Hannukainen, Kristiina. 2018. "When everything is uncertain, we are most dutiful" – Doctoral education under knowledge capitalistic management. The Finnish Journal of Education 49 (2), 110–121.

In this article, I examine the knowledge capitalistic management of doctoral education. Knowledge capitalistic management refers to increasingly effective economic control over knowledge and science, but also the management of information producers. In the article, I ask how knowledge capitalistic management works in changed doctoral education and what kind of agency it allows for doctoral students. In addition, I consider how doctoral students negotiate with knowledge capitalistic management. The data consists of 28 nationally collected interviews with doctoral students. Discursive analysis shows that the transformation of researcher training has been experienced as a vague administrative change, which also keeps up doctoral students' feelings of uncertainty about their own agency. In the midst of continuous changes, doctoral students engage in negotiations with the knowledge capitalistic management, both on essential research funding and on the positioning of doctoral students, by which they build and shape their agency.

Descriptors: doctoral education, research funding, higher education, university

Pihlaja, Päivi – Warinowski, Anu. 2018. Day care for one-year-olds: Mothers' wishes and choices. The Finnish Journal of Education 49 (2), 122–136.

This study focuses on mothers' plans and choices for the day care of their one-year-old children and investigates the factors behind these choices. The study is a part of the STEPS Study, a multidisciplinary longitudinal study conducted in the University of Turku. The present data consist of 1827 children and their families in south-western Finland (see Lagström et al. 2013). When the children were 4 months old, the mothers were asked about their preferences concerning their children's prospective day care after the parental leave, i.e. when the children would be about one year old. The parents made choices between home care and outside day care, between kindergarten and family day care, and between public and private day care services. The preferences and actual choices proved to coincide well when the children were at the age of about 12 months. The mothers relied more on public than private day-care services. They also preferred family day care to kindergarten, although the competence of the staff and the quality of early childhood education were seen higher in kindergartens. The actualised day care choices (when the child was 13 months old) were not affected by family income, number of siblings, nor mother's educational background. Instead, the mother's age and occupational relations were connected to the choices.

Descriptors: day care, child care, day-care choices, family day-care, kindergarten, public day-care, private day-care

Pehkonen, Aini – Kinni, Riitta-Liisa – Hyvärinen, Marja-Leena. 2018. Interpretative frames of learning in simulation teaching. The Finnish Journal of Education 49 (2), 137–148.

This study examined learning of professional communication skills in the context of simulation-based teaching for university students of social work. For this purpose we used Erving Goffman's (1974) frame analysis. It answers the research question: in what kind of frames is learning organised in students' reflective writings (n=52) written after simulation-based teaching? The frames identified through an empirical analysis

were named as follows: participator, reflector, performer, observer and accomplisher. The frames include elements of both cooperative and individual learning experience. According to the results, learning of a participator and an accomplisher is promoted by cooperation. Individual learning experience is emphasised in the frames of a reflector, a performer and an observer. Different frames of learning cause tension in simulation-based teaching because students in different frames have different expectations of supervision and interaction in the group. Especially, the frame of a performer challenges the idea of cooperative learning, which emphasises learning in interaction. The results of the study help to identify different ways of learning and to develop teaching accordingly. Hence, the results can be used in promoting learning in simulation-based teaching.

Descriptors: simulation-based teaching, learning, pedagogy, frame, interaction

Orell, Miina – Pihlaja, Päivi. 2018. Norms of home and school cooperation. The Finnish Journal of Education 49 (2), 149–161.

Since its early stages the Finnish comprehensive school has been hoped to bring homes and school closer together. Nevertheless, cooperation is still seen to be challenging and it is mentioned to be an important development area of the comprehensive school. This article is asking what kind of meanings the cooperation between home and school receives in the national norm-based steering of basic education. The research was conducted by using discourse analysis on the data consisting of the norm steering documents in force on 1 June 2015 (Basic Education Act and Decree, Pupil and Student welfare Act, Government Decree on Educational objectives and Distribution of Lesson Hours, and the National core curriculum). It was found that the cooperation between home and school is built upon an assumption of shared understanding. How this understanding is constructed remains unclear. Parental participation is mainly restricted to actions around one's own child and cooperation means primarily a chance to join the given school community and to comply with its demands. Possible deviations from the shared understanding place the parent as an individual against with the school as an institution. Now as the curricular reform of 2014 is underway, awareness of the discourses conveyed by the previous, partly replaced norms can deepen our understanding of developmental needs. While the Acts and Decrees remain the same, the interpretations of the previous curriculum influence the way the new steering is applied in practice.

Descriptors: home, school, cooperation, legislation, curriculum, discourse analysis