

Pair Interview 2

Interviewer	<p>Ok, I would like to welcome and thank you for participating in today's focus group discussion as part of my Master's Thesis in this Educational Leadership programme on the matter of discussing on what it means to study in an academic environment in a Finnish higher education institution - in this case the University of Jyväskylä. Well, you know my name... My name is Christine Niemi and I am a Master's degree student here at the Educational Leadership programme.</p> <p>As an international student in an international programme, previous experiences of teaching and learning in different places come here together and may influence the educational setting, in which you find yourself in, positively and negatively.</p> <p>The aim of this focus group discussion is therefore to provide an opportunity for you to share your experiences and thoughts in an official space as a student here at JYU with specific focus on your engagement in academic work and academic environment.</p> <p>Your views will be used to understand the teaching and learning environment from the student perspective and eventually further develop certain content areas such as research methods courses, research seminars and individual supervision. The main aim of the research is at this stage is awareness building. By sharing the findings of this research, it is hoped that providers of international programmes can better respond to the diverse experiences and backgrounds of international participants.</p> <p>The focus group discussion should not last longer than an hour... So, just to inform you, the previous one has lasted one hour and 10 minutes, but we will see. Please note that the following session is video- and audio-recorded, an informed consent has been provided to you and you have signed it. So, let's start.</p>
P3	This is a really good introduction.
P4	It is. And I am thinking. Do we all have to do the same thing. (laughing)
P3	I know, I am thinking the same thing.
Interviewer	You are learning something at the same time!
P4	I know, it's a really fun experience.
P3	This is very well written.
Interviewer	<p>Thank you.</p> <p>So, there are going to be a few themes I am going to address when discussing or you are going to discuss them. So, it's basically gonna be based on your individual experiences, your group work experiences...</p>
P3	Äh... group work (shaking head slightly).
P4	Fun.

Interviewer	<p>... support measures here at JYU and I also will give you some space to provide recommendations in case they are necessary. So, as you represent a group of diverse students... P3 is from (home country P3) and P4 is from (home country P4). You bring a variety of teaching and learning backgrounds, motivations and experiences with you. So, there is a group of questions I am going to ask you, so you can respond to those in various ways. I am not gonna ask single questions.</p> <p>How do you manage your studies here at JYU?  How would you describe your study experiences so far?  What has gone well and what has been difficult, and why.</p> <p>So, this is individual-based experiences, not group work yet. That comes later.</p>
P4	<p>I don't know about you, basically I don't manage. Seriously, I was yesterday... I contacted the school where intend to carry out research in (home country P4). The school coordinator is not really my friend, but we know each other, so she was kind of asking me, what it's like to study in Finland and I was discussing that for like about an hour on the phone. I should have just recorded that. No, but basically I was telling her that it's very difficult for me to manage because while I am not really productive under a lot of pressure, I am not productive either in a context where there is absolutely no pressure. I find it very difficult to manage my own time and manage my responsibilities and tasks. In the first term I did well and that I finished everything on time, I didn't the extensions or anything. But this term I just don't know why...</p>
Interviewer	<p>Why do you think in the first semester it worked so well.</p>
P4	<p>In the first semester I sat down, I planned the term in terms of 'this week is going to be empty, this week is not going to be empty, I am going to have tons of classes this week, but not here and then as I try to plan like, given all the deadlines, when I would work on things and I that worked and I submitted everything. But then there was this one assignment for a course that started in November, of which you were in, that I couldn't finish the assignment on time and then I emailed the professor and I was like 'Hey, I couldn't finish the assignments on time, can I get extension?'. His reply was 'Send me your work whenever you can.' And then when I started talking about this with other people 'cause it just caught my attention because it was like 'Send me your piece whenever you can', everyone's response was was: 'Oh people here are so chill, nobody really cares if you just submit it whenever, wherever.' And I just then thought well there's no urgency in submitting this paper, but then after having seen that it's been five months and I still haven't submitted this paper. I kind of felt like, you know what people here apparently just really want me to take my time and learn. Learning is more important than me submitting assignments, essays, papers. So, at this point for example, I have an assignment that is already ready and it's late like by a month and a half but I just don't want to send it because I don't feel like it is good. And I'm like still trying to go back to it and read it and read other things and change it. And I was talking to (name of student) two days ago about this issue and she was like 'Just submit it.'</p>
P3	<p>Exactly. (laughing) Just submit it.</p>
P4	<p>I should just submit it. And I am like 'I don't want to.'</p>
Interviewer	<p>But is it like... you think that your motivation went maybe a bit down, but there is also motivation to improve at the same time?</p>
P4	<p>Like my motivation went down to meet deadlines, I still wanna study and read and do</p>

	good work, but I just don't wanna... if nobody really cares and is pressuring me to perform to a certain standard or to certain level by a certain deadline, why would I pressure myself to do it?
Interviewer	This is maybe called academic freedom here, a bit. The freedom that you have time to learn, ask, critical think.
P4	I guess, I guess it's academic flexibility. (P3 nodding) It's like... I think Finn's pride. It's all about how flexible we are and how much you trust you and everyone else around us. And I find it beautiful, but at the same time it is very difficult for me to handle and work in that kind of environment.
Interviewer	Did you have any issues with language in general?
P4	You mean... like writing?
Interviewer	Yeah.
P4	No. Yeah, it's fine.
Interviewer	What about you?
P3	I think... I kinda forgot the questions, but just...
Interviewer	How do you manager your studies here at JYU? How would you describe your study experiences so far? And what has gone well, and what has been difficult and why.
P3	For me... first semester was a shock. First of all, I just got here and then I didn't take that many classes, I am gonna... I need some time to re-adjust and make friends, make a life here and I don't want my academics to come in to interfere with all that. So, my classes were just the basics and it actually went really, you know. I got to like find of balance between work and life and also the academic freedom or flexibility as we just talked about that, kinda struck me like in the beginning... I don't know what to do with this, just like too much. <i>But then for me... It was a rather positive experience 'cause it gave me inner motivation.</i> So, it didn't really matter what others are doing as long as I am learning, I'm doing, then it's good. So that kind of gave me like even now I'm really liking this experience because it just all about my proactivity, my initiative, how much I do, how much I learn and it doesn't really matter like... even like comparing grades... I used to do that when I was back in high school or college but now it's like 'Whatever I got, it's mine.' I doesn't really matters what others got, it's my journey, my learning journey so that has been just... I just really love the system here personally. And, for this semester however, I took a bit too many courses, so I've been like dying and that's one thing that i kinda don't like about myself, is I put it on myself, I know... because of so many courses, I can't really learn too much of each course that I'm going into. When I wanted to delve more into it, but I just have so many things going on at the time and I'm not really good at asking for extension (laughing), I should but I like just to... just finish it off by the deadline, submit it and then move on to the next one.. like. But at the same time that I can't really learn as much as I would I wish to learn, like what you just said, some struggle there, but overall I.... it's just been good managing my own pace and professors, most professors... they respect that... the student autonomy.
Interviewer	Ok, you have addressed this already a bit... the differences back home or your previous experiences. So, how does it contrast from your previous experiences as a

