



Expertise and insight

for the future

Helsingin kaupungin aineistopankki / +ina+

Enhancing Intercultural Learning through Study Abroad

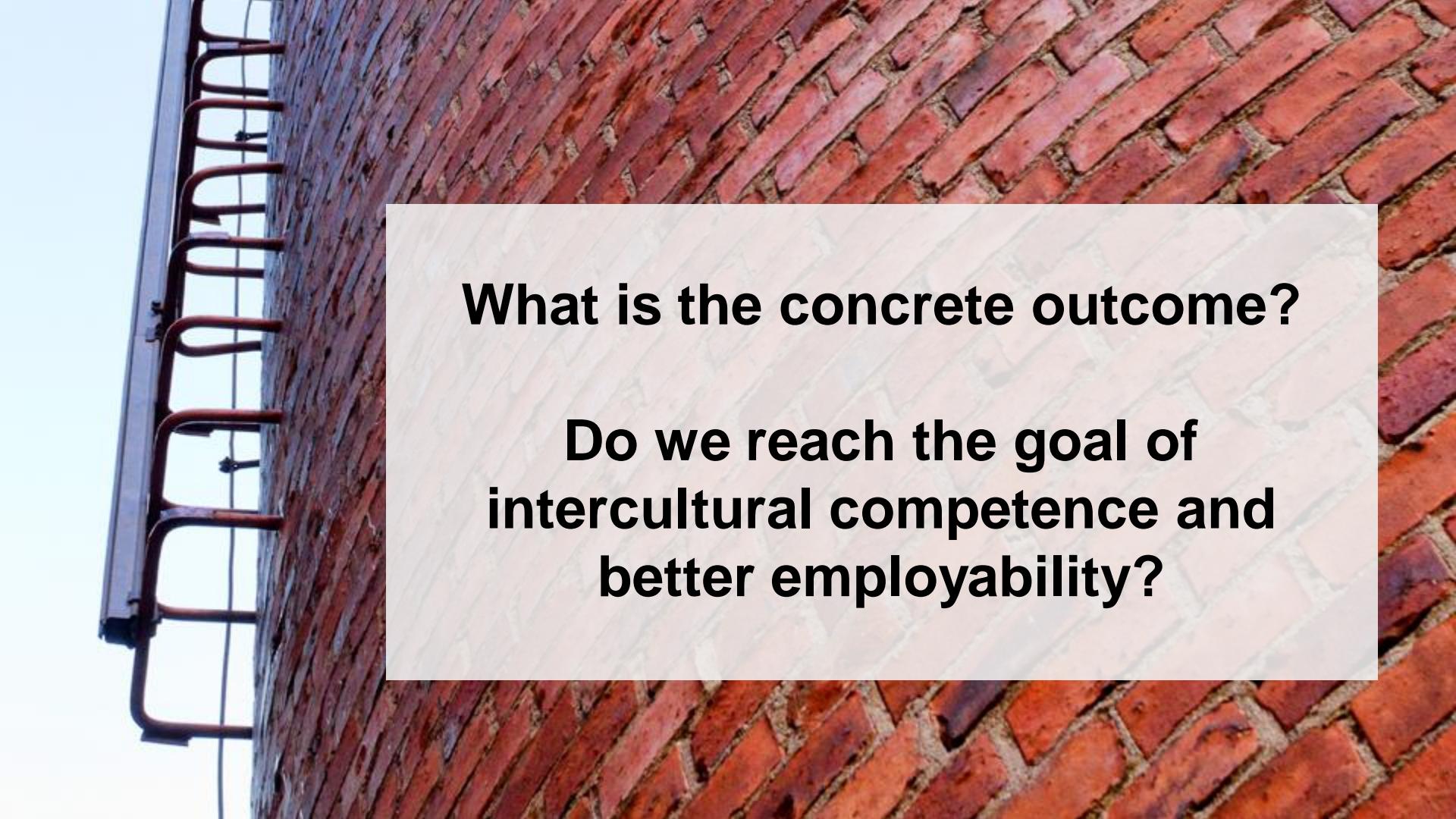
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Intercultural competence high on the agenda in

- EU strategies
- Erasmus+ programme
- National strategies
- Institutional strategies

A lot of resources and effort put into mobility

The background of the slide features a close-up view of a red brick wall, showing the texture and pattern of the bricks. On the left side, there is a dark metal railing with several horizontal bars. Below the railing, there is a small window with a grid frame. The overall lighting is bright, highlighting the reddish-brown color of the bricks.

