

Receptivity to a student created guide to academic integrity

Case: Jyväskylä University of Applied Sciences

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<p>Tiivistelmä</p> <p>Aikaisemmat tutkimukset vuodelta 2015 ovat osoittaneet, että akateemiseen suoraselkäisyyteen liittyvien odotuksien viestintä voisi olla parempi Jyväskylän Ammattikorkeakoulussa. Opiskelijoista koostuva tiimi on luonut tutkimukseen perustuvan, opiskelijakeskeisen akateemisen suoraselkäisyyden oppaan, joka esittää korkeakoulun odotukset suomalaisen kulttuurillisen linssin läpi katsottuna.</p> <p>Tämä raportti kuvaa uuden eettisen opiskelijaoppaan ensimmäisen version tietoisuuden leviämistä JAMK:ssa. Lisääntyneestä ulkomaisten opiskelijoiden määrästä johtuen, akateemisen suoraselkäisyyden viestintä ja selkeyttäminen on tullut erityisen tärkeäksi osaksi akateemista menestystä.</p> <p>Vuonna 2015 kävi ilmi, että kaikki opiskelijat eivät olleet riittävän tietoisia edellä mainituista odotuksista. Tämän kaltaisia uusia tapauksia tuli esiin myös kahden viime vuoden aikana. "Opiskelijoilta opiskelijoille" -lähestymistapaa käytettiin uutta 'opiskelijan eettistä opasta' luodessa. Se kehitettiin yhteistyössä JAMK:n alumnien, tiedekunnan neuvonantajien, oppilaskunnan edustajien, opiskelijoiden sekä tämän opinnäytetyön tekijän kanssa.</p> <p>Aiemmin tunnistetut neljä ensisijaista haastealuetta olivat: 1) käyttäytyminen luokassa ja kampuksella, 2) akateeminen kirjoitus, 3) huijaaminen tarkoituksella ja ilman, ja 4) ryhmä- ja tiimityöskentely. Jokainen haastealue on korostettu opiskelijan uudessa oppaassa ja ne ovat liitetty tärkeisiin taustalla oleviin suomalaisiin kulttuuriarvoihin, joihin JAMK:n odotukset liittyvät.</p> <p>Avainsanat (asiasanat) etiikka ja vastuu, odotukset, kulttuurienvälinen kommunikaatio, koulutuksellinen ympäristö, JAMK, oppilaskunta, kansainväliset opiskelijat</p>		
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Abstract <p>Previous research in 2015 showed that communicating expectations regarding academic integrity to students could be improved at JAMK University of Applied Sciences (JAMK), in Jyväskylä, Finland. In response, a small team of students created a research-based, student-centered academic integrity guide that attempted to present the expectations of the university through the lens of Finnish culture. This report describes the receptivity of the first version of the new guide by students at JAMK. Due to increasing numbers of foreign students at JAMK, communicating and clarifying expectations regarding academic integrity has become an increasingly important part of academic success. It became clear in 2015 that not all students were sufficiently aware of expectations regarding academic integrity, and new cases emerged during the past two years. A by-students, for-students approach was implemented to create a new "student" guide to ethics, and was developed in collaboration with JAMK alumni, faculty advisors, student union representatives, and students, including the researcher of this paper.</p> <p>Four primary challenge areas were identified in 2015, including 1) behaviors in the classroom and across campus, 2) academic writing, 3) cheating with and without intent, and 4) working in groups and teams. Each challenge area is highlighted in the new student guide, and are connected to important underlying Finnish cultural value that drive the institution's expectations. Further, the process of the creation and development of the new student guide is explained through supportive and relevant theories. A case study approach was taken, and a mixed-methods approach was employed through two surveys and one interview. Analysis of the data indicated that there was a low overall awareness of the guide, and that not all teachers connected students to the guide at the beginning of their courses, nor did they place it to their courses' electronic learning platform. It was also discovered that some tutors do address issues related to academic integrity and material in their small tutor groups. As well, the first version of the guide lacked an appealing and practical appearance, and the dissemination of the guide across all stakeholders could be improved. The study concludes with recommended actions.</p>		
Keywords/tags (subjects) ethics and responsibility, expectations, intercultural communication, educational environment, JAMK, student union, international students		
Miscellaneous Appendices attached (4pages)		

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1 Introduction

The main purpose of this research is to measure the receptivity by students to a guide to academic integrity that was created by students, for students. The guide sets out to identify and communicate expectations pertaining to student behaviors at JAMK University of Applied Sciences in Jyväskylä (JAMK), Finland. The results include recommendations for further development and improvement of the guide for future implementation.

Explanation of the need and background information: The number of foreign students at JAMK dramatically increased from 2013 to 2014, and the numbers continue to rise each year since. Almost 52 % of the degree students studying in English-taught programs at JAMK in the academic year of 2014-2015 came from abroad. In addition to these 988 Bachelor's and Master's degree students, JAMK hosted 368 exchange students. The majority of the students are from Finland, Russia, France, Germany, China, Vietnam, The Netherlands, Kenya, Hungary and Spain. (Crawford, Niemi 2015, 138) As confirmed by the administration, 1328 foreign students were admitted to JAMK during academic year of 2015-2016. The dominating countries of origin were Russia, Germany, France and China, the Netherlands, Spain, Mexico, USA, Czech Republic, Austria, Poland, Cyprus, Korea, Italy and Canada. In addition to these, foreign students also come from Taiwan, Singapore, Sweden, Slovakia, Kenya, and Hong Kong. (K. Liimatainen, personal communication, December 12, 2016). The amount of exchange students is 1021 students. The growth in the numbers, 307 students compared to previous years, is significant. The following table summarizes the numbers of foreign students in 2015 and in 2016. In the table used code 'Exchange student' refers to students beginning their studies at fall semester 2015 or spring semester 2016, summer school students and foreign students participating an intensive course shorter than a semester.

Table 1. Foreign students at JAMK (K. Liimatainen, personal communication, December 12, 2016)

Year of Admission	2015	Year of Admission	2016
Type of student	Amount	Type of student	Amount
Bachelor's Degree	146	Bachelor's Degree	148

Exchange Studies	524	Exchange Studies	497
Master's Degree	5	Master's Degree	8
Total	675	Total	653

Research on campus indicated that the institutional expectations of JAMK concerning academic integrity towards students was not clearly communicated to or understood by some students, a situation that resulted in some cases of academic dishonesty and misbehavior among students. By academic dishonesty is meant cheating, divided in two categories of cheating, with and without intent, and also plagiarism, inappropriate classroom behavior, and group and teamwork. (Crawford & Niemi 2015) Academic dishonesty is motivated by various factors (Niemi 2015, 25) and therefore preventive support in terms of improving studying strategies, workload distribution and time management skills, is essential. Due to inconsistent communication of ethical rules at JAMK, foreign students were not aware of them and therefore continue using working style inherited in their native cultures. Research papers by students entitled "*country guides*" has shown that, in many countries rules are not equally respected even when the sanctions are heavy. As concluded by Crawford and Niemi (2015), creating useful resources and increasing awareness of the school's ethical principles might improve mutually beneficial behaviors.

The Cross-Cultural Management track is one of the specialization options within the International Business study programme at JAMK. The Cross-Cultural Management track includes an ongoing project named 'Teaching and Learning across Cultures', which is described as '*an overarching project... to develop mutually beneficial behaviors within the multicultural HEI community 'JAMK'*' (Crawford, Niemi, 2015). As a part of the Teaching and Learning across Cultures- project, a Student Ethical Guide is created with the intention to respond to the need to communicate the rules and expectations of JAMK to all students. The need to create the Student Ethical Guide emerged from previous research conducted as a case study for JAMK (Niemi 2015). Niemi's research indicated that many students lack the knowledge of Finnish cultural values and hence the expectations that drive the institution. Therefore, a project, Teaching & Learning across Cultures, formed to create a Student Ethical Guide to support the communication and understanding of expectations of the institution

from a student perspective. The members of student union (JAMKO) involved in this project are the Chairperson, the Tutor and Sports Secretary and the Representatives.

The Student Ethical Guide was created to clarify the expectations of JAMK to foreign students. Published in September 2015, the Student Ethical Guide included content which will help new students to navigate within JAMK to find help for study related problems. The purpose is to support students' own responsibility when making study related decisions. This research will measure the receptivity of the Student Ethical Guide by new students. The Student Ethical Guide was student-written, research-driven and meant to supplement, and not replace the administration's existing ethical rules as documented by the Ethics Committee of JAMK. (JAMK, 2015)

1.1 Structure of the thesis

The thesis is structured and organized in the following way: The first chapter of Introduction (1) the reader is provided with general introduction explaining the background and the objectives of this study. The Theoretical framework section (2) explains the models and methods used in this research in order to analyze the advantages and disadvantages of these models including the limitations of them. The in-depth exploration has led to the generation of the following research questions:

1. Did the creation of a Student Ethical Guide improve the awareness and understanding of JAMK students about expectations at JAMK?
2. Did the Student Ethical Guide clarify the expectations concerning academic integrity and behavior at JAMK, based on aspects and characteristics of Finnish culture?
3. How did the publication of the Student Ethical Guide and the dissemination of its contents affect the school's study environment in terms of academic integrity?

The Methodology (3) chapter explains the chosen methodology to understand how the data has been acquired and how the data is interpreted, including a reasoning for the choice of the mixed method approach. The fourth chapter Results (4) provides the results of this research together with the relatedness with the literature. They are equally analyzed and contrasted. The chapter Discussion (5) focusses on a specific outcome of this research. Conclusions will be explained in the last chapter (6) as

well as the Recommendations for future research and practical implications. The overview of the thesis described in below figure:

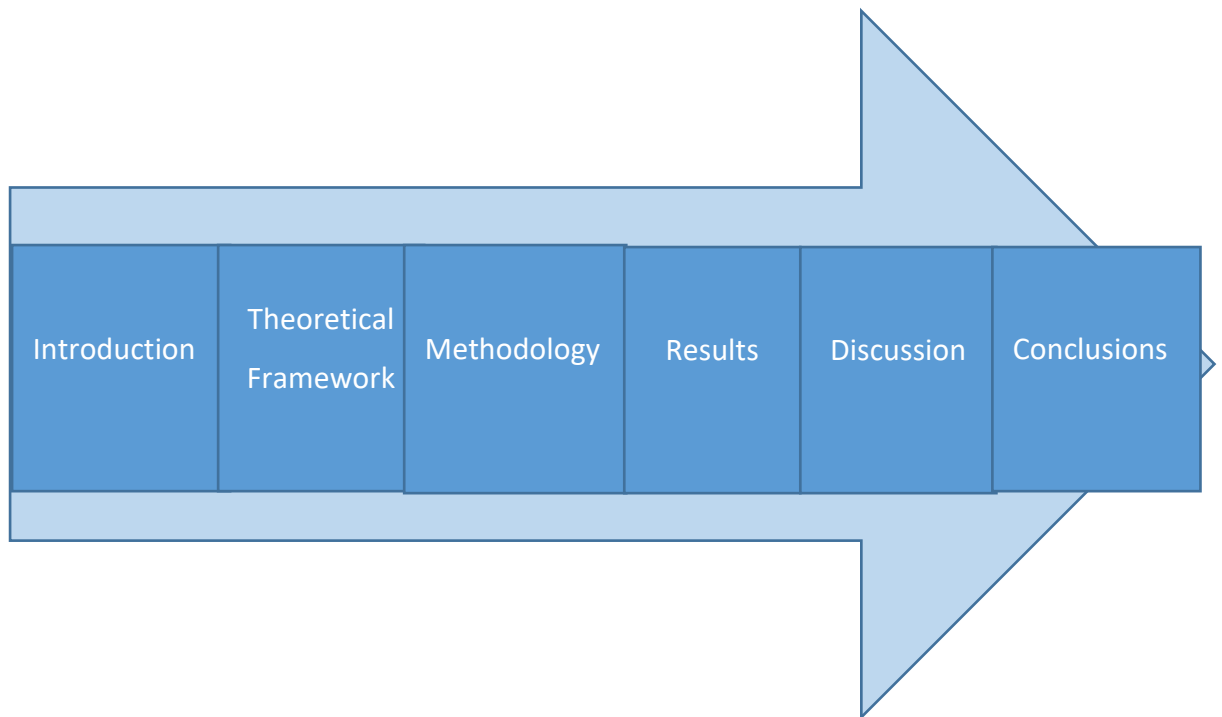


Figure 1. Overview of thesis implementation

1.2 Description of the schedule including dates, subjects and participants

The below table (Table 2) describes the activities and developments regarding the Student Ethical Guide from beginning of the process on June 2015 until recommendations yielding from data-analysis. The dates are mentioned as well as the subjects indicating the events of the given date. Participants describes the stakeholders attending the events. The table continues until page number 11 after which it is explained in further detail.

