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University of Turku

TUTORS AS MEDIATORS OF EXCHANGE STUDENT EXPERIENCES

Evaluation of the international student tutor system at the University of Turku

Master's Thesis
in Economic Geography

Author:
Henna Siltanen 419822

Supervisors:
Dr.Sc.(Econ.) Juulia Räikkönen
Dr.Sc.(Econ.) Päivi Oinas

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Turku



Turun kauppakorkeakoulu • Turku School of Economics

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1 INTRODUCTION

1.1 Significance of internationalisation and academic mobility

This thesis examines international tutoring at the University of Turku. This is an internationally unique system used at many Finnish universities, which entails volunteer Finnish students helping and guiding incoming exchange students. By interacting with exchange students, student tutors can influence their exchange student experience. In other words, tutors can be seen as mediators or brokers of the exchange experience. Exchange studying and tutoring are both part of academic mobility that is a significant aspect of internationalisation of tertiary education (e.g. Byram & Derwin 2008; Murphy-Lejeune 2008; Paunescu 2008).

“Academic student mobility”, “studying abroad”, and “exchange studying” are used as synonyms throughout this thesis. Academic mobility in general refers to university students or staff going abroad to study or teach temporarily. This thesis focuses on academic student mobility – more specifically inbound exchange students, inbound student mobility being from the perspective of the chosen country to study, and outbound student mobility being from the perspective of the country of origin (Murphy-Lejeune 2008). Exchange studying, on the other hand, can be defined as studies abroad at higher educational level in a university exchange programme and lasting for at least three months (Murphy-Lejeune 2008; Cimo 2013, 2). Academic student mobility has existed ever since there have been open universities for everybody (Byram & Derwin 2008, 1). Although studying abroad does not represent the ‘norm’ global trends show that the number of mobile students is increasing (Murphy-Lejeune 2008, 17; UNESCO 2009) and therefore the significance of academic student mobility is becoming increasingly noticeable.

The University of Turku recognises academic mobility as an important element because the university is part of the international academic community and internationality is one of the key areas of the university’s strategy. Internationality is in fact seen as competitive advantage at the University of Turku. It is also present in the overall vision of the university: to be an open, motivating, interactive and international environment for research, learning and working. Interaction with the surrounding society and cooperation with international, national and regional operating environments is especially recognised as a vital part of the university as a source of new information, interesting points of views and innovations. It is strongly believed that proficient staff and international networking will create the university’s success because it will improve the university’s performance as well as affect its public image, reputation and attractiveness, by for example leading to better international rankings. Consequently, internationality has an important role in

all areas of the university's operations: research, education and social interaction. Moreover, the university enforces the idea that all degrees prepare students for internationalisation. This includes student exchange, international practical training, language teaching, intercultural communication skills and utilizing foreign experts in teaching. One central goal is to improve international student and teacher exchanges as well as increase international recruitment to doctoral programmes. (University of Turku 2012.)

Besides the University of Turku, the Ministry of Education (2009) also highlights the importance of internationalisation and academic mobility in Finland. In the strategy for the internationalisation of higher education institutions in Finland, the Ministry of Education (2009) compliments Finnish education institutions for being active in the international educational markets but at the same time the ministry recognises they have weaknesses that delay the process of internationalisation. For instance, there are more people with higher degrees moving out of, than into, Finland. Furthermore, there is a lack of non-Finnish researchers, teachers and other personnel working at universities. There is also room for improvement in the ranking of Finnish higher education institutions. (Ibid.) In the Ministry's development plan for education and research, Finnish universities are in fact criticized because their overall quality, size, and supply is lacking in attractiveness. International cooperation is claimed to be insufficient and the number of foreign degree and postgraduate students is also small compared to competitors abroad. (Ministry of Education and Culture 2012, 49.)

Indeed, as Ministry of Education (2009) points out, competition in the educational markets is growing fast. Overall, student mobility and educational exports have quadrupled in three decades (Ibid.). For instance, from 1975 to 2007 the global number of mobile students has grown with an average annual increase of 11.7%, resulting in over 2.8 million students who were enrolled in educational institutions outside of their country of origin in 2007 (UNESCO 2009). One major contributor to the growing numbers is the fact that studying abroad is not only becoming slowly a compulsory part of one's studies but also voluntary studying abroad is becoming more appealing because it meets students 'expectations and needs. (Krzaklewska 2008, 82.)

In order to success in the growing competition, the Ministry (2009) has set five main goals for the internalisation of higher education institutions for the period of 2009–2015:

- Create a genuinely international higher education community where internationalism is integrated thoroughly in the education institution. This includes a variety of quantitative objectives for academic mobility.
- Increase the quality and attractiveness of higher education institutions by creating internationally networked institutions offering quality education.
- Export expertise – support international research, education and cultural cooperation.

- Acknowledge immigrants, foreign students, teachers, researchers and personnel as an enriching resource for a multicultural society.
- Promote global responsibility by investing research and expertise into solving environmental issues and problems in the developing countries.

These objectives aim to increase the attractiveness of Finland, promote diversity and innovativeness as well as improve well-being in the society. Internationalisation will increase the number and quality of the highly educated labour force, foreign investments, mental growth, and understanding between cultures. All actors within the education institutions will also gain information, high-level competence, new ideas, and influences. (Ministry of Education 2009; Ministry of Education and Culture 2012, 49)

According to CIMO (2013), Centre for International Mobility, internationalisation in Finland has already reached some of the goals set by the Ministry of Education. In general, interest towards studying abroad has increased and the number of inbound mobile students is almost the same as outbound mobile students. For instance, in 2012, the total number of mobile Finnish students abroad was 10 014 whereas the number of mobile students hosted in Finland was 9 655. The most notable increase has in fact been the number of inbound foreign exchange and degree students, who now account for almost 10% of all students at Finnish higher education institutions. (Ibid.) The overall development of the inbound student mobility at the University of Turku follows the national pattern: the amount of foreign students has gradually increased each year. In 2009, for example, there were 607 incoming exchange students and 851 foreign degree students. Four years later, in 2013, there were 753 incoming exchange students and 1513 foreign degree students. (University of Turku a, b.) Foreign students are therefore a visible part of the international environment at the University of Turku.

While the Ministry of Education and Culture has set specific goals to increase the number of international students, there is actually no need for that at the University of Turku according to informal discussions conducted with the personnel at the international office at the University of Turku. The reason is the lack of student apartments in the city of Turku; the apartment capacity meets the demand fairly sufficiently at the moment but if the number of foreign students was to increase, there would be a struggle to find apartments. Consequently, instead of increasing the number, the personnel at the University of Turku prefers to improve the quality and functionality of international operations in order to enhance the quality of the student exchange experiences.

1.2 The purpose and structure of the thesis

The starting presumption for this thesis is that exchange students do not go on exchange just for the sake of academic studies. Instead, in addition to reaching academic goals, the

primary motives for going on exchange are also related to gaining general life experience, for example meeting people from other cultures, practising language skills, and travelling to new destinations. Exchange studying is in fact closely connected to tourism, and like other travellers or tourists, exchange students are looking for a rich leisure experience when they go on exchange.

Even though many scholars have researched the experiences of exchange students (e.g. Krzaklewska 2008; Leung, Maddux, Galinsky & Chiu 2008; Murphy-Lejeune 2008; Paunescu 2008; Tsoukalas 2008; Lee, Therriault & Linderholm 2012; Krzaklewska & Skórska 2013; Murphy Paul 2014), the role of tutors is still an unknown factor in the forming of these experiences. In fact, there appears to be no scientific research on student tutors and on their contribution to the exchange students' experiences. Student mobility in general needs to be a focus of more research, as Byram and Derwin (2008) point out. Moreover, the role of mediators has been substantially ignored in research and is therefore poorly understood and in need of further study, especially from the traveller's perspective (Jennings & Weiler 2005). Furthermore, previous scientific research on tutoring in the same meaning as it is used in this thesis was not found when a search was conducted through major databases (ProQuest, EBSCO, Emerald, JSTOR, SAGE Publications, and ScienceDirect). Only research on academic tutoring and peer counselling was found. Therefore, examining the international tutor system provides an opportunity to explore the mediator's role from a new perspective and consequently contribute to previous research.

This thesis has two major goals. The first goal is to understand better the way tutoring contributes to exchange experiences. The second goal is to explore the functionality of the tutor system and discover areas for improvements. To achieve the goals, this thesis seeks to answer the fundamental research question: What is the role of tutors in mediating exchange experiences? In other words: how and when do tutors contribute to exchange experiences?

To answer this question, this thesis proceeds as follows. Chapter two reviews the literature on the broad concept of mediating exchange experiences. First, in chapter 2.1, studying abroad is discussed as a broad phenomenon with numerous motivational factors and consequences. Adaptation and cross-cultural communication as central aspects of studying abroad are also examined in detail. Second, chapter 2.3 sets out to investigate the role of student tutors as mediators and its links with exchange students' experiences. The structure of the tutor system at the University of Turku is presented and the close connection of exchange students and other traveller types is brought to light. Then a number of influences on experiences are examined based extensively on the models of Nickerson (2005), Pine and Gilmore (1999), and Tarssanen and Kylänen (2009), whereas the various roles of a mediator are discussed especially based on Jennings and Weiler's (2005) and Cohen's (1985) viewpoints. Third, the last chapter of the literature review,

2.3, introduces a theoretical model for studying the mediation of exchange experiences. Based on this theoretical model, it is evident that mediating experiences should be examined from a variety of perspectives. Therefore, chapter three explains how the empirical research of the case study was conducted: secondary data was collected from the surveys about exchange students and tutors at the University of Turku, whereas primary data was collected from participant observations and interviews. These methods provided extensive data from three major parties of the tutor system: tutors, exchange students, and the international office.

Chapter four goes on to present the findings of the research. First, the findings of the two surveys are described in chapter 4.1. These findings reflect the experiences of both tutors and exchange students from a more extensive duration of time. Therefore, these results are more reliably generalizable in comparison to the results of the participant observation and interviews that are presented in the following chapter 4.2. In this chapter, the relative roles of tutors, communication between tutors and exchange students, and the process of adaptation to the new environment are discussed. Based on all of the findings of the research, the overall functionality of the tutor system is contemplated, a SWOT analysis of the tutor system is formed, and improvements to the tutor system are suggested in chapter 4.3. This thesis finishes with a thorough discussion and conclusions in chapter five which includes a renewed model for mediating exchange experiences.

2 EXPERIENCES OF EXCHANGE STUDENTS AND THE ROLE OF STUDENT TUTORS

2.1 Studying abroad

2.1.1 *A sociological, cultural, and geographical phenomenon*

Travelling and living abroad for a period of time implies crossing into a new time-space, discovering new horizons where old and new blend, pioneering new methods and strategies to negotiate the unexpected, exploring one's resources, meditating over sameness and difference, trying out potential identities, and all the time learning.

(Murphy-Lejeune 2008, 26)

Studying abroad is a sociological, cultural, and geographical phenomenon. The importance of mobility, i.e. “movement imbued with meaning”, has been widely recognised as the centre of everyday life in social, material, political, cultural, and economic contexts (Cresswell 2006, Adey 2010, 34). As globalization continues to bring places and peoples closer to one another, there has been a significant increase in the mobility of people, which has led to closer social-cultural interconnectedness (Thurlow & Jaworski 2010, 3–5.). The ‘mobility turn’ in social sciences stresses the importance of the multidisciplinary movement on society and individuals, for example migration, transport and tourism (Cresswell & Merriman 2011). In tourism, the mobility turn actually recognises “the interconnectedness mobilities of a variety of individuals” instead of the conventional focus on the push and pull factors (i.e. factors driving individuals from and to a destination) between tourists and tourism destinations (Gale 2008, 2). Possibly as a consequence of the mobility turn, the world is also experiencing a ‘cosmopolitan turn’. According to Beck (2004, 144), cosmopolitan turn refers to an increasing amount of people living in two or more national spaces; there are more spaces, languages, traditions, uncertainties, and cultures to experience. Hence, there is a “continuous negotiation between ascribed realities – roles, traditional backgrounds and their expectations – and now cognitive and imaginative possibilities”. (Ibid., 144.)

Besides the cosmopolitan turn, also a ‘cultural turn’ is extensively relevant in the discussion of culture and studying abroad. The cultural turn in the social sciences imposes culture, the movement, and the interaction of people as the focus of research. From a broad perspective culture refers to “a total way of life of a people, encompassing language, dress, food, habits, music, housing styles, religion, family structures and, most

importantly, values". Culture also focuses on relationships between people and institutions within a society. From the perhaps simplest way of thinking, culture is everything that is not nature. (Mitchell 2000.) Culture is always present when individuals, for example mobile students, travel. Indeed, as Ooi (2002, 123) states, culture is part of the geographical destination when tourists choose where to travel.

In general, this thesis focuses on many sociological, cultural, and geographical factors that affect mobile students when they relocate to a new environment and experience its distinct cultural features. These factors are closely connected to one another and have potentially a vast impact on exchange students' self-image and identity. Two integral concepts related to studying abroad are important to bring to light: geographical consciousness and sense of place. In an individual's experiences of places, spaces, environments, landscapes, and networks, geography is continuously present, – both pleasant and unpleasant. The "spatial and temporal bonds between people and places" form the basis of 'geographical consciousness', i.e. the substance of individual's involvement in the world, the importance of which has been recognized by many geographers (e.g. Lowenthal 1961, Buttimer 1976, Billinge 1977, Tuan 1977). Interaction with the destination engenders a cognitive learning experience in the individual's geographical consciousness. Indeed, establishing a bond between "self" and "others" (hosts), as well as places, contributes to an individual's process of personal growth and development. (Li 2000.)

On a similar account, sense of place refers to the local structure of subjective feeling associated with an area, and it is one of the three core elements that define a place according to Agnew (1987). A sense of place emphasises the personal connection an individual has with a place, whereas the other two elements of place are more objective: locale refers to "the setting in which objective social relations are constituted", and location refers to "the geographical area encompassing the settings for social interaction as defined by social and economic processes operating at a wide scale". Moreover, a sense of place is not tied to a districted area; it can be 'projected' to a whole region or a nation. (Ibid., 28.) Ooi (2002, 125) supports this view by stating the geographical boundaries of a place are vague – it is not certain where the destination ends. Ooi (2002) also links the mediation of a sense of place to destination branding: case study examples of Copenhagen and Singapore demonstrate how an area's distinct characteristics can be used for example in storylines and advertisements in order to mediate and recentralise a sense of place for tourists.

A sense of place relates to one's perceptions of one's and others' positions in the world of one's lived environment, and how these perceptions affect everyday actions and interactions with places and people. A sense of place is not cognitively understood. Instead, it is internalised and embodied since early childhood. Therefore, a sense of place is a durable concept that is often taken for granted. However, it is open to changes throughout one's lifetime on the basis of new experiences which either reinforce or modify the sense of place. (Friedmann 2005, 316–317; Hillier & Rooksby 2005, 21–22.)

It can be argued that when an individual feels comfortable in the living environment in terms of cultural capital (manners, credentials, knowledge, skill), social capital (relationships, networks), and symbolic capital (aesthetic taste), it generates a feeling of security and belonging. Through a complex process of making sense of place and developing a feeling of belonging, one eventually identifies with an environment both as an individual and as part of a group. (Leach 2005.) Therefore, mediators can try to help another individual make sense of their new living environment in order to make the ‘foreignness’ or ‘strangeness’ turn slowly towards ‘familiarity’ (see e.g. Certeau 1984, 130; Cohen 1985, 15). In the process of producing a sense of “hereness”, the host community has a significant role. However, this is a challenging task since ‘belonging’ indicates the ability to give meaning to the environment by either collective or individual behaviour whereas identification with a place is perceived as a “mirroring between the subject and the environment over time” (Leach 2005, 301–307).

For exchange students the limited amount of time of their exchange studies poses an obstacle for developing bonds between people and places and forming a comprehensive sense of place. However, Friedmann (2005, 317–320) argues that it is possible to challenge and change the sense of place even at accelerated pace in modern metropolis because the influences on one’s habitus multiply in a large city. On this note, the more variety and exposure to different experiences exchange students come across, the better chances there are for exchange students to become familiar and connected with their new environment. While this chapter has described studying abroad from a broad perspective, the next chapters will go on to discuss the motivation and consequences of studying abroad, and the adjustment mobile students face during their studies abroad.

2.1.2 Motivations and consequences of studying abroad

Research shows that experience in other countries makes us more flexible, creative, and complex thinkers... You return with a photo album full of memories and a suitcase full of souvenirs, sure. But you may also come back from your time in another country with an ability to think more complexly and creatively – and you may be professionally more successful as a result.

(Murphy Paul 2014)

Studying abroad has a significant qualitative impact – not only on the mobile student alone but also on university life through daily interaction among foreign and local students. Indeed, the European Union supports student mobility thanks to its ability to improve the learning of languages, evolution of a collective ‘European identity’, and the

creation of a continuous network. Furthermore, studying abroad may offer an opportunity to obtain a competitive qualification as well as knowledge and skills that cannot be acquired from one's own home university. There are in fact students who study abroad only for this reason, but also students who wish to obtain a deeper personal value. (Byram 2008.)

Krzaklewska's (2008) research provides more information about what mobile students expect and hope to achieve from their studies abroad. She lists a number of Erasmus students' motivations for studying abroad, which she claims are crucial to understand, because they give insight into the expectations and decisions of students who study abroad, hence, enabling better coordination of targeted services for foreign students. These motivations, i.e. reasons, determinants, forces, and expectations, for studying abroad are illustrated in the following figure 1:

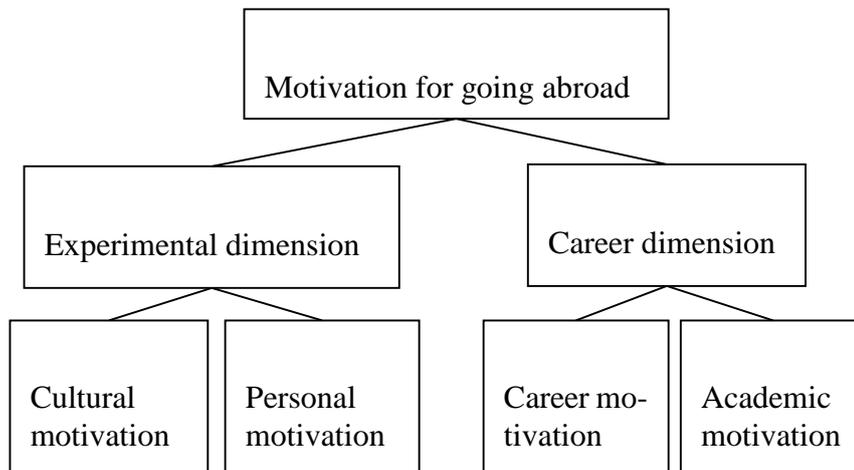


Figure 1 Erasmus students' motivations for going abroad (Krzaklewska 2008, 94)

The experimental dimension of the figure mirrors students' experiments and growing as a person, while the career dimension reflects how students must acquire competences in order to compete on the global market. The typical motivations in the former dimension are for example having fun, a break from the usual surroundings, gaining new experiences, learning about different cultures, an opportunity for self-development, 'living foreignness', and experiencing life in another country. In the career dimension, on the other hand, motivations include enhancing future employment prospects, hoping to obtain better grades after the studying abroad period, and improving academic knowledge. (Krzaklewska 2008, 93–95.)

Krzaklewska (2008, 94–95) points out that the two dimensions do not explicitly show the importance of linguistic motivation for studying abroad. Improving language skills is in fact one of the most plausible motivations for study abroad and is present in both the experimental and career dimension (Caudery, Petersen & Shaw 2008; Krzaklewska 2008). However, not all students wish to improve their language skills. Caudery et al.

(2008) actually identify three groups based on their motivation to learn languages: those who want to learn the local language (traditional experience), those who wish to improve their English (international community), and those who have no motivation in respect of language.

In general, there are several studies that support these motivations of studying abroad (e.g. Murphy-Lejeune 2002; Caudery et al. 2008; Paunescu 2008), and many of them indicate that the experimental dimension carries more weight, than the career dimension. For instance, Caudery and colleagues' (2008) research on the motivations of exchange students at Scandinavian universities suggests that students' primary motivations are more likely to be based on cultural and personal fulfilment reasons (e.g. love to travel, having fun, meeting new people, experiencing a new culture), and less based on academic learning, although a significant portion of business students, in specific, values career benefits as a reason for exchange programs.

Besides students' initial motivations for studying abroad, researchers have also focused on the actual benefits of studying abroad. According to Winkelman (1994, 122), a successful time in a new cultural environment has thorough potential to benefit an individual. One may develop a bicultural identity, an advanced self-concept, and consequently change on a personal level. A personal change can refer to three things: cognitive flexibility (acceptance and openness to new ideas, beliefs, and experiences), behavioural flexibility (the ability to change behaviour as required by the culture), and emotional changes (stimulation of new behaviours and expression of affective emotions and feelings expected in the culture). (Ibid., 122.) Similarly, Byram (2008) highlights personal benefits as he notes that mobile students may develop a 'critical cultural awareness', i.e. "the ability to make judgements about values, beliefs, and behaviours of others and of ourselves".

Of course, such strong speculations require scientific research. Particularly four studies are worthwhile to mention. Leung et al. (2008) were the first to empirically demonstrate that exposure and openness to multiple cultures enhances creativity. According to their research, the amount of multicultural experiences is positively related to both 'creative performance' (insight learning, remote association, and idea generation) and 'creativity-supporting cognitive processes' (retrieval of unconventional knowledge, recruitment of ideas from unfamiliar cultures for creative idea expansion) (Ibid.). Leung et al.'s (2008) causal link between studying abroad and improvement in creative thinking receives scientific support also from other authors. The study of Lee et al. (2012) compared students who have studied abroad, students who are planning to study abroad, and students who have not and do not plan to study abroad. The results of the study prove that students who studied abroad had more complex cognitive processes that underlie creative thinking in culture specific and domain general settings (Ibid.). Similarly, the study of Maddux, Adam and Galinsky (2010) suggests that foreign living experiences lead to cre-

ative enhancement. One aspect of the adaptation process, multicultural learning, is particularly important in increasing creativity because it facilitates idea flexibility (e.g. versatile problem solving skills), increases awareness of underlying connections and associations, and helps overcome functional fixedness (Ibid.).

Furthermore, the study of Maddux, Bivolaru, Hafenbrack, Tadmor and Galinsky (2014) on students enrolled in an international MBA program reveals that ‘multicultural engagement’ – the extent to which students adapted to and learned about new cultures – predicted a success in the career dimension. Indeed, students in this program had both an increase in their integrative complexity (i.e. the ability to make connections among disparate ideas after adopting an open and adaptive attitude toward foreign cultures), and an increase in the number of job offers they received after the program. Hence, the study suggests that students who have international experience or identify with more than one nationality tend to be better problem solvers and display more creativity, which creates more professional opportunities. (Ibid.) Therefore, based on research, the experimental and career motivations as well as personal and professional benefits for studying abroad seem to be inherently linked to one another.

2.1.3 Process of adaptation

Adaptation, acculturation, adjustment, assimilation, integration, re-socialisation, enculturation, and transculturation are just a few terms that are often used when referring to the process individuals go through in a new and unfamiliar culture (Kim 1988, 28). Throughout this thesis, adaptation, adjustment, and integration are being used when referring to the processes exchange students go through during their studies abroad. Kim (1988, 9) gives a broad definition of adaptation as “the internal transformation of an individual challenged by the new cultural environment in the direction of increasing fitness and compatibility in that environment”. Cross-cultural adaptation, as a more specific term, can be defined as “the entirety of the phenomenon of individuals who, upon relocating to an unfamiliar sociocultural environment, strive to establish and maintain a relatively stable, reciprocal, and fundamental relationship with the environment” (id. 2007, 126). Adjustment, however, is slightly more limited, referring primarily to a mental-emotional state of comfort. Lastly, integration is being used when referring to the development of social relationships in the host environment. (Id. 1988, 38.)

All individuals in a changing cultural environment share some common adaptation experiences, although the degree of intensity and extensiveness varies between individuals. Nevertheless, there is no universal consensus of the exact nature of the adaptation process. (Ibid., 6, 36.) As Kim (1988, 11) explains, cross-cultural adaptation can be

viewed from various perspectives and there is countless scientific research on this complex phenomenon. The most applicable approaches for the mediation of exchange experiences are individual-level approaches that focus on the psychological reactions and social integration of short-term sojourners living in a new environment.

A few of the most researched areas of adaptation are the stages of the process of cultural adjustment and cultural shock (e.g. Kim 1988). Adaptation can be a relatively long process that includes several stages. For example Oberg (1960) and Winkelman (1994) list four widely acknowledged sequential and cyclical stages:

- the honeymoon or tourist phase
- the crisis period or culture shock phase
- the adjustment, reorientation, and gradual recovery phase
- the adaptation, resolution, or acculturation phase.

Positive interest, excitement and fascination about the new culture are typical in the first phase where minor problems are overlooked and any anxiety or stress is interpreted positively. The opposite of the honeymoon phase is the second phase. Generally within a few weeks to a month the initial excitement turns to disappointment, frustration, impatience, tension, and negative experiences. Differences and problems start to be overwhelming and irritating and eventually one might experience a cultural (or culture) shock. (Winkelman 1994, 121–122.) Cultural shock is defined as “a multifaceted experience resulting from numerous stressors occurring in contact with a different culture” (Ibid., 121), or a reaction to “problems encountered in the dealings with host members” (Furnham & Bochner 1982, 172).

According to Winkelman (1994, 121–123), a cultural shock is caused by both cognitive overload and behavioural inadequacies, namely stress reactions, cognitive fatigue, role shock (loss of identity), and personal shock (changes in personal life). The length and intensity of the culture shock depends on a variety of factors: previous cross-cultural experience, social support networks, individual psychological characteristics, the degree of preparation, the duration of the travel, travel arrangements, and cultural differences between the foreigner and local residents (Oberg 1960; Furnham & Bochner 1982, 171; Winkelman 1994, 121; Carmichael 2005, 129; Krzaklewska & Skórska 2013). According to Taft (1977), typical reactions to cultural shock can be:

- ‘cultural fatigue’, manifested for example by irritability and insomnia
- a sense of loss arising from being uprooted from one’s familiar surroundings
- rejection by the individual of members of the new society, and
- a feeling of impotence from being unable to competently deal with an unfamiliar environment.

The most typical result of a culture shock is a feeling of lack of control, which may lead to both psychological and physiological reactions, such as depression, isolation, fatigue, stress, anger, and hostility. Cultural shock may also cause excessive emotionality

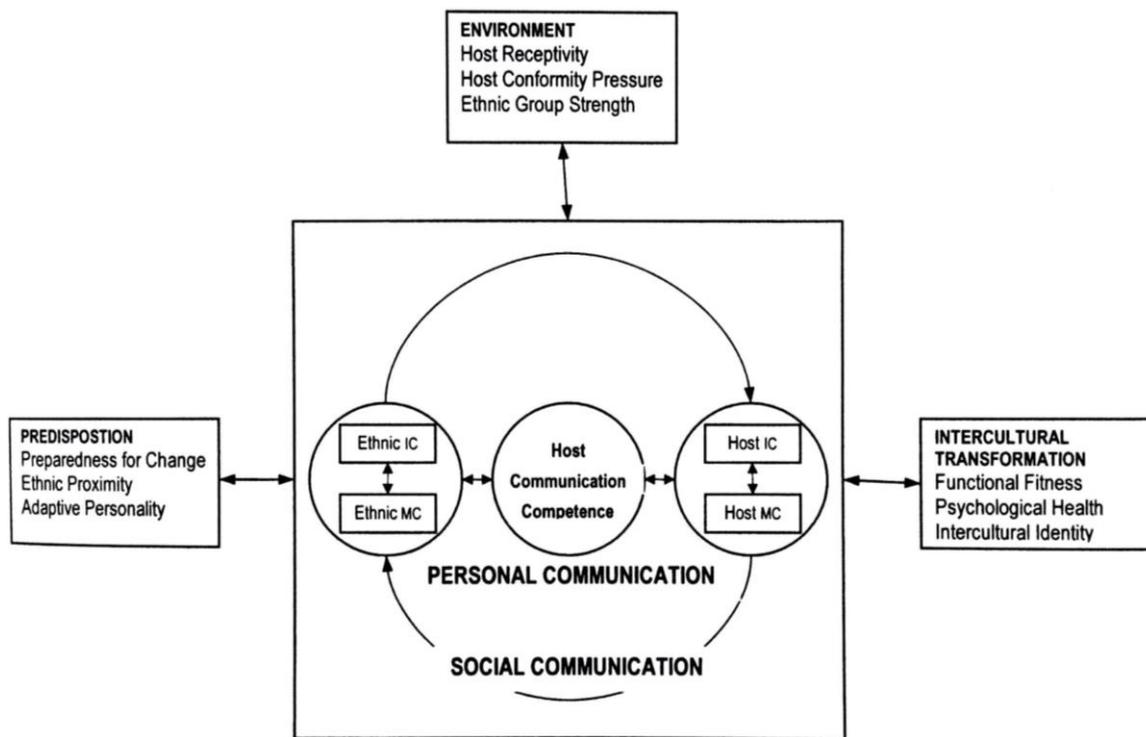
and paranoia, such as a feeling of being taken advantage of or cheated. At worst, one may find a number of reasons to go home, dislike, and criticize the local culture. (Winkelman 1994, 122.) According to the study of Krzaklewska and Skórska (2013), exchange students experience a culture shock in all of these three dimensions: the psychological, the socio-cultural, and the physical.

