

# 2012

A Year of Success

# Faculty of Education



AHEAD OF ITS TIME  
FOR 150 YEARS



UNIVERSITY OF JYVÄSKYLÄ  
JYVÄSKYLÄN YLIOPISTO



# Dean's review

The Annual Review for 2012 demonstrates that the Faculty of Education has continued its active work in education, research and structural development. The Faculty reached its target for doctoral degrees (12), and the number of completed master's degrees was 255. The Faculty continues to be the largest provider of minor subject studies at the University of Jyväskylä. Statistics also show the Faculty's great popularity: the number of applicants keeps on rising. In the field of education, the University of Jyväskylä is among Finland's most popular universities.



In the year under review, the Faculty paid particular attention to supporting and promoting research. Resources were allocated to research-oriented positions, two professors were granted a one-year research leave, and applying for research funding and international publishing were supported. The Faculty has also renewed its research strategy together with the Finnish Institute for Educational Research (FIER) and developed researcher training in compliance with the University's new graduate school model.

The planning of an international master's degree programme in education, to be launched in autumn 2013, was an important new initiative. In education export, the Faculty has also launched significant new initiatives in cooperation with Edu Cluster Finland Ltd. These initiatives include a professional development training programme and a master's training programme for teachers in the United Arab Emirates, as well as a professional development training programme for teachers and principals in Shanghai. Also in early childhood education, new cooperation projects are being implemented in Saudi Arabia.

The Faculty of Education has continued structural development in cooperation with FIER based on the University's development plan for research and education in the field. The reform process is being implemented by development teams in order to renew research, education, societal interaction, support services and management. The work of these teams provides a solid foundation for cooperation in the field of education at the University. This cooperation will be further consolidated in the future by the new building in Ruusupuisto to be shared by the Faculty and FIER.

Finally, I want to note that the Teacher Seminary, founded in Jyväskylä in 1863, provided a basis for Finnish teacher education as well as for the development of the University of Jyväskylä. In 2012, the Faculty began to prepare in various ways for the 150th jubilee year of Finnish-speaking teacher education.

I wish to express my warm thanks to the entire staff and students for a good and successful year 2012.

Dean Marjatta Lairio

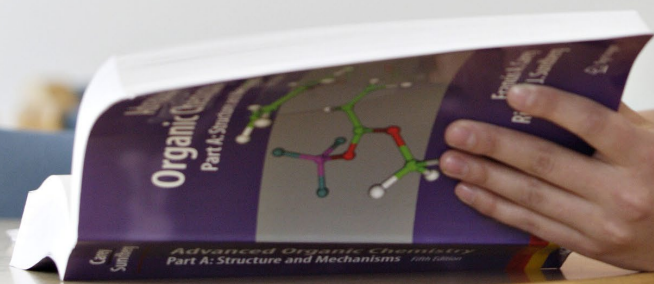
# The mission and goals of the Faculty of Education

The increasing competence requirements and lifelong learning challenges of our society are strongly highlighted in the educational and research policies of the Faculty of Education. Its core objectives are internationally high-quality research and education, as well as their close integration. The high quality and competitive edge of scientific research and education contribute to societal interaction, which generates novel innovations. The research undertaken in the Faculty identifies and anticipates the needs for competence renewal that arise from societal change.

The Faculty's activities focus on education, learning and teaching in the future, one of the core fields defined in the strategy of the University of Jyväskylä. Expertise and cooperation within another of the core fields, languages, culture and social change processes, are also significant. The scope of activities ranges from early childhood education through primary school and subject teacher training to adult education. The Faculty's scope also includes training for special needs teachers, school/study counsellors, and on educational leadership.

The University of Jyväskylä is Finland's leading expert in adult education and education export. In its profile, the Faculty of Education is the broadest in Finland. The Faculty's particular strength is research into learning, guidance and teacherhood in association with future learning environments, as well as

“ The University of Jyväskylä is Finland’s leading expert in adult education and education export.



education based on the results of this research. This has generated a strong educational sciences competence cluster, characterized by multi- and interdisciplinary, flexible networking. With its diversified expertise, the Faculty is able to contribute to socially and culturally innovative development and to support human growth at the various stages of the human life cycle.

# Internationalization and International Cooperation


Research, teaching and the societal impact of the Faculty are realized through high-level international networks. The Faculty receives dozens of visiting groups from abroad, all of them eager to learn more about Finnish teacher education.

The Faculty participates actively in the efforts to export Finnish know-how and experience in education in collaboration with EduCluster Finland Ltd. The export covers all levels, from preschool to higher education.

“ In the Educational Partnership programme in the United Arab Emirates, the Faculty provides its expertise in the University Professional Development training and the Master’s Degree Programme designed for Emirati teachers.

The training for Shanghai Educational Leadership is organized in collaboration with Palmenia Centre for Continuing Education and EduCluster Finland Ltd.





A number of study courses are provided in English and with international contents, particularly at the master's and doctoral levels. Three international master's degree programmes are offered in English:

- Educational Leadership on-campus and also an e-learning version, Master of Educational Management and Leadership programme
- Education with specialization options in early childhood education, pedagogical issues, education and adult education, and special needs education (starts in 2013)
- Development and International Cooperation, coordinated by the Department of Social Sciences and Philosophy, with a major in Education.

