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Author

JUUSOLA, Henna (RÄIHÄ, Pekka)

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Abstract

In recent higher education research, quality in education export action has been explored from the perspective of traditional education export countries such as the UK and USA. However, less attention is given to novice education export providers that rely on different educational traditions. In this article, we explore quality of education as it is done in one exported Finnish master's degree programme in teacher education in Indonesia. Our theoretical premise is based on the convention theory that relies on pragmatic sociology. The empirical data consist of 16 semi-structured students' and staff members' interviews gathered between the years 2016 and 2017 in Finland and in Indonesia. The results of this study stress the plurality of the quality factors that indicate the expectations by the students and the staff members, but also the priorities of the providers as to what is essential in exported degree-based education. From the perspective of convention theory, these considerations

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emphasize that the successful implementation of the exported master's degree programme in teacher education is based on the professional-academic convention (as research-based teacher education) that together with the civic-domestic convention (as societal impact, local traditions and Finnish approach to pedagogy) influenced the content of the educational programme through personal interaction.

(HRK / Abstract übernommen)