

Joint International Master Programmes – Potential, Problems and Challenges

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The article is devoted to one of the most important forms of internationalization of higher school – student and teacher academic mobility reflected within joint master programmes. The authors analyze in detail the specificity of developing and implementing the Norwegian-Russian Master Degree Programme in Borderology, the participants of which are the University of Nordland and Murmansk State Humanities University. Cross-border cooperation between Universities, developing in the dialogue of different cultures, is interpreted as “the zone of innovations”, within the framework of which a new multicultural educational environment and new teaching methodology appear.

Keywords: internationalization of higher school, the Bologna process, joint degree programme, borderology, transnational education, dialogue of cultures, academic mobility.

Introduction

Reforming of system of higher education in the view of the requirements of Bologna Process, globalization and internationalization, defining vectors of development of educational systems of the leading countries of the world, is demanded a special close attention to the experience of implementation of the international joint study programmes. Joint programmes, both Master Degree Programmes and Bachelor Degree programmes, are crossing borders

and have to be carried out in the field of dialogue of various cultures.

In the light of a basic novelty and innovation of the form of such cooperation of the Universities itself¹, and also in the light of absence of the uniform universal scheme of the organization of the international joint study programmes, it is necessary both the detailed analysis of the

¹ The first joint European-Russian study programs appeared in the early nineties, and now this form of interuniversity cooperation develops actively at the qualitative new level.

potential inherent in themselves at the level of national and regional contexts and also identification of institutional mechanisms of their implementation and a complex of the risk factors which as a whole one way or another are reflected in a quality of training and development of the international cooperation.

The aim of the authors of this article is to show specifics of the joint Norwegian-Russian Master Degree Programmes in Borderology, which is deeply innovative according to both the content and the form, reflecting qualitatively new stage in development of the international cooperation of higher school of Norway and Russia. According to the fair remark of N. Burkel, S. Tvorgova and S. Shenderova, “today the international joint study programmes are interesting experimental platforms keeping innovative forms of the international cooperation, teaching and studying”². Such experimental platform for the joint Master Degree Programme is being analyzed by the authors of this article on the philosophical plan together with a focus on comprehension of border as a phenomenon in its broadest understanding.

According to the report “Innovations and changes in transnational education. Joint study programmes between the European and Russian institutions of higher education”, carried out for Representation of the European Union in Russia, it has showed that the most part of the European-Russian joint study programmes center

on such areas of knowledge as social sciences, business and law, where management and economy are the most popular within this category³. The second place is taken by the joint study programmes in the field of the engineering sciences and also manufacturing and construction sectors (23%); next the humanities and art (10%) and etcetera.

The Russian institutions of higher education cooperate most often with the partners from Germany and France (nearly a half of all study programmes accounts for the total), then it is the partnership with the institutions of higher education in Finland and Great Britain, which is 20% of the total of all joint study programmes. Finland of all EU countries adjoining to Russia advances most actively cooperation in the sphere of the higher education. It should be noted that it is small and only 1% of the total of joint Russian-Norwegian study programmes. English is the most widespread language of studying the joint study programmes. The most of the joint study programmes are implemented in the large centers: Moscow (44%), St. Petersburg (16%) and institutions of higher education in Siberia (13%). Northwestern Federal District incorporates only 6%. The academic mobility of students within joint Master Degree programmes emphasizes once again asymmetry of its ingoing and outgoing forms: generally the Russian students go

2 Burkel, N., Tvorgova, S., Shenderova, S. *Innovations and Changes in Transnational Education. European-Russian Joint Study Programmes*. European Union, 2014, p. 11.

3 In the mentioned report the data of 317 joint programs between the Russian and European institutions of higher education was collected: 133 were already revealed in the research of 2010; 184 new programs were found in addition.

to Europe for studying. But there is still rather difficult to attract the European students for studying in the institutions of higher education in Russia⁴.

