



Malmö högskola

Lärarutbildningen

Skolutveckling och ledarskap

INTERNATIONALIZATION AT HOME AT MALMÖ UNIVERSITY – A CRITICAL APPROACH

Internationalization at Home –

A quality increasing complement in education at university level.

MA essay

Authors: Maria Szulkin, Per Celandar

Supervisor: Haukur Viggosson

The Teacher Training Programme

60 hp

Magisterkurs i utbildningsvetenskap, 60hp

2010-06-01

Examinator: Margareth Drakenberg

Handledare: Haukur Viggosson

Abstract

The purpose of this essay is to extend our knowledge about Educational Science and internationalization in higher education. At the beginning of our studies we were informed that the International Student Council offered the possibility to write an essay about Internationalization on home ground at Malmö University. We found the subject very interesting and started to discuss how we could plan the essay. The point with our work was to investigate and clarify how Internationalization at Home (IaH) is implemented at some of the programmes at Malmö University. We have collected information about how selected groups of students at Malmö University understand internationalization in their education. We have selected student groups from professional programmes primarily aiming for the Swedish job market. We have made the following conclusions from our survey:

Most of the students:

- are informed about internationalization at Malmö University
- think international competence is important for the career
- don't choose to study abroad even if they take it into consideration
- don't know the concept of IaH
- wish the information about internationalization should be easier to obtain

We looked after and selected literature about IaH and some theoretical literature about social processes. We wanted to provide a better knowledge for the work of the International Office at Malmö University. Finally, we presented the results in an international conference. The results of the essay were that most of students at Malmö University agreed that internationalization of higher education is very important and wanted by students. The students understand that IaH is a great concept in the reforming process of education.

Keywords

The Bologna Process, Internationalization at Home, The International Office, The International Coordinator, The International Council.

Register

1. Introduction.....	4
1.1 Essays background.....	6
1.1.1 <i>Concept definitions</i>	6
1.1.2 <i>Intercultural features</i>	6
1.1.3 <i>Internationalization</i>	6
1.1.4 <i>IaH</i>	7
2. The purpose of the study.....	9
3 The questions at issue.....	9
4. The method.....	9
4.1 The chose of methods.....	11
4.2 Sampling.....	11
4.3 Data sources.....	11
3.4 Ethical considerations.....	12
4.5 Method of analyzing.....	12
4.6 Implementation.....	13
4.5.1 <i>Reliability</i>	19
4.5.2 <i>Validity</i>	20
4.6 The Basel Conference.....	21
5. Presentation and analysis of empirical data.....	22
5.1 The group interviews.....	22
5.2 The surveys.....	27
5.3 Analysis of material.....	30
6. Summary.....	35
References.....	38
About the authors.....	41
Supplements.....	42
1 Interview questions.....	42
2 The survey (Results of chosen questions).....	43
3 Survey form.....	89

1 Introduction

In the introduction the development of the definition and history of Internationalization at home is presented. It is also here that the purpose and the questions at issue are stipulated.

During the past decades, Sweden has evolved into a multicultural society. The population in Sweden consists of people from more than 100 different nationalities. One fifth of the population has at least one parent born outside the country, and almost 11% of the inhabitants in our country were born abroad. This multicultural society needs to have a well functioning educational system, where everyone is offered equal conditions and opportunities. The purpose of the educational system in a national perspective is to create a common frame that is basic to national togetherness and identity. All of us who live in Sweden have a responsibility towards welfare and the building of the future of the country. Within a good educational system there are tendencies to prioritize international connections and exchange of ideas and experiences. Already from the beginning there were many ideas concerning Internationalization at Malmö University. Many connections have been established with foreign educational institutions, and today there is collaboration with over 100 universities around the world. You have to be aware that it is a process that continuously is occurring at all organizational levels. Every faculty has its own plan that includes internationalization of the educational programmes. The International Office at Malmö University is coordinating this. One part of this work includes IaH - Internationalization at Home. Swedish universities have always had connections with educational institutions in other countries. There has been a diverse association within education and research that has been separate from political circumstances and business cycles.

(Abrahamsson & Fägerlind 1995)

During the past years the relations over the borders between universities have fallen into the limelight and been given a significant role in political decision making. The comprehensive significance of the higher education in the evolvement of society has been given knowledge. Today, when the borders between the countries of Europe are being erased, the students, researchers and other employees of the higher education institutions are given new opportunities for increased mobility, exchange and cooperation. The term internationalization has become strongly associated to the concept of globalization.

The education at the universities is adapting to the process of internationalization and is stressing the goals to promote international understanding, communication and cooperation, to find common solutions to global problems. The world has been more opened and that means that many essential issues have become global and can only be solved through international cooperation. Global perspective in education aims at furthering international cooperation and solidarity. Many years the internationalization of university educations has been looked upon as a question of exchanging students and foreign researchers. Today the concern is more focused on evolving a strategy to make the process of internationalization influence the whole educational organization - curriculums, tuition as well as administrative and institutional structures. In 1999 a treaty was signed by 29 European countries in Bologna that states these intentions. The document aims to create a uniform European educational system from 2010. A common model was prepared that is supposed to facilitate the mobility of the students, and the availability of the job market. Adaptation to the Bologna model is crucial to the students, as they gain an international education and the possibility for further education and research work at universities and colleges in other European countries. The governments' proposition "New world - new higher education" parallels the intentions of the Bologna model. In the new educational plan the freedom of choice has increased and the emphasis has been put on the issue that modern education should originate in the needs of the students rather than from teaching.

1.1 Essay's background

During our studies in Educational Science at Malmö University 2005-2007, we chose to write the examination paper on the topic "A critical approach to IaH", where we explored the understanding of the concept IaH among students attending four of the programmes at Malmö University.

- We chose four programmes that lead to professions, primarily for the Swedish job market.
- We were interested to find out if the students see internationalization as a possibility to extend their professional knowledge and thereby increase their capabilities.
- We cooperated with the International Office of Malmö University to get a deeper knowledge on the subject.
- We sampled classes that we would visit personally.

1.1.1 Concept definitions

When you speak of internationalization of college education, the concepts that keep resurfacing are: intercultural perspectives, the international perspective and internationalization home ground. They are the key concepts in this survey and they are interlinked with each other, making it important to define them in order to understand the researchers' starting points.

1.1.2 Intercultural features

According to the National Encyclopedia, interculturalism is about "processes where people with different languages and cultures communicate and interact with each other."¹ In order for those processes to function in a good way, three factors are required to be met by the participating operators:

- 1-knowledge
- 2-motivation
- 3-skill

1.1.3 Internationalization

Today internationalization of university educations is about many elements in courses and programmes that are targeted at all students and the personnel in the organization and not only at guest students and guest lecturers. Internationalization is a global thinking that seeps through all structures that consult to university world. It is about elements in course's plans, the education, the teachers' attitude, and the administrations and management's way to minister schools.

Internationalization contains three elements:

- 1-personnel mobility (both pedagogic and administrative)
- 2-student mobility (Both guest students as well as own students studying abroad)
- 3-international elements in curriculum and educational plans.

(Hanneke Teekens 2006 Internationalization at Home: a global perspective)

¹ National Encyklopedin vol. 9 p. 507

It is of importance that the three elements are interlinked with each other, in order to achieve good results in the internationalization process of the college education.

(Bremer& van der Wende 1995) An internationalized course plan at Malmö University is described in such a way that students are given international and intercultural knowledge and skills that will prepare them professionally, socially and emotionally for work in an international and multicultural context.

*” If we want to give our students in engineering, teacher education, business administration, nursing etc a new ‘added value’, making them more competent to work in multicultural environments abroad or at home, we must send another message than we have done so far. It is still true that many universities ignore the fact that **many** of their students, after graduation, will work in another part of the world, not as international affairs specialists but as engineers, doctors, businessmen, etc. It is also true that **all** our graduates will live and work in a multicultural society and that, as university graduates, (school teachers, doctors, nurses, etc), they must be well prepared and educated for their future job. ”¹*

” (Nilsson Bengt 2000 Internationalization at Home- Theory and Praxis.)

Internationalization at home is a strategy implemented to reach all students and employees working at the university. The goal is to give an international perspective regarding knowledge, skills and ways to relate to professional issues. Internationalization at home is striving to give the students a start in their professional life with the competence in an international and ever changing environment. The students are encouraged to evolve their intercultural competence to be ready for the multicultural society. The term itself is incorporating the essence of the strive to gain the international competence in the home country, without ever leaving their own campus. Within the Internationalization at Home programme you can benefit from the experiences of foreign citizens or people that resided in other countries.

With the help of Internationalization at Home Malmö University offers students that are unable to go abroad opportunities to absorb the international competence that the working environment expect from them after their degree is finished. (Internationalisering på Hemmaplan– En pilotstudie om internationella inslag i Malmö högskolas kurs- och program utbud hösten 2002.) A big majority of the students carry out their entire study time on home ground at Malmö University. This group of students has the same right to a broader, more international perspective on the studies as those students that relocate a part of their studies abroad.

¹ Website of the EUA:http://www.eua.be/eua/en/projects_quality.jpssx

In order to guarantee this is in Malmö University the strategy Internationalization at Home (IaH) is implemented. What we can say it shortly that Bengt Nilsson analyzed in his articles and many publications, we can mention some of the concrete examples of IaH:

- 1- To create a mix of students with different nationalities and cultural backgrounds.
- 2- To use representatives from the diverse population of Malmo and foreign researchers, students and guest teachers as messengers of multicultural competence.
- 3- To allow students that have spent time abroad studying to teach and give lectures.
- 4- To teach in more than one language.

(Nilsson Bengt 1999 Internationalization at Home- Theory and Praxis.)

Internationalization on home ground presupposes careful it's a well thought through planning that stretches across all the semesters in a programme, and a high level of responsibility from students, teachers, as well as the college management and programme administrators. IaH does not only mean internal work on campus but also an active cooperation and external efforts, towards the urban environment. The international character of the college must put its mark on Malmö, and the public must be given opportunities to take part in building of this character.

2. The purpose of the study

- 1** To investigate how IaH is implemented at some of the programmes at Malmö University.
- 2** To provide a better knowledge for the work of the IaH Office.
- 3** To extend our knowledge about Educational Science and internationalization in higher education.

3 The questions at issue

- 1- Is Internationalization at Home known to the students?
- 2- How do the students perceive internationalization in their programme?
- 3- Do they have any concrete use of it?

4 The methods

The method section describes the procedure of collecting data, the concepts of reliability and validity as well as ethic perspectives. A short source critic part ends the section. As a method for our research we chose triangulation. We decided to look at IaH from different perspectives. This essay is based on material collected from group interviews and a survey distributed in the same programme groups. We also made literature studies (see references). Hereby the method of the essay and the sample of literature is presented and analyzed. The difficulties we discovered when we collected the material are discussed as well as reliability of results. Both qualitative as well as quantitative measures were used in the essay.

4.1 The chose of methods

The methods used in this survey are focus group interviews to gather material for the qualitative part of the research. (Fontana & Frey, 2005) At first, we considered to conduct semi-structured interviews with separate participants. By semi-structured interview we mean that the interview includes several questions relevant for our research, but is flexible in it's procedure and allows the tempo and questions to be adjusted to the respondents abilities and needs. (Kvale, 1997)

Since we were students ourselves, we did not have much knowledge about the phenomenon IaH, and were therefore concerned that the separate participants would not know much either which would cause the material to become unilateral and lacking substance needed to proceed with our research. After going through literature about various methods for gathering of material for research, we discussed which method would be suitable for our work, and came to the conclusion that implementing focus-group interviews would provide the best conditions for the collecting of material to our study. Our intention was that the participating students would be able to answer the questions from their own experiences and knowledge. Focus groups promote the possibilities of group dynamics to stimulate individuals thoughts and reasoning.(Fontana & Frey, 2005)The focus-group interviews with students in different stages of their education within the four above mentioned programmes. A survey with questions correlating to those in the interviews gives us material for validity. All groups answered the same survey and interview questions. Within the focus groups we conducted the survey in direct contact with the students in the classroom. We received assistance from the International Secretariat with the survey questions as well as distribution of the finished survey on the Internet to all students at Malmo University. We conducted the survey in direct contact with the students to gain a more qualitative perspective to the project. From the material that was gathered by the interviews, we planned to design and implement a questionnaire to receive quantitative data for the survey. We learned the SPSS- and Excel programmes to be able to process the data that was collected. We also made in-depth literature studies about various methods for collecting material, to make sure that the method chosen would be the most suitable one for this survey, as well as literature studies available about theoretical research about the IaH phenomenon.

4.2 Sampling

For our studies we decided to make samples within a given frame. By deciding groups we were going to interview and make survey on we hoped to get a broad material to work with.

(Trost 1997) We chose to aim our research at students participating in four different programmes:

- The nursing programme
- The dentistry programme
- The realtor programme
- The teacher's programme

The choice was based on the reasoning, that to show the impact of internationalization on the quality of education, you have to select such programmes that are traditionally aimed at the Swedish job market. This means that you can practice your profession without specific competence within the area of international connections.

4.3 Data source

We decided to begin to collect material by first making a qualitative interview in selected groups. The purpose was to find patterns and to understand how students perceive Iah on respective programmes. We originated from the purpose of the study and within that frame we formulated a template with questions aimed at the students in the interview groups.

The advantage with setting questions is that the interviewees can reply freely without being governed or limited to obvious replies. (Trost 1997)

This way interviewed persons are given the possibility to reply in a nuanced and detailed way. The focus group interviews were semi structured; it was in advance set what topics would be concerned and what information was requested. The questions were, however, formulated as the interview proceeded and the order in which they were asked was free. It depended on how the interview developed and what way each group's discussion led. The disadvantage with this was that the replies were sometimes long and unclear, and there were difficulties comparing with

interviews in other groups (Andersson 1994). We chose to interview students in the start of their programme and students who were in the end of their programme. We anticipated differences between the different groups: students that are in the end of their studies would be more informed and were coming into contact more with different forms of internationalization than students in the beginning of their programme.

4.4 Ethical considerations

It is important to be frank and keep your integrity as you are writing the essay, and to try and interpret the material in a meaningful way. Before we started our task, we thought it was important to consider that all involved parties should receive clear information about the purpose of the evaluation. It is an important ethical aspect in research that all who are involved have to know that the purpose of the survey is to gather information towards an essay, and that there will be a possibility to approve the results. Before the project was started we informed everybody who was concerned about the conditions and warranties for those who participate:

- All participants will be anonymous
- All information will be confidential
- Everybody will receive the finished report to approve it
- Everyone will be informed of the purpose of the study

4.5 Method of analyzing

To prepare for the analysis of the collected material, we listened to the recordings of the interviews several times. Together we concluded which parts of the interviews which were most useful and significant to our survey. During the sorting of the material, we originated the purpose and questions at issue of the survey. (Kvale, 1997) The next step was to compare the headlines and come to conclusion about how to proceed with the study, including formulation of questions for the questionnaire. Besides being able to come to general conclusions and analyse trends that

were noticeable in the participating student's statements, we decided to include quotations that were significant for the trends in the material as a whole. The variety of opinions and points of view amongst the participants are illustrated by these quotations.

We found it to be important to use the various quotations to reveal the individual points of view of the respondents to emphasise that although the interviews were conducted in groups, it was the individual answers and opinions that mattered for our survey. The results of the interview and the results of the questionnaire were analysed in separate parts, and later on brought together to analyse as a whole. From the conclusions made by the interviews, we chose questions relevant for the quantitative part of the survey.

All the material that was gathered through the questionnaire, was processed in the programme SPSS.

We collected 200 questionnaires from the 200 that were handed out. It was a new and exciting experience for us humanists to use the SPSS-program and the knowledge that we acquired provided us with several diagrams that showed the answers from various angles. However, we soon realised that choices had to be made regarding the purpose and the questions of the study. After discussing and comparing different methods of analysing the gathered material, we decided to exclude what appeared as irrelevant for the purpose of our survey. The material that remained was processed in Excel in order to create simple diagrams and help with the interpretation of the results.

The material was once again problematized in order to find similar phenomena and placed under headlines to sort out the interviews and related questions from the questionnaire, which illustrated similarities of the qualitative and the quantitative results. The interpretation of the material was easy.

4.6 Implementation

When we started the work on our essay, we knew almost nothing about the concept of Internationalization at Home. We connected the term IaH to Bengt Nilsson because we heard about his work to promote internationalization in the education at Malmö University. We

associated internationalization with more traditional elements like exchange students and abroad internships. We knew that the Bologna agreement induced an international process that changes higher education in Europe.

Already in the first phase of our work on the project we decided to approach the term IaH by gathering information from other students at Malmö University.

Because we are students on distance and our contact with the school primarily is in the evenings or through the Internet, we thought that the full time students are better informed and participate more in projects going on at the school.

The study itself we decided to start off with group interviews in order to be able to form relevant questions for the survey. The interviews were conducted in groups, with a semi structured guide. This form of interview has a substantial degree of flexibility and is effectively some form of a hybrid with characteristics of a discussion as well as of an interview. The advantage of a focus group interview is that it proved to be a highly efficient technique for collecting data. It was also easier to stay focused on the issues due to the group dynamics that kept focus on the questions asked. The downside of the group interview method is that confidentiality is a problem when working in groups and the results can not be generalized since they can not be regarded as representative for of the wider population (Robson 2002).

To get a first perspective of IaH within the different programmes we constructed a direct interview questions that the students were asked to answer:

1. What international parts have you encountered in your education at Malmö University?
2. Are you familiar with the term "Internationalization at Home" (IaH)?
3. Have you heard of:
 - a) the International Council?
 - b) Minternet?
 - c) the International Office?
 - d) the International Coordinator?
4. How would you organize an international part of your programme?

To embark on such a project was not easy, considering the size and geographic composition of

the campus. Then there were the difficulties concerning reaching the students as their schedules, classes and courses all started and finished at different points in time, which made it hard to reach them for interviews. Our interview groups consisted of three to eleven students from the same programme. We interviewed two student groups from each programme: One group with students in the beginning and one group with students in the final part of their studies. Totally we reached interview material from 44 students. These were the students we managed to contact. Interviews with the groups in question were processed according to the hermeneutic method. The material was analyzed through listening and comparing different points of views and opinions.

Our objective was to be discreet and not steer the survey with our comments. Hereafter we interviewed the students in the beginning as well as in the end of their education. We divided the work so each of us was responsible for the gathering of material from two of the four programmes. One of us collected the material from the realtor and from the teachers programme and the other worked with the nurse and dentist programme students. Finally we compiled the material and searched for patterns. The results from the interviews helped us with the design of the survey questions. As previously mentioned we cooperated with the International Office on the design of the survey.

The material gathered in group interviews was processed by listening and analysing to find specific phenomenon like how well the interviewed group knew the term IaH.

