



The Influence of Multiculturalism within Higher Education: Nursing

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<p>Abstract:</p> <p>Societies in our globalized world are becoming more diverse as the flow of people crossing international borders continues to increase. As a result, multiculturalism is in the spotlight and is receiving more attention across university campuses. The main purpose of this study is to find out in what way(s) multiculturalism influences the higher education environment. This study has three research questions, (i) What are the demographics regarding diversity in Finland? (ii) How do students in higher education learn in multicultural clusters? and (iii) In what ways can diversity and inclusion be supported within universities? Roy's Adaptation Model has been utilized as a theoretical framework for this study. The research method used was a literature review with 20 articles from three key databases Academic Search Elite (EBSCO), Sage and Science direct. Inductive analysis was conducted using the Graneheim and Lundman qualitative content analysis in nursing research. Statistical data directly implies increasing diversity in Finland as the number of foreigners continues to climb with Estonians and Russians having the highest population of foreigners. The findings of the study shows that nursing students in multicultural clusters have had positive experiences from their peers and mentors, including the development of cultural awareness and building of social networks. However, negative experiences were also identified, specifically; discrimination, social isolation and the practice of segregation. Language difficulties and mentors' limited knowledge were some of the distinguished learning obstacles among multicultural students. In this study findings show, in order to reap the benefits of diversity; it is important to create and foster an inclusive environment. Interracial interaction, teaching strategies, university's genuine support of diversity and educators' cultural competence are ways that foster engagement and support inclusion. In conclusion, nurturing multiculturalism at university can result in the empowerment of students leading to positive outcomes.</p>	
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1 INTRODUCTION

Thirty years ago, many Europeans saw multiculturalism—the embrace of an inclusive, diverse society—as an answer to Europe’s social problems. Today, a growing number consider it to be a cause of them (Malik, 2015). Internationalization is a part of the globalization process, with increasing mobility worldwide (Parker and McMillan, 2007). In the United Nation’s resource World Migration in Figures, it has been estimated that, in 2013, some 232 million international migrants are living in the world today. Along these lines, internationalization within higher education has been a goal of many governments. Meanwhile, higher education students of healthcare exhibit increasing cultural and linguistic diversity as the labor market expands and knowledge and cultural experiences are shared more widely. (Parker and McMillan, 2007). A multicultural learning environment offers unique visions and a range of approaches to learning, while bringing challenges associated with cultural differences and tensions. Thus, questions on whether multiculturalism is a failure or success to society and education continue to be a worldwide source of debate.

The impact of diversity on learning and democracy outcomes is believed to be especially important during the college years because students are at a critical developmental stage, which takes place in institutions explicitly constituted to promote late adolescent development. (Gurin. et. al.)

In essays that profoundly affected our understanding of social development, psychologist Erik Erikson (1946, 1956) introduced the concept of identity and argued that late adolescence and early adulthood are the unique times when a sense of personal and social identity is formed. Identity involves two important elements: a persistent sameness within oneself and a persistent sharing with others. Erikson theorized that identity develops best when young people are given a psychosocial moratorium — a time and a place in which they can experiment with different social roles before making permanent commitments to an occupation, to intimate relationships, to social and political groups and ideas, and to a philosophy of life[...] (Gurin, P. et al.)

As Gurin, Dey, Hurtado, and Gurin (2002, p.361), citing General Motors, point out, Diversity in academic institutions is important to teaching students the human relations and analytical skills they need to thrive and lead in the work environments of the twenty-first century. These skills include the abilities to work well with colleagues and subordinates from diverse backgrounds; to view issues from multiple perspectives; and to anticipate and respond with sensitivity to the needs and cultural differences of highly diverse customers, colleagues, employees, and global business partners. As the global community is shrinking today, higher

education institutions continue to integrate and promote multicultural education into their systems. Dixon (2004) defines multicultural education as an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world. Dixon maintains that it has become mandatory for universities to admit students and employ faculty from various cultural, racial, ethnic, religious, and socio-economic backgrounds. It has also become mandatory that university communities provide a supportive environment that respects diversity and provide programs that are inclusive for all who are part of it. University administrator and professor should be aware of the various cultural elements in order to be able to provide equitable services. However, there seems to be a gap in groups in higher education students and they do not seem to mix with different foreign groups and practice segregation. This gap has affected students' learning experiences as well as their performances in class. A 2015 systematic review conducted by Mikkonen et al. in Finland, identified that students staying in a foreign country experienced discrimination and isolation. However, it has also shown that positive clinical environment helped these students to overcome language and cultural barriers and resulted in a positive learning experience. (Mikkonen et al., 2015)

In this research study, we have embedded some figures and table graphs in between texts to facilitate easy access for the readers. The purpose of this paper is to find out the influence of multicultural learning within nursing higher education, to see the current demographics regarding diversity in Finland, to know experiences of nursing students learning in multicultural clusters; and determine how we engage diversity and inclusion in the university campus.

2 BACKGROUND OF THE STUDY

In this chapter, the background of the study is discussed and the major topics are defined. As a political philosophy, multiculturalism advocates equal respect to different cultures in the society, acceptance and promotion of cultural diversity. Eagan (2015) mentioned how multiculturalism has affected the social and political spheres and are found in revisions of curricula, particularly in Europe and North America, and the expansion of the Western literary and other canons that began during the last quarter of the 20th century. Curricula from the elementary to the university levels were revised and expanded to include the contributions of minority and neglected cultural groups.

2.1 Definition of Learning

It has been suggested that the term *learning* defies precise definition because it is used to describe a wide variety of situations. For example, learning is used to refer to (i) the acquisition and mastery of what is already known about something, (ii) the extension and clarification of meaning of one's experience, or (iii) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function. Conner (2010) defined learning as the transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we can do. It is based on input, process, and reflection. It is what changes us (Conner, 2010). Thus, learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, behavior and worldviews. Learning theories develop hypotheses that describe how this process takes place. The scientific study of learning started in earnest at the dawn of the 20th century. The major concepts and theories of learning include behaviorist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, and situated learning theory and community of practice (Most Influential Theories of Learning, 2010). Generally, learning theories develop explanation, hypotheses and statement about how people learn, which is defined as a process that involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012)

In the guidebook *How Does Learning Happen* (2014), it was stated that there are four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These foundations, or ways of being, are a vision for all children's potential and a view of what they should experience each day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world. Well-being, addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills. Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged.

Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond. Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacity for increasingly complex communication. Finally, language-rich environments support growing communication skills, which are foundational for literacy.

2.1.1 Learning in Multicultural Clusters

Building on the concepts in learning introduced above is the subject of learning with others from differing backgrounds. Song (2017) stated that the term "multicultural" is used as a descriptive term to characterize the presence of diversity in a society, but in what follows, the focus is on its prescriptive use in the context of Western liberal democratic societies. While the term has come to encompass a variety of prescriptive claims, it is fair to say that proponents of multiculturalism reject the ideal of the "melting pot" in which members of minority groups are expected to assimilate into the dominant culture in favor of an ideal in which members of minority groups can maintain their distinctive collective identities and practices. Song (2017) also maintains that though theorists agree that cultures overlap and are interactive, they nonetheless maintain that individuals belong to separate societal cultures.

Learning in Multicultural clusters can be described as multicultural learning. Alexander & Chomsky (2008) define multicultural Learning as learning that integrates and explores the rich tapestry of perspectives reflected in our diverse world. It occurs when differences among learners are both valued and explored. Multicultural Learning recognizes and reaches across boundaries of ability, age, class, gender, nationality, race, religion, sexual orientation and other personal, social and cultural identities so that learners will more thoroughly understand the multifaceted dimensions of knowledge... Through regular and purposeful interactions that encourage students to reflect on and explore the implications of diversity and power, Multicultural Learning is education for life in our multicultural world. (Alexander et al.,2008)

In particular, Song (2017) citing Kymlicka, has argued that while options available to people in any modern society come from a variety of ethnic and historical sources, these options become meaningful to us only if “they become part of the shared vocabulary of social life— i.e. embodied in the social practices, based on a shared language, that we are exposed to... That we learn...from other cultures, or that we borrow words from other languages, does not mean that we do not still belong to separate societal cultures, or speak different languages”. Liberal egalitarian defenders of multiculturalism like Kymlicka (1995), maintain that special protections for minority cultural groups still continues, even after we adopt a more cosmopolitan view of cultures, because the aim of group-differentiated rights is not to freeze cultures in place but to empower members of minority groups to continue to express their distinctive cultural practices in the ways they wish as long as it is not to the detriment of others (Song, 2017). Farhadi (2001) supports this by stating that aspects such as communication (different languages), learning preferences (the manner in which learners understand and retain information), and social values (values that differ from culture to culture) all contribute to the learning environment. Through regular and purposeful interactions that encourage students to reflect on and explore the implications of diversity and power, multicultural learning continues over our entire lifespan if we live in an environment rich in cultural diversity.

2.2 Cultural Diversity

In the past, the dominant image of European homogeneity was just a myth. In fact, many schools argue that Europe has always been a study in contrasts, a continent marked by intense internal differences. European states accommodated many kinds of diversity at multiple points in their histories: regional differences, religious differences and ethnic and racial differences (Chin, 2017). Some evidence showing the already existing diversity in Europe is in Ancient Greece, of which there were various small regions with different costumes, traditions, dialects and identities, for example, those from Aetolia, Locris, Doris and Epirus. In the Ottoman Empire, Muslims were the majority, but there were also Christians, Jews, pagans Arabs, and other religious groups. In the 21st century, societies remain culturally diverse, with most countries having a mixture of individuals from different races, linguistic backgrounds, religious affiliations, and so forth. Contemporary political theorists have labeled this phenomenon of the coexistence of different cultures in the same geographical space multiculturalism.

Diversity has many variables and is influenced by geographical, economic or social factors (Ruiz-Vieytez, 2014). It refers to the differences of persons or groups, which make them unique from other groups. Individual uniqueness is identified by the race, ethnicity, socioeconomic status, gender, age and generation, sexual orientation and religion (Dreachslin et al., 2012). According to Talib (2006), the main notion of diversity is that it causes individuals to contemplate the importance and acceptance of differences. Ruiz-Vieytez (2014) defines cultural diversity as the plurality of languages and religions and therefore, ethnic or national plurality. Cultural diversity is not a new phenomenon in the history of Europe. It has existed in Europe ever since modern states were established and is not the product of the population movement nor migration. The increase in number of immigration in Western Europe, however, has influenced diversity (Chin, 2017). During the latter half of 20th century, there has been a growing numbers of migrations, about 20 million asylum seekers, refugees and so called “internally displaced persons” in the world had been fleeing to the perceived wealthier countries of Europe and neighboring countries (Benhabib, 2004).

Cantatore & Quappe (2011), stated that cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. Cantatore & Quappe (2011), continue by maintaining that increasing cultural awareness means to see both the positive and negative aspects of cultural differences. Cultural diversity could be a source for conflict, in particular when the organization needs people to think or act in a similar way. Diversity increases the level of complexity, confusion and makes agreement difficult to reach. On the other hand, cultural diversity becomes an advantage when the organization expands its solutions and its sense of identity, and begins to take different approaches to problem solving. Diversity in this case creates valuable new skills and behaviors.

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Contemporary political theorists have labeled this phenomenon of the coexistence of different cultures in the same geographical space multiculturalism. That is, one of the meanings of multiculturalism is the coexistence of different cultures (Rodrigues, 2017). Times of “globalization” bring with themselves a considerably high amount of migration – a fact that again, causes an increasing degree of such cultural diversity. Since literally every individual in his or her life is likely to some way depend upon medical care, the challenge of cultural

diversity and intercultural understanding in this context is a substantial issue when talking about international stability at the individual and societal level. (Rose et.al. 2011).

2.2.1 Cultural Diversity within University campus

According to (ASHE) Association for the Study of Higher Education Report (2012), in order to engage diversity in a classroom, the faculty must rely on a nexus of factors such as intentions, awareness, knowledge and skill development overtime. Also, the faculty must be willing to incorporate teaching that supports intercultural competence development (Johnson et.al. 2003). Hence, the theorist Krutky (2008), may be accurate in that, “Education in the twenty-first century must prepare students for a world that is increasingly interconnected, interdependent, and diverse”. Teaching in a diverse classroom is a challenge to educators (Talib, 2006).

“Learning to teach effectively and learning to teach in ways that support intercultural competence development are processes that rely on acquiring knowledge, experiencing interactions in a *live* and dynamic context, and engaging in reflective practice that facilitates the ability to adapt to shifting and particular conditions and factors of any given course—such as the number of students, student demographics, level of course, and physical classroom space.” (ASHE report, 2012).