International student and staff exchanges are popular. The Faculty receives visiting students from all over the world and hosts visiting teachers from partner universities in Europe.

In 2012, 12 staff members completed teaching visits abroad, and 47 students spent at least three months abroad, either studying or as interns. The Faculty participated in two North-South-South networks, and was also invited to partner in a Tempus project on inclusive education.

The Faculty organized the Finnish event to launch the UNESCO Education for All (EFA) Global Monitoring Report 2012, Youth and Skills: Putting Education to Work. The EFA Global Monitoring Report is an annual publication that monitors progress toward the six targets to which over 160 countries committed themselves to achieve by 2015.

# Societal Impact and Nation Building

The Faculty of Education interacts with society by training teachers and other education experts. Both groups have a broad national sphere of influence in renewing and developing the culture of education. The Faculty's staff members are also actively involved in basic education curriculum planning and in continuing professional education.

The Hermo project, the Osaava programme for teachers' continuing education and the Intensive Special Education Endorsement (Veturi) project all represent innovative forms of continuing professional education. In Hermo, students enrolled in one of the Faculty's teacher education programmes have studied alongside graduated teachers to complete the Minor Studies in Finnish and Literature. In the Veturi project, forms of special education and multiprofessional support are developed. The largest among the Faculty's Osaava projects is the four-year development project of leadership in educational administration, carried out at the Institute of Educational Leadership. The Faculty staff operate in multidisciplinary research clusters such as Children, Young People and Their Growth Environments LaNKa, and the Methodology Centre for Human Sciences IHME.





The language pedagogy experts of the Department of Teacher Education and other University departments form a nationally and internationally unique forum: the Language Campus. The activities focus on language research and teaching as well as educational policy development.

Read more about the Language Campus:

<http://kielikampus.jyu.fi>

# Faculty of Education key figures

## Staff

Staff FTE	2007	2008	2009	2010	2011	2012
Teaching staff	123	121	113	99	97	96
Professors	19	19	16	15	18	17
Other teachers	104	102	98	84	79	79
Research staff	28	25	27	35	41	50
Other staff	38	40	42	31	36	36
<b>TOTAL</b>	<b>189</b>	<b>186</b>	<b>182</b>	<b>166</b>	<b>174</b>	<b>183</b>
Teacher Training School	100	104	96	103	95	96
<b>TOTAL</b>	<b>289</b>	<b>290</b>	<b>278</b>	<b>268</b>	<b>269</b>	<b>278</b>

## Students

Bachelor's and master's students	1640
Postgraduate students	141
Students completing individual programmes	289
Minor subject students	1601

## Completed degrees

Bachelor of Arts (Education)	231
Master of Arts (Education)	255
Doctor of Philosophy (Education), Doctor of Philosophy	12

## ECTS credits completed at the Faculty of Education

Students of the Faculty of Education	<b>69 935</b>
Students of other faculties	<b>20 558</b>

## Applicants/Intake

Special Education	905/50
Education and Adult Education	879/40
Class Teacher Education	2390/90
Class Teacher Education for Adults (Kokkola University Consortium Chydenius)	110/40
Early Childhood Special Education	231/10
Early Childhood Education	1098/80
Master's Degree Programme in Civil Society	5/5
Master's Degree Programme in Sociology and Politics of Education	33/5
Master's Degree Programme in Educational Leadership	42/20
Master's Degree Programme in Development and International Cooperation	10/5

*Class Teacher  
Education is the most  
popular major  
of the University of  
Jyväskylä*

# The Department of Education

**Adult Education**  
**Early Childhood Education**  
**Education**  
**Special Education**  
**Institute of Educational Leadership**

The Faculty of Education consists of two large departments: the Department of Education and the Department of Teacher Education.

## Amid change, controlled development work in research and education

In 2012, diverse strategic development work was highlighted in the operations of the Department of Education. It was actively involved in the cooperation that supports the University's development plan for the field of education in 2012–2013, collaboratively devised by the Faculty of Education and the Finnish Institute for Educational Research. The aim is to contribute to a high international level of research and education in the field, as well as to increase societal impact.

A foundation for strategy work was also built by the self-evaluation process of education, which identified the following strengths for the Department: good student outcomes, close contacts between education and working life, and a pedagogically competent staff.

## Research based on an innovative research strategy

The Department of Education has intentionally allocated more resources to promoting research and internationalization. The staff's opportunities to undertake research have been supported through work plans, and participation in international conferences has been facilitated. Doctoral students have been assisted in finding funding to finish their dissertations, and longer funding periods have been sought for new doctoral students.

The number of oral presentations, posters and abstracts at international and national conferences was 159. In 2012, the share of supplementary funding was 24.5% of the Department's total budget.

