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Hannus, Susanna. 2007. New multilayer way of governance in primary schools. The Finnish Journal of Education Kasvatus 38 (5), 400–416. — In this article I examine the results and conclusions of a study concerning the contemporary way of governing in primary schools. The study relied on a framework of the analysis of governmentality. From this framework, it is possible to analyse governing through the systems of truths, technologies, ethos and different forms of visibility of governance. In this study 16 primary school teacher interviews and one school psychologist interview were analysed with a discourse approach. The interviews gave a picture of a new way to govern, new governmentality. The elements of this new way to govern appear to be governance, discipline, and self-governing.

Descriptors: governmentality, technology of governing, discourse, quality evaluation.

Kalalahti, Mira. 2007. Does the learning environment contribute to a positive attitude towards school? The Finnish Journal of Education Kasvatus 38 (5), 417–431. — Young people in Finland are facing a society where educational achievements, exams and capability to make individual choices are highly valued. Adolescents are increasingly supposed to be individuals and make reasonable decisions on their own goals in life, yet these decisions are limited by societal institutions. School plays an essential role in this dynamics and can be seen as a setting of increased possibilities but also risks. School attendance is influenced by individual features but also by more general factors such as school, socioeconomic status and gender.

In this article, I explore this dynamics by focusing on school settings as a learning environment. I study how the school environment contributes to positive educational achievements and attitudes. My research shows that individual achievement and attitudes are supported by different factors. Ease of learning, parental education and a positive attitude help students reach good grades while good interaction between teachers and students leads to a positive attitude. Favourable school attitudes are also brought about by the familiarity and safety of the learning environment.

Descriptors: school attitude, learning environment, school policy

Klemola, Ulla. 2007. Learning social interaction skills – exposing the myths surrounding the work of a teacher. *The Finnish Journal of Education Kasvatus* 38 (5), 432–443. — This article examines physical education (PE) pre-service teachers' experiences of learning and using social interaction skills in their teaching practicum. The purpose of the study was to understand why pre-service teachers talk in a dichotomous way when discussing their experiences of interactive situations in school. Studying social interaction skills is part of the PE teacher education programme in Finland. This case study involved seven PE pre-service teachers; four women and three men. The data consisted of two videotaped semistructured group interviews. The data were analysed using qualitative content analysis in order to discover the hidden meanings pertaining to students' experiences. The dichotomous discussion dealt with the themes of teacher talk, ideal teacher, actions in gym and the use of social interaction skills. The mode of speaking highlighted tensions experienced in teacher's work. These tensions were generated by studying social interaction skills. Learning social interaction skills helps expose the myths surrounding the work of a teacher.

Descriptors: teacher education, physical education, social interaction skills

Korhonen, Vesa – Rantala, Leena. 2007. Teacher education – a desert of media education? Media education in the curricula of teacher education. *The Finnish Journal of Education Kasvatus* 38 (5), 454–467. — This article deals with the place and position of media education in the Finnish teacher training system and discusses the complex relationship between school and media-dominated society. Previous studies and reports have pointed out that there is little room for media education in the core contents of teacher education. As regards the implementation of media education, one can also ask how the everyday notions and practices pertaining to school knowledge, teaching and learning as well as possibilities of changing them are seen in teacher education. Does school still remain the same even though society around it is changing rapidly? The curricular texts of Finnish teacher education units indicate that the position of media education is very sporadic and also reveal that the main focus in this respect is placed on teacher's ICT skills. A question arises whether such teachers will still be rare in the future whose pedagogical knowledge also incorporates understanding of the societal connections of media.

Descriptors: media education, teacher education, curriculum studies, discourse analysis

Valtonen, Teemu – Kukkonen, Jari – Puruskainen, Tuula – Hatakka, Olli. 2007. Web-based learning environments challenge teachers' views on learning. *The Finnish Journal of Education Kasvatus* 38 (5), 444–453. — The aim of the study is to describe six polytechnic teachers' conceptions of learning and teaching methods, when they were starting to use web-based learning environments. The data were gathered in three phases using writings, interviews and course design activities in small groups. The results show that teachers' conceptions of learning varied from teacher-centred to learner-centred conceptions, so that teachers with more learner-centred views had more flexible selection of teaching methods. The results also show that when teachers start using web-based learning environments, they tend to question their conceptions of learning.

Descriptors: conceptions of learning, pedagogical application, learning on-line