Table 2. Overview of the schedule

Date	Subject	Participants
01.06.2015	Draft of Student Ethical Guide	Senior Lecturer, School of Business; Student Researcher
02.06.2015	Invitations sent for Productivity Workshop	Student Researcher
04.06.2015	Ideation of Student Ethical Guide	Senior Lecturer, GBM; Head Tourism, Student Researcher
05.06.2015	Meeting with Student Union: the need of the guide	Student Union representatives, Student Researcher
15.06.015	Productivity Workshop	Head IB, Head Tourism, Senior Lecturer, GBM, Student Researcher, JAMK IB alumni
18.06.2015	Meeting: collaboration	Student Union representatives, JAMK IB alumni, Senior Lecturer, GBM, Student Researcher
25.06.015	Meeting: task sharing	Student Union representatives, Senior Lecturer, GBM, Student Researcher
05.08.2015	Meeting: readings, recommendations	Head Tourism, Student Researcher
12.08.2015	Meeting: checking written parts	Student Union representatives, JAMK IB alumni, Student Researcher
18.08.2015	Presentation at Teacher Tutor meeting invited by Educational Development Manager JAMK	JAMK IB alumni
20.08.2015	Presentation at orientation week for international degree students and incoming exchange students	JAMK IB alumni, Student Researcher
26.08.2015	Presenting the Student Ethical Guide to Student Union board	Chairperson Student Union, 2015
07.09.2015	Presentation to JAMK Executive Management team	Senior Lecturer, GBM
09.09.2015	Student Union board meeting: Student Union's stance on the Student Ethical Guide	Student Union board
09.09.2015	Version 1.0 of the Student Ethical Guide released	Senior Lecturer, GBM
21.09.2015	Email-conversation with marketing department	Marketing Manager, System Specialist Educational Development Services

24.09.2015	Planning of Tutor small group meeting	Student Union representatives, student researcher
24.09.2015	Request from Educational Development Manager to present the guide for teachers on 1st of October 2015	Chairperson Student Union, 2015, Student Researcher
25.09.2015	Preparation for teachers presentation	Chairperson Student Union, 2015, Student Researcher, Senior Lecturer, GBM
29.09.2015	Preparation for the presentation Email to Educational Development Manager	Chairperson Student Union, 2015, Student Researcher
01.10.2015	Presentation to Finnish teachers	Chairperson Student Union, 2015, Student Researcher
07.10.2015	Presentation to the 1st year IB students during the Development as an Expert-course	Student Researcher
22.10.2015	Meeting: dissemination of the guide	Senior Lecturer, GBM, Chairperson Student Union, 2015, Student Researcher
12.11.2015	Presentation for International Tutors	Chairperson Student Union, 2015, Student Researcher
14.11.2015	Email request by Senior Lecturer, GBM LIKE/TYHY wellbeing committee to interview students and prepare a presentation 'Culture of respect'	Senior Lecturer, GBM to Student Researcher
17.11.2015	Presentation for Finnish tutors	Student Researcher
08.01.2016	Email request regarding survey for tutors (both Finnish and international)	Student Researcher to Student Union representative
08.01.2016	Questionnaire IB15s sent	Student Researcher
08.01.2016	Questionnaire Tutors Finns and International online	Student Researcher
13.01.2016	Questionnaire Link forwarded to Tutors by Student Union	Tutor and Sports Secretary, Student Union to tutors
14.01.2016	Presentation 'Culture of respect' to JAMK Management, LIKE/TYHY by Student Researcher	Director, Administration, School of Business, R&D Manager, Project Manager R&D, Senior Lecturer, Tourism and Hospitality, Project Manager R&D, Senior Lecturer, Business and Entrepreneurship, Project Manager R&D, Head of Department Business and Entrepreneurship, Senior Lecturer, Tourism and Hospitality, Senior Lecture, GBM, Student Researcher
09.02.2016	Email reminder request sent to Student Union for more tutor responses due to 13 out of 150 responses	Student Researcher to Tutor and Sports Secretary, Student Union

29.03.2016	Email invitation Presentation for International Tutors	Tutor and Sports Secretary, Student Union to Student Researcher
30.03.2016	Presentation to second year international tutors	Student Researcher
05.04.2016	'Ethical principles at JAMK -Tutor small group meeting' recommendations how to handle this topic in tutor groups, including a link to ' Unethical behavior' video sent to Student Union to be placed in Optima spaces for tutors	Student Researcher to Tutor and Sports Secretary, Student Union
12.05.2016	Email response due to reminder	Tutor and Sports Secretary, Student Union to Student Researcher
18.05.2016	Presentation Student Ethical Guide at 'Building Capacities of International Units and Departments' Seminar, Nizhnevartovsk State University, Russia	Student Researcher
30.09.2016 onwards	Launching the Ethical Guide Design-project	JAMK IB Alumni, JAMK student, Student Researcher
02.09-09.09.2016	Email correspondence on presenting the guide for IB16s	Student Researcher, Tutor and Sports Secretary, Student Union, Chairperson Student Union, 2016
13.09.2016	Meeting: link Optima spaces, better location	E-Learning Designer Student Researcher
14.10.2016	Email regarding results of previous meeting	E-Learning Designer to Student Researcher
24.10.2016	Email shortcuts	Student Researcherto IB-teachers
03.11.2016	Meeting: discussing Student Ethical Guide and its dissemination at Health Services-department	Head of Health Services Student Researcher
04.11.2016	Interview Students starting their studies at JAMK on 2016	Student Researcher

The creation of the Student Ethical Guide started on June 2015 by ideation and drafting of the project. A productivity workshop was held on June 2015 where JAMK's values, Finnish Cultural Values and Communication were discussed by the student union representatives, Head IB, Head Tourism, Senior Lecturer, Global Business Management, JAMK IB alumni and the student researcher. After discussing the form of collaboration and task sharing, checkpoints of written parts were agreed on for August. During the month August, JAMK IB alumni held a presentation at a teacher tu-

tor meeting as invited by Educational Development Manager. Two days later the Student Ethical Guide was presented at the orientation week for international degree students and incoming exchange students by JAMK IB alumni and student researcher. At the end of August the Chairperson Student Union, 2015, held a presentation for the Board of student union, with the following results:

'I presented the guide to the board yesterday. They did like the guide and the fact we are trying to solve this issue. However, it was rather uniformly viewed by the board that they do not want to take the guide fully in JAMKO's name. This was based on the grounds that JAMKO doesn't solely want to take responsibility for the guide, rather it should be something JAMK approves as official and then it can be distributed in JAMKO's name. I got the understanding JAMKO doesn't want to be the main contributor in this issue at hand and they wanted stronger approach from the institute.

However, board was also eager to help and cooperate with the distribution of the guide. We agreed that tutors can take this message to students in form of the mandatory small group meetings. Also the current New Student Guide could have this guide added as a chapter as there is no overlap. JAMKO can also use its channels to help market it. As for the wider phenomena, JAMKO can use the current channels (like teacher meetings) to spread the message on this issue'. (Chairperson Student Union, 2015, personal communication, August 27.2015)

On the 7th of September 2015, the Student Ethical Guide was presented to JAMK Executive Management team by the Senior Lecturer, GBM. According to Senior Lecturer's email to student researcher on the outcomes of the presentation (Senior Lecturer GBM, personal communication, September 8, 2015), it became evident, that the amount of reported incidents has increased within the last two years. Distribution channels and possibilities of dissemination were discussed and the rector and vice-rector has directed the admin staff to support the dissemination of the Student Ethical Guide as the campus-wide dissemination was equally agreed on. Further, a few suggestions were made for the Student Ethical Guide, including expanding the support contacts by International Relations Manager and the rector and her team. On the 9th of September 2015, Student Union gathered for a board meeting and JAMKO's stance on the Student Ethical Guide was that for the distribution the small-group meetings led by tutor should be utilized. During the same day, the Student Ethical Guide was the version 1.0 was released and JAMKO was recommended to connect with the executive management team to collaborate on dissemination.

At the end of September, an email -conversation with JAMK's marketing department took place regarding adding the Student Ethical Guide to the student intra. The System Specialist at the Educational Development Services was interested in adding the Student Ethical Guide to the official student Guide of JAMK. On the 24th of September 2015, Student Union representatives and the student researcher met to plan the structure for the tutor small group meeting, ready to be approved by Student Union's board. The training session for tutors were agreed to be arranged soonest, preferably before the autumn break. On the same day, the Chairperson Student Union, 2015 and the student researcher received an invitation from the Educational Development Manager to present the Student Ethical Guide for teachers on 1st of Oct 2015. During the next day, The Chairperson Student Union 2015, the student researcher and The Senior Lecturer of GBM, met for preparations for the presentation. An email was sent to the Educational Development Manager on the 29th of September 2015 about dissemination, upon approval of the Chairperson Student Union, 2015, and the preparations for an upcoming presentation continued.

October 2015 started with a presentation by Chairperson Student Union, 2015 and the student researcher to Finnish teachers of health services, technology department, and admins. After an introduction by Chairperson Student Union, 2015, and the student researcher, a video 'An Ethical Culture' was viewed and the topic was further discussed with all the participants. The week after, the Student Ethical Guide was presented by student researcher to the 1st year IB students during the Development as an Expert-course, upon invitation of Senior Lecturer, GBM. The video 'An Ethical Culture' was used as presentation material as well. Later on, a meeting by the Senior Lecturer, GBM, Chairperson Student Union, 2015, student researcher, was held to discuss the dissemination of the Student Ethical Guide, a solid location for the Student Ethical Guide on intranet and what would be JAMKO's role in dissemination. An additional point was how the Student Ethical Guide should be marketed. An email was received from the System Specialist at the Educational Development Services, confirming the arrangement of a solid location on intranet for the Student Ethical Guide.

The month of November 2015 started with a presentation for International Tutors by the Chairperson Student Union 2015 and the student researcher. Prior to attending

the meeting, tutors were requested to read the Student Ethical Guide after which advice was given on how to handle the Student Ethical Guide in small tutor groups.

Later, a Senior Lecturer, GBM, requested the student researcher to conduct a research on the Finnish values, 'respect' in particular, and how it radiates from teachers to students with an additional request to interview students from different study tracks including Team Academy which will be explained in detail in the chapter 2.5.2 Creativity as a Value. The findings were presented in 'Culture of Respect' presentation to the LIKE/TYHY wellbeing- committee on the 14th of January 2016. LIKE refers to School of Business in JAMK University of Applied Sciences. TYHY refers to wellbeing at work at JAMK. Student researcher was able to interview students from IB, Tourism and Nursing. However, Team Academy did not respond even after several attempts of contacting by email and phone. Participants in this meeting were the JAMK management team: Director, Administration, School of Business, R&D Manager, Project Manager R&D, Senior Lecturer, Tourism and Hospitality, Project Manager R&D, Senior Lecturer, Business and Entrepreneurship, Project Manager R&D, Head of Department Business and Entrepreneurship, Senior Lecturer Tourism and Hospitality and Senior Lecturer Global Business Management. The interviews and the presentation are not further explained and analyzed in the context of this thesis hence they are not directly related to the creation and implementation of the Student Ethical Guide.

To return to events in November 2015, a presentation for Finnish Tutors was held by the student researcher upon request of the Tutor and Sports Secretary, Student Union. An email request regarding Survey for Tutors both Finns and International was sent by the student researcher to Student Union representative, to open the activities in 2016. This was followed by the release of the questionnaire focused on IB15s and a separate questionnaire for Tutors Finns and International. The latter was forwarded as a questionnaire link to 150 tutor recipients by the Tutor and Sports Secretary, Student Union. Email reminder request sent to Student Union for more Tutor responses due to 13/ 150 responses by the student researcher. As a response to the request as received:

'No voi harmi, onpa ikävää etteivät vastanneet. Vaikka lupasin tutortunninkin palkkioksi!'

'What a pity that they did not respond. Even though I promised a tutor hour as a reward!' (Tutor and Sports Secretary Student Union, Personal communication, May 12, 2016)

At the end of March 2016, the student researcher received an email invitation to present the ethical guidelines for International Tutors sent by the Tutor and Sports Secretary, Student Union. The presentation was held on the very next day. The email included a notification that the presentation was originally planned to be held by another speaker, the title or name of the person however, was not mentioned in the email.