Experts say that down the history, the movement of diverse racial, cultural, ethnic, religious, and linguistic groups within and across nation’s states has been minimal and uneventful that it never questioned issues about citizenship, human rights, democracy, and education. Across the globe, many groups challenge the conception of educating students to function in one nation-state. These developments include the ways that people move back and forth across national borders and the rights of movement permitted by bodies external to nation-states as the United Nations and the European Union. (Banks et.al. 2017)

2.2.2 Cultural Diversity in Finland

In Finland, there are ethnic and cultural minorities within the boundaries of the country. These groups consists of fewer members compared to the majority population and are not in dominant position in society, they have their own distinctive linguistic, ethnic or religious characteristics

and want to maintain this distinctiveness (Raento, 2002) During 1990's Finland had a significant increase of numbers of foreigners, the country that is largely perceived as homogeneous is increasingly inhabited by people of different cultures, languages and religions (T. Sakaranaho, 2006). In 1997, it was presented by the Ministry of the Interior the first governmental report of the immigration and refugee policy. This policy contains the recognition of the legitimate place that refugees and immigrants have in Finnish society and supports the right for immigrants to keep their own language and culture. This policy aims to support the steering system for the integration of immigrants and improve the ethnic relations between different groups (Ehdotus maahanmuuttopoliittiseksi ohjelmaksi, 2004). Helsinki is the most diverse city in Finland, linguistically, ethnically and culturally. Today, Helsinki is the capital city of a large number of immigrants. The increase in diversity owes to both international and domestic migration (Raento, 2002). Below, in the table 1, the number of foreigners in Finland by Country of Citizenship. Comparing the year 2015 with that of 2016 one can see the percentage of each nationality from the total number of foreigners and the annual change in percentage.

Table 1: Foreigners in Finland

Country of Citizenship	2015	%	Annual change, %	2016	%	Annual change, %
Estonia	50 367	21,9	4,2	51 499	21,1	2,2
Russia	30 813	13,4	0,6	30 970	12,7	0,5
Iraq	7 073	3,1	4,1	9 813	4,0	38,7
China	8 042	3,5	6,4	8 480	3,5	5,4
Sweden	8 174	3,6	-1,4	8 040	3,3	-1,6
Thailand	7 229	3,1	5,3	7 487	3,1	3,6
Somalia	7 261	3,2	-1,6	7 018	2,9	-3,3
Afghanistan	3 741	1,6	6,1	5 294	2,2	41,5
Vietnam	4 552	2,0	14,0	5 253	2,2	15,4
India	4 992	2,2	5,6	5 016	2,1	0,5
Turkey	4 595	2,0	1,9	4 654	1,9	1,3
United Kingdom	4 427	1,9	3,4	4 562	1,9	3,0
Poland	3 959	1,7	7,5	4 192	1,7	5,9
Germany	4 112	1,8	1,7	4 149	1,7	0,9
Ukraine	3 392	1,5	12,1	3 761	1,5	10,9
Others	77 036	33,5	7,0	83 451	34,3	8,3
Total	229 765	100	4,6	243 639	100	6,0

Source: Statistics Finland, Population structure

As in the table above, there are 15 different nationalities comprising the largest number of foreigners in Finland. Estonians are number one, followed by Russians then Iraqis, which remained at the same level for two years but the numbers are expected to grow. Despite the increased migration, the immigrant population remains steady at or a bit below 10 percent of the population in Finland from the year 2015 to 2016. It was interesting to note that prior, Statistics of Finland was mainly focusing on the examination on foreign citizens because of the few number of immigrants residing in the country. However, with the increase, a shift has been made where more individual variable have been added, which help describe the demographic

in Finland regarding those with immigrant background. Some examples of indicators are, country of birth, language, and those obtaining Finnish citizenship. (Statistics Finland, 2018).

2.3 Inclusion in Higher Education

Education nowadays must prepare students for a world that is increasingly interconnected, interdependent and diverse. It has been discussed, that there is no single course or experience that can effectively prepare students to communicate with and work cooperatively with people who are from different backgrounds. For students to gain intercultural skills, they need continuous practice and various opportunities and exposures to grow, staged overtime in new and changing situations (ASHE Higher Education Report. 2012).

The World Global Education, stresses the importance of practicing of cultural empathy, and focusing on active participation in social and political life at the local and global level. Indeed, Penketh (2011) stated that inclusion and education are inextricably linked, and these combined terms provide a complex matrix for negotiation between the individual and the social body. Talib (2006) discussed that diversity must be viewed as a valuable learning source for all students in any classroom. By participating in purposeful activities together, students can develop a sense of respect for, and tolerance towards, different cultural and ethnic groups while at university. Only through multicultural sensitivity and awareness can we ensure the realization of our interdependence on one another both locally and globally. (Talib, 2006)

The policy focusing on the promotion of internationalization in Finnish education and research 2017-2025, it says the greatest challenges in the world can be resolved by working together. It continues by stating in the policy that students graduating from higher education institutions should have the ability and willingness to be involved in international, multicultural environments and understand diversity, global challenges and the principles of a sustainable society.

According to Pyykkö, Internationalization in Finnish higher education is not a new phenomenon in Finland, but can be traced back to 1640 when the Royal Academy of Turku

was founded in 1640. This theorist stresses the importance of considering the academic migrants in internationalization at universities. She explains that “Internationalization is an issue that challenges universities to react and develop their strategies and procedures. Furthermore it encompasses, successful actions related to teaching and using languages, welcoming academic migrants and fostering multiculturalism. Together, all of the above will lead to greater equality at universities”. She continues by stressing that these academic migrants are composed of large and complex groups consisting of; degree students, doctoral candidates or exchange students and others staff members like researchers or lecturers. She argues that special attention has to be given to three aspects in order to support immigrants as they integrate into Finnish society; they are; (i) Finnish as a second language, (ii) students from immigrant families and (iii) adult immigrants. The students who come from immigrant families are usually quite fluent in speaking Finnish as they have attended their secondary education or high school in Finnish but the language skills are still not sufficient for academic purposes. This results students deciding to apply for university programs in English because they feel more confident with this language. She continued by stressing that “Universities should develop ways to further support the students from immigrant families and offer academic Finnish courses directed specifically for them.” Table 2, shows the number foreign students attending university, those who have completed university degrees, level of education, gender and fields of education (National classification of education 2016).

Table 2. Number of foreign students in Finnish universities

Level of Education		New students			Total no. of students			Completed degrees, total		
		Total	Of whom women	%	Total	Of whom women	%	Total	Of whom women	%
Level of education, total	Fields of education, total	3 005	1 353	45,0	11194	4 860	43,4	2 155	933	43,3
	Education	171	120	70,2	513	343	66,9	110	74	67,3
	Arts and humanities	449	308	68,6	1 693	1 032	61,0	282	184	65,2
	Social sciences, journalism and information	225	119	52,9	981	553	56,4	173	101	58,4
	Business, administration and law	442	242	54,8	1 482	754	50,9	284	150	52,8
	Natural sciences, mathematics and statistics	313	132	42,2	1 417	577	40,7	280	126	45,0
	Information and Communication Technologies (ICT)	559	133	23,8	1 912	451	23,6	438	102	23,3
	Engineering, manufacturing and construction	686	208	30,3	2 188	622	28,4	419	121	28,9
	Agriculture, forestry, fisheries and veterinary	37	22	59,5	285	145	50,9	65	29	44,6
	Health and welfare	92	52	56,5	611	331	54,2	79	39	49,4
	Services	31	17	54,8	112	52	46,4	25	7	28,0

Source: Education. Statistics Finland

One can see in the table 2 that there are more than 11 thousand of foreigners studying in Finnish universities as of year 2016. Engineering, manufacturing and construction comprise the highest number of foreign students and Health and welfare is in the seventh position out of the 10 fields.

2.4 The link between learning in multicultural cluster and diversity and inclusion in the Higher education

According to Grant & Billings (1997) “Diversity is at the heart of education that is multicultural”. Multicultural educators understand and value that diversity has to be included in educational process which in the curriculum it focuses that it will function as a diverse group and not centered in a single group (Grant et al., 1997). The modern educational movement working to broaden our understanding to each other is known as multicultural education or global education (Wright, A. & Tolan, J. 2009).

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. (Multicultural Education, 2013). Multicultural education is usually linked to a school’s goals and practices to meet the educational needs of its various student groups and to consider the original culture and traditions of those groups. These goals and practices are based on multicultural policies in which the structures of the societies are supposed to actively support, not just merely tolerate the existence of cultural diversity (Sihvola 2004).

Ogbu (1988) relates that what the children bring to school--their communities' cultural models or understandings of "social realities" and the educational strategies that they, their families, and their communities use or do not use in seeking education are as important as within-school factors. There is evidence from comparative research suggesting that differences in school learning and performance among minorities are not due merely to cultural and language differences. Some minority groups do well in school even though they do not share the

language and cultural backgrounds of the dominant group that are reflected in the curriculum, instructional style, and other practices of the schools. Such minorities may initially experience problems due to the cultural and language difference, but the problems do not persist. (Ogbu, 1992)

Moya (2002) added also that assimilation to a predetermined norm can actually impoverish society by depriving people of the behavioral and moral insights they might gain as a result of their respectful interaction with people from different cultural backgrounds. She believed that a truly multi perspectival, multicultural education is a necessary component of a just and democratic society. With expanding immigration, increasing globalization, and minority population growth, there is a need to enrich the diversity within the nursing profession to better meet the needs of our changing society (Barbee & Gibson, 2001).

In Finland during 1990's the number of immigrants raised and the schools faced new challenges. The country's economic depression and the students with foreign background created additional conflicts in school throughout the decade (Talib, 2006). This thought brought a question to Simola (2004) whether Finland is facing a new situation of inequality and a new educational underclass that is a collection of young people of different social, cultural, and economic realities. One of the new challenges for the teachers is to meet the culture of marginalization.

According to recent studies Finnish teachers seem to agree with the cultural diversity and plurality as a rule (Miettinen and Pitkänen 1999, Talib 1999). For the past two decades Finland has developed into a truly multicultural and multilingual society, this is especially felt in metropolitan area of Helsinki, with the three urban agglomeration of Helsinki proper, Espoo and Vantaa (Haarmann, 2016). Some progress in the field of multicultural education has taken in Finnish schools in the last decade. Especially in Helsinki region, multiculturalism has a better chance than elsewhere in the country (Talib, 2006). According to Ahola and Hoffman globalization affects Finland's status in the global economy, and has changed its company's operation globally and its discourse on multiculturalism within society. This latter trend is expected to raise since Finland needs a future influx of foreign workers to replace its retiring

native workers (Lassila, 2003). Ahola and Hoffman mentioned that there is one source of new workers could be international students trained in Finnish higher education institutions who will stay in Finland to pursue their professional careers.

3 THEORETICAL FRAMEWORK

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. (Gabriel, 2013)

To give direction to this research study, the authors have utilized the nursing theory, Adaptation Model of Nursing or also known as Roy Adaptation Model (RAM). Nursing theory is "an organized framework of concepts and purposes designed to guide the practice of nursing". In an ideal setting, nursing theories serve to provide underpinnings to nursing care in the every patient encounter. They help nurses use critical thinking skills, analytical skills and improve concept comprehension. Patient care, patient outcomes, and nurse-patient communication are also improved through nursing theories. Through the use of nursing theories in practice, new knowledge and data are gleaned that can influence the future of nursing practice.

Sister Callista Roy has developed the Adaptation Model of Nursing in 1976. The Roy Adaptation model presents the person as a holistic adaptive system in constant interaction with the internal and external environment. The three concepts of her model are the human being, adaptation, and nursing. Under the concept of adaptation are four modes: physiological, self-concept, role function, and interdependence. Roy (2010), explains that adaptation occurs when people respond positively to environmental changes, and it is the process and outcome of individuals and groups who use conscious awareness, self-reflection, and choice to create human and environmental integration. Therefore, the main task of the human system is to maintain integrity in the face of environmental stimuli. (Philips, 2010). The authors chose this particular model because the writers are nursing students with foreign backgrounds studying in a diverse environment and who are familiar with nursing practice and its challenges related to learning. Secondly, RAM is also one of the widely applied nursing models in nursing practice, education and research. Thirdly, upon authors' further reading of the theory, they

have agreed that Roy's explanation of adaptation and the model's key concepts are well related to the learning and adaptation process of an individual.

3.1 Elements of Roy Adaptation Model

The Adaptation Model states that health is an inevitable dimension of a person's life, and is represented by a health-illness continuum. *Health* as a state and process of being and becoming integrated as a whole. (Petiprin, 2016) The key concepts of Roy's Adaptation Model are made up of four main components: person, health, environment, and nursing. This model sees the *person* as a whole with parts that function in unity for the same purpose. These parts are, human systems, which include people, groups, organizations, communities, and society as a whole. Continuing, this model sees a *person* as a biopsychosocial being in continuous interaction with a changing environment. He or she uses innate and acquired mechanisms to adapt. The model includes people as individuals, as well as in groups such as families, organizations, and communities. This also includes society as a whole (Petiprin, 2016). Each student, therefore, is faced with different challenges in a multicultural environment. Considering the different nationalities, races, cultures and attitudes involved, one has to adapt to be able to cope and maintain a well-balance life.

The second aspect in this model is the *environment*. It is defined as conditions, circumstances and influences that affect the development and behavior of humans as adaptive systems. It includes focal, contextual and residual stimuli. A focal stimulus is the confrontation with one's internal and external environment. The individual immediately resists these internal and external stimuli. Students studying within nursing higher education encounter range of experiences that positively or negatively affect them as a human being. One of these could be learning in a multicultural environment. Roy explained that adaptation occurs when people respond positively to environmental changes, and it is the process and outcome of individuals and groups who use conscious awareness, self-reflection, and choice to create human and environmental integration. A Students' ability to adapt to a changing environment is necessary for the attainment of positive learning outcomes during live experiences. The figure depicted

below is the theoretical framework of the Roy Adaptation model. It shows a representations of the interaction among and between the concepts showing patterns.

