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Lintuvuori, Meri – Hienonen, Ninja – Kilpi, Nestori – Oinas, Sanna – Asikainen, Mikko – Jahnukainen, Markku. 2024. Cognitive task performance of pupils with SEN in the different placement options from general education class to special class. The Finnish Journal of Education 55 (5), 473–490.

The Finnish Basic Education Act allows different options for organising the education of pupils with special educational needs (SEN). This article is based on a longitudinal study (Tuettu) that investigates how the different placement options of pupils with SEN are related to their performance on tasks assessing different cognitive aspects. This article examines the performance of pupils with SEN at tier 3 level (n=160) in grade 4 of the first data collection (N=1815) within the framework of learning to learn. In particular, it examines the background factors associated with performance in mathematical reasoning and reading tasks, taking into account the different placement options ranging from full-time placement in general education class to full-time placement in special class. The data were analysed using the Chi-square test and linear regression analysis. There were no statistically significant differences in the performance of pupils with SEN in mathematical reasoning and reading tasks in the different placement options. Previous research results have been somewhat contradictory. The results of this study are in line with some of the previous international and Finnish research. Although it was not possible in this study to examine how inclusively the teaching and support was organised, reading and mathematical reasoning are important for the education paths and future of all pupils. It was therefore important to investigate whether there were differences in the pupils' performance on the cognitive tasks in relation to the different placement options for pupils with SEN.

Descriptors: cognitive tasks, general education classes, placement options, pupils with special educational needs, special classes

Takala, Marjatta – Kokko, Marjut. 2024. Special education narrated by pupils – the politics of belonging as the viewpoint. The Finnish Journal of Education 55 (5), 491–506.

The aim of the research is to study the experiences of students studying at special school or special class (special group) in the era of inclusive educational politics through the politics of belonging. Pupils from classes 8-9 and students who were in further education or starting to work were interviewed, mainly at their institutions in various parts of Finland. The analysis of narratives was used as the research method. We used Yuval-Davis's three levels of the politics of belonging: 1) social locations, 2) identity and emotional attachment and 3) ethical and political values. Studying in a special education group was experienced mainly positively. Most participants had experiences of studying both in general and special education groups, so they could compare these two. The strengths in special education groups were small group sizes, clear and leisurely teaching, and quick access to support. Less positive aspects were the lack of friends, loneliness and being bullied. Also labelling as being different was mentioned, and one's own social location and identity were

considered. Several interviewees were integrated in general education during some lessons. They experienced this as important and helpful regarding their further studies. The politics of education was present in the varying opportunities to special education groups in various communities in Finland. Most of the interviewees experienced that special school or class was nevertheless good for their learning. In the era of inclusion, segregated special education was seen as quite useful. According to our results special classes and special schools are still needed.

Descriptors: politics of belonging, pupils' experiences, special class, special school

Kähkönen, Elisa – Kämäräinen, Anniina – Kärnä, Eija. 2024. "It was just a tragedy of circumstances": A narrative study of school as an institution in narratives of autistic adults. The Finnish Journal of Education 55 (5), 507–523.

This study examines how the institutional structures of school are perceived in the narratives of autistic adults. The research utilized the perspective of social disability studies, which emphasizes environmental structures rather than individual characteristics. The data, comprising 13 interviews, was analysed through the analysis of narratives. The institutional structures recognized from the narratives were school community practices, teacher knowledge, attitudes, and support, as well as the school as a learning and operational environment. In the experiences of the interviewed autistic adults, these structures included both burdensome and stressful as well as safe and meaningful factors. The results, aligning with previous research on school experiences of autistic individuals, emphasize the need for stronger structures and support in addition to increasing knowledge and improved understanding of the autism spectrum in educational settings.

Descriptors: autism spectrum, inclusion, institution, narrative research, school

Pulkkinen, Jonna – Pirttimaa, Raija – Viitala, Riitta. 2024. Addressing the themes of inclusive education in teacher educators' teaching. The Finnish Journal of Education 55 (5), 524–537.

The implementation of inclusive education requires versatile skills from teachers, which also must be taken into account in teacher education. This study examines the extent to which teacher educators (N=142) address inclusive education in their own teaching and what kind of differences related to addressing inclusive education there are between teacher educators working in different fields of education. The profile of the inclusive teacher created by the European Agency for Development in Special Education was used in the development of the questionnaire used in this study, and the data analysis relied on exploratory factor analysis and one-way analysis of variance (ANOVA). The findings indicated that the themes related to inclusive professional and teaching practices were featured more often in teacher education than those that concern the principles of inclusive education. The educators of special education teachers addressed inclusive education the most in their own teaching. Since inclusive education is a responsibility shared by all teachers, its equal featuring in all teacher education courses is critical. In particular, more attention should be paid to the processing of justifications for inclusion in teacher education.