During the period of 16.-19.05.2016, the student researcher attended a seminar 'Building Capacities of International Units and Departments' in Nizhnevartovsk State University, Russia and presented the Student Ethical Guide to the participants, who were students, lecturers and heads of study programs in Nizhnevartovsk State University, Russia and in University College, South Denmark.

The fall semester of 2016 began with Student Ethical Guide Design-project in which the main focus was on the lay-out, photography and valid maps of JAMK campuses. JAMK IB Alumni, JAMK student and the student researcher were collaborating in this project. In September 2016, the student researcher contacted the Tutor and Sports Secretary, Student Union for updates regarding presentations of the Student Ethical Guide to newly arrived students IB16s. The request was forwarded to the Chairperson of the Student Union, who responded as followed:

Kiitos yhteydenotosta, nyt on minullakin selkeänä mikä on tavoite.

Kuten... jo sanoit, JAMKin sivuista kannattaa ottaa yhteyttä viestinta@jamk.fi, siinä me emme oikein osaa auttaa. Eettinen opas ei tosiaan ole meidän tekemä tai hallinnoimamme, niin emme voi suoraan vaatia että se liitetään Optimaan. Tämän takia emme myöskään voi viedä sitä aktiivisesti eteenpäin. Jos haluatte oppaasta viestiä opiskelijoille suoraan, yksi mahdollisuus on että laitat JAMKOn viikkotiedotteeseen siitä tekstin. www.jamko.fi/viikkotiedote. Esitelmästä; Me emme valitettavasti voi tähän aikaan vuodesta ja näin lyhyellä varoitusaajalla järjestää tällaista esitelmää, eikä se myöskään ole meidän velvollisuutemme järjestää erikseen kaikille opiskelijoille tällaista johtuen juuri siitä, että eettiset periaatteet ovat JAMKin alainen toiminto. Neuvon samaa kuin... ota yhteyttä tutoropettajiin, että pääsisitkö esittelemään ohjelmaa aloittaville ryhmille. Muuten emme valitettavasti voi auttaa'. (Chairperson Student Union 2016, personal communication, September 9.2016)

'Thank you for contacting, now I understand clearly what the goal is. As... previously has said, regarding JAMK's webpages, one should contact viestinta@jamk.fi, we cannot help in that. In fact, the ethical guide is not produced or administered by us, due to which we cannot directly demand that it should be added to Optima. For this reason, we cannot further actively disseminate the guide either. In case you prefer to communicate the guide with the students, one possibility is that you put a text into the weekly news of JAMKO. www.jamko.fi/viikkotiedote. Regarding the presentation, unfortunately at this time of the year and on a such a short notice we cannot organize a presentation of this kind, neither is it our responsibility to organize to all students due to the fact that ethical principles is an activity under JAMK. I advise the same as... do contact the tutor teachers to inform if you could present the program to the starting groups. Otherwise, we unfortunately cannot help.'
(Chairperson Student Union 2016, personal communication, September 9, 2016)

On the 12th of September, a meeting took place where the E-Learning Designer, and the student researcher discussed about a link allocable to IB-teachers' course specific Optima spaces and about a better location at JAMK webpages, including eventual printer settings for PC and Mac users. Three weeks later, the E-Learning Designer, returned an email with a shortcut to Student Ethical Guide created to be placed in teacher's course specific Optima spaces and a link created to JAMK study Guide. (JAMK Intra, 2016). On the 24th of October 2016 the above mentioned shortcuts were distributed to IB-teachers by email from the student researcher to IB-teachers with a recommendation to place the links into their course specific Optima spaces for easier availability and accessibility for IB -students.

On 3rd of November, the student researcher attended a meeting as invited by the Head of Health Services, to whom the Student Ethical Guide was introduced. The direct need of shared guidelines regarding cheating on exams and written assignments was recognized. Further, the current practices at Health Services department were agreed to be found out by the Head of Health Services. As well, the need of Finnish version of the Student Ethical Guide was discussed. The email including the direct link to the Student Ethical Guide was sent by the student researcher to the Head of Health Services, upon agreement in the meeting. The link would be forwarded by the Head of Health Services to Health Services teachers, to be located in their course specific Optima-spaces. Students admitted on fall semester 2016 were interviewed on November 4th 2016.

2 Theoretical framework

This chapter focusses on the flow of the process, originating from the need as emerged in Niemi's thesis (2015) with communication as main element and various elements of it in international environment in particular. Furthermore, the four challenge areas emerged from Niemi's research: Classroom and campus behavior, cheating with and without intent, academic writing and group- and teamwork (N.b.c.) as emerged from Niemi's research are described and how they are related to the Finnish values. For fundamental understanding of the topic, expectations and communication of them will be reflected against the previously done research and theory and how do they relate to JAMK.

2.1 Beginning of the process, the reason for creating a Student Ethical Guide

Communicating the expectations of the institution regarding academic integrity at JAMK, and measuring the effectiveness the communication are the main focus in this section. Even though the JAMK Ethical Principles guidelines are available to all students on the JAMK website, not all foreign students are aware of it. (Niemi 2015, 100) These expectations are to some significant degree based on Finnish cultural values including honesty, trust, equality, fairness and rule-orientation.

2.2 Communication

As described by Rayudu, '*Communication is a reciprocal, two-way and continuous social process.*' (2010, 34). He argues that to reach the organizational aims, effective media and a network should be used. Furthermore, the one sending messages must comprehend the receiver, transmit the message and observe the receiver proceeding as required. The information of the organization, JAMK in this research, is translated into the language generally understood by the community, which is English in this case. Rayudu also claims the fundamental aim of communication is to '*Keep people informal*' (ibid. 34). The recommendation to create a '*student-friendly guide of ethics*' (Niemi 2015, 108) is aligned by this theory and therefore supports the creation and implementation of the Student Ethical Guide. Proficiency in field specific practices assists the sender and receiver to accomplish better understanding. The disadvantages of one-way communication according to Rayudu are '*lack of feedback, interaction*

and effective decoding of signs or words into receiver's capability' (ibid. 34) which forms the fundamental challenges in communication. Recommendations for efficiently transmitted communication, as claimed by Schramm, includes the message being defined as either '*personal or non-personal*' (cited in Rayadu 2010, 34). Additionally, Schramm describes three elements the information should include: '*(1) it must be as designed and delivered as to gain the all attention of the receiver. (2) It must use signals that are understood in the same way by both the source and the receiver. (3) It must arouse needs in the receiver and suggest some way of satisfying these needs that is appropriate to the receiver's group-situation when moved to make the desired response* (ibid. 34).

The Seven C's of Communication by Rayudu (2010,

38) Helps to partly form a basis for this study. Rayudu suggests that '*Knowing audience or receiver in the case of written communication is important*' (ibid.34). Actually, the students at JAMK are of various nationalities and therefore communication style should be neutral and very clear in the sense that many of them are foreign to Finnish culture and the potential for misinterpretation should be avoided. Information held implicitly by Finns should be communicated as well.

1. Credibility: The foundation of effective communication is the receiver having assurance on the sender. According to Rayudu there should be a '*climate of belief*' in which the sender sincerely wants to serve the receiver (ibid.38).
2. Context should verify rather than deny the message. Therefore, the opportunity for participation and playback are essential. The reality and the organizational environment should be taken in consideration. Digital tools are complementary elements that are supporting the message.
3. Content: The receiver tends to select the subjects that seems to yield to major rewards. Content has to be applicable to the value system of the receiver and retain a meaning.
4. Clarity: Selection of correct words are fundamental since the meaning should be understood on a same level by both the sender and the receiver. Misinterpretation can be avoided by using '*themes, slogans or stereotypes*' (ibid.38) when more complicated matters are communicated.

5. Continuity and consistency: Communication is a continuous operation of transmission and reception. Frequent, pulse wise arranged communication utilizing diverse channels is recommended to aid in learning process. Consistency requires communication to agree with the policies and objectives of the organization while respecting the rules and principles of it. Ideas and directed procedures should be communicated accordingly.
6. Channels: Communication channels should be selected out of existing ones, which the receiver is accustomed to use. Koontz and Donnell observe: "*The most effective communication results when managers utilize the informal organization to supplement the communication channels of the formal organization.*" (ibid.35)
7. Capability: '*Availability, habit, reading ability and receiver's knowledge*' are the key factors of the capability of the receiver which should be accounted (ibid.35).

2.3 Communicating expectations

Expectation is defined by Oxford Dictionary as: '*A strong belief that something will happen or be the case.*' (N.d. (a)). In order that students are aware of expectations, expectations need to be communicated. Awareness of expectations will help students to make study related decisions. However, foreign students may have different interpretations and experiences of it. For example, an individual assignment may not be understood as a task to be completed alone without assistance of others. Additionally, Finnish education encourages learning by applying knowledge instead of focusing on grades. The unclear communication or non-communication of those expectations, particularly to foreign students, has led to increasing number of incidents at JAMK. (Niemi 2015, 5) Another finding is that the international student body needs clear instructions on academic behavior and expectations of the institution as concluded by Niemi. (ibid. 108) The creation of the Student Ethics Guide results from Niemi's research and functions as a means to improve communication from JAMK to students, and foreign students in particular. The Student Ethical Guide is student-written, and describes the institution's expectations using '*How to navigate*'- and '*What to do*'- approach rather than formally written '*Don'ts*'. The purpose of the Stu-

dent Ethical Guide is to function as a mean to support students' study-related decisions, underlining the student's own responsibility and encouraging calls for help as a sign of mature and responsible behavior.

2.4 Finnish cultural values in terms of ethics and responsibility

The Finnish students are aware of this code of conduct since *'Values are borne of cultural mind set, developed through taught and learned national concepts which become core beliefs.'* (Swallow 2008, 60). Foreign students typically follow their core values and practices which may make understanding the Finnish cultural values prevailing at JAMK difficult. This is supported by the findings of Niemi, which revealed that the institution assumed that all students were equally aware of the code of conduct at the institution (ibid.108).

'As a spiritual and intellectual superstructure of society, culture has an inherent freedom that society must safeguard.' Wilenius (2010, 43) As members and stakeholders in the JAMK community, Finns and foreign students and teachers must be aware of Finnish cultural values in order to maintain them and act accordingly. *'A nation derives its culture from four principal sources: history, language, religion and climate'* Chhokar et al. (2013, 75) Finnish cultural values of honesty, trust, equality, fairness and rule-orientation defined and further explained in a Finnish context.

Honesty: *'The quality of being fair and truthful: the quality of being honest'* (Merriam Webster, 2015). Finns expect others to have an equal definition of honesty.

Trust: *'Assured reliance on the character, ability, strength, or truth of someone or something'* (ibid). Once trust is violated it is hard or in most cases impossible to get back.

Fairness: *'Treating people in a way that does not favor some over others'* (ibid) Finns are sometimes eager to point out if something is unfair, however they mostly keep silent. Depending on the circumstances, rather than opening a direct conversation to find out if the unfair experience is unintendedly or mistakenly caused, they often prefer to express their dissatisfaction to a third party. For example, anonymous notifications in a local newspaper's opinion column may not identify to whom the concern refers to, and may also not reveal who the communication is from.

Equality: *'Everyone's equal before the law.'* According to Constitution of Finland (1999, 2) However that equality enjoys high proliferation in Finland, some differences do exist, for example salaries. Therefore, the term equality is used to express equal chances that Finnish people have, beginning with the education system which is government funded and equally accessible to all.

Rule-orientation

This value includes all the other Finnish values hence the rules are to be respected by all members of the society. Dishonesty is nearly seen equal to criminal behavior as it is against the rules. A dominating expectation pertaining to trust is that Finns tend to trust others to follow the rules the way they do. *'Obeying the rules means that their moral and ethical code is very black and white, without the elasticity of other nations.'* (Swallow 2008, 65) Therefore, communicating the rules to non-Finns is essential in order for them to successfully function in a Finnish society.

Creativity as a Value

In addition to the above mentioned Finnish cultural values there was another term identified when exploring for JAMK's values. Creativity is cited in the ethical principles of JAMK University of Applied Sciences: *'The values of JAMK University of Applied Sciences are responsibility, trust and creativity.'* (JAMK (n.d.a) 2013)

Creativity may not directly be associated as a Finnish cultural value, but is a part of **innovation**, which is also an important aspect of Finnish education. Taken from Ståhle's perspective (2007, 2), *'The roots of innovation go deep in culture, education and society.'* This applies for Finnish culture, education and society.

