

The Estonian Academy of Security Sciences
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**RESOCIALISATION THROUGH E-LEARNING:
MOTIVATION, SKILLS, AND EXPECTATIONS OF
FINNISH INMATES**

Master's Thesis

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ANNOTATION


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<p>Title of the study: New Possibilities for Resocialisation Trough E-learning: Motivation, Skills, and Expectations of Finnish inmates</p> <p>Töö pealkiri eesti keeles: Taasühiskonnastamise uued võimalused e-õpe abil: Soome kinnipeetavate motivatsioon, oskused ja ootused</p> <p>Summary: The title of this Master’s thesis is “New Possibilities for Resocialisation Trough E-learning: Motivation, Skills, and Expectations of Finnish inmates”. This research is written in English, and it includes a summary also in Estonian. This research has eighty-five pages, of which the study itself has sixty-seven pages. The study uses seventy-seven data sources, of which fifty-two are in Finnish and twenty-five in English. The work consists of one drawing, three tables and five attachments.</p> <p>The objective of this research is to determine if the resocialisation processes, supported by e-learning, would meet the capabilities, and needs of inmates in closed and open institutions in Finland.</p> <p>To reach to objective, three study questions were set:</p> <ul style="list-style-type: none">-How do Finnish inmates see their motivations, possibilities, and skills for e-learning?-How do Finnish inmates see education as a tool for resocialisation?-What kinds of features define Finnish inmates as students and learners? <p>The method of this study is qualitative empiric research, and the strategy of study is a case study, which was seen as a suitable strategy through its flexibility and wide range. Twelve semi-structured interviews were conducted to collect data for analysis, and later, through findings, the author was able to find answers to study questions.</p> <p>As a result of this study, the author gave suggestions to take under consideration in future studies.</p>	
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TABLE OF CONTENTS

INTRODUCTION	5
1. THEORETICAL FRAME: RESOCIALISATION THROUGH EDUCATION...	11
1.1 Inmate student profile and e-learning	11
1.1.1 Inmate student profile	11
1.1.2 E-learning.....	13
1.2 Learning theories and motivation.....	16
1.2.1 Behaviourism	16
1.2.2 Constructivism	17
1.2.3 Cognitive Theory of Learning.....	19
1.2.4 Humanism	20
1.2.5 Experimental learning	21
1.2.6 Andragogy.....	23
1.2.7 Motivation.....	25
1.3 Learning difficulties and ADHD.....	28
1.4 Resocialisation in prisons.....	31
2. EMPIRICS: METHOD, STUDY AND CONCLUTIONS.....	37
2.1 Method, sample, and analysis	37
2.2 Study: Inmates, resocialisation and e-learning.....	40
2.2.1 Technology, possibilities, and motivations	41
2.2.2 Resocialisation	45
2.2.3 Inmate as a Student	48
2.3 Conclusions and Suggestions.....	52
2.3.1 First study question	52
2.3.2 Second study question.....	55
2.3.3 Third study question.....	57
2.3.4 Answer to the study problem	62
2.3.5 Suggestions	63
SUMMARY	64
KOKKUVÕTE	68
REFERENCES	72
ATTACHMENTS.....	78
Attachment 1. Questions for semi-structured interview.....	78
Attachment 2. Questions for semi-structured interview (English translation).....	80
Attachment 3. The form of informed consent.....	82
Attachment 4. The form of informed consent (in English).....	83
Attachment 5. Categories and codes	84

LIST OF ABBREVIATIONS

RISE: Criminal Sanctions Agency of Finland.

ROTI: New electronic organisational, administrative system that will replace VATI

VATI: Electronic organisational system designed to manage all the information and functions in the Criminal sanctions agency

INTRODUCTION

The Criminal Sanctions Agency in Finland has gone and is still going through significant structural changes in the enforcement system as financial resources in the public sector are ever declining and scarce. At the same time, innovative technologies create new possibilities to develop processes and increase productivity. Adopted modern technologies provide new ways of operating when the focus of the strategy shifts more to individualised services, especially for young offenders (Rikosseuraamuslaitos, 2022, pp. 2-6). Constant shifting towards using IT-based services has changed the whole society and the way public authorities interact from paper bureaucracy to online services (Tilastokeskus, 2023).

After years of development and colossal expenditure, Criminal Sanctions Agency (RISE) has launched a new electronic prison administration and operating system, ROTI. ROTI replaces the pre-existing electronic and web-based prison administration program VATI that prison officials used to administrate, manage, and control the imprisonment process but also for storing and sharing data. The development process aimed to redirect and optimise the usage of resources in the prison system but also enable more efficient cooperation between the actors in the field of internal security. As part of this development work of ROTI, the idea of a prisoner interface was introduced and later implemented in the form of a cell terminal in selected pilot prisons.

The processes of prison work have primarily been based on paper bureaucracy, but as the rest of society has moved chiefly to IT-based services, the need for overall rethinking and re-shaping processes and adopting new solutions is evident. The idea behind the development of cell terminals is to follow that same developmental path by replacing most if not all, paper documents and forms to reduce bureaucracy, speed up the processes, redirect resources, activate inmates, and guarantee the rights of inmates.

These modern technologies create new possibilities also for resocialisation. Being one of the top priorities in the strategy of the Criminal Sanctions Agency, these modern technologies should enable it to carry on this mission too. There is a number of different approaches and ways the Criminal Sanctions Agency tries to fulfil the strategic task of resocialisation. First of all, there is what can be called a program-

based approach that includes various anti-substance abuse and anti-violence courses, developing problem-solving skills and ways of thinking in group and individual forms. Besides the program-based approach, there is what can be called the institutional side, which includes everything from legislation downwards that ensures such rights and imprisonment process which has a direct and indirect impact on resocialisation, for example, prison leaves, prison conditions, a system of trial freedoms, and others.

The new solutions tend to be more on what is named the institutional side of the resocialisation process. Yes, there are some more experimental computer-assisted programs in limited use, but as of now, those processes are based heavily on human resources. The shift is much more concrete on the institutional side. Electronic monitoring of inmates has enabled the placement of more uncertain inmates in more open institutions is one good example of this. Another example is the rise of mobile technology, which has significantly improved possibilities for maintaining family relations for inmates, especially in open institutions. There were few phone booths in the past, and nowadays, everyone has a cellphone and the possibility to use Skype.

Technological advancements open new doors also for prison education. Being one of the top priorities in the strategy of the Criminal Sanctions Agency of Finland, education is seen as one of the best tools for resocialisation. Besides RISE, the international community recognises the value and importance of prison education as a tool for resocialisation but also acknowledges the difficulties and challenges of prison surroundings and somewhat problematic demographic in prisons (UNESCO, p. 9, 49). May it be problematic or not United Nations Declaration of Human Rights from 1948, one of the most important human rights documents, if not the most important, article 26 states that everyone has the right to education. Further, in the European prison rules (Council of Europe, 2006, p. 15), education is raised to be one of the fundamental rights: "Every prison shall seek to provide all prisoners with access to educational programs which are as comprehensive as possible, and which meet their individual needs while taking into account their aspirations". Also, the Council of Europe's Committee of Ministers (1989, pp. 1-2) recommends that all inmates have access to education. Prison organisations should ensure sufficient resources to implement this recommendation. These documents and many more guides the national implementation of prison sentences and obliges individual states to act accordingly.

Because of the nature of the prison environment, the education and teaching are arranged depending on the prison. In Finland, more open institutions may allow some inmates to participate in a regular school outside the prison area with a civilian population. In contrast, institutions with higher security ratings arrange educational activities inside the prison walls. Traditionally, education is organised through paper-based courses, but the shift to adapting more advanced models has begun with modern technologies. For example, in England, Prisoners' education Trust provides over a hundred courses for inmates, all of which are paper based (Prisoners' Education Trust, 2023). In Finland, some steps are being taken towards adopting more advanced technologies in distance learning solutions, but the advancement could be faster.

These concepts introduced above, modern technologies, resocialisation and prison education, create a triangle in which each vertex is interconnected, and the inmate is in the middle.

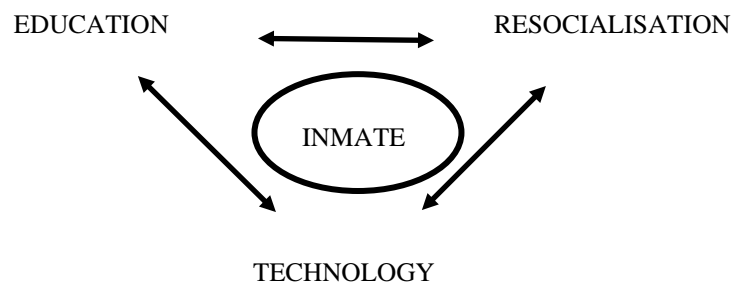


Figure 1. Education, Resocialisation, Technology: interconnection (by author)

Even though there are some studies made on re-socialising and learning in prison in Finland, the studies have focused on more traditional means of learning and resocialisation. The most significant one focusing on the same sector as this study was the survey "Prisoners in education" by Leena Koski and Kaija Miettinen (2007). However, it was released in 2007, so soon after hitting the twenty years mark, it is becoming outdated. Internationally there is a wide range of studies on prison education and resocialisation, but as there is a process of developing new educational tools and systems specifically for Finnish inmates, focusing on that specific target group is paramount. Described factors also ensure the study's **novelty** and **actuality** of this master's thesis.

Further, according to B.C. Reisdorf & Y. Jewkes (2016, p. 3) there is an extremely limited amount of research studying internet usage in prisons. Even though there are studies made after that publication, existing studies still mainly focus on internet-based learning or specific services, for example, library or health care. Those focusing on internet-based learning have a mutual understanding of education as a useful and working tool for re-socialization and preventing recidivism but, at the same time, fail to see, or have another focus of study, the wider possibilities internet usage could provide to counteract the prison paradox.

Given the demands of the strategy of the Criminal Sanctions Agency of Finland (Criminal Sanctions Agency, 2022) and its particular target population, as well as the nature and demands of education as a tool for resocialisation, **the study problem** can be formed as: What are motivations, skills, abilities, features and views of Finnish inmates for e-learning in the context of resocialisation?

To be able to find the answers to the study problem following **study questions** are set:

- How do Finnish inmates see their motivations, possibilities, and skills for e-learning?
- How do Finnish inmates see education as a tool for resocialisation?
- What kinds of features define Finnish inmates as students and learners?

This leads to the **objective** of this study, which is to determine if the resocialisation processes, supported by e-learning, would meet the capabilities, and needs of inmates in closed and open institutions in Finland.

To reach the given study objective following steps will be taken:

1. Go through and analyse relevant theoretical sources and standings to form a coherent picture of theoretical foundations of the resocialisation in prisons which is supported by learning.
2. Conduct interviews in prisons to gather data and analyse gathered data to form an overall view of skills, motivations, and attitudes towards e-learning as a tool for resocialisation.

3. Synthesise analysed theoretical foundations and findings from interviews to enable providing conclusions and suggestion regarding resocialisation in prisons supported by it based learning.

The research is based on a **qualitative method** best suited for this type of study. The nature of the qualitative method is that study material is collected in natural environments where an **interview** is a suitable means of collecting data. Furthermore, in the qualitative study, there is no objective to test the hypothesis but rather to find new and relevant information (Hirsjärvi, *et al.*, 2008, p. 160.). Study objects are deliberately selected, but the amount of material does not necessarily relate to the study's outcome (Eskola & Suoranta 2003, pp. 61-62).

One of the study strategies of the qualitative method is a **case study** which is an approach that enables the usage of several different materials and methods. In the case study, the phenomena are studied in depth in its natural environment, and the object can be, for example, an individual, organisation, or community (Yin, 2009, p. 18; Hirsjärvi, *et al.*, 2008, p. 158). A case, in context this research, is motivation, skills, and expectations of an inmate for resocialisation through e-learning based on the background, educational experiences and previous criminal history of the inmate.

The data collection method is semi-structured interviews with existing questions, but the interviewer can change the order of the questions or ask for additional information. It is more flexible than a structured interview and suitable for various studies (Hirsjärvi & Hurme, 2008, pp. 42, 47).

The sample size of these interviews is not determined at this point. In a qualitative study, the aim is to understand the research object; thus, the amount of data is irrelevant as long as the saturation point is reached (Hirsjärvi, *et al.*, 2008, p. 180). Data will be collected from inmates of open and closed prisons in Western Finland as it is more convenient, and those prisons are more accessible for study purposes. Furthermore, the inmate population in Finnish prisons is mainly homogenous, and thus there is no added value in the broader data collection area.

Content will be **analysed** by following steps: transliteration of collected data, creating a classifying system, defining analysis units and segmenting, and coding. Because of the nature of the qualitative analysis, the process will go on in cycles as classifying

systems and units will change throughout the study. The classification system is intended to be based on a theoretical foundation, and thus materials are classified using concepts from the theoretical research.

This study is **structured** so that the first part will concentrate on studying relevant theoretical approaches to resocialisation and education. Trough theoretical foundation will form the base for empirical research. This means that theoretical approaches define the final form and direction of the interview that is used to collect empirical data. In the second part, the design and method of the study are more closely introduced. The empirical study is made using interviews in prisons. The material of the interviews will be analysed using content analysis. In the final part of the study, discussion and evaluation are made on the findings and results of the empirical research.

1. THEORETICAL FRAME: RESOCIALISATION THROUGH EDUCATION

1.1 Inmate student profile and e-learning

According to Rikosseuraamuslaitos and Finnish National Agency for Education, prison education is one of the most important tools for the resocialisation of inmates in the future. Education can effectively influence recidivism rates by creating new prospects and cognitive skills for inmates (Opetushallitus, 2012, p.7). As advances in IT technologies provide new possibilities, for example, maintaining social relations through the internet and continuing the existing web or computer-based rehabilitation programs, this study focuses more on the possibilities educational programs can provide. Furthermore, investing in inmate education fulfils exactly the goals and meaning of the definition of resocialisation formed earlier in this study. Against this background it is necessary also to theoretical foundations of e-learning but also to determine the basics of the population these services are provided to, that is inmates as students.

1.1.1 Inmate student profile

There are some three thousand inmates in Finnish prisons on yearly counts (Rikosseuraamuslaitos, 2021). According to Finnish prison services, the average age of inmates is around 37 years. Of the whole inmate population, most inmates are between 25-49 years old. The average sentence is around two years. Over half of the inmates are repeat offenders, and just about half of the inmates serve in open prisons. Fewer than 10 per cent of the inmates are female inmates, and over 15 per cent of the inmates have some nationality other than Finnish (Rikosseuraamuslaitos, 2021, p. 16).

According to the Finnish National Board of Education (Opetushallitus, 2012, p. 8), the average inmate owns a significantly lower education than the average person in the overall population. For example, two per cent of the overall inmate population own a higher degree of education, whereas the percentage in the overall population is 15

(Opetusministeriö, 2019, p. 12). Furthermore, inmates suffer more learning difficulties and are more prone to marginalisation.

According to the Finnish Government definition, for adult-student is a person studying who is at least 25 years old. The definition is parallel to one of the OECD (Opetusministeriö, 2008, pp. 16, 24). Furthermore, the same publication states that in 2006, 64 per cent of the population over 15 years old had some education beyond primary school, of which the most popular was a vocational school. The rest 36 per cent of the population did not have an education after primary school; of those, 78 per cent were at least 25 years old.

