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Brunila, Kristiina. 2011. Education and training in the project market. The Finnish Journal of Education Kasvatus 42 (3), 222–231.

Publicly funded projects with economic aims and discourses have permeated education. In practice this has meant a shift whereby publicly funded education has evolved into a series of business-oriented projects with individually-targeted activities. The rapidly increasing amount of project-based work in education is a result of a shift whereby Finland has become a project society. In this article I will analyse project-based equality training in education and project-based training and guidance for young adults. Both activities operate in quite different contexts in the field of education but are still targeted by similar forms of power that I aim to analyse in this article.

Descriptors: project society, project-like practice, subjectification

Kuurme, Tiiu – Carlsson, Anu. 2011. The supporting role of school in identity formation. The Finnish Journal of Education Kasvatus 42 (3), 232–242.

What kind of reality of feelings, insights and experiences is produced at school? In other words, how do students find (and see) themselves at school? First we study the theoretical background of meanings and definitions associated with the large and complex field of identity. We try to find an answer to the question, “Which of the dimensions of identity concepts are most essentially connected to the basic questions of human identity?”

Based on the analysis we attempt to describe and compare some aspects of Finnish and Estonian students’ daily school life and draw some conclusions about how the reality, interpreted by students, can influence the formation of Self.

Descriptors: school experiences, identity, authenticity, the pedagogical task of school

Nieminen, Marjo – Tuijula, Tiina. 2011. “It should be a service enterprise.” Students’ conceptions of university as a learning environment. The Finnish Journal of Education Kasvatus 42 (3), 210–221.

The purpose of this study is to clarify what kind of conceptions students have about the university as a teaching-learning environment. The research material consists of 81 students’ writings about what kind of teaching-learning environment university is according to their experience or what kind of university they would like to have in this respect. The students’ answers can be grouped into four types according to how they are placed on two dimensions: learning in a community – learning as an individual and learning as consuming – learning as learning. “Individual educational career trackers” saw university as “a department store of educational alternatives” and the education provided there as a service which they use as consumers in order to “carry out” learning. “Currently satisfied ones” indicated that the present university was the ideal one and the educational opportunities it provides were seen to enable their own, individual learning and development. For

“students with a broader view” also the communal relations and its support were extremely important to them and their ideal university could be called “a multifaceted university”. “Communal consumers” could be characterised as demanding, service conscious consumers and their ideal university to be “a communal service centre”.

Descriptors: higher education, teaching-learning environment, students’ attitudes

Puhakka, Helena – Silvonen, Jussi. 2011. School counsellors’ perceptions of their work and job satisfaction. *The Finnish Journal of Education Kasvatus* 42 (3), 256–267.

This article examines how school counsellors are engaged in their work, how they experience it, what gives them strength to work, and what issues weaken their work ability. We explore school counsellors’ experience from the viewpoint of work engagement, which refers here to a positive commitment to work. The issue was surveyed among school counsellors graduated from the university of Joensuu (355 were reached and 77 answered). The survey included a work engagement questionnaire and open questions to elicit the school counsellors’ experiences.

In the light of our results school counsellors were well committed to their work. The group which participated in the survey was quite homogeneous. The problems of organisations, lack of support from the rectors, and difficulties in cooperation weaken the working capacity. School counsellors’ work engagement increases if the rector supports their work, if they can influence their own work, and if their work is acknowledged by others.

Descriptors: school counsellor, counselling, work engagement, well-being

Puro, Erika – Sume, Helena – Vehkakoski, Tanja. 2011. Identities of special education in the discourse of Finnish professors of the field. *The Finnish Journal of Education Kasvatus* 42 (3), 243–255.

This article examines the construction of the academic identity of the field of special education and the definition of its disciplinary territory in the discourse of Finnish professors of the field. The research material consists of theme interviews with ten professors of special education and is analysed from a socio-constructionist, discourse analytical perspective. The professors spoke about the field through five different discourses: professional, emancipatory, relativistic, autonomous and critical. The starting-point of the study was Becher’s (1989; Becher & Trowler 1991) academic tribe theory, according to which disciplinary cultures differ from each other in their basic ontological and epistemological assumptions and socio-cultural practices.

Descriptors: Special education, professor, academic identity, disciplinary culture