



MERJA ALANKO-TURUNEN

Negotiating Interdiscursivity in a
Problem-based Learning
Tutorial Site

A Case Study of an International
Business Programme



ACADEMIC DISSERTATION

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While exploring the genres of an academic discourse community during the research process, I also came across the notion that this particular part of writing a PhD dissertation belongs to the Cinderella genre. It has been claimed that the significance of the Cinderella genre lies in the opportunities it offers to the PhD candidate to present a social and scholarly self, disentangled from the conventions of academic discourse, and to personally thank those who have shaped the accompanying text. The Cinderella genre has a coherent structure, and routinely employed patterns of expressions. The structure of this genre entails three movements. First, there is a reflecting phase in which the author introspectively comments on the research process. Then, the candidate goes on to thank those individuals and institutions who have offered academic assistance, given resources and provided moral support. Finally, the author accepts responsibility for any mistakes in the dissertation, and then may dedicate it to someone or something. (Hyland 2003; Hyland & Tse 2004.)

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Kerava, May 2005

Merja Alanko-Turunen

Abstract

It has been claimed that problem-based learning (PBL) is one of the most important innovations in education over the last 30 years. The students' role as passive observers of a lecture is radically changed when they become active participants in collaborative PBL tutorial discussions. The move from a traditional didactic classroom to a collaborative knowledge construction site is a demanding one. Tutorial participants are expected to combine various forms of talk, social interaction and material practices from a wide variety of social and cultural realms to form a site that is interdiscursively multifaceted and interactionally dynamic. This interactive process is evident in the conventions of the tutorial which, though influenced by institutional roles and relations of power, should be open to change.

The purpose of the study was to analyse and describe a PBL tutorial discussion as an interdiscursive site for collaborative knowledge construction in the seventh and eighth phases of the tutorial procedure within business and management education, and to examine how this interdiscursivity is anchored in the notion of postmodernism. The seventh and eighth phases of the tutorial discussion include the synthesis and the social validation of knowledge, and also an assessment of the learning process. The research question was divided into four sub-questions focusing on how the tutorial site was constructed, how the tutorial discussions were produced by means of various genres, how collaborative knowledge construction was manifested in the PBL tutorial closing discussions in various discourses, and finally, how the genres and discourses produced in the tutorial discussion related to the wider socio-cultural context of contemporary society.

The case for the study was provided by Helia, the Helsinki Business Polytechnic. This was an instrumental case study concentrating on eight closing PBL tutorial discussions which dealt with the theme 'Identifying and Building Customer Relationships'. This theme included eight learning triggers aimed at engaging students in the basics of international marketing. The tutorials took place in autumn 2001, during the second semester of the International

Business Programme. These tutorials were videotaped and then transcribed. Moreover, the agendas and memos produced by the tutorial participants were also gathered for analysis. Critical discourse analysis provided an interdisciplinary analytic approach to the study, and a flexible metalanguage for the analysis of texts, genres and discourses. The version of critical discourse analysis exploited in this study was inspired by the ideas presented by Fairclough. The interdiscursive emphasis of the study makes it more an interpretative than a descriptive linguistic analysis.

The tutorial site was firmly located with the public discourse of the new polytechnic system in Finland. The promotional material of the polytechnic system on the walls reminded the students that the classroom was situated in a polytechnic. Nonetheless, the constant arranging and rearranging the seats and desks in the conventional classroom revealed that the PBL tutorial site was something temporary, something out of the ordinary.

Several genres from the realms of education, personal life and business life were reconstructed from the tutorials. The students also appeared to construct three discourses of learning and knowledge in the tutorials, the most dominant being the discourse of received knowing. There were also the discourse of diverse ways of knowing and being in the PBL tutorials, and the discourse of emerging knowledge construction. Four discursive resources were identified as being drawn on by tutorial participants as they talked the basics of international marketing into being. Two were more dominant – the discourses of the sacred marketing code, and the international marketing actor, while two were weaker – the discourse of fragmented and globalised markets, and the discourse of performing in a company.

In the tutorial discussions that were studied, the genres and discourses of education seemed to be mixed with the genres and discourses of business life. An order of discourse is not a closed, rigid system, but rather an open system, which is put at risk by what takes place in actual interactions. Shifts in the orders of discourse are important as they alter patterns of participation and contribution which, in turn, have an effect on students' willingness to change the situation they are working within. The mixing of the orders of discourses seemed to trigger some subtle tension within the tutorial site. Tension could be noted in the genres that supported the discourse of received knowing and in those aligned more closely with the discourse of emerging knowledge construction. In the closing tutorials, the place discourse community of the PBL students seemed to constantly negotiate its way towards the discursive practices associated with a conventional classroom. The discursive practices in tutorials were used to validate particular ways of understanding: ways of relating to what was discussed, how it was discussed, and what kinds of positions the discussion produced. The genres either opened up opportunities for more collaborative ways of constructing knowledge or closed down options so that there was only one way of defining objectified knowledge.

By studying the construction processes taking place in the new PBL tutorial context, the study presented the multitude of discursive practices colonising the tutorial site. Previous studies have concentrated on particular roles and processes taking place in the tutorials. How-

ever, the main concern of this study was to understand the tutorial as constantly negotiating its existence as a collaborative knowledge construction site, both as a PBL tutorial site and as a site for talking international marketing into being, while at the same time constituting and being constituted by institutional and structural practices. This study offers a new perspective in which the tutorial discussion site is presented as being constantly under 'construction'. The aim is to show the dynamic accomplishment of a PBL tutorial which, particularly during the early phase in which the PBL-based curriculum was being implemented, required frequent interventions by the tutor.

Keywords

Problem-based learning, tutorial, interdiscursivity, place discourse community, genre, discourse, critical discourse analysis, international business education, critical management studies, polytechnic

Tiivistelmä

Ongelmaperustaisen oppimisen (PBL) on väitetty olevan yksi merkittävimmistä koulutuksellisista innovaatioista viimeiseen kolmeenkymmeneen vuoteen. Opiskelijoiden rooli passiivisista luentojen seuraajista muuttuu radikaalisti, kun heistä tulee aktiivisia PBL-tutoriaalikeskustelun osallistujia. Muutos tavanomaisista luokkahuonekäytännöistä yhteistoiminnalliseen tiedon rakenteluun on vaativa. Tutoriaaliin osallistuvat opiskelijat yhdistelevät todennäköisesti erilaisia puhetapoja, sosiaalisen vuorovaikutuksen muotoja ja materiaalisia käytänteitä erilaisista sosiaalisista ja kulttuurisista käytännöistä, ja luovat paikan, joka on interdiskursiivisesti moninainen ja vuorovaikutukseltaan dynaaminen. Nämä vuorovaikutuksen muodot näyttävät tutoriaalinen toimintatapakäytänteinä, joihin institutionaaliset valtaan liittyvät roolit ja suhteet vaikuttavat, mutta joiden pitäisi olla avoimia muutokselle.

Tämän tutkimuksen tarkoitus on analysoida ja kuvata PBL-tutoriaalikeskustelua interdiskursiivisena tilana yhteistoiminnalliselle tiedon konstruoinnille tutoriaaliprosessin seitsemännessä ja kahdeksannessa vaiheessa liiketalouden koulutuksessa, ja pohtia kuinka tämä interdiskursiivisuus kiinnittyy postmoderniin näkemykseen. Tutoriaalikeskustelun seitsemäs ja kahdeksas vaihe sisältävät tiedon syntetisoinnin ja sosiaalisen validitoinnin sekä oppimisprosessin arvioinnin. Tutkimuskysymys jaettiin neljään alakysymykseen, jotka keskittyvät tarkastelemaan sitä, miten tutoriaalikeskustelutila rakennettiin, miten tutoriaalikeskustelu tuotettiin erilaisten genrejen avulla, miten tiedon ja oppimisen sekä kansainvälisen markkinoinnin perusteet tuotettiin erilaisten diskurssien kautta, ja miten tuotetut genret ja diskurssit kiinnittyivät yhteiskunnan laajempiin sosio-kulttuurisiin konteksteihin.

Helia, liiketalouden ammattikorkeakoulu toimi tutkimuksen tapauskontekstina. Tutkimus oli instrumentaalinen tapaustutkimus, joka keskittyi kahdeksaan PBL-purkututoriaalikeskusteluun, jotka käsitelivät teemaa 'Asiakassuhteiden identifiointi ja rakentaminen'. Tähän teemaan liittyi kahdeksan oppimisvirikettä, jotka tutustuttivat opiskelijat kansainvälisen markkinoinnin perusteisiin. Kansainvälisen liiketalouden koulutusohjelman opiskelijat kes-

kustelivat näiden virikkeiden pohjalta syksyllä 2001, koulutusohjelman toisella lukukaudella. Tutoriaalit videoitiin ja litteroitiin. Tämän lisäksi tutoriaaleihin tuodut esityslistat ja tuotetut muistiot kerättiin ja analysoitiin. Tutkimuksen analyttisenä lähestymistapana toimi kriittinen diskurssianalyysi, joka tarjosi monitieteellisen sekä joustavan metakielen tekstien, genrejen ja diskurssien analysointiin. Faircloughin esittämät ajatukset kriittisestä diskurssianalyysistä toimivat tämän tutkimuksen lähtökohtana. Tutkimuksen interdiskursiivisen luonteen takia tutkimus on enemmän tulkitseva kuin kuvaileva kielianalyysi.

Tutoriaalitila oli tiukasti kiinnittynyt julkiseen ammattikorkeakouludiskurssiin. Luokkatilan seinällä olleet ammattikorkeakoulujärjestelmää mainostavat julisteet muistuttivat opiskelijoita, että he olivat ammattikorkeakoulussa. Tutoriaalitila jouduttiin joka kerta erikseen luomaan muuttamalla tavanomaisen luokkahuoneen tuolien ja pöytien järjestys.

Tutoriaalikeskusteluista rekonstruointiin useita genrejä koulutuksen, yksityis- ja liike-elämän kentiltä. Opiskelijat tuntuivat tuottavan kolme oppimisen ja tiedon diskurssia tutoriaaleissa. Näistä dominoivin oli vastaanotetun tietämisen diskurssi. Tämän lisäksi ilmenivät erilaisia tietämisen ja olemisen diskurssi sekä kehkeytyvän tiedon konstruoinnin diskurssi PBL-tutoriaaleissa. Opiskelijat tuntuivat ammentavan neljästä diskursiivisesta resurssista puhuessaan kansainvälisen markkinoinnin perusteista. Kaksi näistä oli dominoivaa – pyhä markkinointikoodin diskurssi sekä kansainvälisen markkinointitoimijan diskurssi. Heikoimmiksi jäivät fragmentoituneiden ja globaalisten markkinoiden diskurssi sekä yrityksessä suoriuttamisen diskurssi.

Tutkituissa tutoriaalikeskustelueluissa koulutuksen genret ja diskurssit tuntuivat olevan kietoutuneina liike-elämän genreihin ja diskursseihin. Tietyn sosiaalisen osaluon diskurssijärjestys ei ole suljettu tai tiukka, vaan enemmänkin avoin. Tällöin sen merkitys punnitaan todellisissa vuorovaikutustilanteissa. Muutokset diskurssijärjestelmissä ovat tärkeitä, sillä ne muuttavat osallistumisen ja kontribuoinnin muotoja, jotka vuorostaan vaikuttavat opiskelijoiden haluun muuttaa tilannetta, jossa he työskentelevät. Diskurssijärjestysten sekoittuminen tuntui aiheuttavan hienoista jännitettä tutoriaalitilaan. Jännitteitä oli havaittavissa erityisesti niissä genreissä, jotka tukivat vastaanotetun tietämisen diskurssia ja niissä, jotka olivat yhteydessä kehkeytyvään tiedon konstruoinnin diskurssiin. PBL:n purkututoriaaleissa opiskelevien opiskelijoiden paikallinen diskurssiyhteisö tuntui alituisesti neuvottelevan itseään kohti tavanomaisen luokkahuoneen diskursiivisia käytäntöjä. Tutoriaalien diskursiivisia käytäntöjä käytettiin hyväksi validitoitaessa tiettyjä ymmärtämisen tapoja: miten suhtautua keskusteltaviin aiheisiin, miten niistä voitiin keskustella ja millaisia positioita keskustelu tuotti. Genret joko avasivat mahdollisuuksia yhteistoiminnalliselle tiedon rakentamiselle tai sulkivat ne siten, että jäljelle jäi vain yksi tapa määritellä objektivoitunut tieto.

Tutkimus paljasti useiden diskursiivisten käytäntöjen valloittaneen uuden PBL-tutoriaalitilan. Aikaisemmat tutkimukset ovat keskittyneet pääasiassa tutoriaaleissa otettuihin rooleihin ja prosesseihin. Tämän tutkimuksen painopisteenä oli ymmärtää tutoriaali alati omaa olemassaoloaan neuvottelevana yhteistoiminnallisena tiedon konstruointitilana – ja tilana, jossa kansainvälinen markkinointi nimenomaan neuvoteltiin olevaiseksi. Samalla tu-

toriaalissa tuotettiin ja se tuotti laajempia yhteiskunnallisia sekä kulttuurisia käytänteitä. Tämä tutkimus tarjoaa uuden näkökulman tutoriaalikeskusteluun, jossa se nähdään jatkuvasti rakentumassa olevana. Tavoitteena on esittää PBL-tutoriaalikeskustelun dynaaminen tuottaminen, joka erityisesti PBL-opetussuunnitelman toteutuksen alkuvaiheessa vaatii jatkuvasti tutorin interventioita.

Avainsanat

Ongelmaperustainen oppiminen, tutoriaali, interdiskursiivisuus, paikallinen diskursiivisyys, genre, diskurssi, kriittinen diskurssianalyysi, kansainvälisen liiketalouden koulutus, kriittinen liiketaloustiede, ammattikorkeakoulu

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Points of Departure

The aim of the first chapter is to outline the theme, contexts and purpose of this study. In addition, I describe my position and the reference points within the research process. This study attempts to provide one local narrative documenting an interesting change that has taken place within a higher education classroom. It tries to capture how an international student group at a Finnish polytechnic, through discursive activities, constructs knowledge, subject positions and interpersonal relations within an international business education¹ programme which applies a problem-based learning approach (PBL hereafter). A key aim of the study is to reconstruct what kinds of genres arise and are negotiated in the novel learning environment of a PBL tutorial, as well as how discourses of knowledge and learning, and particularly international marketing are constructed and enforced during these collaborative discussions. I propose that the PBL tutorial group can be understood as an emerging and evolving place discourse community experimenting with various genres and discourses in order to achieve its learning goals.

A PBL tutorial discussion does not take place in a social void. Numerous discourses on contemporary uncertainty have been published and debated in scientific, political and economic communities. They emphasise different perspectives of postmodernism which is understood either as an epochal or an epistemological change (Hassard 1993). Thus for some, the postmodern turn represents part of the globalisation of capitalist economic relations, while for the others, it is a form of analysis associated with poststructuralism and deconstruction that brings language and discourse to the fore in challenging foundational certainties in thought and action (Lemert 1997). Some understand postmodernism as providing space for forms of

¹ By business education I refer to the provision of business and management education in institutions of higher education. Business studies refers to an alliance of subfields including marketing, accounting, finance, organisation theory and behaviour, and economics.

radical and emancipatory practices associated with new social movements. According to at least to Edwards and Usher (2001, 274), postmodern framings have provided space for the development of a multiplicity and diversity of meanings and possibilities through which to make sense of and engage with contemporary trends and practices. Others see postmodernism as an entirely negative development, consisting of alienating cultural trends (e.g. Bell 1973; Habermas 1985).

A challenge to institutions of education has been presented in discourses that problematise what counts as knowledge in contemporary society. These discourses, while underscoring the crucial role of knowledge in new times (e.g. Castells 1996), simultaneously, question the adequacy and utility of both the content and organisation of traditional forms of academic knowledge that have been central to the formation of modern educational institutions. Some extreme postmodernists even reject the very idea of education, pointing out that for example that business schools are 'factories of the mind' that search for convergent explanations and 'right answers' (Letiche 1992; White & Jacques 1995 cited in Hardy & Palmer 1999, 377).

At the core of postmodernism is the doubt that any method or theory, discourse or genre, tradition or novelty, has a universal claim as the right or the privileged form of authoritative knowledge. A multitude of approaches to knowing and telling exist side by side (e.g. Richardson 2000). The ambiguity of knowledge means that knowledge, expertise, and solving problems become, to a large extent, matters of beliefs, impressions, and negotiations of meaning (Alvesson 2001). I am aware of the fuzziness of the concept of postmodernism, and of the fierce debates around such issues as how to define it or whether it should be understood as a clearly separated period of time following the modern period. In this dissertation, postmodernism is understood more as a cultural movement of thought that challenges most of what modernist thinking has taken more or less as given. Postmodernism acknowledges polyvocal and pluralist understandings, the centrality of discourse, fragmented identities, and the connection between power and knowledge (e.g. Alvesson 2002; Styhre 2003).

There has been a call, therefore, for reconceptualising the strategic level of the educational process in contemporary society. Barnett (2000, 154-160) points out the supercomplex nature of the world and demands a new kind of pedagogical approach. First, he claims that the educational process should create an epistemological and ontological disturbance in the minds and in the beings of students (see also Fritzman 1995, 69). Second, higher education should enable students to live at ease with this confusing and unsettling environment. Third, the educational process should enable them to make their own contributions to a supercomplex world. Thus, a pedagogy can no longer be based simply on passing on knowledge or on acquiring skills. There is a need to allow students to develop their own voices if those in positions of power, such as teachers, step aside to a certain extent. Lyotard (1984) has even proclaimed that the age of the teacher is at an end, since computers could, in his view, perform the traditional tasks of the teacher once the great narratives have disappeared. Nuyen (1995) discusses this powerful claim and draws on Rorty,

pointing out the need for a different kind of teacher; one who invites students to make sense of information and inspires their imaginations by engaging them in conversations not just with one another, but with representatives of traditions by emulating the latter's intellectual achievements.

One of the attempts to offer an epistemologically and even ontologically challenging environment for learning has been PBL. It has been seen as one response to the need to bridge the gap between education and the rapidly changing workplace. The importance of skills such as creativity, interpersonal communication, self-directed learning, cross-disciplinary thinking, and problem solving is being underlined in various jobs as opposed to the simple mastery of subject content. PBL can be understood as a novel approach to the production of learning and competences, and also as a strategy for managing different styles of learning, teaching and development (Poikela & Nummenmaa 2002). On the other hand, PBL has also been adopted as just one of the instructional methods that introduces change into the interactional modes of a higher education classroom. The students' role as passive observers of a lecture is radically changed when they become active participants in collaborative discussion. My aim is to build on these notions of PBL and challenge the rather romantic and static PBL discourse which has been appropriated particularly by business education. I see PBL more as a local and dynamic accomplishment in a particular educational context.

The aforementioned notions of uncertainty and supercomplexity, among many others circulating in contemporary society, are likely to be recontextualised within an international business tutorial site. I suggest that collaborative knowledge construction in a PBL tutorial site may be achieved when the tutorial participants display a command of particular discursive practices. These discursive practices are characterised by the use of discourses and genres. Thus, studying the discursive practices within which people interact during a period of societal change is also one way of studying the change itself (Cameron 2001, 192).

My main argument is that during a time of social change, both in society and particularly in a classroom, a PBL tutorial site is constructed through a range of genres and discourses. The move from a traditional didactic classroom to a collaborative knowledge construction site is a demanding one. Tutorial participants combine various forms of talk, social interaction and material practices from a wide variety of social and cultural realms to form a site that is interdiscursively multifaceted and interactionally dynamic. This interactive process figures in the conventions of the tutorial which, though influenced by institutional roles and relations of power, should be open to change. Therefore, one of the most important prerequisites for a successful PBL tutorial discussion is the ability to recognise and negotiate the prevailing genres, and discourses of business and management. The life chances of students are said to be determined by their ability to interact critically with the discourses around them, while avoiding the temptation of being seduced by the disempowering messages those discourses often contain (Corson 2001, 14; Leung 2002, 171). If students are not able to interact critically within those discourses they will be less autonomous in constructing their own futures.

Key concepts

This study primarily draws on educational research, business and management studies, and applied linguistics which, interestingly enough, serve to construct an interdiscursive site of various disciplinary discourses². All these areas of research contribute to the attempt to understand what kind of an interdiscursive site a PBL tutorial is for collaborative knowledge construction, as it takes place in English as part of an international business programme. I have already referred to the concepts of place discourse communities, discourses, genres, interdiscursivity, and recontextualisation a number of times in the introduction to this study. Some terms such as discourses are frequently used in contemporary educational research, while others such as place discourse communities, genres, intertextuality and interdiscursivity are more common in applied linguistics. Recontextualisation on the other hand, is originally a sociological concept introduced by Bernstein (1990). In order to prepare the ground, I will briefly define how these main concepts are understood and applied in this study. Description of other important concepts will be done within the main body of this dissertation as each concept is applied.

A place discourse community

I propose the notion of understanding the tutorial group as an emerging and evolving place discourse community (PDC hereafter). I am aware that the notion of a discourse community is contested (see Hyland 2002). Nevertheless, it does assist in understanding and pinpointing the socially situated nature of the genres and discourses within the tutorial group. Swales (1998, 197) understands that a PDC is a near cousin to a disciplinary community and increasingly to communities of practice (Lave & Wenger 1991). Fox (1997) also refers to Lave and Wenger's work and argues that schools produce schooled adults, people who are able to talk about practice rather than belong to a community of practice. Furthermore he claims that these students know-what without knowing how. According to Fox (1997), schools produce communities of discourse rather than communities of practice. Fox rightfully points out the emphasis formal learning environments put on discussion but as Furusten (1999) notes the communication, interaction, and management of ideas and symbols form the basic activities of a businessperson. Therefore, the emphasis a PBL tutorial places on discussion is more than justified in this particular context.

The PDC concept is usually concerned with the incorporation of newcomers into oldtimers' occupational networks (Swales 1998; 2004). However, in my case, the PBL tutorial participants are all newcomers struggling to find ways of acting and interacting in a new collaborative learning site. A PDC can be described as a group of people who regularly work together towards a set of goals. One of the features that members of a PDC possess is a familiarity with particular genres that are used in the communicative furtherance of its aims. At least one of these genres will be tailor-made, and there will be something distinctive about the

² I thank Dr. Anna Solin for bringing this to my attention.

relationships among the genres. These genres might be spoken or written. In the furtherance of its communicative practices, a PDC usually develops some specific lexis, such as abbreviations and other shorthands. It will also construct a sense of what does and what does not need to be discussed. (Swales 1998, 204.) As it evolves, the PBL tutorial group develops various situated genres for the achievement of its goals. Consequently, these discursive practices have to be understood, owned and adapted by the tutorial participants until they support the furtherance of their goals. The discursive practices and especially the genres provide the keys to understanding how to participate in the actions and interactions of a PBL tutorial group.

Recontextualisation

One of Bernstein's (1996) key concerns was to explore how ideology works within the process of discursive activity, and in order to do this he devised the notion of recontextualisation (for an account of recontextualisation in linguistic research see Linell 1998; Sarangi 1998a). It entails the relocation of discursive practices, genres and/or discourses, into a new pedagogic discursive space. Here the unrepresented discourse of a social practice is transformed into a representation that can be talked about. In order to become socially useful to those agents who want to transmit and acquire the discourse, the discourse of practice must be modified. This modification involves the pedagogic device made of three inter-related rules: the distributive rule, evaluative rule, and the recontextualising rule.

A pedagogic device is described as a symbolic ruler of consciousness that provides the intrinsic grammar of pedagogic discourse. Distributive rules govern the distribution of different forms of knowledge to different social groups. Evaluation rules are involved in the construction of pedagogic practice by providing the criteria for judging discourse and for deciding who has access to discourse. Space as well as time is controlled by evaluative rules. Recontextualisation rules relate to the formation of a specific pedagogic discourse. The pedagogic discourse rests on recontextualising rules that create specialised subjects and communities, and these rules involve two kinds of discourse: instructional and regulative discourse. The instructional discourse is concerned with the transmission and acquisition of knowledge. The regulative discourse creates criteria for the ways people behave when participating, for example, in mainstream international marketing discourse. It relates to the constitution of social relations, identity and order. (Bernstein 1996.) In a tutorial site the form of knowledge transmission takes place within certain social relations, though, as knowledge passes from one social context (for example from academic lectures, textbooks, and work experiences) to another different regulative rules impact upon the knowledge.

An academic idea may be imported into a tutorial context, but it will be altered, as the regulative discourse in the tutorial domain is different to that in the academic context. One might feel that the idea is the same but during its importation it is subject to different recontextualisation rules and therefore may become quite different. The discourse is adjusted in order to fit into the moral and social contexts of the acquiring domain, and the discourse

becomes a resource in representing and maintaining certain social relations. Recontextualisation draws attention to the ways in which meanings and impacts of texts change as they move from one social context to another. In each case recontextualisation is constituted by the regulative discourse. Genres and discourses are recontextualised into new situations in ways consistent with the interest of the dominant groups who control the process. (Thomas 2003.)

In this study, the concept of recontextualisation is employed to explore how the various discursive practices circulating the tutorial site are delocated from the original social contexts and relocated in the tutorials. The question, therefore, is how the students implicitly or explicitly negotiate the genres and discourses, how aware they are of the regulative discourse governing their tutorial discussion, and how this is manifested in the tutorials.

Genre

The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term genre is a familiar one as it is used in traditional literary studies where it refers to types of literary productions such as novels, poems, or plays (see e.g. Duff 2000). The term is now widely used in rhetoric, media theory, and more recently, in linguistics, to refer to a distinctive type of text, spoken or written (see Berge & Ledin 2001 for an overview). The genres give us a vocabulary for talking about and for giving order to the explosion of forms (Freedman & Medway 1994).

Genres are classes of communicative events which typically possess features of name and recognition. Narrative, argument, description and conversation are genres of high level of abstraction. They are categories which transcend particular networks of social practice. There are for example many types of conversations which are specialised for particular practices such as mentoring discussion, panel discussion, online discussion, and doctor patient consultation). These could be called situated genres (Fairclough 2003b, 69). A situated genre can be analysed in terms of activity (what people are doing discursively), generic structure, social relations (power or solidarity) and communication technologies.

The relationship between genres and a PDC has been the subject of much debate. Some genre theorists have suggested that a PDC owns the genres (Berkenkotter & Huckin 1995; Swales 1998). On the other hand, Mauranen (1993) has argued that the reverse is true: it is the genres that own the PDC. Others look for a more reciprocal relationship as I do. I suggest along with Swales (1998, 207) that there may be old PDCs that exploit genres that will exist long after the current members of the PDCs retire or leave the community. Then there are novel PDCs that develop their genres in order to achieve their communicative purposes. There are also PDCs that merely import genres from outside without discussing the ownership issues or the development of the genres.

Most academic spoken genres in the educational environment arise from situations involving a hierarchical relationship between the participants such as a lecture or a seminar. The 'lecture' genre has received most attention during the past 20 years (for an overview see Aguilar 2004). Because of the continual renewal of ongoing discourses, genres are socially and

historically situated. They are dynamic and continually subject to innovation and reinvention. This dynamism ensures that genres are instrumental in bringing about social change. The genres themselves could be said to reveal much of a PDC's norms, epistemology, ideology, and social ontology (Berkenkotter & Huckin 1995, 4).

The tutorial discussion can be understood as a part of a genre chain (Fairclough 2003b, 216), and the concept of recontextualisation could thus be operationalised partly as a genre chain. The concept of genre chain is based on the notion that genres may be networked in a constrained linear sequence, involving systematic transformations from genre to genre. At the very least, the tutorial discussion is networked with the resources lectures, various international management books and papers, agenda writing, memo writing and self-assessment forms. These all have influence on the genres recontextualised in a PBL tutorial discussion, affecting the possible social structures the genres are likely to maintain or change as well as the benefits or disadvantages such genres might bring to a particular set of tutorial participants (e.g. Bhatia 2002).

According to Fairclough (1992, 125; 2003a), an order of discourse consists of genres, discourses and styles. An order of discourse is a higher-order concept which refers to the totality of discursive practices associated with an institution and to the relations between them. Genre is understood to be an overarching concept, meaning that the system of genres of a certain order of discourse determines how and which of the other elements are combinable. From this perspective, it is the changes in the system of genres and their effects upon configurations of discourses that are of particular interest in this study.

Discourse and discourses

The term discourse seems to have now taken the place of the term 'language'. The term discourse is derived from a French word *discours* – a speech, presentation, chatter, chit-chat. On the other hand, the word is of Latin origin *discursus*, meaning running around. Hence, discourse could be understood as the interactive process in which meanings are produced, and as well as the product of that interactive process. (Lehtonen 2000, 69.) However, it is by no means easy attempt to define the term discourse unambiguously since the definitions are heavily influenced by the multi-disciplinary roots of discourse analysis. For linguistics, 'discourse' was originally a technical term alluding to the phenomenon of language use beyond the boundaries of a sentence or an utterance. This could be called the narrow concept of discourse. On the other hand, the 'grand Discourse' refers to the way in which individual utterances and texts are connected into historical processes and changes in belief systems. (Foucault 1980.)

Being moderately grounded on the field of applied linguistics, this study leans towards Fairclough's (1992a; 1995a; 2003b) notions of discourse as a social practice implying that discourse is both a form of action and a mode of representation. As a form of action discourse relates to the abstract use of the noun, meaning language and other types of semiosis as elements of social life; whereas as a mode of representation it is a count noun, meaning particular ways of representing a part of the world. Therefore, when statements about a topic

are made within a particular discourse, the discourse makes it possible to construct the topic in a specific way. It also limits other ways in which topic can be constructed. Thus, language and discourse are not neutral means for describing or analysing the social and biological world. They construct, regulate and control knowledge, social relations, and institutions. Discourses have both disciplinary and disciplining effects; they govern the fields of knowledge and inquiry as well as what can be said, thought and done with these fields.

According to Fairclough (1995a), discourse and ideology are very much intertwined. Ideology may be understood as a particular representation and construction of the world which is instrumental in reproducing hegemony and domination. Hegemony could be viewed as the winning of consent in the exercise of power that is thus produced and reproduced in discourse.

Discourses are understood to be more autonomous than genres in relation to their institutional context, they are abstract sets of assumptions which a text draws on rather than concrete claims a text contains (e.g. Fairclough 1992a; Solin 2001). A discourse can show up in all kinds of genres. Furthermore, discourses remain comparatively stable over longer periods of time than genres do.

