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Arvaja, Maarit – Sarja, Anneli – Niemi, Kreeta – Pakkanen, Marjatta. 2020. Phenomenon-based learning in the spotlight: Forming of understanding and reflectivity at the beginning of university studies. *The Finnish Journal of Education* 51 (1), 6–20.

In this article, we explore the development of conceptual thinking at the beginning of university studies in a phenomenon-based learning context. The data of this study consist of extensive lecture diaries and essays of 28 university students attending a course on interaction and collaboration as part of their basic studies of education. We investigated the texts to find out how the students were mirroring the discussed phenomena against their own world of experience. We explored the connections between theory and experience by analysing different ways of forming an understanding, and then by interpreting these ways within the framework of reflective action. In this context, we identified three ways of forming an understanding: description, interpretation, and questioning. In description, individual aspects of the interactional phenomenon were picked up to be reflected on with relation to oneself or one's own everyday experience. Inquisitive and system-level reflection was associated with interpretation and questioning. In these, a deeper understanding of the phenomenon showed as internalised knowledge and conceptual agency. Almost all texts in our data included description and self-reflection, whereas interpretation and inquisitive reflection could be found in only about half of the texts. In contrast, questioning, system-level reflection was rare. The study shows that in the context of phenomenon-based learning, stressing the connection between theory and practice supports conceptual thinking.

Descriptors: university studies, theory, experience, reflection, conceptual agency, scientific thinking

Valkonen, Leena – Tyrväinen, Heli – Uotinen, Sanna. 2020. Building trust in online learning. *The Finnish Journal of Education* 51 (1), 21–37.

In this study, we explore trust from the viewpoint of online students. The questionnaire data for this study were gathered from students (n=68) of Open University online courses. First, we used a factor analysis to identify prerequisites and risks for building trust in online learning settings. The prerequisites of trust comprise safety and sense of community in the student group, an unambiguous and easy-to-use learning environment and teacher's course design, expertise and presence. The risks undermining trust in online learning consist of problems with group work, students' lack of confidence in their learning abilities, or insufficient guidance from the teacher, and problems relating to the technical reliability and the information security of the learning environment. In the content analysis of students' open answers, nine components of trust in online learning were found. The teacher-related components of trust are course design, expertise and presence. The components of trust relating to other students are respect, sense of community and equal work contribution. The components pertaining to the learning environment are usability, technical reliability and information security. These nine components of trust in online learning discovered in this study

may be utilised in planning and implementing online studies. Furthermore, they can afford new subjects for trust research and help in building pedagogy of trust that takes into account also the peers in online learning groups.

Descriptors: higher education, online learning, trust

Raetsaari, Kirsi – Suorsa, Teemu – Muukkonen, Hanni. 2020. Quitting upper secondary school as a challenge for counselling: Professionals' constructions on the conditions and reasons for action in their everyday work. *The Finnish Journal of Education* 51 (1), 38–50.

The text discusses professionals' experiences of working in educational counselling or student welfare services with students considering quitting their school. The data was gathered in the context of general upper secondary education and youth services in one city, consisting of 10 general upper secondary schools for youth, one general upper secondary school for adults and outreach youth work organised by the concept of 'Ohjaamo'. It consists of group discussions of 32 professionals grouped by profession. The themes of discussions, conditions relating to the professionals' work, and their reasons for action in these conditions were identified from the data. Three types of conditions were recognised from the professionals' discussions: stable structures, relatively stable negotiable structures and changeable negotiable practices. The professionals' reasons for action in these conditions were related to seven common aims. On the general level, (1) the professionals aim to help youth in getting somewhere in life. At the school community level, the professionals aim (2) to develop the school as a positive environment, (3) to see counselling as collective work and (4) to emphasise the practical solutions of duties. For students in a problematic situation, the professionals seek (5) to refer students to counselling, (6) to benefit from co-operation between professionals and (7) to offer proper support to students. The results suggest that intervening in students' concerns appears essential in the everyday counselling work. The aims of interventions should be clarified, and practices are in need of development.

Descriptors: general upper secondary school, early school leaving, counselling, student welfare services

Roiha, Anssi. 2020. The significance of CLIL education in the life courses of adults who studied in the comprehensive school between 1992 and 2001. *The Finnish Journal of Education* 51 (1), 51–66.

This article examines the role of CLIL (Content and Language Integrated Learning) in individuals' lives. The data consist of 24 in-depth interviews conducted between August 2016 and January 2017 in which former CLIL pupils retrospectively reflect on the significance of CLIL in the course of their lives after the comprehensive school. The participants had received English-medium CLIL during their comprehensive school during 1992–2001. The analysis relied on both analysis of narratives and narrative analysis. For most participants, CLIL seemed to have created a basis for their strong English-language self-concept, which had supported them in various periods in their lives, for example in studying or working life. Particular emphasis was given to early CLIL. Some participants' attitude towards the English language had fluctuated over the years. Only two participants' attitude towards English seemed to be quite negative. This case study demonstrates that CLIL can have a significant role in individuals' life courses, and this supports the wider implementation of CLIL.

Descriptors: CLIL education, life course, foreign language self-concept, analysis of narratives, narrative analysis