



**Presenters:** Vanhalakka-Ruoho, Marjatta  
Professor, School of Educational Sciences and Psychology, University of Eastern Finland

Koski, Leena  
Professor, School of Sociology and Social Policy

Räty, Hannu  
Professor, School of Educational Sciences and Psychology

**Contact Information:** School of Educational Sciences and Psychology, University of Eastern Finland, Joensuu Campus,  
P.O. Box 111, FI-80101 Joensuu, Finland.

**email:** marjatta.vanhalakka-ruoho@uef.fi

**Language:** English

**Type of Presentation:** Scientific Paper

**About Presenters:**

**Marjatta Vanhalakka-Ruoho**, is working as a professor of educational psychology in career counselling education in the School of Educational Sciences and Psychology in the University of Eastern Finland. Her research work has dealt with family, occupational aspirations, organizational development and group counselling.

**Leena Koski** is a professor in sociology in the School of Sociology and Social Policy. She has specialized in the sociology of education and has studied the moral regulation of education, the ideals of a good child (historically), upper secondary and vocational education (curriculum studies), and adult education. Her approach is historical and discursive, with an emphasis on the construction of spaces for social action within the regulative practices

**Hannu Räty** is working as a professor in psychology in the School of Educational Sciences and Psychology. His approach is social-psychological and he has dealt with the formation and implications of social representations of educability and intelligence in the school organisation.

**Title of Paper:** **Educational Transitions: Social Class And Gender In Family Dialogues And Joint Actions**

**Abstract:**

Psycho-social and socio-cultural influences on career development involve e.g. the institutional contexts, the social traditions and the cultures of the families and the prospects of education and work for young people. For young people, choosing an educational path is regarded as a societal



obligation in Finnish society. There are basically two educational routes: from comprehensive school, one may proceed to either vocational school or upper secondary school (gymnasium). From upper secondary school, one may proceed to a polytechnic or university. Our viewpoint stresses and develops the relational, cultural, and societal perspectives on educational transitions. Despite the emphasis on the individual choices in late modern society, there is evidence that families are significant units in the educational transitions of young people. Families are carriers of their life histories, related both to national and local histories and to the cultural valuations related to the educational routes. Concurrently, the status of different educational routes, the social positions of families and the educational choices of young people are going through many transformations in Finnish society.

The purpose of this paper is to outline the main points of the research project. The aim of the subproject is to study how families of different social positions negotiate the educational transitions of and with their 15 years old children within the transitional space. The subproject is a part of a larger project 'Educational transitions: class, gender, and family in the transitional space'. Educational transitions form a transitional space, which links locality, life-histories of individuals and families and different gendered and class-based processes together. The roles of class and gender are studied from three vantage points: in family dialogues and joint actions, as social representations of educability, and in relation to the hierarchical moralities and local constraints of academic and vocational careers. The presentation introduces the contextual, theoretical and methodological guidelines in studying the family dialogues and joint actions in educational transitions.