Innovative and entrepreneurial studies are offered across various HEI study programs and professional fields. New students at JAMK are introduced to innovation already during the first semester by participating in the Innovation Week, where the students of all study programs are mixed in groups of 4-5 members. The group focusses on creating new solutions for existing companies, including JAMK itself. Innovations are ranked by the jury of experts and the best ideas are presented to case-companies. Moreover, in 2014 JAMK brought innovation to another level through a new event

concept tested in which the entire JAMK staff participated in Innovation Days, following the theme of Design Thinking. *“The best outcome of Innovation Days was the staff encounters and the activities in multidisciplinary groups.”* as concluded by Rector Jussi Halttunen. (JAMK website2016) Innovation and innovative learning are employed in each study program of JAMK. A two-year project ‘NICE’- University Network for Innovation and Guidance was successfully implemented in 2010-2012.

JAMK Generator and Team academy provides entrepreneurial education with new businesses and business ideas as a result. The concept of Team Academy has become an award winning international export product resulting in 42% of Team Academy graduates starting their own company by the 3rd year after graduation’ (JAMK website 2015). *‘Finland was among the first countries to adopt the concept of a national innovation system (NIS) as a basis for its technology and innovation policy.’* (Roos 2006, 6) Niemi’s glimpse into Finnish history supports this statement by *‘Throughout the history, the Finnish nation had to be creative in order to survive the extremely challenging weather conditions, wars and after, rebuild the country.’* (Niemi 2015, 29)

Research papers by Teaching and Learning across Cultures project students entitled *“country guides”* showed that creativity may have various interpretations. In Finland, adherence to rule-orientation is viewed as a part of creativity, within the limitation of rules and laws of Finland.

Creativity can be an important tool for survival in an otherwise complicated and non-transparent system. (Country guides) Creativity is also understood as being *‘smart’* (see country guides). In this case it is used as a means to achieve educational or academic success that may be counter to the ethical principles of the local educational institution. The consequences of academic misbehavior in many countries are often heavier than in Finnish educational system.

Wilenius claims that creativity and Finnish culture are deeply bonded. (2006, 43-49) The actual alliance was recognized during the 1990’s when Finland was recovering from the recession and the term *‘creative class’* was introduced. *‘Cultural Industry’* became an overarching term that included culture, art and mass media, which was rapidly developed due to digital technology and novel possibilities of dissemination

during this decade. (ibid. 44) According to Wilenius '*Creativity does not arise from nowhere; it comes from competence whose main source is culture.*' (ibid. 48) Translated into business-life it means that the types of cultural competences should be recognized when creativity and innovation holds a leading role. Wilenius defines cultural competences as followed:

Cultural literacy: Capability of reading signs and symbols of one's own culture as well as others' cultural traditions.

Capability of creating an organizational culture which enables the realizations of creative and innovative solutions.

The process of identifying the cultural capital related to product development.

Cultural competences can be observed from various perspectives. '*There is the broad field of culture itself as a system of meanings that govern our thinking, interaction and behavior*' (ibid. 45) this explains that when economic interests are in question, the differences in organizational thinking and organizational values regarding creativity and cultural competence are present. This is evident at JAMK in terms of the diversity of the student body as stated by Niemi: '*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.) (ibid.35)

2.5 Expectations regarding academic behavior at JAMK

This chapter focusses on four challenge areas that have emerged from Niemi's research on ethics at JAMK (2015, 71, 99). Challenge areas are explained regarding to how they relate to Finnish cultural values. The contents stems from previous research and existing theories. Both practical and theoretical aspects are illuminated.

Classroom and campus behavior: The major problems identified by two primary stakeholders, students and teachers, concerning classroom behavior are (1) late arrival on lectures (2) non-content related chatting during lectures (3) focus on technical devices such as mobile phones or tablets rather than on course contents.

The recommendations for mutually beneficial behaviors in the classroom are explained in The Student Ethical Guide in the chapter *'How to behave in classroom and campuses.*

1. *Punctual arrival on lectures, which in Finland means 5-10 minutes earlier.* (Rule orientation, punctuality)
2. *Mobile devices on silent mode.*
3. *Encouraging course- related discussion and question* (Personal responsibility, informality)
4. *Encouraging students' own thinking.* (Personal responsibility) Which also refers to JAMK's values/mission statement of learning by applying, doing and experiencing.
5. *Reducing non-course-related conversation*

Students from short power distance countries may be more at ease in the Finnish informal learning environment than students from higher power distance countries. For foreign students coming from a high power distance culture, this might be particularly challenging. Reflective papers by students in the country guides, e.g., (Russia, China, and Spain) show that students from high power distance cultures tend not to approach the teacher with questions, hence they try to resolve their problems alone or among their peers of the same nationality. Complaints regarding disturbing classroom behaviors are sometimes directed to lecturers. The resulting distractions negatively affects the learning process of correctly behaving students. Therefore, the Student Ethical Guide could function as a handout for teachers enabling them to follow the same line. Recommendations in terms of indicated smoking areas around the campus are explained, as well as the importance of neatness and cleanness when referring to campus behavior.

Group and teamwork: In today's HEI's, globalization has brought people together who are diverse in culture, nationality, educational background, age, and gender and language skills. The working habits employed are rooted in the study culture the group or team members are from. Therefore, clearly communicated expectations of the host institution are critically important for the members to reach consensus on chosen working methods. The diversity that is present at JAMK in terms of age, educational, cultural background and the English language skills of foreign students creates advantage for both Finns and foreign students. However, varying levels of English language skills across campus can cause challenges in communication. JAMK responds to this need by offering various courses to measure and improve these skills.

For example, the Communication Skills and Communication in Business Context courses are compulsory for the degree students and exchange students in English-taught programs. Both foreign students and Finnish students are obligated to take the English for Working Life course. During these and other compulsory courses groupwork is an essential element of studies at the JAMK, as it functions as a platform to exercise learned skills and competences in a team setting that mirrors real working life. The multicultural environment of JAMK offers the opportunity to practice effective communication and documentation. As in real working life, presentations are an inevitable part of groupwork as well, and the groupwork processes reflect to some extent Finnish society and Finnish cultural values.

Sherif and Sherif defines group works as "*A group is a social unit which consists of a number of individuals who stand in (more or less) definite status and role relationships to one another and which possesses a set of values of norms of its own, regulating the behavior of individual members, at least in matters of consequence for the group.*" (Rayudu, 360) Sherif and Sherif's claim '*the set of values of its own*' includes the underlying assumption of all group members sharing the same values and norms, which as Niemi's research has shown, is not the case. Group members from the same culture, nationality, educational background, and age, gender and language skills, please note, might share the same values and norms.

Homan G.C in terms claims that: "*We mean by a group a number of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not second-hand, through other people, but face-to-face.*" (ibid, 360) Homan's definition however, is missing the aspect of values and norms and the purpose of group formation.

As we can see from these two definitions, there are various definitions regarding groupwork. Both arguments support the findings of previous research that indicate that people have different definitions of group works. The advantage of this is that the diversity is identified and recognized. Hence, when group rules are set, group members stand on an equal base. Common to these two forms of collaboration, group and teamwork, is the shared product that needs to be completed within a certain limit of time.

The problems that typically emerge during groupwork are: different interpretations about what the result should be, task sharing and the overall quality of the results. Regarding technical completion and references, the JAMK Report Model is identified as a major challenge. All written assignments should be completed according to the JAMK Report Model. The keyword regarding group and teamwork is communication, starting from the organizational level towards the teachers, towards the group and towards the team members. All stakeholders benefit from clearly communicated guidelines.

Conflicts are unavoidable when different opinions, working methods and expectations meet. When resolved, a conflict can positively contribute to the group's productivity and group members' individual growth. Conflict is defined by Rayudu as: *'A conflict is a difference, disagreement, between the members of the group which often arise during deliberations.'* (ibid.365) Conflicts during the groupwork process are considered to be a part of the learning process, since the students are being prepared to be future professionals and effective team members. According to George Simmel *'Groups require disharmony as well as harmony, disassociation as well as association and conflicts within them are by no means altogether disruptive factors.'* (Rayudu, 365)

Recommendations concerning group works according to Student Ethical Guide:

As mentioned earlier, groupwork expectations at JAMK reflect the Finnish society which is driven by Finnish cultural values. Finnish group or team members trust other members to complete the task to their best ability concerning the contents and deliverance on a given time. (Trust, honesty, fairness). Each group member is equally responsible for the group's success. (Equality)

1. Certain rules should be set to clarify the goal, agree on communication methods and platforms (Rule orientation, honesty)
2. Agree on time frame, frequency of meetings and checkpoints (Time and rule orientation)
3. Equal workload sharing (Honesty and fairness)
4. Encourage recognizing and resolving conflicts as part of individual learning process (Creativity, learning by applying, doing and experiencing, personal responsibility)

5. Openness towards uncertain situations. Promoting outstanding group participation. (Creativity, learning by applying, doing and experiencing, personal responsibility, fairness)
6. Calling for help if needed. This might concern understanding the task, technical completion or time management. (Personal responsibility, honesty)

Rayudu defines different types of groups from which the student researcher has chosen a learning-, task- and a peer-group to indicate that the groups formed during studies can be a combination of these three. During studies at JAMK, students are continuously assigned with group tasks. However, a reference to a task group is partly applicable hence the teacher represents the organization but students are included in the audience of group presentations. *"It should be noted that all command groups are also task groups, but because task groups can cut across the organization, the reverse need not be true."* Robbins (ibid.370) Most teachers do stress the importance of physical presence of the students during peer presentations for reciprocal learning, i.e., the students presenting to encourage public speaking (output) and the one's listening (input). The skill of giving and receiving feedback is as well practiced under supervision of the teacher during this session.

The other group type is Learning Group which *'Emerge from a need to achieve a common goal, to transmit and disseminate information. Organized gatherings to transmit information and being physically present and offering an occasion for creative thinking.'*(ibid.358) the recommendation given in the Student Ethical Guide are equal to reflections for effective group and teamwork as described by Rayudu:

- (a) *Expecting more results from members*
- (b) *Defining the problem clearly.*
- (c) *The objectives to be achieved.*
- (d) *Sharing more information or general knowledge.*
- (e) *Statements which are more relevant and better supported by data.*

(ibid.358)

A Peer-Group, however, creates a more emotional bonding between its members where the level of effectiveness depends on the level of loyalty towards group members. Individual attitudes towards superior is excluded. Peer-group has its merits and

demerits since '*High peer-group loyalty is not necessarily associated with high productivity.*' (ibid.371). As a supporting argument for recommendation as written in Student Ethical Guide: 'Calling for help if needed' this theory of high peer-group loyalty in its most positive sense adds on '*...mutual co-operation and help, resulting in greater solidarity and achievement.*' (ibid.371)

This contributes to well-being and balance among group members and encourages the individual student to share concerns of the assigned task or when insecure of one's capacity. In reverse, the silence and distant personal space-aspect of some Finns may not make it easy for foreign students to approach them for help, and this aspect may make it difficult for Finns to be open about their concerns. Hence concluded: This particular recommendation, 'Calling for help if needed' is a mutual individual learning point, improving honesty, fairness and personal responsibility. The takeaways of the Student Ethical Guide provides directions with descriptions where to find help, e.g., the study counselor of each School, the school pastor, the student psychologist, student services secretaries, the career tutor, and student tutors and mentors. The student union is responsible for harassment issues, be they verbal, physical, discrimination, of unequal treatment regarding courses.

2.6 Cheating with and without intent

According to Simmons (1999) '*A pressure to succeed as well as social obligations to help peers and unite against teachers' authority have often proved stronger than honor codes or abstract ideas about intellectual development and writer identity.*' Le Ha and Baurain (2011, 130) are known for their substantial focus on plagiarism from a cross-cultural and moral angle.

