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Matveinen, Tiina – Havu-Nuutinen, Sari – Kärkkäinen, Sirpa. 2021. Major factors defining multiliteracy and directing its teaching – Specialists' conceptions of multiliteracy. *The Finnish Journal of Education* 52 (2), 149–163.

This study explores how specialists define multiliteracy and what are the main factors that direct its teaching. The theoretical framework chosen for this study leans on the pedagogy of multiliteracies, which refers to how the teaching of multiliteracy is organised in basic education. Our data consists of thematic interviews with six specialists from different disciplines and areas of expertise. The data was analysed qualitatively with data-based content analysis. According to the specialists, multiliteracy is defined by different representations and symbol systems, social and text-related interaction, content-wise understanding and critical thinking as well as multilingualism. Teaching of multiliteracy is directed by meaningful and multimodal core contents. They are taught holistically and in a student-centred fashion in diverse environments oriented toward the world outside school. Multiliteracy teaching highlights cooperation with partner organisations, such as libraries, in promoting reading and writing activities. A goal is to develop more homogenous language-sensitive school by identifying the factors that direct multiliteracy teaching. Providing a synthesis of various disciplines, the results offer a consistent perspective on multiliteracy. It supports the conceptual understanding of multiliteracy and encourages educators to develop the teaching of multiliteracy integratively in cooperation with different school subjects.

Descriptors: multiliteracy, multimodality, teaching of multiliteracy, pedagogy of multiliteracies

Metsäpelto, Riitta-Leena – Heikkilä, Mirva – Hangelin, Sanna – Mikkilä-Erdmann, Mirjamaija – Poikkeus, Anna-Maija – Warinowski, Anu. 2021. Competence objectives in class teacher education curricula from the perspective of a Multidimensional Adapted Process Model of Teaching. *The Finnish Journal of Education* 52 (2), 164–179.

This study explored how the key competencies identified in the Multidimensional Adapted Process Model of Teaching (MAP) are manifested in the curriculum objectives of two university class teacher education programmes, which were analysed using theory-driven content analysis. The results showed that most of the general and course specific learning objectives were related to building a knowledge base for teaching and learning, especially with respect to content knowledge and pedagogical content knowledge. Cognitive skills were also emphasised in the learning objectives with a specific focus on research skills and oral and written academic communication. However, social skills and personal orientations were clearly less pronounced in the curriculum goals, and there were but few if any references to competence objectives related to professional well-being. The study provides new insights into the learning goals for class teacher education. The findings can be used in further nationwide development of curricula for class teacher education.

Descriptors: competence, class teacher, teacher education, curriculum

Kivimäki, Mirka – Karila, Kirsti – Alasuutari, Maarit. 2021. Family day care and ECEC institutions in the talk of municipal officials responsible for early childhood education. *The Finnish Journal of Education* 52 (2), 180–193.

Based on thematic interviews in ten Finnish municipalities, the study examined the institutions of family day care and kindergartens (day care centres) in the talk of municipal officials (N=42) responsible for early childhood education and care (ECEC). These two institutions are part of the Finnish ECEC system and subject to the same statutory regulations. From the perspective of discursive institutionalism, family day care and kindergartens were understood as social practices the meanings of which emerge and change in the language used in these institutions. The data were analysed discursively, and several discourses about family day care and kindergartens were identified. In these discourses, family day care and kindergartens were conceptualised with different functions and service users, and despite their common legislation, seen and positioned differently in the field of Finnish ECEC. The study raises the issue of future positions and development of the two ECEC institutions in Finland.

Descriptors: early childhood education and care, family day care, day care centres, kindergarten, institutions (social mechanisms), discourse research

Kurtelius, Tuulikki – Kumpulainen, Kristiina. 2021. Primary school children's experiences of loneliness. *The Finnish Journal of Education* 52 (2), 194–208.