	higher education student 'cause you both have done a Bachelor's degree, P4 back in (home country P4) and P3 in the...
P3	I did in (Other country than home country P3, ENL environment).
Interviewer	And you in the (Other country than home country P3, ENL environment). Did it help you to have those studies beforehand, did it prepare you, did it complicate things 'cause I think there are differences, which might have influenced this environment here, but there also similarities?
P4	My experience of university in (home country P4) was kind of funny 'cause I was kinda... I spent seven years to actually graduate from university.
Interview	How long is it usually?
P4	Three and a half to five years. So, it took me seven. I started studying communication and then I did that for a year and then I quit, then I went to music school for two and a half years and then I quit and then after that, when I finally got into the languages department to study languages and literature that I did in the shortest time possible. I managed to do that in three and half years. But after having had already three and a half years of experience in other programs, when I went there, I kinda had this motivation of like... I knew how the system worked in (home country P4), I knew what I could do, what I could not do, what I should do and should not do, what kind of fights I would get into, what kind of arguments I would get into, who I will go to for support. So, I was very much in the mood of like 'I am just here to graduate, I want my diploma'. So, I go to school, five minutes before classes started and go to class. As soon as classes were over, I ran to my job. Because I was already working as a teacher, as a language teacher, a lot of what I studied was already known. I felt like it was, generally speaking, a very easy experience. Also, there's the fact that there's not a lot of group work and there is not a lot of essay writing. For most courses you'll have exams.
Interviewer	So, compared to here... you have quite a bit of essay writing...
P4	So, yeah... in here I have a lot more essay writing. And even, say for example, if I had to write an essay for a course there. I would have to write an essay to be submitted at the end the course, which lasted four months and I would meet regularly, say two or three times a week for two hours. So, then that I felt like there was a lot that was discussed and a lot of space, a lot of room for you to discuss with others and read and then learn. Also, there is a lot of time for you to read things and professors will go and say 'For next class please read this article, for next class please read this article, read this book by the end of this month.' So, I did it and then when came to the end of the course, when I had to write my paper, I had written down everything I wanted to kinda say, I already had read everything everything. I was fine and here, my first course I had four meetings, the professor just gave us all these references and he was just like 'Well, read this by the end of the fourth meeting, give us a presentation of the paper, good luck!'
P3	(laughing) That sounds like a typical Finnish environment.
P4	Well, what should I write about? 'Well, just any topic that you find interesting from these readings.' (P3 laughing) And I am just like... what specifically? 'Well, you know... like anything.' (P3 laughing) Alright. So, is was a bit of a shock...
P3	Yeah.

P4	... and it still is in a way and yeah, in that sense I'm very used to people telling me exactly what it that I need to do... like for class, for my assignments or.. You know everything. I'm used to seeing people in a more regular bases and having that space to discuss things and kinda grow together with others.
Interviewer	Would you like to see that here as well?
P4	I miss having more classes. I feel like if the course... because it's rather frustrating that you come to another country to study and basically what you are doing is you reading at home. I could read at home, from home. (P3 agreeing) I didn't give up my life in (home country P4) I didn't give up everything. 'Cause I did give up everything: I had to sell furniture, apartment, cars... like everything 'cause I was like I need money to go to Finland and now I am making this huge investment to start life here. When I come here, I have four meetings and lot of readings and I am like 'That's not what I came for.' Does that make any sense to you?
Interviewer	Yeah.
P4	It is rather frustrating. But, yeah... I miss having a little bit more of reference... my friends words yesterday 'structure'.
Interviewer	And interaction. It seems like interaction is missing.
P3	Interaction and structure.
P4	It is structure and interaction, yeah. And I mean interaction with classmates, just not three people who I am doing group work with, but interaction with the whole group.
Interviewer	Yeah.
P4	Which also helps to create a sense of community and we are all I mean together.
P3	I think similar... the structure thing, that's one thing that was a stark contrast... as in the (Other country than home country P3, ENL environment), the first day will get a three, four page... five page syllabus. And it kind of states out the course objective, books and how you are graded, which is the most important part and then like a calendar, each class what we are gonna do and when the exam is or when the assignment is due. It's very structured. Like 20% participation, 40% this, 40% that. I'm so used to that. So, when I first got here 'Like, how are we gonna get...' Like, for me as a (Cultural background P3), grade is just so much important to me, all about grade, grade, grade. Here is like... as you said... whatever you think that interests you in this field of.. I don't know multicultural guidance and counselling. <i>What's going on, what are we supposed to do.</i> And that just really like... shocked me. But for me again like... that flexible freedom gave me... a way to explore my interest, not based on what other people say, but just based on listening to my inner voice, what I want to do. And that was something very new to me and in that way, just like learning outcome, like learning process and outcome process of this became more important for the first time than outcome. So, that was a good transformation for me. As for my higher education, what helped was... I sat in an in English setting, so in (Other country than home country P3, ENL environment)... and for my social work degree.... Although we didn't had to write a thesis, but we had to read a lot articles, write a lot papers. So, I was very much used to searching for a academic articles, reading it, citing it, doing APA... we did APA styles. So, doing the APA style... so, all those things I have done it before and that really helped me here as well. Like... I kinda know the drill about that. So, that really helped. And group work here, definitely more.. I did group work a few times