Furthermore, according to (Koski & Miettinen, 2007, p. 59), earlier studies show that ability to read is a highly significant skill in modern society, and difficulties in reading are one possible component in development leading to criminal behaviour, especially when the level of intelligence is low, and there are psycho-social background issues. Further, studies show that unsuccessful learning experiences are related to antisocial behaviour. Similar patterns are to be seen in numerical and reading skills, which are prone to lead to marginalisation and affect self-esteem. Twenty per cent of the inmates are shown to have difficulties in reading or writing.

According to Koski & Miettinen (2007, p. 68), the percentage of inmates with learning difficulties is higher than in the overall population. Twenty-three per cent of those inmates with learning difficulties have been tested or diagnosed. Sixty per cent have received help for those difficulties at some point in education. This also means that there are benefits to be found in education for recognising and, through that directing to related services and help for people without a diagnosis.

These numbers are parallel with international studies (UNESCO, 2021, pp. 52-55), which show that in all inmate populations, the level of education and literacy and numeracy skills. "Whether they suffer from economic disadvantage, institutional discrimination, structural inequity or bias based on their ethnicity or nationality, the people who end up in prison are acutely aware of their particular circumstances, and

these need to be reflected upon when developing curricula and delivering pedagogy (UNESCO, 2021, p. 55).

As stated above, OECD has defined an adult student as someone at least 25 years of age and learning. As an adult, learning is based more on previous experiences and lived life than before. The ability to learn still exists, but the ways of learning have changed. There are also changes in memory function as memory capacity declines, but on the other hand, the ability to manage entities improves (Paane-Tiainen, 2000, pp. 15-16). According to Paane-Tiainen one of the key factors in adult learning is learners' attitude towards learning and education. This attitude significantly impacts successful learning, and a previously negative view of oneself as a student may hinder the adult learner. Those negative images can be derived from earlier negative learning experiences (Paane-Tiainen, 2000, pp. 23-24). Furthermore, independent learning has been considered a critical concept in adult learning since the 1980s. This has benefited to development of new ways of learning, like distant learning etc. (Pasanen, 2000, pp. 110-113).

1.1.2 E-learning

Defining the meaning of e-learning exactly proves to be somewhat laborious tasks as the use of terminology in this field varies and concepts are, in many cases, overlapping and used synonymously (Kokko *et al.*, pp. 57-58). For clarity's sake in this study, we adopt the definition used in Report on e-learning in European prisons (2010, p.6), which "includes many different ways to take advantage of ICT in training and education in prison. The understanding of e-learning includes education via the internet, via networks or standalone computer, web-based applications (WBT), computer-based (CBT) applications and virtual classrooms".

There are some different angles e-learning can be approached of which first is through learning theoretical base. Learning theories are studied more closely later in this study to enable research inmates learning in more general level and beyond the scope of e-learning. On the other hand, according to Alamäki & Luukkonen (2002, p. 85)

traditional teaching methods can be used also in e-learning depending on the learning platform. This is another reason for later study of wider range of learning theories.

Savolainen & Kari (2008, p. 40) takes two theoretical approaches to e-learning. First of all, there is constructivist aspect where acquiring and using information is construed parallel to ideas of different stages of reflection process. In this process learner actively creates alternative ways to interpret information through which meaning construction happens.

The second theoretical view, which has taken its place in the field of e-learning is cognitive approach. In this framework cognitive approach sees that learner in e-learning when receiving new information puts it in the perspective of existing knowledge and understandings, or mental models. These models change as learner receives new information and moulds understanding (Savolainen & Kari, pp. 40-41).

Besides the studying theoretical view on learning, the aspect of learner and interaction must be taken under consideration. According to Salovaara (2004) it is necessary for student to be self-guided and take responsibility of ones learning in e-learning environment. This leads to concept of self-directed learning, which was first introduced 1960s but has since grown popularity by rise of e-learning and especially distance learning. In the article of Boyer *et al.* (2013, p. 1) writers present the most widely accepted definition to self-guided learning from Knowles (1975). "It is a process that it initiated by the individual, which may or may not involve help of others, to identify their learning needs, develop learning goals from these needs, find necessary resources to attain these goals, select and implement the proper learning strategies to meet their goals, and determine how to measure learning outcomes". This definition, although leaving room for help of others, rely heavily on the assumption that learner, at least to some degree, owns resources to make decision and is able to motivate oneself. Further, it somewhat ignores the nature of e-learning environment and connections between different learners.

This kind of egocentric view is based on view where learning is seen as a conscious space and this space is more or less permanent feature in human and learner. On the

other hand, some see self-directed learning as a process, a view that underlines the meaning of learner's ability to plan, execute and evaluate one's learning (Varila 1990, pp. 14-17).

In his article Dr. D. Randy Garrison (1997 pp. 21-29) sees self-directed learning as a four-dimensional concept where three key aspects, self-monitoring, self-management and motivation, forms foundation where self-directed learning is built, or rather these three aspects lead to self-directed learning. Self-management refers to choosing learning strategies, setting learning goals and managing overall learning process. Self-monitoring is learner's ability to reflect and critical thinking but also consists of forming new meanings from received new information. Thirdly, motivation acts as a pushing or pulling force for learner but not only as initial force to start learning but also staying committed to previously set learning objectives.

Seeing e-learning from more of a viewpoint of social environment, although in form of technologically created, theory of situated learning includes also other learners in same environment. Student can use and utilize the knowledge of others similarly to everyday interaction (Resnick 1989, p. 12). According to Wilson & Myers (2000, p. 71) thinking, learning and cognition is always connected to social situation and surroundings. Furthermore, the competency of learner does not rise only from knowledge he possesses but rather applying those knowledges when acting in social environment (Resnick 1994, p. 476). This connection of situation, or practical applications, and learning has also effects on learners' motivation as goals are connected to concrete content or context (Resnick, 1989 p.3). Deeper view on motivational factors is presented in next chapter.

Lave and Wenger (1991, pp. 29-30, 35-36, 50-53), in their article, underline the meaning of participation. Not only members have right to participate but participation is precondition to learning. Also, through participation the status of a member evolves as he adopts the knowledges and practices that are valuable for the group. The shift of the status also has effects on the group as those who have previously entered said group as novices, through time and deeper adoption of culture and knowledge, become

experts. The shape and form of the group is constantly changing and complex, cyclic, relations differ highly from traditional pupil-teacher -relation.

The two concepts studied under this chapter raises question of how inmates, with backgrounds presented earlier, are capable of respond to challenges of, on the other hand, act by the requirements of self-guided learning and, on the other hand, adjust social environment of situated learning. By no means these concepts are exclusive but rather provides opposite views on the studied issue and gives this research another angle of study. As e-learning does not exclude traditional teaching and learning, next chapter provides more in-depth general view on the learning theories.

1.2 Learning theories and motivation

Studying and teaching are always based on theoretical foundations of learning. The understanding of what learning is it and its nature of it are relative to the current perception of learning in a given environment, as values and traditions on education, in studied society and time (Rauste-VonWright, *et al.*, 2003, p. 139). Järvinen, *et al.*, (2000, p. 81) state that the most common theoretical approaches when studying learning and teaching are behaviourism, cognitive learning theory, humanism, and experiential learning theory. In the following chapters, those theoretical approaches are presented shortly.

As all inmates are adults, the theory of adult education is also taken under consideration in this section. Furthermore, as the study is partly concentrating on motivational factors, the motivational theory could not be left out.

1.2.1 Behaviourism

Until approximately the 1960s, behaviourism was the leading theory in learning. One of the key concepts in behaviourism was the study of reactions to a stimulus where favourable results were rewarded, and unfavourable results were punished. One of the most famous examples of this kind of conditioning was Ivan Pavlov, who experimented famously with dogs, and the conclusion was that learning is based on

reflexes. Later B. Skinner learned that conditioning goes further than reflexes, and surroundings can affect learning also. (Rauste-Von Wright, *et al.*, 2003, p. 51; Tynjälä 1999, p. 21)

Rauste-Von Wright, *et al.*, (2003, pp. 149-151) claim that behaviourism sees the learner as a passive individual whose task is to assimilate the teachings of the active teacher and understanding or interpretation of the taught matter is more or less meaningless. Further, the passive learner should learn whatever is necessary when stimuli are correctly placed. That leads to a teaching method that is carefully pre-planned as a series of stimuli and reactions. This method is unarguably clear and coherent but fails to take under consideration the possibility that the information does not transfer as such, unchanged, but rather is interpreted. Further, there is a question of storing and retaining the given information.

Conditioning was seen as a force behind learning and human development as one changed behaviour through new experiences. Conditioning, though, failed adequately to explain learning as the effect of thoughts and other mental functions were, for the most part, ignored. Reflexes are not an adequate explanation for all behaviour and learning, as behaviourist tradition claims (Säljö, 2004, pp. 47–49).

In his book, Suonperä (1995) showed that behavioristic teaching models are prone to lead to strict teaching plans and highly formal and non-individualistic teaching methods. There is also a tendency for learning environments are drifting away from reality following behavioristic methods.

1.2.2 Constructivism

According to Manninen & Pesonen (1999, p 63), one of the most famous theoretical approaches in the field of internet-based learning environments is constructivism. The word constructivism is based on the idea of construction, where the learner actively constructs new information and ideas based on the already existing knowledge and experience (Puolimatka, 2002, p.21). New understandings and knowledge are formed by using individuals' existing knowledge and ideas and moulding and building those

into new perceptions. Constructivism is seen more as a collection of several learning theories rather than an individual theory, and cognitive psychology is one of the foundations of constructivism as learning processes require active use of cognitive thought processes and not passively receiving new information (Tynäjälä, 1999 p. 37).

Underlining the active participation of the learner in the learning process constructivism (Puolimatka, 2002, p, 82; Tynäjälä, 1999, p. 37), the role of the teacher, or in this case, the learning environment and program is to be more of a motivator and support in the learning process (Puolimatka, 2002, p. 82). The flexibility in teaching and learning is based on the learner's capabilities and background as it is in a crucial role as new ideas and a way to perceive entireties are constructed. Furthermore, constructivism is seen as a social and interactive process (Pantzar, 1997, p.119; Rauste-VonWright, *et al.*, 2003, pp. 163-169).

Because of the nature of constructivism, the crucial element of the learning process is flexibility in teaching and taking into account the learner's background and perception of the surrounding world. Diverse cultures and backgrounds of learners have affected the way they process, receive, and relate to new inputs and information. Constructivist learning leans on learners' readiness to learn, and the learning itself happens in an individual's pre-learned way of processing information. Through interaction, concepts have new meanings, and those meanings can change over time as the learning process goes on and the learner builds new connections and meanings on top of existing ones (Rauste-Won Wright, *et al.*, 2003 pp. 163-169; Puolimatka, 2002, p. 13).

The criticism against constructivism consists of the criticism of the idea that the learner defines the nature and meaning of knowledge. This means that the learner is to define reality through processing information and learning, and the result may differ from actual reality. This way, a person may separate himself from accepted reality (Puolimatka, 2002, pp. 378-379).

Although criticism constructivism remains the prevailing learning theory. It is used as a foundation for all curricula in Finland (Tynäjälä, 1999, p. 37).

Table 1. Comparison of Behaviorism and Constructivism. (Manninen & Pesonen, 1999; Puolimatka ,2002; Tynäjälä, 1999; Rauste-VonWright, *et al.*, 2003) (By author)

<u>Theory</u>	<u>Behaviourism</u>	<u>Constructivism</u>
<u>Teacher</u>	Active transfer of knowledge to the learner	Passive, more of an enabler and guide
<u>Learner</u>	Passive, expected to take in information that is given by the teacher	Active, self-guiding, and self-motivating
<u>Learning</u>	Stores information as it is	Processes information through personal background and existing ideas
<u>Teaching</u>	Through stimuli and reaction. Reward and punishment.	Active cognitive processing through which new meanings and ideas arise
<u>Criticism</u>	Reflexes fail to explain learning adequately, and non-individual learning environments recede from reality.	Receded from reality, the learner defines reality.

1.2.3 Cognitive Theory of Learning

A cognitive approach to learning began to rise in the 1950s. The cognitive theory sees the human as a processor of information (Rauste-Von Wright, *et al.*, 2003, p. 53). According to Tynäjälä (1999, p. 33), cognitive theory sees the human as a computer that, between input and output -as in behavioristic theory- human cognitively processes information like a processor in a computer. The act of learning is not seen as a separate process but rather as a part of other processes that contains observation, thinking, decision-making, and remembering (Rauste-Von Wright *et al.*, 2003, p. 53). Learning is seen as a passive process and as a mechanical function of memory (Tynäjälä, 1999,

p. 34). On the other hand, according to Rauste-Von Wright et al. (2003, p. 53), a learner is seen as an active actor in processing information in a goal-oriented manner. In the process of learning, the learner collects and stores information and, through inner guidance, processes and uses existing information to build new information (Puolimatka, 2002, p. 85).

One part of cognitive theory is IP theory which uses computer terminology to describe learning processes. According to the IP theory learner receives and analyses selected information to develop it through complex processes. The theory does not accept the behavioristic idea of individuals passively receiving information but underlines learners' active role in processing received information. The theory has been parallelised with constructivism (Tynäjälä, 1999, p. 34).

Besides providing new angle to the theoretical base for learning cognitive theory strengthens the interconnectivity of learning theories, resocialisation and technology by IP theory which adds another interface to technology and learning.

1.2.4 Humanism

The basis of the humanistic approach to learning is humanistic psychology. It sees interaction and discussion as fundamental parts of human learning. The interaction is constant between all the participants in the learning process. Internal motivation originates from human nature and learning itself has intrinsic value. One of the objectives of learning is the humane need for fulfilment (Järvinen, *et al.*, 2000, p. 91-92). Also, humanism can be seen as a counterpart of behaviourism, as the role of the learner is to develop oneself actively and is social and responsible. A human is also seen as capable of making decisions by himself and be in control of one's life (Ruohotie, 2000, p. 113). The humanistic approach sees communication as a vital part of learning and emphasises the role of information as a tool for thinking and action. The process of learning should consist of individual and communal aspects in more social learning environments (Poikela, 2001, p. 110).

The role of the teacher in the humanistic approach is to be more of a supportive expert. The teacher, along with the student, evaluates and sets the objectives of learning, means of assessing learning progress and how to best arrange the working towards goals (Patrikainen, 1999, p. 153). According to Koro (1994, p. 130), humanism can be seen as abandoning the traditional understanding of teaching.

The humanistic approach is a somewhat optimistic approach to learning and human nature as besides human values and individualistic values, it sees that people have a natural desire to develop, learn and take responsibility for one's actions and thinking. People are seen as capable and willing to be self-guided and responsible but also naturally willing to learn (Koro, 1994, p. 130).

Mezirow (1995, p. 26) notes that when thinking about adult learning, it is more crucial to concentrate on understanding other people's values, morals, and feelings as well as concepts like love, autonomy, commitment and work but also the meaning of democratic communication. All this arises from the notion that learning should not always be only the pursuit of more effective control of cause-and-effect relations or learning to perform mechanically.

