



PURSUI NG QUALI TY THROU GH I NSTI TUTI ONAL POLI CI ES

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Bi- and Multilingual Universities – challenges and future prospects
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Session 2: QUALITY ASSURANCE OF INTERNATIONAL AND
INTERCULTURAL PROGRAMMES

GENERAL AND SPECIFIC COMPETENCES OF ACADEMIC GRADUATES

- role of language and communication in the development of academic expertise ar/2005

<p>GENERAL COMPETENCES</p> <hr/> <p>SPECIFIC COMPETENCES/ EXPERTISE</p>	<p>SCIENTIFIC & CRITICAL THINKING SKILLS</p>	<p>PROBLEM-SOLVING SKILLS</p>	<p>COMMUNICATION & SOCIAL SKILLS</p>	<p>LIFE-LONG LEARNING SKILLS (i.e. ENABLING / TRANSFERABLE SKILLS)</p>
<p>ACADEMIC/ DISCIPLINE-SPECIFIC EXPERTISE</p>	<ul style="list-style-type: none"> • mastering terminology and discourse & cultural conventions of the field • critical reading • analysing & reporting 	<ul style="list-style-type: none"> • using own expertise to identify, analyse and evaluate problems and solutions • making team decisions, negotiating 	<ul style="list-style-type: none"> • receptive and productive communication skills and strategies + discourse competence for language use in academic and social contexts 	<ul style="list-style-type: none"> • language learning & metacognitive strategies • self-assessment skills • academic study skills for task management
<p>RESEARCH AND INFORMATION MANAGEMENT SKILLS</p>	<ul style="list-style-type: none"> • searching & evaluating materials • classifying & note-taking • interpreting, synthesising & reporting 	<ul style="list-style-type: none"> • analysing & evaluating problems and solutions • sharing knowledge, networking & team working 	<ul style="list-style-type: none"> • ICT-mediated communication and collaboration • documentation & presentation skills 	<ul style="list-style-type: none"> • media literacy • cultural literacy • use of new learning environments • peer reviewing
<p>PROFESSIONAL SKILLS</p>	<ul style="list-style-type: none"> • acting in the profession – professional practice (e.g. as a doctor, teacher, programmer, marketing manager, teacher, etc.) 	<ul style="list-style-type: none"> • solving problems related to profession • collaborating, networking and decision-making with other professionals 	<ul style="list-style-type: none"> • Intercultural presentation & communication skills • strategic communication skills for e.g. working in multidisciplinary teams 	<ul style="list-style-type: none"> • cultural sensitivity & tolerance of uncertainty • self-directed learning for continuous updating of professional skills
<p>(JOB/COMPANY-SPECIFIC SKILLS) - developed at work</p>	<p>COMPANY IN-HOUSE SYSTEMS & FOCUSES e.g. value systems</p>	<p>COMPANY IN-HOUSE SYSTEMS & FOCUSES e.g. intercultural contexts</p>	<p>COMPANY IN-HOUSE SYSTEMS & FOCUSES e.g. client encounters</p>	<p>COMPANY IN-HOUSE SYSTEMS & FOCUSES e.g. assessment skills</p>

QUALITY ISSUES FROM RESEARCH:

- ⇒ access to language which is used to structure knowledge and to explain concepts is a prerequisite for learning
- ⇒ learning domain-specific language and communication requires learner-centred instructional designs and interactive pedagogy (efficient learning strategies and study skills)
- ⇒ less content, but at the required conceptual level, both written and oral input are needed to serve various learning styles and proficiency levels



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- ⇒ translation of previous materials is not enough – relevance of content must be adjusted to multicultural group needs
 - ⇒ constant monitoring and support are needed - threshold level of language skills is necessary for academic achievement
 - ⇒ clear information on academic practices is essential - handbooks, joint planning, clarified goals and instructions, staff briefing, etc.