A culture shock tends to be viewed as a negative experience during an individual's adaptation process. Interestingly, Adler (1986) posits a contradicting view: a culture shock, in fact, contributes positively to the overall intercultural learning experience that can be defined as "a set of situations or circumstances involving intercultural communication in which the individual, as a result of the experiences, becomes aware of his own growth, learning, and change". Therefore, instead of being a 'a psychological illness', a culture shock can lead to a high degree of self-awareness and personal growth, making it the very heart of the overall adaptation process. (Ibid.) A similar view is Kim's (1988; 2007) concept of a stress-adaptation-growth process in which handling stress, i.e. "the internal resistance of the human organism against its own cultural evolution", is a vital part of an individual's dynamic psychological movement towards successfully meeting the demands of the host environment.

Indeed, after the crisis period, negative attitudes change to positive and one learns to accept and slowly adjust to the culture in the third phase. Finally, only when achieving the last phase, one starts to feel at home, become involved in activities, and truly enjoy the local customs. Reaching these stages varies between individuals depending on one's objectives. (Winkelman 1994, 122.) As Kim (1988, 163) points out, everyone adapts but at a different rate. Full assimilation is extremely difficult whereas substantial cultural adaptation and personal change is common (Winkelman 1994, 122). Individuals, especially exchange students, have also the liberty to choose themselves how deeply they wish to adapt to their new environment, have contact with natives, participate in local life, and learn the local language (Murphy-Lejeune 2008, 25). For instance, one might adjust without adaptation, live in isolation, and avoid cultural learning. However, all individuals must adopt to at least those aspects of the host culture that are critical for their survival and adequate social performance. Even if an individual never feels completely adequate or has full control, he or she should learn to effectively manage the changed circumstances so that the daily life is not seriously impaired by 'foreignness'. (Kim 1988, 7, 29–30.) Moreover, if one desires to function effectively, it is necessary to develop problem-solving skills, understand and accept the cultural differences, appreciate the new cultural environment and respond to culture shock constructively (Winkelman 1994, 122). In time, individuals will become increasingly proficient in managing their daily life (Kim 1988, 171).

However, not everyone is equally successful in making cross-cultural transitions. For a long time, researchers have been curious about key factors that influence the adaptation

process and make some individuals more successful or efficient than others. (Kim 1988; 2007.) One broadly acknowledged theory that addresses these issues is Kim's integrative communication theory. As the name implies, communication is seen as the core of effective cross-cultural adaptation. Figure 2 presents Kim's structural communication model that identifies the key macro- and micro-level factors that either facilitate or impede the overall cross-cultural adaptation process. The broad model applies to both long- and short-term adaptation of individuals (e.g. both long- and short-term exchange students). (Id. 2007.)



Note: IC = Interpersonal communication. MC = mass communication

Figure 2 A communication model: factors influencing cross-cultural adaptation
(Kim 1988, 79; 2007, 145)

The model presents cross-cultural learning as a dynamic, dialectic process, where both learning of new cultural elements and unlearning of old cultural elements occur and lead to psychological growth. (Kim 1988; 2007.) In the heart of successful adaptation is personal communication and host 'communication competence', i.e. "the capacity of strangers to appropriately and efficiently receive and process information and to design and execute mental plans in initiating or responding to messages" (id. 2007, 133). Together with personal communication, host community competence serves as the engine that facilitates an individual's adaptation process. Host communication competence is di-

rectly and reciprocally linked to the activities of host social communication (local community) and ethnic social communication (fellow co-ethnics) through which individuals participate in the interpersonal communication (IC) and mass communication (MC) activities. On the one hand, interpersonal communication supports strangers gaining knowledge of the local people, which helps them to adapt their own behaviour. On the other hand, host mass communication exposes the strangers to the larger source of cultural and language information, for example through media, radio, and television. Interacting with the personal and social communication are the individual's personal qualities (pre-disposition) and the conditions of the host environment, which dictate to what degree the two parties are open to each other. All together these factors contribute to the levels of intercultural transformation: psychological health, functional fitness (i.e. congruence and compatibility between the strangers' internal conditions and the conditions of the host environment), and the emergence of an intercultural identity. (Id. 1988; 2007.)

As in Kim's model, also Winkelman (1994) and Oberg (1960) suggest that the host community and the foreigners should interact in order to facilitate the adaptation process. In fact, Winkelman (1994, 123–125) proposes that individuals can help other individuals in their adaptation process – like tutors do for incoming exchange students. Winkelman (1994) argues that especially helping foreign students manage their cultural shock experiences is fundamental to their success. Individuals, counsellors, or trainers can assist in this process in order to promote more effective management and resolution of cultural shock. First, they must stabilize the individual and then facilitate his or her adjustment to a stable adaptation through cultural learning. The key in this process is to integrate new attitudes and cognitive information into behavioural transformations. This can be done by fostering awareness of culture shock, acquiring new skills, developing knowledge of the local culture, and accepting personal change. (Ibid., 121–123.) Krzaklewska and Skórska's (2013) study reveals that for exchange students, in specific, this type of process is important; an easy and regular access to current information, with an emphasis on practical instructions, in contrast to stating mainly facts, is the most useful in relieving the culture shock of exchange students.

Winkelman (1994, 123–125) proposes a series of steps where other individuals can further the success of one's adaptation process without requiring individuals to renounce their identity, values, or culture. Following these steps, tutors can help exchange students in a number of ways. First, during 'pre-departure preparation', tutors can assess exchange students' ability to adapt to a new culture, prepare them for problems, recognize the likely occurrence of a culture shock, and train for cross-cultural adjustment while ensuring a positive attitude. Second, tutors can aid with 'transition adjustments': managing fundamental transition resources. These resources include physical well-being necessities such

as food, housing, and transportation, as well as cultural issues such as boosting self-confidence and reducing stress through developing realistic expectations, tolerance, and general understanding of the adaptation process. (Winkelman 1994, 123–125.)

While the first two steps are concerned with practical issues and sharing information, the last three steps deal with building a social network and developing cultural knowledge. As the third step, tutors can help with gaining ‘personal and social relations’ that provide positive interpersonal relations for self-esteem and for meeting personal and emotional needs. Social support network should be built of both close ties (family and friends) and weak ties (secondary relationships) with fellow nationals, internationals, locals, and organisations (e.g. clubs, sports teams, social groups). Fourth, tutors can help with understanding cultural and social interaction rules, including both verbal language skills and typical non-verbal communication patterns and norms of the host culture. Fifth, and finally, tutors can boost conflict resolution and intercultural effectiveness skills of the exchange students. They should accept that they are more than likely to face cultural problems, have tolerance of ambiguity, understand conflicts from both cultures’ point of view, and seek actively solutions for them. (Winkelman 1994, 123–125.)

Besides Winkelman (1994) and Oberg (1960), also Kim (1988) emphasise the importance of social interaction and understanding of the host culture in the process of adaptation. Kim’s model especially emphasises how the varying levels of integration within a culture directly impact the individual's experience in the new environment. Another study that supports the importance of social interaction is Klineberg and Hull’s (1979) 11-country study of university exchange students. The study revealed that besides prior foreign experiences, social interaction with local population was the most important factor with regard to adjusting. However, recent studies emphasize the fact that despite its importance, exchange students typically fail at bonding with the host community.

In fact, according to Tsoukalas (2008) Erasmus students live a ‘double life’; they have very strong bonds between other Erasmus students but weaker ties with the local population. Exchange students form a solidary and cohesive community immediately upon arrival because they are called by the same name (Erasmus or exchange student), they are grouped together by administrative measures, and often placed in the same living quarters with distinct segregation between locals and exchange students. Consequently, this exchange student community quickly develops into a comprehensive network of mutual information sharing, practical assistance, and emotional support, which is most visible in cases of need and crisis. (Tsoukalas 2008.)

Kim (1988, 48) speculates that behind the strong feeling of fellowship and in-group loyalty is individuals’ shared cultural identity – the internalised value systems, attitudes, beliefs, and communication patterns of one’s own culture. It generates a ‘we-feeling’ and belonging to a group who possess a similar cultural identity (Ibid., 48). Although exchange students rarely come from similar cultures, they can still relate to one another

better than to the local population. Indeed, Tsoukalas (2008) states that the local population remains separated from the close community of exchange students because they represent an inclusive social category, imagined 'others', with whom the exchange students often have a weak sense of social cohesion and solidarity, and few common goals. The local students are clearly marked with the stamp of ordinariness and triviality, and they have a long list of routines, habits, and loyalties. Therefore, their work and leisure life does not typically exhibit the novelty and intensity of the exchange students. As a result, exchange students do not usually manage to get in significant contact with the local population, even less to integrate or assimilate with it. (Tsoukalas 2008.) Winkelman (1994, 124) also points out that due to the different nature of social relations, foreigners' expectations and wants are difficult to meet. For instance, Americans tend to form more superficial friendships, which may cause disappointments for immigrants who are used to closer relationships. (Ibid., 124.) These difficulties with forming relationships only further add to the motivation to maintain a distance from the locals and remain within the confines of the international exchange community.

In addition to cultural and personal differences, Caudery et al. (2008) emphasize the difficulty of exchange students entering the local language community. Language is in the heart of the tourist experience because through language people understand social realities and how they are organized (Thurlow & Jaworski 2010, 10). It is also a significant factor of the exchange experience. However, Caudery et al. (2008) maintain that English is fast becoming the lingua franca norm. In fact, they claim that if English is the language of educational instruction, it is likely to be also the students' language of social interaction, not only with non-locals but also in increasing amount with locals. For instance, in Scandinavia, it is likely that exchange students use English when they handle their everyday errands, such as going to a grocery store. Hence, during their exchange experience they become more assimilated to an international culture rather than the local culture, although there are many exceptions. As a result, exchange students may well be exposed to a culture that is not exactly what they expected. (Ibid.)

Caudery et al. (2008) further discuss the international lingua franca community at Scandinavian universities. Scandinavia as a term refers to Sweden, Norway, and Denmark, frequently in casual parlance also to Finland. According to Caudery et al. (2008) the most realistic manifestation of 'internationalization at home' at Scandinavian universities is the presence of the international lingua franca community, whereas the use of the local language is supported in lesser amounts in the interaction between the local students and exchange students. On the one hand, exchange students communicate more with native speakers of their own mother tongue and with other international students than with native speakers of the local language. On the other hand, the local students on their behalf are more likely to enter the international community instead of inducting the exchange students into their own community. Caudery et al. (2008, 124) also imply that the lack of

interest in learning the local language may explain why students are declined to break out of the 'English lingua franca bubble' where the majority of exchange students live. (Ibid., 124–127.)

One might assume that this failed contact with the host community and lack of intercultural learning could be compensated by the internal interaction of the diverse community of exchange students, but this is not the case for a number of reasons, as Tsoukalas (2008) argues. First, the exchanges between exchange students are not deep and rich enough. Second, to familiarize oneself with another culture he or she should visit the country of origin or at least access a large expatriate community. Third, exchange students may have poor language skills, which complicates functional communication. Finally, intercultural learning is difficult, as it demands focused effort. Exchange students spend most of their time doing the exact opposite, for instance socializing, partying, and traveling. In fact, when the students interact in an international milieu using the lingua franca of English along with standardized interactional and communicative schemes, they do not utilize skills in intercultural learning. (Tsoukalas 2008.) Similarly, Caudery et al. (2008, 124) state that by communicating with locals and non-locals in the lingua franca, students become more assimilated in the international community and subsequently adapt their linguistic communication to avoid communication difficulties. Thus, they do not learn as extensively from communication misunderstandings or cultural differences. Tsoukalas (2008) concludes that the intercultural learning is in the end very limited, passive, and ultimately of quite low quality.

However, in contrast to the arguments of Tsoukalas's (2008) and Caudery et al. (2008), Kim (1988, 6) states that foreign students, among other short-term sojourners, can reduce their cultural adaptation to the bare minimum, confine their social interaction to fellow students from their home country, and still fulfil their role efficiently. Winkelman (1994, 124) further asserts that it is entirely acceptable and normal for any individuals in a new cultural environment to speak their own language, eat the foods of their own culture, interact with home nationals, and be in close contact with friends and relatives back home. In fact, these maintenance behaviours (i.e. activities that reinforce one's cultural sense of identity and sense of well-being) and reparative behaviours (i.e. activities that help to re-establish aspects of one's self that are being lost) are beneficial to the overall adaptation process. This is because these activities help in managing stress and maintaining one's personal well-being and a sense of stability in the new cultural setting. Hence, international students can efficiently manage their cultural shock by making only minor changes in their personality or pre-existing lifestyle. (Ibid., 123–124.) Nevertheless, Winkelman (1994, 124) admits that these activities may also be ways of resisting the changes necessary for adaptation to the new culture.

In this chapter, communication has been repeatedly highlighted as an important factor in the process of adaptation. Kim (1988, 49) explains especially how communication

competence “is the foundation for mediating environmental conditions with the adaptation of an individual, and thereby enabling the individual to manage given situations with fidelity”. Without proper communication skills, it is nearly impossible for the exchange students to have a positive exchange experience, or the tutors to act as effective mediators. The next chapter will examine some different aspects of cross-cultural communication that are relevant during studying abroad.

2.1.4 Cross-cultural communication and interaction

Communication is at the very heart of all human learning. It stands for all relevant aspects necessary for coming in terms with the surrounding environment: speaking, listening, reading, interpreting, and understanding both verbal and non-verbal messages. Once acquired, communicative abilities serve as instrumental, interpretive, and expressive means that are crucial in adaptation, bonding with other individuals, forming groups and cultural identity. (Kim 1988; 2007.) Therefore, communication is also the key to fluent interaction between tutors and exchange students and effective tutoring. This chapter focuses on a variety of factors related to mediating exchange experiences in both interpersonal (between two or more people) and intercultural (between people of different cultures) communication.

A large number of researchers agree that personal communication skills and patterns determine the success of cross-cultural interaction. According to Winkelman (1994, 125), the primary dimensions of intercultural effectiveness include the abilities to deal with psychological stress, communicate effectively, establish interpersonal relationships, deal with different social systems, and understand and adjust to another culture. Therefore, intercultural effectiveness is based on understanding and behavioural adaptation (Ibid., 121). Kim (1988; 2007) supports this view by arguing that adaptation is successful only when individuals’ personal communication systems sufficiently overlap with those of the natives. Moreover, Ruben (1986) identifies seven dimensions of intercultural competence that are essential for effective cross-cultural communication and adapting to another culture. These dimensions are the capacities (1) to be flexible, (2) to be non-judgmental, (3) acquire tolerance for ambiguity, (4) to communicate respect, (5) to personalise one’s knowledge and perceptions, (6) to display empathy, and (7) for turn taking.

Another similar concept, host communication competence, was presented previously in figure 2 as part of the communication model. The three key elements of host communication competence are now further outlined in the following figure 3.

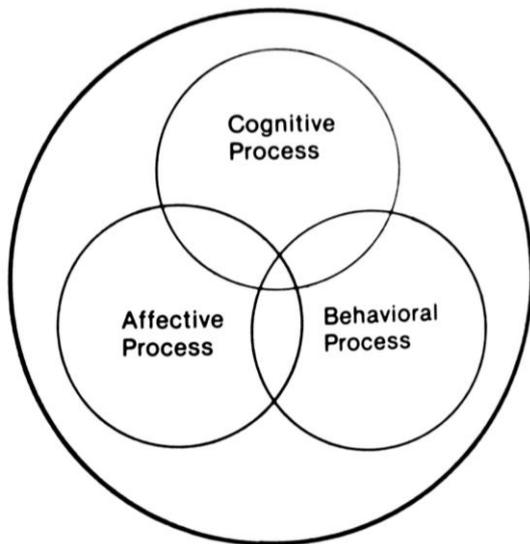


Figure 3 Three interrelated elements of host communication competence (Kim 1988, 87)

The host communication competence, which tutors arguably use during tutoring, consists of cognitive competence, affective competence, and operational competence. The cognitive competence stands for knowledge of the host culture and language (e.g. history, institutions, worldviews, beliefs, mores, norms). Affective competence refers to motivation, openness to learning, and willingness to participate in natives' experiences. The third element, operational competence refers to "behavioural ability to enact and express cognitive and affective experiences outwardly with a suitable combination of verbal and non-verbal behaviours". (Kim 1988, 87–104; 2007, 133–134.)

2.2 The role of student tutors in mediating exchange experiences

2.2.1 Tutor system at the University of Turku

One important source of internationalisation at the University of Turku is the international tutor system that has operated at the University of Turku for several decades. According to the personnel at the international office, the tutor system was initiated in small scale approximately 25 years ago when the first exchange students arrived at the University of Turku. In the beginning, the personnel at the international office helped arriving exchange students themselves but as the number of incoming exchange students increased the responsibility was shifted to volunteer Finnish university students who were interested in foreign cultures and languages. The international office remained in charge of coordinat-

ing the tutor system and offering Finnish students at the University of Turku an opportunity to help and guide exchange students with practical matters during their exchange at the University of Turku.

Nowadays there are around 50–100 international tutors every term and they are recruited, trained, and rewarded by the university. The reward consists of 30 euros per tutored exchange student and two ECTS credits. Each tutor guides typically 3–5 exchange students per term. (University of Turku c.) The most important tasks of the tutor are listed in table 1:

Table 1 Tutors' tasks (University of Turku c)

Prior to arrival	Contacting the exchange student Answering questions Reminding of necessary arrangements and applications Collecting the apartment key and a starting package in advance if needed
At arrival	Greeting the exchange student and leading the student to his or her apartment
First weeks of the term	Familiarising the student with surroundings: giving a tour at the campus and city centre Helping with governmental policy issues, insurance, opening a bank account, signing the lease agreement, advising how to use public transportation, changing address, and collecting a SIM card Helping with adjusting to the university and student life: applying for a student card, registering at the university, collecting IT used codes and attending the orientation
Throughout the term	Introducing Finnish culture and traditions, student life, academic customs, and services Acting as a contact person whenever needed

As can be seen from the table, most of the work is concentrated to the first weeks when the exchange students first arrive in Finland, aiming to facilitate the students' adjustment to the new environment. Two things related to tutor's tasks are important to point out. First of all, tutors are not responsible or trained to help the exchange students with academic issues. Therefore, they are not peer counsellors, although they have some similar roles to tutors, for instance supporting new students, creating a good atmosphere, making students familiar with premises, services, and rules, giving advice and communicating with relevant parties (see e.g. Goodlad & Hirst 1989). In general the word tutor is slightly misleading. A better term could be a mate or a buddy. Actually the so-called Buddy Network operates in a few European countries and the word buddy is used to describe a person with similar voluntary tasks related to helping exchange students with practical issues. In Finland, though, the tutor system is commonly more comprehensively designed and coordinated for both exchange students and Finnish tutors than in many other European countries. Second, tutors' tasks are voluntary: tutors are not obligated to follow a

strict code of conduct. However, in order to receive the reward, tutors are expected to help exchange students at least with the basics.

When tutors fulfil their role successfully and facilitate exchange students in all aspects listed in table 1, exchange students are in general presumed to have better chances to adjust to the new environment, move past the language barrier and culture chock, have contact with Finnish students, and receive local knowledge on how to handle practical issues that might otherwise seem overwhelming. Therefore, tutors are in their own way mediators; individuals who can actively attempt to influence other individuals' experience (Jennings & Weiler 2005, 58). Since mediation is a term used typically in tourism literature, the next chapter will describe the close connection between exchange students and other traveller types.

2.2.2 Exchange students as partial tourists

Although exchange students have a unique nature, there are many similarities between exchange students and other travellers, tourists, and visitors. Definitions of these traveller types are gathered in the following table 2.

Table 2 Definitions of common traveller types according to different sources

Traveller	Someone who moves between different geographic locations for any purpose and any duration (UNWTO 2010, 9).
Visitor	A traveller taking a trip to a main destination outside his/her usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in the country or place visited (UNWTO 2010, 10).
Tourist	A visitor (domestic, inbound or outbound) whose trip includes an overnight stay, or as a same-day visitor (or excursionist) otherwise (UNWTO 2010, 10). Furthermore, a tourist is a voluntary, temporary traveller, travelling in the expectation of pleasure from the novelty and change experienced on a relatively long and non-recurrent round-trip (Cohen 1974, 533).
Partial tourist	A tourist who is not travelling only for novelty and change; travel may also contain varying degrees and forms of both non-instrumental (e.g. pleasure, recreation, culture) and instrumental (e.g. economic, political, religious) purposes (Cohen 1974, 532, 541).
Expatriate	Members of the free professions who live abroad by choice for indeterminate periods but do not sever their ties with their country of origin (Cohen 1974, 537–538).
Settler	A long-term resident living in another culture more or less permanently, e.g. immigrants and refugees (Kim 1988, 19, 36).
Sojourner	Individuals living in another culture on a short-term basis, e.g. overseas employees and international students (Kim 1988, 19).
International (or internationally mobile) student	Student who has crossed a national or territorial border for the purpose of education and is now enrolled outside his or her country of origin (UNESCO 2009, 250).

As can be seen from the table, these traveller types share many qualities. Indeed, as Cohen (1974, 547) states, the boundaries between the traveller roles are vague; there exists many intermediate categories. Perhaps the broadest term used in literature is a ‘stranger’ which incorporates existing terms such as immigrants and sojourners (Kim 2007, 146). An exchange students is similarly linked to many categories. Krzaklewska (2008, 84) for example points out how exchange students can be classified as ‘proactive immigrants’ based on migration studies; they have a large amount of freedom in contrast to ‘reactive immigrants’ who are usually driven by external factors. A key specification in this thesis is, however, the connection between exchange students and tourists.

Mobility, in general, is inherently related to tourism (c.f. Hall 2005a; 2005b; Gale 2008), i.e. “a social, cultural and economic phenomenon related to the movement of people to places outside their usual place of residence” (UNWTO 2010, 1). The relationship between temporary mobility and tourism is illustrated in figure 4, where forms of temporary mobility are described in terms of time, number of trips and distance (space) from the origin point (Hall 2005b, 23).

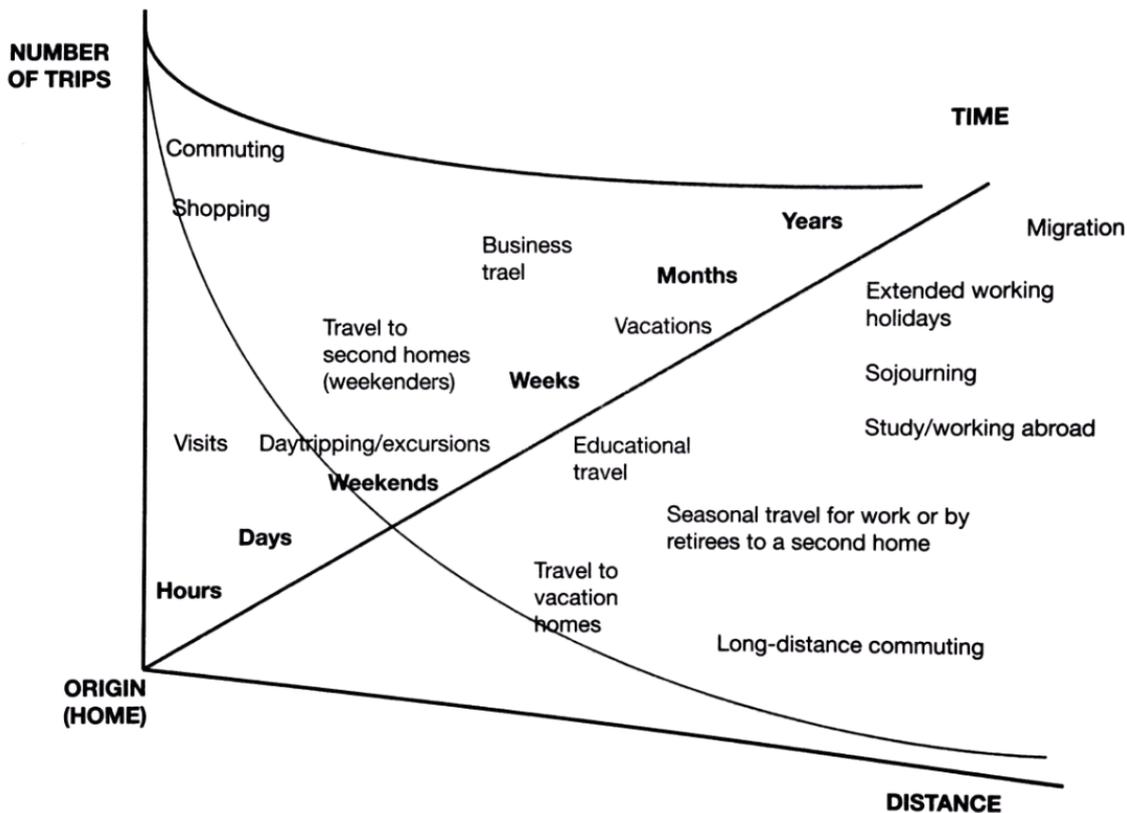


Figure 4 Extent of temporary mobility in space and time (Hall 2005b, 23)

As can be seen in the figure, studying abroad is a form of mobility close to vacations, educational travel, and migration. In all these forms of mobility, leisure is an important motivating factor for travelling and the change of residence is not permanent (Hall 2005a, 226–227; 2005b, 23). Moreover, Cohen (1974) notes that tourism fundamentally “connotes a change from routine, something different, strange, unusual or novel, an experience not commonly present in the daily life of the traveller”. These factors – leisure as a motivation, temporary nature, and a change from the normal daily life – are exactly what exemplify studying abroad. Therefore, studying abroad is a form of mobility that can be theorised by tourism concepts. In fact, Hall (2005a; 2005b) supports Cohen’s (1974) specification of exchange students as ‘partial tourists’. Education and broadening of personality – both instrumental and non-instrumental purposes – were actually main motivations for tourism already during the classical Grand Tour, and in more modern times especially short-time students often use their study grants as an opportunity for travel (Cohen 1974, 542).

After comparing exchange students to partial tourists, and before continuing to present a few central models used in the tourism literature, it is critical to remind that exchange students have very exceptional features, which are important to take into consideration when examining the models used traditionally in tourism literature. Murphy-Lejeune (2008, 25) summarizes key clarifications of mobile students:

- They are more aware of intercultural communication.
- They have more freedom in their travel decisions.
- Their ‘in-between position’ is only temporary, which leads to a less dramatic experience in comparison to other travellers’ experiences.
- They will not become seriously attached to or detached from their home culture during their temporary time abroad.
- The effects of any experienced difficulties tend to be more superficial rather than profound.

While keeping these in mind, the following chapter will introduce several models that provide illustrative examples of some the key influences on experiences.

2.2.3 Influences on experiences

There are many factors that influence people’s subjective interpretation of their experience, although it is never straightforward to determine how an experience is formed. In the most basic sense, experience refers to a process, outcome, product or package (Jennings & Weiler 2005, 59). Experiences are subjective, (e.g. Urry 2002), dynamic, and they fluctuate over the course of engagement (e.g. Hull, Stewart & Yi 1992). Moreover, they are complex processes that involve various parties and evolve over time (Andereck, Bricker, Kerstetter & Nickerson 2005, 82). Next, a number of distinct theoretical models of experiences are introduced to provide a diverse point of view on different factors influencing experiences, especially tourism experiences. Tourism experience is not merely a commercial activity (Li 2000, 877), but a diverse quest for pleasure that cannot be found within one’s own life-space, and therefore makes travelling worthwhile (Cohen 1979, 182).

To start the discussion of models for experiences, Nickerson (2005) has formed a model of three segments that affect quality tourism experiences. Here, quality can be seen as a subjective conception of value and worth, excellence, and meeting expectations (Ibid.). All three segments, traveller, product and local population, influence and interact with each other, which is presented in figure 5.