As identified in Crawford and Niemi's research (2015), cheating is divided in two categories: Cheating with and without intent. '*Cheating with intent*' describes a scenario in which a student consciously decides to cheat, for example in an exam or when plagiarizing a text. '*Cheating without intent*' refers to scenarios where students are unaware of expected academic behavior according to Ethical Principles Guidelines and local practices at JAMK. As well, sometimes students find themselves considering cheating for various reasons, as exemplified below. Under stress, foreign students of-

ten default to expectations and behaviors common in their home culture. The Student Ethical Guide highlights this matter by describing student life and challenges, which will aid the student to recognize them and how they emerge. The challenges, study problems and ethical issues that foreign students are facing in Finland are explained and how they relate to Finnish cultural values:

- 1) Traditions of teaching and learning and associated practices in Finland and at JAMK may differ from those back home.
- 2) Students may face personal challenges related to study skills, such as: personal ethics (honesty, trust, personal responsibility); Overactive social scene (Personal Responsibility, Time and rule orientation); Combining work and studies (time and rule orientation, personal responsibility); and/or Insufficient language skills, English as a Second Language (ESL) or Finnish (honesty, trust, personal responsibility).
- 3) Students, both Finnish and foreign, may simply not be familiar with academic integrity and associated practices at JAMK or have not yet learned how the academic environment and community. (Honesty, trust, personal responsibility).

The latter applies as a reason for creating the Student Ethical Guide since the responsibility of communicating the expectations of academic integrity lays on the side of the institution. The clearly communicated expectations of academic behavior and processes forms a solid platform for foreign supporting students to adopt new ways of operating in an unaccustomed academic environment. Therefore, after being informed, the responsibility of academically correct handling and decision making lays in the hand of the individual student.

Rettinger and Kramer (2009) claims that in cross-cultural contexts cheating or plagiarism is considered as a relatively new phenomena now emerging in Western education, instead of recognizing the systematic and profound history of it. (ibid.130). This argument is supported by the evidence provided by Rutgers University in 1999 whereby significant numbers of students admitting cheating on exams 33 percent and *'50 percent admitted cheating on assignments'* (Le Phan, Bradley 2011,130) Various studies highlight the possibility of utilizing multiple channels. (Fulwood, 2003). However, Fulwood does not clarify the underlying causes of why students try to deceive their teachers.

Trust, as a choice, described as *'indispensable and dynamic dimension of learning processes* (cf. Johnston, 2003, 132), relates directly to Finnish cultural values wherein trust is the most important characteristic of a person. Therefore, the conclusion that trust is a crucial factor contributing to *'academic vitality'* is clear, without which none of the stakeholders, students or teachers can prosper. (Zwagerman 2008, 132)

Bain suggests us to ask: *'What defines a good teacher?'* According to Bain (2004): *'The ability of building relationship of trust in the classroom.'* (ibid. 133) Classroom, however, is identified as a *'community'* in which to function in an authentic state requires relational trust from its members. If the community lacks the aspect of equal trust, the term used is *'discourse community'*. In such an environment, the power-aspect changes the dynamics and further yields to hierarchy, game or privilege. The authors define learning as *'a process of sense-making or meaning-making engaged in holistically by communities of participants in specific sociocultural contexts.'* (ibid. 132) This finding supports the creation of the Student Ethical Guide, which is based on the importance of identifying and communicating the essential element of Trust as a Finnish cultural value and the relevance of it in Finnish HEI and in the whole Finnish society.

2.7 Academic writing

The citation *'The practice of taking someone else's work or ideas and passing them off as one's own'* (Oxford Dictionaries, n.d.b) is most commonly used to define plagiarism. Therefore, deeper research has brought various nuances of plagiarism and its meanings to the surface regarding academic writing.

Pecorari divides Textual plagiarism into two categories: prototypical and patch writing. (Pecorari 2008, 143). She defines prototypical plagiarism as *'an exercise in circumventing assessment'* (ibid.143) This definition refers to smartness and cleverness to circumvent an obstacle that refers to given rules and regulations. *'Patchwriting, however, is the result of a lack of fluency in the skill of writing on academic topics'* (ibid.143) Pecorari argues that explaining these concepts helps students to identify the working habits they are accustomed to. Understanding these concepts however, affects critical thinking aiming to increase the awareness of students when making study related decisions.

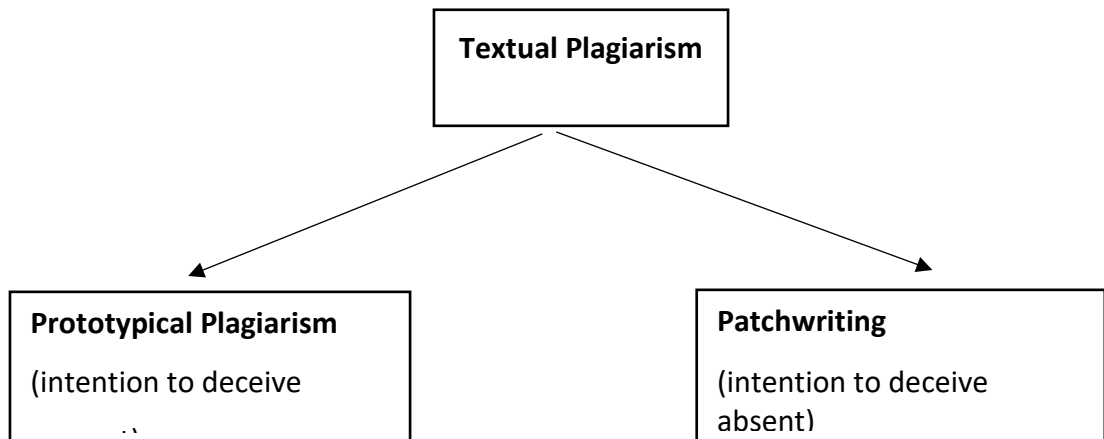


Figure 2 Types of Plagiarism (Pecorari 2008, 143)

Textual plagiarism related to Finnish cultural values:

Throughout the following process focused on three main points:

1. Being informed (rule-orientation, fairness)
2. Becoming aware (personal responsibility, rule-orientation)
3. Take action (personal responsibility, honesty)

These points aid the student to distinguish one's individual's needs and the possibilities of where to seek help and is encouraged to do so, as advised in the last part of Student Ethical Guide.

In regards with Prototypical Plagiarism, the student should be informed of the consequences of academic misbehavior as named in the Ethical Principles Guide of the institution. (Rule-orientation, fairness). Secondly, the student should be encouraged to understand that unethical study habits often follow to working life where the consequences are heavier and misconduct is not tolerated. (Personal responsibility) *'Once again the solution to plagiarism is seen as a matter of creative teaching and rational thinking; once again the key belief seems to be that right knowledge leads to right actions.'* (Le Phan, Bradley 2011, 131).

Since the learning environment includes student and teachers working in symbiosis, how does textual plagiarism affect teachers? Generalized, plagiarism is a *'criminal act'* and the dominating image of a plagiarist is *'dishonest and deceptive, lacking in honor and trustworthiness.'* (Le Phan, Baurain 2011, 124) The following citation taken from Kolich's research (1983, 142– 143) describes how plagiarism affected the feelings of a college professor:

'Like an avenging god I have tracked plagiarists with eagerness and intensity, faced them with dry indignation when I could prove their deception, and failed them with contempt. I wanted the whole business to be as impersonal as possible, and therefore I said that it was not vindictiveness prompting my actions but an uncompromising belief in college as a place of real honor where only the honorable could be tolerated. But what I did not tell them was the whole truth: I have always responded to plagiarism as a personal insult against me and my teaching.'

(Le, Bradley, 2011, 124)

Plagiarism does affect teachers as well as students. *'Plagiarism as an intentional academic shortcut or act of deception is morally wrong, in part, in that it violates the nascent trust between teacher and student, student and student, and even student and text, thus stunting the growth of or wounding potential learning communities'*. (Le Phan, Baurain 2011, 132). The ability of building trust is one of the requirements of a good teacher as mentioned in previous chapter. However, as in this study, reflected against Finnish values, students are equally expected to contribute to creating and maintaining the environment of trust. (Fairness, honesty, personal responsibility) Zwagerman's definition supports this conclusion by the following: *'an essential nutrient for academic vitality; neither students nor professors can thrive without it'* (Zwagerman, 2008,703 *ibid.*132). Therefore, understanding the definition of trust in Finnish context, is fundamental. Trust, together with rule-orientation generates the assumption that foreign students are aware of the ethical rules of JAMK and the code of conduct concerning academic behavior within this institution. This assumption effects on communication by without further indication expecting that the rules and guidelines will be read by all students as found on JAMK's website.

3 Methodology

The purpose of this research is to observe the dissemination process of the student ethical guide at JAMK, and to measure the effectiveness of how the student body perceived and practiced the provided information through the fall semester of 2015 and the spring and fall semesters of 2016. Research design, philosophy and purpose

*'For researchers who adopt the **philosophy of pragmatism**, the importance of research is in the findings' practical consequences.'* (Saunders and Tosey 2012/2013, 58) The original purpose of the student ethical guide is to share knowledge and pragmatism as a chosen philosophy is considered as the most suitable method to measure the receptivity. Since the student body and learning environment are multicultural, students may experience and practice the shared knowledge in various ways, depending on factors such as inherited study habits, students own cultural values, language skills or past study or working experience. Due to variety of factors affecting the receptivity **mixed methods approach** is chosen because *'Mixed method research uses quantitative and qualitative data collection techniques and analysis procedures either at the same time (parallel) or one after the other (sequential) but does not combine them.'* (Saunders, M, Lewis, P and Thornhill, A 2012) Tashakkori and Teddlie (2003) argue that multiple methods are useful if they provide better opportunities for you to answer your research questions and where they allow you to better evaluate the extent to which your research findings can be trusted and inferences made from them. (Saunders, M, Lewis, P and Thornhill, A (2012)) As according to Creswell: *'In a qualitative project, the author will describe a research problem that can best be understood by exploring a concept or phenomenon.'* (Creswell, J. 2003, 110)

Time horizon in this research is **cross-sectional**, as *'Cross-sectional studies often implement the survey strategy'* (Easterby-Smith et al. 2008; Robson 2002). Saunders, M, Lewis, P and Thornhill, A (2012)) However, as the purpose of the document is to positively affect the academic behavior of the foreign student body according to Finnish cultural values and academic behaviors, a change or no change is expected to be noticed by measurement. In longitudinal studies the basic question is *'Has there been any change over a period of time?'* (Bouma and Atkinson 1995:114) Saunders, M,

Lewis, P and Thornhill, A (2012)) the time horizon can therefore be longitudinal even though the time frame during which the research is conducted is relatively short.

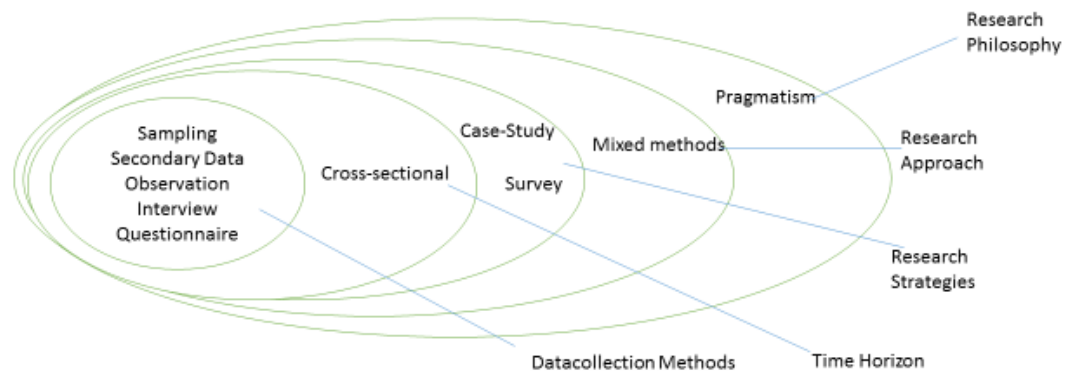


Figure 3. Research Onion (Saunders, Tosey 2013, 59)

The above research onion as described by Saunders and Tosey 'A metaphor to illustrate how these final elements (the core of the research onion) need to be considered in relation to other design elements (the outer layers of the research onion'

3.1 Methods of data collection

The selected stakeholder groups, which are International Business students 2015 named as IB15's, ST1-Tutor Finns and International, are requested to complete a survey. According to Kothari (2004, 95) '*The data collection methods of primary and secondary data differ since primary data are to be originally collected.*' There are different ways to collect data depending on the applicable data which vary substantially in the context of time and other resources at the disposal of the researcher. **Primary data** is collected through two questionnaires and one interview. In this case of a questionnaire is seen as most suitable, therefore the data is to be collected on the following ways: **(1) a questionnaire:** The researcher and the participants are in contact since questionnaires are mailed to the respondent's requesting to return after completing the questionnaire. Careful preparation is recommended when setting up

a questionnaire in order to reach the maximum effectiveness of relevant data collection. (Kothari 2004, 17) The questionnaire includes a covering letter, explaining the purpose of the questionnaire. The first questionnaire is conducted during the third quarter of fall semester 2015 and the second questionnaire in spring 2016.