## Publications

Peer-reviewed scientific articles	55
Journal articles	38
Articles in a compilation	14
Conference publications	3
Non-peer-reviewed scientific writings	38
Doctoral dissertations	8

## Projects implemented with supplementary funding

### The Academy of Finland:

- Intergenerational partnerships: emergent forms for promoting children's wellbeing, 2010–2013 (Professor Leena Alanen)
- Promoting professional agency in education and health care work (PROAGENT), 2011–2014 (Professor Anneli Eteläpelto)
- Children's socio-emotional wellbeing and daily family life in a 24-hour economy, 2011–2014 (Professor Marja-Leena Laakso)
- Young children's daily family life and positive parenting, 2011–2013 (Postdoctoral Researcher Eija Sevon)
- Educational target-orientation in proverbs, 2011–2014 (Postdoctoral Researcher Liisa Granbom-Herranen)

### The Ministry of Education and Culture:

- Intensive Special Education Endorsement VETURI, 2011–2015 (Professor Raija Pirttimaa)

### The Finnish Work Environment Fund:

- Promoting professional agency and learning amid changing work practices (PROPRO), 2012–2014 (Professor Anneli Eteläpelto)



## Doctoral dissertations:

- M.A. (Educ.) Minna Murtorinne-Lahtinen: 'Identity construction of stepmothers in a stepfamily'
- Lic.A. (Educ.) Yvonne Lassenius: 'Development of nursing teachers cultural competence'
- Lic.Soc.Sc. Minna Saarinen: Framework of social life. 'The social life of Campus program students in their supported adult learning and leisure'
- Lic.A. (Educ.) Annikki Mikkonen: 'Impact of tourism and hospitality management education in Universities of Applied Sciences on working life'
- M.A. (Educ.) Erja Kautto-Knape: 'The paralysing school interaction: A grounded theory study of the students' view'
- M.A. (Educ.) Carita Kiili: 'Online reading as an individual and social practice'
- Licentiate of Health Sciences Tiina Lautamo: 'Play assessment for group settings: validating a measurement tool for assessment of children's play performance in the day-care context'
- M.A. (Educ.) Anna Rytivaara: 'Towards Inclusion – teacher learning in co-teaching'



## Education based on research results

The Department successfully organized well-rounded educational offerings that covered the entire life cycle. It also responded to the growing demand for teachers in Finnish society with a project to extend kindergarten teacher education.

Educational partnerships with other universities were implemented, for example, through joint master's degree programmes (Master's Degree Programme in Civil Society and Master's Degree Programme in Sociology and Politics of Education). The cooperation with EduCluster Finland Ltd. covered university teachers' pedagogical studies and special education teacher training. Open University cooperation was also strengthened by implementing the Intermediate Studies of Early Childhood Education for the first time together with the Open University of the University of Jyväskylä.

## A versatile expert cluster in education

The targets regarding staff have focused on maintaining staff competence and wellbeing, further developing the research career path, and strengthening the research resources in compliance with the Department's policy definitions.

The staff have actively participated in a training project about professional identity, Empowerment at work – resources and wellbeing for work (Voimaudu työssäsi – Voimavaroja ja hyvinvointia työhön), which was funded by the Finnish Work Environment Fund. The project supports departmental staff's occupational wellness and professional empowerment in an ever-changing work environment.

The continuous increase in international cooperation has been demonstrated in various ways, such as by the numerous expert tasks at international forums and editing roles in scientific refereed journals. The number of international visits has also steadily risen: we have received guests from Tokyo, Hannover, Örebro, and Sarajevo, among others. Professor Jacqueline Temple visited us as a Fulbright scholar.



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I have gained a wide range of multicultural experiences in our faculty.

“

The information I gained about Finland, the Finnish school system and the reasons behind its great PISA success gave me very interesting perspectives. This is the kind of know-how I came to seek from this master's programme.

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My studies in the Faculty of Education have provided me with a great chance to develop myself. The courses are very interesting and the expert teachers offer extensive knowledge about the latest advancements and issues in education.

“

Especially the practical training opened my eyes and offered vital experiences regarding my future career as an educational leader.



## Recognized training for educational leadership

The Institute of Educational Leadership provides top-level educational leadership training and research. After its successful 16-year-long path, the Institute was granted a permanent status on 1 January 2012.

The cornerstone of the Institute's domestic activities is the Principal Preparation Programme (25 ECTS credits) which qualifies graduates for principalship in Finland. An Advanced Leadership Programme (35 ECTS credits) is offered for senior principals. Postgraduate studies in educational leadership can also be completed at the Institute.

Pedagogical leadership in municipal educational administration and institutions is a project financed by the Finnish National Board of Education in 2012, aiming to develop new pedagogical leadership regionally. In two Finnish regions, the project provides training for all heads of local education and culture departments and general education principals, vice-principals and school leadership groups. In addition, in 2012 the Institute of Educational Leadership launched a leadership training programme tailored to the leadership group of the Bovallius Vocational Education and Training Center. The programme aims at supporting leadership in the organizational restructuring process. Since autumn 2012, the Institute has also successfully piloted leadership training with the managerial staff of day-care centres. The training aims at enabling the staff to develop their own leadership and understand the broadness of leadership in day-care centres. The Institute is also a member of Finnish National Board of Education work group reforming the qualifications and education of principals.

## International education

2012 saw the launching of the fifth two-year Master's Degree Programme in Educational Leadership (MPEL). Graduates of this programme go on to have excellent employment prospects in international and national leadership positions.

The Master of Educational Management and Leadership (MEd) online programme was developed further, and in 2012 the pilot group students were finalizing their studies. Students from all over the world participate in this online programme. In 2012, we also created a 'fast track' which enables the participants to continue their studies in the master's degree programme.

