



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ



EDUPSY Summer School 2026

1st of June at 10-18 in Ruusupuisto, University of Jyväskylä

*Navigating the Doctorate: From Research Landscape
to Academic Expertise*

BOOK of ABSTRACTS

Program

10.00 - 10.10	Welcoming words Taru Feldt , Professor, Vice Dean (Research), Faculty of Education and Psychology
10.10 - 10.45	Keynote “Relevance of doctoral research” Sirpa Eskelä-Haapanen , Head of Department, Adjunct Professor, Department of Teacher Education
11.00 - 12.00	Doctoral presentations [1]
12.00 - 13.00	Lunch (at UNO)
13.00 - 15.00	Workshop “Transversal Skills in Doctoral Education” Terhi Nokkala , Research Professor, Docent, Finnish Institute for Educational Research Josephine Lau , Postdoctoral Researcher, Finnish Institute for Educational Research Abdul Kadir Khan , Postdoctoral researcher, Department of Social Sciences and Philosophy
15.00 - 15.45	Coffee break and posters (RUU lobby)
15.45 - 16.45	Doctoral presentations [2]
17.00 - 17.45	Panel Discussion: “Towards life after doctoral degree” Eija Hanhimäki , Senior Lecturer, Department of Education Marianna Alesi , Professor, Department of Psychology, Educational Sciences and Human Movement, University of Palermo Jani Ursin , Research Director, Finnish Institute for Educational Research Chair: Milla Saajanaho, Research Coordinator (PhD), Faculty of Education and Psychology
17.45–18.00	Closing words
19.00	Informal evening event (Self-funded)

Presentations

Session 1

11:00-12:00

Room: E308 Aino

11.00-11.20. The Impact of Reading and Math skills and ADHD on Educational Attainment and Receiving Basic Social Assistance: A 6 – Year Follow-Up Study in Finland

Presenting author: Julia Partio

Co-author (s): Tuomo Virtanen, Minna Torppa, Tuija Aro, Maria Psyridou, Karoliina Koskenvuo, Mia Saarikallio-Torp, Kati Vasalampi

Chairperson: Hung Nguyen

Keywords: upper secondary education, ADHD, mathematics, reading, dropout

This longitudinal study examined how reading fluency, reading comprehension, basic mathematical skills, and ADHD, both diagnosed and self-reported symptoms, predict students' (n = 1711) educational attainment, and later receipt of basic social assistance. Reading fluency, reading comprehension (PISA), basic math skills, and self-reported ADHD symptoms were assessed at the end of lower secondary school. ADHD diagnoses and social benefit data were obtained from national registers of the social insurance institution of Finland (Kela). Results showed that self-reported ADHD symptoms and basic mathematical skills were associated with not completing an upper secondary degree. Reading comprehension, basic math skills, and self-reported ADHD symptoms also indirectly predicted non-graduation through literacy grades, and math skills additionally through math grades, although their direct effects were no longer significant once grades were added in the model. Finally, an ADHD diagnosis and lower familial socioeconomic background strongly predicted receipt of basic social assistance, and these associations remained significant after accounting for school grades. The results of the present study indicated especially basic math skills and self-reported ADHD symptoms, alongside reading comprehension play a critical role in educational completion. However, individuals with diagnosed ADHD are at substantial risk for later social disadvantages, which highlights the importance of support for individuals with ADHD especially after they leave formal education.

11.20-11.40. Phenomenography, a research methodology to explore and understand human interactions in the world.

Presenting author: Anduena Ballo

Chairperson: Hung Nguyen

Keywords: phenomenography, non-dualistic, second-order perspective, wider application

The presentation will discuss phenomenography as a qualitative research methodology to explore and understand human interactions in the world. Phenomenography is used in my research to investigate the phenomenon of support for international degree students in Finland. Phenomenography operates under the interpretative paradigm but as a research methodology has its own theoretical assumptions that guide the analysis and the whole research process. The non-dualistic ontology and epistemic relational character or knowledge will be discussed together with the analytical expectations and second-order perspective of strategies during the analysis. Then, examples from two empirical studies will illustrate international degree students' ways of experiencing support and institutional agents' ways of conceiving support from different institutions across Finland. The wider application of phenomenography not only to my research, but also to my professional life as a teacher and personal interactions will be shared at the end of this presentation.

11.40-12-00. Early Longitudinal Predictors of Arithmetic Dysfluency from Grade 1 to Grade 2

Presenting author: Sara Huotari

Chairperson: Hung Nguyen

Keywords: rapid automatized naming, arithmetic, dysfluency, longitudinal study

Fluent arithmetic skills are essential in mathematics, and difficulty retrieving arithmetic facts from memory is a core characteristic of mathematical learning difficulties. Previous research has shown that both domain-specific and domain-general factors contribute to the fluency of basic arithmetic skills. Rapid automatized naming (RAN) studies have shown promising results regarding the role of RAN in both reading and arithmetic fluency. Fewer studies have examined RAN tasks using non-symbolic magnitudes as stimuli, RAN quantities, as a possible predictor of arithmetic (dys)fluency. The present study examines the early domain-general and -specific predictors, measured at the beginning of Grade 1, of dysfluency in arithmetic skills in Grade 2. The present study is part of a longitudinal research project with ongoing data gathering in the years 2023–2026. The longitudinal sample consisted of 800 Finnish Grade 1 participants. The arithmetic dysfluency group was identified using a standardized measure of addition and subtraction verification tasks, applying the 15th percentile as the cut-off criterion. The participants were assessed with measures of RAN and working memory, as well as number concept, number comparison, number sequence knowledge, and arithmetic fluency. Structural Equation



Modelling was used to examine the predictive role of Grade 1 school-entry measures in arithmetic fluency at the end of Grade 2. The presentation describes the preliminary results of a sub-study of the doctoral dissertation. The results suggest that naming the non-symbolic quantities and counting sequence skills are key predictors of basic arithmetic fluency.

