

'Act Like You Care'
Intercultural development in Finnish higher education
using forum-theatre

Viktoria Edes

Master's Thesis in Education

Article-based

Spring Term 2022

Department of Education

University of Jyväskylä

ABSTRACT

Edes, Viktoria. 2022. Act Like You Care- Intercultural development in Finnish Higher Education Using Forum-Theatre. Master's Thesis in Education. University of Jyväskylä. Department of Education.

This study was conducted to examine how theatre-based workshops could be used effectively for intercultural training in Finnish higher education. The article introduces the current standing of Finnish higher education and how immigration and globalisation have affected the sector. The global trend of internationalisation of higher education is discussed as well as the effects of the process in Finland. The Finnish Ministry of Education and Culture published guidelines for universities and research institutes regarding their targets for 'internationalisation at home'. This research focuses on the experiences of students with regards to internationalisation at home and intercultural development at the University of Jyväskylä, Finland.

Theatre-based workshops have long been used for community building around the world and they also could be utilised for intercultural training. Finland does not have a long tradition in either theatre-based workshops nor intercultural competence training, therefore this article presents a novel research in its context. This research utilised Augusto Boal's forum-theatre for intercultural training. Four theatre-based workshops were conducted, and students were interviewed about their experiences. Their interviews were analysed using qualitative content analysis. The results show that the workshops positively affected students' thinking and their ability to utilise their theoretical knowledge to solve culturally sensitive scenarios. The findings are discussed in conjunction with previous research and further research topics suggested for future studies in the field.

Keywords: intercultural competences, 'internationalisation at home', forum-theatre, higher education.

CONTENTS

1	INTRODUCTION	5
1.2	Changes in Finnish Higher Education.....	7
1.3	Internationalisation.....	8
1.4	International Mobility	9
1.5	Internationalisation at Home	10
1.6	Internationalisation at Home in Finnish Higher Education	11
1.7	University of Jyväskylä	13
1.8	Using Applied Theatre for Intercultural Competence Development ...	13
1.9	Forum-Theatre.....	15
1.10	Forum theatre workshops	15
1.11	Research Task, Research Problems and Research Questions.....	16
2	RESEARCH METHODS	17
2.1	‘Act Like You Care’ workshops	17
2.2	Research participants	19
2.3	Data Collection	20
2.4	Data Analysis.....	22
2.5	Ethical considerations.....	23
3	RESULTS	24
3.1	Culture.....	24
3.2	Intercultural Competencies	25
3.3	Workshop Experiences.....	27
4	CONCLUSION	28
4.1	Limitations of the study	29
4.2	Suggestions for further development	31
4.3	Recommendations for future research.....	31
	REFERENCES.....	33
	APPENDIX 1	36
	APPENDIX 2	37

LIST OF FIGURES AND TABLES

Figure 1

Immigrant population by year in Finland

Table 1

Workshops conducted as part of the research project

Table 2

Research data coding matrix

1 INTRODUCTION

This article presents the result of an applied theatre method-based study that was conducted at the University of Jyväskylä, Finland during the autumn semester of the academic year 2019-2020. The Finnish Ministry of Education and Culture has outlined their new 'internationalisation at home' goals as creating a more interculturally competent student population who after graduation will be able to become successful members of the global community. This study explored how Augusto Boal's action-based forum-theatre could be utilised effectively for introducing, elevating or assessing intercultural competencies for students of the Department of Education of the University of Jyväskylä.

The findings indicate that according to students studying at the department, forum-theatre is a powerful tool for intercultural development. Forum-theatre workshops provided students with an opportunity to experience and to experiment with culturally sensitive situations in a safe environment and allowed them to draw on their own as well as their university colleagues' experiences and expertise. The forum-theatre method created a cohesive learning community for the duration of the workshops. Research participants reported that after the workshop they have been able to utilise their intercultural competencies more successfully both in their academic/professional and in their personal life as well. The results provide a holistic picture of students' experiences with intercultural competence development at the University of Jyväskylä and practical suggestions for implementation and integration of forum-theatre-based intercultural competence training for students.

1.1 Globalisation and Higher Education

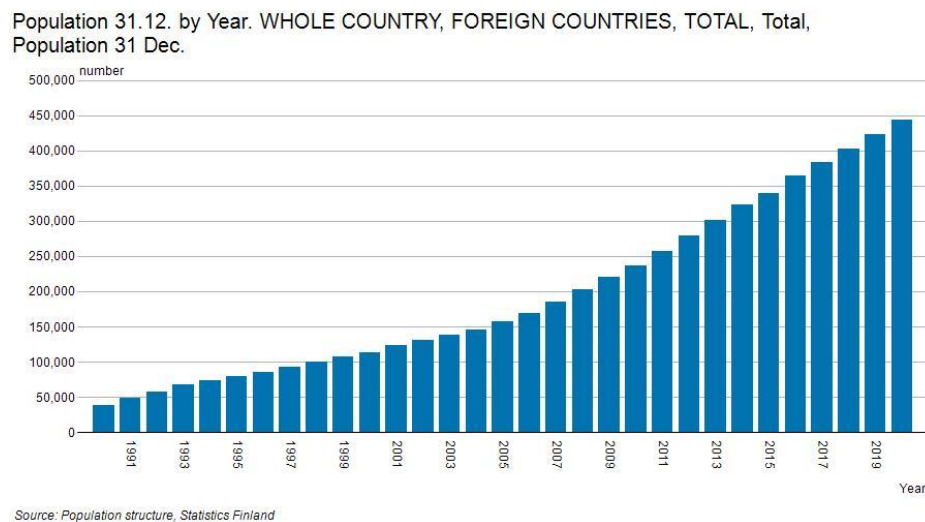
The current globalising world is characterised by rapid changes in everyday life, the world of work and academia. Universities around the globe are increasingly catching up with the developments rather than instigating them (Killick, 2018, p4). This reactionary response means that universities and higher education institutions have significant work to do in tailoring and implementing new policies, teaching and learning practices to prepare their students to enter the global community in a meaningful and successful way. The pace of change requires an urgent response as internationalisation not only affects academic practices, but also the 'business end' of higher education: source of funding and academic cooperation opportunities. The 2019 UNESCO Global Education Monitoring Report has stated that the main driver of international recruitment for universities is revenue raising (UNESCO, 2018). According to Killick (2018), internationalisation in 2010 was characterised as a phenomenon that will result in significant changes in the higher education campuses' cultural demographic as well as the international and educational dynamics. However, the pace of internationalisation shows no slowing down and it has become interwoven with many aspects of academic life all around the world. Higher education can no longer be considered in the vacuum of national context (Quiang, 2003, p. 249). Studying and working with members of other nations is becoming the norm. This fact requires universities and higher education institutions to incorporate both internationalisation and multicultural diversity education into their educational practices and policies (Caruana and Ploner, 2010). It is therefore crucial to examine how the developments in the international global environment affect the local levels and not only develop reactionary policies, but to expect the unexpected as well through long-term planning.