	back in (Other country than home country P3, ENL environment) and I hated it 'cause people have different styles of writing, different level of stuff and different ways of approaching and just having it together is difficult, but here it is way more group work. And in the beginning I am like 'Oh my god, this is killing me.' And in here it's not even... like English is the second language for most people. So, that the English proficiency level and then academic integrity is defined differently for different people, so that is also a big struggle. At the same time, I learned a lot. I guess for me like... in the beginning, it bugged me that there is not so many structured classes, but no I kinda like that. It gives again more freedom to meet within my group. And I felt like.. Some of the friends.. (Finnish friend 1) and (Finnish friend 2)... like I really got to become friends with them through close knit group works. That's how we got to meet. And, become friends and we talk about anything, everything and I don't think, it would have happened in a bigger class setting. And just having more time, just... whatever I wanna do, just more time to learn within my own pace. And the classes here are not that helpful in many cases (laughing)... like.
P4	Yeah.
P3	Yeah, the professors are more like researchers than teachers.
P4	I agree.
P3	I only met a few good teaching professors. So, like few.
P4	I'd say two.
P3	(Laughing)
Interviewer	Can you like bring some context to that? Are they like... 'cause we are in a Finnish university, but are those people...
P4	They are not even Finns. Period.
Interviewer	Thanks.
P3	They are Finns for me. They don't interact with the students. They don't know really how to teach like the pedagogy like. It's like... I don't know. And the content itself is sometimes... I don't know.
P4	I don't think you had this person in any course... So, they like to spend all the lectures basically re-arranging groups for group work (P3 laughing). I think you had this person (addressing Interviewer). Anyway... so, it's a big group project that is presented in the beginning of the course and on the first day, this person brings in the different groups that they already planned. And they try to think of like groups that are kind of balanced to when it comes to how many male and female members, coming from different continents. So you will have a really rich experience and I find this actually really nice that he takes the time to go through it and think about it. But then.. Say... he will have three or four more lectures because people start giving up on his courses... I don't know why...
P3	Yeah (slightly laughing)
P4	He starts to rearrange the groups but he doesn't rearrange the groups before coming to class. He rearranges the group in class and...

P3	And that takes up most of the time...
P4	I have never seen him do it in any less than thirty or forty five minutes.
P3	I would hate that. Well, I haven't had that professor, but I have one professor.... Like everyone is sleeping, literally... no one is listening to that class. And he talks in this very, small monotonous voice and we don't even know what he is talking about. Like for... two hours. And I am like literally not listening. In the beginning I am like 'I am so interested' and then 'Ok, I don't really care now'. It's just...
Interviewer	Would you have liked that the teacher would say something,... like that they wake up because you said the classroom was sleepy or what is sleepy because of the content?
P3	I don't know.
P4	In a context like this... If I noticed that it was a teacher problem and they told me 'wake up', I be so pissed I would probably give a sassy answer.
P3	It's just... but the way he teaches is not engaging at all. As in some teachers they are excellent in teaching here and there are some... I can think of one or two, a couple right now... and they engage with students, they kinda learn with the students and try to figure out together... or like have different ways of teaching. Not always like 'Ok, form into groups, put in a poster and tell us.' Not only just one method, but different ways of... a variety of group work or interaction. And that was way better. So, if some classes are like this, I would not want to have more classes that I would just go and sleep or dislike. Their forty minutes of regrouping, but if it is more well structured and nice interaction.. Then it would be nice, yeah.
Interviewer	So, also a bit of lack of structure and preparation.
P3	(whispering) Preparation... they don't prepare.
P4	I am not sure if it is a matter of lack of preparation as much as it is a matter of priorities like what the professors prioritize and how they see class time should be used. A few professors clearly think that class time should be a time for discussion.
P3	I think so, yeah.
P4	Like promoting critical thinking, enrichment. Other teachers here think of class time as official time for groups to meet
P3	Ah.. that's a good point. Maybe that's why they don't really teach but then also some teachers... they are like, they give you like articles to read until next class and then during the class, they talk about the article.
P4	But, they repeat what's in the article. So, what's the point?
P3	Exactly, so we are like... 'why are we reading this?'
P4	Exactly.
P3	After that I am like.. 'I am not gonna read the article anymore.'
Interviewer	So, what would you wish instead, when you have to read an article?

P4	That we would talk about it, discuss about it. That we would have a task.
P3	Talk, discuss about it.. Like 'What are the questions?' Like one of the teachers, he would have an online setting... 'Discuss in pairs or threes about the article and then give me three questions or three statements about the article that you found interesting or you wanted to know more. And we would put it all in the online thing and then we would talk about these questions together.
Interviewer	Was it Optima or...?
P3	It's 'Teachers meet' or 'Todays meet'? It is another online thing.
Interviewer	Ok.
P3	Like that was really helpful.
P4	We've used it (pointing to Interviewer). Not the same platform, but we have used, it, in the same course I am talking about.
Interviewer	Padlet.
P4	Padlet, yeah.
P3	So, in a way... it kinda motivates you to read. Yeah, something like that would be nice, but then don't give us too many articles to read though (laughing).
P4	But then again... no, that's another thing I was talking about recently with (name of student). I feel like if you want to pursue your Masters, you should expect to read a lot...
P3	Yeah.
P4	... cause technically it's supposed to be a mode (?) of studies. So, I don't get for example professors who don't really assign any reading whatsoever. And they kinda just expect you to by yourself find whatever you're interested in and start reading about it. Sometimes it's difficult to know what it is, you are interested in because you don't know anything about a topic. How do I know what I am going to be interested?
P3	That's so... That's what bugged be for one of my classes. It's like... I don't know anything about this field, and you are like 'Find something interesting and write about it.' And I am like...
P4	On of my first courses in educational leadership here, I knew...
P3	Zero...
P4	Zero about educational leadership and they are like... 'What interests you in the field of educational leadership?' (P3: How do I know?). And then maybe that that comes from the assumption that international people coming into a Masters here, already had experiences in the field. I don't know if that's the expectation, but then again you will have... you know a twenty one year olds, twenty two year olds in the programme, accepted into the programme.
P3	I know. But then, they are serving a diverse group of students, like students with just Bachelors or with no education background, like I don't have education background, I taught but then I don't have the academic education background or...



P4	... who already have a Masters.
P3	... who already have a Masters in education or psychology who did that previously in (?) education. It is difficult for them.
Interviewer	<p>Ok,... so we are going to talk a bit more about individual experiences and writing essays in an academic format, which is often referred to academic writing. And I have this for you, so you can read it, but I am reading it out loud as well. But this is a quote from the university website.</p> <p>There is a final project, which is to conduct a small scale research and write a Master's thesis supervised by professors and senior lecturers. The thesis topics are related to the research areas of the Faculty of Education. The thesis process is supported by research method courses, research seminars and individual supervision. (P4 slightly laughing)</p> <p>So, generally how do you approach given assignments? We have addressed this already a bit, but could you think of an assignment, you were pleased with and why and an example of an assignment, you were disappointed with and why. And this is basically individual assignments right now.</p>
P3	Not group work.
Interviewer	No, not yet. In the next section, basically similar questions are going to be answered based on group work.
P4	Ok, so in terms of my writing, I am generally very pleased with my writing because I know that I can do it and I do it well. One assignment in particular kind of frustrated me because the professor clearly stated they wanted minimum six pages, maximum eight pages. And I read quite a lot for the course. And then, when I submitted the paper, it was five pages long, the sixth page is only two or three lines. And I knew it was not six pages long, which is why when I submitted the assignment, I also wrote.. ' Hey, listen... I couldn't write six pages because I have not anything to say that would lead up to six pages. If you want, I can just add in...' Well, I didn't say that, but I was thinking.. 'If you want, I just can add a bunch of bull...' You know, I don't have enough pages. And then the teacher wanted to penalize me for that...
Interviewer	In what way?
P3	Like giving a lower grade.
P4	Grade. Lower grade. And I am like... it doesn't make sense, it doesn't make sense. I know it's not bad, I know the content is relevant, why don't you just look at that, why do you want to penalize me for not writing six pages and writing five.
Interviewer	Ok, what was the process between... what happened next after the teacher announced penalization?
P4	So, I haven't got the grade yet. So, I don't really know. This is rather recent. I don't really think the teacher will penalize me for that because I don't know.... I have the feeling that they were just saying it and that they will considerate it more carefully but in case that the teacher does penalize me for that, I will go to Panu to talk about it because I find it very frustrating.
Interviewer	Was it clear that there might be a penalization for less than... because it was six