Intertextuality and interdiscursivity

Fairclough (1992a) draws on Kristeva who introduced the notion of intertextuality in the late 1960s. Texts are inherently intertextual, constituted by elements from other texts. Fairclough uses intertextuality as a general term for both manifest and constitutive intertextuality when the distinction is not an issue, but introduces a new term 'interdiscursivity' rather than constitutive intertextuality, when the distinction is needed, to underscore that the focus is on discourse conventions rather than other texts as constitutive. Intertextuality underlines the dialogue properties of texts: every text is part of a series of texts to which it reacts and refers, and which it modifies (Langer 2002). Intertextuality is the source of much of the ambivalence of texts. Particular genres are associated with particular modes of intertextuality. The extent to which other texts figure in a text depends upon the genre.

Interdiscursivity operates on a different level from intertextuality. Fairclough puts forward the idea that the producers of the texts make use of discursive practices which belong to diverse orders of discourse. An order of discourse is a higher-order concept which refers to the totality of discursive practices associated with an institution, and also to the relations between them. When a text is framed in such a manner that it combines types of texts from other orders of discourse, the process is called interdiscursivity. An example might be a discourse of advertising which could be appropriated interdiscursively as part of an academic discourse. A university could produce a brochure which not only uses the genre of advertising to promote the university and its courses, but also takes on the language of advertising to position the university as a commodity within the discourses of a consumer society. (Fairclough 1995b; Scollon 1998.) The apparently limitless potential for creativity in discursive practice implied

by the concept of interdiscursivity, offering an endless combination of genres and discourses, is in practice restricted and constrained by the state of hegemonic relations and hegemonic struggle (Fairclough 1995a, 134).

Problem-based learning (PBL)

It has been claimed that problem-based learning is one of the most important innovations in education over the last 30 years. Just as it is difficult to define a genre or a discourse, the definition of what constitutes problem-based learning is also ambiguous (for discussion about 'pure' PBL or 'authentic' PBL see e.g. Chen 2000; Wee 2004b). PBL has been adopted in variety of manners with highly variable adherence to the original philosophy described by Barrows in the 1960s in McMasters University in Canada (e.g. Zimitat & Mifflin 2003).

The traditional educational curriculum usually comprises separate subjects, and conventional instruction is marked by large-group lectures and teacher-provided learning goals and tasks. The curriculum employing a PBL approach is designed around challenging problems that students will encounter in real-life situations as future professionals. The students work in small tutorial groups with support from a tutor who is a representative of the staff. The role of the tutor is to facilitate the students' learning processes by probing, encouraging critical reflection and challenging students' thinking in helpful ways (e.g. Margetson 1994; Alanko-Turunen & Öystilä 2004). Problems, which might take the forms of triggers, scenarios or patient cases, are presented to students without any prior preparation on their side. The students investigate these problems, review their prior knowledge and identify what they need to learn in order to understand the problem more fully and to deal with it. The students set learning goals and engage in self-directed study which may include reading books, articles, interviewing experts or attending resource lectures. They have to constantly consider how their findings inform their understanding and offer possible solutions to the problem. In the subsequent tutorial session, the students bring their learning to the discussions, sharing their findings with others. They challenge and make sense of another's understanding and ponder the relevance of their findings. Besides tutorial sessions, the students also have workshops, resources lectures and work placements embedded in their curriculum. Students are encouraged to reflect on their own learning processes, their roles as learning resources in tutorial groups and the roles played by their peers. The assessment and evaluation procedures include both competence-based and staff-driven assessment. PBL as an educational approach will be further elaborated in Chapter 3.

The case context of Helia, (the Helsinki Business Polytechnic) and the Liibba programme

The case context for this research is provided by Helia, the Helsinki Business Polytechnic, which situated in Helsinki, Finland. In 1991 Helia was among the first polytechnics to be

granted an experimental license to operate as a polytechnic. The undergraduate sections from the Finnish Business College, the IT institute, and the Secretarial Institute of Helsinki were combined to form the new polytechnic. This was the second time that the Finnish Business College (Suomen Liikemiesten Kauppaopisto) produced an institution of higher education for business education. The first occasion occurred in 1911 when the undergraduate section formed the Helsinki School of Economics and Business Administration. Helia is now the largest business polytechnic in Finland. There are over 5,900 students and a full-time teaching staff of 210. The institute offers degree programmes in business management, information technology, journalism, tourism, and management assistant training as well as organising vocational teacher education programmes. Helia claims to be a leading polytechnic in terms of numbers of applicants, education quality and graduate employment. (Helia Study Guide 2003–2004.)

At the end of 1999 some of the teachers at Helia were particularly disappointed with the curriculum of the three-and-a-half-year International Business Programme, Liibba (210 ECTS points), which was conducted in English. Graduates of this programme were awarded the title of Bachelor of Business Administration (BBA) or the Finnish title 'tradenomi'. Discontent with the programme had already been expressed by students who let the teachers know that they were not happy with the prevailing situation. They complained that the programme was not as international as it ought to be and that it was not as demanding as they hoped. They also pointed out that the spoken English of the teachers left something to be desired.

Simultaneously, the management of Helia was drafting a new strategy for the years 2000 to 2003. A sub-strategy for instructional reform was also stated in the framework of Helia's strategy. According to this, the goal was to produce an internationally acclaimed learning environment, with the goals of learning derived from the expertise requirements of students' current and future workplaces. The instructional process was renamed 'a coaching process' assisting in the development of expertise. The content was described as 'authentic workplace situations'. The coaching process was depicted as being built on 'a substantial and theoretical base'. Teachers and students were said 'to be fully committed to the learning processes'. In order to achieve this, the strategy paper explained that 'the point of departure for defining of learning goal' is 'a constant discussion among the staff about expertise and the development of expertise'. On the other hand, the individuality of the instructional process was underlined, as 'everyone is responsible for the continuous development of one's own area of competence and the development of becoming an expert'. (Helia strategia 2000–2003.) The strategy paper used rather vague, passive language when defining the most important factors in the learning processes. Furthermore, the goals and means were not legitimised by being explicitly stated. Consequently, it did not offer any real obstruction to the reform process the teacher group had in mind. A proposal to the president of the polytechnic was drafted by one of the teachers in order to get permission to commence a total reform of the curriculum in the International Business Programme. The proposal was accepted and thus, the reform project started.

Intensive development work within the Liibba programme was initiated at the beginning of 2000. The chosen pedagogical approach for the programme was problem-based learning. The reform project group consisted of eight teachers and myself. To learn about PBL, some of the members of the group observed tutorials at the Faculty of Medicine at the University of Helsinki; some made study trips to the University of Maastricht and University of Linköping. (Fagerholm & Helelä 2003, 8.) Moreover, there was constant discussion about the literature and research on PBL among the project group going on during lunch breaks and off-work sessions. Representatives from various workplaces were also invited to join the project especially when the learning triggers were designed.

The first students (42) were accepted to the reformed Liibba programme in the winter of 2001. These students started their programme with the PBL module 'Orientation to International business', 13 ECTS points, and they also studied mathematics, IT, and modern languages. In the autumn of 2001 they moved to the module 'Establishing Business Ventures in the Global Environment' 24 ECTS points. This particular module, with the sub-theme of 'Identifying and Building Customer Relationships' which had a certain marketing and intercultural emphasis, was seen as to be an excellent context for studying how the tutorial group constructed the PBL site for collaborative knowledge production.

My position as a researcher and knowledge producer

Locating my position as a researcher in this study requires the revelation of the role I had at the case polytechnic, and also the reference points of my inquiry. Moreover, the way I understand how the focus of this inquiry from an ontological and epistemological point of view, and also my intentions with this dissertation should be addressed. I had worked as a senior lecturer in business studies within the field of vocational education for almost four years when it struck me that constant development as a teacher requires not only reflection independently and with colleagues but it demands further studies in vocational pedagogy, as well as research work. I undertook an intensive study of vocational education literature for a licentiate degree and worked as a part-time researcher on an EU project at the University of Tampere.

During the licentiate thesis process I came across, for the first time, the abbreviation PBL as I studied various ways of constructing expertise in a formal educational environment. I found it to be an intriguing approach and learnt how it was applied in various universities around Europe. I began gradually to understand how PBL was understood in diverse ways, some regarded it as only as one method among other cooperative learning techniques; others claimed it to be more than merely an instructional method and required a cultural change in educational institutions involving a total curriculum reform; while some argued that PBL also involved deep philosophical discussions of knowledge and knowing within the educational institutions. These issues led me to also to reflect on the reasons why PBL could be understood so differently and what kind of pedagogical solutions these differences would involve were PBL to be implemented in practice.

After completing my licentiate thesis (1999), I worked as a principal lecturer in vocational teacher education at Helia. This position guaranteed me the roles of a developer and pedagogical consultant. My roles in the Liibba PBL transformation have been those of a lecturer, an in-service trainer and a contributor to the developmental work of different semesters. I also served as a substitute PBL tutor when needed. Being involved with the development process I also contributed to different events and evaluation conferences organised for tutors and students in the actual programme implementation. I have been a guest speaker or a discussant in these events and conferences. The students of the Liibba programme have thus seen me and heard me talk about PBL and different aspects of the curriculum.

While working as a substitute tutor for the students of the first semester in 2001, I was fascinated by the tutorial discussions. It could be a brilliant exchange of arguments and counter-arguments based on personal experiences or ideas internalised from books and articles; or it could be very superficial; few students prepared for monologues. It was interesting to follow the ways in which the students constructed meanings with each other and how they made their comments heard. I tried to listen to the students, carefully exploring, how they positioned themselves in the tutorials and how they allowed the books they had read talk through them. I began to wonder how students understood their role in tutorials as knowledge construction workers and how these tutorial practices imitated other social practices taking place elsewhere in society. These questions led me to participate in a research group called Pro-Bell at the University of Tampere. The purpose of this research group is to support research, development and training projects in PBL in different fields of higher education.

At the same time, in the spring of 2001, the Liibba reform group of Helia drafted research and development proposals for the School of Vocational Teacher Education as well as for Helia in order to study and further develop the curriculum. We claimed that the reform required not only a constant exchange of ideas with those involved but also a systematic approach where the emphasis would be on gathering experiences and analysing them for real-time reflection and constant development. Additionally, we pointed out the need for critical analysis and research of the evolving practices, as well as for the elaboration of a knowledge base for vocational education (Alanko-Turunen 2001). Our proposals, which included the writing of this PhD dissertation, were accepted. This made it possible to undertake part of this research as a full-time researcher. The other sub-projects relating to the main R & D project involved, among other tasks, the elaboration of the work placement practices and the documentation of the Liibba programme.

I subsequently wrote my first theoretical articles about the tutorials as knowledge construction sites (Alanko-Turunen 2002) and about the tutor's role (Alanko-Turunen & Öystilä 2004). It is obvious that my theoretical reference points regarding the tutorials expanded and deepened as a result of working in Pro-Bell research group as well as from involvement in the developmental work with the Liibba curriculum. The role of substitute tutor provided me with some empirical conceptions that helped to focus my inquiry.

Methodological reference points

My understanding of methodology is based on a broad conception of the term which encompasses ontological and epistemological perspectives. The parties debating the meaning of philosophical research traditions fall into two camps: the fundamentalists who defend orthodoxy and the eclectics who merrily select their doctrines (Suoranta 1995). Using the terms introduced by Suoranta the research tradition I identify myself with is that of the fundamentalists, as according to Winther Jørgensen and Philips (2000, 10) the use of the discourse analytic approach includes not only methods for analysis but a theoretical and methodological background. It is a package that includes ontological and epistemological premises – premises about the role of language in the social construction of the world. Second, it also offers theoretical models and methodological guidelines of how to approach the research area and, third, it provides special techniques for language analysis. Winther Jørgensen and Philips underline the fact that the theory and the method are intertwined in discourse analysis, and that the researcher has to accept the grounding philosophical premises in order to be able to exploit discourse analysis as a method in empirical research. An implicit assumption embedded in Winther Jørgensen and Phillips' assertion is that all discourse analysis is based on social constructionist thought. This is, however, not case. It is important to emphasise, that discourse analytical approaches are not homogenous and that there are wide differences of opinion on central issues such as social reality, the effects of discourses, and the notion of interests and politics.

As I am concerned with the genres and discourses constructed and articulated in a PBL tutorial, my epistemological claim is associated with postmodern and poststructural ways of knowing, and also with constructionism. The underlying premises of these traditions are quite different from those underpinning modern research tradition. I offer a reading of the phenomena which is inevitably situated; in other words, specific to a particular situation and period. I understand that the complexity of the social world means that it is impossible to make predictions about it. An account of a social phenomenon inevitably reflects the researcher's understanding and special interests. As a researcher I will be able to provide a set of impressions and interpretations produced within a certain historical situation and characterised by feelings, imagination, commitments and a particular pre-structured understanding associated with my education. The narrative I offer is open to other readings and could be informed by other perspectives, interests and creative powers (see Alvesson & Deetz 2000). Thus, an important factor in this research is my ability to argue the choices made, and how the construction of the research forms a coherent entity. The reliability and plausibility of the research is based on how the employed methods of analysis, reconstructed genres and discourses, and interpretations form an entity. The reliability of the research could suffer from the notion that I have been part of the studied culture and thus have my own pre-conceptions and ideas regarding the focus of the inquiry. On the other hand, without the understanding and the intersubjective ways of conceptualising the focus of the inquiry, it would not have been possible to carry out this study.

Juhila (1999a) argues that the basic idea of constructionism³ is accepted in the scientific field. There are still opponents (e.g. Roos 2001) who claim that anti-constructionism is the only constructionism that they will accept. There are also variations of constructionism which Hosking (1999) has divided into first order and second order constructionism. First order constructionism is a cognitive approach in which sense making takes place in the head of each individual. It focuses on independently existing elements and treats them as separate entities. It also focuses strongly on products rather than processes. This would include, for example, radical constructivist and cognitive constructivist views. Second order constructionism offers according to Hosking, a more critical and reflective approach. I would include social constructionism to this latter category. According to social constructionism, it is not possible to encounter the phenomenon we are studying in a pure form but only through making it meaningful from some perspective (Burr 1995). Language plays a major role in creating the meaning of world. The actions of other people are important in the way we create our lives and meanings. The notion that all meanings come from language rather than from absolute laws and principles, suggests that knowledge is a dynamic creation. Knowledge cannot be seen as something that a person has (or does not have), but as something people do together.

Burr (1995) specifies the key assumptions that lie behind social constructionism (SC hereafter). First of all SC adopts a critical stance towards taken-for-granted knowledge which means that the categories through which we apprehend the world do not necessarily represent real divisions. Burr offers the example of classical music and pop music – there is nothing in the nature of the music that means it has to be divided up in this manner. The second point is the notion of historical and cultural specificity which holds that all ways of understanding are historically and culturally relative. The third point is that SC emphasises that knowing does not occur within individuals. It occurs in the relations among individuals as they discuss, negotiate and share their world with one another. What we know, in this sense, how we understand and how we understand is a product of historical and social discourse. What we understand as truth is a product not of objective observation of the world, but of social processes and interactions in which people are constantly engaged with one another. Truth and knowledge are constantly open to revision and negotiation as we come into contact with others and our language and context become broader and richer. The social constructionist perspective adopted in this research also underlines the importance of constant reflection on the assumptions that I make in producing what is regarded as knowledge. In probing the limits of what I can know through this research, there are also questions of what I think I am encouraged and allowed to know.

To be more specific about constructionism, this study is based on ontological constructionism as it is founded on the premise that not everything can be related to language

³ A great many papers use the term constructivism (see Campbell 1998) I prefer the term constructionism (Burr 1995, 2) as constructivism is quite often used to refer to Piagetian theory. (See more about the differences e.g. van der Haar & Hosking 2004, 1020-1021.)

even though it is the primary object of inquiry. There are non-discursive worlds including institutions, minds or bodies. As Fairclough (2003b, 8) points out, aspects of the social world such as social institutions are ultimately socially constructed, and once constructed they are realities which have impact on and limit the discursive constructions of the social world. Thus, a moderate version of social constructionism can be accepted. The role of discourse analysis is then to explore how these worlds are constructed in different discursive practices and reflect the correspondence between non-discursive worlds and discursive practices (Juhila 1999a, 162.) The functional framework of language by Halliday (1994) presents discourse not only words on paper or waves in the air but a social practice in a certain community or a situation (Fairclough 1989, 17). The sense we make of our experiences depends partially on our original view of the world, partially on how we encounter other views presented to us and also on the context in which they are presented (see Magolda Baxter 1992).

I find it possible to distinguish two ontological orders of the studied PBL tutorial site, both of which will be dealt with this dissertation. The tutorials are understood on the one hand, as instances of knowledge construction and constitute as such a primary learning site with its own actors, relations, resources and interactions. The whole site, space and the topics of tutorial discussions require careful examination. The primary PBL tutorial site involves the construction of subject positions, relations and objects that are physically present in a tutorial classroom.

On the another hand, a tutorial also embraces the construction of a secondary site of a more or less shared conception of international marketing, located out there, outside the tutorial classroom. This comprises constructions of subject positions, relations and objects that are physically absent from the social situation of the tutorial site. The nature of the constraining forces regulating interaction in the tutorial site in the cultural-structural context of a PBL tutorial will also be discussed. (Fairclough 1995a, 98; Svensson 2003, 25–26.)

Taking stances as a researcher

Juhila (1999b, 202) presents four categories of researcher employing a discourse analytic approach. They are the analyst (participation in the research material is kept limited), the advocate (committed to achieve a change); the interpreter (interaction between the texts is significant, the texts can reveal a diverse interpretation possibilities), and the discussant (participation in a public forum with the results of a discourse analysis). The concept of position includes the idea of situativity and change. An individual researcher can change positions in different studies and during the same study according to the research questions and interests. Juhila points out that a researcher should be aware of her position(s), and she should explain it to the audience of the research.

I would categorise myself as moving towards the position of interpreter with an element of the advocate in my approach. One of the aims of this research project is to make tutors and students aware of how various discourses on international marketing are constructed within the tutorial context and how the participants can be located within them.

Different positionings give the student a position of power in relation to existing discourses which is in addition to the power gained through being able to use existing discourses competently. Power comes from being able to grasp the effects of discourses upon those who are constituted through them. (Davis 1994; Baxter 2003.) What is occurring in a tutorial is not disconnected from the other social practices. The tutorial can be a place for reproduction of knowledge but it can also be a site for transformation.

While contemplating the writing of the dissertation in English I had to decide how I would approach the question of using the third person pronoun. As well-known, pronouns in the Finnish language do not make any distinction between male and female. Language guides offer numerous alternatives for the generic 'he' (e.g. Wales 1996) including the usage of 'she'. The decision to adopt 'she' as the generic pronoun was to make explicit the taken-for-granted use of 'he', and to underline the presence of woman both in the world of work and of research. (See also Cameron 1985.)

Studying classroom interaction and discussion

Key studies of classroom discussion research were undertaken in the 1970s and 1980s by Sinclair and Coulthard (1975), Mehan (1979) and Cazden (2001). Their research revealed the conversational features, forms and organisation of classroom interaction. They examined how interactions in the classroom are shaped (IRE/IRF exchange patterns and TRS) and what the implications might be for students' learning. Their research involved mainly native-language speaking elementary classrooms. One of the reasons Cazden (2001, 3) argues that studying conventional classroom communication is important is that the classroom as a physical setting could be compared with cafés and trains; they are crowded human environments but their communication system is totally different. In the aforementioned settings simultaneous conversations are normal but in a conventional classroom the teacher is responsible for controlling the talk.

However, the view that the voice of the teacher is the only one having authority as a source of learning has been changing. A significant change has occurred as contemporary views of learning and their pedagogical applications have changed traditional patterns of interaction within the classroom. Restructuring the process of learning from teacher-centred model to student-centred one is critical. Not only do content, process and assessment require redesign but students and teachers also have to be repositioned (Treleaven, Cecez-Kecmanovic & Wright 2000). The students are now seen as the driving force of the learning discussion while the teacher serves as a facilitator working alongside them. Taking part in a discussion requires the ability to enter the debate and also to make oneself heard and understood in knowledge construction site the goal of which is for all students to share information and negotiate meaning.

I support Webb and Palinscar's (1996) view that students bring to a learning situation a vast pool of information and knowing, grounded in their personal experiences. The

combination of these experiences, the construction of member positions and behaviours will have an impact how collaborative knowledge construction proceeds and whether or not the group members will learn from and with each other and, finally, whether they will be empowered as individual thinkers and collaborators. I would also point out that tutorial discussion is not an equal place for every group member: the group member who acts as tutor will take different positions; group members are offered different positions in discussion; and not every voice is heard and commented upon.

A vast amount of studies have recently been published in the area of classroom interaction and social learning. Student interaction and discussion during cooperative learning activities has been an area of especial interest (e.g. Mercer 1995; Cowie & van der Aalsvoort 2000; Dillenbourg 1999; Kumpulainen & Wray 2002; Arvaja, Häkkinen, Rasku-Puttonen & Eteläpelto 2002; Arvaja 2005). These studies have usually dealt with classroom interaction in comprehensive schools, the groups consisting of 3–6 students, with the teacher playing a dominant role in the proceedings. The classroom script has invariably been teacher imposed.

There are, though, studies that have concentrated on the interaction and co-operation occurring in classrooms of higher education. Research exploring power relationships in a graduate classroom discussion (e.g. Kramarae & Treichler 1990; Bergwall & Remlinger 1996) found out that women reported being more at ease in settings where learning is understood as a communal activity shared fairly equally by students and teachers. Men, on the other hand, seemed more satisfied with authoritarian educational settings. Moreover, Bergwall and Remlinger concluded that female students' lack of institutional power to overcome opposition in their conversational turns allowed their power to be more easily subverted. The dualistic view of fixed gender roles that is constituted in these studies supports popular images of male and female modes of communication. Furthermore, it treats discourse primarily as an outcome or reflection of one's gender identity, and thus downplays the constitutive force of discourse. (E.g. Ashcraft 2004.)

Luukka (1996), studying Finnish university seminar discussion, found that the students might not fully understand the genre of a seminar. Benwell and Stokes (2002) concluded from data gathered during conventional tutor-led tutorials that the interactional dynamics that represent a shift away from the traditional classroom hierarchy were met by student resistance. They seemed to be unwilling to intervene in the co-construction of knowledge. Students policed each other's utterances to lessen both the perceived laboriousness involved and their own authority. Observing the conduct of both tutors and students, Benwell and Stokes (2002, 449) suggested that the tutorial discourse might gradually be become colonised by other interactional genres such as casual conversation.

The purpose and structure of the study

This study concentrates on exploring a PBL tutorial site interaction occurring in an international business education programme. It tries to capture the multiple local realities

that are produced as a PBL tutorial group attempts to collaboratively construct its relations to knowledge and learning in a polytechnic context. The purpose of this study is thus to describe and analyse what kind of an interdiscursive site a PBL tutorial discussion is for collaborative knowledge construction in the seventh and eighth phases of the tutorial procedure in international business education, and how this interdiscursivity anchors it in the notion of postmodernism. The seventh and eighth phases (for the closing discussion see page 72–73) of the tutorial discussion include the synthesis and the social validation of knowledge, and evaluation. A tutorial discussion can be described as a discursive event which is shaped by situations, institutions, and social structures. It also constitutes situations, objects of knowledge, social identities and relationships between students and groups of students. The more elaborated research questions arising from the purpose of the research are presented at the end of Chapter 3 to guide the study through the empirical section of the research.

In order to understand and frame the PBL approach and particularly the diverse practices taking place in the tutorial context, a wider outlining of changes in ways of working in workplaces is needed. Moreover, PBL as a pedagogical approach has to be investigated from various perspectives in order to recognise how it understands collaborative knowledge construction and tries to bridge the gap between the practices of workplaces and education. Viewed within these frames, the discursive practices of the tutorial are explored.

Having positioned the study and the researcher in Chapter 1, changes in society and the changing nature of work practices are discussed in Chapter 2 in order to gain some insight into the prevailing discourses that challenge educational institutions. The role and the content of the suppliers of business and management will be then explored in order to understand how these might be recontextualised into a PBL tutorial site within a business polytechnic. To understand how discourses work in a tutorial site one cannot just analyse the discursive practices and products that occur in that instance. The tutorial site has to be situated within a broader context and it is necessary to explore the discourses circulating in society, as well as to decide what resources might be drawn into tutorials to facilitate the various discursive practices. (E.g. Thomas 2003; Parker 1999). Moreover, the modification of these resources must be examined as they are relocated from one conjuncture to another, especially the way in which discursive rules regulate the exploitation of the discourses.

Chapter 3 begins by characterising PBL from various theoretical perspectives and then proceeds to examine the epistemological, pedagogical, social and organisational axioms of PBL models described in some articles and study-guides in professional higher education, particularly in business and management education programmes. The need for such an analysis is essential because of the risk PBL runs of becoming something it is not meant to be if its epistemological and pedagogical underpinnings are not explicitly discussed in the planning and implementation of curriculum reform (Hmelo & Evensen 2000; O'Grady 2004). It is important to recognise the kinds of attitudes and notions of learning and teaching various PBL perspectives produce in local practices. I will also compare PBL to the other pedagogical approaches adopted in higher education, especially in Finnish polytechnics providing business and administration education

The final section of Chapter 3 concentrates particularly on the characteristics of PBL tutorial discussion as a collaborative knowledge construction site. I also consider how the multiculturalism of the tutorial group and the fact that English is the medium of instruction might have an impact on the tutorial discussions. My view is that the prevailing PBL modes within business education might not take sufficient account of the challenges of the business world or the challenges posed by an era of supercomplexity. Consequently the significance and potential of a collaborative knowledge construction and discussion within an international context has not been fully explored and understood. Chapter 3 ends with a brief summary of the theoretical discussion surrounding PBL, and the presentation of focused research questions for the empirical section of the research.

Chapter 4 introduces the methods of inquiry and then presents the empirical material that has been produced. The focus then moves to the social reality of the Liibba programme at Helia. I begin by outlining the curriculum context of the tutorial discussions as far as the contents, working methods and assessment principles of the programme are concerned. Savin-Baden (2000; 2003) indicates that there are several types of PBL curricula and, in order to understand the case tutorial discussions the curriculum context should be introduced. After this I continue by analysing the physical context, the setting of the tutorials as part of the interdiscursive site using the semiotic tools provided by Kress and van Leeuwen (1996; 2001). First, I construct the school building, and the classroom where the tutorials took place. Next I concentrate on analysing the posters on the walls which mobilise certain discourses within the classroom. Finally, I outline the learning objectives, participation and process of the tutorial discussions which have been videotaped in order to provide a point of departure for the reconstruction of the genres and discourses in the tutorial discussion.

Following this Chapters 5 and 6 concentrate mainly, with the assistance of critical discourse analysis, on fine combing the case tutorial discussion site to show how a construction of a particular PBL tutorial site took place. A PBL tutorial discussion involves much more than simply collaborating with peers and the tutor; it also entails coming to understand unfamiliar discourses. The aim is to reconstruct and label the genres and discourses negotiated, produced, and consumed in this interdiscursive site. Students negotiated and made sense of the international marketing information constructed during the independent study phase. In their discussions the tutorial participants created several international marketing constructs. The students produced discursive themes on the subject positions, relations, activities and knowledges valid in the field of international business. These constructs might well be contradictory. Gieve (2000) rightly suggests that expert discourses and (genres) tend to be mimicked before there are owned. A student has to have a control of particular genres and discourses even if she does not have a personal commitment to them.

Chapter 7 explores how reconstructed genres and discourses made the the tutorial an interdiscursive site, how the various genres and discourses interacted and intertwined with one another and what kinds of openings and disclosures they provided for knowledge

construction. Furthermore, the genres and discourses are scrutinised within a wider framework: how are the discursive practices of the tutorial constrained or facilitated by the complex milieu surrounding them?

In Chapter 8, the reconstructed outcomes of the research are discussed by evaluating the research endeavour. Additionally, I reflect on my role as researcher in the research project and provide two perspectives as to how the validity of the research process and product might be evaluated. Finally, avenues for further research are also considered.

2 | Changes in Business Working Practices That Challenge Higher Education

An examination of the literature dealing with the transitions taking place in workplaces reveals the challenges it poses to higher education, especially in the Finnish context. I begin by offering a very brief historical review of the major transformations that have occurred within companies and between companies in regarding working practices and collaboration. I also describe how the contemporary discourses of the individual employee position her more and more as a constant identity constructor participating in various groups and networks, thus requiring new discursive skills.

Next, I address the question of how higher education, particularly business management education has responded to the change. I will focus especially on how the polytechnics have adopted the prevailing discourses of the workplace and how they have had an impact on the curricula and pedagogical approaches employed. Finally, I will introduce the somewhat marginal discourse of critical management studies as an alternative to mainstream notions of management studies. Critical management studies (CMS hereafter) proceeds from a non-objectivist understanding of ontology and epistemology (Burrell & Morgan 1979) which posits the idea that social reality is to be understood as much a more illogical and unstable phenomenon than is often indicated in mainstream management studies. Furthermore, the practices and discourses that embrace organisations, and are widely depicted in mainstream business literature or studied in business schools, are never neutral and need thus to be actively deconstructed and reconstructed by the students (Alvesson & Willmott 2003).

From an individual worker to a self-steering and yet participative identity constructor

The history of the individual worker can be traced back to the first industrial revolution (1780–1850) when subcontracting and putting-out systems were replaced by internal contracts

establishing direct authority over work. The main management problem was understood to be the control of a stubborn worker, hence the establishment of factory discipline and industrial time rhythms. The ideal worker was, at that time, punctual, reliable and obedient. The second industrial revolution saw the rise of large companies and mass production of standardised merchandise. Here, the problem was the lazy worker and the ideal employee was a worker without a will of her own. As far as working in groups was concerned, this phase can be regarded as an anti-group phase. The anti-group phase promoted work designed around the individual as the only acceptable way to organise industrial work. The transitional phase of understanding how people work in a group was instigated at the end of the 1920s. At that time a conceptual framework was created and elaborated for understanding the psycho-social foundations of a group although these new concepts (e.g. groupthink, loafing) remained largely theoretical and were infrequently applied to workplaces. (Vartiainen, Pirskanen & Mattson 1999.)