Finland, as a member of the global community, is also experiencing rapid changes in its population due to increasing immigration. According to Official Statistics of Finland (2021), the level of immigration has shown a steady increase (Figure 1). The rapid changes in the cultural diversity of the country's population

is notable and there is an urgent need to address how to effectively negotiate the effects for both the domestic and immigrant population in order to ensure peaceful and successful coexistence.

Figure 1

Immigrant population by year in Finland



1.2 Changes in Finnish Higher Education

Finland has implemented several reforms to its higher education funding since the 1980s and at first its main focus was internationalisation of research, students and staff exchange programmes (Saarinen; 2012). By the 1990s, funding was tied to performance of higher education institutions, including internationalisation (Saarinen and Laiho; 1997 in Saarinen 2012). According to Eurydice reports (2022), Finland has first reduced the grants available to domestic higher education students and increased the student loans available. In 2017, annual tuition fees were introduced for non-EU/EEA students studying foreign-language medium bachelor's and master's programmes.

The results were mixed: the number of foreign applicants grew in 2018 despite the annual tuition fees, but the English-medium programmes that were originally established to promote internationalisation for domestic students have become a source of revenue for universities through the recruitment of international students whom were required to pay 4 000- 18 000€ annually as

tuition fees (Finnish National Agency for Education; 2022). For domestic students this meant that they had to compete with international fee-paying students for university places on English-medium programmes.

1.3 Internationalisation

The developments in Finnish society and higher education policies prompted a large-scale investigation of how higher education institutions and research institutes are adapting to the changes and how they are adopting the internationalisation at home practices. The Finnish Institute for Education Research (Koulutuksen Tutkimuslaitos, KTL) was commissioned by the Finnish Ministry of Education and Culture (Opetus ja Kulttuuriministeriö, OKM) to examine how the objectives and goals of internationalisation at home have been adopted, integrated and implemented by the Finnish higher education institutions and research institutes (Hoffman et al.; 2019). The Internationalisation at Home in Finnish Higher Education Institutions and Research Institutes (2019) study's aim was to investigate the potentials as well as the challenges and limitations that internationalisation at home practices present in Finnish higher education. The study was published in 2019 and gave a comprehensive view of the current standing of the internationalisation process in Finnish higher education.

As Hoffman et al. (2019)'s research was focused on the Ministry of Education and Culture's internationalisation at home policy (OKM, 2017, p.3) which states that

Students graduating from Finnish higher education institutions should have the ability to and willingness to be involved in international, multicultural environments and understand diversity, global challenges, and the principles of a sustainable society. Mobility and international perspectives should be incorporated as natural elements of students' studies and the work of staff.

The OKM puts a great emphasis on ensuring that Finnish higher education students attain the necessary skills to be successful in their careers in our multicultural and globalised world. However, the goals of internationalisation are vague and free to subjective interpretation and do not give clear guidance on how these goals should or could be achieved by stakeholders in Finnish higher education.

1.4 International Mobility

International mobility is one of the most effective ways of achieving the above objectives. The United Nations Educational, Scientific and Cultural Organization's (UNESCO) 2019 Global Education Monitoring Report stated that 9 out of 10 students who have participated in international mobility through the Erasmus (established 1987) and Erasmus+ programmes have reported an increase in their resilience, tolerance and open-mindedness. These are in line with the OKM's objectives with regards to domestic students' intercultural and multicultural skills.

According to Hoffman et al. (2019), the number of domestic Finnish students participating in mobility outside of Finland is small. The Finnish National Agency for Education (2018) reported that in 2017 only 3.2% (9551 students) of the total domestic higher education student population experienced international mobility. One of the possible reasons for this is that study grants for domestic students have been decreased and Kela (the Finnish social security agency which is responsible for all social financial aid) has started to incentivise students to finish their studies within the target time (Kela, 2022). This means that those domestic students who need financial aid during their studies and take up the student loan offered by Kela can be eligible for up to 40% of their loan compensated by the Finnish state. This is a substantial amount for anyone, especially for those who are just starting their career after graduation. Domestic students therefore are highly motivated to finish their studies as soon as they can. This means that utilising the opportunities offered by the Erasmus+ and other

exchange programmes can have severe financial consequences for individual domestic students: if they miss the target graduation time, they will not be eligible for any reimbursement of their student loans by Kela. Erasmus+ and exchange programs for domestic students are 3-12 months long and often result in later graduation than their target date required by Kela. However, international physical mobility is not the only way of achieving the OKM's objectives to develop intercultural competences.

1.5 Internationalisation at Home

Many commentators within higher education have set out to define what internationalisation is. However, the resulting patchwork of ideas, meanings and the wide variety of requirements (implementation, assessment and development) seems to often confuse and discourage all stakeholders in higher education rather than encourage and inspire them (Killick, 2018).

Internationalisation at home (IAH) was first proposed by Bengt Nilsson in 1998 at Malmö University in Sweden. They recognized that the growing immigrant population created a need for developing intercultural learning practises between the domestic and international students (Nilsson, 2003).

The concept of IAH was one of the key issues discussed at the 1999 annual European Association for International Education conference (AEIE) and it resulted in the establishment of a Special Interest Group (SIG) whose goal was to further develop IAH (Wächter, 2003). According to Wächter (2003), the stark realisation that only a small percentage of European students take advantage of the mobility opportunities offered by the Erasmus program, the discussion turned towards developing the key international and intercultural competences on domestic or 'home' campuses for those students who are not participating in international mobility (virtually or physically).

The AEIE SIG defined IAH as "Any internationally related activity with the exception of outbound student and staff mobility" (Crowther et al., 2000, p. 6). More recently, IAH was refined to mean "the purposeful integration of

international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen and Jones, 2015, p. 69). Robson et al. (2017) argued that although the definition is broad and the literature in the field offers no apparent strategy or approach on how to effectively achieve IAH, there are clear shared characteristics. Hoffman et al. (2019, p. 19) identified the following core features that advocates of IAH focus on:

- Providing all students with global perspectives in their study programs.
- Systematic integration of IAH elements into the compulsory curriculum.
- Learning outcomes include intercultural and/or international perspectives.
- Classroom diversity is an ultimate part of learning.
- Informal co-curricular activities both on campus and in the wider community are opportunities for enabling students to engage with international perspectives.
- International virtual mobility is an option for engaging with international and intercultural perspectives and an opportunity to forge meaningful relationships with members of diverse cultures.
- Increasing the opportunities for domestic and international students to engage with each other in a meaningful way
- The support of full staff at higher education institutions is necessary for the successful implementation of the IAH goals (Jones & Reiffenrach; 2018 as cited in Hoffman et al.; 2019)

1.6 Internationalisation at Home in Finnish Higher Education

In their 2019 report (Internationalisation at Home in Finnish Higher Education Institutions and Research Institutes), Hoffman et al. (2019) drew heavily on Betty Leask’s research on the internationalisation of the curriculum (both formal and informal). Leask (2015, p. 29) argued that

Internationalisation of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of the program of study.