Humanism approaches from the point of view of individual values, social responsibility, personal feelings and other that, in the first glance, seems somewhat alien in the context of prison learning. On the other hand, it provides more solid and wider base for theoretical framework by offering a different viewpoint.

1.2.5 Experimental learning

In experimental learning, individual experience is a key factor in comprehensive learning. Experience does not ensure learning but observation of a phenomenon, pondering it, and conceptualising it through applicable theory are some crucial factors in experimental learning (Ruohotie, 2000, p. 137). In the learning process, reflection leads to information and meaning. Reflection refers to the critical evaluation of the actor's strategies and previous knowledge. Through reflection, it is possible to acknowledge the foundations of one's belief system and attitudes, which guides the

thinking and actions. In learning, the meaning of experience is re-evaluated, and new meanings are created. It is also a way to fix the erroneous belief systems and errors in encountering problems (Mezirow, 1995, pp.17-26). According to experimental theory learning missing reflection leads to a situation where activities become routine-like and automated. In this kind of situation, learning cannot occur as reflection is a precondition to learning (Järvinen, *et al.*, 2000, p. 88).

In experimental learning, reflection leads to the formation of meaning as well as information. This notion is in contradiction to the constructivist approach, where reflection leads to the formation of desired cognition.

One of the simplest ways to present the process of learning according to Kolb's (1984, pp. 40-43) model of experimental learning. It consists of four stages where the experiences of a learner are processed. The phases of the cycle are concrete experience, reflective observation of the experience, abstract conceptualization, and experimentation. This cycle can start in any of the phases. The first phase is experiencing, which by itself is not enough to lead to comprehensive learning, as in the next phase, experience is reflected, and in the third phase, generalized. In the third phase, the learner redefines existing realities through critical reflection to test those new findings in the fourth phase.

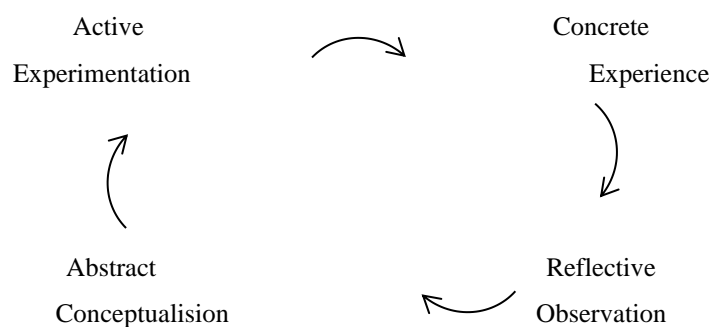


Figure 2. Phases of Kolb's (1984) learning cycle (drawn by author)

This model shows learning as a continuing process in which learners' knowledge base and skill set are constantly evolving. As a learner actively interacts with one's surroundings through new experiences and knowledge learner changes one's behaviour and attitudes and gradually changes one's environment (Kolb, 1984, pp. 34–35).

Not only being one key theories of learning, but experimental learning theory approaches also learning from different angle thus providing new viewpoint to prison education. Further, it underlines the meaning of reflection and individual experience which opens new doors for analysis later in this study.

1.2.6 Andragogy

The term andragogy originated in the Creese language, where words *andros* and *agein* refer to words: adult and teaching or leading (Varila, 1999, p. 28).

Malcolm Knowles is known as one of the most important and influential figures in the field of andragogy. Knowles emphasises the previous experiences and knowledge of an adult student in the process of learning new ideas and concepts. One of the main characteristics of andragogy is that adults tend to learn in different ways than children. Adult learning is based more on students' internal motivation and responsibility than on children's education (Knowles, 1980, pp. 43-45). Furthermore, adults tend to be more self-guided learners and see that the learning will result in concrete rewards, and the role of the teacher in andragogy is more of the creator of different situations through which the learner learns new concepts. A teacher is seen more as a person who helps the learner to learn but not as an active teacher (Knowles, 1980, p. 27).

According to Knowles (1975, p. 27), self-guidance in andragogy is a process of learning through which the learner has the initiative to discover and define one's goals in learning, securing needed resources, and choosing one's study strategies. Further, self-guidance includes the process of evaluating one's results of the study and, through that, the entire process. Knowles (1975, pp. 14-15) states that self-guidance is a natural part of adult needs. It owns characteristics like independence, the ability to adapt to new situations, the ability to take the initiative and a positive understanding of oneself

as a student. According to Koro (1993, p. 23) autonomy as independency for internal and external sanctions is one of the dimensions of self-guidance. However, it widens the concept with a critical awareness of surrounding reality and factors guiding adult learning.

In her Pro Gradu research, Aulikki Rouhiainen also has a different approach to adult learning by turning the viewpoint to the teacher. She goes through the main objectives of teachers of adults according to Mezirow by listing key features as follows (Rouhiainen, 1999, pp. 41-42 ref Mezirov, 1991, pp. 199-200):

1. Diminish learners' dependency on the teacher
2. To help the learner understand how to use learning resources, especially the experiences of others, including teachers' experiences and committing to mutual learning connections.
3. Assist the learner in defining one's learning needs through immediate recognition and cultural and psychological presumptions which affect one's learning needs.
4. Assist learners in indicating an incremental sense of responsibility towards defining their own learning targets, designing their curriculum, and evaluating one's success.
5. Help the learner to organise what is to be learned about his general personal problems, worries and things he does not understand.
6. Raise the learner in decision making to differentiate appropriate learning experiences which require choices, expand the number of choices for the learner and make it easier for the learner to notice other people's alternative views.

7. Encourage the usage of criteria when reflecting on what to include and what to differentiate in consciousness, self-reflection and what to attach to the experience.
8. Teach a self-remedial, flexible approach to learning: Anticipation and classifying, taking, and choosing perspective, methods, and connections of learning.
9. Make it easier to solve problems, including implementing individual and communal actions. Make it easier to identify connections between personal problems and matters of general nature.
10. Strengthen learners' perception of themselves as a student and actors while maintaining progressive control and a supportive atmosphere in the form of feedback; encouraging efforts towards change and taking risks; avoiding competitive criticism; maintaining the use of appropriate support groups.
11. Emphasise methods that are experiential and participant-centric but also projects in planning- and apprenticeship contracts where it is appropriate.
12. Make a moral difference in helping a student by enabling an understanding of the scope of choices and means to improve the quality of choices but also to encourage the student to make an unorthodox choice.

The key features andragogy presented here through key features of teachers and learners allows to form a coherent overview of the theory that, in the context of prison environment and adult learners, is essential addition to theoretical frame.

1.2.7 Motivation

Term motivation can be defined as a force. That force guides, directs and sustains an individual's actions and functions (Tynjälä, 1999, p. 98). Motivation can also be defined as a state that is created through motives. Those motives can relate to needs,

wants, urges, rewards, and punishments. Motives direct human behaviour and are conscious or unconscious (Ruohotie, 1998, p. 37).

In literature, motivation is divided into internal and external motivation, which describes different sources of input in motivation. Ruohotie (1998, p. 39) sees that despite the division in multiple sources, those two are not entirely separate, as motivational processes can co-exist and be simultaneous. The proportion of different motivations depends on processed matter and context.

Different scholars approach sources and reward mechanisms of internal and external motivation differently, but in general internal motivation refers to motivation in which the source and goal are a person's pleasure or another reward that is connected to a person's objectives or one's internal sense of pleasure (pleasure, joy, other good feelings). External motivation is created outside a person's objectives or goals. Examples of external motivations are rewards that are not connected to a person's internal rewarding system and rewards whose main target is defined through the person's needs (for example, money and employers' orders) (Peltonen & Ruohotie, 1992 pp. 18-19).

Table 2. Different scholars' views on rewards in internal and external motivation (Peltonen & Ruohotie 1992, p. 19, translated and adapted by the author)

<u>Scholar</u>	<u>Internal rewards</u>	<u>External rewards</u>
Saleh & Grygier	Arises from the content of the work (diversity, variety, challenge, independence, experiences of success	Can be derived from the work environment (salary, external support, encouragement, recognition, changes to participate, et cetera)
Deci	Passed on by the person himself	Passed on by the organisation or its representative

Slocum	Satisfy the needs for the highest level (need for self-fulfillment and self-development, need to be recognised, et cetera)	Satisfy the needs of a lower level (Need for nutrition, a need for safety, need for the feeling of belonging, et cetera)
Wernimont	Are subjective and appear in the form of feelings (joy of work, contentment, et cetera)	Are objective, appear in the form of material goods or events (money, incident of encouragement, et cetera)

Ruohotie (1982, p. 72) approaches motivation also from the point of view of performance motivation. Concept originally provided by Atkinson (1964) describes the connection between the need to perform and the desire to avoid failures. These inducements affect a person's behaviour in situations where one is observed and evaluated by an outside observer against some form of criteria. This, according to Tynäjälä (2002, p. 100), can be observed when people tend to avoid the anxiety brought by failure by choosing extremely easy or overly difficult tasks. On the other hand, should the success be relatively close, the person is ready for extreme efforts in moving in the direction of one's goal.

When the focus is specifically on adult education and learning, Rinne, *et al* (2003, pp. 122-124) divide adults into four categories according to the source of motivation: career-oriented, degree-oriented, change seekers and life-long students. For example, career-oriented students tend to have exact plans for how to proceed in their careers, and they are acutely aware of the advantages education can offer them in competitive work environments. On the other hand, change seekers are generally unsatisfied with their current social, economic, or overall professional positions and seek a way to change the status quo. Degree-oriented students tend to have a clear educational view of the future, and they know from early stages where they want to go to study and are ready to work for the desired results. Life-long students see value in studying and self-

development more than in grades or in degrees. They also tend to be older than others mentioned above (Alho-Malmelin, 2010, pp. 100, 108-110, 116).

As seen, motivational factors can be seen as a common nominator for all learning theories. However, also it plays a vital part in the modern imprisonment process (see pp. 10-15 of this study). Studying the theoretical foundations of the most important learning theories enables more educated studying of inmate learning. Including andragogy was essential as the study objectives are all adults and thus learn and study differently than their younger counterparts.

This chapter of the study has presented the most influential and important theories of learning to create solid foundation for research and enabling deeper understanding of studied issue where, as described in the beginning of this paper, education is one corner of a triangle in which each vertex is interconnected. Besides focusing on the theoretical foundations of learning, it must be considered that learning difficulties can be as decisive as learning itself.

1.3 Learning difficulties and ADHD

As mentioned earlier in this study, a relatively high percentage of the inmate population has difficulties in learning. Those difficulties might be one explanatory factor behind ending up in prison and may hinder the processes of resocialisation if left unnoticed by institutions. As the term learning difficulties is more of a generalisation of a wide range of issues, it is necessary to divide the term into different concepts before studying phenomena. Behind learning difficulties are aberrations in the central nervous system, which affect learning and development. These are sometimes called neurocognitive problems (Aro, *et al.*, 2012, p. 301).

The most common form of learning difficulties is dyslexia. Besides the difficulties of reading, the term also covers difficulties in writing. According to some studies, the probability of dyslexia grows significantly if some relative is diagnosed with it (Aro, *et al.*, 2012, pp. 311-312).

For adults, dyslexia have many levels, and it can manifest as a minor difficulty in learning and processing information to a total inability to read or write. Difficulties in writing appear to be the most common secondary effect besides dyslexia. These traits are somewhat permanent, but many adults have found ways to cope with and compensate for these difficulties. However, there were still challenges, for example, in education and occupational surroundings. The most significant effects on the educational path are usually observed in language studies which tend to hinder or prolong studies (Korkeamäki, *et al.*, 2010, pp. 11-16, 35-42).

Besides dyslexia or difficulties in reading, the second phenomenon is difficulties in mathematical skills or mathematical learning difficulties. These seem to be as common as difficulties in reading and commonly manifest at the same time, but they are a somewhat less studied phenomenon. Even though a similar cognitive skillset is needed in learning mathematical skills, the support and aid for those with mathematical difficulties are significantly less than for those with difficulties in reading (Räsänen, 2012, pp. 1169–1171).

The manifestation of mathematical difficulties is most notable in comparing young students' skills against the average skill levels of students of similar age. When studying mathematical difficulties, it is notable that mathematics is hierarchical in nature, and difficulties in earlier stages are reflected and deepened in later stages. Although usually connected more to spatial awareness, mathematical abilities correlate more with language abilities (Räsänen, 2012, pp. 1169–1171).

In several cases, learning difficulties occur parallel to difficulties in focusing, usually placed under the umbrella term ADHD. Attention deficit/hyperactivity disorder refers to difficulties controlling and planning one's actions due to impulsiveness and anxiety. In many cases, especially for youth and children, aggressive and violent behaviour and other behavioural issues can be connected to this disorder in some cases. It can even manifest as depression in children. This phenomenon is more likely to manifest in boys than in girls (Myllykoski, *et al.*, 2004, p. 13).

Besides ADHD, the other form of focus disorder is ADD or attention deficit disorder. This form of the disorder is not as common as AD/HD but is sometimes considered a form of ADHD in the modern view. ADD causes problems in processing information, and one tends to focus on non-important things. ADD children tend to be depressive, anxious, and wary. Contrary to AD/HD ADD, children do not usually have aggressive tendencies but are instead drawn (Myllykoski *et al.*, 2004, pp. 14-15).

ADHD was previously known as MBD or minimal brain dysfunction, which is seen to be caused by disobedience from bad upbringing, motivational problems, brain damage or disorder. By a more modern view of medical science, the term MBD is replaced with ADHD, of which roots are considered to be in neuropsychiatry, biology and genetics (Michelsson *et al.*, 2004, 12–13).

Even though ADHD is seen as a genetic disorder, the most crucial factor in a child's development is parental care and upbringing at an early age. Besides upbringing, the other notable factor is the social, physical, and mental environment. Together these form an interconnected gestalt that plays a significant role in the development of ADHD in childhood. There are also several risk factors, such as alcohol usage in pregnancy, low weight at birth and others. These do not cause ADHD alone, but with genetics, those increase the risk of ADHD. At a later stage, for example, noise levels in kindergarten surroundings may have a connection to the onset of ADHD. (Voutilainen & Puustjärvi 2014, pp. 71–72.; Moilanen & Almqvist 2004, p. 24.)

There is no accurate number of how common the phenomenon ADHD is, but according to Michelsson *et al.* (2003, p. 18), the estimation is that around 3-5 per cent of children and 2-3 per cent of adults has ADHD. This study has shown that the percentage is even higher in the inmate population.

The effects in adult life are various as the nature and symptoms of the disease evolve as adults tend to have found coping mechanisms and ways to hide symptoms. Nonetheless, people with ADHD tend to have more difficulties in finding and holding a job or have less willingness, or due to weak grades or inability to cope with higher expectations, to continue studies after compulsory education. On the other hand, there

are also characteristics of ADHD that can be seen as positive. People with ADHD tend to be curious, quick-witted, active, spontaneous, bold, and introverted. In many occupations, these are not desirable attributes, but if channeled correctly in certain jobs, these are positive features. For example, in customer service, the attributes listed above might prove valuable, or in brainstorming or ideation, the mindset and different ways of thinking can be seen as valuable assets (Michelsson *et al.*, 2004, pp. 31-32, 92-94).

1.4 Resocialisation in prisons

One of the essential objectives of imprisonment is to fight against recidivism through resocialisation (Rikosseuraamuslaitos, 2022, p. 2-6). There is an apparent paradox of imprisonment where through isolation from society, the system of imprisonment tries to turn violators of the rules of society into better individuals and members of society.