What is the concrete outcome?

**Do we reach the goal of
intercultural competence and
better employability?**

Qualitative challenges

- § **Mobility does not automatically increase intercultural competence**
 - ∅ without appropriate intercultural training may even decrease
 - ∅ active reflection needed for effective intercultural learning
- § **Skills developed but hidden to employers**
- § **Quality of student exchange?**

(e.g. M. Vande Berg and the Georgetown Consortium, 2004, National Agency CIMO's report *Hidden Competences*, 2013, IIE's report *Gaining an Employment Edge*, 2017)



How does an employer understand and value international competence? What about the job applicant?

Erasmus Impact Study 2014

EMPLOYMENT AND CAREER DEVELOPMENT ERASMUS STUDENTS



of Erasmus students study or train abroad to enhance their employability abroad



UNEMPLOYMENT RATE

Young people who study or train abroad are half as likely to face long-term unemployment

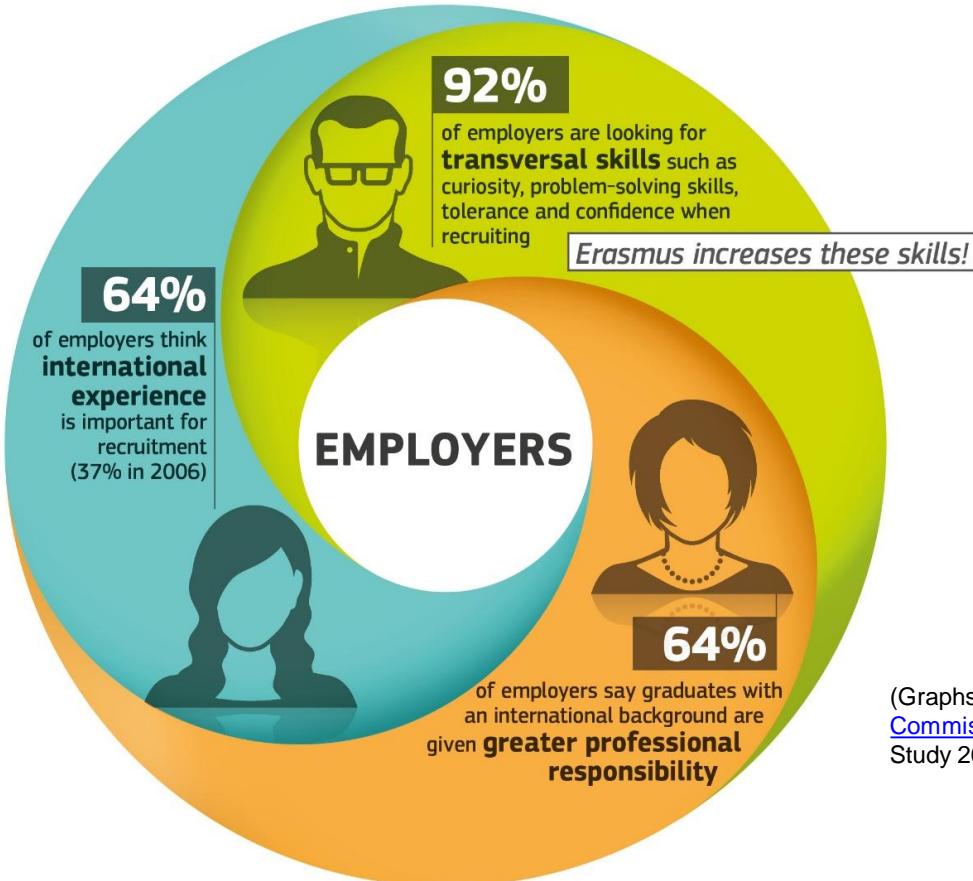


5 years after graduation
the unemployment rate
of Erasmus students is

23% LOWER

(Graphs from [European Commission](#), Erasmus Impact Study 2014)

EMPLOYMENT AND CAREER DEVELOPMENT



Erasmus Impact Study 2014

How to reach the gap between 64% and 92%?