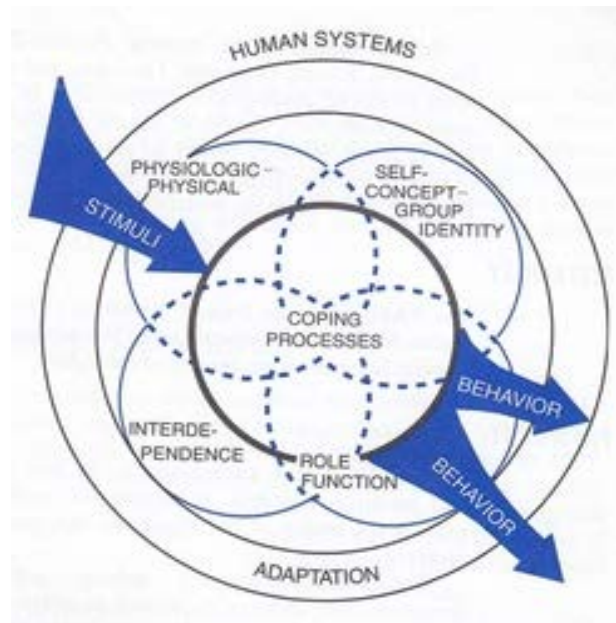


Figure 1 .The Roy Adaptation Model (Gonzalo, 2011)

Above, the first aspect of RAM, which is shown as a Diagrammatic Representation of Human Adaptive Systems in the Figure above, conceptualizes the person using a holistic perspective. Individual aspects of parts act together to form a unified being. Additionally, as living systems, persons are in constant interaction with their environments. Between the system and the environment occurs an exchanges of information, matter, and energy. Characteristics of a system include inputs, outputs, controls, and feedback. (Gonzalo, 2011).

Roy Adaptation Model also consists of four modes of adaptation. The first mode is *physiologic-physical*. This is the physical and chemical processes involved in the function and activities of living organisms, the underlying need is physiologic integrity as seen in the degree of wholeness through adaptation to change in needs. The second mode, which is *self-concept* or *group identity mode*, focuses on psychological and spiritual integrity and sense of unity, meaning and purposefulness in the universes, the perceptions of one's physical and personal self. The model continues with the *role Function mode*. It is the roles that individuals occupy in society, fulfilling the need for social integrity, it is knowing who one is in relation to others,

it is when human beings adapt to various role changes that occur throughout a lifetime. The fourth mode of adaptation is *interdependence mode*, which is the close relationships of people and their purpose, structure and development individually and in groups and the adaptation potential of these groups. Therefore, the individual student receives stimuli from the environment, which could be in a form of stressors or challenges encountered during learning. In order to adapt in a multicultural environment, the student, as a unified being, has individual coping processes that allows him or her to respond to a certain situation. The student uses the four modes of adaptation which as physiological, role function, self-concept and group interdependence. The student may show a positive or a negative coping behavior that would affect his or learning outcomes.

4 AIMS AND RESEARCH QUESTIONS

It has also become mandatory that university communities provide a supportive environment that respects diversity and provide programs that are inclusive for all who are part of it. However, there seems to be a gap in groups in higher education students and they do not seem to mix with different foreign groups and practice segregation. The purpose of this study is to find out the influence of multiculturalism within nursing higher education. From this study the authors are trying to find the answers to the following research questions. What are the current demographics regarding diversity in Finland? How do students in higher education learn in multicultural clusters? How do we engage diversity and inclusion in the university campus?

5 METHODOLOGY

This chapter discusses firstly the methods which were used for data collection and later on the collected data will be analyzed according to Graneheim and Lundman (2004) method.

A literature review was conducted using qualitative materials and an inductive approach to data analysis. A literature review is a search and evaluation of the available literature in a given subject or chosen topic. Qualitative research uses observation, interview method and is inductive in nature. In order to narrow down the scope of the study, research questions were used. Generally, the focus of inductive analysis is either exploring new phenomena or to delve into an existing one using a new perspective. An inductive approach aims to generate meaning from the data collected in order to identify patterns and relationships which lead to new theories. However, an inductive approach does not prevent the researcher from using existing theory. As Elo, S. and Kyngäs, H. (2007, p 109) point out that if the researcher has chosen to use inductive content analysis, the next step is to organize the qualitative data. This process includes open coding, creating categories and abstraction. Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content.

5.1 Data collection

For the acquisition of data, variety of search engines, keywords and phrases related to the research questions were used. Scientific articles are extracted from Academic Search Elite (EBSCO), Sage journals and Science Direct. The authors came up with four main search phrases. The search phrases used were Multicultural learning and International students, Multicultural learning and Higher education, Multicultural learning and International students and Higher education and lastly multicultural education. Table 3 shows the summary of the database search.

Table 3 Summary of Database Search

Databases	Keywords	Number of hits	Relevant articles	Picks
Academic Search Elite (EBSCO)	Multicultural learning AND International students	4	4	4
	Multicultural learning AND Higher education	14	10	2
	Multicultural learning	48	14	3
	International students AND Higher education AND multicultural education	6	4	1
Sage	Multicultural learning AND International students	13	4	1
	Multicultural learning AND Higher education	32	6	0
	Multicultural learning	67	10	2
	International students AND Higher education AND multicultural education	36	7	2
Science Direct	Multicultural learning AND International students	4	4	2
	Multicultural learning AND Higher education	7	2	0
	Multicultural learning	22	6	1
	International students AND Higher education AND multicultural education	8	2	2
TOTAL		261	73	20

Before starting the search the article search was narrowed down to include articles which were published from the year 2007 to 2017, non-English articles and those available in full text. A total of 261 articles have been extracted from the academic databases. The articles have been

chosen by reading the abstract of each article and checking the subject terms and author-supplied keywords used in the articles which are relevant and answers the research questions. The inclusion and exclusion criteria were applied to the three key databases. Below is the breakdown of the steps used to select the articles.

The authors first used the key database Academic Search Elite (EBSCO) advanced search. In EBSCO, the articles were acquired using these steps: the first search box was used for the first search phrase and the second search box for the second search phrase and third search box for the third search phrase, using the conjunction AND instead of OR. The search process has been started with the phrases Multicultural learning AND International students, which resulted in 4 hits. All of these were found to be relevant to the research questions, thus all 4 articles were chosen. The second search phrases were: Multicultural learning AND Higher education which resulted in 14 hits. Upon reading the abstract of the articles, 10 articles were slightly relevant to the topic but only 2 articles were picked. . The third search phrase was multicultural learning, which resulted in 48 articles. 14 articles were relevant but 3 articles have been chosen. The last search phrases were: International students AND Higher education AND Multicultural education which resulted to 6 articles. Of these six, only 1 article was chosen.

The second key database used was Sage. The authors applied the identical inclusion and exclusion criteria mentioned previously. The first phrases used during this second round were, “Multicultural learning” AND “International students”, with the outcome of 13 articles. Out of these, 4 articles were relevant but only 1 article was sufficient to be chosen. The second search phrases “Multicultural learning” AND “Higher education” resulted to 32 hits. Out of these 4 articles were relevant but again, 1 article was chosen. The third search phrases was “Multicultural learning” which had 67 hits. Out of these 10 were relevant articles but 3 articles were chosen. The last phrases were “International students” AND “Higher education” AND “Multicultural education”. This resulted in 36 hits. Of these 7 were relevant but after further investigation, 2 articles were chosen.

For the third round, key database used was Science Direct. First, the advance search option had been chosen as in the previous rounds. The first search phrase used was, “Multicultural Learning” AND “International students” resulting in 4 hits. Upon closer scrutiny, articles, only 2 were picked. The second search phrases “Multicultural learning” AND “Higher education”

resulted in 7 hits. Initially, 2 articles were thought to be relevant but no articles was chosen in the end. The third search phrases was “Multicultural learning” which had 22 number of hits. Of these 6 were thought to be relevant articles but, 1 article was chosen in the end. The last phrases searched were “International students” AND “Higher education” AND “Multicultural education” which resulted to 8 hits. Once again the articles were thoroughly reviewed wherein 2 articles were chosen.

After the pre-phase of implying the inclusion and exclusion criteria, a total of 73 articles from the three key data bases retained. These articles went through the main phase of inclusion and exclusion. In this stage of the data collection process, each article was read carefully once again. The articles which did not meet the inclusion and exclusion criteria were eliminated. A total of 53 articles were eliminated. The inclusion criteria included: (i) To what extend they were related to research questions. (ii) They should be related to at least two of research questions. (iii) The author’s supplied-keywords are related or connected to the research questions. (iv) Are their contents applicable to the main topic? After thoroughly going through the articles and considering all the mentioned criteria, a total of 20 articles have been extracted and will be subjected to analysis. Below in figure 2, is illustrated the processes of data collection implying the inclusion and exclusion criteria.

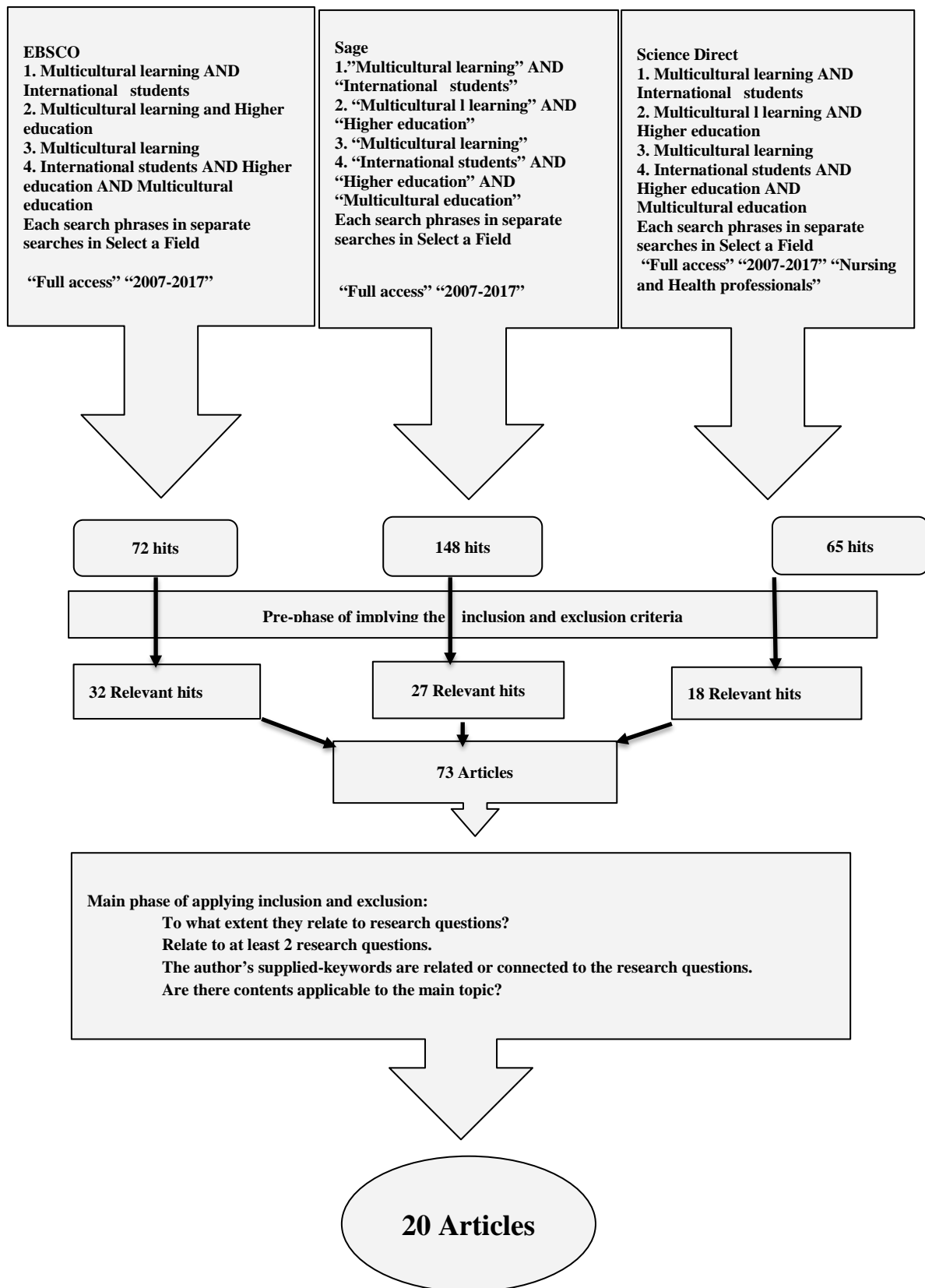


Figure 2: Illustration of data collection processes and implication of the inclusion and exclusion criteria

5.2 List of Articles

The table depicted below shows the 20 articles used to answer the questions in this literature review.

