English Summaries

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The Finnish Journal of Education

Maunu, Antti. 2019. Student-centred and guiding: Good vocational teacher from Finnish students' perspective. The Finnish Journal of Education 50 (4), 269–283.

In the article I analyse 52 vocational students' perceptions of a good and a bad teacher in qualitative perspective. My theoretical framework is based on pragmatist perspectives on the social development of individual agency, especially Charles Cooley's theory of the looking-glass self and G. H. Mead's ideas of the 'I' and the 'me'. For data analysis I use the method of classification analysis. My analysis shows that a good teacher in students' perspective forms a field of interaction in which the students are able and encouraged to learn and practice their vocational skills, and especially their skills of self-supervision. A bad teacher is strict and schematic and does not form such a field of interaction. A bad teacher requires similar accomplishments from all students, and does not recognise or guide the process that produces accomplishments, learning and development. The results are used to comment upon the recent developments of Finnish vocational education, especially the ongoing reform of vocational education and training.

Descriptors: vocational education, students, guidance, teachership, qualitative research

Manninen, Eveliina – Tarnanen, Mirja. 2019. Discourses of the lower secondary school students on asylum seekers and the diversifying school community. The Finnish Journal of Education 50 (4), 284–296.

This article explores the meanings of asylum seekers and diversifying school community constructed and re-constructed by students with Finnish speaking background in the lower secondary school. The data consist of essays written by 25 8th grade students and 6 theme interviews conducted among the same students in the 9th grade. The data were analysed in accordance with the method of critical discourse analysis. The discourses of the students reflect the social structures of the school community echoing meaning making of otherness and belonging on the continuum of positive and negative stance. All these meaning makings are significant as they reflect also more widely the social space co-constructed in the school community by students and staff, as well as attitudes and values prevailing in society. The findings indicate that the promotion of equity, the two-way process of integration, and goal-oriented multicultural education requires conscious development of discourse culture and attitudes in the school community.

Descriptors: asylum seekers, otherness, multiculturalism, integration

Rättyä, Kaisu – Juuti, Tero. 2019. Learning log as assessment tool. The Finnish Journal of Education 50 (4), 297–313.

This article discusses learning logs as an assessment model for university courses that aim at professional growth. For the purposes of the educational design and research strategy, we created a learning log model and examined how it works as a tool for sustainable and developmental assessment from the viewpoint of university students and their teacher. The data consists of learning logs (n=32), feedback forms (n=29), course materials and teacher's reflective notes. The article presents a learning log model, instructions and assessment criteria. The learning logs illustrate the students' notions of their professional development, self-reflection and future orientation. The findings show how the learning log model can achieve the aims of sustainable and developmental

evaluation. Besides directing students' personal development and self-reflection, the learning logs also offer a channel for students to express their appreciation and respect for each other's work. The teacher experienced the learning log model as enhancing students' motivation, commitment, and active role as learners, while the logs also helped the teacher in the future planning of the course. The findings also tell about students' readiness for new assessment practices.

Descriptors: assessment, assessment methods, learning logs, university pedagogy

Rajala, Antti – Kontiola, Helena – Hilppö, Jaakko – Lipponen, Lasse. 2019. Soothing situations and culture of compassion in the everyday conduct of a kindergarten. The Finnish Journal of Education 50 (4), 314–326.

This paper explores an underresearched topic, namely cultures of compassion in early childhood education. Specifically, the study focuses on soothing acts in the everyday conduct of a kindergarten and how the kindergarten community responds to children's distress. The study challenges a premise of the existing research that posits compassion as a skill or disposition of individuals. The empirical data derives from a public kindergarten in the Helsinki metropolitan area. The structured observations focused on the children's and adults' social interactions. The findings indicate that properties of individuals are not enough to account for acts of soothing; soothing was often the result of a joint effort. Furthermore, the findings suggest that the soothing situations in the social interactions were mediated by established practices of the kindergarten. The study proposes avenues for further research and pedagogical recommendations for creating conditions for cultures of compassion in kindergartens.

Descriptors: compassion, cultures of compassion, early childhood education, empathy

Puro, Jukka-Pekka – Louramo, Kaisa. 2019. "Filming myself" – Teaching digital communication skills with self-made videos and peer feedback. The Finnish Journal of Education 50 (4), 327–341.

The present study examines how video technology can be effectively used in learning of digital communication skills. An online course that aimed to develop students' digital communication skills was carried out in 2016—2017 at the university of Turku, Finland. On this tentative course the main focus was on video presentations made by students' own devices and also on related peer feedback. The pedagogical and technical outcomes of the course were evaluated by an online questionnaire. The data were interpreted by means of software-aided close reading and frame analysis. According to the results, the communication skills acquired on the course are partly parallel to face-to-face classroom teaching, though online learning is generally characterised by strong technology awareness.

Descriptors: digital communication, online learning, peer feedback, video presentation, educational technology, communication skills

Virtanen, Anne – Niilo-Rämä, Mikko, Pöysä-Tarhonen, Johanna – Häkkinen, Päivi. 2019. Longitudinal study of preservice teachers' perceptions of their collaboration dispositions. The Finnish Journal of Education 50 (4), 342–355.

This longitudinal study focused on Finnish preservice teachers' perceptions of their collaboration dispositions. The data were collected via online questionnaires from preservice teachers (N=365, n=164) at three different Finnish universities during their first three years (2014, 2015 and 2016) of class teacher studies. According to the results, preservice teachers' perceptions of their collaboration dispositions were at very high levels during their first year, but decreased slightly as their studies progressed. For example, in their third year the preservice teachers did not want to be in charge of collaborations as much as they wanted to be in their first year. The results of this study suggest that during the first years of teacher education, preservice teachers encounter experiences that cause them to be less enthusiastic about working with each other. Thus, the teaching and learning practices of preservice teacher education should be evaluated critically.

Descriptors: working with others, preservice teacher education, preservice teacher, longitudinal study