The definitions of the concepts “transnational education” and “joint study programmes”

To be shy of terminological welter it is necessary to give the definitions of concepts used in the article. Thus, Council of Europe / UNESCO considers transnational education as “all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based... The institution or programme in question may belong to the national education system of another country, or it may be independent of any national system”. European University Association giving priority to the quality of education suggests the following understanding of joint study programmes: “those study programmes which are developed and implemented jointly by several institutions in different countries”⁵. In JOIMAN (2009) Glossary the following definition is given: “A joint

study programme refers to situations when two or more institutions cooperate on a joint study programme that leads to a degree at one of the partner institutions. Two or more institutions collaborate on a study programme leading up to a degree at one of the institutions. One institution is responsible for the degree and issues the degree diploma. This institution has academic responsibility for the contents of the study programme. The course descriptions must be approved by the institution that issues the degree, and this institution is responsible for assessing the basis for the diploma in relation to the descriptions of learning outcome in the programme description. The institution issuing the diploma is responsible for academic approval of the course and for the quality of the programme”⁶. In 2011 European Consortium for Accreditation in Higher Education confirmed that there is no official definition of joint study programmes, but according to the Commission some elements should be in, for example:

- Programmes should be developed and approved jointly by several higher education institutions;
- Student stays are of comparable length;
- Periods of study and exams passed at partner institutions are automatically recognised;
- Professors of each institution teach at the other institutions and form joint commissions for admission and examination;

4 Burkel, N., Tvorogova, S., Shenderova, S. *Innovations and Changes in Transnational Education. European-Russian Joint Study Programmes*. European Union, 2014, p. 13–14, 69–70, 78–80.

5 EUA, EMNEM: European Masters new evaluation methodology guidelines for higher education institutions (2006) – Guidelines for quality enhancement in European joint master programmes, p. 9. URL: http://www.eua.be/eua/jsp/en/upload/emnem_report.1147364824803.pdf (date of access: 17.07.2015)

6 JOIMAN (2009). Good Practice Report for the Administration and Management of Joint Programmes. Annex 5: Glossary. URL: <http://www.joiman.eu/ProjectResults/PublicDeliverables>. (date of access: 17.07.2015)

- Graduates obtain either the national degrees of each institution or a degree jointly awarded by them⁷.

The history of cooperation of the Universities within Master Degree Programme “Borderology” (Joint Master Degree Programme in Borderology)

The first ideas concerning the programme “Borderology” and potential possibility of the development and implementation of the joint Master Degree programme were presented by one of the authors of this article Jan Selmer Methi at the meetings with Russian colleagues in Kirkenes in 2010. The impressions of these first meetings were very precisely expressed in one of the interviews by the professor, Doctor of Philosophy, rector of Murmansk State Humanities University A. Sergeev: “It took us a long time to grasp the specific character of the approach of our Norwegian colleagues to this course, in fact, things only began to clear up when we invited a group of Norwegian students to Murmansk and had a chance to meet them face to face and talk to them. The matter is that the programme was based on a specific approach to teaching whereby students are asked, at the very beginning of the course, to write an essay about a problem they find particularly urgent or an event

that has deeply impressed them. Proceeding from such a problem, an existential one, in fact, students taking part in the Master’s Degree programme become gradually acquainted with the world of theoretical knowledge, something that serves as a basis for reflective experience enabling them to broaden their initial understanding of the problem and of their own subjectivity, leading them on and on to their crowning achievement that must presumably take the form of a Master’s thesis. Nothing could have been more different from the standard practice of teaching philosophy at Russian universities to which we were all accustomed and which is based on the exact opposite of this procedure: the Russian student is ‘plunged’ without the slightest delay into the world of theoretical reflection and the grand philosophical systems. I remember very well even today how difficult it was at first to realize that you were dealing with the existential roots of thinking, and once that was clear, how difficult it was to put your trust in them, to accept the subjectivity of every student and then make an earnest effort to understand it. I remember very well how it all set me reflecting on the roots of philosophical thinking itself, as it was practiced in ancient Greece, and how this situation was now repeating itself before my own eyes! This was an unforgettable experience, and it was worth all the difficulties that we had to face at different stages of the project”⁸.

