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Kauppi, Aarno – Lappalainen, Sirpa. 2015. Paradoxical construction of citizenship in the intersection of disability and educational policies. The Finnish Journal of Education 46 (2), 129–142.

This article examines the notion of citizenship as constituted in the intersection of disability and educational policies, especially for rehabilitative instruction and guidance for the disabled in pre-vocational education. Drawing on critical disability studies and post-structural discourse analysis, we examine various policy documents concerning disability and education, such as strategy statements, curricula and legislation that guide pre-vocational education. Our analysis shows that the notion of citizenship produced and restated in the intersection of disability and educational policies fosters the ideals of independence and economic autonomy, thus rendering dependence on others and support measures as undesirable. This results in a paradox where the same policy that pursues inclusion, excludes its subjects. Consequently, we argue that an inclusive policy requires revising the concept of citizenship.

Descriptors: citizenship, vocational special needs education and training, disability studies, educational policy, disability policy

Sutela, Inkeri. 2015. Economics course in the Finnish upper secondary school as experienced by students, and their perceptions about economic policy. The Finnish Journal of Education 46 (2), 143–159.

Since 2003, an economics course has been compulsory for all students in the upper secondary school in Finland. The course consists mainly of economics but it also contains some classes on business and personal finance issues. How do the students evaluate the course in general? In previous qualitative research on the subject (Berg, 2010), the Finnish youth seemed to consider economy as the most significant factor shaping society, and the politicians only as bystanders. The economics course textbooks and the Finnish matriculation examination in social studies have also been criticised for hiding the connection between economics and politics. This article is based on a survey, which collected responses from 213 students from 10 schools across Finland. The students saw the economics course as fairly useful but theoretical and not very interesting. Boys regarded the course as more interesting, useful and practical than girls did. The respondents wished for more emphasis on the practical and the individual aspects of economy. Approximately a half of the students would make political decisions based on what is “the best for the economy”. This would shift some of the political power to economists and related experts. Hence it is important that the students would also understand the value system and the basic tenets behind the economic science. These findings should be accounted for in the future curriculum and course materials.

Descriptors: economics course, social studies, general upper secondary school, curriculum, economic policy

Kauppinen, Merja – Pentikäinen, Johanna – Hankala, Mari – Kulju, Pirjo – Harjunen, Elina – Routarinne, Sara. 2015. Systematic review of Finnish research on students' writing skills and instruction in basic education *The Finnish Journal of Education* 46 (2), 160–175.

Writing skills are essential for self-expression, social interaction, studying, and acting in communities in general. This systematic review focuses on writing studies conducted in Finland in 2000–2014. The data consists of 79 published research articles. The aim was to explore the main themes, methods, and data as well as the targeted age groups in these studies. The results show that even if the research seems to be spread across many fields of science, the analysis allows identifying the main spheres of the current writing research. Writing research in Finland consists mostly of psychological developmental research, linguistic analyses of pupils' texts, and also of research related to pedagogical practices. There is a lack of research concerning for example new technologies in writing, interaction in writing or integrating writing into other learning objectives. The main body of research seems not to be comprehensive enough so as to guide educational policy for the development of writing instruction.

Descriptors: writing instruction, systematic analysis, Finland, Finnish School, basic education, learning to write, writing research, educational policy, national core curriculum