Session 2

11:00-12:00

Room: E307 Katri

11.00-11.20. A chronotopic exploration of Welsh and Finnish teachers' language ideologies.

Presenting author: Pablo Sardi

Chairperson: Gabriele Gullo

Keywords: minority language education, bilingual education, chronotopes, language ideologies

Bilingual education grants minority language children and communities the right to maintaining their own identity. For *de facto* minority languages with a *de jure* official status, there are rights protecting access to minority language education. The present study uses Bakhtin's concept of the chronotope to explore how Welsh and Finnish teachers' narratives reflect their underlying language ideologies, and how Welsh and Swedish education, and bilingualism is perceived by them. Interviews will be held with 5 Welsh teachers and 5 Finnish teachers. In both cases, teachers will be selected from municipalities with a high number of Welsh or Swedish speakers and from monolingual English or Finnish municipalities. In the case of Finland, teachers from speech island schools are targeted. Data will be analysed using dialogic narrative analysis. This presentation focuses on the research gap, the aims of the study, the conceptual framework and the proposed data gathering and analysis methodologies, looking for feedback on the research plan.

11.20-11.40. "It's like a completely different school subject!" Teacher conceptualizations of early language education

Presenting author: Katri Puronaho

Chairperson: Gabriele Gullo

Keywords: early language education, teacher conceptualizations, English as a foreign language

This presentation draws on an article from my doctoral dissertation, accepted for publication in *Language Teaching for Young Learners*. The study examines teacher conceptualizations of early language education in Finland in the context of a national reform introducing foreign language learning from the first grade. Specifically, it explores teachers' views on the differences in teaching English when education begins in first versus third grade. The data were collected through a survey (n = 552) and analysed using reflexive

thematic analysis, identifying five key areas of difference: teaching practices, pedagogical goals, target group, material and temporal resources, and evaluation. The findings show that teachers conceptualize early language education as fundamentally different from later instruction. First-grade teaching is characterized by action-based, playful, and oral-focused practices that emphasize joy, motivation, and confidence. In contrast, third-grade teaching is described as more traditional, structured, and focused on literacy, grammar, and assessment. These differences are closely linked to learners' developmental stages, particularly emerging literacy skills and learning attitudes. The study highlights the central role of teacher conceptualizations in shaping pedagogical practices and learning conditions. It also suggests that early language education creates opportunities to renew language teaching by emphasizing multimodality, playfulness, and learner engagement, while revealing tensions between playful approaches and more traditional practices. The findings provide valuable insights into early language education in Finland, offering possible implications for pedagogical practices, curriculum development, and teaching materials, ultimately contributing to educational system improvements both in Finland and globally.

11.40-12.00. Reading Anxiety's Longitudinal Associations with Reading Skills and Reading Interest from Second to Third Grade

Presenting author: Shengyun Cui

Chairperson: Gabriele Gullo

Keywords: reading anxiety, reading skills, reading interest, control-value theory, elementary school.

To support literacy acquisition, abundant research has focused on cognitive predictors. However, reading processes also involve affective factors. The present study explored children's reading-related anxiety and its longitudinal associations with reading skills and reading interest value among a sample of 790 Finnish children followed from Grade 2 to Grade 3. The assessments administered in the classrooms included the children's self-reported reading anxiety and reading interest, followed by reading fluency skills tests. The latent cross-lagged panel model suggested that having lower reading fluency in Grade 2 was associated with developing more reading anxiety and less reading interest in Grade 3. The multigroup analysis further suggested that reading interest may support girls against developing anxiety in reading. The results show that the developmental associations between reading skills, interest, and anxiety emerge early on and that to prevent reading anxiety, both skills and interest can be useful targets.

Session 3

11:00-12:00

Room: D101 Juho

11.00-11.20: Beyond Bringing Teachers Together: The Role of Action Research in constituting a Professional Learning Community

Presenting author: Gomathy Soundararaj

Chairperson: Rushi Mehta

Keywords: action research, learning community, teacher learning

Professional Learning Community (PLC) is widely encouraged at the policy level to enhance the professional development of teachers. However, building a PLC at school level is not an organic process. There needs to be conscious design and activities for the teachers to become a learning community. The study examines how a PLC is constituted when the teachers participate in Action Research (AR) process. Anchored in social learning theory, the presentation details conceptually on how participation in Action Research process leads to the building of a learning community. When teachers participate in spiral cycles of action research, it opens a communicative space for dialogue and collaboration and provides a forum to converge on a goal or a problem, analyze it together, plan, implement, reflect and repeat the process. In following these steps together, the teachers participate in collaborative sense making, peer learning and knowledge sharing which gradually builds a community of trust, belonging and learning. Moving forward, the study will analyze the data collected from a four-month school-based PLC in India and provide empirical insights into the aspects of AR that enables forming a PLC.