UNIVERSITY OF JYVÄSKYLÄ INSTITUTIONAL POLICIES

- i Language policy (2004)
- i Quality assurance criteria for launching and monitoring international master's programmes (2005)
- i Learner and teacher support systems (systematic after evaluation in 2000)



U of J LANGUAGE POLICY (regarding international programmes)

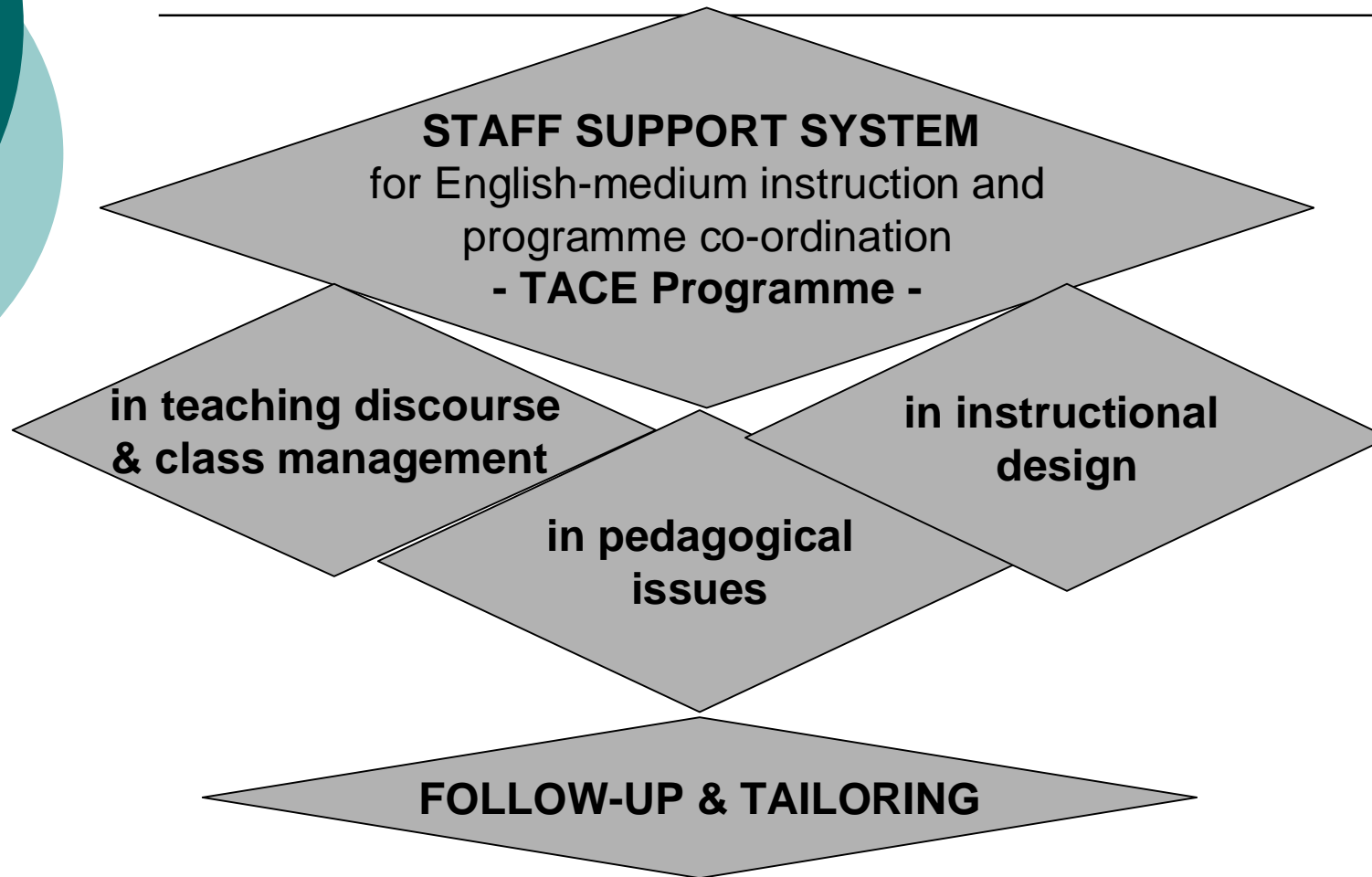
- i Teachers to have sufficient command for the use of flexible interactive methods and opportunities for professional development
- i Students' skills to be monitored at admission
- i Programmes to include development of language & communication skills
- i Content relevant for both Finnish and international students
- i Good briefing of international staff
- i Finnish students' command of content in the Finnish language to be catered for
- i International students to be given instruction in Finnish as a foreign language