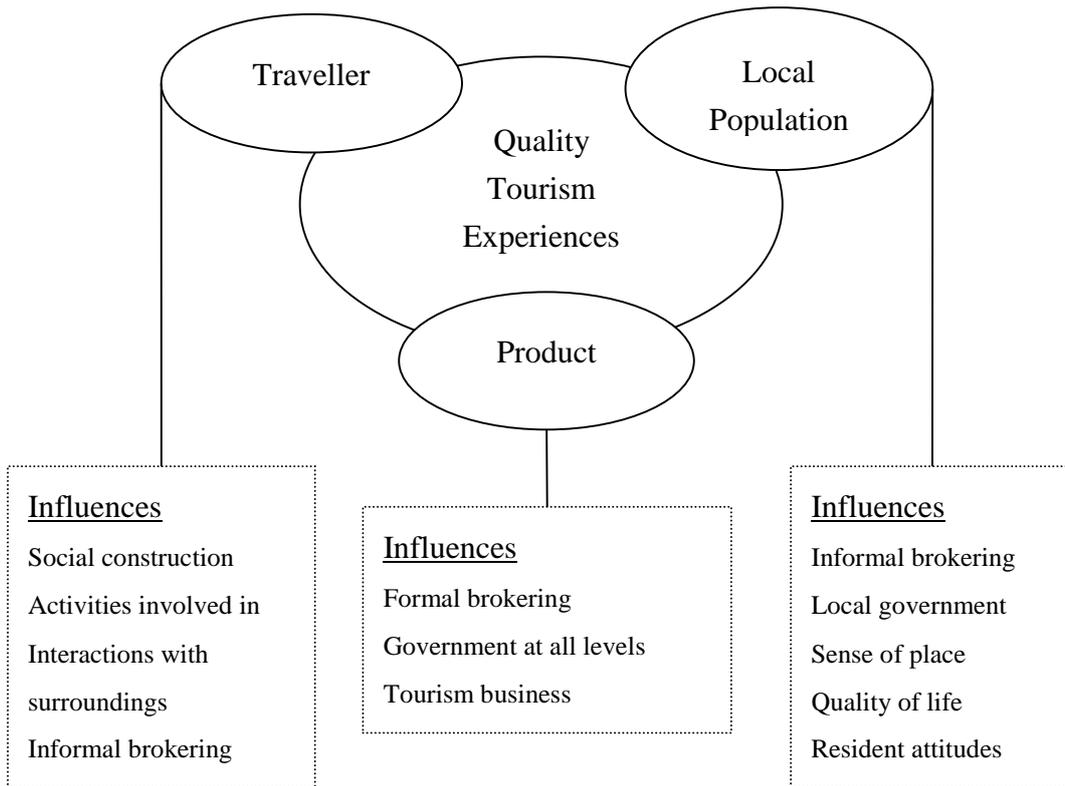


Figure 5 Various influences on quality tourism experiences (modified from Nickerson 2005, 228)

The figure does not feature all possible influences on experiences. Instead, it provides a simple illustration of the three segments that affect the quality of the tourism experience (Nickerson 2005, 227–229). Especially brokering, either formal or informal, is present in all three segments. Although Nickerson (2005) uses the diagram to describe tourism experiences, it can also explain the construction of exchange experiences. Exchange students can be seen as travellers and respectively exchange studying as a product. Finns on the other hand represent the local population.

In the first segment, Nickerson (2005) describes how the traveller comes to the destination with a variety of influences; the media, expectations, product image, knowledge and previous travel experience all affect traveller's social construction. Also interaction with the environment, services and other travellers, both inside and outside the travel group, influence the traveller. Activities, in specific, are usually thought as highlights of a travel experience. (Ibid., 229–230.) Further studies (e.g. Li 2000; Urry 2002; Andereck et al. 2005; Paunescu 2008) provide support that especially activities, events, social and environmental aspects are indeed in the core of the tourist's experience. Urry (2002), for example, emphasizes the importance of social activities and cultural encounters in the construction of the tourist gaze – arguably similar to the exchange student's perspective. Both Paunescu's (2008) and Jackson, White, and Schmierer's (1996) studies similarly

emphasise that students value intercultural interactions and external factors such as beautiful scenery and appealing attractions. Andereck et al. (2005, 87) further note that social aspects of the experience are commonly viewed as highlights, and therefore they contribute to the overall experience; it is extremely rare that active social interaction is perceived as a negative experience. However, poor social life or social climate tends to be a major cause of dissatisfaction, as Paunescu's (2008) study reveals.

Exchange students as travellers are influenced by similar factors in the first segment of figure 5. Depending on the amount of previous travel experience and information they have about their new habitat and educational institution, they might have very different ideas of what to expect from their exchange. During their exchange their experience is also shaped by interactions with other exchange students as well as the type of activities they participate in during their exchange. Hence, the mediation of exchange experience is informal in the traveller segment.

In the second segment of the figure 5, the so called product segment includes formal mediation and businesses. The segment also refers to political-economic perspective at local, regional, and national level. Formal brokers are for example tour guides, travel agents, marketing organisations and business personnel whereas tourism businesses include transportation, accommodation, food service, retail, and attractions. (Nickerson 2005, 230–232.) Exchange students also need certain services during their exchange: they must have accommodation, use public transportation, and visit retail stores and attractions. They might also use the services of local travel agencies. However, the most essential parts of exchange studying are the governmental issues and university's amenities. Exchange students must be legally allowed to enter the country and live in their residence as students. Moreover, the university must provide the students with all the necessary elements of studying, for instance access to campus, course material, and possibility to transfer credits to one's home university.

Like the first segment of the figure 5, the third segment, local population, includes also influences of informal brokering. However, instead of other travellers, the mediators are family members, friends, and residents of the area. Overall quality of life and resident attitudes are also important influences of the tourism experience. This segment also refers to local government in terms of sustainability, sense of place, attachment to place, heritage, environment, and social connection. (Nickerson 2005, 232–233.) The significance of these factors is supported especially by Jackson et al. (1996). They maintain that tourists tend to refer to their experience more positively when they can reflect on the culture and heritage of an area and interact with the local residents. On the other hand, bad service or negative encounters with the host community are likely to lead to a negative experience. (Ibid.). In the case of exchange studying at the University of Turku, local population refers to not only Finns but also other residents of the area. Unlike travellers though, exchange students are also temporary residents of the area and might see each other as

part of the third segment in Nickerson's (2005) diagram. Therefore, both exchange students and Finns, including tutors, are informal mediators of the exchange experience.

While Nickerson's (2005) model is based on the influences on tourism experiences, Pine and Gilmore (1999) examine experiences from a managerial point of view in their concept of experience economy, where services are staged and goods used as props in order to create memorable experiences for customers. Pine and Gilmore (1999, 3, 5–15) state that the key to staging a memorable experience is to engage and connect with customers in a personal way, which is also the differentiation between a common service and an experience. Although their concept has strong ties to the business field, it is also related to many other fields. Mehmetoglu and Engen (2011) argue that the concept should be studied more intensively especially in the field of tourism where experiences are vital for travellers and it is therefore crucial to understand how travellers see products and attractions. Pine and Gilmore's (1999) concept of an experience may be linked to tutoring as well; tutors are in their own way representatives of the university who interact with exchange students and build relationships with them. While a company can build a stage around the product in order to generate better experiences, tutoring can be organised and coordinated efficiently in order to provide better support for the exchange students, thus improving the overall exchange experience. Following this logic, tutoring can be linked to Pine and Gilmore's (1999) concept of a four-dimensional experience that is presented in figure 6.

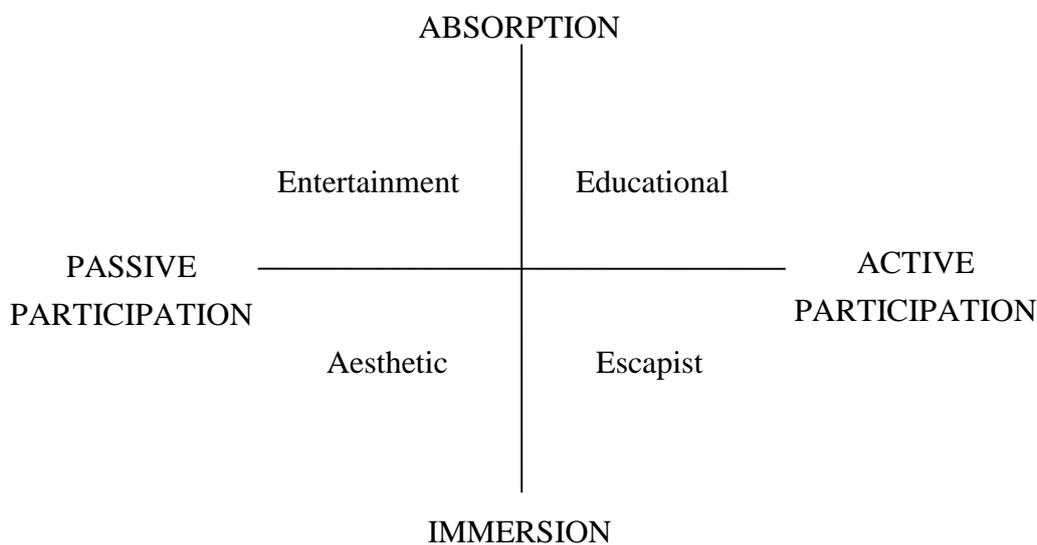


Figure 6 Four dimensions of an experience (Pine and Gilmore 1999, 30)

As the figure shows, on the horizontal axis an experience depends on the individual's participation, and on the vertical axis it depends on the individual's connection with the event: participation can be either mental (absorption) or physical (immersion). On the one

hand, in the case of absorption, an example of an entertaining experience is watching television (passive), whereas an educational experience occurs while learning a skill or gaining new knowledge, for instance on a skiing trip (active). On the other hand, when the participant is immersed in the action an example of an escapist experience is playing at a casino whereas visiting a museum or admiring scenery leads to an aesthetic experience. An educational experience is therefore about learning, an escapist experience about doing, an entertaining experience about sensing, and aesthetic experience about being present. (Pine and Gilmore 1999.) When all four sectors are included in an experience, it leads to the most holistic experience (Ibid.), although Mehmetoglu and Engen's (2011) study suggests that there is vast inconsistency in the way the dimensions affect experiences in different contexts.

Tutoring in its basic function is meant to help exchange students with practical matters, but as this research will later on reveal, it goes far beyond that in the best circumstances. Therefore, similar to Pine and Gilmore's (1999) model, exchange students would gain the most comprehensive experience when more than one dimension is present in tutoring. By following Mehmetoglu and Engen's (2011) operationalization of the four dimensions, exchange students can be seen as participating in the experience passively when tutors are physically taking them to places that are attractive and strengthen the overall experience (aesthetic) or showing in an enjoyable way how matters are done (entertainment). On the other hand, participation is active when tutors try to involve the exchange students in the experience by, for instance, allowing them to partake in an interesting event, forgetting about time, and getting carried away (escapist), or teaching them a new skill and sharing knowledge (educational). Especially the educational dimension is in the very heart of an exchange experience. Besides the purpose of academic development, education is a vital part of travelling and tourism. Li (2000), for instance, emphasizes learning and gathering knowledge from the host population as a path to personal growth and bond with destinations.

While Pine and Gilmore's model has received a large amount of recognition (e.g. Mehmetoglu & Engen 2011), Tarssanen and Kylänen's (2009) descriptive model 'the experience pyramid' for meaningful experiences, i.e. experiences that are both positive and unforgettable, has not been as widely acknowledged. Li (2000, 866) for instance agrees that experiences are meaningfully ordered, but he raises doubts in the capability to describe the structure and order of experiences in a simple way. Moreover, the experience pyramid was designed principally in the context of tourism development in Lapland, Finland. Nevertheless, the model may provide valuable insights in how experiences in other contexts are formed as well. Tarssanen and Kylänen's (2009) experience pyramid looks at meaningful experiences from two perspectives that are illustrated in figure 7.

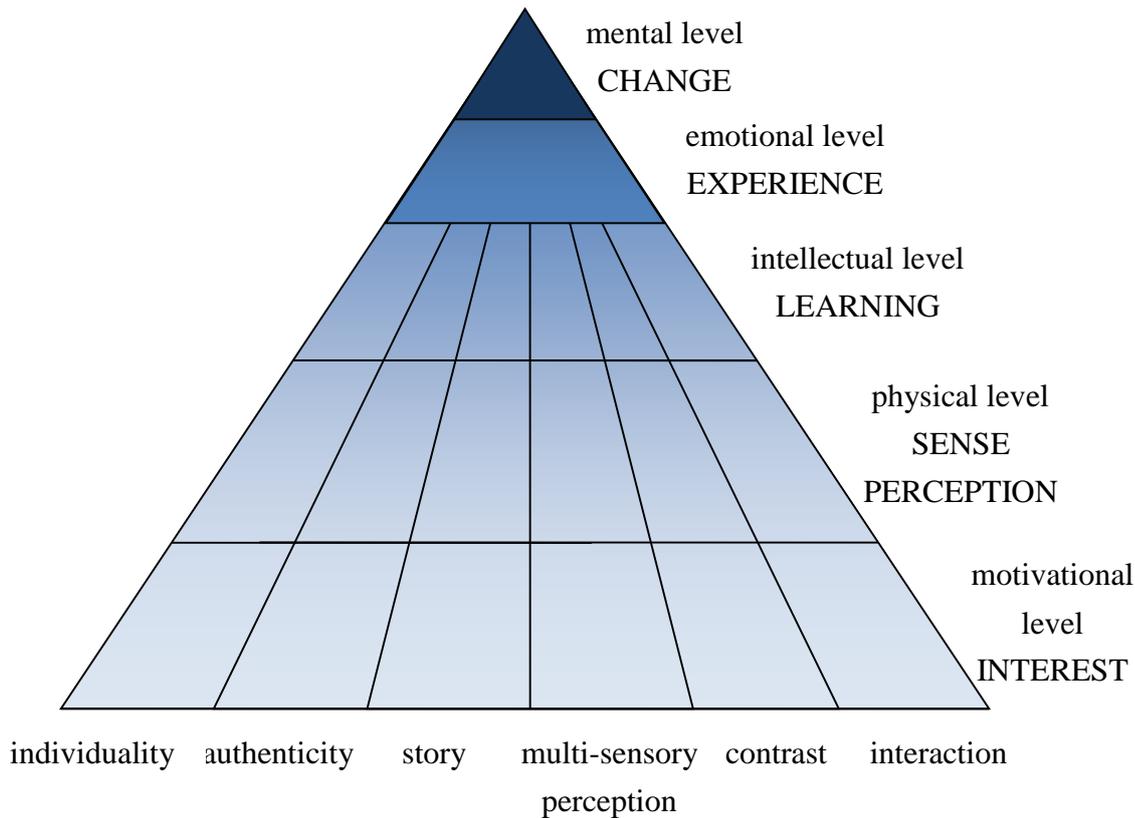


Figure 7 The experience pyramid (Tarssanen & Kylänen 2009, 11)

On the horizontal axis of the pyramid are elements that are central to the creation of meaningful experiences (Tarssanen & Kylänen 2009, 6–14):

- **Individuality**: uniqueness, flexibility, and customising the product to better match the preferences and needs of the customer.
- **Authenticity**: customer’s subjective perception of the product’s credibility, lifestyle, and culture.
- **Story**: authenticity by creating a coherent and emotive story for a product in order to link the elements together and enhance the experience.
- **Multi-sensory perception**: designing all sensory perceptions according to a chosen theme, which supports immersion and allows appreciation of the experience through as many senses as possible.
- **Contrast**: difference, newness, and exoticness which enables the customer to see things from a different perspective. Contrast should be designed to take into account the customer’s nationality and culture – offering a break from the usual routine.

- Interaction: successful communication between different actors: the producer, the provider and the customers. Most important in the interaction is the community spirit and personal interaction between the service provider and the customer.

These factors are all fairly universal for any travel experience. A few remarks are important to point out, especially related to the second element, authenticity. Ooi (2002, 7) highlights that instead of the objective authenticity of the product, tourists' experiences are shaped by the sense of authenticity which mediators can influence on their behalf. Ooi (2002, 69) also maintain that the search for authenticity is unique for every tourist, although everyone seeks authenticity to some extent. Furthermore, Li (2000) argues that tourists are not necessarily looking for primitive and exotic life styles of "others" in their search for authentic experiences. Instead, they simply want to experience the vibrant local life of the destination and long for freedom outside of limitations, beyond the common "tourist trap". Li's (2000) argument therefore emphasizes the last point of the above list: personal interaction – individuals aiming to connect with a place along with its inhabitants.

On the vertical axis of the pyramid are the levels of an individual's own experience: how it is constructed and processed. Interest and expectations are created at the bottom on the motivational level followed by the physical level where the technical quality of the product is tested through senses. On the intellectual level the customer forms opinions by learning, thinking, and applying knowledge. This is also the level where satisfaction or dissatisfaction with the product forms. However, it is on the emotional level where the meaningful experience is actually experienced if all the previous levels have led to positive emotional reactions. Finally, on the mental level, the experience can lead to personal development and change. (Tarssanen & Kylänen 2009, 15–16.)

The experience pyramid highlights that experiences are formed in the individual's own consciousness; experiences are very subjective. The importance of emotions and connections receives support from other authors (e.g. Li 2000; Rääkkönen 2014). Li (2000, 866), for instance, emphasizes the inherent presence of personal thoughts and feelings in experiences, whereas Rääkkönen's (2014) study on travel experiences reveals that instead of sights and events, tourists tend to value more intangible factors, such as ambiance and the company of other individuals. Exchange experiences are similarly very emotional personal, and they can be linked to Tarssanen and Kylänen's (2009) pyramid. On the horizontal axis, exchange students value uniqueness, newness, diverseness, authentic representations, and personal interaction with local population and other exchange students. On the vertical axis, exchange students' expectations and curiosity to explore their new environment are shaped in the motivational level. During the life abroad, the exchange is experienced through senses while learning and applying knowledge intellectually, resulting in satisfaction or dissatisfaction with the exchange period. Finally, on the emotional

level exchange students debate whether or not the experience has been meaningful to them, or led to personal development and change on the mental level.

Tarssanen and Kylänen's (2009) experience pyramid displays another valid point to the discussion of mediating experiences: the different stages in time. Many researches have acknowledged the importance of the passing of time in their research on experiences. For instance, Craig-Smith and French's (1994) model of a tourist experience includes three phases: anticipatory phase, experiential phase, and reflective phase. Similarly, Murphy-Lejeune (2008, 23) uses three linear phases – before departure, adaptation to the environment, and after the experience – in her list of characteristics of the experience of strangers crossing borders, which are presented in the following table 3 after Murphy-Lejeune (2008, 23).

Table 3 General characteristics of the experience of individuals travelling abroad
(modified from Murphy-Lejeune 2008, 23)

Before departure: objectives and motives	Adaptation to the new environment	After the experience: outcomes and transfor- mations
Circumstances and motives Family life and personal history Mobility capital Duration of the stay abroad Membership orientation Linguistic skills	Degree of culture shock Adjustment to the new cul- ture Professional role and status Other tourists and local res- idents Social exchange relations Social contacts and activi- ties Communication and links with the native culture Representations of self and others	Cognitive and linguistic development Social integration Intercultural learning Personal changes Degree of socialisation

Murphy-Lejeune (2008, 23) suggests these characteristics to be used as a basis for analysis in student mobility case studies. In fact, these characteristics provide additional support for the points of views and findings presented in this thesis. The motives before departure have obvious similarities with Krzaklewska's (2008) presentation of Erasmus students' motivations for going abroad (see Figure 1). The factors of adaptation to the new environment, on the other hand, were discussed earlier in chapter 2.1.3. The outcomes and transformations are finally reviewed in the findings of the empirical research.

All in all, this chapter has demonstrated that among other influences, mediation is a significant factor that affects the quality of experiences. Experiences are becoming more and more important for individuals as cultures and economies are integrated into the global everyday life of people (Li 2000, 872). In the following chapter, attention is directed to the versatile role of tutors as mediators and the aspects of effective mediation.

2.2.4 *Student tutors as mediators*

Mediation and its synonym brokering are terms used especially in the tourism literature (e.g. Cohen 1985; Ooi 2002; Andereck et al. 2005; Jennings & Weiler 2005). Mediators can be both human (e.g. authorities, guides, operators, writers) and non-human actors (e.g. signage, design, aesthetics, technologies, institutions, industries, publications). Jennings and Weiler (2005, 58) focus on human mediators when they define mediation as “any active attempt by an individual to mediate the tourist experience of another individual”. Thus, a broker or a mediator is someone whose primary purpose is to help an individual in the continuous process between construction and reconstruction, sense making as well as presentation and representation when forming an interpretation of an experience. Consequently, mediation is a “process of interaction between the tourist and other individuals and or groups, among with whom some individuals will perform the role of mediator”. (Ibid., 58–65.)

There are three types of mediation: formal, informal and a mixture of these two. The main difference between these types is whether or not mediation is part of a job. Formal mediators, on the one hand, include government, agencies, operators and their employees who are recruited, trained and, remunerated, for example tour guides. Informal mediators, on the other hand, include friends and relatives, other tourists, mass media, non-tourist employees and host community members. Informal mediators do not have a title, a badge, or a uniform to show their mediatory role, nor are they required to act as a mediator. Moreover, they are not recruited, trained, or remunerated either. Unlike formal brokers, informal brokers are also likely to have more in common with a visitor than do formal brokers. That is because they can relate and connect with what the visitor in a more meaningful and personal way. Finally, in addition to formal and informal mediating, there are also those who move between these two types of mediating. (Jennings & Weiler 2005, 60–66.)

This research highlights that tutors have both a formal and an informal role when they are mediating exchange experiences. Firstly, tutors have specific tasks for which they are recruited, trained, and rewarded by the university. Secondly, tutors interact with exchange students very informally, often similar to friends. From these two types formal mediation has been researched and theorised to a larger extent. Above all, Cohen’s (1985) discussion on the formal type of mediation, in specific tour guiding, provides a comprehensive outlook on the topic.

Cohen (1985) discusses the formal role of a mediator as he outlines the origins of a modern tourist guide, who embodies two social roles. First, the *pathfinder* or a *leader* guides the followers in an environment that is unfamiliar to them. Especially in the past, pathfinders could also gain access when facing a suspicious or hostile local population.

Therefore, pathfinders used to be locals who had good knowledge of their native environment. Second, a *mentor* or a *mediator* is more related to spiritual guidance in comparison to geographical guidance of the pathfinder. Thus, a mentor's role is to give spiritual advice or act as a personal tutor. (Cohen 1985, 6–8.) A guide demonstrates both of these roles – a leader and a mediator – in an outer- and inner-directed way, which is illustrated in the following scheme in table 4.

Table 4 A schematic representation of the principal components of the tourist guide's role (Cohen 1985, 10)

	Outer-directed	Inner-directed
Leadership sphere	Instrumental (1)	Social (2)
Mediatory sphere	Interactionary (3)	Communicative (4)

The four components of the table receive support from other authors (e.g. Nettekoven 1979; Schmidt 1979; Ooi 2002; Carmichael 2005; Jennings & Weiler 2005), and thus require a further discussion. First, in the leadership sphere, the 'instrumental' component (1) relates to leading the way (Cohen 1985, 11). This component consists of three inter-related elements (after Cohen 1985):

- a. *Direction*: responsibility for the spatio-temporal direction of the trip, which requires orientation skills in order to find and choose the most suitable way (Cohen 1982, 242–243; 1985, 11).
- b. *Access*: leading through a socially organized territory – enabling access to non-public regions and making sure the group members behave in an acceptable manner (Schmidt 1979, 450; Cohen 1985, 11).
- c. *Control*: responsibility for safety and security of the trip while keeping to the timetable (Schmidt 1979, 457–458; Cohen 1985, 12).

Second, the 'social' component (2) stands for the guide's responsibility for the cohesion and morale of the group members. This can be further divided into four elements:

- *Tension-management*: preventing tension between group members and intervene in case of a conflict (Schmidt 1979, 457; Cohen 1985, 12).
- *Integration*: responsibility of social integration and cohesion between the group members (Cohen 1985, 12).
- *Morale*: keeping the group in good humour and in high morale (Cohen 1985, 12–13.)
- *Animation*: introducing activities for the group members to participate in (Cohen 1985, 13).

In the mediatory sphere of the table, Cohen (1985) makes a differentiation between 'social' and 'cultural' mediation, which Jennings and Weiler (2005) emphasise as a significant distinction in the role of a mediator. As we continue examining the table 4, the

third component, ‘interactional’ (3), relates to social mediating: functioning as a middle-man between the group members, local population and the area’s institutions, facilities and sites. (Cohen 1985, 13.) This component consists of two elements:

- a. *Representation*: the guide acts as a link between the visitors and local population and environment and tries to make the host environment non-threatening for the group member. This social mediation may in some cases be challenging, especially in case the guide is the only one who can communicate directly with the locals. Therefore the guide can experience considerable ‘role-strain’. (Schmidt 1979, 454; Cohen 1985, 13–14, 22–23.)
- b. *Organization*: responsibility for providing services and amenities during the trip (Cohen 1985, 14).

The fourth and last component, ‘communicative’ (4), is seen as the most essential component of the guide’s role as a cultural broker (Cohen 1985, 14). The component consists of four elements:

- a. *Selection*: directing attention to interesting objects and events – the guide will decide what the group members will see and what they will not pay attention to (Schmidt 1979, 442–443; Cohen 1985, 14). Therefore, the guides can influence the tourist gaze; how tourists see various places and objects during their travels (see Urry 2002). Tourists tend to notice especially elements that differ from their own daily lives, and mediators further accentuate these elements for them (Ooi 2002, 66).
- b. *Information*: sharing knowledge and giving information related to the tour, hence having considerable influence on group members’ impressions and attitudes of the area by sharing information that may or not may not be completely neutral (Cohen 1985, 15). Since tourists do not have local knowledge, they are greatly relying on the information given by the guide (Ooi 2002, 81).
- c. *Interpretation*: decreasing the gap between group members and locals by mediating the encounter between cultures (Nettekoven 1979, 142; Cohen 1985, 15). This cultural brokering is about translating “the strangeness of a foreign culture into a cultural idiom familiar to the visitors” (Cohen 1985, 15), hence, making the unfamiliar familiar to the tourist (Carmichael 2005, 129). In other words, mediators satisfy “tourists’ appetites for the different while maintaining their comfort” (Ooi 2002, 68).
- d. *Fabrication*: Misleading and deceiving the group members by presenting unauthentic or false products, destinations or information in order to profit on the visitors’ expense. In addition, if the guide is found insincere or acting, it can be interpreted as deception (Cohen 1985, 16, 23–24).

While Cohen (1985) focuses on mediating as part of tour guiding, Jennings and Weiler (2005) highlight that mediating is not only limited to tour guides and tourists. It can in

fact relate to many other professions and also to non-professional and informal interaction of people. Tutoring, in specific, includes elements from all four components shown in table 4. First of all, especially in the first week of exchange student's arrival, tutors are responsible for leading them through the geographical space of the city and university campus (direction), taking them to places where they would not otherwise know how to enter (access), e.g. educational or governmental institutions, and making sure they manage to finish all their official requirements on time (control). Second, tutors try to maintain a relaxed atmosphere within their group (morale) and make sure group members interact with each other in a positive manner (tension-management). Tutors can also invite students to join in various free time activities (animation) while aiming to further the internal integration between the exchange students (integration). Therefore tutoring relates to all elements of both instrumental (1) and social (2) components of the leadership sphere.

Third, tutors are representatives of the Finnish population and try to make exchange students feel familiar with local institutions and comfortable with the Finnish way of interacting (representation). Moreover, although tutors are not responsible for providing any services or amenities, they do guide exchange students to places where they can receive their desired service (organization). Fourth, tutors are free to choose themselves what they wish to point out to exchange students (selection) as well as what and how much knowledge or advice they share (information). Tutors are also responsible for teaching the exchange students correct behavioural norms both in Finnish society and at the university (interpretation). Tutors could also be tempted to provide misleading information or bend the truth in a more favourable way for themselves, but this seldom categorizes under outright fabrication. More probable form of fabrication would be when the tutor's behaviour is seen pretentious, for example due to insincerity. Thus, tutoring includes nearly all elements from mediatory sphere, from both interactionary (3) and communicative (4) components. Therefore, at least in theory, tutors act both as social mediators and cultural brokers who can influence exchange students' impressions and attitudes.