11.20-11.40. From doubts to design: engaging with “difficult questions” in the early stages of a Nexus Analytic study on inclusion and exclusion in higher education

Presenting author: Anastasiia Korol

Chairperson: Rushi Mehta

Keywords: inclusion, exclusion, higher education, reflexivity, Nexus Analysis

Most of the research articles we come to read appear as a finalised polished piece of work, that tells little about the researchers' doubts and choices in attempts to make a better study. On the one hand, this makes the final work less vulnerable, *“yet, it is exactly that vulnerability that makes the qualitative research transparent and ethical”* (Schatz, 2016, referencing Ellis, 2005). What is more important, this appearance of completion obscures the process of shaping research perspectives and design, which in the end, affects the study outcomes. Dialogically

addressing Mason's "difficult questions" (Mason, 2002) — What is my research about? Where do I stand? How can I find out what I want to find out? — I show how an initial concern with inclusion and exclusion in higher education in circumstances of growing internationalization was gradually developed into a concrete study design framed by Nexus Analysis (Scollon and Scollon, 2004) as a guiding mode of inquiry that allows to see how concrete actors do concrete actions that grant or deny access to participation.

11.40-12.00. Rural Schools as Learning Organizations: An appreciative inquiry into organizational learning practices of selected rural schools in India

Presenting author: Apoorwa Hooda

Chairperson: Rushi Mehta

In the context of increasing global urbanization, the unique physical, social, and pedagogical circumstances of rural schools (e.g., inadequate infrastructure, small sizes, and multi-grade teaching) are routinely neglected in educational decision-making, where schools are often treated as homogeneous teaching and learning spaces. Despite the transformative potential of education in rural school communities, most development initiatives overlook the ground realities of the very communities they aim to serve. Against this background, this qualitative study employs a participatory approach to explore perceptions and practices of school stakeholders (students, teachers, parents, and local administrators across 8 rural schools in lower Himalayas) that facilitate or hinder the development of rural schools into learning organizations, as well as bring out their specific needs in terms so systemic support. Data was collected for four weeks through participatory observations in 8 schools accompanied by 22 interviews (individual and group interviews) with teachers, students and parents across eight rural schools and the Director of the State Institute of Educational Management and Training. Observations and interview data together were analyzed using hybrid thematic analysis that combines a data-driven inductive as well as a deductive a-priori approach. The codes emerging from the analysis are being organized to find connections and identify relevant themes. Preliminary results, through initial emerging themes, highlight a strong and significant role of teacher-driven community initiatives in the development of otherwise unsupported rural schools, and hence call for an appreciative inquiry approach in research and policy planning for rural schools that build on the existing strength, resilience, and active voice of these communities in addition to focusing on their needs and challenges.

Session 4

11:00-12:00

**Room: D104 Helena
(Hybrid)**

<https://jyu.fi/zoom.us/j/62317424730>

11.00-11.20 (online): Teacher Agency enactment in bilingual classrooms in Sri Lanka

Presenting author: Upeksha Rathnasena

Chairperson: Heini Ikäheimo

Keywords: global south, bilingual teachers, agency, ecological lens, tensions

Bilingual Education (BE) is a globally established educational approach even though Sri Lanka has had no explicit BE policy since its implementation in 2001. Empirical studies exploring how BE teachers in Sri Lanka perceive, negotiate, and enact their agency are limited and has led to a critical gap in understanding the lived realities of bilingual teachers. This study addresses this gap by investigating BE teacher agency in view of the choices teachers make, how those choices shape their pedagogical practices and agency enactment. This study utilizes a two-layered theoretical framework, including the ecological framework of agency (Priestley et al., 2015) and the socio-cultural theory of Vygotsky (1978). It uses a qualitative research design, including case studies and a narrative approach. A qualitative methodology was chosen as it supports the study of agency, a highly human-centric phenomenon, best understood through individual experiences and sense-making. By focusing on urban and rural BE schools, the case study design helps the exploration of contextualized challenges, classroom realities, and agency enactment. The narrative approach provides BE teachers with space to share their own stories and reflections. Data will be collected using narrative-style in-depth interviews, classroom observations, and reflective audio journals. In-depth interviews are critical for exploring meaning and lived experiences in qualitative studies, while classroom observations shed light on how agency and real-time experiences play out amidst tensions and impact pedagogical choices in BE classrooms. Reflective audio journals will allow teachers to share reflections at their own pace across contexts. Overall, the study comprises three articles based on case studies of urban and rural bilingual schools.

11.20-11.40. Holistic Insights into Young Adults' Social Exclusion: A Systematic Literature Review

Presenting author: Aunimarjut Kari

Chairperson: Heini Ikäheimo

Keywords: young adults, social exclusion, holistic approach, regulative situational circuit

This systematic literature review examines the situational, conscious, and embodied aspects of young adults' social exclusion, as well as their coping strategies and future intentions. The phenomenological analysis is grounded in Lauri Rauhala's theory of the regulative situational circuit, clarifying how life situations and meaning-making shape lived experience. The review includes 26 peer-reviewed articles published between January 2019 and March 2025. The study addresses two central questions: How do situationality, consciousness, and embodiment appear in recent research on young adults' social exclusion? What coping strategies do young adults use? The findings indicate that situational, conscious, and embodied dimensions of social exclusion frequently co-occur. Social exclusion was expressed through limited agency, social withdrawal, pressure, resistance, and psychosomatic pain. Coping strategies reflected context-dependent agency and included both adaptive and harmful elements, ranging from planning and negotiation to escapism and avoidance. Future intentions included coping with daily life, engagement in education, and intentional redirection of one's life course. Despite difficulties, young adults' future orientations also reflected self-compassion and acceptance. By combining a phenomenological lens with a European and international perspective, the study contributes to a broader understanding of young adults' experiences of social exclusion across diverse societal contexts. The holistic approach enables an integrated understanding of the psychological, social, and situational factors influencing young adults' engagement and well-being.