Revisit the beginnings of cooperation of the Norwegian and Russian institu-

7 ECA (2011) / Joint programmes: Too many cooks in the kitchen? The Challenges for Accreditation, Recognition and Transparency of Joint Programmes – A Conference publication. URL: <http://ecahe.eu/w/images/c/cO/Eca-publication-joint-programmes-too-many-cooks-inph-kitchen-final.pdf> (date of access: 21.06.2014)

8 This interview was recorded by Inna Ryzhkova in February, 2015.

tions of higher education, the feeling of unlikeliness of real implementation of the joint Master Degree programme based on the philosophical issues within so unusual methodology to the Russian pedagogy of higher school is remembered. It should be noted that the previous significant amount of the international cooperation of MSHU (the regional institution of higher education located in a border-zone, which considers its mission as promotion of the interests of the Russian Federation in Barents Euro-Arctic region) did not include within itself such procedures, based on especially philosophical matrixes. But even if the logic of implementation of other joint Master Degree programmes included elements of the innovations, it would not be so cardinally expressed, forced to change the general dialoguing in the course of educational process⁹. It was necessary to combine both the Russian and Norwegian traditions of educational system, taking into account experience of transformations of the educational fields connected with the implementation of the principles of the Bologna declaration. Besides, many questions were also generated by specifics of recruiting of the Norwegian and Russian students for studying such joint study programme, because the recruiting has to be carried out within different cultures and has to consider not only the specifics of motivations, but also experience of the previous studying of the Norwegians and the Russians.

9 Ryzhkova, I.V. *The Modern University in the Framework of Europe's "Northern Dimension": The Internationalization Phenomenon. Monograph.* Murmansk: MSHU, 2013, p. 168.

Besides, the existence of an Bachelor's Degree or Specialist Degree diploma, the advanced level of proficiency of English, it is required from the students the existence of the seniority at least three years, allowing to speak about a gain of one or another practical knowledge experience, that is the necessary for participation in the programme.

It should be noted that initially the participation in the programme does not suppose that the graduation with one more diploma, in this case – Master's Degree, will surely cause of change of employment or direct promotion that what the Russian undergraduates focus on traditionally. During interviewing the future undergraduates students, the professors carefully were explaining a purpose of the programme: mainstreaming of the accumulated experience of professional or private life, comprehension and reflection of it on the basis of the formed ability "to get used" to the text and to put those questions to himself or herself which become the basis of personal development of the students in the future.

Supporting reasons of the Joint Norwegian-Russian Master Degree Programme in Borderology

The numerous subsequent meetings between Norwegian and Russian philosophers, our joint seminars and discussions have made it clear that the phenomenon of the border should be understood as broadly as possible, and that it is also how it should be accepted. To be precise, it should be seen not only as something that separates and

distinguishes one thing from another, but also as a real place and intellectual topos for conjoining what is different, one where the experience of the Other first becomes a relevant and important, and then even a necessary moment of your own, personal experience. In this sense, the border serves as a mirror, or maybe even a prism, with the help of which man and society can view themselves through the experience of the Other; it gives you a kind of experience that reflects your self-understanding and your understanding of the phenomena of life, culture, language and society. The experience of exploring the border enables us to understand the universal and the particular in our own life and in that of our neighbours across the border, whereas a more profound reflection on this phenomenon helps us to discover new dimensions of Being and of events on the border.

It is easy to see that everything discussed above may provide a number of research topics for any University or academic institution, no matter whether it is based in Russia or Norway, in the North or in the South. However, the very experience of co-existence on the opposite sides of a border not only gives an additional impulse for discussing such topics, and a stable one at that, but also provides a 'marker' for events occurring on the border and serves as a catalyst for the understanding of Being on the border that can now be regarded as more than just a mental 'product'. It is impossible to deny the importance of the interest that underlies theoretical reflection, but no less important is the institutionalization of this interest which enables it to be incorporated into a paradigm of

reflection and to gain strategic stability thanks to being included in a schedule of joint, international meetings and classes.