(2) focus group discussions: A focus group discussion upon presentation on the Student Ethical Guide is performed as described by Niemi, 2015, 43): a non-standardized interview (Saunders et al. 2009, 343, Niemi 2015, 43) 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, Niemi 2015, 43)).

A focus group discussion is conducted upon distribution of Student Ethical Guide at the third quarter of the fall semester 2015. The individual tools needed to complete the semi-structured interview process and thereby answer the research questions are *‘opinions and preferences, and the exploration of experiences, motivations and reasoning’* (Drever 2003, 1, Niemi 2015, 43)) *‘Interviewing is one of the prominent methods of data collection. It may be defined as a two-way systematic conversation between an investigator and an informant, initiated for obtaining information relevant to a specific study’* and *‘People are usually more willing to talk than to write’* (Krishnaswami, Satyaprasad 2015, 99,100). In semi-structured interview the researcher is in advance well prepared not only to focus on the interview and the main areas to be covered but on the sequence of it as well. (Robson 2007, 74). Selection of relevant method of data collection: The below table describes how the two types of research designs distinguishes in regards with the above two types of research studies:

Table 3. Type of study (Kothari 2004, 39)

Research Design	Type of Study	
	Exploratory of Formative	Descriptive/ Diagnostic
Overall Design	Flexible Design (design must provide opportunity for considering different aspects of the problem)	Rigid Design (Design must make enough provision for protection against bias and must maximize reliability)
(I) Sampling Design	Non-probability sampling design (purposive or judgement design)	Probability sampling design (random sampling)

(II) Statistical Design	No pre-planned design for analysis	Pre-planned design for analysis
(III) Observational Design	Unstructured instruments for collection of data	Structured of well thought out instruments for collection of data
(IV) Operational Design	No fixed decision about the operational procedures	Advanced decision about operational procedures

3.2 Research approach

Kothari (ibid.69) argues that *'measurement is a process of mapping aspects of a domain onto other aspects of a range according to some rule of correspondence.'* Hence the recommendation for creating a form of scale in which the relevant theory and scope may pertain to certain set. Upon converting the map of plots or aims from the area referring to relevant theory, area may pertain to another set measured by using this kind of scale. As an example, Kothari (ibid.69) presents a case where the male and female attendance ratio are to be found in a study of persons participating an event, upon which they are recorded depending on gender of participants. Referred to a given theory, the adhered physical characteristics of participants in the study are mapped according to classifications of gender. *'The rule of correspondence is: If the object in the domain appears to be male, assign to "0" and if female assign to "1'* Kothari (ibid.69).

3.3 Research context (JAMK)

'Universe' or 'Population' is established by all items in any field of inquiry, as described by Kothari (2003, 55) the term census inquiry is used for *'complete enumeration of all items in the 'population'* Kothari (ibid.55) this method is recommended for studies where result of high accuracy and large field of inquiry is needed. Due to its high demand of time, money and other resources it is mostly applied by government and therefore not suitable for student research. Hence, as the field of this study concerns ethics and responsibility, a non-concrete aspect of human life, *'miniature cross-section'* (ibid.55) is recommended to be created using the selection of respondents as outmost representative of total population. Translated in technical terms a sample refers to selected respondents and sampling technique in terms refers to the process of selection. In this particular case, a sample survey is correct term to be used.

In this research, the sample (S1) refers to International Business students 2015, designated as IB15's, at Jyväskylä University of Applied Sciences, JAMK. This selection of representatives consists of Finnish and Foreign students. Foreign students are further categorized in Degree, Double-Degree, Exchange and Open University -students. Finnish students are categorized in Degree, Double-Degree and Open University -students and they come from different parts of Finland. Common to all students is the variety in educational background degree- and study-culture- wise, as learned from the theoretical framework that the study- culture varies in local educational institutions as well.

The second sample group in this research is Student Tutors (ST1) both International and Finns. Student Tutors, in this case, are second year students, selected according the selection procedure which is implemented by the Student Union, JAMKO and approved by JAMK. International Student tutors are from the study track, International Business, as IB15s. Finnish Student tutors are from different study tracks, however co-operating with international students in their own study field or in projects where students from different fields are mixed.

The third sample group is New Students starting in fall semester 2016, referred as NS16. NS16 includes international and Finnish students who are newcomers at JAMK. NS16 is randomly chosen with the exception of one shared criteria as the non-similarity of represented degree programs. The researcher choice of not to restrict the NS16 to International Business Program students only, is based on the fact that Student Ethical Guide has been promoted and handled with tutors, both Finnish and International, across study tracks. Therefore, expectations regarding the awareness of the Guide does exist. An interview as a research method was chosen for the fourth sample group NS16 upon recommendation of the thesis supervisor.

The student researcher has chosen Webropol to conduct survey among the S1 and ST1. Prior the survey, presentations were held, introducing and explaining the Student Ethical Guide. Tutors were divided in International and Finns according to student union's policies. Additionally, a handout was shared for Tutors, both in Finnish and in English language. The points in handouts to discuss within tutor-groups, were about the four challenge areas mentioned, firstly discovering students own findings and experiences followed by recommendations as given in the Student Ethical Guide

3.4 Credibility and reliability

In this research where the response originates from a non-concrete aspect of student life; namely from expectations and students own experiences the researcher cannot indicate any accurate results. According to Kothari (2003,69) 'By measurement we mean the process of assigning numbers to objects or observations, the level of measurement being a function of the rules under which the numbers are assigned.' He further explains that non-tangible aspects of human life, such as intelligence, stress-resistance or matrimonial accommodation cannot directly be measured in numbers and therefore the study needs a deeper concentration and more delicate approach. This statement supports the implementation of open ended questions in surveys and interview which supports the validity of the conducted research. The secondary data has already been collected by someone else and has already been passed through the statistical process amplifying its credibility (Kothari 2004, 95). Hence the secondary data is found from journals, annual reports, and websites and as government printed resources. And of course from the academic resources of the University. As a second year IB student at JAMK student the researcher has the access to previously done research at JAMK by Niemi and Crawford 2015. (Niemi Thesis 2015 and country guides/maps). The thesis created is a valid base to continue the earlier conducted research to which this thesis is a continuation of.

However, 'Statistical sampling yields a crucial advantage over any other way of choosing a part of the population for a study' according to Krishnaswami, Satyaprasad (2010, 54). This statement supports the chosen sampling method as the sample results emerge from estimation of universe characteristics. The disadvantages of sampling as described by Krishnaswami, Satyaprasad, there is a chance of inaccurate and deluded knowledge of characteristic acquired, a complex sampling plan is often time and labor consuming at most, representativeness of the sample unguaranteed, particularly when focused on a large sample. This applies for example for census survey which has actually all disadvantages of sampling (ibid. 54) It was vital to acknowledge the possible biases of this qualitative research and the data it produced.

3.5 Data- analysis

As a whole, data collected by the researcher from a survey of IB15s, including further analysis of each survey question. The linkage to questionnaire for S1 was sent to 70 IB15-students from whom 17 students have replied. The survey for ST1 sample group was equally created in Webropol and sent by email, however not directly as preferred by the secretary of the student union who sent the linkages from the student researcher's behalf. The next chapter includes the analysis of these responses. However, the coding approach is anonymity in general, some students have given their student-numbers, by which the personal details can be tracked down. In regards with the conducted interview as a data collection method as described in the chapter 3.1 where interview is defined as '*a two-way systematic conversation between an investigator and an informant*' by Krishnaswami, Satyaprasad (2015, 99). In this research interview is restricted to questions by the researcher and answers by the interviewee. Interview questions in this case do not yield to further conversation however, more versatile answers can be noted in terms of student's experiences and expectations. The recorded signs of change as mentioned in chapter 3 Methodology (Bouma and Atkinson 1995, 114) during the dissemination process can be concluded since the Student Unions decided not to include student ethical guide in their annual agenda which leads to observation from two angles, it transfers the responsibility of it to JAMK and secondly, faculty members option on disseminating by linkage in Optima space. The following argument '*People are usually more willing to talk than to write*' (Krishnaswami, Satyaprasad 2015, 100) can be agreed with as proven in this research. From the 70 participants of the S1, only 17 used the opportunity to respond to this survey against all NS16's who all participated in the interview disregarded if they were aware of the guide or not.

4 Results

This chapter explains the questionnaire, interview- and focus group discussion outcomes specified by demographics: gender, age and nationality. The target group for S1 were all students in the English taught International Business- degree program at

JAMK, admitted to JAMK at fall semester 2015. The questionnaire ST1 Tutors International and Finns was focused on both foreign and Finnish students enrolled to Tutoring program offered by the student union as elective study module at JAMK. The interview NS16 targeted on all students admitted in fall semester 2016 to English- and Finnish taught degree programs to measure the level of awareness of the Student Ethical Guide. Social media platforms and emails were utilized to distribute the questionnaires and a Face to interview was completed for NS16. However, the actual level of awareness remains unknown since the means of dissemination of the Student Ethical Guide were several. There is no recorded number of how many teachers have shared the direct linkage in their course specific Optima spaces if any, nor how have they referred to it if at all.

Additionally, not all students participating Development as an Expert-course during this intake of one-and a -half years, have filled in the survey while being aware.

4.1 Demographics summarized

The following table will display the ethnographies including the age, gender, nationality of the participants of S1, ST1 and NS16 sample groups

Table 4. Demographics summarized

	Observation units			Total (N=36)
	S1	ST1	NS16	
Gender distribution				
Female	14	9	4	27 =75%
Male	3	4	2	9 =25%
Age distribution				
16-20 years	12	5	1	18 =50%
20-25 years	3	6	3	12 =34%
25-30 years	0	1	1	2 =6%
35-40 years	2	1	1	4 =12%

Nationality distribution				
Bangladeshi			1	1
Chinese	1		2	3
Finnish	5	9	2	16
Russian	4	2		6
Spanish	2	1		3
Ukrainian	1	1		2
US-American	1		1	1
Vietnamese	3		2	4

Table 5 Distribution of degree programs summarized

Degree-programs	S1	ST1	NS16	Total (N=36) Percentage
International Business	14	6	3	23 =83%
Energy Engineering			1	1 =4%
Nursing		1	2	3 =12%
Music and Media management			1	1 =4%
Facility Management	3	2		5 =20%
Logistics Engineering		4		4 =16%

4.2 Joint results of surveys and interview

This subchapter includes survey questions and tables with responses which were the same for the sample groups S1, ST1 and NS16 (or two out of these three groups)

Table 6. Were you present during the presentation of the Student Ethics Guide on orientation week on 30 August 2015?

Response options	S1=17	ST=13	Total (N=30)
I attended the presentation	13	8	21 =63%

I did not attend the presentation	2	2	4 =12%
I was not present but I have read the guide online	2	1	3 =9%
I am not aware of the Student Ethics Guide	0	2	2 =6%

Table 7. If you are aware of the Guide, how did you first learn about it?

Response options	S1 =17	ST=17	NS16=17	Total (N=36)
A teacher told me about	13	7	1	21 =76%
A student told me about it	1	2	0	3 =11%
I saw a notice in Elmo system	1	1	1	3 =11%
Other (please describe)	2	3	3	8 =29%
I am not aware	0	0	1	1 =4%

The chapter continues with open ended questions.

Question 3. What did you learn about the Finnish cultural values?

From the S1 sample group stated to have learned 'no plagiarism or cheating' and 'Academic integrity is of vital importance' together with respect, honesty, punctuality and trust'. One respondent stated: 'I learn that Finnish people are very honest and rule-oriented.'