The interviews were recorded and transcribed for closer analysis. The advantage with transcription is that you can see more substance in text than when you just listen to a recording. The interview material formed a base for our continued work with the survey. We formulated questions for the survey, and in the first stage we didn't write many questions. During this period we were offered to take part in a larger electronic survey over the Internet arranged by the International Office at Malmö University that would include all the students at the school. We accepted their offer and made changes in our research plan. At the same time we got the idea to do the same survey in the classes where we conducted the group interviews. There was an advantage with the fact that the students could answer the same questions with time to think about their answers with no stress. It was also interesting to compare our results with the ones the International Office got in their survey. A survey that consisted of 36 questions was answered in writing individually.

Some questions have two perspectives:

- 1- Importance to the students
- 2- Visibility (as regarded by students) in the education

The survey was given to eight classes (the same classes as we selected for the group interviews) and the questions were about internationalization. (A web based survey, targeted at all students in the beginning and in the end of their education, was simultaneously carried out by the International Office. The response rate was too low to provide any statistically valid information.) One of us was present in all classes during the survey, in order to explain the purpose of the survey. Our survey was limited to 200 students at the four programmes we were in touch with. The survey material was processed by the SPSS.

The nursing programme- 31 %

The teacher's programme- 21 %

The realtor programme- 33 %

The dentistry programme- 15 %

Programme	
	Totally
the nursing programme	62
the dentistry programme	29
the realtor programme	67
the teacher's programme	42
Missing	
Totally	200

We did not succeed in achieving a more equal spreading between the different programmes and therefore it became difficult to see any qualitative differences in the answers. The result can only give an indication of how the phenomenon IaH is perceived by the students attending programmes at Malmö University.

We understood that it was impossible to compare answers from groups of different sizes. For example the nursing programme where 62 persons answered could not be compared to the dentistry programme where only 29 persons answered. The same problem emerged regarding to gender perspective. Some groups were more female dominated, although the total population

consisted of 40% males and 60% females (see supplements). Therefore we understood that bringing a gender perspective into the survey would notably complicate our task. Since the material from the survey was already fed into the SPSS programme, gender is present in the tables – but is not addressed in our interpretation of the results.

The focus of our essay is to investigate how IaH is implemented at some of the programmes at Malmö University. To extend our knowledge about Educational Science and internationalization in higher education – we chose not to use deliberate selection of students.

To begin with, our plan seemed great and fairly simple to execute. But nevertheless some difficulties started to turn up. It was hard to get hold of the students, mainly due to the fact that they were out on internships, and only a few teachers were interested in attending in our study. In the end it turned out that the survey had many questions that were not interesting for our project. It was also tiring for the respondents to focus on so many questions that were sometimes formulated in a way where they had to think hard regarding what to answer. There was a risk that the answers are not thought through or misinterpreted, and that relevant information is lost. It was difficult for us to select the information important to us and we decided to focus our attention on the part that contains two aspects of the questions – importance and visibility of the internationalization of the education. Even among those questions we had to choose the ones that most represent IaH. We feel that it is a pity that there were no questions directly touching IaH, because that was what interested us the most. We were offered to present the primary results of our essay at the EIEA conference in Basel already in September 2006. Because of that, we had to use groups that were available at the school and abandon the idea to compile the results from groups in the beginning and the end of their education.

We had to manage with the part of the material that we gathered ourselves because the survey carried out by the International Office gave poor response. We want to put an emphasis on the fact that the essay is merely a limited study and indicates the tendencies of IaH in the four selected programmes. Nevertheless we hope that the results of our investigation can serve as an indicator for how far the work with IaH has come along.

We received support from the International Secretariat, as they helped us get in touch with the teachers responsible for the programmes. We also had a meeting with the people in charge of the Minternet where we received advice and pointers on how we could proceed with our work.

The last part of our study was a literature investigation. Literature studies would complement our study in the last phase of the project. With a structure like that we thought that we could avoid that other experiences and opinions presented in books and articles characterized our work at an early stage. We used the following search methods.

Scientific articles were found with the help of search engines in databases with the help of following search combinations:

IaH, internationalization on home ground, international education.

The search was limited to articles published later than the year 2000.

In our research plan we decided to first finish our study and then look at the results. When the study part was ready we could discern some phenomenon specific to the gathered material. The next phase was to find literature that could elucidate the results and back up our assumptions. An important part of research is to get a good overview over the literature gathered, and after that start a selection process. It was not easy to find material that sheds light on the phenomenon we review in our research. The topic we chose to become engrossed in belongs to the new aspects of globalization of the educational world. Some sources we found on the Internet, which made us aware of the fact that our selection partially was controlled by coincidences and could result in a systematically distorted material. Considering that, we thought that all the material had to give an objective reflection of the sources and the tendencies they exhibit. (Holme & Solvang 1996)

We tried to be critical and found it important to determine who stands behind the material. For example – is the material written by an independent researcher or is he being commissioned by an organization or an institute that wants to promote their own aims?

What and how many references are referred to in the text? If the writer doesn't mention many sources, there is a risk that he or she starts from their own preconceptions and opinions.

The publications used as sources in this essay are all written by authors and writers known to the public, and they frequently use references throughout their texts.

We used four criteria in our selection process:

- *Authenticity* – Is the source really what it claims to be?

- *Time connection* – This criteria only relates to narrative sources. The longer time span that elapsed since the experience the less reliable the narrator will become.
- *Dependence* – The source should be independent from outside influences.
- *Tendencies* – A good source should be impartial, although that is rare. Most sources have tendencies, consciously or not. For example, one can reshape ones impressions to suit ones values. (Thorsten Thurén 1986)

During the work process, all the literature has been carefully scrutinized.

4.6.1 Reliability

The idea of reliability consists of quantitative research where you measure something and where you can get the same result at repeated occasions (Trost 1997). In studies where you use qualitative methods to understand how individuals think or feel it would be strange to talk about reliability. The reflections of humans are affected by many external and internal factors which means that the answers don't have to be the same at other interview occasions. In spite of this, everything points at the importance of regarding those factors that might influence the result of the interview. In our investigation we had short time to make the interviews, either because of the student's or our own tight schedule. Sometimes we had to direct the interviews and lead the interviewees through those questions we felt were important to our essay. We are aware that we might have influenced the interviewees so that they faster reach a conclusion. To say that our observations are reliable means that they under similar conditions must be possible to repeat. Other persons must be able to verify that our observations are genuine. When observations can't be duplicated they're no proof for or against something (Jones1996).

So how do you get reliable results? Observations are reliable if you can present them once again. To reach reliability you try to repeatedly observe the phenomena you once have seen. The reliability for interview inquiries is a central question within quantitative research.

To reach more reliable results you can test your interview technique in advance. As the purpose of the essay is to show the student's impression of IaH, the reliability as an idea can be discussed.

If you make the same interview with the same person some time after the first interview you might get totally different answers since the individual experience is influenced by the life situation of the interviewed person. Bearing these factors in mind you can judge the interviewees as reliable and that their answers were reliable when the interviews were made.

4.6.2 Validity

In this sector we will discuss the validity of the research result. Have we succeeded to measure what was meant to be measured? Is it really possible to measure opinions, feelings and personal experiences? Can you get reliable results through interviews when gathered material is parted from occasion to occasion depending on many factors such as the cooperation or openness of the interviewees? There have been discussions around the idea validity within qualitative research for a long time. Validity is an idea that refers to the validity of the research results. The term is meant to show how well you measure what's intended to be measured.(Svensson 1996) Well aware of the problem we chose to focus on communicative validity (Svensson 1996).

In his article, Svensson presents the terms *communicative and pragmatic validity*. Pragmatic validity means that you try to convince the reader that the inquiry is credible and that the results are useful, while communicative validity means that the researchers' interpretation of collected data is discussed with those included in the inquiry. A conversation will determine what parts of the collected data that are valid. Such feed-back from the interviewees has both advantages and limits. An advantage can be that the interviewed person has knowledge of the subject that the researcher has not noticed. A limit might be that you can't be sure that the interviewed person gives correct information. This could be due to the fact that the result has been reported in a incomprehensive language or that the interviewee wants to oppose the researchers interpretation. In order to guarantee the validity feed-back has been given during the interviews.

Different interpretations of collected data has been discussed and compared. Discussions with the interview groups decide what parts of the collected data that is valid for the inquiry. The advantage with this is that there are a number of participants in an interview and if someone has forgotten parts of the information there are others who bring up that part. The limit is that people influence others in the group. Is the term validity applicable within quantative research? How can

you get lasting valid results through interviews where the answers might differ from occasion to occasion depending on the interviewees corporation or emotional condition?

The students we interviewed were probably more observant to IaH and are maybe more motivated to get informed after the interview.

4.6 The Basel Conference

As a part of our studies, we were offered to present our essay at the 18th Annual Conference of the European Association for International Education. The conference took place in Basel, Switzerland. Our essay was presented as a "critical approach to IaH trying to assess how the education prepares the students for a future career in an international professional life". The invitation to our session continued: Universities practise internationalization at home (IaH) as part of their internationalization policies. The intention is to provide all students with an internationally useful education and intercultural competence. IaH is multidisciplinary- it is applied at all levels in the university, in policy and curricula as well as in competence development and education. Malmö University has made an attempt at a critical analysis of IaH, compared and exemplified in an academic context, using different academic perspectives. Two Master students at Malmö University, School of Teacher Education, has written a essay in Educational Science called " Internationalization at Home at Malmö University – a Critical Approach. Internationalization at Home- *A quality increasing complement in education at university level* ".

The work is based on interviews and questionnaires. The findings of these essays will be presented at this session. Participants will be invited to discuss the findings and the methods used in the essay.

Together with us at the presentation was Knut Bergknut, manager of the International Office at Malmö University. The presentation lasted for about 1,5 hours and included questions and a discussion about IaH.

5. Presentation and analysis of empirical data

A presentation of previous research in the area.

5.1 The group interviews

This section contains the presentation of the interview material. The purpose of the analysis is to connect the empirical to the theoretical. The analysis will be woven by the gathered material, theory and research.

The interview questions were:

1. What international parts have you encountered in your education at Malmö University?
2. Are you familiar with the term "Internationalization at Home" (IaH)?
3. Have you heard of:
 - a) the International Council?
 - b) Minternet?
 - c) the International Office?
 - d) the International Coordinator?
4. How would you organize an international part of your programme?

Nursing programme - *semester 2/3*

Seven people in the group.

All agreed that they are interested in the possibility of internship abroad, but also in international theme in the education. "Interesting to see how they work abroad." Five of the students felt that multicultural competence is an important part of the education. "I will meet immigrants and would need more competence", says one of them and the others confirm.

One female student says "Learn the same terms in a different language" and everybody agrees.

One student added: "It is very educational to have exchange students in our classes, we can have the opportunity to learn a lot of things about other countries and cultures and religions"

Semester 5/6

Nine people in the group.

All students in the interview groups were agree that it's important to have courses in English, six of ten suggested that they would like to have more seminars taught by foreign tutors. "It would be more useful to everyone if foreign students were integrated into the regular classes in stead of participating only in parts of the education." said one of students and continued "There is no possibility to get to know each other properly if you only meet occasionally". The group has a different togetherness if you study together for a longer period of time. One female student felt it was difficult for students who have a family to go and study abroad- maybe if it was possible to take the family with you. Four people in the group thought that it is expensive to study. "The financial aid doesn't cover much and you have to work extra hours to make ends meet. Because of this it is best to finish the education as quickly as possible."

Dentistry programme - semester 1/2

Four students attended in discussion.

Students haven't heard much about internationalization at home, but were familiar with the international secretariat and the possibility to study abroad. It was not as interesting to them as they thought it important to finish the education here. They were worried that a period of time abroad would unnecessarily extend the education. Five of the students thought it would be good with some multicultural elements in the education.

"Interesting to know how they work in another country"

"Easier to see differences within the profession"

"Understand the differences in professionalism in different countries"

Semester 5/6

Eleven students in the interview group.

Four students are afraid that you have to supplement too much of the semester if you study abroad and that will mean that it will become harder and more expensive. "It would be good if the educational programmes had the same plan as the universities and colleges abroad."

In the essay we have stated that IaH is an ongoing process for the students in the four chosen

programmes and that the students notice this process in their education. However, it is difficult to find good qualitative methods to measure the IaH process. In our survey we have tried to interpret the results in the best objective way. Six persons wished better information about possibilities to make a practice and courses abroad. Three persons wished the same possibilities and more help for students with children and family. It was very interesting discussion with many points of views a one student made a good conclusion: "Malmö University is on a good way to be modern international university. The leadership do a lot to reach a high level of internationalization but we students have to help with this work and not just wait for "gifts".

Teacher's programme semester 2

Four students attended the interview.

All of them agreed that there is a need for more information about IaH. One student wanted to go to a foreign university for a semester but couldn't find any information about that. Another student thought classes in English would be a good idea. "We have books in English as study literature, a third student adds.

"IaH is needed, everyone can't spend a semester in another country" Would like more literature in English, as there is too little of it. Have read the mail information about internationalization and opportunities/possibilities. "Can consider studying one semester in an English-speaking country even outside of Europe"

Teacher's programme semester 6/7

There were four students in the group.

There was a common interest in internationalization: "I would like to visit a English-speaking country to see how schools operate there." Another student said: "I met with the coordinator to plan a semester in another country". Very positive towards spending a semester in an English-speaking country with all seminars and course literature in English. Read all the info in the mail from Malmö University. Knows about internationalization. They were familiar with the coordinator but not the international secretariat.

Realtor programme semester 2

Five students in the group discussion.

The students preferred to concentrate on learning about the realtor market in Sweden. “It’s not so important to know the market in Germany, one student said. “We have visited Denmark to get information about the realtor situation there”. One student : “we haven’t literature in English, but we would like to have some”. All of them had not heard or read about internationalization at Malmo University, but thought it would be interesting to see how the profession is practised abroad. Rather guests at seminars than internship abroad. ”Would be fun to see how the trade works abroad” They all agreed that it’s interesting to listen to foreign teachers giving speeches.

Realtor programme semester 4

Four students in the discussion.

The discussion was about the international part in their programme. “Interested in studying at a foreign university” Would like to go one semester to another country, but didn’t notice the internationalization so much. One person thought that language is difficult and preferred guest tutors.. “There is very little literature in English.” It would be great if someone came and held a seminar in English” They were familiar with the international coordinator

Already at the first time we listened to the material we could tell that there were clear differences between the students attending the different programmes.

The general phenomena that we found were:

All groups, except the one in the beginning of the realtor programme, had been exposed to international segments in their education. It could be courses/parts of courses or seminars held in English. Some students had got information about scholarships. Only students attending the last semester of the nursing programme had encountered the term ”Internationalization at home ”

- IaH. All other interviewees were not familiar with the concept. Most students felt the need to have IaH as a part of their education. The reasons for this were many:

” I will meet immigrants and would need more competence”

” Interesting to know how they work in another country”

”Easier to see differences within the profession”

”Understand the differences in professionalism in different countries”

”Learn the same terms in a different language”

”Educational to have exchange students”

The knowledge of Minternet and the Internationalization council was poor. Only a few students knew of their existence. On the other hand, the majority had knowledge of or had been in contact with the International Office or the international coordinator. The contact was usually established in connection with information about classes or studies abroad.

Answering the question- How should the international part of the education be organized? -

There were a few opinions. Some preferred to have guest lectures instead of going abroad themselves. A few were expressing doubts regarding exchange studies, as they thought it would prolong their studies and involve extra costs. Others were excited about a semester of studies abroad. This was most noticeable among the students in the beginning of their programme. The further along they were in their studies, the more involved they were in the international part and the more suggestions they gave as how to organize it. There are clear differences in the knowledge of IaH at Malmö University between the students attending the different programmes. No matter what semester they are attending the nursing students and the teacher students more informed regarding internationalization, and more interested in possibilities to give their education an international mark than the students attending the dentistry and realtors programmes.

As a background regarding earlier university experience, most of the students at the programmes we interviewed had experience from university studies in Sweden. Most students at the four programmes think it's important to practice abroad during their studies. To the students at the realtor programme and at the teachers programme this has not been visible. A vast majority in all programmes would like to practice in international companies in Sweden. Multicultural worksites are preferred. University exams taken at foreign universities must be recognised at Malmö University. Likewise should exams from Malmö University be recognised at foreign universities?

A majority of our interviewees regard their education at Malmö University as a ticket for a work abroad or for further studies at foreign universities. These two possibilities are visible in each programme. To cooperate with foreign students is important to the majority of the interviewees.

Especially students at the teacher programme and at the nurse programme want classes in English.

A wish for guest lecturers from other countries was strong among students at the realtor programme.

In the interviews with students from the realtor programme and from the teachers programme 2-4 students were asked to answer four questions about IaH in a group discussion.

The answers showed that hardly any students from the above mentioned programmes, regardless what semester they were studying, had any knowledge about Minternet. Very few students knew what the International Council is. A few students at both programmes have been in touch with the International Coordinator. Regarding international parts in their education we found that the longer a student has been on a programme the more contact he or she gets with international parts, such as study literature in English or exchange with students at foreign universities. The students from the teacher programme were more interested in spending practice time in another country than the students from the realtor programme, who preferred lectures from foreign teachers as an international part of the programme.

The questions we asked were answered in the survey and here is the summary:

- Is IaH known to the students?

When we asked this question we got these answers from the majority of the students in our group interviews: "No, we haven't heard of it" or "What is it?" Some students had heard of IaH but didn't know what it meant. We were surprised how little IaH was known among the students.

At one point we were doubtful IaH was a good theme for our essay. However, we continued our work to see if we could find answers to our questions.

We put trust into the inquiry because it reached more students than those we interviewed. The result from the inquiry shows that the students not only notice IaH in their programmes but also think it is an important part of their education.

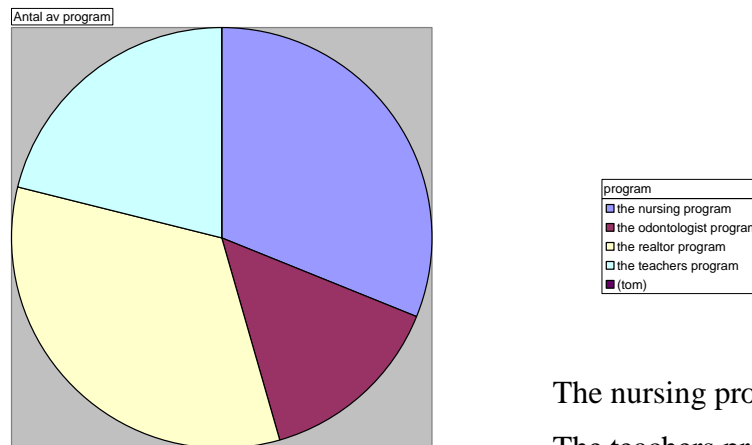
5.2 The surveys

We were fairly pleased with the material gathered though the survey although it was too vast to encompass our goals. All the participants answered the survey questions and the reduction was negligible (at the most 4 % on each question). 200 students answered the form. Students from 4 chosen programmes participated in the study.

