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Chydenius, Heidi – Vehviläinen, Sanna – Fonsén, Elina. 2024. Teaching practice supervision as an activity of the work communities at training ECE centres. The Finnish Journal of Education 55 (2), 113–128.

Early childhood education (ECE) teacher training in Finland always includes teaching practice, which is carried out in a training ECE centre working in cooperation with the university. According to recent studies, teaching practice supervision is best realised as a joint activity of the work community at the practice ECE centre. In our research, we examine the supervisory agency described by the members of the work community of five training ECE centres from a socio-cultural perspective. Our data consisted of three focus group interviews of different professional ECE groups which we approached with Greimas's tools of semiotic analysis (the actant model and modalities of agency). We identified the supervisory agency expressed by the different personnel groups by analysing the actor roles and operational aspirations that appeared in the interviews, as well as the relationships between the actors and the modalities of their agency. The results indicated that the ECE teachers and the ECE centre heads had strong agency in supervision, while the ECE child carers had limited agency. The teaching practice supervision was also intertwined with the professional development of the supervising ECE personnel. We propose that the participation of the members of the work community in the teaching practice supervision and in bringing personnel into joint discussions with the student could strengthen the professional competence of the entire community. In addition, the factors related to the supervision activity described in this study can be used to support the possibilities of the ECE centre workers' supervisory agency.

Descriptors: actant model, early childhood education, modalities of agency, supervision, supervisory agency, teaching practice, work community

Ronkainen, Inka – Lonka, Kirsti – Vinni-Laakso, Janica – Vesterinen, Veli-Matti – Salmela-Aro, Katariina. 2024. 7th graders' values and success expectations towards mother tongue, mathematics, physics and phenomenon-based learning: Motivation profiles. The Finnish Journal of Education 55 (2), 129–149.

The aim of this study is to examine lower secondary school pupils' success expectations and values towards three school subjects and phenomenon-based learning. 7th graders (N=977) answered an electronic questionnaire with questions related to well-being in the fall of 2019. With a person-oriented approach, five different motivation profile groups were identified among the 7th-graders' expectations and values towards phenomenon-based learning, mother tongue, mathematics and physics. The STEM-oriented (31 %) expressed the highest task value for mathematics and physics. The phenomenon-oriented (20 %) were more interested in phenomenon-based learning than in the studied subjects. The motivated with well-being (24 %) were interested in the measured subjects as well as in phenomenon-based learning and experienced a low cost in all of them. The motivated but overloaded (14 %) were interested in everything but also experienced school work load. The weakly motivated (10 %) were not motivated in any of the measured subjects and experienced high school work load. There was no significant difference between girls and boys in any of the profiles. However,

differences in the family's financial situation and the mean scores for all grades were identified between the profile groups. The average or lower economic status group included fewer pupils in the motivated with well-being profile than was expected and more pupils in the weakly motivated. The lowest mean scores were identified for the weakly motivated and the highest mean scores for the motivated with well-being. A significant part of the students found phenomenon-based learning interesting. This knowledge could be put to good use in schools: the use of phenomenon-based learning could also increase students' motivation in many subjects or transversal competencies.

Descriptors: educational achievement, expectancy-value theory, gender differences, lower secondary school, motivation, phenomenon-based learning

Lehtomäki, Suvi – Mikkilä-Erdmann, Mirjamaija – Laakkonen, Eero. 2024. Teachers' experiences and profiles concerning classroom atmosphere. *The Finnish Journal of Education* 55 (2), 150–166.

The aim of the research is to examine how Finnish comprehensive school teachers (N=321) perceive classroom atmosphere and how these perceptions are related to their teacher self-efficacy beliefs, collective efficacy beliefs, stress, and job satisfaction. Additionally, teacher classroom atmosphere experience profiles are constructed. The data was collected with a questionnaire. Regression analysis was used to find out which factors explained the teachers' experiences of classroom atmosphere. The teachers' self-efficacy in classroom management had a positive effect on the classroom atmosphere perceptions. The teachers who experienced classroom stress had also negative perceptions concerning the classroom atmosphere. Based on the latent profile analysis, the teachers were classified into excellent, good and medium classroom atmosphere profiles. A good classroom atmosphere supports the teacher's professional well-being. Based on the research results, support in classroom management should be directed especially to teachers at the beginning of their careers and subject teachers in lower secondary schools.

