

ACTA

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FINNISH TEACHER
EDUCATION STUDENTS'
PRACTICAL TRAINING AND
EXCHANGE IN DEVELOPING
COUNTRIES

A COMMISSIONED STUDY FOR THE FINNISH
MINISTRY FOR FOREIGN AFFAIRS

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ELINA LEHTOMÄKI*

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A commissioned study for the Finnish Ministry for
Foreign Affairs

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Abstract

In Finland, the participation rate of teacher education students in international mobility is low when compared to students in other faculties. The same tendency applies to teacher education students in other Nordic and European countries. Moreover, the number of teacher education students from Europe seeking mobility to developing countries is very small. In this study we examined the factors which support or hinder teacher education students' mobility both in general, and to developing countries in particular. The target groups selected for the web questionnaires and interviews were teacher education students from nine different universities (Helsinki, Eastern Finland, Jyväskylä, Lapland, Oulu, Tampere, Turku, Åbo Akademi and Jyväskylä University of Applied Sciences), and international student mobility coordinators in these universities. The student response rate was high (n = 698) and 12 of the respondents were also interviewed. Nine international mobility coordinators responded to the questionnaire and eight of them were interviewed.

Four significant factors were found to influence student mobility: 1) Prevailing educational policy and societal circumstances; 2) Schools (as future work contexts); 3) Actions taken by the universities responsible for teacher education; 4) Teacher education students' personal views, experiences, and opinions regarding studies or internship periods abroad. The students highlighted the *significance of the personal learning experience* as the key motivating factor. Almost all the students felt that their teaching expertise had improved as a result of the international experience. Factors hindering mobility included the fear of international mobility delaying graduation, the specialisation requirement, the desire to conduct all studies in Finland, uncertainty about whether studies undertaken abroad are admissible to Finnish degrees, the lack of information and support regarding studying abroad, family-related factors, the fear of not coping well abroad and inadequate language skills, and issues related to security.

The recommendations for the government and the universities providing teacher education emphasize a positive approach to international student mobility, highlighting new learning experiences. For teacher students themselves the main motive for studying or training abroad is personal growth.

Keywords: developing country, international mobility, internationalization, teacher education, teacher students, university

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Tiivistelmä

Suomalaisissa yliopistoissa opettajaopiskelijoiden kansainvälinen liikkuvuus on muiden tiedekuntien opiskelijoihin verrattuna vähäistä. Myös muissa Pohjoismaissa ja Euroopassa opettajaksi opiskelevien liikkuvuus on vähäisempää kuin muiden alojen opiskelijoiden. Kehitysmaihin tai kehittyviin maihin lähtevien opiskelijoiden määrä on hyvin pieni. Tässä tutkimuksessa selvitettiin opettajaopiskelijoiden kansainväliseen liikkuvuuteen yleisesti ja erityisesti kehitysmaihin suuntautuvaan liikkuvuuteen vaikuttavia tekijöitä. Verkkokyselyn ja haastattelujen kohderyhmäksi valittiin opettajaopiskelijat yhdeksästä korkeakoulusta (Helsinki, Joensuu, Jyväskylä, Jyväskylän ammattikorkeakoulu, Lappi, Oulu, Tampere, Turku, Vaasa/Åbo) ja kansainvälistä opiskelijaliikkuvuutta koordinoivat suunnittelijat. Opiskelijat vastasivat verkkokyselyyn aktiivisesti (n = 698), ja vastaajista 12 myös haastateltiin. Yhdeksän kansainvälisen liikkuvuuden koordinaattoria vastasi kyselyyn, ja heistä kahdeksan haastateltiin.

Neljän merkityksellisen tekijän havaittiin vaikuttavan kansainväliseen liikkuvuuteen: 1) yleinen koulutuspolitiikka ja yhteiskunnallinen tilanne; 2) koulut (tulevat työkontekstit); 3) opettajankoulutuksesta vastaavien yliopistojen toiminta; ja 4) opettajaopiskelijoiden omat näkemykset, kokemukset ja mielipiteet ulkomailla suoritettavan opiskelijavaihdon tai harjoittelun mielekkyydestä ja lähtöä hankaloittavista tekijöistä. Opiskelijat korostivat *henkilökohtaisen oppimiskokemuksen merkitystä* motivoivana tekijänä. Lähes kaikki opiskelijat kokivat oman opettajuuteen liittyvän ammattitaitonsa parantuneen ulkomailla saadun kokemuksen kautta. Liikkuvuutta estäviksi tekijöiksi todettiin opintojen viivästymisen pelko, luokanopettajan opintoihin liittyvä erikoistumisen vaatimus, halu suorittaa opinnot Suomessa, ulkomailla suoritettujen opintojen soveltuvuus omaan tutkintoon, ulkomailla suoritettavista opinnoista saadun tiedon ja tuen puute, perheeseen liittyvät tekijät, pelko selviämisestä uudessa maassa ja kielitaidon riittämättömyydestä, ja turvallisuuteen liittyvät tekijät.

Suosituksissa ministeriöille ja opettajankoulutusta tarjoaville yliopistoille painottuu positiivinen, uusia oppimiskokemuksia korostava suhtautuminen opiskelijaliikkuvuuteen. Opettajaopiskelijoille merkittävin motiivi ulkomailla opintojen tai harjoittelun suorittamiseen on selkeästi henkilökohtainen kasvu.

Asiasanat: kansainvälinen liikkuvuus, kansainvälistyminen, kehitysmää, opettajakoulutus, opettajaopiskelijat, yliopisto

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University of Oulu, February 2021

Joffy, Johanna and Elina

Contents

Abstract	
Tiivistelmä	
Acknowledgements	7
Contents	8
1 Tulokset ja suositukset tiivistetysti	9
2 A summary of the findings and recommendations	13
3 Study design and implementation	18
4 Findings and recommendations	20
4.1 Personal benefits are key.....	20
4.2 Students who go abroad are an underused resource.....	22
4.3 Course timetabling is perceived as a key barrier.....	26
4.4 Students feel under pressure to undertake specialist minors	28
4.5 Concerns over the recognition and suitability of international courses.....	30
4.6 Faculty staff are not supportive enough of international mobility	31
4.7 Support for mobility is there for those who can find it!	32
4.8 Few bilateral agreements & poor knowledge are key barriers to visiting lower-income countries	34
4.9 Shorter-term trips can be effective for certain groups of students.....	36
4.10 Vocational students are a specific group with distinct needs.....	37
5 Context and background	39
5.1 Mobility rates	39
5.2 Demographic profile of students going abroad	40
5.3 Barriers to international student mobility.....	40
5.4 Impact of student mobility	41
References	42
Appendices	43

1 Tulokset ja suositukset tiivistetysti

Suosituksen laatimiseksi on analysoitu kaikki opettajaopiskelijoiden (tästä eteenpäin opiskelija) sekä opiskelijavaihdosta ja kansainvälistymisestä vastaavien koulutussuunnittelijoiden (tästä eteenpäin suunnittelija) verkkokyselyiden ja haastattelujen tulokset. Tässä luvussa esitetään kootusti keskeiset tulokset opettajaopiskelijoiden liikkuvuuteen liittyvistä estävistä ja edistävästä tekijöistä sekä suositukset, ensiksi suomeksi ja sen jälkeen englanniksi. Selvityksen toteuttaminen sekä vastausten tarkempi analyysi on löydettävissä englanniksi luvuista 3 ja 4.

Opiskelijaryhmät on jaettu heidän aikaisemman kokemuksen perusteella tai motivaationsa mukaisesti seuraaviin ryhmiin:

- A) opiskelijat, jotka ovat olleet vaihdossa;
- B) opiskelijat, jotka suunnittelevat lähtöä;
- C) opiskelijat, jotka harkitsivat lähtöä, mutta eivät lähteneet;
- D) opiskelijat, jotka eivät ole koskaan ajatelleet ulkomailla.

Laajan aineiston tulokset ovat hyvin monipuolisia ja vastaajaryhmästä riippuen toisinaan myös vastakkaisia.

Edistäviä ja ehkäiseviä tekijöitä

1. Henkilökohtainen oppimiskokemus motivoivana tekijänä

Kaikkien opiskelijaryhmien vastauksissa korostui motivoivana tekijänä henkilökohtaisen kasvun mahdollisuus ulkomailla suoritettavaan opintojen tai harjoittelun liittyen. Ulkomailla vaihdossa tai harjoittelussa jo olleiden opiskelijoiden (ryhmä A) vastausten perusteella opiskelijat itse keskittyivät kokemustensa kautta saavutettuun henkilökohtaiseen ja ammatilliseen kasvuun. Akateemisuuden merkitys korostui huomattavasti enemmän suunnittelijoiden vastauksissa. Opiskelijaryhmien C ja D sekä suunnittelijoiden vastauksissa tuli esille pelko akateemisesti heikommasta tasosta ulkomailla opiskellessa.

2. Opintojen viivästymisen pelko ja erikoistumisen vaatimus

Suunnittelijoiden sekä opiskelijaryhmien B, C ja D vastauksissa korostui näkemys opettajan opintojen rakenteen rajoittavuudesta. Pelkoon opintojen viivästymisestä liittyi vahvasti halu suorittaa kaikki opinnot Suomessa, vaikka se ei todellisuudessa

ole opintojen kannalta pakollinen valinta. Opiskelijoiden vastauksissa korostui tavoite suorittaa ainakin kaksi koulussa opetettavaa sivuainetta tai laaja sivuaine (oikeus opettaa ainetta yläkoulussa) omassa yliopistossa, jolloin tutkinto-ohjelmiin kuuluvat opintopisteet täyttyvät. Lisäksi suunnittelijoiden haastattelussa nousi esille, että nykyisin opiskelijoilla on lisääntynyt paine suorittaa mahdollisimman paljon opintoja ja jopa toinen maisterin tutkinto viiden vuoden aikana.

Ulkomailla vaihdossa tai harjoittelussa jo olleiden opiskelijoiden (ryhmä A) vastauksissa ei enää noussut vastaavaa huolta opintojen viivästyisestä. Pääosin he suosittelivat vaihtoon lähtemistä ja kommentoivat, että opintojen alussa tulisi selkeämmin tiedottaa, ettei vaihto ulkomailla aiheuta opintojen viivästyistä. Vastauksissa oli huomattavissa, että opiskelijoiden keskuudessa liikkuu myös virheellistä tietoa vaihdon rahoittamisen edellytyksistä ja taloudellisesta tuesta.

3. Opetushenkilökunnan ja koordinaattoreiden tuki sekä opiskelijan omat valmiudet

Opiskelijaryhmien C ja D vastauksissa korostui, että he eivät olleet saaneet riittävästi tai tarvittavaa tietoa vaihtoon tai harjoitteluun lähtöön liittyen. Toisaalta samat opiskelijat mainitsivat lähtemättä jättämisen syiksi perhetilanteen Suomessa, oman kielitaidon heikkouden, pelon pärjäämisestä ulkomailla tai käytännön järjestelyiden raskauden. Suunnittelijat toivat esille, että opettajankoulutuksen opetushenkilökunnan asenteissa toisinaan korostuu, että omassa yliopistossa suoritettavat opinnot ovat arvokkaimpia.