11.40-12.00. What is Meant by Teacher Love? Exploring the Foundations of The History of Finnish Education.

Presenting author: Hennemari Huikko

Chairperson: Heini Ikäheimo

Keywords: education, teacher love, Uno Cygnaeus, history, history of education

The study discusses the concept of teacher's love. The concept is approached in the history of Finnish education and upbringing in the way Uno Cygnaeus, known as the founder of the elementary school, described teacher's love. The data is Uno Cygnaeus' opening speech to the Jyväskylä Teachers' Seminar on August 14, 1863 (Mikkola, Leinonen, Rekola 1937). The task was to explore where teacher love is situated in Cygnaeus's speech and what is meant by teacher love as a concept presented by Cygnaeus to teacher students. Previous research on teacher love is presented by using Simo Skinner's (2004) concept of pedagogical

love. Research related to pedagogical love has been conducted e.g. from the perspective of critical pedagogy, good teaching, refugees, and the pandemic (Akkaraju 2023; Kaukko 2021; Määttä & Uusiautti 2013; Vanderheiden 2025). The study of teacher love helps European dialogue by referring to educational traditions. Finnish education is derived from German tradition in educational philosophy (e.g. Fröbel) and was tailored to serve civilized thinking and expertise. In 1863, future teachers at the time were equipped with teacher love, which would act as an undercurrent in examinations, in the teaching of knowledge and skills, and as part of the core of educational work. This presentation is based on the first article (in submission) of my doctoral research and offers novel information with historical insights and past perspectives.

Methods

The study examines teacher love in Uno Cygnaeus' opening speech in teacher training seminar (1863) through a conceptual historical analysis (Koselleck 2002). The speech was held in 1863 and is seven pages in total. The content of the speech in brief is the teacher education curriculum, the rationale and its justifications and the Christian foundation of Finnish educational thinking. It was published in 1937 in a teacher seminar's memorial book (Mikkola et. al 1937). In this study conceptual history refers to a view that is at the core of the formation of teacher love as a concept that appears in a certain moment and context but also lives in time. The study used content analysis as an analytical tool.

Conclusions

The analysis shows, first (1), that teacher love is situated in the second part of Cygnaeus's speech, between the discussion of the need for establishing public education and the visioning of the future. Teacher love emerges as a distinct element and as the core content of teacherhood at the center of societal needs and future prerequisites. Second (2), the material revealed three different kinds of explanations for what is meant by teacher love. According to the findings, teacher love refers to the motivating force, the endowment, and the core of educational work. These appear as factors that strengthen teachers' work, especially as an inner force of the educator, in which an internal and reciprocal experience of love is manifested as the essential nature of teacherhood. The findings can be utilized in teacher education, for example in examining teachers' work, curricula, and teacher identity while taking a historical perspective on education into account. The results raise the resources of teaching work for scientific discussion and focus attention on the prospects that strengthen teaching work.

Poster session

15.15– 15.35

Background Color and Facial Emotion Identification: Cultural and Face-Race Considerations

Presenting author: Lijing Guo

Co-author (s): Hongjin Sun, Taosheng Liu, Penglan Liu, Weizhen Xie, Chaoxiong Ye

Chairperson: Abitha Chakrapani

Color can carry emotional meaning that goes beyond low-level perception, reflecting associations at a cognitive, semantic level. Through three experiments, the present study examined how background color influences facial emotion identification and considered the role of cultural background and face race (own-race vs. other-race) in this effect. Chinese and Canadian participants completed angry- and happy-expression identification tasks, with faces presented against red, green, or gray backgrounds. The results showed that red backgrounds consistently facilitated the identification of angry expressions and impaired the identification of happy expressions. This pattern emerged stably in both Chinese and Canadian samples, indicating that even when red carries an additional cultural association with happiness in Chinese culture, its link with anger remained dominant. The effect was more stable when Chinese participants processed own-race faces and somewhat attenuated for other-race faces, whereas Canadian participants—who have more balanced everyday exposure to faces of different races—showed stable color–emotion effects for both face types. This suggests that face familiarity and cross-race experience may influence the strength of color–emotion effects, while the overall direction of the effect remained relatively stable. In addition, Experiment 2 showed that a local background color produced effects comparable to those of a full-screen background, supporting the view that color influences emotion processing through semantic-level activation rather than low-level perceptual stimulation. Overall, the present study provides cross-cultural evidence for the semantic basis of color–emotion associations and offers preliminary indications that cultural experience and face familiarity may modulate color–emotion effects in facial emotion identification, although these modulations were subtle and warrant further investigation.

Holistic Insights into Young Adults' Social Exclusion: A Systematic Literature Review

Presenting author: Aunimarjut Kari

Chairperson: Abitha Chakrapani

This systematic literature review examines the situational, conscious, and embodied aspects of young adults' social exclusion, as well as their coping strategies and future intentions. The phenomenological analysis is grounded in Lauri Rauhala's theory of the regulative situational circuit, clarifying how life situations and meaning-making shape lived experience. The review includes 26 peer-reviewed articles published between January 2019 and March 2025. The study addresses two central questions: How do situationality, consciousness, and embodiment appear in recent research on young adults' social exclusion? What coping strategies do young adults use? The findings indicate that situational, conscious, and embodied dimensions of social exclusion frequently co-occur. Social exclusion was expressed through limited agency, social withdrawal, pressure, resistance, and psychosomatic pain. Coping strategies reflected context-dependent agency and included both adaptive and harmful elements, ranging from planning and negotiation to escapism and avoidance. Future intentions included coping with daily life, engagement in education, and intentional redirection of one's life course. Despite difficulties, young adults' future orientations also reflected self-compassion and acceptance. By combining a phenomenological lens with a European and international perspective, the study contributes to a broader understanding of young adults' experiences of social exclusion across diverse societal contexts. The holistic approach enables an integrated understanding of the psychological, social, and situational factors influencing young adults' engagement and well-being.

