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Mutanen, Heli – Sivenius, Ari. 2017. Emerging agencies in young adults' stories in the context of a youth workshop. *The Finnish Journal of Education* 48 (4), 274–287.

This study examines, in the context of a youth workshop in Eastern Finland, young adults' experiences and locally constructed meaning-making with regard to education and entering the working life. The main purpose of this study was to examine what kind of agencies are constructed in young adults' stories about schooling, career planning, entering the labour market and participating in youth activation programmes. Adopting a qualitative, narrative approach, fifteen young adults within the age range from 17 to 26 years were interviewed in May and June in 2015 on the basis of their lifeline drawings focused on their experiences related to these issues. This article contributes to a contemporary debate about culturally expected transitions within education and from education to work as well as young adults' agency in this process. We argue that young adults' perspective and their individual meaning-making of transition experiences enlighten their sense of agency as an emerging process.

Descriptors: agency, workshop, young adults, narrative positioning

Ahola, Kaisa – Lanas, Maija – Hämäläinen, Anni. 2017. Teachers promoting school satisfaction by navigation of emotions. *The Finnish Journal of Education* 48 (4), 288–300.

In international comparative studies, Finnish students report relatively low school satisfaction. Previous research has shown that teachers' role is important for students' well-being at school. However, there is a lack of research as regards teachers' everyday practices and activities to promote school satisfaction. The study reported in this paper shows how teachers can navigate emotions and support positive emotions so as to promote school satisfaction. This study draws on poststructuralist approaches, and emotions are explored in the light of performative discourses. This paper reports an ethnographic case study conducted at an elementary school in Northern Finland. We have looked at how teachers may support positive emotions and school satisfaction by navigating emotions in their everyday practice. The results suggest that focusing on well-being at school may require breaking the existing "emotional scripts" having negative effects for general school satisfaction.

Descriptors: school satisfaction, school atmosphere, teacher, emotion, poststructuralism

Rusanen, Erja – Lehtinen, Taina. 2017. The significance of computer-supported collaborative learning (CSCL) and formative feedback to learning and learning outcomes of methodological concepts. *The Finnish Journal of Education* 48 (4), 301–319.

The aim of the study was to analyse how collaborative online working and formative feedback would promote students' learning outcomes and the grasp of methodological concepts. 103 students at the level of basic studies of educational sciences at The Open University attended an online course of methodology. Three weeks were dedicated to online collaborative working in small groups. The students were given detailed instructions for collaborative online working and how they should prepare for that on their own. Once the collaborative tasks were returned, there was a feedback lecture. The collaborative working and the feedback lecture were examined through a

structured E-questionnaire. Based on a principal component analysis 12 principal components were created for the variables of collaborative working. The learning process of methodological concepts was measured with a self-report questionnaire and the learning outcomes were measured by scores received in the final assignment. Using a linear regression analysis one could note that the feedback lecture explained both the learning process and learning outcomes of methodological concepts. Most of the quality factors of the collaborative work failed to explain the learning process and outcomes for the methodological concepts. The positive atmosphere in the group and the clarity of the target in the collaborative learning task explained the learning process to a significant extent. The formative feedback and self-studies of the methodological concepts emerged as the most powerful explanators for the learning outcomes. The results were interpreted in the light of recent CSCL research findings and by a cognitive and socio-cognitive approach to learning. On the basis of the analysis, the article also presents ideas for the further development of online methodology studies.

Descriptors: computer-supported collaborative learning (CSCL), community, methodology, learning outcomes, teamwork, pedagogical script, transfer, feedback

Lintuvuori, Meri – Jahnukainen, Markku – Hautamäki, Jarkko. 2017. Regional differences and equity within the support for learning and school attendance system in Finnish basic education. *The Finnish Journal of Education* 48 (4), 320–335.

Educational equality and equity have been the guiding principles of comprehensive school from the beginning. In this paper, we study regional differences within the support for learning and school attendance system in basic education. We used the time series data compiled by Statistics Finland, covering the years 2011–2015 and three empirical data sets to analyse the system. According to our results, there were differences between the municipalities in the provision of tier 2 level intensified support and tier 3 level special support. Also, the place of implementation of support varied. The share of pupils with an individualised curriculum in some subjects varied between municipalities. The most common individualised subjects were English, mathematics, Swedish and mother tongue and literature. According to our results, we can state that the support system in basic education might include defects that may have negative effects on the equality and equity in education.

Descriptors: support for learning and school attendance, regional differences, equity, basic education, official statistics

Huhtamäki, Elina – Holma, Henna – Nokelainen, Petri – Kumpulainen, Kristiina. 2017. Picture of joy – Childrens' experiences of joyful elementary school learning environments. *The Finnish Journal of Education* 48 (4), 336–352.

This study examined the joy of learning in an elementary school context through photos ($N = 162$) taken by fourth- ($N = 27$) and sixth-graders ($N = 27$) in the spring of 2013. Each student selected three of his/her photos of the school environment and wrote a brief description for each picture. The empirical data, both pictorial and textual, were analysed using data-driven content analysis. According to the results, the joy of learning was related to 1) social relations, 2) involvement, 3) safety, 4) personal interests, 5) aesthetic and functional space, as well as 6) permissive atmosphere and the possibility of choice. These results show that, according to children, the learning environments in schools should be inclusive, safe environments enabling social inclusion that give room for diversity. The results of the study also show that the age, gender, academic achievement and school size influence the similarities and differences between learning environment factors that produce joy among children.

Descriptors: learning environment, child-oriented, learning, joy, photography, content analysis, grounded theory

Fornaciari, Aleksii – Männistö, Perttu. 2017. Societal thinking as a part of class teacher profession – Traditional or organic agency? *The Finnish Journal of Education* 48 (4), 353–368.

This article is based on semi-structured interviews with 13 primary school teachers. Through the interviews we studied how the societal relationship, connected to teachers' professional agency, is constructed. We started the analysis by dividing the data into three thematic categories based on how the interviewees saw their process of becoming teachers. According to our findings, the interviewees' conceptions of their own suitability for the profession were also reflected in how they thought about teacher's educational role in society. After forming the three thematic categories, we analysed the interviewees' views about teacher's societal role in the framework of Antonio Gramsci's theory of intellectuals. We found his distinction between *traditional* and *organic intellectuals* especially helpful. Through the analysis of the teachers' views about their societal role in Gramsci's framework, we were able to establish two different positions that the interviewees had about their roles in society. The traditionally oriented teachers' idea about their societal role could be seen as reflecting the socio-historical role of education as they saw their role mostly in terms of socialisation. The organic teachers, on the other hand, saw their role as educators to raise critical members of society. Furthermore, while the modern teacher education in Finland seeks to educate self-critical teachers who acknowledge and understand the transformative impact of societal phenomena towards education, we found problematic that none of the interviewed primary school teachers thought that they had gained any meaningful knowledge from teacher education in order to develop their societal agency.

Descriptors: agency, teacher training, Antonio Gramsci's intellectuals