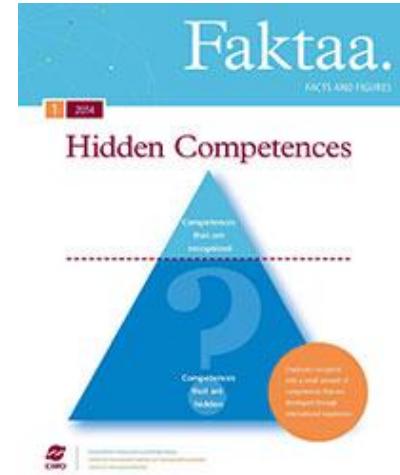
(Graphs from [European Commission](#), Erasmus Impact Study 2014)

Hidden Competences Report by CIMO and Demos Helsinki, 2013

Work and the world have changed – what skills are needed today and in the future?

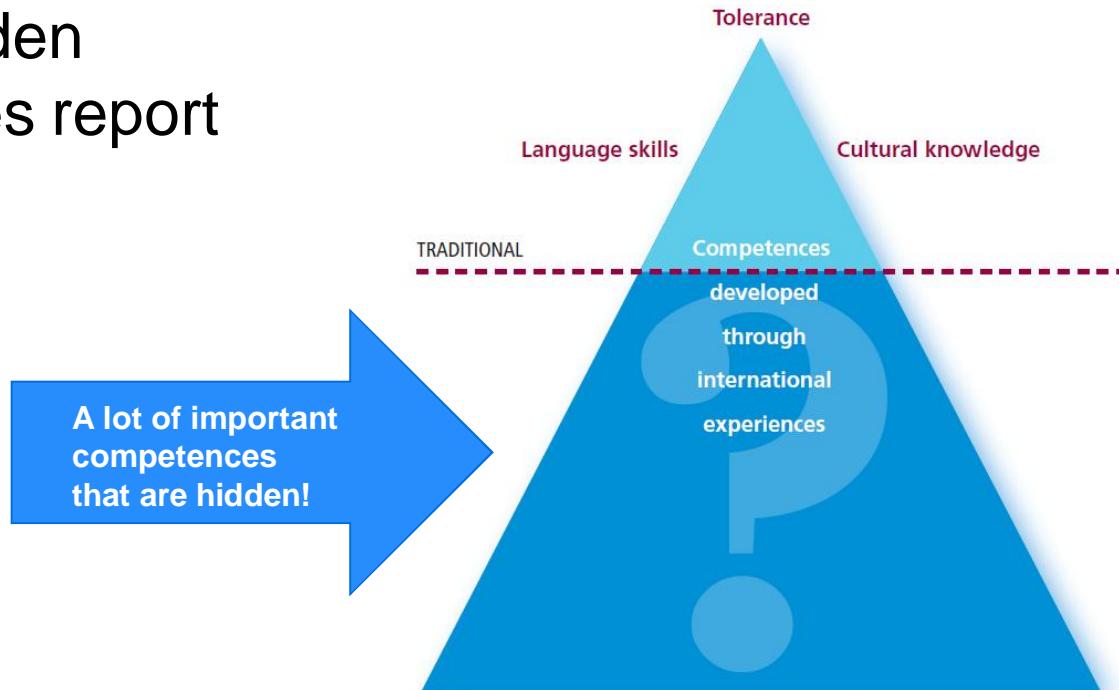
Do employers value international expertise?

What does international expertise mean?