The sample group ST1 mentioned 'Respect' and 'importance of respect and honesty, cheating is not acceptable'. One respondent stated: 'I learn that Finnish people are very honest and rule-oriented.' One respondent stated: 'Oppaassa on paljon itses-
tään selviä asioita joihin olemme jo pienestä asti tottuneet toimiessamme tässä yhteiskunnassa. Olen kuitenkin työskennellessäni vaihtareiden kanssa huomannut meidän aikakäsityksen olevan hyvinkin erilainen jos sovimme tapaavamme 10.00 niin he saattavat tulla vasta 10.30. Työskentelytavoissa on myöskin paljon eroa suomalaiset

ovat tottuneet tekemään kompromisseja ja ryhmän enemmistän mielipiteen mukaan tehdään työt,ei yksittäisen opiskelijan m'ielipiteiden ja näkökantojen mukaan.(asian ymmärtäminen tuntuu olevan heille hankalaa)

'The guide includes a lot of information which is self-evident for us who are used to function in this society. I am, however, noticed when worked with exchange students that our definition of time differs a lot from theirs if we agree to meet at 10.00 then they might arrive at 10.30. Working habits differ a lot as well. The Finns are used to make compromises and work is done according to the opinion of the majority of the group, not according to a single student's opinion and perspectives. (Understanding of this matter feels difficult for them).

From the sample group NS16 one respondent stated: *'Maybe the most important thing is to be honest.'* and *'to respect someone'*. Respondents learned that *'The main ethical values about the best ethical behavior'*. Similar to all respondents with a Finnish nationality responded to be familiar with the Finnish cultural values.

The following table displays the responses of S1, ST1 and NS16 sample groups for the question: Did the guide clarify for you the expectations regarding academic integrity and behavior at JAMK?

Table 8. Question 4. Did the guide clarify for you the expectations regarding academic integrity and behavior at JAMK?

	Observation units			Total (N=36)
	S1	ST1	NS16	
Yes	14	11	2	27 =75%
No	3	2	1	6 = 16%
Other			2	2 = 6%

One respondents from the sample group NS16 responded by *'If other than plagiarism is not tolerated then no'* and one respondents stated *'It is not only the guide but*

always my supervisor advises me about the implementation and the guidelines of the experiment and the results'

The question number 5. If you are aware of the Guide, please describe how you implemented it in your studies? This question was the same for the sample groups S1 and NS16.

Eighth (8) from the respondents in sample group S1 referred to cheating as '*no cheating*' and '*no cheating in exam and no plagiarism*', and '*Keep ethics in mind while studying and conducting research*' and, '*If I use somebody else's intellectual property I give them credit.*' Two (2) stated '*..... I will cooperate with my classmates and lecturers, respect different values, thinking, and cultures.*' One (1) stated '*When I need help I usually ask to my teachers*' and two (2) mentioned '*...Respect my classmates*'. One (1) stated '*...never come late to studies.*' Similar to respondents with a Finnish nationality responded by '*... content itself was pretty obvious to me.*'

Question 5. For sample group ST1: If you are aware of the Guide, please describe how you implemented it while tutoring your student cohort-group.

The responses varied: '*I talked to them a bit about Finnish culture and how students in JAMK follow the rules at school. ...discussed how different it was back in our countries.*' One (1) respondent who had '*no idea*' and one stated '*... i dont know if i did something to implement, but i did mentioned some values here and there*'. Two (2) respondents stated to be '*planning*'.

Question 6. How would you improve the content of the Guide? This question was same to all sample groups S1, ST1 and NS16. From the total of responses, the answers below includes the main themes.

The responses were practical of nature: '*too long*' and '*...add info of prohibited behavior in Finland*' and '*practical suggestions about the culture*'. Further, statements as '*more attention to cheating and plagiarism aspects*' were listed. Some respondents would '*Communicate with my friends or tutors frequently*'.

7. How would you improve the process for increasing awareness of the Guide at JAMK? This question was same to all sample groups S1, ST1 and NS16. From the total of responses, the answers below includes the main themes.

The following statement includes the improvements mentioned by many *'through the official website of Jamk, elmo, asio, optima and some kind of lectures, because people need to know about the Guide not to make mistakes.'* One respondent stated: *'When I first came to JAMK, no one talked to me about how the rules in JAMK were and what the punishments were, therefore, it would be clearer for new students (even old ones) if it's presented during the orientation week.'* One respondent suggests: *'... teachers or staffs at JAMK talk more about it to new students during the orientation week.'* And *'... take some student ethics related course'*. One respondent suggests: *'Make it part of first few classes or first few weeks of studying.'* One respondent suggests that *'JAMKO should organize an event related this topic'*.

5 Discussion

One participant, NS16_RUS/m/degree reported that a lecturer asked the students to think about and write their own personal ethical rules. This event fulfils the description of effective communication by Schramm which is handled in the Theoretical framework chapter. Hence the (1) focus of the receiver is gained, and (2) in terms of mutual understanding, the Student Ethical Guide is written from a student perspective, therefore similarly levelled as the receiver. The last (3) *'It must arouse needs in the receiver'*, (Rayudu 2010, 45). The student ethical guide has supported the students to understand that the recommendations made, and following them, is beneficial for the students. Furthermore, personal responsibility is taken when ideating and describing one's own rules and codifying them in the form of a guide. As the students are involved in compulsory group assignments during various phases of their studies, the argument of communication being a *'continuous social process'* describes the procedure and its radiation throughout to larger entities. Additionally, the needs of a successful group are recognized and as NS16_RUS/degree stated: *'... I think everybody is aware of the Guide since it is a part of the course contents and everybody has to participate.'* It is evident that this student expects other students to be aware of the recommendations, as the subject was handled during a compulsory class.

What comes to Finnish values, one might question whether JAMK's communications style supports trust, honesty, fairness, equality and personal responsibility? Is it fair to expect correct academic behavior when the rules and expectations are not clearly

communicated? As previous research has shown, increasing academic misconduct led to the conclusion that communication related to academic integrity at JAMK could be clarified further. With respect to equality, it is apparent that not all students are aware of what is expected from them.

JAMK's values include creativity, which is highlighted in chapter 2.5.2 Creativity as a Value. Creativity and cultural competences has resulted in JAMK's achievement in the area of innovation for which it is also internationally well known. The existence and recognition of these two strengths, creativity and cultural competences approves that the knowledge, skills and advanced digital technology are present, however, they should be implemented to achieve internal success as well. A fifth challenge area emerged- Differences between degree programs at JAMK. As a side effect of rapidly advancing technologies, it has become easier and generally acceptable for Finns to express their opinions on social media platforms such as Facebook, Instagram and Twitter. Whereas face-to face communication still remains uncomfortable for some reserved Finns, the social media networks allow them to express thoughts which from the ethical point of view (trust, confidentiality, respect, personal responsibility) should remain unsaid or in case of unclarities, discussed confidentially in private atmosphere instead of in public.

During the focus group discussions, there were some cases distinguished where some students' behavior in social media violated against the confidentiality-conform of the chosen institute during practical training. This behavior collides with the Finnish cultural values of trust, respect and personal responsibility. Therefore, to generate awareness, ethics should be a compulsory part of JAMK's curriculum since JAMK aims to produce independent professionals. Given that, in addition to technical skills and competences, honesty, trust and respect are inseparable part of professional behavior. Highlighting that the study habits will follow onto working life, the conclusion is that JAMK should actively support and promote ethics in its curriculum in all fields by creating networks and promoting active participation to reach each student, whether Finnish or foreign, throughout the whole academic year including summer school, exchange students, and students of Jyväskylä University, who in collaboration with JAMK, are able to attend courses shorter than a semester.

The researcher has named this phenomena 'The fifth challenge area' which refers to recommendations for best practices and shared guidelines for activities during studies, practical training and projects (field cases). It emerged that prior to the practical training period the students receive little if any advice on best behavior in professional contexts which has led to major misinterpretations in the field with severe consequences to all stakeholders, including the company providing the training place, the institution (JAMK), and the student. Similar cases has been reported from other HEI's in Finland.

Therefore, the need to add this topic to the Student Ethical Guide is evident. The focus group discussion was an opening to this topic, since the teachers expressed their concerns and needs for common guidelines to lean on, hence the official guidelines leaves too much room for different interpretations. Especially in the field of nursing, this phenomena has become a part of daily practices. However, a comprehensive introduction to best practices during practical training and field cases is recommended to maintain the professional profile of all stakeholders by creating awareness about ethics.

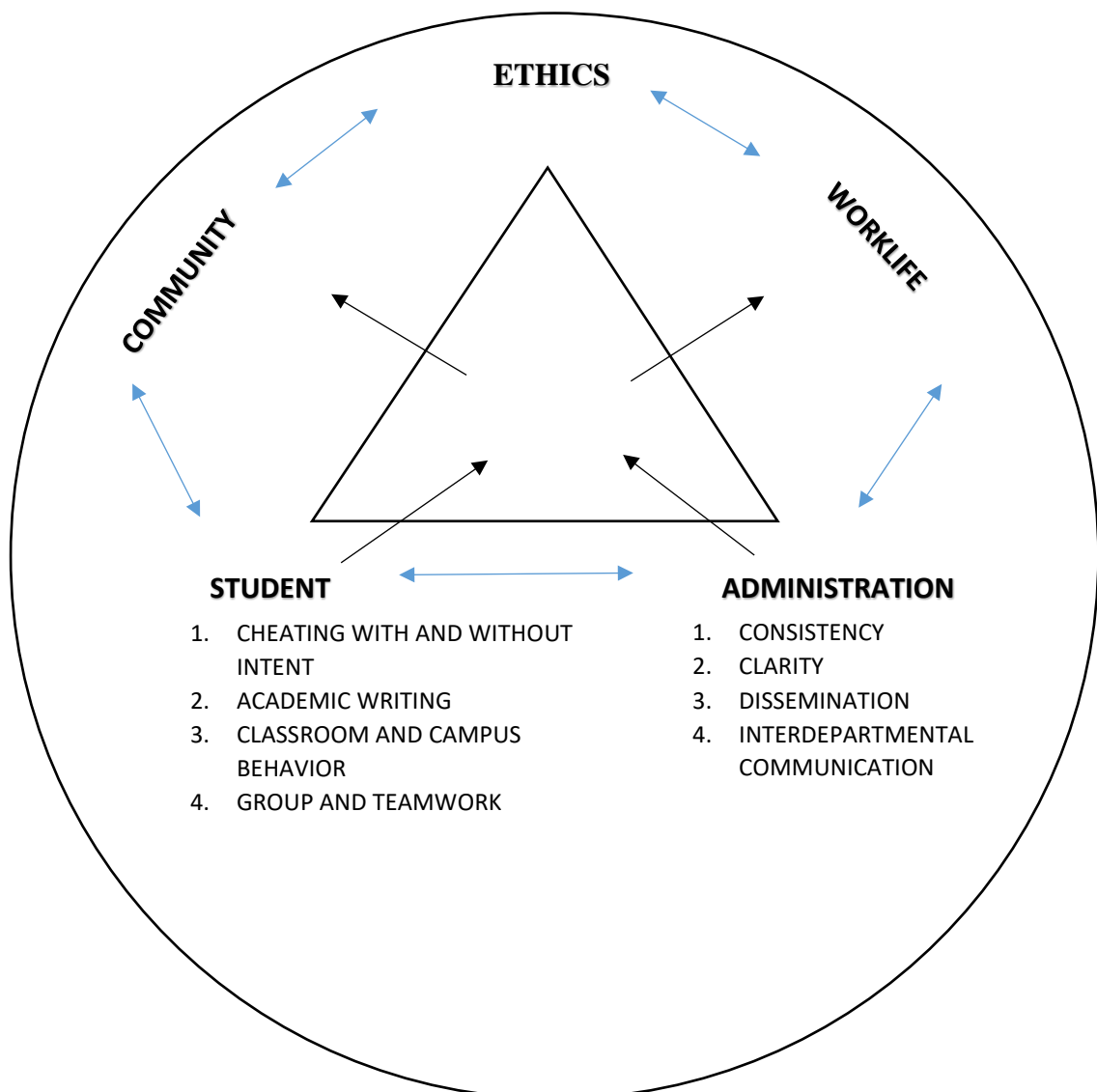
An important additional consideration is the difference between degree programs at JAMK. Most degree programs are full time programs varying in length and curricula. However, the degree programs typically all include compulsory studies, electives and specialization studies. Most degree programs include the 'Development as an Expert' course that focuses on practical matters when entering to the working life. The Finnish taught 'Sairaanhoito Monimuoto'-opiskelu', translated as nursing multimodal study, is mostly independently completed with the exceptions of group works, and lacks the course and related content present in the 'Development as an Expert' course.

For comparison, an online document 'Entering Finnish working life' has been released by FUAS, (Federation of Universities of Applied Sciences, 2017). The document is produced in collaboration with HAMK (Hämeenlinna University of Applied sciences), Lahti and Laurea Universities of Applied sciences). The purpose of the document is '*at giving some insights into Finnish culture related to studying and working. It explains the principles of how to behave in different situations at UAS, generally in Finland and in Finnish workplaces*'. The document describes the expectations during

studies, and expectations at the Finnish working place in the light of Finnish values. As a response to the expectations, best practices and recommendations are described followed by a real life example of an international alumni's sharing personal experiences in a Finnish working environment.