- 1- The nursing programme
- 2- The teachers programme
- 3- The dentistry programme
- 4- The realtor programme

There were groups of different sizes from each programme due to the fact that we were forced to accept the groups we could establish a contact with.

programme	
	Totally
the nursing programme	62
the dentistry programme	29
the realtor programme	67
the teachers programme	42
Missing	
Totally	200



The nursing programme- 31 %

The teachers programme- 21 %

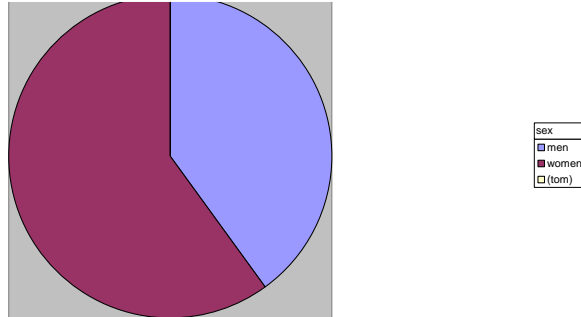
The realtor programme- 33 %

The dentistry programme- 15 %

The largest group consisted of students from the realtor programme – one of the newer programmes at the Malmö University. The second largest group was the one of the nursing programme – one of the original programmes from the beginning of the establishment of Malmö University. The teachers programme was slightly less represented with only 21% of the total group.

15% of the survey material came from the dentist programme students.

In our research group 120 women and 80 men took part (men- 40 % , women- 60 %).



The largest group – represents persons born in the 80s (47%) and next large group group was born in the 70s (37%).

Birth date	
	Totally
1950 - 1960	3
1960 - 1970	20
1970 - 1980	73
1980 - 1990	96
missing	8
Totally	200

1950 -1960 – 2%

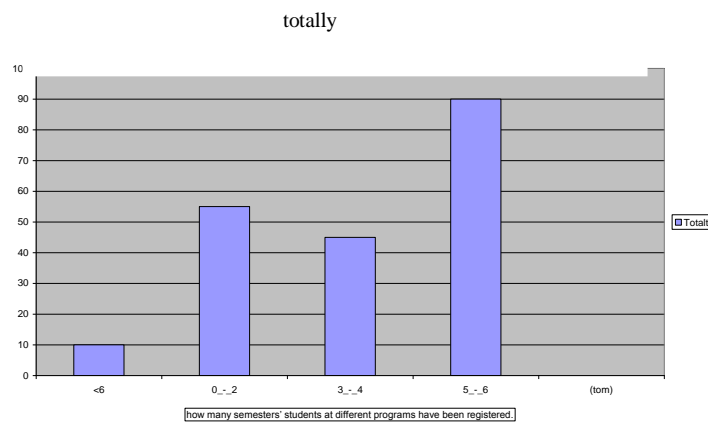
1960 – 1970 – 10 %

1970 – 1980 – 37 %

1980 – 1990- 47 %

missing - 4%

The largest group of students who took part in the study has been doing last part of their education. The next largest group was at the beginning of their studies. A quite large group was in the middle of studies. Six persons were almost ready with their education.



How many semesters' students at different programmes have been registered.	
	Totally
<6	10
0_-_2	55
3_-_4	45
5_-_6	90
Missing	
Totally	200

5.3 Analysis of material

After compilation and analysis of the gathered information we can begin to answer the questions formulated in the beginning:

- 1- Is IaH known to the students?
- 2- How do the students perceive internationalization in their programme?
- 3- Do they have any concrete use of it?

From the first question we have reached the conclusion that all groups had been in contact with international elements in their education. Both the interviews and the survey show that most students experience that their programme has many international segments, which is appreciated and considered an important part of the education. Nevertheless it appears as the knowledge of IaH is little. Most students were not aware that these international sides of their education correlate with the term IaH. When we answer that question we mainly see to the statements we received in the interviews, where students had to answer a direct question about their knowledge of the term IaH and other questions about internationalization. The answers were often that they were familiar with the term IaH, but they didn't know what it means for the programme they are attending or for them. Most answers showed a great amount of trust in the administration and management. -"I suppose the internationalization is good and important, otherwise they wouldn't

do it.” (Student at nursing programme) ”The teachers probably know it’s important, although not all of them. Many are very traditional and think that our Swedish education is the best in the world.”(Student at dentist programme) ”I believe in general all of Europe and even the world, we have to adjust and it’s probably good that they make sure that we keep up. You never know where you might work later. It is important to have a wide competence” (Student at dentistry programme)

It was much easier to interpret what we gathered during the interviews than what we got from the survey. In the survey the questions were more about what the students thinks about different aspects of internationalization in their education and how they experience it in reality. In the survey the concept IaH doesn’t exist, which means that we interpret the student’s answers and choose the questions think are the base for internationalization on home ground. A short answer to the question if students know the concept IaH would be that they don’t really know it.

However, the interviews showed that students know a lot about internationalization on home ground. Many of them wanted better information and gave proposal for this. To summarize, we say that the concept IaH is not known among the students, but if you structurize the question and emphasize different aspects of IaH it shows that the majority of the students are very interested in having IaH in their programmes and want it to be a part of their education.

To answer the questions” How do the students perceive internationalization in their programme and do they have any concrete use of it?” we made a simple compilation of the answers to the questions we chose as most important to our essay. These answers reflect how the students experience IaH at Malmö University.

QUESTION	IMPORTANCE in %				VISIBILITY in %			
	very import	rather import	rather unimp	unimp	Yes absolut	Yes partly	no	I don't know

1- Possibility to practice abroad	29	48	16	7	19	29	46	6
2- Possibility to practice in international companies or organisations in Sweden.	30	43	16	11	5	17	60	18
3- Possibility to practice in multicultural worksites.	35	44	16	5	12	30	46	12
4- Courses taken abroad recognised at Malmo University	74	21	4	1	4	19	33	44
5- Courses at Malmo University being internationally recognised and students can credit them if they want to study abroad.	27	63	7	3	3	21	28	48
6- To get a education that gives the possibility to work abroad.	56	34	8	2	7	37	34	22
7- To have an education that gives competence for further studies abroad.	48	39	9	4	6	28	32	34
8- To learn how to work in multicultural working teams/groups.	43	42	12	3	8	39	34	19
9- To learn how to work with international patients/clients/costumers or students.	48	43	8	1	12	38	36	14
10- That there are guest teachers from other	25	50	21	4	10	31	51	8
11- That there are students from different countries in the programme.	14	41	35	10	21	31	36	12
12- Education in English	13	41	24	22	15	33	44	8
13- That there are study literatures in English.	18	42	23	17	27	33	32	8

You can see that majority of the students are positive to the different views of Internationalization at one.- being part of the strategy of Malmö University to give the students this aspect of the education in the best possible way. What we found interesting is that most students participating

in our survey chose the answer alternative “rather important”. We thought about how to interpret this- are they moderately interested to get this competence? Don’t they regard it as a valuable part of knowledge? Haven’t they’ve had enough time to think so that now when they get the question they choose to be careful?

When you make up your mind for a university programme you do it to get your exam and then look for a job. Not everyone wants to go abroad to work or study- that’s why IaH is important. On the other hand the big amount of students thinks that it is not easy to notice some elements of internationalization in their programmes. It can depend on the lack of information the students usually are utilizing. Many of students wished a better presentation of IaH.

How can the information about IaH reach the students’ better- what the universities leaders do for better communication?

Some proposal from the students:

“engage "key teachers" within each programme”, “inform responsible programme leaders.

“send emails with possible destinations related to a student's current education.”

“inform responsible programme leaders.” “send emails with possible destinations related to a student's current education.”, “by former exchange students, by teachers showing that relevant courses can be read in another country, and by more poster ...”, “well, first of all better contact between the students and the school during the time in another country.” “inform responsible programme leaders”, “send emails with possible destinations related to a student's current education.”

The students like to change or improve in their education, in order to make it more international some elements they thought were most important for development of IaH:

Mobility and cooperation – the students suggested:

” make it more compatible with other universities”

” create contacts to other faculties (abroad), also create exchange possibilities”

“more intense collaboration with foreign institutions / universities”

About integration the students wished: “integrate exchange students in our classes”

“to have international exchange students in the class.”

“ to meet more people from other countries and learn how they do in their country”

In all material we collected one phenomenon repeats all the time: the students wanted to have more information about IaH.

These answers match very well what we have in our interview material. There is a clear tendency that students regard IaH as a important complement in their education. However, if we look at the frequency of the aspect "visibility" we find that the alternatives "No" and "I don't know" are many. This confirms what we saw after having analyzed the interview material: The students think IaH is a very important part of the programme and it has to be more visible. Regarding the question if the students "have concrete use of IaH" we have answers saying that they can use international parts in their programme:

"It is important to read in English and get updated in international research" (dentistry student, semester 4)

"I think it is good to know how you do in other countries, I will meet people from other cultures" (nurse student, semester 2)

"In my profession I will meet people from many countries, maybe I will work abroad" (nurse student, semester 4)

"I might have students from other countries in my class" (teacher student, semester 2)

"We work mainly at the Swedish market but there are customers from Denmark and Germany so it might be good" (realtor student, semester 2)

Since there are many students who think it is important with international parts in their programme and that they wish more information about IaH they will have good use of their knowledge about IaH in their future professions. This is almost Bengt Nilssons vision for students at Malmö University.

"Of course, I have a dream for Malmö University. I would like to see all our students leaving this university with the added value an internationalised curriculum can give: besides good knowledge in their subject area, they would have an open mind and generosity towards other people, know how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues. I would like to vaccinate all our students against the dark forces of nationalism and racism.

I have presented above some objectives that we will try to implement, and possible means to do so. There are many more and better, I am sure. The future will show how we will manage, but I think our chances are fairly good.”¹

(Nilsson Bengt (2000). *Internationalization at Home*)

¹ Bengt Nilsson 2000 *Internationalization at Home: a position paper*. p.26

6. Summary

This concluding section consists of a final discussion, where the results are summarized and discussed.

In the end of this essay we will see if the aim was reached and if we got answers to the questions we asked in the start. The purpose with the essay was to examine and enlarge our knowledge about internationalization of higher education, but also to examine how IaH is included in different programmes at Malmö University. Besides, we wanted to present our work at an international conference. When we started the work with this essay, we didn't know much about IaH. We read Bengt Nilsson's articles and were fascinated by his passion to run the development of internationalization at Malmö University. During the work process we studied more about the subject and realised that IaH is a phenomenon among university educations around the world. At the Basel conference we met university teachers not only from Europe but also from South Africa, Australia and New Zealand and they were all developing IaH. Our ideas about the International Secretary were changed. We realised that there is a not directly visible work done aimed at long termed goals such as internationalization of all educations and

adjusting them to common demands. This knowledge about IaH is what we appreciate a lot and will be the most valuable thing we will remember from the work with our essay.

When we started the essay and formulated the questions about what we wanted to learn about IaH, we also drafted our theory. It was thoughts about internationalization and IaH as an important part of the whole process. We decided to regard knowledge as a capital.

From this came our first thought: Circuit of capital - to get a more international activity in the end of the process than in the beginning. To observe processes of growth.

We stated three conditions that Malmö University must fulfil in order to "internationalize" itself:

1- The University must use its advantages such as having a big part of students and teachers with foreign background :

- there is a great ethnical variety of the population in Malmö
- advantageous geographical position - close to international airports

2- Develop the organisation, management and University policy if these conditions are fulfilled students can be expected to be satisfied by realising the importance of international perspectives in their educations, which they obtain at Malmö University.

3- Invest in its resources and to use efficiency of the Intranet are key word in the IaH process.

The four programmes we chose for our essay are leading to traditional professions where you can work in Sweden. We supposed that the students see many possibilities with an international competence - not just to be able to work in other countries but to get employed in foreign

companies establishing themselves in Sweden or in Swedish companies who need staff with international competence for their international contacts.

In the start we asked ourselves three questions. It wasn't an easy task to classify the amount of facts we gathered to get our answers. If we were to do the work again we would have constructed more fact-specified questions in the interview as well as in the inquiry. The answers to our questions are as objective as it has been possible for us to get. Most students at Malmö University are aware that their programmes have a high international standard and that the process of internationalization is important. Even if most students see their education as an investment for the future and long to start their career they are aware of the fact that they need their multicultural and international experience. The answers we got show that International Secretary gives students a possibility to get their competence "at home" - not everybody is interested or has the financial possibilities to study abroad. However, in the end it is the student's individual responsibility to use what has been offered during the education. The road to multinational universities has been started through the Bologna agreement and Malmö University has joined the road.

We were first asked to do this essay as a part of our studies at Malmö University. It was a challenge to write an essay in English on the subject of IaH. To start with, we had a dialogue with the International Office at Malmö University about the study used a net based inquiry to all students at the University. But the outcome of such an inquiry would probably be poor, we anticipated. Instead, we decided having group interviews and making a survey.

To make the group interviews was fun. We split the job each one of us concentrating on two programmes. Within each programme we chose students from the beginning and the end of their studies. The reason for this was to see if there were differences in their knowledge about IaH. The advantage with group interviews is that you get many reflections and comments around the questions. The survey was done in classrooms immediately after classes. This gave us the advantage of getting answers from all present at the class. We have worked with the survey material to find out differences between students in the four chosen programmes.

It has been interesting to work with this subject. To present the result at the Basel Conference was a fun part.

References

Abrahamsson Kenneth & Fägerlind Ingemar(1995).*Europaskolan: svensk utbildning och det nya Europa*. Stockholm: Fritze, första upplagan

Andersson,Bengt-Erik (1994). *Som man frågar får man svar- en introduktion i intervju och enkätteknik*. Raben Prisma, Stockholm, andra upplagan

Kartläggning av internationaliseringsarbetet på Malmö högskola 1999-2003

"Att bli rik som människa" Hämtad 2006-06-03 från

<http://scholar.google.com.support.mah.se>

Berg Bruce L (1989). *Qualitative research methods for the social sciences*. Allyn and Bacon MA, USA

Bremer & vander Vende (1995). *Internatinalising the Curriculum: From the Policy to Praktice*.

Hämtad 2006-05-11 från

<http://www.google.se>

Fontana,Andrea&Frey,JamesH(2005). *The Interview- From Neutral Stance to Political Involvement. I Handbook of Qualitative Research, Third Edition*. London: SAGE Publications.

Högskoleverketswebplats. "En gränslös högskola"

Hämtad 2007-03-10 från <http://web2.hsv.se/publikationer/rapporter/2005/0501R.pdf>

Holme, Idar Magne & Solvang Krohn, Bernt(1996). *Forskningsmetodik- om kvalitativa och kvantitativa metoder*. Studentlitteratur Lund

Lofland, John (2004). *Analyzing social settings: a guide to qualitative observation and analysis*.
Wadsworth

Nilsson Bengt (2000). *Internationalization at Home- Theory and Praxis*.
Published by the EAIE Printed by Drukkerij Raddraaier, Amsterdam

Hämtad 2007-06-18 från <http://scholar.google.com.support.mah.se>

Nilsson Bengt (2006). *Some experiences from Malmö University*. Proinfo in Malmö

Utbildningens internationalisering (1974). Slutbetänkande från UKÄ:s internationaliserings
utredning. Universitetskanslersämbetet och Utbildningsförlaget
Hämtad 2007-03-10 från
<http://web2.hsv.se/publikationer/rapporter/2005/0501R.pdf>

Internationalisering på Hemmaplan - En fråga om attityd, kunskap och kompetens!
En pilotstudie om interkulturella och internationella inslag i Malmö högskolas kurs- och
programme utbud hösten 2002.
Hämtad 2006-05-11 från
<http://scholar.google.com.support.mah.se>

Kvale, Steinar (1997). *Den kvalitativa forskningsintervjun*. Lund : Studentlitteratur

Mason, Jennifer (1996). *Qualitative researching* Sage London

National Encyklopedin 1992 Bra Böcker Ab, Höganäs

Otten, Matthias (2003) *Intercultural learning and Diversity in Higher Education*. Journal of
Studies in International Education, v7n1p12-26 Spr database: ERIC

Robson, Colin (2002). *Real World Research* Blackwell Publishing MA USA 2: nd edition

Silverman, David (1993). *Interpreting qualitative data: methods for analyzing talk, text and interaction*. London

Stewart, C.J & Cash, W.B. jr. (2003). *Interviewing: principles and practices*. McGraw Hill
New York

Svensson, Per-Gunnar (1996). *Förståelse, trovärdighet eller validitet*. Studentlitteratur Lund

Svensson, Per-Gunnar & Starrin, Bengt(1996). *Kvalitativa studier i teori och praktik*.
Lund: Studentlitteratur

Teekens, Hanneke (2006).*Internationalization at home a global perspective*. Nuffic

Thurén, Torsten (1986). *Orientering i källkritik*. Nordsteds Tryckeri Stockholm

Trost, Jan (1997). *Kvalitativa intervjuer*. Studentlitteratur, Lund, andra upplagan

Weiss, Robert S(1949). *Learning from strangers: The art and method of qualitative interview studies*. The Free Press New York

NOTES

Databases: ERIC, ASSIA: Applied Social Sciences Index and Abstracts, PedagogGuiden.
Scholar Google.

About the authors

Maria Szulkin and Per Celander are students participating in courses at Educational Science Malmö University 2005-2006.

At the very beginning of our studies we were informed that the International Student Council offered the possibility to write an essay about Internationalization on home ground at Malmö University. We found the subject very interesting and started to discuss how we could plan the thesis. It is fascinating to be able to view our different perspectives of the essay:

Maria, being woman and immigrant and Per, being a man born in Sweden.

Maria Szulkin is a teacher at a primary school. She has an academic education as a teacher from Poland. Maria came to Sweden 1985 and studied pedagogics at the University of Lund.

Per Celander has been primary school teacher for 15 years and a director for Scandinavian schools abroad for 10 years. Presently Per is the director of a private Swedish School in Lund.

Both of us are interested in studying international processes within Malmö University and how they influence the educational quality at Malmö University.

Supplements

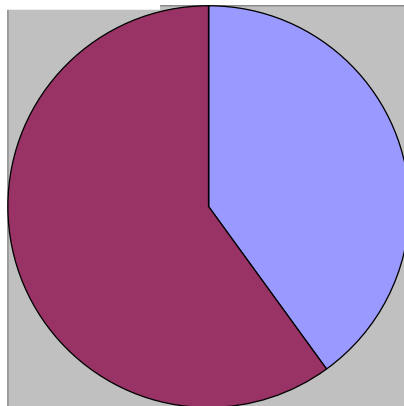
1- The Interview questions

1. What international parts have you encountered in your education at Malmö University?
2. Are you familiar with the term "Internationalization at Home" (IaH)?
3. Have you heard of:
 - a) the International Council?
 - b) Minternet?
 - c) the International Secretary?
 - d) the International Coordinator?
4. How would you organise an international part of your programme?