Although Cohen's (1985) presentation of leading and mediating is diversified, not all authors agree on the significance formal mediation, specifically a tour guide, has on the overall travel experience. Räikkönen's (2014) study suggests that the role of a tour operator is often limited in the tourists' overall satisfaction with their travel experiences. Moreover, Ooi (2002, 82) claims that Cohen's (1985) components lack a significant influence on the tourist experience: speculation and imagination on the tourists' behalf. They are not as ignorant and easily manipulated as Cohen's (1985) components might suggest (Ooi 2002, 82). Furthermore, Jennings and Weiler (2005) point out that mediation does not only lead to positive tourist experiences; it can also lead to negative and neutral experiences.

Tutors represent an interesting form of mediators, who similarly to tour guides have certain responsibilities, but interact more informally with the exchange students during

their experience. It is therefore examined in this thesis if tutors as mediators can have a more comprehensive contribution to the exchange students exchange experiences than formal mediators. With Jennings and Weiler's (2005) notions taken into consideration, tutors can be seen as mediators, who can contribute positively, negatively, or neutrally to exchange experiences. Arguably, mediation is typically aimed towards achieving positive experiences. This requires an effective mediator.

Effective mediation, however, can be extremely challenging to achieve. As Ooi (2002, 5) argues, mediation is anything but a simple and facilitatory process. In practise, mediators give information and enrichment. Moreover, they provide or limit access to a number of identifiable elements, such as specific places and spaces, people, cultures, and environments. In addition to verbal communication, mediator's behaviour is a vital part of the message. Non-verbal communication can greatly reinforce or overpower the verbal message. An efficient mediator can even act as a role model and personally take part in the experience they try to mediate. Mediation can in fact contribute profoundly to an individual's meaning-making processes, both individually and cumulatively. All travellers look for both novelty and familiarity in their travel experiences, and this is where mediators' presence is relevant: they can mediate experiences by, for example, translating languages, interpreting cultures and providing useful information. (Jennings & Weiler 2005, 65–74.) Therefore, mediation does far more than build a bridge between the parties; mediators also vastly influence the cultures of both of the involved parties. Furthermore, mediators do not only help tourists locate, focus on and understand local cultures, but also manage and craft tourists' emotions and overall experiences. Despite these factors, mediators do not possess total control; tourists inevitably form their own impressions, and these impressions vary between individuals. (Ooi 2002, 5–6, 78–79.)

Nevertheless, Ooi (2002, 80) continues that under tourism conditions, mediators have extensive control over tourists. However, due to the lack of proper research and knowledge of mediation, there are no reliable ways to assess if mediation is done effectively or not (Jennings & Weiler 2005, 61). Much depends on the individual mediators themselves. Mediators can be associated with front-line service providers, and in cases where they do not respond politely to a visitor, the quality of the experience can be tainted (Andereck et al. 2005, 95). There is in fact a definite inconsistency in how brokers deliver services and how travellers' skill level, expectations, previous knowledge, and degree of engagement with the broker affect the experience (Nickerson 2005, 231). Travellers are always taking a risk when they rely on the people involved in the experience, as Nickerson (2005, 231) indicates, and because they are aware of this risk factor, they obviously care greatly about the quality of mediation. As intermediaries, especially guides are expected to be accurate and honest. This is not always the case; mediation may be aimed towards a certain promoted image, making tourists vulnerable to the "biases" of their cultural mediators. (Ooi 2002, 81.) Ultimately, it is a question of how far brokers are willing to go,

and how much sincere effort they are willing to put into the mediating, which significantly affects the quality of the experience (Jennings & Weiler 2005, 73). This also highlights the need for efficient and thorough training for mediators (Andereck et al. 2005, 95).

In order to strive towards better experience quality and effective mediation, Jennings and Weiler (2005, 73) list a number of the features of a good mediator. These include:

- building relationships on mutual respect at the relevant time and place
- effective communication skills
- honest and open two-way communication between mediator and traveller
- setting expectations based on the traveller's needs, desires and interests
- making messages and communication style relevant to the traveller
- connecting with the traveller's knowledge and feelings
- taking time to get to know the traveller beyond a surface level.

Based on this list, effective mediators are not only fluent communicators, but they also possess good knowledge on human nature and can relate to the traveller beyond mere acquaintanceship. Therefore, mediating requires excellent social skills, listening, conversation, and empathy skills from the mediator.

Besides the individuals experiencing the experience, and the mediators mediating the experience, there are also other factors that affect the effectiveness of the mediation. These factors are, among others, the duration of the mediation, the frequency of the meetings, the length of time spent together, the amount of training in tutoring techniques, the difference in age, sex, socio-economic class, background and education, and travel experience (after Goodlad & Hirst 1989, 69–70). Because effective mediation is demanding, it is of course difficult to state unambiguously how to achieve the best advantages and outcomes. This is why mediation is also often seen as challenging.

2.3 Model for mediating exchange experiences

This final chapter of the literature review provides a general theoretical model for studying the mediation of exchange experiences by combining relevant aspects from the previously presented mediation and experience models and their influencing factors. Researchers, such as Murphy-Lejeune (2008), question the possibility to generalize internationally mobile students' experiences because they are very unique and vary extensively between individuals. However, if it is possible to develop theoretical models for experiences, then why not for exchange experiences as well. It should be kept in mind that it is relatively ambitious to include mediation in the model for exchange experiences. Nonetheless, by bearing in mind the uniqueness of mobile students' experiences, it is suggested

that the following model is merely used as a theoretical means to understand the complexity of mediating exchange experiences until further studies either confirm or contradict its validity.

The formation of the model for mediating exchange experiences began with the outlining of the three parties of the international tutor system: the tutors, exchange students and the international office. As was stated previously, these parties can represent the three segments that affect experiences in Nickerson's (2005) model (see Figure 5). Therefore, the following figure 8 shows how the three parties, tutors, exchange students, and international office influence and interact with each other, and thus affect the overall exchange experience.

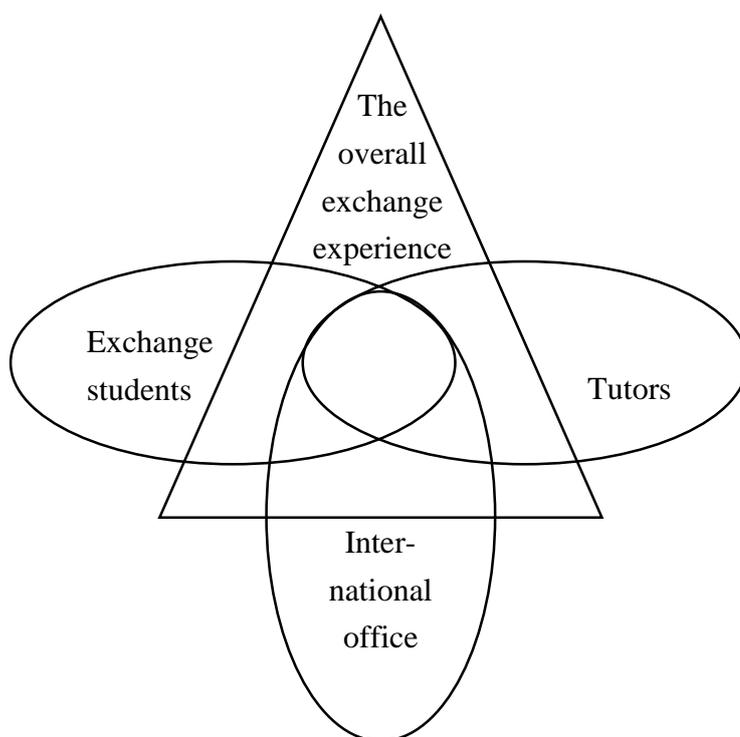


Figure 8 Three parties of the tutor system

The triangle in the figure 8 represents the overall exchange experience, which is constantly being defined through communication and interaction. As Thurlow and Jaworski (2010, 9) describe: hosts and visitors negotiate the nature of the visitor's experience, the meaning of culture and place, as well as their relationship to each other and their own identities. The triangle representing the overall exchange experience can be further developed into a more complex model that includes relevant factors mostly based on the models by Cohen (1985), Nickerson (2005), and Tarssanen and Kylänen (2009). The model is illustrated in the following figure 9.

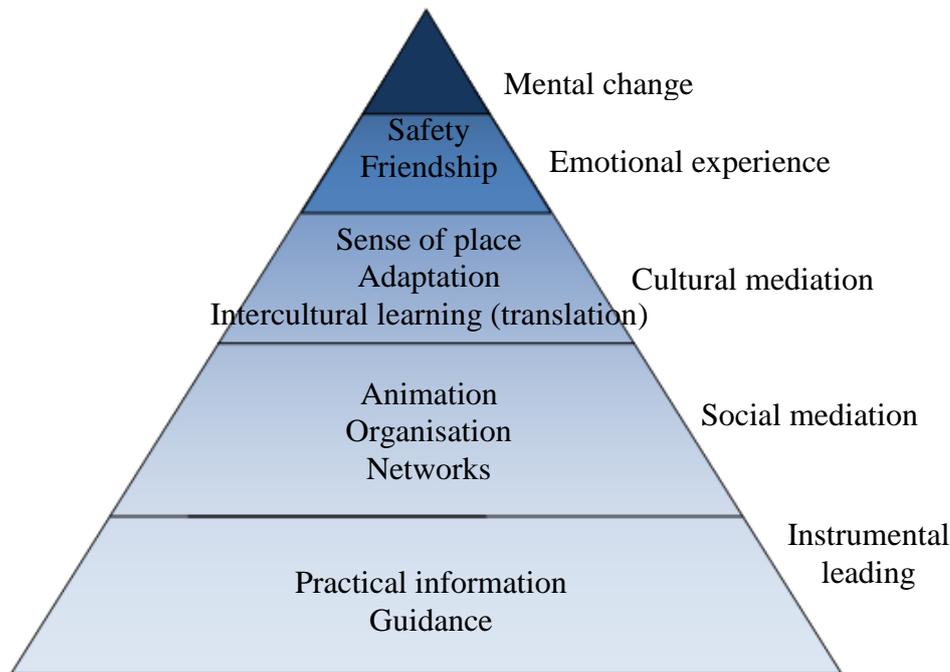


Figure 9 A theoretical model for mediating the exchange experience

The triangle shape and included factors were chosen for a number of reasons. Similarly to Tarssanen and Kylänen's (2009) experience pyramid, the mediated exchange pyramid emphasizes the fact that experiences are personal. Not all exchange students reach the higher level of the pyramid, especially if they do not receive help from their tutors beyond practical issues. This is why the vertical axis begins with Cohen's (1985) concept of instrumental leading (direction, access, control) that refers to leading the way and providing practical information.

The next vertical level combines Cohen's (1985) concepts of social leading (morale, tension-management, animation, integration) and social mediation (representation, organization). Together they refer to maintaining a good atmosphere and relationships within the tutored group of exchange students. In addition, social mediation refers to inviting exchange students to events and organising activities where they can start creating social networks, thus acting as a link to the local student environment. Similar to Tarssanen and Kylänen's (2009) model, the second level includes more physical activities whereas the third level is more intellectual. This stands for Cohen's (1985) concept of cultural mediation (selection, information, interpretation) which highlights the importance of efficient communication. By sharing knowledge, telling local stories, and translating the culture tutors can help exchange students with intercultural learning, thus decreasing the cultural gap and contributing the process of adaptation.

If exchange students have gained good experiences on these three levels, the exchange students are likely to have positive emotional experiences: they feel safe and form a

friendship with the tutor, which may result in meaningful experiences on the fourth level of the pyramid, and can, furthermore, lead to mental change on the last level of the pyramid. By acting as social and cultural mediators, tutors represent Finns and influence exchange students' perceptions and attitudes towards the Finnish culture – the life of Finns, their language, food, habits, music, housing styles, religion, family structures, values, and way of thinking. Therefore, tutors can influence the exchange student's formation of geographical consciousness and sense of place. Transferring from one culture to another enables the individual to see things from a new perspective (Tarssanen and Kylänen 2009, 6) and establishing a bond between "self" and "others" (hosts), as well as places, contributes to an individual's process of personal growth and development (Li (2000). This would indicate that the stronger an exchange student senses the place and feels connection to the new environment, the deeper the mental change is.

Finally, the figure 9 displays how exchange experiences evolve through time. The anticipatory phase is included in the first level, instrumental leading, since tutors are required to make contact with the arriving exchange student already prior to arrival and assuring the student has all the necessary arrangements prepared. The pyramid as a whole reflects the overall experimental phase either moving towards the top of the pyramid or staying on the lower levels of the exchange experience. The final reflective phase is not displayed in the pyramid, although in the case of personal development and growth the reflective phase would be evident at the top of the pyramid also in future, after the exchange period. For example, Tsoukalas' (2008, 150) research on the life of Erasmus students reveals that after returning back to their own home countries, exchange students identified themselves as part of a universal community where their identity transforms into an inclusive sense of belonging. Travelling abroad has in fact a power to integrate not only people but also world nations at best (Li 2000, 872).

3 RESEARCH DESIGN

3.1 Surveys as a starting point for a case study

This research on the tutoring system at the University of Turku is a case study. Case studies are descriptive, exploratory or explanatory analyses of individuals, groups, organizational, social, political, and related phenomena. A descriptive case study was chosen as the most compatible research strategy because they can contribute comprehensively to the understanding of complex social phenomena within a real-life context. (Yin 1989, 1–15.) Case studies are extensively used especially in tourism research for their advantage to provide rich and extremely detailed data flexibly. As a disadvantage though, case study research is complex and time-consuming to conduct and their resulting reports tend to be very long. (Beeton 2005, 37–40; Salkind 2006, 205–206.) Nevertheless, for this thesis case study research is seen as a favourable approach in the attempt to increase the understanding of mediating experiences at one institution, the University of Turku. Case studies can be conducted holistically by mixing one or more methods, both quantitative and qualitative (Yin 1989, 14–15). This research combines three sources of evidence, first of which are the results of the surveys for exchange students and tutors at the University of Turku.

Questionnaires were used as a data collection method in the surveys. Questionnaires are defined as a set of structured and focused questions that individuals can answer without direct assistance or intervention from the researcher (Salkind 2006, 138). At the end of each term, both exchange students and tutors are asked to answer in their own questionnaires (see appendix 1 and 2) that have been conducted online by the international office at the University of Turku since 2008. The advantages of questionnaires are their objectivity, affordability, assessable possibility to share data, and ability to produce data in a short amount of time (Salkind 2006, 138). These might be the reason why the University of Turku has kept conducting questionnaires for exchange students and tutors each term and producing statistics describing their experiences. One of the big disadvantages of questionnaires, on the other hand, is the fact that the response rates for questionnaires are typically significantly lower than for example through a personal interview (Salkind 2006, 138). Exchange students, namely, are not obligated to complete the questionnaire, which may be one reason why the response rate has normally remained between 20–35%. Unlike exchange students, however, tutors are obligated to answer in the questionnaire in order to receive their reward. Therefore, with the 100% participation rate, the answers of this questionnaire provide a comprehensive database and the results of the survey can be inherently generalized.

The results of the surveys point out some interesting facts about mediating exchange experiences from both exchange students' and tutors' point of view, which is why they are used as secondary data in this thesis. Using secondary data has a number of advantages and disadvantages. On the one hand, the data is exact, stable, and it can be reviewed repeatedly. It is also unobtrusive because it was not created as a result of this case study. In addition, it has broad coverage since it has been gathered over a long time. On the other hand, its retrievability can be quite low, it has biased selectivity if collection is incomplete, it might reflect the author's bias, and access may be blocked due to privacy reasons. (Yin 1989, 85–89.)

The possible weaknesses of the secondary data were minimized by a number of ways. First, the international office personnel at the University of Turku granted the access and permission to use the data from a number of years. To limit the amount of data to be analysed, only the most recent and thus relevant terms were selected: from spring term 2012 to autumn term 2013. Second, in order to protect the respondents' privacy, any identification details of the tutors were removed before the analysis of data. The exchange students' responses are anonymous so no further protection of privacy was necessary. Third, to avoid the original author's bias, only the raw versions of the data were analysed – not the summaries made by the personnel at the international office. After these procedures and thorough analysis, the related findings of the surveys are summarized in chapter 4.1 and addressed further in chapters 4.3.

Even though the surveys offer valid insight into the mediated exchange experiences, the results are not descriptive enough to understand the role of tutors as mediators of exchange experiences. Since mediation is a complex concept both in theory and in practice, typical quantitative methods, such as surveys and SERVQUAL that solely measure attitude towards a service, are not versatile enough for researching mediation (Jennings & Weiler 2005, 62). Moreover, the inefficiency of quantitative methods as the only method for researching experiences has been notified by many researchers (e.g. Li 2000; Andereck et al. 2005).

Instead of quantitative methods and having an objective research perspective, Jennings and Weiler (2005, 62) actually favour a social constructivist perspective, where the focus is on social interaction. More focus should be placed on understanding especially visitors' expectations (Andereck et al. 2005), needs and wants (Li 2000), motives, and the interaction between involved parties, from the visitors' point of view (Jennings & Weiler 2005). This enables a more holistic view, which helps to evaluate and develop both the existing system and create new programs if necessary (Li 2000, 879). Unless expectations and needs related to mediation are understood properly, it is indeed extremely difficult to train and evaluate appropriate mediation. Hence, the research needs more integration and collaboration, and researchers should aim for gaining an insider's perspective. (Jennings & Weiler 2005.) For instance, Andereck et al. (2005) prefer qualitative research methods,

such as in-depth interview and participant observation, in attempt to form a better understanding of what the experiences actually mean to individuals (i.e. ‘meanings-based’ approach). Also Li (2000, 866) defends the importance of personal observations because experience is, in its very core, a “felt perception”.

Thus, in order to understand the phenomenon of mediating experiences and to introduce ideas for improvement, the further two sources of evidence for this case study are qualitative and they follow the suggestions of the researchers mentioned above, concentrating on social interaction, expectation and needs, and gaining an insider’s perspective on the mediation of experiences. Both participant observation and interviews were used as methods. In the next chapter, it is explained in more detail how these two qualitative methods were used.

3.2 Participant observation

During the autumn term of 2013 I was an international tutor myself. This created a great opportunity for participant observation which is the most appropriate method when the research is concerned with human meanings and interpretations from the insiders’ perspective, and especially when there are important differences between views of insiders as opposed to outsiders (Cole 2005, 64–65). The autumn term 2013 was actually the first time I acted as an international tutor. I believe this was beneficial to my research since I did not know in advance what the practical work would be like, nor did I have a strong opinion about how the tutor system should function. During the term I gained more and more knowledge of the system and in the end I adopted tacit knowledge of tutoring. The particular strengths of participant observation are, in fact, the covering of events and their contexts in real time, providing insightfulness into interpersonal behaviour and motives. (Yin 1989, 86–96.) Through participant observation, I was able to gain a personal perspective that would otherwise be impossible to derive, as Salkind (2006, 203) states.

In participant observation, the researcher is not merely a passive observer. Instead, the researcher participates in the events and can assume a variety of roles. (Yin 1989, 93-96; Cole 2005, 64–65) From complete participant, participant as observer, observer as participant, and complete observer, my role varied between the middle ones. Most of the time, I participated actively in the events and integrated into the groups to gain an in-depth understanding and an insider’s perspective. The integration in the system presents however a common challenge for participant observation: maintaining sufficient objectivity and detachment (Salkind 2006, 203). Events may also proceed differently because they are being observed, and there is a possible bias due to investigator’s manipulation of events (Yin 1989, 86–96). As Cole (2005, 64–65) states, it is clear that the investigator influences and modifies the data to a certain extent because he or she is part of the context

being observed. This was kept in mind during the participation within the tutor system. However, I participated in tutoring firstly as a tutor, and only second as a researcher. Until closer to the end of the term exchange students were not even aware of the fact I was writing my thesis about tutoring, even though I did not deliberately attempt to conceal it. However, there were times when the balance between the insider and outsider roles became more transparent, for instance when posing questions directly linked to the research topic.

Nevertheless, by participating actively as a tutor I was able to overcome some other challenges of participant observation, namely gaining access to groups and events, and adapting an insiders' role. One disadvantage was present though: the time-consuming and selective nature of participant observation, which might in the worst scenario lead to insufficient amount of time to make notes or raise questions. (Yin 1989, 86–96.) In fact, as Cole (2005, 65) points out, documentation is one of the most important parts of participant observation. I was relatively active during the participant observation, but I constantly kept a research diary on a computer folder where I wrote relevant field notes in English. I started writing notes when the tutor training began, and finished taking notes at the beginning of the spring term 2014 when all of my tutored exchange students had left, indicating the end of my tutor experience. Therefore the total time period for observations lasted from April 2013 to January 2014. In the phase of analysing the field notes, I went through the texts multiple times, line-by-line, labelling and categorizing the observations, aiming to find connections and explaining factors to various circumstances.

Following Jennings and Weiler's (2005, 75) suggestions for research concerning mediation, the overall focus of the participation observations and field notes were on tutors' role, the interaction and communication between exchange students and tutors, the adaptation process of exchange students, the effectiveness of the tutor system, and possible improvements on the system. These five main points are presented in more detail in the following table 5.

Table 5 Main topics for observations and further discussion

Tutors' role	<p>What are the relative mediatory roles of tutors in the exchange experience?</p> <p>How do the perceived roles of tutors differ from the expected roles of tutors?</p> <p>How does the relationship between the tutors and exchange students affect the role of the tutor?</p>
Interaction	<p>How frequent is the communication and face-to-face interaction between tutors and exchange students?</p> <p>How does actors' attitude influence the interaction?</p> <p>How do cultural differences and language skills influence the interaction?</p> <p>What is the nature of the general atmosphere?</p> <p>Is there a difference in the tutors' behaviour in relation to changing exchange student profiles?</p>
Adaptation	<p>What adaptation stages are visible in the exchange experience?</p> <p>Do exchange students experience culture shock?</p> <p>What are the key factors that influence exchange students' adaptation?</p> <p>How are tutors facilitating exchange students' adaptation?</p> <p>How does social interaction and the "Erasmus bubble" affect the adaptation?</p> <p>Is language a significant factor in exchange students' adaptation?</p>
Effectiveness	<p>How do the tutors manage in relation to their own and the exchange students' expectations?</p> <p>What are the key attributes and characteristics of an effective tutor?</p> <p>How does the tutor system facilitate the success of tutoring?</p>
Improvements	<p>What processes can be used to enhance the quality of tutoring?</p> <p>How can interactions planned and managed to create higher-quality experiences?</p> <p>How can the international office better respond to improve the effectiveness of tutors?</p>

Although the observations were made on five broad areas, as listed in table 5, the observations are personal in nature. Moreover, the key informants of the observations were mostly people from my close circle of acquaintances. This is because I spent a considerable amount of time with them, had relevant conversations with them, and therefore their voices are frequent in my field notes. For this reason I wanted to include more points of views in this research, namely interviews with different parties of the tutor system. This third source of evidence for this case study is discussed in the following chapter.

3.3 Interviews

Interviews are one of the most important sources of information in a case study, and the most used research method in social sciences and in the field of tourism. Interviews are

insightful, provide perceived causal inferences, and are targeted and focused directly on the case study topic. (Yin 1989, 86–92.) Therefore it was obvious from the start of this research to conduct interviews, i.e. guided face-to-face conversations between the investigator and interviewees, informants, in order to satisfy the needs of the line of inquiry and pose questions in a friendly and unthreatening way (Yin 1989, 89-92; Jennings 2005, 99–101.) However, it is recognised that interviews may have possible bias due to responses and poorly constructed questions. There can also be inaccuracies due to poor recall, and the interviewees might tell what they assume the interviewer wants to hear. (Yin 1989, 86–92.)

Despite the possible weaknesses, interviewing was chosen as a method to gain a profound understanding of international tutoring and how it affects the exchange experience. The interviewees were chosen from three different parties of international tutor system: exchange students, international tutors and the personnel at international office. Their data is presented in table 6:

Table 6 Interviewees' data

Exchange student	Date	Gender f/m	Age	Nationality	Own faculty	Tutor's faculty
E1	17.12.2013	m	21	German	TSE	TSE
E2	17.12.2013	m	22	Peruvian	TSE	TSE
E3	17.12.2013	m	23	Czech	TSE	Education
E4	18.12.2013	f	24	Czech	Education	Social sciences
E5	18.12.2013	m	26	German	TSE	Social sciences
E6	19.12.2013	f	21	German	TSE	Social sciences
E7	20.12.2013	m	22	Spanish	TSE	TSE
E8	19.1.2014	f	21	Spanish	Humanities	Humanities
Tutors	Date	Gender f/m	Age	Terms tutored	Own faculty	Faculties of tutored exchange students
T1	19.12.2013	f	22	1	TSE	TSE
T2	20.12.2013	f	27	4	TSE	TSE
T3	30.12.2013	f	24	3	Social sciences /Humanities	TSE, Humanities, Education
T4	3.1.2014	m	23	1	TSE	TSE
T5	3.1.2014	f	21	1	Social sciences	Social sciences
T6	3.1.2014	f	24	1	TSE	TSE
T7	4.1.2014	f	23	1	Social sciences	Education, Social sciences
International officer	Date	Responsibility			Experience of the tutor system at the University of Turku	
IO	9.1.2014	Incoming student mobility, overall tutor system			2 years	

Altogether, 16 interviews were conducted, lasting from 25 to 60 minutes each, resulting in 10.5 hours of recording. Both tutors and exchange students were between 21 and 27 years old and from my own circle of acquaintances. All the tutors and eight out of ten exchange students who were requested to participate as interviewees accepted the request, highlighting the fact that the better I knew the students from beforehand, the more inclined they were to be interviewed. However, none of the interviewed exchange students had I tutored myself, as I doubted their willingness to answer the questions truthfully, especially if they had negative experiences. The interviewed tutors are Finnish students who have been tutoring for a variety of terms, tutoring in average 3–5 exchange students per term. I wanted to focus especially on the tutors who were tutoring for the first time in order to compare if my own observations of the term corresponded with their tutoring experiences. Since the same tutor system encompasses all faculties at the University of Turku in regards of recruiting, training and rewarding, the presumption of the research was that there should be no significant differences between the experiences of tutors and

exchange students from different faculties. Nor was it expected that the gender of the interviewees make a difference. Still, the student interviewees were chosen from both genders, and from a few different faculties, to test if the presumption appeared correct.

In contrast, it was expected that the nationality of the interviewed exchange students could have an influence on their exchange experience. This is because, as the literature review indicates, the more cultural differences there are, the higher chance there is to have communication issues and a more complex process of adaptation. This is why a versatile interviewee group is preferred. However, the exchange students interviewed represent only four different nationalities, all except one from Europe, and also some of them coming from the same country. There are a few key reasons for this. First of all, the University of Turku has a high number of inbound exchange students from these countries. In fact, a majority of the exchange students at the University of Turku come from Germany, France, Spain, Italy and Russia (University of Turku d). Consequently, my circle of acquaintances included mostly students from these countries. Subsequently, the students from other countries were less inclined to accept to be interviewed by a person they were not as acquainted with.

The third party of international tutor system is the international office. I interviewed one international officer (IO) whose job includes extensive responsibilities related to the tutor system. At first, the plan was to interview two international officers to get two comparable opinions from the personnel, but unfortunately only one interview could be scheduled. Nevertheless, as the international officer pointed out, the officers' job roles are fairly similar and they would very likely say similar things, thus not contributing so many new relevant insights to this research.

The interviews were carried out in December 2013 and January 2014. This was the optimal timing for the interviews because the exchange students had already formed a good understanding of the tutor's role in their exchange experience and they had had time to adjust to the student life in Turku, or at least formed a point of view of what the normal student life is like in Turku. Also the tutors, especially the tutors who were tutoring for the first time, had similarly had time to reflect on their experiences and form a mental image of the overall role of the tutor.

Semi-structured and focused interview method was used. Semi-structured interviews are conversation-like, subjective, the researcher has an insider's perspective, findings are profound descriptions, and the interview has a flexible agenda or themes (Jennings 2005, 100–101). In a focused interview, the questions may be open-ended but are from a certain set of questions (Yin 1989, 89-92). The interview questions were formed to reflect on the results of the surveys and follow the outline of the observation topics. Furthermore, as Jennings and Weiler (2005) point out, it is important to gain a profound understanding of the interaction between tourists as well as actors and tourists' expectations and needs related to mediation. This is why the following themes were focused on: expectations,

experiences and recommendations for the future. These three areas also follow the three linear phases (anticipatory phase, experiential phase, and reflective phase) of experiences that were previously introduced in chapter 2.2.3. The interview topics are presented in the following table 7.