Joint Master Degree Programme in Borderology as an experience of institutionalization of interests

The first experience of such institutionalization has taken the form of the Norwegian "Master's Degree Programme in Practical Knowledge (Borderology)"¹⁰ jointly taught in English by Norwegian and Russian academics, mostly philosophers, many of them from the University of Nordland (Bodø) and Murmansk State Humanities University. This Norwegian-Russian Master's Degree Programme (2013 – 2015), realized in the Russian-Norwegian border zone, with such locations as the cities of Nickel and Murmansk (Russia) and Kirkenes (Norway), has resulted in a series of meetings and the establishment of multilateral contacts. International research seminars and conferences have been held at Murmansk State Humanities University (2013–2015) and at Kant and Bakhtin Institute in Nickel (2014). The establishment of this latter institution can be seen as another important step in the institutionalization of the interest in the study of the phenomenon of the border and that of the cross-border cooperation between the two peoples. The names of I. Kant and M. Bakhtin in this case are not to be taken as indicating certain methodological commitments; they rather serve as symbolic constants defining

¹⁰ Joint Master Degree in Borderology uses the model for Master in Practical Knowledge which was developed by University of Nordland in 2000.

a spectrum of problems, widely differing in terms of their genesis that can be discussed together in the spirit of dialogue and peace. In this respect, the figures of Kant and Bakhtin acquire special significance and function as a kind of textual matrices for dialogical rather than monological constructions.

It should be added that thanks to the seminars and conferences the combined philosophical potential of the University of Nordland and Murmansk State Humanities University was significantly augmented by our colleagues from the Arctic University of Norway (Tromsø), Saint Petersburg State University, Northern (Arctic) Federal University (Arkhangelsk), the University of Helsinki and the University of Lapland (Rovaniemi, Finland).

Master Degree programme in Borderology, being implemented within the consortium of two partners, is carried out in the part-time form of study: as a rule 6–7 three-day assemblies during one academic year as on the territory of Norway and Russia. Study for the Russian students is on a fee-paying basis: they pay only annual fractional semester registration fees and independently cover all expenses on the territory of Russia, at the same time all their living expenses on the territory of Norway are covered by the Norwegian party. It should be noted that initially the Ministry of Foreign Affairs of Norway gave the grant for supporting of this programme with 4 million NOK (Norwegian kroner).

According to the European legislation, the Master's Degree Programme includes 120 ECTS. Term of study of the Joint Master Degree Programme is 4 years (provided

that it is part-time form of study) which are divided as follows: the first two years students visit the lectures, at the same time they write the essay, representing results of their reflections at the seminars; the aim of the third and the fourth year of study is a writing of the Master thesis, a larger philosophical thesis on 80–100 pages based on a self-chosen task within the theme borderology. The philosophical thesis will receive an independent grade and the result of the thesis counts as 40% of the combined final grade.

There are no examinations as in the standard Russian tradition in this programme: at the end of the first and second study years the students write the so-called final essay on the basis of which the final assessment is given (from A to F – according to the Norwegian legislation): part-examination 1: “Writing subjectivity” (30 ECTS) and part-examination 2: “Borderology” (30 ECTS). “Writing subjectivity” means a philosophical essay from the area of practice, an individual home-based exam. Results count as 25% of the combined final assessment. “Borderology exam” means a philosophical text connected to own experience and one of the modules from 1-st and 2-nd semester, an individual, home-based paper. Results also count as 25% of the combined final assessment. Students who are absent for more than 20% of the total semester periods would need approval from the academic personnel before he or she would be allowed to register for examinations.

Taking into account that the programme is implemented within the “model of joint development and implementation”, functions of full Universities – partners are

distributed. The Faculty of Professional Studies of University of Nurland is responsible for the implementation of the first study year, beginning with the implementation of educational modules and finishing with a final exam. Murmansk State Humanities University is responsible for the implementation of the second study year that is written in the bilateral partnership agreement, signed by the rectors of both institutions of higher education.

In according to the Curriculum, Joint Master Degree in Borderology is a study in political philosophy located in the border zone between Russia and Norway, dealing with culture and cooperation in actual border zones, especially how local cross border cooperation may function as a bridge over traditional cultural and environmental differences. The study is exploring how cooperation in border zones may produce tools for solving conflicts both locally and on the global scene, thereby creating a new type of international dialogue mostly neglected within traditional state diplomacy.