2- The Survey

Statistics

sex	
	Totally
men	80
women	120
missing	
Totally	200



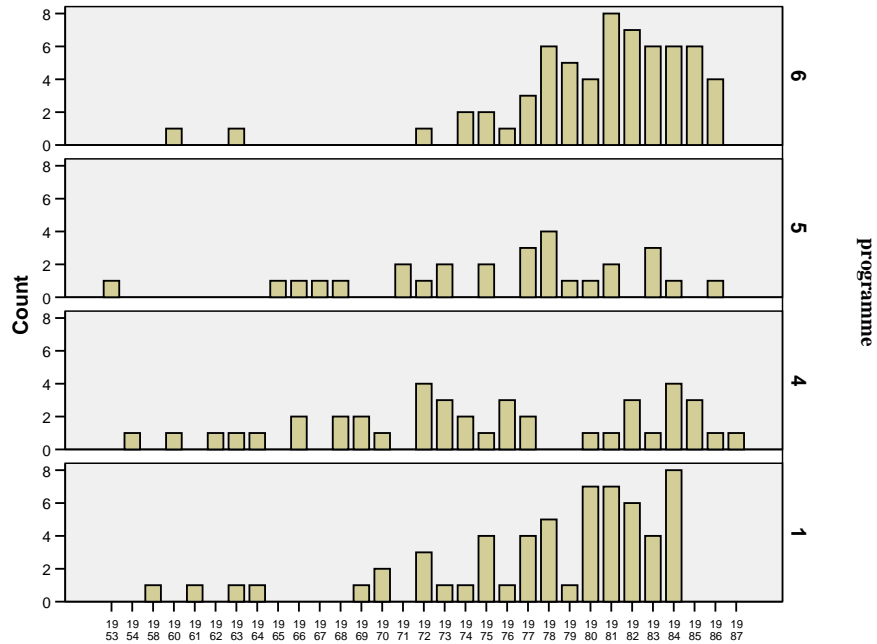
sex
■ men
■ women
□ (tom)

men- 40 %

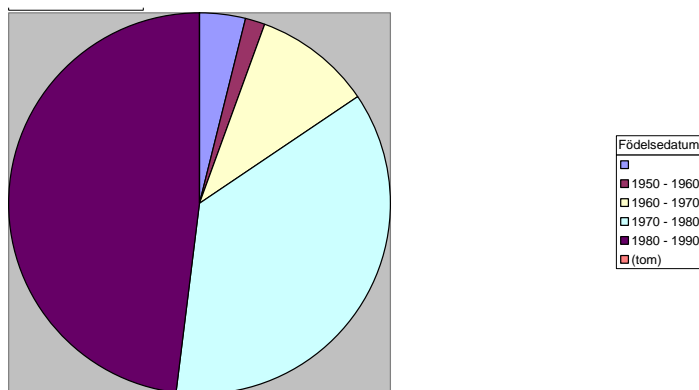
women- 60 %

In our research group took part 120 women and 80 men.

Date of birth



Birth`s date	
	Totally
1950 - 1960	8
1960 - 1970	3
1970 - 1980	20
1980 - 1990	73
missing	96
Totally	200



1950 -1960 – 2%

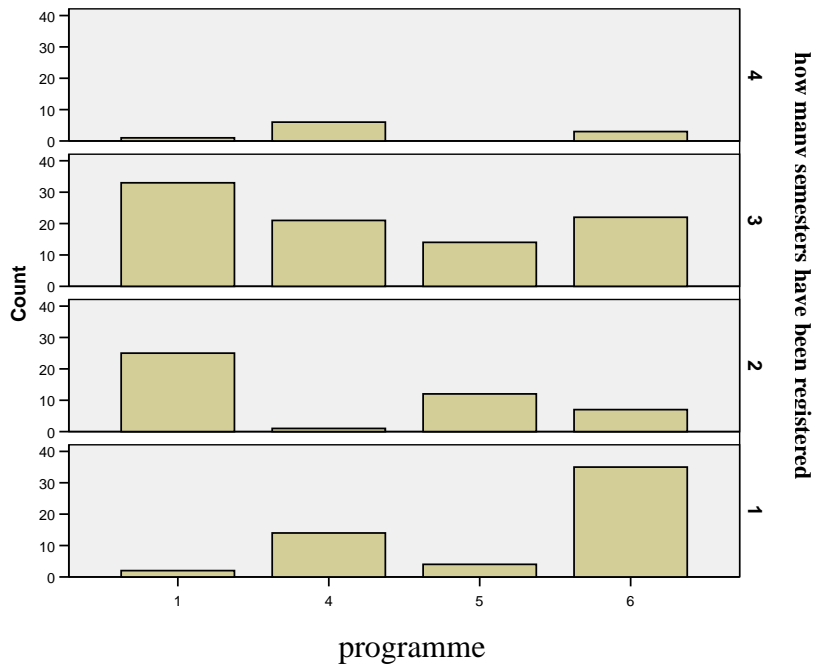
1960 – 1970 – 10 %

1970 – 1980 – 37 %

1980 – 1990- 47 %

missing - 4%

The diagram shows how many semesters' students at different programmes have been registered.



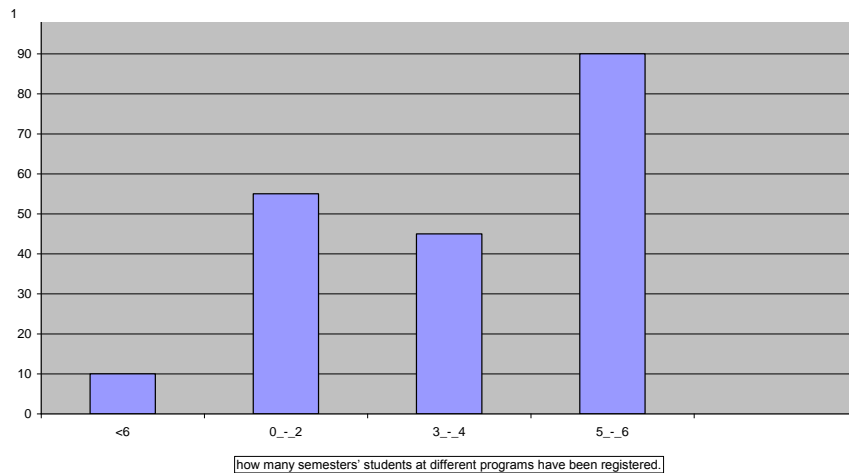
At the nursing programme there were most students from the second and third semester.

At the teachers programme most students come from the first and third semester.

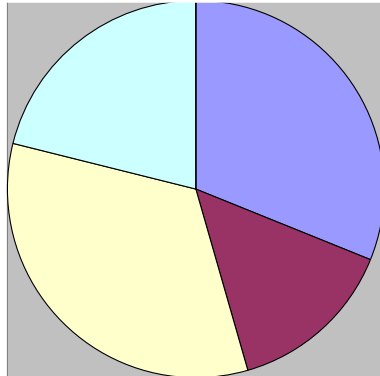
At the dentistry programme the majority of the students were from second and third semester.

At the realtors programme the students were from the first and the third semester.

How many semesters' students at different programmes have been registered.	
	Totally
<6	10
0_-_2	55
3_-_4	45
5_-_6	90
Missing	
Totally	200



programme



The nursing programme- 31 %

The dentistry programme- 15 %

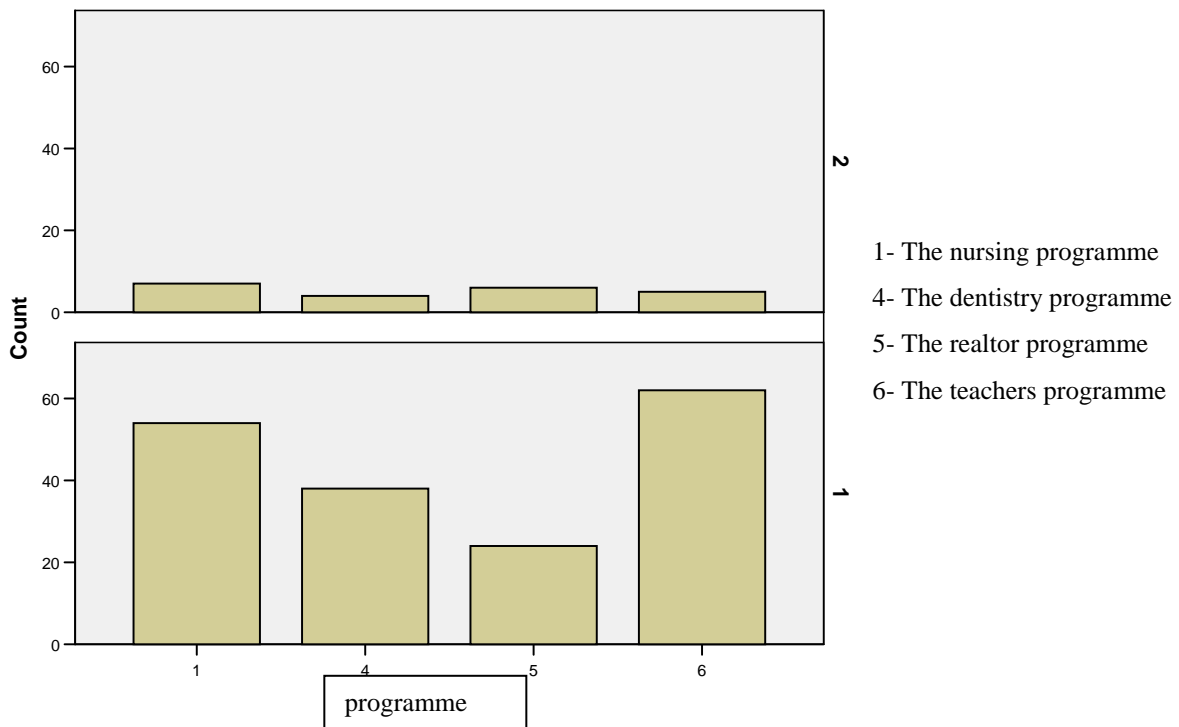
The realtor programme- 33 %

The teacher's programme- 21 %

programme	
	Totally
the nursing programme	62
thedentistryprogramme	29
the realtor programme	67
the teacher`s programme	42
missing	
Totally	200

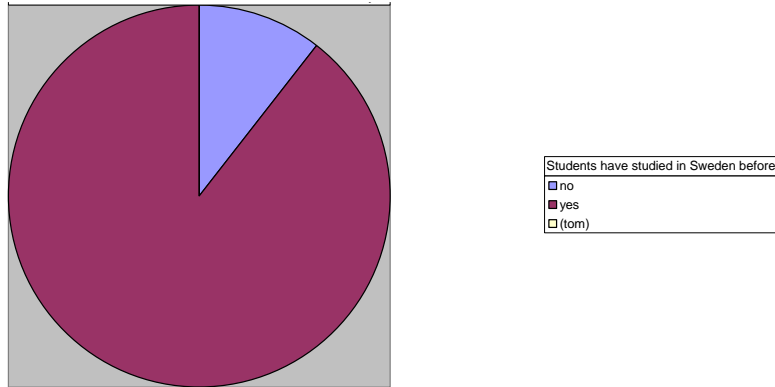
The top diagram shows the students who have started their education abroad.

The bottom diagram shows that the majority of the students have studied in Sweden before their university education.



Students have studied in Sweden before their university education/started their education abroad.	
	Totally
no	21
yes	179
missing	
Totally	200

Students have studied in Sweden before their university education/started their education abroad.



89 % of the students have studied in Sweden before their university education.

11 % of the students who have started their education abroad.

Question about how do information about IaH better.

Better Information
other students lecture
other students inform
Good as it is
brochure ,pamphlet
better homepage
better supply of courses
better marketing
is good

It's already quite good
own homepage for studies abroad
more information mails
take part in pedagogic work in other countries
have a information meeting for those interested
lecturers from other countries
lecture
lectures
lectures for the class about studies abroad
information about lectures
through Internet, study counselor
through mail
make campaigns
has been quite good
The homepage
the homepage
I don't know
information meeting
information forms
the information works quite well
information through brochures
information in the beginning of the programme (studies)
Informations meetings
Informations meetings
information about the same subject in different countries
information at a noticeboard
information days, wall charts
information meeting
information at school start and during the semesters
Informations days, guest lectures

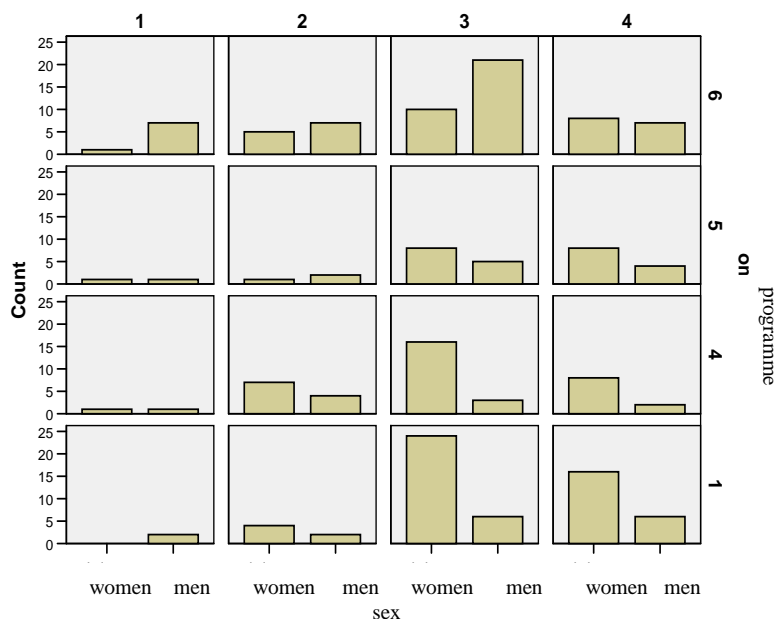
Internet and information by teachers
 classvisits, information at the start of a course
 concrete course suggestions
 continuous information
 course information at the homepage
 course catalogue
 information by the course responsible
 the teachers will inform more
 easy accessible brochures/pamphlets
 mail
 mail and information letters
 It's okay
 mail, posters presentations
 information at each faculty
 more information from students who have been abroad
 more information about the economy
 more information in pamphlets
 more oral information
 more posters at noticeboards
 more webinfo that reaches everybody
 orally
 national cooperation
 somebody to discuss with /ask questions
 compulsory lecture
 compulsory information for everybody
 Compulsory information for all the students in the beginning of courses- teachers should be responsible for it
 compulsory presence at informations
 personal information
 personal talks at lecture-time
 cooperate with foreign universities

workshops, seminars
 specified information about foreign studies
 theme days
 think that information reaches quite well
 clear information at the start of the programme
 clearer information at the homepage
 better use of the Internet
 optional programmes that can be taken abroad
 missing

Totally 200

Question 1

Possibility to practice abroad- How important is this aspect?



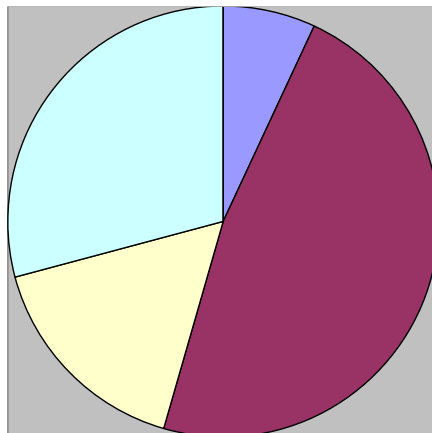
1-unimportant,
 2- rather unimportant,
 3- rather important,
 4-very important,

1- The nursing programme
 4- The teachers
 5- The dentistry programme
 6- The realtor programme

Most students at all programmes
 found it important to have the possibility to make practice abroad.

Possibility to practice abroad- How important is this aspect?	
	Totally
unimportant	14
rather important	94
rather unimportant	32
very important	58
missing	(2)
Totally	198

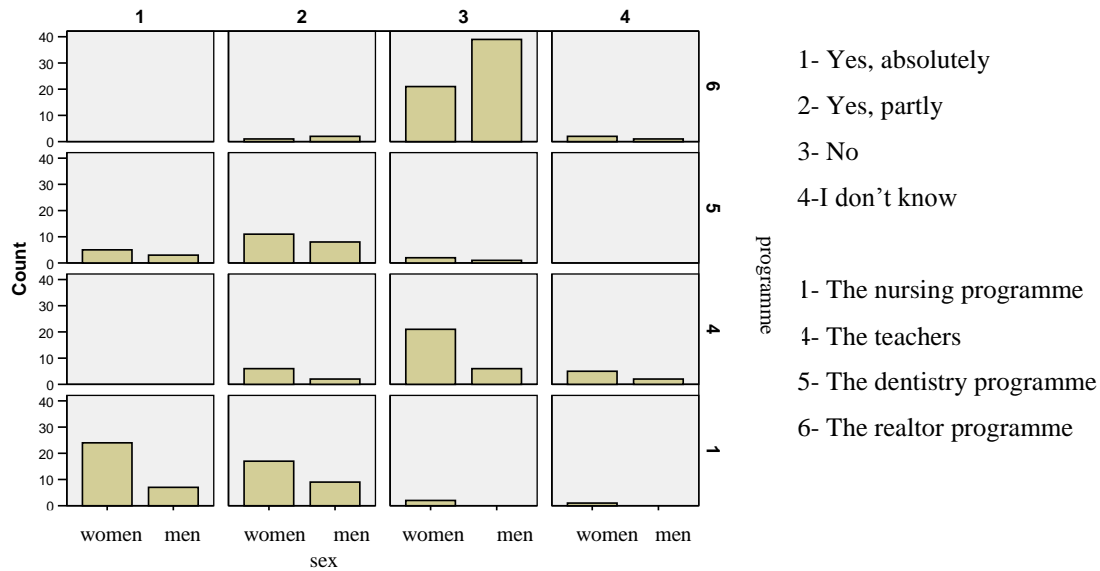
Possibility to practice abroad-
How important is this aspect?



