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Kipponen, Annina – Annala, Johanna. 2016. Engagement in university studies in student's lifeworld. *The Finnish Journal of Education* 47 (5), 406–418.

The aim of this study is to understand and interpret the meanings of university studies and engagement in university studies as a part of student's everyday life. The study relies on a broad understanding about student engagement and lifeworld, applying Habermas's theory of communicative action into the research of engagement. The data was collected by interviewing 13 students from different disciplinary fields. The methods used were hermeneutic phenomenology and content analysis. The results show that engagement in university studies is a complex and multidirectional phenomenon which is linked to personal features, university cultures and societal factors. The themes of efficacy and usefulness were present in the lifeworld of students, featured with instrumental dimensions in engagement. Also alternative views of broadening the understanding of engagement were expressed.

Descriptors: Student engagement, student experience, higher education, hermeneutic phenomenology, lifeworld

Nevgi, Anne – Korhonen, Vesa. Middle managers' conceptions and practices of pedagogical leadership. *The Finnish Journal of Education* 47 (5), 419–433.

The study explores academic middle managers' conceptions and practices of pedagogical leadership. The theoretical framework of the study is based on previous studies focusing on recent management culture changes in higher education institutions and on pedagogical leadership. The data consists of interviews with 17 managers at two Finnish universities during the years 2010 and 2015. The study aimed to investigate how middle managers define their tasks and position as a leader and what kind of relationship middle managers have to pedagogical leadership. The data were analysed by utilising both content analysis and narrative approach in the identification of narratives of pedagogical leadership. The findings indicate that responsibility for pedagogical leadership is distributed; usually the major responsibility is carried by vice heads of departments or by subject professors. Middle managers' duties as leaders were mainly associated with strategic and operational management and interpersonal leadership. Leadership for change mostly came forth as difficulties to accomplish the aimed changes. Also the targets and elements of pedagogical leadership were identified. Middle managers' relationship to pedagogical leadership emerged as two narratives; as a story line of traditional academic leadership and as a story line of pedagogical leadership. The two story lines appeared also as overlapping each other in the interviewees' speech. In the story line of pedagogical leadership, the main themes were the support for staff's pedagogical competence, the promotion of an interactive collaborative culture and the active development of teaching at departments.

Descriptors: pedagogical leadership of teaching and learning, management cultures, university middle management

Uotinen, Sanna – Tyrväinen, Heli – Valkonen, Leena. A review of a student-teacher interaction in online learning in higher education. *The Finnish Journal of Education* 47 (5), 434–446.

This review examines student-teacher interaction in online learning in university settings. The research questions are: What kind of research is done in the field of student-teacher interaction in online learning? How synchronous and asynchronous interaction is perceived in online learning? What are the important qualities of student-teacher interaction in online learning? After a multiphase selection process altogether 99 peer-reviewed articles, published in year 2010–2015, were accepted into this review. Nearly half of the studies of this review were quantitative and data were collected mainly from the students. As an online practice, asynchronous interaction still seems to be more common than synchronous settings; though synchronous interaction is experienced positively. The role of the teacher appears to be important in student-teacher interaction. The teacher should provide adequate feedback and guidance and his/her social/virtual presence is needed. It is essential to offer diverse interaction possibilities in the online environment for students.

Descriptors: online learning, student-teacher interaction, higher education

Kuusisto, Katja – Günther, Kirsi – Liukkonen, Virpi. Formative assessment in online learning in higher education – a systematic review. *The Finnish Journal of Education* 47 (5), 447–463.

The aim of this systematic review was to clarify how formative assessment is used in online higher education and how it supports learning. For this purpose, we conducted a systematic literature review. Data were gathered from electronic databases and through reference searches. A set of inclusive and exclusive criteria were used in choosing the studies. The data consists of 13 empirical peer reviewed articles published in scientific journals between 2003 and 2015. Formative assessment in online education seems understudied in higher education. We analysed the data by synthesising and re-arranging the results of the selected articles, so that six categories emerged: the executive function of formative assessment in 1) students and in 2) teachers, the significance of formative assessment for 3) the creation of the sense of community, 4) the learning results and to 5) the students' satisfaction. Finally, 6) the formative assessment in relation to the summative assessment was found.

Descriptors: online education, learning, assessment, formative assessment, higher education, systematic review