Opiskelijaryhmä A toi haastattelussa esille, että vaihtoon tai harjoitteluun liittyy paljon suunnittelua, lomakkeiden täyttämistä sekä käytännön asioista huolehtimista ennakkoon. Yliopiston taloudellisesta ja muusta tuesta huolimatta ulkomaille lähteminen vaatii siis suurta panostusta myös opiskelijalta itseltään.

4. Ulkomailla suoritettujen opintojen soveltuvuus ja kurssien akateeminen taso

Ulkomailla suoritettavien kurssien soveltuvuudesta oli huolta opiskelijaryhmillä B, C, D. Opintojen korvaavuus nousi estäväksi tekijäksi lähtöä harkitsevilla ja se nostettiin usein esille myös suunnittelijoiden vastauksissa. Ryhmän A opiskelijat olivat usein tehneet harjoittelun tai vaihto-opintojakson opintojensa myöhemmässä vaiheessa, jolloin opettajan opintoihin kuuluvat pakolliset monialaiset kurssit oli jo suoritettu Suomessa.

Pelko opintojen heikosta akateemisesta tasosta nousi sitä vahvemmaksi, mitä vähemmän kehittyneeksi maa nähtiin. Tavoite tehdä akateemisesti korkeatasoisia

kursseja, tunnustetuissa yliopistoissa englannin kielellä tuli esille suunnittelijoille tehdyssä haastattelussa.

Suosituks

1. Henkilökohtaisen kasvun ja kehityksen merkitys opiskelijoille tunnistettava

Opettajaopiskelijat tunnistavat itse hyvin ulkomailla saadun kokemuksen merkityksen henkilökohtaisen kasvun mahdollistajana sekä sen tuoman hyödyn tulevassa ammatissa. Korkeakouluissa tulee suhtautua vakavasti myös ei-akateemisten oppimistulosten merkitykseen.

2. Tiedon ja kokemusten välitys opiskelijoilta opiskelijoille varmistettava

Informaatiota vaihdosta on saatavilla runsaasti niille, jotka sitä osaavat etsiä. Perinteisten tiedotuksen muotojen lisäksi on tärkeää luoda rakenteet, jotta jo ulkomailla opiskelleet tai harjoittelun suorittaneet opiskelijat saadaan mukaan jakamaan henkilökohtaisia kokemuksia.

3. Tiedotus opintojen alkuvaiheessa osaksi opetussuunnitelmaa

Ensimmäisen ja toisen vuosikurssin aikana opiskelijoille tulee selkeästi kertoa, että ulkomailla opiskelu tai harjoittelu ei viivästytä opintoja. Vaihto-opintojen tai harjoitteluun liittyvän tiedon ja tuen tulee olla kaikille saatavilla.

4. Liikkuvuusjakso opintosuunnitelmaan merkittävä valmiiksi

Opettajan opintoihin kuuluu paljon pakollisia monialaisia ja kasvatustieteen opintoja. Pääsääntöisesti nämä opinnot suoritetaan ensimmäisten vuosien aikana, jolloin opinnot vaativat paljon läsnäoloa. Jo ensimmäisten vuosien aikana opiskelijoille tulisi aktiivisesti kertoa, että ulkomailla suoritettava harjoittelu tai vaihto-opintoja on helppo suorittaa seuraavien vuosien aikana ilman opintojen viivästyistä.

5. Tunnustetun ja arvostetun sivuaineen luominen tiedekuntaan

Interkulttuurisen kompetenssin lisääntyminen ei ole opetettava aine, mutta opettajan ammattitaidon kannalta merkityksellinen. Ulkomailla suoritetun vaihdon tai harjoittelun aikana kehittyvät moninaiset kompetenssit tulisi tunnistaa ja tunnustaa paremmin. Tiedekunnan erillinen sivuaine interkulttuuriseen

kompetenssiin tai kansainvälistymiseen liittyen tekee vaihto-opiskelusta realistisemman mahdollisuuden kaikille opiskelijoille.

6. Harjoittelun suorittaminen ulkomailla mahdolliseksi opintojen aikana

Osalle opiskelijoista on elämäntilanteesta riippuen helpompi suorittaa ulkomailla 3-6 kuukautta lyhyempi opintojakso. Opettajaopiskelijat ovat kiinnostuneita tutustumaan muiden maiden koulujärjestelmään, joten lyhyenkin harjoittelun suorittamisen mahdollistaminen osana pakollisia opintoja on ammatillisesti merkityksellistä.

7. Lyhyemmät vierailut kehittyvissä maissa osaksi laajempaa kurssia

Laajuudeltaan 5 ECTS opintopisteen kurssi, joka sisältää 1-4 viikon matkan, ennakkotehtävät ja reflektion matkan jälkeen sopii hyvin sekä opiskelijoiden ohjelmaan että yliopiston kurssirakenteeseen. Kokemusten jakaminen opinto- tai harjoittelujakson jälkeen lisää oppimiskokemuksen merkityksellisyyttä, ja ryhmässä suoritettu matka mahdollistaa kokemuksen myös turvallisuudesta tai yksinäisyydestä huolehtiville opiskelijoille.

8. Opetushenkilökunnan tiedottaminen ulkomaan kokemuksen hyödyistä

Kielitaidon ja kulttuurin tuntemuksen lisäksi kansainväliset kokemukset parhaimmillaan lisäävät opiskelijoiden uteliaisuutta, sitkeyttä, minäpystyvyyden tunnetta ja tuottavuutta. Usein piiloon jäävät kompetenssit tulee paremmin tiedostaa, ja henkilökunnan tulee olla tietoinen laajemmin eri kompetenssien kehittämisestä.

9. Yhteistyö yliopistojen välillä kehittyvien maiden mukaan saamiseksi

Suhteiden luominen kehittyvien maiden yliopistojen ja kansalaisyhteiskunnan kanssa on pitkäjänteistä toimintaa. Jotta opiskelijavaihto ja harjoittelujen suorittaminen mahdollistuisi opiskelijalle haastavissa olosuhteissa, yhteistyösuhteita pitäisi aktiivisesti luoda ja ylläpitää. Yliopistojen on hyvä luoda yhteinen koordinaatio kehittyviin maihin suuntautuvaan yhteistyöhön.

10. Erillinen tuki ammattikorkeakoulujen opiskelijoille

Yliopistoissa opintojaan suorittaville opiskelijoille on toimivia vaihto-ohjelmia, joihin on myös valmis rahoitus. Ammattikorkeakouluissa opettajan pätevyyttä suorittavien mahdollisuudet lyhytaikaiseen harjoitteluun ja liikkuvuuteen edellyttävät kohdennettua taloudellista tukea.

2 A summary of the findings and recommendations

To provide recommendations, all web-based questionnaire and interview data from the teacher education students (hereafter students) and the faculty of education staff responsible for planning and coordinating international student mobility (hereafter international mobility coordinators) has been analysed. This chapter starts with a summary of the key factors that boost and hinder student mobility, and then moves on to the recommendations, first in Finnish and after that in English. A description of the execution of this study and a more detailed analysis of the replies can be found in English in Chapter 3 and 4.

Based on their previous experiences and motivations, students were divided into the following groups:

- A) students who have already participated in international student mobility;
- B) students who are actively planning to participate in international student mobility;
- C) students who are considering participation in international student mobility;
- D) students who have never thought about participating in international student mobility.

The findings, based on the extensive data, are diverse and, depending on the student groups, also contradictory in some cases.

Benefits and barriers to international mobility

1. Development of personal competencies and skills as a motivating factor

The possibility for personal growth was emphasised by all student groups as a key motivating factor for studying or training abroad. Group A students, who had already participated in international student mobility, focused on the personal and professional growth they had achieved as a result of their experiences abroad. In contrast, the importance of academic gain was much more prominent in the replies of the international mobility coordinators. In the replies from students in groups C and D, and coordinators, studying abroad was also associated with a fear of academically lower quality of studies.

2. Fear of delayed studies and the perceived requirement to specialise

International mobility coordinators and students in groups B, C and D emphasised the view that the structure of the teacher education curriculum limits the possibilities for student mobility. The fear of delayed studies was strongly associated with the desire to conduct all studies in Finland, even though in reality that is not a mandatory study choice. Students' replies emphasised the goal of completing at least two basic study-level minor subjects that are taught in schools or completing one basic and subject study-level minor (which enables teaching in junior high school) in their home university, which provides them the credits they need for their degree. This typically led to minor studies being prioritised above international mobility. Interviews with international mobility coordinators also highlighted that nowadays students feel an increased pressure to collect as many credits as possible, maybe even a second master's degree, within five years.

By contrast, in replies given by students who had already participated in international student mobility (group A) the anxiety about delayed studies was not an issue. Most students from group A recommended studies abroad and noted that all students should be informed right at the beginning of their studies that studies abroad do not necessarily result in delayed study schedules. In these replies it was evident that there is also misinformation among the students regarding financing studies abroad and the financial support that is available for international studies.

3. Teaching staff/coordinator support and the readiness of the students

Group C and D students emphasised that they had not received sufficient or necessary information about studying or doing an internship abroad. However, the same students cited family-related factors in Finland, the inadequacy of their linguistic skills, the fear of not coping well abroad or the difficulty of organising the practicalities as preventing them from going abroad. International mobility coordinators remarked that sometimes the assumed superiority of the studies provided by the home university is highlighted in the attitudes of the teaching staff responsible for teacher education.

In interview, group A students commented that studying and doing an internship abroad involves a lot of planning, filling out forms, and sorting out practicalities beforehand. So despite the financial and other types of support provided by the university, going abroad still requires a substantial effort from the students themselves.

4. Applicability and academic quality of courses studied abroad

The applicability of courses studied abroad worried students in groups B, C, and D. The uncertainty regarding the transferability of international studies was also a preventative factor among students considering international student mobility, and the same factor was also noted by international mobility coordinators. In many cases group A students had carried out their international mobility in the later stages of their studies, after they had completed the interdisciplinary courses that are a mandatory part of teacher education in Finland.

Concerns about the inferior academic quality of courses available abroad correlated strongly with the development stage of the target country. In interviews conducted with international mobility coordinators it was also noted that, in general, students aim to study in well-known universities where they can take high-quality courses provided in English.

Recommendations

1. Recognise the significance of students' personal growth and development

Teacher education students are good at recognising the significance of their international experience as an enabler for personal growth and as an asset that they can use later in their professional life. Finnish higher education institutions need to acknowledge the significance of non-academic learning outcomes.

2. Secure knowledge and experience transfer between students

There is plenty of information available on international student mobility for those who know where to find it. To support traditional information exchange channels, it is important to create new modes and channels which enable students with international mobility know-how to share their personal experiences with other students.

3. Share information about international mobility in the early stages of the curriculum

It is crucial to properly inform the first- and second-year students of the fact that studying or doing an internship abroad does not delay their studies. The information on study exchange and doing internships abroad must be readily available for everybody.

4. Include a “mobility semester” in the curriculum

Teacher education includes a lot of mandatory courses on interdisciplinary studies and education theory. These courses are taken primarily during the first few years of study when the studies also require high attendance in classes. However, students should be informed right from the start that it is easy to study or do an internship abroad later in their studies without the fear of the mobility period delaying their studies.