	pages in that sense.
P4	No, no.. the expectation was clearly set. It was from six to eight pages and I get that. At the same time, in a context in the Finnish context of your, you know like... (P3: Learning is a process, yeah.) it's your own learning, your own pace, it's your process (P3: Exactly.) You want to penalize me for not having finished the six page when I think that I had a learning process that equals a grade of ....?
P3	That kind of conflicts with the whole Finnish philosophy. Yeah.
P4	Do you understand?
P3	Yeah.
P4	I find it rather frustrating. So, yeah that was the one, the one paper that I wrote that I am not really pleased with, but it's not because I am not pleased with my work, it's just that I am not pleased with my... I am just (blank) of what might happen.
Interviewer	Like assessment.
P4	It's just the assessment of it. But, yeah... that's it I guess.
P3	I think I have been pleased with most of my individual writing. Just... what is it... just time constraint has been maybe the thing that I am disappointed at myself, not giving enough time to do research on this topic and because of the deadline, I just have to submit as it is. But then... still, I learned from whatever I did and yeah.
Interviewer	So, not necessarily any problems in that sense.
P3	No.
Interviewer	Just the deadline... you don't postpone stuff.
P3	Yeah, I don't like to postpone stuff.
P4	But, can I just bring something up?
Interviewer	Yeah.
P4	It's related to this quote from the website. The thesis process is supported by research methods courses, research seminars and individual supervision. Let's talk about three courses: academic reading and writing, quantitative and qualitative (P3 laughing). Seriously.
P3	So, are we also like.. Individually. Or are we talking about our thesis writing as well? Does it matter?
Interviewer	It doesn't matter.
P4	So, we all started our thesis writing I guess in academic reading and writing or in your case research communication, I think it is called.
P3	Integrated research communication, yeah.
P4	Integrated research communication, yeah.

P3	When did yours start?
P4	You mean.. The first one?
P3	The class itself.
P4	In October I think.
P3	Ok.
P4	Late September, early October.
P3	Ok.
P4	But then we had like part one and now we have part two starting in February. So, we had like a month break in between.
P3	Ok.
P4	I find that course ridiculous.
P3	In what way? Why?
Interviewer	Which course exactly?
P4	Academic reading and writing, one and two.
Interviewer	Ok.
P3	Why? Miksi?
P4	I think it makes a lot of sense for universities and you know like programs to offer writing workshops. It is very important that you as a researcher are able to write. Well, precisely. I don't feel like this course really helps anyone in anyway.
Interviewer	How?
P3	What were the course requirement... I don't know if it is the same as ours?
P4	So, basically we had lectures once a week, no sorry... once every two weeks. So I think I think in total we had about twelve to fifteen lectures. The lectures basically approached things that I myself find really really basic.
P3	Ok... so, you already knew about it.
P4	Like for example... let's have an entire three hour session on what are the components of an article, do you know what an abstracts, do you on how to find an article based on keywords, do you... and I am just like...
P3	And then again, I think it's because the programme is catered to a diverse group of people. People, who just graduated from Bachelor's or have no English academic writing experience.
P4	Ok, but then... what makes sense for you to to say 'Oh, then let's write very often.', right? But you have one writing assignments for the entire term that the teacher doesn't see to the very end...

P3	Annotated bibliography?
P4	The annotated bibliography for the first term and then the the second term the lit review.
P3	Ok, right.
P4	So, the teacher didn't see it, the teacher didn't explain how to. Right. Annotated bibliography or write a literature review. After like March I'd say basically class time was spent on writing in class.
P3	Interesting.
P4	And me and a few other people, we cannot concentrate in an environment where there is a lot of people around for writing.
P3	I am like that, too. I don't like writing with people around.
P4	So, basically we would be there sitting in the classroom, trying to do something and our teacher would go like 'Why aren't you writing?' and we would be 'Because we cannot concentrate.' and she is like 'Well, try to write something because participation is sixty percent of the grade and if you don't write, you will be penalized for it.' And we are just like (posing).
P3	(thoughtful?) Hmmmmm.
P4	We got the point where would call it a typing class.
P3	Oh man.
Interviewer	So, there was no responsiveness that you basically said that, well.. This is an environment where I can't work?
P4	This is not exactly related to the course, but to the teacher we had... I don't think she's a very good listener, in that she will... like the few times if people tried to talk to her and approach her... 'cause that happened. She would go like 'Mmm, hmhmm... yeah, mh, oh yeah, I see, but yeah no.' That was her standard response.
P3	I guess the course is also poorly structured in that way 'cause our is not like that.
P4	Yeah.
P3	It's different. We had a lot of courses in fall and she kinda like... she kinda basically talked through all the academic writing, plagiarism, paraphrasing, hedging, ... not budging... I don't know. All these academic stuff. Kinda like really fast. But I hope that was like more, a bit more spread out 'cause some people don't really know about it that much. And maybe starting from September when the courses actually start and we have our assignments. That we know about that. We had to write our annotated bibliography and then mostly we write it individually. We didn't have in-class writing sessions that much, maybe like once or twice for like 20 or 30 minutes. And then this semester, we rarely had that class, just the presentation we gave about the topic... so... and all the writing is individual. So, I guess the structure is different.
P4	I feel like, it would be more productive if it was something like that.
P3	Yeah, I found that class pretty useful for me. 'Cause in the beginning, when we talked