"I Want to Decide What I Speak." Exploring Immigrant Child Agency in Family and Classroom Language Policies in Finnish Primary Classrooms

Presenting author: Hyo Sun Lee

Chairperson: Abitha Chakrapani

Alpha-beta oscillatory dynamics underlining auditory inhibitory control in children

Presenting author: Elena Finnilä

Chairperson: Abitha Chakrapani

Session 5

15.45 – 16.45

Room: D104 Helena
(Suomeksi/In Finnish)

11.00–11.20. Digitaalisen Tunne-etsivät-pelin käytettävyys varhaiskasvatuksessa ja vaikuttavuus lasten sosiaalis-emotionaalisten taitojen tukemisessa

Esittäjä / Presenting author: Sari Lipponen

Session puheenjohtaja / Chairperson: Emmi Koukkari

Avainsanat / Keywords: Digitaalinen pelaaminen, oppimispeli, sosiaalisemotionaaliset taidot, varhaiskasvatus, esiopetus

Digitaalisten pelien potentiaali lasten oppimisen tukemisessa on tunnistettu, ja Tunne-etsivät-peli tarjoaakin digitaalisen oppimisympäristön sosiaalis-emotionaalisten taitojen harjoitteluun. Tunne-etsivät-peli on suomalainen, Opetushallituksen rahoituksella vuonna 2015 kehitetty digitaalinen oppimispeli, jonka tarkoituksena on harjoittaa tunteiden tunnistamista kasvojen ilmeistä ja äänensävyistä. Lisäksi pelissä kuvataan sosiaalisia ristiriitatilanteita, joita pelaajan tulee ratkaista yhdessä virtuaalisen pelihahmon kanssa. Peli on vapaasti saatavilla osoitteessa <https://tunneetsivat3.oph.oodles.fi/>. Huolimatta digitaalisten oppimisympäristöjen potentiaalista aikuisen rooli lapsen oppimisen tukemisessa on tärkeä myös harjoiteltaessa taitoja digitaalisessa oppimisympäristössä. Kuitenkin aikuiset ovat yhä epä tietoisia omasta roolistaan digitaalisten pelien äärellä. Tutkimustietoa aikuisen roolista ja pedagogisesta toiminnasta, läsnäolon merkityksestä lasten pelihetkissä sekä asenteista lasten pelaamista kohtaan tarvitaan, jotta voidaan paremmin tukea lasten oppimista myös digitaalisissa ympäristöissä.

Tässä esityksessä kuvataan väitöstutkimukseni kokonaisuus, joka koostuu kolmesta osatutkimuksesta. Tutkimuksen tehtävänä oli tarkastella Tunne-etsivät-pelin käytettävyyttä varhaiskasvatuksen ja esiopetuksen kontekstissa sekä vaikuttavuutta lasten sosiaalis-emotionaalisiin taitoihin. Ensimmäinen osatutkimus tarkasteli pelin luomaa sosiaalisen oppimisen kontekstia lasten pelatessa peliä kahdestaan vertaisen kanssa. Toinen osatutkimus tarkasteli lasten pelaamista ja pelissä edistymistä, aikuisen roolia pelaamisessa sekä pelin käytettävyyttä varhaiskasvatus- ja esiopetusympäristöissä. Kolmas osatutkimus tarkastelee pelaamisaktiivisuuden ja aikuisen roolin vaikutusta lasten tunnetaitoihin ja käyttäytymiseen. Aineistossa 30 5-6 -vuotiasta lasta pelasi Tunne-etsivät peliä kahdeksan viikon ajan 1-2 tuntia viikossa. Pelissä etenemistä ja suoriutumista mitattiin peliin

rakennetun seurantajärjestelmän avulla. Yksilöpelaamisen lisäksi 16 lasta pelasi peliä kahdestaan vertaisen kanssa 15-30 minuuttia viikossa, ja paripelihetket videoitiin. Muutoksia lasten sosiaalis-emotionaalisissa taidoissa arvioitiin SDQ ja KTVA -mittareilla, jotka varhaiskasvatus- ja esiopetusryhmien henkilöstö täytti jokaisesta lapsesta ennen ja jälkeen pelaamisjakson. Lisäksi pelaamisjakson lopuksi haastateltiin lapsiryhmien henkilöstöä (n=7). Aineisto analysoitiin käyttäen sekä määrällisiä että laadullisia menetelmiä. Osatutkimusten tulokset kuvaavat sitä, miten erilaisia oppimisympäristöjä pelin äärelle voi muodostua riippuen aikuisen tuesta ja yhteispelaamisen toimivuudesta vertaisen kanssa. Lisäksi tulokset tukevat näkemystä siitä, että lapset voivat oppia sosiaalis-emotionaalisia taitoja digitaalisen pelin avulla. Tuloksissa korostuu aikuisen aktiivinen rooli sekä aktiivisen ja tavoitteellisen pelaamisen merkitys.