Daniel Glaser shows in his article that imprisonment, as a punishment is quite a modern phenomenon. From ancient times to the nineteenth century, the most common punishment was execution. For less significant crimes, the punishment was some physical punishment depending on the crime and cultural context. Only with the Enlightenment period and new ideas of human rights, the imprisonment gains its position as the most common form of punishment. (Glaser, 1971, p. 654)

Adopting the model of imprisonment raised questions about the meaning and objectives of the system. What would society want to achieve through the system, and what would be the effects? It soon became apparent that rather than just society having revenge, imprisonment should also mould inmates into better beings. (Glaser, 1971, p. 655)

To study resocialisation and some key issues of it, one must first define what resocialisation is. Johan Galtung (1958, p. 129) defines resocialisation as abstaining from law violations in fear of possible personal sanctions. The given definition is old and outdated but still usable if the term "personal sanctions" is seen in a wider context. Lloyd McCorkle and Richard Korn (1954, p. 88), in their article, define the concept of

resocialisation to be pure "changes in group membership," which outsources the responsibilities of the inmate's position.

Two different approaches see the responsibilities of inmates and the role of the institution differently. In Galtung's (1958, pp. 129-130) definition, personal sanctions should be seen more as a set of social and psychological effects and losses rather than just mere isolation from society. Definition underlines a person's own decision and fear of personal punishment when McCorkle and Korn (1954, pp. 88-92) emphasise the group dynamics and social surroundings of an inmate.

To be able to fully explain the concept of resocialisation, one should combine two latter and broaden the concepts. For this study and my master's thesis, resocialisation can be defined: Person abstains from criminal acts because through re-evaluating one's social position, advances in thinking processes, and considering one's prospects one sees holding from criminal acts more beneficial and morally right.

One of the most crucial problems in resocialisation is mentioned at the beginning of this analysis and described above. The paradox is the attempt to re-socialise an inmate while at the same time holding him away from society. McCorkle and Korn (1954, p. 98), Glaser (1971, p. 661), Galtung (1958, p. 140), and Miller (1972, pp. 120-121) all see resocialisation as an important task of the prison system but give it a little chance to succeed. All of the articles study the imprisonment process from a different point of view, but the conclusion is the same: resocialisation does not work and even has no chance of working.

In his article on indeterminate sentences, Martin B. Miller sees the prisons as moral hospitals where both sides, inmates, and therapists, see the attempts of resocialisation as mostly futile. More than simply renaming, for example, the prison to a correctional facility, does not solve any problems in therapeutic or any other point of view and even less so in the case of indeterminate sentences. (Miller, 1972, pp. 118-119)

Lloyd McCorkle and Richard Korn study resocialisation and its procedures in larger institutions. They pointed out that in that environment, it is impossible to create and

test the methods and newly shaped processes of interaction learned in therapeutic sessions. The relations between therapist and inmate, especially in larger institutions, have to be quite distant and other healthy relations or contacts are mostly absent. As this is one of the core concepts of therapeutic work, attempts at resocialisation are doomed to fail. (McCorkle & Korn, 1954, pp. 95-97)

Johan Galtung sees the problem of resocialisation as a problem in the functions of prison. Inmates are directed to stay and act in surroundings that are not designed for resocialisation but rather older concepts like retribution. The author sees little chance of success in combining old and modern ideas in the same institutions. This causes a situation where inmates are directed, in the name of resocialisation, to functions that are more or less useless outside the prison walls. (Galtung, 1958, pp. 137-138)

In their article, V.C. Coull, L.L. Geismar, and Angela Waff studied juvenile offenders' resocialisation. Most notable was the finding that family ties and the socio-economical profile of the offender's family are the key factors in the resocialisation process. Collected empirical data indicates that more than institutional efforts of resocialisation, the family of the juvenile offender is crucial for the success or failure of the process and through that recidivism. (Coull, *et al.*, 1982, pp. 69-71)

These different approaches and aspects form a unity by which the two sides of the paradox can be seen. On the other hand, there is an institutional approach where the existing idea and form of institutions and imprisonment prevents resocialisation and even supports negative development. On the other hand, inmates' social ties and ponds can be a powerful force behind positive development, although, at the same time, those are one of the things that the efforts of those institutions cannot affect.

When comparing given articles, laws, and practices today, the development of understanding and attitudes towards imprisonment and resocialisation can be seen quite clearly. There is a shift from the institutional approach of the 1950s to a more humane approach in more recent articles. Today's practice, at least in Finland, is a step even forward from the ideas of the 1970s and 1980s ideas and understandings.

According to Matti Laine (2007, pp. 264-267) Finnish prison system has adopted a neo-positivist approach in the resocialisation process. Shift from neo-classical towards neo-positivist ideology took place in the late 1990s when ideas of juvenile punishment and community service were presented and turned into legislation. A similar shift took place in the whole of Scandinavia when punishments were assessed based on criminals' personal qualities rather than a committed crime.

In the United States, one of the most acute and obvious problems in resocialisation is "the modern prison paradox". In her study, Amy E. Lerman describes the transition from rehabilitation to punitive that has taken place in the USA and examines the impacts of the phenomena on the prison system and recidivism. The idea in what she calls "the modern prison paradox" is that through that development, inmates spent more time in violent and high-security prison conditions and through that, the ties between other criminals are strengthened, and counter-socialisation takes place. The punishment system in the USA, according to Lerman's study, is working against the resocialisation goals. (Lerman, 2013, p. 7)

These two opposite developments can be, at least partially, explained through a fast-growing number of inmates in the USA and a relatively stable situation in Scandinavia. (Lerman, 2013, pp. 3-4; Rikosseuraamuslaitos, 2021, pp. 13-14). The political processes behind these developments can be seen clearly as they are more or less opposite to each other. Deeper cultural backgrounds behind these political developments can be found, but they go beyond the studied subject.

In the spirit of neo-positivist ideology, the prison system of Finland has adopted the idea of resocialisation as one of the key concepts in the execution of imprisonment. The actual work is based on providing different programs to influence criminal behaviour. Rikosseuraamuslaitos divides programs into three separate groups: general programs, crime-based programs, and anti-abuse programs. Through general programs, the system is trying to influence criminal behaviour by providing a new tool for assessing one's behaviour and the influence of criminal behaviour. These general programs are meant for all inmates, no matter what the criminal profile is. Crime-based programs concentrate on individual inmates' criminogenic factors. Programs are

usually meant for inmates with a violent or sexual criminal background. Anti-abuse programs focus on inmates' drug, alcohol, or other addictive behaviour. (Rikosseuraamuslaitos, 2018)

There is a wide range of studies on the effect of resocialisation programs made in Finland and at the international level. Students of the prison system or specialists working on the programs do most of the studies made in Finland. One must question the reliability of those studies for two reasons. First of all, there is a question of students of prison work. Those studies are ordered by the prison system, funded by the prison system, and controlled by the prison system. Furthermore, those students are to be in work markets after graduation and compete in the vacancies inside the system. Hardly anyone in that position can afford to build one's study so that it would lead to negative conclusions. Secondly, specialists are working on the programs. Those programs are funded by the prison system, and there is competition for survival between different programs. It would be somewhat professional suicide to make negative conclusions about one's program as the future of that program is based on the proven effectiveness and value for the organisation.

Besides the programs, though, there are also other ways to support the process of resocialisation. In Imprisonment law (*Vankeuslaki*), several paragraphs ensure inmates' rights, for example, in maintaining family relations and having at least a basic education. These both are seen as crucial factors in the resocialisation process. (Rikosseuraamuslaitos, 2022). Also, international studies underline the meaning of healthy social relations and substance abuse.

For example, Stanton Wheeler studied the concept and process of prisonization in his article. He noted that those inmates with the healthiest social relations outside the prison were less influenced by prisonization (Wheeler, 1961, pp. 697-698). In more recent studies, the findings are on similar lines, but authors have widened the scope of the influence of imprisonment. As there seems to be a broad consensus on the positive effects of family ties and healthy relations, recent studies are more focused on collateral damage done by imprisonment. Helen Godd finds that imprisonment also influences the family of the inmate and the whole commune of the inmate's family. An

inmate's family can face a wide range of mental and social problems caused by the imprisonment of a family member. (Godd, 2008, pp. 120-123).

The dynamics of inmate family relations were also studied by Esa-Pekka Hänninen, whose master's thesis concentrated on prison leaves. Hänninen studied aspects of imprisonment and prison leaves and influences on inmates and family members. He showed that prison leaves could play a significant role in maintaining family relations which again had a positive influence on resocialisation processes. Further, the study provided statistics on prison leaves in Nordic countries. Statistics showed that there is a rising trend in granting more and more leaves, and the success rate on those leaves is relatively high. This means that there is consensus in Nordic countries that prison leaves are a valuable tool in the resocialisation process but also that inmates value that possibility. (Hänninen, 2012, pp. 69-71)

Besides the program work and maintaining family relations, the organisation places resources on prison work. Most of the inmates are provided with a chance to work inside the prison performing easily adopted work processes. In open prisons, the tasks are more demanding, and some of the inmates are granted permission to work in the civilian sector. The organisation also provides chances to study in prison as a part of the re-socialising process and pre-releasing processes. (Rikossuraamuslaitos, 2011, p. 8)

2. EMPIRICS: METHOD, STUDY AND CONCLUTIONS

2.1 Method, sample, and analysis

This chapter will go through the data collection method, study strategies, and material analysis for this empirical study.

The qualitative method was selected as a study method as the main focus of the study was to find new relevant information rather than objectively test a hypothesis. Furthermore, the qualitative method was seen as most suitable for this study as data was collected in a natural environment through semi-structured interviews. Moreover, anticipated challenges in data collection ruled out questionnaires as inmates' motivation and interest to answer were seen as questionable.

A case study was selected as a study strategy as it allows one to study phenomena in depth in their natural environment. There are used multiple cases, where each case is related to a certain person (inmate) who is interviewed. The case, considered in the study, is motivation, skills, and expectations of an inmate for resocialisation trough e-learning based on the background, educational experiences and previous criminal history of the inmate. In principle, a case study would have allowed the use of different materials and methods, which would have given some flexibility should it be necessary. However, that chance was never utilised as data collection was seen to give adequate results.

As stated earlier, data collection method for this study was a semi-structured interview. An interview is a quite flexible method that allows more chances to interpret the answers than other methods. Further, a semi-structured interview as an open interview gives the interviewee a higher probability of expressing one's standings (Flick, 2009, p. 150).

The sample size of interviewees was not predetermined. As the aim of qualitative study is to understand the research object, the sample size or amount of data is irrelevant as long as the saturation point is reached (Hirsijärvi *et al.*, 2008, p. 180). The final sample size was twelve inmates from four different institutions. Two of the interviewees were females, and ten were men. Five interviews were conducted in open prisons and seven in closed prisons.

The sample was randomly selected from those inmates who were willing to participate. As the interviewer is a prison official known to most of the prisoners in the area, the willingness to participate was relatively low, even though it was made clear beforehand that anonymity would be guaranteed. Further, it was underlined that the content of the interviews was not to be used in any evaluation process or decision-making in prison.

After renewing the study permit of Rikosseuraamuslaitos author contacted the vice directors of four prisons in western Finland to find suitable interviewees and arrange interviews. In the end, two interviews were carried out in Köyliö prison, two in Huittinen prison, five in Turku prison, and three in Käyrä prison.

As the sample included inmates from closed and open prisons and male and female inmates from a wide range of ages, the author sees it possible to use the inductive method to generalise the results. Further, as the conditions and inmate population in all Finnish institutions are somewhat homogenous, the generalisation can be safely made. It also means that there would not have been any significant benefit to widening the range of the study outside the institutions of western Finland mentioned above.

Before the interviews author asked inmates to read and sign a form by which inmates confirmed their willingness to participate and that they understood and agreed with how gathered data is handled. Also, the frame for interviews was formed beforehand, concluding with open questions and generalised directions to guide the answers.

Table 3. Pseudonyms, dates, places, and durations of interviews (by author)

Pseudonym	Date	Place	Duration
AX1	12.7.2022	Aura	26:06
AX2	14.7.2022	Aura	52:49
AX3	24.8.2022	Huittinen	27:54
AX4	24.8.2022	Huittinen	35:59
AX5	2.11.2022	Aura	32:28
SX1	2.9.2022	Turku	26:28
SX2	2.9.2022	Turku	23:40
SX3	14.9.2022	Köyliö	21:34
SX4	14.9.2022	Köyliö	24:56
SX5	7.12.2022	Turku	28:29
SY1	9.9.2022	Turku	33:49
SY2	9.9.2022	Turku	21:21

The method of analysis was content analysis, through which the gathered information is processed and turned into results. Following the process described by Sarajärvi and

Tuomi (2017, pp. 134-146), the first step was to transcribe the recorded voice material in its entirety word by word. After transcribing, the next step was reducing material to eliminate all the unnecessary information that does not owe value to the study. The remaining material was categorised to find concepts that describe similarities or differences between ideas. These categories were further reduced to codes (Attachment 5). Parallel to categorisation was the conceptualisation process through which linguistic expressions were turned into theoretical meanings. Rather than using specific phrases or words in categorisation, the author had to concentrate on the meanings and actual content of the interviews, as a quarter of interviewees had other than Finnish as their first language. Further, one-third of interviewees implied that they had either concentration or learning difficulties which further complicated data analysis.

2.2 Study: Inmates, resocialisation and e-learning

To answer study questions formed in the planning phase of this study, twelve semi-structured interviews were conducted in four different institutions. The aim was, in the end, to find the answer to the study problem, which was stated: What are motivations, skills, abilities, features and views of Finnish inmates for e-learning in the context of resocialisation?

The questions were:

- How do Finnish inmates see their motivations, possibilities, and skills for e-learning?
- How do Finnish inmates see education as a tool for resocialisation?
- What kinds of features define Finnish inmates as students and learners?

This leads to the **objective** of this study, which is to determine if the resocialisation processes, supported by e-learning, would meet the capabilities, and needs of inmates in closed and open institutions in Finland.

The categories for the analysis were formed according to study questions, and to analyse the data gathered by interviews, data was divided under codes to organise and reduce the relevant information and further to analyse the data. The categories were: "Technology, possibilities and motivations", "Resocialisation", and "Inmate as a student" (attachment 5).

2.2.1 Technology, possibilities, and motivations

In the category technologies and skills study focus on the pre-existing technological skills, experience, and willingness to use technological solutions in educational situations. Under the main category, four codes were formed: "IT skills", "Use of IT", "Using frequency" and "Using IT in studying".

When studying the data of the category of existing IT skills, all except one interviewee found that they have adequate to good IT skills. In some cases, it was necessary to clarify the definition of "tietotekniset taidot" as it seemed to confuse some inmates. In some cases, it was seen as a purely computer-related term, although it was meant more of an umbrella term for all IT devices. For some inmates, it was problematic as possibilities of using and learning IT, especially in closed prisons, are extremely limited. There was no clear concept of what would be considered good or poor skills, but rather, it depended on the person to define that. In analysis, the descriptive context was also considered to form a more coherent view of the material. As expected, there was a gap between younger and older inmates on both defining of IT but also the skillsets themselves. Furthermore, proportionally large part of inmates pointed out the fact that prison might not be the optimal surroundings for learn or maintain one's technological abilities or follow the development of new technological solutions offered to consumers.