This highlights the important role of higher education institutions in providing their students with opportunities (and clear expectations that can be assessed) to develop their intercultural and international skills that will prepare them to be meaningfully part of global society. Academic staff has a key role in the implementation of these goals.

Hoffman et al. (2019, p. 19) developed their definition of IAH based on these principles:

The proponents of 'internationalisation at home' define this idea or concept as: the international/intercultural dimensions, processes, and action implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalisation at home in particular focuses on students and personnel in academic communities who have not participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalisation.

The goals of IAH in Finnish higher education are broad and include all aspects of academia. It is clear that the OKM's main focus is on developing Finnish higher education in a way that creates a more interculturally competent student body through building bridges between the different student population and the wider community and modifying the curriculum in a way that embraces multicultural learning and teaching on all levels.

1.7 University of Jyväskylä

Finnish universities are autonomous and have great agency in adopting and implementing the goals of IAH into their policies and curriculum. As universities in the different regions of the country have relatively different focus and operational environment, they must tailor their solutions to their own individual needs. This research was conducted at Jyväskylä University in Jyväskylä, Finland in the academic year 2019-2020.

In 2020 the University of Jyväskylä (JYU) was one of the biggest universities in Finland. It is a research university with world-wide recognition in several fields and a lively student population (JYU, 2022). In 2020 the university had 14 000 students and 2600 members of staff (1570 teaching and research staff) (JYU, 2022). According to the JYU manifesto 'Wisdom and Wellbeing for Us All-Strategy 2030', the university aims to become the 'global leader in the study of learning, wellbeing and natural phenomena, reshaping competence to build a better future' (JYU, 2021).

1.8 Using Applied Theatre for Intercultural Competence Development

Theatre as an artform has commonalities everywhere in the world because in its most basic form it is storytelling by people, about people, for people. The whole world can be represented in theatre as time and space become malleable and identities shattered, created, and adopted by the actors (Kondoyianni et al., 2013).

According to Koponen et al. (2010), because in theatre time, space and the characters are all fictitious yet present at the same time as the real time, space, and 'me', it becomes possible to gather experiences which would otherwise not be possible. Drama has the power to temporarily suspend beliefs and open the door to other realities (Kondoyianni et al., 2013). Harvey et al. (2019) used drama methods (including Boal's 'body sculpture' exercises) for intercultural learning in British higher education. They found that drama workshops provided a safe

space for students to explore and resolve communicative disagreements, and students found the method engaging and challenging. Donelan (2010) reported that 'the importance of kinaesthetic, embodied, playful and performative experiences for intercultural teaching and learning emerged as a central theme of the study'. According to Donelan (2010), her drama course resulted in improved behavioural difficulties for students, their perspectives have widened, and regarded their experiences as memorable. Theatre can present an invaluable opportunity for students in a wide variety of fields and vocations to experience a broad spectrum of circumstances which can help them to rehearse their responses in challenging situations (Kondoyianni et al., 2013).

Placier et al. (2005 in Hakkarainen and Vapalahti, 2011) reported that forum-theatre was an effective method for most students for enhancing empathy and problem-solving skills. Ekberg et al. (2004, p.627, as cited in Hakkarainen and Vapalahti, 2011) found that their research participants were able to better contextualise their theoretical knowledge in their program and theatre "made it alive".

Hakkarainen and Vapalahti (2011) used video-supported forum-theatre at Mikkeli University of Applied Sciences in Finland to provide students with the opportunity to gain experiences of real-life situations which they might encounter in their working life. The participating students (N=11) either agreed or moderately agreed that the forum-theatre workshops and video recordings supported their meaningful learning processes through the methods' 'collaborative, co-operational, and conversational characteristics' (Hakkarainen and Vapalahti, 2011).

Köpönen, Pyörälä and Isotalus (2010) used Theatre in Education (including forum-theatre) as a means of interpersonal communication competence training for medical students in Finland. 86% of participating students deemed the theatre method suitable or very suitable for interpersonal communication training as it provided them with the opportunity to observe real-life scenarios and reflect on them with their peers.

This makes theatre an ideal candidate for introducing, elevating, and assessing students' intercultural skills for students in Finnish higher education.

1.9 Forum-Theatre

Augusto Boal's Theatre of The Oppressed (2008) is an interactive form of theatre. Forum-theatre is one of the most well-known forms of Boal's theatre methods and it has been used worldwide for community building (Hakkarainen and Vapalahti, 2011). It erases the divide between actors (subjects) and audience (objects) by inviting all participants to perform on stage in situations with real-life problems. Participants are free to assume different roles: they can act or observe or do both at the same time (Barabash and Sappa, 2020). The audience and the actors thus become particip-actors (Boal, 2008), creating one cohesive community for the duration of the workshop.

Forum-theatre workshops are led by a 'joker' (Boal, 2008) who negotiates and leads discussions between particip-actors. The basic principle of forum-theatre is that any current issue can be investigated and potentially solved through the means of theatre (Boal, 1979). According to Picher (2007), forum theatre "highlights theatre not as a spectacle but rather as a learning process that fosters critical thinking" (Picher, 2007, p. 79). This method has been endorsed by several practitioners in higher education in a wide range of fields and situations but its long-term effects on participants' attitudes and actions require further research (Hakkarainen and Vapalahti, 2011).

1.10 Forum theatre workshops

In forum-theatre workshops the participants are first invited to take the role of the observers (audience) and they are shown a scene or play performed by actors. These scenes/play represent situations that involve oppression of the central character(s), and they are not able to overcome the situation (Picher, 2007). A facilitator or 'joker' then prompts the audience to discuss the story and the

different strategies utilised by the main character. The participants then deliberate over possible solutions, and the play/scene is performed again based on the suggestions. This time the facilitator asks the audience to consider the situation from multiple perspectives and find a solution (Boal, 2008). After this, audience members are encouraged to replace actors on stage and demonstrate their own strategies for resolving the oppression.

1.11 Research Task, Research Problems and Research Questions

In this research project I investigated how Boal's forum-theatre (2008) could be used for achieving the goals of IAH for students at the University of Jyväskylä. As 'internationalisation at home' became a pressing issue in Finnish higher education, it became necessary to identify avenues for intercultural development. Forum-theatre has been successfully used for intercultural development in other contexts both in and outside of Finland, but not yet at the University of Jyväskylä.

Short scripts were collected from international students that represent culturally sensitive scenarios from their own experiences. In the scripts (Appendix 2) the names of characters and the place names changed to ensure anonymity. Workshops were held at appropriate locations and times. Workshop participants were asked to participate in one hour-long interviews online or in-person. The interviews were audio-recorded, and they were transcribed utilising software and corrected manually.

The interviews were manually coded using qualitative content analysis (Erlingsson and Brysiewicz, 2017; Vaisomoradi et al., 2013). The main research questions were

- How are students experiencing intercultural development in 'internationalisation at home' activities at the University of Jyväskylä?
- How do they define culture and intercultural competencies? What intercultural competencies do they think are necessary for them to develop so that they can be successful in their professional and personal life in the globalising world?

