JAMKO; www.jamko.fi	Finnish and English language.	Information regarding student union membership, its benefits and events and peer tutors.
JAMKO – Facebook account; https://www.facebook.com/StudentUnionJAMKO	Finnish and English language (few exceptions); most of the conversations are in Finnish.	No description given.
JAMKO – Twitter account; https://twitter.com/opiskelijakunta	99% of the posts are in Finnish language (JAMKO n.d.).	Description available in Finnish language.

JAMKO – LinkedIn; https://www.linkedin.com/company/the-student-union-of-jamk-university-of-applied-sciences-jamko	English language.	Description available in English. "Following" -option available.
Teaching and learning environment OPTIMA; www.optima.jamk.fi	Depending on the course, information is available in Finnish and/or English language.	Log in required; includes course specific and faculty specific content.
Student portal of JAMK: ASIO, www.asio.jamk.fi	Finnish and English language options available.	Log in required; student access to enrolments, transcript of records, career plan, practical training contracts, student exchange application forms, course feedback, etc.
Communication and participation tool of JAMK: ELMO; http://oppimateriaalit.jamk.fi/elmo-en/	Finnish and English language.	Log in required; includes Elmo Desk, Elmo intranet and Elmo workspaces.
Elmo Desk; http://elmo.jamk.fi	Finnish and English language. Elmo News section offers more content in Finnish language.	Log in required; includes news, own study related content, calendar, tasks, news feed (RSS); widgets can be personalized.
Elmo intra (JAMK's student and teacher intra)	Finnish and English language.	Log in required; includes JAMK news, JAMKO news, shortcuts to e.g. ASIO; OPTIMA, library, help desk etc.,
JAMK library; http://www.jamk.fi/en/Services/library/	Finnish and English language.	Includes library related content, information seeking guidance and other guides.
Study guide of JAMK; studyguide.jamk.fi/en	Finnish and English language.	Includes Bachelor's Degrees, Master's Degrees and Teacher Education College, and ECTS Guide.

The information resources described in Table 22 are supplemented by a wide range of blogs available in Finnish and/or the English language. Each degree

student group, as well as the incoming and outgoing exchange students, have their own Facebook group, which is updated and maintained by the responsible education secretaries. Personal conversations via email or office visits with e.g. the student services, international services, and teacher tutors are possible as well. JAMK's student union, JAMKO, provides information as well about the respective study field associations, which also have their own respective Internet presence:

- Jammaus Ry for music students (Facebook),

- Jasto Ry for social and healthcare students (official website and Facebook),

- Konkurssi Ry for business students (official website and Facebook),

- Matkarata Ry for tourism and service students (official website and Facebook), and

- Tarmo Ry for natural sciences students (Facebook).

The members of the student union JAMKO, and the study field associations listed above presently have no foreign students as board members or representatives. Konkurssi Ry makes some content available in Finnish and English; Jammaus Ry and Tarmo Ry offer information in the Finnish language; Jasto Ry and Matkarata Ry offer differentiated content in Finnish and the English language. (Jammaus Ry n.d.; Jasto Ry n.d.a; Jasto Ry n.d.b; Konkurssi Ry n.d.a; Konkurssi Ry n.d.b; Matkarata Ry n.d.a; Matkarata Ry n.d.b; Tarmo Ry n.d.)

Since the research is concerned with the general awareness and understanding of the ethical principles guidelines of JAMK among students and teachers, the communication of these guidelines toward all student groups (i.e. degree and exchange students) was examined carefully.

(1) STARTING POINT
orientation week programme (OWP) for exchange students via jamk.fi (2014)

(2) JAMK interntational services office
direct visit in office, forwarded to:

(3) JAMK study counsellor
mail contact, provides OWP for degree students, forwarded to:

(4) JAMKO (JAMK student union) - peer tutors
mail contact, provides latest OWP for both degree & exchange students, forwarded to:

(5) JAMK teacher tutors responsible for each study field

(6) after comparison of latest OWPs, the following observation is made:
degree students receive info regarding ethical principles, exchange students do not

WHY? - (7) JAMKO
mail contact forwarded to *international services office*

Figure 13. Communication process of finding out details regarding the orientation week content between the 3rd and 8th of December 2014

Figure 13 describes the inquiry process that focused on the communication of the ethical principles guidelines at JAMK during orientation activities. The

involved participants were informed that this is part of a research project in order to gain more knowledge about JAMK and its provision of orientation week content and materials for degree and exchange students. The identity of the participants is not revealed in this report. This investigation began with desktop research in which the orientation week programme (OWP) for exchange students was studied. The International Services office is responsible for incoming and outgoing exchange students, which led to the assumption by the researcher that the *international services office* would be able to provide more detailed information and/ or contact information regarding a person in charge. The researcher was forwarded from there to the *study counsellor*, who is able to provide the OWP for the degree students, but recommended contacting the peer students i.e. the *student union JAMKO*, who subsequently provided the latest OWPs for degree and exchange students and a recommended contact information list of responsible *teacher tutors*. After a comparison of the OWPs (see Appendix 8) a difference within the schedule appeared: the degree students are provided with a section titled "Ethical principles in studies" but the exchange students are not. This led to another email contact with the student union JAMKO questioning the difference described above and produced the following answer (extract of the mail received on the 8th of December 2014) and a recommendation to get in contact with the *international services office*.

> *I'm not entirely sure why these aren't processed with the exchange students also but it must be because that they are here only for a short period of time compared to the international degree students. The exchange students' orientation is also scheduled mainly to the week before all the Finnish and English degree students start their orientation week. The JAMK staff who usually talk to the new students about the ethical and pedagogical principles are usually quite busy during the actual orientation week and thus they might not have time to give a presentation about these during then. Also the two-day international orientation before the actual orientation week is quite packed.* (JAMK, JAMKO tutor secretary 2014c.)

Yet, within the Elmo student intra network under the section head "For incoming exchange students" is a link available leading to a video collection regarding the orientation week implemented for exchange and international degree students. On JAMK's official website you are able to find the videos by

clicking through the following path: jamk.fi, JAMK.fi services: Video, English Programs, Administration, Orientation week for exchange students or Orientation week for international degree students. The ethical principles guidelines of JAMK are mentioned twice:

- within the orientation videos for the international degree students: under "STUDY CULTURE", duration: 3min, and

- within the orientation video for the exchange students: under "Orientation for Exchange students"; duration: 1min 27sec.

Here are some direct quotations from the video content:

> *Yes, we know that you know these principles, but these are very important… to all of us, both to staff and students. But it is our duty to tell you about this, so you know that we have such ethical guidelines here! […] You can read these by yourself.* (student services secretary, exchange student material (JAMK 2014e.)

> *Of course I understand that there might be cultural differences concerning academic responsibility. If you are unsure, turn to your teacher and ask what are the right principles.* (international services secretary, degree student material (JAMK 2014d.)

The above shortly-mentioned Ethical Principles Guideline is available from multiple sources. Details of these resources are to be found in Table 23, which demonstrate that the actual Ethical Principles Guideline is found after clicking through the respected webpage with a minimum of three and a maximum of ten times, and in some cases the intended links do not work.

Table 23. Ethical principles guideline – resources

Source	Where to find it? (steps)
Official website of JAMK; **www.jamk.fi**	(1) jamk.fi (2) JAMK information: About JAMK (3) After "Facts and Figures": direct link to "Pedagogical and Ethical Principles"
JAMK library; **http://www.jamk.fi/en/Services/library/**	(1) jamk.fi (2) Services: Library (3) Learn information seeking (4) Learn to find (5) Start your journey to information resources! (6) Don't copy, cite! Link to "Pedagogical and Ethical Principles" (7) Study Guide: Degree Regulations, Pedagogical and Ethical Principles
Elmo intra (student and teacher intra, log in needed)	Several sources lead to the ethical principles guidelines, e.g. (1) Start page → Thesis → Ethical Principles → Link to JAMK's Ethical Principles (2) Start page → Data security → Link to IT Helpdesk (3) For Open Studies Students → Studying at JAMK → Degree Regulations, Pedagogical and Ethical Principles → Link to JAMK's Ethical Principles
JAMK Helpdesk (instructions for the usage of data systems within JAMK)	(1) jamk.fi (2) JAMK.fi services: Study Guide (3) Teacher Education College (4) Internationally oriented teacher education (5) General information for students (6) Beginning your studies (7) JAMK's IT Services (8) Shortcuts: IT Helpdesk; link to oppimateriaalit.jamk.fi/helpdesk_en/ (9) Instructions: Data security (10) What does data security mean?: principles and rules, stating: "The link directs users to the ELMO service for students. - Ethical principles" (JAMK n.d.c) The link does *not* exist.

A major issue regarding the Ethical Principles Guidelines is the topic of so-called "unethical behaviour" and the problematic of e.g. plagiarism and fabrication, which are both highly-connected with citation and references within reports and thesis publications. JAMK offers an elective online course called "Specialized Information Seeking" for staff and students (JAMK n.d.d) – available in Finnish and the English language; a website regarding project reporting instructions – available in Finnish and the English language, as well as a thesis blog, which is currently only available in the Finnish language. The manager of the Finnish thesis blog was contacted in order to ask about the existence of an English version, which produced the following result:

> *I discussed your initiative with the Library Director and Library Vice Director last week. We thought that I haven't enough work-time (or English writing skills, I suppose!) to write also in English on the public blog. I work only part-time in JAMK. […]It seems at the moment that there isn't any chance that the blog would also be available in English. Very sorry for that.* (JAMK Information specialist 2014a.)

Another tool identified that was used to spread information regarding the ethical principles was a foldable paper stand, which was distributed over the campuses of JAMK (main campus distribution examples see Appendix 9). This distribution tool and its information was described as "pedagogiset ja eettiset periaatteet" (English: pedagogical and ethical principles) and provided a link to updated content from June 2014 regarding the degree regulations, but the information was only available in Finnish (JAMK n.d.g.)

5 DISCUSSION

The discussion begins by focusing on the results of the instrument that measured differences and similarities among and within the student and faculty body regarding teaching and learning preferences, The Survey on Culturally Based Learning Preferences. The results, particularly when used to analyse the focus group discussion content, help to develop an understanding about the existing learning environments within the HEI JAMK. The level of awareness and understanding of JAMK's ethical principles guidelines is

addressed next, followed by JAMK's current communication tools and the methods and processes of sharing the ethical principles guidelines. The aim is to provide an overview and interpretation of the gathered data in order to shed light on, and create understanding pertaining to the proposed objectives of the research and its research questions. This section effectively combines the data collections in order to triangulate perspectives and form a coherent summary.

