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GLOBAL INNOVATION NETWORK FOR TEACHING AND LEARNING

GINTL Research Seminar 2.0 – Emerging research in the global education landscape

25 April 2024, 13:00-18:00
Minerva building,
University of Helsinki,
and Online

GINTL – Global Innovation Network for Teaching and Learning
GINTL comprises three bilateral networks: GINTL Africa and GINTL China (coordinated by University of Helsinki)
and GINTL India (coordinated by University of Jyväskylä).

Schedule

12:00-13:00 Registration
Location: Minerva building, Minerva Plaza (K226)
Address: Siltavuorenpenger 5 A, Helsinki
(Lunch at own cost, e.g. student cafeteria Olivia)

13:00-14:00 Opening Session
Location: Minerva Plaza (K226)

Opening remarks

Prof. Joseph Gagnon, Department of Education, University of Helsinki

Navigating academic career paths to PhD and beyond

Panellists:

- Ameera Masoud
- Emmanuel Acquah
- Ritva Kantelinen
- Juha-Matti Latvala

Moderator:

- Deepti Bora

14:00-14:15 Break

14:15-15:15 Parallel session 1 (sessions 1-3)

Thematic Group 1: Teacher Perspectives and Experiences

Location: K232

Chair: Olli-Pekka Malinen, University of Helsinki

Presentations:

- **Vanessa Lusa:** Riojan Educators' Narratives on Teaching Students with Immigrant Backgrounds: The Positives of Culturally and Linguistically Responsive Teaching
- **Serena Hoeses:** Junior Primary Teachers' Perceptions of Khoekhoegowab as a Medium of Instruction in Namibia
- **Yuchen Liu**: Primary School Teacher's Perspective on 'Learning in Regular Classrooms' Initiative for Inclusive Education in China
- **Ariunkhishig Gonchigdorj:** Primary teachers' attitude towards implementing inclusive education in Mongolia

Thematic Group 2: Teacher Well-being and Professional Development

Location: K222b

Chair: Jenny Niu, University of Helsinki

Presentations:

- **Shizhao Zhang:** Role of Job Crafting and Basic Psychological Needs in Teachers' Burnout: Multi-dimensional Examinations
- **Eunji Jeong:** Early career teacher agency in K-12 Education: A Scoping Review of Empirical Studies
- **Tsvetelina Dimitrova:** Personhood and Professionhood in ECEC Teacher Education

Thematic Group 3: Global and International Perspectives in Higher Education

Location: K229

Chair: Elizabeth Eta, University of Helsinki

Presentations:

- **Afsheen Ahmed**: Internationalisation of Higher Education in Finland: An Investigation into Career Pathways and Challenges
- **Albina Marchenko**: Foreign nationals and their well-being behind internationalization of higher education: case study of Oulu University
- **Ying Yang:** Chinese University Students' Experience of a Pilot Well-being Course from Finland

15:15-15:45 Break

Coffee, tea and snacks provided by GINTL

15:45-16:45 Parallel session 2

Thematic Group 4: Inclusion and Multicultural Education

Location: K232

Chair: Sai Väyrynen, University of Helsinki

Presentations:

- **Leandra Ve Saskia Romey:** Transference of Social and Cultural Capital between teachers and students with a migration background in Bremen, Germany
- **Georgia Vereniki Nanou**: Combining Differentiated Instruction with practices from Intercultural Education: an exploratory case study from a Finnish classroom
- **Laura Pimiä:** Possibilities of hybrid education in Ghana – Home Economics's student teachers views

Thematic Group 5: Societal Issues and Educational Policies

Location: K222b

Chair: Hanna Kontio, University of Helsinki

Presentations:

- **Maria-Nefeli Marouli:** A case study on the relationship of education policy and practice in regard to migration of a school in municipal setting in Central Finland.
- **Laurel Seppälä:** Desirable Citizens: Education in Putin's Russia
- **Dilara Keven**: Examining the Influence of Socioeconomic Background on Higher Education Plans in Turkey: Insights from Student Perspectives

Thematic Group 6: Education for Sustainability and Well-being

Location: K229

Chair: Ritva Kantelinen, University of Eastern Finland

Presentations:

- **Suhong Ma:** Connecting children with nature: exploring environmental education in the Chinese context
- **Haley Chen:** Fostering Global Citizenship Education: The Role of Community of Practice in Edinburgh Schools
- **Dihang Shen:** The Impact of the 1.5 MAX Initiative on the Existing School Education Curriculum in Malawi through Public-Private Partnerships

16:45-17:00 Closing session

Location: Minerva Plaza (K226)

Marjo Mäenpää

FinCEED – The Finnish Centre of expertise in Education and Development,

17:00-18:00 Networking event (in person participation only)

Location: : Minerva Plaza (K226)

Host: Olli-Pekka Malinen

PARALLEL SESSION 1 (14:15-15:15)

Thematic Group 1: Teacher Perspectives and Experiences

Time: 14:15-15:15   Location: K232
Chair: Olli-Pekka Malinen, University of Helsinki
Vanessa Lusa: Riojan Educators' Narratives on Teaching Students with Immigrant Backgrounds: The Positives of Culturally and Linguistically Responsive Teaching   **Serena Hoeses:** Junior Primary Teachers' Perceptions of Khoekhoegowab as a Medium of Instruction in Namibia   **Yuchen Liu**: Primary School Teacher's Perspective on 'Learning in Regular Classrooms' Initiative for Inclusive Education in China   **Ariunkhishig Gonchigdorj:** Primary teachers' attitude towards implementing inclusive education in Mongolia

Vanessa Lusa: Riojan Educators' Narratives on Teaching Students with Immigrant Backgrounds: The Positives of Culturally and Linguistically Responsive Teaching

Keywords: immigrant education, culturally responsive teaching, linguistically responsive teaching, positive narratives

Abstract:

Migration trends globally are reshaping primary and secondary school demographics leading to increased linguistic and cultural diversity in historically monocultural settings. In La Rioja, Spain, students with immigrant backgrounds make up more than 15% of the current student body. Teachers are navigating these intercultural classrooms with varying experiences implementing culturally and linguistically responsive teaching. Research currently focuses on student academic performance and well-being deficits as well as deficit-based public and teacher narratives. This leaves a gap in research on the teacher experience and positive narratives. This study aims to fill this gap by addressing two research questions: What are the components of positive narratives of teachers working with students with immigrant backgrounds? What are teachers' understandings of linguistically responsive teaching (LRT) and culturally responsive teaching (CRT)?

The data was collected through qualitative semi-structured interviews of seven teachers with varying years of experience in primary and secondary schools. A narrative driven content analysis was used to inductively code the positive narratives and deductively code the understandings of the pedagogies based on a combined LRT and CRT

framework. Traces of the Narrative Dimension Model were used to evaluate the form of the narratives enhancing understandings of the teacher's perspectives and experiences.

Results from this study show three components of teachers' positive narratives: growth as a teacher, satisfaction and efficacy, and inclusive community extending previous research which has overlooked these aspects. The narratives collectively indicate an emerging understanding among teachers of LRT and CRT in both teacher orientations and skills. Some inconsistencies in the understanding of academic rigor and scaffolds for language learners persist. Nonetheless, these positive narratives offer a fresh perspective that contrasts with the prevailing research focused on challenges. Teachers expressed strong and clear appreciation for the positive aspects of their experiences. Through personal authorship and some shared ownership, the teachers highlight the enriching aspects of teaching diverse student populations. The study shows the potential inherent in classrooms with students with immigrant backgrounds to improve education for all students.