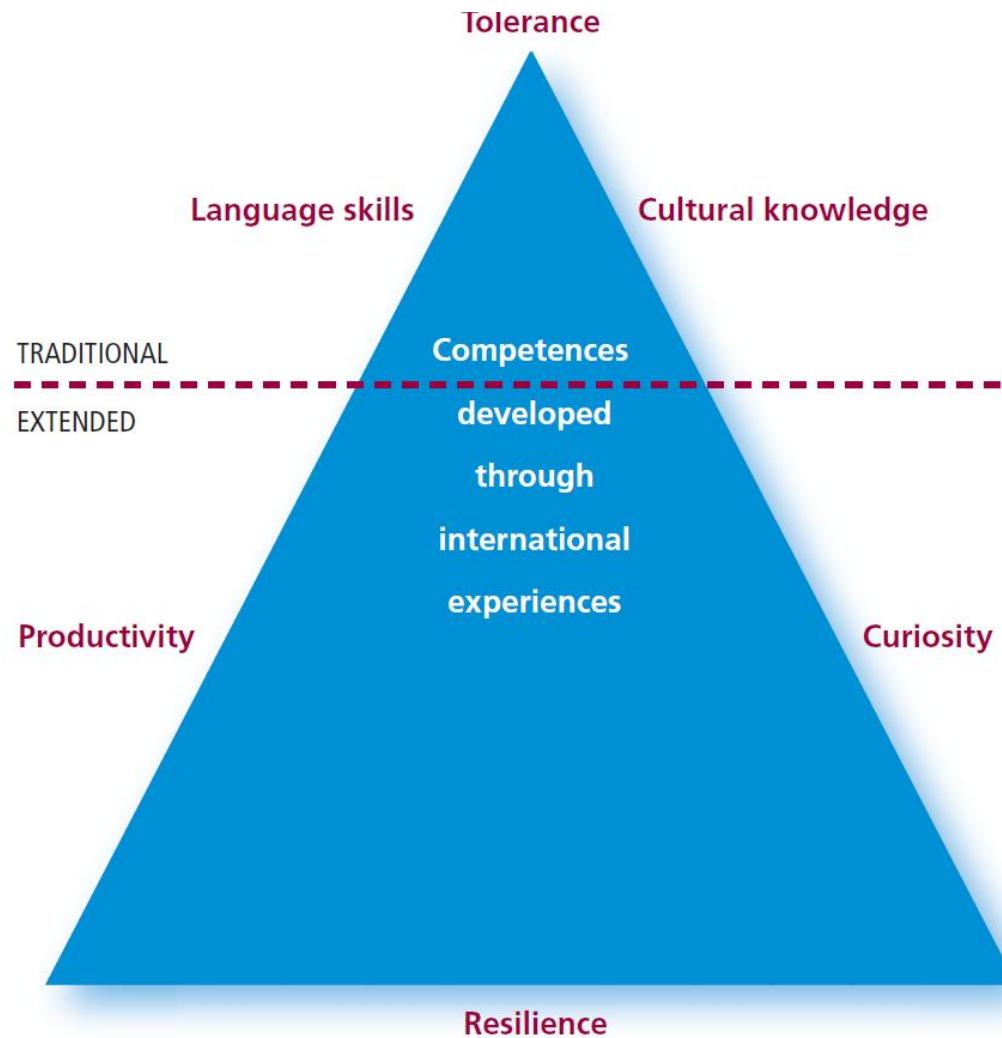
[Faktaa – Facts and Figures 1/2014:
Hidden Competences](#)