- How did the workshops affect their intercultural competencies? Did it provide them with an opportunity to reflect on their own and others' culture? What were their main points of learning?

2 RESEARCH METHODS

2.1 'Act Like You Care' workshops

The Act Like You Care workshops were based on Boal's forum-theatre method. 4 workshops were conducted at University of Jyväskylä as part of seminars. The SDG4 Seminar (Sustainable Development Goals 4- Education) is an annual international participatory seminar organised by the Faculty of Education and Psychology at JYU, in 2019 the theme was Education for Sustainable Development. The OHO! Symposium is an annual seminar organised by JYU which promotes student wellbeing in Finnish higher education. The Foreign Language Pedagogy module at JYU was an English medium course which was attended by both international, domestic and exchange students. The KIMO lecture (Kielitietoisuutta ja monikielisyyttä tukeva pedagogiikka, Language Aware Multilingual Pedagogy) was a Finnish medium lecture attended by domestic students. The workshops had 77 participants all together.

Table 1

Workshops conducted as part of the research project

Workshop	date	place	length	Number of participants
SDG4 Seminar	24.10.2019	JYU Ruusupuisto building aula (open space)	2 hours	10
OHO! Symposium	14.11.2019	JYU L building Conference room	2 hours	7
Foreign Language Pedagogy lecture	4.11.2019	JYU MaD building, small lecture room	1 hour	20
KIMO lecture	19.11.2019	JYU Ruusupuisto lecture hall	1 hour	40

Short scripts (Appendix 2) were collected from first and second year international EDUMA (Educational Sciences MA program) students at University of Jyväskylä: they were asked to write down a situation in dialogue form from their own life where they encountered cultural differences and resulted in an uncomfortable situation. The scripts were then anonymized, and place names have been changed or erased in a way that the scene still retains its original meaning. Some of the scripts (Case 2, 4, 5 and 6) have been published online (Edes, 2020).

At the beginning of each workshop, participants were given a short introduction to Boal's forum theatre (history and goals) and were informed about the research purpose of this study. The workshops were led by myself, and I have donned the role of the 'joker' / facilitator. Each workshop started with physical, vocal, and facial muscle warm-ups to ensure participants are not injured. The activities also served as icebreakers and allowed a smoother transition into the acting stage of the workshop.

Participants were then divided into small groups (2-3 people) and given the scripts. They were given 10-15 minutes to read through them and discuss the situation and characters, and to decide on their desired roles in the scenes. During this time, I asked prompting questions about how they imagine the location, physical characteristics of the characters and to discuss the characters' motivations (what they want to achieve in the scene).

The scenes were acted out as they were depicted in the scripts, then discussed. The audience gave possible solutions to the scenarios based on their own ideas. The scenes were re-enacted again according to the audience's suggestions and then discussed again. This process was repeated with each scene. The workshops ended by a longer group discussion based on the main learning points and how they can be utilised in real life situations.

2.2 Research participants

Participants from each workshop were invited to one hour long semi-structured interviews regarding their experiences. Six such interviews were conducted between November 2019 and January 2020 following one initial pilot interview in October 2019. I gave the below pseudonyms to the research participants.

1. Yumi was an 'international relations' bachelor student from East Asia. She was on an exchange semester at the University of Jyväskylä. She participated in the first workshop that was conducted at the SDG4 seminar in October 2019 where participation was optional. She participated as an actor in 3 scenes and actively contributed to the discussions. Her interview was conducted at the beginning of November 2019 in person.
2. Mae was an English literature bachelor student on her exchange semester at University of Jyväskylä. She was a citizen of an East Asian country, and she was from the rural countryside. Mae participated in a workshop that was part of one of her courses at JYU. She volunteered as an actor in one scene and contributed to the discussions. Her interview took place in-person at Ruusupuisto in November 2019.
3. Evelyn was a doctoral student at University of Jyväskylä's Department of Education. She completed her previous studies at well-known universities in her Western home country. She has travelled extensively all over the globe before moving to Finland with her family. During her studies at the university, she taught a course on as well as conducted research on intercultural competencies. She participated in the first Act Like you Care workshop at the SDG4 seminar. Evelyn participated in several scenes and volunteered as a particip-actor many times during the workshop. She had previous experience with applied theatre and took an active interest in Theatre of the Oppressed, therefore her contribution to the consequent

discussions during the workshop were rich and thoughtful. Our interview took place at the end of November in 2019 through Skype due to scheduling issues.

4. Jenna was a 2nd year bachelor's student at University of Jyväskylä. She was studying to become an English and Swedish language teacher. She is a Finnish national with no previous experience of living or studying abroad. Jenna is a domestic student. She participated in the workshop that was part of a course on multilingual education. Her interview took place online via Skype due to scheduling issues.
5. Hanna was an early childhood education bachelor's student in her second year of study at University of Jyväskylä. She has not participated in exchange programs during her university years. She identified herself as a domestic student as she is a Finnish national, but with intercultural roots. Hanna's interview took place online due to scheduling issues.
6. Päivi was a final year andragogy master's student at University of Jyväskylä. She was a domestic student but she is a dual citizen of two European countries and she identified herself as 'half-Finnish'. Päivi participated in the workshop that took place at the OHO symposium in November 2019. Her interview was conducted in January 2020 due to scheduling issues. The interview was online as the global covid-19 pandemic has already started to emerge.

2.3 Data Collection

Data collection started in November 2019. After a pilot interview with a workshop participant from the first workshop (who was not a JYU student but a visitor from another Nordic country), the first interviews were conducted in November 2019.

Research participants were given the GDPR agreement and a short introduction of the research and its purposes. They consented to have and were invited to an in-person or online one-hour long interview (Appendix 1).

The interviews followed the following structure:

1. Practical arrangements and introduction: establishing a good mood and comfort of interviewee, presentation of research consent form
2. Explaining the research goal, the structure of our interview and asking for oral confirmation of permission for recording the data and using otter.ai for transcribing
3. Semi-structured interview
4. Thanking the interviewee for participation

Semi-structured interviews were chosen as the method of data collection to allow for follow-up questions and creating a more cohesive picture of each participant's experiences and thoughts. Interview questions focused on participants'

- Ideas and definitions of culture and intercultural competencies
- Previous and current experiences at JYU with regards to intercultural development
- Workshops: experiences, thoughts, and main points of learning
- Recommendations for further development of the workshops
- Thoughts about whether the 'Act Like You Care' workshops have enhanced their intercultural competences

The interview data was recorded on my personal Apple iPad using the Voice Memo app. The data was transferred from the iPad to Jyväskylä University's U: drive for safe storage. The files were transferred to the computer using a USB cable. The files were then converted to mp3 format. Interviews were partially transcribed utilising the Otter application with the verbal consent of all research participants (included in interview recordings). The transcripts were corrected manually and saturated with field notes from the research diary.

