



KANSALLINEN
KOULUTUKSEN
ARVIOINTIKESKUS

Internationalisation in FINEEC higher education evaluations' results

Director Harri Peltoniemi, The Finnish Education Evaluation Centre
(FINEEC)

The Spring Forum for Higher Education Institutions (HEIs) in
Finland 4.5.2023

Internationalisation has been considered cross-cuttingly in many HE evaluations

- In **HE audit model 2018-2024**: the internationalisation criteria:
 - “Aspects concerning internationalisation and continuous learning needs are ensured in the education planning process.”
 - “Collaboration with both national and international networks supports the enhancement of the HEI’s activities.”
- **Evaluations of fields of study (2018-2021)**
 - the fields of study that are evaluated: humanities, business, engineering and social sciences, social and health care, law
 - We have focused also on intended learning outcomes of internationalization.
- **The evaluation of the state and reform of higher education pedagogy (2022-2023)**
 - Results of teacher and student surveys

In this presentation, I will focus on Evaluations of fields of studies and Evaluation of the state and reform of higher education pedagogy.



KANSALLINEN
KOULUTUKSEN
ARVIOINTIKESKUS

Evaluations of fields of study - humanities, business, technology and social sciences (2018-2020)

The participants of the data collection

12

universities

23

universities of applied sciences

680

degree programmes (403 from universities,
277 from universities of applied sciences)



115

participants in the focus group interviews



112

participants in the stakeholder seminars



160

respondents in the field of
business survey

Data collection in spring 2019

Intended learning outcomes in different degree programmes	Humanities	Business	Engineering	Social sciences	Total
Bachelor's degree (university)	37	15	32	25	109
Master's degree (university)	77	54	99	62	292
Bachelor's degree (UAS)	8	63	113	-	184
Master's degree (UAS)	5	40	41	-	86
TOTAL	127	172	285	87	671

- The degree-specific survey asked: " Please copy (no links) the intended learning outcomes for the degree level confirmed here."
- Here, only intended learning outcomes related to international competence are examined from the data.

Internationalisation in intended learning outcomes

- **Working in multicultural and multilingual environments**
“is able to work in multicultural and multilingual teams and organizations” (Master, university)
- **Language skills and international communication**
“Internationalisation Competence: has the language competence necessary for the work in the field and its development, is able to cooperate with people from different cultural backgrounds, is able to take into account the opportunities and effects of internationalisation.” (Bachelor, UAS)
- **Knowing and understanding different cultures**
“has developed an appreciation of different cultural perspectives and values” (Master, university)
- **Get a job in international team or organisation**
- **International networks and cooperation**
- **Global mindset**
“show a market-oriented, global, entrepreneurial and sustainable mindset.” (Master, university)

Evaluations of higher education in humanities, business, technology and social sciences

- FINEEC carried out in 2018-2020 an evaluation of higher education in humanities, business, technology and social sciences.
- Based on the evaluation the knowledge and skills provided by these fields of study are well in line with the needs of working life, however more attention should be given to international and multicultural competences.
- In the conclusions of the evaluations, internationalisation is most clearly integrated into the educational provision in the field of business. Otherwise, gaining international competence is **largely based on the student's own activity and choices**. Even if research conducted in the fields of study is international, the intended learning outcomes related to internationalisation are hardly visible in the curricula. **Internationalisation is often understood in a narrow sense** that does not include competences such as multicultural competence.

More results the evaluation of HE in humanities and business

- Internationalisation in higher education in **business** has diverse and significant impacts on the education offered by the higher education institutions (HEIs). The requirements of internationalisation have been addressed in many ways in the planning and implementation of the degree programmes. The HEIs participate extensively in international networks and partnerships. In the university sector, international accreditations bring added value to the development of degrees.
- Internationalisation should permeate the degree programmes in **humanities** more profoundly and extensively. **Students' periods of internationalisation should be integrated in their personal study plans.** The **international relevance of the learning outcomes should be ensured in all degree programmes** in humanities by supporting language and cultural competence, strengthening language and culturally aware teaching and promoting multiculturalism in higher education institutions' practices.