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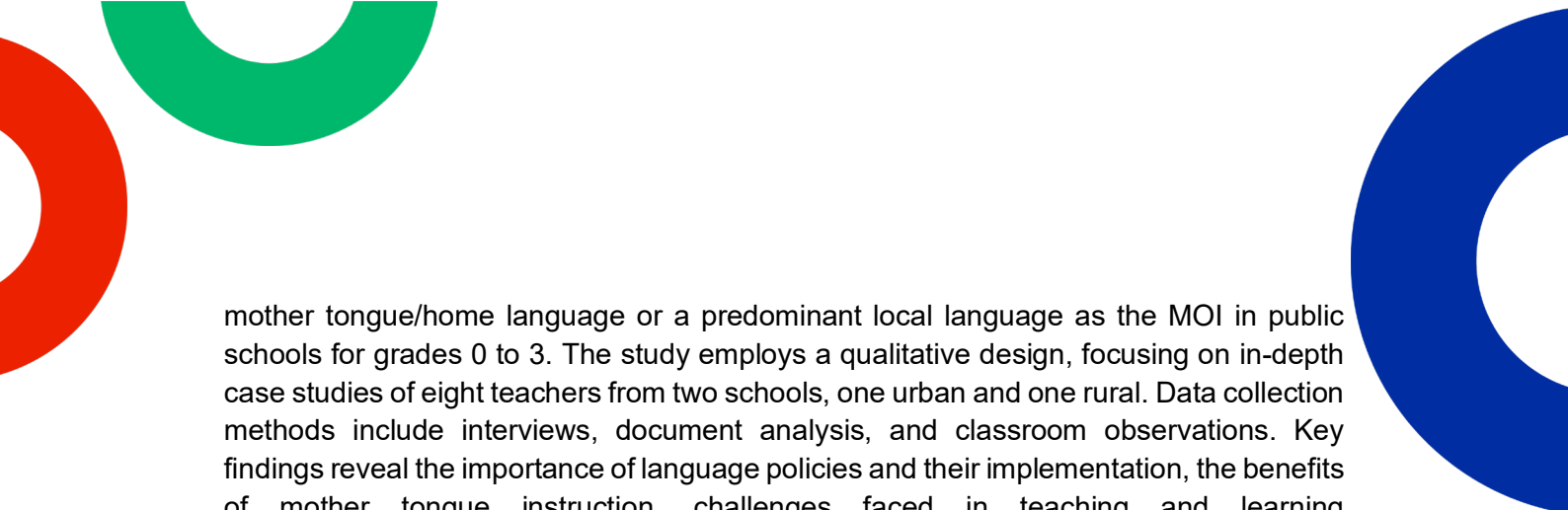Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education, 53(2), 106–116.

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Serena Hoeses: Junior Primary Teachers' Perceptions of Khoekhoegowab as a Medium of Instruction in Namibia

Keywords: Khoekhoegowab, medium of instruction, Namibian Language Policy, junior primary teachers, perceptions

Abstract: The study investigates the perceptions of junior primary teachers regarding the use of Khoekhoegowab as a medium of instruction (MOI) in Namibia's Khomas region. The research is grounded in the Namibian Language Policy, which promotes

mother tongue/home language or a predominant local language as the MOI in public schools for grades 0 to 3. The study employs a qualitative design, focusing on in-depth case studies of eight teachers from two schools, one urban and one rural. Data collection methods include interviews, document analysis, and classroom observations. Key findings reveal the importance of language policies and their implementation, the benefits of mother tongue instruction, challenges faced in teaching and learning Khoekhoegowab, the cultural significance of the language, and the need for resources, materials, and support to effectively implement language policies.

The use of mother tongue as the MOI in early years education has been widely acknowledged as the most effective way of providing meaningful instruction and learning opportunities. The Namibian Government, through the Ministry of Education and Culture, promotes the use of mother tongues as the MOI in the Junior Primary phase (grades 0 to 3). The Namibian Language Policy stipulates that in Junior Primary, the MOI in public schools must be mother tongue/home language or a predominant local language. The study employs a qualitative design, focusing on in-depth case studies of eight teachers from two schools, one urban and one rural. Data collection methods include interviews, document analysis, and classroom observations.

Key findings reveal the importance of language policies and their implementation, the benefits of mother tongue instruction, challenges faced in teaching and learning Khoekhoegowab, the cultural significance of the language, and the need for resources, materials, and support to effectively implement language policies.
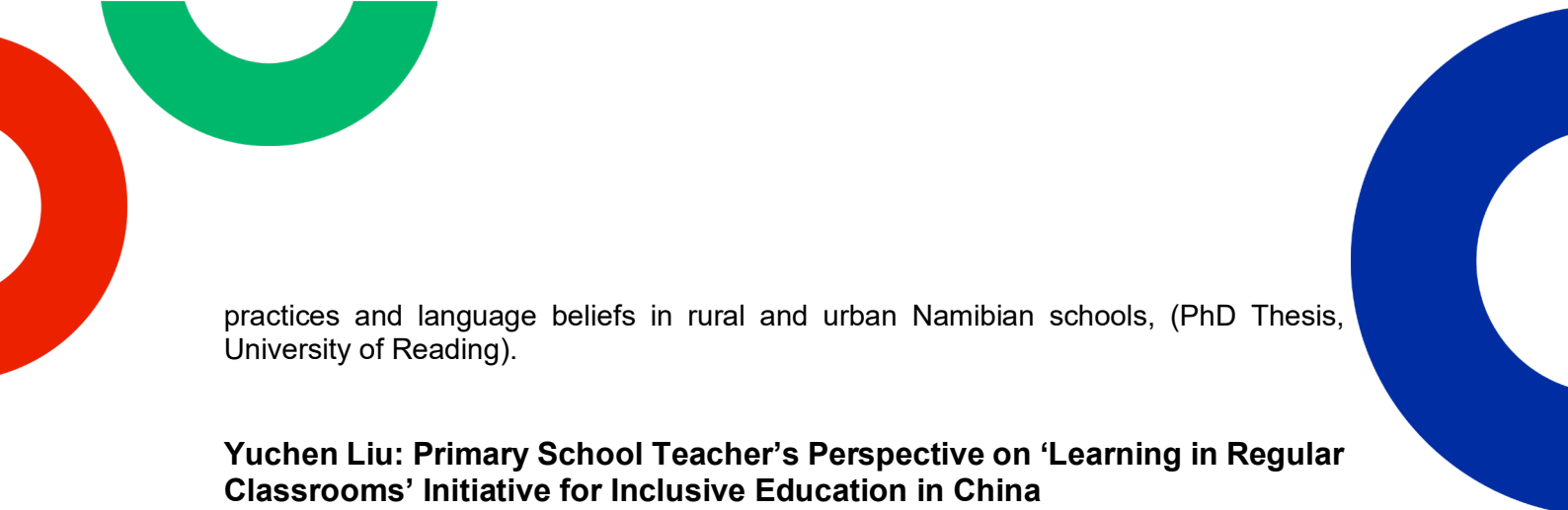
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practices and language beliefs in rural and urban Namibian schools, (PhD Thesis, University of Reading).

Yuchen Liu: Primary School Teacher's Perspective on 'Learning in Regular Classrooms' Initiative for Inclusive Education in China

Keywords: Inclusive education, Primary school teacher, Policy, China

Abstract:

China initiated education reform toward inclusive education since 1980s, the process of promoting inclusive education in China has been largely influenced by the concept from Western inclusive education, and the current LRC is China's practice of inclusive education which regarded as the beginning of China's exploration of inclusive education. Special education in China has been separate from mainstream education over time, and after accepting the concept of inclusive education introduced by UNESCO in 1994, a series of policies have been issued under the influence of Western concepts of inclusive education to ensure that inclusive education with Chinese characteristics is put into practice. China will promote the development and improvement of special education during the 14th Five-Year Plan period (2021-2025). Although the policy is being promoted, based on limited research it has been found that due to China's unique socio-political context, there are multiple challenges along the way to promoting this process. The research on the understandings and practices of teachers of inclusive education is limited.

The purpose of this research is to explore the primary school teacher's understanding and perspective of Learning in Regular Classrooms (LRC) initiative for inclusive education in China. Through understanding teachers' views, it is possible to understand whether the special education policy currently implemented in China is in line with the present educational situation, and, whether this policy, inspired by Western educational philosophy, is facing challenges in practice. This study is ongoing, semi-structured interviews will be conducted to explore and understand the understanding and perceptions of primary school teachers in a first-tier city in China, Beijing. The study will use in-depth interviews to understand teachers' attitudes and the current situation of practice of inclusive education, to gain a better understanding in different districts of Beijing.

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Ariunkhishig Gonchigdorj: Primary teachers' attitude towards implementing inclusive education in Mongolia

Keywords: Teacher attitudes, inclusive education, special needs, background variables

Abstract:

This year marks the 30th anniversary of the Salamanca Statement, a pivotal declaration that emphasized inclusive education as the most effective means of combating social injustice, building an inclusive society, and achieving education for all. (Hernández-Torrano et al., 2022) Mongolia has made a significant stride in polishing their legal and policy frameworks over the years; however, studies conducted in Mongolia have confirmed there is an increasing gap between the policy and the practice; thus, measures that the Mongolian government has taken are not yet fully effective or fully implemented, (Schelzig & Newman, 2020) and thousands of children with special needs and disabilities are still either excluded or micro-excluded from education.