5.1 Differences and similarities among and within the student and faculty body regarding teaching and learning preferences

The survey as well as the focus group discussions provided insights concerning the teaching and learning environments within JAMK. Similarities, but also differences exist and the latter, because they may influence the development of misunderstandings in multicultural contexts, become more clear when comparing Finnish educators as a group with the student groups that included students from China, Finland, France, The Netherlands, Russia and Vietnam. The results of the survey regarding teaching and learning preferences showed that the groups' preferences vary to a certain extent. Similarities are visible within dimension 1 (equality-authority), 6 (causality-complex systems), 7 (clock time-event time), and 8 (linear time-cyclical time). Finnish universities of applied science often feature a student-centred teaching approach in which there is interaction between students and teachers and students and the institution. Because the students who responded to the survey have been already enrolled to JAMK, a Finnish university of applied sciences, a common knowledge base and expectations regarding the Finnish education system might have attracted a certain type of student who prefers an educational setting where he/she can have an impact on the learning environment and its activities, as opposed to what might be expected in a traditional teacher-centred approach that is common in theoretical universities. The similarities within dimensions 6 to 8 can be associated with "uncertainty" as none of the groups are oriented toward one

side of the index. Students and teachers are actively participating in JAMK's teaching and learning environment and this detected uncertainty can also be seen in the focus group discussions where the variety of educators' teaching methods in use was discussed. The teaching style and methods, e.g. comparing teaching with an emphasis on simple knowledge transmission (lecturing) and rote memorization, with more interactive, experiential or socially constructive approaches which consequently might appear as being unclear or inconsistent to some students.

Differences emerged among dimensions 2 (individualism-collectivism), 3 (nurture-challenge), 4 (stability seeking-uncertainty acceptance), and 5 (logic argumentation-being reasonable). Within dimension 2 and 4 the Finnish educators take a clear stand compared to the analysed student groups: the Finnish educators prefer an educational environment where students are engaged in the learning process whereby the majority of the student groups find themselves between individual and social growth, in which students might prefer to work individually. This preference of the Finnish educators also shows distinctly in dimension 4 where the desired demonstration of thinking processes by students, and open-ended learning activities drives how the teachers teach. All student groups find themselves instead between the teachers' preference and a more structured teaching and learning environment. The results of dimension 2 and 4 can both be linked to the preference of the role of the educator being a combination of knowledge provider and motivator, as was revealed during the focus group discussions.

Dimension 3 represents the biggest difference among the analysed groups whereby the Finnish educators (1,60) take a clear standpoint of preferring a "nurtured" educational environment where collaboration is emphasized and failure is seen as an opportunity for growth. Chinese (4,00) and Russian (4,40) students though find themselves the furthest away from Finnish educators' point of view which seems to be highly influenced by their respective shared enculturation where failure is seen as unacceptable, causing a loss of face in social contexts (Brown 1977, cited in Burek 2009, 46), and where the best students are the norm. Within dimension 5 only the Dutch student group tends

to orientate toward logical argumentation within learning situations: argumentation is seen as a learning activity whereas the other analysed groups are located in the centre of the index regarding the importance of logical consistency and practical outcomes, which may produce uncertainty. This uncertainty could also be linked, as mentioned above, to the inconsistency of teaching and learning methodologies in use at JAMK.

The results of the survey among Finnish educators and students vary only little, perhaps logically since they are all Finns. It is evident as well within the focus group discussion that a shared enculturation creates a common set of teaching and learning preferences among them. Within the focus group discussion the majority of the educators stated that they do not experience misunderstandings regarding assignments or assumingly academic unethical behaviour within the Finnish student body due to the assumption that Finnish educators and Finnish students share a general conception of what is considered "right and wrong" within Finnish society and therefore as well within Finnish HEIs. The biggest difference is visible in dimension 7 where Finnish students (5,20) have a higher tendency to prefer strict deadlines and an instructional environment where activities have a clear start and end point than the Finnish educators (6,60).

The nature of JAMK's "study culture" was addressed during the focus group discussions and it seems that, due to a highly teacher-centred decision process on (a) how to teach, (b) how to grade and (c) what is and how to deal with ethical behaviours, including academic misconduct and classroom behaviour, confusion may arise among the student body. Furthermore, it might have an impact on how the students interact and behave with each other and also how behaviour is developed towards the educator: this "freedom" within the teaching and learning environment of JAMK therefore might be due to the lack of provision of a clear structure on what is considered "right and wrong" from a Finnish university's point of view. A foreign student might assume that the way a Finnish student behaves in the classroom, interacts with other students and educators, and conducts assignments is the "Finnish normative way" and may attempt to adapt towards that approach. The students stated

that feedback from teachers is rare, and so it is sometimes difficult to know what is actually expected from them by teachers; such confusion among students might spread, and so misunderstandings might ensue.

Considering the results of the survey as well as the focus group discussions, variability between students and their educators at JAMK but also variability among and within the student groups shows that nationality and its complex characteristics play an important role on expectations about what is considered to be appropriate behaviours at JAMK. Due to the complexity of the concept of "culture", and the rather small sample comprising the respective cultural groups, it is difficult to make generalizations that employ the theoretical cultural frameworks (Trompenaars, and Hampden-Turner, Hofstede, Lewis, and Hall) described in the literature review. However, the Cultural Dimensions of Learning framework, used in this research to identify variability among and between the teacher and student samples, can be linked to the frameworks as a means of enriching the analysis: Table 24 describes which aspects of the theoretical frameworks each dimension is connected to.

Table 24. Theoretical frameworks and its impact on The Cultural Dimensions of Learning framework

Theoretical Frameworks				
Dimension	**Cultural Onion** (Trompenaars & Hampden-Turner)	**Cultural Dimensions** (Hofstede)	**The Lewis Model** (Lewis)	**Communication Style** (Hall)
1: Equality - Authority	X	X	X	X
2: Individualism - Collectivism	X	X		X
3: Nurture - Challenge	X	X		
4: Stability seeking – Uncertainty Acceptance	X	X		
5: Logic argumentation – Being reasonable	X		X	X
6: Causality – Complex systems	X			
7: Clock time – Event time	X			X
8: Linear time – Cyclical time	X	X	X	X

It is undeniable that an international perspective and therefore a multicultural education environment is present at JAMK. Therefore differences in traditions and preferences pertaining to teaching and learning intersect between students as well as between teachers and students. Culture's influences are

considered as one of the core reasons why challenges within the classroom arise when the understanding of what constitutes academic dishonest behaviour varies (Kolb, Frisque, Lin, & Bonsell 2013, cited in Voiskounsky 2009, 565).

5.2 Level of awareness and understanding of the ethical principles guidelines

During the implementation of the focus group discussions the level of awareness and understanding amongst teachers and students about JAMK's ethical principles and guidelines was a primary area of interest. Generally the educators agreed that neither the Finnish nor the international students are consciously aware of JAMK's ethical principles guidelines. The majority of the educators within the focus group discussions also admit that they themselves were not consciously aware of JAMK's ethical principles and guidelines and therefore some of them rely on their own ideas about ethical principles and practices. It is assumed, though, that Finnish educators and students share a common standpoint on what they consider "right and wrong" due to their common cultural and educational background. The interviewed students confirmed that the majority of them are not consciously aware of the ethical principles and guidelines of JAMK. Three educators said that they were aware of JAMK's ethical principles and guidelines: one described employing them in the classroom while teaching; one stated that she employs them in her work as an information specialist; and one said that he was required to search for JAMK's ethical principles guidelines because an incident during class occurred where he needed to determine and justify his actions. Two students stated that they were aware of JAMK's ethical principles and guidelines: one tried to follow them in her studies, and the other was a student tutor, who would be expected to transfer knowledge about the guidelines to new students.

It appears that degree and exchange students are separated and have different orientation programs run by a range of administrators, teachers and students who may be associated closely with a certain degree programme or

programmes. As a result, groups of students may have their own "experience" in terms of how information related to JAMK's ethical principles is transferred, which might cause misunderstandings among different student groups. As well, students who arrive late to school and are unable to attend official orientation activities may not receive any advice about the guidelines.

Varying English language skills and the varieties of accents present across the faculty seem to affect students' understanding of assignments and instructions, including how assignments should be conducted. Students who do not comply with teachers' expectations about assignments may find themselves in conflict. Educators and students alike also seem to be aware of the fact that different teaching and learning traditions and preferences exist across JAMK, but the expectations at the institutional, "Finnish" level about teaching and learning environment, are based on cultural assumptions of similarity, and are not communicated clearly enough cross-culturally. Mutual understanding about expectations within the educational setting consequently can be rather low, and interpretation and practices seem highly linked to the educational background and shared enculturation of the students, particularly those who arrive to JAMK from outside of Finland.

Throughout the focus group discussions it became clear that there seems to be no common and consistent approach for disseminating the information needed particularly for foreign students to learn about and implement JAMK's ethical principles guidelines. This is the case, it seems, in spite of the fact that JAMK's ethical principles guideline states that the Ethical Principles and its information should be regularly distributed and discussed among students and staff.

The false assumption that the guidelines are adequately communicated and understood is supported by a statement made during the focus group discussions in which one student questioned whether JAMK actually "cares" about the ethical principles. This statement was made when it became clear that the majority of the students in the focus group session was unaware of the guidelines. The implication is that some students may not be able to "act

as responsible members of their higher education community, complying with the values and ethical principles of JAMK University of Applied Sciences" and may not be able to "actively develop their ethical competence and participate in the debate on the ethicalness activities" (JAMK 2013, 5).

A universal perception of "correct" academic behaviour at JAMK is assumed, which also came clear when analysing the orientation week content for exchange and degree students. The three main reasons for low levels of awareness concerning the guidelines that emerged from the focus group discussions and the implementation inquiry are associated with (a) a lack of transparency and visibility, (b) lack of consistent implementation and (c) lack of equal accessibility regarding language. These problems contradict JAMK's intentions of communicating and regularly discussing the guidelines across the range of activities and organizations at JAMK, and thus leaves the matter entirely to individual teachers to sort out, e.g., "every member of teaching staff and representative of the professional field is responsible for providing information on the ethical principles" (ibid., 5).