11.40–12.00. 5-vuotiaiden lasten itsesätelyprofiilit: miten erilaiset lapsen liittyvät tekijät ja varhaiskasvattajien tavat tukea itsesätelyä ovat yhteydessä itsesätelyprofiileihin

Esittäjä / Presenting author: Tekla Seppälä

Session puheenjohtaja / Chairperson: Emmi Koukkari

Henkilökeskeistä lähestymistapaa hyödyntäen tutkimuksessa tarkasteltiin eri itsesätelyn mittaustapojen yhdenmukaisuutta sekä selvitettiin 5-vuotiaiden lasten itsesätelyprofiilien välisiä eroja, jotta voitaisiin paremmin ymmärtää itsesätelyn taustalla olevia kehityksellisiä ja kontekstuaalisia tekijöitä. Tutkimuksen tavoitteena oli 1) tunnistaa itsesätelyprofiileja suomalaisilla 5-vuotiailla lapsilla opettajien arvioiden (*Child Behavior Rating Scale*; Bronson ym., 1990) ja tehtäväperusteisten mittarien (*Head-Toes-Knees-Shoulders -task*; Ponitz ym., 2009) avulla sekä 2) tarkastella, eroavatko itsesätelyprofiilit toisistaan lapsen liittyvien taustatekijöiden (lapsen sukupuoli, ikä, aiemmat itsesätelytaidot, vanhempien koulutustaso) ja opettajien itsesätelyä tukevien toimintojen käytön välillä. Aineisto koostui kahdesta otoksesta, T1 (n = 245; ka = 29 kk, 50% tyttöjä), T2 (n = 179; ka = 70 kk, 51.5 % tyttöjä), jotka on kerätty keskisuuresta kaupungista Keski-Suomesta. Analyysimenetelmänä käytettiin latenttiprofiilianalyysia sekä ANOVAa. Profiilien välisiä eroja taustamuuttujien suhteen tarkasteltiin R3STEP-menetelmällä Mplus-ohjelmalla. Aineistosta tunnistettiin neljä itsesätelyprofiilia. Yleisin profiili oli *Johdonmukaisesti korkea itsesätely* (n = 99; 53,2 %), jossa molemmat mittarit viittasivat vahvoihin itsesätelytaitoihin. Toiseksi yleisin profiili oli *epäjohdonmukainen itsesätely matalilla opettaja-arvioilla* (n = 37; 19,9 %): opettajat arvioivat taidot heikoiksi, mutta tehtävämittari osoitti vahvoja itsesätelytaitoja. Kolmas profiili oli *epäjohdonmukainen itsesätely korkeilla opettaja-arvioilla* (n = 26; 14,0 %), jossa opettaja-arviot olivat korkeita mutta tehtävämittari viittasi heikompiin taitoihin. Harvinaisin oli *johdonmukaisesti matala itsesätely* (n = 24; 12,9 %), jossa taidot olivat heikot kummallakin mittarilla. Nuoremmat lapset sekä lapset, joiden vanhemmilla oli matalampi koulutustaso, kuuluivat todennäköisemmin johdonmukaisesti matalan itsesätelyn profiiliin. Tytöt, joilla



oli vahvemmat aiemmat itsesäätelytaidot, sijoittuivat useammin epäjohdonmukaiseen itsesäätely ja korkeiden opettaja-arvioiden profiiliin. Opettajien käyttämistä itsesäätelyä tukevista käytännöistä lasten pyytäminen sanallistamaan toimintansa ennen tehtävää liittyi epäjohdonmukaisen itsesäätelyn, matalien opettaja-arvioiden profiiliin. Pelkästään opettaja-arvioihin tai tehtäväperusteisiin mittareihin tukeutuminen voi johtaa lasten itsesäätelytaitojen virheelliseen tunnistamiseen. Tulokset alleviivaavat monimenetelmällisen arvioinnin tärkeyttä, sillä epäjohdonmukaisiin profiileihin kuuluvat lapset muodostavat ryhmän, jonka haasteet voivat jäädä huomaamatta päivittäisessä pedagogisessa työssä tai muuttujakeskeisissä tarkastelutavoissa. Tulokset viittaavat siihen, että lasten itsesäätelytaitojen tarkka tunnistaminen edellyttää eri mittaustapojen sekä lasten ominaisuuksiin ja pedagogisiin käytäntöihin liittyvien kontekstuaalisten tekijöiden huomioimista.

Session 6

15.45 – 16.45

Room: D101 Juho

11.00-11.20. Abusive Life History of Sentenced Prisoners in Finland: Relationship Between Lifetime Experiences of Abuse and Current Trauma Symptoms Among Male and Female Prisoners

Presenting author: Katja Koskialho

Co-author (s): Mika Rautanen, Alice Keski-Valkama, Katariina Keinonen

Chairperson: Anduena Ballo

Keywords: prisoners, trauma symptoms, abuse, trauma-informed approach

Prisoners often have abusive life experiences, and they report trauma symptoms more commonly than the general community. It is still unclear if the abusive life experiences have an association with trauma symptoms. This study aims to examine the prevalence of abusive life experiences in Finnish male and female prisoners and their association with current trauma symptoms. In addition, it aims to assess which type of abusive experience predicts the occurrence of trauma symptoms. A total of 383 men and 118 women ($N=501$) filled out survey forms that included the TraumaScreening Questionnaire and NorVold Abuse Questionnaire, included questions on mental, physical, and sexual abuse at different stages of life. A binary logistic regression analysis was performed to assess the effect of abuse on the likelihood that the participants would report trauma symptoms. Over 90% of men and women reported some type of abuse during their lifetimes. In fact, 23% of the men and 31.4% of the women had a positive result on the TSQ. In a logistic regression model, the best predictors of trauma symptoms were mental abuse experienced in adulthood, sexual abuse experienced before age 18, and mental abuse experienced in prison. Among men, the physical abuse they experienced during imprisonment was a significant predictor of their current trauma symptoms. These findings indicate that trauma-focused rehabilitations are needed in prison environments and interventions focusing on experiences of abuse and trauma symptoms could be beneficial for prisoners.