Table 7 Interview topics

Inter-viewees	Before the exchange: Expectations	Experiences (Positive/ Negative)	Reflections and recommendations for the future
Exchange students	Overall view of the tutor system Tutor's role Interaction Relationship	Interaction Adaptation Relationship	Effectiveness Improvements
Tutors	Tutor's role Time management Relationship	Time management Interaction Supporting adaptation Relationship	Effectiveness Improvements
	Overall view of the tutor system		Recommendations for future
International officer	Tutor's role Interaction and relationship between tutors and exchange students Supporting adaptation Coordination of the system		Effectiveness Improvements

If requested, the interviewees were given a similar short list of general themes before the interview. Exchange students were interviewed in English, whereas tutors and the international officer were interviewed in Finnish. However, all relevant findings of the interviews are presented in this thesis in English. The interviews were recorded with the interviewees' permission and transcribed manually on a computer. Notes concerning relevant body language and expressions were also taken during the interviews. It is relevant to point out that the form of the interview questions changed in a small extent between the first and the last interview. As Yin (1989, 59–60) states, a good researcher should be a good listener, have a dialogue with the evidence, pose and ask relevant questions, and read between the lines. As result, some questions were modified after the first interviews in order to gain as much relevant information as possible.

3.4 Assessing the quality of research

The quality of a case study can be judged based on four criteria: construct validity, internal validity, external validity, and reliability. The first is especially problematic in case study research due to the failure to develop a sufficiently operational set of measures and

objective ways to collect data. (Yin 1989, 33–35.) Indeed, case studies reflect the bias of the researcher who is the primary instrument of data collection and analysis, although as Beeton (2005, 37–39) points out, bias can enter into any research modality. There are, however, specific tactics to increase the construct validity of a case study. In this case study, the selected phenomena to be studied were related to the original objectives of the study, as Yin (1989, 35) recommends. The focus areas of both participant observations and interviews reflect the two goals and the research question of this research, whereas the results of the surveys were selected and analysed in terms of their relation to the research topic. In addition, there is another, perhaps the most effective, tactic to neutralise the inherent bias of a case study. This is the triangulation, i.e. combination of a range of methodologies, both qualitative and quantitative. (Yin 1989, 34–36, 97–101; Beeton 2005, 39–40.) By combining the data of the three sources of evidence – the surveys, participant observations, and interviews – the bias was minimised and the construct validity optimised. For example, the findings of participant observations and interviews were compared to the results of the surveys. Moreover, while the interviewed exchange students only represent four different nationalities, the findings of observations reflect exchange experiences from a more versatile group of exchange students. While some interviewees might not have felt comfortable enough to address negative experiences face-to-face with a researcher who was also a tutor, the anonymous answers to the questions of the questionnaires complete the results by offering additional insights into the delicate aspects of tutoring.

The second criterion, internal validity, refers to establishing a causal relationship. It is only a concern for explanatory case studies (Yin 1989, 34–36). Thus, it is not a concern of this descriptive case study because it is acknowledged that there are many factors that can influence exchange experiences, not only tutoring. Therefore, it is impossible to determine to which extent tutoring has managed to mediate the exchange experiences.

The third criterion, external validity, on the other hand, is extremely relevant in every case study. It deals with the problem of establishing whether a study's findings can be generalized (Yin 1989, 34–37). Case studies have been broadly criticized as speculative, unreliable, and overly specific to be replicated or applied generally (Yin 1989, 37; Beeton 2005, 37–39). As Salkind (2006, 206) states, the generalizability of findings of case studies is limited due to the unique nature of the phenomena under study. For this reason it is important to point out that this case study is specific to the tutor system at the University of Turku. Nevertheless, as Yin (1989, 37) speculates, case studies do not exclude generalisation beyond the immediate case study in all cases; it is possible the results of the chosen methods can be replicated and generalised in similar cases as well. Following this logic, a sample of interviewees does not represent the exchange students or the tutors at the University of Turku as a whole. Moreover, the findings of the participant observations cannot be generalised to all Finnish tutor systems. However, combined with the most

generalizable results of this case study, the surveys, the overall findings describe different kinds of experiences depending for example on the individuals' motivations, attitudes, and background. If replicated in another tutor system, and discovered similar findings, the external validity may be proved.

The fourth and last criterion, reliability, or consistency, refers to minimizing the errors and biases in a study by demonstrating that the same study can be repeated with the same results. This is why it is vital to document the procedures thoroughly. (Yin 1989, 34-39.) To increase the reliability of this case study, the operations of the study, especially the data collection procedures, were documented in detail. Moreover, a field diary of the observations and recordings of the interviews were saved on a computer for also possible later examination of data.

Besides following the criteria for a valid and reliable research, this study follows also the basic principles for ethical research (Salkind 2006, 58–61): anonymity and privacy of the individuals was maintained, no one was forced to participate in the study, interviewees were asked for their consent, and they were given a choice to withdraw from the interview if they so wished. However, most of the individuals were not aware that their behaviour was being observed as part of the participant observation. Since their identity is not revealed, it was not necessary to ask for their consent or inform them about the research being conducted. As Salkind (2006, 203) notifies, it is important that the people act naturally in the researcher's presence, otherwise the community will react as it would to an outsider. This is why I did not announce my research intentions during participant observation unless needed.

4 FINDINGS OF EMPIRICAL RESEARCH

4.1 Results of the surveys

4.1.1 *Exchange students' experiences of tutoring*

In the questionnaire for exchange students there were two questions about international tutoring (see part 3 in appendix 1). In addition, students could comment on their overall experience at the University of Turku in question 23. The response rate varied from 20% to 34% per term. The answers to question 17 from spring (S) and autumn (A) terms 2012 are combined in figure 10 and respectively, answers from 2013 terms are combined in figure 11.

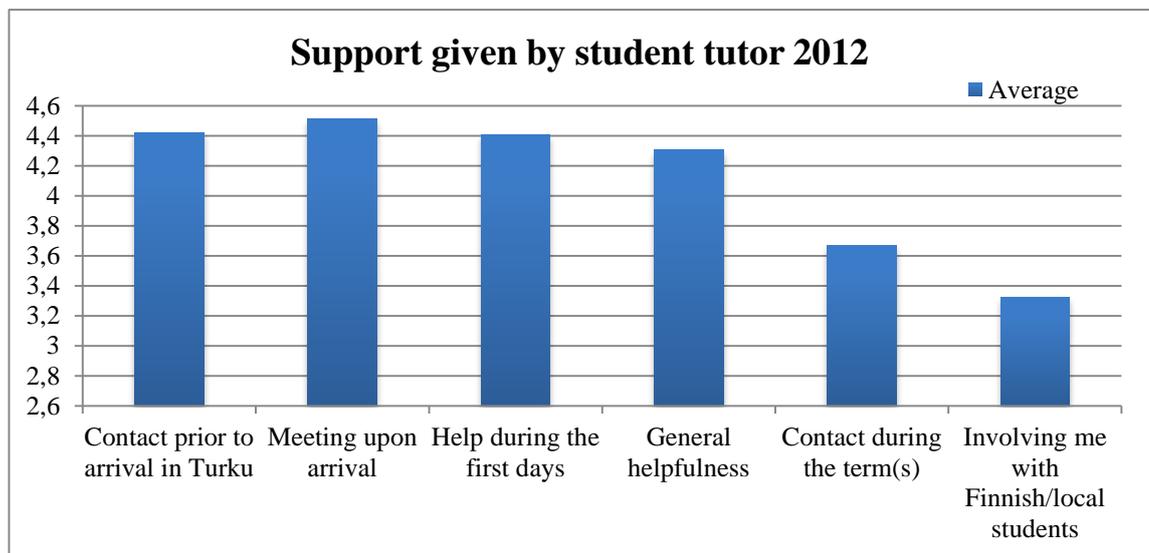


Figure 10 Rating of tutoring by exchange students S–A2012 (n=198)

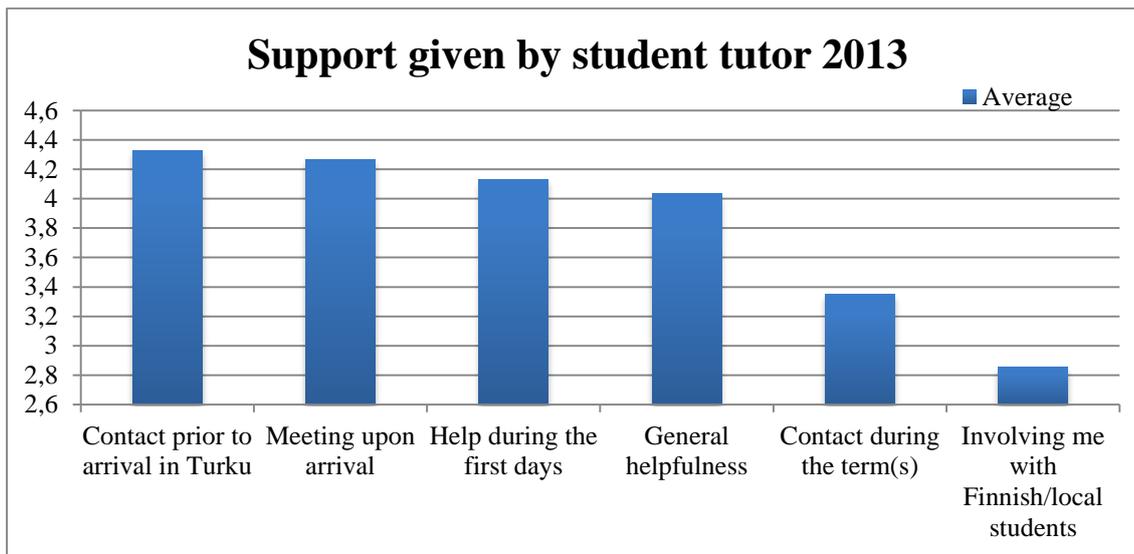


Figure 11 Rating of tutoring by exchange students S–A2013 (n=154)

The figures show the average rated support of international tutors in a scale ascending from poor (2) towards excellent (5) in six related areas of interest. Grades below poor (very poor or no experience) are not displayed since the average grades are higher. It is relevant to address a few observations on the figures. In general, the exchange students rated the tutoring as good or satisfactory. Contact prior to arrival, meeting upon arrival, help during the first days and general helpfulness were all rated between good and excellent. However, as the figures clearly demonstrate, contact during the term, and involvement with Finnish local students were graded only as satisfactory, except in 2013 the involvement with local students actually fell under a satisfactory level to poor.

Moreover, the findings indicate that exchange students tend to give better grades to the support received from their tutors in both 2012 and 2013 autumn terms in contrast to the 2012 and 2013 spring terms. One possible influence on the statistics could be the fact that the response rate is normally higher in the autumn term, hence resulting in a more extensive variety of responses. Another observation from the figures is that the overall support received from the tutors has received lower grades in 2013 compared to 2012. As the database of this research does not include answers from the previous years' questionnaires, it can only be questioned as to whether the visible decline in the grades is a mere coincidence, or if the overall quality of tutoring has a gradual tendency to decline. The more reliable generalization that can be made from the results is that the exchange students' needs related to regular contact with their tutor and interaction with Finns are not met as well as the need for practical help during the beginning of the exchange term.

The comments to question 18 and 23 highlight similar kind of reflections on tutoring. The following abbreviations are used in the quotations: S2012 for spring term 2012, A2012 for autumn term 2012, S2013 for spring term 2013 and A2013 for autumn term 2013. In general, the comments show the large amount of support exchange students feel

they have received from their tutor and how it has affected their overall exchange experience. Tutors are, for example, referred to as “the most satisfactory” and “the most wonderful” thing whose help was an important aspect during the time of arrival:

I got the most wonderful student tutor who has been most helpful in every possible way. I really don't know how I would have figured out all the nuances of living in Turku without her. (S2012)

To study at the University of Turku was a great experience. In the first days it was very easy for me to organize all important things because of my tutor and the good organization. (A2012)

My tutor really helped me adapt to my new surroundings, without her I would have been utterly lost! (A2013)

These comments emphasize the practical type of help received especially in the first weeks of the term, thus supporting the role of formal mediation and instrumental leading. In addition to practical help, the tutors' informal role as a cultural and social mediator is seen as an advantage when adjusting to the new cultural environment. Exchange students' comments highlight the importance of understanding the local culture and gaining access to the local community:

My tutor helped me a lot about understanding the Finns (S2012)

My tutor ... organized a lovely trip for us and introduced us to her Finnish friends and answered all my questions regarding the Finnish culture and language. (A2012)

By creating opportunities to participate in events and spend time with local people, the tutor system is appreciated for its aid to also foster relationships with the Finnish students – in some cases also friendship with one's own tutor. The exchange students' comments clearly highlight the need to have more contact with other Finnish students, as was concluded previously from the figures 10 and 11. Many students commented about the difficulty of meeting Finns on their own – as though there would be an invisible “wall” separating the exchange students from the Finns, which forms an obstacle on the integration into the local society. Some exchange students feel strongly that they should receive help from their tutors with integration to the cultural environment while others acknowledged that the separation between exchange students and locals was more of a matter of personal choice and cultural barriers:

I really wanted my tutor to show me something about typical Finnish student life, or having someone who could be a contact here; but it wasn't possible. I think that tutors should be people who are really interested in exchange students, helpful, open-minded and talkative people. (S2012)

I had very little contact with non-exchange students outside of course-related activities. I don't believe it really was the tutor's role to help it, but that it was more of a general attitude of Finnish students who are not internationally minded to avoid contact with foreigners. And the exchange students tended to form big groups going anywhere, which possibly is detrimental to bonding with local students. (S2013)

Sometimes tutors and exchange students do not interact together in a favourable way. Students described in the comments minor communication issues, such as not having a communication channel that both parties use consistently, or not studying at the same faculty, which some students claimed to encumber the sharing of important information or the amount of common leisure time. These two factors, lack of information and availability, are actually major causes to also more severe communication issues, which can lead to severe disappointments and negative experiences:

I'm sorry to say that I had bad experience with my tutor. She didn't give me clear information about registration in the university and other necessary activity there during first days. (S2012)

Tutor was really helpful before I came, but after that - practically nothing. (A2012)

Big disappointment after the first few days because I have not never seen my tutor after those days. (S2013)

The comments support the insights gathered previously from the figures 10 and 11 that exchange students expect a more continuous contact with their tutors throughout the term, also after the start of the term. Although the exchange students understand the limits of tutors' availability, for example living outside of Turku, having prior engagements, a family and children, it does not diminish the feelings of disappointment, especially when they see other students who have a close relationship with their tutor. Indeed, availability of tutors is valued very highly among the exchange students, even though there are a few students who state that they do not need a student tutor. These exchange students might

have already been in Turku before, as one comment revealed, so they do not feel the need to have someone there to guide and help them in a familiar surrounding. However, the following comments reveal how the availability and willingness to help affects positively the overall exchange experience – it can even compensate for not seeing the tutor face-to-face on a regular basis.

My Tutor really helped me a lot during my all Erasmus, always ready to answer my questions or to help me with anything. Thanks to him my stay in Turku was really improved. (A2013)

Although we did not have regular contact/meetings during the second half of the semester, I really did not mind since I have known that I can always write her if I have questions. (A2012)

Nevertheless, nothing can compensate for the fact of not meeting one's own tutor at all or only once. This was most notable in the comments from the spring term 2013, which may be one possible reason why the grades given to student tutor support showed a decline from the previous terms. For reasons unknown to the exchange students – but later discussed based on the tutors' points of view – tutors failed to contact the exchange students or suggest meetings in person. Some tutors did not reply either when exchange students tried to contact their tutor via email. This led to some of the most regretful and bitter verbal answers to the questions of the questionnaires:

Contact with Finnish tutor was awful. I had to contact her when to meet up and I have only met her once. (S2013)

I am really disappointed. We met all in all only twice during my 5 months stay! Mainly, it was me proposing to have a lunch or coffee together, just to get know each other a bit more, but it had never happened. Also my tutor didn't answer to all my emails. I felt a lack of interest from my tutor. (S2013)

My tutor didn't respond to me at all. (S2013)

The three comments above are examples of three typical scenarios. First, some tutors meet with exchange students only upon the exchange students' own request, thus implying lack of interest and active participation on the tutors' behalf. Second, tutors who do not reply to exchange students' messages cause even further feelings of disappointment for the exchange students. Third, there are cases when the tutor and exchange student

never meet each other in person, nor have any two-way communication through online media channels.

Therefore, it is not uncommon for exchange students to have negative experiences in relation to their appointed tutor. As one student phrases it: “The tutor you get is luck.” Moreover, the experience is dependent both on the tutor and the exchange student, highlighting the fact that mediating is a two-way process. One cannot expect to have regular contact with a tutor if neither of the parties is active enough to suggest meetings and display interest in the other person. Fortunately though, in a case where the allocated tutor–exchange student connection breaks, there are many other students and tutors who are keen to help exchange students and place tremendous effort into mediating quality exchange experiences. In fact, many comments described the “adoption” by another tutor when the original Finnish tutor did not help them adequately. Exchange students also comment positively on the fact that one tutor has usually more than one exchange student because it is then easier and faster to share information and ask for help from each other without “bothering” the tutor that often. Next, the tutors’ experience will be examined more closely.

4.1.2 Tutors’ experiences of tutoring

In the questionnaire for tutors (see appendix 2) there are questions about the training, best experiences, how tutoring met tutors’ expectations, most challenging situations, meetings with exchange students, ideas for improvements, and finally, additional feedback. The questions have changed slightly from 2012 to 2013. In 2012, tutors were able to report if they had experienced problems during tutoring and what the issue concerned. In 2013, questions about the meetings with exchange students were added (questions 8–14 in appendix 2). In addition, specific reasons for becoming an international tutor were removed from question 5, although it still questions whether or not tutoring met tutors’ overall expectations. This chapter discusses tutors’ expectations and experiences from a broad perspective, whereas the tutors’ comments about the functionality and improvements for the system are discussed in chapter 4.3.

Based on the results of the survey, tutors have very varying experiences during the tutored periods of time. Table 8 summarizes the initial motives for tutoring as well as positive and negative experiences.

Table 8 Summary of tutors' experiences based on the survey about tutors (N=280)

Motivations	Positive experiences	Negative experiences
<p>Experimental dimension Broadening horizons Having new experiences Having fun – tutoring as a hobby Meeting people Cross-cultural teaching and learning Living “foreignness” Helping others Gaining knowledge for one’s own ex- change Internationalisation at home Enhancing personal skills</p> <p>Career dimension Enhancing future employment pro- spects in international markets Improving academic knowledge Contributing to the internationalisa- tion of one’s student organisation or association</p>	<p>Experimental dimension Exploring the city in a new way Gaining memorable experiences Having fun and trying new activities Building social networks and becoming ac- quainted with new people Intercultural learning Seeing the local environment and student life from a new perspective Feeling useful and helpful Experiencing hospitality and gratitude from the exchange students Learning about oneself Mental preparation for future study abroad Becoming international without going abroad Explore the life of an exchange student Improving various skills, e.g. organisational, communicational, leadership, management, teamwork, problem solving, and linguistic skills</p> <p>Career dimension Acquiring academic skills Gaining advantage for starting an international career</p>	<p>Lack of interest from ex- change students Difficulty of getting in touch with the exchange students Inability to form relationships Large amount of work Lack of information and knowledge Inability to help Negative feelings such as dis- appointment, stress, anxiety, confusion, ungratefulness</p>

As can be seen from the table, tutors' motivations for tutoring are directly linked to Krzaklewska's (2008, 94) illustration of Erasmus students' motivations for going abroad (see Figure 1). Similarly to exchange students, tutors' have a wide range of motivations on two dimensions: experimental and career. On the experimental dimension, tutors' reasons for tutoring include various personal and cultural reasons. Furthermore, many tutors,

including me, have also been on exchange themselves, and wish to utilize the skills and knowledge gained overseas to help the exchange students coming to Finland. In contrast, tutors' mentioned only a few reasons on the career dimension. Interestingly, no one mentioned receiving credits or a reward as a motivating factor for becoming an international tutor, although many comments imply that improving the outlook of one's resume is regarded as a desired outcome. These findings support the general impression of many researchers that the experimental dimension weighs more than the career dimension.

In general, tutoring meets tutors' expectations fairly well; the most positive experiences are in line with the motivations as emphasized in the table 8. Tutors' experimental expectations were met positively in terms of gained personal and cultural benefits, such as improved skills, interactions with people, and gained knowledge. In comparison, tutors only mentioned a few positive experiences that are related to the career dimension, further implying that tutors value more the experimental aspects. Some comments pointed out that expectations were met also in terms of surprises since the training includes many examples of possible problems a tutor might face. Interestingly, surprises were actually mentioned both as the best and most challenging part of tutoring.

However, not all challenges contribute positively to tutoring experiences. In fact, the negative experiences listed in table 8 are usually consequences of various issues. In spring term 2012, 26% of tutors reported having problems. Minor problems with practical arrangements are common and are typically caused by lack of information or inefficient coordination, which are discussed more in chapter 4.3. However, communication issues and inefficiency of the tutor system usually cause the main problems that affect the overall tutoring experience.

To start with, many tutors reported challenges in arranging meetings with exchange students. In 2013, slightly more than half, 54%, of tutors said they had met one or more of their exchange students less than five times during the term, which is below the standard. Tutors' reasons for the small amount of meetings varied from busy schedules to lack of interest. Some exchange students already had a support network in Finland so they did not need tutors' help during their exchange. Others may also be very independent and wish to manage on their own, without external help. Indeed, one tutor explained that in the beginning not one of his or her exchange students requested any help, and later on they were all busy. As a matter of fact, there are many exchange students who travel either in Finland or abroad especially during weekends, whereas tutors may be working besides their studies. Besides the difficulty to coordinate schedules, also cultural differences and a varying perception of time were mentioned to create challenges for scheduling meetings. For example, a few tutors reflected on incidents when they had agreed on a meeting time and place but the exchange student did not arrive to the meeting or cancelled in the last minute.

Furthermore, some tutors speculated their exchange students were not interested in casual meetings with their tutors. Some tutors stated they received few or no response at all from the exchange students, even though they tried multiple times to reach them. After noticing behaviour that seemed rude or uninterested, tutors did not feel comfortable asking their exchange students to meet in person anymore. Indeed, more than one tutor stated they felt being excessively “pushy” or even desperate in these cases. One tutor also described that tutoring felt anxious due to the fact that exchange students did not take initiative at all. Another tutor speculated his or her Chinese exchange student seemed to be feeling awkward about receiving help from a tutor. In fact, this exchange student later on preferred to turn to another Chinese student for support rather than his or her own tutor. In comparison, one tutor explained how he or she was the only tutor who was reachable and available tutor for a group of exchange students, which in the end proved to be extremely exhausting. Therefore the tutor turned from active to passive behaviour, which gradually led to decreased communication from both sides. As a consequence of the difficulties with scheduling meetings, many tutors’ expectations were not met in terms of getting to know the exchange student or forming relationships.

Another major issue tutors report is lack of time in comparison to a large amount of work in the beginning of the term and decreasing amount of work towards the end of the term. This leads to time management issues and further on, a feeling of uneven distribution of time during the term. Consequently, tutors who face time management issues feel they did not get to know their exchange students, do as many activities together, or integrate the exchange students to the local student community as extensively as they initially hoped for. However, many tutors also refer to the amount of work as a positive challenge. All seem to agree that the more practise a tutor had, the better management of time and tasks he or she had afterwards. Some tutors actually stated that the workload seemed larger during the time everything was new, and the more terms one had tutored, the easier tutoring seemed the following term.

Tutors emphasized how challenging it was to find the right balance in the level of support an exchange student needs. While some tutors expected the tutoring to be harder than it actually was, others felt the exact opposite. In fact, exchange student’s need for tutor’s support has a direct influence on the tutor’s level of satisfaction or dissatisfied. For instance, when an exchange student does not want anything more than information, tutors who had hoped to form a friendship refer to this unfortunate role as an “information bank”. On the other hand, if an exchange student has unreasonable expectations and needs more support than the tutor had expected, the tutor refers to the student as inexperienced, helpless individual who need constant support and require the tutor to act as a “mother figure” or a “baby sitter”.

Indeed, the differences between personal characteristics and expectations between tutors and exchange students seem to be a major cause of dissatisfaction. Communication

issues due to age difference, amount of experience, cultural norms, poor language skills or a total language barrier complicate the interaction between group members, lead to inconvenient situations, and interfere with the success of tutoring. For example, some tutors state that they were negatively surprised when an exchange student acted immaturely or when a 30-year-old exchange student was uninterested in tutoring.

On the other hand, there are also experiences that exceed the tutors' expectations. Based on the tutors' answers concerning meetings, the general shift from merely positive experiences to outstanding experiences and exceeding expectations lies in the communication and type of meetings between tutors and exchange students. Table 9 further demonstrates the difference between the two stages of meetings: the beginning of the term and towards the end of the term.

Table 9 Types of meetings between tutors and exchange students (N=280)

<p>First stage</p> <ul style="list-style-type: none"> • welcoming the student at airport, bus or train station • practical errands – going through the “to-do-list” • guiding in the city, pointing out places of interest • helping with initial adapting • introducing to other students • casual meetings such as having lunch or coffee while “catching up”
<p>Second stage</p> <p>Adaptation to the local student life:</p> <ul style="list-style-type: none"> • student parties or casual gatherings of exchange students or Finns • inviting exchange students to various events and meetings with tutor's own group of friends • introducing to student organisations • helping with homesickness • discussing the progress of adapting to the new city and student life <p>Animation:</p> <ul style="list-style-type: none"> • cooking, having picnic, lunch or dinner together • doing or watching sports • going to the cinema • travelling and sightseeing together <p>Cultural exchange:</p> <ul style="list-style-type: none"> • learning by discussing each other's cultures • sharing cultural knowledge

Typical meeting scenarios in the beginning of the term tend to be formal and shorter, with emphasis in practicality and guidance. These indicate instrumental leading. After the first month of the term, many tutors admit they do not meet their exchange students in person anymore, although they might still be in contact through social media channels and see each other unexpectedly at the university. As one tutor stated, these tutoring experiences are still positive even though communication decreased towards the end of the term. However, the ones who are still in regular or occasional contact with their exchange

students after the beginning of the term, move beyond the instrumental leading stage. The nature of the meetings shifts towards informal, with emphasis in adaptation, animation, and cultural exchange.

Tutors explain that the more time they spend with the exchange students, the more informal and relaxed their meetings become. In fact, one tutor explains how he or she formed a very close relationship with one of his or her exchange students while the student was living with the tutor for a month. At the end of the term, a few tutors state that they are meeting with the exchange students as normal friends, or even if their meetings have not been as regular, they still intend to meet at least once. This indicates that some tutors are able to establish close relationships with their exchange students and do not see their meetings as tutoring anymore. Indeed, some tutors emphasize how through tutoring they have developed meaningful friendships with people in a very short amount of time, and wish to stay in contact also after “the tasks” have been done. Similarly, some tutors state they have met more people, and gained more friends than they would have expected.

4.2 Key findings of observations and interviews

4.2.1 Tutors’ multiform and varying roles

The main findings of observations and interviews that are relevant to the research question can be divided into three themes: the multiform roles of tutors, typical communication and interaction issues and forms, and adaptation to the local student community. This chapter focuses on the first, and answers these questions:

- What are the relative mediatory roles of tutors in the exchange experience?
- How do the perceived roles of tutors differ from the expected roles of tutors?
- How does the relationship between the tutors and exchange students affect the role of the tutor?

As discussed previously, tutors can have a variety of roles, namely instrumental leader, social mediator, and cultural broker that were summarized in chapter 2.3. The findings of the interviews and observations allow a closer overview into these distinct mediatory roles of tutors. According to the IO, tutors should ideally have two roles. First, tutors support in practical issues in the beginning of the term. Second, tutors are available throughout the term to help in short-term adaptation, thus they are a link to the Finnish society and student culture. The IO further describes the best possible outcome is when the tutor and exchange student become friends and the tutor can support the exchange student as a friend. Neither feels forced, being on a duty, or acting as a mother or an employee. Indeed, the IO believes exchange students feel more comfortable asking for

support from a friend than an official representative of the university. Therefore, building a good friendship is encouraged.

The findings of the interviews with tutors and exchange students reveal that tutors' roles and relationships between tutors and exchange students tended to vary tremendously. The expected and perceived roles of tutors from both the exchange students' and tutors' point of view are presented in table 10. Pine and Gilmore's (1999) dimension of active and passive participation, as well as Jennings and Weiler's (2005) concepts of formal and informal mediation, are included in the table. Based on the findings through, active with informal, and passive with informal, seemed to match exchange students' descriptions so these were combined. However, there were descriptions that did not seem to categorize either as passive or active, so a mixture of these two was added.