QUALITY ASSURANCE CRITERIA FOR INTERNATIONAL MASTER'S PROGRAMMES – descriptions required for

1. **Programme aims and implementation** (e.g. mission, objectives, pedagogical framework, expected learning outcomes, networking & co-operation, student recruitment, etc.)
2. **Rationale for launching** (e.g. regional, national, international needs, connection with university strategies, innovativeness, etc.)
3. **Eligibility provided for PhD study** (e.g. main subject, evaluation criteria for thesis, etc.)
4. **Resources** (e.g. 4-year financial plan, staff & its recruitment, teacher competence criteria, etc.)
5. **Study counselling and evaluation systems** (e.g. student counselling and assessment systems, feedback systems, quality enhancement and assurance methods, etc.)

TAILORED TEACHER SUPPORT FOR TEACHING THROUGH ENGLISH





TACE PROGRAMME

- Teaching Academic Content through English -

- i voluntary support programme offered by the Language Centre via university's staff development office
- i first programme run in 1996 as a one-year programme with four contact modules and a teaching project; participants from both university and polytechnic
- i university-wide evaluation project done in 2000 among students and staff involved in English-medium instruction
- i findings used as a basis for building up today's system
- i TACE modules with variable focus now run annually in workshop format – language skills + pedagogical skills are integrated
- i aimed at both teachers and coordinators of international programmes



TACE MODULE FOCUSES 2000-2005

- i theoretical and pedagogical foundations of integrated content and language instruction in higher education
- i subject-specific curriculum planning, aims-setting and evaluation
- i academic competences required from teacher and student
- i managing multilingual and multicultural classes and discussion
- i adapting learning materials and tasks according to heterogeneous proficiency levels
- i promoting thinking skills and study skills for learning through E
- i lecturing vs. interactive teaching methods, co-operative learning and project work
- i guidance of academic writing tasks and theses
- i formulating and harmonising instructions between programmes



INTERNATIONAL MASTER'S PROGRAMMES INCLUDING AN INTEGRATED ACADEMIC ENGLISH MODULE (*RESEARCH COMMUNICATION*)

N.B. Programmes are interdisciplinary and in some cases also inter-faculty programmes.

- i Intercultural Communication (ICIR programme)
- i Nordic Arts and Culture Studies (NACS)
- i Digital Culture
- i Music, Mind and Technology (MMT)
- i Development and International Cooperation (D&IC)
- i Sport Science and Management (SPoSMAPro)
- i Corporate Environmental Management



Principles of integrating language and content studies in Master's programmes

- i Adjunct course principle: close co-operation between Language Centre and subject department representatives
- i Negotiated focuses and deadlines: English module follows the requirements and timing of subject studies; continuous dialogue and monitoring
- i Assignments are done for subject studies but processed and prepared during the English module
- i Extent of *Research Communication* is 4 ECTS credits, including 40-48 hours of contact teaching in four-hour sessions + peer review procedures + individual tutoring and feedback + independent work
- i Spread throughout the first year of the two-year Master's programmes
- i Followed in some programmes by *Project Meeting and Conference Skills* during the second year

TAILORED STUDENT SUPPORT FOR INTERNATIONAL MASTER'S PROGRAMMES
 Framework of research communication and subject study integration and timing