	to other people... 'Oh, thesis... it's ok, you still have time.' And that class came like annotated bibliography, you have to think about your thesis and write six sources, now! I am like 'Wow, what's going on?' I didn't even think about anything. So, for me my annotated bibliography, my abstract presentation and then my current lit review... for us, it is three pages, the lit review.... It is just the beginning. It's all different topics. So, that was kind of tough for me, but then still I got to go into different topics and learn. So, it kinda pushed me to think about thesis.
Interviewer	So, you basically started the course at the same time, right? Same semester.
P3	October-ish.
P4	Yeah.
Interviewer	It's the same teacher?
P3 & P4	No.
P3	Different teacher.
P4	It's different courses, different teachers. For us it is academic reading and writing one and two, for them it is integrative communication. We have different teachers even though the final assignment should be the same. And technically the outcomes are the same, but the way we approach it is different.
P3	But then the structure and everything is different.
P4	The number of lessons is different. The expectations regarding how long for example or how comprehensive the assignments should be, is different.
P3	I think so, yeah. Everything is different. But the course outcome, learning outcome is supposedly similar.
P4	The same. I find like this course would be beneficial in like... for either integrative research communication or academic reading and writing, if it is one of the two ways: one, we do a lot of writing and we really like get feedback on the writing, so that we get the chance to improve throughout the term or the year. Or we bring in the assignments that we were working on and we have like checklists by the teacher (P3: Yeah.) or moments to go through our essays or papers and focus specifically on one aspect of academic writing that is being studied.
P3	I feel like, this course is more for thesis writing. Like to push into thinking about thesis. That's part of the...
P4	So, why do they call it academic reading and writing one and two?
P3	Like, it kinda helps you with academic reading and writing, but then it kinda like moves you into the thesis direction. I think.
P4	It should be just called 'thesis work'.
P3	(laughing) But like, talking about other classes like quantitative and qualitative.
Interviewer	Yeah.
P3	(Laughing)

Interviewer	Ok, lovely reaction.
P4	I do want to take responsibility for it though. I didn't study.
P3	Oh.
Interviewer	But was the reason for you not studying?
P4	I just didn't.
Interviewer	No motivation.. or?
P4	I didn't know where to go for information and I didn't want to look for information. I did not really feel connected in any way to any of the topics. And it is very important for me to be connected to it 'cause we gonna be doing research.
P3	Yeah.
P4	But, it was just really really frustrating.
P3	I think for quantitative in the beginning, I am like 'What's going on? I don't understand anything.' But then, the more I got into it... I guess, I like numbers.. So, I really got into it.. This is actually interesting, but it was kinda difficult to learn a lot in class, but then we had good classmates, who know the stuff already. So, we had good like... they kinda taught us a lot as well.
Interviewer	So, peer learning.
P3	Peer learning was big. And the instructor really tried to improve more and more throughout the demo compared to the first demo. So, for me quantitative was ok. I learned the basics of quantitative research.
Interviewer	So, you didn't have any knowledge beforehand?
P3	For me, barely. But now, if I read the numbers, I am like 'The effect size is this.' Ok, now I can understand what that means. And the standard deviation is this... ok, and then I could think about the sample size. I got the basic information.
P4	I still haven't.
P3	(giggling)
P4	I feel like... for me to get it, it'll take me a little bit more time and practice.
P3	I think that the course was set in an assumption that people know the basics. And not really explained in detail about the basic foundation of quantitative studies. If you just skip that, then you kinda get lost in and lose motivation. Yeah.
P4	So, you can think about the courses like quantitative and qualitative, academic writing as like components that should help you write your thesis. It sounds like there is no coordination or communication between different areas of the university or faculty members to think about what is with other students need and how we can support them in their learning. And I mean, in one course they come in with the assumption that you don't know anything about academic reading and writing, and this is why we tell you what the parts of an article are. And then in the other course, they come with the assumption that 'oh, everyone has done research.' So, I am just gonna like skim

	through it really quickly and just kinda do everything really fast, you find your way. Just numbers, right... Everyone knows math.
P3	Yeah, but there are some know and some don't. How do you cater to both? For those who know, then this will be like boring. 'I already know this, why do I have to be in the class?'
P4	For starters, don't make everyone be in class, look at people's curriculums and look at people's transcript of records...
P3	Yeah.
P4	... and consider giving a few people that exemption.
Interviewer	Yeah, for example.. I asked you this questionnaire beforehand and I think this helped me a lot, who I have in front of me.
P3	Right.
Interviewer	To a certain extent at least. So, if teachers, lecturers, or even the programme makes the group know ahead a bit more and if they would look into it, they maybe could adjust to your needs?
P4	Yeah.
P3	Yeah.
P4	Or just even give us the flexibility to choose for example. I don't think this class is important for me, I don't think I am gonna learn much here. I just have to submit the assignment and that's a choice I am making. Isn't the Finnish system all about, you making your own choices and making your pathway.
P3	Student autonomy.
P4	Yeah.
Interviewer	Thank you. We are heading now to group work.
P3	Love group work.
Interviewer	Ok, we addressed that you had limited experiences of group work back in your previous studies. And so, now... there are similar questions. Maybe there is an assignment within group work, you were pleased with and why. And then other one is, you were disappointed with and why. So similar question basically.
P3	If I am pleased with a group work, it's when the group members are in a rather similar level of understanding of academic integrity and academic writing and everyone is responsible on their parts, a good delegation of task and we come together, we finish it off. There has been a few, like just amazing group work. Everyone was so happy with the final outcome. Like we all contributed, we all have ownership and we came up with this final product. There have been a few. Disappointed one was, when people have different understanding of writing such as they will copy and paste from a site or an article and they wouldn't ... it is not even in quotation, it's just maybe a citation and it is copy and paste. And that will put more work on other group members. And me and my friend, we would be writing the entire thing again. So, those understandings are not set initially. So, that made it very difficult. So, and then if people don't really