Table 5. List of Articles Used

	Title	Author	Journal
1	Culturally diverse health care students' experiences with teaching strategies in Finland: A national survey	Marianne Pitkajarvi;Elina Eriksson; Kaisu Pitkala	Nurse Education Today
2	Culturally and linguistically diverse healthcare students' experiences of learning in a clinical environment: A systematic review of qualitative studies	Kristina Mikkonen; Satu Elo; Anna-Maria Tuomikosk; Heli-Maria Kuivila; Maria Ka'a'ria'inen	International Journal of Nursing Studies journal
3	Beyond Barriers: The challenge of cultural diversity for nurse academics in the Australian context	Vicki Parker; Margaret Mcmillan	Collegian Volume 15, Issue 4, October–December 2008, Pages 143-149
4	Understanding and enhancing the learning experiences of culturally and linguistically diverse nursing students in an Australian bachelor of nursing program	Sarah Yeun-Sim Jeonga ; Noelene Hickeya; Tracy Levett-Jones; Victoria Pitt; Kerry Hoffman; Carol Anne Norton; Se Ok Ohrc	Nurse Education Today Volume 31, Issue 3, April 2011, Pages 238-244
5	Honoring Diversity through Constructivist Group-Building	Jeanne Dawson	Procedia - Social and Behavioral Sciences Volume 7, 2010, Pages 210-218
6	Participatory learning in residential weekends: benefit or barrier to learning for the international	Fiona Robson; Gillian Forster; Lynne Powell;	Innovations in Education & Teaching International. Jun2016, Vol. 53 Issue 3,

	student?		p274-284. 11p.
7	Promoting intercultural learning in a multicultural university: ideals and realities.	Kate Ippolito	Teaching in Higher Education. Oct-Dec2007, Vol. 12 Issue 5/6, p749-763. 15p.
8	Multicultural influences on group learning: a qualitative higher education study.	Arthur Sweeney; Scott Weaven; Carmel Herington;	Assessment & Evaluation in Higher Education. Apr2008, Vol. 33 Issue 2, p119-132. 14p. 2
9	On the evaluation of teaching and learning in higher education: a multicultural inquiry.	Christopher J. White	Assessment & Evaluation in Higher Education. Oct2011, Vol. 36 Issue 6, p643-656. 14p. 4 Diagrams, 2 Charts.
10	Navigating Difference through Multicultural Service Learning.	Kira Pasquesi	New Directions for Student Services. Winter2013, Vol. 2013 Issue 144, p37-45. 9p.
11	Developing a Pedagogy That Supports Intercultural Competence.	ASHE Higher Education Report.	ASHE Higher Education Report. 2012, Vol. 38 Issue 2, p45-63. 19p.
12	Feature articles: theory, research, policy, and practice: Service-Learning as a Method of Teaching Multiculturalism to White College Students.	Rick Sperling	Journal of Latinos & Education. 2007, Vol. 6 Issue 4, p309-322. 14p.
13	Prejudice Reduction Through Shared Adventure: A Qualitative Outcome Assessment of a Multicultural Education Class.	Alan N. Wright; Jan Tolan	Journal of Experiential Education. 2009, Vol. 32 Issue 2, p137-154. 18p.
14	Acts of diversity: Assessing the impact of service-learning.	Jo B. Paoletti; Eden Segal; Christina Totino	New Directions for Teaching & Learning. Fall2007, Vol. 2007 Issue 111, p47-54. 8p.
15	Developing alternative frameworks for exploring intercultural learning: a critique of Hofstede's cultural	Paola Signorini,; Rolf Wiesemes; Roger Murphy	Teaching in Higher Education. Jun2009, Vol. 14 Issue 3, p253-264.

	difference model.		12p. 1 Chart.
16	Global Learning Through Difference	Hilary E. Kahn; Melanie Agnew	Journal of Studies in International Education, vol. 21, 1: pp. 52-64. , First Published December 27, 2015.
17	“Our Greatest Songs Are Still Unsung”: Educating Citizens About Schooling in a Multicultural Society	Simona Goldin; Erin Elizabeth Flynn; Cori Mehan Egan	SAGE Open, vol. 7, 4, First Published October 31, 2017
18	Diversity, Group Identity, and Citizenship Education in a Global Age Effective Multicultural Instruction	James A. Banks Franklin T. Thompson	Journal of Education, vol. 194, 3: pp. 1-12. , First Published December 4, 2017.
19	Case Studies of Internationalization in Adult and Higher Education	Joellen Elizabeth Coryell; Beth A. Durodoye; Robin Redmon Wright; P. Elizabeth Pate; Shelbee Nguyen	Journal of Studies in International Education, vol. 16, 1: pp. 75-98. , First Published December 6, 2010.
20	Internationalization assessment in schools: Theoretical contributions and practical implications	Miri Yemini	Journal of Research in International Education, vol. 11, 2: pp. 152-164. , First Published July 27, 2012.

One can find from the table above the 20 articles picked from the 3 main key databases. These articles are published from 2007-2017 and only in English language. It also shows which journal it has been published the page and the date.

5.3 Data Analysis

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. (Hsiu-Fang, Shannon, 2005)

The method of data analysis and the terms used in this thesis are all based on Graneheim & Lundman's (2004) qualitative content analysis in nursing research. This approach was chosen because it is more care-centered and because it is an inductive approach; therefore each concept or new idea will be interpreted in its own context, within the big picture. (Graneheim & Lundman, 2004). There are three steps when conducting an analysis of data using this method. The first step is *reading and coding*, the second step is *categorizing the codes* and finally, comes the third step *Emerging sub- themes and theme from collected categories*. In the next section, the reader can find details relating to the analysis and the emerging themes that arose. The authors all agreed on the code extraction, classification and the obtained theme.

5.3.1 Step 1: Reading and coding

After reading through 285 relevant articles and filtering them through the inclusion and exclusion criteria, 20 articles were chosen which were relevant to the thesis subject. The articles (the unit of analysis) were read repetitively and carefully. Simultaneously text thought to relate to this thesis topic has been highlighted in different colors and notes were also made in the margins. In this stage different colors were used for different codes, key words were underlined and asterisk or other signs were utilized beside the codes. Once each article was read and the relevant text highlighted, the next step involved merging the data to form common themes.

5.3.2 Step 2: Listing and categorizing the codes

In this stage, all of the notes from the 20 articles were listed. Reading the articles and information thoroughly, primary codes were extracted, compared and merged with each other making sure that no code would fall into more than one category. Later on, the codes were grouped into groups based on their similarities. Minor categories first arose and then later formed the major categories. In the appendices chapter, an example of the coding process and content analysis can be found.

5.3.3 Emerging sub- themes and theme from collected categories

The third and final stage of content analysis was constantly comparing the minor and major categories in order to gain the sub-themes. From the sub-themes, one major theme has been

formed. Table 5 shows the major and minor common categories and their distribution among the above mentioned 20 articles and how these categories can be gathered to make a theme. The categories picked are only related to the study.

Table 5. Illustration of the most common categories and their distribution inside the 20 unit of analysis and coming up with a theme.

Theme:	Sub themes:	Major categories:	Minor categories:	Unit of analysis:
Influence of Multicultural Learning within Nursing Higher Education	Influence of Multicultural Learning within Nursing Higher Education	Experiences from peers and mentors	Discrimination / prejudice	2, 4
			Social isolation / societal stereotypes threat	2, 4, 11, 13
			Building social network	2, 11
			Practice of Segregation	6, 7
			Development of cultural awareness	6, 7
		Encounter of learning obstacles	Language difficulties	2, 4, 7,8
			Mentor's limited knowledge	11, 17
			Absence of a shared philosophical view	2
			Academic time and pressure	4, 7
			Indifference	7
	Effects of learning in multicultural environment	Positive impact	1, 2, 8, 10, 11, 15, 16, 18, 19, 20	
		Negative impact	2, 4, 18	
	Engaging diversity in the university campus	Contributing/ supporting factors	Interracial interaction	13, 18
			Mentor's attitude	11, 12, 17
			Responsiveness of University to cultural diversity	4, 9, 10, 18, 19, 20
			Educator's competence	1, 3, 4, 11, 14, 17
			Teaching strategies	1, 5, 6, 10, 11, 12, 13, 15, 16, 17, 18
			Learning environment	6, 11, 12, 16, 20

5.4 Ethical considerations

Ethics focuses on the disciplines that study standards of conduct... Ethical norms also serve the aims or goals of research and apply to people who conduct scientific research or other scholarly or creative activities. Since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness (Resnik, 2015) In order to promote the pursuit of knowledge and truth, the authors made sure to follow ethical standards. In the process of accomplishing this paper, the author refers from time to time to Tutkimus Eettinen Neuvottelu Kunta (TENK) or the Finnish National Board on Research Integrity. The authors have reviewed the guideline for responsible conduct of research in order to maintain and promote research integrity.

Arcada University of Applied Sciences has its own standards and instructions in writing scientific research which are outlined in Thesis writing guide 2014 version 2.1. The authors tried to maintain the guideline standards as much as possible. The author's used the proper quotations and correct referencing and paraphrased the sentences to avoid any kind of plagiarism. In all processes of collection, analyzing and conducting the data, articles' authors and copyright has been respected. In the process of data collection, analysis and interpretation of findings, authors have tried to be objective and transparent in the ideas to avoid any biases that may contain personal views. In order to avoid plagiarism, proper acknowledgement or credit for all contributions to research has been given.

6 FINDINGS

This chapter presents and discusses the major categories, which emerged from the data distribution in the unit of analysis. The major categories are presented in alphabetical order and the numbers inside the parenthesis represent the chosen analyzed articles, which were mentioned in data analysis section

The first major category was, contributing and supporting factors. The literature showed various contributing and supporting factors in engaging diversity and inclusion in the university campus. Interracial interaction has been said to be effective when students are learning in a multicultural environment, Interaction with individuals who are different and discussing differences and similarities is consistent with social cognitive theory. Reflection exercises such as journaling and group dialogues about diversity topics included in the intervention program under study would provide the thinking exercises that could lead to changes in attitudes toward other individuals and groups.

Mentors' attitude is also considered as an important factor, which help to attain the intercultural learning outcomes or objectives, they have to show willingness and openness in teaching ways to support intercultural competence. It resulted that faculty who showed support acquired knowledge and respect and presented the most input about intercultural learning. Another factor is the responsiveness of the university or the state to cultural diversity, providing insights and experience will benefit the students. It explained that "Multicultural democratic nation-states must grapple with a number of salient issues, paradigms, and ideologies as their school populations become more culturally, racially, ethnically, and linguistically diverse. The extent to which nation-states make multicultural citizenship possible, the achievement gap between minority and majority groups, and the language rights of immigrant and minority groups are among the unresolved and contentious issues with which these nations must grapple". And it continues by saying that in nation-states that embrace multicultural citizenship, immigrant and minority groups can retain important aspects of their languages and cultures while exercising full citizenship rights.

Educator's competence has to be seen also in a multicultural environment, some teachers perceived in the context of teaching in a diverse environment as difficult, dangerous and confronting. Teachers express difficulty in dealing with culturally bound-learning expectations and behaviors. Their difficulties lie in not understanding differences in learning styles, histories, preferences and practices, particularly for international students. Teachers who want to engage diversity effectively must learn and develop a more mindful pedagogy which requires noting, investigation and observation. The most numbered of unit of analysis in these studies is the teaching strategies. Under this minor category, most of the result came out were various pedagogies. These are Multicultural service learning (MSL), Transformative citizenship education, Cooperative learning, Intercultural learning/education and Global learning of which all of them contributed to effective multicultural learning process. Students under these pedagogies showed that they develop skills, acquire knowledge, experience social interactions, promote positive interpersonal bond between culturally diverse groups or students and reduce prejudice. Students observed that they changed and behaved differently. One example is "Transformative citizenship education helps students to develop reflective cultural, national, regional, and global identifications and to acquire the knowledge and skills needed to promote social justice in communities, nations, and the world. Transformative and democratic classrooms foster cooperation rather than competition among students from diverse racial, ethnic, and cultural groups. Cooperation promotes positive interracial interactions and deliberations".

The last contributing factor is the learning environment. Students claimed that studying or learning outside campus expressed excitement because of new environment. "Courses that employ an active pedagogy provide designed space wherein students can express and develop the kind of cognitive complexity and communication skills that, if well-designed and facilitated, lead to the development of student intercultural competence". "Academic requirements, programmes and extracurricular activities. This category is probably the most important in the school context, as it includes schools' internal activities that can express an international dimension. This grouping includes requirements and offerings of foreign languages and international and global courses, use of technology for international purposes, international partnerships and exchanges, and internationally-minded delegations,

competitions, projects and extracurricular activities”. (1, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)

The second major category was, encounter of learning obstacle. These studies repeatedly indicate language difficulties as a learning obstacle of higher education students learning in multicultural clusters. Language barriers are commonly identified by lecturers as hindering academic success and social integration. International students voiced a fear of participating in culturally dissimilar groups due to potential communication problems. Local accents, shortened rapid speech, the use of colloquialisms and complex technical language can cause difficulties for students. Academic time and pressure has also been an encountered learning obstacle by students and teachers. Clinicians and academics has a major constraint in adequately supporting Culturally and linguistically diverse students in both the academic and clinical settings. International students commented that initially it was particularly challenging to combine adjustments associated with studying overseas with getting acquainted with different group members for several modules.