Possibility to practice abroad- How impo	
■ unimportant	
■ rather important	
■ rather unimportant	
■ very important	
■ (tom)	

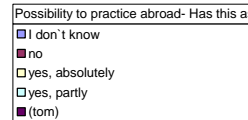
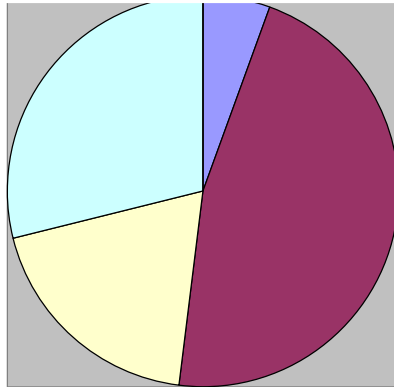
unimportant- 7 %
rather important- 48 %
rather unimportant- 16 %
very important- 29 %

Has this aspect been visible in your current course?



Possibility to practice abroad- Has this aspect been visible in your current course?	
	Totally
I don't know	11
no	92
yes, absolutely	38
yes, partly	57
missing	(2)
Totally	198

Possibility to practice abroad- Has this aspect been visible in your current course?

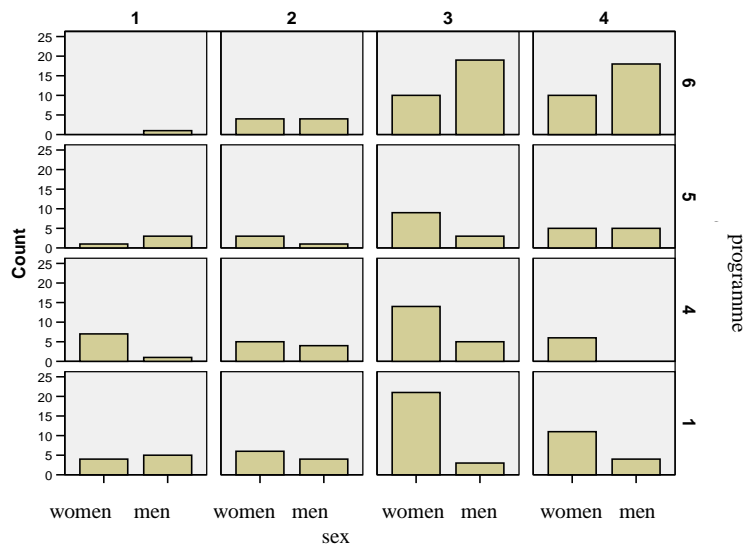


I don't know- 6 %
 No- 46 %
 Yes, absolutely- 19 %
 Yes, partly- 29 %

Question 2

Possibility to practice in international companies or organisations in Sweden.

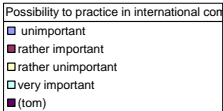
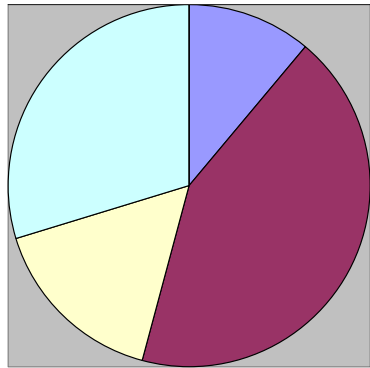
How important is this aspect?



1-unimportant,
 2- rather unimportant,
 3- rather important,
 4-very important,
 1- The nursing programme
 4- The teachers
 5- The dentistry programme
 6- The realtor programme

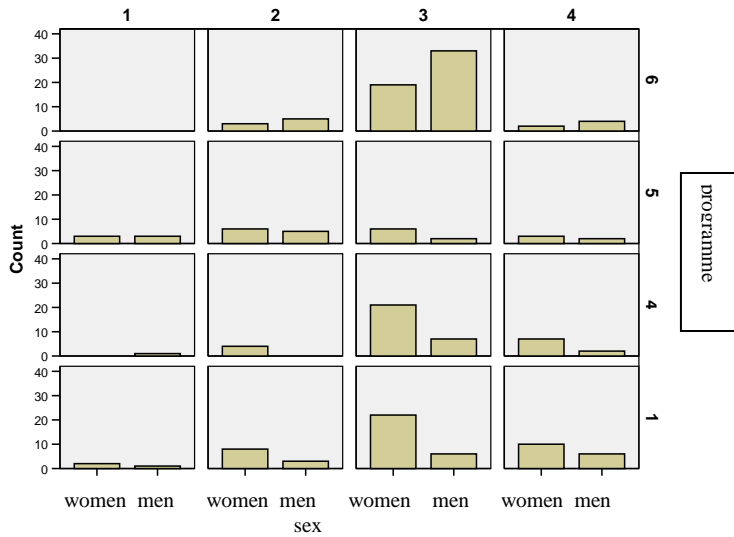
Possibility to practice in international companies or organisations in Sweden. How important is this aspect?	
	Totally
unimportant	22
rather important	84
rather unimportant	32
very important	58
missing	(4)
Totally	196

Possibility to practice in international companies or organisations in Sweden.
How important is this aspect?



unimportant- 11 %
 rather important- 43 %
 rather unimportant- 16 %
 very important- 30 %

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4- I don't know

1- The nursing programme

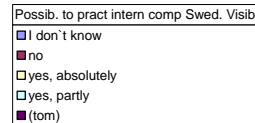
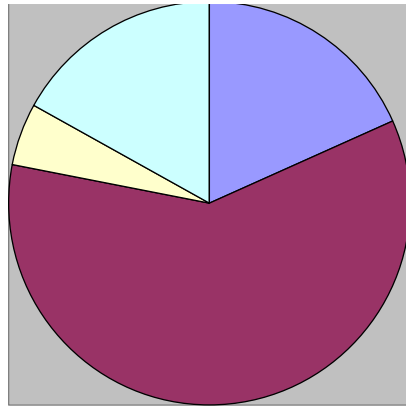
4- The teachers

5- The dentistry programme

6- The realtor programme

Possib. to pract intern comp Swed. Visibility	
	Totally
I don't know	36
no	117
yes, absolutely	10
yes, partly	33
missing	(4)
Totally	196

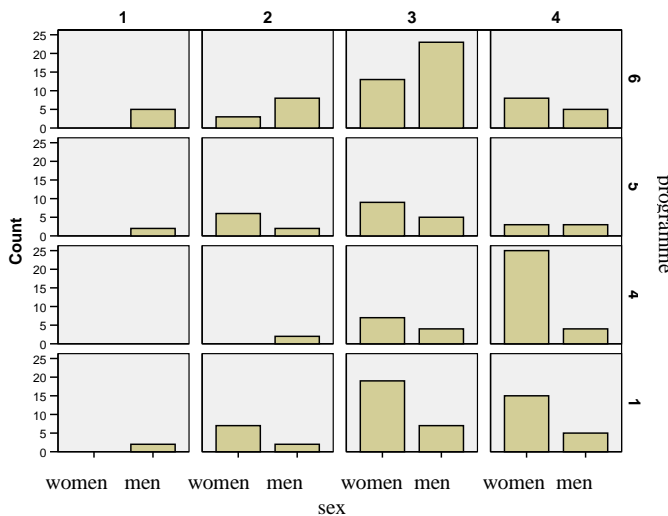
Possibility to practice in international companies or organisations in Sweden. Has this aspect been visible in your current course?



I don't know- 18 %
 No- 60 %
 Yes, absolutely- 5 %
 Yes, partly- 17 %

Question 3

Possibility to practice in multicultural worksites.
 How important is this aspect?

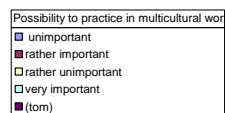
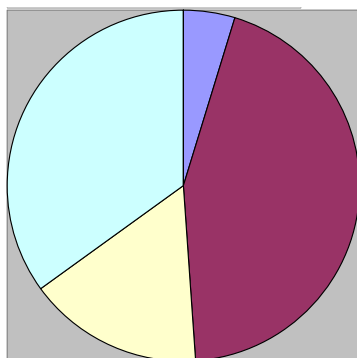


1-unimportant,
 2- rather unimportant,
 3- rather important,
 4-very important,

1- The nursing programme
 4- The teachers
 5- The dentistry programme
 6- The realtor programme

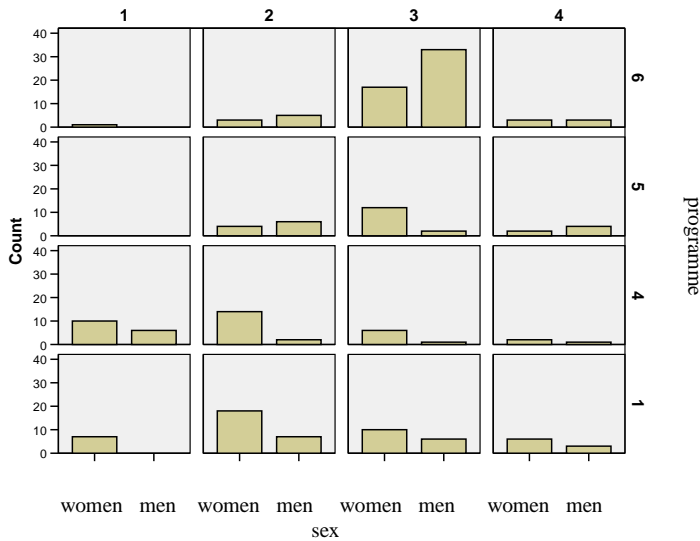
Possibility to practice in multicultural worksites. How important is this aspect?	
	Totally
unimportant	9
rather important	86
rather unimportant	31
very important	68
missing	6
Totally	194

Possibility to practice in multicultural worksites.
How important is this aspect?



unimportant,- 5%
 rather important,- 44%
 rather unimportant, - 16%
 very important, - 35%

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4-I don't know

1- The nursing programme

4- The teachers programme

5- The dentistry programme

6- The realtor programme

Possib. To pr. Mut work. Visib.	
.	Total
I don't know	24
no	88
yes, absolutely	24
yes, partly	58
missing	6
Total	194

Yes, absolutely- 12%

Yes, partly- 30%

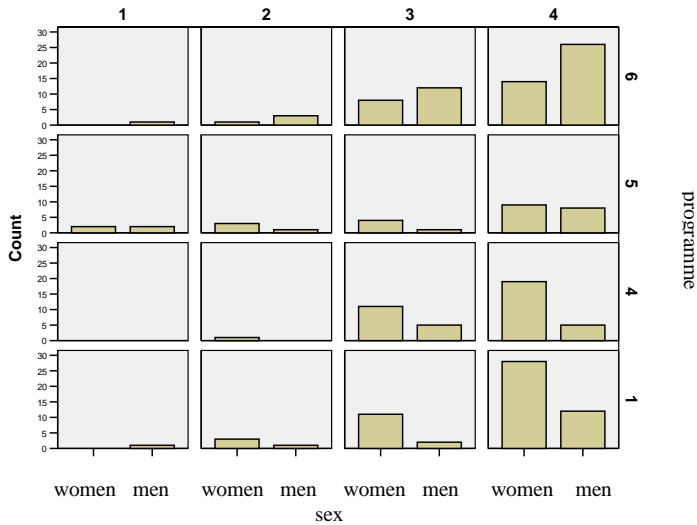
No- 46%

I don't know – 12%

Question 4

Courses taken abroad recognised at Malmo University.

How important is this aspect?

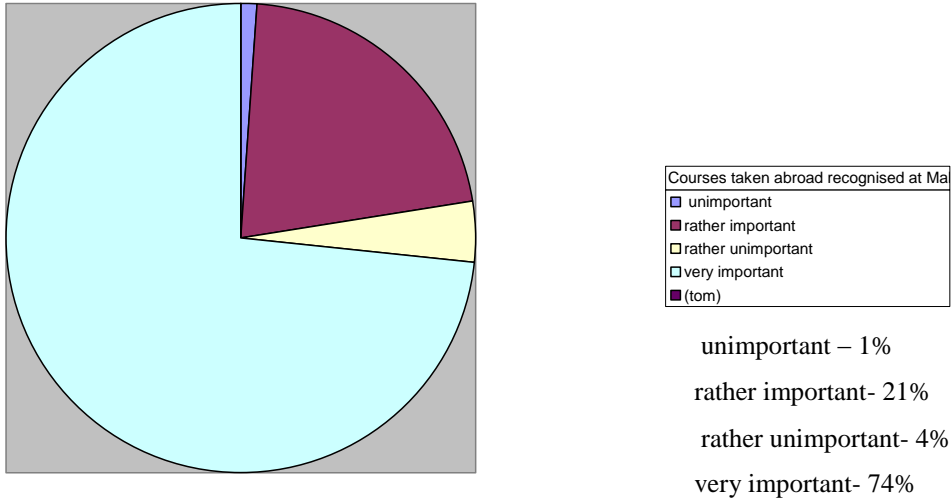


1-unimportant,
2- rather unimportant,
3- rather important,
4-very important,

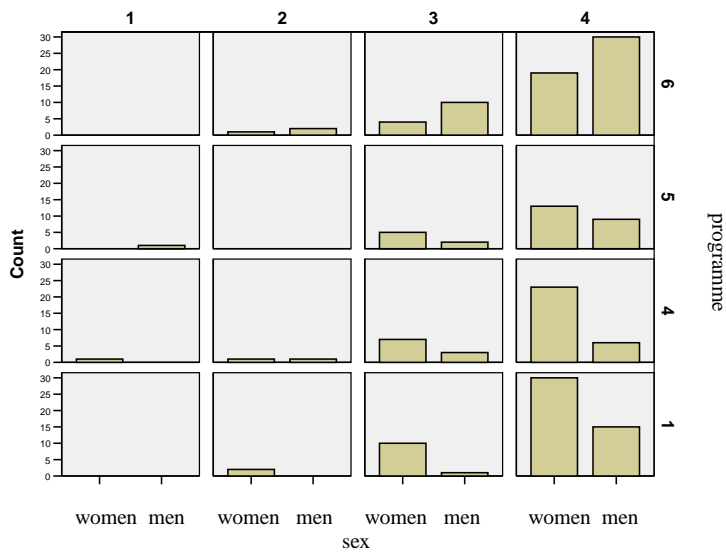
1- The nursing programme
4- The teachers programme
5- The dentistry programme
6- The realtor programme

Courses taken abroad recognised at Malmo University.	
How important is this aspect?	
	Total
Unimportant	2
rather important	42
rather unimportant	8
very important	144
Missing	(4)
Totally	196

Courses taken abroad recognised at Malmo University.
How important is this aspect?



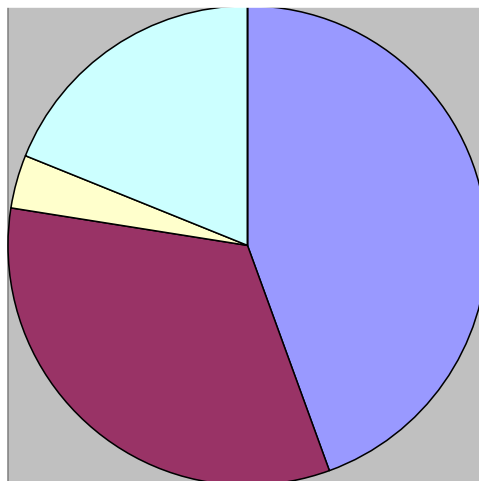
Has this aspect been visible in your current course?



- 1- Yes, absolutely
 - 2- Yes, partly
 - 3- No
 - 4-I don't know
-
- 1- The nursing programme
 - 4- The teachers programme
 - 5- The dentistry programme
 - 6- The realtor programme

Courses taken abroad recognised at Malmo University.	
Has this aspect been visible in your current course?	
	Totally
I don't know	87
no	65
yes, absolutely	7
yes, partly	37
missing	(4)
Totally	196

Courses taken abroad recognised at Malmo University.
As this aspect been visible in your current course?



Courses taken abroad recognised at Mal
■ I don't know
■ no
■ yes, absolutely
■ yes, partly
■ (tom)

I don't know- 44 %

No-33 %

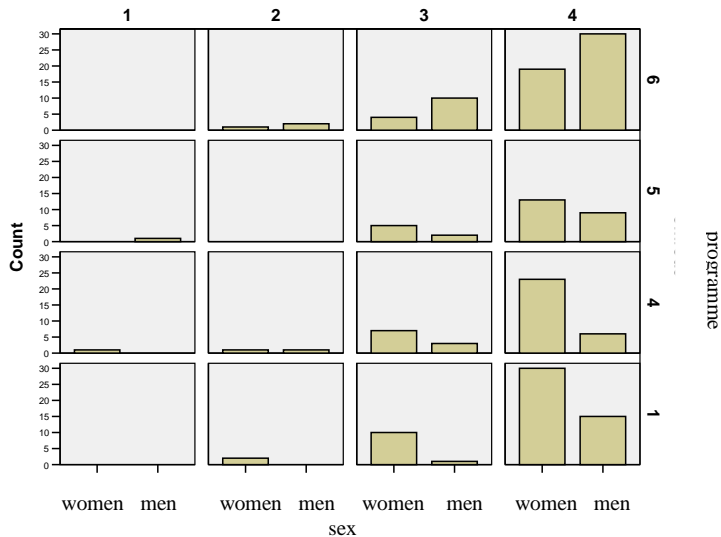
Yes, absolutely- 4 %

Yes, partly-19 %

Question 5

Courses at Malmo University being internationally recognised and students can credit them if they want to study abroad.

How important is this aspect?

