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**Kantele, Pauliina – Vehkakoski, Tanja. 2023. Documenting multiprofessional collaboration and positioning team members in the learning and individual education plans drawn up from pre-primary and basic education. *The Finnish Journal of Education* 54 (1), 5–19.**

This study aims at examining the positioning of various specialists in the learning and school attendance documents drawn up from pre-primary and basic education. The research data consisted of learning plans and individual education plans (IEP) (N=114) which were analysed through discourse analysis. The specialists were positioned into five different positions: voiceless attendees, complementary support providers, experts, authorities and partners. The practices of documenting multiprofessional collaboration were varied, and the documents did not always follow the principles or goals of documentation defined in the national curricula. To improve the quality of the documents, it is necessary to increase teachers' awareness of the benefits of documentation and efficient ways of documenting. In addition, the forms of the learning plans and IEPs should lead teachers into documenting, as much in detail as possible, the responsibilities of the team members of multiprofessional collaboration as well as the agreements on the support and pedagogical solutions.

*Descriptors:* discourse analysis, IEP, support for learning and school attendance, learning plan, multiprofessional collaboration, position, documentation

**Mikkonen, Teemu – Savolainen, Reijo – Sormunen, Eero. 2023. First-year upper secondary school students evaluating the rhetorical appeals of an anti-vaccination online text. *The Finnish Journal of Education* 54 (1), 20–33.**

This paper investigates how Finnish upper secondary school students evaluate the rhetorical appeals used in an anti-vaccination online text and the extent to which they are critical or non-critical of the text. The empirical data were collected in 2016 from first-year upper secondary school students (n=200) in Finland. The analytical focus was placed on the classic rhetorical appeals, i.e. logos, ethos and pathos. Most students found the online text convincing due to the writer's use of logos-related rhetorical appeals. The critical students recognised more frequently emotion-based appeals, while the non-critical students paid more attention to logos-related appeals, for example, appeals to scientific findings. The students who did not find the text convincing were more analytical and reflective in their responses. The findings indicate that the recognition of different rhetorical strategies helps students also to recognize better the interests advocated by the authors of online texts. The evaluation of rhetorical strategies should therefore be more emphasized in the teaching and learning in upper secondary schools.

*Descriptors:* content analysis, critical reading, general upper secondary school, media education, students, multiliteracy, rhetoric

**Kyttälä, Minna – Björn, Piia M. 2023. Pre-service teachers' conceptions of assessment methods. *The Finnish Journal of Education* 54 (1), 34–50.**

The aim of this study is to examine pre-service teachers' conceptions of diverse assessment methods. First, different assessment methods named by the pre-service teachers were examined. Second,

assessment competence types among the pre-service teachers were derived. Third, the differences between the assessment competence types were studied against prior studies and teaching experience. The data were collected with a questionnaire from 294 Finnish pre-service teachers and analysed using multimethod content analysis and Latent Class Analysis. The results indicate that the pre-service teachers named diverse assessment purposes and methods but many of the informants had a scarce conception of assessment methods. Four assessment competence types were identified. The types differed in prior studies, completed practical periods and teaching experience. The broadest knowledge of assessment purposes was among the pre-service teachers with the longest educational studies. The broadest knowledge of assessment methods was among the pre-service teachers with the most teaching experience. The results suggest the need to develop teacher education and the support for the early career teachers.

*Descriptors:* assessment, assessment conception, pre-service teacher, teacher education

**Mertanen, Katariina – Brunila, Kristiina. 2023. Old-fashioned, inflexible and indifferent education? Education markets and private businesses saving the youth education in Finland. The Finnish Journal of Education 54 (1), 51–63.**

The influence of the private sector on education in Finland has notably increased during the last decades. Private tutoring, education technology and well-being and counselling services are some of the products private education businesses are offering. The education business sector has formed strong networks with the public sector and are therefore participating in the redefinition of the goals, methods and purpose of education. In this article, we analyze the marketing texts and mission statements of Finnish private education business companies utilizing the framework of marketisation of education in our analysis. We ask what problems are represented to be in these marketing texts and mission statements, and what assumptions are behind these problem representations. Our results suggest that the private sector constructs a view of education as decontextualized acquisition of skills, knowledge and competences. Also, the public schooling in the marketing texts is represented as old-fashioned, inflexible and indifferent to the students' success and well-being.

*Descriptors:* governance, education, education technology, marketisation, private tutoring, student services, youth

**Heikkinen, Hannu L. T. – Kiilakoski, Tomi – Kaukko, Mervi – Kemmis, Stephen. 2023. How to change practices to be sustainable for humans and nature? Ecosocial education in the light of the theory of practice architectures. The Finnish Journal of Education 54 (1), 64–76.**

The greatest challenge of our time is not the lack of reliable knowledge but changing the way we do things. Education – *sivistys* – is a process of formation of persons and societies (cf. the German *Bildung*). Schooling is the institution intended to promote education. Both education and schooling are crucial to making our practices more socially and ecologically sustainable at a time when the Earth's ecosystems are in crisis. This article outlines a practice-theoretic perspective for promoting a sustainable way of life through education (*sivistys*) through the enhancement of eco-social *sivistys*. However, the traditional interpretation of *sivistys* is problematic, because it is cognitively oriented, abstract and human-centered. We propose an interpretation of *sivistys* that emphasises the ontological primacy of practices. This draws attention to the arrangements that prefigure how practices can change. These arrangements combine to form practice architectures, which work as conditions enabling or constraining everyday practices. A precondition for eco-social change is to reveal the existing practice architectures that hold everyday social practices in place, and to create changed practice architectures that will support and sustain changed practices. This brings new challenges to schools.

*Descriptors:* climate crisis, ecophilosophy, ecosocial, practice architectures, practice theories