During the third industrial revolution which is characterised by decentralisation, flexible production, and new management strategies aspiring at a flexible and full utilisation of human resources. The emergence of the model worker reflected two interrelated tendencies: changing skill needs, and a labour process that increasingly depended on active and creative contributions from workers. (Flecker & Hofbauer 1998.) The socio-technical phase of groups at work started at the beginning of the 1950s. Important concepts in the socio-technical model were open system and the semiautonomous group. Finally, the team phase began in the late 1980s and the early 1990s. Some drawbacks were noted with the socio-technical model of group work as it rested on the assumption that the work remained stable and group members could smoothly rotate from one task to another when needed. The rapidly changing work environment has meant that many tasks have become so knowledge-intensive that it is no longer possible for one person to manage them all. Work tasks now involve increased communication and cooperative skills (Vartiainen et al. 1999.) Such tasks give rise to new discursive practices in the workplace; skills of speaking and listening in group discussion and also decision-making are emphasised as key competences.

The structures of contemporary firms have become blurred: their functions are increasingly disaggregated into complex mixtures of profit centres and subcontractors. The web structure between companies also has an effect on the internal structures of companies as the old vertical separation of labour is replaced by horizontal coordination. This is driven by the nature of knowledge work itself which is concerned with problem-identifying, problem-solving and strategic brokering between these processes (Warhurst & Thompson 1998, 2). Winograd and Flores (cited in Schrage 1995, 74) point out that the organisation is no longer a bureaucracy of clusters or even of teams or individuals. They see organisations as a network of conversations where the design of communication not only links people and places but also coordinates conversations for action. There are three axioms for organisational design:

- managerial work about the future happens linguistically,
- the basic unit of communication in work is commitment and
- the basic structure of managerial and office work is the network.

Winograd and Flores describe the new organisational model as a conversational network or web. Each of these conversation types has its own recurrent structure and plays some role in maintaining the basic conversations of the company.

Finally, at the level of personal interaction the new society has been described as an endless construction process of the self during the interaction processes in which people participate (Hage & Powers 1992). The constant change in roles and positions requires people to define and redefine themselves in various situations and requires them to bring all the new codes and information from various networks to the different relations of their lives. Flecker and Hofbauer (1998) present an interesting picture of the model worker of the present time. According to them, the current managerial discourse of the model worker could be summarised as follows. First, there is a public discourse on the self-developing entrepreneurial personality. Second, there is the question of attachment to the company, the self-actualisation to the company. Third, there are skills which are needed; the necessary training activities of the model worker are undertaken by operationalising the subjectivity.

Fairclough (2001a, 35) points out the importance of the concept of skill. Skilled work used to be understood as the facility of a worker in applying tools to objects and materials in the production process. The decisive change in the concept of skill is, according to Fairclough (2001a), its extension to include the social relations of people when interacting and communicating. It entails an objectification and commodification of people; treating people as analogous to the objects and materials which are worked upon during production. Fairclough understands skills training as a means of introducing new discourses into the dispositions and identities of people. These descriptions of contemporary society construct the individual worker as an individual who is able to position herself in various networks, communities of groups, understand the perspectives around her, and then create a common ground with others in order to produce something innovative (see Boland & Tenkasi 1995).

Groups, teams and collaborative nets within companies and between companies

The internal structures of companies have changed, as groups have come to be regarded as important factors in business life. Groups have been distinguished into work teams, parallel teams and project and development teams and they are seen as differing in three major respects. First, they either perform the basic work of the enterprise or they tend to supplement the regular work flow. Second, they differ to the extent in which they transfer power, knowledge, and information to team participants. Finally, they can be either temporary or permanent. (Lawler & Cohen 1992 cited in Vartiainen et al. 1999, 55.)

Groups or teams have been understood to increase productivity, efficiency and quality. Teamwork is said to represent a set of values that encourage listening and reacting constructively to views expressed by others, given others the benefit of doubt, providing support, and recognising the interests and achievements of others. (Katzenbach & Smith 1993.) The major difference between other working groups and teams is regarding performance results. According to Katzenbach and Smith (1993, 36–37), a working group's performance is a function what its members do as individuals. A team's performance includes both individual results and collective work-products. A collective work-product is what two or more the members of the team work on together, and reflects the joint contribution of the team members. Furthermore, teams require both individual and mutual accountability. Teams rely more than working groups on discussion and sharing information. A group of individuals with complementary skills interact to create a shared understanding that none had previously possessed or could have come to their own. Collaboration creates a shared sense of a process, a product or an event. The true medium of collaboration is other people (Schrage 1995). Formal collaborations can involve structures and processes, while informal collaborations can involve instances and episodes. However, the factor these collaborations have in common is that people realise they cannot do it all by themselves. They need insights, comments, questions, and ideas from others. They accept and respect the fact that other perspectives can add value to their own. Team members are increasingly valued for their contributions in unsettling conventions and rigidities that are deemed to be counterproductive for enhancing competitiveness and stimulating innovation. (E.g. Lilley, Lightfoot & Amaral 2004.) The most effective teams seem to invest a significant amount of time and effort in examining and agreeing on a purpose that belongs to them collectively and individually. (Katzenbach & Smith 1993, 38.) It takes a shared space to create shared understanding. Discussion is vital but it is not enough. In oral discussion words tend to have a soap-bubble quality, they float around, evoke some comment, and then pop and disappear. The shared space becomes the frame of reference, a medium, as much as a collaborative tool. It becomes the collaborative environment and, just as language shapes the process of thought, these shared spaces shape the process of collaboration. (Schrage 1995.)

Katzenbach and Smith (1993) describe the problems of teams as unmet expectations, confusion and swollen workloads. They also argue that cohesiveness, cooperation, consensus and collaboration are not the same thing; nor do they always produce good collective results. In their view, team performance is characterised at least as much as by discipline, conflict, and hard work as it is by empowerment, togetherness and small group dynamics. Furthermore, one of reason teams fail up to live their expectations is that they are sometimes used when they are not needed. The type of task that needs a team of professional and managerial level employees is one that requires the continuous integration of knowledge, experience, or perspective that cannot be found in one person but rather is distributed among several people. (Donellon 1996.)

The discourse of collaboration can be built on the expectation that multiple voices are heard in a team. The imposition of collaboration, in such a way that all team members are able to function, requires both individual disciplinary power and group regulatory power (Cannella

1999; Sinclair 1992). Under these circumstances, consensus becomes a regulatory vehicle silencing alternative viewpoints. Collaboration becomes the legitimated form of operating and controversy is avoided, as dominant cultural forms are perpetuated. The notion that we are collaborating generates a disposition in which a participant may believe that access is equally available to everyone. Therefore, the meaning and the aims of collaboration should be explored and deconstructed with the team members.

Companies working together

The leaders of businesses speak strongly on behalf of vision, innovation and collaboration. Nevertheless, as Schrage (1995, 49) points out collaboration is rarely indexed in major business books. In contrast, terms such as team and communication are always present. One of the ways in which collaboration has been defined within the business context is as a sharing of data and information, functions and functionality, knowledge, and business processes with the goal of creating a multi-win situation for all business communities participating in the value chain, including employees, customers, suppliers, and partners (some like to add the shareholders). Collaboration usually starts within the enterprise in the form of cross-functional collaboration, which includes collaborative sales, marketing, service processes, and customer relationship management. (E.g. Martin 2002; Sahay 2003; Barratt 2004.)

There are many motivators for collaboration. The primary sources of value from collaboration with suppliers are cost and response time, while with customers the return comes in revenue maximisation and customer satisfaction as well as in new product and process development. Prahalad and Ramaswamy (2001) also point out the risks involved in collaboration. They include issues of contracting, ownership of intellectual property, rewards against risks and the role of the nodal company. Furthermore, they emphasise the question of value creation and how this is shared among members of the network in an appropriate manner.

Companies need to distinguish the primary purpose of collaboration (Barratt 2004). It is also critical to recognise that the information structure with its social and technical dimension is seminal to the new form of collaboration (see e.g. Eisenhardt & Galunic 2000 for more about coevolution as a novel stage of collaboration). The ability to elicit tacit knowledge and to collaborate across cultures and multiple agendas requires diverse competencies from managers and employees. Organisations must recognise and reward collaboration as clearly and unambiguously as they have they have celebrated individual achievement (Schrage 1995, xiv).

To conclude, the changing nature of workplaces is characterised by the conflicting discourses of the employee positioned in the business world. The critical literature of contemporary society states that one of the major changes appears to be that employees are engaged in consultative and participatory processes with co-employees who are immediately as well as indirectly involved in what the others do either within the organisation or with representatives of other organisations. The expectation that employees do not only do their traditional work but also contribute to organisationally-sanctioned modes of communication

is manifested in the introduction of project groups, teams and team meetings across various levels and types of work. (Iedema 2003; Iedema & Scheeres 2003.) Employees are also invited to develop particular dispositions towards work such that their values and beliefs are aligned with the organisation. In using development activities such as core value programmes and performance management the focus is not so much on skills and knowledge but rather on a direct attempt to influence employee identity. In terms of identity people should learn to 'be themselves' provided the 'self' is regarded to be of organisational value (e.g. Rhodes & Scheeres 2003).

Furthermore, particular discursive practices are mobilised. Fairclough and Wodak (1997, 260), referring to Giddens, describe the technologisation of discourse as a peculiarly modern form of reflexivity. Giddens (1991) argues that contemporary life is reflexive in the sense that people radically change their practices – the ways in they live their lives – on the basis of knowledge and information about those practices. The change in work practices has placed interaction and communication skills to the fore. In some organisations strict communication rules have even been introduced to formalise the interaction with clients. The quality of communication is seen as a part of the quality of service in the service sector, hence the preoccupation with the nature of spoken and written language used by business people. (Fairclough & Wodak 1997, 259.)

On the individual level the reconstruction of the competent employee consists of kinds of knowledge, skills, and attitudes that afford different social relations alongside the original work (Iedema & Scheeres 2003, 318). Thompson, Warhurst and Callaghan (2001) suggest that the interactive service sector especially draws on capacities and characteristics located within the employee. The employee draws on limited technical knowledge during the work, but she has to develop a consciousness of her social skills and an awareness of when and how to utilise them. Thompson et al. underline the requirement for an employee to understand the use of her emotions and corporeality to influence the quality of the service. Consequently, there appears to be a shift in the service sector towards formalising the social and aesthetic skills and competences as well as technical knowledge in service sector and positioning the employee as a self-reflexive manager of herself.

The requirements of workplaces have challenged the prevailing practices of educational institutions. Business schools, especially, are facing the need for programmes that integrate a global focus, an international business curriculum and innovative educational approaches entailing especially methods to produce communication and teamwork skills. Next, I examine how business schools have responded to the challenges presented to them.

Business education in higher education

Grey (2002, 496) maintains that business schools have become so established in the educational and business worlds that their purposes are rarely a subject of reflection. The standard argument for having business schools is that their purpose is to supply people that are able

to manage more effectively as a result of the qualifications gained during their education. A more postmodern response suggests that there is little that management education can do to develop a manager's abilities; although a less drastic version of this argument might propose that managers need to be taught the limits of their impact through an appreciation of the limits of rationality (Roberts 1996).

In many cases the establishment of institutions for business education was based on the ambitions of businessmen to raise the status of their social class. It is thus noted that the founding father of the business school in Cologne, Gustav Mevissen, was not particularly concerned about the contents of the education. (Engwall 1998, 90.) The first higher education business school in Finland (Helsinki School of Economics and Business Administration) was established in 1911. Prior to that date, however, there were commercial schools and the oldest of these was founded in 1839 in Turku.

The three main aims set for the newly founded business school were to establish a scientifically ambitious institution which could, in a long run, achieve the same level as the Helsinki University of Technology, and maybe later even match the University of Helsinki. The second aim was to produce teachers for commercial schools and finally, to educate experts within the sectors of commerce, industry, and banking. (Michelsen 2001, 29.) Thus, among the main aims was the requirement to produce professionals to serve the needs of Finnish society.

In Nordic countries, German business schools served as a role model before the First World War, concerning both the structure and the content of business schools. Accounting was, like in Germany, the core discipline, and German textbooks dominated the courses (Amdam, Larsen & Kvalshaugen 2000; Engwall 2000.) However, in Finland, the first curriculum of a business school was based strongly on the curriculum of the former Finnish Business College since its undergraduate classes formed the foundation of the new business school. After the Second World War, the United States placed itself undeniably at the forefront of business education. The introduction of operations research and other quantitative studies complemented with behavioural aspects created an education which could be accepted as academic.

Engwall, who has studied Swedish business schools suggests that the content of business schools is formed upon the basic problems in a modern company. Thus, the business curriculum becomes a reflection of basic functions and activities within and between a company and its environment. In addition, he highlights the influence of academic institutional values in business education over time, arguing that business school curricula have also been shaped by academic forces. Consequently, changes in the content of business education are explained on the basis of transformations, such as globalisation, internationalisation, standardisation, and privatisation. (Engwall 1992; 2000.) This view is partly challenged by Amdam et al. (2000) who ask whether the contents of business school education simply reflects economic and institutional factors without interference from the scientific community. In addition, one important factor that has contributed to the content of business schools is the mechanism

of governmental regulation in higher education. Amdam et al. (ibid.) offer more a contextual framework for understanding how the content of business school education could be examined from various positions (see Table 1).

Table 1. Various theoretical positions for studying the contents of business school education (Amdam et al. 2000, 7)

	Institutional position	Cognitive position	Cultural position	Networks position
Context	Institutional, socio-economic	No	National, cultural, political	Networks
Shaping forces	External: cohesion, norms and imitation		Power structure	Contributions from other networks members
The role of the business school	Arena for learning	Arena for learning	Arena for social reproduction and mobility	Arena for linking business with higher education
	Producing knowledge	Producing knowledge	Selecting future managers	Exchange of knowledge
In focus for research	Curricula and statements	Learning processes	Symbols, structures of values and thoughts	Networking

These various positions draw attention to and disclose perspectives that have influenced the contents of business school curricula. The most common position taken by researchers has so far been the institutional position. This seems to highlight the assumption that by studying the curricula and other official statements, the content of business school education can be disclosed. This approach is neutral both culturally and historically. From this position, a future businessperson can be seen as no more than a technician, and therefore the programme content could be crammed with financial and marketing analyses (see e.g. Roberts 1996). For Crowther and Carter (2002, 268), the language of the dominant discourse within the business school environment is concerned with the teaching of business as a subject which is divided into various specialist areas for practicalities of teaching. Amdam et al. (2000) point out that there is a need for more research focusing on the learning processes taking place in business schools situated within larger cultural and historical contexts. Network and cultural positions, especially, need to be studied more thoroughly in order to understand the kind of a learning environment a business school provides for reproduction of certain values and thoughts, and what kind of cultural structures it produces and reproduces.

These positions presented in Table 1 represent the mainstream positions offered to researchers of the contents of business school education. The more critical and reflexive

positions are still marginal. Business education seems to have long been governed by the principle of performativity (Lyotard 1984) which serves to subordinate knowledge and truth to the production of efficiency. Performativity is taken as an imperative towards which all knowledge and practice must be geared and which does not require questioning. Business education is taken as a given, and a desirable given, and it is not interrogated except in so far as this will contribute to its improved effectiveness (cf. Fournier & Grey 2000; Crump & Costea 2003). The contradictory pressures that the future manager meets, the social, moral, and political consequences of management activity seem to be silenced or at least marginalised. The business education classroom could provide, however, a safe setting for reflecting, challenging and legitimating a voice of the everyday practice that appears to be silenced.

Business schools have always had to balance academic and professional interests. Business schools of higher education have so far, in Finland, managed to balance these interests: they have stressed both theory and a discipline directed scientific approach; and yet again tried to introduce the activities and responsibilities of a business person in a complex business environment (e.g. Michelsen 2001). The arrival of polytechnics with business programmes within the sector of higher education has stimulated the discussion of how these two business education providers differ in their academic and professional interests, and profile themselves in educational markets.

Business education in Finnish polytechnics

The Finnish polytechnic system was established during the 1990s to create a non-university sector in higher education. The main objectives of the reform were to resolve operational problems present at all levels of the educational system. There was a surplus of matriculated academic upper secondary school students waiting to gain entrance to a university. Furthermore, there was a need to raise the standard and quality of vocational education to a level corresponding to the requirements of industry and work, and to enhance the status of vocational education.

The establishment of the polytechnic system began by requiring that former vocational institutes and colleges earn the polytechnic status by providing evidence of the quality of the programmes offered, the curricula designed, and the improved qualifications of the teachers. There was also a need to merge various vocational institutes and colleges into larger polytechnic units. The evidence provided by applicant organisation was assessed according to certain assessment criteria (Ammattikorkeakouluja koskeva laki 255/95) and, in August 2000, a permanent polytechnic network system was founded with 31 polytechnics and a combined roll of over 114 000 students.

While the new polytechnics were established, major emphasis was placed on pedagogical innovation. This even involved discussion as to whether a special polytechnic pedagogy was needed (e.g. Varmola 1995, 252). It was also pointed out that the polytechnics should critically evaluate their view of teaching especially in comparison to the view of teaching

adopted by universities working within the same domain. There was a fear of academic drift where polytechnics would imitate the functional modes of universities.

It has also been pointed out that the relationship between institutionalised education and the development of expertise is complicated. The educational system has been criticised for not developing the prerequisites of workplace expertise. Conventional classroom settings with lectures and rote learning are asserted to produce only inert knowledge in students. This knowledge can be used in educational settings but cannot be transferred into real workplace situations. Therefore, the role of industry as a partner to polytechnic was underlined in polytechnic curricula planning processes. Hence, many polytechnics have developed curricula based partly on projects involving both industry and polytechnics (Vesterinen 2001; 2003; Suomala 2003).

Debates between representatives of business programmes at polytechnics and business schools (universities) were passionate in the early days of the dual system (cf. Parikka 1999). Kasanen and Liedes (1997, 309) note that the business programmes at polytechnics have caused turbulent competition for the best students. Nevertheless, they invoke to the international trends of business education and insist that the BBAs from a polytechnic do not compete with the M. Sc. (Econ.) from a university. They claim that the graduate level education of universities is the educational sequel to be aspired to by the best BBAs from polytechnics

Yet, the business competences gained at a university or polytechnic share similar outlines in the content area. Furthermore, critical thinking, reasoning skills and creative approaches are among the basic abilities learnt in both sectors. The difference lies in the research and action aims, and these aims could be outlined in the following way: Universities underline the abilities to carry out research in order to create and apply new theoretical models, whereas knowledge problematisation, applied research and the abilities to create new business models are highlighted at the polytechnics. The action of these institutions differs in that the university does not underscore the need for taking operational responsibilities whereas, within polytechnic education these are regarded as important abilities. (Kettunen, Carlsson, Hukka, Hyppänen, Lyytinen, Mehtälä, Rissanen, Suviranta & Mustonen 2003.)

The Bologna process has an effect on the Finnish dual system of higher education since its ultimate aim is to establish a European higher education area by 2010 in which staff and students can move with ease between countries and have fair recognition of their qualifications. The specified objectives of the Bologna process include the following: the adoption of a common framework of comparable degrees; the introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than three years and relevant to the labour market; ECTS compatible credit systems also covering lifelong learning activities; a European dimension in quality assurance, with comparable criteria and methods; the elimination of obstacles to the free mobility of students, researchers and higher education administrators. The aim of introducing harmonising undergraduate levels to higher education is to give a BBA degree received from a polytechnic the same status as an undergraduate degree from a university.

The mainstream business curriculum in Finnish polytechnics

The business programmes offered by polytechnics have been one of the most popular educational sectors within polytechnics: in 2003 almost 27 000 students studied in business and administration programmes. Other popular fields are technology and communication (43 000 students) and social and health care (26 000 students) (Amkota 2003). Out of the 31 polytechnics in Finland, 25 offer business and administration programmes. There are over 16 different programmes offered in business education. The BBA programme consists of 210 ECTS points, taking 3,5 years to complete. The medium of instruction in these programmes can be Finnish (six programmes), English (six programmes), Swedish (two programmes) and German or mixed German and English (one programme). (Ammattikorkeakoulujen koulutusohjelmapäätökset 2004).

The curriculum of a business programme at a polytechnic is assumed to reflect the dynamics of the business environment, the change from a modern to a late-modern society and the change from an industrial to information or even knowledge society. The relationships between changing workplaces and the curriculum are not however always as linear as some might think. It is clear that change is taking place and some competences are understood to be more valuable than others. The role of industry in curricula planning has raised questions, but as underlined earlier, employers of industry or business should not be the determining force in laying out the polytechnic curricula. Nevertheless, representatives of the workplaces have gained a very special position in business education, and are seen as having insight which qualifies them to pronounce upon a broad scope of issues. Directors of major business companies, especially, are perceived of having a privileged knowledge of the real world.

Nummenmaa (2002) analysed some licence applications submitted to the Finnish Government in order to gain a permanent polytechnic licence. Among these applications were also business and administration programmes. The polytechnics had tried to differentiate themselves by stating their interests in polytechnic pedagogy and in creating novel learning environments. This differentiation implies the idea of distancing polytechnics from university pedagogy. The discourses produced in the licence application forms for the establishment of the polytechnic system constructed open learning environments, workplace-based and project-based learning; multi-professionalism, and the exploitation of modern technology. The learning processes taking place within the polytechnic were described as experiential, contextual and collaborative. The learner was positioned as an autonomous and self-directed actor. (Nummenmaa 2002, 128.) It is clear from these documents that the rhetoric of new pedagogical requirements has been adopted by the polytechnics. The question remains, however, to what extent have polytechnics been able to execute these discourses? Or have these ideas remained only as rhetoric?

The overall structure of the business programme curriculum is based on the decree of polytechnic (Asetus ammattikorkeakouluopinnoista 2003). Studies leading to a polytechnic degree comprise basic and vocational studies, optional studies, work placement and a thesis. It is still nevertheless quite common that a curriculum of business and administration

programme is strictly divided into certain subjects, into 3–4.5 ECTS points within, for example, vocational studies, and certain teachers only are responsible for their development and implementation. Therefore, it is difficult to understand how the new pedagogical ideas of open learning environments and project-based learning are embedded into these subjects. This is one of the reasons why constant evaluation of the educational programmes is taking place within the polytechnics.

The Finnish Higher Education Evaluation Council evaluated the status of higher education in business studies during 2002–2003. The aim was to evaluate the contents, quality and general arrangements in business studies and to encourage institutions of higher education to further develop their curricula. A special focus was to discover what kind of measures had been employed to ensure that the broadly-based business skills needed in the commercialisation of knowledge and ideas are manifested in the objectives, educational content, curricula and learning environments.

Based on its findings, the Evaluation Council gave recommendations to the institutions of business education. It emphasised that they should analyse and re-plan, if needed, the objectives and structures of their curricula with a view to broadly-based, integrated business education, with special emphasis on the development of generalist competences. Discipline and subject-based was no longer enough. Instead, business education providers must devise a method for planning business education processes across disciplinary and subject boundaries. Furthermore, according to the Evaluation Council, internationalisation must permeate all business education, and language studies should support this aim. Separate internationally-oriented subjects and degree programmes, it was stated, did not serve this purpose. In the forthcoming two-cycle degree system, it is important to create genuinely international degree programmes for both Finnish and foreign students – a highly challenging task. These recommendations indicate that traditional subject-based teaching of various business topics is no longer enough. The changes in the business environment have to be included in the curriculum such as the need of generalists with strong international competences. (Kettunen et al. 2003.)

Critical management studies and education challenging mainstream business education

The purpose of a business curriculum is often described in terms of preparing students with the skills and knowledge needed to participate in some form of business activity. From this perspective, a business education is a study of business with the essentially practical purpose of providing learners with abilities to work within commerce, industry and public service. On the other hand, the purpose of a business education may also be considered in wider terms as a study of the nature of business in society utilising sociological, economic, philosophical and cultural perspectives. An educator working within business education should consider the aims she pursues and how they relate to the applied knowledge; she should also undertake a critical appraisal of business as social activity. (Macfarlane & Ottewill 2001.)

Critical theory provides a critical–constructive intellectual counterpoint to mainstream business and management studies. It involves critical reflection on a vast number of issues in management studies: epistemological issues, notions of rationality and progress, autonomy and control, communicative action, power and ideology. (E.g. Alvesson & Willmott 1992; 2003; see also Fournier & Grey 2002.) Critical theory seeks to encourage a questioning of taken-for-granted assumptions about contemporary social reality. Critical management studies are still a somewhat marginalised discourse within Finnish management studies but there are a number of researchers active in this area (e.g. Tienari, Vaara & Risberg 2000; Räsänen 1986).

Conventional business and managerial training is usually presented as if the skills and competences it promotes are acultural, ahistorical and unrelated to the power relations that are inextricable from life in organisations and society. The lack of critical perspective in managerial skills training has at least two consequences: First, graduated students remain largely uncritical consumers of and contributors to business and managerial knowledge. Second, they frequently lack the systemic frameworks that enable them to scrutinise and form a broad perspective on why they do what they do and the consequences of what they do to others, organisations and to themselves. (Caproni & Arias 1997, 293.) The systemic application of theory and techniques to every situation in business education has also been criticised as it fails to consider that practitioners deal with ill-defined, unique, emotive and complex issues (Cunliffe 2002, 35). Institutions of business education appear to be educating good employees rather than knowledgeable citizens (Cunliffe, Forray, & Knights 2002). Hence, students are equipped to undertake assignments, carry out instructions and work with others, but they are not necessarily able to analyse or critique a situation in which they find themselves, the information with which they have been presented (e.g. Savin-Baden 2000).

According to Mills (1997), the conventional business curriculum in higher education is wedded to the status quo, embedding the business lecturer in reproduction rules (Clegg 1981) that is a system dedicated to the reproduction, maintenance, and rationalisation of existing ideologies and power structures. Stinson and Milter (1996) also point out that there is no such thing as merely a marketing problem in a company. Any action taken in the marketing department of the firm has an impact on the operational area and the financial area. As companies today are learning the importance of becoming more boundaryless and are organised around processes designed to serve customers, learning outcomes too need to become more boundaryless. Thus, it makes little sense to work hard at the end of an educational process to integrate those disciplines when the disciplines should never have been differentiated in the first place.

Thomas (1998) underlines the provision of business education as possibly the key element in the analysis of discursive practice, both in terms of production and interpretation in the companies. Decisions on what form such education should take are important; the curriculum and its form of delivery being significant in terms of providing discursive resources for future managers. Even so, creating a context in which students and tutors on a business programme can meet each other is not an easy task. The majority of students seem to be happy to comply with

a cognitive regime of training that replicates the existing managerialist canon and conveniently glosses over any contentious socio-political and historical issues. Dead text and intellectual imitation are favoured over the meeting of hearts and minds. (Case & Selvester 1999.)

The adoption of critical pedagogy within business education has also been quite modest. The appeal for critical pedagogy underlines the profound shifts that have already occurred in the global business environment, and the approach would also equip students as independent learners. Students of business education should be able to grasp the complicated historical, social, political, and philosophical traditions that underlie contemporary conceptions of organisations and management. Critical pedagogy involves changes in educational roles, curricular content, and classroom practices to create a learning space that supports and encourages students to engage in critical commentary. This space emerges when power in the classroom is de-centred, disciplinary borders become permeable and issues are problematised.

The lecturer should counterpoise different perspectives so that the students encounter the problems of management. Students should be encouraged to see and examine the taken-for-granted goals and assumptions that guide the production and dissemination of managerial knowledge and practice. They should ask: Why is the current organisational reality promoted in this culture? Why this reality and not another? What ends are served and not served by this version of reality? What are the processes through which this organisational reality is produced, reinforced, and revised over time? Are there alternative realities that might better serve individuals, organisations, and society? In short, critical theory inspires and enables students to be more thoughtful, responsible, and effective contributors to the organisations in which they work and to societies in which they live. Finally, students should be introduced to series of exercises designed to reveal the competing paradigms of managerial knowledge. (See Caproni & Arias 1997; Reynolds 1997; Dehler, Welsh & Lewis 2001, 493.)

Textbooks used in business education

In a more collaborative and de-centered business education classroom the textbook becomes one of the key elements in the construction of business knowledge. How these books interplay with values is especially important, and it should be remembered that the textbooks themselves and their selection is never value free (e.g. Deetz 1992). The pedagogy of management knowledge appears to have remained remarkably faithful to its North American heritage over the past 50 years. An edifying content analysis of one the mainstays of management education – the textbooks, provides a compelling explanation for this (Mills & Hatfield 1999 cited in Clegg & Ross-Smith 2003, 60). The content analysis of some 107 management texts from 1959 to 1996 revealed that these texts, through which students were introduced to the central ideas of management, ignored the some of the key trends and dramatic changes that have taken place in society during the past 50 years, such as the internationalisation of business and the need to deal with gender and racial issues. Furthermore, despite of the development of competing

paradigms in recent years, mainstream business and management books seem to continue to represent a single managerialist worldview and maintain the conservative ideology of seeing a close correspondence between the way things are and the way they ought to be (e.g. Cameron, Ireland, Lussier, Randolph, New & Robbins 2003a; Cameron, Ireland, Lussier, Randolph, New & Robbins 2003b).

Students should be invited to consider a text as one social construct produced of multiple discourses. Since a text represents and constructs reality, as well as projecting and negotiating social relationships and identities, exploring different pedagogies to engage content can be constructive. Morgan (1992) discusses at length how, for example, marketing is socially constructed in orthodox marketing books. Extremists have claimed that most marketing books are clones of Kotler⁴, infested with bullet points, learning objectives, pseudo case-studies and typically in words of one syllable. (Brown 1995, 683.) Marketing knowledge is understood to comprise knowledge of customers and of the organisation. This knowledge of the customer mainly derives from statistical analysis of demographic attitudinal and behavioural characteristics of the population involved. Students seem to be positioned to learn the principles of marketing as a simple recipe book made of ingredients that can be mixed and formulas (which most of the time are quite rigid) that can be applied according to the circumstance.