On the level of content Joint Master program in Borderology includes the following modules based on philosophical problematic such as “History and philosophy of science”, “Values and borders”, “Philosophy of language”, “Phenomenology as experience of difference”, “Ethics”, “Critical thinking”, “Professional identity”, “Activity theory”, “The Russian-Norwegian border region as a historic phenomenon”, ““Border” phenomenon: thought, language, body” etc. The course Writing Subjectivity uses the student’s personal and professional experience and practice as a basis for a deep reflection and text writing. The aim

is to forward own self-understanding in perspective of” the other” in the border zone. The students will do this as a part of their philosophical development of knowledge and competence. The course Writing Subjectivity consists of 6 equal modules, each of these modules has its own content, learning outcome and literature. The central method in this development is called “essay as a critical investigating method”. By using this method, the students exceed their first view on themselves and the other and develop new knowledge and self-understanding. This change is called “the Copernican inversion”.

The course Borderology promotes the students own reflection and develop their personal and professional identity. The aim is to present the border between Norway and Russia and various other kinds of borders as part of changing global world, where fortifications, walls, barriers and fences and other means of identity control, primary directed against foreigners, can be turned into instruments of respect for the other in oneself. A change in our understanding of the border may affect the status of the border itself. The course Borderology consists of 6 modules also. Therefore, in the curriculum, there are so called “traditional” for philosophical education courses and unique original courses reflects individual conceptual aspects of some researchers.

If the students fulfill the program successfully, they will:

- get a broader philosophical competence and training on scientific research methods, up to master degree level, build on his / her own practical knowledge and life’s experience;

- be qualified to deliver a larger philosophical work in the field of borderology;
- be qualified to use their personal and professional experience and practice in their area of work as a basis for further development of knowledge and competence;
- be qualified to create arenas for cultural dialogue.

The master program will qualify for jobs within cultural activity, business like activity, administration of fish, oil and petroleum in the Barents region, peace and administration like contact between Western Europe and Russian Institutions.

At this stage thirteen students attend the program. This is the multicultural group of the students who are citizens of Norway and Russia and at the same time, most of them are also inhabitants of a border-zone. The students studying the programme are both the representatives of different age groups and different professions: teachers, managers, journalists, interpreters, lawyers. Being arranged at the seminars the dialogues of undergraduates based on the presentation of various written by them essays are certainly non-uniform and differ both the level and depth of comprehension of various phenomena. Nevertheless, the live voices being inspired with the process of generation of live thoughts, are heard in such dialogues.

From the point of view of the highest meanings laid in the education as the process of self-development, such continuous sense-making dialogues have to be the base of the personal development, extremely expanding the horizons. “For the students at Master in Borderology

the dialogue is both the tool and the goal even though the development involves a dialectical overcoming of participatory thought. The student’s activity is a kind of exploratory work where the goal is to develop something new, crossing the border in their self-understanding and build the ground for their philosophy”¹¹. In the border zone, in the conditions of intercultural communication when the students represent different cultures, different mentalities and different experience “the type of activity fluctuates between free and necessary activity, between open and closed dialogue, between a creation process and an exploring process” (ibid).

It is precisely the principle of broadly conceived dialogue that became the foundation of the various intellectual constructions of the ‘Northern dimension’ in the border zone marked by the Norwegian city of Kirkenes and the Russian cities of Nikel and Murmansk, with the general tone of these construction being determined not so much by the intellectual interests of the individual participants, as by the common field of discussion that enabled different and even diametrically opposed approaches to raising problems to be brought together. One more thing has become clear in the context of this work of several years’ duration, namely that our combined efforts have brought about an understanding, albeit a vague one at this stage, of ourselves through other people’s

¹¹ Methi, J. S. Bakhtin and Vygotskij: Polyphony, Dialogue and the Zone of Proximal Development. *Dialogue across Borders: Borderology in the Bakhtinian Perspective*, Ed. A. Sautkin, A. Kopylov. Murmansk, 2013, p. 133.

images and ways of their organization, which amounts to having acquired some experience of understanding oneself through the Other and as the Other.

Immanent voices (the materials of the qualitative interviewing)

In the context of the contents of this article, it is important to give attention to some responses and estimates of the ideas of the programme, live voices of direct informants, which were heard during the high-quality interview elaborated by the authors of this article¹². There are eleven people as the informants: the teachers, tutors and administrators of the programme representing the Russian party. Most of them have various appointments at Murmansk State Humanities University and at the same time participate in the implementation of teaching within Joint Master Degree Programme in Borderology. It is presented only some responses of the informants reflecting the specifics of perception of an idea of borderology and Master Degree Programme as its real implementation in the educational multicultural field. One the first questions that is asked informants was as follows: “What is attractive to you in the idea of borderology?”. It means that the fact of the participation of this group of teachers in the implementation of Master Degree Programme assumes existence of interest in the philosophical and edu-

cational concept of the programme. The analysis of responses of the informants has allowed to say that attractiveness of idea of borderology is both the possibility of using a philosophical method approach in the course of teaching and thinking development of subjects of educational process which is observed during implementation of Master Degree Programme.