5.3 Current communication tools and process of sharing the ethical principles guidelines

JAMK has created a network of different channels and processes that communicate the ethical principles. Online and non-online sources are available in a wide range, but a variety of issues emerged: (a) inconsistency in the use of the Finnish and English languages in terms of reaching all stakeholders; (b) lack of awareness regarding who is responsible for providing the ethical principles guidelines; and (c) existing assumptions that Finnish degree, foreign degree and foreign exchange students are equally aware of the ethical principles and/or are able to read and comply to them by themselves without support. Especially the latter can be interpreted as the assumption that common ethical principles and practices exist. Further complicating the matter, it should be noted that a conceptual understanding of ethics and responsibility, i.e. what is considered as "right and wrong", varies across cultures (Chapman, & Lupton 2004, 426).

Within the implementation inquiry and the focus group discussions the orientation week for exchange and degree students (separate events) were described as one of the main tools for creating awareness among students regarding JAMK's ethical principles guidelines and practices. However, the points (a-c) described above and the content of the focus group discussions make it apparent that the orientation week does not have the desired effect on students as regards the ethical principles of JAMK. The various parties who should be able to communicate the guidelines tend to defer the questions to other parties whom they deem to be more appropriate sources of information, thus the responsibility travels around in circles.

It was stated in the teacher and student focus group discussions that the orientation week might not be the optimal platform for disseminating JAMK's ethical principles and guidelines because incoming students who are unfamiliar with their new surroundings, focus on urgent practical matters, some of which are particularly compelling among international students as compared to local Finnish students (Lee 2014, 14-15). But the orientation week may also involve an overwhelming amount of information, as Finnish degree students elucidated that within the orientation week the capacity of information when being new to the university is limited, due to all of the necessary categories of information needed when moving to another city and starting one's studies. One Finnish degree student supports this statement by stating that JAMK's expectations about the study criteria are simply unknown.

The imbalance between the high amount of communication in Finnish to Finnish students, and the comparatively low amount of communicating in English to foreign students contrasts with JAMK's vision of internationalization at home and its core values related to fairness and equity, and the obvious separation of exchange and degree in several activities (orientation week, tutoring, specific courses regarding ethical reasoning) exacerbates negatively the imbalanced outcomes. Another likely complication is that due to a lack of consistent approaches (as stated within the focus group discussions) to teaching and assessment as well as a general lack of awareness among staff members appears regarding JAMK's ethical principles guidelines, creates a

pattern of uneven dissemination of information across the range of stakeholders. Necessary information seems to get lost on the way to reaching certain stakeholders, i.e. the student and even some teachers. Additionally, there seems to be no single entity that accepts campus-wide responsibility for communicating JAMK's ethics and responsibility guidelines.

6 CONCLUSIONS

This research shows that culturally based influences on teaching and learning have a tangible impact on JAMK's teaching and learning environment. Though the Finnish educational system is characterized through equity and equality (Ministry of Education and Culture 2012a, 6), this research implies that JAMK's educational environment may not presently fulfil those requirements for all the stakeholders at JAMK. Four main challenge areas drive this assertion: the academic environment itself, culture's impact on the stakeholders and consequently their interactions, language including particularly English as a second language, and organizational communication.

The intersections of these challenges and the subsequent coping strategies created and employed by the various stakeholders creates an exceedingly challenging and at times conflictive and stressful environment for Finnish educators and the Finnish and foreign students that share the same spaces and experiences. This is true even when the study time at JAMK may be rather limited as it is the case for exchange students who generally stay for only one or two semesters at the school. A diverse array in ways of thinking, interacting, and communicating, while factoring the significant weight of the culturally embedded "Finnish" traditions of teaching and learning, has the potential for confusing results, an outcome that impacts academic integrity across a broad range of behaviour and practices. This is primarily due to the intersecting culturally based expectations regarding teaching and learning practices that are apparent across the stakeholders. The need exists for "reflection on cultural issues should be implemented in all international academic programs" (Otten 2000, 8), a need that is evidently highly important.

The results of the present research mirror a study implemented in 2011 at JAMK that focused on how foreign students cope and thrive in a Finnish university setting within the premises of JAMK. The sample (N=111) primarily included students studying in the English-taught programs. The researchers isolated four primary challenge areas faced by JAMK students in multicultural contexts. The largest challenge area was "language", followed by "cultural differences", "academic shock" and "interaction". The teaching and learning environment included myriad challenges related to language, including e.g. accented language, applied linguistics, non-verbal communication, levels of English skills and also "academic" English skills. In terms of the other three challenges areas after language, the researchers found culturally influenced behaviours; emotions including fear and interest; interaction including e.g. exclusion, engagement, and groups; and systems, including lack of access and practicalities. (Crawford, Crawford, Krawczyk, & Hirsilä 2011). The study's primary findings highly correlate with the findings of Ryan (see Figure 14) in which she describes three levels of shock international students might experience.
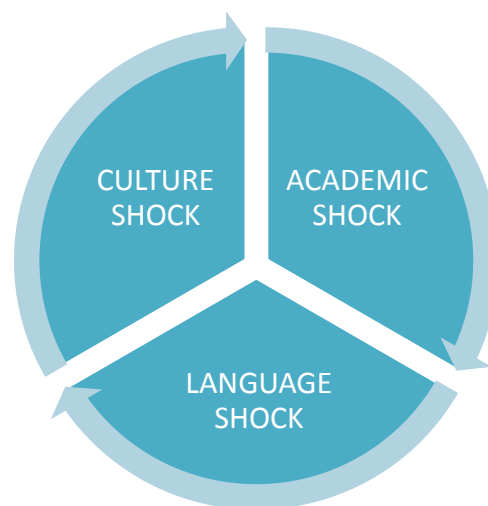
Figure 14. The student experience, the three levels of shock (Ryan 2005, cited in Carroll, & Ryan 2005, 149-150)

When critically reviewing the results and concerns raised in the present research, Ryan's three main "shocks" forms interrelated core variables that together impact the academic integrity within a multicultural university environment. Ryan (2005) describes **culture shock** as the new environment the students find themselves in, including e.g. food, transport, accommodation, and personal relationships; **language shock** includes different verbal and non-verbal aspects of usage of language such as accents, academic language and the embedded cultural knowledge within conversations; and **academic shock** includes consequently the differences in teaching and learning such as role of the teacher, formalities as the relationship between students and teachers, and characteristics of the academic environment (149-150.) Hence, it is important for JAMK, an institution that embraces internationalisation, to understand that due to increased mobility, internationalization, multiculturalism etc., these aspects have to be taken into consideration in order to achieve optimal surroundings for teaching and learning. Foreign and local students, and especially foreign and local lecturers, need to be aware of the possibility of different perceptions and expectations of the educational system and its practices, and the people in it.

When reflecting on the definitions of culture, it becomes clear that perceptions, interpretations, and expressions are shared among people with the same cultural background, and therefore variations appear when individuals intersect with distinct others, and so they may choose to consider a "primary adaptive mechanism" (Damen 1987, 367). However, culture is not directly visible and accessible to observation (Hofstede 1993, 89; Lederach 1995, 9). JAMK's academic environment is naturally pre-dominantly influenced by the Finnish culture, yet three language groups differentiate this environment: Finnish students and staff members studying/working in Finnish, Finnish students and staff members studying/working in English and foreign students and staff members studying/working in English. The existing international perspective within JAMK underscores the importance of inter- and cross-cultural competencies, e.g., it seems that currently JAMK expects students to

know what is expected from them, but this research shows that some students do not know. This can negatively affect results concerning what JAMK considers to be ethically "correct" behaviour at the school. The present findings, showing that information is not shared in an appropriate and consistent manner across the school, are in line with other research that describes the "de-responsibilized" system of interaction between international and local stakeholders (Dervin, & Layne 2013, 8) towards the students themselves and as researched also towards the educators. The development of a common concept and practice of academic integrity thus remains elusive. The predominant Finnish cultural and hence educational environment is characterized through a "perspective of otherness, rarely from 'within' (Dervin 2012 as cited in Dervin, & Layne 2013, 4) impacting the teaching and learning environment of all stakeholders. Naturally students develop strategies in order to cope with the situations they are confronted with. Dealing with a new cultural setting can lead to distress, frustration or even withdrawal, and apparent language differences in communicating can lead to overwhelming cognitions and emotions which can then be reflected within the given academic environment. (Crawford et al. 2011; Ryan 2005, 149-150.) The challenges present in a multicultural setting need therefore to be understood, in order to develop improved teaching and learning settings.

Culture seems to be the major component in those challenges, and so the development of intercultural competence aids to further understanding. Intercultural competency; understanding especially one's own and other's preferences pertaining to communicational interactions and meanings using language, and especially using English as a foreign language; as well as the preferences of an "ideal" communication environment are all essential for creating a sustainable working life for all at JAMK. Bennett (1998, 1) emphasizes that experiencing those differences can create cultural competence. Hence JAMK, with its multicultural environment, is a rich platform for social development.

Theoretical viewpoints created by e.g. Trompenaars and Hampden-Turner, Hofstede, and Lewis may serve as a well-functioning knowledge base for understanding cultural-level aspects. As those frameworks are based on research and research is in most cases limited, stereotyping and generalizing should be avoided, as the complexity of factors influencing a culture undoubtedly exist (Moussetes 2007, 443-455). Cultural-level theories are simply tools for examining the cultural aspects of social situations (Shaules 2007, 59). However, further deepening the topic of academic integrity of the institution may be facilitated through the creation of a knowledge base that describes the educational systems and common practices of the cultures present at JAMK, because this research has shown that fewer misunderstandings do appear among the Finnish students and educators, who all share a common educational path.

The objectives of the study have been achieved, and the findings and related knowledge is valuable for considering specific recommendations that JAMK may choose to apply, in order to improve the quality of the students' learning experience, especially in a multicultural contexts, thus positively impacting the reputation of the HEI as well as the future careers of the students (Ryan 2005, 147). These will be described and explained within the next subchapter. Furthermore the themes of reliability and validity as well as suggestions for future research will be covered.

6.1 Recommendations

This subchapter will provide recommendations that JAMK may consider in in order to address surfaced issues pertaining to ethics and responsibility at the school. The recommendations are drawn from the literature review, the collected primary data, particularly from the implementation inquiry. The primary goal is to develop a common understanding and practice of JAMK's ethical principles at the institutional, educator and student levels. They are structured following the emerged topics of communication (language and dissemination of information), and the culture of the academic environment at JAMK.