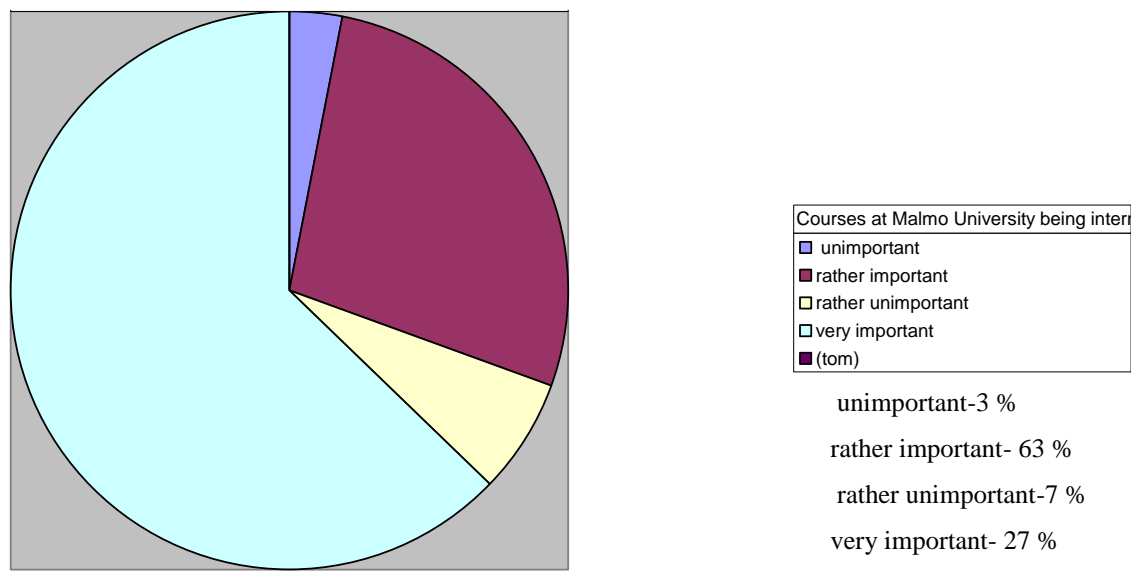


1-unimportant,
2- rather unimportant,
3- rather important,
4-very important,

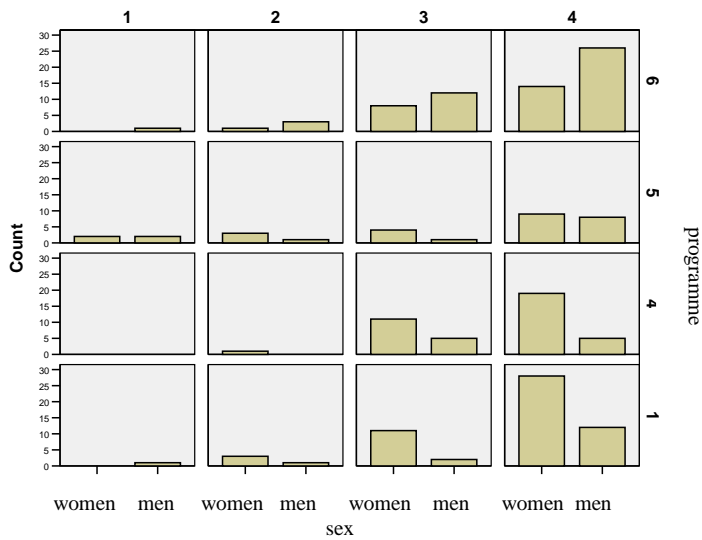
1- The nursing programme
4- The teachers programme
5- The dentistry programme
6- The realtor programme

Courses at Malmo University being internationally recognised . How impewct?	
	Totally
Unimportant	6
rather important	53
rather unimportant	13
very important	121
Missing	(7)
Totally	193

Courses at Malmo University being internationally recognised . How import is this aspect?



Has this aspect been visible in your current course?

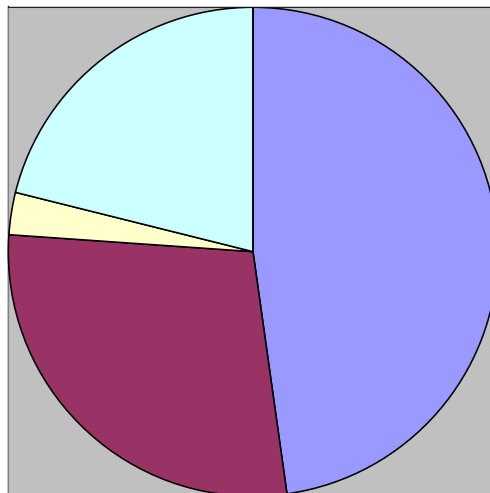


- 1- Yes, absolutely
- 2- Yes, partly
- 3- No
- 4-I don't know

- 1- The nursing programme
- 4- The teachers programme
- 5- The dentistry programme
- 6- The realtor programme

Courses at Malmo University being internationally recognised. Has this aspect been visible ?	
	Totally
I don` t know	92
no	55
yes, absolutely	5
yes, partly	41
missing	
Totally	193

Courses at Malmo University being internationally recognised. Has this aspect been visible in your current course?



Courses at Malmo University being interr
■ I don` t know
■ no
■ yes, absolutely
■ yes, partly
■ (tom)

I don't know – 48%

No-28%

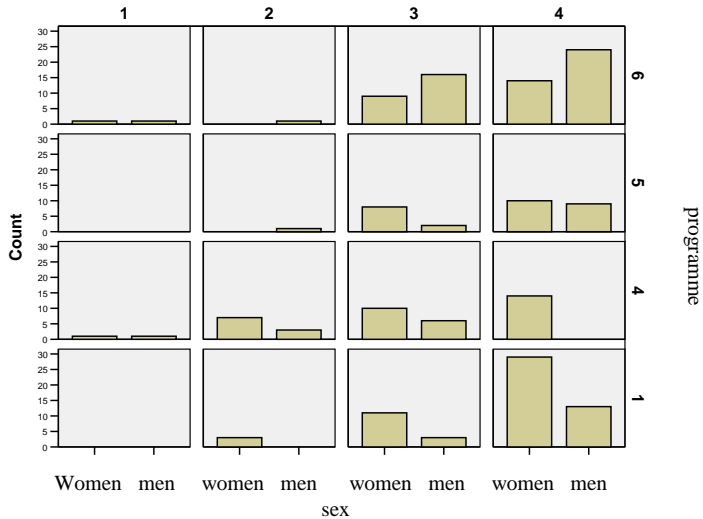
Yes, absolutely- 3 %

Yes, partly- 21%

Question 6

To get a education that gives the possibility to work abroad.

How important is this aspect?

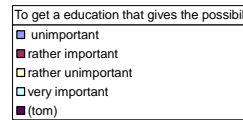
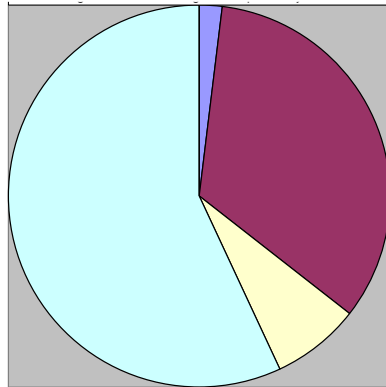


1-unimportant,
2- rather unimportant,
3- rather important,
4-very important,

1- The nursing programme
4- The teachers programme
5- The dentistry programme
6- The realtor programme

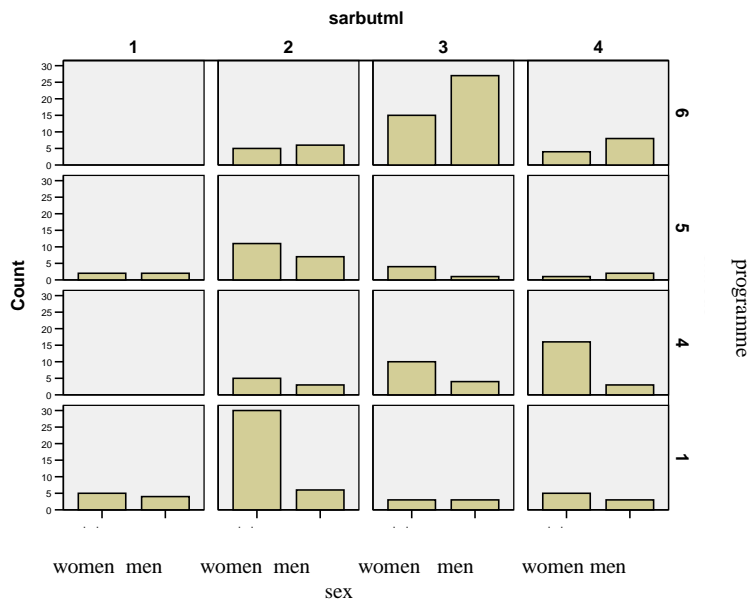
To get a education that gives the possibility to work abroad. How important is this aspect?	
	Totally
Unimportant	4
rather important	66
rather unimportant	15
very important	112
Missing	(3)
Totally	197

To get a education that gives the possibility to work abroad. How important is this aspect?



unimportant- 2%
 rather important- 34%
 rather unimportant- 8%
 very important- 56%

Has this aspect been visible in your current course?

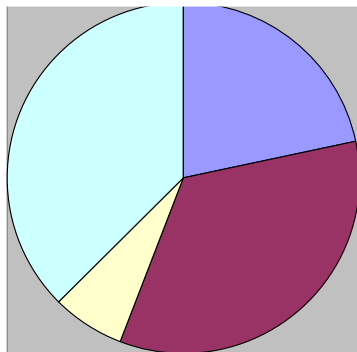


1- Yes, absolutely
 2- Yes, partly
 3- No
 4- I don't know

1- The nursing programme
 4- The teachers programme
 5- The dentistry programme
 6- The realtor programme

To get a education that gives the possibility to work abroad. Has this aspect been visible in your current course?	
	Totally
I don`t know	42
no	67
yes, absolutely	13
yes, partly	73
missing	(5)
Totally	195

To get a education that gives the possibility to work abroad.
Has this aspect been visible in your current course?



To get a education that gives the possibil
I don't know
no
yes, absolutely
yes, partly
(tom)

I don't know – 22%

No- 34%

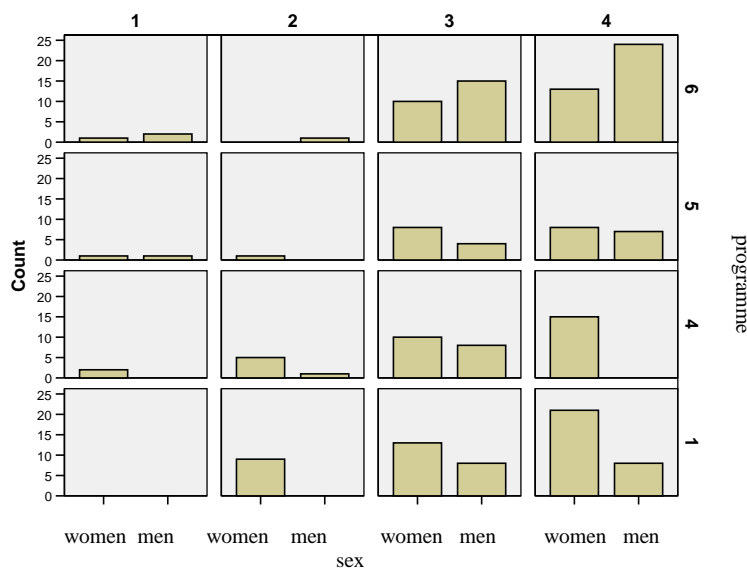
Yes, absolutely- 7%

Yes, partly- 37%

Question 7

To have an education that gives competence for further studies abroad.

How important is this aspect?



1-unimportant,

2- rather unimportant,

3- rather important,

4-very important,

1- The nursing programme

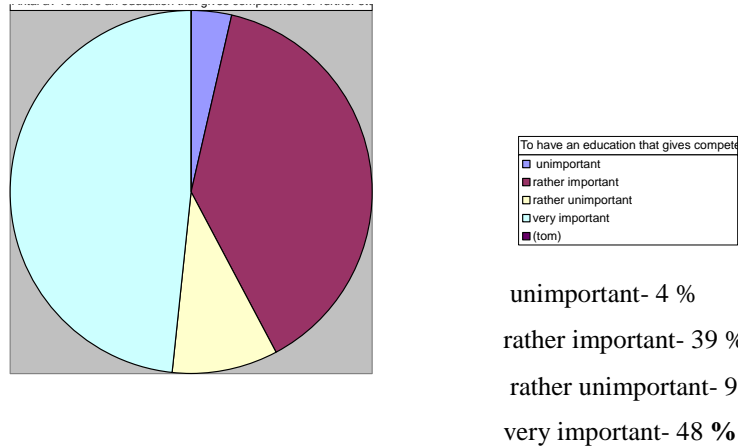
4- The teachers programme

5- The dentistry programme

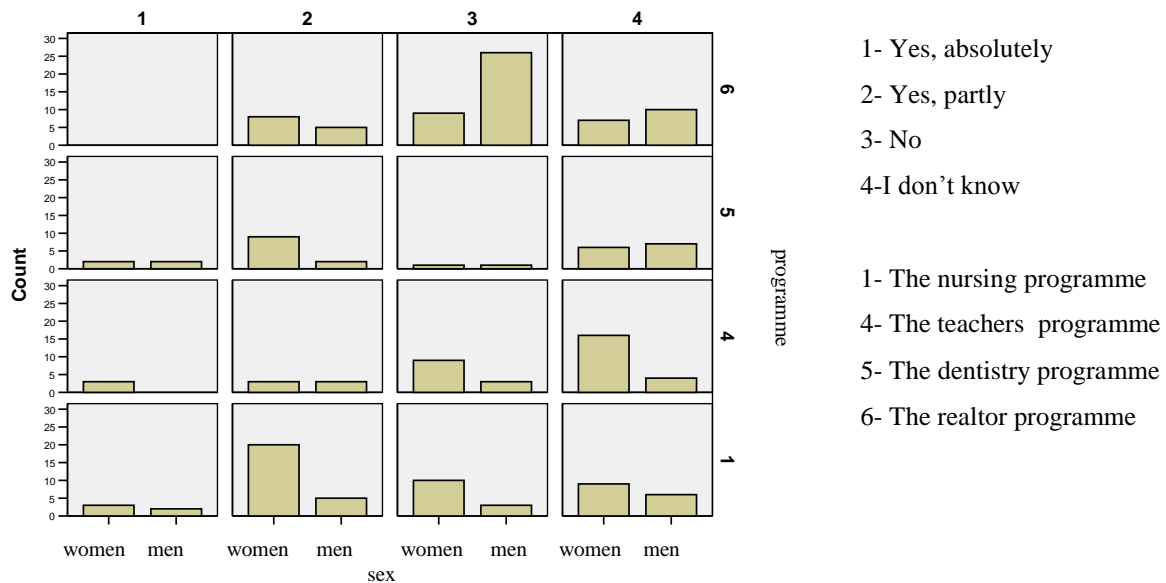
6- The realtor programme

To have an education that gives competence for further studies abroad. How important is this aspect?	
	Totally
unimportant	7
rather important	76
rather unimportant	18
very important	95
missing	(4)
Totally	196

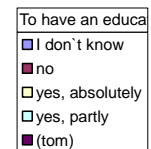
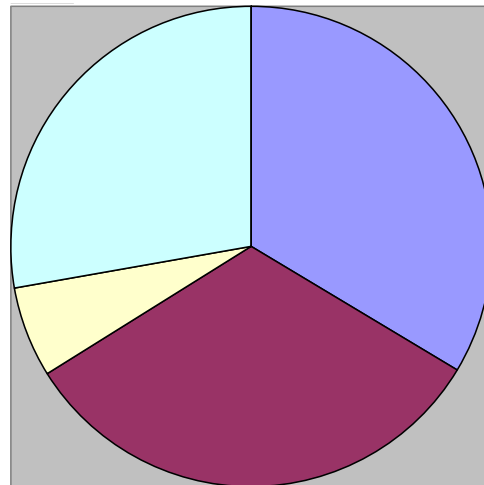
To have an education that gives competence for further studies abroad.
How important is this aspect?



Has this aspect been visible in your current course?



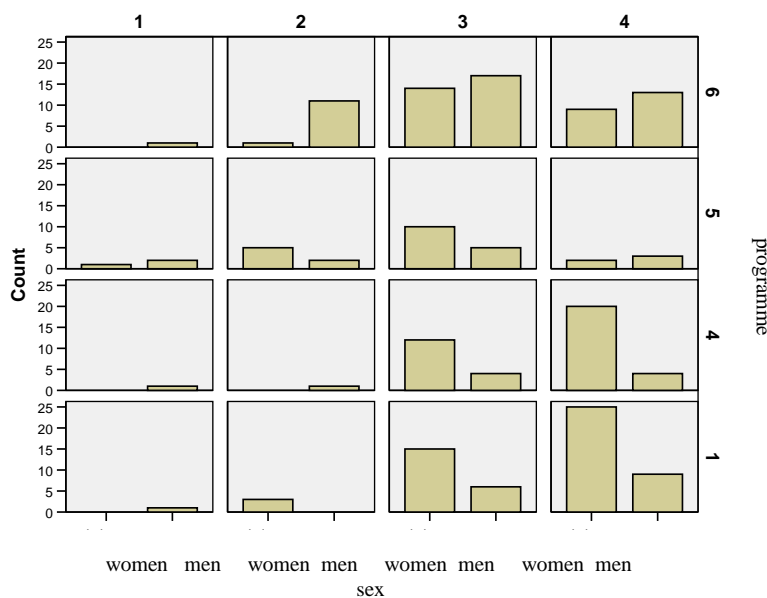
To have an education that gives competence for further studies abroad.
Has this aspect been visible in your current course?



I don't know- 34 %
No- 32 %
Yes, absolutely- 6 %
Yes, partly- 28 %

Question 8

To learn how to work in multicultural working teams/groups.
How important is this aspect?

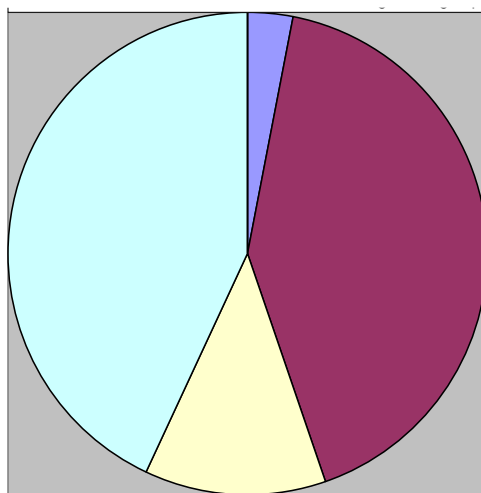


1-unimportant,
2- rather unimportant,
3- rather important,
4-very important,

1- The nursing programme
4- The teachers programme
5- The dentistry programme
6- The realtor programme

To learn how to work in multicultural working teams/groups. How important is this aspect?	
	Totally
unimportant	6
rather important	82
rather unimportant	24
very important	85
missing	(3)
Totally	197

To learn how to work in multicultural working teams/groups.
How important is this aspect?



