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Suomen kasvatustieteellinen aikakauskirja

Grönroos, Eija – Lampi, Hannu – Vaherkoski, Ulla. 2007. Wellbeing of teaching staff and the quality of education in polytechnic faculties of health care. *The Finnish Journal of Education Kasvatus* 38 (3), 212–227. — The aim of the study was to explore teaching staff's wellbeing and the quality of polytechnic education in the field of health care. Educational quality was studied from students' and teachers' viewpoints. The data were collected through an Internet survey for students and teachers. All teachers in the sample answered the inquiry. For students the response rate was 27%. Although the teachers felt they have a heavy workload, they were committed to their work and workplace and most of them were satisfied with their work. The students were more critical than their teachers as regards educational quality in their faculties. According to students and teachers, curricula and tutoring systems should be developed so as to offer better support to polytechnic students when they are planning their studies. From teachers' viewpoint, the best correlate for educational quality was the clarity of targets and rules of the workplace.

Descriptors: educational quality, personnel, wellbeing

Hamarus, Päivi – Kaikkonen, Pauli. 2007. How school bullying arises and evolves. Finnish lower secondary school pupils' experiences of bullying. *The Finnish Journal of Education Kasvatus* 38 (3), 228–239. — The article explores school bullying as a phenomenon, its foundations and development in the school and class community. The research data consisted of writings and interviews of peer support pupils in the upper stage of the comprehensive school. The hermeneutical method was employed and the texts were analysed using a meaning analysis. Bullying was studied from the sociological and cultural viewpoints, which are not well represented in previous research. The findings showed that the main reason for bullying is to gain power and a pronounced status among fellow pupils. Bullying is thus a way of creating and reinforcing forms of appreciation in the pupil community's subculture. The rituals and unofficial norms linked with the phenomenon promote bullying and ensure that pupils do not take a stand against it. By understanding the bullying phenomenon in a new way it is also possible to create new prevention and intervention methods.

Descriptors: school bullying, power, difference, interaction, norms, student culture

Tani, Sirpa – Cantell, Hannele – Koskinen, Sanna – Nordström, Hanna – Wolff, Lili-Ann. 2007. A holistic challenge – on the cultural and social dimensions of environmental education. *The Finnish Journal of Education Kasvatus* 38 (3), 199–211. — Environmental education finds its challenge in promoting sustainable development, which is among the top priorities in education today. However, the United Nations Decade of Education for Sustainable Development has motivated some researchers to give up the term environmental education in favour of education for sustainable development. This has caused some ambiguity among researchers and teachers. In this article we seek to elucidate the similarities and differences of these two terms and in particular, to position cultural and social dimensions of sustainability in an environmental education framework. We will therefore focus on three socio-cultural perspectives within environmental education: cultural connotations in urban environments; participation in school community; and responsibility and meaningful life in a global context. We draw attention to these viewpoints in order to clarify the role of socio-cultural sustainability in education and suggest involving these perspectives in the process of planning, implementing and evaluating environmental education.

Descriptors: Environmental education, education for sustainable development, cultural sustainability, social sustainability