11.20-11.40. Validity and reliability of student evaluations of classroom behavioural climate

Presenting author: Emmi Pelkonen

Co-author (s): Airi Hakkarainen, Heidi Korpipää, Pilvi Peura, Hannu Savolainen, Vesa Närhi

Chairperson: Anduena Ballo

Keywords: classroom behavioural climate, validity, reliability, multilevel confirmatory factor analysis

The student classroom behavioural climate scale (S-CBCS) was developed as an outcome measure for a class-wide behaviour intervention in Finland. The scale has been developed to measure a classroom level construct: students evaluate the classroom learning environment and all students' behaviour, and these evaluations are usually aggregated to the classroom level. However, student perceptions vary inside classrooms, and these individual perceptions can also be of interest. Classroom behavioural climate could be then seen as a multilevel construct. For the use of the scale, it is crucial to examine how valid and reliable is a classroom level construct aggregated from individual students' assessments and how we can use different level information when having different research questions. Students evaluated classroom behavioural climate using a 17-item scale with four elements, so the dimensionality was assessed with confirmatory factor analysis. Multilevel modelling used to examine the construct in student and classroom levels. The data consists of 6406 grade 2-6 students from 453 classes. Preliminary results support the appropriate psychometric properties of S-CBCS. The results support the theorized four factor model in both student and classroom level. Two items were removed, so the final model consists of 15-items. A second order factor for overall classroom climate was also established but worked better in the classroom level. Composite reliability and test-retest reliability of the scale will be examined. Also, measurement invariance will be examined in relation to the students' grade level.

11.40-12.00. Italian Adaptation of the START Program in Kindergarteners: A Pilot Study

Presenting author: Gabriele Gullo

Co-author (s): Ambra Gentile, Kyoko Imai-Matsumura, Noriko Yamamoto, Marianna Alesi

Chairperson: Anduena Ballo

Keywords: self-regulation, executive functions enhancement, kindergarteners, cognitive development.

The transition from kindergarten to primary school poses important challenges for children, particularly in adapting to classroom rules. Behavioral self-regulation is a key factor in supporting this transition, yet, to our knowledge, few interventions explicitly address rule-related self-regulation in early educational settings. Building on previously published

findings, this contribution focuses on the educational implications of the START Program, examining its potential to support classroom practices and its applicability across cultural contexts, particularly in Italy. The pilot study involved 47 children in their final year of kindergarten (24 Italian, 23 Japanese; age range: 62–72 months, $M = 66.87$, $SD = 2.24$). The program consisted of six academic readiness lessons aimed at promoting self-regulation skills. Repeated-measures ANOVAs were conducted to assess changes in inhibitory control, self-regulation, and working memory. Findings indicated improvements in behavioral self-regulation over time. The START Program was found to be effective in enhancing inhibitory control. Significant effects of time and nationality emerged in self-regulation, alongside differences in auditory working memory between groups. No significant effects were found for visuospatial working memory. The results highlight the potential of structured, classroom-based interventions to support children's adjustment to school rules. The START Program appears to offer practical strategies that teachers can readily implement in everyday educational activities, helping children manage their behavior. Its alignment with the Italian Ministry of Education's guidelines suggests strong feasibility for integration into standard curricula. The START Program represents a promising tool for fostering self-regulation in early childhood education, with clear implications for enhancing classroom management and supporting children during school transitions.

Session 7

15.45 – 16.45

Room: E308 Aino

11.00-11.20. Vocabulary Learning Strategies in Additional Language Acquisition: A Systematic Literature Review of Empirical Studies

Presenting author: Ishmael Kweku Forson

Co-authors: Heidi Layne, Héctor J. Pijeira-Díaz

Chairperson: Hennamari Huikko

Keywords: Vocabulary Learning Strategies, Additional Language Acquisition, Systematic Review, Vocabulary Knowledge Dimensions, Wordlists.

Vocabulary learning strategies (VLS) play a crucial role in facilitating additional language (L2) vocabulary acquisition. This systematic literature review of empirical VLS research aims to synthesize the state-of-the-art from both theoretical and methodological perspectives, as well as to identify knowledge gaps for future research. Seven prominent databases queried as: ("*vocabulary learning strateg**") AND ("*second language learning*" OR "*L2 learning*" OR "*foreign language learning*" OR "*second language acquisition*" OR "*SLA*" OR "*additional language learning*") AND (*experiment* OR *condition* OR *manipulation* OR *intervention*), yielded 1,058 records. After removing duplicates and screening for inclusion criteria ("not vocabulary learning", "not L2" and "not empirical"), 110 studies were retained for analysis. A parameter extraction framework comprising 19 coding categories was applied. The findings revealed a strong predominance of English as the target language in L2 vocabulary research (90% of the reviewed studies), leaving other languages at a disadvantage in terms of scientific evidence. Information processing theory emerged as the dominant theoretical orientation (96% of studies). Preliminary findings indicated that cognitive VLS strategies were the most frequently used (67%), while affective and collaborative VLS were rarely used (<5% each). The most frequently employed data modalities were performance or test-based (60%) and questionnaire or self-report measures (25%). Other data modalities with great potential to advance our understanding of VLS, such as eye-tracking, log data from virtual vocabulary learning environments, and physiological data, are still rarely used in the field. This review advances the field by identifying the theoretical foundations and shortcomings of current VLS research. It further highlights the need for greater methodological diversity and increased integration of multimodal data approaches for the triangulation of results.