In conclusion, Figure 4. presents a new and comprehensive model, one that describes the phenomena studied here holistically, to include all of its parts and to indicate the interrelatedness of the parts. The model includes both the JAMK community and also outside stakeholders such as students' future employers. The new model illuminates a new challenge, one that invites us to begin to address the challenges of academic integrity at a holistic, community-wide level, a challenge that also opens the doors for future research and development.

Figure 4. The Ethics Triangle



6 Conclusions

The informing research and subsequent creation and dissemination of the student-written ethical guide has increased the awareness of Finnish cultural values and the expectations that JAMK has concerning academic integrity among foreign students. However, an unexpected outcomes concerning Finnish students, especially in nursing shows that we should not assume that Finnish students are aware of the expectations if they are not clearly told.

6.1 Recommendations regarding distribution

In this section, the researcher provides some recommendations for best practices regarding improvement of the guide, based on a review and analysis of informants including tutors, both Finns and international; JAMK administrative staff; and teachers from the English-taught programs International Business, Nursing and Tourism. The data was collected between the fall semester of 2015 and the fall semester of 2016.

During the focus group discussion with teachers, the need for common guidelines was stated, and the official JAMK Ethical Guidelines were described as challenging to interpret and implement in students' academic life. As well, the lack of time of the faculty members often hinders the discussion of academic misbehavior. On the other hand, the Finnish cultural values honesty and fairness were mentioned in the light of fairness towards other students when academic misbehavior is noticed. Therefore, a guide that clarifies expectations regarding academic honesty, which relates to the Finnish cultural values, could function as a supporting resource for the teachers as well.

Orientation Week

Orientation week is sometimes experienced as 'overwhelming' by the students. The outcomes of this research confirms that, due to the extensive amount of information conveyed during orientation, the students are not able to focus much time or attention on expected academic behavior at JAMK. In the fall semester of 2015 a presentation was made about the Student Ethical Guide, and in fall semester of 2016 no presentation was made about the Guide. Consistency on the timing for sharing infor-

mation on ethical guidelines should be improved in order to reach all students admitted throughout the whole academic year. However, a specific timeslot for ethics including active participation in the form of a general presentation followed by small group activity, as successfully realized at JYU during the fall of 2016 is one option.

In-class dissemination

The Student Ethical Guide should be presented and discussed by the teachers at the beginning of each course. This can be realized presently since the material is ready and available for all in a digital form and a direct Internet linkage is created for the teachers to place in their own electronic learning system course spaces. This linkage is shared among IB-teachers and with the Head of Health Services, who will further distribute the linkage in their department. This material could be helpful for teachers for whom it is more challenging to discuss rules and practices of JAMK. Additionally, it was recommended to attach the guide to the ILO's which are discussed at the beginning and the end of each course.

Development as an Expert course

As the outcomes of including The Student Ethical Guide as course contents for the compulsory 'Development as an Expert' course are positive, the recommendation is to continue with this procedure. The essential point of handling the guide during the course allows all students to actively participate and become aware of it. Hence, as a related assignment given by one IB-teacher, the students were assigned to write their own ethical rules after reviewing the Guide during a lecture. Furthermore, a student who participated in this classroom course activity, expressed increased awareness of the expectations and Finnish cultural values, and therefore expects all students being equally aware and behave accordingly. This example should be targeted especially when highlighted against the case of a JYU biology student who participates in a course in JAMK's Nursing program and heard about ethics during the orientation week at JYU, but nothing about ethical rules or guidelines at JAMK. Therefore, a proactive approach by the teachers when referring to the Guide is recommended at the beginning of each course.

6.2 Recommendations regarding contents

The feedback received regarding the Guide contents from the two surveys and an interview are noted and explained in the following subchapters.

Appearance

As concerns the general appearance of the guide, it is not appealing as it is currently found on the student Intranet pages. Also, the word 'boring' was mentioned. Therefore, for further improvement it should include more visual elements, colors, and illustrations for a more catchy appearance for the students. These changes would also help make the Guide appear to be written from the students' perspective, as indeed it is. The Guide should also be available in a physical form as a brochure or booklet in addition to the digital version. As well, the key-points could be printed on posters distributed all over the campus.

Language

Since the guide is currently available in English only, it was recommended that the range of languages should be expanded to Finnish, Chinese, French, Spanish and Russian.

6.3 Recommendations regarding support functions: Student Union Tutoring Program

The researcher made several presentations for student tutors, both Finns and International during the academic year 2015-2016, upon the invitation of the student union initiated by the researcher. Written instructions were provided in order to systematically handle the guide in the tutor small groups. A similar approach should be implemented in the future to maintain a continuous flow of information at the student level. The following text comprises the response of the chairman of JAMKO Student Union (JAMKO chairman, personal communication, September 9, 2016) in Finnish, and then translated into English.

'Eettinen opas ei tosiaan ole meidän tekemä tai hallinnoimamme, niin emme voi suoraan vaatia että se liitetään Optimaan. Tämän takia emme myöskään voi viedä sitä aktiivisesti eteenpäin. Jos haluatte oppaasta viestiä opiskelijoille suoraan, yksi mahdollisuus on että laitat JAMKOn viikkotiedotteeseen siitä tekstin. www.jamko.fi/viikkotiedote.

Esitelmästä; Me emme valitettavasti voi tähän aikaan vuodesta ja näin lyhyellä varoitusaajalla järjestää tällaista esitelmää, eikä se myöskään ole meidän velvollisuutemme järjestää erikseen kaikille opiskelijoille tällaista johtuen juuri siitä, että eettiset periaatteet ovat JAMKin alainen toiminto.

Neuvon samaa kuin..., ota yhteyttä tutoropettajiin, että pääsisitkö esittelemään ohjelmaa aloittaville ryhmille. Muuten emme valitettavasti voi auttaa.’ (JAMKO Chairman, personal communication, September 9,2016)

‘The student ethical guide is not produced or admined by us, and therefore we cannot directly demand it to be connected to Optima. For this reason, we cannot actively promote the guide. In case you want your message directly reaching the students, there is one possibility of you sending in a text to JAMKO’ weekly news. www.jamko.fi/viikkotiedote.

What comes to the presentation, unfortunately we are not able to organize any this kind of presentation at this time of the year and on such a short notice, nor it is our duty to organize such to all students because of the very reason of ethical principles being a function under JAMK’s responsibility.

I do advice the same as..., do contact teacher tutors if you could present the program to starting groups. Other than that we unfortunately cannot help. (JAMKO Chairman, personal communication, September 9, 2016)

The chairman of JAMKO states that in their view JAMK is responsible of dissemination of its expectations to foreign students. Therefore the student union will not take the responsibility of dissemination or handling the student ethical guide, and will not continue the activity in tutor small groups. According to recommendations regarding tutors as in Niemi’s research (2015, 109) *‘...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.’*

6.4 Recommendations regarding activities during studies

Activities during studies refers to the practical training (internships) and various kinds of student projects. Both are compulsory elements in all study fields at JAMK. Finns are recommended to go abroad on exchange, and the foreign students are recommended to complete their projects and exchange in Finland, and JAMK develops a lot of project opportunities for students from Finnish and international companies. Students are encouraged to apply according to their personal interest. The Bachelor's Degree section of JAMK’s Study Guide webpages provides information regarding the practical training. Further inquiries can addressed to Practical Training Coordinators

of each unit. Besides the practicalities, behavior in professional context is a fundamental aspect which should be stressed and included in the recommendations. For example, the ‘10 Golden Rules for Professional Ethics in Workplace’, by Leandro Valente (2014) could be referred to when preparing students for practical training and projects, in addition to study track specific recommendations if any. The related Finnish cultural values are emphasized accordingly:

‘10 golden rules to professional ethics in workplace’ Valente (2014)

1. *Always strive for excellence* (honesty, personal responsibility)
2. *Be trustworthy* (trust, honesty, personal responsibility)
3. *Be accountable* (trust, honesty, personal responsibility)
4. *Be courteous and respectful* (respect, trust, honesty, personal responsibility)
5. *Be honest, open and transparent* (trust, respect, honesty, personal responsibility)
6. *Be competent and improve continually* (trust, respect, honesty, personal responsibility)
7. *Be ethical; ethical behavior is acting within certain moral codes in accordance with the generally accepted code of conduct or rules* (trust, respect, honesty, personal responsibility)
8. *Always be honorable and act with integrity* (respect, trust, honesty, personal responsibility)
9. *Be respectful of confidentiality; confidentiality is respecting the set of rules or promise that restricts you from further and unauthorized dissemination of information.* (respect, trust, honesty, personal responsibility)
10. *Set good examples* (honesty, personal responsibility)

Practical training

The current recommendations for practical training should be updated and actively promoted to include general recommendations in the form of the ‘best practices’, once appropriate and relevant information is gathered.

Projects (Field Cases)

Common guidelines and best practices for projects are recommended to be established and actively promoted throughout the institution. All students should be aware of the rules concerning the confidentiality regulations and understand how to best behave accordingly in the field.

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Appendices

Appendix 1. Questionnaire S1

1. Were you present during the presentation of the Student Ethics Guide on orientation week on 30 August 2015? *

I attended the presentation.

I did not attend the presentation

I was not present, but I have read the guide online

I am not aware of the Student Ethics Guide

2. If you are aware of the Guide, how did you first learn about it? *

A teacher told me about it

A student told me about it

I saw a notice in the Elmo system

Other (please describe) _____

3. What did you learn about Finnish cultural values from the guide?

4. Did the guide clarify for you the expectations regarding academic integrity and behavior at JAMK? *

Yes

No

5. If you are aware of the Guide, please describe how you implemented it in your studies.

6. How would you improve the content of the Guide?

7. How would you improve the process for increasing awareness of the Guide at JAMK?

It would be helpful to us to learn more about JAMK's multicultural community. Your name will not appear in any research report. Please provide us with the following information:

8. Sex *

Male

Female

9. Age *

16-20
20-25
25-30
35-40
45-50
55-60
60-65

10. Nationality

*

11. Degree program at JAMK *

Facility Management

International Business

Logistics Engineering

Music and Media Management

Nursing

12. We may like to contact you again in the future about the implementation of the Student Ethics Guide. It is not a requirement that you provide your name and email address, and this information will never appear in any research report.

Appendix 2. Questionnaire ST1

1. Were you present during the presentation of the Student Ethics Guide to International Tutors on 12 November 2015? *

- I attended the presentation.
- I did not attend the presentation
- I was not present, but I have read the guide online
- I am not aware of the Student Ethics Guide

2. If you are aware of the Guide, how did you first learn about it? *

- A teacher told me about it
 - A student told me about it
 - I saw a notice in the Elmo system
 - Other (please describe)
-

3. What did you learn about Finnish cultural values from the guide?

4. Did the guide clarify for you the expectations regarding academic integrity and behavior at JAMK? *

Yes

No

5. If you are aware of the Guide, please describe how you implemented it while tutoring your student cohort-group.

6. How would you improve the content of the Guide?

7. How would you improve the process for increasing awareness of the Guide at JAMK?

It would be helpful to us to learn more about JAMK's multicultural community. Your name will not appear in any research report. Please provide us with the following information:

8. Sex *

Male

Female

9. Age *

16-20

20-25

25-30

35-40

45-50

55-60

60-65

10. Nationality *

11. Degree program at JAMK *

Facility Management

International Business

Logistics Engineering

Music and Media Management

Nursing

12. We may like to contact you again in the future about the implementation of the Student Ethics Guide. It is not a requirement that you provide your name and email address, and this information will never appear in any research report.

Name _____

Email _____

Appendix 3. Interview questions NS16

1. If you are aware of the Guide, how did you first learn about it?

A teacher told me about it

A student told me about it

I saw a notice in Elmo system

Other (please describe)

2. What did you learn about Finnish cultural values from the guide?

3. Did the guide clarify for you the expectations regarding academic integrity and behavior at JAMK?

4. If you are aware of the Guide, please describe how you implemented it in your studies.

5. How would you improve the content of the Guide?

6. How would you improve the process for increasing awareness of the Guide at JAMK?

7. Sex

- Male
- Female

8. Age

9. Nationality

10. Degree program at JAMK