

**Heikkinen, Hannu L. T. – Kiilakoski, Tomi – Huttunen, Rauno – Kaukko, Mervi – Kemmis, Stephen. 2018. Architectures of research on schooling and education. The Finnish Journal of Education 49 (5), 368–383.**

The article examines the theoretical and philosophical foundations of research on schooling and education (Finnish: 'koulutustutkimus') from the point of view of practices. This investigation is based on an assumption that the ultimate goal of education is not knowing, but promoting good life for individual humans and the humankind. In this view, education is primarily understood as an initiation into practice instead of an initiation to knowledge. Knowing is understood as an intermediate stage on the way to acting in the world so as to promote a good life. This view entails a shift from an epistemological perspective, i.e. focusing on knowing, into an ontological perspective, focusing on being and becoming. We discuss our ontological foundations by questioning what knowledge is needed for. In this we apply Stephen Kemmis's interpretation that integrates Aristotelian views on knowledge with Jürgen Habermas's theory of knowledge and human interests. When examining education as a practice, we focus our attention on what prefigures (enables, promotes or constrains) the formation and development of practices. From this point of view, practices are studied through the framework of the theory of practice architectures. The central message of this theoretical article is that the theory of practice architectures opens up new approaches for the critical-emancipatory project by providing conceptual and methodological tools for analysing the underlying prerequisites of social practices.

*Descriptors:* educational research, practice, practices, forms of knowledge, knowledge interests, theory of practice architectures, non-formal learning, informal learning

**Kallo, Johanna. 2018. What is comparative education research? A journey to the scientific philosophical and epistemological premises of the discipline. The Finnish Journal of Education 49 (5), 384–399.**

Comparative research settings have become more prevalent with the internationalisation of higher education and increasing demand for interdisciplinary approaches. In this article, the field of comparative education research is analysed from the viewpoint of research on science. The article seeks answers to questions as to what the trends in comparative research are, what the philosophical views that affect these trends are, and how these trends convert their (true) beliefs into knowledge. The leitmotif is to outline the philosophical and epistemological foundations of the field of comparative research and thereby to make it more transparent. The source material for this article is composed of articles published in scientific journals of comparative education research and historical reviews published in larger compilations. The article is guided by Ian Hacking's (2002) philosophy on historical ontology and styles of reasoning, which open the avenue for analysing the trends of comparative education research from the time of Enlightenment to the present.

*Descriptors:* comparative education research, comparative higher education research, philosophy of science, epistemology, Ian Hacking

**Okkolin, Mari-Anne – Koskela, Teija – Lehtomäki, Elina. 2018. Responsible Educational Research – Mission (im)possible? The Finnish Journal of Education 49 (5), 400–414.**

The special issue of the Finnish Journal of Education asks, “What is educational research?” We join the discussion by addressing a further question: what is *responsible educational research*? The recent reports by UNESCO on accountability in education and the World Bank on a global learning crisis have raised concerns about the role and need of research in educational development. Much less debate has been going on about the role of research in (re)presenting and (re)producing our understanding(s) of the world. In this review article, we focus on educational research and examine critically, what kind of world-views educational research is advancing and how the researchers are responding to the issue of responsibility and accountability. In doing so, our review deals with the theory of science and empirical evidence in educational research. The review themes cover the teaching profession, equality, and educational development globally and in Finland, in terms of accountability and responsibility. At the same time, the review task has worked as researcher’s selfreflective exercise.

*Descriptors:* educational research, responsibility, knowledge, ontology, epistemology, researcher

**Ouakrim-Soivio, Najat – Pulkkinen, Jonna – Rautopuro, Juhani – Hildén, Raili. 2018. Does the equality of basic education come true? A review of assessments of learning outcomes. The Finnish Journal of Education 49 (5), 415–430.**

In this review article the realisation of equality is analysed from the point of view of assessments of learning outcomes in basic education in the 2000s. In educational research, achieved learning outcomes have been used as indicators of educational equality and pupils’ equitable possibilities to continue their studies after basic education. Differences in learning outcomes between individuals are normal and acceptable, but systematic differences between schools or groups, such as gender, language of instruction, and parents’ educational background, are not. In this article, we address the following research question: How is educational equality manifested in basic education in the 2000s, in relation to schools, gender, language of instruction and parents’ educational background? Both international and national outcomes prove that there were differences in learning outcomes between schools and in relation to gender, language of instruction and parents’ educational background in every school subject investigated in this article. At the end of this article, we will discuss the significance of educational equality and also the significance of assessments of learning outcomes for educational research.

*Descriptors:* assessment, assessment of learning outcomes, basic education, educational equality, educational research