



## Kasvatus 2023 Vol. 54 The Finnish Journal of Education

**Tuominen, Heta – Hirvonen, Riikka – Juntunen, Henriikka – Viljaranta, Jaana – Niemivirta, Markku. 2023. Strivings and concerns during the COVID-19 pandemic: Perfectionistic tendencies as predictors of study stress and coping. The Finnish Journal of Education 54, 5–22.**

We investigate university students' (N=737) stress, coping strategies, and recovery after the transition to remote teaching due to the COVID-19 pandemic. Furthermore, we examine how students' differential emphasis on perfectionistic strivings and concerns (perfectionistic profiles) link with these. The students filled in online questionnaires in May-June 2020. On average, the students reported more challenge stress than hindrance stress. The most typical coping strategies were acceptance and positive framing, while seeking others' support was the least typical. However, these varied somewhat in relation to the four perfectionistic groups that we identified: the ambitious (36 %), the perfectionists (25 %), the non-perfectionists (24 %), and the concerned (15 %). The highest stress levels were reported by the perfectionists and the concerned. The ambitious and perfectionists favoured active coping and planning. The perfectionists reported inferior recovery. Our findings suggest students' differential emphasis on their goals and related concerns to be linked with their stress experiences during the pandemic. Particularly the combination of high strivings and concerns seems to threaten well-being. Universities should pay attention to the kind of support offered to students in setting goals, tackling personal performance, and coping.

*Descriptors:* coping strategies, COVID-19, higher education, perfectionism, person-oriented approach, remote learning, stress

**Näykki, Piia – Nousiainen, Tuula – Ahlström, Emilia – Innanen, Hely – Martin, Anne – Kainulainen, Johanna – Mäkinen, Tommi. 2023. Pre-service teachers' experiences of online learning during the COVID-19 pandemic – what challenges and encourages? The Finnish Journal of Education 54, 23–39.**

This study examines pre-service teachers' experiences of stress and stress-mitigating resources during the remote learning period of the COVID-19 pandemic. The data were collected in January 2022 using an online questionnaire (N=76). Most of the respondents (74 %) were second-year students who had been studying mainly remotely due to the pandemic. The results of this mixed-methods study indicated that the pre-service teachers had experienced stress, i.e., exhaustion and anxiety. Women experienced more anxiety and exhaustion than men. When examining associations between different factors related to the stress and resources, we found that time and study environment management as well as effort regulation correlated moderately with the different dimensions of study engagement. The qualitative analysis of the students' open-ended responses shed more light on aspects that caused stress for the pre-service teachers but also on factors that were perceived as resources during the remote studies. Teacher education can play an important

role supporting pre-service teachers in strengthening their resources and offering opportunities for building communities, active participation and informal encounters.

*Descriptors:* COVID-19, remote learning, resource management, stress, study engagement, teacher education

**Perämäki, Riikka – Kuosmanen, Anni – Tuhkala, Ari. 2023. University student engagement during the COVID-19 pandemic: A comparison between student parents and students without children. *The Finnish Journal of Education* 54, 40–55.**

In the spring of 2020, universities had to adapt to the COVID-19 pandemic and organise teaching and learning online. This radical change in study conditions, as well as the prolonged pandemic, caused concerns regarding students' wellbeing and study progression. We examine university student engagement among students who are parents and those without children. We designed an online survey based on the University Student Engagement Inventory (USEI) questionnaire. The questionnaire measured engagement in three different dimensions: cognitive, emotional, and behavioural. The data contained 392 answers (students in the University of Jyväskylä of which 44 had children and 348 not). We found that emotional engagement was higher among the students with children than without, age and starting year of studies affected positively to the study engagement and higher emotional engagement predicted lower intention to suspend studies either temporarily or permanently. These results emphasise the university staff's ability to provide students with emotional support during crises.

*Descriptors:* COVID-19, factor analysis, structural equation model, student engagement, student parents, students without children

**Inkinen, Alina – Kosunen, Sonja. 2023. Towards the unknown under the exceptional circumstances: A discursive analysis on applying to higher education in 2020. *The Finnish Journal of Education* 54, 56–73.**

This article explores the educational transition from general upper secondary education to higher education during exceptional circumstances and in the context of the Finnish student selection reform, which came to an end in the spring of 2020. This period was marked by the COVID-19 pandemic, which led to an exceptional societal circumstance. The data consisted of 65 essays that were written by higher education applicants, and they were analysed using critical discourse analysis. Five discourses were constructed: the prediction discourse, the failed strategy discourse, the correction discourse, the narrowing of opportunities discourse, and the enabling discourse. The first three discourses are constructed in relation to the higher education admission reform, while the latter two are constructed in relation to the exceptional circumstances of the pandemic. The interaction between these discourses shapes the positions of different applicants in the competition for higher education places. The findings indicate that the higher education admission reform and the exceptional circumstances together have led to unexpected outcomes in higher education student admission for almost all of the applicants in this data. These findings contribute to our interpretation of the complex relationship between educational policies, social contexts, and individual experiences of educational transitions.

*Descriptors:* admission reform, COVID-19, discursive analysis, education politics, educational transitions, higher education, student selection

**Jokila, Suvi – Filippou, Kalypso – Jolkkonen, Anna. 2023. Responsibility and freedom: International university students re-arranging their everyday lives at the beginning of the COVID-19 pandemic. *The Finnish Journal of Education* 54, 74–87.**

In this article, we examine international students' experiences of everyday life after the closure of university facilities at the beginning of the COVID-19 pandemic in spring 2020. Students'

experiences were approached from a sociomaterial standpoint analyzing the entanglements in their studies. We conducted 33 semi-structured interviews with international students who were studying at Finnish universities in spring 2020. The data were analyzed with concept maps. Changes in temporality, materiality and spatiality were emphasized in the international students' study experiences. These changes produced new kinds of space-time entanglement. The changes contributed to the increase in responsibility and freedom in the planning of their everyday life and studies. The COVID-19 pandemic brought into surface a variety of temporal and spatial realities of the studies.

*Descriptors:* COVID-19, entanglement, international student, sociomaterial, study, university

**Hakala, Katariina – Raudasoja, Ida-Maria – Raudasoja, Anu – Lakkala, Suvi – Pirrtimaa, Raija – Kiuru, Eerika. 2023. Hybrid vocational teaching in the light of inclusive pedagogy and teacher competence in the age of COVID-19. *The Finnish Journal of Education* 54, 88–102.**

The development of vocational education and training (VET) practices has been accelerated by the COVID-19 pandemic, and novel digital solutions have been found. According to the value basis of inclusive education, each learner's skills and strengths are the starting point of teaching. In this qualitative literature review we analyze how inclusive hybrid teaching, i.e. the combination of remote and contact teaching, can be successfully implemented inclusively and what kind of teacher competence is required. The aim is to produce knowledge on how to develop inclusive hybrid teaching. 57 research articles were analyzed in order to answer the following questions: 1) What kind of hybrid pedagogical practices have been used during the last ten years in VET for different student groups? 2) How is inclusive pedagogy realized in these practices? 3) What kind of teacher competence is needed in inclusive hybrid pedagogical practices? Elements of multimodal hybrid teaching that combines distant and contact teaching, digital applications, and virtual learning environments were found in the analysis. In VET, the inclusive hybrid teaching practices are based on learner skills, working life orientation and the students' equal opportunities for active participation. Inclusive hybrid teaching demands pedagogical leadership, wide collaboration and coordination of work among the school professionals.

*Descriptors:* COVID-19, flipped learning, hybrid learning, hybrid pedagogy, inclusion, multimodal learning, vocational education, vocational higher education