English Summaries

Kasvatus 2024 Vol. 55 No. 1
The Finnish Journal of Education

Sorariutta, Anne – Kajamies, Anu – Lepola, Janne – Hannula-Sormunen, Minna – Mattinen, Aino. 2024. Developing early educators' reading interaction skills: The Let's read and discuss intervention. The Finnish Journal of Education 55 (1), 6–20.

This study aims to scrutinize the development of interaction between small groups of children and their early educators, and the early educator's skill to apply the principles of interactive reading in each group. During the Let's read and discuss intervention, the early educators were guided by education, counselling, and reading instructions to interactive reading which has been shown to be related to children's language development. Three reading sessions were videotaped in six small groups. The video analysis focused on the story-related and not story-related interaction, the initiatives of the children and the early educators, and the interaction promoting the children's participation as well as their language and reasoning development. According to the results, the interaction was mainly story-related and based more often on the children's than on the early educators' initiatives. All of the reading sessions promoted language skills, while the early educators' developmental profiles varied in supporting participation and reasoning. The interactive reading practices according to the Let's read and discuss intervention are recommended in order to strengthen early educators' support to the transversal competences of the national core curriculum for early childhood education and care.

Descriptors: early education, interactive reading, language development, participation, reasoning

Alamikkelä, Kaisu – Petäjäniemi, Maria – Lanas, Maija. 2024. Can we study in the hallway? A nomadic study on everyday life in an open school environment. The Finnish Journal of Education 55 (1), 21–32.

New school environments are designed to be adaptable to meet the needs of different groups. Structural changes to the physical classroom environment are not, however, easily translated into school practices, of which there is still very little research. In this nomadic study, we provide insights into what the reform towards the open school environments means in everyday life of a primary school. We examine the reform drawing on Foucault's theories of power, discourse and discursive practices and argue that the reformed school environment can be introduced in terms of the traditional discourses in the school. The study indicates that the school's culture still can strongly rely on learning and education in a peaceful and quiet environment where obedience is required, and these can shape the use of the new school spaces.

Descriptors: discourse, discursive practices, open school environment, primary education, school culture

Kola-Torvinen, Pia – Ahtiainen, Raisa – Varjo, Janne – Jahnukainen, Markku. 2024. School principals' experiences on the effects of social, educational policy and local changes on school leading. The Finnish Journal of Education 55 (1), 33–46.

In this article, we research the impacts of societal changes on school leadership. The theoretical framework is in complexity thinking, which describes the operating environment and conditions in which leadership is carried out and the practices of shared leadership. The research focuses on the school principals' experiences of changes, the effects of the changes on leadership and the need for school principals to develop their skills. The data were responses (N=230) to an electronic survey in 2020, and it was analysed mainly statistically. The results indicated a relatively little change in school leadership. Slightly more than half of the principals had experienced a change in the school that they led. Especially, the leaders of small schools experienced the least change. The changes in school leadership had been brought about by reforms in the core curriculum renewal, the development of digitalisation, and the COVID-19 pandemic. The decrease in the number of pupils and environmental issues had the least impact on the experienced changes. Peer support from school staff and other leaders was considered important. More expertise was needed for shared leadership practices. School leadership should be built as a shared process. Understanding complexity and leadership sharing practices can be seen as factors that build a common understanding of the basic mission in the school community and strengthen the school's sustainable leadership in situations of change.

Descriptors: change, complexity thinking, educational leadership, primary and lower secondary education, principal, shared leadership

Mönkkönen, Kaarina – Koponen, Jonna – Kekoni, Taru – Kallinen, Kati – Salmi, Anne. 2024. Small group simulations in learning multiprofessional interaction. The Finnish Journal of Education 55 (1), 47–62.

The aim of the study is to understand university students' (social work, social psychology and psychology students) perceptions of small group simulations as a learning method. Furthermore, the aim is to understand how students can learn interprofessional communication while participating in small group simulations. The research questions: How do small group simulations enable interprofessional communication learning from the university students' perspective? What do university students learn from interprofessional communication while participating in small group simulations? We use three learning theoretical frameworks: simulation-learning, drama-based education and integrative learning. The qualitative data were collected via university students' learning diaries (n=47) and analyzed with a narrative content analysis method. The findings indicated that learning occurs when the learner challenges him/herself, plays with roles, considers the customer case as realistic, enhances the client's agency, and considers the customer relationship and interprofessional meeting. Based on the results, a small group simulation for learning inter-professional interaction was structured. The findings can be applied when investigating interprofessional collaboration and communication in diverse fields.

Descriptors: drama-based education, interprofessional learning, simulation pedagogy, small group simulation

Kleemola, Katri – Asikainen, Henna – Hyytinen, Heidi – Tuononen, Tarja. 2024. Comparing grade-based admission with other methods: University students' academic achievement and factors related to it. The Finnish Journal of Education 55 (1), 63–78.

The student admission reform in 2020 and especially the grade-based admission have been under public scrutiny lately, but there is little research on the topic. This study focuses on academic

achievement and factors related to it and compares students selected through the grade-based admission with students selected through other methods. The data included 247 students and were analysed using the independent samples t-test and repeated measures analysis of variance. The findings indicated that there was no difference in the academic achievement between the student groups. Differences between the student groups were found in the motivations for attending university. Additionally, the students who were selected in the grade-based admission found their studies less interesting, their risk for study burnout was higher, and their unreflective approach to learning was stronger compared to the other students. Universities should offer more support for transition to higher education, integration to the university community and the development of interest and motivation during the first year.

Descriptors: academic achievement, grade-based admission, student admission, university students

Pitkäniemi, Harri. 2024. How could the phenomenon become more accessible? Methodology choices in educational research using the mixed methods approach. The Finnish Journal of Education 55 (1), 79–91.

This methodological article focuses on how to reveal the phenomenon's own features and the forces acting therein in educational research. The aim is to develop mainly the mixed methods approach, also by utilizing the approach and theory of complex systems as well as critical realism. On the basis of this analytical and synthesizing examination, principles or priorities are constructed to develop further the methodology of educational sciences for the researcher who seeks to see behind the research methodological curtain: the phenomenon, its essentials and complex character. The conclusions are the following: The conceptual modelling of the phenomenon builds up the methodology design in a study. Locality and generality are combined in methodology. Diffraction is an intermediate state, not a fault in the study and may indicate results of a more advanced stage of the research. Focusing on the process is essential to the study of the phenomenon, but one time studies are also needed in perceiving the whole.

Descriptors: complex systems, critical realism, educational science, mixed methods, research methodology