[Original Finnish texts are included to ensure the integrity of the translation. All the translations are made by the author for original transcribes.]

"Osaan tommosten niinku perusasiat. Aika vähän tulee käytettyä kuitenkin. No siis... perus... perusasiat osaan että aika vähän". (SX3)

"I know like the basic stuff. I do not use it too much. Well... basics... I know the basics so fairly little" (SX3)

"No kyllä mä tossa perusasiat oon tietokoneesta oppinu sillon jo ennen tänne tuloa. Että tota jonkun verran tietokonetta käyttäny mutta tässä on maailma muuttunu ku mä oon ollu tääl jo nelisen vuotta. (AX3)

"Well, I have learnt the basics of a computer before coming here. I have used computers to some extent, but the world has changed as I have been here for four years" (AX3)

When asked how the interviewees used IT, the most popular answer was social media. Seven inmates stated that social media is one thing they use IT on. Only one interviewee, the oldest in the sample group, stated that she does not use IT at all but rather tries to avoid it all to gather. Other popular answers were work, social security/benefits, entertainment, and knowledge. Five inmates mentioned each of those. Only one of the interviewees included gaming as intended use. There was no clear distinction between different age groups, except non-user mentioned above, but rather answers were divided evenly between all the interviewees.

"No haen tietoo. Varmaan pääasiallinen et joka päivä jotai tulee googletettuu. Oli se niinku mitä vaan. Ja osaa sitä tietoo hakee mut myös sit niinku yhteydenpito sitte. Kaikil puhelimilla sun muilla. Täällähän ei toki oo sitä...". (SX4)

"Well, I search for information. Mainly I google something every day. Like whatever. And I know how to search for information but also like communication. With mobiles and that. Obviously not here..." (SX4)

"En oo ikinä netin kanssa pelannu ja toivottavasti ei tarvi pelatakkaan... Ei oo älypuhelinta. Älypuhelimen ostin ja möin seuraavana päivänä, kun en ymmärtäny siitä hölynpölyä". (SY2)

“I have played with the internet, and I hope I never have to... I don't have a smartphone. I bought smartphone and sold it on next day as I did not understand tush about it” (SY2)

Regarding usage frequency, it was necessary to include pre-imprisonment time in the equation for obvious reasons. Most interviewees were daily users, but two claimed they do not use IT at all, even after imprisonment. Notably, two non-users are the oldest interviewees, who are over 60 years old. It would seem that the prison surroundings have had an effect to one of those non-users as before he described one's skills and of what he uses IT on. One inmate is a daily user even in prison surroundings, as he uses a computer in his civilian studies and has wardens' approval for a computer. The fact that only one claimed to be daily user in prison environment is worth noticing as six of the interviewees stated that they are currently studying. One explanatory notion is that four of those six were placed in closed institution where access to IT is far more restricted than in open prisons.

"Et ku se on pakko lopettaa puol seittämän. Kai sitä ny vois pyytää mut en mä tiedä jaksaisko sitä täs roikkuukaan. Tos ku on toi nettiaika ni en mä jaksaa käyttää sitä loppuun asti, jos ei oo mitää mitä pitäis tehdä". (AX2)

”So I have to end it at half past six. Maybe I could ask for it, but I don't know whether I would care to hang out there. When I have my internet permission, I do not use it completely if I don't have anything I have to do”. (AX2)

"... en siviilissäkään oo käyttäny". (SY2)

“...haven't used it outside either” (SY2)

As mentioned before half of the interviewed inmates said that they were actively studying at the moment of the interview. The level of studies varied from inmate to inmate but interviewees themselves identified as studying inmates. Most of those studying, were planning to continue studying after release. None of the interviewees was studying immediately before imprisonment, so all of the studying interviewees

had begun to study during imprisonment. Only one of the inmates had extensive experience in e-learning applications studying, while half of the interviewees had no experience on that field. Two were studying through Skype on the prison studying program but in there technology is used almost exclusively to transferring traditional classroom studying to prison via internet. Other IT possibilities was left unused.

"Joo Skypen kautta niinkö opetti meitä niin siinä sitten niinkö... kaikki mitä... siinä tuli niinku ruutuu ja kaikki kuvaa mitä muistiinpanot liittyy koealueisiin niin...". (SX1)

"Yes she taught us through Skype... all that.. came to the screen and all the pictures which were included in the exams." (SX1)

"Ei sillon ollu. Kyllä juurikaan... Ei mun mielestä siel ammattikoulussakaan niinkun... Oli ehkä jotain tunteja missä opeteltiin jotai Exeleitä mut ei...". (AX4)

"There wasn't then. I do not think that even in vocational school... It might be that there were some lectures about Exel but no..." (AX4)

Inmates can be divided into three groups when asked about motivation to study during current sentence. First of all, the oldest interviewees were not motivated at all as there was no direct benefit for it after imprisonment, which was also reasoning for those who had some minimal motivation. Understandably at the brink or over the age of retirement there are no professional or economical drivers for studying but rather the point of view of self-improvement. Those with some motivation had somewhat secure employment situations after imprisonment and therefore lacked initiative to study as there were no direct benefits on sight. The rest of the interviewees were well motivated to study during imprisonment and had clear view of what they were expecting for those studies. Most of them saw studying as a way to gain the most benefit from imprisonment time. Further, better employment opportunities and chances for better income were seen as motivational factors.

"Joo. On on. Totta kai. Kyllähän ku tänne joutuu vankiin jäämään niin hyvä se on aina yrittää käyttää tää aika hyödyksi jollain tavalla. /.../ Ja oon koko ajan kouluttautunu niin paljon ku pystyy". (AX3)

"Yes. Of course. It is good to try to use the time in here as well as possible. /.../ I have educated myself all the time as much as possible". (AX3)

"Nykypäivänä ku on perheellinen ihminen ja on se yritys siin niin on niinku niin paljon sitä sisältöä elämässä valmiiks ni sitte ne aina sekaantuu vähän niinku siinä et miten sitte aika riittäis niinkun et pitäs mennä yliopistoon". (AX4)

"Nowadays, when I have a family and business, and life has enough content already so, I wonder how I would have the time to go to university". (AX4)

2.2.2 Resocialisation

After discussing skillsets, experience and motivation inmates were asked about their views on resocialisation. More specifically, studying as a tool for resocialisation and the mechanism behind it. During the process of data analysis, four codes were formed: "Benefits resocialisation", "Studying opportunities", "Motivation for education", "Highest level of education".

The first code was broadened to consist of views on both the personal and overall effects of studying on resocialisation. Almost half of the interviewees saw that education and studying have no or minimal effect on their resocialisation process. Only one thought that education and studying would not have any effect at all. Better employment chances were seen as one possible mechanism by most of the inmates. Also, meaningful content of life, as well as a chance for better economic income in the future, was included in most of the answers. Notably although some did not see the education working as a tool for resocialisation in personal level only one interviewee fails to see some benefit in general inmate population.

"No jos puhutaan yleisesti ni muistaki vangeista kellä ei välttämättä koulutusta ole ollenkaan ni tottakai se on aina hyvä jos.. siis niinku jonkun koulutuksen saa. Että totta kai se taloudellisesti tukee ihmisiä valtavasti ja auttaa ehkä siihen rikoksettomaan elämään sit. No tottakai monella ihmisella on huumeet ja päihteet mutta niinku se pääasia elämässä suurinpiirtein. Että siinä tuntuu olevan se isoin ongelma tääl vankilois mutta... tottakai se koulutus auttaa jos halua muuttua ni se auttaa valtavasti siihen. Totta kai se vaatii aina oman halun. Eihän se muuten onnistu". (AX3)

"Well if we talk in general terms and other inmates who doesn't necessarily have education so of course it is good for them to acquire education. So of course, it gives a huge amount of economic support and may help to a crime-free life. Well of course many inmates have drugs and substances the most important thing in life. It feels like it is the biggest problem here... of course education helps if you want to change it helps a lot. Of course, it requires one's own will. It won't happen without it". (AX3)

"Enpä oikeen usko. Kyllä sitä jos on tälle polulle lähteny ni sitä on varmaan aika hankala... hankala irtaantua ja... ja ja... Jos eteen tulis jotain tämmöstä ni... tai semmosta mitä ovat tehneet ni... enpä usko, että se paljon auttaa se kuule se koulunkäynti". (SY2)

"I don't think so. If you have chosen that path, it will be quite difficult... difficult to get out and... and... if something happens like what they have done... I do not think schools can help". (SY2)

As the possibilities of more efficient and successful resocialisation through education were seen generally in positive light although maybe not in personal level educational possibilities were perceived with more mixed views. Two-thirds believed that educational opportunities and chances of study during imprisonment are fairly good. Somewhat surprisingly, closed prison inmates saw that the opportunities were better than ones in open prisons, but half of them stated that getting to an open prison is a necessary prerequisite to fully taking advantage of those opportunities.

"Lähinnä siitä et ei vankilalla oo tarjota. Ja totta kai siitä ku on vapaudenmenetys ni ei pääse hoitaa kaikkia asioita. Mut esimerkiks avotalos olis tietenki voinu johonki kouluun pyrkiä ennen, ku jatkaa. Mut täältäki on matkaa ja ajokorttii mä ajoin vast täällä ni...". (AX3)

"It's mainly that prison doesn't have anything to offer. Of course, when you have lost your freedom, you are not able to take care of everything. But for example, in open prison I could have applied for some school before I continue. But it is a long way from here and I had my driver's licence in here so...". (AX3)

"Tosi hyvältä että mä oon tosi tyytyväinen siihen et mä oon yli kolmekymmentä kurssia suoritettu". (SX1)

"It feels so good that I am really pleased that I have done more than thirty courses". (SX1)

The educational level amongst interviewees varied from primary school to vocational school and upper secondary school although the last was represented by only one inmate who was currently studying. Half of the interviewed inmates were interested in acquiring higher than current education. Most of them announced to be aiming at the graduate degree level, and two with only primary school backgrounds were interested in a vocational school. Another half of the interviewees though somewhat motivated, were not interested in acquiring higher than present education but rather widening the occupational or general knowledge base.

"Nii jatko-opiskeluihin siis kyllä ja totanoinnii esimerkiks... No mä en oo nyt siit selvää ottanu et mikä se mun tilanne on että... mut esimerkiks päihde- ja mielenterveystyö. / M: Se olis ammattikorkeakoulutasonen ilmeisesti sit... V: Ilmeisesti kyllä "(SX2)

"Yes, to continue studying and like for example... Well, I have not found out like what is my situation so... but for example substance abuse and mental health work. / M: It would be college level I would imagine... V: I guess so" (SX2)

“Onhan se mielessä käyny jos englantia rupeis jossain vaiheessa vähän harjottamaan...” (SY2)

”It has occurred to me at some point if I would begin to improve little bit my English skills...” (SY2)

2.2.3 Inmate as a Student

To analyse the final study question, five codes were formed: "Self as a student", "Role of the teacher", "Motivation", "Forming new knowledge", and "Study groups". The aim was to study how inmates studied, learned, and formed new information. Further, the aim was to find out how inmates motivate themselves and what was the optimal study surroundings according to inmates. By motivation in this part is referred to drivers and motivator in the process of studying by which student carries on the started activity rather than motivation that initiates or leads to studying.

As inmates evaluated themselves as a student, the first response was either good or bad. To derive some more useful information, the focus of the interview was steered more toward an activity or the lack of it. A somewhat surprising result was that the majority of inmates saw themselves as an active student either now while studying or in the last school they went to. Three of the interviewees brought up behavioural problems that were connected to their activity. Four inmates emphasised the meaning of age as they reflected the past and present learning. They stated that although previous study experiences were more unsuccessful, the motivation and ability to concentrate have developed as they have grown older. The interest or the lack of motivation were seen as the third explanatory factor as inmates described themselves as a student.

"Et oon paljon aktiivisempi ku nää nuoret mitä ne opettaa tuol koululla. Meidän ryhmä on siitä hyvä ku me ollaan vähän vanhempia ni me jaksetaan kuunnella niitä paljon paremmin". (AX3)

"I am clearly more active than those young people they teach in school. Our group is good because there are little bit older people, so we have the patience to listen to them a lot better". (AX3)

"Kyllähän se vähän on niitä aikoja ku sillonhan oli vähän niinku teini (nauraa). Tota eihän sillon niinku hirveesti.. hirveesti se tota niinkun kiinnostanu (nauraa)". (AX4)

"It was the time when I was like a teenager (laughs). Well, I did not really... really care (laughs)". (AX4)

When asked about the role of the teacher, most of the inmates saw that the role of the teacher is to direct students to act on their own to find and process information. Only three say the role of the teacher is an active provider of information, which means that the role of the student is a passive recipient of information. As the question seemed to cause some difficulties in answering, inmates provided more meandering answers that included some of the attributes that were seen as positive qualities for teachers. Such were motivating, having time to explain, taking diverse needs under consideration, simplifying, being flexible and relaxed, teaching through practice, and being helpful and supportive.

"No sen pitäisi selittää asiat yksinkertaisesti... se oli rento eikä ollu mikää kireepipone. Ja se osasi niinku selittää ja jakso selittää". (AX1)

"He should explain things in a simple way... he was laid back and not uptight at all. He knew how to explain and had the energy to do it". (AX1)

"No semmonen niinku et se olis ehkä vähän joustava ja ää... ottas vähän niinku oppilaan tarpeita ja asioita vähän huomioon ja semmonen niin... No sitä että niinku... ihmisiä... ihmiset on aika paljon niinku eri lähtökohdista niinku tulee sinne kouluun. Ni ei kaikki oo välttämättä ihan samanlaisia ja samalla linjalla asioissa". (SX3)

”So that he would be maybe flexible and... he would consider pupils needs and things and... Well like... people... People come from different basis to school. All are not necessarily the same or think the same way”. (SX3)

The following code focuses on the motivation of the inmates concerning studying. The intent was to find out what kinds of motivational strategies or drivers inmates have when studying. The motivation to study in general was explicitly left out at this point, as that was already discussed earlier. What was asked was, when studying, what motivates you to keep it up and continue studying despite difficulties? Despite some difficulties in understanding the concept, most of the interviewees were able to describe their perceptions. Fife described the willingness to acquire knowledge to be the primary motivator. Two inmates answered money and two duties to be the primary source of motivation. Three stated that studying offers the possibility to move on with their life. One interviewee was not able to provide any coherent answer, although he was asked the same question several times.

"No se on se sisäinen tiedonjano ja halu oppia mikä mulla ainaki henkilökohtaisesti on ku mä oon aina ollu semmonen et mä haluun tietää monest asiast". (AX3)

”Well it is that inner thirst for knowledge and willingness to learn for me as I have always been like that”. (AX3)

"V: Kai se oli just jotai tämmöstä että isä lupas suurinpiirtein viiskyt markkaa tai jotai jos mä saan jostain tietyistä kokeista ehkä jonkun ysin tai kasin. Tai mitä nyt tuleekaan ja sit... En mä tiedä. Kai se oli vaan se et oli nyt pakko käydä ainaki peruskoulu läpi niinsanotusti. M: Eli tämmönen velvollisuudentunne? V: Joo kyl se on". (AX5)

”V: I suppose that it was like Dad promised me fifty marks if I did well in exams or had a certain grade. Or something like that. I do not know. I guess there was no choice but go through primary school. M: So more like obligation? V: Yes that’s right”. (AX5)

The most challenging question of the entire interview seemed to be a question about forming new knowledge when studying. All of the interviewees were given choices of answers to enable comprehensible answers or even ensure complete understanding of the stated question. The notion that answers, "The new knowledge is built on the base of existing knowledge" and "New knowledge is refined old knowledge" are both answered six times may indicate that the question was not fully understood or the difference between the two answers was not fully comprehended.

