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Pöysä, Sanni – Pakarinen, Eija – Lerkkanen, Marja-Kristiina. 2023. Experiences of distance learning of students with varying psychosocial wellbeing in spring 2020. The Finnish Journal of Education 54 (4), 311–325.

This study focuses on schoolchildren's experiences of distance learning during the COVID-19 pandemic in 2020. The data were collected from 46 primary school 4th graders who participated in the thematic interviews. The participants were chosen based on the assessments of psychosocial well-being rated by their teachers. The participants' thematic interviews were transcribed and analyzed with thematic qualitative analysis. Both positive experiences, such as the possibility to schedule the school day freely, and negative experiences, such as the lack of social interactions, were found in the data. Most of the 4th graders did not prefer distance learning in the future, but there were also exemptions. The findings suggest that children's psychosocial well-being can be somewhat related to their experiences of distance learning. Therefore, it would be important to acknowledge children's own experiences in order to support their individual needs.

Descriptors: COVID-19 pandemic, distance learning, experiences, psychosocial well-being, primary school

Kärki, Tomi – Keinänen, Heli – Aerila, Juli-Anna – Orell, Miina – Kempainen, Lauri – Koski, Pasi. 2023. Teachers', students' and guardians' views of the emergency remote teaching in basic and upper secondary education during the COVID-19 lockdown. The Finnish Journal of Education 54 (4), 326–340.

We examine students' (n=969), teachers' (n=645) and guardians' (n=1382) views of the remote teaching in basic and upper secondary education during the spring 2020 lockdown in Finland. The responses between the respondent groups and between different school levels were compared using one-way analysis of variance. In addition, regression analysis was used to explore factors that were linked to the students' experiences of learning loss during the emergency remote teaching period. The teachers highlighted increases in their workload and time management challenges. The pupils experienced lack of concentration and felt that the quality of teaching and learning deteriorated. Especially the upper secondary school students reported difficulties in studying and learning. The views of the guardians were somewhat more positive than those of the pupils. The students' experiences of learning loss were most significantly associated with lower teaching quality, level of education, negative experiences in distance teaching and with a lack of joy of learning and fewer experiences of success at remote school. In developing the practices and quality of remote teaching, efforts should be made to reduce the workload of teachers and pupils, and to pursue a school-related positive attitude and joy of learning to prevent experiences of learning loss. In particular, more attention should be paid to support upper secondary school students' distance learning.

Descriptors: basic education, COVID-19, emergency remote teaching, guardians, learning, students, teachers, upper secondary education

Hahl, Kaisa – Mäkipää, Toni – Luodonpää-Manni, Milla. 2023. Foreign language teaching and learning: Teachers' experiences from the spring 2020 remote teaching period. *The Finnish Journal of Education* 54 (4), 341–353.

Remote teaching that started in spring 2020 due to the COVID-19 pandemic has raised worries but also practices that support learning. We interviewed 15 foreign language teachers in Finland from basic to adult education to examine what they had learned during the remote teaching period and how they had diversified their teaching through remote teaching experiences. We analyzed the data with a thematic approach and identified four main themes that depict how digital tools, materials, and practices that were adopted or became more common in remote teaching can develop foreign language teaching and learning: enriching the teaching-studying-learning process, individualizing the teaching-studying-learning process, versatile demonstration of language skills, and flexible access to language learning. We discuss the main themes with examples of how students can benefit from the new ways of working and material adopted during the remote teaching (also in contact teaching), as well as ways to harness these practices in order to make foreign language learning in Finland more versatile and more available.

Descriptors: COVID-19 pandemic, distance learning, foreign language teaching, remote teaching

Puro, Emilie – Byman, Reijo. 2023. "I'm sure I got more out of the lectures than I would have in a face-to-face class": A mixed methods study on distance learning of statistical methods during spring 2020. *The Finnish Journal of Education* 54 (4), 354–369.

The aim of this mixed methods study is to determine whether distance learning had an effect on the level of students' academic performance and what factors influenced the possible variation. The results were obtained by examining the results from a statistical methods course which was organized both face-to-face (2018 and 2019) and remotely (spring 2020). The quantitative data analysis showed that distance learning had a positive effect on students' academic performance. A statistical difference was found between distance learning and face-to-face learning when examining the overall exam grade, the exam question scores, and the course assignment results. The qualitative data revealed that students had both positive and negative experiences concerning distance learning. Positive experiences were related to the use of lecture recordings and the benefits of a remote exam, while negative experiences were related to a lack of interaction, challenges in organizing one's own work, and IT-related problems. This research is in line with some previous studies in indicating that well organized distance learning can provide an even better opportunity for learning than face-to-face learning.

Descriptors: academic performance, COVID-19, distance learning, explanatory sequential design, mixed methods, quantitative methods

Säntti, Janne – Salminen, Jari – Koski, Anna – Puustinen, Mikko. 2023. Research-based practice in teachers' work. *The Finnish Journal of Education* 54 (4), 370–384.

Our study explores Finnish class teachers' views on the significance of a research-based approach and how it affects their work. We applied the theory of practice architectures to study research-based practice in relation to other practices that define the teaching practice. In our interviews, teachers appreciated academic and research-based education, although it was also criticised. However, the positive attitude towards research and the research-oriented approach which was acquired during teacher training was not carried over into the teaching practice. Thus, the research-based agenda that is typical to teacher education was considered distant and disconnected from daily teaching routines. Inadequate research skills, hectic teaching duties, and limited resources provided by the educational administration were seen as obstacles to adopting a research-based

approach. Hence, there is a need for teacher trainers and the educational administration to rethink how teachers can follow a research-based agenda in their work. A teacher who can reflect and develop his/her work in accordance with the research-based approach has been the goal of modern Finnish teacher education and is also valued by class teachers turns out however to be difficult to implement in practice.

Descriptors: class teachers, ecologies of practice, practice architecture, research-based approach, teacher education

Kuusisto, Elina – Rissanen, Inkeri. 2023. Towards a purposeful, societal teaching profession? Student teachers' work-related purposes. *The Finnish Journal of Education* 54 (4), 385–398.

This study builds on the notion of a purposeful teacher as an aim of teacher education. A purposeful teacher experiences teaching as personally meaningful and has a long-term commitment to contributing to students' learning and the society. We investigated student teachers' (N=500) work-related purposes and orientations. The qualitative survey data was analyzed with inductive content analysis. The majority of the student teachers expressed instrumental work-related purposes. Teaching brings meaning to their lives and offers financial security. For many, the purposes were pedagogical, highlighting interest in education and caring. Less than one third of the respondents mentioned societal purposes. These mostly related to promoting equity and justice; aims related to the promotion of ecological sustainability were rarely expressed. No differences between the work-related purposes of the students from different study programs were found. We discuss the need to pay attention to the teacher education praxis and student admissions in order to support the development of purposeful societally oriented teachers.

Descriptors: purposeful teacher, societal orientation, teacher education