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**Suomen kasvatustieteellinen aikakauskirja**

**Leena Rantala – Leena Ripatti-Torniainen. 2013. Public pedagogy – Specifying the concept and phenomenon in the Finnish context. The Finnish Journal of Education Kasvatus 44 (1), 7–16.**

The concept public pedagogy has broken through in the international educational discourse. The concept remains relatively unknown in Finland and no specifically defined translation has been established. This article sets out to create prerequisites for the Finnish discussion about the variety of phenomena covered by public pedagogy. The article first discusses a five-part categorisation, explored by a research team in the USA, of the ways public pedagogy has been deployed in English academic literature. The article proceeds to elaborate the concept of public pedagogy by analysing the distinct meanings to which concepts public, pedagogy, and public pedagogy refer. Eventually, the article proposes a new categorisation of the concept including three categories which are pedagogy of the public world, pedagogy in public spaces, and pedagogy for public agency. The article is based on an aim to adopt a transdisciplinary approach in order to understand phenomena related to public and pedagogy.

*Descriptors:* public pedagogy, public spaces, public sphere, citizenship, media education, Bildung

**Johanna Mykkänen – Petteri Eerola. 2013. Father involvement and the responsibility of first-time fathers. The Finnish Journal of Education Kasvatus 44 (1), 17–29.**

In this study we examine men's descriptions of father involvement through the narration and experiences of first-time fathers. The aim of our study is to find out the essential contents that men are attaching to the "good fatherhood" and how they see and understand their own involvement as fathers. The empirical data consist of 42 interviews of Finnish first-time fathers of various ages. Even though the results of the study show that men are describing their involvement and responsibilities as a father in divergent ways, all the interviewed men can be described as "good" and involved fathers. As for the basis of the "good fatherhood" outlined by these men's narration, the main components include responsibility and maintaining a good and warm relationship to the child. Also the responsibilities pertaining to upbringing and economical responsibility were highlighted. The results of this study confirm the notion of the involved fatherhood as an ideal in contemporary Finnish society.

*Descriptors:* fatherhood, involvement, responsibility

**Erika Puro – Helena Sume – Tanja Vehkakoski. 2013. Special education students' motives for their disciplinary choice and views of their discipline. The Finnish Journal of Education Kasvatus 44 (1), 30–43.**

This article examines special education students' motives for their disciplinary choice and views of their discipline. The research data were collected by an email questionnaire sent to all Finnish special education university students who had started their studies in years 2005 and 2009 (N = 293). The questionnaire was answered by 110 students (38%). The results show that special education students' main reasons for choosing their academic major were their early experiences

and the attractions of teaching. The students had a relatively positive view of their own discipline as a societal agent and as a practice-oriented field. In contrast, they were more critical towards the reputation and the scientific impact of special education among other disciplines.

*Descriptors:* Special education, student, motive for disciplinary choice, discipline view

**Mari Pienimäki. 2013. Critical interpretation of photographs in media education. The Finnish Journal of Education Kasvatus 44 (1), 44–57.**

When one discusses media literacy the ability to *learn* to understand media languages is often emphasised. Yet when one talks about interpreting photographs it is often thought that we learn to assign meaning to photographs naturally. In this article it is discussed what critical interpretation is in terms of media literacy when talking about photographs, in particular. The goal is to map the concept of critical interpretation comprehensively taking into consideration also aspects of teaching it. My holistic mapping starts from a kind of everyday semiotics, proceeding then to the notions of social semiotics, reasoning the interpretations, context thinking and empowering media education.

*Descriptors:* Photograph, interpretation, media literacy, semiotics

**Anna-Mari Lindeberg – Harri Pitkäniemi. 2013. The applicants' self-efficacy, readiness for interaction skills and professional views, and the selection criteria of aptitude tests for teacher education complemented with a follow-up study after the second study year. The Finnish Journal of Education Kasvatus 44 (1), 58–72.**

In this study we examine the self-efficacy, readiness for interaction and variety of professional views of the applicants who have participated in the aptitude tests of teacher education. We examine whether these factors have a connection with the official selection criteria and for the student admissions. The target group of the study consisted of the applicants who had participated in the aptitude tests for class teachers of the Teacher Training College of Savonlinna during the years 2008 and 2009 ( $N = 227$ ). The research data include a short questionnaire and the official admissions material obtained from the registers. The follow-up data were collected after two years of study ( $N = 98$ ). The data which are based on the applicants' self-assessment show that the group admitted to the college and those not admitted were of a quite similar standard. However, according to the results, professional orientation to education was a little stronger in the students who had been admitted than in those rejected. The estimates of the informants reflected mainly affirmative beliefs of their own self-efficacy and their readiness for interaction skills. The follow-up data of the students admitted to study indicate that many students changed statistically significantly during the two years of study: their general efficacy (GE) increased whereas personal efficacy (PE) decreased.

*Descriptors:* teacher education, class teacher, entrance examination, self-efficacy, interaction, professional view