"Eli kyl mul siel jonkinnäkönen tieto on pohjalla. Ja tota noin nii... niin niin... Mä rakennan sen sit sen niinku tavallaan päälle tueks". (SX2)

"I have some knowledge as a base. And well... I build on it as a kind of support". (SX2)

"Kai se siihen vanhaan mitä tietää ni sisältyy ja totta kai muuttaa sitä jos on ymmärtäny jotain väärin aikasemmin ni tottakai sitä muuttaa tai raketaa eteenpäin". (AX3)

"I guess it includes existing knowledge and, of course, changes it if something has been misunderstood earlier, of course, will be changed or built onwards". (AX3)

The last subject on which a code was formed was "Study group". Inmates were asked about preferred group size, studying alone, and distance learning via computer. Five of the recipients said that they preferred studying alone. At least three of those were long-term prisoners with life sentences. Further, both of the eldest inmates in this study were most willing to study alone. The optimal maximum group size varied from three to ten, where ten was the most popular answer. In the situation where the study group is virtual, studying alone was seen as an option for those who would, in other cases, refrain from studying alone. Four inmates underlined the meaning of active teacher as a precondition for successful studying, and one left that role to an active study group.

"Ja mä tien tosi paljon ihmisiä jotka on samanlaisia ku minä jotka ei vaan kertakaikkiaan yksin pysty opiskelemaan. Se ei vain luonnistu. Ja sitten se jää

tekemättä mikä on harmi. /.../ Siinä nettisysteemissä ni siinä ei mun mielestä ehkä sillä oo niin suurta merkitystä paljonko sielä on. Ettäko se ei istuta niinko luokassa. Että seki jos sä istut luokassa vierekkäin ni se menee monesti siihen... Sitä häiriintyy ku se toinen on siinä. Eli netin kautta oli siinä mielessä hyvä ku siinä mun sellissä ei ollu kettään muuta ku minä. Mulla oli kuulokkeet ja mä keskityin niinku siihen mitä se opettaja sano". (SY1)

"And I know lots of people like me who can't study alone. It just won't happen. Everything leaves undone which is a shame. /.../ In the internet environment it does not matter to me how many there are. As we don't sit in the classroom. As when you sit in a classroom beside another person you get distracted. With the internet environment you are alone in your cell. I had headphones and I concentrated on what the teacher was saying". (SY1)

"Se että saa olla omissa... omissa rauhassa omissa ajatuksissaan ei ole muuta hälinää ympärillä. Ei kyl se on tää yksinopiskelu kaikista parhain". (AX1)

"So you can be alone with your thoughts and there is no racket around you. So it is best to study alone". (AX1)

2.3 Conclusions and Suggestions

The main goal of this study was to find answers to the study question set at the beginning of the study. The question was: What are motivations, skills, abilities, features, and views of Finnish inmates for e-learning in the context of resocialisation? This study was conducted by analysing inmate interviews carried out in four prisons in Western Finland. Two of the selected prisons were open institutions, and two were closed prisons. In the second part of this work interviews were processed and analysed to find what kind of inmates own, how inmates see studying and resocialisation, and what kind of learning and teaching techniques would be most effective and beneficial in the prison environment.

2.3.1 First study question

The first study question was how do Finnish inmates see their motivations, possibilities, and skills for e-learning? It was found that although most inmates thought that they had at least adequate skills, the focus of the usage of those skills was on social media, music, technical skills, and experiences entertainment, finding helpful information, and such. Only two had some experience in using IT technologies in studies, while some had using experience in work-related usage. Especially the older interviewees were more doubtful about using or even being able to learn modern technologies. Further, it was found that a relatively large part of the inmate population has learning or concentration difficulties. This finding is parallel to what was found in defining inmate student profile in the first part of this study. In randomly selected sample showed similar relative percentage thus further confirming findings in previous studies (see pp. 11-12 of this study). The notion that larger percentage than overall population has learning difficulties is of importance also from the viewpoint of motivation as where difficulty of the task can be driving force there is also possibility that perhaps a brittle motivation will quickly vanish if the first steps in studying are seen as too difficult (see p. 27 of this study).

Although inmates evaluated their IT skills to be quite low answers also showed that given possibilities inmates were able to adopt basic IT skills and use them in useful and productive manner. Diverting a bit into the field of resocialisation, which is researched more later in this study, there is two further notion concerning inmates IT skills. First notion is that as inmates do not, in many cases, probably know how educational solutions are designed and thus don't have ability to evaluate their skills against those solutions. Some existing skills, for example information search skills, that many inmates already own, are part of the needed skillset. Secondly, there seems to be a vacuum of technology in prisons. According to interviews inmates are capable of running basic errands, such as social benefits and banking. In the environment on scarce resources surely there is technological solutions that would enable this and thus freeing resources elsewhere.

There was a division between older and younger inmates regarding studying motivation. The primary common nominator behind that lack of motivation was the overall benefit of it after release. The oldest segment was set to retire after prison, so

education would not create any new possibilities on the work front. Some benefit was seen at a general level, but personally, the effort would be too great against anticipated benefits. Those in the younger segment who were low on motivation had established income and employment after release. They saw little benefit from further educating themselves or saw that it would take too much effort to study. These findings reinforce the andragogical understanding of adult student's motivational factors as on the other side without concrete benefit at sight education is seen futile and on the other end of the scope there are those who are driven by the inner motivation (see p. 23 of this study).

Further, as seen in the first part of this study, the theory of andragogy states that adult learners are more motivated by internal factors than younger learners. Internal motivation refers to motivation whose source and goal is a person's pleasure or other rewards that are connected to a person's objectives or one's internal sense of pleasure (see pp. 26-27 of this study). There is a strong suggestion that this is also true in the prison population. Most of the interviewed inmates stated that the main motivator was an, rather humanistic approach, internal thirst for knowledge (see p. 20 of this study). Also, among the popular answers were striving to go forward in one's life and challenging oneself. Only in a few cases were external motivators such as money or better prison conditions mentioned.

One notable thing in inmates' motivation was that the goalposts were set rather high. Those who were studying or were motivated to study were aiming for a relatively high educational level. Overall current educational level was low as most of them had primary school or vocational school as a background education, but most of those who were eager to study were aiming to graduate degree level. On the other hand, it seems that inmates see themselves as more capable students as they realistically are or have overly positive view of themselves as students which correlates somewhat with adult learners' tendency have a positive image of oneself as a student. Moreover, there can be seen similar lines than described by Tynäjälä regarding performance motivation where in order to avoid negative feelings or frustration one chooses overly easy or as in this case overly difficult task (see pp. 23-24, 27 of this study). Basing on the comparison of samples current educational level, overall educational levels in prison

populations or in civil population and taking under consideration the prison surroundings, possibilities, and other hindering factors for inmate population the task can be seen overly difficult or view of ourselves as a student overly positive.

At the moment, a graduate degree studying in closed prisons is not possible, although there is a wide range of distance learning possibilities in different educational organisations. If resocialisation is really seen as a key strategic concept and education as a crucial part of the process (see pp. 6-7 on this study) it seems counterproductive not to enable those studies. Even more so if considered in the light of the prison paradox (see p. 32 of this study). This is also reflected in how inmates see the studying possibilities. One-fourth saw replacement to open prison as a precondition to be able to study. Although the general opinion was that studying possibilities in prison is good, some criticised the structure of prison education in closed prisons and saw that as hindering factor. Peculiarly inmates serving at closed prisons saw studying opportunities as better than those in open prisons. This may be seen to indicate one of two things or both. First of all, this may be a way to provide oneself an excuse not to study or inmates in closed institutions tend to have a too positive image of the possibilities in open prison. On the other hand, deriving from the views of inmates in open prisons these institutions fail to offer enough studying opportunities and thus losing some chances of directing inmates to the path of resocialisation.

2.3.2 Second study question

The second study question was how Finnish inmates see education as a tool for resocialisation? In the first part of this study, the foundations of resocialisation were studied. The author, for the purpose of this study, defined resocialisation as a person abstaining from criminal acts because through re-evaluating one's social position, advances in the thinking process, and considering one's future prospects, one sees holding from criminal acts as more beneficial and morally right (see p. 32 of this study).

Most of the interviewed inmates saw studying as a valid tool for resocialisation at a general level. Only one saw that studying does not have any positive effects on

resocialisation as one who has chosen a criminal way of life would stay on that path until the end despite the efforts, motivation, and other factors. It must here be noted that this rather deterministic view was from the oldest recipient who had long history in closed prison. Interestingly enough this answer, not being statistically significant, brings echoes from times the understanding of human nature and capabilities were different from those in surface in modern days world. Similarly, the developmental steps taken over the years in resocialisation reflects also parallel processes (see pp. 31-36 of this study).

On a personal level, the answers were more varied. Still, a majority of interviewees saw that studying and gaining better education would be beneficial on a personal level. The most popular answer on the mechanism of resocialisation was through better employment opportunities. Also, economic benefits and meaningful content of life were seen as relevant factors. The rest of the answers consisted of social relations, substance abuse, and meaningful content of sentence time (see attachment 5). These answers reflects that there is desire and motivation for inmates to re-evaluate one's social position and strive for situation where abstaining from criminal acts is more beneficial than to continue criminal activities (see p. 32 of this study). In practice this, in most cases at least, refers to crimes against the property which and other substance abuse related crimes.

When observing these answers through the given definition of resocialisation (see p. 32 of this study), it is possible to see that the definition itself is valid and broadly covers answers given by inmates. Better changes in employment and economics are somewhat interconnected meanings, but both reflect the desire to re-evaluate one's social position and find a way to improve one's future prospects so that holding from criminal acts would be more beneficial than committing one. Further, more meaningful content of life, substance abuse, and social relations refer to the willingness to implement changes in social relations and overall behavioural patterns so that it would be possible to refrain from criminal actions.

Further, as stated before, motivation for studying in prison was built mainly on the notion that it would be a way to benefit from time in prison and to have meaningful

content during the sentence. Similar indications rose when discussing resocialisation. As the paradox of prisonization was discussed in the first part of this study (see p. 35 of this study), prison education and studying can be seen as a tool for avoiding or diminishing the effects of prisonization although plethora of scholars do not believe this to be possible. As well as creating meaning and content in a sentence, studying creates new social relations and interactions, which can be beneficial when trying to fight the effects of prisonization and counter-socialisation (see pp. 35-36 of this study).

Besides lowering the possibility of prisonization or diminishing its effects, studying, by definition, changes the way one thinks. As in the definition stated before also, this can be seen as a mechanism for resocialisation as advancement in the thinking process is a prerequisite for re-socialising. Furthermore, studying is, at least in modern society, one of the handfuls of ways to improve one's social position in society, which in itself is also a prerequisite for resocialisation.

2.3.3 Third study question

The third study question was formed as: What kinds of features define Finnish inmates as students and learners? Some of those characteristics have been mentioned already, such as the age structure and educational level of inmates. More than those, the question lies more in finding some common features in the inmate population that would reveal some nominators that describe or indicate the educational basis that exists today and what would be most suitable in the prison environment.

Firstly, most of the interviewed inmates saw themselves as active students. There were two central explanatory notions when discussing this question. First of all, there was a clear indication that, as stated in the first part of this study, when discussing the foundations of andragogy, as interviewees grew older, the activity level increased. Many stated that although they were passive or very passive as a young student, they felt that today they would be active or highly active in studying the situation. The theory of andragogy describes this process as the roles of a teacher and student evolving as a student grows older and gains more experiences and develops new motivational strategies (see pp. 23-24 of this study).

Furthermore, the other quite common explanatory notion was behavioural problems. A third of interviewed inmates stated that the level of activity, whether high or low, was due to behavioural problems. These problems are mostly connected to problems of concentration or learning difficulties (see pp. 11-13, 28-30 of this study). The actual number might even be higher as this topic was not part of the interview but rose spontaneously in many interviews when discussing learning experiences. Not only inmates with described problems narrated the personal development as learner by finding new ways of learning, concentrating, and overcome problems which is typical for one with learning difficulties.

Active mindset combined with concentration and learning difficulties, or even behavioral problems, may at first seem like challenging combination. There is another way of looking at the matter. Activity is precondition to learning according to situated learning theory, which is closely linked to e-learning (see pp. 14-15 of this study). Also, practical nature of situational learning may benefit those who have difficulties in traditional learning environment as many interviewees had experiences in more traditional way of teaching and learning.

In many cases, interviewees described the overall evolution process of learning theories as parallel to one's own experiences. Especially the older part of the sample described earlier learning experiences as heavily teacher-centric processes where the student was expected to absorb concrete information provided by the teacher which at the same time describes overall teaching culture, which was heavily based on behavioral tradition, those days. There was no need for the student to actively process or ponder given information as memorisation of facts was the thing that was rewarded. If a student were not able to react correctly to stimuli, he or she would get punishment of some sort (see p. 16 of this study).

The role of the teacher was seen mainly as a somewhat active actor whose role is to direct the student towards the desired outcome. Interviewees underlined the active role of the student, whose task is to independently find a way to set a study goal or the desired information. This kind of approach can be seen as a constructive one (see pp. 17-18 of this study), as the teacher's role is more of a motivational and supportive one

rather than an active provider of concrete information. It is noteworthy though that there was not similar division between older and younger recipients as there was in earlier learning experiences. A willingness and need for independent learning are also natural phenomenon for older students according to andrological theory which can be the explanatory factor behind this dissonance (see p. 23 of this study).

When deciding the role of the teacher and student, some of the main characteristics and favourable attributes of the teacher rose from the answers even though those were not actually asked. The answers varied somewhat but were quite interesting. Besides motivational skills, there was a need for simplification and willingness to explain matters in a way that ensures everyone learning. Also, laid back and flexible nature and taking everyone's needs under consideration were seen as needed attributes. These views are parallel to constructivist idea of teaching where the role of the teacher is to motivate and support students. Furthermore, learning and teaching is based on student's individual capabilities, backgrounds, and perception of the surrounding world (see p. 18 of this study). Contrary to humanistic theory where teacher is there merely to set objectives with student (see p. 20 of this study) or cognitive theory where student is seen to process information like computer (see p. 19 of this study) interviewees strongly underlined the meaning and importance of teacher whose support was seen paramount at the pending difficulties.

Underlining the importance and defining certain features of teachers can also be seen to reflect those learning difficulties and somewhat not favourable learning experiences interviewees have had. These notions are beyond of the scope of this study though and would require more in-depth research on the matter.

These views of the role of a teacher and a student as well as references to interaction between these two rises a question of self-directed learning as a one of the key concepts in e-learning. Given that self-directed learning by its definition does not imply to situation where learner is completely alone, the concept requires some self sufficiency in studying. Underlying the role of the teacher so heavily in relation to all aspects of studying along with, in some cases, learning and concentration difficulties seems highly challenging equation.