Morgan describes the dominant marketing discourse as a model that is firmly based on a positivistic view of the world. It conceives a world independent of the observer, which is predictable, stable and knowable. Marketing claims scientific status in so far as it uses scientific methodologies to gain knowledge of that part of the world which it defines as marketing. Based on the technical-rational view of knowledge, the dominant model of marketing assumes parallelism between the natural and the social world. There is knowledge of social phenomena that can provide successful manipulation and control. Customers are knowable, limited entities and their characteristics can be captured in the same way as natural phenomena: social relations and social identities are seen as fixed and constrained. (Morgan 1992, 140.) Marion names a number of marketing concepts that have gained the status of myths or taken-as-granted notions in typical marketing management practice. He alludes to the seminal authors of marketing as mobilising rhetorical devices or staging truth effects in order that readers can then be persuaded to attribute legitimacy or authority to their writing. Secondary authors then employ similar devices in their own attempts to develop persuasive accounts of their own ideas about marketing in a world where fast moving current generalisations are packaged, marketed, and distributed to the retailers of knowledge. These concepts are appropriated by readers,

⁴ Professor Kotler is the author of *Marketing Management: Analysis, Planning, Implementation and Control* (now in its 11th edition), the most widely used marketing book in undergraduate business schools worldwide. The importance of it as the global socialisation into marketing can be perceived from my own experience in 1989 when I travelled for work to U.K. The British counterpart asked about my education and queried immediately whether I had read my Kotler!

providing a symbolic language by means of which marketers of all kinds can give expression to their ideas to their activities and to themselves. (Marion 1993; Brownlie & Saren 1997, 150.)

Market research too is omnipresent in marketing textbooks. In marketing, there can be no end of surveys, not because techniques to uncover attitudes and behaviour have not yet been perfected but because consumers are self-conscious and self-aware. Surveys and the qualitative interviews and group sessions which are now emerging as alternative methodologies can only capture a particular moment within a particular context. Therefore, discussion is needed as to the necessity undertaking market research before marketing action. (Catterall, Maclaran & Stevens 1999.) In this context, the gap between positivism and its attempts at manipulation on the one side, and the complex nature of social relations on the other, becomes colonised by marketing management, offering a range of answers to explain to why things have not worked as expected (Morgan 1992, 140).

The writers of prominent marketing textbooks present marketing as a neutral tool. It is wrapped in the notion of marketing management which offers techniques for identifying needs, defining products (their price and distribution), and communicating information to consumers. What is neglected is consideration that the discourse of marketing itself constitutes social relations as it becomes applied: it does not stand aloof from them. This causes dissatisfaction even among marketing practitioners. It is important to see marketing as part of the process whereby a particular form of society is constructed, one in which human beings are treated as objects, where identity is reduced to the ownership of commodities, and all social relations are conceived in market terms. (Morgan 1992, 154; 2003.)

Hackley (2001, 169; see also Hackley 2003) effectively describes the epistemological bacteria that infect students of marketing after an initial encounter with the subject through mainstream marketing textbooks. He points out the immediacy, the simplicity, the directness and the practicality of mainstream marketing textbooks which is understood to represent real marketing. If thereafter one adopts a tone and style of argument which does not coincide with this, students and lecturers find it easy to comment – ‘this is not marketing’.

Case and Selvester (1999) argue that there is a construction of a kind of mimetic ‘theoretical canon’ in business education: one that is associated with a number of cultural idols - Porter, Kotler, Maslow, Peters, Deming and so forth for each of the sub-disciplines of management. Popular ideas operate as a form of ‘ideological scripting’ for those management teachers who replicate them without appropriate critical scrutiny or deconstruction.

Concluding remarks

To conclude the previous discussion of business education, interesting paradoxes can be noted in ideas presented about the subject. The dual system of business education has raised questions as to whether two kinds of business education sectors are needed in the higher education system of a small country like Finland. A modularised structure of studies has been adopted in higher education enabling students to freely choose the subjects they want

to study. The problem with modularisation in business education seems to be the elimination of a coherent story throughout the programme of study. Each module seems to lack the opportunity to engage students in the process of reflection on the fundamental aspects of the phenomena under study. The main aim seems to be to raise throughput in business schools and polytechnics. (See Crump & Costea 2003.) Commodification of discourse seems to gradually emerge whereby social domains and institutions, whose concern is not procuring commodities in the narrower economic sense of goods for sale, come nevertheless to be organised and conceptualised in terms of commodity production, distribution and consumption. Education is described as an industry within this frame of reference, and educational courses are seen as commodities; products that are marketed to customers. It is an attempt to restructure the practices of education according to a market model. Students are seen in the active role of discerning customers and on the other hand they are positioned as rather passive elements in production, targeted for training in required skills or competences. Some business programme providers of polytechnics have adopted this approach when creating modules and reading packages even though they do not actively market their approach in such explicit terms. The coexistence of these active and passive constructions of the learner facilitates the manipulation of people through education, by overlaying it with what one might call an individualist or consumerist rhetoric. (Fairclough 1992b, 208–209.)

The role of mainstream management education has seldom been questioned. The ideas presented in critical management education raise challenges of how to assist students in coming to terms with the assumptions of a power-induced, politically sustained, and socially constructed world. Because students might feel threatened or even confused, the introduction of critical views should involve an accompanying organisational arrangement. There is a need to create structures and processes that will assist in sustaining what teachers are bringing to the business education. The teachers are encouraged to practise what they preach and to begin radically engaging in the process of finding ways to ensure a reasonable chance for the assimilation of critical theory in business programmes. (E.g. Frost 1997.) PBL might offer processes and a structure for these purposes which is an improvement on conventional business curriculum arrangements.

The training of international marketing practitioners has not been tied to certain business traditions, but rather shaped through general and universal (mostly Anglo-American) textbook 'recipes' (Eriksson 1999, 192). Block (2001, 117–133) made an interesting observation based on ideas presented by Fairclough and renamed the conversationalisation of the institutional discourse as 'McCommunication', emphasising not only that process relies on a frame which over-rationalises communication, but also that this frame is commodified and spread around the world. McCommunication could be understood as the framing of communication as a rational activity committed to the transfer of information between and among individuals in an efficient, calculable, predictable and controllable manner via the use of language, understood strictly in linguistic terms (syntax, morphology, phonology and lexis). The spread of McCommunication is manifested in the worldwide sales of popular

management books. As students in international business programmes consult management and business books published mainly in the USA (e.g. Furusten 1999) they are likely to become accustomed to these particular types of discourse and learn from them how to communicate in business contexts.

The professional discourses and genres that students and teachers of international business produce and reproduce are nevertheless open to the mixing and even for creation of new genres. These changes in discursive practices are making especially professional genres increasingly dynamic and complex. (E.g. Bhatia 1997, 363.) The fragmentation of discursive norms has already had an impact on a variety of institutions and domains. Fairclough (1992a, 223) clarifies fragmentation by pinpointing a breakdown, a loss of efficacy, or an increase in local orders of discourse which make them porous to general tendencies. Fragmentation involves

- greater variability of discursive practices
- less predictability for participants in any given discursive event, and a consequent need to negotiate how a particular session will proceed
- greater permeability to types of discourse originating from outside the domain in question.

The close relationships between business education and workplaces have already had an impact on the discursive practices embraced in educational environments, particularly in the polytechnics. The order of discourse of business seems, on a general level, to be intertwined with the order of discourse of educational institutions. The discourse of management (quality management, balanced scorecards, personnel performance appraisals, and students as customers) has already been appropriated by educational institutions transforming the relations between teaching staff and management, teachers and students. The participants in various discursive events in educational contexts have to be able to negotiate the terms of the proceedings and positions offered to them. Sometimes this can lead to double discourses, that is, inconsistencies and a lack of coherence, particularly appearing during periods of socio-political and ideological change. These double discourses stem partly from promoting new discursive practices, while at same time constructing older, traditional models that are only partially and superficially updated. (E.g. Martin Rojo & Gómez Esteban 2003, 268.)

Responding to pressures from the business community to change the prevailing instructional practices has not been without problems. Several business schools are now conducting innovative pedagogical experiments. Knowing what the problems of business education are does not mean that solutions are readily accessible. Business education does not change overnight, and making changes in the curriculum and the implementation process is complicated. An integrated approach focusing on the content, pedagogy, and the organisation of the business education programme is required to bring about a fundamental change in the curriculum (e.g. Eringa & Otting 2000).

3 | PBL As One of the Pedagogical Approaches Adopted in Business Education

This chapter aims to characterise PBL from a range of theoretical perspectives; examining how PBL has been discussed and positioned in terms of theories of learning within educational literature. The social actors within PBL take different stances towards PBL's theoretical underpinnings but nevertheless represent, what could be called as a rhetorical community, sharing a general vision of PBL, albeit a vision which contains diverse ideological and procedural assumptions (Savin-Baden 2003; cf. Sipos-Zackrisson 1999, 4).

Following this, I examine the epistemological, pedagogical, social and organisational axioms of PBL models described in some articles and study-guides in professional higher education, particularly in business and management education programmes. By epistemological axiom I refer to the postulations about how knowledge is assumed to be pursued within these programmes. By pedagogical axiom, I allude to how the nature of the learning process and the ideal outcomes of the learning process are produced in the studied materials. The social axiom points out the role the graduate student is expected to take after finishing the educational programme. The organisational axiom refers to the management and organisation of PBL within the institution. (E.g. Barnett 1994; Holman 2000; Savin-Baden 2000.) The need for such an analysis is argued by the fact that there seems to be risk of PBL becoming something it is not meant to be if its epistemological and pedagogical underpinnings are not explicitly discussed while a curriculum reform is planned and implemented (Hmelo & Evensen 2000; O'Grady 2004). It is important to recognise the kinds of attitudes and notions of learning and teaching various PBL perspectives produce in various local practices. I also compare PBL to other pedagogical approaches adopted in higher education, especially at Finnish polytechnics providing business and management education.

The final section of this chapter concentrates particularly on the characteristics of PBL tutorial discussion as a collaborative knowledge construction site. I will locate the tutorial group as an emerging place discourse community producing genres; various

ways of acting and interacting, and discourses; representations of the world. The students participate in tutorial discussion in a collaborative manner and therefore, I analyse the various aspects of collaboration in discussion and meaning making in a multicultural site. I finish the chapter with reflections on PBL and focused research questions for the empirical part of the study.

PBL – a method of instruction, a pedagogical approach or a strategy for change?

Problem-based learning approach was developed at McMaster University during the end of the 1960s. A new medical school with an innovative educational approach, now known as PBL, was established in the faculty of health sciences. The rationale for PBL stemmed from years of observing medical experts engaged in clinical reasoning and perceiving that there was a danger of an ever-growing gap between the pre-clinical parts of the educational programmes and the later, clinical parts. The students of medicine were disenchanted and bored with the vast amounts of information they had to acquire in the pre-clinical phase, much of which was understood to have little relevance to medical practice. (E.g. Barrows 1996.)

According to Barrows (1996, 5–6), the original PBL model was based on the following principles: it was student-centred, learning took place in small student groups, teachers functioned as facilitators, and problems formed the organising focus and stimulus for learning. It was thus a way to reorganise the medical curriculum, placing the focus on the individual student-physician. Emphasis was also given to specific capabilities and characteristics rather than a store of knowledge. Furthermore, high value was also attached to the students' ability to manipulate data, to recognise and define problems, and evaluate possible solutions. (Neufeld & Barrows 1974.)

Over the last three decades the PBL approach has been developed in various fields of education (e.g. architecture, engineering, health sciences, and business and management) and many variations of PBL have evolved. Distinctions are even made between PBL (uppercase) and pbl (lowercase). PBL, it is suggested, refers to the well-documented approach that originates from the medical school and adheres to the structures and procedures developed by Barrows, whereas pbl refers to the diverse range of methods that give problems a central role in learning activity (Bereiter & Scardamalia 2000, 185). Furthermore, interesting notions have been presented about PBL such as 'Although, group learning is not essential to PBL [...].' (de Graaf & Cowdroy 1997). There have also been attempts to outline PBL as a strategy for transforming the educational and learning cultures within educational institutions. The aim has been to integrate the competence requirements of education and workplaces within the educational processes. The introduction of PBL at this level requires major changes in the operational culture of the institution. It presumes multi-professional collaboration and abilities to share learning processes at work among the educational staff members. (Poikela 1998; Nummenmaa & Virtanen 2002; Karila & Nummenmaa 2002.)

Hence, it is becoming increasingly apparent that there is no such thing as definitive problem-based learning. Several variations of PBL have evolved and there will continue to be argument about which variations are legitimate applications of the principles (Chen, Cowdroy, Kigsland, & Ostwald 1994). Definitions could also be seen as a form of power exploitation. The 'right PBL discourse' becomes a way to legitimise certain special interests, as well as the interests of certain institutions. Pedagogy, like PBL, could be seen either as an abstract phenomenon, or as a socially constructed approach that is concretised in everyday practices. (Sipos-Zackrisson 1997, 5.)

PBL is outlined in this study as an approach to organising teaching and learning at the curriculum level (Boud & Feletti 1999). The starting point for the learning process ought to be a problem or a puzzle that learners wish to solve, understand or clarify (Boud 1995, 13). PBL focuses more on the process of information acquisition and participation in meaning making more than the products of such processes. It highlights the role of communication and interpersonal skills in sharing and negotiating the meaning of knowledge. Thus, the role of assessment moves away from strict outcome assessment of learning and towards a system of student and peer assessment. Finally, the role of the staff teachers changes that of instructor to facilitator. The notion of PBL as having a specific stance towards both knowledge and the position of the student in the learning process is also significant. This argues that PBL should be understood as a pedagogical or even philosophical approach rather than a mere teaching method. (Boud 1985; Margetson 2001.)

The introduction of PBL at the curriculum level has implications for all levels of the institution. Education is organised in thematically integrated multidisciplinary units. The themes of these units are related to the real-world problems professionals have to deal with. Tutorial groups and self-study are at the core of a PBL curriculum. This has implications for timetables, lesson organisation, and learning resources. Other study activities such as resource lectures, workshops, and skills training, complement the tutorial groups. However, the way in which PBL is employed is strongly affected by the structural environment in which it is positioned, in terms of the disciplines taught and the staff concerned. (See e.g. Wiers, van de Wiel, Sá, Mamede, Tomaz & Schmidt 2002; Savin-Baden 2000, 19.)

Interest in PBL has grown rapidly, and various institutions of higher education have adopted PBL as their guiding principle in planning curricula. The motivation for institutions for adopt PBL has been due to its commitment to the real world. Silén (2001, 27–28) notes that PBL, from the societal perspective, embraces the idea that education should provide knowledge to be exploited and applied in practice. Furthermore, PBL enhances students' abilities to be autonomous learner in managing information, collaborating with other students, and to developing their own personalities in creative ways. From the pedagogical point of view, PBL seems to embrace ideas of authentic learning situations, motivate learners, trigger the elaboration of prior knowledge and process the acquired information. It also positions students as practitioners of generic skills in communication, collaboration and problem-solving in order to transfer them to life and work.

At the same time as PBL has been employed by various institutions, more research evidence has been demanded to prove the added value of using PBL as opposed to conventional curricula. Anchored in the PBL principles drawn up by Barrows, Dochy, Segers, Van den Bossche and Gijbels (2003) analysed articles on empirical studies of PBL in tertiary education, conducted in real-life classrooms. Their meta-analysis conveys that there is a robust positive effect from PBL on the skills of the students. Previous meta-analyses (Albenese & Mitchell 1993; Vernon & Blake 1993) based on the more or less of same PBL studies of that particular time, concluded that there was not, as yet, enough research to draw reliable conclusions. Nevertheless, they drew similar tentative conclusions to Dochy et al. (2003) about the positive effect of PBL on skills. Moreover, PBL has been more successful in areas such as student and faculty attitudes, satisfaction and enjoyment (e.g. Rahimi 1995). Student achievement has been essentially equivalent in both types of curricula.

Social constructivist, sociocultural and social constructionist perspectives within PBL discourse

It is interesting to note that Barrows (2000, viii) claims that neither the work of Dewey, Bruner, nor Gagne inspired him in the development of PBL. He maintains that introducing the idea of small groups working with series of problems was practice-related, and that the pioneers at McMasters University were not guided by their background in educational psychology or cognitive science. It was only after a few years of implementing the programme that they began to study the outcomes of their approach and to relate it to other educational methods and conceptions. Thus, the understanding and development of the PBL approach demanded a positioning of the approach within educational discussions.

Poikela (2003) has eloquently discussed the theoretical anchorages of PBL and points out that PBL could be associated with cognitive and experiential ideas about learning (see also Poikela & Poikela 1997; Poikela 1998; Poikela & Poikela 2001). The cognitive idea of learning highlights individual knowledge construction, whereas the experiential idea of learning understands experience as the basis to be processed and reflected on during the learning process. Thus, the experiential idea of learning entails besides the cognitive process, the emotional, social, and cultural processes of learning. Moreover, Silén (2001, 13–14) and Koschmann (2001) both point to Dewey's pragmatism as a point of departure for PBL. The elaboration of problems, inquiry and critical reflection are all important in a contemporary PBL process.

At the beginning of 1990s PBL was still strongly grounded in modern cognitive psychology theory which suggests that learning is a constructive, not a receptive process, in which the learner actively constructs new knowledge on the basis of current knowledge. Information-processing theory, especially, was claimed to underlie PBL (Schmidt 1983). This theory entails activation, encoding specificity and elaboration of the prior knowledge. Activation of prior knowledge focuses the learning effort and facilitates the understanding

the new concepts. Encoding specificity refers to the idea that the more closely the situation in which something is learnt resembles the situation in which it will be applied; the more likely it is that transfer of learning will take place. Group discussion then helps the individual student to elaborate her knowledge and the knowledge available at this point is tuned to the specific content provided. Furthermore, the discussion of the problem is supposed to engage the students in the topic to such extent that epistemic curiosity is aroused to find out more about the described phenomena. (Schmidt 1993; Albanese 2000.)

Cognitive psychology is based on a positivistic research paradigm and the origins of PBL lie in medicine. It is for this reason that the cognitive perspective has somewhat dominated the early years of theorising PBL. Much of the research has therefore focused on the knowledge acquisition and problem-solving advantages of PBL. However, learning should not be reduced to mere problem-solving taking place in human mind that the cognitive perspective seems to underline (Silén 2000, 40–41.) By narrowing the scope of studies to cognitive variables, for example, students positioned as being solely responsible for their own learning (de Graaf & Cowdroy 1997), these studies have often bracketed the social context and pragmatic aspects of group interactions or self-directed learning of PBL (Hmelo & Evensen 2000).

The more social constructivist tradition in PBL research has now firmly established itself⁵ (e.g. Savery & Duffy 1995). Constructivism is represented by a range of perspectives that position the individual learner, epistemological beliefs, and the socio-cultural context of learning in different relations. These perspectives could be divided into two sub-groups according to their stances regarding epistemology: the modern, cognitive constructivism adopted by rationalist epistemology (see above discussion on cognitivism) and postmodern constructivists rejecting the idea that the locus of knowledge is in the individual, or those who support individual constructivism or social constructivism (e.g. Prawat 1996: Tynjälä 1999, 38–39). Social constructivist and sociocultural approaches are often associated, resulting in confusion about their similarities and differences. Social constructivist frameworks seem to focus more on the possibilities of change within an individual student in a social context whereas the sociocultural approach looks at change occurring at different levels of the educational environment. (E.g. John-Steiner & Mahn 1996.) I concentrate here more on sociocultural perspectives of learning for they have provided novel insights into the understanding of PBL.

The sociocultural perspective underlines the situatedness of thinking and talking in the context of an activity. According to this perspective, an individual's mental activity can be understood by investigating it within its cultural, historical, and institutional context (Vygotsky 1934/1986). This perspective underscores the social and situated nature of knowledge formation, with cognition being understood as including action distributed and constructed with others

⁵ According to one web- page PBL is situated approximately half-way between the social and radical constructivist paradigms <http://www.edtech.vt.edu/edtech/id/models/pbl.html>

in cultural contexts which include the use of symbols and tools formed by the culture. (E.g. Kumpulainen & Wray 2002, 18.)

One of the most recent discussions regarding the positioning of PBL has been within the situated learning framework. Situated learning emphasises the contextual dimensions of knowledge where meaning is considered inseparable from its relations among situations and verbal or gestural actions. Moreover, the identities of the participating students are constructed in their relations with the world. Knowledge is thus understood as fundamentally a co-production of the mind and the world. (Hung 2002; Walkerdine 1997). This places learning within a participatory framework and not just in the individual mind (Lave & Wenger 1991). Situated learning adopts a postmodernist standpoint where language cannot represent or reflect nature in absolutely objective terms. Language is recognised as an instrument of social collaboration and mutual participation. According to Hung (2002, 402), students should be immersed in activities which have rich conceptual meanings and encouraged to explore and discover. They should acquire the skills and dispositions necessary to participate in disciplinary discourse, which could be called knowledge about a discipline. In terms of disciplinary content, students also need to acquire the technical skills and knowledge in the discipline.

Barab and Duffy (2000, 30) also suggest positioning PBL within situated learning as an example of what they call a practice field. A practice field is separate from a real field, but it provides a context in which learners as opposed to legitimate participants (Lave & Wenger 1991) can practice the kind of activities they will encounter outside the formal educational environment. Moreover, these authentic activities are situated within the environmental circumstances and surroundings that are present while engaged in these activities outside of schools. Yet, these contexts are practice fields, and there is clearly a separation in time, setting, and activity between them and the life situation for which the activities are preparation.

The situated learning approach has been criticised for its claims that all knowledge is specific to the situation in which the task is performed. Therefore, the knowledge cannot be transferred between tasks. The context dependency and transfer depend on the kind of knowledge to be acquired and how the material is studied and elaborated. Furthermore, the role and meaning of complex and social environments are underscored in the situated learning approach. For the critics of situated learning the social and collaborative aspects of learning are overemphasised, and some outcomes of studies made on cooperation in learning are derived from poorly controlled studies. Thus, they argue for a combination of instructional procedures both with both tasks and subtasks in individual and social settings. (Anderson, Reder & Simon 1996.) The critics and the advocates of situated learning have since agreed that both cognitive and situated approaches to learning are needed in order to increase our understanding of the processes of learning, conceptual development, problem solving, reasoning, communication, and social participation. Alternative educational practices, including eventual innovations as well as currently prevailing practices, should be evaluated and analysed using appropriate methods that are developed in conjunction with this research. (Anderson, Greeno, Reder & Simon 2000.)

The pedagogical applications of sociocultural perspectives also underline the provision of learning opportunities arising from interaction with more knowledgeable members of the culture. Harland (2003) reports experimentations where Vygotsky's concept of zone of proximal development has provided a theoretical foundation for PBL. Among these pedagogical developments has been is the notion of cognitive apprenticeship which positions the actors within the PBL process in different roles. In a cognitive apprenticeship approach, students learn in the context of solving complex problems. They are acculturated into authentic practices through activity and social interaction. The cognitive apprenticeship model follows a set of phases: modelling, coaching, scaffolding, articulating, reflection, and exploration. The main principles of cognitive apprenticeship resemble PBL approaches which underscore the cognitive and practical nature of problem-solving. (Poikela & Poikela 1997, 14.)

According to the cognitive apprenticeship approach, the tutor should act as a facilitator to make key aspects of expertise visible and make tacit thinking processes explicit. This role is said to be nontrivial, as the tutor must continually monitor the instructional conversation, selecting and implementing appropriate strategies as needed. Learning occurs when students collaboratively engage in constructing and reformulating explanations when engaged with problems. However, the tutor is not the only one modelling and supporting expertise behaviour, the other students have also these roles in the tutorial context. Further, the cognitive apprenticeship model assumes problems that are clearly structured at beginning of a learning situation. This would imply in the context of PBL that problems have clear solutions. For Poikela and Poikela (1997, 15), these kinds of problems might be useful in learning routine skills but they do not provide room for complicated problem situations arising in professional practice.

The aspect of collaborative learning should be more strongly emphasised in the cognitive apprenticeship model (Brown, Collins & Duguid 1989) if it is to be adopted as a foundation for PBL. Besides, the students do not have access to the future practices of an expert if the tutor is the one modelling the prevailing practices (Hakkarainen, Lonka & Lipponen 2004, 139; Tynjälä 2004). Thus, the cognitive apprenticeship model, as such, does not fit to the PBL approach (Poikela 2003).

The social constructionist (Berger & Luckmann 1966; Gergen 1999) perspective on learning is less grounded in the social and political dilemmas that influenced Soviet socio-cultural theory, than in postmodern linguistic turn. The starting point of social constructionist is neither the individual nor the external world; it is the language (more on the various emphasises of social constructionism in Chapter 1). For Gergen (2001), the role of social-cultural processes, such as negotiation and collaboration are important factors in opening authoritative discourses to conversational incorporation, and to reflexive consideration in education. In other words, it is essential that authoritative discourses are opened to evaluation from alternative standpoints. In particular, students should be familiarised in education with a more relational account of knowledge production, emphasizing contextually sensitive and poly-vocal dialogue. (Gergen 2001.) PBL is well suited to the theoretical realm of social

constructionism as it underlines ideas of negotiation, collaboration and critical reflection in knowledge construction. However, as the social constructionist debate has been so intense (see for overviews e.g. Stam 2001; 2002), and the strong underpinnings of PBL within cognitive psychology, there are few PBL programmes that explicitly allude to social constructionist as their theoretical frame (e.g. Stjernberg, Nordbäck & Targama 2003).

Some of the Australian and Swedish universities employing the PBL approach have mainly embraced the experiential learning perspective. Poikela (2003, 123–129) develops an analysis of an experiential learning or experience-based learning discourse by introducing the work of Kolb, Boud, Cohen and Walker to suggest that experiential learning could be understood as a holistic approach rather than a strategy or a method. Experience provides a platform and a basis for learning, and learners are actively constructing and reflecting on their experiences within a socio-emotional and cultural learning context. The holistic nature of the learning process is described as an adaption to the human, social, and physical environment. Thus, the experiential learning approach provides an understanding of the PBL process as one in which active, and independent learners collaboratively solve problems, reflect critically on the assumptions behind their thinking and action, ponder the theoretical explanations describing the phenomenon in question, thereby constructing their personal knowledge and understanding. (Boud 1985.)

Experiential learning supports a participative, learner-centred approach, which places an emphasis on direct engagement, rich learning events and the construction of meaning by learners. It encompasses formal learning, informal learning, non-formal learning, lifelong learning, incidental learning and workplace learning. (Andersen, Boud & Cohen 2000.) Compared with other perspectives on learning, experientialism foregrounds the experiences of the learner, and the continuous assessment of progress of the learning process in relation to the individual learner and the whole group.

To conclude, the theoretical development of PBL has been relatively strong during the past years (cf. Colliver 2000). There seems to be a wealth of applicable learning theory (e.g. Albanese 2000). All these learning theories underline at least the active role of the student as a knowledge constructor, the development of lifelong learning skills and the encouragement of independent and self-directed learning. The cognitive perspective of PBL appears to emphasise the construction process of the content within an individual learner, whereas the experiential perspective stresses the diverse processes of learning taking place in a PBL context. The sociocultural perspective underlines the role of a group, shared problems and discussion in problem-solving processes. The shift from a cognitive perspective to a more social constructivist and constructionist viewpoint in PBL discourse seems to be appropriated in the contemporary world where there is an emphasis on problematising what counts as knowledge and knowing. Consequently, learning within PBL should involve more than merely constructing knowledge within a certain community. It should involve taking a stand on the culture of one's community, in an effort to take up and overcome the estrangement and division that are consequences of participation. Hence, learning would entail both personal and social transformation. (Packer & Goicoechea 2000, 228.)

Therefore, the conceptualising of a PBL framework around a curriculum requires careful consideration of how it is to be organised and learnt (teaching and learning perspectives); of what is to be learnt (curriculum content and design); and of the role of assessment and how it is to be implemented (Chen 2000). What seems to be quite moderate in the mainstream PBL discussion is the adoption of a more critical stance to the implementation of the PBL approach and to the content studied within it (cf. Milligan 1999; Barrett 2001; Savin-Baden 2003). Giroux argues that institutions should educate students to theorise differently about the meaning of work in a postmodern world. He continues that indeterminacy rather than order should be the guiding principle of pedagogy in which multiple views and possibilities are opened. In these circumstances schools have to re-examine their curricula with a conception of culture linked to diverse and changing global conditions that necessitate new forms of literacy, and understand the role power plays in culture and media as constructors of student social identities. Giroux emphasises that pedagogy, as a critical cultural practice, needs to open up new institutional spaces in which students can experience and define what it means to be cultural producers capable of both reading and producing texts. Furthermore, they have to be able to move in and out of theoretical discourses but should not lose sight of the need to theorise themselves. Giroux adds that postmodern pedagogy must address how power is written on, within and between different groups as part of a broader effort to reimagine educational institutions as democratic public spheres. Students should become accountable to themselves and to their peers. (Castells, Flecha, Freire, Giroux, Macedo & Willis 1999, 102–110.)

Next, I discuss some of the criticism directed at PBL approach and elaborate the PBL approach as I introduce some PBL models adopted in business and management education for analysis. As Conway and Little (2001) claim, the interpretation of PBL which frames the practical implementation of the PBL curriculum, determines the extent to which PBL is a critical emancipatory pedagogy or a means to further the oppression as it has become in some educational contexts. The effect of the learning perspectives can thus be observed by the formulation of learning triggers, the tutorial script adopted, and also in assessment guidelines.

PBL debated

The problem-solving emphasis of some PBL curricula has raised arguments among educationalists. For example, Fenwick and Parsons (1998) suggest that PBL assumes the possibility of a detached knower, separate from time, place, social position, and intimate relations. Problem-framing and solving is, according to them, believed to stem from a privileged normative standpoint which is generally unreflective about its own situatedness. Understanding the differences between problem-orientated, problem-based and problem-solving learning has been one of the long-lasting discussions within PBL discourse confusing those who are familiar with the underpinnings of PBL (see Ross 1991; Savin-Baden 2000).

Various curricula using problems as media for learning can be differentiated from each other by how they understand and conceptualise problem, learning and curriculum. Within a problem-orientated curriculum the problems are exploited as the criteria for selecting the contents and methods of learning, and the problems can be resolved partly or totally with conventional methods. The problem-solving curriculum concentrates on training the students in specific problem-solving techniques. The former approach seems to be too wide from the perspective of requirements in vocational or scientific education. The latter could be understood as too narrow, concentrating merely on techniques.