KANSALLINEN
KOULUTUKSEN
ARVIOINTIKESKUS

Internationalisation in Evaluation of the state and reform of higher education pedagogy (2022-2023)

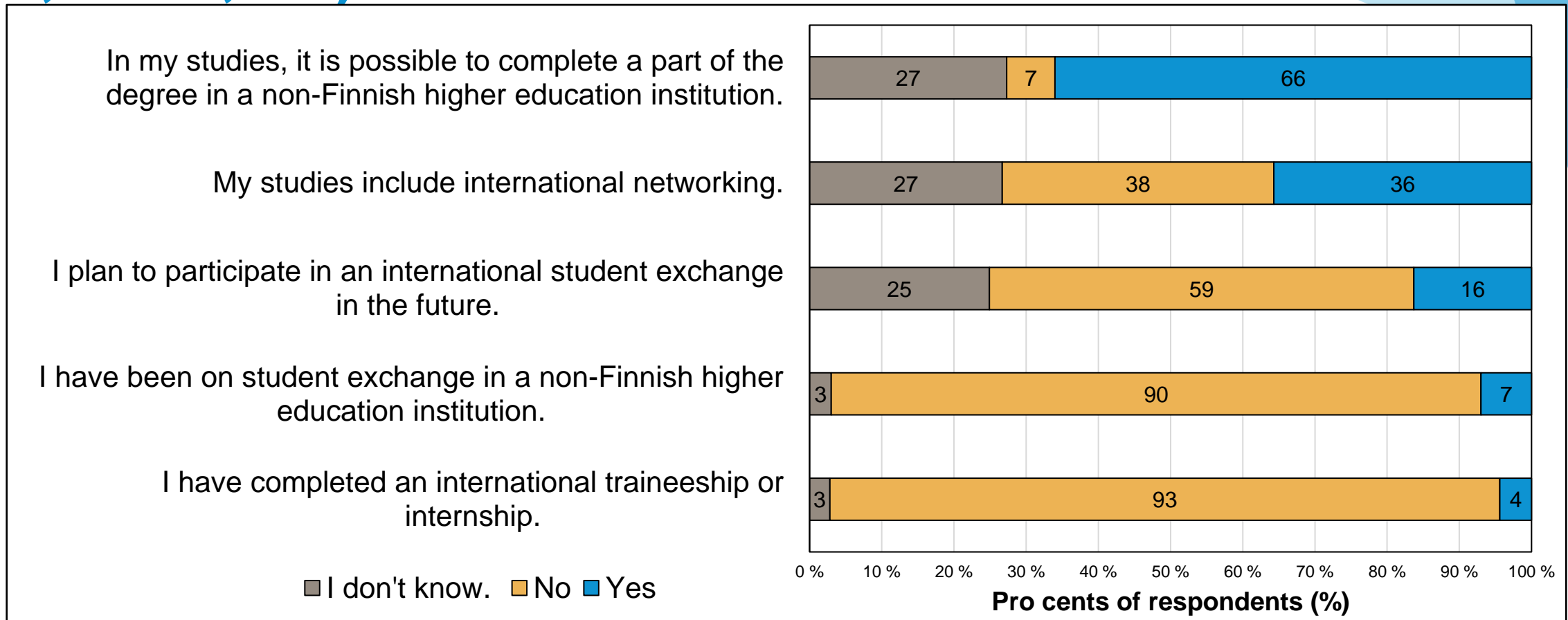
Evaluation data collected in 2022-2023

- 7,506 responses to the student survey
- 3,064 responses to the teacher survey
- 371 responses to the survey of pedagogical leaders
- 36 responses to HEIs survey
- Workshops of 6 higher education institutions, 97 participants in total
- 2 focus group interviews for HEIs' vice-rectors (via Unifi and Arene)

Here I present the **preliminary results of the evaluation**.

The final seminar of the evaluation is on August 17, 2023, in Helsinki. Welcome!

