

Learning and Development in School

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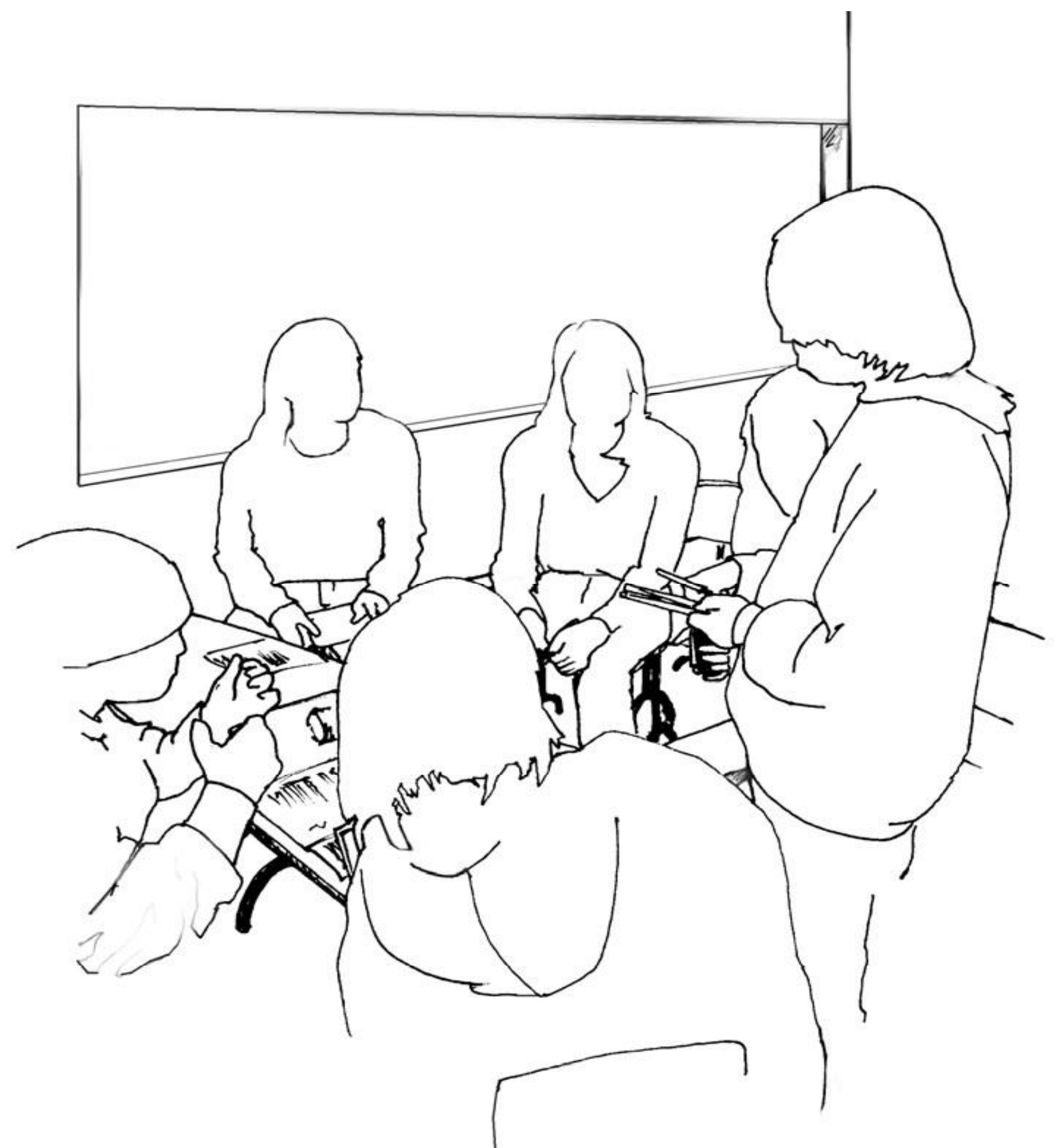
ABOUT OUR RESEARCH

We aim to contribute educational understanding and theory building as well as improving educational practices. The focus of the investigations is on the processes, regulators and relations of educational phenomena both in individual, group and organizational level.

The group's approach is theory-driven, systemic and collaborative (both researchers' peer and researcher-practitioner collaboration). The empirical designs are multi-methodological and longitudinal.

The main interests:

- School development processes
- Pupils' and teachers' pedagogical well-being in school
- Pre-service and in-service teachers' collaborative and active learning
- Teachers' professional agency



Projects	Main Data and Methods	Conclusions
School Matters 2014-2018 Developmental processes in the large scale school reform; preconditions and processes accumulating learning, increasing well-being and supporting agency in different levels of the school system.	<ul style="list-style-type: none"> • Survey (national administration, district and school level) • Interviews (national administration and district level) • Structural equation modeling (SEM) and multilevel analysis, qualitative analyses 	Sustainable school development is about learning in all levels. Professional agency takes will, skill and action.
Teachers' professional agency 2012-2016 Teacher learning in terms of teachers' professional agency in school and teacher education.	<ul style="list-style-type: none"> • Survey (teacher students) • Video recording and STRI (teacher students), • Structural equation modeling (SEM), qualitative analyses 	Well-being in school is epidemic. Strategies make the difference: variation and co-regulation are the key elements.
Learning, agency and well-being in school I-III 2004-2013 Transitions and students' and teachers' pedagogical well-being and engagement in the Finnish comprehensive school. Case school interventions.	<ul style="list-style-type: none"> • Survey (in-service teachers) • Group interviews, picture projections and survey (pupils) • Interviews (teachers and principals), • Essays (teachers and principals), • Structural Equation Modeling (SEM) qualitative analyses 	Strategies make the difference: variation and co-regulation are the key elements.

Some Recent Publications

- Ulmanen, S., Soini, T., Pietarinen, J. & Pyhältö, K. (2014). Strategies for academic engagement perceived by Finnish sixth and eighth graders. *Cambridge Journal of Education*, 44(3), 425–443.
- Pietarinen, J., Pyhältö, K., Soini, T. & Salmela-Aro, K. (2013) Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62–72.
- Pyhältö, K., Soini, T. & Pietarinen, J. (2012). Do comprehensive school teachers perceive themselves as active agents in school reforms? *Journal of Educational Change*, 13 (1), 95–116.
- Soini, T., Pietarinen J. & Pyhältö, K. (2013). Design research approach in the large scale educational innovations. In Ian R. Haslam, Myint Swe Khine and Issa M. Saleh (Eds.) *Large scale reform and social capital building: The professional development imperative*, 70–92.
- Soini, T., Pyhältö, K. & Pietarinen, J. (2010). Pedagogical well-being: reflecting learning and well-being in teachers' work. *Teachers and Teaching. Theory and Practice*, 16(6), 735–751