However, the problem-based learning curriculum positions problems as starting points for learning to learn. An ideal PBL curriculum claims to encourage students to understand knowledge as a constructed object of observation, analysis, integration and synthesis rather than an object of recall. Furthermore, knowledge should not be understood to being located only in coded and formal forms, but as something which can be deconstructed from phenomena such as artefacts, human actions, and organisational structures. The processing of problems enables students to deconstruct and reconstruct knowledge independently, and to test and argue their constructions in a collaborative knowledge discussion. Certain voices in these discussions may become privileged, not because they better reflect the world in their own words but because they are able to frame perceptions of the world in their own terms, hence excluding other perspectives (e.g. Mumby 1988). The students should be able to engage in critical self-reflection in order to understand and cope with produced, often contradictory, discourses. They have to have conceptual abilities to question assumptions and transform them in order to cope with change and uncertainty in the future. These distinct processes make it possible to produce profound professional competences. Therefore, the role of a PBL curriculum is to provide an organised learning environment for gaining these competences (E.g. Ross 1991; Poikela & Nummenmaa 2002, 40–41.)

Moreover, the critics ask who constructs the problems and produces the cases within the curriculum (see also Milligan 1999). It is usually the tutors and representatives of industry and in producing them, these authorities according to Fenwick and Parsons, control what is to be titled 'problematic', what is excluded from the realm of problems and, thus, making it invisible from view, and what complexities are instrumentally 'manageable' and can be eliminated. Fenwick (2004a) also points out the somewhat conservative orientation of PBL processes, particularly when the 'problem' forming the object of the activity is often defined in rational or instrumental terms, rather than radical-emancipatory or even transformative terms. In many programmes employing PBL, priority often seems to be quite given to problem solving, competent performance and assessment that are based on the observable outcomes of individual learners rather than exploring the impact of PBL on communities of learners and the organisations in which they operate (E.g. Rhodes & Garrick 2003; Conway & Little 2001.)

In addition, the problematisation of the whole content of the PBL curriculum from the perspective of disciplinary status is rarely explicitly discussed. In particular, the process of

selecting the themes or topics that are considered important for study, or the formulation of programme's learning goals are infrequently touched upon. (Sipos-Zackrisson 1999, 4.) Medical schools have solved this problem by introducing specific criteria for selecting the focus areas of the problem-based curriculum (e.g. MacDonald 1991; Solomon & Geddes 2001). Yet, most of PBL literature concentrates on the notion of PBL providing a novel learning environment and setting new requirements for teachers and students, thus leaving out discussion of how the employment of PBL affects comprehending knowledge, learning, and their assessment as holistic processes.

Sometimes the entire PBL approach has also been regarded as an unnecessary complication of the educational scene. Coles (1999) maintains that contextual learning approach surpasses the complex introduction of PBL as it can be applied to conventional forms of education. The main component of the contextual learning model is the provision of a multitude of contexts in which students can actively elaborate the information acquired. Nevertheless, the contextual learning model has not gained the same popularity that PBL has in encouraging teachers and students to think and act differently in teaching and learning processes.

These questions, raised by Fenwick and Parson (1998; Fenwick 2004a) and others, indicate some of the issues that implementers have to discuss and make sense of when introducing PBL to an educational institution. The variety of PBL programmes and their different theoretical underpinnings have already been discussed as source of diversity in implementing PBL. Furthermore, one has to remember that Fenwick's comments (2004b) are based on only one evaluation of a total immersion PBL programme in Canada (Fenwick 2002). She has not conducted a comprehensive review of PBL programmes. Nevertheless, the points she makes are valid especially in programmes where the emphasis is more on mere problem-solving than on stimulating active learning processes and understanding the role and the responsibilities of a professional from a critical point of view.

PBL employed in business and management programmes

Organisations supplying business and management education have tried to profile themselves by adopting various pedagogical approaches to their curriculum design. The most common of these are PBL, project-based learning and case-based learning. The similarities and differences between these approaches will be briefly discussed before moving on the diverse PBL approaches employed in business and management programmes.

On an operational level PBL and project-based learning have many similarities. They both underline the centrality of curriculum change from a discipline-based to either a project-based or to a problem-based model. Students learn frameworks and concepts as they work with projects or problems. Authentic projects or problems provide the driving force for students to tackle concepts in a motivating way. The questions that students follow, as well as the processes and products that occupy their time, must be 'orchestrated in the service of an important intellectual

purpose' (Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palincsar 1991). Moreover, the central activities of project-based or problem-based learning have to involve the transformation and construction of knowledge on the part of students. However, the tutorial procedure is missing from project-based learning as a facilitating component. Students are responsible for their learning and work collaboratively with each other. One of the most renowned project-based approaches employed in business education at Finnish polytechnics has been the *Tiimiakatemia* [Team Academy] (see e.g. Leinonen, Partanen & Palviainen 2002.)

The other pedagogical approach implemented in business education is case-based learning that has its roots in Harvard Business School. PBL distinguishes itself from case-based learning in several ways. The starting point of the learning process in PBL is the problem itself. One of the prime roles of the problem is to motivate students to learn new theories or concepts by challenging them with a provoking learning trigger they cannot solve or grasp with their existing knowledge. Another aim is the systematic analysis of prior knowledge. In case-based learning methods the problem constitutes only the tail end of the learning process. Within PBL there is no predefined problem. There is only a short context, referring to a certain problem domain and the tutorial group defines the problem itself. Since the interests of tutorial groups differ, different tutorial groups will come up with different learning objectives. Furthermore, the role of the teacher is more central in case-based method. In PBL the prime task of the tutor is to facilitate and stimulate the learning process. (E.g. Tempelaar 1998.)

PBL employed on a curriculum level is claimed to provide students with an interdisciplinary learning experience, moving away from the traditional delivery of discrete subjects, and thus more closely to the real world of business. The importance of PBL as an approach through which business students learn knowledge and apply it simultaneously is underlined. (Gijsselaers 1995). This representation of PBL seems to be in accordance with the contemporary mainstream aims of business education. I will next describe how a number of institutions of higher education offering business programmes have adopted PBL approach to their curriculum in order to shed light on the varying practices produced in the name of PBL. This analysis, based on Holman (2000), also aims to illuminate how the stances taken towards various axioms affect the structure and content of the curriculum, as well as to roles of learners. The selection of the institutions is based on the criteria of access and availability of information. Furthermore, the selected institutions had international business or marketing programmes delivered in English and the student cohort comprised international and local students.

First, the epistemological axiom of the PBL programmes under scrutiny refers to the nature of the knowledge that should be pursued within the programme. Here a distinction is made between objectivism (universal truth) and relativism (pragmatic truth, subjectivity and contextual relativity). Moreover, critical and postmodern perspectives of epistemology have broadened the understanding of relativistic epistemologies by underlining the link between knowledge, power and interest. The pedagogical axiom covers three interconnected themes: a theory of the learning process, the specific, intermediate and general ideals of pedagogical aims and methods of instruction. The theory of learning process relates to the theoretical underpinnings of a PBL

programme. The specific, intermediate and general pedagogical aims refer to the ideal outcomes of a PBL programme. Specific aims concern the nature of the ideal PBL graduate. The general aim refers to the ideal emancipatory outcomes of the pedagogical process. These outcomes could take the form of collective empowerment, social change or personal autonomy.

The social axiom is concerned with the role business and management education takes in society. There are a variety of roles to be taken. These entail the direct vocational role of providing knowledge and skills that correspond directly to needs as defined by organisations or occupational groups; an indirect vocational role of providing a broad enquiry into management and the development of useful skills and abilities; whereas the academic role of increasing knowledge and understanding about management and management education, and finally the critical role which enables critiques of management, education and society to be developed and advanced without fear of persecution or loss of financial support. The organisational axiom is concerned with whether PBL is adopted and employed as the educational foundation of all the programmes in the case institution or whether there are differences in the various programmes.

Maastricht University, Faculty of Economics and Business Administration

The Faculty of Economics and Business Administration at the University of Maastricht was founded 1984. Although the medical school of Maastricht (established 1974) had adopted PBL, there were no examples of the approach available from other business schools. For this reason, the process of designing the new curriculum was a demanding one (Gijsselaers & Keizer 1995.) Nevertheless, the resulting PBL curriculum has since operated as a model for many institutions of higher education in business education in Europe. Maastricht University promotes itself as student-centred, with a focus on small-scale teaching, educational innovation and internationalisation. The main goal is to train professionals who are able to recognise and formulate problems in the chosen field and contribute to their solutions.

The description and analysis of the International Business Bachelor Programme (IB hereafter) here are based on the study guides of 2003–2004, articles, and the web-material of Maastricht University. Additional information is drawn from e-mail discussion with Professor Wim Gijsselaers during the years 2003 and 2004. With a yearly intake of 400 students, the IB programme is one of the most popular programmes at the university. Over 50 per cent of the students are non-Dutch, and thus the programme is taught in English. The three-year programme consists of eight week long blocks of courses such as Organisation and Marketing, Business Informatics and Strategic Marketing. As the titles of the blocks indicate, the traditional subject-based traditions are still quite strong. For example, Organisation and Marketing is divided into parts of, with Organisation having own agenda and Marketing also having an agenda of its own (see Study Guide 2003–2004, 53). The blocks include skills training which include study skills, writing skills, and project skills. All subject examinations take the

form of block tests, papers and assignments (oral or written). The written block test might consist of 60 closed multiple-choice questions and four open questions, all which are related to the topics of the course. The multiple-choice questions aim to test the knowledge acquired during the course. The open-ended questions relate to a case study, and will test to which extent the student is able to apply the knowledge that has been constructed.

A shift has taken place within the pedagogical underpinnings of the programme in Maastricht. The strong emphasis on cognitive psychology has given way to sociocultural ways of understanding the learning process. According to Gijsselaers (2004), the instructional practices are closer to cognitive constructivism when looking at how the nature of knowledge (the epistemological axiom) is conceived in the programme, and at the social learning theories when the nature of learning (the pedagogical axiom) is being discussed.

The students meet in tutorial groups with a maximum size of 14 once or twice a week. They follow the 7-steps procedure and the tutor's role is described as motivating and adjusting discussion whenever she believes this is necessary, and occasionally acting as a subject expert (Study Guide 2003–2004, 50). The rationale behind PBL is explained in terms of the learning process being initiated with a problem. Students are expected to learn how to deal with the problems, acquire the knowledge they need and study relevant subjects. The problem is not the goal in itself, but rather the reason for learning. During each tutorial meeting the efforts of individuals are evaluated by the tutor. The tutor assesses two aspects: the extent to which students demonstrate that they have studied and prepared thoroughly between two meetings (i.e. self-study); and the extent to which students actively contribute to the tutorial discussions.

It is claimed that the graduates of the IB programme work in areas such as marketing, finance, and accounting, contributing to strategic management decisions as specialists or managers. (Brochure of Bachelor 2004 programmes at Maastricht University 2003, 15.) The graduating students could be thus understood as taking an indirect vocational role in society.

Gothenburg University, School of Economics and Commercial Law

The description and the analysis of the Master of International Management (MIM hereafter) programme of the Gothenburg University, School of Economics and Commercial Law is based on a paper (Stjernberg et al. 2003) delivered at an Academy of Management conference in Seattle 2003. Additional information is drawn from Gothenburg University websites and from an e-mail discussion with the programme director, Professor Torbjörn Stjernberg, during the winter of 2004. This programme was chosen as it is also an international programme with foreign students (30–50 % students are non-Swedes) studying international business and management in English. These students are studying for a master's degree after having completed their BBA degrees. The programme takes 1.5 years for full-time students. A problem-based learning approach is adopted during two semesters of the programme (40 credits) and the last 20-credit unit is devoted to the process of thesis writing in the MIM programme.

The employment of the PBL approach was inspired by the Linköpingian experience and an interest in students' surface and deep learning approaches in higher education.

The staff development programme commenced with programme translation. According to Stjernberg et al (2003, 10–17), the faculty staff had to understand the logic and the basic assumptions of the concepts that were to be translated into their university context such as the different role of instructors and students. The new approach, it was argued, would make students encounter “[...] a constructivist/constructionist view of reality and knowledge. This is quite contrary to most students’ initial understanding [...]” (Stjernberg et al. 2003, 17). Thus, the epistemological questions were explicitly addressed from the very beginning of the programme planning. Nevertheless, the students were described as being overwhelmed by the new perspective of knowledge discussed with them at the beginning of the first term. It was felt that more time was needed for this dialogue.

Furthermore, the Swedish Higher Education Act (Ch.1 § 9) provided guidelines for the establishment of the aims for the programme. The Act underlines the objectives of developing critical thinking, problem-solving skills, as well as knowledge acquisition, management and dissemination abilities.

The curriculum consists of three consecutive modules: Investigating the International Manager's Arena; Managing Business Operations and Managing Business Development. Parallel to these modules is a fourth module called ‘Preparing for Leadership’ (PLS hereafter). Besides exploiting the PBL approach, the PLS module uses workshops in which the students reflect on events in basic groups (tutorials). The first two modules are executed with a strict PBL approach, and in the third module, project organisation replaces the tutorial sessions. In addition, the students prepare for their thesis writing which takes place during the third semester. A final integrative workshop is organised for reflection on the learning outcomes of the MIM programme. The students employ a list called ‘PBL method main steps’ to guide their small group work. This list is used for checking and for reflection purposes. (Tengblad 2004.)

In the assessment of each module equal weight is given to three areas. First, the group work reports (3–5 reports per module) are assessed. Second, students produce an individual paper (in module 2 this is done in pairs). And third, some mini-papers are written during a five-hour examination. The PBL approach in this programme was described as the ‘PBL i sin mest renodlade form’ [PBL at its purest] in the School of Economics of Gothenburg whereas the other programmes within business and management might have parts of their courses delivered in PBL method. The role that the graduate student of the programme should adopt was depicted as that of a leader or a manager within various companies. She should also adopt a life-long learning approach; learning from experiences and be able to discuss with both theoretical frameworks and empirical data and basing her reasoning on these sources of knowledge. This description of the graduate from the MIM programme positions her as taking an indirect vocational role with an element of the academic in her approach.

Temasek Polytechnic

Temasek Polytechnic, situated in Singapore, is one of the active users of PBL around the Pacific Rim. The PBL approach is employed in every programme at Temasek Polytechnic. The institution has also established a web-site for its PBL centre where it argues that its approach of PBL is authentic PBL. This analysis of their Diploma of Marketing programme is based on web-site information, as well as accessed articles and conference proceedings. An e-mail discussion was commenced in the winter of 2004 with poor results. I had to rely on their ex-employee, Dr. Lynda Wee, to gain information about the programme. The Diploma of Marketing programme was chosen as an example of a polytechnic programme employing PBL on a curriculum level.

The impetus for curriculum reform was based on the criticism the polytechnic received from several stakeholders about the curriculum's lack of practical relevance. The main goal was to design a curriculum that would address the demands of industry. This resulted into decision to organise learning around the functional, transactional and professional competences needed in business. After this the methods of instructions were explored and PBL was found to address all the goals that had been set for the programme. Dr. Barrows was consulted during the reform process and the competences served as a guide in designing, delivering and assessing the curriculum. The four learning outcomes in which the students should be proficient when graduating from the programme are acquisition of integrated knowledge, problem-solving, self-directed learning and team skills. The curriculum is divided into three domains: marketing fundamentals, customer relationship marketing, and marketing in action. These have been thematised into clusters containing 3-5 sub-themes. All the learning issues have been organised to correspond to the various marketing sub-themes. (Wee, Kek & Kelley 2003.)

The PBL tutorial process at Temasek is organised around 5-6 students with the guidance of a teacher. An ideal process involves the acquisition of knowledge which then is empirically tested and integrated with the experiences gained. Some experiential knowledge is evident in the tutorial groups but not explicitly discussed as a relevant source of information. The procedure of the tutorial follows Barrows' model (Wee 2004a). The problem is delivered to the tutorial group as a memorandum, since it is argued, this is the way it is normally done in companies. The process used to structure the problem is presented in such manner that the learning outcomes of knowledge acquisition and the development of problem-solving, self-directed learning, and effective team skills are achieved. The solution-orientation of the problem-solving process is underlined as

'A few reiterations of research on self-directed learning may be conducted before students agree on the solution of the problem. After the students adopt the solution, the students go into a production stage [...] before they present their final ideas to a panel of reviewers [...]. The panel [...] provides feedback to the students on the feasibility of their solutions.' (Wee, Kek & Kelley 2003, 156.)

After presenting their outcomes within the group, the students engage in reflective processing. Even then the emphasis seems to be on performance quality appraisal. The

assessment procedure is based on individual and group effort in the three domains. The students and the faculty are actively involved in the assessment process of learning. The achievement of the learning outcomes are scrutinised with reports, presentations, self-assessments, peer assessments and integrated open-book tests. The student graduating from the programme is seen as a competent actor in the context of marketing with a direct vocational role in business.

To sum up, PBL is implemented on a curriculum level with different emphasises being placed on epistemological, pedagogical, social and organisational axioms even within one field of education, not to mention in different academic contexts (see e.g. Abrandt Dahlgren 2003). These emphasises have an impact on how various programmes are understood to follow the PBL approach. Conclusions about the three business programmes based on readings of the available materials would suggest that the PBL implemented in Temasek Polytechnic could be positioned more towards concentrating on obtaining the information and competences needed in business life. The model seems to be based on highly market-driven principles. Undergraduates are prepared to work for commercial companies without questioning their underlying assumptions of business practices. Thus, the objectivistic notion of knowledge seems to be embedded in the programme. The programmes at Maastricht University and more so at Gothenburg, seize upon the educational ideals of university education and provide an environment where taken-for-granted assumptions and practices could be questioned and reflected upon. The indirect vocational role is still underlined, along with a slight hint of the academic perspective. The critical perspective is quite moderate in these programmes, only the Swedish programme mentions it. The contents of the curricula are still traditionally divided into static subjects even though serious attempts are made to integrate them. The educators and those who coordinate PBL programmes have to discuss how the programme attempts to exert control over the subjectivities of individual students, what kinds of positions they construct for students in curriculum surroundings. Furthermore, attention should be directed towards the question of how much freedom the programme allows students to construct their own subjectivities. (E.g. Rhodes & Garrick 2003.)

The diverse facets of a PBL tutorial

Having discussed the local contexts of PBL in some business and management institutions, I next move to the tutorial session which has been called the heart of PBL approach. The aim is to analyse what kind of learning setting it provides. The starting point of PBL is that learning occurs when active and independent learners work together with problems in a tutorial setting, reflecting on their assumptions and the premises of thinking and actions. Furthermore, these learners ponder and discuss different theoretical explanations of studied phenomena and, in this way, construct personal knowledge and understanding. A learning environment that is learner-centred and problem-based attunes students to this style of learning (Poikela & Nummenmaa 2002, 38). Since organisational settings are mainly talked

into being and maintained by means of talk of from the people within and around them (e.g. Bargiela-Chiappini & Harris 1997, 4; Boden 1994), it could be suggested that PBL tutorials are talked into being and maintained by means of talk from the students within them.

A PBL tutorial discussion can be described as a task-orientated discussion. This kind of discussion requires reciprocity, exchange of thoughts and an inquisitive mind. The goals of a tutorial discussion can thus be crystallised as being

- to assist the participants to form more critical and informed understanding of the themes under discussion.
- to enhance self awareness and the assessment of one's own contributions and those of others
- to enhance the understanding of varied opinions and perspectives when ideas and thoughts are shared in an open and honest environment. (For more about discussion, conversation, debate and dialogue: Sarja 2000; Bohm 1996; Senge 1994; Isaacs 2001; Brookfield & Preskill 1999.)

The tutorial context, in which the tutorial discussion is situated, can be seen as being constituted by complicated environments in which the learning of the group problem solving occurs. This context includes

- a a physical environment (e.g. a physical and spatial setting of individuals, objects, and events)
- b representational resources (e.g. a chart, a memo, a balance sheet and textbooks)
- c a task-action environment (e.g. a problem to be solved and the procedure to solve the problem)
- d the prior knowledge of the members of the group (e.g. their prior knowledge of business life and experience how different problems are dealt with in business life)
- e a social and interactional environment (e.g. the social organisation of the group, and status and roles of its members, the social and institutional setting of the group, the patterns of social interaction within the group.(Frederiksen 1999, 136.)

In the tutorial group sessions, learning and problem-solving processes are facilitated by a tutor. The tutorial session involves several phases depending on the PBL script adopted to the curriculum (e.g. a seven-jump procedure or a cyclical model). The major differences between these scripts are that the Maastrichtian seven-jump procedure (Schmidt 1983) rests more on the cognitive approach to learning, which emphasises the meaning of rational problem-solving process. Furthermore, the role of assessment is not explicitly included to the learning process (Poikela 1998). The cyclical models of PBL underline the experiential approach of learning as well as the role of continuous assessment. (Poikela 1998; Poikela 2003.)

The various phases of the PBL script guide the tutorial group's work from the initial clarification of the terms in the learning trigger through a phase of problem definition to a phase of brainstorming in which they express their initial ideas. Students have to elaborate on their initial ideas and critically assess what they know and what they do not know. Finally, they have to compose their learning objectives for self-directed study. After a few days of self-study the tutorial group meets again to discuss, make sense of, and synthesise their findings in relation to the original problem. Furthermore, they assess the whole process from the perspectives of problem solving, group dynamics and learning. The students should constantly reflect on their learning skills and on how the competences gained are relevant in their potential workplaces.

The tutorial group is chaired by a discussion leader (student) who ensures that the tutorial session proceeds in an amenable fashion. A recorder prepares a memo of the session. Thus, the discussion in a tutorial is not a spontaneous process but proceeds along certain lines. Figure 1 below illustrates the tutorial process.

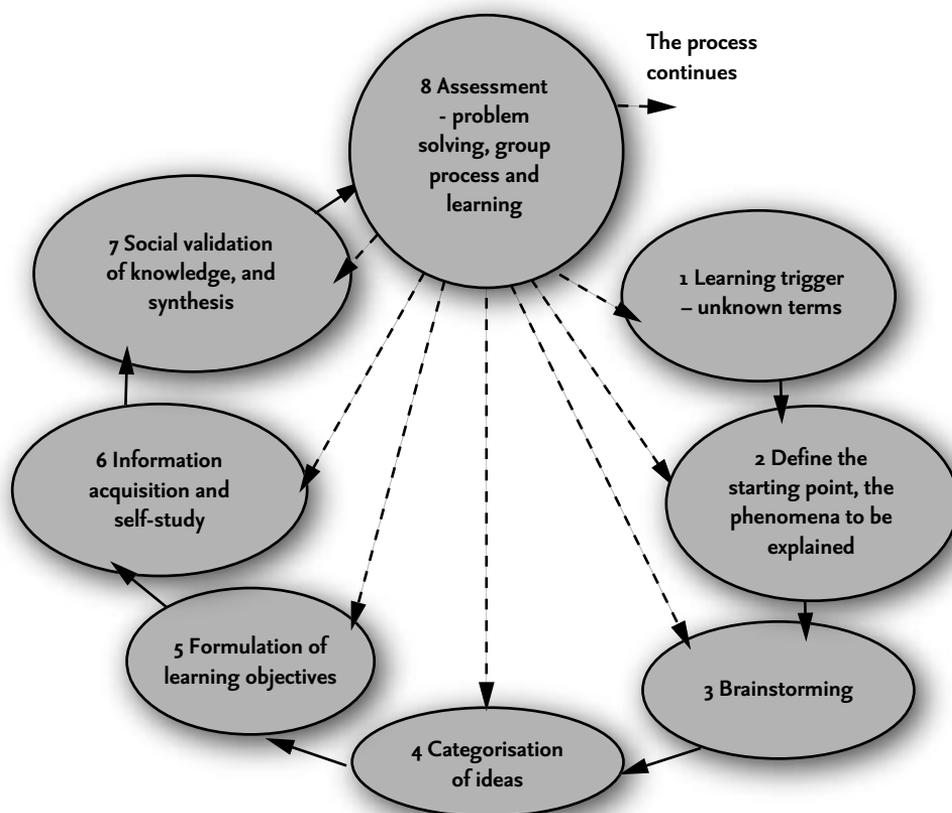


Figure 1. The PBL tutorial process model adopted in this study (adapted cf. Schmidt 1983; Poikela 1998)

The tutorial group working in a tutorial session can also be seen as a group in transition (Bruffee 1999). Students are studying in a formal educational environment in order to transit into a professional community. A transition group provides a forum for discussion and it supports the students as they try to learn the language and values of the community they are trying to join. Transition groups should provide the students with understanding peers on whom they can rely as the students are going through a risky process of becoming new members of a professional community. As Bruffee observes, first the students have to vest authority and trust in the other members of their transition group. After achieving that they have to learn to vest authority and trust in the larger community that constitutes the class as whole. Finally, the students learn to vest authority and trust in themselves, as individuals who critically appropriate and reflect the discourses and the values of a still large community, the disciplinary or professional community of knowledgeable peers that they strive to join.

Kegan (1995) argues that Bruffee understands education merely as a process of socialisation, one of adapting into a certain global discourse community (Killingsworth & Palmer 1999) and speaking the language of businesspeople or physicists. He wonders whether it is teacher's job to be responsible for the community into which the student is socialised. Kegan points out that students may not have the capacity to resist induction in the future into communities of discourse less benign than those Bruffee suggests. This calls for students who are critical learners. Students should be invited to create their own ideology – their own vision for society. The demands of this intellectual independence make students savvier thinkers and therefore better able to take care of themselves, serve others and work for a better society. Only individuals, working together, negotiating interaction modes and knowledge construction in a PBL tutorial site can stand up to the forces of indoctrination or a conservative status quo.

PBL's features of collaborative knowledge construction

Whether collaboration as regarded a special form of interaction, or as a process of participation, can be traced back to the debate between the cognitive perspective and the situative perspective of learning (Anderson, Greeno, Reder, & Simon 2000). From the cognitive perspective, learning is a matter of construction, acquisition, and outcomes, which are realized in the process of transfer. The situated learning approach, however, regards cognition and knowledge distributed over both individuals and their environments, and learning is 'located' in these relations and networks of distributed activities of participation. Learning and collaboration are not only a matter of epistemology but also a matter of ontology. Knowledge is not all that is constructed but also individuals and their identities are constructions; learning is seen as a matter of personal and social transformation (e.g. Packer & Goicoechea 2000).

The notion that students learn effectively in groups when they ask questions, explain and justify their opinions and elaborate and reflect on their knowledge is strong in PBL literature. These benefits, however, are only achieved by active and well-functioning learning groups. Placing students in a group and assigning them a task does not necessary guarantee

that students will engage in effective collaborative behaviour. Soller, Goodman, Linton & Gaimari (1998) reviewed the research done on educational psychology and computer-supported collaborative learning, and identified the characteristics that enhance effective collaborative learning in groups. They also suggested strategies for promoting effective interaction. These facets and strategies can also be found outside computer-mediated learning environments in face-to-face learning contexts. They include participation of all students in the group discussion; establishment and maintenance of shared understanding of the problem at hand; collaborative learning discussion skills which refer to the ability to justify and articulate one's thinking; active learning analysis and group processing, including constant assessment of the progress of the group; and students' promotion of one another's understanding through support, help and encouragement. I next address these facets in relation to the tutorial context.

A group's learning potential is maximised if all students actively participate in the group's discussion. Psychological studies have suggested that where the number of members in a group exceeds ten, a major change in group dynamics takes place, one which may prevent the group from achieving its PBL goals. Building involvement in group discussion increases the amount of information available to the group and improves the students' quality of thought during the learning process (Jarboe 1996). In order to be able to collaborate, the participants have to play symmetrical roles in the discussion. They should have the same opportunity to participate, and their level of knowledge should be broadly the same. The prerequisite for a high level of collaborative participation is that the students have different perspectives about the subject discussed. An essential prerequisite is then that the students are willing to share these different ideas in a coordinated manner. (Dillenbourg 1999; Howe & Tolmie 1999.)

O'Donnell and Danserau (1992) use the term 'script' to describe the mechanism that guides the interaction of collaborative groups as they complete their task. Collaborative scripts can be participant generated, imposed by an outside agent (i.e. instructor) or involve some blending of the two. These scripts can specify the group's activities, the amount of interaction permitted or encouraged, and the nature of the interaction. These scripts have effect on the degree of equality of the roles played, and the permanence of the roles played. Scripts require active participation from all participants since they provide opportunities for interaction, observational learning and modelling. Careful scripting of such activities builds in opportunities for reflection which are positively related to achievement outcomes. The bigger the group, the more important it is to maintain the activity level of all participants. Externally imposed scripts are generally more effective than participant generated scripts. The most effective script is one that encourages active processing of the information by the participants, promotes positive affect and is flexible enough to permit the participants to tailor their roles to exploit their own processing strengths.

PBL provides a fairly strong and yet reasonably effective script for the tutorial interaction in the form of the tutorial procedure (the steps or the cycle), and this is introduced by the tutors of the group. The tutorial participants are invited to negotiate their roles in it and

introduce sufficient flexibility to the tutorial modes of interaction. There is a risk, however, that the chosen script may sometimes become ritual behaviour in a PBL tutorial. Ritual behaviour (Dolmans, Wolfhagen, van der Vleuten & Wijnen 2001, 884–889) is described as behaviour in a tutorial setting in which the students appear to be actively involved but are not. There are several situations in which PBL may lead to ritual behaviour. First, the activation of prior knowledge may lead to ritualistic behaviour as students make few connections between the new information and the existing knowledge base. Second, students create learning issues, which do not clearly address the areas relating to the trigger. This often leads to considerable differences between students in the knowledge they have acquired during self-study. When students discuss together what they have learnt during self-study, they cannot deliberate their findings because they have studied different issues.

A third kind of ritualistic behaviour can be noted when students have not examined the issue in depth. In this case, students may have read some materials but they do not really understand the content, hence they read aloud their notes and are neither able to neither apply the knowledge nor explain it in their own words. Ritual behaviour in PBL also means that those specific kinds of cognitive activities such as elaboration and activation of prior knowledge, are not taking place (Dolmans et al. 2001, 886.). The questions the tutor presents should assist the cognitive and social processes; they should stimulate prior knowledge and the elaboration of connections between issues stated and examined collaboratively.

All collective actions are built on common ground and its accumulation. Common ground is achieved by sharing assumptions about what has been said, along with other aspects of the discussion context (Clark & Brennan 1991). Grounding can be described as interactive processes by which common ground between conversational participants is constructed and maintained (Baker, Hansen, Joiner & Traum 1998). Participants take turns questioning, clarifying and rewarding one another's comments to ensure their own understanding of the group's interpretation of the topic. Baker et al (1998) point out that grounding is a cognitivist model of communication to the extent that common ground is viewed as a set of mutual beliefs of conversational participants about the meaning of their utterances during conversation. Krauss and Fussell (1999) believe that prior beliefs and expectations, as well as feedback which derives from the interaction process (nods, brief vocalisations and shakes of the head) will create the shared communicative environment.