This article examines primary school children's experiences of loneliness. The data was collected in autumn 2016, when two classes of third-grade pupils (n=22) in their mother tongue lesson wrote and drew freely about their own experiences of loneliness. The aim of this study was to understand and interpret what kind of meanings the material produced by children relates to the phenomenon of loneliness. The research materials were produced from children's perspective and examined in accordance with the phenomenological research tradition guiding the theory. The analysis is based on Shelley Hymel and colleagues' (1999) qualitative analytical framework of loneliness, where children's views and experiences are divided into three distinct but interrelated dimensions: affective dimension, cognitive dimension and set of interpersonal situations or contexts. The analysis of this material indicates that children's loneliness is strongly associated with the affective side of experiences and with problems in their peer relationships. In children's memories, loneliness appeared as a multidimensional and context-specific phenomenon in which the children try to balance with their deficient interaction skills. When considering early interventions to alleviate children's loneliness, it is important to understand the meanings children attach to their experiences.

Descriptors: loneliness, child-centred approach, interaction, experiences

Tuominen, Heta – Kuusi, Anna – Pulkka, Antti-Tuomas – Tapola, Anna – Niemivirta, Markku. 2021. Striving for perfection and worrying about one's performances? Perfectionism and academic well-being in general upper secondary school. *The Finnish Journal of Education* 52 (2), 209–222.

This study investigated 1) what kinds of perfectionistic profiles can be identified among general upper secondary school students ($N = 434$), and 2) how such profiles predict academic well-being (school engagement and burnout). Employing a person-oriented (group-based) approach and latent profile analysis, the students were classified based on their patterns of perfectionistic strivings and concerns. Four distinct profiles were identified: *concerned* (relatively low strivings and high concerns; 37%), *ambitious* (high strivings and low concerns; 28%), *non-perfectionists* (low strivings and concerns; 24%), and *perfectionists* (high strivings and concerns; 12%). The *perfectionists* and the *ambitious* were most engaged in their studies, but they differed in their level of burnout: the *perfectionists* displayed higher exhaustion and inadequacy, while the *ambitious* reported low burnout despite their high standards. The *concerned* exhibited relatively high levels of all burnout symptoms. Our findings indicate that perfectionistic concerns are linked with burnout – even when coupled with high strivings.

Descriptors: perfectionism, well-being, school engagement, school burnout, general upper secondary school, person-oriented approach

Valkonen, Satu – Pesonen, Jaana – Brunila, Kristiina. 2021. The market of early childhood education – Privatisation of services in focus. *The Finnish Journal of Education* 52 (2), 223–234.

This article examines the marketisation of early childhood education and care (ECEC) in Finland, by focusing on the privatisation of services. Here, marketisation refers to the processes by which business values, efforts and practices gain foothold in the field of education as well as in the public discussion concerning it. We analyse the privatisation of ECEC services by examining the changes in the quantity and quality of private services, and how the changing educational control or governance is connected to such service production. The framework of governance brings into focus the global, national, and local governance of education. It also sheds light on the implications that optimising and enhancing efforts have for the conditions and contents pertaining to the organisation of education and care. In this article, we examine the marketisation of Finnish ECEC as a societal phenomenon. For our analyses, we use statistics as well as public development and evaluation reports on ECEC. Looking at the ongoing privatisation as part of the more general marketisation of ECEC services, we also discuss the current and prospective future trends and perspectives.

Descriptors: early childhood education, governance, market, privatisation, service systems

Silvola, Anni – Gedrimiene, Egle – Pursiainen, Jouni – Rusanen, Jarmo – Muukkonen, Hanni. 2021. Learning analytics and ethical issues: A qualitative meta-analysis. *The Finnish Journal of Education* 52 (2), 235–248.

Ethical issues of learning analytics have raised broad interest in recent research. It has been recognised that ethical issues are complex and include contradictions, and that current policies and instructions do not provide sufficient support to resolve ethical issues in different contexts. This article aims to structure ethical issues of learning analytics by analysing 1) what kind of frameworks have been used in previous studies 2) what kind of ethical challenges and solutions have been identified in different levels of agency. According to the results of our qualitative meta-analysis, legal aspects have been used systematically to structure ethical issues, and on agentic levels ethical challenges have been examined mostly from an institutional perspective. In our meta-analysis, making visible the values and epistemological assumptions that are underlying the theory and praxis of learning analytics as well as linking learning research to the consideration of ethical issues came up as important development targets. In addition, further observation of student and academic staff perspectives would provide more detailed understanding about the ethical issues in different educational contexts and therefore also provide new solutions for resolving the ethical issues.

Descriptors: learning analytics, digitalisation, ethics, education, learning