

Seppänen, Piia – Rinne, Risto – Riipinen, Pauliina. 2012. School choice, school popularity and families' social status – segmentation of basic education in Finnish cities? The Finnish Journal of Education Kasvatus 43 (3), 226–243.

The policies that promote the active role of families in school choice rest on Diane Reay's (2008) notion of "the 'ideal' parent", whose values and capital are, essentially, firmly middle-class. This article first reviews the established research tradition on school choice policies which suggests that 'choosing' the school is a mechanism associated with power and used by the upper strata in striving – successfully – to detach themselves from the others. Next, we introduce studies that interface 'school choice' between and within social classes with school hierarchy and residential areas. According to the empirical research presented in the article, the significance of social class and residential area in school choice was evident in the context of the Finnish case city Turku. The linkage between the social status of parents, particularly mothers, and school choice was manifested intensely in seeking school class of emphasised teaching but also in selecting a school outside the family's attendance area. Particularly emphasised teaching but also schools outside the family's attendance area were sought predominantly by children from families of high social class and children with good or excellent school performance. The consequent division of compulsory education into groups of emphasised and general teaching seems to result increasingly in situations where children with different socio-economic, ethnic, and school performance backgrounds study separately. The data consist of a mail questionnaire representing the 12-year-old pupils who transferred to the 7th grade of comprehensive school in Turku in 2010.

Descriptors: School choice policy, educational equity, school market within cities, families, social classes

Jukarainen, Pirjo – Syrjäläinen, Eija – Värri, Veli-Matti. 2012. Safety and wellbeing at school – Control, responsibility, and living with diversity. The Finnish Journal of Education Kasvatus 43 (3), 244–253.

The article gives a view on how the 6th to 9th graders feel about security at school. What is a secure school like, what makes them feel safe, and what aspects cause insecurity in their daily school life? The qualitative data – students' writings about a safe school day – was analysed by using narrative approach and content analysis. We call for a more holistic understanding of security at schools, its inner and outer aspects. The article contributes especially to discussion about school security as primarily social and cultural, as human security. We relate security here also to wellbeing, social relations, student participation and identity building. Our emphasis is on the pupils' experiences of security and wellbeing, their description and analysis.

Descriptors: bullying, experiences of pupils, narrative approach, school climate, school safety and wellbeing

Lauritsalo, Kirsti – Sääkslahti, Arja – Rasku-Puttonen, Helena. 2012. Writings in Internet discussion forums about school PE: "And everybody sees when you're trying". The Finnish Journal of Education Kasvatus 43 (3), 255–267.

The purpose of this study was to analyse the kinds of opinions that are expressed in Internet discussion forums on experiences of PE. The data for this study were collected from open Finnish Internet discussion forums during a randomly chosen week (15) in 2007. All the messages (N =356) from nine forums were grouped into one of three categories: positive, both positive and negative, and negative. The message contents were then analysed further and segmented into smaller units and labelled opinions (n = 652). Adapting Carlson's model (1995), these opinions were further grouped into intrinsic and extrinsic factors. This study concentrated on intrinsic factors understood

as opinions concerning the writer him/herself. Four factors were found: physical ability, range of emotions, beliefs about PE, and sidesteps and explanations. The findings revealed that emotions play a crucial part in PE: they were somehow mentioned in about half of the opinions. Based on the results of the study we conclude that more focus is needed on the pedagogical and emotional aspects of PE. Aversion towards PE seems to stem from strong negative feelings about experiences of PE. The teachers should ensure a safe psychological environment where difference and different values are accepted.

Descriptors: physical education, Internet discussion forums, PE experiences

Virtanen, Anne – Penttilä, Johanna. 2012. Workplace training as an opportunity for university students to concretise their abilities and learn new skills. The Finnish Journal of Education Kasvatus 43 (3), 268–278.

This paper examines university students' workplace training from the perspective of learning. The study aims to find out what university students perceive to have learned during their workplace training as a formal part of their studies, and how this relates to their learning in university education in general. This study utilises three different sorts of data, which have been collected through interviews and questionnaires over the years 2009–2010 from university students in various majors. The findings show that workplace training concretises the knowledge students have accumulated so far in their studies and increases their self-confidence and self-knowledge. During these periods, students also learn a wide array of practical skills and knowledge, such as co-operation and communication skills, basic skills needed in the workplace and in the field of work, self-assessment skills, creativity and also something about the downsides of working life. However, some of these skills can be learned both during workplace training and university education in general. Besides developing training-related pedagogy, attention should thus be paid also to various ways of concretising and transferring students' academic learning into competencies to be used in working life.

Descriptors: workplace training, learning, university studies, students

Pietiläinen, Ville – Korkeakoski, Esko. 2012. The legitimacy and transparency of value choices in national educational evaluation. The Finnish Journal of Education Kasvatus 43 (3), 279–290.

The article examines the legitimacy and transparency of value choices in national educational evaluation. The choices made in evaluation are always connected to the values of the party that assigns the evaluation, as well as to the values of the evaluation implementer and participants. Furthermore, value choices are not disconnected from the prevalent values of society. Due to the relative nature of valuation work, transparency should be the starting point for value choices at all stages of evaluation. The theoretical basis of value choices and their justification are analysed in this article with the help of the concept of 'valuation'. The theoretical basis is tested with an exemplary case of national educational evaluation. The case description is analysed in a matrix that represents the essential factors of valuation. The article notes that the value choices made, as well as their legitimacy, are transparently visible in the case description, but the various parties' involvement in the valuation work is concretised to varying extents. The article concludes with the proposal that valuation theory should be developed so that it would more clearly serve the evaluation practices and promote the involvement of the various parties.

Descriptors: evaluation, valuation, values, value choices, education