5. Create a recognised and esteemed minor in the faculty

Enhancing intercultural competence is not a subject that is currently taught in teacher education, but it holds significant importance for developing teachers’ professional expertise. The competences that students gain during their international exchange and internship periods need to be recognised and esteemed better in Finnish higher education institutions. Creating a separate minor into the faculty to enhance intercultural competence or internationalisation turns exchange study period into a more realistic option for all students.

6. Enable shorter international internship periods during studies

Due to their personal circumstances, for some students it is more feasible to have study/internship periods that are shorter than 3–6 months. Students are interested in getting to know education systems in different countries, and therefore, making it possible to carry out even a short international internship is professionally meaningful.

7. Include shorter visits to developing countries in a larger course

A 5 ECTS course that includes preliminary assignments, a one- to two-week visit, and a reflection after the visit fits well into both the students’ study schedule and the course structure used in Finnish universities. Sharing experiences after an international study or internship period increases the significance of the learning experience, and if organised as a group trip it would encourage students with concerns about security or loneliness to join.

8. Inform teaching staff about the benefits of international experiences

At their best, international experiences increase students’ curiosity, persistence, productivity, and can-do attitude in addition to improving their linguistic capabilities and cultural understanding. University staff members need to have a

more thorough understanding of how different competences develop as a result of international experiences.

9. Establish joint cooperation among Finnish universities to foster links with developing countries

Establishing relationships with universities and civil society in developing countries requires long-term commitment. To enable student exchange and internship possibilities in an environment that can be challenging for a student, cooperation and relationships need to be actively created and nurtured. It will be beneficial for Finnish universities to establish joint coordination for cooperation activities that are directed towards developing countries.

10. Provide targeted support for students in Universities of Applied Sciences

There are well-functioning exchange programmes with dedicated funding for students studying in Finnish universities, however, these are often not available to vocational students. Teacher education students studying in Universities of Applied Sciences need targeted financial support to participate in short-term internships and mobility abroad.

3 Study design and implementation

When we considered the stakeholders that influence student mobility, four main groups were identified (see Figure 1).

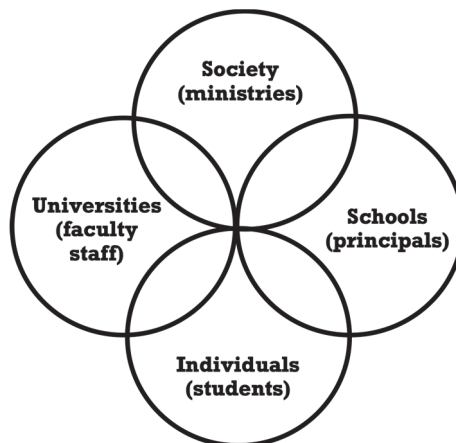


Fig. 1. Student mobility stakeholders.

The key goal of this study was to identify the barriers and benefits to going abroad in order to develop concrete proposals for how teacher education (hereafter TE) student mobility can be increased. As a consequence, the study chose to focus on two stakeholder groups where policy changes and actions can most easily influence student mobility viz. universities and students.

The study covers all eight universities offering TE training (University of Eastern Finland, Helsinki, Jyväskylä, University of Lapland, Oulu, Tampere, Turku, Åbo Akademi) plus Jyväskylä University of Applied Sciences to give a vocational teaching student perspective.

Both stakeholder groups were sent an online questionnaire, followed up by face-to-face or telephone interviews, summarised in Table 1.

International mobility coordinators all answered the same questionnaire (see Appendix 1). Their answers were then used as the basis for further discussion during interview.

Teacher education students were also sent an online questionnaire (see Appendix 2) with questions in English or Finnish (and free text answers in Swedish). Earlier research on student mobility such as CIMO (2013) was taken into account in the context of the study and in the design of the online questionnaire and

interviews. Consequently students answering the questionnaire were categorised into one of four self-selected groups as shown in Table 2.

Table 1. Student mobility stakeholders.

Stakeholder	Universities	Students
Data collected from	International mobility coordinators responsible for outgoing teacher education students	Students on a teacher education programme leading to a teacher qualification
Data collected	9 online questionnaires 8 face-to-face or telephone follow-up interviews	698 online questionnaires 12 face-to-face follow-up interviews
Languages	English	English, Finnish (questionnaires) Finnish (interviews)

Table 2. Percentage of students answering the online questionnaire, by category (n = 698).

Category	Description	Percentage
A	Students who have already been on exchange/training abroad	14%
B	Students who have not been but are planning to go	24%
C	Students who had considered going abroad but ended up not going	17%
D	Students who had never considered going abroad	45%

Students were asked different questions according to which group they self-selected. Appendix 2 shows a summary of the questionnaire and number of responses.

Selected students from the A, B & C categories were then invited for follow-up interviews (see Appendix 3). As the interviews focussed mainly on the perceived benefits of going abroad, most of the selected students were from category A.

4 Findings and recommendations

In this chapter we present the findings followed by recommendations to offer justifications for the recommendations aimed to universities, teacher education institutions and policy makers on international student mobility. Four significant factors influence student mobility: 1) Prevailing educational policy and societal circumstances; 2) Schools as future work contexts; 3) Actions taken by the universities responsible for teacher education; 4) Teacher education students' personal views, experiences, and opinions regarding studies or internship periods abroad. We start from what the students highlighted as the key motivating factor, the *significance of the personal learning experience*.

4.1 Personal benefits are key

Our study confirms what previous research indicates, that the key benefit of international mobility to students is the development of personal competencies and skills.

To explore TE students' views on the benefits of going abroad, all four groups A, B, C and D were asked to respond to the statement "For a TE student like you, do you agree that studying / training abroad can help them to develop personally / academically / with their career" using a Likert scale (strongly agree – disagree – neither agree nor disagree – agree – strongly agree). Figure 2 shows that the percentage of students who agreed or strongly agreed on personal benefits being important was high in all four groups. Even students in group D, who had never considered going abroad, believed the experience could help them develop personally. Only students in group A, who had already been abroad, valued the possibility to develop academically relatively high, yet they did not value it as highly as the possibility develop their career.

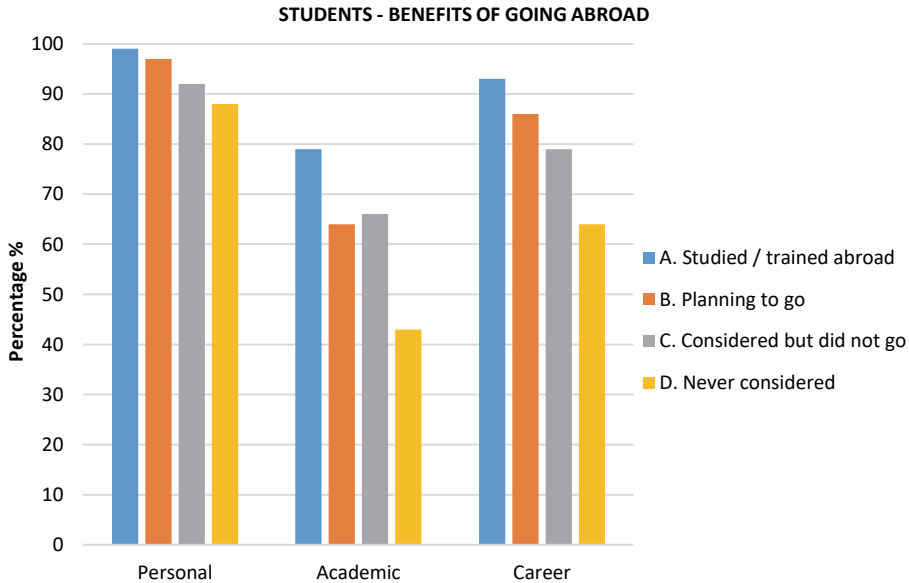


Fig. 2. Perceived benefits of going abroad (n = 698).

There was strong emphasis on personal development both in the expectations and experiences of the benefits of going abroad. Group B students answered (n = 156) the question “Why do you want to go abroad? What do you consider to be the main benefits?” and group A students answered (n = 94) the question “What were the main benefits to you of your trip abroad?” In their answers, students very often mentioned new experiences, new perspectives, cultural understanding, a wider world view and growing self-confidence as important benefits for them.

“Kokemus ulkomailla (yksin) asumisesta ja pärjäämisestä.” ”Uusia: näkökulmia, kontakteja, kokemuksia, elämyksiä, muistoja, ystävyksiä, käytäntöjä.”

“Experience living (alone) and surviving in a foreign country. New: perspectives, contacts, experiences, memories, friendships, conventions.”
Student B

“Haluan nähdä maailmaa ja päästä pois omasta kotikaupungistani hetkeksi.”
“I want to see the world and get out from my home city for a while.” Student B

Most students did not highlight the academic experience, although in many answers the connection to working life relevance and academic development was clearly stated through benefits such as gaining language skills and knowledge of other education systems and teaching methods. Group A and B students were asked the same question concerning their expectations of, or experiences in, lower-income countries and the reasons were similar:

“Itseluottamus (pärjää yksin uudessa paikassa), kokemus, joka näyttää hyvältä työhaussa (kertoo kansainvälisyydestä, sopeutumiskyvystä, rohkeudesta jne.), kokemus, joka vahvisti omaa tuntemusta maailmankansalaisuudesta ja toisaalta opetti arvostamaan myös koti-Suomea enemmän.”

“Self-confidence (surviving alone in a new place), an experience that looks good in a job application (tells about internationality, adaptability, courage etc.), an experience that strengthened my sense of world citizenship and also taught me to value Finland more.” Student A

Despite this, most universities still view the main purpose of international mobility as benefiting students academically. Therefore, we recommend that universities focus more on (partly hidden) competences based on personal experiences and believe that career and academic development are strengthening the same time.

Furthermore, focussing more on personal rather than academic development may allow universities to view a wider range of higher education establishments more favourably. For example, when reviewing partnerships with universities situated in culturally different areas or lower income countries, these could now be seen as potentially very positive, if challenging, destinations for personal development rather than simply judged on how closely their academic offering matches the home university.

Recommendation: Universities should recognise and promote the personal competencies that are developed through international mobility and focus less on the academic benefits of international mobility.

4.2 Students who go abroad are an underused resource

Barriers for not going abroad were diverse and partly group specific for TE students. To investigate the main barriers, student groups B, C and D completed a multiple choice Likert-scale on different reasons (D: “What are your reasons for

not considering an exchange / training abroad?” C: “How important were the following reasons for you not going on exchange / training trip abroad?” B: “Which, if any, of the following possible consequences of going abroad are you concerned about?”

“Ulkomaille lähdön etuja kannatta tuoda esiin selkeästi (esim. muiden opiskelijoiden kokemukset, työelämätaidot) ja mahdollistaa harjoittelun / vaihdon sisällyttäminen tutkintoon.”