To learn how to work in multicultural working teams/groups. How important is this aspect?	
unimportant	
rather important	
rather unimportant	
very important	
(tom)	

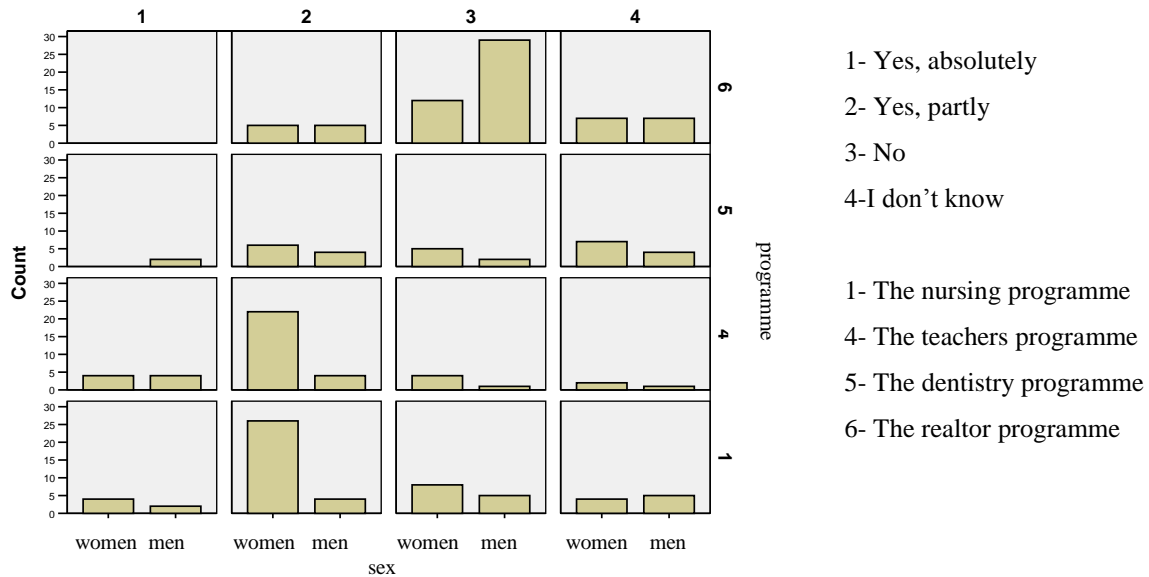
unimportant- 3 %

rather important- 42 %

rather unimportant- 12 %

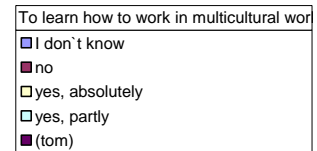
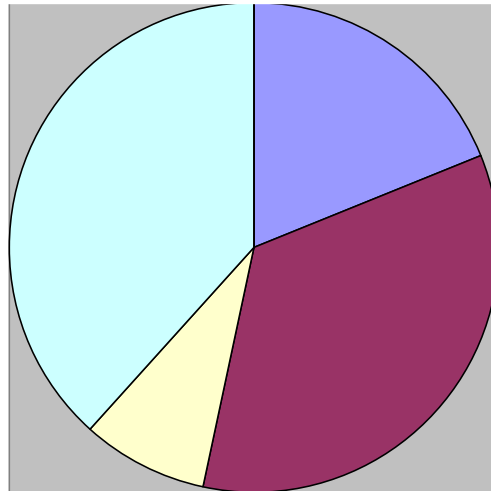
very important- 43 %

Has this aspect been visible in your current course?



To learn how to work in multicultural working teams/groups. Has this aspect been visible ?	
	Totally
I don't know	37
no	67
yes, absolutely	16
yes, partly	75
missing	(5)
Totally	195

To learn how to work in multicultural working teams/groups. Has this aspect been visible ?



I don't know – 19 %

No- 34 %

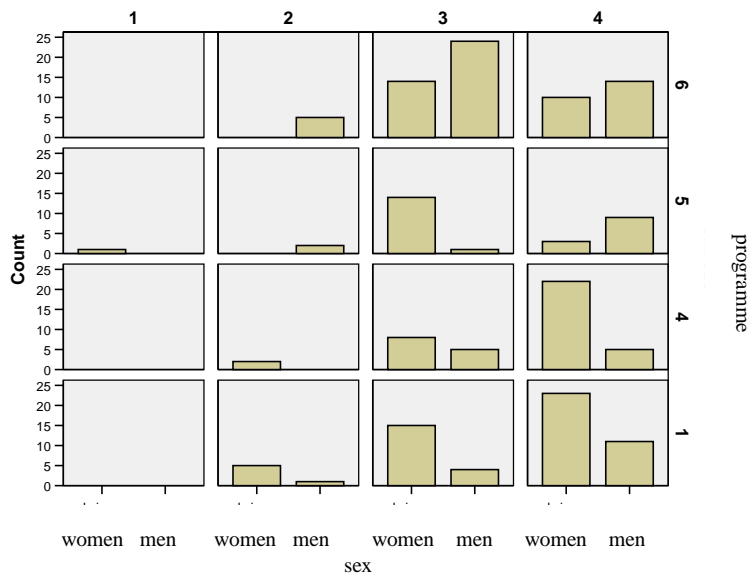
Yes, absolutely- 8 %

Yes, partly- 39 %

Question 9

To learn how to work with international patients/clients/customers or students.

How important is this aspect?



1-unimportant,

2- rather unimportant,

3- rather important,

4-very important,

1- The nursing programme

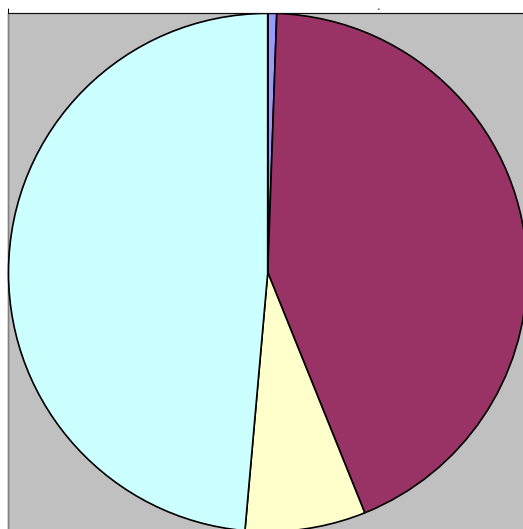
4- The teachers programme

5- The dentistry programme

6- The realtor programme

To learn how to work with international patients/clients/costumers or students. How important is this aspect?	
	Totally
unimportant	1
rather important	86
rather unimportant	15
very important	96
missing	(2)
Totally	198

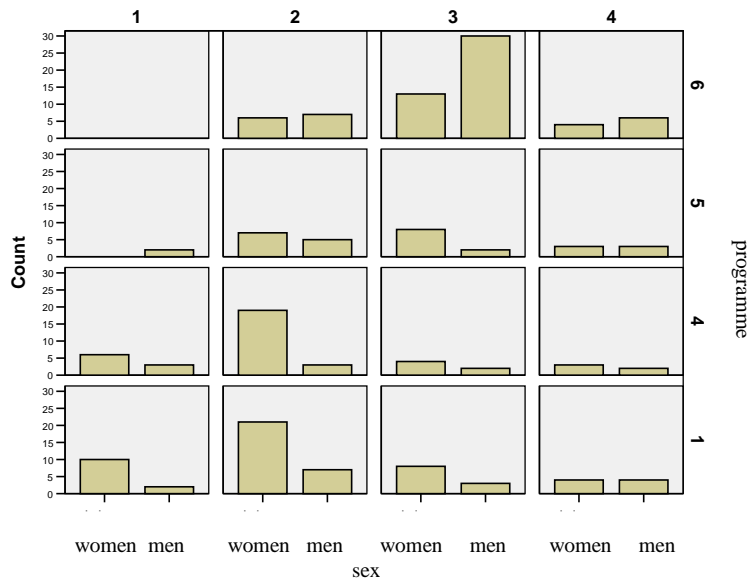
To learn how to work with international patients/clients/costumers or students.
How important is this aspect?



To learn how to work with international p
■ unimportant
■ rather important
■ rather unimportant
■ very important
■ (tom)

unimportant- 1 %
rather important- 43 %
rather unimportant- 8 %
very important- 48 %

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4-I don't know

1- The nursing programme

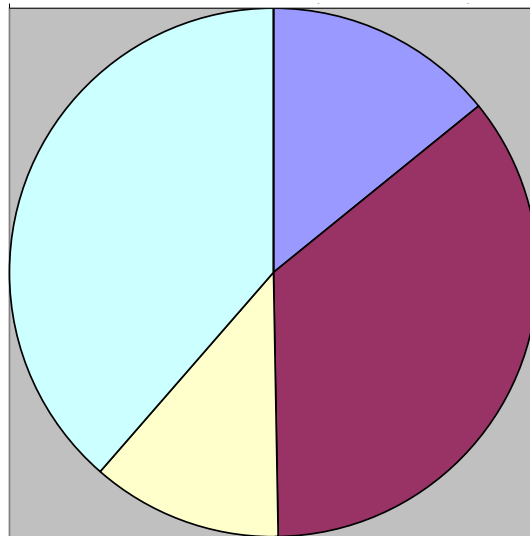
4- The teachers programme

5- The dentistry programme

6- The realtor programme

How to work with international patients	Has this aspect been visible ?	
		Totalt
I don't know		28
No		70
yes, absolutely		23
yes, partly		76
(tom)		
Totalt		197

How to work with international patients
Has this aspect been visible ?



how to work with international patientsHa	
I don't know	
no	
yes, absolutely	
yes, partly	
(tom)	

I don't know- 14 %

No- 36 %

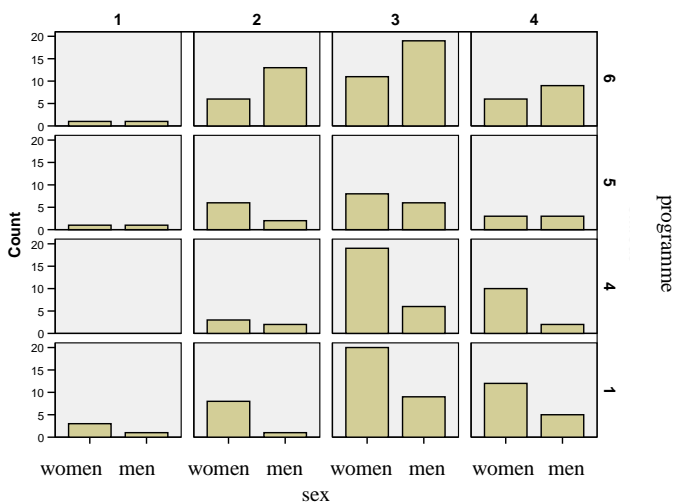
Yes, absolutely- 12 %

Yes, partly- 38 %

Question 10

That there are guest teachers from other countries.

How important is this aspect?



1-unimportant,

2- rather unimportant,

3- rather important,

4-very important,

1- The nursing programme

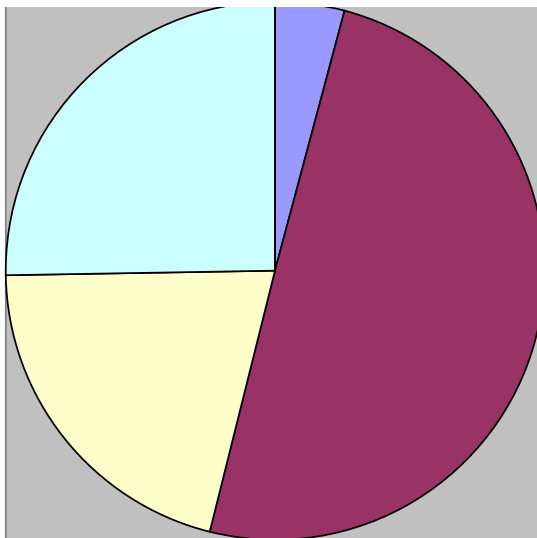
4- The teachers programme

5- The dentistry programme

6- The realtor programme

Antal av That there are guest teachers from other countries. How important is this aspect?	
	Totally
Unimportant	8
rather important	98
rather unimportant	41
very important	50
Missing	
Totally	197

That there are guest teachers from other countries.
How important is this aspect?



That there are guest teachers from other	
■ unimportant	
■ rather important	
■ rather unimportant	
■ very important	
■ (tom)	

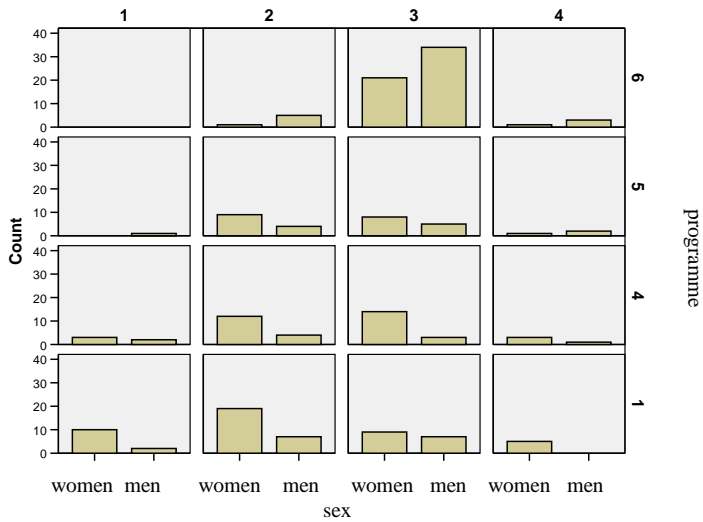
unimportant- 4 %

rather important- 50 %

rather unimportant- 21 %

very important- 25 %

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4- I don't know

1- The nursing programme

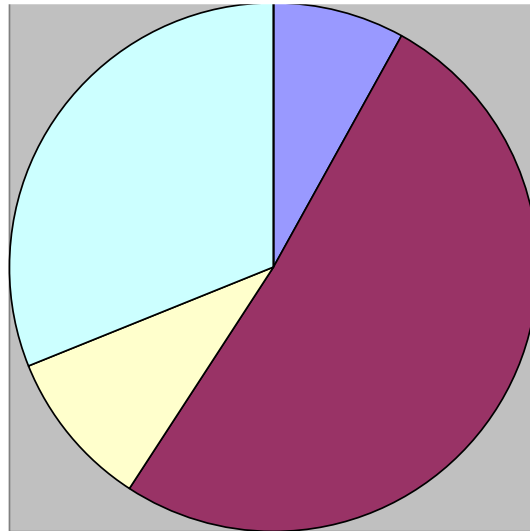
4- The teachers programme

5- The dentistry programme

6- The realtor programme

That there are guest teachers from other countries. Has this aspect been visible in your current course?	
	Totally
I don't know	16
No	100
yes, absolutely	19
yes, partly	61
Missing	
Totally	196

That there are guest teachers from other countries.
Has this aspect been visible in your current course?



That there are guest teachers from other	
I don't know	
no	
yes, absolutely	
yes, partly	
(tom)	

I don't know- 8 %

No- 51 %

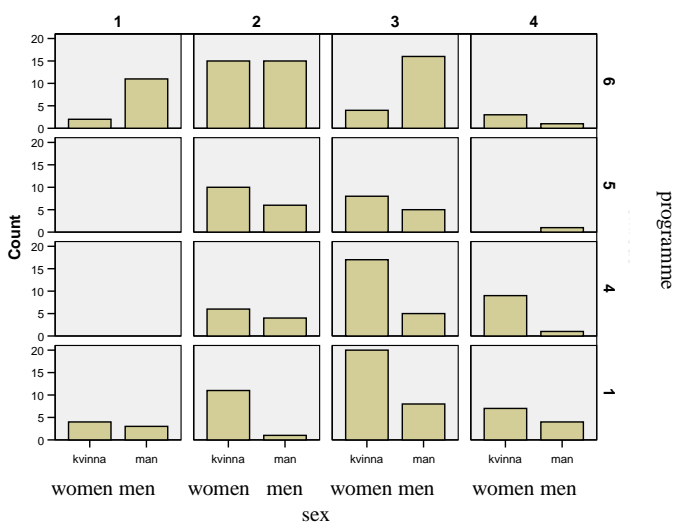
Yes, absolutely- 10 %

Yes, partly- 31 %

Question 11

That there are students from different countries in the programme.

How important is this aspect?



1- unimportant

2- rather unimportant

3- rather important

4- important

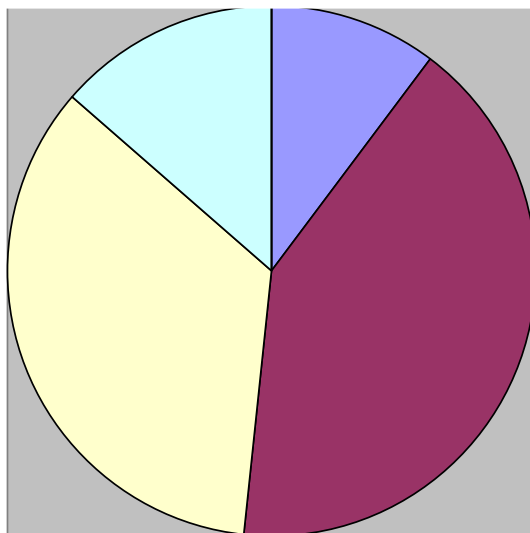
1- The nursing programme

4- The teachers programme

5- The dentistry programme

6- The realtor programme

That there are students from different countries in the programme.
How important is this aspect?

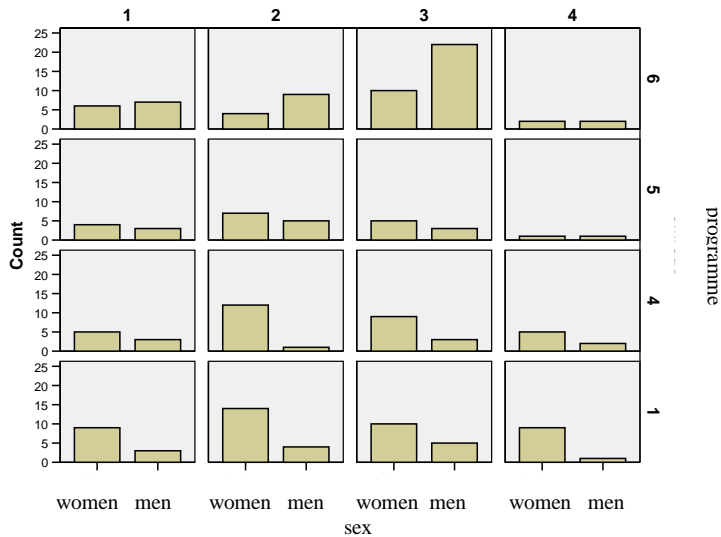


That there are students from different countries in the programme.	
unimportant	
rather important	
rather unimportant	
very important	
(tom)	

unimportant- 10 %
rather important- 41 %
rather unimportant- 35 %
very important- 14 %

That there are students from different countries in the programme. How important is this aspect?	
	Totally
Unimportant	20
rather important	82
rather unimportant	68
very important	27
Missing	(3)
Totally	197

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4- I don't know

1- The nursing programme

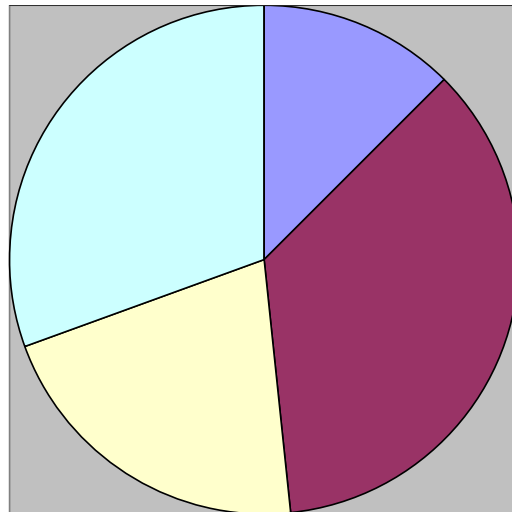
4- The teachers programme

5- The dentistry programme

6- The realtor programme

That there are students from different countries in the programme. Has this aspect been visible in your current course	
	Totally
I don't know	23
No	67
yes, absolutely	39
yes, partly	57
Missing	(14)
Totally	186

That there are students from different countries in the programme. Has this aspect been visible in your current course



That there are students from different co	
I don't know	
no	
yes, absolutely	
yes, partly	
(tom)	

I don't know- 12 %

No- 36 %

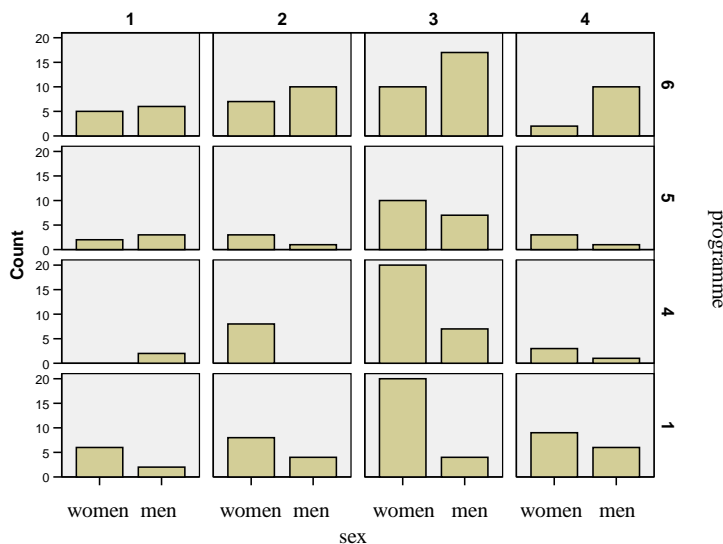
Yes, absolutely- 21 %

Yes, partly- 31 %

Question 12

Education in English.