Key findings in the Hidden Competences report

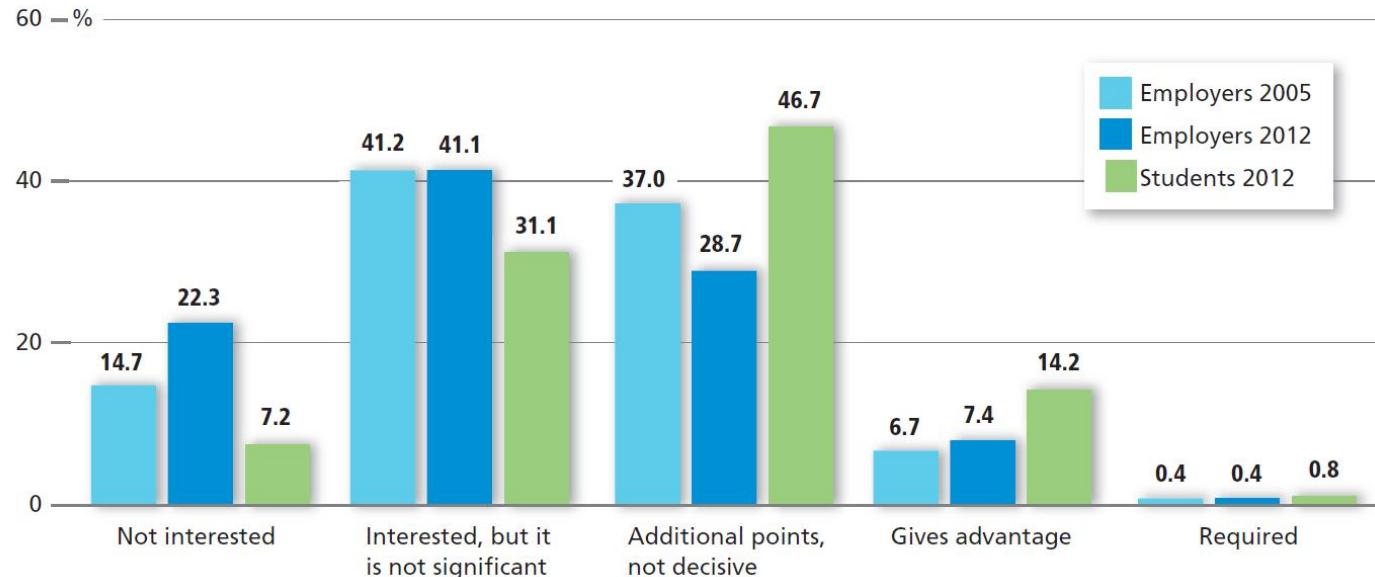


(Graph from Hidden Competences,
Faktaa – Facts and figures 1/2014, CIMO)

(Graph from Hidden Competences,
Faktaa – Facts and figures 1/2014, CIMO)



How international expertise matters in recruitment, %

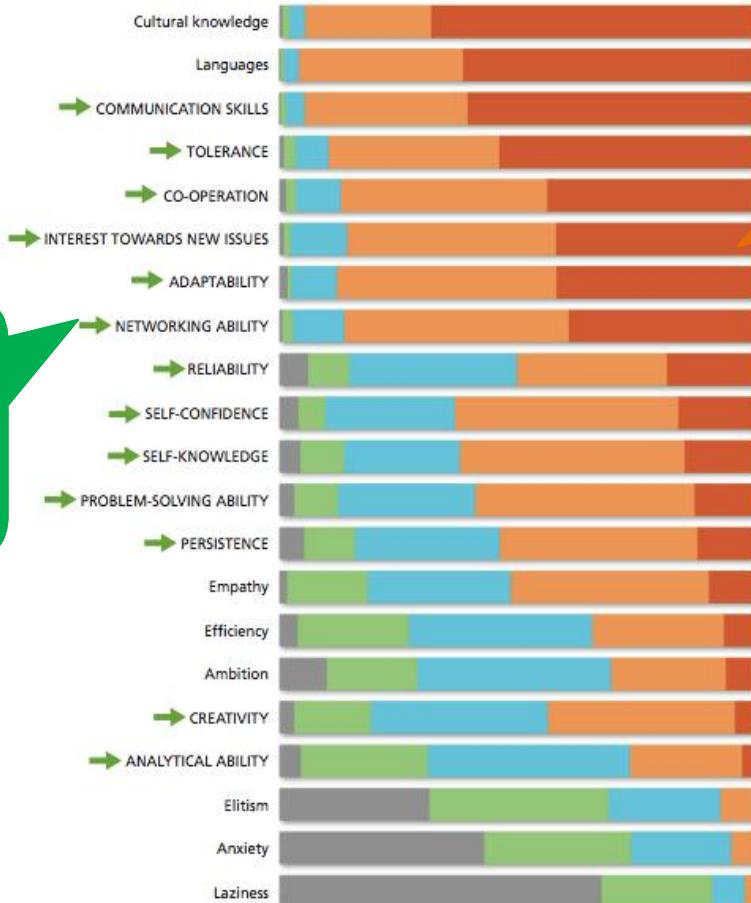


Employers and international competences: which attributes are linked?

→ = Of these the following are valued in recruitment

1 = no connection	2	3	4	5 = very strong connection
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Which competences are valued in recruitment?



What attributes employers link to international competences?