“The pros of going abroad should be brought out clearly (e.g., other students experiences, working life skills) and to allow internships/exchanges to be included in the degree.” Student B

“Tietoa hyvistä vaihtokohteista on ollut huonosti saatavilla. Olisi mukavaa, jos vaihtokohteista kerrottaisiin jo hyvissä ajoin opintojen alkuvaiheessa. Olisi lisäksi hyvä, että opiskelijat kuulisivat muiden opiskelijoiden vaihtokokemuksista. Kun kuulee, että muutkin ovat selvinneet ulkomailla ilman täydellistä kielitaitoa, uskaltaa ehkä itsekin lähteä vaihtoon.”

“Information on good exchange destinations has been poorly available. It would be nice if the exchange destinations were discussed well in advance at the start of the studies. It would also be good for students to hear about other students' exchange experiences. When you hear that others have survived abroad without a perfect command of the language, you might find the courage yourself.” Student C

As shown in Figure 3, the main reasons were partly academic (e.g., missing studies/delaying graduation or not suitable courses), partly personal (e.g., missing family and friends) and partly structural (e.g., not enough guidance). Students were also asked to give reasons or explain why they were concerned that going abroad might harm their career or what makes the idea of studying abroad stressful. In these answers, personal reasons (families, relationships, pets, relatives, study mates), concerns about their own well-being as well as the (in)adequacy of their language skills were most often mentioned. Required preparations and uncertainty about how to manage them made many students choose not to go.

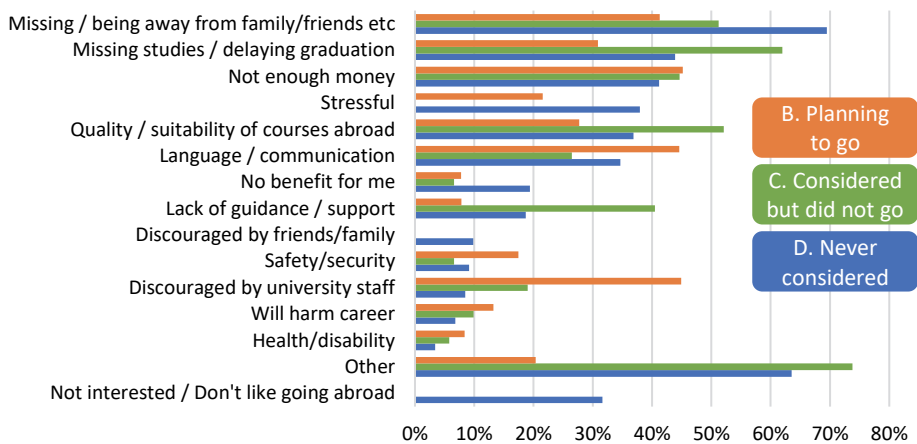


Fig. 3. Students' barriers to mobility (n = 604).

Groups A, B and C were asked “How, if at all, could TE students considering studying / training abroad be better supported?” Students indicated that more information, more support and more encouragement was needed. The most interesting finding was that other students’ experiences were seen as a good, motivational and supportive way to promote mobility by all groups. Group B students’ answers (n = 105) and group C students’ answers (n = 104) stated clearly that more accurate information and more discussion on the experiences from students who had been abroad would help them. Group A students’ answers (n = 74) demonstrate that they are enthusiastic and ready to talk about their experiences to promote mobility for other students. Some of them also seemed to be aware of misinformation about international mobility among other students.

“Pakollinen luento kaikille vaihdosta ja kertoa heille, miten heitä tuetaan ja mitä he saavat siitä itse.”

“Obligatory lecture for everyone about the exchange programme and to tell them how to support them and what they get from it.” Student A

“Vaihtoon hakemisesta puhuttiin myös mahdollisuutena / hankalana asiana kasvatustieteellisessä, eli tästä harhaluulosta eroon.”

“Applying for an exchange was also talked about as an opportunity / as a difficult thing in educational science, to get rid of this delusion.” Student A

Group A students were asked “What advice would you give other teacher education students considering exchange/training abroad?” Their answers (n = 87) showed that they were realistic about the amount of paperwork and other “hassles”, often giving advice to start preparations in good time. Interestingly 67 out of 87 students started their answer by simply encouraging other students not to hesitate but to go, because it would be a wonderful experience.

“Valmistaudu siihen, että kaikki ei aina mene niin kuin haluaisit ja sinnikkyyttä pitää olla matkassa mukana.”

“Be prepared for the fact that not everything will always go the way you want it to, and you need to persevere.” Student A

“Kannattaa ehdottomasti lähteä, vaikka käytännön järjestelyt kuulostaisivat vaikeilta. Vaihto on koko elämä vuodessa.”

“It's definitely worth leaving, even if the practical arrangements sound difficult. Exchange is like a lifetime in one year.” Student A

“Lähde. Matkailu ja maailmankatsomuksen avartaminen on parasta mitä ihminen voi itselleen tarjota. Mene rohkeasti mukavuusalueesi ulkopuolelle!”

“Go. Travelling and expanding your worldview is the best thing a person can offer to her/ himself. Feel free and have the courage to go outside your comfort zone.” Student A

“Lähde ihmeessä! Se rikastuttaa elämäsi, ajatteluasi, kasvattaa ystäväpiiriäsi.”

“You should definitely go! It will enrich your life, your thinking, expand your circle of friends.” Student A

“Do it! You have nothing to lose and much to gain.” Student A

Acknowledging that going abroad for exchange or teaching practice will still involve a lot of paperwork, preparation and solving practical issues both in Finland and in the destination country, a good way to support students seems to be using other students as ambassadors for mobility. In addition to structural changes in curricula, official information channels and the hard work of mobility coordinators, which are all very important, student ambassadors can do valuable work in promoting mobility as a possibility during TE studies. Sharing their experiences with other students would at the same time highlight the personal learning

outcomes, which is an important motivational factor, and promote an understanding of the competences they have gained during their time abroad.

“Luulen, että ulkomaille lähtemisen vaikuttaa paljon se, että lähtevätkö opiskelijakaverit ympärilläsi.”

“I think going abroad has a lot to do with whether or not your student friends around you go.” Student B

Recommendation: Universities should systematically use student ambassadors to promote the benefits of international mobility to other students. Students are really eager to share their experiences and faculties should create spaces for student to student knowledge exchange.

4.3 Course timetabling is perceived as a key barrier

Every international mobility coordinator (hereafter IMC) mentioned the curriculum as a perceived barrier to mobility for teacher education students. Many students' views on timetabling were similar to coordinators. 75% of D students (who had never considered international mobility) agreed that changes to course structures & requirements so that they did not miss any mandatory courses or have their graduation delayed would make them likely or very likely to consider study or training abroad.

“Their course schedules during the semesters are so strict, they cannot simply fit in an entire semester abroad.” (IMC)

Teacher education programmes typically have a high proportion of compulsory study elements, which contributes to a relatively tight schedule within both bachelors and masters degree programmes. The perception is that programmes do not offer sufficient opportunities or “windows” in which to study or train abroad. As a consequence, there are concerns that students who elect to study abroad will miss some compulsory element of their course and thus be forced to delay graduation.

Firstly, most IMCs feel that it is difficult for students to go away, particularly for a whole semester, without **missing a mandatory course**. Often, these courses are only being offered once a year in Finland and therefore missing them means having to take them the following year, which *“almost automatically delays the graduation.”* Nor are students usually able to undertake these missed compulsory

elements of teacher training whilst abroad. Coordinators also highlighted that mandatory elements of teacher education courses are not usually recognised by the Finnish university if they are undertaken internationally. As one coordinator remarked, *“We still have problems in the degree programme structures with recognising ... full recognition and transferring the credits back fully.”* The same issues also apply to training practices, with at least one university mandating that all training practices must be completed in Finland, meaning that any training abroad would need to be undertaken as an additional elective element.

“Olen jo pian valmistumassa, ja nyt harmittaa, etten aikoinaan lähtenyt vaihtoon. Silloin ei ollut rohkeutta, koska kielitaito ei ollut niin hyvä, ja olisi pitänyt löytää ja opiskella kursseja, jotka voisi suoraan saada tutkintoon. Eli melkeinpä olisi pitänyt tehdä sivuaineopinnot vaihdossa, koska tämän koulutuksen vastaavia kursseja ei ole niin helppo löytää ulkomailta.”

“I will soon finish my studies, and now regret that I didn't go to exchange. At that time I didn't have courage because my language skills were not that good, and I should have found and studied courses that could directly qualify for the degree. In other words, should almost have done minor subjects in exchange, because it is not so easy to find such courses for this education abroad.”
Student B

A further consequence of this **lack of recognition** is that students may not always receive sufficient credits for courses undertaken during the period they were away, even if these were not mandatory. This means that they risk not gaining enough credits overall to graduate within the five years.

The inflexibility of the curriculum as a barrier is significant, as there is considerable **social and financial pressure to graduate within the 5 year period**, on both universities and students. As one coordinator stated, *“There is a lot of pressure for the students in today's society – from the public discussion, from the politicians, that people should get into the universities as young as possible, graduate as fast as possible and start earning to pay taxes.”*

However, most coordinators also agree that **student perceptions of timetabling barriers are often worse than reality**. *“Students are worried about any (imagined) delays in their studies”,* wrote one, whilst another said that *“in reality those students who do go abroad have usually managed to graduate on time.”*

“There should be a mobility window or similar embedded in the studies. It is very common that studies completed abroad are seen as extra or optional.”
(IMC)

There is a common **myth amongst students** that it is simply “not possible” to fit in a semester of study abroad or that going on exchange will delay graduation.

“Opiskelijoita pitää muistuttaa, että vaihtoon lähteminen ei tarkoita valmistumisen viivästymistä.”

“Students should be reminded that going to exchange does not mean a delay in graduation.” Student A

To conclude, it seems that whilst there are existing timetabling challenges, these are perceived by many students to be even more consequential than is in fact the case. For most teacher education programmes, the mobility semester is likely to fit either during the 3rd year of the Bachelor’s programme and/or the 1st year of the Master’s programme (i.e., the 4th year of study).

Recommendation: Universities should create a “Mobility Semester”, during which only optional and elective courses are timetabled. The information about the Mobility Semester should be disseminated during mandatory lectures/seminars right from the beginning of the TE studies, to ensure that all students are given the information, and to allow students to adequately consider and prepare for mobility.

4.4 Students feel under pressure to undertake specialist minors

As mandatory parts of the TE curriculum typically have to be studied in Finland, students wishing to go abroad must do it as part of a minor or elective course of study. However, coordinators report that for a number of reasons **students are under pressure to focus on “domestic” minors** in specialist or subject-specific areas such as early years teaching, physical education or music, rather than studying abroad.

“The challenge is that even if the degree structure allows the students to do a lot of their elective studies abroad and they can basically do whatever they like, in practice they want to do the specialisation in one or more school subjects.”
(IMC)

Firstly, coordinators report that **students still feel that specialist minors will help them to secure employment**. Part of this pressure is perceived to come from schools, who still prioritise applicants who can offer a subject specialism that the school is lacking: *“If you have a look at the job advertisements for primary teacher, they still say quite often that we are looking for [someone] who is specialised in music education or physical education for example, even though in reality the actual specialisations died almost thirty years ago. But the labour market is slow to react to the changes.”* Furthermore, having a subject specialism (or two) enables primary school teacher students to apply for a wider range of jobs as it allows them to work in secondary schools.