Communication (language and language usage): As the research has shown, some important information is not equally shared among all the stakeholders within JAMK. Because many of the educators and students are using English as a second language (ESL) it is therefore crucial that necessary information regarding JAMK's ethical principles guidelines is not only available and accessible in Finnish but also in English. Verbal and written tools would support the fact that the quality of English language skills varies among students as well as educators.

Verbal communication tools could include media products such as videos that communicate the content of the ethical principles guidelines of JAMK in a more user- and therefore student-friendly manner. Written tools could include the creation of a more student-friendly guide as well as e.g. posters, flyers and other printed products. This material would ideally be provided in the major languages present at the school, for example Chinese, French and Russian, supporting the tendency that international students seek assistance and support from others in their own language group (Crawford et al. 2011; Ryan 2005, 149-150). It would allow the students to think more critically in their own language, which could enhance understanding and therefore avoid misunderstandings in the future. Other approaches might include the rewarding of students who specifically worked positively at a high academic standard and were willing to share their competences with others as positive examples. Because JAMK is a learning-how-to-learn environment this would be great opportunity to enhance engagement among all stakeholders.

Communication (dissemination): Throughout the focus group discussions the difficulty of locating the ethical principles was discussed. Hence the necessity of a structured and well-developed approach of communicating the ethical principles guidelines of JAMK needs to be created. As well, the assumption seems to be that students from a variety of cultures, cultural and hence educational backgrounds have the same expectations regarding teaching and learning is simply not true.

Different channels could be taken into consideration in order to disseminate the information: Currently JAMK uses the orientation week as a way of communicating the ethical principles guidelines of JAMK which takes place before the studies have even started. The amount of information a student needs to process when they first arrive is simply overwhelming and, at that point, more practical information needs take priority. This statement is supported by the focus group discussions where it became clear that the impact of a new environment has an influence on how much a student is able to process at the beginning of his/her studies. Ryan's research emphasizes that

> *The level of support offered to them especially in the first year, and in particular during the first six weeks of their stay, is crucial to their future chances of success. […]Given the right support and assistance, they will achieve at the same rate as local students, but this will take time and understanding from lecturers and other support staff at universities.* (Ryan 2005, 147-148.)

Presently the content of the orientation week lacks enough content clarity regarding JAMK's ethical principles, resulting into a low awareness level. Improvements could be made by creating a full session regarding the ethical principles using the above mentioned tools. Additionally advanced students such as tutors could be more engaged in circulating their knowledge regarding the teaching and learning environment and its expectations at JAMK. They are ideal supporters of new incoming degree and exchange students representing a wide range of nationalities and cultures, being at least in their second year of studies.

It is important to emphasize that information provided to the stakeholders needs to be consistent: equal access should be assured. Separate content that may not be comprised of consistent messages for exchange and degree students may cause misunderstandings and confusion as the courses generally combine both student groups. Currently, exchange and degree students experience separate orientation week programmes – though it is recommended here to create an approach that is more inclusive of both student groups. Avoiding separation has the potential to form a connection

and mutual understanding of a commonly used "ethical language to arrive at sound decisions" as they also deepen their understanding and awareness of "own values and biases in the context of a study abroad experience" (Pyle, 16-17).

Training sessions for educators and students in form of seminars, workshops or courses are highly recommended. Sharing each other's perceptions might aid to create a more common mind-set regarding the teaching and learning setting, and would also provide an opportunity of following-up and eventually further developing existing tools and competences

Academic environment of JAMK: The current policies should be more elaborated and common assessment criteria and enforcement policies need to be communicated. Current enforcement actions are at least initially teacher-based. Because of the complexity of the situation and environment, e.g. where plagiarism or cheating can be seen as survival strategies students implement when finding themselves in a new academic environment (Ryan 2005, 150), a more comprehensive institutional-based approach needs to be developed in order to avoid confusion among educators on how to handle certain situations.

With the awareness in mind that the present research sets out to increase the understanding of JAMK's environment, these recommendations have the potential to reduce and ease pressures related to culture, language and academic shock.

6.2 Credibility of the research

In order to ensure the credibility of this study, the different criteria in qualitative and quantitative research need to be taken into consideration. In both cases the requirement of accurate documentation of the research process and progress has been implemented. Furthermore, the channels for implementing qualitative and quantitative data collections were chosen carefully in order to avoid the researcher influencing the phenomenon of the research object. (Kananen 2013, 180-181.) The implementation of a mixed-methods approach and hence the triangulation of data collections as part of the research strategy

aid to establish rigor and credibility (Creswell 1998, 197; (Saunders et al. 2009, 146).

Reliability (stability and consistency) and validity (competency) are the major concepts when evaluating the credibility of a *quantitative research*. Ensuring reliability should be done by repeating in this case the implemented survey. However, in practice this is too time consuming and the researched topic may also develop and hence change over time. Ensuring external (generalizability) and internal (usage of correct measures: content, structure and criteria) validity are ensured by justification of the sampling process (see chapter 4.2.1 Population and sampling) and implemented measures have been evaluated and tested with the implementation of the Cronbach's Alpha (see chapter 5.1.2 Comparison: all student towards all educator responses, and 5.1.3 Comparison: top six student groups and Finnish educator responses). Due to the rather low respondent number regarding the analysed groups, limitations regarding generalization need to be considered. Furthermore, the implemented survey structure has been tested on functionality in previous research and based on existing theories. (Kananen 2013, 183-187.)

The credibility of *qualitative research* is ensured by several implementations of the focus group discussions. The analysed content is based on transcriptions enabling reliability and validity. The documentation and description of the chosen method (see chapter 4.2.2 Implementation and analysis) allow transferability and comparability of the research. (ibid., 191.)

When planning the implementation of the focus group discussions it was challenging to gather a sufficient amount of participants and thus changes in the intended participant numbers and arrangements were required. Additionally, language needs to be considered as a limitation in this study. Both the quantitative and qualitative data collections processed were conducted in the English language and the majority of the participants use ESL at the university, and therefore it is important to note that question and resulting answers in the survey instrument and the questions asked and

answers provided in the focus group discussions might have been misinterpreted.

6.3 Suggestions for future research

Future research topics emerged and could include enlarging the sample of students and teachers by using translations of the survey produced by Parrish and Linder-VanBerschot, thus enabling more insight views towards teaching and learning preferences from specific cultural groups. Furthermore it is suggested that focus group discussions could be grouped differently (first year students, second year students, tutors, etc.).

The development of tools and their impact could be tracked, and other HEIs dealing with the same challenges could as well benefit from implementing those tools.

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APPENDICES

Appendix 1. Questionnaire content

Please answer to the following statements.

Example: Selecting 3 indicates that the left-hand statement describes your opinion best, but only to a moderate degree.

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	1 2 3 4 5 6 7 8 9 10	
Students should feel comfortable engaging in dialogue if they disagree with their teacher - it is part of learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Students should not openly disagree with or challenge their teacher - it disrupts learning.
Class discussions are for trying out new ideas, testing one's knowledge, and asking questions.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Before class discussions, students should have mastered the course content so that they will have minimal questions.
Students should participate in the decision on what is discussed and what activities occur in class.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	The teacher's assignments and activities defined in the syllabus should be followed without deviation.
Students should feel comfortable contributing to class discussion whenever they have something to add.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	After the teacher has presented material, students should think about it carefully before contributing to class discussion.
Learning how to learn is the most important outcome of education.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Obtaining content knowledge is the most important outcome of education.
Learning how to express one's thoughts is the most important part of the learning process.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Understanding what experts have to say is the most important part of the learning process.
Becoming the best individual is an important motivation for learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Contributing to the community is the most important motivation for learning.

| Improvement is more important than being the best. | ○○○○○○○○○○ | Wanting to be the best student in the class is a valuable motivator. |
| Praise is good for every student, at any level of learning development. | ○○○○○○○○○○ | To set a good example for other students, only the top tier of students should be praised. |

	1 2 3 4 5 6 7 8 9 10	
Students have the opportunity to learn more when they work collaboratively.	○○○○○○○○○○	Students have the opportunity to learn more when they work competitively.
Failure is an opportunity to learn.	○○○○○○○○○○	Failure should always be avoided because it means students are not learning and time is wasted.
Students learn best when they feel safe and secure in the learning setting.	○○○○○○○○○○	Students learn best when they feel challenged and pushed beyond their comfort zone.
A structured environment is necessary for learning.	○○○○○○○○○○	An open-ended environment, where students can make their own decisions, is necessary for learning.
Students should answer questions only when they are confident that the answer is correct.	○○○○○○○○○○	Students should focus on the thought process when responding to questions, not just correctness.
The teacher's role is to have all the answers.	○○○○○○○○○○	The teacher's role is to stimulate students to come up with good answers.
There is always a correct or, at least, best answer, and students should be expected to find it.	○○○○○○○○○○	Good thinking and problem-solving processes are more important than correct answers.
It is best to have a single source of information in a course to avoid conflicting information.	○○○○○○○○○○	Multiple resources provide students with different perspectives from which they can form their own opinions or unique answers.
Guessing is okay as long as one eventually learns the correct answer.	○○○○○○○○○○	Getting the correct answer means nothing if the student guessed.

1 2 3 4 5 6 7 8 9 10

Debate is more useful for learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Consensus-building is more useful for learning.
It is best to challenge others if you feel that you know the correct answer or course of action.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Correctness or what appears to be the best course of action can be sacrificed for the sake of good working relationships.
If there is a contradiction, argumentation should be used to arrive at the right answer.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	If there is a contradiction, dialogue should be used to come to consensus about an acceptable answer.
Learning goals and objectives are essential if learning is to occur.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Goals and objectives are secondary to taking advantage of learning opportunities as they present themselves.
Explanations are incomplete unless they clearly show the cause and effect.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Explanations are incomplete unless they identify all factors potentially influencing a situation, even if there is no clear cause and effect mentioned.
Pre-established knowledge and rules are a critical starting point for learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Because knowledge is continuously evolving, one can use practical situations as the starting point for learning.
Students are responsible for their success or failure in educational settings.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	The instructional environment is the biggest influence on the success or failure of students.
Schedules are important; instructional activities should start and stop as planned.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	It is important that schedules be adaptable to learning activities as they unfold.
Clear boundaries between class time and private time should be enforced.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Learning time should have no boundaries; it is important to take advantage of all opportunities for learning.