	show up for meetings or if people are not responsible for their own task. I know, everyone is really busy, but if you are in that group, then you have to do your part. But then if they don't come up with their part, then it is just gets really challenging. Yeah.
Interviewer	How do you solve.. Because you said, you might rewrite parts. Are there any other solutions than rewriting? What do you think about that 'cause it sounds rather complicated and a lot of time effort.
P3	Right. We will... what I did once was like, when that student really honestly didn't really know about it that problem. Then I would tell her 'So, you cannot do that. And if you want to use the exact thing, then you have to put quotations marks.' I was basically teaching her about the academic integrity. And then the student was like 'Ok.' But then you can't put the entire paraffin in quotation. So I am like 'You have to paraphrase it.' So, it's like step by step teaching, which is like... that's...
Interviewer	Is it your task?
P3	I know, it's not my responsibility. It's a good peer learning and peer support, but it is not my responsibility. So, at the same time it was really frustrating.
P4	But.. I am sorry to interrupt. Don't you find that's kinda a problem. You are based on the assumption that it's not your responsibility to help your peers, but isn't this the whole point of doing group work here? Support each other and learn with each other.
P3	But then... to what extent?
P4	I don't know.
P3	I guess, I just got really frustrated in the beginning, but then as I saw the student improving in her academic writing, I am like 'Okay, maybe that's a good thing. Everyone's improving learning.' And if I was contributing to her improving, then I am happy, too. But at the same time, argh... yeah, it is inner conflict, I guess. But then there was another student, who... we are sure, that he knew about it... and he copied and pasted and we were mad. And we messaged him like 'It's not cool.', but we had to do the thing again. So, there were cases like that, too. I know my classmates, who had group team members, who did not come then... they would... after giving them some chances or some were like 'Let's meet.' and no show up, they would contact the professor saying this is the situation, could you figure this out for us, could you like step in. So, that happened, too.
Interviewer	What about you?
P4	I didn't have any major problems with group work here, nothing particularly that bothered me. I was lucky enough to, I guess, be working with people who I'm friends with, most of the times. (Listing friends names, P3 laughing). It's not really a problem.
P3	Which is like now when I get into a group, I am like 'Ok, I am going to look for people that I know and I can trust.'
P4	Yeah, yeah.
Interviewer	But, then not every time you have the choice.
P4	Yeah.



P3	Not every time, but most of the times, you could kinda choose. Then I feel like, then this kinda just limit...
P4 (both talking at the same time)	Whenever I can choose, I just choose now the people I know that I work with well. Those people, I just know them.
P3	I know. I do that, too. Exactly.
P4 (talking alone)	The one time when I felt like I kind of was not completely sure of what was gonna happen, was the time when I was working on a project with three other people. We didn't get to choose our groups. You were in the group (addressing interviewer), I am just gonna say it. (P3 laughing)
Interviewer	That's ok, It's good to say it because...
P4	So it was me, you and two other people and first of all, I feel like we were all pressured for time. So, that was a big problem. The course was all like in the course of three weeks, I think and we basically had three weeks to put a comparative study together.
P3	Wow, that's really short.
P4	I know.
P3	Intense.
P4	And then finding the time like towards the end of the term, this was like end of November, beginning of December, we all had our plans and our other deadlines and for example, in your case work, we are all kind of pressed for time. So, finding the time was difficult. Basically, I think we met like twice.
Interviewer	Yeah, and in class.
P4	Yeah... and one day, I guess like one of the times we met, one or two days before the presentation.
Interviewer	Yeah.
P4	And then when we got together before the presentation we learned that one of our group members didn't really have any experience whatsoever with academia basically.
P3	Ahhh, that's so tough.
P4	Then it got to the point where, I don't know if you remember that, but she started looking for articles explaining university entrance exams in her country, in (home country of the student mentioned) and then she started copy pasting into our little drive the text in (native of tongue of the student mentioned). To which we were like 'We don't speak (native tongue of the student mentioned).' Can you share with us something that we can actually read. And she was like 'Giggling sound.'
Interviewer	I think... I will add maybe to this now because i just think this is open. I think one of the problems within this group was also was that this person was exchange student, Bachelor's student.

P4	Yeah, yeah.
P3	That.. yeah.
P4	She was like 19.
P3	I don't wanna work with exchanges, just yeah.
Interviewer	I think that's not the main issue, but the problem is putting us together with this kinda inexperienced and we try to reach our goals and we are setting goals for ourselves. It was very complicated and we were all from different programmes.
P3	Right.
Interviewer	So, I think it was nice that it was diverse and it was nice that it was multicultural, but it also put a lot of challenges upon us.
P4	I wouldn't say it was a nice experience, generally speaking.
P3	How much... if it's a group product and everyone comes into it, input, but then this input... there is a difference of level in the input. How much should you make it consistent? Like, are you tempering other's work or like should you... I don't like...
Interviewer	That's a good question.
P3	Sometimes, when I do group work, it's like... hm.. If it is in a similar level, then it's fine. Different writing styles, of course because people are different but then you could just see all these errors in all these quotes and plagiarism. Then, it's just like... how much work should you put into other's work.
P4	But, it is other's work or is it group work? And how much should you be, again, responsible for... you know...
P3	Ah... it's tough.
P4	... helping others and doing things with others. 'Cause I feel like in a lot of countries group work equals you know delegation of tasks,...
P3	Yeah.
P4	You do this, you do that, you do that and we all get together and put together this little monster where you have my arm, your leg, his head.
P3	Right, right.
P4	And I feel like in here that's not the expectation, the expectation is that you are all I working together, all the time and that you'll come up with a project or with like a product that is truly everyone's. But that it's very difficult because of multiple things.
P3	Exactly.
P4	Finding the time, all the other..
Interviewer	Are those expectations communicated to you?

P3	No, in those cases.
P4	I felt, in the beginning it was to us at least.
P3	Ok. For me most cases, no.
P4	In the programme it was.
P3	I guess, it's expected for us in a group to communicate that, but sometimes we kinda think that everyone has a similar expectation when we don't. So, we kinda skip that part and problems arise.
P4	So, then I felt like generally there were two problems. One time, if we would have had more time for the course, I'm sure we would have done something much better.
P3	Time constraint is a big thing.
P4	Time constraint is a big problem. And then than the other problem was just I think the diversity in the group that it in a way it was not as helpful.
Interviewer	The skill level?
P3	Yeah, that's difficult.
P4	Yeah.
Interviewer	Ok, we have talked a little a bit about the support here. And you have explained actually quite a bit of that already. To what extent, because you have talked about it already, to what extent have you been supported with your academic work her at JYU? Was it helpful, was it not helpful. Do you think, are you satisfied with the support 'cause there was a bit like, I think negativity about the courses offered here and maybe the communication between the courses?
P4	Nodding.
Interviewer	So, can you maybe describe it a bit more? Ou have talked quite a bit about it, to be honest.
P4	The only thing that I would add is that if you look for individual support from you know teachers or peers, everyone is really supportive and open to help you. <i>For some people it might be difficult to look for help. I particularly don't love looking for help.</i> And I find it really difficult to just approach people and to like 'I'm not managing or I need more support with that.' Mostly, I'll just like struggle at home, silently... (laughing). Yeah.
P3	You can always come to us.
P4	Och, no.. I will struggle and cry and just be like 'My life sucks, this is horrible and it sucks and...' But, yeah... I find it really really that teachers are really supportive if you go to them.
P3	Right.
P4	But then you have to t always think if you are working with multicultural, international groups how much are people really coming to you for help, right? How much do you also have to go to students and meet them maybe halfway? Just saying 'I am here for