Another pressure comes from the students themselves. *“It is very competitive to get into teacher education in Finland, so students are typically quite ambitious”,* states one coordinator, *“and there is a lot of pressure for getting double or even triple qualifications.”* Although students reported that they felt they needed additional minors in order to have a competitive edge, many coordinators felt that this was *“totally hype and pointless in most of the cases because we do have, if not directly a lack of primary teachers, if you are prepared to move outside [the major cities] it’s not a problem to get a job.”*

“I think sometimes our students sometimes have overambitious plans and misconceptions regarding the curriculum requirements.”(IMC)

Finally, a lack of any clearly defined “internationalisation” minor in most universities means that **many students do not value a period of study abroad as equal to a traditional specialist minor**. As several coordinators explained, whilst specialism minors lead to clearly defined (and rewarded) competences, the same is not true of study or training abroad. Furthermore, study abroad is not always linked to a specific minor, but may be undertaken either as part of another minor or contribute to stand-alone elective credits.

“Moni opiskelija haluaa suorittaa kaksoispätevyyden yhdestä tai useammasta aineesta, jolloin opinnot saattavat venyä jo ilman vaihtoon lähtemistä. Tällöin vaihtoon meneminen voi tuntua hankalalta.”

“Several students want to take a double qualification in one or more subjects, so their studies may be stretched even without attending an exchange programme. This can make it difficult to go to the exchange.” Student B

A more tangible factor motivating students to choose subject specialism minors over a period of study abroad is the long-term financial gain. Teachers who gain a qualification in a specific subject specialism can earn additional money if they then coordinate or teach that subject at school. As one coordinator remarked, *“That beats the money you get for going abroad, as it’s every month, not just once, so of course students are going to choose these minors.”* This extra salary is not awarded to teachers with an internationalisation minor.

Recommendation: Universities should create and promote a specific, competence-based 25 or 30 credit internationalisation/intercultural competences minor to create more value. Some of the credits gained abroad could be put towards this minor and other courses in Finland that allow students to reflect on their experiences abroad.

4.5 Concerns over the recognition and suitability of international courses

Another barrier to increasing international teacher student mobility is that **courses offered abroad are too often seen as unsuitable** due to concerns over quality, language or the lack of recognition back in Finland.

Firstly, coordinators argue that most Finnish students considering a trip abroad want to study in **English rather than another foreign language**. Many IMCs complained that too few universities outside of anglophone countries offered sufficient relevant courses in English, which means that there is limited choice. One coordinator complained that *“the lack of courses taught in English in TE studies in our partner universities is a problem, our students will have to take courses from other fields of study and not in their ‘major’ field.”* Another could not understand why they have a contact with a faculty of education in Italy, as they do not offer any English-language courses to exchange students and therefore no TE student has ever gone there.

“Maat, joihin harkitsen vaihtoon lähtemistä, on valikoitunut siten, että heidän koulutusjärjestelmänsä kiinnostaa minua ja se olisi kielitaidollisesti hyödyllisempää.”

“The countries I am considering going to have been selected because their education system is of interest to me and because they would be more useful in terms of language skills.” Student B

Concern over **the quality of courses on offer** was mentioned by almost all coordinators. This was a particular issue for partnerships with universities in lower-income countries. Many coordinators admitted to a **lack of knowledge about these countries**, which contributed to (perhaps unfounded) concerns over security and course quality. One admitted, *“We simply don’t have the time or the funding to check out these countries.”* Another issue is that receiving universities abroad are often quite inflexible with their programmes of study, particularly at masters level. One coordinator related that a master’s student on exchange had been obliged to study all her courses at the bachelor’s level as the university did not allow exchange students onto master’s courses.

Interestingly, some students felt that because Finland has such a good educational reputation internationally, any course abroad was unlikely to be of the same high quality as that within Finnish universities. For this reason **students did not feel that it was worthwhile studying abroad** as they were unlikely to get any “better” teaching than in Finland.

“Ulkomailla opiskelusta pitäisi ehdottomasti kertoa enemmän. Tuntuu jotenkin, että tätä Suomen koulutusta ja koulukokemusta arvostetaan niin paljon, ettei välttämättä uskalleta lähteä ulkomaille ”vähemmän” arvossa oleviin kouluihin. Eikä kaikkia yksinkertaisesti edes kiinnosta ulkomaantouhut muuten kuin matkailun merkeissä.”

“There should definitely be more information given on studying abroad. Somehow, it seems that Finnish education and school experience is valued so much that you do not necessarily dare to go abroad to “less worthy” schools. And not everyone is simply even interested in going abroad, except for tourism.” Student C

Recommendation: Universities should focus on bilateral cooperation. Relationships with receiving countries universities should be well taken care of by university staff and alumnae.

4.6 Faculty staff are not supportive enough of international mobility

A surprising finding is that faculty of education staff are often not that supportive of international student mobility. As one coordinator wrote, *“It would be most appreciated if the Faculties of Teacher Education would also understand the value*

of internationalisation in a wider perspective. They seem to be the last ones not being quite that open to the idea. I think they still live in the belief that they are educating students for the national labour market, with no use of international experiences nor contacts.”

Many coordinators feel that **staff could be more explicit about the benefits of international mobility to students in areas such as their future career**: *“The supervisors and teacher could encourage the student to go abroad by telling them how it will help them with their career and job opportunities. This would also make it easier to start planning, when the mobility is not seen as something that disturbs studies.”* Although generally faculty staff are not seen as discouraging applications, the fact that they are not always enthusiastic promoters may tacitly encourage negative student perceptions such as the fact that there is not enough time in the study timetable for an international mobility trip.

“Tuntuu ettei yliopiston puolelta saa kannustusta lähteä vaihtoon koulutusohjelmassamme (halutaan että valmistutaan nopeasti).”

“It seems that there is no incentive on the part of the university to embark on an exchange program (they want us to graduate quickly).” Student B

The findings also suggest that staff could do more to recognise the growing future importance of internationalisation as a competence in a globalising world. Finally, coordinators also felt that student unions could do more to support and promote mobility.

Recommendation: Faculties of education should ensure that benefits of mobility are clearly communicated to staff through promotion of mobility semester and Internationalisation minor. The hidden competences developed during mobility period should be identified and recognised by the university teachers and lecturers.

4.7 Support for mobility is there for those who can find it!

All the universities claim to offer a **wide range of support for students considering international mobility**, including information through both general presentations and individual meetings with mobility coordinators. Additionally, all include support for choosing a suitable host university & programme of study and

for students with a disability. Most (75%) also offer support with learning the host language and with liaising with the host institution.

However, despite this, many students do not feel they have enough support or guidance, with nearly 50% of those planning to go abroad stating that this was a barrier.

One reason may be structural. Many universities have separate faculty and university mobility offices which makes it complicated, with different staff assisting depending on what funding stream or university a student is considering applying to: *“we need a better co-operation between our central office and our department.”*

Personal reasons connected with caring attitude and positive group dynamics were often mentioned by students as a barrier to mobility.

“Luulen, että me opettajaopiskelijat rakastamme perhettä, ystäviä, kotia, Suomea, ja lisäksi maanläheisyyttä, rutiineja ja omaa tilaa. Näin stereotyyppisesti sanottuna. Lisäksi opeopintojen sitovuus ja ryhmähenkisyys lisää halua mennä muiden kanssa samaan aikaan.”

“I think teacher students love family, friends, home, Finland, but also down-to-earth life, routines and their own space. Stereotypically. Besides, commitment to studying and team spirit increases the desire to go with others at the same time.” Student C

“Uskoisin että suurin syy miksi moni jättää lähtemättä on nykyiset työpaikat ja asunnot suomessa. Niitä ei välttämättä saa takaisin, kun palaa, joten lähtö ei ehkä olen sen arvoinen.”

“I think the biggest reason why many do not leave is because of existing jobs and homes in Finland. They may not be available when you return, so maybe it's not worth it.” Student C

Recommendation: Universities should actively use student ambassadors when giving information and telling the benefits during compulsory courses. Not any student to miss the fact that mobility won't delay the graduation and there will be financial and other support available.

4.8 Few bilateral agreements & poor knowledge are key barriers to visiting lower-income countries

At present, only a very small proportion (c. 5%) of TE students that are going for exchange or training visit to a lower-income (hereafter LI) country (see Appendix 4). There are a number of reasons for this, including funding, a lack of bilateral agreements, student concerns over security, academic concerns over quality and more generally a lack of knowledge.

One of the key barriers is **the lack of existing bilateral agreements**. Only 5 out of the 9 universities have *any* faculty-level agreements with lower income countries and only 9 out of 70 LI countries are represented. Moreover, as Figure 4 illustrates, a majority of countries only have agreements with a single university. Therefore there is currently an extremely limited choice, if any, of destinations for TE students wishing to go on exchange to a LI country.

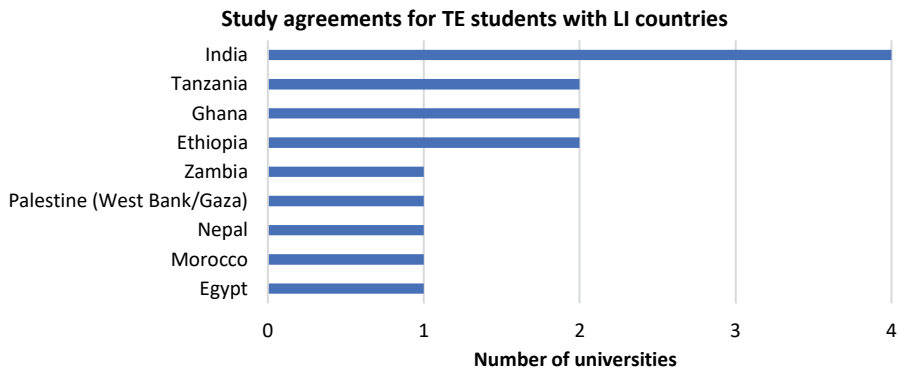


Fig. 4. Study agreements for TE students with LI countries.

Some coordinators did report university-wide agreements with LI country institutions, however these are typically not used by TE students, perhaps due to a lack of knowledge about them.

Coordinators were divided over whether funding itself was an issue for mobility to LI countries, however on balance this does not appear to be the key driver for the low number of students. What seems more likely is that it is a lack of bilateral agreements that may be driving funding issues. For whilst it is possible for students to arrange exchanges or training themselves, this is not typical and roughly half the universities will not fund such arrangements, as Figure 5 shows.

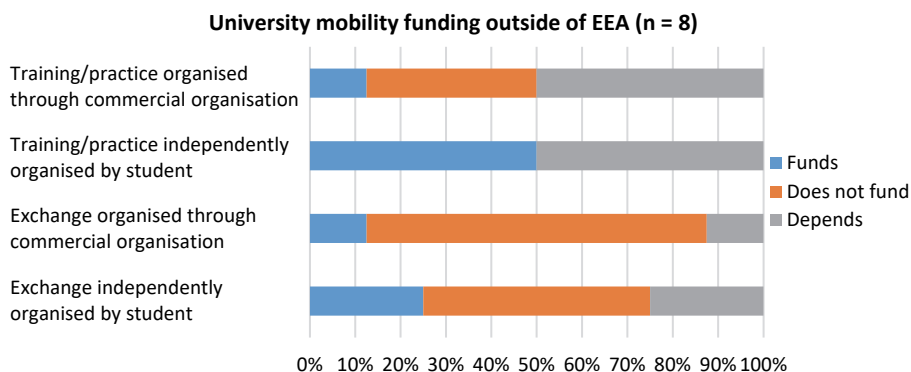


Fig. 5. University mobility funding outside the EEA (n = 8).