Furthermore, the absence of shared philosophical view, as reported by teachers, has also been an obstacle in students’ learning in multicultural clusters. Academics say there is a lack of clarity about what the concept means and lack of accepted definitions of culture, cultural diversity and difference and no parameters for their inclusion or operationalization. Teachers reported a range of tensions arising from lack of a shared philosophical view about curricula generally and a lack of consideration of diversity. Some students appeared indifferent to the benefits of working in multicultural groups. They have found out that most people are not concerned with showing out their culture and also think that the other person is not interested. (2, 4, 7, 8, 11, 17)

The next category was, Experience with peers and mentors. These studies show that students in higher education have undergone different experiences with peers and mentors when learning in multicultural clusters. There is occurrence of discrimination within group work activities and assessment items not only in the school but also in clinical settings. Culturally and linguistically diverse students have had feelings of isolation. Social isolation was a

common theme and was identified by academics from conversations they have had with international students. Segregation has also been observed wherein students tend to group themselves together within their own ethnic group, unless serious effort is made to break up these ethnic groups and increase intercultural interaction between students. Students and teachers both identified that, given the choice, many learners would naturally choose co-nationals as group-mates, and all of those asked directly, though citing the advantages of diversity, had chosen to work in mono-cultural groups in other modules. Multicultural learning experiences with peers has also built social network for other students. It has been mentioned that peer support by other international students also helped culturally and linguistically diverse students to share their own experiences and experience feelings of belongingness. Moreover, there was development of cultural awareness through participating in teamwork activities. (2, 4, 6, 7, 11, 13)

The next category was, negative Impact. Here were also reported negative influences of multicultural learning within nursing higher education. Cultural and linguistic diversity led to a slower process of adaptation to a new clinical environment, and involved an additional need for well-planned and operated guidance by mentors with sufficient time provided for mentoring diverse learning opportunities for culturally and linguistically diverse students. Culturally and linguistically diverse students often report a lack of interaction with local students and this impacts their ability to learn both language and culture. (2, 4, 18)

Positive Impact was also revealed as a category. These studies showed that students in higher education or in universities have reported positive influences they experienced in learning in multicultural environment. Students claimed that they have gained intercultural knowledge, open mindedness, they interact and be able to expose socially, are able to participate in diverse school and community organization, and that they have been provided with global competencies and skills. New opportunities have been opened “to learn about global diversity and the interdependence and interrelationships of local, national, and international issues affecting the world’s population today”. Students have gained friends and felt more confidence and are comfortable in joining a diverse team. After joining a diverse group or activities, “the students begin to see themselves and the world as points of intersection, it can lead to an altered

mapping of individualism as more boundless and not so easily constrained by geography or physical, political, religious, or academic borders”. In addition, it has been found out that after the clinical practice “Students built their own awareness of cultural diversity by comparing and recognizing the differences and at the same time they developed growing a tolerance towards the other culture and gained additional insights while having positive experiences during their clinical placements”. The students created a bond wherein they accept the inequalities of each group and formed a sustainable changes and policies. (1, 2, 4, 5, 8, 10, 11, 15, 16, 18, 19, 20).

As a whole, the results of analysis of these 20 articles reveal that there are positive and negative influences of multicultural learning within nursing higher education. These influences are coincided with different student learning experiences with their peers and mentors, and encounter of learning obstacles. They also reveal contributing factors in supporting diversity on the university campus.

7 DISCUSSION

In this chapter, the discussion is structured by using each question as a starting point. Though this is the case, it is important to note that the analysis was conducted in an inductive way, not deductive. The rationale for structuring the discussion chapter in this way was to perhaps allow readers to see how the different elements brought forward in the background, theoretical framework and findings can be combined to shed light on this topic. Students revealed their overall experiences from learning in an inclusive campus and importance of having cultural competent educators in teaching multicultural students. The first research question has been discussed in the background study, the second and third research questions are discussed in this chapter.

7.1 Influences of an inclusive campus culture to the learning experiences of students

As mentioned earlier, there is an increasing student mobility all over the globe and student populations are growing in diversity and internationalizing among various institutions of higher education. Notably, international students now form a large part of the diverse student community that exists in many university campuses across different continents. Within nursing higher education alone, students come from a variety of cultural, linguistic and educational backgrounds. As Krutky (2008) stated, “Education in the twenty-first century must prepare students for a world that is increasingly interconnected, interdependent, and diverse”. Universities then, around the world, endeavor to address the challenges of multicultural learning in order to foster academic excellence and encourage all students to engage with their learning communities. Therefore, diversity, multiculturalism, and inclusion are values advocated by most colleges and universities. The findings of this investigation show repeatedly that in a multicultural learning environment, one is faced with a number of challenges that need to be overcome in order to create an effective learning environment for every student. These aspects such as language difficulties, mentor’s limited knowledge and academic time and pressure all lead to learning obstacles encountered by a student.

The main findings indicate that students staying in a foreign country may experience discrimination and social isolation or societal stereotypes while at universities by peers or teachers/mentors. As a result, there is now a greater emphasis on enhancing the student's learning experience while at university. An inclusive campus culture is one of the keys that assist with the adaptation of students. De Vita (2007) concludes that social inclusion is the most critical element of internationalization. More than simply accommodating international students within the host country's cultural context, it involves equity, reciprocity, and affirmation of validity of difference, including values, attitudes, preferences, and previous experiences of learning.

Spiteri (2016) supports this idea by suggesting that teachers and lecturers should adopt more inclusive teaching pedagogies and promote integration in all aspects of school and university life. In the work done by Spiteri can be found practical recommendations for educators to improve the international student experience. These include: Ensuring students are aware of global issues such as migration, human rights, the elimination of poverty, and solidarity. Encouraging students to be more vocal in lessons by talking about their background and exchanging views. In addition, increased dialogue in lessons are thought to lead to a better understanding between students and teachers. Additionally, by empowering teachers to talk openly about how drop-out rates are often caused by student unhappiness, prompting them to think about ways they can enhance integration. Educators should ensure any examples used when teaching are relevant to everyone and not only country-specific, as doing so will discourage the formation of cultural stereotypes. Ensuring there are adequate language provisions for students who are not taught in their native language is also a key point, while discouraging images and words that can prevent students from reaching their life goals is another example. In the end, theorists, teachers and others seem to agree that it is challenging to create a genuine inclusive campus culture and even harder to maintain. However, the challenge is that creating a genuine inclusive campus culture is not easy.

Blessinger (2016), discusses a paradigm shift towards inclusivity in higher education wherein she states that the growing equality-equity requirements brought about by human and civil rights reforms, together with the unprecedented demand for higher education, continue to drive

educational institutions to create more inclusive learning environments. The new mindset of inclusivity holds that every citizen has a basic human right to lifelong learning and, since tertiary education is a natural vehicle to deliver lifelong learning, arbitrary and discriminatory barriers that deny access are increasingly viewed with skepticism. As such, and given the great importance of education in the modern era, an inclusive environment should be given a priority in schools. Finally, Blessinger, P. (2016) maintains that the calls for more inclusive educational environments are not only concerned about widening participation but the calls are equally concerned about reorienting the mission, vision and values of educational institutions to better align them with core democratic principles. In this relationship, educational institutions have a valuable role to play in engaging and supporting diversity and inclusion.

7.2. The effects of teachers' cultural competencies on student's learning experiences

Based on the data analysis performed, in table 3 (major and minor categories), it shows that teachers' cultural competencies is one factor in engaging diversity in the campus. Upon reading the articles, teacher's cultural competence did affect the students learning experiences. These students' learning experiences turned out to be positive and negative. The result always reflects from the teacher's cultural competencies. Lynch, M (2014) stated that a multicultural society is best served by a culturally responsive curriculum. Schools that acknowledge the diversity of their student population understand the importance of promoting cultural awareness. He maintains that teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs.

It was mentioned in some of the articles that if a teacher has background, knowledge and has attended different cultural pedagogies, there have been less problems occurred in a multicultural classroom. The teachers are able to control and handle the different races and groups which gave the students comfortable learning environment (Wright & Tolan, 2009). Goldin et.al (2017) mentioned that students learn in different ways and a teacher must be able to understand and acknowledge each student's competence, strength and weaknesses. Teachers

have to know how to meet each student's need, which leads to understanding the importance of knowing students are receptive to learning. Teachers' cultural competencies always come with teaching strategies. According to Johnson and Inoue 2003, a teacher who is open and willing to a teaching that supports intercultural competence but has limited knowledge on how to do it and has a lack of effort to learn leads to a disconnect intention and outcome. Imagine a diverse classroom using only one teaching strategy, the students who are in the same group and race will segregate themselves and perform their own activities. There will be no open communication between the students and for minority groups it will lead to social isolation (Wright & Tolan, 2009).

There are few of the things that hinders teachers to being culturally competent and give students negative experiences such as teachers who avoid and refuse teaching in a diverse classroom because they claimed that they don't have any experience or knowledge in teaching in a multicultural setting (ASHE Higher Education Report, 2012). Because of the students' different backgrounds teachers are afraid they might not handle the pressure of teaching students of different races (Paoletti, et.al, 2007). According to Ashe Higher education report (2012), universities are offering cultural pedagogies to teachers to widen their knowledge and be able to understand multicultural learning and teach into a diverse classroom. These pedagogies are cooperative learning, transformative learning, and global learning to name a few. Goldin, et.al, (2017), discusses that even though a teacher is culturally competent, relationship between teacher and student has to be taken into consideration. Understanding and knowing each other's roles (student and teacher) in the classroom will bring new learning and insights. The results of studies in the articles appeared to have highly favorable outcomes. Students in a diverse classroom who participated in different kinds of learning reported that, after the activities they have been able to see changes in themselves, they easily get along and share opinions to other people, open minded, they have been offered opportunities such as studying abroad and competing globally (Coryell, et.al, 2010). Student's negative mindset have been able to change into positive because of the group activities they had. They become confident in sharing their thoughts and opinions to each of different groups. Students are able to see their differences and inequalities and made it as a channel to create a new learning (Kahn & Agnew, 2015).

A multicultural environment is a big challenge to educators (Ashe Higher education report, 2012). Some students also reported negative experiences they had. During the activities some students claimed of discrimination, social isolation, building social network, practice of segregation, language difficulties, academic time pressure and indifference like difficulties to remember students name and of which country students came from, considering that in group activities it is a shame not to remember someone's name (Banks & Thompson, 2017). These claims are usually happening during the start of the school, first few days or weeks. After doing and joining more activities together students' perceptions are suddenly changed. These unpleasant experiences might affect the relationship of each students but being able to join to different group activities and lead by a culturally competent teacher give positive outcomes (Kahn & Agnew, 2015). Finally, Gurin, Dey, Hurtado and Gurin (2002) points out that a key goal of education today is to prepare students for the globalized workplace; whatever working overseas or in their home country, most graduates will practice their professions in culturally diverse environments. It is therefore important that education institutions give their students opportunities to engage with colleagues who are culturally different from themselves and to help them learn from this engagement.

7.3. Implying these concepts through the theoretical framework.

The results of this study shows that multicultural learning can pose challenges for students and universities. Unrealistic expectations and feelings of isolation are challenges for students, while time and support issues challenge universities. Both students and institutions encounter challenges presented by technology issues. According to the statistics, heavy immigration into Finland will continue making it even more important for teachers to possess cultural competences related to teaching and learning. Additionally, learning will be impacted as well and instead of campus communities, students will participate in Net-based learning. Therefore, supporting or nurturing campus cultures of inclusion will then facilitate positive experiences of a diverse student cohort. One can see that by applying Roy's adaptation model in conjunction with teachers cultural competencies can influence the overall experiences on campus and nurture the idea of inclusion on campus. As mentioned earlier, Roy's adaptation model conceptualizes the person in a holistic perspective. Individual aspects of parts act together to

form a unified being. Additionally, as living systems, persons are in constant interaction with their environments. Between the system and the environment occurs an exchange of information, matter, and energy. Characteristics of a system include inputs, outputs, controls, and feedback. (Gonzalo, 2011). As a student learns in a multicultural environment, he or she encounters different people and experiences, positive or negative that affects his or her well-being. In order to support students' learning, factors surrounding and affecting them could be controlled or changed.

8 CONCLUSION

This chapter discusses the conclusions of the study as a whole. The aim of the study has been reviewed, answers to the research questions has been attained and recommendations for further studies connected to the topic has been mentioned. The aim of the study was to find what are the current demographics regarding diversity in Finland? Do students in higher education learn in multicultural clusters and if so in what way(s)? In what ways can diversity and inclusion be supported and encouraged within Higher Education? Guided by qualitative and secondary analysis and 20 scholarly articles have been used to provide information connected to the study.

As mentioned earlier, it has been found that the largest number of foreigners in Finland is from the neighbor country Estonia and followed by Russia. The third nationality which has high number of foreigners are Iraqis, the reason of this was during the war in the Middle east during 1990's, the residence of the middle eastern countries was forced to flee from their countries to Europe. Another finding, which is connected to the study, is the numbers of foreign students in Finnish universities. It is found that there are more than 11 thousand of foreigners studying in Finnish universities as of the year 2016. Engineering, manufacturing and construction consists the highest number of foreign students and Health and welfare is in the seventh place out of the 10 fields of education. Additionally, through this investigation it has been revealed many factors impacting how multiculturalism influences the students and educators on the university campuses. Unwanted experiences from peers and mentors such as discrimination, social isolation and practice of segregation and encounters of learning obstacles like language difficulties, mentor's limited knowledge, indifference and academic time pressure are hindrances in learning in multicultural environment. There are ways to support and engage diversity in the campus, these includes: interracial interaction, mentor's attitude, responsiveness of university, educator's cultural competence, teaching and learning environment.

