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### The Finnish Journal of Education

**Kauppi, Veli-Mikko. 2021. The contexts of intelligent action: a Deweyan approach to decontextualization in education. *The Finnish Journal of Education* 52 (4) 388-400.**

I approach decontextualization in education through John Dewey's theory of intelligence. The article distinguishes three spheres of problems following from decontextualization in education. The first – social decontextualization – is a result of isolating individuals from their social contexts and interdependences. The second sphere – decontextualization of knowledge – is a result of understanding intelligence as learning and adopting context free knowledge and habits. The problems of this sphere are also connected harmful societal power structures. The third sphere – societal decontextualization of education – follows from the problematic relation of education and other areas of society. Education is seen either isolated from the rest of society, or its methods, solutions and ideals are imported uncritically from other contexts. I claim that society as it is does define the contexts and premises of education, but not the solutions nor fixed ideals of intelligent education.

*Descriptors:* philosophy of education, education and society, decontextualization, intelligence, John Dewey

**Niemelä, Mikko A. 2021. Social realism, powerful knowledge and Michael Young's third way. *The Finnish Journal of Education* 52 (4) 401–413.**

This review article discusses the theory of social realism that has evolved over the last two decades. Social realism has gained prominence especially through the work of the British educational sociologist Michael F.D. Young. The central argument of social realism is that educational discourse, with the paradigm of social constructivism, has ignored educational knowledge as the institutional context of schooling. To bring knowledge back into the discussion, Young, together with Johan Muller, has developed the concept of powerful knowledge, which has been widely applied especially in research on subject education. The aim of this review is to connect the concept of powerful knowledge to the theoretical framework of social realism from which it has partly detached. Young's latest thinking is described by explaining why Young has criticised the tradition of New Sociology of Education that he helped establish in the 1970s. In addition, the review provides a Finnish translation of the concept of powerful knowledge and summarises key research strands applying the concept. According to the interpretation of the review, the concept of powerful knowledge has not yet been able to act as a concrete alternative for future education. However, it can be used to specify what kind of educational knowledge can support the contemporary idea of Bildung.

*Descriptors:* sociology of education, curriculum studies, subject didactics, realism, Bildung, narrative literature review

**Pietilä, Penni – Niemi, Anna-Maija – Kauppila, Aarno. 2021. Teaching is not allowed anymore – ‘recognition of competence’ in Finnish literacy teaching in the context of vocational education and training. *The Finnish Journal of Education* 52 (4) 414–425.**

The legislation and policies for vocational education and training changed in 2018 during the reform of vocational education and training. One aim of the reform was to ease studies and transitions to working life, with the intent of increasing competence available for the labour market. The reform emphasised that the origin of competence was not relevant. By using ethnographic data, we analyse what “recognition of competence” means in everyday vocational education and training, by focusing on the teaching of Finnish literacy. The analysis utilizes the concept ‘key term,’ as is used in ethnography of communication. The findings show that teachers face pressures in setting minimum criteria as the goal for students’ competence. We argue that recognition of competence conflicts with the goal of learning new skills, which is usually associated with education. The focus on competence shadows studying and teaching, and by doing this, the educational contexts are also shadowed.

*Descriptors:* vocational education and training, ethnography, education policies, reform, competency-based education

**Varpanen, Jan. 2021. Creating novel educational thought: Decontextualization as a speculative opportunity. *The Finnish Journal of Education* 52 (4) 426–437.**

I interpret the threat of decontextualization as a speculative opportunity to rethink education. Analogously with the ‘Image of thought’ as identified by Gilles Deleuze, I examine an ‘Image of Education’ as a collective implicit understanding of what education is. I show that educational research and policy documents presuppose a growth-centered image of education consisting of three elements: 1) the educator, who helps 2) the educand grow towards 3) an ideal good that he is currently lacking. These elements are indeterminate in relation to the context of education, which makes education vulnerable to the threat of decontextualization. I propose an alternative that focuses on the educand’s being-in-the-world instead of growth. Building on the way the strangeness of the world constantly questions our very existence, I articulate the three elements of an alternative image of education: 1) the educator helps 2) the educand 3) work through the questions posed by being-in-the-world.

*Descriptors:* Decontextualization, Educational theory, critique, Deleuze

**Väisänen, Anne-Mari – Lanas, Maija. 2021. Decontextualisation in bullying literature. *The Finnish Journal of Education* 52 (4) 438–449.**

This article looks at contexts in bullying discourses. We use the “concept as method” -analysis and analyse bullying literature with the concept of decontextualisation. We suggest that when challenges in peer relations at school are recognized as bullying, they are decontextualised from their societal contexts and social contexts at school. Contexts are presented as a space for individual risk to actualize, or as having mainly harmful effects for bullying situations. Since bullying literature at the same time is very solution seeking, the relevance of contexts is thus diminished for their ability to offer only challenges instead of solutions. We suggest that bullying discourses create a narrative of control in which complexities of contexts are left outside the discussion and bullying as a phenomenon gets decontextualised.

*Descriptors:* bullying, discourse, context, decontextualisation, concept as method