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Seppänen, Piia – Lempinen, Sonia – Nivanaho, Nina – Kiesi, Iida – Thrupp, Martin. 2020. *Edu-business in comprehensive schools: Towards an 'eduecosystem'*. *The Finnish Journal of Education* 51 (2), 95–112.

The education and learning business (edu-business) has been expected to achieve high growth and revenue both in the global economy and in Finland. In this article, we identify and characterise actors with commercial interests in Finnish compulsory schooling and organisations that promote edu-business in Finland. Data on these actors (n = 64) were collected from four forums in 2017. The links between the most central actors were studied by visualising them with the Gephi program based on the actors' websites in 2019. The analysis shows that large established publishing and technology companies are renewing the scope of their business to provide 'learning services' with global connections, and education technology is enabling numerous start-up companies to look for scaled products, economic growth and investors. Edu-business actors are linked to each other and to public education policy actors, and as in other industry sectors' transformations, currently under digitalisation, they are moving towards the ecosystem of an education business, 'eduecosystem', aiming at economic value creation. The goal is to develop products and services, particularly scaling and testing them in Finnish schools for the global education market and to open up business opportunities in Finland. The study opens the discussion on the commercialisation of education in Finland and offers new perspectives on the role of networks in education policy.

Descriptors: education and learning business, comprehensive school, education policy

Simola, Hannu. 2020. *Antinomies of the school development – A sociology of education perspective towards realist utopias*. *The Finnish Journal of Education* 51 (2), 113–128.

Education reformers in advanced liberal societies share a century-long experience of frustrating failure in introducing innovations, especially concerning changes in the 'black box' of schooling, in the classroom reality. On the other hand, however, the school has changed essentially during the last decades. Why is school so hard to change? This article proposes two hypotheses, though tentative and in need of further studies. According to the first hypothesis, the reality of classroom seems to disappear not only from the authoritative discourse of education policy but also from the talk of teachers having left the classroom. It resembles a kind of collective amnesia with regard to the classroom reality, seriously affecting the discussion about schooling and school development, in particular. The second hypothesis relates to studies in the sociology of education. Nearly all of the studies on the everyday practices of schooling seem to focus on the limiting and constraining effects of the 'hidden curriculum', 'time, space and rituals', 'grammar of schooling' or 'architectures of practices', whereas the enabling effects of the social frames of schooling have been left with little attention. This may explain, at least partly, why the sociology of education has been marginalised in the discussion of school development. In the article, the problematics of school development is crystallised into five antinomies, i.e. logical contradictions or paradoxes. Perceiving and overcoming them might open the way to gradual everyday changes of schooling and, finally, towards realistic utopias.

Descriptors: sociology of education, school development, social frameworks of schooling, complexity

Atjonen, Päivi – Huusko, Mira – Perälä-Littunen, Satu – Niukko, Sanna. 2020. Structural study of Finnish doctoral dissertations of educational sciences published in 2010–2016. *The Finnish Journal of Education* 51 (2), 129–141.

The study focused on the structure, methodological solutions, use of references, and grades of Finnish doctoral dissertations in educational sciences ($f = 605$) published in 2010–2016. Based on quantitative content analysis, the structures of the dissertations proved very heterogeneous. By their format, one third were article-based dissertations. The research questions were typically descriptive, and their number varied greatly within and between the publication formats (monograph vs. article-based dissertation). The dissertation data consisted usually of interviews that were either categorised or thematised. In quantitative dissertations ($f = 69$) data were mostly analysed by means of fairly simple statistical methods. The number of references varied from 58 to 960, the average being 268. The differences were partly explained by the publication format. Three types of grade scales were used at universities. The mode was 4 and the mean 3.7, when the grades were converted to grades 1–5. The grades given for the article-based dissertations were statistically significantly higher than those given for monographs.