Table 10 The expected and perceived roles of tutors

Expected role of tutors	Exchange student interviewees								Tutor interviewees						
	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	T 1	T 2	T 3	T 4	T 5	T 6	T 7
Passive/ Formal			✓			✓						✓	✓		
Mix of active and passive					✓			✓							
Active/ Informal	✓	✓		✓			✓		✓	✓	✓			✓	✓
Instrumental leader (practical issues)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social mediator	×	✓	×	✓	×	×	✓	✓	✓	✓	✓	×	×	×	✓
Cultural mediator	×	✓	×	✓	×	×	✓	×	✓	✓	✓	×	×	×	✓
ICE contact			✓												
Acquaintance			✓			✓					✓	✓			
“Buddy”	✓				✓						✓				
Friend		✓						✓	✓					✓	✓
Close friend				✓											
Perceived role of tutors	Exchange student interviewees								Tutor interviewees						
	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	T 1	T 2	T 3	T 4	T 5	T 6	T 7
Passive/ Formal	✓						✓					☒			
Mix of active and passive		✓	✓	✓	☒	✓		☒	✓						✓
Active/ Informal										✓		✓	✓		
Instrumental leader (practical issues)	☒	☒	☒	✓	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Social mediator	☒	☒	☒	☒	✓	✓	×	×	☒	☒	☒	☒	✓	☒	☒
Cultural mediator	☒	☒	☒	×	☒	☒	×	☒	☒	☒	☒	☒	☒	☒	×
ICE contact			☒												
Acquaintance	✓		☒				✓				✓	☒			✓
“Buddy”				✓	☒			✓			☒			✓	
Friend		☒				✓			☒	☒			✓		
Close friend															

The following abbreviations and markings are used in the table:

- ICE: in case of an emergency
- An expected factor or a perceived factor: ✓
- An unexpected factor or a factor that is not perceived: ×
- A perceived factor that is the same as an expected factor: ☒
- A factor that is not perceived and is the same as an unexpected factor: ☒

As evident from the table, some students had totally contrasting expectations of tutors. On average, the closer relationship one expected to have with a tutor or an exchange student, the deeper mediation and more active and informal communication he or she expected. Most informants expected a good relationship, possibly even a friendship. All exchange students, except E3 and E6, expected to be friends or buddies with their tutors. The distinction between a buddy and friend is quite unclear, but in general, based on how

the students used these words, a friend would imply a deeper connection and more frequent communication than a buddy. For instance, informant E1 described how he was expecting a “buddy to hang out with” – someone who will take care of him, meet at the airport, answer questions, but not necessarily to teach about culture. Unlike the other exchange student interviewees, informant E3 and E6 both expected their tutors to remain as a distant acquaintance – someone who they might see coincidentally or contact in case of an emergency.

Tutors emphasized that although many of them expected to become friends with their exchange students, the relationship would depend on personal chemistries and cultural differences. Many also emphasized they did not intend to act as “mother figures” or “staff members”, indicating a friendly and informal role with limits. T7 explained how she intended to be as active in the beginning as possible and later on meet during free time as friends. Similarly, T1 hoped to form close enough friendships “to share personal information and secrets”, whereas T2 expected a sisterly or brotherly relationship. On the other hand, informants T4 and T5 stated they did not intend to be as involved. They admitted being “task-oriented”; they would offer practical help in the beginning, but would not place effort in forming a friendship or arranging meetings towards the end of the term. Their description of a tutor’s role had formal tones: taking tutoring seriously, remaining distant, treating everyone equally, and solving problems.

What nearly everyone – both exchange students and tutors – agreed on was the expectation of practical help: sharing vital information and offering organizational help. Informant E7 together with E8 were the only exchange students who said they expected help with issues related to studies, such as course registration, and choosing subjects. Help was expected especially in the beginning of the term; most did not even expect to receive help after the first few weeks of the term. E7, for instance, expected help in the beginning of the term, but “afterwards it could change”. E6 was actually very positively surprised when, against her expectations, the tutoring was not over after two weeks. Similarly the tutors had all adopted the role of a tutor as an instrumental leader in the beginning of the term. For example, T6 stated that from the start she expected the main emphasis to be on acting as a guide in the beginning where the student would need a significant amount of help. The exception of all informants was E4, who was looking forward to a close friendship and deep cultural exchange, but not a great deal of help with practical issues:

I came here to live by myself. It was a positive surprise she (tutor) helped me a lot. I thought I was gonna do the official stuff by myself. I expected us to be friends because we are the same age. I didn't know about what is a tutor exactly. I thought my tutor was gonna show her family, their house, how they live, and have activities with them... (E4)

E4's interview clearly suggested that the role of tutors was not clear to her. In fact, the exchange students had mixed expectations about whether tutors are professional employees at the university or volunteer peer students. Informant E8 actually first expected to have a more formal university staff member as a tutor who would help with practical issues. However, after E8 realized a tutor is not a staff member at the university, she expected to develop a friendship and go to parties together, hence implying a shift from formal mediation towards informal mediation. Indeed, the initial expectations of the exchange students soon transformed after they received a better understanding of the tutor concept. Informant E7 summarized incisively his expectations about the role of a tutor:

Being a tutor is not a job, you're a tutor because you like it. It's not obligation to meet someone... I expected my tutor be my friend in the future... he would tell me something about Turku, the university life, so I would understand better where I was gonna live. (E7)

Table 10 further indicates there were both similarities and distinct differences on the expected and perceived roles of the tutor. Based on the interviews and observations, these roles depend greatly on the type of relationship that is formed. Therefore, the answers to the three questions about tutors' roles and relationships with exchange students are closely related and resultant of one another, which is next explained in detail with multiple examples.

All of the exchange student informants thought they had received, at least some or a large degree of, instrumental support. Similarly, all tutor informants felt they had offered instrumental help to their exchange students. The observations supported the activity of tutors as instrumental leaders in the beginning of the term, although in some cases tutors had to ask for favours from one another due to pre-engagements, for instance. Furthermore, many exchange students did not appear to fully realise why they needed to fulfil the practical errands. In fact, without tutors' guidance, exchange students might have not completed official tasks, or they would have required a significantly longer amount of time.

The interviews further revealed that tutors' roles as social and cultural mediators are not as successful as the instrumental role, which appears to be a result of a distant relationship between exchange students and tutors. E4, for instance, was initially very excited to develop a close friendship and learn about the Finnish culture but to her disappointment, her tutor was very busy and uninterested in talking about the culture. Although her tutor was not a cultural broker, she did organize a trip for the whole tutor group of exchange students, indicating an animatory role and social mediating. Informant E7, on the other hand, felt his tutor was fulfilling his role merely as an "obligation", offering support

only on practical arrangements. Even though his tutor invited him to parties in the beginning, E7 did not see this as an act of social mediation. Indeed, he described his tutor as a distant figure:

The relation with my tutor didn't work because it was like artificial. He was just my tutor, not more. (E7)

Informants E1 and E8 also developed a more distant relationship with their tutor than that which they had expected. Informant E8 had a “good relationship, but not deep or close” with her tutor, whereas the tutor of informant E1 was busy working in another city so they never developed a friendship despite the fact that they had lunch on a regular basis. As a result, informants E7, E1 or E8 did not mention any situations when their tutors would have acted as a social or cultural mediator.

The interviews with tutors offer possible explanations on why tutors' roles are limited and do not meet the expectations of the exchange students. Many tutors (T7, T6, T5, T2) pointed out that exchange students see tutoring more professionally than expected. T7 further explained that this view is hard to change unless the tutor is active and participates in the exchange students' life. The other tutor informants and observations further supported the importance of being active. Exchange students whose tutors failed to be present at the beginning of the term expressed reluctance to contact their tutors, even if they had later become acquainted with them. Instead, they turned to other tutor friends or exchange students for help. Therefore, the importance of tutors' presence on the first days is crucial to forming a relationship where the students feel comfortable to ask for help. T1 speculated also whether her more passive role in the middle of the term in comparison to the active beginning and the end was the reason why some of her exchange students did not feel comfortable to contact her about problems as openly as she would have hoped for.

Besides activeness, tutors pointed out other potential reasons for limited roles of tutoring and distant relationships. T6, for instance, was active in her opinion, but placed intentionally more importance to instrumental leading than social or cultural mediation: she did not for example introduce her students to other people or invite them to events. T7 was closer with only one of her students while others remained acquaintances. This, she explained, was because of personal chemistries and she did not wish to “force” the relationship further. As a result, T7 pointed out experiences that did not include social or cultural mediation; she became more passive after the beginning of the term, did not meet the exchange students except at events, and did not introduce culture in personal level.

Despite the difficulties, the interviews revealed that two exchange student informants (E2 and E5) managed to develop a relationship that was similar to the expected relationship. In the case of informant E5, he and his tutor had a “good connection and a comfortable feeling”. He described his tutor being active at first, and then passive because E5 did

not have a need for help from his tutor as he started building a social network of other people who he could rely on as well. Therefore, the intercultural learning experiences of cultural mediation were limited, as E5 initially expected. E2, in comparison, became closer with his tutor and recognised both the social and cultural mediator roles in his tutor. Tutor informants T1, T2, and T3 also stated they had formed closer relationships with at least some of their exchange students that were similar to their expectations. Moreover, they pointed out situations where social or cultural mediation was present. T5 actually formed a closer friendship with her exchange students than she expected. In fact, they became such good friends, that T5 did not see their informal meetings as tutoring anymore at the end of the term.

In fact, the interviewees revealed a few cases where the expectations of the students were positively exceeded. Informant E5 was surprised about the amount of practical help he received from his tutor, while informant E6 stated she and her tutor became closer than she expected:

She became one of my friends. She is part of my stay here. (E6)

Informant E6 also pointed out that, even though her tutor did not really explain or actively talk about cultural traditions or habits, she still felt that her tutor “introduced Finnish life-style indirectly”, suggesting that cultural mediation can be present also when it is not a distinct objective of the tutor.

Finally, E3 and T4 present a case that is rather curious. Both of their expectations of tutoring were met in terms of the amount of support received and offered and relationship formed. Yet, they both felt something was missing. E3 explained that in his country, there is a slightly different kind of a tutor system, which led him to expect that his tutor would be obligated to help him, and the interaction would be more formal than informal. He knew he could always contact his tutor in case of an emergency or if he had questions, but otherwise he did not want to “bother” his tutor. Despite the fact that his tutor tried actively to make contact with him in the beginning, he feels that his own attitude and expectations were the reason why he and his tutor did not become closer. Similarly, T4 admitted feeling slightly guilty, despite the fact that he had communicated to his exchange students he did not intend on being active throughout the term and they had all agreed his role as a tutor would be more passive than active. Social and cultural mediating remained only in conversational level in the beginning of the term. In the end, when T4 compared his role as a tutor to the other tutors, he implied that he could have done more.

In addition to T4, also a few other tutor informants speculated that by doing more, they could have formed a closer relationship with their exchange students, leading to more thorough tutoring experiences. T2, for instance, stated that she could have involved her exchange students in more activities that would have introduced Finnish culture to them.

However, she also pointed out that many of her exchange students did not respond to her invitations, which she felt was disappointing. The next chapter describes further the typical scenarios and issues of communication and interaction between tutors and exchange students, which affect tutoring and the overall exchange experience.

4.2.2 Communication and interaction between tutors and exchange students

Communication and interaction between tutors and exchange students can be examined based on these questions:

- How frequent is the communication and face-to-face interaction between tutors and exchange students?
- How does actors' attitude influence the interaction?
- How do cultural differences and language skills influence the interaction?
- What is the nature of the general atmosphere?
- Is there a difference in the tutors' behaviour in relation to changing exchange student profiles?

According to the interview with the IO, tutors should communicate frequently, for example once per week, and have face to face meetings with their exchange students at least five times per term. All in all, tutors should spend between 10 and 50 hours in tutoring. The IO highlights that tutoring is more time consuming in the beginning of the term. Afterwards, the tutoring depends on personal chemistries. The observations and the interviews with tutors and exchange students supported the results of the survey about tutors: not all tutors meet with their exchange students as often as desired. Table 11 presents the frequency of communication and face-to-face meetings between the interviewed exchange students and tutors.

Table 11 Frequency of communication between tutors and exchange students

Frequency of communication	Exchange student interviewees							
	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8
Rare or none			✓				✓	
Occasional	✓			✓	✓	✓		✓
Frequent		✓						

Frequency of meeting in person	Exchange student interviewees							
	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8
Only few times in the beginning of the term			✓				✓	
Occasional (planned or coincidental)				✓	✓	✓		
Once per month		✓						✓
Every 2–3 weeks	✓							
Weekly								
Decreasing towards the end of the term	✓	✓		✓	✓	✓		✓

Tutor interviewees						
T 1	T 2	T 3	T 4	T 5	T 6	T 7
	✓		✓		✓	✓
✓	✓	✓		✓		✓

Tutor interviewees						
T 1	T 2	T 3	T 4	T 5	T 6	T 7
	✓		✓		✓	✓
✓		✓		✓		
✓	✓	✓		✓		
✓	✓	✓	✓			✓

As can be noted from the table, exchange students felt communication was not very frequent. Exchange students used email, text messages, Facebook, and WhatsApp as main communication channels with their tutors. These were used occasionally in situations when required information and help or inquiring about everyday life. Exchange students placed more emphasis on face-to-face meetings, which in average occurred occasionally either planned or coincidentally, and less frequently towards the end of the term. The amount of meetings varied between the exchange student informants anywhere from three to 15 times per term. For instance, E4 met her tutor all in all around 12 times during the term, half of them being planned while the other half of the meetings occurred spontaneously at parties and events. Similarly, E5 described the meetings occurred randomly towards the end of the term, whereas in the first weeks he met his tutor on average 3–4 times per week.

A few of the exchange student informants (E1, E2, E7) implied they were disappointed with the lack of face-to-face meetings. Even though tutoring is typically more active in the beginning of the term, both E1 and E2 expected to meet their tutors more frequently in the beginning, at least once per week. E1 stated he had to “cut his expectations” after the disappointing start. In the case of E7 and E3, both the communication and face-to-face meetings were less frequent than the other informants. E7 noted that he did not see his tutor enough but he does not care anymore: “he helped me, that’s all”. On the contrary to E7, informant E3 did not blame his tutor for the lack of effort. Instead, as stated before in chapter 4.2.1, E3 did not seek active communication or friendship from his tutor. In

fact, he would have rather hoped his tutor did not care so deeply, and would discontinue trying to invite him to meet in person.

Exchange student informants who did not see their tutors often during the term described their tutors as passive, busy or shy. E8 for example, expected her tutor to be “a party tutor”. However, because her tutor was not interested in parties, they did not meet as often expect for once a month for lunch or sports. E2, on the other hand, hoped his tutor would take more initiative. However, when asked about his own behaviour, he admitted that he did not actively suggest meetings either, instead he let his tutor decide herself when it would be the best time to arrange a meeting. Therefore, E4’s tutor was still more active than E4 himself. Despite the lack of face-to-face meetings, some exchange student informants still appreciated the fact that their tutor was available at least through social media. E6, for instance, said she could always contact her tutor when she needed help. During the term some exchange students were observed to have a more negative experience in cases when they never met with their tutor. In fact, a few tutors were absent especially at the beginning of the term which is the most important time for the exchange students, as argued earlier in chapter 4.2.1. To make the experience even worse, some students claimed they never even heard from their tutor – similar comment that is sometimes present in the results of the survey about exchange students.

In comparison to the exchange students, tutor interviewees described more active communication. Of course, tutors have also more than one exchange student who they communicate with. However, the tutor informants managed to meet with their exchange students more often than only a few times in the beginning of the term; both the communication and face-to-face meetings occurred occasionally or frequently, but less towards the end of the term. The observations supported the notion that interaction decreases towards the end of the term. In fact, my own field notes describe how the pace of the term “eventually slowed down”. Despite sending invitations to events and answering exchange students’ questions, face-to-face meetings occurred infrequently with the students who I had less in common with. Tutor informants actually highlighted that the frequency of face-to-face meetings depended tremendously on three facts: personal chemistries, schedules, and the response of the exchange students.

The first point, personal chemistries, revealed to be the main motivator for tutors to invite the exchange students to casual meetings during free time. T2, for instance, explained that she spent more time with those exchange students who she had more in common with. She also pointed out that she was more likely to spend time together with only one of the exchange students if they were acting as individuals rather than the “exchange student mass”. Similarly T7 stated she saw her exchange students more often if they “got well along”, although towards the end of the term, she only saw her exchange students if they needed help.

The interviews revealed that one of the main reasons why meetings occurred less towards the end of the term, is because of both tutors' and exchange students challenging schedules and prior engagements. Some tutor informants placed more emphasis in the beginning of tutoring, whereas in the end they focused more on their own studies, work, or thesis, indicating a shift from active tutoring to passive. T1 and T6 also pointed out the difficulty in arranging meetings when their students did not use WhatsApp or text messages, making it difficult to inform them about last minute cancellations or alterations. Additionally, tutors (T4, T6) explained how after the beginning of the term exchange students had already formed a group of friends, which not only gave them adequately support to be less dependent on their tutor but also made it harder for the tutors to spend time with their exchange students. Informant E5 presented a case of example: he preferred to discover and explore on his own. Moreover, because he had an extensive network of both Finnish and exchange students friends, he did not need to depend on his tutor as strongly as others.

The third point, response of the exchange students, revealed a potential vicious circle in the communication between tutors and exchange students. It also gives an answer to how actors' attitude influences the interaction: the less active or positive responses the informants received, the less inclined they were to stay in contact or suggest meetings. T2, for instance, had a tendency to invite all of her exchange students to common gatherings but the ones who did not respond to the invitation, were also less likely to join the meetings in the future. T7 had first suggested meetings actively, whereas her students only suggested meetings if they needed help, resulting in T7 to become more passive towards the end of the term. Similarly T4 questioned why his exchange students never invited him to any gatherings, except for only one birthday party during the term. T5 strongly believed the less the exchange students see their tutors, the less comfortable they feel to ask for help. It may also be a partial reason why many tutors during observations described having exchange students who did not seem to want to be a burden and disturb their tutors by asking for help. In fact, this vicious circle of negative responses from either side is a probable contributor to negative experiences. For example, E7, who was very disappointed with his tutor's lack of interest, reasoned that because he did not receive what he needed, he did not feel comfortable in asking for it again. Instead, he looked elsewhere for help or attempted to manage on his own.

The interviews and participant observations also support the results of the survey about tutors: the communication and interaction between tutors and exchange students is coloured by cultural differences and linguistic communication issues. All parties agreed that language has an influence on the fluency of communication. Surprisingly, however, exchange students gave fewer examples of situations where cultural differences influenced the interaction. Moreover, these examples tended to have a humoristic tone. During a casual conversation with a Ukrainian exchange student, the student actually laughed

about a difference of opinion she had with her tutor concerning the safety of Finnish train stations during the night. Informant E2 stated that in his mind, there were no major cultural differences whatsoever when communicating with his tutor. Compared to Asian exchange students, E2 believed that his culture was more similar to Finnish. However, later in the interview he expressed that he had expected Finns to be more social. Besides E2, there were a few more exchange students (E1, E3, E7, E8) who mentioned their tutors' lack of sociality to be surprising for them. E8 mentioned a specific situation when she felt "shocked" at first meeting because her tutor rejected the traditional Spanish two kisses on the cheeks. Tutors, on the other hand, had a lot to say about cultural differences, both of positive and negative nature. I observed many tutors describing cultural differences as a rich, and interesting part of the interaction with exchange students. However, tutors often pointed out negative experiences due to misunderstandings about meeting times. Likewise in the findings of the survey about tutors, many tutor informants (T2, T3, T6) emphasized the importance of a similar concept of time.

Cultural differences appear to influence the interaction – whether it is recognised or not. Cultural differences and language skills also have a direct effect on the nature of the general atmosphere. According to T7, when a conversation was fluent, also the general feeling was positive and comfortable. However, she also described the presence of a language barrier, when conversation felt forced, misunderstandings occurred, and silence felt awkward. Both E7 and E3 described a similar atmosphere that felt "weird" and "passive", because they were insecure and unable to express themselves fluently in English. Furthermore, they explained the problematic start and lack of fluent conversation prohibited them of creating a connection and having a deep conversation on a personal level.

Informant E1 also pointed out he did not have strong connection with his tutor, even though they met more regularly than E3 and E7, and there were no major linguistic communication issues. E1 referred to the atmosphere as "relaxed" but at the same time "formal, passive, and about being correct". In fact, E1 felt more like it was on obligation to see each other and he and his tutor would not have met in regular basis otherwise. The other exchange student informants described the atmosphere with more positive adjectives such as "social", "talkative", "calm", "cosy", "comfortable", and "friendly", even though many admitted they did not usually have a conversation about each other's personal life.

The interviews and observations further explained that the nature of the general atmosphere varied depending on the activities engaged in, personal chemistry, and frequency of communication. In the beginning during instrumental leading, the nature of meetings tends to be awkward, shy, and strange, whereas after becoming more familiar with another, the atmosphere becomes more relaxed and both tutors and exchange students feel more open to approach one another. Similar to the observations, T1 described, in the beginning of the term the meetings were shorter and tutor's role is more formal and distant

while following the to-do list, whereas towards the end of the term the interaction was more casual and there was trust to have conversations and “gossip” about personal lives. T2 and T3 also agreed the interaction tended to be more formal and superficial in the beginning, especially if the exchange student saw tutoring as a profession. However, the observations indicate that if the tutors and exchange students do not relate to each other, or they express dislike, the atmosphere is unpleasant and communication decreases significantly. Indeed, T3 and T6 argued that the more tutors and exchange students see each other, and the more common they have with each other, the more relaxed the atmosphere becomes and the closer they grow.

Tutor informants T1, T2, T3 and T5 described active and comfortable atmosphere during activities such as eating, drinking, spending time at a cottage, and talking about anything from life and school to cultural differences. Tutor informants T4 and T7, on the other hand, explained the atmosphere was not as exciting because they did not become close or have chemistry. T7 was in fact disappointed how little interaction she had with her exchange students and how fast the term was over. Informant T2 shared an interesting point of view of tutors who have been tutoring for multiple terms: the first exchange students were the closest ones, whereas after a few terms tutors acknowledge exchange students are present only for half a year, which is not an adequate amount of time to get to know them well on a deep level.

To conclude this chapter, the observation and interviews gave a confirming answer to the last question: is there a difference in the tutors’ behaviour in relation to changing exchange student profiles? The observations indicated tutors have presuppositions about certain cultures and countries. For instance, during tutor training former tutors gave examples of problematic situations, where the exchange students came typically from outside of Europe. Informant T7 actually admitted she had presumptions of other countries that influenced the interaction. Interviews with other tutors further support the view that presuppositions may have an impact on the style of tutoring. Asian students, in specific, were mentioned frequently as a student profile that tends to need special attention compared to Western exchange students. For example, T1, T2, and T7 stated it tends to be easier to interact with Europeans and Americans compared to Asians or South Americans, because Western cultures share similar interests, and they are on “the same wave length”. T1 described how she talked about totally different issues with her students depending on their culture; with the Chinese students T1 paid more attention to why people behaved in a certain way. Similarly, T3’s Chinese students tended to ask more questions than her other students, which resulted in T3 staying in more frequent contact with them.

There indeed appears to be a potential difference in the tutors’ behaviour in relation to changing exchange student profiles. Nevertheless, the informants placed more emphasis on individual characters and personal interests as an explaining factor of their behaviour. Informant T1 described how an individual’s interests led the flow of the conversation and

actions: if the student was interested in partying, T1 would invite them to parties (social mediating), whereas if a student asks about practical matters, T1 would pay more attention to instrumental leading. To counter this view, T3 argued that the personal interests seemed to be dependent on the individual's culture. Whichever may be the case, culture and language is always involved in some way in the interaction between tutors and exchange students. They are also relevant in the adaptation of the exchange students, which will be discussed in the next chapter.

4.2.3 *Adaptation to the local student community*

The participant observation and interviews revealed interesting findings that answer these questions:

- What adaptation stages are visible in the exchange experience?
- Do exchange students experience culture shock?
- What are the key factors that influence exchange students' adaptation?
- How are tutors facilitating exchange students' adaptation?
- How does social interaction and the "Erasmus bubble" affect the adaptation?
- Is language a significant factor in exchange students' adaptation?

Based on the observations, the exchange students' adaptation tends to be short-term and not in a deep level. During the term, exchange students showed more motivation to integrate in the exchange student life than in the local Finnish student life. However, the exchange student informants described, at least in some level, the presence of Oberg's (1960) and Winkelman's (1994) four stages: honeymoon phase, crisis period, adjustment phase, and to a limited extent the adaptation phase. E1 described his initial feelings upon arrival to Finland: curiosity, slight insecurity, fear, nervousness, and excitement. Similarly, E6 told she had an easy start, and thought of it as a vacation. The second phase, crisis period, was present in the beginning of the term.

Even though none of the informants referred to culture shock directly, their descriptions of the beginning of the term included Taft's (1977), typical reactions to cultural shock, such as irritability, insomnia, and rejection of the members of the new society. These feelings were also present during the observation. Informants E4 and E7 described challenging first two weeks:

First weeks were the most difficult. I didn't like my accommodation, I was at a hostel. I didn't sleep too much, there were a lot of people. It wasn't easy but I was excited. I was also homesick. (E4)

I was with my parents at first, [it was] hard to meet many people. Friends are a second family in Spain, so [it was] hard not finding friends here. (E7)

In addition, E2 referred to a “cultural difference between countries – not a shock” when he explained his positive surprise with the exchange student life but slight disappointment with the Finnish students’ lack of sociality. Similar to E2, informant E1 described disappointment, but also frustration, irritation, and stronger negative experiences. However, these feelings subsided after a while:

In the beginning, I really couldn’t think about spending here more than three days because in the beginning the city appeared to me a little grey, not so nice. But after a while I got to really like the city and also Finland. I think it all comes with time. (E1)

The third phase, adjustment, came surprisingly fast for some of the exchange students. Most stated that they started to “settle down” around 2–4 weeks after arrival. At this phase, exchange students also named key factors that helped their adaptation process. E8 stated she started to “feel more at home” after the practical matters were done. E4 and E6 mentioned routines, hobbies, starting the university, and finding friends among the exchange students as facilitating factors. E1 and E5 also believed the most helpful factor was networking. E5 said he started to feel confident when he became acquainted with many people, especially his neighbours. E1 further described that the people are the most important factor for him in a new surrounding:

The most things changed after I got to know some people, got friends to hang around with on regular basis and I think that was the thing that changed a lot... it all comes with people you get to know. If you’re making good friends here, you will always like the place, I think it’s no matter what place. (E1)

The fourth phase, adaptation, was described only to a limited extend by the exchange student informants. As Winkelman (1994, 122) points out, full assimilation is extremely difficult. Nevertheless, a few exchange student informants stated they had started to feel at home, become involved in activities, and enjoyed the local customs. At the end of the term, informant E1 had gone through a full transition from his initial disappointment, and negative feelings:

Now I really like Turku and I don't regret coming here. I have to say my attitude completely changed during my time here. (E1)

On a similar account, E8, who was interviewed in the beginning of the second term of her exchange year, said “after coming back from holidays, I felt like coming back home”. She further explained that the exchange experience has changed her life positively and she now accepts and appreciates the differences between Finland and her home country. E5 expressed his reluctance to return back home:

Finns are crazier than I expected, in a positive way. [They are]open minded... I'm already sad that I have to leave. (E5)

Not all exchange student informants had as positive experience. Informant E3 expressed his deep disappointment with his Erasmus experience in Finland, which shows signs of the most typical results of a culture shock, depression, isolation, and fatigue:

I expected more from Finland. First of all, I didn't know about this Finnish silence. I don't know what I expected from Erasmus life but I expected something else... I don't regret, I would do it again but I'm not sure if I would choose Finland as a country for Erasmus. In three months in Finland you can't discover meanings and way of living. I thought they are Scandinavians and they have a connection with Russia, Eastern Europe. I thought they would be more wild, and the way of living more entertaining... Everything is grey here. It's not the temperature what makes Finland cold, it's the people. (E3)

Informant E3's negative experience, strong dislike, and criticisms towards the local culture indicate that exchange students do experience culture shock, even if it is not recognised by students themselves.