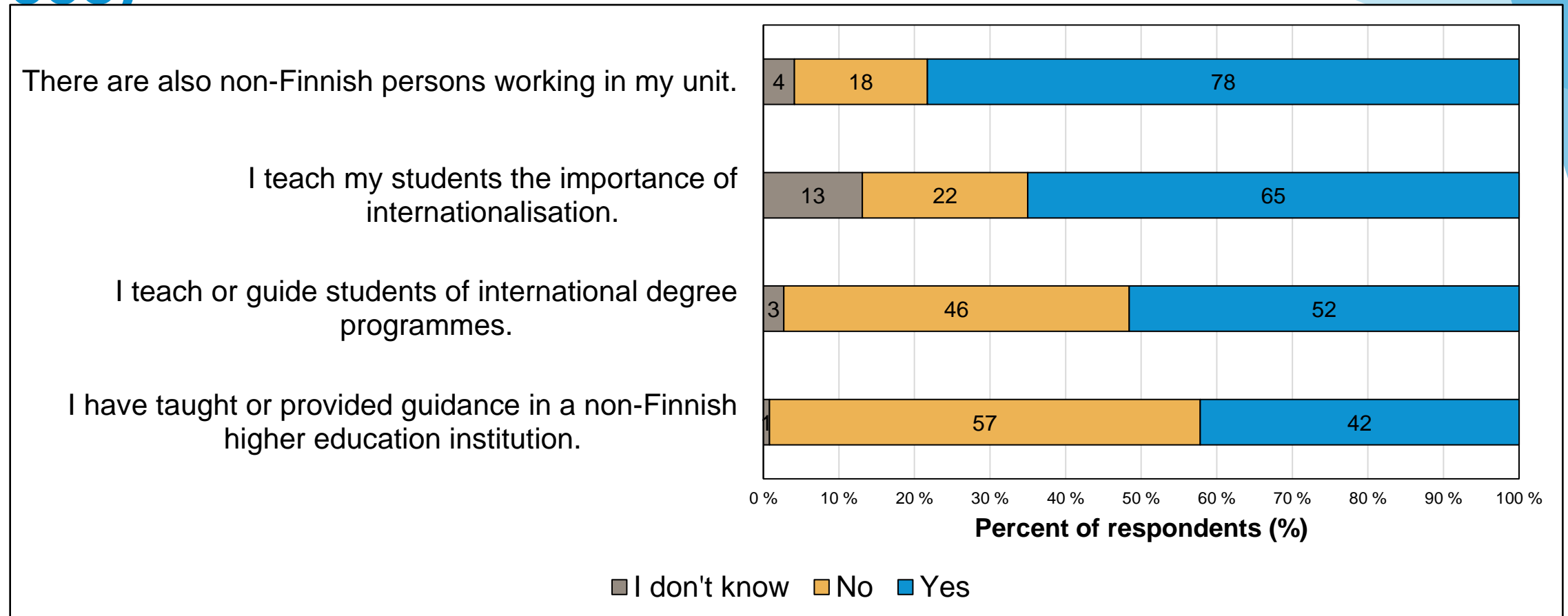
International networking and mobility during HE studies according to the respondents of the student survey (n = 7,425–7,443)



Results of student survey

- Only a few students said that they had been on an international internship or student exchange at an international university.
- 59 per cent of the respondents did not intend to participate in an international student exchange in the future.
- For 36 per cent of the respondents, their studies included international networking.
- On average, university students answered more often yes than UAS students to the different statements.
- Participation in international internships was equally poor from both higher education sectors.

Internationalisation in teaching according to the respondents to the HE teacher survey (n = 2,954–2,958)



Results of the teachers' survey

- According to the answers to the teacher survey, internationalisation was quite strongly involved in higher education teaching.
- 78 per cent of the respondents report that non-Finnish people work in their unit.
- 65 per cent of respondents felt that they teach their students the importance of internationalisation.
- 42 per cent of the teachers had taught or supervised at a non-Finnish HEI.
- 52 per cent taught or supervised students of international degree programs.
- Respondents from universities answered yes to the statements more often than respondents from UASs.
- Teachers at UASs teach students about the importance of internationalization more often than teachers at universities.
- The biggest difference between respondents from HE sectors was whether non-Finnish persons worked in the respondent's unit.

Conclusions

- Although according to teachers at higher education institutions, internationalisation is strongly involved in teaching, it does not appear that way to students.
- Students' internationalisation is based on their own choices and interests, not so much on the structures of higher education degrees.
- The main competence needs of today and the near future are linked to at least three topics: digitalisation, internationalisation, and sustainable development. In internationalisation, more attention should be paid to operating in multicultural communities as well as to diverse language skills and mobility. Internationalisation should be a more systematic part of all degree programmes.
- Internationalisation should be understood broadly in HE degrees, so that students can grow into global citizens who understand the effects of different cultures, languages, ideas, religions and other factors on their own activities and on global environment.
- The structures and funding models of the higher education system should support the growth of each student's international competence during their studies.

References

- Evaluation of fields of study: humanities, business, technology and social sciences 2018-2020
 - Huusko, M. & Pyykkö, R. 2021. Yleiset valmiudet korkeakoulujen tutkinto-ohjelmien osaamistavoitteissa neljällä koulutusalaalla. Aikuiskasvatus 41 (3), 236–248
- The evaluation of the state and reform of higher education pedagogy 2022-2023
 - Final seminar 17.8.2023: registration is now open!

More information

- Senior advisor Mira Huusko mira.huusko@karvi.fi



KANSALLINEN
KOULUTUKSEN
ARVIOINTIKESKUS

Thank you!