Further, when asked about motivation when in the process of studying, answers can be divided into two groups according to motivational theory, outer and inner motivation (see pp. 25-28 of this study). The most common driver or source of motivation was an internal thirst for knowledge. This also reflects the humanistic learning theory, where learning itself has intrinsic value and external motives are futile (see pp. 20-21 of this study). This also fits to Slocums motivational theory's understanding of internal motivation where it fits in the group of satisfying the needs for the highest level (see table 2. of this study). Furthermore, adult learning theories underline the shift of motivational foundations as the learner grows and ages (see p. 23 of this study).

Some of the interviewees leaned more toward external motivation. Money, better prison conditions, and general progress in life can all be seen as external motivators, although it is unclear whether these are the real motivators that drive a student in the process of studying. Motivating oneself with potential growth of income seems quite brittle motivation but more of an overall target that is the motivator to begin to study in the first place

The most difficult questions of all seemed to be the question of how interviewees saw the forming of information. As no one was able to give a direct answer, the author provided some options according to behaviourism, constructivism, cognitive theory of learning, and experimental learning (see pp. 16-23 of this study). Even though these choices were given in the form of examples, there were still difficulties even in perceiving what the question was. When discussed further, the answers were divided into two through the simplification of concepts. Firstly, no one had a behavioristic approach to information where it is seen as something concrete and unchangeable (see p. 19 of this study). Rather interviewees came up with two very similar concepts about how they saw the forming of knowledge. The other half leaned more on the idea that existing knowledge or understanding of the surrounding reality is reshaped when receiving new information or ideas. The other half saw the process more as building new understanding and ideas through reflections so that the new information in itself is a new entity. These two seem to go hand in hand with the concepts of constructivism

and cognitive learning theory, where constructivism emphasises more meanings and cognitive theory focuses on information (see pp. 18-19 of this study).

Finally, the interview focused on learning groups and environments. All of the interviewed inmates were of the opinion that large study groups complicate learning and hinder concentration. This is crucial point in the light of high percentage of learning and concentration difficulties in inmate population. It is typical for people with these difficulties to have developed coping mechanisms to hide one's difficulties (see p. 30 of this study). On the other hand, many inmates have history of marginalization (see p. 12 of this study) and past unsuccessful learning experiences are related to anti-social behaviour (see p. 12 of this study) which may also influence coping in the different social environments.

Two inmates were of the opinion that learning and studying by themselves is the only possibility to reach the best possible results, and one interviewee stated that he is unable to study alone, which also reflects difficulty to concentrate. Most of the inmates were of the opinion that a small group is a favourable environment as, like mentioned above, larger group size would have negative effects on learning. A small group was defined by the interviewees as from three to ten participants. Some of the inmates underlined the role of the teacher rather than the study group as an enabler of successful learning, whereas some saw the reflection of ideas between other students as a crucial point.

One significant exception to the negative attitude for the large study group was if said group was an online group. The physical presence of another inmate or inmates seemed to be much more of a distraction than those not in the same physical space. In this kind of environment, group size did not matter, but rather technology created a shield for social encounters but allows still rather humanistic style interaction and discussion as a tool for learning (see p. 21 of this study). On the other hand, some stated that fellow students, weather online or physically present, help in reflection as a part of building new knowledge (see pp. 21-22 of this study). For those who were strongly of the opinion that studying alone is the only option, distance learning was not any more attractive than traditional study groups, however.

2.3.4 Answer to the study problem

To answer to the study problem of “What are motivations, skills, abilities, features, and views of Finnish inmates for e-learning in the context of resocialisation? For clarity it is beneficial to divide the answer into three parts similar to this study itself.

Firstly, that the overall level of IT skills varies from non-existent to sufficient, and the vast majority do not own any experience with e-learning. Although daily users of IT technology in civilian environments, the focus is more on social media, entertainment, and applying for social benefits and others. Despite of low skillset inmates, especially young, were quite motivated and ready to study but studying possibilities were seen in mixed light. It became apparent that, although priority in strategy of Criminal Sanctions Agency, the lack of technology hinders accessibility of motivated inmates to education. Furthermore, the findings of this study confirmed that inmates follow characteristics of adult learners in terms of motivation. Those motivational drivers can be exploited and strengthened by skillful personnel in attempts to support the process of resocialisation. On the other hand, it was found that inmates set their objectives unrealistically high in terms of pursued level of education, which may also be a mean to avoid negative emotions.

Secondly, inmates in general had positive perception of education as a tool for resocialisation in general level. In personal level answers varied more for different reasons of which one was the age of interviewee. Better employment chances and better income level was seen as main mechanisms in resocialisation through education but also it was seen to provide meaningful content of life. If looked through the definition of resocialisation it seems that definition created in the first part of this research is valid and broadly covers answers given by inmates.

Thirdly, inmate students feature as students follows closely the definitions of adult learner. According to gathered data inmates are largely active, independent learners but on the other hand large proportion of inmates had learning or concentration difficulties which affects learning. Reflecting the ideology behind learning and studying inmate’s narratives followed closely the overall development of educational

theories, where the experiences of older inmates were from behavioristic system and younger described more recent approaches. Despite different experiences most saw the role of the teacher similarly and underlined the role heavily. When looked against the e-learning environment there rose a question of self-directed learning and situated learning among inmate population. Further, majority of interviewees described their motivational strategies parallel to andragogical approach. Lastly, the question of group size was highly significant for inmates though varied from preference to study alone to unable to study alone.

2.3.5 Suggestions

There are issues risen during this research and from the analysed data that author sees would require further studying:

-Educational possibilities in closed and open prisons in Finland. Is there a vacuum of technology? Are resources used efficiently? Regulations and access to technology? Do the processes support the strategy?

-Research of available technological educational solutions for closed institutions. What do we have? Development, structure, usability and adaptivity of new solutions? Technological applications?

-Resocialisation through education in prisons. What is provided and to whom? Equality between institutions? Motivated inmates and studying opportunities? Is the process of education systematical and clear – gradual process or depends on the circumstances?

-Effectivity of education as a tool for resocialisation? Recidivism? Short- and long-term effects? Meeting the high targets?

- Inmates in self-guided and situational learning environments. Influence of learning difficulties in different learning environments? Effects of prison environment in situational learning? Learning and concentration difficulties in self-guided learning?

SUMMARY

The purpose of this master's thesis was to study resocialisation through e-learning and motivation, skills, and expectations of Finnish inmates. The most important task of modern prisons is to re-socialise inmates to prevent recidivism. According to studies, one of the most effective tools for resocialisation is prison education which is facing new challenges through global digitalisation and new possibilities rising along new technologies. This development, along with becoming new solutions that are under development, raises the study problem: What are motivations, skills, abilities, features and views of Finnish inmates for e-learning in the context of resocialisation?

To be able to find the answers to the study problem following study questions were set:

- How do Finnish inmates see their motivations, possibilities, and skills for e-learning?
- How do Finnish inmates see education as a tool for resocialisation?
- What kinds of features define Finnish inmates as students and learners?

This led to the objective of this study, which is to determine if the resocialisation processes, supported by e-learning, would meet the capabilities, and needs of inmates in closed and open institutions in Finland.

To reach the given study objective following steps were taken:

- 1 Go through and analyse relevant theoretical sources and standings to form a coherent picture of theoretical foundations of the resocialisation in prisons which is supported by learning.
- 2 Conduct interviews in prisons to gather data and analyse gathered data to form an overall view of skills, motivations, and attitudes towards e-learning as a tool for resocialisation.

- 3 Synthesise analysed theoretical foundations and findings from interviews to enable providing conclusions and suggestion regarding resocialisation in prisons supported by it based learning.

Through the process described above author was able to fulfil all the designated tasks and was able to find answers to study questions as well as the study problem.

In the first part of this study, the author presented theoretical approaches to resocialisation and learning theories but also outlined the profile of the studied subjects.

The first approach to the theoretical frame was to study the concept of resocialisation. As the term itself can be approached from several different angles and is handled differently by different authors and at different times, it was necessary to specify what the author of this study meant by the term. The definition was: A person abstains from criminal acts because through re-evaluating one's social position, advances in thinking processes, and considering one's prospects, one sees holding from criminal acts as more beneficial and morally right.

Besides resocialisation, it was necessary to focus on the main theories of learning. An overview of the most important theoretical foundations of learning gave a base for the educational side of this study. As the target group of this study was solely adults, it was essential also to study the theoretical foundations of adult learning and motivation, which are tightly connected to the previous.

Thirdly there was a need for a narrower outlining of study objects under the title of inmate student profile. According to OECD and the Finnish government, a definition of adult-student is a person over 25 years of age who is studying. All the interviewees in this study and most of the inmates in Finnish prisons fit this definition. The studies showed that an extremely high percentage of inmates have problems in reading, writing, or counting. Learning difficulties are prone to lead to marginalisation and behavioural problems and have effects on motivation and self-esteem.

In the empirical part of this study, the author was set to find answers to the study problem by answering stated study questions. The case study was selected as the strategy of the study, and the required material was collected through semi-structured interviews. The sample size was 12 inmates, of which half were from open prisons and half were from closed institutions. Two of the interviewees were female inmates. The interviewees were selected randomly by asking for cooperation from directors and vice-directors of prisons in Western Finland. In the end, two interviews were carried out in Köyliö prison, two in Huittinen prison, five in Turku prison, and three in Käyrä prison. Interviews were recorded and later transcribed. The method of analysis was content analysis, through which the gathered information is processed and turned into results. Transcribed material was first divided into main categories and further reduced to codes on which the essential parts of interviews were separated. Rather than using specific phrases or words, the author had to concentrate on meanings and the actual content of the interviews, as a quarter of interviewees had other than Finnish as their first language. Further, one-third of interviewees implied that they had either concentration or learning difficulties which further complicated data analysis.

As a result, the author was able to provide answer to study problem and make suggestions for future research.

It was found that although the overall level of IT skills and educational level of inmates was somewhat low and there was motivation, especially among younger inmates, for studying. Motivationally inmates were typical adult students although studying objectives were set overly high especially when considered the high percentage of learning and concentration difficulties among prison population.

Inmates had positive perception on education as a tool for resocialisation. Better employment opportunities and income levels were seen as main mechanisms behind resocialisation process but also that studying could provide meaningful content of life was a popular view. Further, it was found that the definition of resocialisation constructed at the beginning of the study is valid and broadly covers answers given by inmates

Inmates mainly follow characteristics of adult students and narratives described the evolution of the inmate's students similarly to andragogical theory. Inmates underlined the importance of teacher whose role as support and guide was seen essential. In the process of studying the most important motivational driver was thirst for knowledge. The question of the process of forming new knowledge was seen extremely difficult to answer though answers may be seen as parallel to concepts of constructivism and cognitive learning theories. Lastly, there were strong views on study group size and inmates divided by the issue, either definitely alone or definitely not alone. Only exception to this was online groups where groupsize didn't matter.

In the last part of this study author made suggestion for further research on the field.

KOKKUVÕTE

Käesoleva magistritöö eesmärgiks oli uurida uusi võimalusi kinnipeetavate resotsialiseerimiseks läbi e-õppe abil. Tänapäevase vangla kõige olulisemaks ülesandeks on kinnipeetavate resotsialiseerimine, et ennetada retsidiivismi. Erinevate uuringute kohaselt on üheks efektiivseimaks resotsialiseerimise vahendiks vanglas antav haridus. Vanglahariduses on võrreldes eelnevate aastakümnetega uued väljakutsed seoses globaalse digitaliseerimisega, kuid samas loob see ka uued võimalused tänu uutele tehnoloogiatele. Need arengud koos uute väljatöötatavate tehnoloogiliste lahendustega tõstatavad uurimisprobleemi: Millised on Soome kinnipeetavate motivatsioonid, oskused ja hoiakud e-õppe kohta resotsialiseerimise kontekstis?

Uurimisprobleemile vastuste saamiseks on seatud järgmised uurimisküsimused:

- Kuidas kinnipeetavad hindavad oma motivatsiooni, võimalusi ja oskusi infotehnoloogiapõhise hariduse suhtes?
- Kuidas Soome kinnipeetavad näevad haridust kui retsotsialiseerumise osa?
- Millised omadused määratlevad Soome kinnipeetavaid õppijatena?

Nendest uurimisküsimustest tulenes magistritöö eesmärk: selgitada välja, kas e-õppega toetatud resotsialiseerimise protsess vastab kinnipeetavate võimetele ja vajadustele, nii suletud kui ka avatud kinnipidamisasutustes Soomes.

Magistritöö uurimiseesmärgi saavutamiseks püstitati ja täideti järgnevad uurimisülesanded:

1. Töö autor töötles ning analüüsis erinevaid asjakohaseid teoreetilisi allikaid ja seisukohti, et moodustada teoreetiline raamistik haridusega toetatud resotsialiseerimise kohta.
2. Töö autor viis vanglates läbi intervjuusid kinnipeetavatega, et saada andmeid nende motivatsioonist, võimetest ja vaadetest e-õppest kohta resotsialiseerimise kontekstis.

3. Sünteesitud teoreetiline raamistik ja intervjuude kaudu saadud teave võimaldas teha järeldusi ja esitada ettepanekuid, kuidas e-õpe saab paremini toetada retsotsialiseerimist

Tänu eeltoodud uurimisülesannete tulemuslikule täitmisele leidis töö autor vastused uurimisküsimustele ja –probleemile.

Töö esimeses osas esitas töö autor teoreetilised lähtekohad retsotsialiseerimise ja õppimisteooriate kohta ning joonistas välja ka kinnipeetavate profiili, keda uurimistöö raames uuriti.

Teoreetilise raamistiku vaates oli esimeseks lähenemiseks retsotsialiseerimise kui kontseptsiooni uurimine. Resotsialiseerimise mõistele on võimalik erinäoliselt läheneda ja erinevate autorite poolt on antud mõistet erinevatel aegadel ka erinevalt tõlgendatud. Töö raames oli retsotsialiseerimise definitsiooniks: Isik hoidub edasistest kuritegudest, arvestades oma sotsiaalset positsiooni, edusamme mõtlemisprotsessides ning võimalusi. Isik näeb, et kuritegudest hoidumine on talle kasumlikum ja moraalselt õigem.

Resotsialiseerimise kõrval oli oluline keskenduda ka põhilistele õppimisteooriatele. Ülevaade kõige olulisematest õppimise teoreetilistest lähtekohtadest andis aluse hariduse poolele siinses magistritöös. Kuna uurimistöö sihtgrupiks olid täiskasvanud, siis oli oluline uurida teoreetilisi lähtekohti täiskasvanute õppimises ja motivatsioonis, mis on eelnevaga tihedalt seotud

Kolmandaks oli vaja paremini välja tuua uurimisvalimis osalejad, see tähendab kinnipeetavate kui potentsiaalsete õppurite profiil. Lähtutud on OECD ja Soome valitsuse poolt pakutavatest definitsioonidest: täiskasvanud õppijaks loetakse isikut, kes on vähemalt 25-aastane ja hetkel õppimas. Kõik uurimistöös intervjuueeritavad ning enamik Soome kinnipeetavatest vastab antud definitsioonile. Uurimistöö näitas, et väga suurel hulgal kinnipeetavatest on probleeme lugemise, kirjutamise või arvutamisega. Õpiraskused võivad põhjustada marginaliseerumist ja käitumisprobleeme, mis avaldavad mõju motivatsioonile ja enesehinnangule.