However, the observations show that very often exchange students, similar to E3, do not seek help from their tutors when dealing with negative feelings. Tutors on their behalf often failed to notice signs of culture shock, especially if the exchange student acted like nothing was wrong. The interviews further revealed that informant E3 was not the only one who refused any chances of receiving help from the tutor. In fact, none of the exchange student informants actively sought help from their tutors. Informant E4, who disliked her hostel accommodation and felt homesick, stated she did not feel comfortable in talking about those matters with someone. Instead, she preferred to manage on her own. She did admit wanting to ask if she could stay temporarily in her tutor's flat, but in the

end she decided, without ever asking, that her tutor's flat was not large enough to accommodate her. Moreover, none of the tutor informants were approached because of adaptation issues, except for T2 and T3. T2 referred to one incident when she attempted to support a homesick student by handling the situation with humour, encouragement, and keeping the student active. T3 mentioned about students who complained about not meeting enough Finns, but she felt it was a matter of housing location, not something that she could assist the student with.

Nonetheless, the interviews and observations support the view of Winkelman (1994): tutors can indeed facilitate exchange students' process of adaptation, especially during the first phases, given that the tutor and exchange student communicate well about possible issues. Exchange students were grateful for the practical support their tutors gave them. E4 mentioned her tutor's help during the first week with organisation, introduction to the society, and help with moving from the hostel to the student residence. E1 tutors in general offer valuable help in the beginning by "accommodating, getting to know everything, having an easier access to the city, the people, the country, and the culture". Indeed, informants E8 and E6 argued that the most significant help received from tutors is saving time. E8 commented that without her tutor she would have needed more time to settle down, whereas E6 speculated that the initial adjustment period would have taken longer without her tutor's help because of insecurity, lack of information, and increased level of stress. Informant E7 also referred to the mental comfort in having a tutor:

I would have been scared to come to a new country, where you don't know anyone and you have to find a place you don't know... crazy! (E7)

Most tutor informants (T2, T3, T4, T6, T7) emphasised instrumental leading in the beginning of the term when inquired about their contribution to the exchange students adaptation process. Their summary of tutor's main contribution is giving an answer to the "where, how and what" questions; being a link to a place, guiding and instructing where everything is and sharing information when needed. This point of view supports the argument of Kraklewska and Skórska (2013): easy and regular access to practical information is vital in relieving the stress during adaptation. The view also suggests tutor's main function is to make the initial adjustment to the new location faster. Only two tutor informants, T1 and T5, pointed out the importance of social and cultural mediating in their contribution to the exchange student's adaptation. Therefore, tutors tended to pay less attention to the factors exchange students actually considered key elements in the process of adaptation: routines, hobbies, and friends.

For this reason, unsurprisingly, exchange students felt they received limited amounts of support from their tutors in terms of social or cultural mediation. E2 was the only one

who received both social and cultural mediation. For instance, his tutor actively introduced him to people in her social network, invited him to Finnish events, and involved him in traditional ways to honour Finnish traditions. Other exchange student informants felt they did not talk about Finnish culture, participate in Finnish culture related activities, or receive support in meeting Finnish students or other exchange students.

Tutor informant T5 presented an interesting point of view: in her mind, there is no need for adaptation due to the fact that exchange students' relocation is only temporary and brief. She further explained that compared to immigrants, exchange students do not need to waste time by adapting completely to the society and culture. Instead, in their "Erasmus bubble" it is sufficient if they merely become familiar with the surrounding and customs. Indeed, the interviews and observations supported this hypothesis: when an exchange student is content in the Erasmus bubble, adaptation with all four phases is very improbable. Many tutors described their exchange students relying on their peer exchange students instead of asking for help from their tutors. Although there were many events for Finnish students where also exchange students were welcome to join, only a minority of exchange students joined them. Instead, they preferred the company of other exchange students. Therefore, the findings resemble the descriptions of exchange students' 'double life' (Tsoukalas 2008), cohesive 'we-feeling' (Kim 1988), and 'English lingua franca bubble' (Caudery et al. 2008). The Erasmus bubble offers a safety network for the exchange students but can potentially disturb the process of adaptation to the local student community. Very often it was only towards the end of the exchange term when exchange students realise they missed many opportunities to participate in the local student life.

In comparison to the Erasmus bubble, language did not appear to disturb exchange students' adaptation process, unless the student was not capable to communicate in English. Exchange students were positively surprised they could interact everywhere in English, which supports the description of the international lingua franca community (Caudery et al. 124–127). The observations did include a few exceptions, namely a Russian exchange student, who had to use constantly a translation application on her mobile phone to communicate in English. Thus, she preferred to spend time with other Russians. Tutor informants similarly recognised some nationalities were more likely to stay within their own language communities but felt the common culture and peer support was a greater reason for them to withdraw from more considerable adaptation than the lack of English or Finnish language skills. However, informant T4 presented a contradicting point of view: he argued that everything does not need to be translated in English for the exchange students. Instead, speaking and learning Finnish can create a positive cultural shock experience for exchange students, which contributes to the adaption process as Adler (1986) posed.

4.3 Overall functionality of the tutor system

4.3.1 *Effectiveness of tutoring*

Based on the three sources of data – surveys, participant observations, and interviews – this chapter seeks to answer these questions:

- How do the tutors manage in relation to their own and the exchange students' expectations?
- What are the key attributes and characteristics of an effective tutor?
- How does the tutor system facilitate the success of tutoring?

The tutor system generates both negative and positive experiences for the tutors and exchange students. In general, as described in chapter 4.1.2 based on the findings of the survey about tutors, tutors see tutoring as a positive experience. The more tutoring experiences meet or exceed tutors' expectations, the better feeling of success they have. The interviews with tutors further supported this view. T2, T3, T5, T6, and T7 described their role as a tutor with positive aspects, having an impact on the exchange student's experience, feeling good after helping another individual, gaining cultural knowledge and friends. However, T1, T3, T4, T6, and T7 regretted the fact they were not as active as they initially expected or did not always form close relationships with their exchange students. Instead, the tutors described many relationships as superficial. In addition, many (T4, T5, T6, T7) felt tutoring was easier than expected, although T2 complained about large and time consuming amount of work.

As opposed to tutors, the empirical research revealed that exchange students' expectations are more difficult to meet and even harder to exceed. The observations and the interviews with exchange students further supported the results of the survey about exchange students (see Chapter 4.1.1): exchange students have positive experiences at the first stage of tutoring (instrumental leading), whereas in the second stage of tutoring (social and cultural mediating) exchange students are often disappointed. Exchange students complained most about inactive tutors, who did not seem interested to meet the exchange students after the beginning of the term. Exchange students also valued more social and cultural mediation whereas, as one student said, "everyone can do the practical stuff themselves" even though it might require more time without a tutor's help.

As further examples, informants E1, E2, E4, and E8 described their dissatisfaction with social and cultural mediation. E4 "felt warm" to have a Finnish person helping her already before her arrival to Finland but she expected to learn more about the culture and do more activities with her tutor besides going to parties. She also expected to be the only exchange student of her tutor, which led her feeling unhappy by the lack of interest from her tutor. E1 agreed the presence of a Finnish contact person and practical help created a

feeling of security. However, E1 described his tutor lacked experience and appeared “insecure”. He further explained why he was discontented:

Tutoring system in general fulfilled my basic needs and expectations as to the fact that it helped me to get to know the place, settle down and get basic stuff. But if it goes on to more things, like getting to know other people, getting to know where the parties are for example, I would be disappointed about that. (E1)

Similarly to E1, E8 and E2, who had both expected to see their tutor on a more frequently and develop a close friendship, were also disappointed by the lack of social and cultural mediating. E2 summarized his basic needs were met, or as he described, he received “enough to survive”.

E5 and E6 represented exchange students who described their experiences of tutoring with positive notes, whereas E3 and E7 had extremely negative experiences. E5 and E6 were both positively surprised about the large amount of time their tutors had to help and organise social activities for them – or arrange another tutor to help in case the tutor himself or herself was preoccupied. E3 claimed he did not have any negative experiences but later on in the interview he revealed he was unhappy with his housing situation, not having a strong connection or interest in other exchange students, he did not have Finnish students in his classes, and finally, he disliked Finland in general. Furthermore, tutoring did not aid his unhappiness; instead, he argued tutoring did not meet his expectations or needs. For informant E7, on a similar account, it was extremely difficult to think of a positive experience in relation to tutoring. In fact, informant E7 was very dissatisfied with his tutor. When asked about negative experiences he stated: “I don’t know how the program is working but I thought that the relation with my tutor didn’t work because it was like artificial. He was just my tutor, not more. I expected my tutor be my friend in the future. I didn’t get that relationship.”

It is evident that tutoring does not always generate effective experiences. In some cases, the tutors are not motivated to take their role seriously. In other cases, regardless of tutors’ willingness of effort in helping exchange students, they are simply unable to help the exchange students. It is also possible that even if tutors do their best, they do not receive recognition or response from their exchange students, which leads to disappointment and negative experiences. For this reason, it is important to find an answer to the next question: what are the key attributes and characteristics of an effective tutor? Hopefully the answer brings us closer to revealing what type of tutors is generally the most effective.

Based on the interviews, table 12 outlines the characteristics and attributes that the informants used to describe an effective tutor.

Table 12 Characteristics of an effective tutor

Motivation	motivated by the right reasons (E2) desire to form sincere friendships (T7, IO) committed in the process (T2) willingness to be available (T4, T5) open and positive attitude (IO)
Instrumental characteristics	well organised (E4, E6) resourceful (IO) acts as a local contact person (E6, T7) guides in the new surrounding (E6)
Social characteristics	understands the needs of exchange students (E2, T4, T6, IO) interested in activities (E2) involves in student activities and society (IO) communicative, social, friendly, open minded (E4, E7, E6) supportive and concerned (E7, IO) link to other people (E4, E6, T1, T4) sees different points of views (T4) adapts according to the situation (T4, T5) treats exchange students equally (T4)

As evident from the table, informants tended to point out characteristics that are vital especially for social and cultural mediators, following the features of a good mediator by Jennings and Weiler (2005, 73): taking part in the experience, investing effort in the process, building relationships, possessing effective communication skills, and setting expectations based on the traveller's needs and interests. The observations indicate that effective tutors' main characteristic is availability and activeness. Tutors who were active also after the beginning of the term, tended to have most versatile and effective experiences on exchange students' experiences. Moreover, as T4 explained in the interview, tutors can have many roles, such as a friend, problem solver, caretaker, and supervisor. Therefore, tutors' main tool is the ability to adapt according to a situation while taking into consideration the students' needs. Indeed, based on the observations, effective tutors are not only good listeners of exchange students but also efficient in asking questions and discovering their interests. Thus, a tutor's effectiveness is linked to the tutor's motivations: how much he or she wants to give and receive during the tutoring experience.

The third question in this chapter seeks to establish how the tutor system is build to facilitate the success, i.e. effectiveness, of tutors. According to the IO, the role of the university and the international office, which is in charge of the tutor system, is to act as an intermediate between tutors and exchange students. Their purpose is to make the processes of the tutor system easy and simple for the tutors in order for them to act effectively. Based on the empirical research, both tutors and exchange students agree the tutor system functions well in general. Tutors complimented especially the tutor training, material, Facebook group as a communication channel, efforts to generate team spirit (e.g. a playful "Super tutor" competition), and the rewarding system of tutors. Despite personal

difficulties with one's own tutor, the exchange students were impressed by the whole tutoring system; Informant E5 recommended the Finnish tutor system should be exported to other countries, while E6 and E7 were extremely thankful for the amount of help they received. E7 and E8 pointed out that while the system itself is excellent, the effectiveness depends on the tutor as a person. Tutor informants agreed the system offers the basic tools for tutors but cannot guarantee the personal relationship between a tutor and his or her exchange students functions every time.

The empirical research did reveal a few weaknesses in the tutor system, namely in the recruitment process and training of tutors as well as sharing information. To start with, there is both a qualitative and a quantitative weakness in the recruitment process. The observations, surveys, and interviews pointed out that there are tutors that are not sincerely interested in tutoring. For instance T5 and T2 criticized that some tutors are disappointingly preoccupied with other engagements, and their exchange students are left feeling abandoned unless another tutor decides to help or even "adopt" them. Furthermore, the survey about tutors revealed frustration on the unequal distribution of exchange students per tutor. While some tutors have only one exchange student, others may have up to five or more.

The IO, however, claimed there are enough tutors volunteering each term and there is no need for more tutors, especially in the spring term. The interview further revealed that all applicants are accepted as tutors. In other words, no selection is carried out to assure the individuals are all sincerely motivated to become a tutor. The IO explained that, on the one hand, there are not so many applicants that only the most suitable ones could be selected. On the other hand, the selection would be extremely difficult because there are no fair existing criteria to determine whether one tutor applicant is more suitable than another. Therefore, the probability of insincere individuals being accepted as tutors is vastly high.

Another disadvantage of the tutor system is the approach in the tutor training. Based on the surveys and interviews, many tutors (e.g. T2, T3, T6, T7) commented that the tutor training underlines instrumental leading and problem solving at the expense of social and cultural mediating. In fact, directly after the tutor training, tutors considered instrumental leading as the most important aspect of a tutor's role because the tutor training emphasizes the various tasks at the beginning of the exchange student's arrival. However, the interviews revealed that the tutors' concept of a tutor's role was often subject to change after the first tutored term. As T5 highlighted, after the first term as a tutor, the importance of common presence and support throughout the term as well as acting as a link to the local culture becomes greater than the instrumental help in the beginning of the term. According to the IO, the training is aimed to teach the tutors how to support exchange students, how to complete the tasks in practise, what the role of a tutor stands for, and how to react in case of problems. The intended outcome of the training is to foster a pleasant feeling

of excitement and understanding that tutors are appreciated. However, the IO admits that some tutors may unfortunately feel also fearful after the training because of the emphasis on problem solving.

Furthermore, the empirical data indicates that tutors may face a large number of difficult situations and problems they are not prepared for or find extremely difficult to solve. Problematic situations due to miscommunication or lack of information included especially time management issues and failure to open a bank account. Tutors (e.g. T1) pointed out also the difficulty of tutoring an exchange student from another faculty even though tutors are supposed to have necessary resources to guide an exchange student in these circumstances as well. In addition, T5 described the struggle to act as a “Finnish exchange student”; trying to remain close with Finnish friends while becoming actively involved in the exchange student community. This scenario often led T5 in the awkward position of choosing between her two groups of friends. T1 further explained why tutoring may be difficult for many tutors: exchange students tend to form tight bonds within their own circle of friends, very often from the same nationality, posing a challenge for the tutor to form a closer relationship with his or her exchange students. The IO acknowledges and accepts that tutors may face various challenges. Although the results of the survey about tutors pointed out that tutors often turn to the international office when they need advice, the IO admits tutors are not perhaps sufficiently encouraged to tell the international office if they are facing difficulties. Consequently, tutors may sometimes feel disconcerted and helpless.

All three parties agreed that the most important yet varying piece of information – the tutor’s role – is frequently miscommunicated. In fact, the IO highlights the word tutor is misleading to many exchange students, and misunderstandings occur. According to the IO, exchange students are informed briefly on the university website and in emails about the basic role of a tutor. However, the results of the survey about tutors strongly imply that exchange students are not informed adequately about the tutor’s role. Indeed, there are tremendous amount of misunderstandings that act as a threat to the success of tutoring. Tutor informants gave disquieting examples. T5 described an exchange student who expected pro-active aid in finding a flat and was annoyed when T5 only gave him suggestions on where to look for accommodation. T7 was slightly disappointed by the fact that some of her exchange students had overly formal attitude towards her because they saw her as a staff member instead of a peer student. Yet the students expected T7 to help in all situations. Similarly T6 explained her exchange students did not quite understand the concept of volunteering and meeting in person without any agenda. The findings strongly suggest that the role of a tutor is alarmingly often misunderstood. It seems difficult to achieve a mutual understanding between the tutor and exchange students of the tutor’s role; although tutors are not meant to be “mother figures” exchange students should still feel comfortable asking for practical or emotional help when needed.

4.3.2 SWOT of the tutor system and suggestions for improvements

After discussing the effectiveness of the tutoring, the strengths, weaknesses, opportunities, and threats of the tutor system are assembled and presented in the following table 13.

Table 13 SWOT of the international tutor system at the University of Turku

<p>Strengths Adequate amount of tutor applicants High motivation of tutors for “the right reasons” Quality of support in the beginning of term Facebook group as a channel for fast communication</p>	<p>Weaknesses Inability to supervise tutors’ activeness Bureaucracy in coordination Communication issues Lack of cooperation Lack of information Excessive emphasis on instrumental leading Low amount of interaction Lack of social and cultural mediation Unequal distribution of exchange students Gaps in informative reporting</p>
<p>Opportunities Cooperation with student organisations and other tutors Including tools for academic help Home internationalisation</p>	<p>Threats Misunderstandings about the tutor’s role Participation of uncommitted tutors</p>

The main strengths of the system are the sufficient amount of committed tutors each term, and the quality of instrumental support they offer in the beginning of the term. Moreover, cooperation and additional academic help are regarded as opportunities for more effective tutoring. Evidently, the tutor system functions well, but the system still has weaknesses that may harm the effectiveness of tutors in having an impact on the exchange students’ experience. The main weaknesses consist of lack of cooperation, information, and interaction, as well as excessive emphasis on instrumental leading.

Although the tutor system is a valued and functional network, it has room for improvement. In order to minimize the weaknesses and threats in the tutor system, suggestions for improving the system are presented by answering the three fundamental questions:

- What processes can be used to enhance the quality of tutoring?
- How can interactions be planned and managed to create higher-quality experiences?
- How can the international office better respond to improve the effectiveness of tutors?

In regards to the first question, the empirical research revealed that there are a few key processes that can contribute to the quality of tutoring. Most importantly, all three parties addressed comprehensive sharing of information and effective communication. Tutors wish to receive more thorough and faster information from the international office,

whereas exchange students need a tutor who knows how the local processes function and what information to share with the exchange students even without them asking for it. Both tutors' interviews and the survey about tutors showed that tutors also need information on time from the exchange students, for instance regarding their exact arrival date and housing details.

The results of the survey about tutors also indicate that tutors hope international office would communicate tutors' role better to exchange students. However, the international office highlights in the tutor training that tutors should themselves describe their own role and to which extent they are willing to help the exchange students. In the interviews some of the tutors admitted that they forgot to specify their role to the exchange students in the initial correspondence. In fact, the tutors tend to have an incorrect assumption that the exchange students are already familiar with the concept of tutoring. Hence, tutors should either be more intensely advised to explain their role to their exchange students or the international office should inform the exchange students in further depth about the tutor's role.

Another key process that would enhance the quality of tutoring is cooperation, motivated by the desire to become acquainted with others and find ways for more efficient time management. Although most ideas for improvements in this particular process came from the tutors, also the exchange students paid attention to poor coordination in certain situations:

There was one group going here and another group going there. It would have been better if there were more things all together with the exchange students. (E1)

As an answer to the open comments of the questionnaire, tutors list a number of ideas to improve the cooperation and create an ambiance of collectivism. For instance, common campus tours could be organised and exchange students could have a few "reception dates". Tutors also hope for more opportunities to become familiar with other tutors besides in the Facebook group. They suggest more common events should be organised for tutors and other student organisations could be involved more often. Moreover, some tutors believed participation to specific events should be mandatory. For example, tutors could be encouraged to organise an event with any faculty or student organisation once per term. Similar to the results of the survey about tutors, interviewees T3, T4, T6, and T7 also highlighted the lack of cooperation. T3 hoped for more interaction between different tutor groups, whereas T7 mentioned the need for cooperation particularly between tutors and ESN. T6 indicated tutors as individuals should take more initiative to organise activities or events together with other parties. T4 argued that all students in spite of their position or role at the university should be encouraged to work together.

One possible solution suggested by the international office to improve the extent of cooperation, is tutoring as a pair. Based on the survey about tutors, tutors compliment this approach for its flexibility, peer support, and social enjoyment of exchange students who prefer larger groups. However, tutors present stronger arguments against the approach, namely because of the high risk of failure if tutors do not work well with one another. In addition, tutors point out the difficulty of scheduling meetings with all students, confusion of each other's responsibilities, contradictory opinions caused by different styles of tutoring, and potential inequality if exchange students become partial to only one tutor. Finally, the survey about tutors concluded that some tutors simply prefer to work independently. Therefore, tutoring as a pair should not be forced. Nevertheless, tutors' answers to the open comments of the questionnaire suggest that tutoring as a pair could be offered as an option, especially to friends.

In regards to the second question, how can interactions be planned and managed to create higher-quality experiences, the empirical research revealed the need for more frequent meetings and more profound social and cultural mediating, especially suggested by the exchange students. In the interviews, informants E2, E4, and E6 suggested regular meetings and more content in the interactions. Because some exchange students meet rarely their tutors, E6 suggested there could be a monthly meeting to assure the tutors do their duties. Similarly E4 suggested a regular meeting to create a stronger connection with her tutor. E2 suggested tutors and exchange students should spend more time in small groups doing various activities to improve the communication with one another. E6, for example, acknowledged his/her tutor was not very talkative and was only "fulfilling his role" by doing the organisational duties.

The empirical research also pointed out ways to create higher-quality experiences by improving the adaptation process of exchange students. As the observations and interviews showed, social and cultural mediation could be emphasized to create more opportunities for further adaptation. Informants E1 and E3 believed tutors and Finnish students in general should be more integrated into the exchange student community by participating in parties and events in order to create a stronger connection with each other. E2 would have also hoped for more information about social events and invitations to parties, as well as more cultural activities. E4 had even expected to meet her tutor's Finnish family in order to learn more about the culture. According to the results of the survey about tutors, the interaction between exchange students and Finnish students is low. Some tutors for instance complimented the School of Economics in arranging interaction between Finnish and foreign students and suggested other faculties should follow this example.

Regarding the third question, the international office can improve the effectiveness of tutors by (1) selective recruitment, (2) informative training, (3) revising the reporting and rewarding of tutors, as well as (4) more detailed coordination and enhanced services. Firstly, as explained previously in chapter 4.3.1, there are a number of tutors that are not

sincerely interested in tutoring. The surveys and interviews revealed that both exchange students and tutors request the international office to recruit tutors who are truly willing to commit in the process. For instance, E2 pleaded that the international office should recruit tutors who are more available.

Interestingly, there were many contradicting opinions about the perfect amount of exchange students per tutor. The results of the survey about tutors revealed tutors' dissatisfaction with the high number of exchange students per tutor, which could be easily solved by recruiting more tutors, as some of the tutors' comments argue. Tutor informants further expressed the perfect amount of exchange students being between three and five. The exchange student informants, on the other hand, appreciated the advantage of a larger amount of people in group activities, but many thought their tutors did not have enough time for them. In fact, E4 also recommended every tutor should have only one exchange student. This way tutors would have more time and interest to meet with the student in person. This, however, posits a challenge for the recruitment process: how can the international office recruit more tutors while assuring the quality, i.e. commitment, of tutors is on an equally high level?

One possible improvement in the recruitment process would be to improve the advertising of the possibility to become an international tutor. Based on the interview this the IO, the advertising of international tutors could be more visible. It is in fact highly probable not all interested students are even familiar with the idea of becoming an international tutor. The international office would also need to find a way to minimize the risk of accepting tutors who are not motivated to be available during the whole term and make their best effort.

The second key element in improving the effectiveness of tutors is the quality of training. According to the survey about tutors, tutors hope for better informing regarding the dates of the training, variety of banks and relevant services, examples of finding a solution to difficult situations, and samples of introductory letters for exchange students. Tutors also wish the international office would give practical examples of how tutoring is meant to continue after the first weeks and how to help the integration to the Finnish student life. Based on the survey about tutors, tutors also suggest that the training could involve more practical advice from former tutors. It was actually suggested that old tutors would train new tutors based on their experiences. Besides tutors, also one exchange (E1) student pointed out that tutors' training should involve better preparation and communication with other tutors. Moreover, tutors also suggested in the answers to the questions of the questionnaire that current exchange students should be involved in the discussion. On the other hand, in the interviews tutors pointed out that the tutor training contains also unnecessary information that is obvious to many tutors. For instance, T6 felt that after her exchange she had a clear picture in mind how to help exchange students and she did not receive any vital information at the training. Indeed, informants T6 and T2 criticized the

whole concept of a mandatory training, whereas tutors' answers to the questions of the questionnaire criticized having only one opportunity for the mandatory training per year, resulting in some interested tutor applicants being eliminated due to inconvenient timing. Although the IO maintained one mandatory training is essential and sufficient for tutors, the survey about tutors and tutors' interviews suggest that the concept of training could be revised.

Moreover, as mentioned already in chapter 4.3.1, based on the survey about tutors and interviews, many tutors criticized (e.g. T4, T5, T6) that especially the first and mandatory training emphasizes excessively the task and problem solving orientation of tutoring. Although tutors stated it was helpful to hear examples of possible problems, this approach has a tendency to create unnecessary anxiety and fear. In fact, based both on the survey about tutors and the interviews of tutors, a number of tutors feel that tutoring is significantly easier than expected after the training. Informant T5 made an interesting comparison: the paternalistic tutor system reflects the Finnish organisation and goal oriented approach in life. Instead of focusing only on practical issues, tutors hoped the training would emphasize the "fun factor" of tutoring. The training should also pay more attention to social situations and organising the schedules, for example through a simulation or story telling technique. Tutors also suggested the training would consist of more discussion in English, and being more active instead of just sitting down and listening to the lecture.

In fact, unlike the first training in spring, the two informal revision trainings in August were very similar to these demands. They were highly appreciated by tutors because they encouraged casual discussion about general concerns and questions among tutors. However, some tutors suggested the second training should be earlier in August due to the fact that some exchange students arrive early in summer. Tutors also hoped the international office would arrange more casual gatherings similar to the second training. However, as the IO said, the international office cannot organise social events because it is not according to the principles of the university. However, the international office can improve on developing more platforms that foster peer support and cooperation.

Besides criticising the problem solving approach, tutors also argued in the interviews that both tutor training and tutors themselves place excessively emphasis on cultural differences and cross-cultural communication. In fact, not all the tutor informants agreed on the existence of cultural differences in tutoring. T5, in specific, argued that people are the same everywhere. Instead of adapting the style of communication towards foreigners or representatives of a specific culture, tutoring should be from one individual to another individual.

The third idea for improving the effectiveness of tutors is by revising the concept of reporting and rewarding system. Based on the empirical data, tutors have contradictory feelings about the rewarding of tutors. Many agreed that although tutoring should be vol-

untary and not motivated by money, the monetary compensation was appreciated. However, tutors did not agree on the appropriate amount. Several tutors (e.g. T7) mentioned especially the usage of one's own car tended to increase the expenses of tutoring significantly. On a contrary view, T3, T4, T5, and T6 felt the monetary reward was overly high or unnecessary altogether. T3 highlighted the motivation of gaining experiences instead of having a need for money. Similarly T6 assured she would tutor regardless of the amount of the monetary reward. T4 suggested by involving student organisations tutors' own expenses would decrease. T5 admitted feeling even guilty accepting money as a reward. In fact, the survey about tutors indicate that besides or instead money, tutors appreciate more other forms of rewards, for instance lunch vouchers. In the end, as one tutor answered to a question of the questionnaire: no compensation covers the amount of time used in tutoring but, on the other hand, no compensation is more valuable than the friends and experiences gained through tutoring.

Furthermore, there was a clear consistency of complaint towards the unjust distribution of rewards to uncommitted tutors. Based on the survey about tutors, the name "reward" was suggested to be changed to compensation or reimbursement. This is because the word reward strongly reflects an idea that tutors benefit monetarily. Indeed, informant E4 stated he lost "admiration for tutors" after discovering tutors receive a monetary reward. He further explained:

It's understandable but some [tutors] can do it just for money... At first I thought they do it to meet people. (E4)

Based on the findings of the empirical research, many tutors support E4's comment by reflecting on situations when some tutors received a reward despite the fact they had not fulfilled their role with as sufficient amount of effort and commitment as other tutors. Based on the survey about tutors, tutors feel that before providing the reward to tutors, the international office should evaluate any given feedback on the tutor's effort. Indeed, the IO agreed that the tutors who do not fulfil their duties should not be rewarded. However, the officer explained it is extremely difficult to supervise if tutors do their duties effectively. For instance, informant T1 described how she had fulfilled the organisational duties of some of her tutor colleagues, yet witnessed them being rewarded in the end. Hence, the reporting system should be updated to encourage tutors to report incidents when they have done the duties of other tutors or witnessed an incidence of tutors failing their role altogether. Moreover, the tutors who offer a significant amount of help to other tutors' exchange students should be entitled to a larger reward based on time and costs.