2.4 Data Analysis

Qualitative content analysis was used for data analysis (Erlingsson and Brysiewicz, 2017; Vaisomari et al., 2013). According to Vaismoradi et al. (2013, p. 400), qualitative content analysis is

a systematic coding and categorising approach used for exploring large amounts of textual information unobtrusively to determine trends and patterns of words used, their frequency, their relationships, and structures and discourses of communication

It is a time-consuming process, but it allows for great freedom and creativity in interpreting the data. The research corpus was condensed into smaller meaning units, codes were formulated based on them and then categories were developed, as illustrated in Table 2 below.

Qualitative content analysis allowed for interpretation of the data based on the research questions by grouping the codes into their relevant categories. The categories were: culture, intercultural competencies, and workshop experiences. Sub-categories were established when it was necessary. In the intercultural competencies category the codes were sorted into 'previous experiences', 'definitions', 'necessary skills'. The 'workshop' category I divided the codes between 'experiences during workshop', 'main points of learning', and 'suggestions for further development of the method'. The codes within the categories were then organised based on the research participant's student status: international, exchange or domestic.

Table 2*Research data coding matrix*

Päivi- domestic, MA	Condensed meaning	codes
Me: If we go back to the workshop ... could you give like a short description of what do you think happened there?		
Päivi: What happened in the workshop was that we learned about different ways of thinking. And we learned how to see things from different points of view.	She has learned about diverse thinking of others and how to see things from others' perspective.	Empathy Diverse thinking
Me: What do you think was the goal of it?		
Päivi: To recognise, and reflect on your own thinking. And, well, learn intercultural competence. It was it was because throughout the those practices and those...	The goal of the workshop was to reflect on our own culture and learn about intercultural competencies.	Self-reflection Intercultural competencies
Me: Oh, yeah. Okay. How did you find it? Do you think it was a successful way of Kind of introducing or elevating intercultural competencies?		
Päivi: Very much. It was. Yeah. Although you have to be a bit kind of brave to, to kind of play. Yeah that you're someone else. But if you take a step that "hey, let's play around with with this play", then it's a really good it was a really good method of learning. It's just when you it's so difficult to understand other people. But when you kind of you can take his or her seat as like, like goofing around or something. Then you suddenly you do understand, even though it even I think that even though it would be something really, really different from you. I think. For that method, you can actually understand almost anyone.	The workshop was fun but requires bravery to participate. Acting in a role that represents differing views from your own increases your ability to understand their motivations and ways of thinking within their own context.	Workshop: fun, good method of learning Participation: bravery Empathy

2.5 Ethical considerations

Consent forms (Appendix 1) were given to all participants prior to the interviews and were also given a comprehensive explanation of my research project and the goal of the study. At the beginning of each interview the research participants were asked for their verbal consent to participation and the use of their data again. Participants also consented to me using the Otter.ai app to transcribe their data. The transcribed data was anonymised by using pseudonyms for the

participants and stored on the safe U: drive of the University of Jyväskylä while they were being transcribed. Some of the research participants have shared sensitive data such as memories of sexual assault or their thoughts on their home countries' authoritarian regime. This data was not included for the protection of the participants. I only had a working relationship with one of the participants prior to the research, all others were unknown to me.

3 RESULTS

3.1 Culture

The topic of culture has been a challenging one for undergraduate students while master's and the PhD students found it easier to define what culture is. Undergraduate students (regardless of their student status) expressed that they did not feel like there were adequate opportunities for them to discuss what culture is and what it means to them. Exchange students also found it difficult to create a cohesive definition.

"Culture is for... created for kind of community in some environment that sometimes they different kinds of communities that they can share." - Mae

The master's and PhD students were able to draw on their life experiences and studies to express their thoughts about culture. They understood culture as a set of rules, a normative framework for behaviours and expectations.

"It's quite a lot to do with history. Individual history. Culture is a way of thinking, just things that you are used to. It depends on the context how you define culture." - Päivi

There were common overarching themes between the definitions. According to students, culture is flexible, contextual (with regards to time and space) and it is both subjective (personal) and societal. All students have acknowledged that culture is accumulative, it is learned (also can be unlearned), produced and reproduced at the same time on both the individual and societal (community)

levels. This means that they have all found culture as something that is learned and through self-reflection individuals can understand their own as well as others' culture.

3.2 Intercultural Competencies

Intercultural competencies were not very well understood by undergraduate students prior to the workshop. According to them, they have had some previous experience of intercultural and multicultural training during their studies (both compulsory and elective modules), but they have found the content highly theoretical and were unsure how to translate them into their future working and personal lives.

I think this type of thinking really like included in our courses like the KIMO one, because that's like a set of courses that they promised that we can use them when we go into the field, and that's (forum-theatre workshop) like the first time we actually had a thing that showed us what we can do in these situations. - Hanna

Exchange students have had a better understanding of what intercultural competencies are as both their respective universities put great emphasis on giving them opportunities to engage with international students, practise their field-relevant skills in the form of workshops and actively encouraged their students to partake in courses offered by other universities from around the globe such as Harvard University, US. "I had negotiation. I forgot the full name of the course. But it's about negotiation between different culture." - Yumi

The international master's student and the PhD student had the clearest idea of what they consider intercultural competencies as both of them have signalled that it is one of their main areas of academic interest.

Culture gives us normative frameworks of behaviour. - Evelyn

There were clear differences between the student groups with regards to their previous experiences with intercultural competences. International and exchange students seem to have had a clear advantage over domestic students.

They were clearer in their definitions of what constitutes intercultural competencies than their domestic colleagues. Exchange students at their home universities had ample opportunities to engage with international materials, learning styles, have dedicated relevant workshops, and the opportunity to travel.

According to domestic students, they were required to engage with international materials occasionally, but felt that there was a greater emphasis on using domestic academic materials. They have found that they were not able to make meaningful connections with international and exchange students due to their hectic timetable. When taking English medium courses that could serve as a meeting point for the different student groups, they were divided into seminar groups based on language (Finnish-English). This phenomenon was also brought up by the international and exchange students as a point that they would like the university to reconsider. Domestic students also did not have the opportunity to travel. The main reasons were family (having young children or their spouse unable to take sabbatical leave) and monetary considerations:

I think it's about 40% that you get reimbursed of your student loan if you graduate on time. - Jenna.

All research participants expected to work and live in a multicultural environment after their studies, regardless of their nationality, student status and field of study. According to them, they expected the following intercultural competencies to be the most crucial to master:

- Openness to new experiences is the baseline for intercultural development.
- Empathy, the ability to understand others' perspectives and emotions is necessary for conflict resolution.
- Kindness towards others in every situation will result in a positive outcome.
- The ability to recognize the discomfort of others and react appropriately can prevent some intercultural misunderstandings.

- Asking for consent when encountering culturally sensitive situations is the surest way to prevent negative reactions.
- Open and clear communication is key in minimising misunderstandings.
- Ability to self-reflect and learn from experiences (own and others') is the key to developing our own intercultural competencies.

These intercultural competencies are in line with the OKM's goals.