Another key barrier identified by coordinators was concern about **security, especially personal safety**. Many mentioned female concerns over sexism or harassment, a worry which was clearly evident in student responses as well. Coordinators also mentioned problems affecting the studies whilst abroad, such as strikes or non-payment of staff leading to universities being shut. This had led in some cases to students not being able to complete courses, with resulting issues over being awarded credits. Others felt that **students were simply uninterested in more challenging countries**, insisting that *“the students are more interested in countries with the best universities and higher income.”*

“The learning culture is very different, the political atmosphere scares many students.” (IMC)

“Turvallisuuden tunteen puute. En uskaltaisi naisena lähteä yksin.”

“No sense of security. As a woman, I would not dare to leave alone.” Student B

Finally, *“unfamiliarity with these cultures is definitely an issue.”* With many of these countries a general lack of knowledge and the perception of “difference” is also hindering travel. As one coordinator summarised, the key issues are *“lack of relevant information, sometimes unfounded fears and/or negative attitudes, and, unfortunately, also difficulties in LI countries’ systems.”* However, IMCs recognised that many of these concerns could be minimised through better information: *“Issues related to security and quality of teaching can be seen as a barrier that could be lessened with more accurate information of the countries and possibly other students testimonials.”*

To conclude, at present there are too few bilateral agreements between LI country institutions and Faculties of Education. Furthermore, resulting in a lack of choice for TE students. Compounding this is unfamiliarity leading to a negative view of conditions at the university and within the country.

Researching partnerships is time-consuming and difficult given the limited international coordination resources within individual universities. Consequently, many existing partnerships have been made through prior personal contacts. Unfortunately, a lack of communication & coordination between universities means that knowledge available in one university is not shared with others, resulting in very limited student choice.

The advantages could be considerable. Not only would coordinators be able to share information about their existing partnerships, but pooled resources and personal/alumni contacts would allow for more thorough research into prospective partner institutions, increasing knowledge and hopefully lessening or at least making clear any concerns about, e.g., security, safety or quality. Longer-term this arrangement might also permit Finnish universities to jointly bid for larger funding such as Erasmus + to develop specific partnerships also with lower-income countries.

Recommendation: University faculties of education should explore organizing partnerships at a national level. This could be done through a shared central team, which would manage the contact and approval of suitable universities on behalf of all the Faculties of Education.

4.9 Shorter-term trips can be effective for certain groups of students

Most coordinators continue to prefer longer-term study or training periods (i.e., 3 months +) as they feel that it has more impact on students: “*For BA and MA students we would still prefer full semester exchanges*”. However, they recognised that for certain students shorter visits can be appropriate and beneficial. These included students anxious to graduate on time, as well as those who cannot spend longer abroad due to personal reasons such as family commitments.

“A well-planned and implemented short mobility would be a very good option for many of our students, especially those who cannot spend a longer time abroad e.g. because of family obligations.” (IMC)

Coordinators also identified adequate support and planning as important for shorter term trips. This is supported by previous research which suggest that **the impact of a mobility period is significantly improved if students are supported pre- and post-visit**, to allow them to reflect on their development and what they have learnt.

“Näin opiskelun loppumetreillä harmittelen, etten ollut riittävän rohkea ja lähtenyt vaihtoon tai suorittanut lyhyempää harjoittelua ulkomailla.”

“At the end of my studies, I feel sorry for not being brave enough to go on exchange or do a shorter internship abroad.” Student C

Shorter trips in a group were also seen as a good **way to overcome student concerns about visits to more challenging countries** (e.g., that are very different culturally, or are perceived to have safety issues). For these countries, one IMC suggested, *“perhaps shorter visits with a teacher and a group of fellow students at first could help.”*

Shorter trips can therefore play a role in allowing certain groups of students who may otherwise not be able to, to go abroad. A key issue for shorter term trips is funding. One way or another all the universities prioritised longer trips when distributing funding. Indeed, other than for intensive short courses, many do not routinely fund shorter exchanges, or only to a minimal extent.

“The goal is to support a variety of internationalisation to match the needs and aspirations of the student.” (IMC)

Recommendation: Shorter-term courses are an effective option for certain types of students. A 5 ECTS course that includes preliminary assignments, a one- to two-week visit, and a reflection after the visit fits well into both the students’ study schedule and the course structure used in Finnish universities. If organised as a group trip it would enable students with security concerns or anxious about being alone to gain the experience.

4.10 Vocational students are a specific group with distinct needs

Our study suggests that **vocational TE students have a significantly different profile than university TE students**. Specifically, many are older, are more likely to work and are more likely to study part-time or remotely. Thus, vocational students are more likely to have children or jobs that make it challenging to go abroad for more than very short periods.

Moreover, as a result of their student status, they are typically not eligible for most of the mainstream mobility funding programmes. As a consequence, financial issues are a key issue for this group.

“It feels like because they [vocational students] are not degree students as such, they fall out of the normal programmes and funding.” (IMC)

Not only is it more difficult for this group to access funding for trips abroad, but even where they are able, it is often not worth their while, especially if they are already in employment. As one coordinator remarked, *“they have good salaries, good jobs and then we come and say, well, you have a few hundred euros per month do you want to go? And they say, well, no!”*

Despite these financial barriers, coordinators felt that vocational students were often keen to go abroad: “For those students who have experience, they have been working as a teacher in a vocational institute, they want new experiences, they want to expand their horizons.”

“Students like those with engineering backgrounds who work in the educational sectors of companies - they want to have international experience because they train people from other companies so for them, they are very interested and keen to go.” (IMC)

Furthermore, IMCs felt that vocational students were more likely to benefit professionally from the networks and contact that they made if they went to study or train abroad. *“They need good networks if they are going to be teachers in vocational institutes, that’s essential ... And when they go abroad, they meet new people, they meet new teachers, new students and they make those connections.”*

Recommendation: Targeted financial support to vocational students who are otherwise ineligible for mainstream mobility funding such as Erasmus +.

5 Context and background

Previous research has not specifically investigated Finnish teacher education student mobility, however *Vipunen – Education Statistics Finland* collects annual statistics on exchange and training abroad, whilst two recent large scale studies have looked at the motivations behind Finnish student mobility in general (CIMO, 2013; European Commission, 2018). CIMO also published a number of annual Facts Express sheets covering this topic. A brief summary of previous research findings relevant to this study is given below.

5.1 Mobility rates

Finnish students overall are less and less likely to go abroad than average. Only 23% of students have studied, trained or worked abroad compared to an EU average of 26% (European Commission, 2018, p. 9). Furthermore, the number of students has been steadily declining for the last four years, as Figure 6 evidences. Although the number of short term trips has recently increased, this has been more than offset by a sharp decline in longer term trips. For example, in 2017, 9% fewer students studied or trained abroad, a drop of nearly 1 000 (Finnish National Agency for Education, 2018, p. 2).

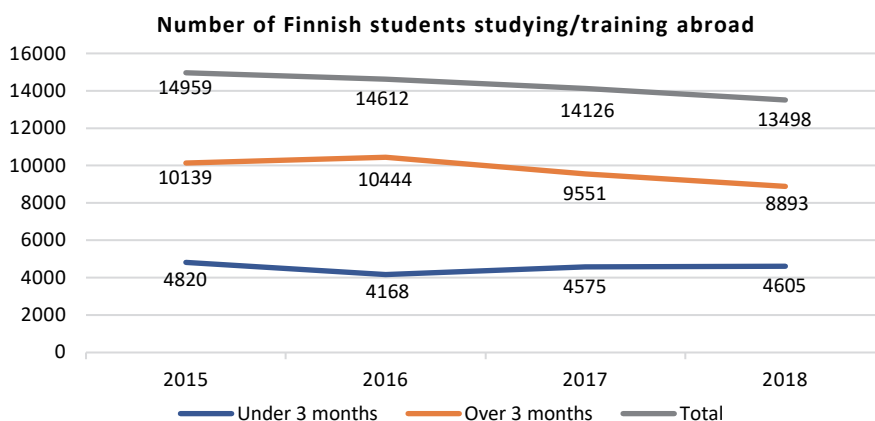


Fig. 6. Number of Finnish students studying / training abroad (Vipunen – Education Statistics Finland, 2020).

Moreover, teacher education students have lower mobility rates than students from other fields of study. For example, in 2018 only 331 TE students went abroad, compared to over 10 times that number from the Business Administration & Law faculties (3 371), although the latter had only 1.5 times as many students as the Faculty of Education. As a proportion, this meant that only 2.6% of TE students went abroad compared to a faculty average of 4.9% (Vipunen – Education Statistics Finland, 2020).

Only a very small proportion of students go abroad to a lower-income country. Each year only around 5% of Finnish students who go abroad visit one of the 70 countries defined by the World Bank as either low or lower-middle income. This proportion is approximately the same for students in teacher education and equates to between 35–50 students a year.

5.2 Demographic profile of students going abroad

There are a few significant differences between mobile and non-mobile student profiles. Mobile students are more often students who were younger, had previously lived abroad or who felt they belonged to a cultural minority (Finnish National Agency for Education, 2017, p. 2). Students who went abroad were also more likely to demonstrate a flexible attitude, i.e., be open to reconsider their presuppositions (p. 3). However, despite these minor differences, the study of 1 399 students concluded that *“profiles of students who completed mobility periods and those who studied only in Finland were fairly similar”* (p. 2).

5.3 Barriers to international student mobility

The CIMO (2013) report suggests an interesting link between low levels of encouragement from family, peers & teachers and reasons given for not going abroad. Although the research found that actual discouragement was rare, it suggests that a lack of encouragement from different sources and (perceived) barriers are linked. For example, students who got little support from teachers more often raised concerns around academic matters such as delayed graduation or getting lower grades. It concludes that *“teachers, students counsellors and international coordinators are all crucial when wanting to overcome the academic barriers to international mobility”* (CIMO, 2013, p. 14).

The same report suggests that there is no single dominant barrier to going abroad. Instead, students listed a large number of different barriers – personal,

academic, financial, informational, career, health, social etc., a finding supported by our own study.

5.4 Impact of student mobility

Previous research suggests that almost all students (91%) agree that studying abroad is important (European Commission, 2018, p. 1), a finding supported by this study. Those who actually went abroad support this view, with an overwhelming majority finding their stay abroad very valuable (CIMO, 2013, p. 25). For this group, the key benefits were perceived to be personal and social, rather than academic or career-focussed (CIMO, 2013, p. 25; European Commission, 2018, p. 1). Again, this finding is supported by our own study. Paradoxically, those who did not go abroad do not much regret their decision, with nearly $\frac{3}{4}$ stating that they did not regret, or only regretted a little their decision (CIMO, 2013, p. 15).