1 2 3 4 5 6 7 8 9 10

Students need strict deadlines and hard	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	The process of learning should be flexible

consequences if they miss those deadlines.		because constant improvement is the goal, no matter how long it takes.
Students learn more by working quietly and alone toward well defined goals.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Students learn more by discussing what they are learning with the teacher and the class.
Students learn best with structured objectives and clear benchmarks.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Students learn best when learning objectives are adaptable to both individual interests and situational opportunities.
Classroom time should be well-planned and well-managed.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Classroom time should be adaptable to meet the learning opportunities that arise each day.
Wasting time is the largest impediment to achievement.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Hurrying is counter-productive to achievement.
One should take advantage of all opportunities for improvement.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Opportunities for improvement should be taken only when one is prepared for them.
A focus on the future and meeting established goals is best for learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Frequent reflection about past experiences allows one to learn best from present experiences.
Repetition slows down learning.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Repetition is valuable for learning.
Students should be shown the immediate relevance of what is being learned.	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	Students should be patient to discover the relevance of what is being learned.

Appendix 2. Opening and closing content of the questionnaire (students and educators)

jamk.fi

Survey on culturally based learning preferences

Teaching and Learning Across Cultures

JAMK University of Applied Sciences in Jyväskylä, Finland is researching traditions and practices of teaching and learning across cultures in higher education contexts. The aim of the project is to create a shared knowledge base and a set of resources that will help teachers and students to develop mutually beneficial expectations and practices in the multicultural classroom.

Your participation in this survey is greatly appreciated and your contribution is highly valued. You may choose at the end of the survey to provide your personal contact information in the event that we wish to conduct a follow-up inquiry. If you do so, please rest assured that your private information will not be divulged publicly in any report or publication that may result from this research.

For more information about this project contact:

Student project manager – Christine Niemi at: G6596@student.jamk.fi

Faculty supervisor and senior lecturer – Steven Crawford at: steven.crawford@jamk.fi

For your protection, this questionnaire is hosted on a secure, encrypted website.

What type of student are you? *

○ Degree student at JAMK

○ Exchange student at JAMK

○ Open university student at JAMK

Your degree programme (at JAMK): *

○ Facility management

○ International business

○ Logistics engineering

○ Music and media management

○ Nursing

You are: *

- ○ 1st year student
- ○ 2nd year student
- ○ 3rd year student
- ○ 4th year student
- ○ Other

Gender: *

- ○ Female
- ○ Male

Age: *

[17 ▼]

Your home country (please remember your choice for the following questions): *

[Afghanistan ▼]

Your participation in this survey is greatly appreciated and your contribution is highly valued.
You may choose now to provide your personal contact information in the event that we
wish to conduct a follow-up inquiry. If you do so, please rest assured that your private
information will not be divulged publicly in any report or publication that may result from this research.

For more information about this project contact:

Student project manager - Christine Niemi at: G6596@student.jamk.fi

Faculty supervisor and senior lecturer - Steven Crawford at: steven.crawford@jamk.fi

Name	[_____]
Last name	[_____]
Student Number (at JAMK)	[_____]
Email	[_____]

jamk.fi

Survey on culturally based learning preferences

Teaching and Learning Across Cultures

Dear educator,

JAMK University of Applied Sciences in Jyväskylä, Finland is researching traditions and practices of teaching and learning across cultures in higher education contexts. The aim of the project is to create a shared knowledge base and a set of resources that will help teachers and students to develop mutually beneficial expectations and practices in the multicultural classroom.

Your participation in this survey is greatly appreciated and your contribution is highly valued. You may choose at the end of the survey to provide your personal contact information in the event that we wish to conduct a follow-up inquiry. If you do so, please rest assured that your private information will not be divulged publicly in any report or publication that may result from this research.

For more information about this project contact:

Student project manager – Christine Niemi at: G6596@student.jamk.fi

Faculty supervisor and senior lecturer – Steven Crawford at: steven.crawford@jamk.fi

For your protection, this questionnaire is hosted on a secure, encrypted website.

Your main teaching field(s) at JAMK: *

☐ Facility management

☐ International business

☐ Logistics and engineering

☐ Music and media management

☐ Nursing

☐ Other: [   ]

Work experience (in years): *

Your work experience in an institute of higher education.

[0+ ▾]

Gender: *

○ Female

○ Male

Age: *

[21 ▾]

Your home country (please remember your choice for the following questions): *

[Afghanistan ▾]

Your participation in this survey is greatly appreciated and your contribution is highly valued.
You may choose now to provide your personal contact information in the event that we
wish to conduct a follow-up inquiry. If you do so, please rest assured that your private
information will not be divulged publicly in any report or publication that may result from this research.

For more information about this project contact:

Student project manager - Christine Niemi at: G6596@student.jamk.fi

Faculty supervisor and senior lecturer - Steven Crawford at: steven.crawford@jamk.fi

Name	[ ]
Last name	[ ]
Email	[ ]

Appendix 3. Copy of the covering letter regarding the online survey

(for the students; via student mail network and social media)

Hello everyone,

JAMK University of Applied Sciences in Jyväskylä, Finland is researching traditions and practices of teaching and learning across cultures in higher education contexts. The aim of the project is to create a shared knowledge base and a set of resources that will help teachers and students to develop mutually beneficial expectations and practices in the multicultural classroom.

Your participation in this survey is greatly appreciated and your contribution is highly valued. You may choose at the end of the survey to provide your personal contact information in the event that we wish to conduct a follow-up inquiry. If you do so, please rest assured that your private information will not be divulged publicly in any report or publication that may result from this research.

In order to complete the survey, please click on the following link:

https://www.webropolsurveys.com/S/F828AD22C59E7B84.par

Thank you.

(for the educators, via teacher intra and email)

Hei [insert name],

my name is Christine Niemi, I am an International Business student here at JAMK. This survey is part of a thesis and a project taking place within JAMK and the cross-cultural study track. My tutor is Steven Crawford. We would highly appreciate if you could spare some of your time and complete the questionnaire in the link below helping us with the following topic:

JAMK University of Applied Sciences in Jyväskylä, Finland is researching traditions and practices of teaching and learning across cultures in higher education contexts. The aim of the project is to create a shared knowledge base and a set of resources that will help teachers and students to develop mutually beneficial expectations and practices in the multicultural classroom.

https://www.webropolsurveys.com/S/7677BC0514370D63.par

Kind regards,

Appendix 4. Copy of the covering letter regarding the focus group discussion

(for the students; contacted via email)

Hello [insert name],

we very much appreciate that you completed a questionnaire recently regarding teaching and learning traditions and practices, and that you also allowed us to contact you in a future follow up.

We would like to invite you to participate in a focus group discussion scheduled for week 45 (3rd to 7th of November 2014) regarding teaching and learning practices.

In order to determine the best day and time for you, I would kindly ask you to access our Doodle Meeting webpage: https://doodle.com/k38f4w8n3rhpvciw

Please enter your name and nationality (e.g. Christine (German)) and fill out the available times you are physically here in Jyväskylä and able to participate in the focus group discussion.

In total there are going to be seven focus groups. Each group will represent the top six nationalities within the student body of JAMK, i.e., China, Finland, France, Netherlands, Russian Federation and Vietnam, and one group will comprise of lecturers working at JAMK.

Please note that this focus group meeting will be recorded and transcribed for analysis. Your identity by name will not be revealed in any report associated with this project. The focus group discussion will take approximately one hour.

Your participation in this focus group is greatly appreciated and your contribution is highly valued.

When the focus group discussions are completed we will have a drawing for five movie tickets to be given to some lucky participants.

Kind regards,

Christine Niemi, student project manager
Steven Crawford, Faculty supervisor and senior lecturer

(for the educators, contacted via email)

Dear [insert name],

we very much appreciate that you completed a questionnaire recently regarding teaching and learning traditions and practices, and that you also allowed us to contact you in a future follow up.

We would like to invite you to participate in a focus group discussion with other teachers scheduled for the first half of week 46 (10th to 12th of November 2014) regarding teaching and learning practices. In order to determine the best day and time for you, I would kindly ask you to access our Doodle Meeting webpage: https://doodle.com/83d49g7ihvw4s9fg

Please enter your name and fill out the available times you are physically here in Jyväskylä and able to participate in the focus group discussion.

Please note that this focus group meeting will be recorded and transcribed for analysis. Your identity by name will not be revealed in any report associated with this project. The focus group discussion will take approximately one hour.

Your participation in this focus group is greatly appreciated and your contribution to this inquiry is highly valued. When our study is completed we will send you a copy of our resulting report.

Kind regards,

Christine Niemi, student project manager
Steven Crawford, Faculty supervisor and senior lecturer

Appendix 5. Questionnaire results overview Finnish educators and top six student groups

		Statement 1 – 3 (Equality and authority)			
		Statement 1	**Statement 2**	**Statement 3**	
		Students should feel comfortable engaging in dialogue if they disagree with their teacher - it is part of learning. - Students should not openly disagree with or challenge their teacher - it disrupts learning.	Class discussions are for trying out new ideas, testing one's knowledge, and asking questions. - Before class discussions, students should have mastered the course content so that they will have minimal questions.	Students should participate in the decision on what is discussed and what activities occur in class. - The teacher's assignments and activities defined in the syllabus should be followed without deviation.	**AVERAGE MEDIAN**
S_CHN (N=12)	Mean	4,000	4,167	4,000	4,06
	Std. Deviation	3,0151	2,5525	2,1742	
	Median	3,000	3,500	3,500	3,33
S_FIN (N=29)	Mean	1,931	2,517	4,655	3,03
	Std. Deviation	1,0667	1,4546	2,4968	
	Median	2,000	3,000	4,000	3,00
S_FRA (N=16)	Mean	3,563	3,500	3,875	3,65
	Std. Deviation	2,0646	1,5492	2,1564	
	Median	3,000	3,500	3,500	3,33
S_NDL (N=8)	Mean	2,000	2,750	3,125	2,63
	Std. Deviation	1,1952	1,2817	1,7269	
	Median	1,500	2,500	2,500	2,17
S_RUS (N=21)	Mean	3,381	4,095	4,048	3,84
	Std. Deviation	2,3765	2,6440	2,2688	
	Median	3,000	3,000	3,000	3,00
S_VNM (N=9)	Mean	3,667	3,778	3,778	3,74
	Std. Deviation	2,6458	3,1136	2,0480	
	Median	3,000	3,000	3,000	3,00
E_FIN (N=35)	Mean	1,486	1,714	3,143	2,11
	Std. Deviation	,6585	1,0167	2,0743	
	Median	1,000	1,000	3,000	1,67
Total (N=130)	Mean	2,562	2,931	3,838	3,11
	Std. Deviation	1,9884	2,0580	2,2302	
	Median	2,000	3,000	3,000	2,67

