

**Kasvatus 2016 Vol. 47 No 2****The Finnish Journal of Education****Suomen kasvatustieteellinen aikakauskirja**

Muhonen, Heli – Vasalampi, Kati – Poikkeus, Anna-Maija – Rasku-Puttonen, Helena – Lerkkanen, Marja-Kristiina. 2016. Warm teacher-student relationship promotes school engagement. *The Finnish Journal of Education* 47 (2), 112–124.

The goal of the present study was to examine the relations between the quality of teacher-student relationship and different aspects of students' school engagement. We explored whether, and to what extent, student's gender and need for individual support are associated with the quality of teacher-student relationship and the teacher's affects toward the student, and further, to what degree students' school engagement is explained by the quality of teacher-student relationship and student's gender and need for individual support. The study is a part of the First Steps follow-up. The data consisted of self-evaluations of 249 Grade 6 students concerning their school engagement, accompanied with their teachers' evaluations about the teacher-student relationship and the amount of individual support and attention the student receives in the classroom. The findings show that a warm teacher-student relationship with positive feelings, as reported by the teacher, correlated with students' strong school engagement. On the other hand, a high extent of conflicts and negative feelings in the teacher-student relationship was associated with low school engagement. The findings indicate that teachers evaluated the quality of the teacher-student relationship differently depending on students' gender and need for individual support.

*Descriptors:* Teacher-student relationship, teacher's affects, school engagement, individual support

Lempinen, Sonia – Berisha, Anna-Kaisa – Seppänen, Piia. 2016. The dilemma of inclusion and school choice – The level of pupil support and pupil admission to lower secondary schools in Turku. *The Finnish Journal of Education* 47 (2), 125–138.

In this article we discuss the relationship of inclusion and school choice. We examine pupil admission to schools and classrooms in relation to the pupils' level of support, catchment area, gender and mother tongue in the light of pupil register data of all 13-year-olds (17 lower secondary schools and 1428 pupils) in Turku, Finland. In the study we show that pupils' level of educational support divided them into different classrooms, particularly when also pupils' mother tongue and gender were considered. Pupils with intensified support were usually enrolled in general classrooms and only rarely in classes that selected their pupils due to emphasis on a specialised subject. Pupils with special educational support attended special education classrooms. A half of pupils with regular support were enrolled in selective specialised classrooms, but those with foreign mother tongue more rarely than others. Boys with special educational support were placed more often than girls in special education classrooms. The study shows that in this case city the student admission of lower secondary schools was polarised: schools with selective specialised classrooms had hardly any pupils with more than general support, while other schools enrolled all pupils regardless of their level of special support.

*Descriptors:* Inclusion, neighbourhood schooling, school choice policy, special and selective specialised classes

Laakso, Hanna – Kiili, Carita – Marttunen, Miika. 2016. Guidance on academic literacies as a means to support university students' knowledge construction. *The Finnish Journal of Education* 47 (2), 139–152.

Success in university studies requires good academic literacy skills. This article describes a study in which university students (n=52) practiced academic literacies during a basic course on educational psychology by study circle method. In this study we examined how the students constructed knowledge during the study circle and whether they benefitted from guidance. The students worked in groups of four so that seven groups received guidance and six groups did not. The data consisted of 13 study circle reports, which were divided for the analysis into text fragments (n=907) indicating knowledge construction. The text fragments were classified into five main categories and further into 10 sub-categories. The students mainly constructed knowledge by presenting arguments for their claims, justifying their conclusions, and by summarising course literature. The supervised groups presented questions and put forward justified framings more often than the comparison groups, who, in contrast, more often summarised literature and proposed non-justified framings. The results suggest that guidance on academic literacies supported students' knowledge construction during the study circle. Such guidance at the beginning of university studies is important in order to familiarise students with academic literacy practices already at early stages of their studies.

*Descriptors:* academic literacies, knowledge construction, argumentation, university studies, study circle method