Descriptors: inclusive education, profile of inclusive teachers, teacher education

Lassila, Erkki T. – Hyry-Beihammer, Eeva Kaisa. 2024. Gifted learners and inclusion in basic education: Examining pre-service teachers' perceptions. The Finnish Journal of Education 55 (5), 538–556.

The aim of our research is to uncover pre-service teachers' perceptions of teaching gifted students in the context of Finnish basic education that emphasizes inclusive education. 232 pre-service teachers were presented with a scenario involving gifted students as a frame story, which they continued writing based on given instructions. Via positioning and qualitative content analyses, we examined the positions given to the gifted learners by the pre-service teachers and their justifications for acknowledging or disregarding the needs of the gifted learners in teaching and other classroom

activities. The need for special treatment was acknowledged along with multitude of tensions making differentiation or otherwise meeting the needs of the gifted challenging. These justifications related to the pre-service teachers' understanding of 1) the pedagogical dimension of inclusion, 2) the social dimension of inclusion, and 3) the professionalism of teaching. Teaching the gifted in inclusive classrooms seems to challenge teachers emotionally. Giftedness and the perceptions and emotions associated with it need to be addressed in teacher education to enhance future teachers' abilities to meet the needs of gifted learners as part of inclusion.

Descriptors: basic education, differentiation, gifted learners, inclusion, positioning analysis, teacher education

SUOMEN KASVATUSTIETEELLINEN SEURA
KASVATUSALAN TUTKIMUKSIA

FINNISH EDUCATIONAL RESEARCH ASSOCIATION
RESEARCH IN EDUCATIONAL SCIENCES

Risto Rinne, Raakel Plamper & Arto Jauhiainen

Yliopiston aseman, tehtävän ja esillepanon muutos

Historiallinen tarkastelu suomalaisten yliopistorehtorien puhunnasta ja sen muutoksesta 1920-luvulta 2020-luvulle

2024. 361 s. 35 €. Kasvatusalan tutkimuksia 87.

Kirjassa analysoidaan suomalaisen yliopiston muutoksia sadan vuoden ajalta. Aineistona ovat Helsingin ja Turun yliopistojen rehtorien avajaispuheet vuosilta 1920–2020. Ne kertovat yliopistojen muuttuvasta vallankäytöstä, yliopistodemokratiasta, tiede- ja korkeakoulupolitiikasta sekä yliopistojen suhteista valtion, kulttuuriin ja yhteiskuntaan.

Puheiden luoma kokonaisuus kattaa historian aina akateemisesta korkeakouludoktriinista uuden julkishallinnan uusliberalistiseen doktriiniin. Valtion rahoituksesta riippuvaisten yliopistojen suhde ympäröivään yhteiskuntaan ja valtiovaltaan on aina ollut jännitteinen. Valtion ohjaus on asettunut enemmän tai vähemmän ristiriitaan yliopistojen tavoitteleman tieteen autonomian ihanteen kanssa.

Rehtorit puolustavat eri aikoina yliopiston ja tieteen jakamattomiksi koettuja arvoja ja integriteettiä suhteessa ulkoisiin paineisiin. Puolustustaistelua käydään yliopiston ja tieteen ”puhdasta” ydintä, niiden henkeä, päämäärää ja moraalista uhkaavia vaaroja vastaan. Näitä uhkia olivat 1900-luvun alun ylioppilastulvat, sodan jälkeinen yhteiskunnan rakennemuutos, 1960- ja 70-luvun poliittiset aatteet ja valtiollinen byrokraatia sekä 1990- ja 2000-luvun taitteen markkinavoimat, jotka ovat kääntäneet yliopistot palvelemaan ylikansallisia taloudellisia intressejä.

Yliopiston ideat ja ihanteet eivät yllättäen ole radikaalisti muuttuneet vuosikymmenten saatossa. Rehtorit muistuttavat kuulijoitaan samoista akateemisista ihanteista kuten tieteen vapaudesta, kriittisyydestä, totuudentavoittelusta, tutkimuksesta, opetuksesta ja sivistyksestä.



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