		Statement 4 – 7 (Individualism and collectivism)				
		Statement 4	Statement 5	Statement 6	Statement 7	
		Students should feel comfortable contributing to class discussion whenever they have something to add. - After the teacher has presented material, students should think about it carefully before contributing to class discussion.	Learning how to learn is the most important outcome of education. - Obtaining content knowledge is the most important outcome of education.	Learning how to express one's thoughts is the most important part of the learning process. - Understanding what experts have to say is the most important part of the learning process.	Becoming the best individual is an important motivation for learning. - Contributing to the community is the most important motivation for learning.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	4,333	4,250	4,500	4,500	4,40
	Std. Deviation	2,6400	2,9580	2,3549	2,1950	
	Median	3,500	3,500	4,500	4,000	3,88
S_FIN (N=29)	Mean	2,655	4,448	4,448	5,759	4,33
	Std. Deviation	1,7171	2,1644	2,0281	2,4735	
	Median	2,000	4,000	4,000	6,000	4,00
S_FRA (N=16)	Mean	3,688	3,938	4,188	6,813	4,66
	Std. Deviation	1,7783	2,4075	2,1975	2,2277	
	Median	3,000	3,000	4,000	6,500	4,13
S_NDL (N=8)	Mean	1,875	5,250	4,375	6,250	4,44
	Std. Deviation	,8345	2,3146	2,9246	2,0529	
	Median	2,000	5,000	4,000	6,500	4,38
S_RUS (N=21)	Mean	4,571	4,429	4,619	4,429	4,51
	Std. Deviation	2,9761	2,8208	2,2908	2,1580	
	Median	4,000	4,000	5,000	4,000	4,25
S_VNM (N=9)	Mean	3,000	5,444	4,889	6,000	4,83
	Std. Deviation	2,5000	2,8771	2,1473	2,5981	
	Median	2,000	5,000	5,000	6,000	4,50
E_FIN (N=35)	Mean	1,829	3,057	2,857	5,800	3,39
	Std. Deviation	1,5240	2,1685	1,4979	2,1936	
	Median	1,000	3,000	3,000	6,000	3,25
Total (N=130)	Mean	3,000	4,108	4,046	5,615	4,19
	Std. Deviation	2,2619	2,5035	2,1526	2,3506	
	Median	2,000	4,000	4,000	5,000	3,75

		Statement 8 – 12 (Nurture and challenge)					
		Statement 8	Statement 9	Statement 10	Statement 11	Statement 12	
		Improvement is more important than being the best. - Wanting to be the best student in the class is a valuable motivator.	Praise is good for every student, at any level of learning development. - To set a good example for other students, only the top tier of students should be praised.	Students have the opportunity to learn more when they work collaboratively. - Students have the opportunity to learn more when they work competitively.	Failure is an opportunity to learn. - Failure should always be avoided because it means students are not learning and time is wasted.	Students learn best when they feel safe and secure in the learning setting. - Students learn best when they feel challenged and pushed beyond their comfort zone.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	3,917	3,583	4,833	3,917	4,667	4,18
	Std. Deviation	2,7455	1,9287	2,4433	3,1754	2,0151	
	Median	3,500	4,000	4,500	3,000	5,000	4,00
S_FIN (N=29)	Mean	2,690	2,310	2,759	1,862	5,103	2,94
	Std. Deviation	2,1398	1,6713	1,5733	1,0598	2,7561	
	Median	2,000	2,000	3,000	1,000	5,000	2,60
S_FRA (N=16)	Mean	3,188	3,563	2,625	3,625	3,688	3,34
	Std. Deviation	2,1670	1,6317	1,5864	2,3058	2,4144	
	Median	2,500	3,500	2,000	3,000	3,000	2,80
S_NDL (N=8)	Mean	2,625	1,500	3,625	1,875	4,625	2,85
	Std. Deviation	1,4079	,7559	2,1339	,8345	1,9955	
	Median	2,500	1,000	3,000	2,000	4,000	2,50
S_RUS (N=21)	Mean	3,857	3,048	5,000	3,905	6,333	4,43
	Std. Deviation	2,7071	1,9099	2,8636	2,3855	2,7080	
	Median	3,000	3,000	6,000	3,000	7,000	4,40
S_VNM (N=9)	Mean	3,889	3,000	4,111	3,222	6,111	4,07
	Std. Deviation	2,3154	1,8708	2,0883	2,1667	3,0596	
	Median	3,000	2,000	4,000	2,000	6,000	3,40
E_FIN (N=35)	Mean	2,029	1,714	2,286	1,686	4,229	2,39
	Std. Deviation	1,8389	1,0730	1,3410	1,0784	2,8189	
	Median	1,000	1,000	2,000	1,000	3,000	1,60
Total (N=130)	Mean	2,954	2,538	3,315	2,646	4,892	3,27
	Std. Deviation	2,2785	1,7034	2,1782	2,0530	2,7315	
	Median	2,000	2,000	3,000	2,000	5,000	2,80

		Statement 13 – 18 (Stability seeking and uncertainty acceptance)						
		Statement 13	Statement 14	Statement 15	Statement 16	Statement 17	Statement 18	
		A structured environment is necessary for learning. - An open-ended environment, where students can make their own decisions, is necessary for learning.	Students should answer questions only when they are confident that the answer is correct. - Students should focus on the thought process when responding to questions, not just correctness.	The teacher's role is to have all the answers. - The teacher's role is to stimulate students to come up with good answers.	There is always a correct or, at least, best answer, and students should be expected to find it. - Good thinking and problem-solving processes are more important than correct answers.	It is best to have a single source of information in a course to avoid conflicting information. - Multiple resources provide students with different perspectives from which they can form their own opinions or unique answers.	Guessing is okay as long as one eventually learns the correct answer. - Getting the correct answer means nothing if the student guessed.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	5,083	6,000	6,583	6,583	6,500	3,833	5,76
	Std. Deviation	2,2344	2,8920	3,1176	3,1754	3,2333	1,6967	
	Median	4,500	6,000	7,500	8,000	7,000	4,000	6,17
S_FIN (N=29)	Mean	5,517	7,862	7,690	8,310	8,655	6,000	7,34
	Std. Deviation	2,1149	2,1667	1,6280	1,7342	1,9507	3,3274	
	Median	5,000	9,000	8,000	9,000	9,000	6,000	7,67
S_FRA (N=16)	Mean	4,188	7,125	7,375	7,063	8,375	6,063	6,70
	Std. Deviation	2,1670	1,8574	1,9279	1,8062	1,7464	2,6450	
	Median	4,000	8,000	7,500	7,000	9,000	6,000	6,92
S_NDL (N=8)	Mean	5,750	8,125	8,375	6,750	7,875	5,125	7,00
	Std. Deviation	2,4928	,9910	1,0607	2,1876	2,5877	2,9001	
	Median	6,000	8,000	8,500	7,500	8,500	4,500	7,17
S_RUS (N=21)	Mean	5,333	6,571	7,000	7,190	7,476	5,810	6,56
	Std. Deviation	2,0083	2,3361	2,0000	2,3584	1,9905	1,9396	
	Median	5,000	7,000	7,000	7,000	7,000	6,000	6,50
	Mean	6,000	7,667	6,444	6,556	7,667	4,667	6,50

S_VNM (N=9)	Std. Deviation	2,1794	1,9365	2,9627	3,0046	1,7321	2,2913	
	Median	6,000	8,000	6,000	8,000	8,000	5,000	6,83
E_FIN (N=35)	Mean	6,857	8,829	9,057	8,886	9,457	5,914	8,17
	Std. Deviation	2,1440	1,5994	1,1868	1,6046	1,0387	3,0522	
	Median	7,000	9,000	9,000	9,000	10,000	6,000	8,33
Total (N=130)	Mean	5,692	7,654	7,762	7,754	8,331	5,608	7,13
	Std. Deviation	2,2648	2,1948	2,0679	2,2518	2,0887	2,7828	
	Median	6,000	8,000	8,000	9,000	9,000	5,000	7,50

		Statement 19 – 21 (Logic argumentation and being reasonable)			
		Statement 19	Statement 20	Statement 21	
		Debate is more useful for learning. - Consensus-building is more useful for learning.	It is best to challenge others if you feel that you know the correct answer or course of action. - Correctness or what appears to be the best course of action can be sacrificed for the sake of good working relationships.	If there is a contradiction, argumentation should be used to arrive at the right answer. - If there is a contradiction, dialogue should be used to come to consensus about an acceptable answer.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	5,083	5,833	4,833	5,25
	Std. Deviation	1,8320	2,5166	1,8990	
	Median	5,000	5,500	5,000	5,17
S_FIN (N=29)	Mean	4,414	4,448	6,000	4,95
	Std. Deviation	2,1961	2,1143	2,3299	
	Median	4,000	4,000	6,000	4,67
S_FRA (N=16)	Mean	4,313	6,438	6,313	5,69
	Std. Deviation	1,6621	1,8963	2,4418	
	Median	4,000	7,000	6,500	5,83
S_NDL (N=8)	Mean	4,000	3,875	3,500	3,79
	Std. Deviation	1,5119	1,4577	2,1381	
	Median	4,000	3,500	3,500	3,67
S_RUS (N=21)	Mean	5,048	5,476	4,857	5,13
	Std. Deviation	2,3340	2,3584	2,8335	
	Median	5,000	5,000	3,000	4,33
S_VNM (N=9)	Mean	4,667	4,000	4,889	4,52
	Std. Deviation	2,5981	2,0000	2,3154	
	Median	4,000	4,000	4,000	4,00
E_FIN (N=35)	Mean	3,657	4,800	6,400	4,95
	Std. Deviation	1,9992	1,9971	2,4994	
	Median	3,000	5,000	7,000	5,00
Total (N=130)	Mean	4,354	5,015	5,623	5,00