The role of the teacher is critical in determining the success or failure of the practice of inclusive education (Forlin & Chambers, 2011). Notably, understanding teacher attitudes towards inclusion is essential for ensuring progress in implementing inclusive education. (Boyle et al., 2020) In the Mongolian context, teachers' attitudes towards inclusion is not widely researched and much needed to understand the gap between policy and practice. Therefore, the main aim of this quantitative study is to examine primary school teachers' attitudes towards inclusive education for students with special needs and disabilities in Mongolia and explore the relationship between teachers' background variables and their attitudes.

In this study, I will be using survey questionnaire data collected in 2018 as part of a larger study conducted by Save the Children Fund in Mongolia. The 5-part survey was taken from primary teachers (n=224) from 8 schools across 3 districts in the capital city and 2 provinces. Factor analysis, t-test, ANOVA, and correlation tests will be conducted using SPSS to examine participants' attitude, factors structure of attitude, and explore relationship between background variables and attitudes. It is expected that participants will have neutral to moderately positive attitude, and there is positive relationship between attitudes and the previous experience with working with students, qualifications, and urban location. Additionally, there can be reverse relationship between age and

attitude, and participants' attitude might depend on the type of special needs and disability.

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Thematic Group 2: Teacher Well-being and Professional Development

Time: 14:15-15:15
Location: Location: K222b
Chair: Jenny Niu, University of Helsinki
Shizhao Zhang: Role of Job Crafting and Basic Psychological Needs in Teachers' Burnout: Multi-dimensional Examinations **Eunji Jeong:** Early career teacher agency in K-12 Education: A Scoping Review of Empirical Studies **Tsvetelina Dimitrova:** Personhood and Professionhood in ECEC Teacher Education

Shizhao Zhang: Role of Job Crafting and Basic Psychological Needs in Teachers' Burnout: Multi-dimensional Examinations

Keywords: Teacher burnout, Job crafting, Basic Psychological needs

Abstract:

Teacher's job burnout has been a global concern in recent years, especially during the covid pandemic. Job crafting is proposed as a key factor for teachers to reduce burnout. Yet previous empirical research has found inconsistency findings between job crafting and burnout. In some studies, job crafting was found to exacerbate instead of reducing the burnout. The current thesis aimed to further explore job crafting (predictor variable) and burnout (outcome variable) relationship from a multi-dimensional perspective. Moreover, basic psychological needs were added as mediators to uncover the mechanism behind the paradoxical relationships between job crafting and burnout among teachers.

For those purpose, 726 teachers (Age mean= 39) from China were surveyed online and reported valid responses during 2022. Data were analyzed using Structural Equation Model (SEM) with three dimensions of teacher job (i.e., exhaustion at work; cynicism toward the meaning of work; the sense of inadequacy at work) and four dimensions of job crafting (i.e., increasing social job resources; increasing structural job resources; increasing challenge job demands; decreasing hindering job demands).

The present study revealed a suppression effect that mediator obscured the correlation between job crafting (i.e., increasing social job resources, increasing structural job resources) and burnout, which explains the no significant correlation relationship. The findings also contribute to job crafting and burnout relationship by indicating that "decreasing of hindering job demands" may induce burnout cynicism, while "increasing challenge job demands" effectively diminishes burnout (the sense of inadequacy at work). Additionally, the augmentation of "increasing structural job resources" is identified as an incentive for teacher burnout, manifesting in forms such as heightened work exhaustion and cynicism towards the meaning of work.

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Eunji Jeong: Early career teacher agency in K-12 Education: A Scoping Review of Empirical Studies

Abstract:

Several researchers criticized that only illuminating the aspect of Early career teachers (ECTs) in need of support is a deficit view, which leaves their potential and strength out of view. By shifting from the view of immaturity, the possibility of ECTs contributing to their educational community is opened up. Teacher agency is about teachers' active contribution to shaping their work and conditions, and it is an essential element in understanding teacher professionalism. Also, ECT agency has been studied in multi-level contexts such as classroom, educational community, and teacher identity. Even though empirical studies have been published to understand the dynamics of ECT agency, there have been no studies to provide an overview of the topic yet. Therefore, this scoping review aims to demonstrate the present status of ECT agency studies, especially focusing on K–12 education, to pave the way for future studies.

This scoping review was conducted following the five steps that Arksey and O'Malley (2005) suggested: identifying the research question, identifying relevant studies, study selection, charting the data, and collating, summarizing, and reporting the results. To secure the reliability and rigor of the research, a priori protocol was developed for the five steps. However, this review was implemented iteratively while identifying the patterns of previous studies. The result of this study presents methodological and conceptual approaches to ECT agency studies. In addition, various aspects of the ECT agency and influential factors indicate characteristics of ECT agency. The results will be discussed with future study suggestions about teacher education and induction of ECTs.

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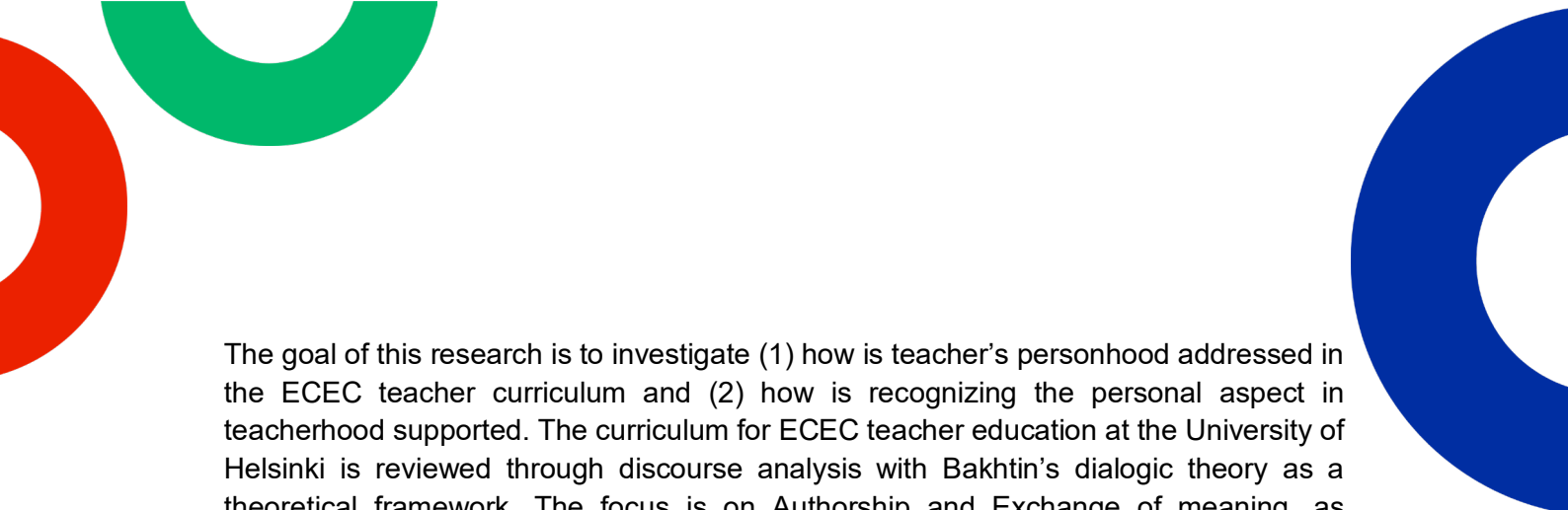
Tsvetelina Dimitrova: Personhood and Professionhood in ECEC Teacher Education

Keywords: ECEC, reflectiveness, personhood, professionhood

Abstract:

Internationally, early childhood education and care (ECEC) has gone through major changes in recent decades. In the Finnish context, what started as a home away from home (Alexiadou et al., 2022), has transformed into an educare model with emphasis on pedagogy. Consequently, this has led to more demands in terms of legislation and professional qualification and has strengthened the role of science and research in the pursuit of quality early childhood education.

According to Vandenbroek (2020), there is a perceivable threat of the teaching becoming more of a performance of tasks rather than a reflection on the purpose of education. Reflection allows teachers to negotiate their place in the work environment and develop their own pedagogical philosophy and practices (Kupila and Karila, 2011). Reflection is also about rethinking one's own motivations behind particular pedagogical choices. Rissanen et al. (2016) argue that teachers transmit their own values in the classroom whether they are aware of it or not. According to Gallas (2010), just like researchers, teachers are never entirely objective. Despite receiving the same education, in practice, teachers interact differently with students and employ different pedagogical practices (Pakarinen et al., 2021).