From hidden to visible competences

Crucially important to guide the students to think about

- Ø what kinds of competencies they have developed
- Ø how to present these to the employer

Solution in Metropolia: ***Student Exchange and*** ***Intercultural Learning***

A mandatory course (5 ECTS) for all engineering students going abroad on exchange

Both the degree programmes and the international office committed



LEARNING OUTCOMES OF THE COURSE

- § understand and are able to communicate how culture can affect their and other people's behavior
- § are able to apply the knowledge, skills and attitudes learned during the course to acting in a successful and appropriate manner in intercultural situations
- § possess tools for understanding and interpreting various kinds of intercultural situations and encounters and for justifying any such interpretation
- § are able to analyse the adaptation process to a foreign culture
- § are able to deepen their self-knowledge and understand how their identity is formed and how it evolves
- § are able to reflect on their experiences and take advantage of this in learning
- § have a capacity to observe the international trends and developments in their own professional field
- § are able to explain what kind of competences they have gained through their international experiences
- § are able to reflect on the global consequences of the way they act and behave



THEMES: BEFORE EXCHANGE

WORKSHOP 1: ME AND CULTURE	WORKSHOP 2: WORLD OF CULTURES	WORKSHOP 3: ENCOUNTERING A NEW CULTURE	WORKSHOP 4: TOWARDS INTERCULTURAL COMPETENCE
<p>Introduction to the course</p> <p>Learning and learning styles</p> <p>Intercultural communication as a field</p> <p>Concept of culture</p> <p>Identity</p> <p>+ Preliminary assignments:</p> <p>Identity Map</p> <p>Lecture recordings</p>	<p>Building blocks of culture</p> <p>Values</p> <p>Cultural dimensions</p> <p>Finnish culture(s)</p> <p>"Own culture"</p> <p>Host culture(s)</p> <p>Intercultural communication</p> <p>+ Preliminary assignments:</p> <p>The host culture(s)</p> <p>Universal values</p> <p>Cultural dimensions</p> <p>Lecture recordings</p>	<p>Adjustment to a new culture</p> <p>Encountering a new culture</p> <p>Critical incidents</p> <p>Intercultural sensitivity</p> <p>Int.cult. competence</p> <p>Hidden competences</p> <p>+ Preliminary assignments:</p> <p>"Critical incidents"</p> <p>Lecture recordings</p> <p>+ Group assignment</p> <p>"Blogs on adjustment"</p>	<p>Perception</p> <p>Generalisations, stereotypes, racism</p> <p>International business environment</p> <p>Global responsibility</p> <p>Round-up</p> <p>+ Preliminary assignments:</p> <p>Racism</p> <p>Globalisation</p> <p>Lecture recordings</p> <p>+Assignments:</p> <p>Societal differences</p> <p>Finnish working life and globalisation</p> <p>Preparing for the student exchange</p>

Moodle: contents, materials and assignments of the course – learning journal, preliminary assignments, reflective assignments

THEMES: DURING EXCHANGE

ASSIGNMENT 1:

Independent assignment
during the first month

Theme:
Analysis of the first
phases of the student
exchange and
adjustment

ASSIGNMENT 2:

Group discussion about
two months after the
exchange has started

Theme:

Cultural differences and
similarities, and critical
incidents and their
evaluation and
interpretation

ASSIGNMENT 3:

Independent
assignment before
returning home

Theme:

Summation of the
student exchange and
anticipation of re-entry

Done in Moodle

THEMES: AFTER EXCHANGE

WORKSHOP 5: RETURNING HOME

Re-adjustment

Starting the everyday life
back home

Sharing and mapping
experiences

Practical arrangements
+ Group assignment
“Multicultural teamwork”

WORKSHOP 6: ME AS A FUTURE INTERCULTURAL EXPERT

Mapping of expertise
Needs in the working life

Hidden Competences
research

Further deepening of
expertise

Global responsibility

+Preliminary assignments:
“What kind of international
competences do you
have?” online survey
Mapping intercultural and
social skills