The fourth area the international office can improve is the coordination of the tutor system and the quality of services. Based on the survey about tutors, on the one hand, tutors request equal distribution of students per tutor. This would eliminate the possibility

of one tutor having only one exchange student whereas other having five or more. However, tutors also requested to have students within their own faculty of studies. Furthermore, some tutors hoped the international office would take smaller details such as age differences and geographical location of student accommodation better into consideration. Tutor informants, on the other hand, wished for improvements in the quality of services offered to tutors by the international office. For example, T4 suggested the international office would share exchange students feedback and experiences with tutors, whereas T7 suggested adding more information to the tutor guidebook. The results of the survey about tutors also indicate tutors value the tutor guide but hope to see improvements in it by making it more organised and adding detailed information and links to relevant services.

Furthermore, many tutors expressed the wish to receive contact information of other tutors. The IO recommended, that although the international office cannot distribute other tutors' contact information, tutors can take initiative for instance in the Facebook group to contact other tutors. Indeed, based both on the interviews and survey about tutors, tutors agreed the Facebook group could grow into a more significant channel of sharing information and becoming familiar with other tutors.

Finally, even though both tutors and exchange students recommended minor improvements in the tutor system, the system is in general regarded as functional. The findings of the survey about tutors also reveal that some tutors speculate the comprehensiveness of the tutoring service. In other words, some tutors questioned if tutors are responsible for an excessive amount of the aspects of exchange students experience. In the interviews, tutors were further asked if they would add or remove any responsibilities from tutors. Amazingly, the answers were unanimous: tutors' responsibilities or tasks should not be altered. Instead, tutor informants emphasized that tutors should not be obligated to do anything (T7), but they can do as much or as little as they feel is relevant in a given student's situation (T3, T6), and most importantly they should focus on exchange students' needs without patronising them (T2, T5, T6). The IO agreed with this view by pointing out that the tasks are merely general recommendations, not strict rules that tutors should follow in all cases.

5 CONCLUDING REMARKS

5.1 Discussion and implications

5.1.1 Varying expectations, motivations and experiences

The findings of the research reveal that tutors' roles and relationships between tutors and exchange students vary tremendously depending on the individuals' expectations, motivations, and the nature of the tutoring experience. The following figure 12 presents a summary of a variety of these roles.

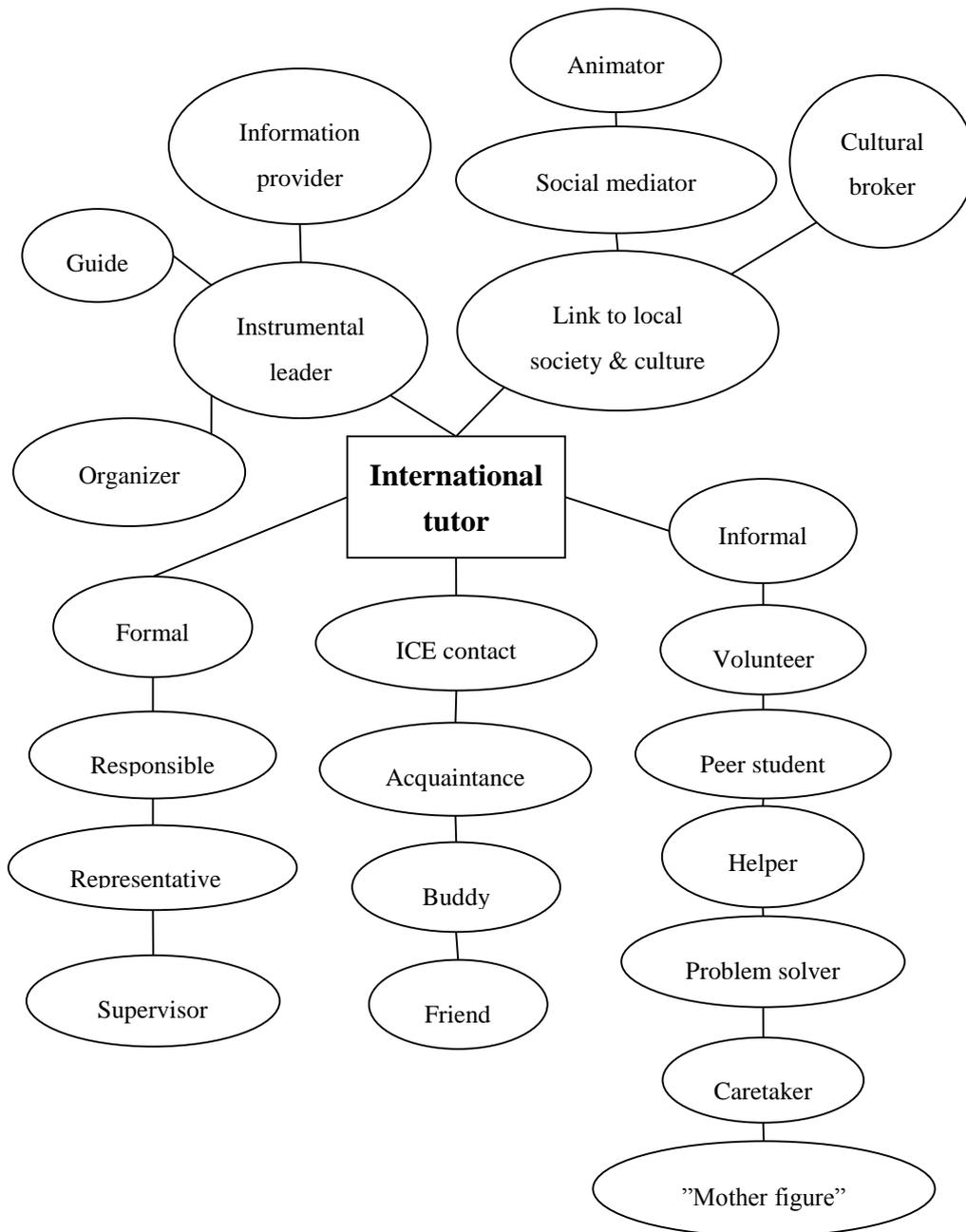


Figure 12 Tutors' roles

The findings revealed that in many occasions, the three parties of the tutor system, especially tutors and exchange students, had different expectations and perceptions about the role of a tutor. On average, the closer relationship one expected to have with a tutor or an exchange student, the deeper mediation and more active and informal communication he or she expected. Nearly everyone – both exchange students and tutors – agreed on the expectation and offering of instrumental support. However, the empirical research

revealed that tutors' role as social and cultural mediator is not as successful as the instrumental role, which appears to be a result of a distant relationship between exchange students and tutors. The IO supports this view when stating that 90% of tutors help effectively and sufficiently in the beginning of the term, but exchange students could be further involved in the Finnish society and student culture.

The findings further showed that tutoring generates both negative and positive experiences for the tutors and exchange students. In general, tutors see tutoring as a positive experience, highlighting the experimental dimension. The more tutoring experiences meet or exceed tutors' expectations on social and cultural dimension, the better feeling of success they have. Feelings of dissatisfaction or even failure as a tutor were influenced by inactiveness, distant or superficial relationships with exchange students, communication issues, unpleasant attitude, difficulty of practical arrangements and time management, as well as inefficiency of the tutor system. For tutors, the general shift from merely positive experiences to outstanding experiences and exceeding expectations lies in the communication and type of meetings between tutors and exchange students.

As opposed to tutors, the empirical research revealed that exchange students' expectations are more difficult to meet and even harder to exceed. In general, the exchange students rated the tutoring as good or satisfactory. Exchange students' expectations are positively met at the first stage of tutoring (instrumental leading), whereas in the second stage of tutoring (social and cultural mediating) exchange students are often disappointed. Indeed, in the answers to the questions of the questionnaire – contact prior to arrival, meeting upon arrival, help during the first days and general helpfulness – the factors were all rated between good and excellent. However, contact during the term, and involvement with Finnish students was graded only as satisfactory. The interviews further revealed exchange students (e.g. E3, E7) tend to have extremely negative experiences when the tutoring is ineffective and focuses only on instrumental leading, resulting in a relationship that is described as “artificial”, for instance. As one student phrases it: “The tutor you get is luck.” Moreover, the experience is dependent both on the tutor and the exchange student, highlighting the fact that mediation is a two-way process. As Ooi (2002, 6, 78–79) points out, mediators do not have total control – exchange students inevitably form their own impressions, and these impressions vary between individuals.

The findings related to communication and adaptation further explained the varying experiences of tutors and exchange students. Although tutors should communicate and have face-to-face meetings with their exchange students frequently, the findings revealed that not all tutors meet with their exchange students as often as desired. In fact, communication tends to be occasional whereas face-to-face meetings occurred occasionally either planned or coincidentally, and less frequently towards the end of the term. Based on the findings, the frequency of communication and interaction depended tremendously on personal chemistries, schedules, and a varying perception of time, influenced by cultural

differences. Exchange students tended to pay less attention on situations where cultural differences influenced the interaction, whereas the findings actually showed that tutors may behave in a different way based on the exchange student profile. Especially presuppositions about Asian students tended to impact the style of tutoring. Nevertheless, the informants placed more emphasis on individual characters and personal interests as an explaining factor of their behaviour.

Moreover, the response and attitude of the other actor proved to have a significant influence on the interaction: the less active or positive responses the individuals received, the less inclined they were to stay in contact or suggest meetings. The nature of the general atmosphere also seems to vary depending on the frequency and fluency of interaction, especially activities engaged in. In the beginning during instrumental leading, the nature of meetings tends to be awkward, shy, and strange, whereas after spending more time with the other and becoming more familiar with each other, the atmosphere becomes more relaxed. The more informal and relaxed the meetings became, the more emphasis tutors based on adaptation, animation, and cultural exchange.

The findings support Winkelman's (1994) view that tutors can facilitate exchange students' process of adaptation, especially during the first phases when exchange students sometimes expressed typical reactions to a cultural shock – albeit its existence did not seem to be realised by the exchange students themselves. The need for deep adaptation was, however, questioned since the exchange students' relocation is temporary. Indeed, many exchange students were observed to be content in the “Erasmus bubble” and the last phases of the adaptation process were identified only to a limited extent. Nevertheless, the findings do suggest that exchange students have a need for support from their tutors especially in terms of social or cultural mediation. In fact, exchange students expressed the lack of social and cultural support from tutors in areas that are key elements in the process of adaptation, namely routines, hobbies, and friends. The tutors seemed to focus excessively on instrumental leading as a tool to facilitate the adaptation process. Moreover, the fact that exchange students do not often seek actively help from their tutors when dealing with negative feelings is a threat for effective tutoring.

The findings further revealed interesting observations about the effectiveness of the tutor system. Based on the findings of the research, the identified key attributes and characteristics of an effective tutor are availability, activeness, social characteristics, and the ability to adapt based on the situation and the students' needs. These characteristics also follow the features of Jennings and Weiler's (2005) list of effective mediators (see Chapter 2.2.4). Although both tutors and exchange students agree the tutor system functions well in general, the findings did reveal a few weaknesses in the tutor system that pose a threat for the effectiveness of tutoring. Based on the weaknesses, a few improvements were suggested. All three parties addressed comprehensive sharing of information, effec-

tive communication, and collective cooperation as areas in need of improvement. Moreover, the findings suggested that higher-quality experiences can be created by increasing the frequency of interaction between tutors and exchange students, and emphasizing the importance of social and cultural mediation. Furthermore, the international office can improve the effectiveness of tutors by selective recruitment, informative training with less emphasis only on instrumental leading, revising the reporting and rewarding process of uncommitted tutors, and finally, enhancing services and coordination.

5.1.2 A renewed model for mediating exchange experiences

After discussing the experiences of tutors and exchange students it is time to look back at the model for mediating exchange experiences that was presented in chapter 2.3. The findings of this research support the model, especially the existence and distinction between instrumental leading and social and cultural mediation. The findings also inspired additional distinctions on the left side of the pyramid that is presented in the following figure 13.

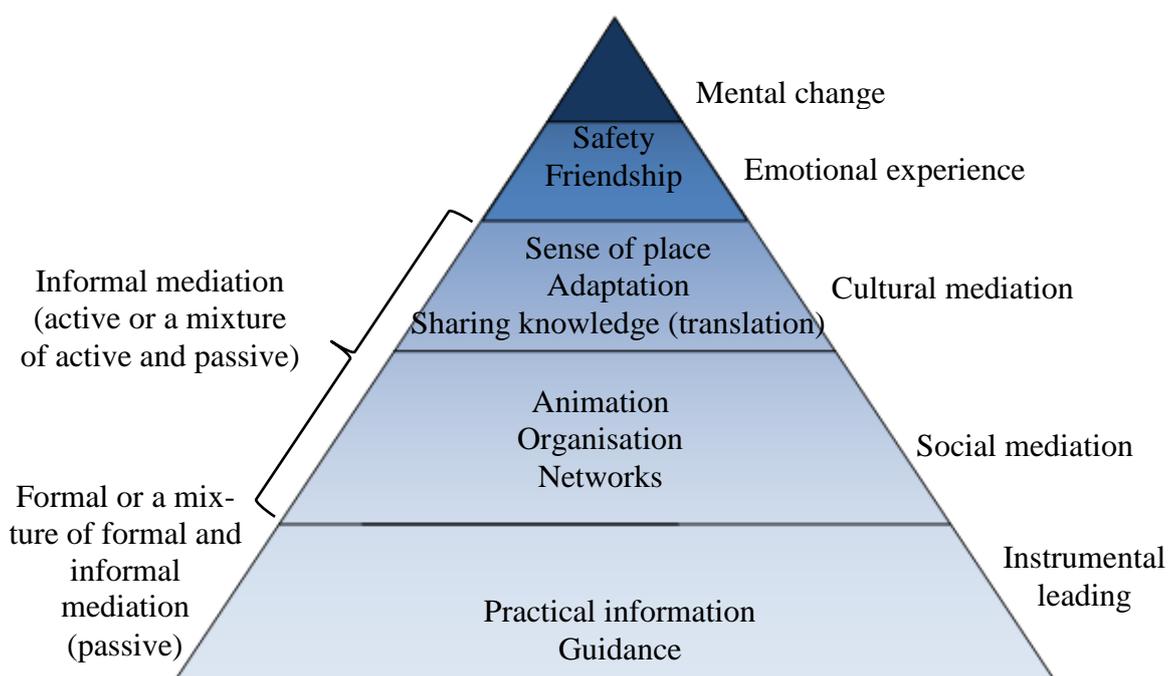


Figure 13 A model for mediating the exchange experience

On the left vertical axis of the figure, the mediatory phases of the exchange experience reflects Jennings and Weiler's (2005) distinction of formal and informal mediation, as well as Pine and Gilmore's (1999) dimensions of active and passive participation. As was stated previously, participation in the experience is more passive when tutors are merely

taking exchange students to places and showing how matters are done. This is often the case in the instrumental leading, which is limited to the beginning of the term with a more formal style of tutoring. In this phase, tutors mainly guide and provide information for the students. Moreover, they have an orientation to solve problems and complete their tasks, possibly even checking their duties off one by one.

On the other phases beyond instrumental leading, tutors and exchange students spend more time with each other, building more informal relationships with each other. During social mediation and cultural brokering, tutors aim to actively involve the exchange students in the experience. In social mediation, tutors invite exchange students to events and organise activities where exchange students are participating physically and actively (escapist). In cultural mediation, on the other hand, tutors share knowledge and translate the culture, which leads to an intercultural learning experience (educational). However, sometimes on the upper levels of the pyramid the participation remains passive, especially during entertaining and aesthetic experiences. Therefore, in the figure 13, the informal mediation can be either active or passive.

Social and cultural mediation provide opportunities for the students to create a network and become more involved in the local community, which both cumulatively facilitate adaptation. Exchange students who became more familiar with the local surrounding and community, referred to their exchange experience more positively, with feelings such as enjoyment and appreciation. The findings of the research that the further the exchange experience extends, the more emotional experience the students have. Similar to Andereck and colleagues' (2005) research findings of tourism experiences, the exchange students mentioned information and general help (cf. customer service) as a positive, but expected, aspect of the experience. The students were more likely to describe their most memorable experiences in terms of activities participated in and social relationships formed (cf. Jackson et al. 1996; Li 2000; Urry 2002; Andereck et al. 2005; Nickerson 2005, 229–230; Paunescu 2008). Similar to Pine and Gilmore's (1999) model, exchange students seem gain the most comprehensive experiences with both active and passive participation on the dimensions.

Moreover, the overall exchange experience tends to be meaningful when the students accomplished highly emotional experiences (cf. Li 2000; Tarssanen & Kylänen 2009). These emotional experiences, especially on the deeper levels of adaptation including cross-cultural learning, appeared to be connected with personal development and mental change – developing an advanced self-concept, cognitive and behavioural flexibility, emotional changes (Winkelman 1994, 122), psychological growth (Kim 1988; 2007), critical cultural awareness (Byram 2008), the emergence of an intercultural identity (Kim 1988; 2007), and improved creative thinking (e.g. Lee et al. 2012; Leung et al. 2008; Maddux et al. 2010) that were previously discussed in chapter 2.1.2. These personal

changes bear a significant resemblance to the outcomes and transformations described by Murphy-Lejeune (2008, 23) (see Chapter 2.2.3).

Although the final stages of the exchange experience are subjective, tutors can facilitate the difficult process of reaching there. Based on Li's (2000) comment, tutors can contribute to the exchange students' process of personal growth and development by helping to establish a bond between self and others, as well as connect with a place (cf. geographical consciousness and sense of place). As suggested earlier, it would seem that the better tutors support the exchange students in sensing the place and connecting to the local environment by translating the foreignness into familiarity (Certeau 1984, 130; Cohen 1985, 15). As a result, effective mediation can lead to emotional and meaningful experiences, possibly fostering feelings of comfort, security, and belonging (cf. Leach 2005).

5.2 Conclusions and future research

This thesis sought to examine international tutoring at the University of Turku motivated by the need for research on both tutoring and mediating experiences, as suggested by many researchers. This thesis had two goals: (1) to understand better the way tutoring contributes to exchange experiences, and (2) to explore the functionality of the tutor system and discover areas for improvements. To achieve the goals, the fundamental research question was posed: What is the role of tutors in mediating exchange experiences – or in other words, how and when do tutors contribute to exchange experiences? The findings of the empirical research based on three methods in a case study – surveys, participant observations, and interviews – provided a comprehensive examination of tutoring from different perspectives.

The research revealed that tutors tend to act as effective instrumental leaders, but often fail to contribute to the exchange students' experience through social and cultural mediation, which are significantly more important in the exchange students' overall experience than instrumental leading. In fact, the research clearly supports the significance of the experimental dimension in experiences: cultural and social motivations of both tutors and exchange students. The findings further highlight the limited effect of formal mediation and emphasize the importance of creating a friendship during mediation. This is because, as the research demonstrated, effective informal mediation lasting throughout the exchange term has a potential to contribute more extensively to the exchange students' experiences in terms of building networks, adapting, gaining emotional experiences, and achieving the stage of personal development and mental change.

Although acknowledged how difficult – if not impossible – it is to determine the effectiveness of mediation, the research indicates that effective tutors all possess similar

characteristics, namely availability, activeness, effective social skills, and the ability to adapt based on the situation and the students' needs. The research revealed that, although functional, the tutor system at the University of Turku has two fundamental weaknesses that threaten the effectiveness of tutors in mediating exchange experiences. Firstly, in comparison to tutors, exchange students' expectations are very difficult to meet and even harder to exceed. The underlying reason for this is the fact that tutors and exchange students often have different expectations and perceptions about the role of a tutor; exchange students are informed insufficiently about the purpose of tutoring. Secondly, exchange students do not regard tutoring effective without social and cultural mediation, whereas the international office considers tutors' efforts sufficient also exclusively based on instrumental leading in the beginning of the term. As a result of the task-oriented approach of the tutor training, tutors regard practical knowledge and support as the key aspect of the exchange students' adaptation process – many tutors even referred to their role as a tutor as “fulfilling the obligation”. As a consequence of these two weaknesses, the relationship and interaction between tutors and exchange students may be low and lead to negative experiences.

In order to improve the functionality of the system and enhance tutors' abilities to contribute more effectively to students' exchange experiences, three improvements to the tutor system were suggested. First, comprehensive sharing of information, effective communication, and collective cooperation must be increased. Especially exchange students' expectations about tutoring should be taken into consideration more thoroughly, and they should be better informed about the role of a tutor. Second, the frequency of interaction between tutors and exchange students must be increased, and the importance of social and cultural mediation must be emphasized starting from the tutor training. Third, the international office can improve the effectiveness of tutors by selective recruitment, informative training, revising the process of reporting and rewarding, and finally, enhancing services and coordination.

All in all, the function of the tutor system is satisfactory and effective tutors are occasionally able to contribute to the exchange experiences. As a part of academic mobility, the tutor system represents a significant aspect of internationalisation at the tertiary education institution. As aimed by the University of Turku, students are prepared for internationalisation by enhancing intercultural communication skills, whereas tutoring also supports some of the main goals for internationalisation set by the Ministry of Education: creating international networks, supporting international education and cultural cooperation, acknowledging foreign students as an enriching resource for a multicultural society, promoting diversity and innovativeness as well as improving well-being in the society. Ultimately, however, the functionality of the tutor system and the mediation of tutors is a combination of four aspects: tutors' commitment in tutoring, their willingness to place effort in mediation, exchange students' expectations on the support from their tutors, and

exchange students' willingness to receive support from their tutors. Thus, the tutor system is evidently dependant on the individuals' motivations.

This thesis has further demonstrated the lack of research on not only mediating experiences but also student tutoring as a means to improve exchange students' experiences. Further research should therefore be conducted on these areas. Moreover, this thesis has presented a theoretical model for mediating experiences. Although it suited to the present research, the applicability and validity of the model in other contexts need to be deemed by further research.

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**APPENDIX 1 QUESTIONNAIRE FOR EXCHANGE STUDENTS
AT THE UNIVERSITY OF TURKU FROM AUTUMN 2013
<[HTTPS://WWW.WEBROPOLSUR-
VEYS.COM/S/FEE1EA405FA0777A.PAR](https://www.webropolsurveys.com/s/fee1ea405fa0777a.par)>**

24.5.2013 11.06

**A QUESTIONNAIRE FOR EXCHANGE STUDENTS: YOUR EXPERIENCE AT THE UNIVERSITY
OF TURKU**

Your answers will be highly appreciated and they will be analysed confidentially and anonymously. On the basis of your answers, we can develop the services we offer our exchange students. Thank you for participating!

PART 1: BACKGROUND INFORMATION - PLEASE TELL US ABOUT YOURSELF

Please use the scale 1 - 5 for analysing your experience (1 = very poor, 2 = poor, 3 = satisfactory, 4 = good, 5 = excellent, 0 = no experience)

1. I am

- an exchange student
 a visiting student

2. The level of my studies is mainly in

- Bachelor level
 Masters level
 Doctoral studies

3. To which faculty were you accepted?

- Faculty of Humanities
 Faculty of Mathematics and Natural Sciences
 Faculty of Medicine
 Faculty of Law
 Faculty of Social Sciences
 Faculty of Education
 Turku School of Economics

4. My main field of study at the University of Turku is

Please choose one

5. If other, please specify

6. I have studied at the University of Turku

- Autumn 2012
 Spring 2013
 Academic year 2012-2013

7. If other, please specify

8. In which country is your home university located?

9. If other, please specify

PART 2: THE UNIVERSITY OF TURKU

10. How would you rate the services offered to exchange students at the university (International Office, staff of the faculty and department)?

	1 (very poor)	2 (poor)	3 (satisfactory)	4 (good)	5 (excellent)	0 (no experience)
Information and materials received prior to arrival	<input type="radio"/>					
Helpfulness of the staff	<input type="radio"/>					
Orientation Course	<input type="radio"/>					
Information on web-pages	<input type="radio"/>					
Printed material	<input type="radio"/>					

11. Comments/requests

12. How would you rate the overall quality of instruction in your main field of study at the University of Turku?

	1 (very poor)	2 (poor)	3 (satisfactory)	4 (good)	5 (excellent)	0 (no experience)
Level of teaching	<input type="radio"/>					
Availability of courses	<input type="radio"/>					
Expertise of teachers	<input type="radio"/>					
English-language skills of teachers	<input type="radio"/>					
Teaching methods	<input type="radio"/>					
Intercultural knowledge of teachers	<input type="radio"/>					

13. Comments/requests

14. Please rate the teaching methods used during your stay

14. How would you rate the teaching methods used during your stay?

	1 (very poor)	2 (poor)	3 (satisfactory)	4 (good)	5 (excellent)	0 (no experience)
Lectures	<input type="radio"/>					
Seminars	<input type="radio"/>					
Laboratory work	<input type="radio"/>					
Group studies	<input type="radio"/>					
Independent study	<input type="radio"/>					
Book exams	<input type="radio"/>					
Project assignments	<input type="radio"/>					
Research	<input type="radio"/>					
Virtual learning environment	<input type="radio"/>					

15. If other, please specify and rate:

16. Comments/requests

PART 3: STUDENT TUTORS

17. How would you rate the support given to you by your student tutor?

	1 (very poor)	2 (poor)	3 (satisfactory)	4 (good)	5 (excellent)	0 (no experience)
Contact prior to arrival in Turku	<input type="radio"/>					
Meeting upon arrival	<input type="radio"/>					
Help during the first days	<input type="radio"/>					
General helpfulness	<input type="radio"/>					
Contact during the semester(s)	<input type="radio"/>					
Involving me with Finnish/local students	<input type="radio"/>					

18. Comments/requests

PART 4: INFORMATION MATERIAL

19. How would you rate the importance of the following sources of information when choosing your study abroad destination?

	1 (unimportant)	2 (of little importance)	3 (moderately important)	4 (important)	5 (very important)	0 (no experience)
Coordinator at my home university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International office at my home university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends or former students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Comments/requests

21. Would you be interested in receiving information about the University of Turku in the future?

- Yes
 No

22. Will you recommend the University of Turku to others in your home country/university? *

- Yes
 No

23. Please tell us in your own words about your overall experience at the University of Turku:

Thank you for your feedback!

Submit

APPENDIX 2 QUESTIONNAIRE FOR TUTORS AT THE UNIVERSITY OF TURKU FROM AUTUMN 2013
<HTTPS://WWW.WEBROPOLSUR-VEYS.COM/S/AA5EADAB1BF91DE2.PAR>



**Palaute vaihto-opiskelijoiden tuutorinnista
syksy 2013**

Tuutorointitodistuksen ja mahdollisten opintopisteiden saaminen edellyttää raportin täyttämistä.

Tuutorointipalkkion (30€ / tuutoroitava) saamiseksi sinun tulee toimittaa myös seuraavat dokumentit Kv-palveluihin:

- **verokortti** (pääverokortti alkuperäisenä tai kopio sivutuloverokortista)
- Kv-tuutorien **palkkiolomake** (huom. muista merkitä lomakkeeseen tilinumerosi IBAN-muodossa sekä tuutoroitaviesi määrä ja allekirjoita lomake)

1. Nimi *

Etunimi

Sukunimi

2. Tiedekunta *

Valitse

3. Saitko koulutuksesta tarpeeksi eväitä toimiaksesi hyvänä kv-tuutorina? Mistä koulutuksessa oli erityisesti hyötyä? Mitä koulutuksesta puuttui?

4. Miten arvioisit TYYn tuutoreille ja vaihto-opiskelijoille tarjoamia palveluita?

1= huono 2 = tyydyttävä 3 = hyvä 4 = erinomainen

1 2 3 4

Kv-tuutoriopas *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuvonta *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starttipaketti *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESN:n tapahtumat *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Vastasiko kv-tuutorointi odotuksiasi? Yllättikö jokin asia?

6. Mikä kv-tuutoroinnissa oli parasta? Opitko jotakin uutta tai saitko kokemuksia, joista voisi olla hyötyä tulevaisuudessakin?

7. Mikä kv-tuutoroinnissa oli haastavinta? Törmäsitkö ongelmiin tuutoroitaviesi tai jonkin tietyn tahon (laitokset / tiedekunnat, kv-palvelut, TYY, asumispalveluiden tarjoajat) kanssa?

8. Tapaamiskertoja, tuutoroitava 1

Valitse

9. Tapaamiskertoja, tuutoroitava 2

Valitse

10. Tapaamiskertoja, tuutoroitava 3

Valitse

11. Tapaamiskertoja, tuutoroitava 4

Valitse

12. Tapaamiskertoja, tuutoroitava 5

Valitse ●

13. Mikäli tapasit jotakin tuutoroitavistasi alle 5 kertaa, miksi näin oli?

14. Kerro tapaamisten pääsisällöstä.

15. Miten kv-tuutorointia ja sen järjestelyjä voisi mielestäsi kehittää?

16. Muuta palautetta.