11.20-11.40. Pedagogical Variation within EMI: Comparing CLIL-Informed and Conventional EMI in Vietnamese Undergraduate Business Education

Presenting author: Phi Hung Nguyen

Chairperson: Hennamari Huikko

11.40-12.00. The effect of internal attention on visual working memory performance: A meta-analysis of the retro-cue effect

Presenting author: Ruyi Liu

Chairperson: Hennamari Huikko

Visual working memory (VWM) is a limited-capacity system responsible for maintaining visual information over short delays. During the maintenance phase, previous studies have shown that retro-cues can direct internal attention and modulate memory performance. The phenomenon is known as the retro-cue effect. However, the phenomenon has not been consistently observed across variations in stimulus type, memory load, cue validity, cued item number, attention deployment duration, and task design. In the present study, we conduct a systematic review and meta-analysis of the RCE to examine whether valid retro-cues reliably enhance VWM performance and to assess the influence of factors across the entire experimental process on this enhancement. Furthermore, we aim to clarify whether the retro-cue benefit is accompanied by a cost to the maintenance of uncued information. This review seeks to advance understanding of the cognitive mechanisms underlying the interaction between attention and VWM and to provide methodological guidance for future retro-cue research.

Session 8

15.45 – 16.45

Room: E307 Katri

11.00-11.20. Mathematics Teaching Through Play-based Pedagogy in Early Learning in Zanzibar

Presenting author: Tamasha Therea

Chairperson: Elaine Pereira-Aaltonen

11.20-11.40. Preparing Pre-Service Vocational Teachers for Inclusive and Reflective Practice: Simulated Encounters with Diverse Learners

Presenting author: Heini Ikäheimo

Chairperson: Elaine Pereira-Aaltonen

Keywords: Pre-service vocational teachers, simulation-based learning, interaction competence, professional agency, vocational teacher education

Vocational teachers increasingly work in complex learning environments that require not only pedagogical expertise, but also the ability to support diverse learners through interaction, collaboration and multi-professional practices (Ryökkynen & Rätty, 2022). Challenging situations related to learning difficulties, emotional distress, disengagement, and learner diversity are often negotiated collectively with other educational actors, such as special education teachers, counsellors, and school leadership. However, opportunities to practice these situations safely during vocational teacher education remain limited. This paper presents findings from the first empirical phase of an ongoing doctoral dissertation examining interaction, professional agency, and learning processes in simulation-based environments within vocational teacher education. The data were collected in spring 2024 in a Finnish vocational teacher education programme. A total of 78 pre-service vocational teachers participated in simulation-based learning activities conducted in Teams. The data set consists of 16 transcribed video-recorded simulations and 15 transcribed debriefing discussions. The ongoing qualitative thematic analysis (Atlas.ti) examines how vocational teacher students construct and negotiate professional roles, pedagogical responses, and vocational teacherhood in simulation-based challenging interaction situations with diverse learners. Preliminary findings suggest that simulations can offer a reflective pedagogical space in which vocational teacher students may rehearse challenging interactional situations, explore different perspectives, and reflect together on encounters involving

diverse learners. Early analysis also indicates that simulation-based environments may support the development of interaction competence and shared understanding of the collaborative and multi-professional dimensions of vocational teaching.

11.40-12.00. ERP responses to auditory and visual presentation of magnitudes and quantities in adults.

Presenting author: Sadiq Mobeen

Co-authors: Kaisa Lohvansuu, Minna Torppa, Tuire Koponen, Jarmo Hämäläinen

Chairperson: Elaine Pereira-Aaltonen

We investigated how presentation of small quantities and other magnitudes are processed at the neural level in adults. Earlier research suggests that automatic processing of quantities occurs rapidly in the brain. Here we lay groundwork for a longitudinal and cross-generational examination of numerical processing for the EarlyMath project. We measured both auditory and visual quantity processing from the same adult individuals (N=104 and 107, respectively). EEG in passive auditory and visual multi-feature oddball EEG experiments and control (deviant-alone) experiments were recorded. The auditory stimuli varying in frequency, intensity, and gap length, and in quantity of the sounds (one-part and three-part stimuli) were used. The standard stimulus was a 2-part stimulus. The visual stimuli were dot arrays varying in number of dots (1-3) and, to separate quantity processing from other magnitude processing, in dot size (small, medium, large) at randomly assigned locations. The standard stimulus was 2 dots of medium size. Auditory results showed significant MMN across all features, including comparisons with deviant-alone control stimuli, while visual task differences were observed across all features except large and medium size stimuli. These results replicate earlier findings that the brain distinguishes pre-attentively changes in sound frequency, amplitude and gap, as well as small quantity changes. Visual pre-attentive processing of small quantities was also observed. The results show that the paradigms can be utilized to study longitudinal and cross-generational associations.