	you.' doesn't really cut it.
Interviewer	Ok, well.. You have mentioned quite a bit like peer support as well as we talked, which seems also in the last group... they have discussed this quite a bit that other students helping each other, which actually may be due to the fact that the student may not reach out to authority because there is this distance, what you have just mentioned.
P3	That could be, yeah.
Interviewer	Would you say, it happens quite often that students ask for help from other students, their experiences, what they have done?
P3	I think for me like, when my cohort people or someone asks me for help. And if I could help, I would. But if I have my plate full and I know the resources that could help, like the person, then I would be like 'You can ask this person. That person is a better person to help you'. I would redirect the help. But then, as you say... some people are not that keen on reaching out for help. For me personally, if I need help, I reach out for help. I am like 'I need you. I need that.' I will reach out, but then not everyone is like this.
P4	In our cohort, we've developed a practice of sending our papers to each other before sending it to the professor. So, that everyone can read it and give us feedback on it. It's working well I guess.
P3	Hm, that's interesting.
P4	Not everyone does it, but a lot of people do it. I'll just send it to three, four people.
Interviewer	And then you give each other feedback.
P4	Yeah, yeah.
P3	How much can you trust though? 'Cause like...
P4	We just wanna make sure we have something that is not completely different in doing what other people are doing, I guess.
P3	Yeah.
Interviewer	Do you think there is also a risk that other people may copy?
P3	Exactly. Or some kinda... paraphrasing, plagiarism.
P4	That happened actually... in our cohort. And four people just got called (P3: Wow.) to meet with T3 and have a hearing or something. But I don't really know what happens, I'd rather not talk about it. All I know is that apparently they were working together on the assignment. It wasn't they copied.
Interviewer	It was an individual assignment, but they worked together.
P4	It was an individual assignment that they kinda really know how to go about and they all just kinda sat together, why don't we like think about it together and work on it together. And as they were writing, apparently a lot of things were really, really, really similar.

Interviewer	This is ethically considered wrong.
P3	Exactly.
Interviewer	In the Finnish context. It's also.... For example, when you have... a lot of people are writing notes in class and they basically write down what the lecturer would say 'cause that's the context they come from and that's how they learn. There is the problem that, you actually in order to avoid plagiarism, you would need to paraphrase this.
P3	Right.
Interviewer	But often, students just repeat what the teacher has said to them. And this is considered here, in this context, as plagiarism.
P3	Plagiarism.
Interviewer	So, it's very complicated if it is not clear for example, this sounds like for me also 'Oh, you talk to each other, you kinda tried to critically think together in order to finish your assignment.', but then if it gets too similar, there is this risk...
P3	I think, those should be like discussed in the beginning of the programme and kinda like, what constitutes academic plagiarism 'cause like what you said like lecture notes, discussions like those... they don't know. Yeah, those should be discussed.
Interviewer	And this is a quite interesting case if there are more than two people, four people is quite big group of people (P3: Yeah.), who have to deal with consequences, which they are not aware of.
P3	Exactly. And I bet they didn't do it intentionally.
P4	No, no, no... I know they didn't.
P3	Exactly. yeah.
Interviewer	That has in my previous research, which I have done at the other university, came quite clearly that there is unintentional.
P3	Exactly.
P4	You know what the the funny thing is about this case specifically, that I don't know much about, but that I do know... they got caught so to speak for plagiarizing on the assignment for quantitative, which I find really weird 'cause I mean...
P3	It's not even an essay.
P4	It's not an essay. If we are all working with the same set of data and copy pasting paragraphs given by the professor on a slide, how is that they get called for plagiarism?
P3	Which is why I am very worried of showing my work to others. For the quantitative, I had someone asking me 'Can you send me yours?'. A day before the deadline. 'I won't copy, I will put into my own words, I swear.' I still told the student 'I am sorry, I am not comfortable. You can ask me questions, I can help you explain it, but I am not gonna send you my work.' I had to make it clear.
P4	I don't mind sending my work to other people, I have sent it, I would send it again. And

	if people would copy, I would be really pissed and I would go through the situation and you just tell them, they copied of from me.
P3	Cause also it depends who ask me. If you... they ask me, I am like 'yeah, yeah, yeah.' But then, yeah.
P4	I feel comfortable sending it to other people.
Interviewer	<p>Interesting. I have actually two more questions and then this paper. In what ways do you think you have developed as a student academically. You have mentioned this quite a bit in the beginning, you actually have learned quite a bit during certain courses and maybe from other students and by asking. But then you have also mentioned that some of those courses which are specifically supposed to teach you academic features, haven't really worked out too well to a certain extent. What would you recommend and what would you like to see more when it comes to support in that sense?</p> <p>(Pause)</p> <p>You have addressed this a bit like you have said that this academic reading and writing is not really structured towards your needs and then you have mentioned as well these quantitative and qualitative courses.</p>
P4	Or anyone's needs for that matter. I am not completely sure who's needs are addressed.
Interviewer	So, there is actually like a bit of lack of knowledge of your needs.
P3	That could be.
P4	And that is in general something I have noticed, in everything here. I went recently to a school visit which I think you (addressing P3) were in as well...
P3	Which one?
P4	Last week, we had one going to the adult learning center.
P3	I wasn't there.
P4	So, at the adult learning center, when we got there, the person's first question was... 'What are you doing in Finland?'. And we are like 'We are Master's students.' and she is like 'Oh, great. How long have you been here?' and we are like 'For about 8 months.' And then she asks 'Oh, that's great. So, are you already leaving soon?'
Interviewer	So, there is context missing.
P4	And we are like 'No, we are staying for another year.' 'Oh, that's fantastic, is this the first school visit you have?' it's my seventh school visit. And then she goes like 'Oh, let's talk about our institute. Our institute is based in Jyväskylä.' That's a given, I am here! You know, I feel like they need to, the school needs to communicate, the coordination needs to communicate, who we are, what we are here for, with you know like teachers, school principals, whatever people we work closely with.
Interviewer	To have also the best outcome for you as well.

