



Kasvatus 2015 Vol. 46 No 1
The Finnish Journal of Education
Suomen kasvatustieteellinen aikakauskirja

Puustinen, Mikko – Säntti, Janne – Salminen, Jari. 2015. Praise and receptive to action. Rhetorical analysis of Opettajankoulutus 2020 (Teacher education 2020) report. The Finnish Journal of Education 46 (1), 6–18.

This article is a rhetorical analysis of the Opettajankoulutus 2020 report (Teacher education 2020), presenting an example of typical argumentation patterns in Finnish education policy texts. Our aim is also to promote rhetorical analysis, which is a rarely used method in educational and science policy research. The analysis of the article focuses on how the report constructs and justifies the model of ideal teacher. The report praises Finnish teacher education and advocates the idea of research based teacher education. This objective is justified by representing teacher's profession as a challenging one, thus calling for a strong research basis. As a rhetorical means of persuasion the report uses praising (epideictic oratory). Our analysis reveals that the argumentation of the report is selective. The proposed solutions are expressed as having no alternatives. The findings of this article support earlier results obtained by rhetorical analyses, which have challenged the notion of policy texts as objective instruments

Descriptors: rhetorical analysis, teacher education, research-oriented teacher, education policy, professions

Kalalahti, Mira – Silvennoinen, Heikki – Varjo, Janne. 2015. Selection by ability? – Differences in choosing classes with a special emphasis. The Finnish Journal of Education 46 (1), 19–35.

The significance of school selection in terms of classes with a special emphasis has grown since 1990s in view of the Finnish comprehensive education system, which is based on uniform quality and equal educational opportunities. Current admission policies, based on a variety of aptitude tests, offer all pupils a possibility to be taught according to their personal inclinations and abilities. In this article, we focus on the factors that indicate school choice (as a choice for classes with a special emphasis) in five Finnish municipalities. We ask how the school grades, gender and family background are connected to school choice. We use a questionnaire-based survey data (N = 2617) received from parents making school choices for their children for the upper grades of the comprehensive school. We conclude that the selection for special-emphasis teaching is not only tied to educational achievement but also connected to social status and gender. Besides this, these connections vary across different municipalities.

Descriptors: school choice, educational achievement, equal educational opportunities, school choice policy

Meriläinen, Matti – Puhakka, Helena – Sinkkonen, Hanna-Maija. 2015. Internet-based information in youths' career choices. The Finnish Journal of Education 46 (1), 36–47.

This study investigates youths' experiences in finding relevant information on the Internet. The focus is especially on how easy or difficult it is to find and understand information concerning edu-

cation, occupations and working life. In addition, we studied how understanding the information was related to the dimensions of career choices and the phases of decision making. The data were collected by an e-questionnaire at the end of 2012. Altogether 337 teenagers, more specifically 159 ninth-graders and 178 general upper secondary school students completed the online survey. The results show that almost a half of them found it quite or very easy to find the relevant information, and more than a half of the respondents considered that the information was easy to understand or that they always understood the information found. There was an evident connection between such comprehension and the dimensions of career choices. Comprehension was, in particular, related to information gathering, processing, and speed of making the final career decisions. The level of understanding also explained the ability to make compromises for these decisions. Difficulties in understanding also showed in the need to consult others. This may also come up as dependence on others in decision making. Moreover, the difficulties in understanding the information also tend to delay the decision-making processes. On the other hand, students' readiness to invest in the decision making process as well as their personal aspirations for an ideal occupation may partly explain differences in understanding the information. The easier the students experienced the information to understand, the further they had advanced with their career choice processes.

Descriptors: student counselling, career choice, comprehension, dimension of decision making, general upper secondary school, comprehensive school

Lanas, Maija – Hautala, Marjatta. 2015. Questioning and adapting – teaching micropolitical literacy in teacher education. *The Finnish Journal of Education* 46 (1), 48–59.

As student teachers advance in their studies, their FOCUS shifts from content knowledge towards the emotional labour that comes with the TEACHING PROFESSION. Such emotional labour has to do with the normative, emotional and social aspects of the job, and arises from the social and cultural working contexts – especially if these contexts differ from the students' own ideas and beliefs. Teacher education should provide students with active support as they ARE EXPLORING their own emotions and learning micropolitical literacy in order to find creative and new ways to carry out the ongoing transformation in schools. This article presents a case study of developing one possible method of teaching micropolitical literacy during pre-service teacher education. The article examines what topics the teacher students picked up in developing their micropolitical literacy in connection with their teaching practice periods, what coping strategies they developed in the situations encountered, and how they were supported in developing their micropolitical literacy.

Descriptors: teacher education, transformation, micropolitics, emotions, teaching practice period

Kemppainen, Pekka – Pietiläinen, Ella – Vehkakoski, Tanja. 2015. Teachers' Use of Praise in the Classroom: literature review. *The Finnish Journal of Education* 46 (1), 60–73.

This review article examines teacher praise given to students as a response to their academic or social behaviour. The data consists of 52 empirical or theoretical studies, on the basis of which the forms, functions, amount and effectiveness of teacher praise are reviewed. In addition, students' perceptions of the desirability of praise are investigated. In the article, teacher praise is divided into three types: non-targeted praise, product and process oriented praise, and person-oriented praise. Earlier research shows that if praise is directed appropriately, it can strengthen students' learning motivation, enhance their on-task performance, and improve the classroom atmosphere. However, teachers need to be conscious of various praise types, since especially person-oriented praise may also have counter-intuitive consequences such as increasing students' vulnerability and decreasing their task persistence in challenging learning situations.

Descriptors: feedback, praise, teacher, student