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Suomen kasvatustieteellinen aikakauskirja

Miettinen, Reijo. 2014. An enabling welfare state and developmental challenges for school. *The Finnish Journal of Education* 45 (1), 7–19.

In discussions about the future of welfare state and knowledge societies human competencies, capabilities and human capital in general are regarded as key contributors both to welfare and to the economic competitiveness of nations. These discussions, however, hardly deal with the nature and conditions of the development of such capabilities or the quality of the educational and cultural services that enhance their development. Rather, these discussions tend to reduce human development and capabilities into a factor of economic development. The paper brings forth the concept of an enabling welfare state as a complementary or alternative approach. The starting point for an enabling welfare state is the development of educational, cultural and social services that contribute to the realisation of the various potentials of an individual. Instead of the centralised control, this takes place by means of local experimentation and institutional learning. An enabling welfare state regards the possibility of an individual to develop his or her capabilities as a basic right, a condition of democracy and equality as well as an important element of economic development in a knowledge society. According to the idea of a beneficial cycle characteristic of the Nordic welfare state, these values are seen as prerequisites of each other.

Descriptors: welfare state, school, human capital, human development, development of capabilities

Heikkinen, Hannu L. T. – Kiilakoski, Tomi – Huttunen, Rauno. 2014. Curriculum design as collective will-formation in the light of Jürgen Habermas' discourse theory of justice. *The Finnish Journal of Education* 45 (1), 20–33.

In this article, the national process of curriculum design in Finland is analysed through the conceptual apparatus of the discourse theory of justice and the theory of democratic will-formation of the German philosopher Jürgen Habermas. Applying the conceptual tools of these theories, we analyse the curriculum design at the national and municipal level. We ask whether the process is truly democratic or just some quasi-democracy. Curriculum design has many features which resemble jurisdiction in democratic societies. The immediate context of the article is the ongoing process of National Curriculum design (to be given in July 2014). In principle, the national curriculum in Finland is formed through a democratic process: teachers, parents and other citizens are welcome to participate in the discussion in seminars and online settings. Finally, after an open and free discourse, the National framework Curriculum ("Opetussuunnitelman perusteet") becomes a binding norm. We may ask whether the factual norms ("facticity") are set up through a truly democratic process which establishes the moral and ethical ground of the norms ("validity"). One can question the validity of a norm if the norm in question is not formed in a democratic fashion or, alternatively, if the norm has lost its moral and ethical acceptability as time goes by. In this article, we consider the tension of facticity and validity in curriculum planning by applying the Habermasian discourse theory of justice. Our aim is to develop conceptual tools, rooted in

Habermasian deliberative democracy, to evaluate and develop curriculum design. We conclude that the Finnish process of national curriculum is relatively democratic, yet questions remain about the validity of the norm at both local and national level.

Descriptors: curriculum, jurisdiction, discourse theory of law, social participation, educational policy, Jürgen Habermas

Sulkunen, Sari – Nissinen, Kari. 2014. Reader profiles of Finnish adolescents. The Finnish Journal of Education 45 (1), 34–48.

The article describes Finnish adolescents' reader profiles from the perspective of reading engagement, which refers to sustained and frequent reading activity of personal choice. Reading engagement is one of the most important explanatory variables of reading performance. In this study, Finnish adolescents were grouped by the diversity and frequency of their reading habits for various print and online materials. Additionally, the reader groups were described further in terms of certain background variables such as gender, home background, and students' attitudes toward reading. The study is based on the PISA 2009 data consisting of a representative sample of Finnish 15-year-old students. The method of analysis used to identify the reader groups was hierarchical cluster analysis aiming to define homogeneous groups differing from each other as much as possible. Based on the reader group profiles, the article explores how reading engagement is associated with reading performance and mathematical and scientific literacy.

Descriptors: literacy, reading achievement, PISA, educational assessment, learner engagement, adolescents

Vehviläinen, Sanna. 2014. Interactional patterns of PhD supervision – pedagogies and participation. The Finnish Journal of Education 45 (1), 49–64.

In the article, I examine three pedagogical models for PhD supervision, initially discussed by Olga Dysthe, as they appear in concrete interactional practices of videotaped PhD supervision encounters in different academic environments. I compare the models– the teaching model, the apprenticeship model and the partnership model – and their interactional practices in terms of the possibilities of participation they afford to the PhD students. The models are different in terms of their recurrent conversational patterns, interactional division of labour and distribution of epistemic positioning. The analysis is based on the initial step of conversation analysis, where recurrent interactional patterns and sequences are identified and linked to institutional practices. Here, instead of more detailed analyses, the patterns are linked to pedagogical notions of participation and presented as an overall comparison. The general aim is to identify the interactional hidden curriculum of the supervisory contexts and, thereby, provide pedagogical choice for supervisors and students.

Descriptors: PhD supervision, pedagogies of supervision, participation, supervisory interaction