P4	Exactly.
P3	Yeah.
P4	Because I feel like that they don't really many times know what our backgrounds are, how long we've been here, what kind of courses we've had before. Professors are asking me 'Have you had already this course?' and I am like 'You should know. I don't have to tell you that.'
P3	Yeah. I think courses could be... professors could use various methods of teaching when giving a lecture 'cause some courses you just like 'Why I am there?' - a lot of course like that. And then you lose motivation on the topic, which is so sad. In the beginning, I am so excited, I am like... get it done. So, yeah.. But there are also some professors who are really good. They know what's going on... 'Oh, you probably already doing this, but if you doing that, then just continue doing this.' They know what's going on.
P4	Yeah, yeah.
P3	As in some, there are more the research-focused people.
Interviewer	In the previous group, there was the discussion about grades, meaning that.. They have.. There is this losing your motivation and then you submit your assignment and you still get a five. And they are not really sure why they would get a five because they expected much lower and then you kinda lose the motivation to do more.
P4	I agree.
Interviewer	That's some topic which came up because this is the last part now. Basically, what do you think was within the whole discussion, the most important thing we talked about, just to reflect and is there anything else, which you would have liked to talk about?
P3	I feel like group work stuff, we talked a bit and then academic integrity, we talked a bit, but then now that you mentioned about grade. I was just talking about (?) the other day... like the whole Finnish system is about learning process, journey, your own learning autonomy and all that flexibility, then why do they even give grades? If it's about your learning, how can they judge your learning process? Oh, your learning process is just a three right now. Or is just a four. Or like... so, it kinda conflicts. I know like, in the bigger global society you need to be graded, I am guessing, but in this especially Finnish context like it doesn't really make sense (P4 nodding). And if the grade either motivate or demotivate people, then why is it even there.
P4	I agree. I feel like in that sense a lot of professors here are really really good at thinking about what the final assignment will be because seriously from every assignment here I've learned so much, but they suck at grading.
P3	Yeah.
P4	I've talked with T11 about this one day and I think she was rather surprised at my comment because I said I feel like the standard grade is a five. You know what... where we have those little stalls with free hugs, I feel like in Finland, Finland is a one big stall of free fives.
P3	But then there are.. Maybe in your context, but I know people who have.. Not from an English background and not have written English papers that much, and they did their

	best and they get a three and they are very disappointed because they put all they have...
P4	Language issues.
P3	Language issue.. But then their learning process, they are like striving, really trying to do their best and then the outcome they get, 'Oh, you are just good. You are not doing very good actually, you are just good.'
P4	But I think this has to do with the language factor.
P3	That's true.
P4	A lot of people are penalized for not having enough language, but if they got selected into the programme there is no course to support their language development.
P3	That is so true. And Toefl doesn't really measure anything, it doesn't measure your language proficiency, it measures your test skills.
P4	It doesn't. I agree.
Interviewer	Did you both have to do the Toefl?
P4	I didn't.
P3	I didn't because I have English as my higher education. So, it wasn't mandatory.
P4	In my case, high school. I graduated from high school in (English native speaking environment), I have a (English native speaking environment) diploma of high school, which I guess in a lot contexts tests my proficiency.
Interviewer	I did my degree here in Finland in English and I had to do the Toefl.
P3	Oh.
P4	Yeah, I didn't.
P3	Toefl is a test skill, it's not a language proficiency.
P4	No, it's not.
P3	So, like for those people.. They could maybe take an extra course for language proficiency or language writing, not this integrative research communication 'cause that's more about research and thesis writing, but about English language writing.
P4	The funny thing about language that there is this common assumption that you know like if people don't speak properly or if people don't write properly that equals being dumb.
P3	Which is not at all.
P4	Or, ideas are not being valid. And I feel like in a way this has a little bit to do with what's happening here or I feel like that's the case. People who don't have such strong language skills are being penalized because of their writing not being so like concise, their writing not being so formal or academic.



P3	Yeah. But, there hasn't been support for that.
P4	Yeah.
P3	And you penalizing for that.
P4	Yeah. And at the same time, those people are maybe like really learning a lot in that context.
P3	'Cause I know some people who have a lot in their mind and.. But their language skills is just not there.
Interviewer	So, you would think that there would be support needed for that matter?
P3	Yeah.
P4	Yeah.
Interviewer	Ok. The question the previous group wanted me to ask you or I asked them then as well. But you are first year students, so I am not sure if it fits too well, but are you finishing your thesis in time?
P4	My original plan is to finish it before the deadline.
Interviewer	Ok. Are you able to finish it?
P4	I think so because as soon as I survive, as long as I survive this term, next term I have two compulsory courses and thesis writing. So, that's it.
Interviewer	What about you?
P3	<p>Before I came here, I though I am gonna... I thought myself being here for three years. So, I am not in a rush, but now that I am starting my thesis process, is just how my process goes. If I am getting this much... I am not really thinking about, when I am gonna graduate, but the more how much I am gonna learn.</p> <p>I think, one thing I wanted to add to.. Not the thesis thing, but then in general is, like I've heard some people saying it's too easy for them this course. Especially those in the English background and from an Education background. So, they have already done all that. So, again.. It's difficult to cater to a wide audience. And also like... here it's really nice because if you wanna learn more, you can totally learn more. But then...</p>
Interviewer	It's up to you.
P3	It's up to you. So, like instead of... for my point of view, so instead of complaining, you can totally go above, more beyond and do more and ask the professor more, meet with the professor and do more research and what not. But then for those who this requirement itself is already a burden because they are not from the same background, then that could be enough for them. So, I don't know. It... 'cause the whole Finnish system is equity. So, instead of giving higher standard... just whatever you could go up to, and those who could do more, do more. It's your (?).
P4	But there is also a lot of personalization and differentiation. I feel like in the Finnish context.
P3	What do you mean?

P4	Basically you make your own curriculum, make your own experience in the programme.
P3	Yeah.
P4	So, like you said for some people it's totally possible and I would say even recommendable, if that's a word, but for you to just go and look for other things.. You know, search for more, try to go beyond.
P3	And that's totally fine.
P4	Yeah, yeah. That's what we should be doing.
P3	But, then I guess if some people, even if I do that, I don't get the outcome, more outcome. If I don't get more incentive for doing that, but then is that your learning goal, to get more incentive? Or is your learning incentive, is your learning motivation to learn more? I think that's also where it comes.. Yeah.
P4	But, that's the thing, when you come from a different background, I don't blame people like that, because if you come from a different background where learning is never for yourself, but others...
P3	Which is.. Yeah yeah.
P4	If you are learning to be graded all the time and you come here, it is a big shift.
P3	It is a big shift.
P4	It takes time for you to adjust.
P3	Yeah.
P4	And kinda really let the idea, that kind of mindset just sink in, you know? It's really challenging.
P3	I completely understand, but just yeah.. I just hear complains, I am just like 'Then just do more.' (laughing)
Interviewer	But maybe they simply don't know how.
P3	Maybe or maybe there could be more support for people, who feel that they could do more and they don't have support to do more. So, support for people who are struggling and support for people, who are excelling. So, both support.
P4	That is a very good point, yeah.
Interviewer	Thank you, many good points. So, I think that's it.