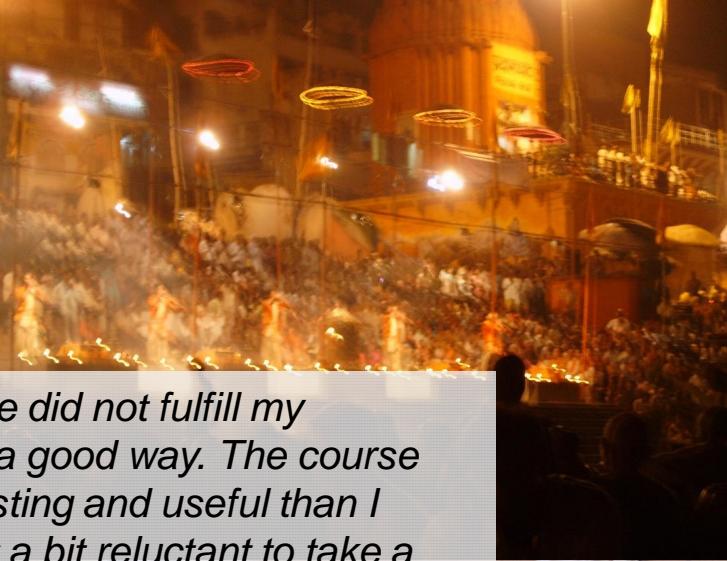
FINAL ASSIGNMENT: ANALYSING THE LEARNING PROCESS IN THE LEARNING JOURNAL

Analysis of learning and
gained expertise

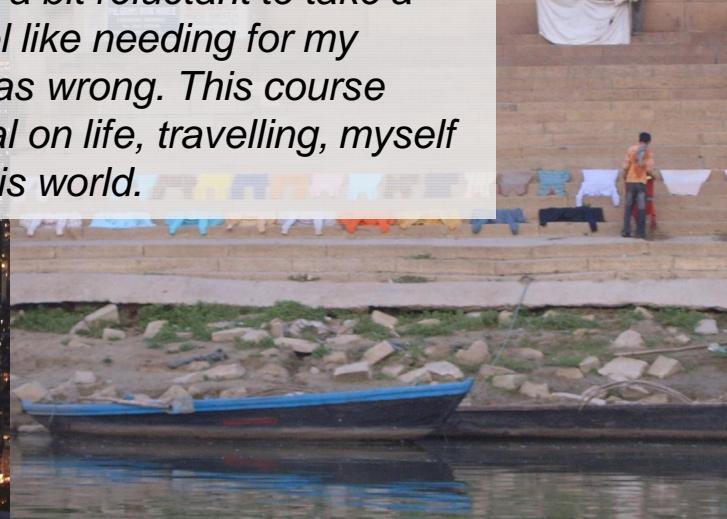
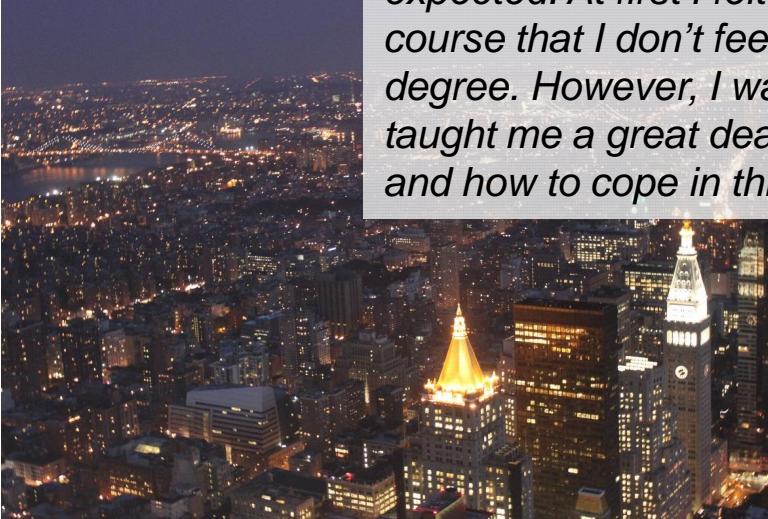
Analysis of gained
expertise from the
working life perspective

Plan for further
development of the
expertise in the future

Moodle: contents, materials and assignments of the course – learning
journal, preliminary assignments, reflective assignments



As a whole this course did not fulfill my expectations – but in a good way. The course was a lot more interesting and useful than I expected. At first I felt a bit reluctant to take a course that I don't feel like needing for my degree. However, I was wrong. This course taught me a great deal on life, travelling, myself and how to cope in this world.





THANK YOU!

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