The goal of this research is to investigate (1) how is teacher's personhood addressed in the ECEC teacher curriculum and (2) how is recognizing the personal aspect in teacherhood supported. The curriculum for ECEC teacher education at the University of Helsinki is reviewed through discourse analysis with Bakhtin's dialogic theory as a theoretical framework. The focus is on Authorship and Exchange of meaning, as described by Bakhtin.

The analysis shows that the students are seen as future experts in ECEC. This expertise is entwined with ethics and identity. These concepts mostly reflect professionalism and are rarely used in connection to the person who is also a teacher. Despite students having a previously formed meaning of education, their professional knowledge is built mostly through acquiring new knowledge and skills. Student education is presented as a transitional phase from one position (of a student) to another (of a teacher). The person is addressed mostly indirectly and in association with being a student.

Previous research calls for the importance of teacher education in recognizing the personhood in the teacher. Based on Bakhtin's theory, the student has an understanding of ethics and identity from their own position as a student. Through teacher education, that meaning should be re-imagined from the perspective of a teacher. However, at present, the curriculum rarely utilizes that pre-existing meaning and focuses mostly on delivering content. Acknowledging and supporting the person in the teacher could have positive effects on teachers' well-being and improve job retention and satisfaction.

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Thematic Group 3: Global and International Perspectives in Higher Education

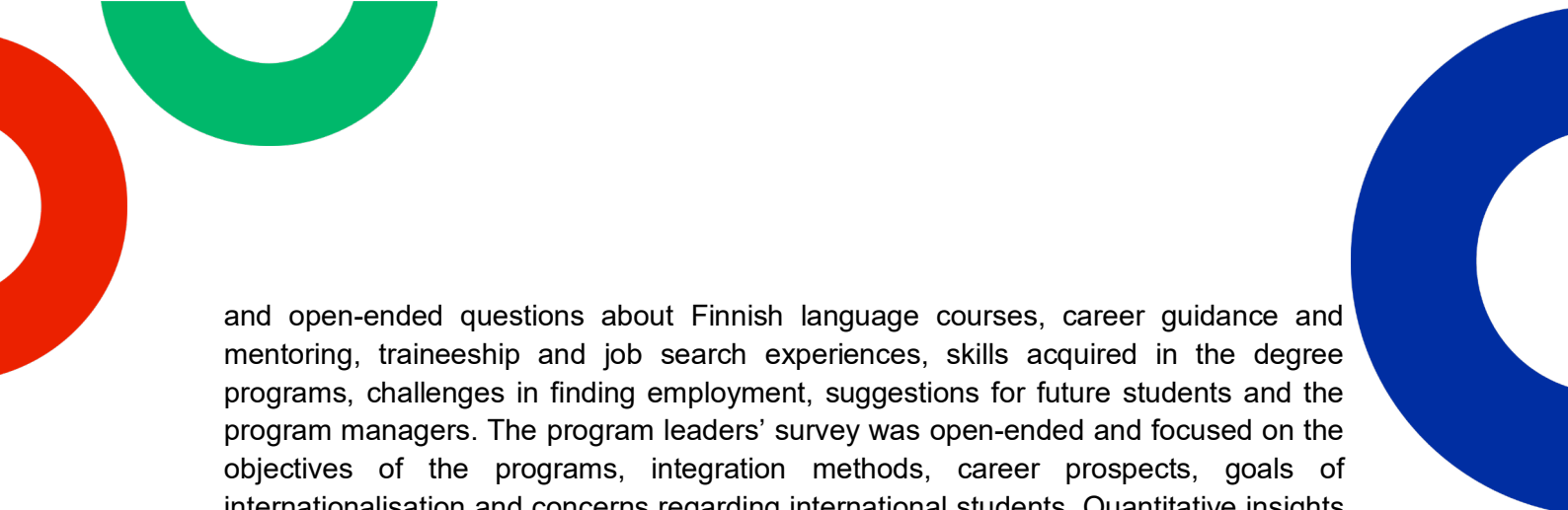| |
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| Time: 14:15-15:15
 Location: K229 |
| Chair: Elizabeth Eta, University of Helsinki |
| **Afsheen Ahmed:** Internationalisation of Higher Education in Finland: An Investigation into Career Pathways and Challenges
 Albina Marchenko: Foreign nationals and their well-being behind internationalization of higher education: case study of Oulu University
 Ying Yang: Chinese University Students' Experience of a Pilot Well-being Course from Finland |

Afsheen Ahmed: Internationalisation of Higher Education in Finland: An Investigation into Career Pathways and Challenges

Keywords: Internationalisation of Higher Education, Ethics of Internationalisation, Career Pathways, Professional Integration, Field of Education

Abstract:

Finland emphasises internationalisation to counter population decline and attract global talent. Despite Finland's commitment to equity, international students face hurdles in professional integration. Numerous research has been conducted on the employability of international students in Finland, however, there are very few studies focused on specific fields. This research fills the gap by focusing on professional integration of students/graduates in the field of education. The main objective is to investigate students/graduates' experiences and program leaders' strategic actions and intentions in the context of professional integration and to find alignment between the two. This study addresses two questions: 1) What are the career readiness, satisfaction, and challenges experienced by students/graduates in international master's programs in education, and 2) What strategic plans have program leaders considered to support the career sustainability of relevant students/graduates?

This study collects data from 5 international master's programs across 3 Finnish universities, with a focus on education sector. The study employs a mixed-methods approach, utilizing an online survey adapted from the Valoa Project (2012) to gather data from students/graduates, and open-ended questions adapted from Haapakoski (2020) to inquire with program leaders. Students/Graduates' survey comprised of both close

and open-ended questions about Finnish language courses, career guidance and mentoring, traineeship and job search experiences, skills acquired in the degree programs, challenges in finding employment, suggestions for future students and the program managers. The program leaders' survey was open-ended and focused on the objectives of the programs, integration methods, career prospects, goals of internationalisation and concerns regarding international students. Quantitative insights are being derived from descriptive statistics with SPSS, while qualitative aspects are being investigated through content analysis.

The study is in the initial stage of Q1 data analysis. 52 students/graduates and 4 program leaders have filled in the survey. (I have extended the deadline for program leaders survey upon request and have not started its analysis yet). The preliminary findings of the students/graduates' survey show that 40% of candidates are discontented with their professional integration and 42% of candidates have not found their first job yet. 45% of those who are currently employed (9 out of 20) are satisfied with their jobs. Notable challenges mentioned in open-ended questions include language barrier, experiences of racism, limited networking information, and a shortage of relevant job opportunities. Additionally, candidates have mentioned that courses tend to be theoretical and lack practical implications. Candidates have also shown concerns about internationalisation strategies and new government legislations for students and immigrants.
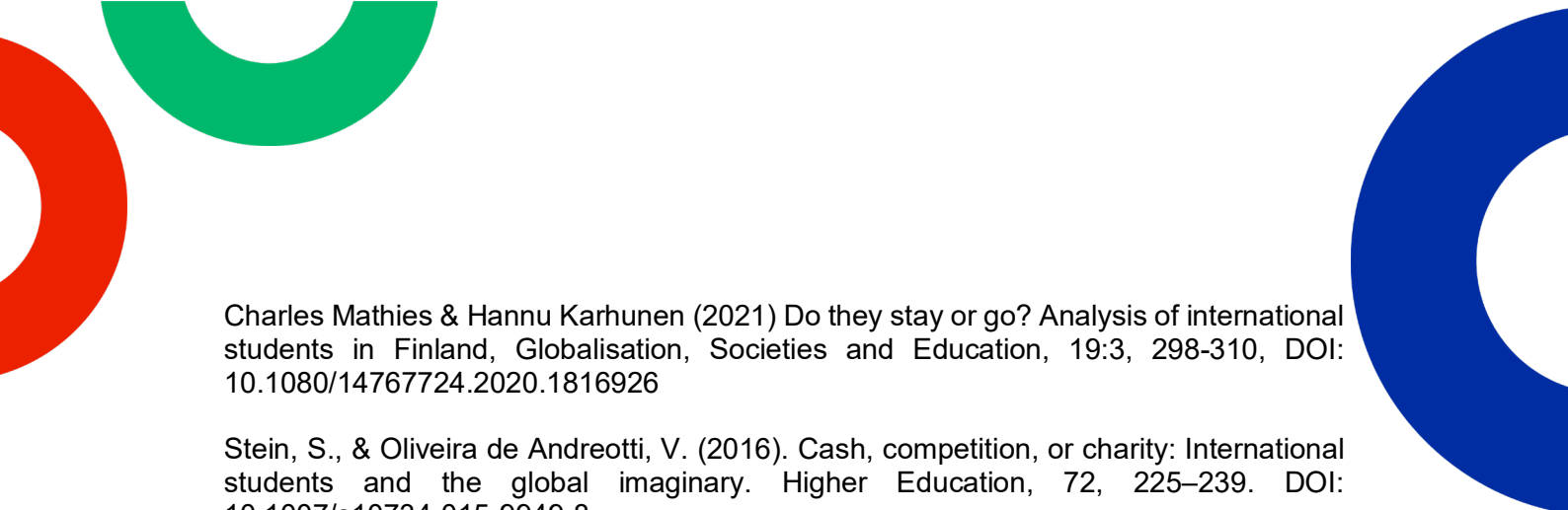
In conclusion, this study addresses critical issues in the professional integration of non-EU/EEA students in the education sector in Finland. By providing insights into the challenges faced by students and graduates and the strategies implemented by program leaders, it aims to inform policy and practice to enhance the internationalization efforts and support the career success of international talent in Finland. This study is significant and urgent because the new government regulations are perceived to further complicate the professional integration process, adding to existing challenges faced by non-EU/EEA candidates in the field of education.