The Faculty's international customers were offered continuing education in educational leadership, for example, the staff of SMEC (Shanghai Municipal Education Commission) in cooperation with Palmenia and EduCluster Finland. The Institute of Educational Leadership is also actively involved in several international research networks in collaboration with several top universities on the field and e.g. BELMAS and UCEA. The Institute is also the Finnish representative in the European Policy Network on School Leadership which is creating European Union policy on principals.

# Department of Teacher Education

Subject Teacher Education  
Class Teacher Education  
Guidance and Counselling  
Education

## Developing and being developed

The Department of Teacher Education was active in the collaboration that supports the University of Jyväskylä's development plan in the field of education for 2012–2013, jointly created by the Faculty of Education and the Institute for Educational Research. The Department aims at developing its own activities and the work community with an innovative and open-minded attitude. In order to promote collaborative development, Idea Tuesdays were introduced: every Tuesday is free of teaching from 8 a.m. to 2 p.m. The aim of this structural development was to respond to the staff's need to have more time for joint development, creation of ideas and innovations. It also helped clarify the Department's meeting practices.

## Look into the future!

At the Department of Teacher Education, innovative teaching is developed based on research. The Department hosts the School of the Future team, whose members envision, develop and study the future school from a long-term perspective. The aim is to forget the boundaries of existing institutions and actors and see school as an innovative learning environment, integrated into its surroundings. In the scenario created by the team, the temporal and spatial dimensions of school are reconstructed.

In the 'Opet pilvissä' pilot project, launched by the Department of Teacher Education and FIER, an innovative model for teacher education and new, research-based pedagogical approaches to the application of IT in education are being created. The aim is to educate teachers who have the courage for change, strong theoretical tools and the practical experience needed for envisioning, planning, implementing and evaluating the school of the future and its learning environments.



The Department of Teacher Education is implementing a research experiment that contributes to class teacher students' experiences of self-efficacy and competence. The objective is to strengthen students' professional growth particularly from the perspective of physical education teaching. The studies in the experiment included familiarization with child-centred physical education, application of movement and learning environments, learning basic motor skills, and collegial cooperation through collaborative and peer learning/teaching.

The Department of Teacher Education is implementing several projects related to educational needs and the development of guidance. The project From University to Working Life has responded to the need to increase contacts between higher education and working life and to strengthen graduates' career management skills and facilitate their transition to the world of work.

The goal of the ERKKERI training project was to enhance the competence of those providing guidance and counselling to adults, and to increase the number of experts qualified for this task. In the Specima training, teachers with an immigrant background were provided with a special route that enabled them to qualify as study counsellors.

### Increasingly international teacher education

The Department participated in education export projects, the most significant of which were the University Professional Development Programme implemented in Abu Dhabi and the Training Process for Teacher Trainers from Shanghai.

The first students of the Abu Dhabi project graduated in July 2012, and some of them continued to master's level studies. A new student group started the programme in October 2012.

The education export projects provide the staff, usually mainly involved in teaching, with an excellent opportunity to participate in the Department's international activities. Working with students who come from different cultures has proved as very rewarding.

### Toward a nationally and internationally strong research profile

In 2012, the Department has supported the staff's research opportunities through work plans and appointments to research positions and doctoral student positions. The Research Development Committee organizes department- and faculty-wide info and networking events on research funding application and on publishing, developmental mornings on themes furthering research, and content-oriented research coffee events approximately every two months. In addition, since autumn 2012, the Department has organized monthly seminars jointly for researchers and doctoral students. At the Department's annual spring conference, the staff and students present their research and development projects to each other.

The Department's staff participated actively in the Interactive Teaching and Learning development project, both as researchers and teachers.



Picture from the 1960's: the students of the department having a sports lesson

In the year under review, the Department's staff actively applied for national and international funding. Applications were sent to the Academy of Finland, foundations and international sources such as the EU 7th Framework Programme, the European Research Council, Comenius, Leonardo, NordForsk and IRA (International Reading Association, USA).

### International visits

Staff presentations or posters at international conferences	45
International visits by teachers (e.g. United Arab Emirates, Chile, Germany, Great-Britain, Austria, Ireland, Estonia)	10
Other visits contributing to research (e.g. USA, Afghanistan, Spain, Belgium, Sweden, Denmark, Estonia, Germany)	19
Short-term visits by researchers to Jyväskylä	2
Francisco research visit	1

### Publications of the Department of Teacher Education

Peer-reviewed scientific articles	73
Journal articles	33
Articles in a compilation	23
Conference publications	17
Non-peer-reviewed scientific writings	31
Doctoral dissertations	2

## Projects implemented with supplementary funding

### The Academy of Finland

- Developing evidence-based teaching, 2010–2013, (Professor Jouni Viiri)
- Preventing disengagement in classroom context: Classroom processes fostering student engagement, SkidiKids II project funding, 2013–2015, funding resolution in 2012 (Professor Anna-Maija Poikkeus, Professor Helena Rasku-Puttonen, Docent Marja-Kristiina Lerkkanen, Lecturer Matti Kuorelahti and Project Researcher Taru Siekkinen)

### EU / FP7 Programme

- ASSIST-ME (Formative and Summative Assessment in Science, Technology and Mathematics Education), 2013–2016, funding resolution in 2012 (Professor Jouni Viiri)
- Pri-Sci-Net/Networking primary science educators as a means to provide training and professional development in inquiry-based teaching (Lecturer Tuula Asunta).

