



**Kasvatus 2014 Vol. 45 No 3**  
**The Finnish Journal of Education**  
**Suomen kasvatustieteellinen aikakauskirja**

**Atjonen, Päivi. 2014. Main principles of developmental evaluation in Finnish educational evaluation reports in 2005–2012. *The Finnish Journal of Education* 45 (3), 212–227.**

This article considers the principles of developmental evaluation as presented in Finnish evaluation reports published in the field of education in 2005-2012. The analysis focused only on the monographs in which the authors explicitly announced that developmental evaluation was utilised. Evaluations on higher education and learning results were excluded. Twenty two reports were found to match the selection criteria and their chapters of introduction, methods and conclusions/discussions were subjected to a qualitative theory-driven analysis. The results indicated that the evaluations most frequently followed the principles of participation, multi-method approach and interaction, whereas the principles of revelation and process emphasis were most infrequent. The results bring new knowledge into the Finnish discussion on developmental evaluation, although this research was restricted to documents only, without any empirical data on the reality concerned in the diagnostic, thematic, and programme evaluations reported.

*Descriptors:* developmental evaluation, evaluation research, meta-evaluation

**Tammi, Tuure – Raisio, Harri – Ollila, Seija. 2014. Educational institutions and the constraints of deliberative democracy: student experiences from three instances of citizens' jury. *The Finnish Journal of Education* 45 (3), 228–241.**

Research and applications of deliberative democracy have increased during the past three decades. In this article, we examine three deliberative citizens' juries implemented in Finnish educational institutions. The juries engaged in discussions, consulted experts and issued a statement on the basis of their deliberations. We investigate the involved students' perceptions with regard to learning and the constraints of the deliberations. Further, we aim to point out the possibilities in applying deliberative democracy in educational institutions. The participants felt that they were allowed to express their opinions and became heard as well. Learning about other people's needs and starting points was perceived as broadening one's own perspectives. Making the space for deliberations was seen as a responsibility of those holding a stronger institutional position. If this space was opened, it was also on their responsibility to take the discussions seriously. The results suggest that this kind of joint deliberative practice in educational institutions offers a feasible option in increasing active participation, the sense of belonging, and promoting interest towards democratic forms of social life.

*Descriptors:* deliberative democracy, learning, educational institutions, citizens' jury

**Autti, Outi – Hyyri-Beihammer, Eeva Kaisa. 2014. Social learning during breaks at smaller and larger Finnish schools. *The Finnish Journal of Education* 45 (3), 242–256.**

In this article we examine the schoolyard as a place for social learning. We compare events and activities taking place in schoolyards in two schools, a smaller rural school and a larger urban school. By comparing these two settings we seek to illuminate their specific features in terms of the social dimensions of learning. Theoretically, we draw on Habermas' concept of "life world". We see breaks at schoolyards as significant places for experiential and social learning where pupils construct and shape their life world. Our empirical data consists of group interviews conducted in a larger urban school and in a smaller rural school in northern Finland, and also of compositions written by the pupils of the rural school. The data was subjected to both content and narrative analyses. The identified "small stories" were divided into three categories: *the narratives of physical space* indicated that in the larger school the control over pupils during breaks is more visible and the schoolyard space is more organised than in the smaller school. In *the narratives of social space* the pupils of the larger school interact in small, tight groups, which are homogeneous in terms of gender and age, whereas the pupils of the rural school play more collectively, often crossing the boundaries of gender and age. *The narratives of institutional space* introduce the rules that guide the play and activities during breaks. According to our data, these rules are under greater pressure in the larger urban school while the pupils of the small rural school strive for maintaining the cohesion of the whole group in terms of the school's we-spirit.

*Descriptors:* city schools, rural schools, social learning, breaks