Understanding how shared communicative environments are established depends on an understanding of how such categorisations are made during conversations, particularly, of how this process is affected by situational factors. A fundamental question concerns how contributors go about identifying one another's membership categories or attributes and how these attributes are relevant to the construction of shared communicative environment. Cultural factors play a major role in social grounding. It is important to establish that this is mutually shared information – what is required, here, is that the listener has understood what was said.

Coordinated communication requires interlocutors to create and use a shared body of knowledge, beliefs and so forth as the basis of their talk. Shared communicative environment

is, at any moment, a tentative hypothesis constructed by communicators from two interrelated types of social knowledge. This includes their theories or intuitions about one another's beliefs, background knowledge and their knowledge of interactional rules and discussion resources as verbal and nonverbal feedback. The extent to which one or the other resource is relied on varies with the nature and modality of the communication. (Krauss & Fussell 1991, 197–198.)

The foundation of group work is discussion: we talk to each other to explore issues and seek common ground. Duffy, Dueber and Hawley (1998) separate task-based discussion from conversation by defining conversation as being me-centred – featuring a lot of ‘Here is what I think’ types of comments made in response to a presented issue. In these conversations there is a lot of talking past each other, with each individual wanting to make her views known. Their study points out that conversation is more sporadic than systematic. Topics change rapidly with little obvious link between topics and the most important issue is the one that was brought up most recently! In contrast to conversation, task-based discussion is organised around important issues and it focuses on hypotheses or issues relevant to the final goal. Issues are examined in detail, with evidence; counter arguments and alternative positions are all being brought to bear. Also, unlike conversation, comments from earlier in the issue-based discussion remain relevant and are organised around the issues. Nevertheless, these two types of discussion are needed in critical thinking and inquiry.

For Holen (2000), there are certain features of the group that have been considered favourable to the efficiency of a PBL group. A group that aims at learning and psychological growth for its members needs to allow for a high level of spontaneity and personal expression. However, a group dedicated to a specific purpose may need to operate according to agreed rules. Since PBL groups have multiple aims, they face the challenge of maintaining a sufficiently rigid structure, which allows them to proceed according to an orderly agenda while simultaneously allowing their members sufficient freedom to develop socially.

Group processing occurs when groups discuss their progress and decide what behaviours to continue and change. Students can assess both the process individually and collectively. During this self-assessment each student learns individually how to collaborate more effectively with her team members and the group as a whole reflects on its performance (Soller et al. 1998). A participant in a collaborative discussion gets instant feedback of her contribution by comments or questions presented by the other participants. The participant is constantly involved in self-assessment when she formulates her thoughts into words and sentences. A collaborative discussion should provide a free environment for peer assessment, and thus it complements the feedback given by the tutor. (Garrison & Archer 2000.)

In order to be interactive, one has to be responsive to one's partners. To be responsive, one's contribution needs to be relevant. An interactive task-orientated discussion consists of turns that are relevant, whereas a non-interactive discussion consists of turns that are largely independent from each other. According to Jeong (2002), when students work alone they have to devote their cognitive resources to themselves. However, when they collaborate they need to devote their cognitive resources to their fellow-students as well as to themselves. They have

to answer their colleagues' questions and respond to their explanations as well as dealing with their own. A relevant contribution indicates that its production is not only constrained by the speaker's own cognitive agenda, but also by her partner's.

The collaborative knowledge construction process requires that participants create a common social ground for information sharing. They have to be able to ask questions and give clarification to each other. When there is a dissonance or inconsistency of ideas, concept or statements, the participants have to identify and state the areas of disagreement. The process of clarification requires ability to support one's arguments by references to experience, literature, relevant metaphors and analogies or other evidence. The negotiation of meaning calls for negotiation of the relative weight to be assigned to various arguments. This can lead to mutual shared understanding which is then tested against existing cognitive schema, personal experience or contradictory testimonies in literature. If the negotiation of the different perspectives results in an acceptance of a common result, then such a result could be accepted as knowledge. (Stahl 2000; Gunawardena, Lowe & Anderson 1997.)

The multicultural tutorial group within a PBL context

A collaborative PBL tutorial classroom forms part of a complex of interrelated and overlapping cultures of different dimensions within the host educational environment. The collaborative knowledge construction site is a challenging environment where all participants share their views in their mother tongue or, in a classroom where students come from various cultural backgrounds, in a foreign language. Holliday (1994, 29) has outlined a model which endeavours to illuminate the various cultures that are constructed in an international classroom. The student culture and the international education related culture have a major impact on a PBL tutorial. The expectations and experiences the students have, prior to joining the tutorial group, will also be produced in the tutorial site. The host institution, with its own academic history, will also be present in the tutorial context. In addition, the host educational environment provides strong influences from the surrounding workplaces especially within the context of polytechnics. The students are in a state of transition moving towards a professional community and the assumed professional practices are also constructed. And then there are the residues of the national cultures brought into the tutorial of by the group participants.

According to Holliday (1999), the term large culture refers to ethnic, national or international cultures, whereas small cultures refers to any cohesive social grouping. A large culture approach appears often to result in reductionism, overgeneralisation and the minoritising of foreign students and societies. He also distinguishes between small cultures and subcultures as, in his view, subculture seems to be a large culture concept because it implies something within and subservient to the large, ethnic national or international culture. A small culture refers to the composite of cohesive behaviour within any social grouping, and not the differentiating features of prescribed ethnic, national and international entities. Small

culture is defined as being a dynamic, ongoing group process which operates in changing circumstances to enable group members to make sense of and operate meaningfully within these circumstances (see Figure 2)

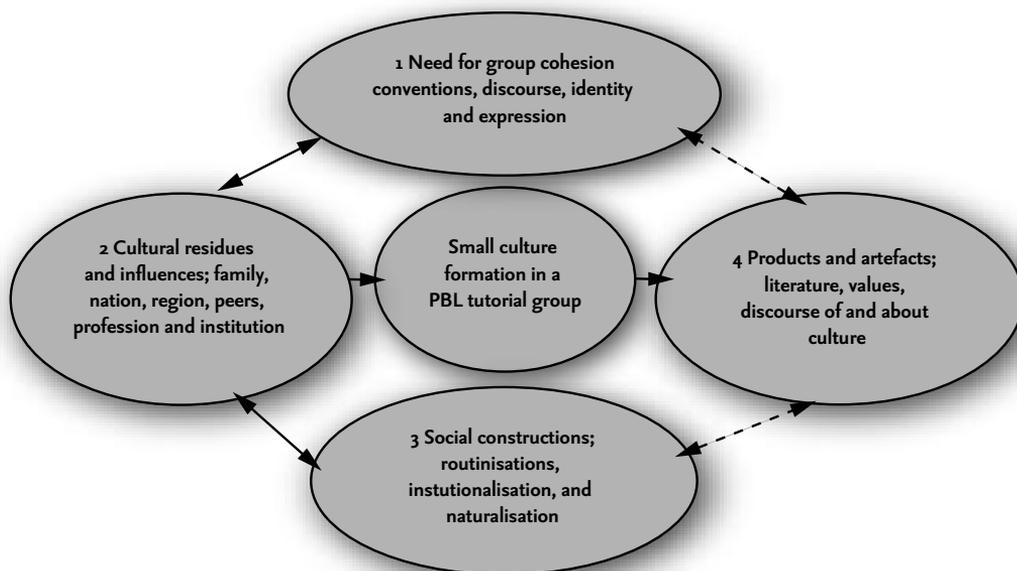


Figure 2. Small culture formation in an international PBL tutorial group (Holliday 1999, 249)

A good example of this formation (Figure 2) is a classroom group where a small culture will be built from scratch when the group first comes together, each participant using her culture-making ability to form rules and meanings in collaboration with others. In a PBL tutorial group made up of students with a range of nationalities, cultural residues will be brought into the classroom from other regional and national experiences. In a classroom group consisting of range of nationalities, besides the ethnic and national experiences, the students bring commonalities from educational, classroom and peer experience. These will be the building blocks for the new small culture. (Holliday 1999.)

The students will construct certain behaviours for the sake of group cohesion which will become natural and routine-like for the group. The relationship between small culture and discourse is strong. In Figure 2 discourse can be spotted in two Circles (1 and 4). In Circle 1 discourse represents the underlying routine talk about such elements as learning in groups. In Circle 4 discourse is the one of the outcomes of small culture and has a return influence on the set of small culture needs in Circle 1. The notion of small culture also resembles that of the place discourse community (discussed in Chapter 1). Thus, the focus in this study will be more on the nature of the multicultural group in the tutorial rather

than viewing each meeting participant as a representative member of a national culture. In this sense, the group in the tutorial can be viewed as an example of small culture (e.g. Poncini 2002).

PBL in international business programmes can also be viewed as pushing students from a parochial view of learning towards a global one. Jensen (2000) points out that the open mind-set required of cross-cultural learning is essential in developing towards challenging work situations. Cross-cultural learning involves not only knowledge of oneself but the ability to relate it to other cultural contexts. The international PBL tutorial provides students with an environment that enhances the possibility of incorporating international business content and collaborative processes. Diversity among students can either be a valued resource generating energy and creativity, or it can be a source of divisiveness, racism, and prejudice. Diversity among PBL tutorial students creates an opportunity either for potentially positive or potentially negative outcomes. Whether the outcomes are positive or negative depends according to Johnson and Johnson (1994) on, whether or not diverse students interact with each other and how social interdependence is structured within the situation. The tutorial site provides ample opportunities for interaction and for creating social interdependence by enabling the students to use one another as learning resources.

As mentioned earlier, social interaction and communication in particular require a definable amount of shared knowledge. Much of that knowledge is derived from the same social stock of unequally distributed knowledge or, in the case of intercultural communication from different but in some areas possibly similar social stocks of knowledge. The kinds of disparities and the degree of disparity in knowledge pertinent to social interaction in general and to communication in particular determine the structural context of social interaction and communication. These disparities are at the root of many problems in social interaction and of most problems in communication. Those involved in interaction and communication also have some knowledge of the varying degrees of accuracy and symmetry of the relevant disparities. Social interaction and communication not only require a minimum amount of shared knowledge, but also a minimum amount of what is significantly the same and what is significantly different among the participants. (Günthner & Luckmann 2001.)

Groups made up of people from different social backgrounds are unlikely to have the same reading of a text or an experience. They can therefore learn from one another. Multilingual, multiracial, multicultural, mixed gender tutorials provide an ideal environment in which people can test their readings against those of others (Janks & Ivanic (1992, 321). Das Carlo, Swadi and Mpofu (2003) suggest that students' background and cultural factors may influence motivational and cognitive factors and thus affect a PBL group's failure or success.

Gumperz (1982) points out that prosodic devices or contextualisation cues rely on a shared linguistic and socio-cultural background for their interpretation by discussion participants. This has important implications for cross-cultural communication in a PBL tutorial. Interpretation rests on deeply rooted, culturally based presuppositions which are not

easily retrieved by a native speaker on a conscious, analytical level. Interlocutors are likely to rely on a mutual understanding of discourse conventions, and infer speaker intent with their own interpretative frameworks (Tannen 1985).

Thus, in each intercultural encounter, participants are faced with a unique set of constraints. The success of communication is affected not only by abilities of the communicative abilities of the participants, but also by cultural factors. First, the participants may encounter cultural unfamiliarity, which may lead to a lack of attributional confidence. Second, participants may see each other only as cultural representatives rather than unique persons, which might create psychological distance. Finally, the participants may experience stress in the situation which stems from a feeling of not being able to manage the demands of the new setting (Kim 1991). Yet, none of the factors mentioned above is solely responsible for the outcome of the interaction; they rather mix together giving to each individual ingredient a different weighting to each individual ingredient. The mixture changes as the interaction evolves. (E.g Lesznjak 2002.)

English as the working language of a PBL tutorial

The theoretical and pedagogical foundations of teaching academic and professional content through a foreign language have, in the past decades, become important, particularly in Europe. The main purpose, in the European context, has been to facilitate the achievement of functional multilingualism at proficiency levels that are determined by the European Commission White Paper on Education and Training 1995 as the prerequisite for mobility. Furthermore, the Bologna process has had a major impact on how institutions recruit and retain students, whether locally or from other EU states. These largely market forces are directly linked on the persistent problem of deciding which language is to be adopted as the major language of instruction for any academic study involving students from other countries. (Marsh 2002.)

International programmes delivered in English have rapidly mushroomed in Finnish polytechnics. The advocates of programmes which have English as the medium of instruction in vocational education claim that without them it would be impossible to arrange studying opportunities for exchange students coming from abroad and thus then enabling Finnish students to study at foreign institutions. An integral part of the process of globalisation has been the spread of English as a lingua franca. In knowledge production and the internationalisation of higher education, English has risen to near total hegemony as a kind of linguistic Tyrannosaurus Rex (Swales 1997).

A variety of terms are used to describe the combining of language and content in education. The process has been called mainstream bilingual education, teaching content through a foreign language, content-based second language or foreign language medium instruction (see e.g. Nikula 1997 for more). The recent term content and language integrated learning (CLIL hereafter) is a useful description as it does not underscore either language

teaching or learning or content learning and teaching. It sees both as equally important. CLIL is regarded as a way to prepare students for the demands of wider society in their future lives. CLIL includes various forms of learning contexts in which foreign language carries a special role alongside the content-related learning process. Consequently, CLIL operates as an umbrella term for many different methodological approaches (Marsh 1999).

Finnish higher education has been criticised for adopting the somewhat innocent and naïve belief that within the context of teaching and learning through a second language, foreign languages simply serve as tools (Tella 1999). From 1998–1999 Tella and his colleagues evaluated programmes taught through foreign languages in Finnish institutions of higher education (see also Marsh, Oksman-Rinkinen & Takala 1996). Tella maintains that universities and polytechnics paid far too little attention to the role, significance and potential of the foreign language (mainly English). The foreign language component was hidden behind a subject-centred emphasis and English as a language was not included in the curriculum, but was covered under such course labels as business communication or learning skills. This revealed quite plainly that language learning aims were not expressed. According to Tella, this reveals what seems to be an implicit view - that foreign language can just be picked up through extensive exposure and use. Hence, there is a need to examine how linguistic and intercultural differences should be taken into consideration in the design and implementation of international academic programmes.

The CLIL approach entails the setting out of specific aims for introducing the foreign language into the curriculum. Once the aims have been stated, it is necessary to choose an approach within CLIL which allows the aims to be realised. The question of language development is central even though students are proficient in the foreign language. The teachers involved should address the issue of integrating content and language. Those responsible for the management of the programme should support the teachers in providing training for adopting the chosen CLIL approach, and support the implementation processes. Moreover, the language competence requirements of teachers and tutors should be discussed. The CLIL approach was not employed in the Liibba programme as the integration of English language development aims and content aims were not discussed at the same time as the curriculum reform was carried out.

Thus, in a PBL tutorial where English is not one's mother tongue as is the case in many Finnish polytechnics, the English spoken could be understood as House (2003, 559) puts it English as a lingua franca (ELF hereafter): a language for communication. It is instrumental for making oneself understood in international encounters. In ELF use, speakers have to continuously work out a shared basis for their interactions, locally constructing and intersubjectively confirming meanings. ELF interactants may even feel quite safe in the absence of competent native speakers, since all are alike in their non-native status.

Those who use ELF appear to adopt a principle of 'Let-it-pass' an interpretive procedure which makes the interactional style both strong and explicitly consensual. One might assume that such a procedure endangers effective communication, but lingua franca

turns out to be basically meaningful and ordinary. Unclear talk is routinely passed over on the common sense assumption that it will eventually become clear or end up as redundant. The robustness of talk is strengthened by a number of joint discourse productions. All these strategies seem to show that ELF users are competent enough at monitoring one another's moves with a high level of awareness (Firth 1996.) On the other hand this 'Let-it-pass' behaviour could also be interpreted as an indicator of interactants' mutual dis-attention, a 'palpable lack of mutual orientation', which, as House (1999, 82) maintains, is 'the most basic social alignment between speaker and hearer'. Therefore, how this interpretative procedure is used in an international encounter affects the progress of the whole discussion and the positions the participants take.

Lesznyák (2002; 2004) analysed an ELF interaction at an international students' meeting in the Netherlands and compared it with equivalent baseline interactions by groups of native speakers of English, Hungarian and German, and an interaction between English native speakers and speakers of English as a foreign language (EFL). She found that ELF users, as opposed to EFL speakers seemed to follow a dynamic model of topic management, and engaged in a process of gradually finding common ground, negotiating footing and communicative rules so that their initially divergent behaviour became consensually transformed into convergent behavioural patterns. ELF interactants, according to Lesznyák's data, work out the rules for the particular encounter, zeroing in on a shared interpretation of the social situation they find themselves in.

In situations, where English dominates communication and interaction, the less fluent English speakers are inevitably disadvantaged. They may become mute in rapid exchanges of ideas and arguments. The language of communication prevents them from fully participating in the knowledge construction. Some languages emphasise the digital (verbal) quality of communication. English is strongly digital in the way that it divides continua of human feelings and thought into discrete abstract categories providing speakers with many words to name particular affective and cognitive states. In contrast, Japanese is a more analogic language. It demands that its speakers imply and infer meaning from the context of relatively vague statements – the way in which it is said, by whom, to whom, where, at what time, and just before and after what other statements. (Bennett 1998, 17.)

In summary, categories are constructed differently in different cultures and languages, and with these different constructions go different experiences of physical and social reality. These particular experiences are not determined by language in the sense that other forms of experience are precluded without concomitant linguistic support. Rather, linguistic relativity proposes that we are predisposed by our language to make certain distinctions and not others – our language encourages habitual patterns of perception. (Bennett 1998, 15.)

A notion still seems to exist in some educational institutions that if one has a command of the foreign language and the appropriate materials, implementation of a programme in English is a straightforward matter. I disagree; implementation demands investments from the institutions and a lengthy planning period. The introduction of a novel learning approach

also requires a high degree of commitment from the institution as well from the international students. The diversity of students' backgrounds and interests are considered as a resource if actively utilised in the classroom. The students applying for International Business Programme conducted in English usually have their language skills tested. According to Gijsselaers (2004), the applicants of Maastricht University International Business programme should score 550 points in the TOEFL test. TOEFL is an international test used by many institutions of higher education. Gijsselaers (2004) points out that the TOEFL is more focused on writing skills than on spoken skills.

Moreover, Fairclough (2001b, 231), when discussing globalisation, raises the notion of global English. From the societal perspective it is interesting to observe how English has, for a long time, functioned as a gatekeeper to positions of prestige worldwide. English has taken up such a significant position in many educational systems around the world it has gradually become a powerful means of inclusion into or exclusion from further education, employment, and social positions. (See Pennycook 1994, 14; 2000, 78–89 for more.) English seems to have two main functions in the world: it provides a vehicular language for international communication (ELF) and it forms a basis for constructing cultural identities. The former function requires mutual intelligibility and common standards, while the latter encourages the development of local forms and hybrid varieties. The trend towards fragmentation will not necessarily threaten the role of ELF. (Graddol 2000, 27–36.) Furthermore, English is no longer only an international language for the exchange of information, but also an intra-national phenomenon as can be perceived in the Finnish polytechnic system.

Reflections and focused research questions

I have so far examined the wider societal frames around PBL tutorial discussions. This chapter has especially focused on studying PBL discourse from various theoretical perspectives. Attempts to situate PBL into diverse learning discussions have been interesting to say the least. These debates have taken place only during the recent years as educational scholars have begun to show an interest in PBL.

Even though there is no definitive version of PBL, the definitions that are in circulation seem to underline the pragmatic aspect of PBL, and the epistemological-ontological underpinnings have been bypassed. The reason for the dominance of practice-based thinking might lie in Barrows' own approach of introducing and employing PBL without locating it into any wider theoretical framework. Theoretical discussions had to take place after these conceptualisations were needed in order to develop the approach further. I believe that the practical orientation, particularly, has been one of the reasons that teachers all around the world have been willing to experiment with PBL. The rhetoric employed in depicting PBL is alluring, and those giving lectures on PBL usually adopt an almost evangelist discourse when describing its practical benefits. The lack of discussion about the underlying premises leaves a teacher executing PBL quite open to the criticism if she is unable to explain, in an

epistemological sense, why PBL and not some other method or approach was chosen. The lack of such discussion may partly be an implicit indication that teachers are not accustomed to questioning the epistemic positions in reference to the subject or discipline they teach let alone to probing knowledge beliefs in the context of their teaching practices (see also O'Grady 2004; Hockings 2004).

When reading mainstream literature about PBL, especially practical hands-on guides for business teachers, a somewhat simplified and romantic picture of PBL seems to be painted. Even though the advantages of self-directed learning, communication skills, and critical reasoning skills are foregrounded as the benefits gained through employing PBL, the technical tips provided seem to concentrate mainly on how to change classroom interaction and how to encourage the students to become active information seekers and conversationalists. Little attention is paid to the fact that this transformation requires a review of problematisation of what knowledge is and how it is constructed. Moreover, there is an absence of discussion on how assessment principles have to be renegotiated or advice on how to systematically and continuously support and develop the self-directed learning skills of the students. The romantic picture of PBL implementation also seems to obscure the struggles that may take place when PBL is introduced either at the micro-level in the classroom or at the macro-level, among the various faculties and departments. Hence, these descriptions of PBL may be focusing only on ritual reproduction of the knowledge bases indicated covertly or overtly by the reading lists and tutors to be the valid ones. Assessment and reflection may narrow down to the simple acknowledgements of prestructured knowledge bases. Institutions of higher education of business in the United States, especially, seem mainly to have adopted a narrow technique-based approach to PBL⁶ placing particular emphasis on the problem-solving aspect of the approach. Individual professors are mainly described as being responsible for course-level applications of PBL (see also Knowlton & Sharp 2003).

To embrace the full potential of what PBL could offer on the curriculum level, as an integral part of constant developmental and transformational processes in an educational institution, requires that the teaching faculty, with the support of the management profoundly reflects the epistemological and ontological premises of the curriculum: on what conceptions of learning and knowledge is a PBL curriculum based, and how is assessment embedded in the curriculum? (See e.g. Poikela, Lähteenmäki & Poikela 2002.) Furthermore, a successful approach requires an examination of the historical and cultural contexts of the educational institution, the core ideas taught, and potential recruiters of the graduate students. Teachers ought to investigate how local conditions (e.g. the language of instruction, the student cohorts, or budget constraints) might hamper or enable the

⁶ A special issue of the *Journal of Management Education* is devoted to PBL encouraging readers in the introduction that management educators might 'add PBL to their pedagogical tool belts as a technique that adds value when used appropriately.' (Cooms & Eden 2004, 526).

implementation of a PBL curriculum. In the case of international business education, teachers, in collaboration with representatives of various workplaces, have to examine what core competences might be needed and how to produce them in the core processes of the curriculum to foster students' the professional development in business and management. The assessment and evaluation procedures have also to be aligned with the theoretical underpinnings of the PBL curriculum.

Based on the abovementioned reflections and the axioms presented by Holman (2000), various PBL methods and approaches in educational institutions could be situated into dimensions of how various key issues are dealt in the execution of PBL practices. The first dimension would include positioning the PBL practices along a continuum with theoretically founded at one extreme, and more practice-based at the other. The second dimension would concern the implementation of PBL; whether it was as strategic and constantly evolving approach taking place on a curriculum level, or a more static technique used on a classroom level. The third dimension would include the involvement of the staff with PBL; whether it involves the whole staff in the educational programme employing PBL learning together, or whether individual teachers are simply engaged in their own experimentations. The fourth dimension would include a continuum with group-based facilitating at the one end, and stronger guidance individual students in a PBL tutorial group at the other. The fifth dimension would include the positioning of the learning triggers or scenarios employed; whether they are based more on a variety of formats or concretised in a single format. The sixth dimension would involve considering whether the assessment tends to reflect the competences gained or to evaluate the validity of the knowledge acquired and reproduced. Such an attempt to position PBL practices would assist PBL practitioners and researchers in finding shared point of reference when exploring the local and dynamic practices produced in the name of PBL.

The fourth dimension outlined above provides the platform for this study. That a PBL tutorial functions as knowledge construction site (Alanko-Turunen 2002) is considered to be one of the key elements of the PBL approach. Students work with a certain procedure or script to guide them through the tutorial process in order to achieve the learning outcomes. The procedure involves novel roles and processes both for students and for the tutor-teacher. The individualistic reproducing learning approach is challenged by collaborative knowledge construction. The students should be supported and support each other in assessing the learning processes explicitly within the tutorial site. In a supercomplex world, a PBL tutorial discussion framed by sociocultural or even socio-constructionist notions of knowledge, would encourage students to consider various arguments produced in the name of scientific disciplines. It would advance the activity of critical reflection by including a profound critique of what was being studied and why. It would also further students' independence and responsibility for learning. The changes PBL has introduced into the classroom have been demanding, and this is why a great deal of research has already been devoted to the PBL tutorial site.

Focused research questions

Previous studies of PBL tutorial discussion have so far concentrated on some special features of the tutorials. The role of the tutor as a facilitator has been studied (e.g. Dolmans, Gijsselaers, Moust, de Grave, Wolffhagen & van der Vleuten 2002; Hmelo-Silver 2002; Hmelo-Silver 2003; Derry, Seymor, Fassnacht, & Feltovich 2001; Koschmann, Glenn, & Conlee 2000; Poikela 2003), the different phases and processes of the tutorial (e.g. Koschmann, Glenn & Conlee 1997; Duek 1998). Duek (2000) has also examined the equity of the PBL group and how the presence or absence of the tutor affects the tutorial discussion. These studies have produced knowledge about the role of the tutor and increased awareness of the different construction processes occurring within a tutorial. The role of the tutor is still important but in PBL tutorials the interaction between students is vital. It is even more important to understand, how collaborative knowledge construction and meaning making take place when students interact in PBL tutorials. It has also become important to investigate what kinds of opportunities different patterns of interaction offer for learning and how some interaction patterns hinder effective peer learning in a tutorial. There is not, however, enough knowledge about whether PBL tutorial discussion, taken place in a context of professional education, really functions as a collaborative knowledge construction site enabling everyone to take part in contributing to the meaning making processes.

The PBL tutorial discussion has already been approached by several discourse analytic methods such as ethnomethodological conversation analysis, interaction analysis, talk-in-interaction analysis, semiotic analysis, and sociocultural analysis (Glenn, Koschmann & Conlee 1999; Derry et al. 2001; Koch & Zumbach 2002; Lemke 1999; Palinscar 1999). These different analyses have provided manifold means of understanding tutorial discussion and the patterns of language. Nevertheless, scant attention has been paid to the discursive practices that are constructed in the PBL tutorial, and how these constitute aspects of society and the people within it. Ultimately such an analysis draws attention to the social nature and historical origins of the world - elements that are usually taken for granted. Controversy is the basis of critical discourse analysis because it involves the study of power and resistance. As Taylor (2001) points out, the language user is not a detached communicator, sending out and receiving pieces of information, but is always located, even immersed in this medium and struggling to take her own social and cultural positioning into account. The use of power and power relations within tutorial discussion produces conditions for the construction of knowledge, constitutions of subject positions, inclusions and exclusions, production and reproduction of meanings, critical thinking and professional growth (e.g. Yanar 1999, 11).

Based on the purpose of this research to *describe and analyse what kind of an interdiscursive site a PBL tutorial discussion is for collaborative knowledge construction in the seventh and eighth phases of the tutorial procedure in international business education, and how this interdiscursivity anchors it in the notion of postmodernism*, I wish to raise the following research questions:

- 1 How is the PBL site, as a physical location, constructed for the closing tutorial discussions?
- 2 How are PBL tutorial closing discussions produced by means of various genres?
 - How do the students invite and negotiate the ways of acting and interrelating in the novel PBL tutorial site?
- 3 How is collaborative knowledge construction manifested in the PBL tutorial closing discussions in various discourses?
 - How do the students construct discursive themes of knowledge, subject positions, and relations within the PBL tutorial site?
 - How do the students construct discursive themes of basics of international marketing as far as knowledge, subject positions and relations are concerned in a PBL tutorial site?
- 4 How do the genres and discourses produced in the tutorial closing discussions relate to the wider socio-cultural context of contemporary society?

By examining these questions in the following chapters a deeper understanding is gained about the interdiscursive and socio-cultural practices taking place within a knowledge construction discussion in an international business education context. The first question assists in understanding how the polytechnic and the students construct a site for the tutorial discussions. The second question deals with the interactive modes the students produce in order to discuss and negotiate the international marketing themes. The third question stresses the recontextualisation of various discursive themes of knowledge and learning into the primary and secondary sites of the PBL tutorial. The final question underlines the socio-cultural practices framing the PBL discussions.

My study is located in quite uncharted territory in Finland. The majority of Finnish PBL studies are located in the fields of health care and nursing, medicine and early childhood education. However, the institutional context of this study is provided by a business polytechnic. Interest in the PBL approach has been strong at the organisational level of polytechnics; especially in the business and administration sector. The representatives of the polytechnics often ask for evidence of the effectiveness of the new pedagogical innovations prior to launching their own experimentations. This study offers one narrative of historically and culturally situated PBL tutorials. It also provides valuable insights for PBL tutors in recognising the diverse discourses and genres negotiated within a tutorial. It will assist the facilitation process of knowledge construction by pinpointing possible obstacles of collaboration in knowledge construction. I also hope to contribute to the PBL literature by introducing critical discourse analysis as an approach for exploring the PBL tutorial site.

4

Entering the Empirical Domain And Constructing a Physical Site for the PBL Tutorial

I will next argue the methods of inquiry and explain how I interacted with the empirical material produced from the videotaped PBL tutorial discussions. After this I will move to the construction and analysis of the physical site, the tutorial setting as part of the interdiscursive site using the semiotic tools provided by Kress and van Leeuwen (1996; 2001). Genres and discourses are not only articulated verbally, but also through physical elements such as buildings and the design of interiors. I begin my analysis by describing the school building, and the classroom in which the tutorials took place. Then, I concentrate on analysing the posters on the walls and the way in which they mobilised certain discourses within the classroom. Finally, I outline the content and process of the videotaped tutorial discussions in order to provide a point of departure for the reconstruction of the genres and discourses in the tutorial discussions.

