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## Emergence of multilingual and multicultural student groups - what does it mean for an institution?

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What are the effects on

- the institution?
- teachers and teaching?
- students and learning?

Case example:

University of Jyväskylä



## Institutional effects

- New policies and guidelines needed
- New support structures needed
- New indicators for success and additional quality criteria
- New strategic decisions on what affects the institutional image
- More explicit information and often translation of existing information



## Effects on teachers and teaching

- New language of instruction (possibly)
- Increase of heterogeneous groups
- New pedagogical skills
- Intercultural communication competence
- Less content, more explanation, more explicit aims and criteria
- New kind of collaboration



## Effects on students and learning

- New academic skills and competences
- New academic practices
- More tolerance of uncertainty required
- Intercultural communication competence required



## What does it offer?

- A new multilingual and multicultural resource for developing intercultural communication competence in an authentic way
- A new resource for developing skills in learning and teaching
- A new potential for “shaking” routines and developing institutional activities



# The case of the University of Jyväskylä

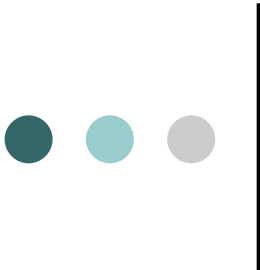
- A multidisciplinary university with some 16 000 students in seven faculties; second largest in Finland in terms of Master's degrees; c. 900 international students from 85 countries (half Erasmus, half degree students, MA/PhD)
- Core fields: human-centred sciences, natural sciences & mathematics, sport & health sciences and teacher education are its core fields
- Degree education in Finnish, English, and sign language
- University Language Policy names language competence and language awareness as requisite components of academic expertise and all education
- Agreements with some 270 European universities, and 25 active partnerships in the Americas, South and East Asia, Australasia and Africa



## STATUTORY REQUIREMENTS FOR DEGREES AND GUIDELINES TO FOLLOW

- After the first degree the graduates must have “adequate” and after the second degree “good” language and communication skills for “being able to constantly update their professional knowledge and know-how in their fields and to manage in international work environments”
- All HE degrees in Finland must include studies in the mother tongue and in the second national language as well as in one or two foreign languages (national policy since 1975)
- Faculties (& departments) can decide on the extent of language and communication studies according to what is needed in the academic professions of their fields
- All degrees should have space for students to take additional studies according to their own needs and wishes
- All language and communication studies are credited and listed in the transcript and degree certificate
- English, German, French and Slovak also form study modules which can be used as a “minor” in the degree or which entitle to obtain a supplementary certificate





## 16 English-medium Master's Programmes (EMMs) in 2008

- **Master of Arts programmes:** Digital Culture, Intercultural communication, Music, Mind and Technology
- **Master of Science programmes:** Corporate Environmental Management, Entrepreneurship in Family Business, Financial Economics, Biology of Physical Activity, Sport Science and Management, Sport and Exercise Psychology, Gerontology, Educational Leadership, Mobile Technology and Business, Sustainable Management of Inland Aquatic Resources, Nanoscience
- **Master of Social Sciences/Science programmes:** Development and International Cooperation, Renewable Energy



# UNIVERSITY OF JYVÄSKYLÄ LANGUAGE POLICY

(regarding English-medium instruction; as of 2004)

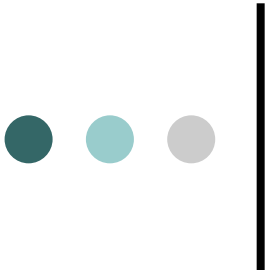
- Teachers to have sufficient language mastery for the use of flexible interactive methods and opportunities for professional development
- Students' skills to be monitored at admission
- Programmes to include development of language & communication skills
- Content to be relevant for both Finnish and international students
- Good briefing of international staff and students about academic practices necessary
- Finnish students' command of content in the Finnish language to be catered for
- International students to have opportunities to learn Finnish and Finnish culture

(full Language Policy in English at <http://www.jyu.fi/hallinto/strategia/politiikat>)

# ● ● ● | JyU QUALITY ASSURANCE CRITERIA FOR LAUNCHING English-medium masters (as of 2005)

1. **Programme aims and implementation** (e.g. mission, objectives, pedagogical framework, expected learning outcomes, networking & co-operation, student recruitment)
2. **Rationale for launching** (e.g. regional, national, international needs, connection with university strategies, innovativeness, etc.)
3. **Eligibility provided for PhD study** (e.g. main subject, evaluation criteria for thesis, etc.)
4. **Resources** (e.g. 4-year financial plan, staff & its recruitment, teacher competence criteria, etc.)
5. **Study counselling and evaluation systems** (e.g. student counselling and assessment systems, feedback systems, quality enhancement and assurance methods)

Two internal evaluations of English-medium education have been conducted (in 2000 and 2007)



# "INTERNATIONAL" study context

- Main challenge at JyU for all parties: to see the multicultural and international student group as a special resource
- World Englishes
- Intercultural differences in
  - Academic practices and competences
  - Background knowledge and value systems
  - Rhetorical styles and argumentative structures
  - Disciplinary cultures and paradigms
  - Research and ICT skills
  - Concepts of referencing and plagiarism
  - Readiness for self-directed and independent learning

# SUPPORT FOR STUDENT MOBILITY



OUTGOING STUDENTS

INCOMING STUDENTS



**STUDY MODULES (10-15 ECTS):** Deutsche Kulturstudien, Etudes françaises, AEFIN Programme – Advanced English for International Networking, Slovak language and culture

**INTEGRATED ACADEMIC ENGLISH SUPPORT FOR LEARNING AND TEACHING THROUGH ENGLISH IN ENGLISH-MEDIUM MASTER'S PROGRAMMES**



**STUDENT SUPPORT**

**STAFF SUPPORT**

**Programme-specific language modules**

**TACE Programme – Teaching Academic Content through English**

**Orientation to Academic Assignments**

**intercultural issues**

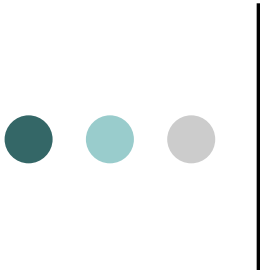
**pedagogical issues**

**Integrated Research Communication & thesis writing**

**instructional designs**

**Project and Conference Skills**

**evaluation, follow-up, consultation, tailoring**



## "INTERNATIONAL" academic expertise - QUESTIONS TO CONSIDER IN AIMS-SETTING

- What is the role and significance of international networking at your department/university and in your field?
- What kinds of language and communication skills would you like your graduates to have when they leave your department and programme (i.e. what skills promote their employability)?
- What are the most typical professional profiles of your ex-graduates? What communication skills and languages might be required for them to be successful in their professions and jobs?
- What might be the significance of your graduates' language and communication skills for the image of your department or programmes?



# CHARACTERISTICS OF SUCCESSFUL PROGRAMMES

- Clarified, **specified and mutually accepted aims** at both institutional and individual level
- **Role of language and target language development acknowledged** as an integral part of instructional design and content delivery
- **Programme overtly promoted by institutional policies**, including infrastructure, incentives, and systematic staff development in both educational communication and pedagogical skills
- An **interactive and learner-centred pedagogical approach** is followed, with authentic, relevant and culturally balanced learning tasks and cross-curricular and cross-disciplinary co-operation
- Instructional approach offers **rich language input and practice** in appropriate language use, as well as multiple opportunities to process information and construct knowledge
- **Multiple forms of assessment and support** are in use
- **Systematic documentation** to improve transparency and quality and to facilitate vertical mobility in line with the Bologna process