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Jauhiainen, Arto – Nori, Hanna. 2017. Long-term plodders, Status raisers and Educational inheritors: Doctoral students and their backgrounds at Finnish universities. *The Finnish Journal of Education* 48 (2), 80–95.

In Finland research on social selection in HE has focused on Master-level students while largely overlooking doctoral students. The article examines the backgrounds and life situations of the doctoral students studying in Finland and analyses the social selection and segmentation of the Finnish doctoral education field. The statistical data utilised in the study covers the whole population of doctoral students (N = 18,687) at Finnish universities in 2011. The data were analysed using frequency distributions, cross-tabulations and cluster analysis. The study indicates that doctoral students constitute a very heterogeneous group of people in terms of age, family and life situation, previous education, profession and social background. The results show that the division between more elitist and more ordinary disciplines and universities apply largely to doctoral education as well. Compared to the whole population, doctoral students originate from families with substantial educational capital. Cluster analysis revealed three distinguishable groups of doctoral students: Long-term plodders, Status raisers and Educational inheritors. Such groupings give evidence of the patterns of segmentation, hierarchies and inheritance of academic education in Finland. Furthermore, they reflect the tensions between the diverse life situations of the doctoral students and the ideals and objectives of the current doctoral education policy.

Descriptors: doctoral education, social background, selection, universities, disciplines

Lestinen, Leena – Autio-Hiltunen, Marjo – Kiviniemi, Ulla. 2017. Finnish teenagers' perceptions of their national cultural identity and being European. *The Finnish Journal of Education* 48 (2), 96–109.

The article examines Finnish teenagers' constructions of their cultural identities in the era of European integration. The research material was gathered through small-group discussions with 67 students in lower and upper secondary education (a total of 11 groups in three cities). More than a fourth (18/67) of the participants had a transnational background. The small-group discussions were analysed by content analysis. The findings show that although the students did not spontaneously identify themselves by their nationality, they considered their Finnish identity clearly primary to the rather vague European one. The transnational participants identified themselves with individual emphases on the basis of one or two nationalities, or in more global terms. The teenagers made a clear distinction between generations in terms of their cultural characteristics. Their own Finnish identity includes openness and internationality, but they also have experience of diverse contexts and also racism. The school was expected to provide more multi-perspective discussions on societal issues. The research material was acquired as part of a research project 'Young Europeans' constructions of identity and citizenship'.

Descriptors: identity, nationality, Finnish, European, transnationality, young people, generations, school

Hermanfors, Kaisu. 2017. Discourses of diversity in the context of special education. *The Finnish Journal of Education* 48 (2), 110–127.

The discourses of diversity are a part of an extensive research project in special education on difference and special needs education. This article deals with ways of defining diversity on the basis of essays written by educational science students (N = 87). The perspective chosen is socio-constructivism with an emphasis on the use of language as a factor maintaining and constructing and even changing the social reality. Alongside knowledge of special needs pedagogics, the theoretical premises include Feminist and cultural studies as well as social studies on disability. The approach of this research is based on discourse analysis. The following four discourses were formed from the research material: over-individualisation, generalisation, socialisation, and engagement in otherness. They are examined as a hierarchy in a square matrix and, in this case, separately from encounters, although the way in which diversity is understood depends on who is defining it and in what context (time, place and situation). Until now these kinds of discourses have been lacking in special education, but now these can be taken into account both therein and in inclusive education in general.

Descriptors: difference, diversity, special education, socio-constructivism, social studies of disability, inclusive education

Rintala, Heta – Nokelainen, Petri – Pylväs, Laura. 2017. A review on apprenticeship as an institution in Germany, England and Finland. *The Finnish Journal of Education* 48 (2), 128–140.

In recent years, there has been an international trend of promoting apprenticeships and work-based learning. This narrative review aims at describing the differences between vocational education and training (VET) systems and especially at examining apprenticeship training as an institution in Germany, England and Finland. Additionally, the review aims at observing the trends and challenges that may affect the status of apprenticeship training as part of VET. The data for the analysis consists of previous research and reports. The analysis was theory-driven based on Scott's (2014) institutional framework. The narrative review shows that apprenticeship training, expectations for it and its status as part of vocational education and training vary in different countries, but also bring along challenges for the development of apprenticeship training. Additionally, global changes in working life and educational trends affect the students' and employers' engagement in, and demand for apprenticeship training, which are essential factors for implementing apprenticeship training.

Descriptors: apprenticeship, vocational education and training (VET), institutional framework, narrative review