### Increase in international applications – the staff of the Department of Teacher Education have participated in the following application rounds, for instance:

- FP7-SSH-2012-1 Cooperation, large-scale integrating project: Fostering student engagement (preparation 2012, submission 2013)
- FP7-SSH.2013.3.2-2 Early childhood education and care (submission 2013)
- NordForsk, NCoE education for tomorrow (preparation and submission 2012)
- 1. SiS.2013.2.2.3-1 Assessing and teaching low-achieving students in science (preparation 2012, submitted 2013)
- 2. SiS.2013.2.2.1-1 Raising youth awareness to responsible research and innovation through inquiry-based science education (preparation 2012, submitted 2013)

### European Social Fund

- Guidance and Counselling Training for Adults (ERKKERI), 2008–2012 (Professor Marjatta Lairio)
- TUVAKO, 2011–2012 (Professor Marjatta Lairio)

### Doctoral dissertations in 2012

- M.A. (Educ.) Päivi Hökkä: 'Teacher Educators amid Conflicting Demand. Tensions between individual and organizational Development'
- Lic.A. (Educ.) Marja Hannula: 'Seeking Dialogue – Classroom Discussions in Small Groups'

## Awards:

President of the Republic, Commander Grand Cross of the Order of the White Rose and of the Order of the Lion of Finland Sauli Niinistö awarded Knight of the Order of the White Rose of Finland to Tiina Silander, Head of the Department of Teacher Education, and Knight of the Order of the Lion of Finland to Lecturer Ulla Klemola.



# Research

## at the Faculty of Education

The Faculty's research is located principally in the University of Jyväskylä's core field of education, learning and teaching in the future. In 2012, a new research strategy was created and confirmed jointly for the Faculty and the Finnish Institute for Educational Research. The strategy specifies the following three key areas of excellence:

- Learning interactions, collaborative learning and learning environments
- Participation of children and adolescents
- Professional identity and agency

The research strategy supports the University's strategy 'Excellence and Dynamism' and the University's Research, Innovation and Infrastructure Policy. The University's graduate school reform continued in 2012 in accordance with the renewed graduate school model. Doctoral dissertations consisting of international articles were emphasized in doctoral training. Research activities were supported in the Faculty by allocating resources on consultation for staff and students regarding quantitative research methods.

Since 2011, the Faculty has coordinated the research-based, multidisciplinary project Interactive Teaching and Learning. Its research results have been presented at several national and international conferences and are being applied at various departments in order to develop academic teaching.

The Faculty participated in national doctoral programmes:

- Finnish Doctoral Programme in Education and Learning (FiDPEL)
- Graduate School for Family Studies
- Doctoral Programme for Multidisciplinary Research on Learning Environments (OPMON)

### Number of research projects

Academy of Finland	6
EU 7th Framework Programme	1
SkidiKids	2
Erasmus & Lifelong Learning	3



<u>Supplementary research funding</u>	<b>Funding in euro</b>
	<b>2,217,447</b>
Academy of Finland	<b>696,155</b>
Ministry for Foreign Affairs	<b>100,000</b>
Foreign sources	<b>196,362</b>

In addition to the aforementioned research projects, the Faculty's researchers participated in the PROPRO research and training project on 'promoting professional agency and learning amid changing work practices', funded by the Finnish Work Environment Fund, and in the First Steps study 1: Interaction and Learning within Children-Parent-Teacher Triangle of the Centre of Excellence in Learning and Motivation.

The Faculty organized the international Education for All (EFA) seminar in cooperation with the Finnish National Commission for UNESCO, the Ministry for Foreign Affairs, the Ministry of Education and Culture and CIMO. The seminar featured international invited speakers, partners and over a hundred participants, and could also be followed online. The Department of Teacher Education organized the annual symposium of the Finnish Mathematics and Science Education Research Association (FMSERA). The LaNKa research cluster organized the mid-term symposium Sociology of Childhood – Theorising Childhood of the European Sociological Association, Sociology of Children and Childhood Research Network.

## **Publications by the Faculty's researchers in 2012\***

	<b>Published in Finland</b>	<b>Published outside of Finland</b>
Peer-reviewed article publications	<b>48</b>	<b>73</b>
Non-peer-reviewed scientific writings	<b>44</b>	<b>14</b>
Monographs	<b>4</b>	
<b>Total</b>	<b>96</b>	<b>87</b>

\* In its publishing activities, the Faculty increasingly emphasizes international peer-reviewed publications.

# Efficient adult education

Teacher education at Kokkola University Consortium Chydenius includes class teacher adult education, leading to a Bachelor of Arts (Education) degree and Master of Arts (Education) degree, and a separate special education (SE) teacher training programme. In addition, the postgraduate degrees of Doctor of Philosophy (Education) or Doctor of Philosophy can be completed at the unit.

In 2012, approximately 90 students were enrolled in the class teacher training programme, 20 in the SE teacher training programme, and slightly over 20 were completing postgraduate studies. In class teacher adult education, 20 bachelor's degrees and 41 master's degrees were awarded. Two doctors graduated from the postgraduate programmes. The separate SE teacher training programme was completed by 20 students. A total of 40 new students started the class teacher training in January, and the SE teacher training programme received 20 newcomers in August.