3.3 Workshop Experiences

The goal of the workshop was clear to all research participants: developing intercultural competencies using real-life scenarios. They were all able to understand how the workshop was relevant to the respective module or seminar that they were attending. All research participants have actively participated in their respective workshops to various degrees. They were all particip-actors and contributed to the discussions between scenes and after the workshop.

All workshop groups understood the technique after the re-enactment of the first scene which was based on the discussion in-between. It was apparent to all research participants that the value of the workshop was that they were able to draw on their own and their colleagues' ideas (based on theory and personal experiences) to solve situations that are culturally sensitive.

The workshops provided students with a safe and comfortable environment where they had fun. Domestic students highlighted the fact that "it was the first time that theory started to make sense" - Jenna

Every research participant used the word 'powerful' when describing how they felt about the drama workshop overall. It made it possible to explore different situations from many different aspects in a constructive and creative way. The main points of learning for the students were:

- Culture is normative. "What is normal for me, might be strange to you"- Evelyn
- Assumptions might be able to simplify everyday life but can cause culturally sensitive situations. "When two people are working with

different normative frameworks that are also flexible, you're going to have some kind of conflict." - Evelyn

- Every situation can be affected by all individuals within it at any time: everyone has some level of agency in most situations. "When they were changed (the scenes), I was like, okay, you can do it this way too." -Hanna
- Higher inquiry: "Ask more!" - Päivi
- Higher advocacy: "Explain yourself clearly to others." - Mae

The workshops were deemed very effective for intercultural training by every research participant. They have stated that they will be able to use what they have learned during the workshop later in their careers and even in their personal lives. Several students (exchange and domestic) have revealed that they have utilised their new competencies to successfully solve/ diffuse difficult situations with their roommates and friends.

For example, I live in KOAS and have two other flatmates and we all have different culture. Cleaning culture. We had a conflict, and I remembered the workshop. Maybe I can use. I can be angry now. - Yumi

The domestic students used the workshop with their own modifications during their compulsory teaching practice at a local school (working with middle schoolers). They acknowledged that the role of the facilitator was the most crucial part of the workshop and asked me for further advice on how to conduct more workshops for their students in the future.

4 CONCLUSION

The purpose of the study was to examine whether forum-theatre workshops could be used effectively for intercultural training in Finnish higher education. The results show that the method was successful in elevating students' intercultural competencies by allowing them to utilise their theoretical knowledge in practice. Research participants reported that they had a better understanding of theories regarding multiculturalism and intercultural

competencies in their field of education (Ekebergh et al., 2004). Students self-reported that their intercultural competencies, such as empathy, have increased (Placier et al., 2005). The study also revealed that 'consent' could be considered an essential concept in intercultural competence development and it has not been studied by previous research in the field. The findings also point towards multiple positive outcomes not only in the students' academic life and possibly later in their professional career, but in their personal lives as well. Through self-reflection and group-based problem-solving students were able to understand the intercultural competencies that will be needed for them in order to become successful members of not only their future workplaces but the global community as well.

The study was implemented in 4 situations with different resources available. Regardless of the available space, time and the number of workshop participants, they were successful in achieving their goals. The workshops could be tailored to various education related contexts as the scenes used in this research present everyday culturally challenging situations that will most likely occur in an educational professional's life (Koponen et al., 2010).

The main value for students was collaborative problem-solving with their peers (Hakkarainen and Vapalahti, 2011) as it allowed them to draw on many different perspectives, their diverse knowledge and experiences.

The workshops were successful in suspending belief and opening the doors to other realities (Kondoyianni et al., 2013) and permitted participants to immerse themselves in culturally sensitive scenarios. The workshop participants were able to enrobe themselves in the identities of the characters and understand their motives, increasing their empathy and understanding of others, while also reflecting on their own experiences.

4.1 Limitations of the study

The implementation of the study was successful but not without limitations. Hakkarainen and Vapalahti (2011) also noted that the overall positive responses

to theatre-based methods could possibly be explained by the novelty of the methodology for students.

The semi-structured interviews did not investigate students' thoughts regarding best possible practices for 'internationalisation at home' in Finnish higher education, which would have given further insights to how the students would prefer to develop their intercultural competences: physical mobility, online mobility, or theatre-based workshops.

The research describes the context and methods used in a way that can be easily replicated in other contexts.

The 1 hour long semi-structured interviews allowed for both in-depth data collection and flexibility, which created a holistic picture of the research participant's understanding of each topic. Regardless of the relatively small sample size, they represented all students from the different levels of Finnish higher education (bachelor's, master's, and PhD) as well as student statuses (domestic, international and exchange students). The research participants were requested to participate in the interviews, and they were not chosen on a voluntary basis in order to minimise confirmation-bias.

The hour-long interviews were saturated with the workshop notes. Originally, workshops were planned to be video recorded but in workshops which were part of lectures, it was not possible to get the GDPR consent of every student. The acquisition of the required video camera and camera stand was deemed difficult due to its availability. The video recording method also would have required a research assistant for the duration of the workshops.

The length of the interviews created a scheduling issue as research participants and I had to find an ideal time and space for a longer period of time. Online interviews were easier to schedule but created new challenges due to technological issues such as internet connectivity, technical arrangements (microphones and speakers available, technological knowledge of participants).

I have opted to use qualitative content analysis for the interpretation of the data to investigate how successful the workshops were. Unexpected findings, such as domestic student's financial issues and its effect on their ability to

participate in physical international mobility, confirmed that I have minimised my confirmation-bias.

4.2 Suggestions for further development

Research participants who participated in workshops that were part of study modules at JYU were much shorter (~1 hour) than those at seminars (~2 hours). The first group stated that they found the workshops too short, but still effective. The level of difficulty was also stated as something that should be elevated. Domestic students especially wanted to try more challenging scenarios and one of the domestic students even suggested that they would like to write their own scripts.

All participants stated that they would like to participate in more theatre-based workshops in the future and will encourage others to do so as well, regardless of their country of origin and student status. They all found that the workshop was an excellent opportunity to try out and experience the power of theatre and have a short introduction to intercultural competencies in action. However, none of the research participants have thought that the drama workshops could replace the invaluable experience of travelling and living in another country for an extended period of time. During an exchange, individuals get immersed in a different human culture and can make meaningful connections with people from many different places.

4.3 Recommendations for future research

The main challenge for future researchers is that these workshops require a workshop leader who understands the forum-theatre method and can successfully negotiate between participants during the workshop. As the situations can get sensitive and trigger negative reactions; it is essential to have a workshop leader who can diffuse tension and channel the emotions into positive

action. The workshop leaders have to create a safe environment for all participants regardless of their gender, age, sex, sexual orientation and religion.

As Finnish education does not have a long history of using theatre-based methods for intercultural training, finding the appropriate venues and context where it is welcome can be challenging. Future researchers are advised to utilise their human capital within their field of research and advocate for their workshops, highlighting that the workshops can be tailored to many contexts and requirements.