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Albina Marchenko: Foreign nationals and their well-being behind internationalization of higher education: case study of Oulu University

Abstract:

Many countries in Global North have undergone reorientation to the knowledge economy to tackle rising economic and societal challenges. Consequently, in recent decades Finnish universities were mobilized to implement internationalization policies aimed at further integration and employment of foreign talents. However, the present political and societal tensions around the immigrants combined with the pre-existing difficulties of their integration presumably pose a significant dilemma confronting the successful barrier-free realization of internationalization programs. Critical research papers increasingly point out at the vulnerable position of international students, yet there is still a lack of empirical evidence of how the inward-looking political climate may affect Internationalization phenomena and especially the students' wellbeing.

This qualitative study aims at analysing the internationalization policy and practice at a case university with embedded opinions of international students/researchers on their subjective and communal wellbeing. The data combines the recordings of interviews with 13 international students and the newly released Strategy document of the University of Oulu including its internationalization plan. Theoretical framework includes the rubrics to assess the comprehensive well-being of students and staff within higher education (Zhou & Parmanto, 2020) and the social cartography by Pashby and Andreotti (2016) to read the internationalization praxis. Multi-staged reflective thematic analysis is applied to explore the students' perceptions on their wellbeing at the university and reveal any other context-specific challenges. Combined with highlights of the policy document, overall findings give the basis for discussing the implications and guidelines for the ethical internationalization of higher education, precise recommendations for the internationalization of the case university and the areas of further research in that field.

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Ying Yang: Chinese University Students' Experience of a Pilot Well-being Course from Finland

Abstract:

Many university students in China are suffering from mental health problems, and the need for effective well-being interventions has been recognized as enormous (Li et al., 2022). Given limited resources, innovative approaches are needed to increase university students' well-being. Previous studies recognized that Acceptance and Commitment Therapy (ACT) interventions have a positive effect on improving student well-being (Bai et al., 2020, Katajavuori et al., 2023). This research seeks to explore how Chinese university students experience the change in their psychological flexibility, well-being, and level of study-related burnout during a pilot ACT intervention course developed by the University of Helsinki.

This research was conducted in a voluntary online course that was piloted in two Chinese universities in 2023, lasting for seven weeks. The course was delivered on the MOOC platform and included two optional online meetings, weekly individual exercises and group discussion and reflection (Asikainen & Katajavuori, 2021). Participants were recruited through universities' social platforms.

The study applied a mixed methods approach combining paired t-tests and inductive content analysis. The data were collected through pre- and post-questionnaires (n = 14) and students' reflective journals (n = 15). Quantitative results revealed significant increases in students' scores on psychological flexibility (d=-1.28, p<0.001) and well-being (d=-1.10, p=0.001) and a decrease in burnout (d=0.73, p=0.017) following the intervention. Qualitative findings supported these quantitative results, suggesting that the students benefited from group work, learned to deal with thoughts and emotions, increased self-compassion and well-being and improved time management and study. These results suggested that the online ACT intervention may have contributed to positive changes in Chinese university students' well-being. However, further research including control groups and longitudinal designs is needed to determine causality.

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PARALLEL SESSION 2 (15:45-16:45)

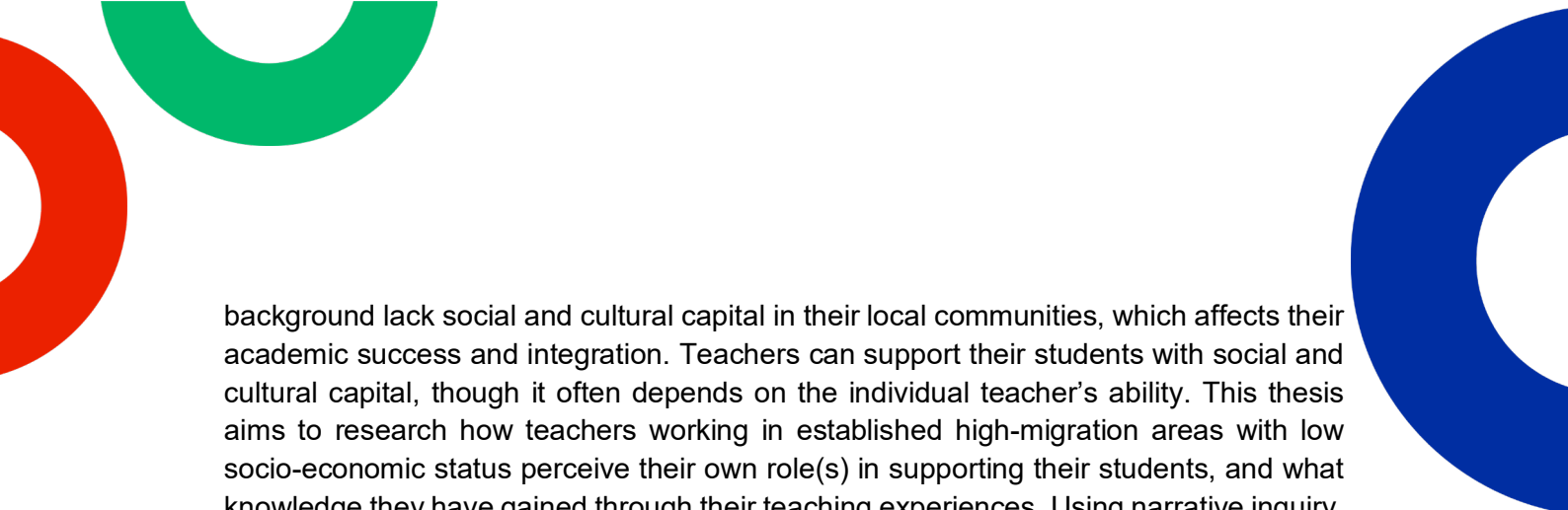## Thematic Group 4: Inclusion and Multicultural Education

Time: 15:45-16:45
Location: K232
Chair: Sai Väyrynen, University of Helsinki
Leandra Ve Saskia Romey: Transference of Social and Cultural Capital between teachers and students with a migration background in Bremen, Germany
Georgia Vereniki Nanou: Combining Differentiated Instruction with practices from Intercultural Education: an exploratory case study from a Finnish classroom
Laura Pimiä: Possibilities of hybrid education in Ghana – Home Economics's student teachers views

Leandra Ve Saskia Romey: Transference of Social and Cultural Capital between teachers and students with a migration background in Bremen, Germany

Keywords: Multiculturalism, Integration, Social inequality, Teacher training

Abstract:

As migration is expected to increase both regionally and internationally, educational systems must adapt to the changing needs of their students. Some countries have already faced and partially struggled with international immigration for a time, while others only recently started to see rising numbers. Often, students with a migration

background lack social and cultural capital in their local communities, which affects their academic success and integration. Teachers can support their students with social and cultural capital, though it often depends on the individual teacher's ability. This thesis aims to research how teachers working in established high-migration areas with low socio-economic status perceive their own role(s) in supporting their students, and what knowledge they have gained through their teaching experiences. Using narrative inquiry, this thesis investigates the expertise of four secondary education teachers from Bremen, Germany, shared in semi-structured interviews.

