Cross-Border Learning Model


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Biographies:

Mika J. Kortelainen, M.Sc. (Econ.), holds position as Senior Lecturer at the Laurea University of Applied Sciences. He is also doctoral candidate at the Turku School of Economics. His research interests are focused on customer relationships, relationship marketing and business models as well consumer and business-to-business markets. He has participated in various research and development projects in the area of living labs, business models and user-driven & open Innovation development with Laurea’s research group.

Janika Kyttä, M.Ed., holds a position as a Coordinator at the Laurea University of Applied Sciences. She has also vast experience of guidance from a background of working as a guidance counselor for a Vocational College and international business from being a co-owner and partner in an import/wholesale business. Her research interests are focused on learning process, learning difficulties and developing new learning environments. She has worked in several research and development projects in the field of learning environments.

Business Lab (Yrityslabra in Finnish):

Business Lab is a learning environment for the Business Management studies in Laurea University of Applied Sciences Lohja Unit. It was founded in 2008 but started as an independent learning environment in the fall of 2011. After first year of studies, when the student has gained 60 study credits (out of 210) he can transfer from the campus environment to the Business Lab to complete his business management bachelor studies in real-life business projects and consignments.
ISCED-classification 1997
0 Pre-primary education
1–2 Primary education or lower secondary education
3 Upper secondary education
4 Post-secondary non-tertiary education
5 First stage of tertiary education
6 Second stage of tertiary education

Duration on years
0 1-2 3 4 5 6
1-9

Source: Ministry of Education
Business Lab in action
Business Lab in action

Project Manager = student

Part Project Manager = student

Teamwork

Responsibility

Accountability
Case study background

• 2 business projects, where the goal was to carry out a market study (Feelmax: barefoot shoes, Piece of Memory: jewelry collection) => true market knowledge

• GOALS:
  • To connect the students in Finland, Finnish exchange students and students in target countries
  • To produce as realistic knowledge as possible from the markets of the target country; the knowledge best gained from native target country students
  • To gain more international skills, further project work and networking between the students in an international environment
  • To take the project learning model into new environment
Change of Learning Process

Teacher-centered model, The Glass Ceiling of Learning

Wide-based Development of Knowledge and Skills in a Network
Cross-border learning, goals

- To develop international knowledge and skills for the students and increase networking
- To give businesses a chance to get to the international market
- To develop the teaching and learning models for the use of teaching staff
- To get new international connections from universities from around the world
Case study description

- Project manager: Laurea’s student in Finland
- Part-project managers: Laurea’s Finnish exchange students in target countries (the Netherlands / Amsterdam & Germany / Frankfurt)
- Project workers: university students in target countries
- Guidance: project manager, business client and Finnish teacher
- The goal was that the international students could get Finnish U.A.S study credits from their participation in the project
Cross-Border Learning Idea

Teacher

Project manager

Knowledger user / business partner

Knowledger user / business partner

Part-project manager

Student

Student

Student

Student

Student

Student
Cross-Border Cases
Case evaluation

• Students were excited about a new way to study
• The startup of the model of action was too optimistic
• The communication with the partner universities was insufficient
• Understanding the project learning model requires better communication
• Awarding Finnish study credits to international students is problematic
• Building the model of action for the partner universities is still in progress
• Building the process of action to an international environment will not succeed without an active partner
Cross-border learning, future development

• Building a cooperation model between 3-4 universities
• Apply the model of action to few practical cases coming from partner companies
• Building an administrative cooperation on how the study credits are awarded and how the projects are evaluated
Thank you!

1/25/2013
Extra information
New Learning Process

"the Old Way"
- Choose the Study module
- Sit through the required classes
- Get the grade

"the New Way"
- Perform the study project
- Get the grade
- Choose the Study module
Steps of Learning Process
Levels of development from the partner’s perspective

<table>
<thead>
<tr>
<th>Basic level</th>
<th>Strategic level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
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Requirement of the student’s development skills

Mika J. Kortelainen 2011
Project management & CRM
LAUREA LOHJA
Innovative Partnership