Std. Deviation	2,0904	2,1887	2,5251	
Median	4,000	5,000	6,000	5,00

		Statement 22 – 25 (Causality and complex systems)				
		Statement 22	Statement 23	Statement 24	Statement 25	
		Learning goals and objectives are essential if learning is to occur. - Goals and objectives are secondary to taking advantage of learning opportunities as they present themselves.	Explanations are incomplete unless they clearly show the cause and effect. - Explanations are incomplete unless they identify all factors potentially influencing a situation, even if there is no clear cause and effect mentioned.	Pre-established knowledge and rules are a critical starting point for learning. - Because knowledge is continuously evolving, one can use practical situations as the starting point for learning.	Students are responsible for their success or failure in educational settings. - The instructional environment is the biggest influence on the success or failure of students.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	4,250	4,250	5,583	4,417	4,63
	Std. Deviation	2,1794	1,8647	2,1933	2,2344	
	Median	4,500	4,000	5,500	4,500	4,63
S_FIN (N=29)	Mean	4,724	4,690	6,621	4,448	5,12
	Std. Deviation	2,3588	2,3315	2,2899	2,2613	
	Median	4,000	5,000	7,000	4,000	5,00
S_FRA (N=16)	Mean	4,938	5,313	6,250	5,688	5,55
	Std. Deviation	2,1125	2,0565	1,6533	1,9568	
	Median	4,000	5,500	7,000	5,000	5,38
S_NDL (N=8)	Mean	4,000	4,250	7,250	4,375	4,97
	Std. Deviation	1,4142	1,5811	1,8323	1,0607	
	Median	4,000	4,500	8,000	4,000	5,13
S_RUS (N=21)	Mean	4,524	5,095	6,571	4,333	5,13
	Std. Deviation	2,0885	2,1887	2,2039	2,2211	
	Median	5,000	5,000	7,000	4,000	5,25
S_VNM (N=9)	Mean	4,556	5,889	5,778	5,889	5,53
	Std. Deviation	2,6977	2,1473	2,7285	2,0883	
	Median	5,000	6,000	6,000	6,000	5,75
E_FIN (N=35)	Mean	4,029	5,400	7,686	3,657	5,19
	Std. Deviation	2,2685	2,2906	2,3107	1,9545	
	Median	3,000	5,000	8,000	3,000	4,75
Total (N=130)	Mean	4,431	5,038	6,738	4,462	5,17
	Std. Deviation	2,1991	2,1760	2,2707	2,1428	
	Median	4,000	5,000	7,000	4,000	5,00

		Statement 26 – 30 (Clock time and event time)					
		Statement 26	Statement 27	Statement 28	Statement 29	Statement 30	
		Schedules are important; instructional activities should start and stop as planned. - It is important that schedules be adaptable to learning activities as they unfold.	Clear boundaries between class time and private time should be enforced. - Learning time should have no boundaries; it is important to take advantage of all opportunities for learning.	Students need strict deadlines and hard consequences if they miss those deadlines. - The process of learning should be flexible because constant improvement is the goal, no matter how long it takes.	Students learn more by working quietly and alone toward well defined goals. - Students learn more by discussing what they are learning with the teacher and the class.	Students learn best with structured objectives and clear benchmarks. - Students learn best when learning objectives are adaptable to both individual interests and situational opportunities.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	5,667	5,833	4,167	5,667	5,333	5,33
	Std. Deviation	2,4618	2,4802	1,5859	2,3868	2,4246	
	Median	5,000	5,500	4,500	5,000	5,000	5,00
S_FIN (N=29)	Mean	4,586	5,690	4,759	6,931	5,862	5,57
	Std. Deviation	2,3531	2,6606	2,1155	2,0690	2,5456	
	Median	4,000	5,000	4,000	7,000	6,000	5,20
S_FRA (N=16)	Mean	5,875	5,375	5,188	6,813	6,250	5,90
	Std. Deviation	2,2174	2,3629	1,9050	1,5586	1,8074	
	Median	6,500	5,000	5,000	7,000	7,000	6,10
S_NDL (N=8)	Mean	5,875	5,000	3,250	7,875	5,750	5,55
	Std. Deviation	2,3566	2,4495	1,1650	,9910	2,5495	
	Median	6,500	4,500	4,000	8,000	6,000	5,80
S_RUS (N=21)	Mean	5,810	5,571	6,095	5,905	5,048	5,69
	Std. Deviation	1,8335	2,7490	1,9724	2,6815	2,3125	
	Median	6,000	7,000	6,000	6,000	4,000	5,80
S_VNM (N=9)	Mean	5,778	6,333	5,667	6,333	5,778	5,98
	Std. Deviation	2,6352	2,5495	2,7386	1,8028	2,9486	
	Median	6,000	7,000	6,000	6,000	6,000	6,20
E_FIN (N=35)	Mean	5,886	7,829	4,829	8,114	6,914	6,71
	Std. Deviation	2,8571	2,0217	2,3824	1,4906	2,1878	
	Median	6,000	8,000	4,000	8,000	7,000	6,60
Total (N=130)	Mean	5,554	6,223	4,962	6,969	6,000	5,94
	Std. Deviation	2,4433	2,5918	2,1796	2,1055	2,3886	
	Median	5,000	7,000	5,000	7,000	6,000	6,00

		Statement 31 – 36 (Linear time and cyclical time)						
		Statement 31	Statement 32	Statement 33	Statement 34	Statement 35	Statement 36	
		Classroom time should be well-planned and well-managed. - Classroom time should be adaptable to meet the learning opportunities that arise each day.	Wasting time is the largest impediment to achievement. - Hurrying is counter-productive to achievement.	One should take advantage of all opportunities for improvement. - Opportunities for improvement should be taken only when one is prepared for them.	A focus on the future and meeting established goals is best for learning. - Frequent reflection about past experiences allows one to learn best from present experiences.	Repetition slows down learning. - Repetition is valuable for learning.	Students should be shown the immediate relevance of what is being learned. - Students should be patient to discover the relevance of what is being learned.	AVERAGE MEDIAN
S_CHN (N=12)	Mean	5,500	4,500	5,250	5,083	6,750	5,500	5,43
	Std. Deviation	2,1532	2,1950	2,4541	1,8320	2,7675	2,5761	
	Median	5,500	4,500	5,000	5,000	7,000	5,500	5,42
S_FIN (N=29)	Mean	5,724	4,897	2,552	5,586	8,621	4,276	5,28
	Std. Deviation	2,6444	2,8074	1,8045	2,1132	1,7610	2,4914	
	Median	6,000	5,000	2,000	6,000	9,000	4,000	5,33
S_FRA (N=16)	Mean	5,000	6,000	4,500	6,000	6,688	5,438	5,60
	Std. Deviation	2,0331	1,8974	1,6330	2,0656	2,1203	2,0966	
	Median	4,500	6,000	4,500	6,000	7,000	5,000	5,50
S_NDL (N=8)	Mean	4,750	4,500	3,250	5,000	6,500	4,500	4,75
	Std. Deviation	2,0529	2,2678	1,9821	2,0000	1,6903	2,3905	
	Median	4,000	5,000	3,000	5,000	7,000	4,000	4,67
S_RUS (N=21)	Mean	5,476	4,476	3,810	5,429	7,667	4,667	5,25
	Std. Deviation	2,1123	2,4211	2,5223	2,4611	1,7416	2,4152	
	Median	5,000	4,000	3,000	6,000	7,000	4,000	4,83

S_VNM (N=9)	Mean	3,667	4,667	4,222	4,889	5,778	6,444	4,94
	Std. Deviation	2,1213	2,0000	2,3863	2,0883	1,9221	1,8782	
	Median	3,000	4,000	5,000	5,000	6,000	6,000	4,83
E_FIN (N=35)	Mean	5,971	5,686	2,657	6,029	8,314	6,257	5,82
	Std. Deviation	2,5493	2,2066	1,7480	2,1894	1,6046	2,4656	
	Median	6,000	6,000	2,000	6,000	9,000	7,000	6,00
Total (N=130)	Mean	5,438	5,100	3,431	5,600	7,646	5,292	5,42
	Std. Deviation	2,3821	2,3653	2,1779	2,1444	2,0568	2,4792	
	Median	5,000	5,000	3,000	6,000	8,000	5,000	5,33

Appendix 6. Discussion guide for the focus group discussion (students)

Focus Group Discussion Schedule – Students

GROUP 1 – The Netherlands, France and Russia // 06.11.2014 – 4.30pm to 5.30 pm // C114
GROUP 2 – China, Finland and Vietnam // 07.11.2014 – 4.30pm to 5.30 pm // BP16

SECTION   **NOTES**

[0] INTRO / PREAMBLE

In our emails we stated that the focus group discussion will include content regarding
teaching and learning traditions and practices. As JAMK embraces internationalization, the
educational environment is very multicultural. You represent one of the top six
nationalities within the student environment. The discussion today will be recorded and
later analysed. The results will be used to inform our research project so that we can help
improve the educational environment within JAMK.

The focus group questions are partly based on a questionnaire we conducted among
students and educators in JAMK, from which can conclude that there is cultural variability
as regards traditions of teaching and learning and how these are practiced.

The focus group discussion will begin with some general ideas about the educational
environment of JAMK, and will then move on more specifically to the topic of ethical
principles within higher educational environments.

1(6)

[1] EDUCATIONAL ENVIRONMENT

In this section we would like to ask you about your
ideas regarding the educational environment.

**[1.1] What is in your mind the role of the educator
within a higher education environment?**

- ☐ Motivator
- ☐ Stimulator
- ☐ Knowledge provider

**[1.2] In your experience or in your observations,
what kinds of problems or misunderstandings
occur in the classroom between teachers and
students concerning for example teachers' and
students understanding of assignments.**

- ☐ Lack of clarity
- ☐ Deadlines
- ☐ Language problems
- ☐ Lack of a clear process or direction

2(6)

[1.2.1] How often do these kinds of incidents occur with you, and how often do you observe them occurring with others?

- ☐ Frequently
- ☐ At least once during a course
- ☐ At least once during an assignment

[1.2.2] Why do you think those problems arise?

[1.2.3] Was the problem solved and, if so, how was it solved?

[1.3] Is there anything else you would like to say about this topic, that I have not asked you?