The case study approach as a means of illuminating PBL tutorial discussions

Yin (1994, 13) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between the phenomenon and the context are not clearly evident. According to Anttila (1996, 253), an essential feature of a case study is that it tries to present as organised picture of a social entity as possible. Depending on the purpose of the research the focus might be on portraying the whole picture or some aspects of it. Case study is a highly intensive approach that makes explicit essential factors, processes and complex interrelationships. In a case study the researcher and the research objects are often in interaction with one another and the mere presence of the researcher influences the progress of the events.

There are many researchers who identify the case as the object of the study (e.g. Stake 1995); however, in this study the case study approach is considered as a procedure of

inquiry (Merriam 1998) since the case is instrumental – it serves the purpose of illuminating a particular issue. Furthermore, the case study approach is suitable here because of its parallels with the epistemological premises of social constructionism which rejects the positivist search for universal laws in favour of detailed analysis of the particular and context-bound features of a certain site.

A typology of case studies is set forth by Jensen and Rodgers (2001, 237–239), which include the following: snapshot case studies, longitudinal case studies, pre-post case studies, patchwork case studies and comparative case studies. A snapshot case study is a detailed study of one research entity at one point in time. This case study takes the form of a snapshot case study. It tries to expose the ‘closing’ tutorial practices that occurred during that particular period of time. This is also a single case study. Focusing only on one case has drawn criticism among researchers, but Yin (1994) argues that this approach can be justified if it meets at least one of three criteria. Firstly, it is valid if the case is a critical one for conforming, challenging or extending a theory because it is the only one that meets all the conditions of the theory. A single case study is also justified if the case is rare or extreme. And finally, a single case study is warranted if the case provides unusual access for academic research, and unless the case is investigated, an opportunity to examine a significant social science issue might be lost. This case meets the last criterion as PBL discursive practices are different from traditional classroom discussion and this case is able to capture the highly interdiscursive practices which take place at a time of social change (Fairclough 1992a).

The studied entity is a series of tutorial discussions taking place at Helia Business Polytechnic. Stake (1995, 4) points out that the most important criterion is to maximise what can be learnt from the case. Given the purpose of the study, the researcher has to reflect on which case would be likely to lead to deeper understandings, to assertions and perhaps even to modifying generalisations. When selecting the case it is necessary to select one which is important in itself and also for its historical and strategic role (Walford 2001). Helia was among the first Finnish polytechnics to implement an International Business Programme with a PBL approach. Helia has also had a somewhat leading role in vocational business education as it served a teacher training school for vocational business teachers under the name of the Finnish Business College.

Yin (1984) and Stake (1995) both stress access as one of the key criteria of the successful case study. Walford (2001, 151–154) criticises teacher-researchers who are tempted to accept research sites that are readily available and who do not give adequate justification for the choice of case. I have to admit that my access to this particular case is convenient as I work within the same organisation and have a deep understanding of the Liibba programme which extends back to the beginning of the transformation work. However, I consider my research endeavour to respond as serving the needs of teachers who are studying their own work, building alliances with research communities and educational institutions. In this way, my study brings the work of research and practice closer together (e.g. Bereiter 2002; Tynjälä 2004).

As the purpose of the study is to describe and analyse what kind of an interdiscursive site a PBL tutorial discussion is for collaborative knowledge construction and the chosen case should facilitate the understanding of this phenomenon. The leading principles of the PBL approach at Helia are based on the Maastrichtian model of PBL (the themes, triggers, the seven step model and skills), although some major changes have been made. The core of PBL is the tutorial session in which the students follow different phases. These phases guide the tutorial group from the initial clarification of the terms through a phase of problem definition to a phase of brainstorming in which they bring forward their initial ideas. Students have then to elaborate on their initial ideas and critically assess what they know and what do not know. Finally they have to compose their learning objectives for self-directed study. After days of self study the tutorial group meets again to discuss and synthesise students' findings in relation to the original problem. They also evaluate the learning and problem-solving processes that have taken place. This is the closing part of the tutorial.

This is an instrumental case illuminating the construction processes of various discourses and genres manifested in a PBL tutorial site. The eight PBL tutorials studied dealt with the theme 'Identifying and Building Customer Relationships'. This theme included eight learning triggers aimed at engaging students in the basics of international marketing. These tutorials were tutored by a marketing lecturer who had the longest experience in PBL tutoring at Helia. These particular tutorials were selected because of my own professional and educational background in marketing which made them conceptually manageable (see Holliday 2002, 38). The professional knowledge base the students were studying was familiar to me as I had been a marketing lecturer at Helia for 2.5 years prior to taking the position of a principal lecturer. The books and articles included in the students' reading lists were also known to me. This understanding of the tutorial themes assisted me in following the chains of thoughts and references presented by the tutorial participants. Furthermore, the tutor was also willing to collaborate with me. The Liibba programme at Helia provided a local-cultural context which facilitated an understanding knowledge construction processes.

A situational focus approach (Alvesson & Deetz 2000, 201-207) was also partly adopted in this case study. A situational focus refers to such phenomena as a particular encounter or decision process on which a study might be centred. The focus makes it easier than with most other approaches to describe the empirical material so that it is open to other interpretations. A situation may be chosen because it breaks with the established norms or taken-for-granted assumptions. The drawback of this focus is that such events are limited in time, space and representativeness. The particular event or events under scrutiny can hardly be used as the only springboard for an account of the whole history of the particular group or event in an educational setting studied. Additionally, adopting this focus means that the insights and ideas the research subjects are constructing are not exploited to the same extent as they could be if interviewed directly by the researcher. On the other hand, there are some advantages with the approach. Exploring a particular event means acquiring a limited but enlightening insight into certain aspects of the social relations and processes in a tutorial.

Alvesson and Deetz (2000, 2005) underline the processual aspects that are illuminated by the situational focus.

Employing the critical discourse analytic approach

While contemplating my analytical approach to the study, I found discourse analysis to be appropriate for the object of my study. I wanted to capture the discursive practices present in a tutorial and examine how these constitute aspects of society and the people within it. Furthermore, I wanted to question the dominant practices. Such an analysis draws attention to the social nature and historical origins of the world which is usually taken for granted. The basic assumption here was that the language available to the tutorial participants enabled and constrained their expression of certain ideas.

The field of discourse analysis is no way unified and coherent. It consists of very different research orientations and solutions (see Alvesson & Kärreman 2000; Grant, Keenoy & Osrick 2001; Remes 2003; Grant, Hardy, Osrick & Putnam 2004 for overviews). Discourse analysis can be understood as an umbrella term including the ethnography of speaking, pragmatics, conversation analysis, interactional sociolinguistics, and critical discourse analysis. (Cameron 2001.) One way of differentiating discourse approaches is to divide them into four groups based on their diverse perspectives. The textual perspective, for example, treats discourses as products, separate linguistic entities while the cognitive perspective regards discourse as a mental process. These two perspectives have their roots in the formal language tradition. On the other hand, the following two perspectives have their roots in the functional tradition. The interactive perspective describes the interaction with a certain context in terms of the participants, whereas the constructionist perspective analyses discourse as part of a larger social context. (Luukka 2000, 144; see also van Dijk 1997, 7–28.) In Table 2 I outline the differences of discourse research with assistance from Luukka (2000).

Table 2. Different perspectives of discourse research (Luukka 2000)

	Discourse	The focus of the inquiry	The context of language
textual	excerpt from language – longer than a sentence	the structure of discourse	the discourse itself (within the text)
cognitive	product of mental knowledge processing	the cognitive structures behind the discourse	the internal world of a speaker and a listener
interactive	meaning making negotiation; interaction	talk in interaction	interactional situation (between a speaker and a listener)
constructionist	part of the social practice of a community	the communicative strategies of the community, meaning making	community (between a speaker, a listener and the community)

This study adopts a constructionist perspective for it is interested in how the tutorial group operates as a meaning making community.

Critical discourse studies have now reached a mature stage within discourse studies (McKenna 2004). This approach has not been without adversaries and has prompted heated discussions (see e.g. Widdowson 1995; Fairclough 1996; Hammersley 1997; Toolan 1997). There are several CDA approaches, each with different emphases on criticality, historical perspective and on the notion of intertextuality (e.g. Parker 1992; Fairclough 1992a; Wodak 1996). What is common to them all is that they intertwine their theoretical frameworks to form a linguistic, as well as social scientific, approach to discourse. The critical approach is distinctive in its view of the relationship between language and society, and of the relationship between analysis and the practices analysed. (Fairclough & Wodak 1997.) It aims to show changes in the use of language that can be seen as a sign of general social and cultural changes in a society.

As a discourse analyst, I am interested in describing the workings of discourse as an element of social practice. Furthermore, I have adopted a self-consciously critical perspective and want to ask alongside the question 'how does this text work', the question 'what or whose interests are served by the text working this way?' (e.g. Markus & Cameron 2002, 12). Critical discourse analysis provides an interdisciplinary analytic approach and a flexible metalanguage for the analysis of texts and discourses. It recognises that language and discourses are not transparent ways of representing the world.

The version of CDA I exploited in this study is informed and inspired by the ideas presented by Fairclough (2003b; see for consistent elaboration of the CDA approach Fairclough 2001b; Chouliaraki & Fairclough 1999; Fairclough 2003b). It primarily relies on poststructuralist discourse theory, especially on Foucault, critical linguistics and a number of social critical theorists such as Gramsci, Althusser and Habermas (Fairclough 1992a; 1995a; 2001b; 2003b). Nevertheless, I have some reservations concerning Fairclough's work on the critical-normative stance adopted in the name of emancipatory objectives.

Fairclough (2003a; 2003b) describes social structures such as economic structure, social class or a language as highly abstract entities defining a potential or a set of possibilities. The relationship between what is structurally possible and what actually happens, between structures and events, is a complex one. Events are not in any simple or direct way the effects of abstract social structures. Their relationship is mediated – there are intermediate organisational entities between structures and events. These are called social practices. Examples such as the practices of teaching or practices of management include the following social elements: productive activity, means of production, social relations and identities, cultural values, consciousness and semiosis (all forms of meaning making – verbal language as well as visual images and body language). Fairclough (2001b; 2003a; 2003b) understands social practices as ways of controlling the selection of certain structural possibilities and the exclusion of the others. These social practices are networked together and shifting. They articulate semiosis together with other non-semiotic social elements. CDA sees discourse – language use in speech and writing – as a form of social practice. Describing a discourse

as social practice, implies a dialectical relationship between a particular discursive event and the situations, institutions and social structures which frame it. This dialectical relationship is a two-way relationship: the discursive event is shaped by situations, institutions and social structures, but it also shapes them. (Fairclough & Wodak 1997, 258.)

In social practice discourse figures in three main ways: it involves genres, discourses, and styles. In this study the most autonomous concepts of genre and discourse were examined in a tutorial site since they constitute the main elements of an order of discourse. Both aspects (discourses and genres) were expected to influence the textual structures of the tutorials.

What makes Fairclough's CDA framework suitable for this study is its views on texts (spoken or written) as intertextual; made of other texts; its multifunctional viewpoint in which three social functions are accomplished simultaneously; and its system of options, from which the language users make their choices, in the course of the interaction. Chouliaraki (1998, 10) clarifies what these views encompass. The term intertextual implies that the text is an indicator of discursively constituted social relations and subjects. She refers to Fairclough and states that textual features can be seen as traces of the process of text production and as cues in the process of interpretation. This view on text as having a material form, through which we can examine social relationships, further implies a view of the text as constituted by a variety of discourses and practices which surround it and are drawn into it. The multifunctional view of the text incorporates the idea that language is seen as establishing three social functions at once in a text: ideational, interpersonal, and textual. The ideational function refers to the symbolic representations of the world (systems of knowledge and belief), the interpersonal to the constitutions of relations and positionings, and the textual to the constitutive properties of the text. CDA involves a transparent movement back and forth between microanalysis of the text using various tools like textual and semiotic analysis, and macroanalysis of the social interactions and power relations that these texts construct. Consequently, it draws from both theories and models of text analysis and from contemporary social, cultural and political theories. (Luke 2002, 100.)

The interdiscursive emphasis of the study makes it more an interpretative than a descriptive linguistic analysis (Fairclough 1999). For this reason, I had to rely on my social and cultural insight of the social context of a tutorial practice. Interdiscursivity accounts for the various meanings and impacts intertextuality has for different generic structures. An analysis of interdiscursivity aims to find out the relations between genres and discourses, as they are exemplified in the tutorial discussions through a three-stage process of description, interpretation and explanation. The particular genre analysis exploited was also derived from Fairclough (2003b, 70–119).

What was actually an important aspect of these kinds of analyses was the fact that they paid simultaneous attention to both the content of the subject-matter and to the types of social relations and identities developed in certain situation categories or genres (Chouliaraki 1998, 12). This stressed the importance of understanding that tutorial discussion involving knowledge construction (as a question of input), also constituted the identities of the participants. Thus,

what was produced in tutorial discussion, in the realm of international marketing, was one of the outcomes of the discussions.

Production and interaction with the empirical material

Having familiarised myself with the theoretical literature on PBL tutorial discussion, I decided to enter the tutorials of the first PBL Liibba group, during the second semester, on order to videotape some of the discussions. These students had had five months of experience with the PBL approach which should have enabled them to concentrate more fully on the knowledge construction process in the tutorial, as PBL process was familiar to them. It is claimed that it normally takes approximately six months to grasp the ideas of the PBL process in a tutorial. Furthermore, I found it necessary to capture on videotape the stages that are possibly among the most demanding for the students and tutor – the stages when they are struggling to take stances as knowledge constructors. The epistemological-ontological change which embedded in the PBL approach, at least implicitly, should be illuminated in a tutorial site and studied in order to understand the challenges the group might encounter.

In autumn 2001, in the second semester of the Liibba programme, there were three consecutive tutorial groups 1, 2 and 3 having sessions every Tuesday and Thursday. Each group had a session of 90 minutes. The tutor started with group 1 at 8.30 and finished with group 3 at 13.45 with a lunch break in the middle of the day. The tutorial groups were constituted such a manner that every group had students representing both sexes as well national and international students. The latter was essential to ensure that an international dimension was an integral part of the learning process. I selected tutorial group 1 that was the first in the morning, because it was the most convenient for my own timetable. I videotaped the closing part of the tutorial lasting usually 60–65 minutes and remained in the tutorial to follow the opening of the new learning trigger. I made some notes on the discussion in my field research log as I listened to the discussion. Besides the videotaped material from tutorials, the case data was constructed from the memos and agendas that the student recorders and discussion leaders provided for the tutorial group.

Ethics of the study and empirical material

Any researcher has ethical obligations, but these are stressed when the researcher acknowledges her own presence within the research process and also abandons the claim of discovering truth. The ethical requirements of research have to do with participant anonymity, informed consent from the institution and the participants, and also participants' legal rights in the study (see e.g. Taylor 2001). Next, I will discuss how these requirements were dealt with in this study.

Consent for videotaping was requested by e-mail from the director of the Liibba programme, Paula Kinnunen. Once permission had been granted, a briefing session was

organised for students of the second semester. At the meeting, I explained the purpose of the study and other relevant matters to the students, and also handed out an informed consent form (see Appendix 1). I informed the students that the videotaped material would be private and would not be used for educational purposes. I also verbally assured them that their names would not be published in the research report. All the students gave their informed consent to study and seemed to be curious about it.

The videotaping process revealed that the students were not much troubled by the idea of being videotaped. I was aware that the mere presence of an outsider would affect the behaviour of the students. Although, I tried to be as quiet as possible when videotaping, the physical realities of the situation (as I was standing at the front of the classroom behind a camera) did not allow the students to forget that I was there following their every move and utterance. Only at the end of the first videotaped tutorial did the students tell me that they did not want to make eye contact with the camera. Otherwise, they stated, the situation was acceptable to them. They also commented on the size of the video camera as it was old-fashioned and bulky, standing on a tripod – they might have preferred a smaller camera less visible to them. The rapport I created with the students was friendly, and they talked with me before the tutorial sessions, sharing their feelings of nervousness about being a discussion leader and so on. They also contacted me after the videotaped sessions and showed interest in the research project by inquiring about its progress.

Transcription, analysis and interaction with the transcripts

I started the transcription of the videotapes at the beginning of 2002 and found, after transcribing the first videotaped discussion, that it would be rather time-consuming for me to do it as I was working as a full-time principal lecturer at the same time. Therefore a research assistant was recruited to help with the transcription process. I explained the procedure I had adopted to the research assistant, and we met, from time to time, to monitor how the transcription process was going by watching the videos and assessing the transcripts.

I had to consider a number of factors when selecting the transcription method, the most important being the adequacy of the method for the purposes of this study. Equally important was the readability of the transcripts. Aiming for clarity of reading, I adopted very light transcription conventions, and have only included details that I considered necessary for my analysis. In general, I have identified the speaker having the floor and indicated this with a name shift in the turn-taking. The names of all participants have been changed, and fictitious names, rather than initials or numbers are used for the reader's convenience. The native countries of the students as well as some of the countries they referred in the discussion have also been changed to protect their anonymity. To assist the fluent reading the transcriptions, I have also used the standard punctuation conventions. The transcription conventions are shown in Table 3.

Table 3. Transcription conventions

Marking	Explanation
PRODUCT	a word or words written in uppercase letters indicate louder voice than normally in a discussion
find	a word or words in bold letters signify that the words are stressed
Looking at the tutor	words in italics beside of the utterance refer mainly to the non-verbal communication of the turn-taker
(xxx)	one or more words are inaudible or unclear
(.)	a brief pause
(.)(.)	a longer pause
[...]	some material from the original transcript has been omitted

The speech on the videotapes was transcribed, and other contextual information (non-verbal communication) was shown in italics. The contextual information relates mainly to the turn-taker and the participants who were invited to assist to the contribution the turn-taker had made, for example, through eye contact. The transcription process was concluded in the autumn of 2002. However, the process was far from easy as it was sometimes extremely difficult to hear and understand what the students were saying in English. This led me occasionally to reflect on whether they had really heard or even listened to each other during the discussions. The majority of the students were Finns and therefore, it was relatively straightforward for me and the Finnish research assistant to understand their English. However, if the students had a linguistic background other than an Indo-European language, the process of comprehension was occasionally a laborious one.

The analysis of the transcripts started in the spring of 2003 by multiple readings of the transcripts and watching of the videos. At the same time, some corrections were made to the transcripts. The phase of preliminary analysis began first by experimenting with a team talk audit, described by Donellon (1996), in order to get an overall picture of the tutorial discussions. The team talk audit involved analysing how the team identified itself: did it function as group and refer to itself as group using the pronouns 'we', 'our', 'us'; or was it more like a gathering of individuals (using the pronouns 'I', 'you')? The interdependence of the group was then explored by analysing how the students expressed their need for other participants within the tutorial context. This was followed by an analysis of the power differentiation in the tutorials in relation to the questions of discussion, interruptions, and changing the subject. The social distance in the tutorial discussion was then analysed taking into account the way students addressed each other, and their use of hedging and other politeness strategies. The team talk audit also included themes of conducting negotiation and conflict management. These themes were examined by observing how the tutorial participants challenged each other and resolved possible disagreements.

The team audit talk approach is criticised for not seeking to uncover the ways language constitutes and reconstitutes social arrangements. Moreover, it is claimed that the approach

does not look at how discourse produces and maintains systems of power and control. In addition, because of its somewhat monological orientation, it presents a singular and coherent narrative among the participants. (See e.g. Grant et al. 2004, 15.) Therefore, the team talk audit was only used as an approach to gain familiarity with the empirical material.

Next, I moved to a non-verbal description and analysis of the tutorials (the setting, structure, and the belongings brought to the tutorials). Here I used some tools of semiotic analysis (Kress & van Leeuwen 1996; 2001) which helped me to construct the physical site of the tutorial context. After this, I using the concepts of genres and discourses, I explored the discursive practices of the tutorials. Wodak (1999, 186) points out that CDA requires constant balancing of theory and empirical phenomena. Therefore, as an analyst, I consulted theoretical constructions of classroom discussion and critical management studies at the same time as I was reading the transcripts. The resulting analyses could thus be described as abductive.

While analysing the genres employed in the tutorials, I concentrated on careful reading of the content, vocabulary and language of the tutorial text. Social relations and structures were unfolded in the texts as the discussion proceeded. The participants and their subject positions were located since they were open to challenge and conveyed the power relationships between participants. Furthermore, I paid attention to cohesion; the semantic relations between sentences and clauses as they also reveal the situated genres. In order to understand how the genres related to the emerging notion of a place discourse community I asked the following questions: what kind of communication do these genres encourage; do they empower others while silencing the rest; what are the political and ethical implications of the rhetorical situations assumed by a particular genre; what do the genres tell us about the place discourse community (e.g. Coe 1994 cited in Johns 2002, 9).

The construction of discursive themes on the basics of international marketing was initiated by reading the various marketing themes the students produced in the tutorial discussion, and looking for contradictions in the way meanings were formed during the tutorial discussion. This was done by analysing the vocabulary (choice of words, their formality or informality, metaphors) and grammar (the prevailing processes and participants, passive or active sentences, modality, cohesion) that the student used in establishing the basics of international marketing. The analysis of modality helped to indicate the closeness of the student with her propositions, and the relations she established with the other tutorial participants and with the tutor. To investigate modality, I examined the modal verbs and adverbs used in the tutorial discussions: how the tutorial participants positioned themselves in relation to truth or likelihood in their utterances. I also explored the practices of contesting the meanings presented in the tutorials. During the analysis process I also tried to be sensitive to the absences in the text - the choices, for example, that student might have made, but did not make.

The analysis of the written agendas and memos took place after the transcripts. I investigated how the documents were drawn up, what seemed to be their communicative purpose and structure, and also how they positioned the writer and the reader. I analysed

the words and semantic structures used, taking especial care to compare the contents of the memos with the actual discussions they attempted to represent.

The analysis process involved writing numerous papers on team talk audits, non-verbal communication and the physical site of the tutorial, discourse representations, and genres in each tutorial discussion. During the analysis phase I constantly returned to some themes and read transcripts more closely in order to understand what had taken place in the tutorials. I aimed to put my analysis in an ongoing dialogue with the concepts I was employing and with the literature I was reading.

When selecting the samples from the empirical data for this dissertation I relied on the strategy recommended by Baxter (2003). I selected significant moments important for the ways in which they illuminate and exemplify the positionings of the tutorial participants in relation to the genres and discourses invited and negotiated in the tutorials.

The contents of the Liibba curriculum, working methods, and assessment principles

This subchapter begins by outlining the curriculum context of the tutorial discussions as far as the contents, working methods and assessment principles are concerned. The description of the second semester of the Liibba programme is based on the study-guide material produced for students and tutors. The outlines of the semester with the principles of assessment can be found in real-time from the electronic platform Blackboard™ which was used in information sharing with the students. Tutors announced the coming lectures, submitted lecture handouts and power point slides in course material folders. Students used the discussion board facility for submitting their tutorial memorandums after the tutorials. The Blackboard™ environment also provided forums for students to discuss matters in the form of a virtual classroom, supplied the students with links to databases and so on.

The first implementation of the second semester of the Liibba programme according to PBL approach took place in autumn 2001. The theme of the second semester was 'Establishing business ventures in the global environment', and it consisted of 24 ECTS points. During the second semester, there were seven tutors involved with tutorial group as it was decided that there was a need for content expert tutors. This was a contrast to the first semester where there had been only one tutor working with the tutorial group throughout the entire period. However, the number of tutors was felt to be problematic at the end of the second semester, and new arrangements were made.

The aim of the second semester was that the student would understand the process of establishing a new business venture, and develop her written and oral communication skills in order to reach a competent level when producing a feasible business plan as a team effort. The main learning processes related to understanding entrepreneurship and how a company functions, creating a feasible business mission for international markets; and developing a business plan as a project. Other relevant processes were becoming an effective business

communicator and acquiring teamwork skills in order to be able to take an active role within a group and to continuously reflect on the contributions given and the behaviours manifested by the group members.

The weekly timetable of the Liibba student is shown in Table 4 below. The second semester theme covered a range of integrated business topics. This meant that the students studied languages and mathematics outside the PBL approach. Friday was reserved for these skills. One problem encountered was the short period available for self-study between Tuesdays and Thursdays. This timetable problem was due to the shortage of tutors and the transition period meaning that tutors were also working within the conventional curriculum and had to be in certain classrooms at certain times to commence lectures or seminars.

Table 4. Outline of the weekly timetable of the second semester in the Liibba programme

Monday	Tuesday	Wednesday	Thursday	Friday
Resource lectures and guest speakers/ company visits 10.15–11.45	Tutorials 8.30–10.00 group 1 10.15–11.45 group 2 12.15–13.45 group 3	Self-study	Tutorials 8.30–10.00 group 1 10.15–11.45 group 2 12.15–13.45 group 3	Skills
Self-study	Self-study Project work	Business Plan Workshop 12.15–13.45	Self-study Project work	Self-study

The role of the resource lectures was to provide various models and frameworks for the topics discussed in tutorials. Although it was the tutors who acted mainly as lecturers, representatives of the companies that had cooperated in designing the triggers were also invited as guest speakers. The tutorials lasted 1.5 hours, of which one hour was devoted to the closing discussion and 30 minutes to the opening of the new trigger. On several occasions, students and tutors discussed of the shortage of time in tutorials. The duration of tutorials was affected by the fact that the tutors had other teaching responsibilities outside PBL curriculum, which meant that their timetables were fixed to starting and ending times. The business plan workshops offered a learning environment in which students could work on the business plan project. A tutor supervised these workshops and employed various methods for processing issues relating to the business plan according to the requests from students. The tutorials and business plan workshops were compulsory for the students whereas attendance at the resource lectures was voluntary.

The syllabus, consisting of 23 ETCS points, was divided into 6 sub-themes with particular sub-aims (Appendix 2). To assist the learning process, a list of ‘Major concepts to be mastered’ which related to the themes was given to the student. The syllabus was based

on the idea of integrating subjects that were needed in producing a business plan for a new commercial venture. The students were required to consider marketing, financial, and legal aspects of starting a business. The problem-based learning syllabus exposed the students to integrative aspects of the business plan project as the tutorials and resource lectures were also planned with integration in mind.

The second semester ended with a business plan fair event organised by the students. The students presented their business plans to invited guests from business, and organised a panel of entrepreneurship where students and business representatives discussed the role of polytechnics in producing new entrepreneurs. The best business plans were rewarded. After the individual examination, an evaluation seminar was organised in which all the groups discussed and evaluated the content and the process of the second semester with the tutors involved.

The assessment of the semester centred on a number of areas. Tutorial performance counted for 30 per cent of the total grade. The students filled in self-assessment forms after each sub-theme and received written feedback from their tutors. The business plan and the included portfolio counted for 40 per cent of grade. This was based on team performance and required that the students produced sub-theme outcome papers, a log of critical incidents during the project process, peer assessments and the final business plan. The individual examination students took, made up the remaining 30 per cent of the grade. The examination included a PBL trigger type of assignment and some concept definitions.

From the documents it produced, the Liibba programme at that time could be also illustrated and crystallised in the same manner as the other PBL business and management programmes seen in Chapter 3 (Holman 2000). Epistemologically the programme could be pursuing a more objectivistic truth than relativistic truth. The privileging of certain concepts indicates this perspective. The employment of PBL pedagogically invites both students and tutors to take advantage of their prior experiences when contextualising formal knowledge. Students are especially required to develop their abilities in tolerating ambiguity and clarifying their own roles through normal interaction with others, both inside and outside the organisation. Students should also be able to manage self - time, stress, resources and priorities. In addition, they should communicate and collaborate effectively, demonstrating the ability to influence others and be influenced, to listen and understand, to work out differences in order to avoid destructive conflicts. The ideal graduate from the programme is described as 'able to take responsibility and become an independent, initiative-taking learner with the goal to create an individual professional path with a clear orientation towards the future'. This seems to be in conflict with the tolerance of ambiguity that was described earlier and it does not take into consideration the constraints of social structures and practices impose upon a person. At that time, the Liibba programme was a pioneering PBL programme at the polytechnic, which also made it a marginal one. Thus, from the organisational perspective, the other larger programmes tended to dictate the availability of teachers, classrooms and times for the execution of the programme.

The programme's goal 'to provide students with an education that corresponds to the demands of the rapidly and continuously changing business environment' indicated that the role the Liibba programme is expected to take in the business world is a vocational one.

Based on the analysis above, the Liibba curriculum could also be situated within model II of Savin-Baden's (2000, 128) categorisation of PBL curricula. It appears to concentrate on the notion of know-how. The curriculum aims to create a process of problem-based learning that enables students to solve problems and to become competent in applying this ability to other kinds of problems and situations within a given framework. Thus, the students develop critical thinking skills which are interpreted quite narrowly as the ability to use problem-solving techniques in relation to propositional knowledge as a means of becoming competent in the work place. According to Savin-Baden, this kind of PBL curriculum is typical for areas of education such as business studies, social work and occupational therapy, where there is a strong link with public or private industry

Classroom 160 at the polytechnic

Genres and discourses are also articulated through objects such as buildings and interior designs. The architecture of school buildings and the structure of society have always been interlinked, with school buildings representing the pedagogical ideology of their times. The school buildings constructed after WWII are reminders of the industrial revolution that took place in Finland. They are big factory-like buildings with long corridors, and their symmetrical, mathematical forms emphasise order, power, and hierarchy (Veijola 2000). The college building in which the PBL tutorials took place was inaugurated in autumn 1978 as the new premises of the Finnish Business College. The building was described at that time as being the second biggest business college in Finland. The form of the building is a rectangle at the centre of which is an open space. Consequently, the corridors are long, and it is quite usual that new students wander around the rectangle trying to find their classrooms. The classrooms along the corridors were named after the subjects that were taught in them, and students moved from one room to another according to the subjects on their timetables. (Santonen 1998, 71.) The space separation of subjects taught in different classrooms frames and disconnects them from each other. Students are immediately acculturated into a discourse of reading the business subjects as independent and separate. (E.g. Kress & van Leeuwen 2001.)

Inside the schools, the students used to move in lines, along the corridors to their own desks in the classrooms. Sitting still and silently at the desk, talking only when allowed, trained students to an industrialised society. (E.g. Veijola 2000.) The problem-based learning approach emphasises the role of the student as an active participant in knowledge construction. Since, the tutorial is a site which requires active social interaction among students, sitting in quiet rows in a conventional classroom is inappropriate to the PBL ideology.