The fourth national teacher education conference gathered over a hundred experts to the University Consortium. The unit's teacher educators also actively attended other domestic and international

conferences and published several international refereed articles. The volume of publications grew clearly from previous years. Students studying to become class teachers participated in international internships in, for instance, Estonia, Sweden and Thailand. The unit was involved in the international project KOR-EU, Leaders for Global Education, led by the Central Ostrobothnia University of Applied Sciences, during which Korean teachers participated in teacher training at the unit. Cooperation around the Norwegian ITSLearning digital learning platform was launched in summer 2012 and is still active.

In class teacher adult education, we have strong competence in pedagogical research and development related to authentic learning contexts and the updating of pedagogy in the 2000s. The education focuses particularly on consciously constructing and reflecting on the concept of learning: active change is achieved only through active doing, which is why close dialogue between theory and practice – and between research and teaching – are seen as a central element of education. Education contains and makes visible such elements that we regard as crucial for the school culture of today and tomorrow.





A picture of a Finnish boy's classroom (1924)

# Interview

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with honorary doctor Armi Mikkola

## Future prospects for teacherhood

The wellbeing of Finnish society is based on knowledge and competence. Ensuring and improving the competence level of citizens call for equal educational opportunities. All students are entitled to good teaching and guidance, irrespective of region and educational institution. Access to further studies or employment must not be endangered due to poor-quality teaching. Therefore, a qualified and professional teaching staff is a must.

Teachers' qualification requirements can be divided into four sub-areas: subject matter knowledge, expertise in learning and teaching, social and ethical skills, and well-rounded competence in practical school work. These sub-areas are not disconnected but linked to each other in a variety of ways. Supporting these links is a central challenge for teacher education. It also calls for the establishment of a continuum of teachers' initial and continuing education.

Teachers are versatile knowledge work professionals who must have a well-rounded, holistic idea of upbringing and education. In their work they need both mastery of the subject being taught and related pedagogical knowledge. They need to perceive wholes particularly in curriculum development work. Teachers must also be familiar with the different expert networks in which knowledge related to their subject is created and developed.

It is obvious that a shared idea of the mission of school is crumbling – it is becoming a dialogue between different interpretations. Schools are simultaneously expected to convey traditional knowledge and skills and to guide students in using new information environments creatively. Different parties have different, even conflicting ideas of school's basic contents. To avoid being steered exclusively by the parties that most loudly express their claims, schools must collectively create goals, policies and practices for evaluating and reforming their activities. Future teacherhood implies a readiness to participate in and influence the debate related to school.

The broadened conception of both knowledge and learning has placed educational institutions and teachers in front of new challenges. In addition to teaching knowledge and skills, pupils need to be taught learning management tools. This need is strengthened also by the changes in working life that require continuous training. Teachers as professional knowledge workers will be expected to be increasingly capable of acting as models for lifelong learning. Expertise in learning and teaching are the main focus of a teacher's work. This expertise will be used by future teachers flexibly, crossing age, municipal and institutional boundaries. Teachers apply their competence in learning and teaching in many forms while working with a range of people in different situations.

A teacher's work is not limited to conveying knowledge and skills – it is also closely related to the social, educational and cultural values promoted by schools. Democracy, human dignity, active citizenship and wellbeing are some of the goals that daily decisions at school must support. If school aims to promote pupils' openness and ability to ask questions and collaborate, we should ask what kind of teaching and school environment best enable those goals. Pupils cannot be expected to master competences that are more developed than the ones modelled in the school community's daily activities. The ethical and social dimension of the teaching profession is emphasized when economic and social problems in society, as well as changes in media environments, have an ever stronger impact on daily classroom activities. The school cannot and should not even try to resolve by itself the problems caused by the weakening of society's safety nets. However, teachers are expected to have multiprofessional cooperation skills so that pupils get the expert help they may need. Cooperation between home and school will be increasingly important in the future.

Based on international comparisons, the possibilities of Finnish teachers to affect their own work are good. Transferring decision-making closer to schools and teachers has been characteristic of our educational system since the 1980s. This level of responsibility implies that teachers need a lot of practical competence in their work. Teachers' professional competence also includes, for example, mastery of extra-curricular responsibilities within the school community, familiarity with the rights and duties of teachers and pupils, and knowledge of school finances and administration. These areas are also introduced during teacher education and the supervised teaching practice.

Several evaluations have highlighted that Finnish teacher education manages to provide future teachers with good subject matter knowledge in the subject they teach and well-rounded expertise in teaching and learning. The teaching practice included in teacher education develops the practical skills teachers need in everyday school activities. A future challenge is how to take the societal dimension of teaching more into account in the contents of teacher education. Ethical and social skills will become an even more significant part of teachers' professional competence. This must be visible in the contents and modes of delivery of teacher education.

Finnish teacher education has – at least so far – been in an advantaged position when compared internationally. Young people are interested in education, so universities can select only the most eligible candidates. Securing their interest in teacher education and in the teaching profession is a crucial future challenge for Finland.