3(6)

[2] ETHICAL PRINCIPLES

Considering that we assume that also the ethical principles among higher education institutions play an important role and need to be communicated in a correct manner. In this section we will ask you about your perception and awareness of them.

[2.1] Are you familiar with the ethical guidelines and principles of JAMK? If so, then how did you learn about them?

- ☐ During orientation week
- ☐ During lectures
- ☐ Through the international office, etc.?

[2.2] Do you think that you understand and are complying with the guidelines?

4(6)

[2.3] While studying at JAMK have you observed "unethical behaviours"? Such as … plagiarism on papers, cheating on an exam…

- ☐ Is it a big problem?
- ☐ Do students talk about it?

[2.4] What advice would you have for us to improve JAMK's support for students as regards information and training resources for those students coming to JAMK after you?

[2.4.2] Would it be helpful if the guidelines would be available in your mother tongue? Would it be helpful that the guidelines would be presented in a video in your own language?

5(6)

[2.5] Is there anything else you would like to say about this topic, that I have not asked you?

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<u> </u>

<u> </u>

[3] OUTRO / THANK YOU.

[3.1] Is there anything you would like to ask us?

<u> </u>

<u> </u>

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Appendix 7. Discussion guide for the focus group discussion (educators)

Focus Group Discussion Schedule – Educators   11.11.2014

GROUP 3 – Educators // 11.11.2014 – 10am to 11am // AP05

SECTION   **NOTES**

[0] INTRO / PREAMBLE   _____

                                                                 _____
In our emails we stated that the focus group discussion will include content regarding
                                                                 _____
teaching and learning traditions and practices. As JAMK embraces internationalization, the
                                                                 _____
educational environment is very multicultural. You represent the educators working
                                                                 _____
among this environment. The discussion today will be recorded and later analysed. The
                                                                 _____
results will be used to inform our research project so that we can help improve the
                                                                 _____
educational environment within JAMK.
                                                                 _____

                                                                 _____
The focus group questions are partly based on a questionnaire we conducted among
                                                                 _____
students and educators in JAMK, from which can conclude that there is cultural variability
                                                                 _____
as regards traditions of teaching and learning and how these are practiced.
                                                                 _____

                                                                 _____
The focus group discussion will begin with some general ideas about the educational
                                                                 _____
environment of JAMK, and will then move on more specifically to the topic of ethical
                                                                 _____
principles within higher educational environments.
==Your answers are anonymous.==

[1] EDUCATIONAL ENVIRONMENT

In this section we would like to ask you about your   _____
ideas regarding the educational environment.
                                                             _____

                                                             _____
**[1.1] What is in your mind the role of the educator
within a higher education environment?**   _____

                                                             _____
☐   Motivator
☐   Stimulator   _____
☐   Knowledge provider
                                                             _____

                                                             _____
**[1.2] In your experience or in your observations,
what kinds of problems or misunderstandings   _____
occur in the classroom between teachers and
students concerning for example teachers' and   _____
students understanding of assignments.**
                                                             _____

☐   Lack of clarity   _____
☐   Deadlines
☐   Language problems   _____
☐   Lack of a clear process or direction
                                                             _____

[1.2.1] How often do these kinds of incidents occur with you, and how often do you observe them occurring with others?

☐ Frequently
☐ At least once during a course
☐ At least once during an assignment

[1.2.2] Why do you think those problems arise?

[1.2.3] Was the problem solved and, if so, how was it solved?

[1.3] Is there anything else you would like to say about this topic, that I have not asked you?

[2] ETHICAL PRINCIPLES

Considering that we assume that also the ethical principles among higher education institutions play an important role and need to be communicated in a correct manner. In this section we will ask you about your perception and awareness of them.

[2.1] Are you familiar with the ethical guidelines and principles of JAMK? If so, then how did you learn about them?

☐ Training sessions
☐ At meetings
☐ Communication with colleagues

[2.2] Do you think that you understand and are complying with the guidelines?

[2.3] Do you believe that the students are aware of the ethical principles? And to what degree do you think they comply with them?

[2.4] While working at JAMK have you observed "unethical behaviours"? Such as … plagiarism on papers, cheating on an exam…

☐ Is it a big problem?
☐ Do students talk about it?
☐ Do teachers talk about it?

[2.5] If you have seen, or if you would see, a student who you felt was not complying with the ethical principles of JAMK, what did you do about it or what do you think you might do about it?

[2.6] What advice would you have for improvements to support JAMK's ethical principles objectives?

_____

_____

_____

_____

_____

_____

[2.7] Is there anything else you would like to say about this topic, that I have not asked you?

_____

_____

_____

_____

[3] OUTRO / THANK YOU.

_____

[3.1] Is there anything you would like to ask us?

_____

_____

_____

Appendix 8. Orientation week schedule for degree and exchange students

(for degree students)

ORIENTATION WEEK FOR DEGREE STUDENTS, AUTUMN 2014:

Time	Thursday	Friday
	21.8.2014	22.8.2014
Morning		(For Degree Students in the degree programmes: International Business/Logistics Engineering/Nursing and Exchange Students) Place: Avec Restaurant, Main Campus, Rajakatu 35 Time: 08:30-10:30 • Computer systems • Library Services • Student Health Care • Language and communication studies • Entrepreneurship at JAMK
	LUNCH BREAK	LUNCH BREAK
Afternoon	(For Degree Students in the degree programmes: International Business/Logistics Engineering/Nursing) Place: Auditorium Tulikari D110, Main Campus, Rajakatu 35 at 12:00-14:30 STUDY CULTURE • Student Services • International Services • Ethical principles in studies • * Students' experiences from previous years "FINNISH CULTURE" • Finnish culture, people, language, history etc. "JYVÄSKYLÄ & FREE TIME" → IC -esittely • How to get around in town • Free time activities in JKL • AIESEC	(For Degree Students in the degree programmes: International Business/Logistics Engineering/Nursing and Exchange Students) Place: Avec Restaurant, Main Campus, Rajakatu 35 Time 12:00-13:30 • KOAS • Safety Issues at JAMK • Life at JAMK: How to cope, adapt, and train your teacher • The Student Union JAMKO & ~~International Club~~

ORIENTATION WEEK FOR DEGREE STUDENTS, AUTUMN 2014:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	25.8.2014	26.8.2014	27.8.2014	28.8.2014	29.8.2014
Morning	Degree Programme specific orientations organized by each school	Degree Programme specific orientations organized by each school	Degree Programme specific orientations organized by each school	Degree Programme specific orientations organized by each school	Degree Programme specific orientations organized by each school
	LUNCH BREAK	LUNCH BREAK 10:00-12:00	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
Afternoon	Degree Programme specific orientations organized by each school	Orientation day for ALL JAMK students (Get to know the main campus) (further information available later on) Place: Main Campus at 12:00-15:00	Degree Programme specific orientations organized by each school	Degree Programme specific orientations organized by each school	Beach Picnic organised by Student Union JAMKO and International Club (further information available later on)

(for exchange students)

ORIENTATION WEEK FOR EXCHANGE STUDENTS, autumn 2014:

Time	Thursday 21.8.2014	Friday 22.8.2014
Morning	Orientation Day 1 (For Exchange Students) Place: Avec Restaurant, Main Campus, Rajakatu 35 Time 08:45-10:00 • Welcome • Services for Exchange Students • System of studies	Orientation Day 2 (For Exchange Students and International Degree Students) Place: Avec Restaurant, Main Campus, Rajakatu 35 Time: 08:30-10:30 • Computer systems • Library Services • Student Health Care • Language and communication studies • Entrepreneurship at JAMK
Afternoon	School specific Orientations • All students of Technology: 12:00 – 13:30 in Rajakatu 35, Room B114 • Mechanical Engineering+Civil Engineering: 13:30 – 15:00 in Rajakatu 35, Room F211 • Logistics Engineering: 13:30 – 15:00 in Rajakatu 35, Room F133 • Information Technology+IT-PRO: 13:30 – 15:00 in Dynamo Campus, Room D426 (4th floor) • International Business Management (master), International Business (bachelor): Auditorium Tulikari, main campus at 14.45-15.15, after which course enrolments with the International Coordinator in B115 and B116 • **Facility Management** Place: Rajakatu 35, Room F204 Time: 13.00 – 16.00 • **Health and Social Studies** – see Monday 25.8.2014	(For Exchange Students and International Degree Students) Place: Avec Restaurant, Main Campus, Rajakatu 35 Time 12:00-13:30 • KOAS • Safety Issues at JAMK • Life at JAMK: How to cope, adapt, and train your teacher • The Student Union JAMKO

ORIENTATION WEEK FOR EXCHANGE STUDENTS, autumn 2014:

Time	Monday 25.8.2014	Tuesday 26.8.2014	Wednesday 27.8.2014	Thursday 28.8.2014	Friday 29.8.2014
Morning	School specific Orientations Health and Social Studies 8.30-16.00 Main campus, Rajakatu 35, Room F133				
	LUNCH BREAK 10:00-12:00	LUNCH BREAK 10:00-?	LUNCH BREAK 10:00-11:00		
Afternoon		JAMK DAY at JAMK Main Campus Place: JAMK Main Campus Time: 12:00-15:00 (Info about JAMK-day for Exchange Students available later on)	City Tour with Tutors Place: to be agreed with Tutors Time: 11:00 onwards	Exchange Student Jamboree Music, fun, meet and greet fellow exchange students. Hear about opportunities from international communities in Jyväskylä (AIESEC, JAMKO International Club, Sports for students and ESN)	Beach Picnic organised by JAMKO and IC (further information available later on)

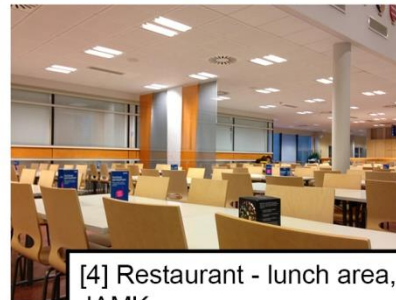# Appendix 9. Foldable paper stand, marketing tool

[1] Entrance area of teachers' lounge of the School of Business of JAMK, B-Wing

[2] Teachers lounge of the School of Business of JAMK, B-Wing

[3] Rajacafé, JAMK, D-Wing

[4] Restaurant - lunch area, JAMK.

[5] Library, JAMK, F-Wing.

[6] Info, JAMK, D-Wing.