Finally, for shorter-term mobility in particular, there is growing evidence that these can be impactful, although it is not yet clear to what extent they can match the benefits of longer-term stays (Blum & Bourn, 2019, p. 5). However, what is clear is that providing follow-up support for returning students is important to allow them to build on their experiences (Rowan-Kenyon & Niehaus, 2011, p. 225).

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Appendices

Appendix 1. Online international mobility coordinator questionnaire

Appendix 2. Online teacher student questionnaire / Verkkokysely
opettajaopiskelijoille

Appendix 3. Haastattelukysymykset luokanopettajaopiskelijoille

Appendix 4. Lower income countries / Matalampituloiset maat

Appendix 1. Online international mobility coordinator questionnaire

#	Question
1	Why do you think that studying / training abroad is important for Finnish (TE) teacher education students?
2	How often do you think the following barriers prevent Finnish TE students from going on exchange / training abroad?
3	What are the main difficulties in coordinating international mobility for TE students?
4	For TE students considering an international exchange / training, your university offers support in the following areas:
5	At your university, who else offers advice / support to TE students considering an international exchange / training
6	How could TE students considering international exchange / training be better supported?
7	For TE students, which LI countries does your university / TE faculty have a study agreement with
8	Does your university or TE faculty work with anyone else to facilitate sending TE students to LI countries?
9	In your opinion, is funding an issue for TE students considering exchange / training in a LI country?
10	What are the particular barriers to exchange/training in LI countries? How could these barriers be lessened / removed?
11	What, if any, problems have students going on exchange / training in a LI country experienced
12	Which of the following trips does your university fund OUTSIDE THE EEA?
13	What is the minimum length of stay for a trip OUTSIDE THE EEA to be eligible for funding?
14	What are your views on shorter term trips (i.e., < 1 month) to countries outside the EEA?
15	How much funding is available to TE students to go on international exchange / training outside the EEA?
16	How are international exchanges / training being promoted at your university?
17	Are international exchanges / training to LI countries specifically promoted in any way?
18	Please explain how international exchanges / training to LI countries are specifically promoted
19	What types of assessment / feedback do TE students who have gone on international exchange / training complete?
20	What does the university / TE faculty do (if anything) with the assessment/feedback from students?
21	How, if at all, do you think assessment/feedback be improved?

Appendix 2. Online teacher student questionnaire / Verkkokysely opettajaopiskelijoille

After some basic demographic questions, students were asked to self-select the category:

Vastattuaan taustakysymyksiin opiskelijat valitsivat itse ryhmän alla olevan taulukon mukaisesti:

Which of the following statements best describes you:	Category	#responses
I have not thought about going abroad on exchange / training En ole koskaan ajatelleet ulkomaille vaihtoon/harjoitteluun lähtöä	D	314
I planned to go abroad on exchange / training but then decided not to Harkitsin ulkomaille vaihtoon/harjoitteluun lähtöä, mutta päätin olla lähtemättä	C	122
I plan to go abroad on exchange / training but have not yet been Suunnittelen / olen suunnitellut ulkomaille vaihtoon/ harjoitteluun lähtöä	B	168
I have already been abroad on exchange / training Olen jo ollut ulkomailla vaihdossa/ harjoittelussa	A	94

Depending on their answer to this initial question, they then answered the following questions:

Edellisen kysymyksen vastauksesta riippuen he vastasivat seuraaviin kysymyksiin:

D. Students who have never thought of going abroad

D. Opiskelijat, jotka eivät ole koskaan ajatelleet ulkomaille lähtöä

#	Question / Kysymys	Answer type	#responses
1	What are your reasons for not considering an exchange / training abroad? Mistä syistä johtuen et ole ajatellut lähteväsi ulkomaille vaihtoon / harjoitteluun?	Multiple choice	314
		Free text	69
1a	Please explain why you are concerned that going abroad might harm your career? Mistä syistä johtuen ajattelet, että ulkomaille vaihtoon / harjoitteluun lähtö saattaisi olla haitaksi urallesi / työllistymisellesi?	Free text	16
1b	What makes the idea of studying abroad stressful? Mikä syy tai syyt, tekevät ajatuksen ulkomaille lähdöstä stressaavaksi?	Free text	81
2	For a TE student like you, do you agree that studying / training abroad can help them to develop personally / academically / with their career Uskotko, että ulkomaille vaihtoon / harjoitteluun lähtö voi auttaa teitä opettajaopiskelijoita, seuraavilla tavoilla: Auttaa henkilökohtaista kehitystä / Auttaa akateemisesti / Auttaa tai hyödyttää uraa tai tulevaa työelämää	Likert-scale	1-2-3-4-5
			298

#	Question / Kysymys	Answer type #responses
3	How likely would any of the following make you consider going abroad for exchange / training? Miten todennäköisesti seuraavat asiat saisivat sinut harkitsemaan ulkomaille vaihtoon / harjoitteluun lähtöä?	Multiple choice Likert-scale 298 Free text 25

C. Students who planned to go abroad but then decided not to C. Opiskelijat, jotka harkitsivat lähtöä, mutta eivät lähteneet

#	Question / Kysymys	Answer type #responses
1	Where did you plan to go on exchange / training? Minne suunnittelit lähteväsi vaihtoon / harjoitteluun?	Multiple choice 122
2	How important were the following reasons for you not going on exchange / training trip abroad? Kuinka tärkeinä syinä pidät seuraavia asioita sille, ettet lähtenytkään / ettet olekaan lähtenyt ulkomaille vaihtoon / harjoitteluun?	Multiple choice Likert-scale 122 Free text 34
3	Please give details for your answer to Q above Voisitko selventää ja avata hieman tärkeimpiä yläpuolella valitsemiasi kohtia siitä, mikset lähtenyt ulkomaille.	Free text 104
4	What types of support for studying / training abroad were offered by your faculty / university / student union? Millaista tukea ulkomaille vaihtoon / harjoitteluun lähdössä olet saanut tiedekunnaltasi / yliopistolta / ylioppilaskunnalta?	Multiple choice 110 Free text 4
5	How, if at all, could TE students considering studying / training abroad be better supported? Miten opettajaopiskelijoita, jotka harkitsevat opiskelua / harjoittelun tekemistä ulkomailla, voitaisiin tukea paremmin?	Free text 104
6	For a TE student like you, do you agree that studying / training abroad can help them to develop personally / academically / with their career Uskotko, että ulkomaille vaihtoon / harjoitteluun lähtö voi auttaa teitä opettajaopiskelijoita, seuraavilla tavoilla: auttaa henkilökohtaista kehitystä / auttaa akateemisesti / auttaa tai hyödyttää uraa tai tulevaa työelämää	Likert-scale 1-2-3-4-5 122
7	Would any of the following make you reconsider going abroad for exchange / training? Kuinka todennäköisesti jokin seuraavista vaihtoehtoista voisi saada sinut harkitsemaan ulkomaille vaihtoon / harjoitteluun lähtöä uudestaan?	Multiple choice Likert-scale 122 Free text 7

B. Students who plan to go abroad but who have not yet been

B. Opiskelijat, jotka suunnittelevat lähtöä

#	Question / Kysymys	Answer type
1	Where are you planning to go on exchange/training? Minne suunnittelet / harkitset lähteväsi vaihtoon?	Multiple choice 167
2	What sort of trip are you considering? Millaista matkaa olet suunnitellut / harkinnut? (kesto)	Multiple choice 168
3	Why you want to go abroad? Why do you want to go abroad? What do you consider to be the main benefits? Miksi harkitset ulkomaille vaihtoon / harjoitteluun lähtöä? Mitkä uskot olevan sen suurimmat hyödyt elämällesi?	Free text 156
4	For a TE student like you, do you agree that studying / training abroad can help them to develop personally / academically / with their career Uskotko, että ulkomaille vaihtoon / harjoitteluun lähtö voi auttaa teitä opettajaopiskelijoita, seuraavilla tavoilla: auttaa henkilökohtaista kehitystä / auttaa akateemisesti / auttaa tai hyödyttää uraa tai tulevaa työelämää	Likert-scale 168
5	Which, if any, of the following possible consequences of going abroad are you concerned about? Please give reasons. Mistä seuraavista ulkomaille vaihtoon / harjoitteluun lähdöstä johtuneista mahdollisista seuraamuksista, (jos mistään) olet huolissasi?	Multiple choice Likert-scale 168
6	Would you consider a shorter term trip (i.e., < 1 month) if it were fully funded? Please give reasons. Harkitsisitko lyhyemmän ajan kestävä matkaa, (esim. alle kuukauden kestävä), jos se olisi kokonaan rahoitettu / tuettu rahallisesti?	Yes/Maybe/No 104/14/4 Free text 107
7	Would you consider going on exchange to a lower-income country (previously called a "developing" country)? Please give reasons. Harkitsisitko vaihtoon / harjoitteluun lähtöä johonkin matalampituloiseen / kehittyvään maahan? (en varmastikaan 12-41-55-36-24 todellakin)	Likert Scale 1-2-3-4-5 168
8	What reasons, if any, <u>prevent</u> you from choosing such a country? Mikä syy, (jos mikään), estää sinua lähtemästä vastaavanlaiseen maahan?	Free text 38
9	What do you consider would be the main benefits of going to such a country? Mitkä ovat mielestäsi suurimmat hyödyt / edut tällaiseen maahan lähtemisessä?	Free text 105
10	What types of support for studying / training abroad does your faculty / university / student union offer that you are aware of? Millaisesta tiedekuntasi / yliopiston / ylioppilaskunnan antamasta, ulkomaille harjoitteluun lähtevien avusta / tuesta olet tietoinen?	Tick boxes 146 Free text 12
11	How, if at all, do you think TE students consider studying / training abroad could be better supported? Miten, (jos mitenkään), opettajaopiskelijoita, jotka harkitsevat ulkomaille vaihtoon / harjoitteluun lähtöä, voitaisiin tukea paremmin?	Free text 105

A. Students who have been abroad on study/training

A. Opiskelijat, jotka ovat olleet vaihdossa

#	Question / Kysymys	Answer type
1	Which country did you last visit on exchange / training? Missä maassa olit viimeisimpänä jonkin vaihtosi / harjoittelusi aikana?	Free text 94
2	In your view, is this a lower-income (previously called a "developing") country? Omasta näkökulmastasi katsottuna, oliko tämä maa mielestäsi matalampituloinen tai kehittyvä maa?	Yes / No 36 / 58
3	What sort of trip was it? Millaisella matkalla olit?	Exchange 56/ Training 33/ Other 5
4	How long was the trip? Kuinka kauan matka kesti?	Tick box
5	What were the main benefits to you of your trip abroad? Mitkä olivat tärkeimmät matkasta saamasi hyödyt elämällesi?	Free text 94
6	What, if any, difficulties/ barriers did you encounter BEFORE your trip? Mitä, (jos mitään), vaikeuksia tai esteitä kohtasit ENNEN matkaasi?	Free text 88
7	What, if any, difficulties/ barriers did you encounter DURING your trip? Mitä, (jos mitään), vaikeuksia tai esteitä kohtasit matkasi AIKANA?	Free text 84
8	What, if any, difficulties/ barriers did you encounter AFTER you came back? Mitä, (jos mitään), vaikeuksia tai esteitä kohtasit matkasi JÄLKEEN?	Free text 77
9	For a TE student like you, do you agree that studying / training abroad can help them to develop personally / academically / with their career Uskotko, että ulkomaille vaihtoon / harjoitteluun lähtö voi auttaa teitä opettajaopiskelijoita, seuraavilla tavoilla: auttaa henkilökohtaista kehitystä / auttaa akateemisesti / auttaa tai hyödyttää uraa tai tulevaa työelämää	Likert-scale 1-2-3-4-5
11	What advice would you give other teacher education students considering exchange/training abroad? Mitä neuvoja antaisit muille opettajaopiskelijoille, jotka harkitsevat ulkomaille vaihtoon / harjoitteluun lähtemistä?	Free text 87
12	What types of support for studying/training abroad are offered at your university? Millaista tukea yliopistosi on tarjonnut ulkomailla opiskeluun / harjoittelun tekemiseen?	Multiple choice Likert-scale 94 Free text 8
13	How, if at all, could TE students considering studying/training abroad be better supported? Miten, (jos mitenkään), opettajaopiskelijoita voitaisiin tukea paremmin ulkomaille vaihtoon / harjoitteluun lähtemisessä?	Free text 74