# Armi Mikkola

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**The Honorary Doctor  
of the Faculty of Education\***

\*Armi Mikkola will be awarded an honorary doctorate in the Jyväskylä University Promotion in August 2013





Picture: Visitors in the Agora lobby in the University of Jyväskylä



# Interview

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## with honorary doctor Stephen Billett

Professor Stephen Billett has had a long-term interest in and commitment to learning and, in particular, learning in the circumstances of work through which he has made contributions to learning science from his program of research. Over the past two decades, this program has comprised a series of studies across industries and occupations that examine how workers learn through everyday work activities and interactions, and also how that learning can be improved to meet both workplace requirements and individuals' occupational learning goals. As well as generating outcomes about improving learning in workplaces, these studies have offered explanatory concepts that have been accepted for their scientific worth and enjoy solid citations. This interest coincides with the research activities and expertise of staff and research students at the University of Jyväskylä, and has led to a range of interactions and collaborations. These interactions have principally been with Anneli Eteläpelto, Kaija Collin, Susanna Paloniemi, Päivi Hökkä, Anne Virtanen and Katja Vähäsantanen (Education and Adult Education) through their various programs including the current Proagent project.

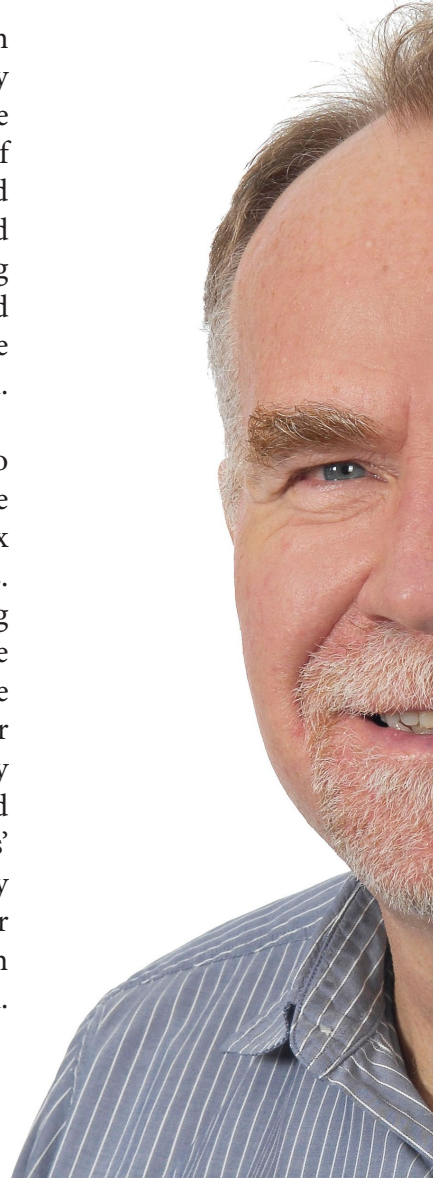
There is also a long-standing working relationship with Päivi Tynjälä (Centre of Education Research). These interactions have included giving visiting lectures, developing the junior staff and research students' capacities to prepare and present their papers in English, examination of a dissertation, supervision of a doctoral student, and supporting publications within edited monographs, international handbook and refereed journals. Staff and research students at Jyväskylä have found his concepts about learning and work helpful and incorporated them in their work, often built upon and augmented them. Moreover, the long-standing working relationship has led to a number of Jyväskylä staff visiting Griffith University, Australia to engage in scholarly exchanges and interactions.