The results of analysis of these 20 articles reveal that there are positive and negative influences of multicultural learning within nursing higher education. These influences are coincided with different student learning experiences with their peers and mentors, and encounter of learning

obstacles. They also reveal contributing factors in supporting diversity on the university campus.

8.1 Strengths, limitations and recommendations

Some strengths and limitations in connection to this work are brought forward in this section. First, the authors tried to provide enough information about the study and found only limited articles about multiculturalism in Finnish higher education in the English language. Twenty scholarly articles connected to the topic were used and it is possible that they do not contain enough information to support the study and to answer accurately the research questions. Also, this study is broad and therefore, further studies can be conducted such as diversity and inclusion in a certain Finnish university, cultural competency of educators, and teaching strategies in a multicultural environment. Therefore, continued research in this area seems warranted.

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Wright, A., Tolan, J. (2007). Journal of Experiential Education. Vol. 32 Issue 2, p137-154. 18p. Prejudice Reduction Through Shared Adventure: A Qualitative Outcome Assessment of a Multicultural Education Class

APPENDICES

Appendix 1

Table 1. An example of inductive qualitative content analysis of Multicultural Learning within Nursing Higher Education: Downhill Quickly? Hawkey, L. C. & Cacioppo, J. T. (2007).

Meaning unit	Condensed meaning unit, using the words from text	Condensed meaning unit's latent meaning	Codes	Categories
“Discrimination was evident particularly in relation to group work activities and assessment items”.// “Academics noted that domestic students sometimes requested not to work with Culturally and Linguistically diverse students on group work projects.”	Discrimination was evident particularly in relation to group work activities and assessment item	Presence of discrimination	present, discrimination	Discrimination
“In particular, participants for whom English was not their first language often felt discriminated against by the staff in clinical environments and this discrimination has a negative impact on their learning.”	Participants for whom English was not their first language often felt discriminated against by the staff in clinical environments	Feeling of discrimination	Feeling, Discrimination	
“Social isolation of culturally and linguistically diverse students who resided at the university was identified by the academics from conversations they had with them”.// “Some of the[international] students you talk to say ‘I live on the university campus and I go to my room, I come to my class,I go to the library, i go to my room’, and how can they [international	Social isolation was identified from conversations.//Social isolation was exacerbated by rejection and discrimination.	International student's experience of social isolation	experience,social, isolation	Social isolation

students] emotionally survive that...(Linda-Academic staff)"// "Social isolation of culturally and linguistically diverse students was exacerbated by the rejection and discrimination they experienced from domestic students."				
"Students also expressed feelings of isolation at the beginning of clinical placements"// "They were more critical of the cultural differences within healthcare at the beginning of their placements and needed time to adjust to the cultural diversity;at the same time students feared compromising their own cultural values."	Students expressed feelings of isolation at the beginning of clinical placement	Feeling of isolation	feeling, isolation	
"They reported negative reactions from both staff and patients, and described how this reduced their confidence and feelings of self-esteem and made them feel alienated and isolated."	Negative reactions from both staff and patients reduced their confidence and feelings of self-esteem and made them feel alienated and isolated.	Effects of negative experiences	negative, experiences	Negative impact
"Despite having to go through a challenging process of adaptation, students saw adjustment and growth in a new cultural environment of clinical practice as a rewarding learning experience."	Student saw adjustment and growth in a new cultural environment as a rewarding learning experiences	New cultural environment also provides a rewarding learning experience	rewarding, learning, experience	Positive impact
"Students built their own awareness of cultural diversity by comparing and recognizing the differences and at the same time they developed growing a	Students built their own awareness of cultural diversity,	Positive experiences of students during their clinical placements	positive, experiences	

tolerance towards the other culture and gained additional insights while having positive experiences during their clinical placements”	developed growing a tolerance towards other culture and gained additional insights.			
“Student’s experience of the approach to diversity in their learning community was the most positive. Studying among peers from diverse cultures was primarily an enriching experience for all the students”	Studying among peers from diverse cultures was primarily an enriching experience.	Studying in culturally diverse group was enriching.	culture, diverse, enriching, experience	
“Language difficulties were seen as disadvantage in learning that limited learning opportunities and were strengthened when the reception and atmosphere experienced during clinical placements were negative.”	Language difficulties were seen as disadvantage in learning that limited learning opportunities	Language difficulties were seen as disadvantage	Language, difficulties	Language difficulties
“Engaging diversity necessitates asking and acting upon different kinds of questions about our teaching so that our pedagogies are led not only by our content knowledge as accumulated through intensive disciplinary training and practice but also by intensive consideration on how to generate inclusive classroom conversation around ideas and concepts that are authentically open to individual and group interpretations and additions.”	Intensive consideration on how to generate inclusive classroom conversation around ideas and concepts that are authentically Open to individual and group interpretations and additions.	One way to as a teaching strategy to use in a diverse classroom.	Disciplinary training and practice, pedagogy, Teaching strategies	Teaching strategies
“Faculty who want to engage diversity effectively must attend to the how of their classrooms. Particularly for those rooted in disciplinary traditions where a “sink or swim” approach to teaching is common, developing a more mindful pedagogy requires	Faculty who want to engage diversity effectively must attend to the how of their classrooms. In other words, it	Faculty must be aware or has knowledge about cultural pedagogy when teaching in a diverse classroom.	Teaching and learning, knowledge, cultural pedagogy	

<p>recognizing that there is mutual responsibility shared by instructor and students for students’ learning. In other words, it requires noting, investigating, and responding to patterns that emerge in who sinks and who swims (such as attention in recent decade to disproportionate underrepresentation of females advancing in STEM [science, technology, engineering, math] fields and majors).”</p>	<p>requires noting, investigating, and responding to patterns.</p>			<p>Educator’s competence</p>
<p>“Because students learn differently, teachers must know their students to meet their needs. On this, one student wrote, “It is also important for teachers to know how their students learn, or at least to acknowledge that different students learn in different ways.”</p>	<p>Because students learn differently, teachers must know their students to meet their needs.</p>	<p>The teacher has to be sensitive and observant about the different needs of the students.</p>	<p>Teaching, observation, knowledge, cultural sensitivity</p>	
<p>“Teachers need to understand not only a student’s learning style but also what students know, and what they bring to their work in classrooms. This point reflects a growing understanding of the importance of knowing students to be receptive to their learning.”</p>	<p>Teachers need to understand not only a student’s learning style but also what students know, and what they bring to their work in classrooms.</p>	<p>The teacher has to consider each student’s capability in the classroom.</p>	<p>Teaching and learning, observation, cultural sensitivity, knowledge</p>	

Appendix 2

Table 1 illustration of finding: Major and minor categories formulated during content analysis of 20 chosen articles.

Article Number	Categorized condensed meaning unit's according to Graneheim & Lundman (2004)
1	<p><i>Positive impact:</i> "Student's experience of the approach to diversity in their learning community was the most positive. Studying among peers from diverse cultures was primarily an enriching experience for all the students."</p> <p><i>Teaching strategies:</i> "International students' experiences with variation among teaching strategies, assessment and encouragement of student activity were more positive than Finnish students."</p> <p><i>Competence of educators:</i> "Faculty members are to adopt a clear leadership role in small group formation and work and in providing students with clear instructions for all assignments."</p> <p><i>Learning environment:</i> "Learning environments should assist students to integrate theoretical knowledge into practice."</p>
2	<p><i>Discrimination:</i> "Discrimination was evident particularly in relation to group work activities and assessment items. // Academics noted that domestic students sometimes requested not to work with Culturally and Linguistically diverse students on group work projects."</p> <p><i>Social Isolation:</i> "Social isolation of culturally and linguistically diverse students who resided at the university was identified by the academics from conversations they had with them."// "Some of the [international] students you talk to say 'I live on the university campus and I go to my room, I come to my class, I go to the library, I go to my room', and how can they [international students] emotionally survive that... (Linda-Academic staff)"// "Social isolation of culturally and linguistically diverse students was exacerbated by the rejection and discrimination they experienced from domestic students."</p> <p><i>Building social network:</i> "The supportive relationships with domestic students brought rich reciprocal international experiences and helped students to relax and learn.// Peer support by other international students also helped culturally and linguistically diverse students to share their own experiences and experience feelings of belongingness."</p> <p><i>Language difficulties:</i> "Language difficulties were seen as disadvantage in learning that limited learning opportunities and were strengthened when the reception and atmosphere experienced during clinical placements were negative."</p> <p><i>Positive impact:</i> "Despite having to go through a challenging process of adaptation, students saw adjustment and growth in a new cultural environment of clinical practice as a rewarding learning experience. Students built their own awareness of cultural diversity by comparing and recognizing the differences and at the same time they developed growing a tolerance towards the other culture and gained additional insights while having positive experiences during their clinical placements."</p>

	<p><i>Negative Impact:</i> “Cultural and linguistic diversity led to a slower process of adaptation to a new clinical environment, and involved an additional need for well-planned and operated guidance by mentors with sufficient time provided for mentoring diverse learning opportunities for culturally and linguistically diverse students.”</p>
3	<p><i>Absence of a shared philosophical view:</i> “Teachers reported a range of tensions arising from lack of a shared philosophical view about curricula generally and a lack of consideration of diversity as a significant issue for both teachers and students.” // “Because the major structural organizers for curricula have been physiological systems or medical diagnoses related to systems, culture could always be seen as belonging to those courses that operate outside the domain of nursing. Hence, academics say there is a lack of clarity about what the concept means and lack of accepted definitions of culture, cultural diversity and difference and no parameters for their inclusion or operationalization. A consequence, difficulties arise in relation to scope, intended outcomes and assessment.”</p> <p><i>Educators’ competence:</i> “Many teachers attributed lack of attention to diversity to their own and others’ lack of teaching expertise. However, there was much debate about whether experts are needed to teach in the context of cultural diversity or whether everyone should be able to. Several participants felt that for learning to be meaningful, it is up to individual course coordinators to see that cultural diversity is considered and individual teachers to see that links are made.”</p> <p><i>Educator’s Competence:</i> “Teachers perceive teaching about, and in the context of diversity as difficult, dangerous and confronting. Those who do engage with students feel personally challenged by having their own value systems questioned, their often taken for granted’ assumptions challenged and it is not always a comfortable place to be”//</p> <p>“Teachers express difficulty in dealing with culturally bound-learning expectations and behaviors. Their difficulties lie in not understanding differences in learning styles, histories, preferences and practices, particularly for international students”</p>
4	<p><i>Discrimination:</i> “Clinical facilitators also noted the rejection and discrimination experienced by culturally and linguistically diverse students within the clinical setting: Basically bullying...by other students, especially in debriefing session in (clinical) placement where one of the international students has not been able to communicate what they want effectively and other students have (said) ‘spit it out, spit it out’ and it has been quite rude and inappropriate.”</p> <p><i>Discrimination/ Negative impact:</i> “In particular, participants for whom English was not their first language often felt discriminated against by staff in clinical environments and this discrimination had a negative impact on their learning.”</p> <p><i>Language difficulties:</i> “Many authors identify communication difficulties as one of the main issues for CALD students. Local accents, shortened rapid speech, the use of colloquialisms and complex technical language can cause difficulties for students for whom English is not their first language, and because of this they often describe feeling like an outsider.”</p> <p><i>Academic time and pressure:</i> “This derived from the additional time that it took to facilitate the learning of CALD (Culturally and Linguistically Diverse) students, clinicians and academics as a major constraint in adequately supporting CALD students in both the academic and clinical settings. Within the clinical setting CALD students felt that clinical facilitators did not take enough time to assist them.”</p>

	<p><i>Educators' competence:</i> "Another contributing factor that affected students' learning experience was allocation of inconsistent and inexperienced clinical mentors to CALD students. Often their mentors did not have the time or the skills to offer, or were new graduate nurses themselves."</p> <p><i>Responsiveness of university to cultural diversity:</i> "Participants felt that the university support for CALD students was inadequate. In addition academics felt that they did not have adequate knowledge of the support services that were available to CALD student. Both academics and clinicians felt that from a teaching and learning perspective, they would like to be provided with more knowledge and support concerning the best strategies for interacting with CALD students."</p> <p><i>Negative impact:</i> "CALD students often report a lack of interaction with local students and this impacts their ability to learn both language and culture."</p> <p><i>Feelings of social isolation:</i> "Isolation was a common theme and experienced by all CALD students who participated."</p>
5	<p><i>Teaching strategies:</i> "It is therefore not only students but also teachers who must be prepared to move out of their cultural comfort zone, reflect on their own assumptions and biases, and open themselves to non-judgmental encounters with diversity."</p> <p><i>Teaching strategies:</i> "Building a group identity in each of the semi-autonomous groups facilitates social inclusion as individual students come to identify their interests more closely with members of their own named group than with culturally similar students in other groups."</p> <p><i>Positive Impact:</i> "Culturally diverse group-work does present many challenges and risks, but as this paper has suggested, with appropriate scaffolding, these risks can be turned into opportunities for deep, experiential, and enjoyable learning, and a realistic preparation for the global workplace."</p>
6	<p><i>Practice of Segregation:</i> "Cooper's study (2009) revealed that students tend to group themselves together within their own ethnic group, unless serious effort is made to break up these ethnic groups and increase intercultural interaction between students. On the downside, the allocation of students into work groups where performance is evaluated tends to lead to complaints about mismatches in student commitment and ability."</p> <p><i>Development of cultural awareness:</i> "References to 'culture' was also used very explicitly by some of the students who referred to the development of 'cultural awareness' through participating in the teamwork activities. Similarly the interviewees identified the importance of clear and 10 effective communication skills when working within diverse groups when multiple perspectives were being shared."</p> <p><i>Teaching strategies:</i> "Forced Interaction. Teekens (2003) believes that intercultural learning does not happen automatically from intercultural interaction, while Wright and Lander (2003) take a step further and argue that in many international classrooms there is not even intercultural interaction. Yet there is agreement when it comes to the need for careful design and implementation of intercultural learning, to make it possible."</p> <p><i>Learning environment:</i> "Working away from the University: Several interviewees expressed their excitement when they realized that they would be learning off-campus with Interviewee H stating that their initial feeling was "Oh fantastic! In China never... maybe... never". All interviewees stated that they understood the rationale for delivering the programme offsite,</p>