Informant 1: (My answer refers to the Master’s Degree project in general, i.e. more to its approach to teaching and studying than to the subject of Borderology.) It seemed attractive in several ways. Probably, the most important thing was the idea to theorize philosophically things that are normally taken to be very ordinary, so ordinary, in fact, that most people never stop to think of them as something that deserves philosophical reflection. It sounded like bringing philosophy back to where it began (and, maybe, where it ultimately belongs) – to the immediate practical concerns of ‘normal’ people who are not really that much into theory, but who sometimes wish they could make better sense of their lives. It showed that philosophy matters to everyone.

Informant 2: The idea of border is not new to me and this idea comes to be attractive in its comprehension. In this case the comprehension of idea of border is both in the consciousness of the teacher and in the consciousness of the undergraduate student. It seems to me that each

12 The complex analysis of the results of this interview will be made by the undergraduate student of the Joint Master Degree Program Victoria Litvin within her Master Thesis. Approximate date of defending of thesis is November, 2016. We are thankful to Victoria for letting us use some of her material.

assembly within this programme looks as a meeting or a dialogue of such reflections concerning the idea of border. Besides, during the process of such teaching naturally there is a dialogue, which modifies the borders of consciousness of both subjects of educational process, both the teacher and the student. Process of personal development and growth of the student is always attractive to the thinking teacher. And this personal growth is visible in the essays of undergraduates during two years of studying obviously.

Informant 3: Certainly, the idea of borderology looks attractive as it gives the chance to rethink a border phenomenon within an educational field of the Master Degree Programme. It is important that fact that the teaching is organized in the center of a cross-border zone, students – most of them are inhabitants of a border-zone. It seems to me that here is the connection between the model of a real life in the conditions of trans boundedness and ability or attempt to understand one's own existence in the light of various, not only especially geographical but also geopolitical boundaries.

Informant 4: As for myself as a teacher of the higher school the idea of Borderology is interesting through a prism of its implementation in the form of joint Master Degree Programme which is implemented by two different Universities which are on the territory of the

different states. Teaching process as it seems to me allows to distinguish different borders between cultures (in this case it is obviously not said about outlined borders in other words geographical ones) and certain internal borders which often the person sets oneself.

Informant 5: Borderology is rather a project than idea for me. The project is attractive in view of a human factor: the team is magnificent, the mechanism of implementation of the project is built optimum, I see potential productivity. But the idea for me is still rather indistinct. In my opinion there is a danger in some indistinctness of a subject field, ambiguity of methodology. On the other hand it is attractive to me because it is connected with novelty of idea.

The second question was following: Do you consider that the borderology is something essentially new? Most of the informants reply positively to that question and talked about the basic novelty of idea of borderology at the level of a practical implementation of philosophical idea in the form of the Joint Master Degree Programme. Novelty is the formation of the new multicultural collective project, who is capable of carrying out their ideas in the course of dialogue of cultures. For this reason repeatedly by the informants, the "Borderology" is named the project, but not the programme or conceptual aim. Besides, essentially new, there are also some professional roles which are initially in the western educational system, such as, for

example, a role of a tutor. According to the majority of respondents, the philosophical idea of borderology and a statement of such philosophical problem, developed in all variety of contexts and meanings, is not something essentially new. Here we present the most typical responses:

Informant 6: Certainly, it is not new idea but essentially new educational practice both for the Russian students and for the teachers. The method of writing essays as such is not unique and new for our programmes, but there is no doubt that the organization of the educational process on the basis of the student's reflections which are presented in the contexts of their essays is new. The knowledge is produced by the student from himself, on the basis of his reflections and after that it is already supported with this or that theoretical platform.