Further research could explore which intercultural competencies are enhanced and focus on students' emotional and social development. Creating a dedicated course at JYU for intercultural development and following the students' advancements could be explored: would longer, increasingly more challenging workshops mean greater intercultural development? Longitudinal research following how those who have participated in theatre-based workshops could present invaluable data on the effects of such workshops and reveal whether the goals of IAH have been achieved: giving students the skills to be part of an interculturally competent workforce and society.

REFERENCES

- Beelen J. & Jones E. (2015) Redefining Internationalisation at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) *The European Higher Education Area*. Springer, Cham. <https://doi.org/10.1007/978-3-319-20877-0>
- Boal, A. (2008). *Theatre of the oppressed* (New ed.). Pluto Press.
- Caruana, V. & Ploner, J. (2010) Internationalisation and Equality in Diversity in Higher Education: Merging Identities. London: *Equality Challenge Unit*.
- Crowther, P. Joris, M., Otten, M., Nilsson, B., Teekens, H., Wächter, B. (2000) *Internationalisation at Home*. A Position Paper. Amsterdam: European Association for International Education (EAIE).
- Edes, V. (2020). *Act Like You Care: Taster Session*. Conference presentation at FORTHEM Multilingualism in School and Higher Education Lab's kick-off webinar on 31 March. URL: <https://www.jyu.fi/en/collaboration/partnerships/forthem/lab-kick-off-event-multilingualism-in-school-and-higher-education/act-like-you-care-taster-session.pdf>
- Ekbergh, M., Lepp, M. & Dahlberg, K. (2004). Reflective learning with drama in nursing education: A Swedish attempt to overcome the theory praxis gap. *Nurse Education Today*, 2004(24), 622-628. In Hakkarainen, P., Vapalahti, K. (2011) Meaningful learning through video- supported forum-theater. *International Journal of Teaching and Learning in Higher Education*. 23(3). 314-328. <https://www.isetl.org/ijtlhe/pdf/IJTLHE1047.pdf>
- Erlingsson, C. & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, 7(3), 93-99. <https://doi.org/10.1016/j.afjem.2017.08.001>
- European Commission (2022. February 17th) *National Report in Higher Education*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-higher-education-21_en
- Hakkarainen, P., Vapalahti, K. (2011) Meaningful learning through video-supported forum-theater. *International Journal of Teaching and Learning in*

Higher Education. 23(3). 314-328.

<https://www.isetl.org/ijtlhe/pdf/IJTLHE1047.pdf>

Kela (2022. January 1st) *Student loan compensation*.

<https://www.kela.fi/web/en/student-loan-compensation>

Killick, D. (2017). *Developing intercultural practice: Academic development in a multicultural and globalizing world*. Routledge.

Kondoyianni, A., Lenakasis, A. & Tsiotsos, N. (2011). Intercultural and Life-long-Learning Based on Drama-in-Education Propositions for Multidimensional Research Projects. *Yaratıcı Drama Dergisi*, 6(12).

<https://doi.org/10.21612/yader.2011.010>

Koponen, J., Pyörälä, E. & Isotalus, P. (2010). Teaching Interpersonal Communication Competence to Medical Students through Theatre in Education. *Communication Teacher*, 24(4), 211-214.

<https://doi.org/10.1080/17404622.2010.514275>

Leask, B. (2015) *Internationalizing the curriculum*. London: Routledge.

<http://mehrmoammadi.ir/wp-content/uploads/2019/07/Internationalizing-the-Curricul-Betty-Leask.pdf>

Nilsson, B. (2003). Internationalisation at Home From a Swedish Perspective: The Case of Malmö. *Journal of studies in international education*, 7(1), 27-40.
<https://doi.org/10.1177/1028315302250178>

Picher, M. (2007). Democratic process and the theater of the oppressed. *New directions for adult and continuing education*, 2007(116), 79-88.

<https://doi.org/10.1002/ace.278>

Official Statistics of Finland (OSF): *Migration* [e-publication].

ISSN=1797-6782. Helsinki: Statistics Finland [referred: 10.10.2021].

Access method: http://www.stat.fi/til/muutl/index_en.html

Placier, P., Cockrell, K. S., Burgoyne, S., Welch, S., Neville, H. & Eferakorho, J. (2005). Theatre of the Oppressed as an instructional practice. In C. Kosnik et al. (Eds.), *Making a difference in teacher education through self-study* (pp. 131-146) Dordrecht, the Netherlands: Springer.

- Qiang, Z. (2003). Internationalization of Higher Education: Towards a Conceptual Framework. *Policy futures in education*, 1(2), 248-270.
<https://doi.org/10.2304/pfie.2003.1.2.5>
- Sappa, V., & Barabasch, A. (2020). Forum-theatre technique to foster creative and active problem solving: A resilience-building intervention among in-service teachers. *Journal of Adult and Continuing Education*, 26(1), 43–60.
<https://doi.org/10.1177/1477971419842884>
- UNESCO (2018) *Global Education Monitoring Report Summary 2019: Migration, Displacement and Education- Building Bridges, not Walls*. Paris, UNESCO.
- University of Jyväskylä (2021) *Wisdom and Wellbeing for Us All- Strategy 2030*.
<https://www.jyu.fi/en/university/strategy-2030>
- University of Jyväskylä (2022) *We are JYU*. Key Figures.
<https://www.jyu.fi/en/university/introduction-and-key-figures>
- Vaismoradi, M., Turunen, H. & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, 15(3), 398-405.
<https://doi.org/10.1111/nhs.12048>
- Wächter, B. (2003) An Introduction: Internationalisation at Home in Context. *Journal of Studies in International Education*, 7(1): 5-11.
<https://doi.org/10.1177/102831530225017>

APPENDIX 1

Consent form for participation in ‘Act Like You Care’ master’s thesis research project

I have been requested to participate in the ‘Act Like You Care’ master’s thesis research project by Viktoria Edes. I have been provided with the privacy notice by her and received adequate written information regarding the goal and implementation of the research study. Viktoria has also explained verbally the content of her research project and given adequate answers to my questions.

I participate voluntarily in the ‘Act Like You Care’ master’s thesis research project. I understand that my consent for participation can be revoked at any time without further explanation and that withdrawal from the research project will have no negative consequences for me.

I accept that by signing this form, I consent for my data to be used in the ‘Act Like You Care’ master’s thesis research project by Viktoria Edes.

I consent that my data will be audio recorded, transcribed and then processed by Viktoria Edes for her research study, but will not be archived in any national database.

I confirm my participation in the ‘Act Like You Care’ master’s thesis research project by signing this document.

Signature

Date

Printed name

Date of birth

Address

Consent received

Signature of the consent recipient

Date

Printed name

APPENDIX 2

Case 1

Clara: I am very happy to work with you; I know this project will be one of the best and I'm willing to help you in everything you need.

Meghan: Great to hear that! Now, I would like to schedule weekly meetings and to track our independent progress. I divided the project in parts taking into account our own strengths and weaknesses. I took into consideration that we have the same amount of workload and that it won't interfere with our daily tasks.