	<p>Student B commented: “Like it was better to move to another environment like a new environment. Like you can say a new challenge like meeting different people and a whole new staff”. It is clear from the interviews with all of the students that they believe that they benefited from being away from the University.”</p> <p><i>Learning environment:</i> “In the context of intercultural learning Fennes & Hapgood (1997) emphasize that intercultural education should not only take place in the classroom, but should be taken outside the classroom too. Although this experience already exists in multicultural classes, Fennes and Hapgood (1997:74) suggest that it might be useful to create other experiences than those that occur in a classroom, as this forces students to ‘go beyond their traditional patterns of behavior and relationships’.”</p> <p><i>Developing cultural awareness:</i> “One of the British students reflected on his realization that he (perceived) that he needed to be more patient with international students who do not have English as their first language. Student C commented: “Well I had enjoyed mixing with... such a diverse group of people, so... I...prob... probably make more of an effort to... to go to social events with them and... and meet up with... with them on... weekend or something like that outside the university rather than just... in these confinements”. Cultural awareness was discussed more implicitly by some of the students though the transcripts suggest that they do understand the importance of it when working in culturally diverse teams. “</p>
7	<p><i>Practice of Segregation:</i> “Students and teachers both identified that, given the choice, many learners would naturally choose co-nationals as group-mates, and all of those asked directly, though citing the advantages of diversity, had chosen to work in mono-cultural groups in other modules. They did, however, almost unanimously, stress a preference for tutor-selected, multicultural groups. This was partly because they felt self-selecting led to the formation of cliques and did not achieve the purpose of simulating work environments: in the second term we were given the choice and that’s not a very good idea because people usually have their preferences, mostly cultural preferences, and it doesn’t help a lot the learning experience...If I find somebody from my own cultural background I feel comfortable working with [them] initially. (International student)”</p> <p><i>Practice of Segregation:</i> “Cos ****’s from [originating country] but I’m the same religion as her, so my culture and her culture are very similar. And she felt quite comfortable because it was during the time of Ramadan and obviously both me and her were fasting and so, in a way, she knew that I was the same. Not that if you’re not the same religion it matters, but sometimes when someone’s from a different country and they’ve got something in common with you it does make them feel a bit more comfortable.” (Home student)</p> <p><i>Academic and time pressure:</i> “International students commented that initially it was particularly challenging to combine adjustments associated with studying overseas with getting acquainted with different group members for several modules.”</p> <p><i>Academic and time pressure:</i> “ Evidence suggests that culturally diverse working groups take effectively (Ryan, 2000), and because of this, some students identified a clear correlation between cultural diversity and inefficiency: If the work were to be undertaken again, the group should split the individuals into smaller sub-groups of similar cultural backgrounds to see if this would increase the productivity and efficiency of the group. (Home student)”</p> <p><i>Academic and time pressure:</i> “Similarly practicalities of time and curriculum space</p>

	<p>were identified as an issue by teachers when considering how better to harness student diversity as a learning tool: The difficulty that we face there is that...the module, over and above all else, has to prepare them to survive in this academic environment because they are here for the year, they're paid and signed up to doing that. (Teacher)"</p> <p><i>Academic and time pressure:</i> "For some groups, intercultural difference only became an issue as deadlines approached and pressure increased. As the following student quote indicates, previously successful strategies adopted to relieve pressure were not relevant in this multicultural context, and students found themselves unable, or unwilling, to adapt:"</p> <p>"Well, this was one of the problems I faced with the multicultural team, to be honest. Usually if it had been a Western team then I would have, after a meeting said 'right, let's all go to the students' union and have a couple of drinks'', with these guys half of them were on, umm, the religious festival where they don't eat, and I'd say about three quarters of the group didn't drink at all. So it was that conventional kind of medium for just getting people to relax didn't really happen. (Home student)</p> <p><i>Indifference:</i> "Some students appeared indifferent to the benefits of working in multicultural groups. Several indicated that they did not know which countries their Group-mates came from, and even had difficulties remembering names. Given that in Many cultures correctly using someone's name is fundamental to mutually respectful communication, this is concerning. Promoting intercultural learning in a multicultural university I found that most people are not concerned with showing out their culture I would think that the other person is not interested...I don't feel particularly Interested by someone talking about their culture. I would feel interested, but I wouldn't ask for it...I think it would be helpful because if you work in a multicultural team you would know how people behave if they are from different cultures."</p> <p><i>Language difficulties:</i> Language was perceived as a barrier that made communication slow misunderstandings and inequality of contribution. Language barriers are commonly identified by lecturers as hindering academic success and social integration (Trice, 2003), and home students often cite them as contributing to their reluctance to Interact (Volet & Ang, 1998).</p>
8	<p><i>Language difficulties:</i> "There was a small contingent of international students who voiced a fear of participating in culturally dissimilar groups due to potential communication problems amongst undergraduate students which may be a reflection of this cohort's relative inexperience in educational settings."</p> <p><i>Positive Impact:</i> "Both domestic and international students expressed a positive change in their feelings about group learning as a result of the approach taken to the group learning activity. Many commented on a change from a negative predisposition to a positive opinion of group learning. For instance one international student from China commented that, 'I went from frustration and madness to feeling more positive and excited' and 'I feel great now: more confident and comfortable'. Others related these activities to their personal learning processes, such as 'Working in the one group over a long period meant that I made great friends and grew in confidence in team work, especially in presenting my own view'."</p>

9	<p><i>Responsiveness of universities to Cultural diversity:</i> Gaining additional insights into the experience provided by universities will benefit all students, provide authorities with improved benchmarking and decision-making criteria and play a part to ensure that all those who benefit from education sector will continue to do so.</p>
10	<p><i>Responsiveness of University/state to diversity:</i> “In facilitating service learning as a multicultural initiative, student affairs practitioners and faculty members will be increasingly asked to work across divisions, offices, and campus-community lines. This will require collaboration with chief diversity officers, community leaders, and student affairs practitioners in offices such as multicultural student services. Practitioners and faculty members engaged in service learning will also require the skills necessary to facilitate difficult dialogues. These skills will be integral in cultivating relationships with community partners and facilitating reflection to raise critical consciousness.”</p> <p><i>Teaching Strategies (Multicultural service learning):</i> “Multicultural service-learning initiatives have the potential to shift abstract principles of multiculturalism to a real-world and relevant context with implications for social change. Service learning as a “social good” can reproduce divides between members of dominant and marginalized populations in community settings. It can also limit students’ capacities to develop skills to better manage difference and ultimately influence social change.”</p> <p><i>Positive Impact:</i> “When designed and implemented as a multicultural initiative, service learning has the potential to contribute to a culture whereby community partners, students, faculty, administrators, and staff with shared interests in community issues can engage with difference through collaborative social action. It can also foster relationships within and between groups that grapple with the inequalities and root causes necessary to create sustainable changes in policies, structures, and institutions (Boyle-Baise, 2002).”</p>
11	<p><i>Teaching strategies:</i> “Engaging diversity necessitates asking and acting upon different kinds of questions about our teaching so that our pedagogies are led not only by our content knowledge as accumulated through intensive disciplinary training and practice but also by intensive consideration on how to generate inclusive classroom conversation around ideas and concepts that are authentically open to individual and group interpretations and additions.”</p> <p>“Learning to teach effectively and learning to teach in ways that support intercultural competence development are processes that rely on acquiring knowledge, experiencing interactions in a “live” and dynamic context, and engaging in reflective practice that facilitates the ability to adapt to shifting and particular conditions and factors of any given course—such as the number of students, student demographics, level of course, and physical classroom space.”</p> <p><i>Mentor’s attitude:</i> “Engaging diversity in the classroom begins with an honest examination of what instructors face when they attempt to support intercultural learning outcomes.”</p> <p>“As we noted earlier, studies indicate that faculty are willing and open to teaching in ways that support intercultural competence, but a lack of knowledge about how to do it, combined with a lack of time to learn, leads to a disconnect between intention and outcome (Johnson and Inoue, 2003; Otten, 2003)”</p> <p><i>Educator’s competence:</i> “Faculty who want to engage diversity effectively must attend to the how of their classrooms. Particularly for those rooted in disciplinary traditions where a</p>

	<p>“sink or swim” approach to teaching is common, developing a more mindful pedagogy requires recognizing that there is mutual responsibility shared by instructor and students for students’ learning. In other words, it requires noting, investigating, and responding to patterns that emerge in who sinks and who swims (such as attention in recent decade to disproportionate underrepresentation of females advancing in STEM [science, technology, engineering, math] fields and majors).”</p> <p>“Research findings increasingly correlate student outcomes to how faculty implement activities, content, and assignments, and not only to what activities, content, or assignments we use.”</p> <p><i>Positive Impact:</i> “In their study on pedagogy and social justice learning, Mayhew and DeLuca Fernández (2007) found that students learned more when they were exposed to classroom practices that encouraged reflection, peer interactions, and discussion about diversity.”</p> <p>“In fact, researchers have concluded that the frequency and quality of interactions with diverse perspectives and identities correlates to the development of general student learning and development outcomes, not just those associated with intercultural competence (Bowman, 2010; Bruffee, 1999; Deardorff, 2009b; Denson and Chang, 2009; Hurtado, 2001).”</p> <p><i>Mentor’s limited knowledge:</i> “When asked why they don’t incorporate intercultural views and perspectives into their courses, many instructors explain that they do not feel that they have the intercultural knowledge, resources, or time to adequately become proficient in what is perceived to be a separate discipline.”</p> <p><i>Learning Environment:</i> “Courses that employ an active pedagogy provide designed space wherein students can express and develop the kind of cognitive complexity and communication skills that, if well-designed and facilitated, lead to the development of student intercultural competence.”</p> <p><i>Social Isolation/Societal stereotypes threat:</i> “Social constructions of identity enter learning environments and impact the relations and dynamics within them in a variety of ways, one of which is the phenomenon of stereotype threat.</p> <p>Stereotype threat enters the picture when “societal stereotypes about groups can influence the intellectual functioning and identity development of individual group members” (Steele, 1997, p. 613). Negative stereotypes, even when not actively or visible validated or perpetuated in a particular social space, are deeply internalized and accumulative for individual group members, and threat of stereotypes can act as an “achievement barrier.” In particular, the threat of negative perceptions of academic ability based on social group status leads to increased stressors and decreased academic performance (Rypisi, Malcom, and Kim, 2009).”</p> <p><i>Building social network:</i> “Even positive associations with a social group (such as female students being strong collaborators) have negative consequences because they deny the individuality and complexity of a person (Tatum, 1992).”</p>
12	<p><i>Teaching Strategies (Multicultural service learning):</i> “Students who participate in Multicultural service Learning (MSL) are said to come away with a deeper understanding of course concepts, a more informed worldview, and a more enjoyable curricular experience, while simultaneously providing community agencies and schools with valuable services and</p>

	<p>support (Astin & Sax, 1998; Evangelopoulos, Sidorova, & Riolli, 2003; Roschelle, Turpin, & Elias, 2000).”</p> <p><i>Mentor’s attitude:</i> “Practitioners who do make the effort to establish relationships with community members tend to confer mainly with those people with whom they share the most demographic similarity (i.e., school principals and occasionally teachers). These are the folks to whom knowledge and respect are ascribed, and they are the ones who have the most input into how the MSL project is designed and implemented.”</p> <p><i>Learning environment:</i> “learning by doing had worthwhile benefits, both for the participants and for society, because the service component was geared toward fighting racism rather than merely observing the ways of the economically and politically oppressed.”</p>
13	<p><i>Social Isolation:</i> “The contact hypothesis stems from the work of Gordon Allport (see Allport, 1979) and is based on the simple notion that prejudicial attitudes are developed from a lack of information about various others because of our societal tradition of segregation.”</p> <p><i>Teaching strategies:</i></p> <p><i>(Intercultural Pedagogy/Learning):</i> “Cooperative learning is a related research thread that supports the value of guided interaction between diverse groups. Cooperative learning is based on: positive interdependence, face-to-face interactions, individual accountability and personal responsibility, interpersonal and small group skills, and group processing (Johnson & Johnson, 1999).</p> <p><i>(Cooperative learning):</i> Cooperative learning experiences have been shown to promote positive interpersonal relationships between culturally diverse students and to reduce prejudice (e.g., Johnson, Johnson, & Maruyama, 1983; Johnson & Johnson, 1984; Johnson, Johnson, & Smith, 2007).”</p> <p>-In this article there are kinds of teaching strategies which was helpful to the students to combat prejudice. These are: Adventure education, Shared adventure program and Group dialogue.</p> <p><i>Interracial interaction:</i> “Interaction with individuals who are different and discussing differences and similarities is consistent with social cognitive theory.</p> <p>Reflection exercises such as journaling and group dialogues about diversity topics included in the intervention program under study would provide the thinking exercises that could lead to changes in attitudes toward other individuals and groups.”</p>
14	<p><i>Educator’s competence:</i> “Teaching—and assessing learning—about diversity through service-learning is full of challenges, especially if the learning goals are affective. The teacher has no good way of knowing exactly where the starting point is for each student. The student may only know where the starting point was once he or she has moved beyond it and sees it in retrospect. Students may be reluctant to share or analyze negative feelings or experiences. They may even attempt to perform “desirable” learning. It may be difficult to gauge affective learning under these circumstances, but it is not impossible.”</p> <p>“Careful use of student writing and observation, combined with on-site observation, can help the instructors—and the students themselves—capture epiphanies and connect experience and reflection to document new learning.”</p>
15	<p><i>Teaching strategies (Intercultural learning/education):</i> “Research suggests that students in</p>