Informant 7: Two moments were essentially new as it seemed to me: the organization of the seminars on the basis of representation and analysis of the student's essays and work under the direction of the tutors. The institute of tutoring in itself is new to the Russian system, such appointment and according to such functionality has not been in our educational tradition. The tutor is only observing the process of discussion of the essays, occasionally directing it if this process goes out of the necessary course.

Informant 8: The role of the tutor was completely and totally

new for me. It is usually very complicated just to look on the process of discussion at the seminar and let nature take its course. In Russian tradition, the teacher is as a rule very actively involved in the process of discussion taking the leading role in the process. It seems to me that in Borderology the role of the tutor is not of simply "outside observer" and more likely a role of "analyst" who is planting questions directed on expansion of a field of reflections.

Informant 9: I once again tried out as the organizer of the international joint program; I learned to be the tutor. In Russia, this position is absolutely new. Probably, I learned to listen to each student better. The Russian "classical" pedagogical scheme "from the theory – to practice" is still closer to me but having got an experience of this program I understood that other method of training can be quite effective.

Informant 10: The idea of border is not new neither in philosophical nor in historical scientific tradition but within participation in this programme I worked out a new course in English, approved it among Russian and Norwegian audience, received inspiring comments, new offers; new ideas were appeared. Generally this programme had helped me to realize my potential better.

Informant 11: From my point of view "Borderology" is the essentially new philosophical and educational project which has joined two Uni-

versities within one Master Degree Programme: Murmansk State Humanities University and University of Nordland in Bodø. Certainly, in the Russian and European institutions of higher education a number of the joint programmes are implemented within various disciplinary fields, but the implementation of the joint Master's programmes within especially philosophical perspective are obviously unique education, first of all it is owing to limit complexity of the meta language. Besides, the traditions of teaching philosophy in Russia and Norway are different absolutely. This programme has proved it once again. Russians pay more attention to study of history of philosophy, Norwegians – to develop the ability to place emphasis and to ask sense-making questions, being based on deep knowledge of philosophical texts.

The following question “What word is a key word of “Borderology” from your point of view?” correlates with responses to two previous questions. Informants defined the following words as the key words: “dialogue”, “openness”, “opportunities”, “innovations”, “cooperation”, “culture” and “world”. The interview did not assume the detailed explanation of some reason why this or other word was defined as a dominant therefore it is only possible to assume that dialogue, openness and cooperation are perceived by the informants as the basic principles of implementation of the programme; probably the world of different cultures is perceived as a source of boundless number of ques-

tions. The search for the answers to those questions is just provided by building of a number of innovative educational zones in the field of trans boundedness.

Conclusions

It may be said that the significance of such Master Degree Programmes today in a situation of increase of volumes of globalization and transformation of separate borders is incontrovertible. But it appears that full awareness of significance of the Norwegian-Russian cooperation reflected in such programmes will come to light not at once but in the long term of various vital strategy, which will be chosen by the graduates of the programmes for themselves, overcoming and expanding separate “borders”. The idea of personal self-development of the student, filling with a deep meaning the content of studying and predetermining the uniqueness of its form, steadily leads to that the curriculum of the programme is renewed continuously, supplemented and extended by means of inclusion of separate substantially new elements in it. It is appeared new vectors in already developed courses; it is attracted new intellectual forces both Norway and Russia for the purpose of reading lecture courses. Nevertheless, at all general positive direction concerning prospects of development of this cooperation of institutions of higher education within the Joint Master Degree Programme, a number of the problem fields revealing all possible risks has been already obvious. Including the situation of lack of long-term sources of financing on implementation of Joint Master Degree

Programme of the Russian partner, it is difficult to speak about full-fledged viability of any programme assuming symmetric responsibility of all members of university consortium. Thus it should be noticed that the preparatory stage focused on the implementation of the second admission for studying this programme confirms the attractiveness of the idea of borderology and such form of studying for future undergraduates. About forty people from the different countries of the world applied for a studying this programme, and it has

been rather stable interest in such studying to the Russian students. Preliminary negotiations between coordinators of the programme from Russia and Norway indicate that within the second admission the substantial field of the programme will be significantly modified and expanded by means of inclusion in it the modules of economic and ecological plans. The focus will be shifted towards an ecological economy that will allow to be considered the interests of the regional development in the light of comprehension of phenomenon of border.

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