For those who indicated that they visited a lower-income country:

Opiskelijat, jotka vastasivat olleensa jossain matalampituloisessa / kehittyvässä maassa:

#	Question / Kysymys	Answer type
A	Why did you choose to go to your chosen country? Miksi valitsit lähteä juuri kyseiseen maahan, jossa olit?	Free text 36
B	Do you think there are particular barriers to studying in LI countries? If so, what would be best ways to lessen / remove these barriers? Uskotko, että matalampituloisessa / kehittyvässä maassa opiskellessa tulee vastaan joitain tiettyjä esteitä? Jos näin on, mitkä olisivat mielestäsi parhaat tavat vähentää / poistaa näitä esteitä?	Free text 32

Appendix 3. Haastattelukysymykset luokanopettajaopiskelijoille

Opiskelijat valitsivat itse ryhmän, johon kokivat kuuluvansa. Sen jälkeen heille esitettiin ryhmälle kohdennetut kysymykset.

- A1) Olen jo ollut vaihdossa tai harjoittelussa kehittyvissä maissa (oma valinta) (# 7)
- A2) Olen jo ollut vaihdossa tai harjoittelussa jossain maassa (ei LI maa) (# 1)
- B) Haluaisin tai minulla on tarkoituksena lähteä vaihtoon tai harjoitteluun ulkomaille (# 2)
- C) Suunnittelin / harkitsin lähteväni vaihtoon tai harjoitteluun ulkomaille, mutta en lähtenyt (# 2)

A1 ja A2 RYHMÄT:

11. Minne menit vaihtoon tai harjoitteluun ja mitä sinulla jäi parhaiten mieleen /päällimmäisenä mieleen ajastasi kyseisessä maassa?
12. Miksi valitsit lähteä tähän kyseiseen maahan?
13. Millaisia positiivisia puolia tähän kokemukseesi liittyi?
14. Millaisia negatiivisia puolia tähän kokemukseesi liittyi?
15. Oliko sinulla vastassa mitään tiettyjä esteitä, kun suunnittelit matkaa juuri tähän maahan? Miten selvisit niistä?
16. Koitko mitään hankaluuksia ollessasi siellä tai tullessasi matkalta? Miten selvisit niistä?
17. Koitko mitään hankaluuksia tämän kokemuksen jälkeen? Miten selvisit niistä?
18. Kerroitko muille opiskelijoille näistä vaihto / harjoittelu / oleskelu-kokemuksistasi?
Ja jos puhuit, niin missä ja miten? Mitä sanoit heille?
19. Miten uskot tämän vaihto / harjoittelukokemuksesi /oleilusi ulkomailta vaikuttavan tulevaan opettajuuteesi? Uskotko sen auttavan sinua opettajana / työelämässä?
Jos, niin millä tavalla?
20. Mitä uskot rehtoreiden kouluissa ajattelevan opiskelijoista, jotka ovat olleet vaihdossa tai harjoittelussa ulkomailta?
21. Miten uskot vaihdon / harjoittelun edistäneen omaa ammatillista kasvua?

B RYHMÄ

1. Mikä on paras kokemuksesi yliopistosta tähän mennessä?
2. Mihin lähtisit mieluiten vaihtoon / harjoitteluun?
3. Miksi haluaisit lähteä vaihtoon / harjoitteluun ulkomaille?
4. Miten uskot sen vaikuttavan opintoihisi / elämääsi?
5. Millaisia asioita uskot vaihtoon lähtemiseen liittyvän? Uskotko kohtaavasi haasteita?
Jos, niin millaisia?
6. Mitä maita olet harkinnut vaihto / harjoittelupaikkasi kohteena?
7. Oletko harkinnut meneväsi mihinkään matalampituloiseen / köyhempään maahan?
Miksi / Miksi et?
8. Onko olemassa syitä, joiden vuoksi et ehkä lähdekään ulkomaille / vaihtoon / harjoitteluun eri maahan?
9. Miten uskot mahdollisen vaihto / harjoittelukokemuksesi / oleilusi ulkomailla vaikuttavan tulevaan opettajuuteesi? Uskotko sen auttavan sinua opettajana / työelämässä?
Jos, niin miten?
10. Oletko puhunut muille opiskelijoille, jotka ovat jo olleet jossain vaihdossa / kuullut heidän kokemuksistaan? Jos olet, missä ja miten? Mitä he kertoivat?
11. Mitä uskot rehtoreiden kouluissa ajattelevan opiskelijoista, jotka ovat olleet vaihdossa tai harjoittelussa ulkomailla?
12. Oletko kokenut mitään tiettyjä vaikeuksia tai esteitä, kun olet suunnitellut tätä vaihtoa / harjoittelua ulkomailla / eri maahan lähtemistä?

C RYHMÄ

1. Mikä on paras kokemuksesi yliopistosta tähän mennessä?
2. Minne olit suunnitellut / aikonut lähteväsi vaihtoon / harjoitteluun?
3. Miksi olit ajatellut lähteväsi vaihtoon? Mitkä olisivat / olisivat olleet sen hyödyt?
4. Mikä esti sinua lähtemästä vaihtoon / harjoitteluun ulkomaille?
5. Onko mitään mahdollisuutta, että harkitsisit ulkomaille vaihtoon / harjoitteluun lähtöä vielä tulevaisuudessakin? Miksi / Miksi et?
6. Mitkä mahdollisuudet (jos mitkään) helpottaisivat opiskelijoiden ulkomaille vaihtoon / harjoitteluun lähtöä jatkossa / tulevaisuudessa?

7. Uskotko, että kokemus ulkomailla vaihdossa / harjoittelussa olosta, voisi auttaa sinua jotenkin opettajana / työelämässä? Jos, niin miten?
8. Mitä uskot rehtoreiden kouluissa ajattelevan opiskelijoista, jotka ovat olleet vaihdossa tai harjoittelussa ulkomailla?
9. Oletko kokenut mitään tiettyjä vaikeuksia tai esteitä, kun olet suunnitellut tätä vaihtoa / harjoittelua ulkomailla / eri maahan lähtemistä?

Appendix 4. Lower income countries / Matalampituloiset maat

List of low & lower-middle income countries (as defined by the World Bank 2018).

ENGLISH		SUOMEKSI	
Afghanistan	Mali	<i>Afganistan</i>	<i>Liberia</i>
Angola	Mauritania	<i>Angola</i>	<i>Madagaskar</i>
Bangladesh	Micronesia, Fed. Sts.	<i>Bangladesh</i>	<i>Malawi</i>
Benin	Moldova	<i>Benin</i>	<i>Mali</i>
Bhutan	Mongolia	<i>Bhutan</i>	<i>Marokko</i>
Bolivia	Morocco	<i>Bolivia</i>	<i>Mauritania</i>
Burkina Faso	Mozambique	<i>Burkina Faso</i>	<i>Mikronesian liittovaltio</i>
Burundi	Myanmar	<i>Burundi</i>	<i>Moldova</i>
Cabo Verde	Nepal	<i>Chad</i>	<i>Mongolia</i>
Cambodia	Nicaragua	<i>Djibouti</i>	<i>Mosambik</i>
Cameroon	Niger	<i>Egypti, arabitasavalta</i>	<i>Myanmar</i>
Central African Republic	Nigeria	<i>El Salvador</i>	<i>Nepal</i>
Chad	Pakistan	<i>Eritrea</i>	<i>Nicaragua</i>
Comoros	Palestine	<i>Etelä-Sudan</i>	<i>Niger</i>
Congo, Dem. Rep.	Papua New Guinea	<i>Etiopia</i>	<i>Nigeria</i>
Congo, Rep.	Philippines	<i>Filippiinit</i>	<i>Norsunluurannikko tasavalta</i>
Côte d'Ivoire	Rwanda	<i>Gambia</i>	<i>Pakistan</i>
Djibouti	São Tomé and Príncipe	<i>Ghana</i>	<i>Palestiina</i>
Egypt, Arab Rep.	Senegal	<i>Guinea</i>	<i>Papua-Uusi-Guinea</i>
El Salvador	Sierra Leone	<i>Guinea-Bissau</i>	<i>Ruanda</i>
Eritrea	Solomon Islands	<i>Haiti</i>	<i>Sambia</i>
Ethiopia	Somalia	<i>Honduras</i>	<i>Sao Tome ja Principe</i>
Gambia, The	South Sudan	<i>Indonesia</i>	<i>Senegal</i>
Ghana	Sudan	<i>Intia</i>	<i>Sierra Leone</i>
Guinea	Swaziland	<i>Itä-Timor</i>	<i>Solomonsaaret</i>
Guinea-Bissau	Syrian Arab Republic	<i>Jemen</i>	<i>somalia</i>
Haiti	Tajikistan	<i>Kambodža</i>	<i>Sudan</i>
Honduras	Tanzania	<i>Kamerun</i>	<i>Swazimaa</i>
India	Timor-Leste	<i>Kap Verde</i>	<i>Syyria</i>
Indonesia	Togo	<i>Kenia</i>	<i>Tadžikistan</i>
Kenya	Tunisia	<i>Keski-Afrikan tasavalta</i>	<i>Tansania</i>
Kiribati	Uganda	<i>Kirgisian tasavalta</i>	<i>Togo</i>
Korea, Dem. People's Rep.	Ukraine	<i>Kiribati</i>	<i>Tunisia</i>
Kyrgyz Republic	Uzbekistan	<i>Komorit</i>	<i>Uganda</i>
Lao PDR	Vanuatu	<i>Kongo, Dem. edustaja</i>	<i>Ukraina</i>
Lesotho	Vietnam	<i>Kongon tasavalta</i>	<i>Uzbekistan</i>

ENGLISH		SUOMEKSI	
Liberia	Yemen, Rep.	<i>Korea, Dem. Kansan edustaja</i>	<i>Vanuatu</i>
Madagascar	Zambia	<i>Laosin PDR</i>	<i>Vietnam</i>
Malawi	Zimbabwe	<i>Lesotho</i>	<i>Zimbabwe</i>

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