	<p>intercultural educational settings are able and willing to change and behave differently in response to the demands and teaching styles in the new educational context (Gu and Schweisfurth 2006; Kennedy 2002; Volet and Renshaw 1996).”</p> <p>“We argue that culture cannot be reduced to immutable concepts such as nationality or other regional geopolitical constructs. Instead, we advocate the opposite approach by starting with examining micro-cultures, for example, one particular learning setting in HE in combination with an individual’s relevant experiences. This would allow us to develop ‘small’ models, which can gradually be expanded into larger models of ‘culture’ and intercultural learning. We suggest that culture is to be considered as fundamentally flexible and dynamic. Additionally, we argue that it is crucial to differentiate clearly between a range of culture research, e.g. cross-cultural, multicultural and intercultural research.”</p> <p><i>Positive Impact:</i> “We argue that culture cannot be reduced to immutable concepts such as nationality or other regional geopolitical constructs. Instead, we advocate the opposite approach by starting with examining micro-cultures, for example, one particular learning setting in HE in combination with an individual’s relevant experiences. This would allow us to develop ‘small’ models, which can gradually be expanded into larger models of ‘culture’ and intercultural learning. We suggest that culture is to be considered as fundamentally flexible and dynamic. Additionally, we argue that it is crucial to differentiate clearly between a range of culture research, e.g. cross-cultural, multicultural and intercultural research.”</p> <p>“National culture may be important, but it is not the sole marker of individuals’ learning identities, which also include past and current experiences and is shaped by specific cultural and ecological characteristics of the learning setting.”</p>
16	<p><i>Learning Environment:</i> “Using relational perspectives challenges personal assumptions and beliefs about particular phenomena. It may mean that one reconsiders what constitutes ethnicity, nationalism, or a community, or the extent to which geographical spaces are immobile or territorial. Importantly, relational approaches also challenge the notion of a classroom, where walls are no longer impermeable nor does isolated learning occur within the confines of a room. Rather, classrooms provide opportunities to make more visible the interconnections that pass through ideas, knowledge, skills, and learning. Global classrooms are mirrors to the world where students are able to see deeply across the world while reflecting upon themselves.”</p> <p><i>Teaching strategies (Global learning):</i> “Ideally, global classrooms develop learning communities where all students are involved in a sustained conversation with difference. What this requires is not just a new definition of classrooms but also an entirely new set of pedagogical approaches to teaching and learning. There is growing evidence of the benefits of global learning, including the development of a variety of cognitive skills and an increasing motivation to engage in professional development activities (Hovland, 2014; Mestenhauser, 1998).”</p> <p>“Global learning requires strategies and pedagogies built around collaborations, plurality, interconnections, networks, and engagement with the world. Many institutions of higher education, however, are still situated in bureaucracies and epistemologies that practice foundations of 20th-century learning. Global learning requires a shift in how faculty, students, and administrators think about knowledge, its changing meaning, and its value to society.”</p> <p><i>Positive Impact:</i> “Global learning has the capacity to help students find their commitments,</p>

	<p>advocate for their position, and develop compassion and convictions within and beyond their immediate world. Fostering commitment requires the relational thinking that transforms students, topics, and classrooms into global nodes of interaction. When students begin to see themselves and the world as points of intersectedness, it can lead to an altered mapping of individualism as more boundless and not so easily constrained by geography or physical, political, religious, or academic borders.”</p> <p><i>Positive Impact (Student’s social Interaction):</i> “Activities aimed at social action also provide opportunities to bridge the general and the particular (e.g., students learn how human rights are situational and universal), and they allow students to discern and act on the interconnections that they can now trace through their lives and ideas. Group work, whether in a classroom or in a co-curricular setting, integrates multiple perspectives and allows students to realize the value and utility of various angles of interpretation, even when one does not necessarily agree with them.”</p> <p>“Student participation in study abroad or community service in unfamiliar local contexts can be extremely effective in providing pedagogy for critical dissonance and reflection.”</p>
17	<p><i>Mentor’s limited knowledge:</i> “Teachers, policy makers, and citizens believe that they “know” how to teach because of their experiences in schools. But this is particularly problematic for issues of diversity; students and teachers expect others to learn as they have, to interact with content in the same way, and to understand as they have. This familiarity with schools, then, can complicate the ability to understand and analyze the many ways in which diverse members of our society experience schools in the United States.”</p> <p><i>Teaching strategies:</i> “Our findings indicate that students in this study saw teaching and learning as highly related. They wrote that teaching is deliberate, interactive work that not only involves a good deal of planning but also requires flexibility, in the moment decision making, and the ability to simultaneously meet a multitude of student needs.”</p> <p><i>Mentor’s attitude:</i> ““Through the investigation of teaching and learning, I have been able to understand the importance of the relationship between teachers and students, and how each of their roles is directly affected by one another.” Our students’ understanding of teaching and learning hinged on the insight that teaching and learning are highly interactive works.”</p> <p>“Teaching can be challenging precisely because classrooms consist of a multiplicity of individuals, but it can be rewarding for teachers and students as well because both teachers and students learn from the insights of others.”</p> <p><i>Educator’s competence:</i> “Because students learn differently, teachers must know their students to meet their needs. On this, one student wrote, “It is also important for teachers to know how their students learn, or at least to acknowledge that different students learn in different ways.”</p> <p>“Teachers need to understand not only a student’s learning style but also what students know, and what they bring to their work in classrooms. This point reflects a growing understanding of the importance of knowing students to be receptive to their learning.”</p>
18	<p><i>Teaching Strategies (transformative Citizenship education):</i> “I argue that schools should implement a transformative and critical conception of citizenship education that will increase educational equality for all students. A transformative citizenship education also helps students to interact and deliberate with their peers from diverse racial and ethnic groups. I describe research that illuminates ways in which just, deliberative, and democratic</p>

	<p>classrooms and schools can be created.”</p> <p>“Citizenship education should also help students to develop an identity and attachment to the global community and a human connection to people around the world.”</p> <p>“Transformative citizenship education helps students to develop reflective cultural, national, regional, and global identifications and to acquire the knowledge and skills needed to promote social justice in communities, nations, and the world.”</p> <p>“Transformative and democratic classrooms foster cooperation rather than competition among students from diverse racial, ethnic, and cultural groups. Cooperation promotes positive interracial interactions and deliberations.”</p> <p>“Equal status between groups in interracial situations has to be deliberately structured by teachers or it will not exist (Cohen & Roper, 1972). If students from different racial, ethnic, and linguistic groups are mixed in contact situations without structured interventions that create equal-status conditions, then racial and ethnic conflict and stereotyping are likely to increase. Students from both privileged and marginalized groups are likely to respond in ways that will reinforce the advantage of the higher status group. In a series of perceptive and carefully designed studies, Cohen and her colleagues consistently found that contact among different groups without deliberate interventions to increase equal-status and positive interactions among them will increase rather than reduce intergroup tensions (Cohen, 1984; Cohen & Lotan, 1995; Cohen & Roper, 1972).”</p> <p><i>Positive Impact (Student’s social interaction):</i> “Students need to develop the knowledge, attitudes, and skills that will enable them to function in a global society.”</p> <p><i>Negative Impact:</i> “Ethnic minority students in the United States, Canada, the United Kingdom, Germany, and France—as in other nations throughout the world—often experience discrimination because of their cultural, linguistic, religious, and value differences. Often, both students and teachers perceive these students as the “Other.” When ethnic minority students- such as Turkish students in Germany and Muslim students in the United Kingdom—are marginalized in school and treated as the “Other,” they tend to emphasize their ethnic identities and to develop weak attachments to the nation-state.”</p> <p>“As worldwide immigration increases diversity on every continent and as global terrorism intensifies negative attitudes toward Muslims, schools in nation-states around the world are finding it difficult to implement policies and practices that respond to the diversity of students and also foster national cohesion (Banks et al., 2005).”</p> <p><i>Responsiveness of University/State to diversity:</i> “Multicultural democratic nation-states must grapple with a number of salient issues, paradigms, and ideologies as their school populations become more culturally, racially, ethnically, and linguistically diverse. The extent to which nation-states make multicultural citizenship possible, the achievement gap between minority and majority groups, and the language rights of immigrant and minority groups are among the unresolved and contentious issues with which these nations must grapple.”</p> <p>“In nation-states that embrace multicultural citizenship, immigrant and minority groups can retain important aspects of their languages and cultures while exercising full citizenship rights.”</p>
19	<p><i>Positive impact (Students’ social interaction):</i> “Study abroad programs can provide students an opportunity to learn about global diversity and the interdependence and interrelationships</p>

	<p>of local, national, and international issues affecting the world’s population today. These experiences are often significantly transforming for students and faculty alike and can be an important vehicle for attaining institutional internationalization goals. Study abroad programs provide opportunities to learn formally and informally outside of the institution, the native country, and the learners’ comfort zone.”</p> <p><i>Responsiveness of University to diversity:</i> “Universities interested in internationalizing the learning experience need to take advantage of the rich learning opportunities individuals can have when peoples of different cultures, ethnicities, and nations come together in dialogue and collaboration. As such, the institutions in this study suggest that IP offices and academic departments need to work together to improve scholar services and enhance activities that provide the support and community involvement necessary for integration to occur.”</p>
20	<p><i>Responsiveness of University to diversity:</i> “According to Green and Schoenberg (2006), ‘Internationalizing is the most important strategy institutions can use to ensure that all their students acquire the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world.’”</p> <p>“Institutional support relates to the school’s internal governance. This category is composed of variables that assess the intensity of a school’s management support and commitment to internationalization. These factors include stated institutional commitment to 160 Journal of Research in International Education 11(2) internationalization in the school’s mission and vision statements, international diversity policies related to school staff, and commitment to funding internationally oriented initiatives.”</p> <p><i>Learning environment:</i> “The growing impact of globalization and demands on universities and colleges to internationalize in every sphere of life suggest that internationalization cannot suddenly occur in tertiary education without direct continuation from the earlier stages of high school and even before. I suggest that internationalization trickles to schools from two opposite directions, involving both external forces and the pupils themselves.”</p> <p>“Academic requirements, programmes and extracurricular activities. This category is probably the most important in the school context, as it includes schools’ internal activities that can express an international dimension. This grouping includes requirements and offerings of foreign languages and international and global courses, use of technology for international purposes, international partnerships and exchanges, and internationally-minded delegations, competitions, projects and extracurricular activities.”</p> <p><i>Positive Impact:</i> “Internationalization has become one of the major goals of university administrators as a means of increasing competitiveness, improving academic staff access to broader sources of research funding, satisfying national authorities’ desire for ‘world class’ universities, and providing students with the global competencies and skills they seek out. Internationalization’s origins in schools are less obvious, as schools have generally been regarded as strongly influenced by institutional pressures (Scott and Meyer, 1991) and forced to comply with practices and norms imposed by state authorities.”</p>

The figure below describes the foreign citizens permanently residing in Finland who have been granted Finnish nationality during the statistical year. Year 2014

Table 1. Naturalized foreigners and foreigners by age structure 2014: Updated 13.5.2015

Age group	Naturalized foreigners	Naturalized foreigners, %	Foreigners	Foreigners, %
Age groups total	8 260	100,0	219 675	100,0
0 - 9	1 650	20,0	23 775	10,8
10 - 19	1 217	14,7	18 454	8,4
20 - 29	1 446	17,5	44 627	20,3
30 - 39	2 192	26,5	58 190	26,5
40 - 49	988	12,0	36 818	16,8
50 - 59	463	5,6	22 048	10,0
60 - 69	211	2,6	9 782	4,5
70 - 79	71	0,9	3 745	1,7
80 -	22	0,3	2 236	1,0

The figure above shows citizen of a foreign country may receive Finnish citizenship after six years' of residence in Finland. A foreign citizen who has been married to a Finnish citizen and lived in Finland for three years may be granted Finnish citizenship. Finnish citizenship can be granted through an application procedure or a declaration procedure, but the data of Statistics Finland does not contain information on this. Finnish citizenships acquired at birth are not included in these statistics.