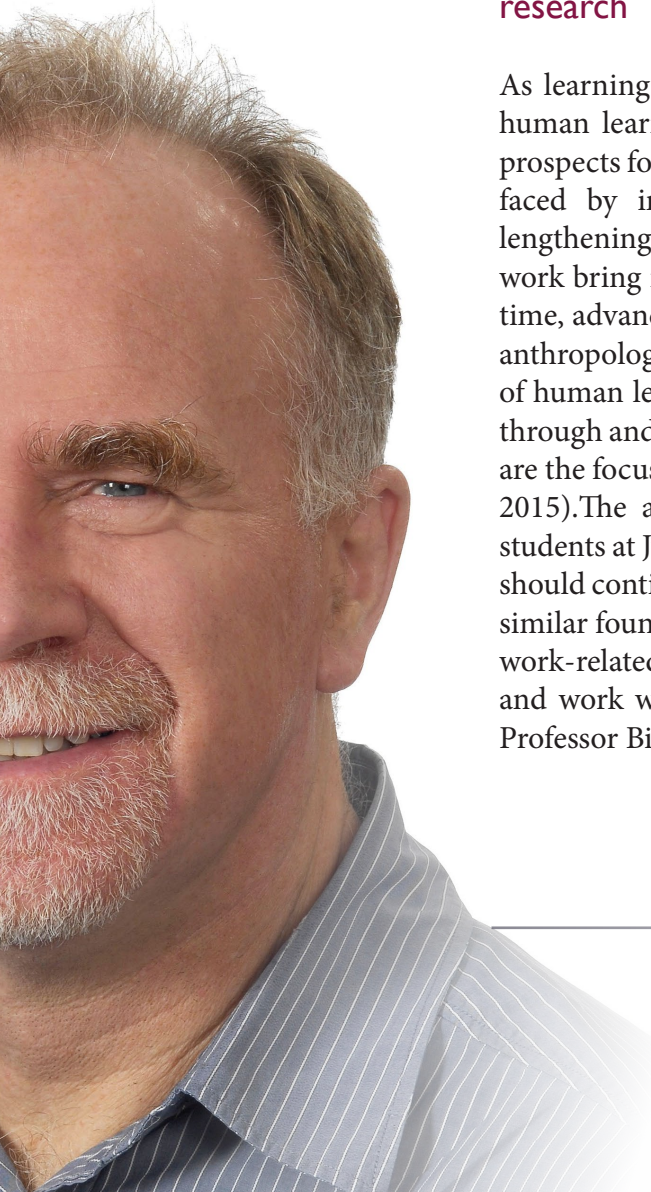


## Professor's motivations to examine learning at work

Professor Billett's initial motivations to examine learning at work arose from his experiences in education and work. He experienced an unsatisfactory transition from his college-based initial occupational preparation to practice in the workplace he was employed in upon graduation. The apparent failure of the applicability much of what he had been taught during that preparation led to concern about such preparatory processes, not the least because he enjoyed particularly rich learning experiences in one workplace. Moreover, after a long career in the clothing industry, becoming a vocational educator, being involved in initial vocational teacher preparation and professional development, he became involved in a policy and practice role within vocational education.

This role involved him working across a range of industries in seeking to provide skill development arrangements. Whilst undertaking this work, he encountered many workers who were performing demanding jobs in complex work situations yet who had learnt their work capacities through work activities. These encounters led to him securing a doctoral scholarship and undertaking research seeking to understand how workplace situations are generative of the knowledge required for work. Yet, fresh motivations constantly arise and these extend to seeking to understand the knowledge required for work as goals for this learning, how workplace experiences can best be afforded and engaged by workers to learn and the kinds of intentional practices that might be exercised in workplaces to promote rich learning. The challenge of integrating students' work-based learning experiences led to undertaking a major study to identify principles and practices to integrate tertiary students' work experiences in their courses. Here, the motivation is to optimize the contributions to learning from both educational and practice settings and students' reconciliation of them.





## Future prospects for learning at work and the needs for future research

As learning through work needs explaining through understandings of human learning and development, the array of possibilities and future prospects for this field of enquiry are growing. In particular, the challenges faced by intense work situations, maintaining worker skills across lengthening working lives, and the constant changing requirements of work bring important challenges for learning through work. At the same time, advances within the learning and developmental sciences including anthropology are now providing new ways of understanding the process of human learning and development and also how that can be promoted through and for the circumstances of work practice. These areas of inquiry are the focus of his Australian Research Council Future Fellowship (2011-2015). The above concerns are shared by academic staff and research students at Jyväskylä meaning that current collaborations and interactions should continue into the future as researchers from this institution address similar foundational issues and engage in specific projects associated with work-related learning. Hence, the future prospects for research in learning and work will further bind together the working relationships between Professor Billett and staff and students of this university.

# Stephen Billett

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# The Teacher Training School

## The future challenges learning

Supervised teaching practice is the most important part of teacher education. At the Teacher Training School, pedagogical theory is transformed into learning and teaching practices. The school provides an opportunity for pedagogical research, experimental and developmental work both through students' theses and the staff's investigative approach. These opportunities are implemented in cooperation with researchers at different departments of the University of Jyväskylä. The aim is to support everyone on their way to becoming experts who undertake research into teaching and develop their own expertise.

Every year, approximately 850 future teachers have the opportunity to complete their supervised teaching practice, in which they can integrate the theories of educational science and different disciplines into practice together with our school's 100 staff members and over 1,000 pupils. At the Teacher Training School, students who study to become class teachers, subject teachers, special education teachers or study counsellors, as well as international exchange students, can work together and separately, in mutually supportive ways.

The most topical areas to be developed include the promotion of ICT skills in teaching and the teaching of pupils who need intensive and special support. These development areas are integrated in a natural way with the school's other central themes, such as science education, internationality and entrepreneurship education. The school has received external funding from the Finnish National Board of Education for developing club activities, language teaching and intensive and special support, as well as for its upper secondary school ICT project and for making science education more international.

A new initiative, web-based supervision of teaching practices, is being developed at the Teacher Training School, as well as new learning platforms. This initiative is also why our teachers actively participate in the supervisor trainings implemented via the eNorssi network, in the ICT courses of the OSAAVA project, and other pedagogical continuing education. The Teacher Training School is also actively involved in developing the national curricula for general education.



# Student life

## Subject associations lobbying for students

The subject associations of students at the Faculty of Education – Abakus, Emile, Jano, Pedago and Varkaat – actively promoted their members’ rights and wellbeing in 2012.

The supervision of students’ interests concretized itself, for example, as the subject associations’ representatives being involved in most working groups of the Faculty. Students also participated energetically in quality assurance and curriculum work at the Faculty. Current topics were debated at the clubs and committees of the Student Union of the University of Jyväskylä (JYY).

Various events were organized throughout the year, including such traditional happenings as the Fresher’s Party ‘fuksiaiset’, the May Day Party and the ‘creative evenings’. The associations also developed new events and organized various get-togethers, sports events and game evenings. Furthermore, the subject associations informed the members about other University events.



In 2012, the relocation of operations continued at the University, and the subject associations moved away from their former premises that suffer from indoor air problems. The associations that moved out from the University Main Building found a new home in Opinkivi in the spring. In collaboration with the Faculty of Education, furniture, computers and even electric pianos were purchased for the premises. After a quiet beginning, students began to find their way to the new 'living room'.



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