Descriptors: classroom atmosphere, classroom management, collective teacher efficacy, comprehensive school, job satisfaction, self-efficacy, stress

Lahtomaa, Mervi – Haltia, Nina – Jauhiainen, Arto. 2024. "The price slightly limits the idea of an equal educational opportunity" – students' experiences of the open university fees. *The Finnish Journal of Education* 55 (2), 167–185.

One of the foundations of equality in Finnish higher education has been free of charge degree education. The aim of the open university has been to increase educational equality. However, as an education that does not lead to a degree, open university education is primarily subject to charges. The open university path is a method of student admissions into university degree programmes based on open university studies. This study examines 1) how open university students perceive the open university education fees, 2) which factors are connected to the challenges that students experience in the education fees, and 3) what views students have on the education fees. The data was a national student survey conducted in 2018 (N=4709). The results showed that the fees were challenging to some students. The low-educated, the younger age groups, the unemployed and those with low incomes experienced challenges the most. The analysis of answers to the open-ended question identified three perspectives on the open university education fees: 1) the education fees as an unequalising factor, 2) the student as a paying customer, and 3) financial support as an enabler of studies. The education fees unequalise opportunities to study at the open university and reinforce perceptions of education as a private good associated with educational consumerism. The study brings a new perspective to the research on the open university: students' experiences of the open university fees.

Descriptors: education fees, equality, higher education, open university education, students

Peltola, Sara – Vihtari, Kalle – Foster, Raisa. 2024. Sustainability dimensions and ecosocial Bildung in guidance and counselling education curricula. The Finnish Journal of Education 55 (2), 186–199.

In Finland, guidance counsellors are trained at universities and vocational teacher training colleges. These trainings provide the legal qualification to work at different school levels. The national core curricula for basic and secondary education include ecosocial Bildung and sustainable future as educational objectives. Thus, guidance counsellors must also be able to promote ecosocially sustainable life orientation. In this study, we use a theory-driven content analysis to examine 1) how the economic, social and ecological dimensions of sustainability are present in the contents and goals of the written curricula of guidance counsellor education programmes and 2) whether their emphases reflect the hierarchy related to the concept of ecosocial Bildung. In contrast to the idea of sustainable development, ecosocial Bildung prioritises the different dimensions of sustainability in a science-based order, with ecological sustainability being the most important. The data used in the study were the curricula of the guidance counsellor programmes at eight Finnish higher education institutions. Ecological sustainability appeared very rarely in the curricula. In contrast, social sustainability's presence was the strongest. Economic sustainability was visible in terms of meeting the needs of working life. This study underlines the need to review the objectives of the existing curricula to bring guidance counselling education in line with ecosocial Bildung and make it reflect better the order of importance of sustainability dimensions. This could also pave the way to develop the guidance sector to respond better to the ecosocial crises of our time.

Descriptors: curriculum, ecosocial Bildung, guidance counselling, higher education pedagogy, sustainability

Siru Myllykoski-Laine – Mari Murtonen – Liisa Postareff. 2024. Pedagogical developers' conceptions of the sense of community in the context of higher education pedagogical development. The Finnish Journal of Education 55 (2), 200–214.

This study examines pedagogical developers' conceptions of the sense of community and its meaning in the context of pedagogical development in higher education. A sense of community is meaningful for the development opportunities in work communities, however only a few studies have focused on its meaning from the perspective of pedagogical development in higher education communities. A phenomenographic research approach was utilized to examine the pedagogical developers' conceptions and the variation of conceptions. The data consisted of answers to open-ended questions in a questionnaire and workshop discussions. Based on the findings, the sense of community was conceptualized through three perspectives: as an interactive experience, as individual and collective prerequisites, and as an enabler of pedagogical development. The sense of community appeared as an interaction between individual and collective factors, which were related to the agency of the individuals and their social responsibilities in their communities as well as broader aspects related to the sociocultural context. Especially, opportunities for the sense of belonging in the work community were emphasized. The sense of community was regarded as a positive factor in enhancing pedagogical development, which underlines the importance of systematic actions in order to promote the sense of community in higher education organizations and communities.

Descriptors: higher education, pedagogical development, phenomenography, sense of community