Descriptors: dissertation, educational sciences, structure of report, evaluation

Mikkilä-Erdmann, Mirjamaija & Iiskala, Tuike. 2020. Research-based teacher education today and in the future – ‘Bildung through science’. *The Finnish Journal of Education* 51 (2), 142–152.

How are Humboldt’s ideas of ‘Bildung through science’ visible in the Finnish teacher education? Wilhelm von Humboldt (1767–1835) was a German scholar and university politician. He considered Bildung as a goal, skill and process. In our article, we study how Bildung is related to Finnish so called research-based teacher education and recent learning research, especially conceptual change and metacognition. Currently, we seem to lack a uniform understanding of research-based teacher education and its forms in practice. Research-based teacher education often refers to the goal to educate teachers who are well-informed academics and base their pedagogical decisions on rational arguments on individual and collective level. In this article, a typology of research-based teacher education is developed based on an analysis of peer-reviewed scientific articles. The typology reveals the following dimensions: Critical reflectioner, School reformer and Academic expert. Our analysis indicates that ‘Researcher Workshop’, an example of the learning environment used in teacher education, emphasises teachers’ critical reflection skills and academic expertise. The school reformer dimension is less visible in Researcher Workshop. To conclude, future development of research-based teacher education requires collaboration between students, teacher educators and practising teachers to support teacher expertise on individual and collective level. A future challenge is to create a continuum from pre-service to in-service teacher training to support research-based teacher expertise.

Descriptors: research-based primary school teacher education, Bildung, theory, practice

Tähtinen, Juhani – Jauhiainen, Arto – Vitie, Paula. 2020. Full-length portrait of The Finnish Journal of Education 1990–2018. *The Finnish Journal of Education* 51 (2), 153–167.

The article describes and analyses the research topics, approaches, research methods as well as authors of the scientific articles published in *The Finnish Journal of Education* (Kasvatus) in the years 1990–2018. It is asked whether and in which ways the research areas, methods and the body of writers have changed during the examined period. The approach is descriptive, and quantitative content analysis was applied. The data consists of 682 scientific articles. The findings suggest that the position of Kasvatus as a scientific journal has strengthened since the 1990s. However, the number and proportions of scientific articles have slightly decreased in the years 2000–2018. Three research areas, the study of teachership and didactics, educational psychology, and the sociology of education, have been the most popular areas in all the decades. At the same time, the number of theoretically oriented articles has declined substantially. The increase in the articles based on

qualitative methods as well as the rise of the proportion of lecturers and other teachers, and female authors in general, have been striking trends over the studied period. Co-writing in teams has become very popular in the 2000s while the number of single-author articles has significantly decreased. Similar trends have occurred among the journals of close academic fields. This reflects the spreading of publication practices typical of natural sciences into social and behavioural science publications as well.

Descriptors: The Finnish Journal of Education (Kasvatus), science journal, scientific publishing, research method, educational science

Sintonen, Sara. 2020. 'So they know that's a good person'. Early Childhood Education Teachership in the Spirit of J.A. Hollo. The Finnish Journal of Education 51 (2), 168–179.

The tradition of Finnish early childhood education system goes back over hundred years. The development of early childhood education teachership can be considered to have begun early on, even though for decades it was described in terms of care rather than teaching. The present article examines the educational thinking of Finnish professor Juho August Hollo (1885-1967) from the early childhood education perspective. The article projects Hollo's views on modern early childhood education with a particular emphasis on early childhood education teachership. The text is enriched with the views of an experienced early childhood teacher, which echo the thinking of Hollo. These views were attained through a three-stage interview. Analysis of the material demonstrates that modern early childhood education teachership reflects many values and premises typical for Hollo. The holistic approach essential to early childhood education gives teachership its own character. The article presents how J.A. Hollo's educational thinking may function as a force to support early childhood education teachership by framing the holistic entirety of the educational process. This may be achieved when an educational approach is taken as a foundation.

Descriptors: Juho August Hollo, educationality, early childhood education, teachership