Antud uurimistöö empiirilises osas otsis autor vastuseid õpiprobleemidele lähtudes varem püstitatud uurimisküsimustest. Uuringu strateegiaks valiti juhtumiuuring ning vajalik materjal koguti poolstruktureeritud intervjuude abil. Uurimisvalimiks oli 12 kinnipeetavat, kellest pooled olid avavanglatest ning teine pool suletud vanglatest. Kaks uuritavat olid naised. Intervjueeritavad valiti juhuslikult läbi koostöö Lääne-Soome vanglate direktorite ning asedirektoritega. Intervjuud viidi läbi järgnevalt: üks intervjuu Köyliö vanglas, kaks intervjuud Huittineni vanglas, viis intervjuud Turku vanglas ja kolm intervjuud Käyrä vanglas. Intervjuud lindistati ning hiljem transkribeeriti. Analüüsimeetodiks oli sisuanalüüs, mille kaudu kogutud infot töödeldi ja muudeti tulemusteks. Transkribeeritud materjal jaotati esialgu põhikategoriatesse ning hiljem koodideks, mille põhjal intervjuude olulisemad osad eraldati. Selle asemel, et kasutada konkreetseid fraase või sõnu, keskendus autor intervjuudes räägitu tähendustele ja tegelikule sisule. Seda seetõttu, et intervjueeritavatest veerandi emakeeleks ei olnud soome keel. Lisaks üks kolmandik intervjueeritavatest viitas, et neil on tähelepanu- või õpiprobleemid, mis raskendas andmeanalüüsi.

Uurimistöö tulemusena autoril oli võimalik vastata magistr töö uurimisprobleemile ja teha ettepanekuid teemadel mida võiks tulevikus uurida.

Leiti, et kuigi IT-oskuste ja hariduse üdine tase on kinnipeetavate hulgas madal, eriti nooremate kinnipeetavate hulgas leidis motivatsiooni õppimiseks. Kinnipeetavate motivatsioon õppimiseks varieerus, õpingute eesmärgid oli seatud väga kõrgeks eriti kui võttes arvesse õpe- ja keskendumisraskuste esinemise kõrge protsent vangla populatsioonis.

Kinnipeetavad suhtusid õppimisele kui resotsialiseerimise vahendisse positiivselt. Peamisena hinnati paremaid töövõimalusi ja sisukamat elu. Autori poolt koostatud resotsialiseerimise definitsioon sobitus kinnipeetavate vastustega.

Leiti et kinnipeetavate karakteristikud jälgivat antud täiskasvanu õppija kirjeldust ja kinnipeetavate narratiivid kirjeldasid oma evolutsiooni õppijana paralleelset andragoogika teooriaga. Kinnipeetavad rõhutasid õpetaja rolli toetaja ja juhendajana. Õppimise protsessi tähtsamaks motivatsiooniliseks teguriks nimetasid kinnipeetavad

soovi teabe järele („teabejanu“), mis vastab konstruktivismi ja kognitivismi käsitlustele.

Töö lõpus esitas autor ettepanekuid teema edasiseks uurimiseks.

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ATTACHMENTS

Attachment 1. Questions for semi-structured interview

1) Kerro vähän itsestäsi. Millainen koulutus sekä työhistoria sinulla on ja mikä on tilanne vapautuessa?

-Ikä: 18-29, 30-39, 40-49, 50-59, 60-> (tarkistus vankitietojärjestelmästä)

-Koulutustausta: ei mitään, peruskoulu, ammatillinen koulutus, alempi korkeakoulu, ylempi korkeakoulu

-Kauanko edellisestä koulusta: ei edellistä koulutusta, käy koulua -0-23kk, 24-35kk, 36kk->

-Työhistoria: ei töissä välittömästi ennen vankeutta, käynyt säännöllisesti vakituisissa töissä ennen vankeutta - vakituisesti, satunnaisesti, ei työhistoriaa

2) Kerro suhteestasi tietotekniikkaan ja miten tai mihin käytät tietotekniikkaa. Lisäksi millaisia kokemuksia sinulla on tietokoneen käytöstä opiskelussa tai oppimisvälineenä:

- Arvio omasta tietoteknisestä kyvykkyydestä: ei kykyjä, huonot, välttävät, hyvät, erinomaiset

- Tietokoneen käyttötaajuus: päivittäin, viikoittain, satunnaisesti, ei ollenkaan

- Tietokoneen käyttötarkoitus: pelaaminen, tiedonhaku, uutiset, työ/opiskelu, asioiden hoito, muu

- Koneen käyttö opiskelussa: ei kokemusta, jonkin verran kokemusta, laaja kokemus tietokoneen käytöstä opiskelun apuvälineenä

-Miten käyttänyt tietokonetta opinnoissa: Ei kokemusta, tietokonepohjaiset kurssit/tentit, tietokonepohjaiset opintojärjestelmät /materiaalipankit, muut esim. Google.

3) Miten koet opiskelun vaikuttavan yhteiskuntaan paluuseen ja mahdollisuuksiisi parantaa sosiaalista, taloudellista tai yhteiskunnallista asemaasi opiskelun kautta ja millaisina näet koulutusmahdollisuutesi?

-Kiinnostus koulutusta kohtaan yleisesti: ei lainkaan kiinnostusta, jonkin verran kiinnostusta, paljon kiinnostusta, erittäin paljon kiinnostusta, opiskelee parhaillaan

-Tunteeko kiinnostusta koulutukseen vankeusaikana: ei lainkaan kiinnostusta, jonkin verran kiinnostusta, paljon kiinnostusta, erittäin paljon kiinnostusta, opiskelee parhaillaan

-Minkälainen koulutus kiinnostaa: peruskoulu, lukio, ammatillinen, korkeakoulu, yliopisto

-Mitä uskoo koulutuksen antavan: parantavan mahdollisuuksia yhteiskuntaan sijoittumisessa, parantavan mahdollisuuksia työllistyä, mahdollistavan paremman tulotason tulevaisuudessa,

pienentävän mahdollisuutta rikoksien uusimiseen, luovan uusia / rikoksettomia sosiaalisia suhteita
- mikä motivoisi kouluttautumaan: avoimemmat/ paremmat olosuhteet, rahallinen korvaus, koulutus
itsessään /yhteiskuntaan sijoittuminen, tekemisen puute,

4) Kerro minkälainen opiskelija olet ollut ja kuvaile suhdettasi erilaisiin opiskelumuotoihin ja erilaisiin
opettamistyyliin?

-Opiskelijana aktiivinen (konstruktivistinen) vai passiivinen (behavioristinen): täysin passiivinen,
jokseenkin passiivinen, jotain siltä väliltä, jokseenkin aktiivinen, aktiivinen.

-Opettajan rooli: Aktiivinen tiedon jakaja, jakaa tietoa, jota oppilas prosessoi, toimii
suunnannäyttäjänä oppilaan omalle aktiiviselle toiminnalle, ohjaa oppilaan toimimaan itsenäisesti

-Motivaatio: palkinto/rangaistus, sisäinen tiedonjano, muu ulkoinen motivaatio, velvollisuus

-Tiedon rakentuminen: uutta tietoa sisään ja korvataan vanha, vanhan tiedon jalostamista, uuden
tiedon rakentamista vanhan perusteella, reflektion kautta todellisuuden uudelleenymmärrystä

-oppimismuoto: yksin, isona ryhmänä, pienryhmissä, muu

Attachment 2. Questions for semi-structured interview (English translation)

1) Tell me a little bit about Yourself. What kind of educational and employment background do you have, and what is Your situation after release?

-Age: 18-29,30-39,40-49,50-59,60-> (check database if needed)

-Education: non-existent, primary school, vocational school, undergraduate degree
graduate degree

How long since the previous school: no previous school, in school, 0-23m, 24-35m,
36->m

Employment history: no employment before prison, worked before prison
(regularly- irregular), no employment history

2) Tell me a little about your relation to IT and how and what You use it? Further, what kinds of experiences do You have of using computers in school or tools for studying?

-Estimation of one IT ability: non, poor, adequate, good, excellent

-How often uses IT: daily, weekly, randomly, never

-The purpose of usage: gaming, information, news, work/study, running errands,
other

-Using a computer in studying: no experiences, some experiences, broad experiences

-If used in studying, how: it-based courses or exams, it-based learning
environments/material banks, other, for example, Google

3) What effects do you see that studying has on resocialisation and your chances to improve your social, economic, or societal position through studying, and how do you see your studying opportunities?

-Interest towards education in general: non, some, much, very much, is studying

-Interest towards education in prison: non, some, much, very much, is studying

-What kind of education is of interest: primary school, upper secondary, vocational
school, higher education

-What does education give: improve chances of resocialisation in general, improve
changes of employment, better income level, more negligible risk of recidivism,
new/non-criminal relations

-Motivation for education: more open/better conditions, economic benefits,
education in itself, resocialisation, lack of activities in prison

4) Tell me what kind of student you have been and describe your relation towards different forms and methods of studying and teaching.

-Active or passive as a student: completely passive, somewhat passive, in
between, somewhat active, active

-The role of the teacher: active provider of information, provider of information that student processes, acts as a guide in the activities of student, directs the student to act independently

-Motivation in learning: reward/punishment, inner thirst for knowledge, another outer motivator, duty

-Forming of knowledge: in with the new replacing the old, refining existing knowledge, building new based on the existing, new understanding through reflection

-Study group: alone, large group, small group, other

Attachment 3. The form of informed consent

Olet osallistumassa tutkimukseen, jonka tarkoituksena on kartoittaa vankeudessa olevien vankien suhdetta opiskeluun yhteiskuntaan paluun ja tietoteknisten ratkaisujen näkökulmasta. Lue huolella alla oleva teksti. Mikäli hyväksyt esitetyt ehdot allekirjoita dokumentti nimesi kohdalle. Mikäli sinulla on kysyttävää ehdoista, kysy rohkeasti!

Nyt tehtävä haastattelu on osa tutkimusta, jossa kartoitetaan vankeudessa olevien suhdetta opiskeluun yhteiskuntaan paluun ja tietoteknisten ratkaisujen näkökulmasta. Tutkimuksen kautta pyritään saamaan uutta tietoa, jonka avulla on mahdollista arvioida vankeuden aikaisia prosesseja ja tarkastella yhteiskuntaan palauttavia toimia vankeusprosessin aikana.

Tutkimuksen toteutustapa on haastattelu. Tutkimus tehdään anonymisti, eikä siihen osallistuneiden henkilöllisyyttä voida yhdistää tutkimuksen sisältöön tai tuloksiin. Haastattelut säilytetään vain tutkimuksen läpiviemiseen tarvittavan ajan, jonka jälkeen äänitiedostot ja litteroinnit tuhoetaan. Mahdollisia lisätietoja henkilöiden taustoista voidaan tutkia Rikosseuraamuslaitoksen vankitietojärjestelmästä, mutta vain siinä laajuudessa, kun tutkimuksen kannalta on tarkoituksenmukaista.

Tutkimus perustuu vapaaehtoisten haastatteluun, eikä niissä ilmenneitä yksittäisiä ja tutkimukseen liittymättömiä tietoja luovuteta kolmansille osapuolille. Rikosseuraamuslaitos ei ole osa tutkimusryhmää tai osallistu sen arvioimiseen. Tutkimus ja sen tulokset ovat lähtökohtaisesti julkisia ja sen johtopäätökset ovat vapaasti hyödynnettävissä. Tutkimuksen mitään osaa ei käytetä haastateltavien vankeusprosessin minkään osa-alueen arvioinnissa tai päätöksenteossa.

Olen lukenut yllä olevan tekstin ja ymmärrän sen sisällön tarvittavassa laajuudessa. Suostun vapaaehtoisesti osallistumaan nyt tehtävään, vain yllä kuvattuun tutkimukseen liittyvään, haastatteluun.

_____ vankilassa

__ . __ . 2022

Haastateltavan allekirjoitus

Haastateltavan nimenselvennys

Haastattelijan allekirjoitus

Haastattelijan nimenselvennys

Attachment 4. The form of informed consent (in English)

You are about to take part in research which has an abject to study the relation of inmates to studying from the point of view of resocialisation and studying. Read carefully the text below. If You accept the terms, sign the document. If You have anything to ask about the terms of this research, don't hesitate to ask!

The interview you are about to participate in is a part of the research, which has an abject to study the relationship of inmates to studying from the point of view of resocialisation and studying. The goal of this research is to have new information by which it is possible to evaluate imprisonment processes and consider resocialisation measures during imprisonment.

Research is carried out in the form of interviews. Research in anonym and its content and results can't be used to identify participants. The data from interviews is kept only as long as necessary for this research, after which recordings and written documents will be destroyed. Additional information can be searched from the prison administration database but only to a necessary extent.

The research is based on volunteer interviews, and the data from interviews will not be given to any third party. Rikosseuraamuslaitos is not part of this research or is part of its evaluation. Research and its results are public per se and freely usable. No part of the interviews is used to evaluate decision-making in the imprisonment process.

I have read the text above and understand the content of the document. I am volunteering for the interview for the research described above.

Attachment 5. Categories and codes

<u>Study Question 1</u>	
Category: Technologies and skills	
Code	Frequency
Use of IT	
Social media	7
Knowledge	5
Work	5
Music/entertainment	5
Social benefits and services	5
Communication	4
News	3
Studying	2
Gaming	1
Using frequency	
Daily	9
Don't use	2
Weekly	1
Use of IT in studying	
No experience	6
Optima	2
MS Office	2
Teams/Skype	2
E-library	1
Youtube	1
IT Skills	
Adequate	6
Good	3
Inadequate	2
Non	1
<u>Study Question 2</u>	
Category: Re-socialisation	
Code	Frequency
Benefits of re-socialization	
Personally	
Yes	5
Not really	7
Employment	9
Economics	7
Meaningful life content	7
Substance abuse	3
Social relations	2
Meaningful sentence time	2
Studying opportunities	
Good	8
Adequate	2
Poor	2
Motivation for education	
Yes	8
Beneficial sentence time	6
Employment	3
Economics	2

Not really	3
Employment	2
Age	1
No	1
Age	1
Highest level of education	
Currently	
Primary school	5
Vocational school	6
Upper Secondary	1
Aim	
Graduate degree	4
Vocational school	2

Study Question 3

Category: Inmate as a Student

Code	Frequency
Self as a Student	
Active	9
Age	3
Behavioral problems	2
Passive	3
Behavioral problems	2
Role of a teacher	
Somewhat active	8
Directs student	8
Motivates	3
Trough practise	2
Simplifies	2
Explains	2
Considerate	2
Laid back	1
Flexible	1
Helps and supports	1
Active	3
Trough practise	1
Motivation	
Quest for knowledge	5
Possibility to move on in life	3
Duty	2
Money	2
Challenging one self	2
Better conditions	1
Visible progress	1
Forming of knowledge	
On base of existing	6
Refining old	6
Study group	7
Small group	7
Max 10	4
Max6	2
Max 5	1
Alone	4