Clara: Weekly meetings? I don't think I will have enough time for that, and I think that is a lot of meetings, but let me see my schedule and I'll let you know.

Meghan: Ok, please let me know when it is suitable for you then. Maybe we can meet every two weeks and track from that our progress.

Clara: Yes, let's do that!

Meghan: Hello Clara, I haven't heard anything from you for the last two weeks. Will you be available for our meeting tomorrow? I have made some progress in the project and I'm very happy to share that with you.

Clara: Hello Meghan, I will be available only for 15 minutes. And by the way I don't have anything ready yet. So, I believe the meeting will be useless.

Meghan: Oh, Clara that's bad news, I thought we were ok with the timing since we agreed in doing a two week follow up. Anyway, I would like you to take a look at my progress and to hear your opinion.

Clara: Sure. I don't think it is a good idea to present the topic the way you are doing it, there are other tools that you can use. You can ask your boss; she can help you with that. Ok, I have to leave now. See you around.

Meghan: Ok, please remember letting me know when we can meet. Time is running out and we need to deliver this project in a month.

Clara: Yes, sure. Anyway, in this company timing is not important so if we deliver it in two months it doesn't matter.

Two weeks after..

Meghan: Hey Clara, I found out that you showed some progress to my boss, I didn't know you had something already.

Clara: Yes, I thought I have cc-d you in some e-mails, but I believe I didn't. I'm sorry about that.

Case 2

Mona Your daughter is very cute. How old is she?

The mother: Thanks. She is five.

Mona tries to talk to the kid. The parents seem a bit annoyed.

Mona: Is it ok that I am talking to your daughter?

The parents: Yes, go ahead!

Mona stops talking to the kid and continues the conversation with the parents. When Mona wants to say goodbye, she takes a picture with the kid.

The father: What are you doing?

Mona: Taking a picture? What is wrong with it?

The father: It is very weird that you are taking a picture.

Mona: I can delete it if you want, it is nothing to be worried about.

The mother: You must delete it.

The father: We would call the cops if it happened in our country.

Mona deletes the picture.

The father: you should not do that to anyone without the parents' permission.

Case 3

Thomas: Good afternoon.

Staff : Good afternoon.

Thomas: I am a new bachelor's student in this university. Today I have got my registration certificate. Normally, I would be able to get my user account, but I didn't. The staff told me to come here to ask for my info. Here you can see my certificate. (Presenting the certificate which has no user information)

Staff: Ok please wait for a while. This is your username and password.

Thomas: Thank you so much for your help. May I ask if I could use one of the desktops over there? I would love to check the account and ask you if there is any issue.

Staff: Sure. I will show you.

Thomas: And by the way, with this account, I could use the Korppi system from now, couldn't I?

Staff: Copy? (She's turning to the staff behind the shelf and ask something in Finnish then answering...) You can only use the copy system with your student card. Now it's impossible but you could use it when you finish applying for a student card.

Thomas: Thank you for your information. Do you think I could access Korppi system with this account?

Staff: Sure, of course.

Thomas: Thank you. I am checking this account and will come back to you later.

Case 4

Teacher: This story tells about a Hungarian man who left his home to fight for his cause. In Hungary it is common for a man to put job first and family second.

Student: Does it mean the man in the story has to separate from his family?

Teacher: Yes

Student: How often can he go back home?

Teacher: Several times per year.

Student: How long does this situation last?

Teacher: For many years.

Student: Is he crazy? Since he has a wife and kids, it is bad for him to leave them alone very often or for a long time. He has to take the responsibility of being a husband and father.

Teacher: But he will write letters to them very often. And send money to them every month.

Student: I don't think money can buy a husband or father. He is irresponsible.

Teacher: When he is at home, he will try his best to be with his kids and do all the housework.

Student: Still, it is not enough.

Teacher: Since the story happened many years ago in Hungary, many Hungarian men begin to change. They prefer to choose a job near their home or bring his family with him. But still, such kind of situation is happening to Hungarian family now. We have to understand those Hungarian men are also very sad to separate from their family. They don't want to do that.

Case 5

Friend 1: Hey, here I have something for you. It's just a little gift but I hope you like it Happy birthday!

Friend 2: Oh, thank you very much! It wasn't necessary, you are very kind! (She save the gift inside her bag.)

(Silence)

Friend 1: Hmmm, you can open it if you want...

Friend 2: Oh no, thank you! I prefer to open it at home.

Friend 1: No, but then I cannot know if you liked it...

Friend 2: Don't worry, I will open it at home, and I will tell you.

Friend 1: But, why not now? I really want to know what you think about it... (To the teacher) Don't you open your presents in front of people? I usually do it, then the others can know if you liked it! Right?

Teacher: Hmmm, not always. Depending on the situation I would open it at home... It's something very personal, you know?

Friend 2: Yes, I prefer to open it at home because if I don't like it, I don't have to act.

Friend 1: Okay... In my country would never be like that... You usually open presents in public to show your feelings to others.

Friend 2: Well, I can send you a message later and tell you that I liked a lot.

Friend 1: But that is not the point! Please, open it...

Friend 2: Okay, I will open it... But, how much pressure... What if I don't like it?

Friend 1: I will be fine! (She opens the present)

Friend 2: Oh! Thank you, I really like it! I will keep it always with me!

Case 6

Father: Good afternoon!

Teacher: Good afternoon! Do you have a moment to talk about what happened this morning?

Father: Yes. Why did you not tell us that we had to take X (name of child) to the swimming pool and not to school?

Teacher: I am terribly sorry if I wasn't clear in the Wilma message....

Father: This is the problem with you Finns! You always assume that everyone just knows how to do things here!

Teacher: I am not Finnish. I ...

Father: Well, British then!

Teacher: I am not British either!

Father: Then what are you?!?

Teacher: I'm Slovenian.

Father: Ugh. Come on, Bhavna, let's go.

Case 7

Fathima: Hello, I'm here because I've had many problems concerning my router. I tried to call the hotline already and they promised to call me back which they didn't. I'm tired of wasting my time now and I want to get the new appointment as fast as possible.

Salesperson: Hello. We are just selling the contracts here and cannot do anything concerning the routers and connection itself.

Fathima: I understand. As you know already, my German skills are not very good and I really want the appointment fast. Why don't you pick up the phone there and explain the situation in German as you did when we signed the contract?

Salesperson: I can't do it, it's not my responsibility and you can do it yourself.

Fathima: Well you know what, I've stayed two days at home waiting for two different technicians and even skipped classes for that since I don't even get an exact time when the technician would come. I do not want to prioritize this anymore and I have so many other things to do than sit at home and wait. I'm cancelling the contract if we don't come into an agreement.

Salesperson: I'm sorry for that. Unfortunately, you can't cancel the contract because already signed it for two years. Unless you move out of the country.

Fathima: *starts crying. Sorry, I'm just so frustrated about having to waste my time here. I'm new to this country and I have so many other things to worry about too.

Salesperson: (gets shocked) Hold on... (Brings me candy and napkins) Let's take a look at your calendar and book the appointment