Findings indicate that the teachers provide their students with social and cultural capital through close relationships, academic support and cultural knowledge outside of their direct teaching obligations. The teachers generally consider their own role to be quasi-familial, becoming cultural ambassador and central support contacts for both the students and their parents. The teachers also share that not everyone can create this social community, indicating a skillset needed to successfully lead multicultural classrooms. They call for more teacher-student training in a variety of contexts to prepare future teachers for possible teaching realities, as well as more flexibility in curriculum. This indicates that countries who have only recently seen increased numbers of international immigration need to prepare their teacher-students through practical experiences for this, as well as highlight the social and cultural aspects of teaching within the training in all teacher-training.

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Georgia Vereniki Nanou: Combining Differentiated Instruction with practices from Intercultural Education: an exploratory case study from a Finnish classroom

Abstract:

While classrooms are becoming more and more multicultural and multilingual, many teachers implement practices of theories like Differentiated Instruction (DI) and Intercultural Education (IE) in their teaching to cater to their students' variety of learning needs. More specifically, teachers differentiate their expectations, studying material, and evaluation criteria to promote inclusion in learning (Valiendes, 2015) and try to create a safe, respectful, and intercultural learning environment. Although a lot of research has focused on both these theories of DI and IE, less research has been done regarding the combination of them. Valiandes et al. (2018) and Alenuma (2012) propose that DI and IE share key elements and complement each other; they suggest a framework of a mixture of them that provides a more holistic teaching approach for students in mixed-ability and culturally diverse classrooms. A combination of this framework with elements from Roiha's, Polso's, and Repo's (2020) work on differentiation in the Finnish educational system and classroom culture and teacher's cultural beliefs (Schotte et al., 2021) was created and explored through a case study that includes observation from a Finnish classroom and interviews with the teacher as well as the Finnish curriculum. Therefore, the findings of the study indicate more insight into the practical implementations of both DI and IE, and also suggest how they can be effectively combined.
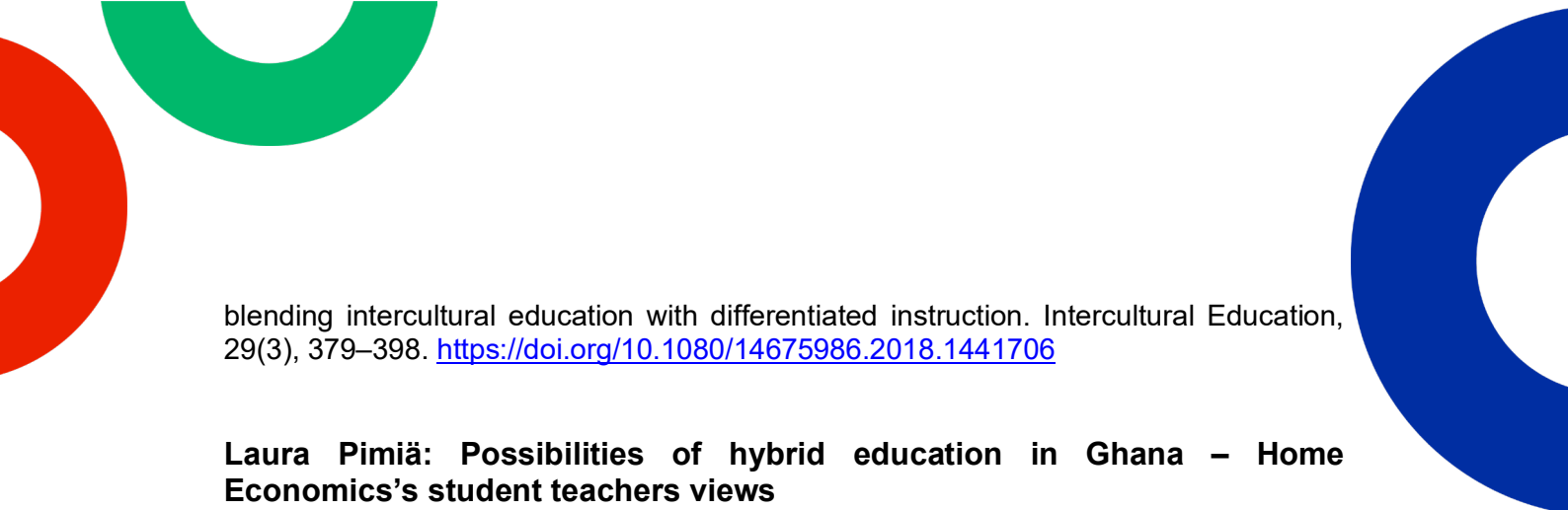
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blending intercultural education with differentiated instruction. Intercultural Education, 29(3), 379–398. https://doi.org/10.1080/14675986.2018.1441706

Laura Pimiä: Possibilities of hybrid education in Ghana – Home Economics's student teachers views

Abstract:
Globally, the Covid-19 pandemic forced educational institutions to adopt emergency remote teaching regardless of resources, curriculum or prior experiences. Even subjects like home economics, previously taught in physical classrooms, had to transition. These events accelerated the recognition of the importance and benefits of distance and hybrid education.

As part of an international research project (CocoEd), studying and developing hybrid teacher education in Ghana, this Master's thesis explores the Ghanaian teacher students' perspectives on hybrid teaching and learning possibilities within their cultural context. The focus is on understanding the teacher students' reflections on teaching and learning home economics in a hybrid education. The study employs the culturally responsive teaching theory, acknowledging the challenges of teaching a practical subject through hybrid education.

Based on data from 5 focus group discussions involving 32 Home economics teacher students, qualitative content analysis acknowledging the latent and manifested contents will be conducted. Emphasis will be placed on the student teachers' perceptions of hybrid education's potential, while recognizing underlying views of hybrid education specific to the Ghanaian context. The research aims to enhance understanding of the relationship between hybrid education and home economics, while emphasizing the significance of contextual understanding in educational research.

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Thematic Group 5: Societal Issues and Educational Policies

Time: 15:45-16:45   Location: K222b
Chair: Hanna Kontio, University of Helsinki
Maria-Nefeli Marouli: A case study on the relationship of education policy and practice in regard to migration of a school in municipal setting in Central Finland.   **Laurel Seppälä:** Desirable Citizens: Education in Putin's Russia   **Dilara Keven:** Examining the Influence of Socioeconomic Background on Higher Education Plans in Turkey: Insights from Student Perspectives

Maria-Nefeli Marouli: A case study on the relationship of education policy and practice in regard to migration of a school in municipal setting in Central Finland.

Keywords: migration, equality, education policy, practical implementation

Abstract:

As literature suggests students with migrant backgrounds are exposed to vulnerable positions in education while Finland is a country with a rising migrant rate.Thus, this study focuses on a school at a municipal setting in Central Finland that explores the relationship between education policies and grassroot level practices regarding migrant students.

This case study includes two sets of data collection. The first data set consisted of policy documents identifying the provisions for migrant students in the Finnish education system. These were analysed with systematic key word search and content analysis. The second data set consisted of 360-degree interviews from people in various positions on the local and school level. The interviews were analysed with content analysis to gather information from the grassroot level about the practices for the inclusion of migrant students and the challenges faced in the process. Finally, the findings of these two sets of data were combined to identify gaps between policy and practice and present development proposals for handling migration in the Finnish education system.

Sections defining provisions for migrant students were recorded through the document analysis and education practices on individual, classroom, school and municipal level were reported through interviews. Further, problematic phenomena, such as racism and language barrier, supported by deficient and ineffective policies were recognised from the interviewees while recommendations for beneficial changes were proposed.

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Laurel Seppälä: Desirable Citizens: Education in Putin's Russia

Keywords: patriotism, citizenship education, ideology, nationalism, education reform

Abstract:

This thesis aims to analyze the role of education in promoting and perpetuating the political worldview of the Russian government through the creation of citizens. Citizens are products of their educational system (Sanford, 2017). In the Russian context, research has consistently demonstrated a significant interplay between education and civic engagement (Galston, 2007, Levintova & Butterfield, 2009, Tolstenko et al., 2019). Education plays a decisive role in establishing and enforcing "desirable" conceptual models of citizenship in the Russian Federation. This work may not begin or end in the education system, however, education functions as a central locus of the creation of social relations and modes of thinking.

This project was conceptualized as a case study, focusing on one region in the Russian Federation, the Republic of Buryatia. I gathered data from a myriad of sources of different types, including federal legislation, educational standards, statements and speeches by government officials at the federal and local level, news items at the national and local level as well as social media. I drew connections between the data points from different sources and levels to create a complete and complex picture, showing who is a "desirable" or "undesirable" teacher or student in Putin's Russia, as well as illustrating the interplay of local and federal authority in the education system of a power-vertical society. My findings indicate that patriotism is the mode through which

professional, academic, or other success and failure is available to students and teachers.