How important is this aspect?



1- unimportant

2- rather unimportant

3- rather important

4- important

1- The nursing programme

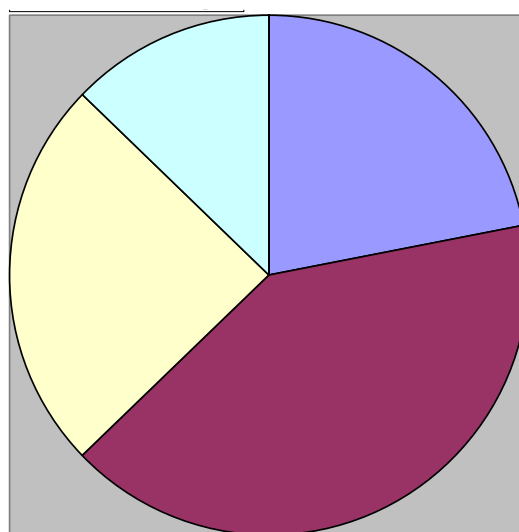
4- The teachers programme

5- The dentistry programme

6- The realtor programme

Education in English. How important is this aspect?	
	Totally
Unimportant	43
rather important	80
rather unimportant	48
very important	25
Missing	(4)
Totally	196

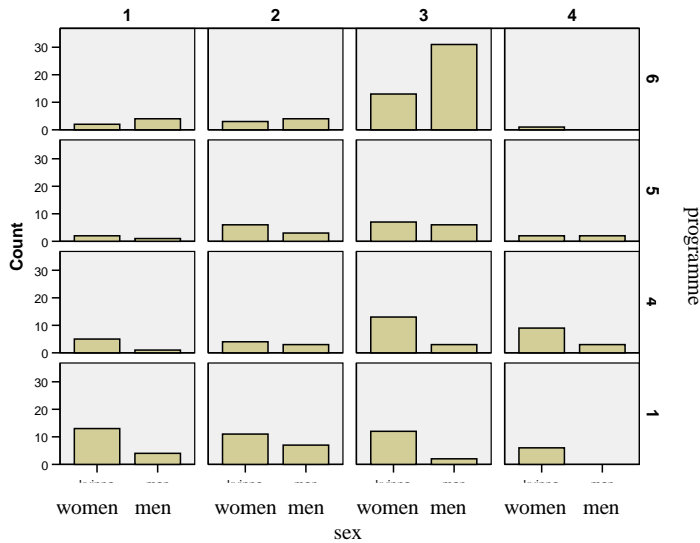
Education in English.
How important is this aspect?



Education in English.
unimportant
rather important
rather unimportant
very important
(tom)

unimportant- 22 %
 rather important- 41 %
 rather unimportant- 24 %
 very important- 13 %

Has this aspect been visible in your current course?



1- Yes, absolutely

2- Yes, partly

3- No

4-I don't know

1- The nursing programme

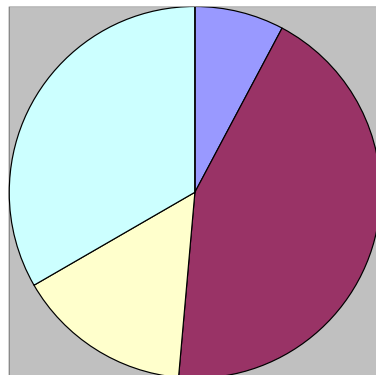
4- The teachers programme

5- The dentistry programme

6- The realtor programme

Education in English.

Has this aspect been visible in your current course?



I don't know- 8 %

No- 44 %

Yes, absolutely- 15 %

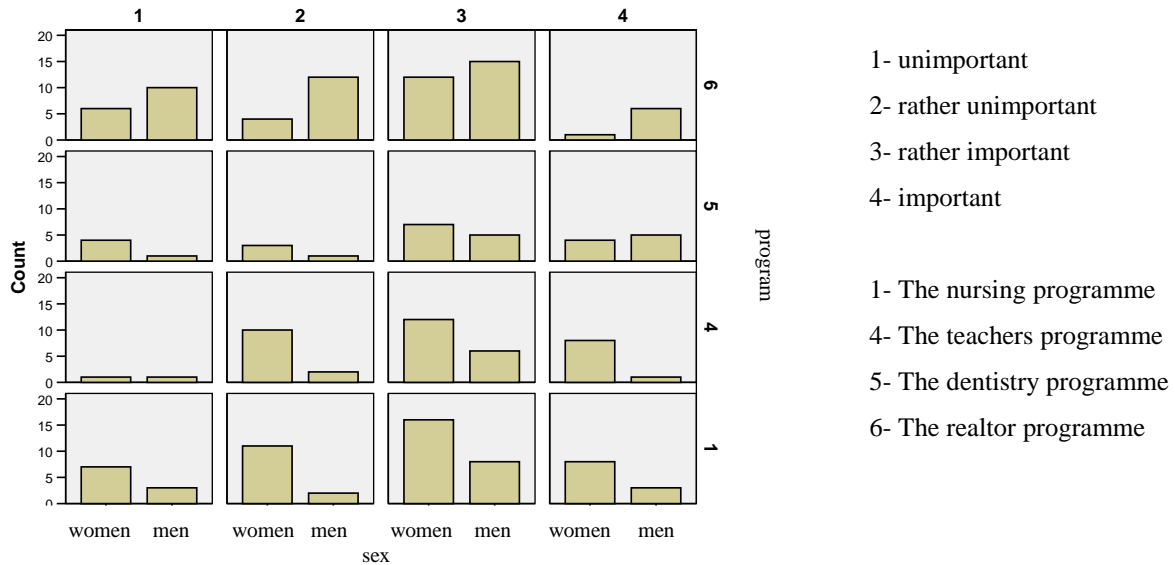
Yes, partly- 33 %

Education in English. Visibl.	
.	Totally
I don't know	14
no	80
yes, absolutely	28
yes, partly	61
missing	(17)
Totally	183

Question 13

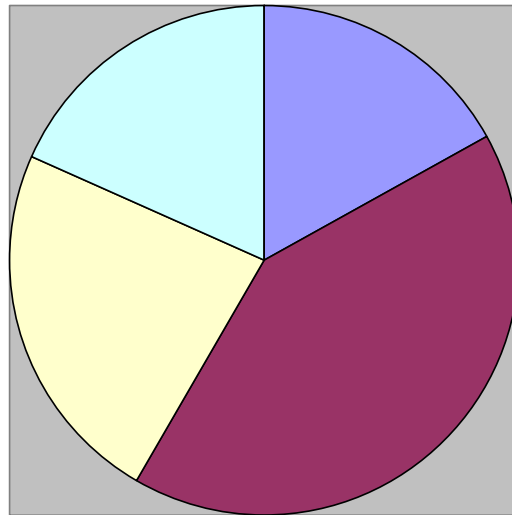
That there are study literatures in English.

How important is this aspect?



That there are study literatures in English. How important is this aspect?	
	Totally
unimportant	33
rather important	81
rather unimportant	45
very important	36
missing	(5)
Totally	195

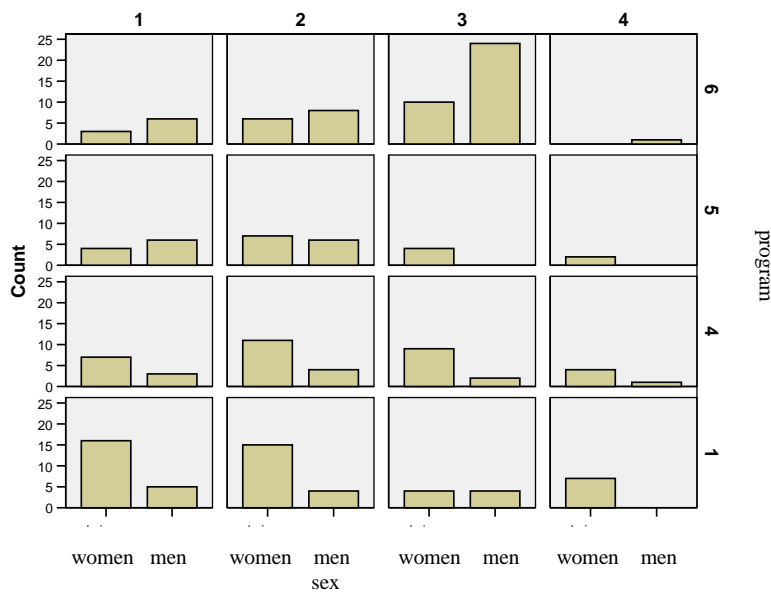
That there are study literatures in English.
How important is this aspect?



That there are study literatures in English	
unimportant	
rather important	
rather unimportant	
very important	
(tom)	

unimportant- 17 %
rather important- 42 %
rather unimportant- 23 %
important- 18 %

Has this aspect been visible in your current course?

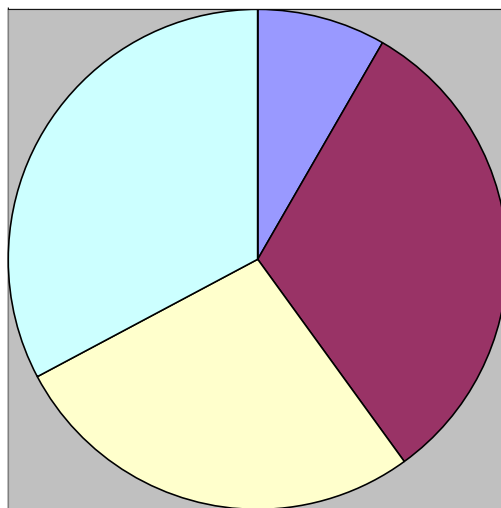


1- Yes, absolutely
2- Yes, partly
3- No
4-I don't know

1- The nursing programme
4- The teachers programme
5- The dentistry programme
6- The realtor programme

That there are study literatures in English. Has this aspect been visible in your current course?	
	Totally
I don`t know	15
no	58
yes, absolutely	50
yes, partly	60
missing	
Totally	183

That there are study literatures in English. Has this aspect been visible in your current course?



That there are study literatures in English
I don't know
no
yes, absolutely
yes, partly
(tom)

I don't know- 8 %

No- 32 %

Yes, absolutely- 27 %

Yes, partly- 33 %

Survey form

Malmö högskola
Internationella sekretariatet

2006-03-27

UTBILDNINGENS INTERNATIONALISERING
En enkät till studenter på Malmö högskola Vt 2006

Hej

Vi som arbetar med internationalisering på Malmö högskola vill gärna veta mer om hur studenterna ser på internationalisering. Vi vill veta hur du som student upplever att din utbildning förbereder dig för ett framtida internationellt yrkesliv. Dina svar kommer att påverka dina lärare och kurs- och programansvariga att utveckla utbildningens kvalitet så att den bättre passar dina behov och önskemål. Enkäten har 19 frågor och tar ca tio minuter att besvara. Alla inskickade svar blir avidentifierade. Enkäten ligger ute på nätet i 14 dagar.

Tack för din medverkan

Bästa hälsningar

Knut Bergknut
Chef för internationella sekretariatet

1 Är du,

- ☐ Kvinna
- ☐ Man

2 Vilket år är du född?

Öppet svar

3 Har du läst större delen av min behörighetsgivande utbildning i Sverige, innan du började på högskolan?

- ☐ Ja
- ☐ Nej

4 Har en eller båda dina föräldrar studerat på högskola eller universitet?

- ☐ Ja
- ☐ Nej
- ☐ Jag är osäker

5 På vilket område studerar du?

- ☐ Hälsa och samhälle
- ☐ Internationell Migration och Etniska Relationer
- ☐ Konst, kultur och kommunikation
- ☐ Lärarutbildningen
- ☐ Odontologiska fakulteten
- ☐ Teknik och samhälle

6 Hur många terminer har du studerat på Malmö högskola?

- ☐ Upp till 2 terminer
- ☐ 3 eller 4 terminer (9)

- ☐ 5 eller 6 terminer (4)
- ☐ Mer än sex terminer

7A. Skulle du vilja studera en termin/period utomlands?

- ☐ Ja
- ☐ Kanske
- ☐ Nej

7B. Om du svarat ja på fråga 7A, vilket land du helst skulle vilja studera i?
Öppet svar

8 Anser du att du har möjligheter att studera utomlands, som en del av din utbildning vid Malmö högskola?

- ☐ Ja
- ☐ Kanske
- ☐ Nej

9 Om du svarat "Nej" på föregående fråga, vad är det främst som hindrar dig från att studera utomlands (flera alternativ kan väljas)?

- ☐ Familj
- ☐ Ekonomi
- ☐ Brist på lämpliga utbildningsalternativ
- ☐ Brist på information
- ☐ Annat , ange vad i öppet svar

10A. Har du vid något tillfälle studerat utomlands?

- ☐ Ja
- ☐ Nej

10B. Om du svarat ja på fråga 10A, ange var, när och hur länge.
Öppet svar

11 Anser du att du med din utbildning från Malmö högskola kan få arbete i svenska företag, organisationer etc, som arbetar internationellt ?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i liten grad
- ☐ Nej, inte alls
- ☐ Jag kan inte bedöma detta

12 Anser du att du med din utbildning från Malmö högskola kan få arbete utomlands?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i liten grad
- ☐ Nej, inte alls

13 Anser du att din utbildning vid Malmö högskola ger dig kompetens för fortsatta studier utomlands?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i liten grad
- ☐ Nej, inte alls
- ☐ Jag kan inte bedöma detta

14 Anser du att du genom din utbildning vid Malmö högskola får språkliga redskap (t ex genom kurslitteratur och övrig undervisning) som förbereder för ett arbete eller studier utomlands?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i liten grad
- ☐ Nej, inte alls
- ☐ Jag kan inte bedöma detta

15 Ett mål med internationaliseringsarbetet är att öka studenters förmåga att kommunicera och arbeta i mångkulturella miljöer. Anser du att din utbildning på Malmö högskola når detta mål?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i liten grad
- ☐ Nej, inte alls
- ☐ Jag kan inte bedöma detta

16 Tror du att kompetenser i interkulturell kommunikation är en merit på en framtida arbetsmarknad?

- ☐ Ja, i hög grad
- ☐ Ja, i viss grad
- ☐ Bara i viss grad
- ☐ Nej, inte alls
- ☐ Jag kan inte bedöma detta

17 Hur vill du ändra eller förbättra i utbildningen, så att den blir mer internationaliserad?
Öppet svar

18 Hur kan informationen om möjligheter till utlandsstudier bättre nå ut till studenterna?
Öppet svar

19-37. Nedan finns ett antal exempel på vad som kan ingå i en internationaliserad utbildning. Ange hur viktiga eller oviktiga du tycker att dessa aspekter på internationalisering är. Försök också bedöma om du tycker att de olika aspekterna har varit synliga i utbildningen hittills. Avslutningsvis kan du gärna ge egna exempel på vad som du tycker ska ingå i en internationaliserad utbildning.

	Hur viktig tycker du denna aspekt är?	Har denna aspekt varit synlig i utbildningen hittills?
19. Möjlighet att studera utomlands	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
20. Möjlighet att kunna göra praktik utomlands	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
21. Möjlighet till praktik i internationella företag och organisationer i Sverige	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
22. Möjlighet att kunna göra praktik på mångkulturella arbetsplatser	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
23. Att kurser jag läst utomlands blir erkända och tillgodoräknade vid Malmö högskola	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
24. Att kurserna vid Malmö högskola är internationellt erkända så jag kan tillgodoräkna dem om jag vill läsa utomlands	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
25. Få en utbildning som ger mig möjlighet att arbeta utomlands	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
26. Få en utbildning som ger mig behörighet att läsa vidare utomlands	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
27. Lära mig arbeta i mångkulturella arbetslag/grupper/team	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej

	Hur viktig tycker du denna aspekt är?	Har denna aspekt varit synlig i utbildningen hittills?
28. Lära mig arbeta med internationella patienter/klienter /kunder/elever	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
29. Att det finns gästlärare/lärare från andra länder i utbildningen	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Ja, absolut <input type="radio"/> Ja, delvis <input type="radio"/> Nej <input type="radio"/> Vet ej
30. Att det finns studenter från olika länder i utbildningen	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig
31. Undervisning på engelska	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig
32. Att det finns enskilda uppgifter som examineras på engelska	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig
33. Att det finns gruppuppgifter som examineras på engelska	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig
34. Att det finns hela kurser på engelska	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig
35. Att det finns viss obligatorisk kurslitteratur på engelska	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig	<input type="radio"/> Oviktig <input type="radio"/> Ganska oviktig <input type="radio"/> Ganska viktig <input type="radio"/> Mycket viktig

36. Eget exempel på aspekter som inte finns med. Öppet svar

TACK FÖR ATT DU TOG DIG TID ATT BESVARA ENKÄTEN!