My conclusions have implications in several spheres. First, they provide a window into the type of education which is now being enacted in the occupied territories of Ukraine. Furthermore, they may act as a framework for understanding the education system in other power-vertical societies. Finally, insight into such educational systems is the only foundation from which subsequent change can begin.

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Dilara Keven: Examining the Influence of Socioeconomic Background on Higher Education Plans in Turkey: Insights from Student Perspectives

Abstract:

Access to higher education remains a critical issue influenced by various factors, including socioeconomic status. This narrative study explores how socioeconomic status impacts students' plans for higher education, specifically focusing on the choice between two-year vocational training programs and four-year bachelor's degree programs in Turkey, which remained unexplored. The study examines the experiences and perspectives of recent graduates from both vocational training colleges and bachelor degree programs selected from state universities in Turkey. Drawing upon Sen's capability approach, which emphasises individuals' freedom to pursue valuable life goals, the study seeks to understand how socioeconomic factors shape students' capabilities to access and benefit from different higher education pathways.

This narrative study adopts an interpretivist stance to delve into the lived experiences of participants from varying socioeconomic backgrounds in Turkey. Semi-structured interviews are conducted to gather in-depth narratives regarding participants' perceptions, aspirations, and barriers related to their higher education plans. The narrative approach allows for exploring the various ways socioeconomic status intersects with individuals' educational trajectories.

Preliminary analysis of the interviews reveals a complex interplay between socioeconomic status and students' decisions regarding vocational training and bachelor's degree programs, which are influenced by various factors, including economic considerations and perceived career prospects.

The preliminary findings highlight the importance of considering socioeconomic factors in understanding individuals' educational choices and recognising the diverse needs and aspirations of students from different backgrounds; policymakers and educators can develop targeted interventions to promote equitable access.

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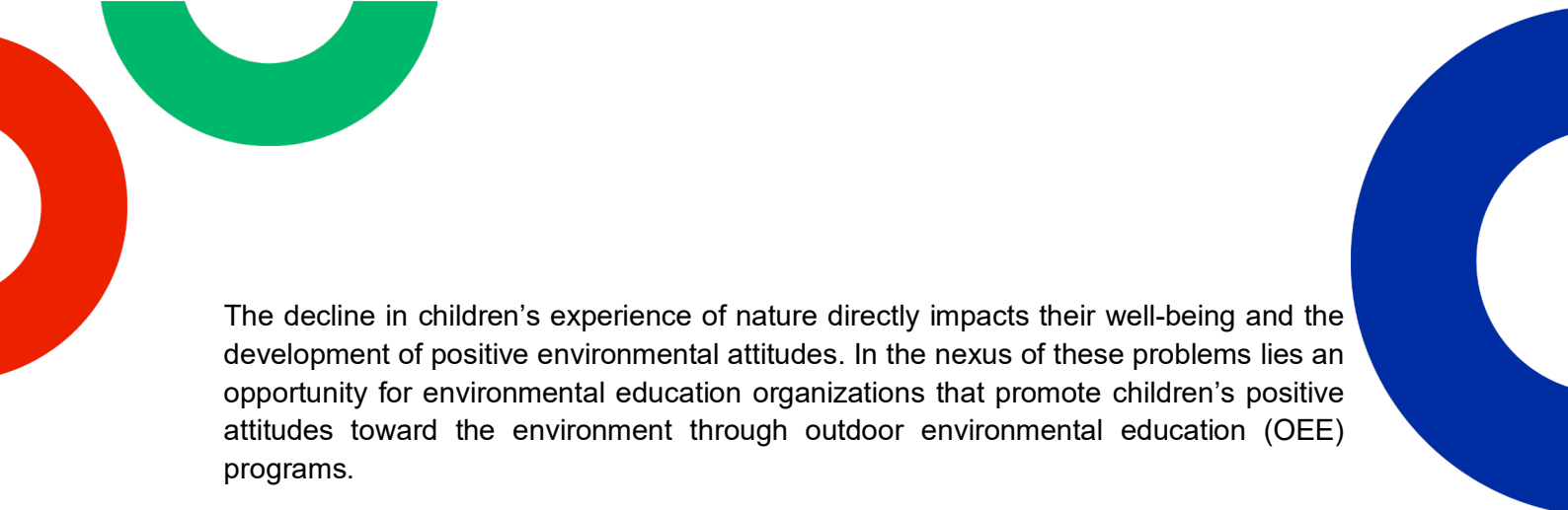
Thematic Group 6: Education for Sustainability and Well-being

Time: 15:45-16:45 Location: K229
Chair: Ritva Kantelinen, University of Eastern Finland
Suhong Ma: Connecting children with nature: exploring environmental education in the Chinese context **Haley Chen:** Fostering Global Citizenship Education: The Role of Community of Practice in Edinburgh Schools **Dihang Shen:** The Impact of the 1.5 MAX Initiative on the Existing School Education Curriculum in Malawi through Public-Private Partnerships

Suhong Ma: Connecting children with nature: exploring environmental education in the Chinese context

Keywords: Environmental education, Outdoor education, Outdoor environmental education program, Children, China

Abstract:

The decline in children's experience of nature directly impacts their well-being and the development of positive environmental attitudes. In the nexus of these problems lies an opportunity for environmental education organizations that promote children's positive attitudes toward the environment through outdoor environmental education (OEE) programs.

This thesis investigates outdoor environmental program practitioners' perspective of environmental education in the Chinese context. This study answers a research question: What are the views of practitioners involved in the OEE program regarding the objectives and implementations of EE? I divided this research question into four sub-questions: (1) how do the practitioners describe EE? (2) what do the practitioners consider the reason for doing EE? (3) what do the practitioners consider successful outcomes of EE? (4) what challenges do practitioners perceive when implementing OEE programs?

The data were collected through online interviews with four program practitioners from an outdoor environmental education organization and two days of observation of an outdoor camp. The collected data were analyzed with qualitative content analysis.

The main findings suggest that practitioners defined EE in two aspects, a general definition and three life educational philosophy. The reasons they conducted OEE programs are (1) personal positive childhood experience with nature, (2) helping children build positive connectedness with nature, and (3) benefit children with special needs. The successful outcomes are as follows (1) the development of environmental attitudes, (2) environmental knowledge, (3) children's personal development, (4) caring approaches toward environmental actions, and (5) ecological awareness. The study indicated that the practitioners faced challenges such as natural resources and financial support.

The findings can provide new insights into environmental education to teachers, parents, and schools wishing to promote children's positive environmental attitudes and boost caring approaches toward nature.

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Haley Chen: Fostering Global Citizenship Education: The Role of Community of Practice in Edinburgh Schools

Keywords: Sustainability Partnership, Global Citizenship, school, Learning for Sustainability, Edinburgh

Abstract:

With the City of Edinburgh's commitment to bolstering sustainability education through initiatives like the Climate Strategy 2030 and the Edinburgh Learning for Sustainability (LFS) Action Plan, this research investigates the newly established Community of Practice (CoP) centered on Global Citizenship, providing additional capacity to schools for the purpose of increasing sustainability education and action. This paper helps to develop an understanding of how sustainability and Global Citizenship can be advanced in schools and amongst young people. The study aims to evaluate the efficacy and efficiency of this innovative educational delivery model in enhancing sustainability education within Edinburgh schools. The research addresses the overarching objective of understanding how the Global Citizenship CoP operates, its objectives, accomplishments, and potential contributions to transformative educational practices.

Employing a mixed-methods approach, data collection involves reviewing existing educational policies and practices, analyzing the aims and achievements of the CoP, and exploring factors influencing changes in educational practices. Through qualitative content analysis and empirical investigation, the study seeks to uncover how innovative practices emerge, introduced, and spread across schools. While findings are ongoing, current resources indicate promising potential for the Global Citizenship CoP to foster collaborative learning, enhance sustainability education, and drive transformative change within Edinburgh's educational landscape. T research findings can help review and plan possible continuation of the CoP. The implications of this research extend to informing educational policy and practice, advocating for the integration of Global Citizenship education, and advancing sustainability initiatives within educational settings.
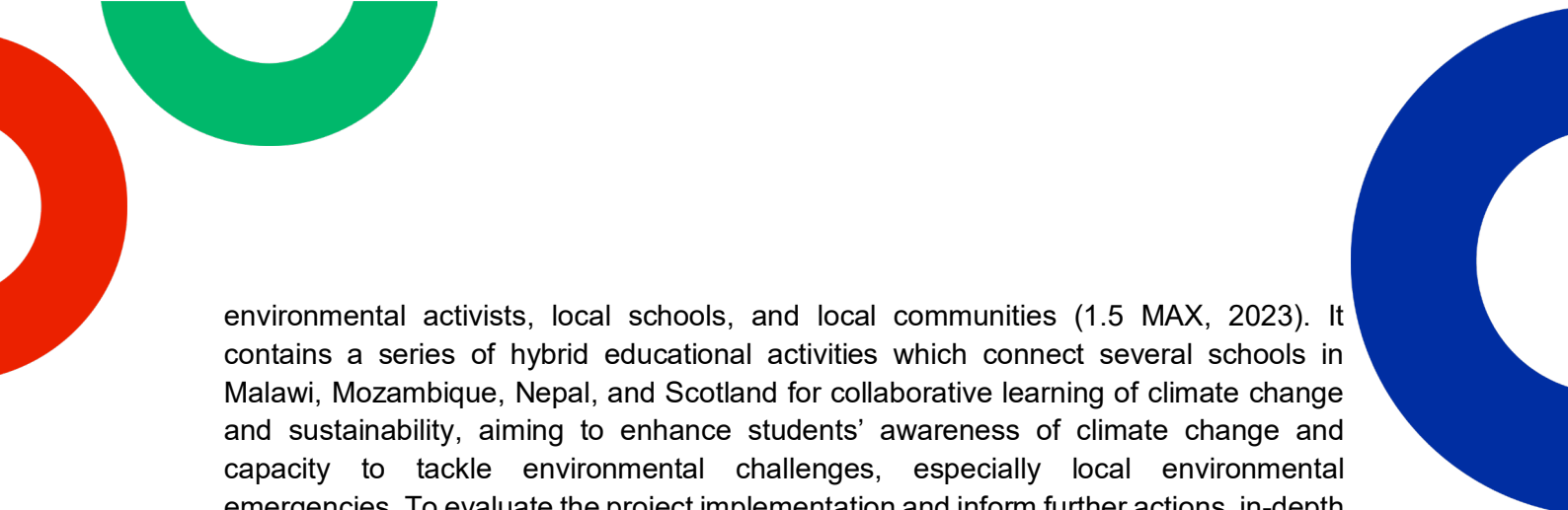
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Dihang Shen: The Influence of the 1.5 MAX Project on Environmental Education - A Case Study of the Three Participating Secondary Schools in Malawi from a Postcolonial Lens

Keywords: Climate Change, Environmental Education, Curriculum, Sustainable Development, Postcolonialism, Empowerment

Abstract:

The 1.5 MAX Project, jointly launched by two NGOs, Sustainability Partnerships and Scottish Eco Clubs Unite, is a collaborative venture working with partner NGOs, CSOs,
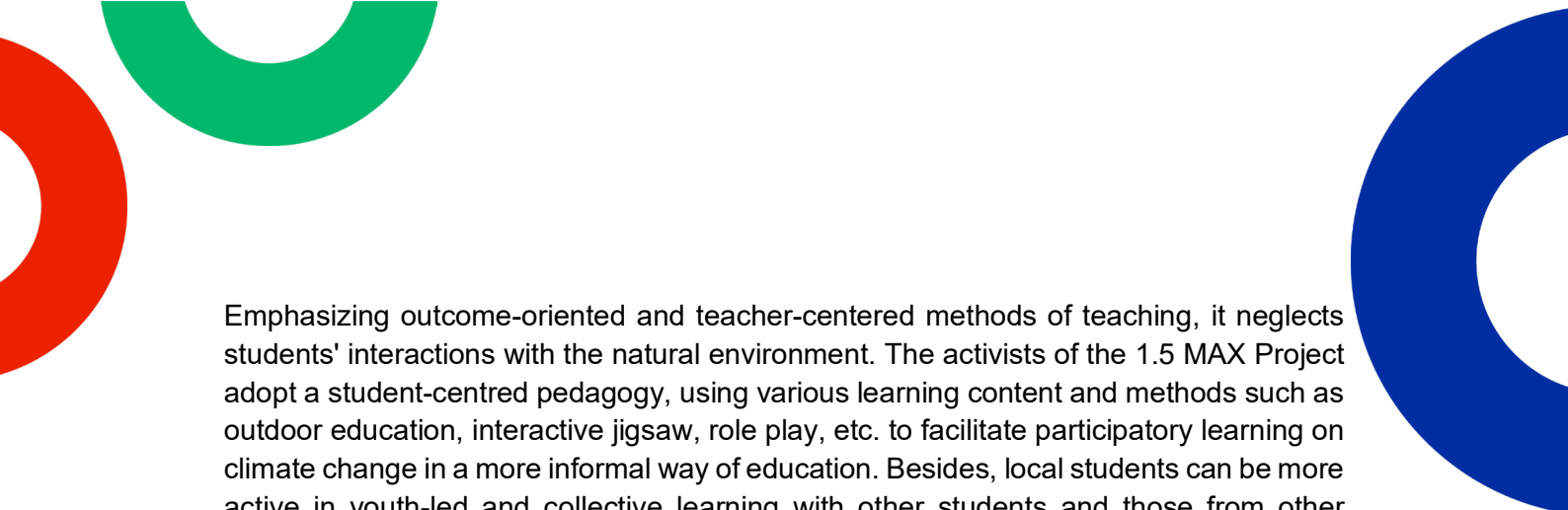
environmental activists, local schools, and local communities (1.5 MAX, 2023). It contains a series of hybrid educational activities which connect several schools in Malawi, Mozambique, Nepal, and Scotland for collaborative learning of climate change and sustainability, aiming to enhance students' awareness of climate change and capacity to tackle environmental challenges, especially local environmental emergencies. To evaluate the project implementation and inform further actions, in-depth research is needed to investigate its impact on the environmental education of local schools.

This research focuses on one of the climate-vulnerable countries, Malawi, which has been exposed to disastrous cyclones, droughts, and floods. The environmental history of Malawi is a complex trajectory through the interplay of natural resources, human activities, and the legacy of colonialism. The period of British colonialism, spanning from the late 19th century to the mid-20th century, has cast an indelible mark on the natural landscape of Malawi and local people's attitudes toward the environment. The proposed research question are "How do the local school going young people perceive climate change and sustainability around the past, present, and future of their land?" and "What are the specific influences of the project on the environmental education of participating secondary schools?"

The study adopts postcolonialism as the theoretical framework, narrative enquiry as the methodology of analysis, and narrative thematic analysis as the methods of analysis. The postcolonial period refers to the time of independence from colonial rule, characterized by both the formation of national identities and dealing with the social, economic, political, and cultural consequences of colonial domination (Hall, 2023). Despite the independence achieved by many African countries in the 1960s, there remain enduring impacts of colonialism such as the dominant Western perspectives embedded in the education system that have long squeezed the space of useful indigenous knowledge and local practices. Thus, the theory of Postcolonialism can provide a critical framework to counter hegemony and create space for alternatives (Kayira, 2015).

The qualitative approach of case study is employed, and the data collection methods will contain document (textbook, teaching syllabi, and other learning materials) analysis, observations and semi-structured interviews. The interviews are supposed to include one student and one teacher in each of the three schools, and each interview is assumed to take 30-40 minutes. After collecting respective data via these three methods, data analysis will be conducted independently, probably with thematic analysis methods.

Although the field research has not begun yet, it is useful to have some initial assumptions and their implications based on the literature review and the ongoing work with the project, which can be either affirmed or negated during the research. The current curricula in Malawi secondary schools still bear a colonial legacy despite previous curriculum reforms with insufficient attention to the local culture and society.

Emphasizing outcome-oriented and teacher-centered methods of teaching, it neglects students' interactions with the natural environment. The activists of the 1.5 MAX Project adopt a student-centred pedagogy, using various learning content and methods such as outdoor education, interactive jigsaw, role play, etc. to facilitate participatory learning on climate change in a more informal way of education. Besides, local students can be more active in youth-led and collective learning with other students and those from other schools. However, even if the 1.5 MAX Project intends to achieve community engagement, which aims at enabling not only young people to learn from the elderly, but also the elderly to learn from the young people in the form of informal education, such an objective may have not been obtained at this stage due to the lack of learning space and resources, the impoverished situation of the community, etc.

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