Classrooms like all places and spaces are never merely objective locations waiting, passively and self-contained to be occupied by students and furniture. According to MacLure

(2003, 16), these places shrink and swell; blow hot and cold. The classroom is an odd and fluid discursive place, expanding and contracting under the pressures of different discourses that regulate its confines and construct its interiority in unlike ways. Classrooms are activity settings in which genres, artefacts, tools, and the site are co-constitutive (Berkenkotter 1998).

Classroom 160 (previously known as the 'marketing classroom') on the first floor of Helia had desks for 40 students and a bigger table for the teacher underlining her institutional role. The classroom had windows facing a gas station which has now been demolished to make way for the new polytechnic campus area. The walls of the classroom were pale cream, and the end wall was decorated with a few posters. A computer with a multimedia projector was installed in the corner of the classroom next to the teacher's desk. There was also a whiteboard and a flipchart next to a semi-circle seating arrangement for the brainstorming phase. The classroom as a situational context provided external cues for students to interpret and negotiate. The way in which the students interpreted the classroom context, had an effect on the nature of the discourses and genres drawn upon (Fairclough 2001c, 121).

The decoration of the classroom was ascetic, with only just posters at the end of the classroom, seen only by the students when entering or leaving the classroom. Posters are sent to schools frequently, often free of charge, and used for educational purposes. The papers and posters seen at the end of classroom 160 were from left to right: An EU poster, an 'Instructions for exit' – and a beach poster. A bookshelf stood in the middle of the wall with some odd papers on the shelves. On the right side of the shelf were a polytechnic poster and a Helia polytechnic poster. The 'Instructions for exit' were written on a series of A4 sized papers pinned to the wall, explaining what to do in a case of an emergency. The font size was 12, making it impossible to read from where the students were sitting. For this reason, it is not analysed in the study.

The EU poster was provided by the European Information Centre, and was one of the thousands sent out to schools at the end of the 1990s to provide information on the member states. The poster presenting the EU map in the classroom could be constructed as conveying the idea of a European context and reminding the students that they are also part of a bigger context beyond the Finnish polytechnic environment. The EU map presented the countries that were members of the union and used their national flags as artefacts as well as a pale-coloured map. As the map is European-centred, it automatically excludes the other continents of the world. Reading the European-centeredness from the poster, tutorial participants from China, Ukraine, or Thailand may have felt a sense of their countries' non-existence.

The next image, the beach poster, showed three sunbathing and sandcastle building people (a family?) in the foreground and a lake landscape with a sailing boat in the background. In the middle section of the poster was a person looking at the lake. The colours were warm conveying the idea of a hot summer's day. This poster, with its family emphasis and warm colours, did not seem to fit into a classroom. It was very difficult to find the source of the poster despite enquiries to travel agencies in Helsinki. However, after discussion with other members of the Helia staff, I concluded that this poster was brought into the classroom by a language teacher, since it is typical to animate language classrooms with posters depicting countries

where the target language is spoken. The poster could, therefore, be read as an intervention by a language teacher offering an alternative approach of constructing the world outside.

To the right of the bookshelf was a polytechnic poster which was produced by the Finnish polytechnics presidents' association, Arene. According to Antila (2003), 3000 copies of this poster were printed out and it had been widely visible in various forms, such in magazines, educational fairs, internet-pages during the early years in which polytechnics had been established. It was also sent to the study counsellors of upper secondary and vocational institutions for putting it up on the walls of their institutions. Therefore, the Finnish students at least had possibly had exposure the image outside the classroom.

In the polytechnic poster a group of students were positioned together in a syntagm which established a classification. This classification means, according to Kress and van Leeuwen (1996, 81), that they should be judged as members of same class and read as such. The students could be seen as subordinates of the class of 'polytechnic students'. They were shown against a neutral background (black) and in a linear fashion. The visual configuration had two related functions. Firstly, it creates a visual form of direct address. Secondly, the represented 'polytechnic student' was smiling directly to viewer thus offering an entrance into imaginary relationship with her or him. The photos of the students were close-up photos (showing only heads and shoulders) offering again an intimate and friendly relationship with persons represented. (Kress & van Leeuwen 1996, 122–130.). The three girls' faces and three boys' faces represented solidarity and equal opportunity, but were still composed as distinct individuals. These individuals presented the polytechnic as young and future-orientated (e.g. Antila 2003). The poster was reminiscent of the wild west posters hanging on the walls of sheriffs' offices emblazoned with the caption 'WANTED'. While, the people depicted in those posters had been criminals, the classroom poster suggested that these were the sorts of people to the polytechnic wished to recruit. The students were all Caucasian, making it explicit that the main target audience of poster was the traditional Finnish student; there was no reference to a multicultural and internationalised Finland. Some of the exchange students and immigrants might construct the poster as excluding them from the polytechnic scene.

The text on the poster stated 'Ammattikorkeakoulut teoriaa ja käytäntöä sopivassa suhteessa' [Polytechnics theory and praxis in balance is the official English translation]. It conveyed a message differentiating the polytechnic system from the university system (the praxis side) and linking it nevertheless with academic knowledge (theory) (see Herranen 2003 for more on this). The statement 'Polytechnics theory and praxis in balance' had a quality of a metonym. Metonyms tend to be more 'grounded in our experience' than metaphors since they usually involve direct associations (Lakoff & Johnson 1980, 39). Metonymy does not require an imaginative leap from one domain to another as a metaphor does. The metonym in the poster referred to a sense of balance in certain location – a polytechnic. Students looking for balanced orientation in education were being pointed towards a place where that balance could be found. The unexpressed statement was that in certain institutions there is either an

overload of theory or practice or, alternatively, a deficit in them. This could refer to universities or vocational schools.

The poster's syntagmatic structure was a montage based on spatial relationships and on conceptual relationships such as in exposition or argument. Kress and van Leeuwen claim that where an image is structured along a vertical axis as in this poster, the upper and lower sections represent an opposition between 'the Ideal' and 'the Real' respectively. They suggest that the lower section in pictorial layouts tends to be more 'down-to-earth', concerned with practical or factual details, whilst the upper part tends to be concerned with abstract or generalised possibilities (a polarisation between respectively 'particular/general', 'local/global' etc.). In many Western printed advertisements, for instance, 'the upper section tends to show us 'what might be'; and the lower section tends to be more informative and practical, showing 'what is' (Kress & van Leeuwen 1996, 193–201). In the poster the text 'Polytechnics theory' was located in the upper section and 'praxis' in the lower section of the poster, thus confirming the ideas presented by Kress and van Leeuwen.

The polytechnic poster was an example of genre mixing as, although it ostensibly shared information about the polytechnics but the same time the message was strongly promotional and activity orientated (the recruitment of new students). However, the more sophisticated and knowledgeable students-to-be are hardly likely to attend a polytechnic solely on the strength of its advertisements. On the other hand, according to Wernick (1991, 161), what really matters is all accumulated promotional capital that had gone into constructing a polytechnic's perceived image. Furthermore, as the poster advertised the polytechnic system, it could be said to be a part of the commodification discourse of education (Fairclough 1999). Polytechnics, it has been claimed, marketed themselves more aggressively than the more traditional universities when the system was being established.

The other polytechnic poster, designed by Helia, depicted a chess piece with the slogan 'oikea siirto' ['the right move']. It was a stylised drawing using bold strokes and colours were turquoise and white with some black. The chess piece was a king and looks almost three dimensional in the way it has been drawn. The king in chess represents the prize the opposition seeks to win. If the king is threatened and cannot escape capture, the game is lost. The king is totally alone in the Helia poster, and during the end game, as any chess player knows, the king is invaluable in attack and defence. The symbolism of a chess piece in an advertisement is strong, since chess is a play that has long been associated with wealth, power, and class.

The posters on the wall offered positioning discourses in the classroom 160. The EU poster together with the polytechnic posters, firmly stated the location of the classroom within the novel polytechnic system in Europe. The beach poster represented an interesting counterattack, courtesy of the more humanistic language teachers. The posters of EU and polytechnics could be interpreted as presenting mainstream ideas of the polytechnic approach (theory and praxis), and the privileged places where the e.g. exchange students should be coming. They seemed to marginalise or even exclude students from other continents and students with different physical appearances. The degree to which students negotiated with

the posters when arriving and leaving the classroom remains a question. It is possible they understood them only as background noise to be ignored.

However, the regular Helia teacher conducting her lessons in classroom 160 saw them all time, as reminders for her to position herself definitely in a European polytechnic environment, underlining idea of a balanced approach to theory and praxis⁷.

Transforming a conventional classroom into a PBL tutorial site

Every time individuals interact with each other, certain shared understandings set boundaries on expected behaviour. These tacit or explicit shared understandings shift frequently during normal social life. A typical social site is characterised by fairly predictable phase, and so too is the PBL tutorial site following the PBL script. PBL tutorials also organise time and space in several senses. The tutorial is a certain kind of planned gathering in which the participants have some perceived role and forewarning of the event. (Boden 1994.) The students were informed that they would convene in the same classroom regularly. de Certeau (1984) has made an interesting distinction between place (which seems to refer to the site) and space. A place defines or delimits the fields of activity and it is governed by principles of proper usage defined by dominant social or political order. Spaces on the other hand are constructed through the productive transformation of places through specific practices of everyday life. Spaces are practiced places produced by the resourcefulness of the group who appropriates and redeploys the resources of dominant individuals or collectives. These spaces create opportunities for participants to open new ways of interacting and constructing identities. Thus, it was interesting to discover whether the students of PBL tutorials would construct the traditional classroom offered by the polytechnic authorities as their space for new learner positions to be created.

Classroom 160 was normally organised as a result of Tayloristic thought: the students sat in rows and had a direct eye contact only with the teacher. Since certain interaction modes are called upon in recurrent situations, their use is associated with particular timing. The studied tutorial took place on Tuesdays and Thursdays at 8.30–10.00. The Tayloristic classroom seating arrangement had to be changed every time the students met for a PBL tutorial and returned to the original layout after the sessions were over. Otherwise other staff would complain that chairs and desks had been left the ‘wrong order’. Before the students arrived in the classroom, I organised the chairs and desks into a semi-circle in order to save time, as well as facilitate the videotaping. Usually it was the students who did the rearranging before and after the sessions.

The semi-circle setting is understood to convey a message of non-hierarchical socialisation underscoring the notion that learning in this classroom is a communal responsibility. Whereas in conventional classroom students are controlled by the gaze of the

⁷ I checked classroom 160 at Helia on the 27th June 2003, and two of the posters were still there; the Helia poster and the European Union Map.

teacher at PBL tutorials the students can be seen as consciously responsible to the disciplinary gaze of other students. The traditional classrooms can be regarded as panopticons and PBL tutorial classrooms as omniopticons (see Costello 2001). The semi-circular arrangement removes the sense of hierarchy while moulding an even more effective disciplinary mechanism of gazes than the traditional classroom layout would produce. Through apparently free interactions, the tutorial participants and the tutor inform one another of suitable ways of participating. In a site such as this, the 'governing of the individual' occurs not 'through [...] explicit defining of [set] procedures' as in more conventional settings, 'but through the deployments of [particular ways of] reasoning' (Popkewitz 1998, 24). Unlike a conventional classroom site that is inclined to sanction divergences from a static norm, a site such as this fosters particular forms of creativity, frequently harnessing them to serve the (loosely coupled) systems in which participants are entangled. And because control in a tutorial classroom is distributed throughout the environment rather than being strictly located in identifiable figures or systems, it is very difficult for participants to detect or resist it. (E.g. Schutz 2004.)

The seating arrangements of formal business negotiations and meetings are similar to those of the PBL tutorial. Therefore, it should come as no surprise that the physical site encouraged students to bring coffee cups and water bottles along into the classroom. One ritual that was very visible before the tutorial commenced was the unpacking the backbags and the placing of water bottles on the table. Only a few students put them on the floor or on the table behind them. What is worth noting, is the individuality shown in bringing these items into the tutorial classroom. In Finnish meetings, especially, it is customary that the hostess or the host at least offers coffee to the participants and the five minutes before the official opening of the meeting involves drinking the coffee, exchanging a few ideas with the person nearby as preparation for the transformation from the casual pre-meeting genres to the formal meeting genre.

Papers, notes, beverages, and books were scattered around the students' desks. The books were open, papers underlined and notes were available for consultation. Sometimes it seemed that the students marked their territory with their materials, because if someone came late to the tutorial she would have to make room for herself by asking the others to move their paper piles to their own desks. The construction of the site suggested that the students tried to make it a friendly place to meet which was different from the conventional classroom. For example, Taylor (1981) proposes that having a cup of coffee symbolises the quality of relationship which he calls neighbourhood in USA. The beverages on the table might indicate the idea of building a relationship but on the abstract level only. On the other hand, the acceptance of having coffee or water bottles⁸ in the classroom could reflect the ideas presented about the drinking coffee in public places during the 17th century. The role of coffee was described as

⁸ It was interesting to find that some American schools and bottled water companies have started to appeal to parents for arranging bottled water for pupils 'Recent research suggests that sipping water, whilst working, aids concentration.' http://www.balbycarr.doncaster.sch.uk/subjects/sociology/letter_oct2001.htm.

a boosting to intelligent activities, speeding up the abilities of perception, and the chain of thoughts, while at the same time making them clearer. Coffee, it was believed, excited mental activities, without causing depression after manic phase. Consequently, coffee drinking, within the bourgeoisie circles was understood almost as an element of production as it increased the time reserved for work and made the use of that time more efficient. (Schivelbuch 1986.)

The students constructed their identities and relationships with each other by presenting and not presenting certain artefacts on the desks. Sometimes the chosen artefacts offered explanations to behaviour, while at others it disguised behaviour. For example, a student drinking water indicated that her action prevented her from contributing to the discussion.

The tutorial participants take their places

The videotaped PBL tutorial group consisted of 12 students and a tutor. The number of students in a PBL tutorial group was defined by the financial resources allocated to the Liibba programme. One of the prerequisites of introducing reform was that it should not cost more than the conventional way of teaching. The number of students in the tutorial group increased during the videotaping by two students⁹. One of the new students wanted to transfer from her previous tutorial group to this one, and the other just began his studies in the Liibba programme from the second semester. Therefore, the total number of the students rose to 14 but as can be seen in Table 5, usually 11 students were present.

None of the students had English as their native tongue. When the students applied to the Liibba programme they took an aptitude test in English, organised by a consultancy company. Besides the written and oral tests they had to take, the students had to deliver an *ex tempore* speech, and they were also interviewed. The interview was not only a language test but part of a wider psychological test.

The students were encouraged to take a different seat in the semi-circle in every tutorial in order to prevent subgroups or cliques from emerging. The students seemed to comply with this suggestion. The tutor, who as usually, was the first to arrive, also changed her seat in the semi-circle. It is noteworthy, however, that the desk around her were sometimes left vacant, a fact that might have had something to do with her role as the institutional representative.

Participation in the discussions

The quantitative representation of the turns taken in the tutorials serves to outline the general characteristics of the tutorials (see Table 5). The various roles assigned to the participants especially those of discussion leader (DL hereafter) and recorder set special requirements for

⁹ The other new arrival stopped me one morning at the traffic lights near the polytechnic and told that she was moving from another tutorial group to the one I was videotaping. She asked whether she also needed to sign the informed consent form for the videotaping and I arranged this for her.

Table 5. The turns taken in the eight closing tutorial sessions; the roles of the discussion leader (DL) and recorder (R) are marked. The hyphen indicates that the student was absent from the tutorial.

Name */ Tutorial	A	B	C	D	E	F	G	H	I	J	K	L	M	N	T	U	Total
Tutorial #1 Jaana DL; Ina R	1	14	1	-	-	2	7	11	2	53	24	-	34	45	42	5	241
Tutorial #2 Ina DL; Flora R	1	19	-	-	3	2	32	16	18	13	24	-	21	48	54		261
Tutorial #3 Flora DL; Anita R	3	4	6	5	-	5	14	28	-	6	13	-	-	31	32		147
Tutorial #4 Anita DL; Heidi R	23	2	20	8	-	6	33	23	-	8	31	11	-	63	57		285
Tutorial #5 Heidi DL; Nelly R	12	21	11	-	3	-	33	70	7	-	32	3	-	31	36		259
Tutorial #6 Nelly DL; Lee R	-	9	29	18	21	-	33	18	1	34	75	7	-	74	48	1	368
Tutorial #7 Lee DL; Boris R	0	15	5	-	18	2	-	39	1	47	33	30	5	-	69		264
Tutorial #8 Boris DL; Maria R	2	66	18	4	26	0	6	30	3	65	63	14	14	-	66		377
Total	42	150	90	35	71	17	158	235	32	226	295	65	84	292	404	6	2202

*A=Anita, B=Boris, C=Curt, D=Daniela, E=Ella, F=Flora, G=Gabriela, H=Heidi, I=Ina, J=Jaana, K=Kaius, L=Lee, M=Maria, N=Nelly, T=Tutor, U=Unidentified speaker

the participants. The DL had to be prepared to run the tutorial, and the recorder had to make notes during the session in order first orally summarise the findings and ideas at the end of the tutorial. Subsequently, she would submit a written memo to the others prior to the next session. The tutor had also taken a very active role in the videotaped tutorials.

The tutors voiced their concern regarding the absences during the second semester of 2001 and restated the rules agreed with the students. According the rules, the students should have informed their tutor about the reason for their absence (acceptable reasons were illness and a few other compelling reasons which had to be agreed on with the tutor). Within a week of returning to class, the absent student had to return a written personal reflection on the learning objectives regarding the closed task. This report had to include an analysis and an application of theory to the task, as well as an indication of the sources she had studied. Furthermore, she had to explain the reason for her absence. These reports were sometimes discussed quite ardently, and the students saw them as punishments, whereas the tutors tried

to represent them as learning opportunities. The total number of absences from the tutorials during the semester should not have been exceeded four, no matter what the reasons might have been. If the student had problems with this limit, she should have consulted the tutor.

Figure 3 below presents the most active participants according to the number of utterances made, at the core of the circles. One has to remember that the mere quantity does not convey the manner how each participant contributed to the knowledge construction (e.g. Luukka 1996, 62). The student might have been nervous and therefore filled the silences with comments not so relevant to the topic of the conversation. Nevertheless, the numbers reveal the ones who were present and contributed to the closing discussions.

Most of the turns seem to have been taken by a group of students who were almost always present in the videotaped tutorials. Nelly, Kaius, Heidi, and Jaana along with the tutor significantly outnumbered the amount of turns taken by the other participants. These students were usually the ones who started the tutorial discussion and by contributing the first ideas to the discussion seemed to be active throughout whole process of discussion. If a student arrived late or had been absent from a previous tutorial it appeared to be extremely difficult to join the discussion.

A PBL tutorial site can be seen as a new site for engagement which requires students to draw on and shift between different identities. A tutorial is a distinctive discursive environment

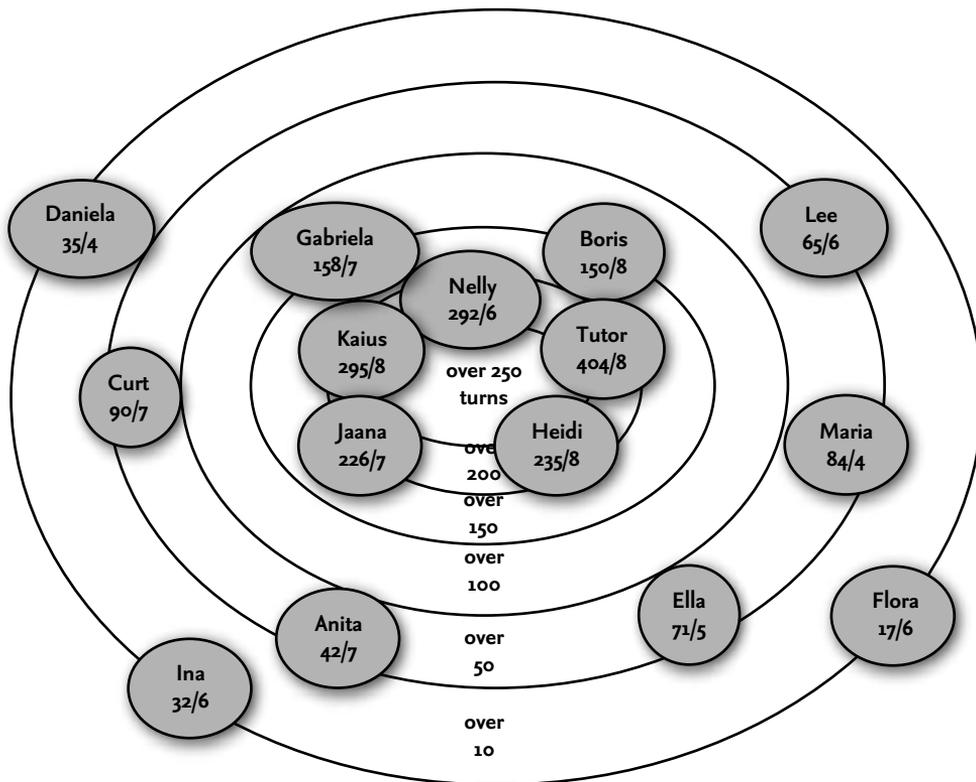


Figure 3. The number of turns the participants took in the tutorials in which they were present

in which production of professional knowledge takes place. Moreover, it can be compared to a work place as decision making and problem solving also occur within that environment. The role relationships around issues of identity and authority were also evident. (Sarangi & Roberts 1999, 11.) For example, when a participant joins a tutorial group she is not so much told to 'take her place', but is required to be discursively skilled at 'taking her place' among the complex subject positions, relations and knowledges which organise tutorial sites. In these processes students become, to varying degrees, the subject of the statements made, and subject to the particular forms of knowledge. (E.g. Prichard 2001.)

Figure 4 illustrates the construction of the physical site of the PBL tutorial as part of a wider context. I have employed the metaphor of a jigsaw puzzle to demonstrate how the various constructions took place in the tutorial site. The problem with using a puzzle as a complete metaphor is that there is a preconceived notion of what a puzzle will look like once completed. In this case the possible pieces next to the puzzle frame represent the potential of discursive resources from which the participants could have drawn. There were plenty of resources; it was up to the tutorial participants to find ways of interacting, and representing knowledge and international marketing. Therefore, the puzzle is constructed based on the discursive resources I reconstructed to have been negotiated in the tutorial. The piece in the middle of the puzzle depicts the physical construction of a problem-based learning tutorial site. It does not easily click into place because the conventional classroom, in the polytechnic with its conventional arrangements, required the tutorial participants to put extra effort into arranging and rearranging in order for them to convene.

The learning triggers and formulated learning goals in the tutorials

The videotaped discussions of theme 2 'Identifying and Building Customer Relationships', focused on the basics of international marketing. The aim was to introduce the students to the realm of international marketing. Some co-operation had also been carried out with the expert tutors in logistics and accounting to integrate international marketing topics into their subsequent themes and triggers. Learning triggers were used as a point of departure for students in their search for knowledge and for understanding the various relationships and contexts in international business. The purpose was to create triggers that the students would associate with real-life situations and thus help them to clarify their pre-conceptions and formulate their learning issues in relation to these situations. The learning triggers used were based on co-operation with Finnish companies that had recently internationalised and were either importing or exporting their products. These companies (OfficeFurniture, Jewellery Inc. and BeautyCosmetics Ltd¹⁰) had been approached when planning the semester. A brief introduction of PBL had been given to the company representatives who had later worked with the tutor to create the triggers employed during the semester. Contact with the companies took a number

¹⁰ Pseudonyms are used for the companies throughout the dissertation.

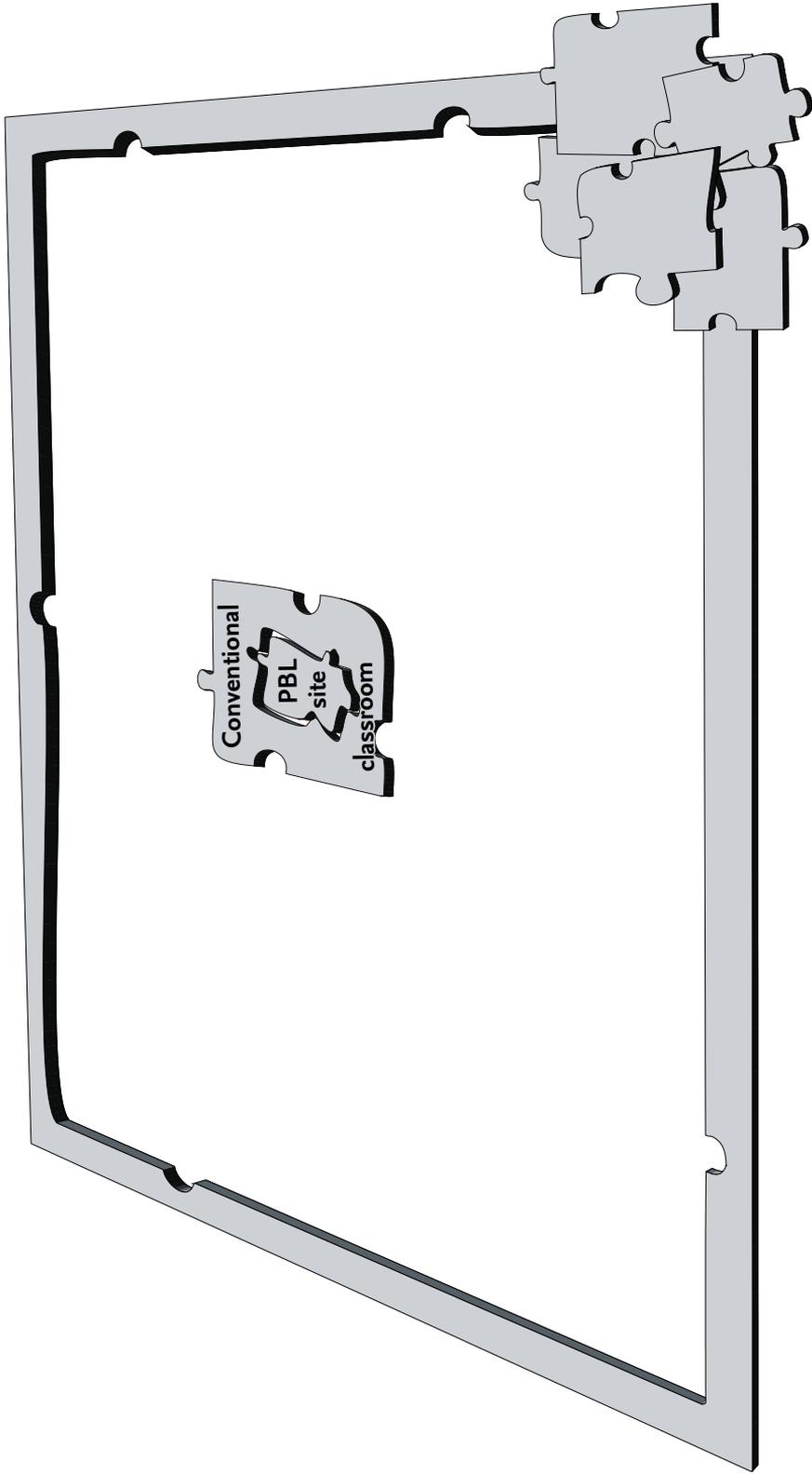


Figure 4. The construction of a PBL tutorial site in a conventional classroom

of forms. As well as cooperating on the triggers, company representatives gave resource lectures (BeautyCosmetics Ltd), and students visited company premises (Jewellery Inc.).

In the opening PBL tutorial sessions the students were given the learning trigger (see Appendix 3 for an example) and according to the PBL script, they examined it. After the phases of brainstorming and categorisation of ideas they decided on the learning objectives for the self-study period. The learning objectives the students formulated for the videotaped closing tutorial sessions are presented in the Table 6.

Table 6. The formulated learning objectives of the tutorials*

Tutorial #1	How to build an international customer relationship?
Tutorial #2	What does Jewellery Inc. have to know about the different cultures regarding to their products?
Tutorial #3	Customer Relationship Management. What, why and how? Apply to BeautyCosmetics Ltd
Tutorial #4	Segmentation. Why? When? How? Implement to BeautyCosmetics Ltd
Tutorial #5	How to promote effectively to different segments (excluding direct and online marketing)?
Tutorial #6	Effective use of direct marketing? Apply to BeautyCosmetics Ltd, write a letter for BeautyCosmetics Ltd.
Tutorial #7	What is product development and how to apply to both companies?
Tutorial #8	How to build a brand? How to strengthen the brand and make it powerful? Application to OfficeFurniture

*Objectives are written in the students' own words

The formulated learning objectives indicated that the students seemed to adopt the approach textbooks manifested in chapter titles such as 'Customer Relationship Management'. Furthermore, the aims of learning and appropriating new concepts of business are evident in the learning objectives: 'What is product development'. The application and problem-solving aspects were presented within the context of the case that the companies provided in triggers such as 'What does Jewellery Inc. have to know about different cultures regarding their products?' Sometimes the name of the company was explicitly mentioned in the learning goal, and sometimes not. Nevertheless, there seemed to be a joint tacit agreement that those three companies should be explored when studying the various themes.

Abrandt Dahlgren and Öberg (2001) carried out a study of an introductory module in environmental science using a PBL approach. They identified five broad groups of question types the students formulated in response to the trigger material: encyclopaedic, meaning-orientated, relational, value-orientated, and solution-orientated. Encyclopaedic and meaning-oriented questions are somewhat one-dimensional, in the sense that they demand only a definition of one aspect of the situation, whereas relational value- and solution-orientated questions are more complicated entailing aspects of relations. This means that they attempt to

relate different aspects of the question to each other in order to explain causes or understand the consequences of a certain problem. Moreover, solution-oriented questions are directed at solving the problem in the trigger, rather than being directed towards learning about or understanding the meaning of the problem. Value-orientated learning goals aim to evaluate the consequences of a specific situation in terms of better or worse.

Using the above mentioned question types the learning goals of the case tutorials would fall into the encyclopaedic and meaning-orientated, and to solution-orientated categories. The formulated learning goals invited the students to focus on finding the definitions of various terms and to use them in solving the imaginary or real problems of the companies represented in the triggers. The students approached the triggers in the opening phase of the tutorial discussion in a fairly straightforward manner and did not dwell on discussing wider issues such as the meaning or role of the problems described in the triggers, or the reason these new terms should be learnt, or the relations these problems had to other problems in the company or to society as whole. According to Abrandt Dahlgren and Öberg (ibid.), the form of the learning objectives depends on the nature of the problem trigger given and that 'good' problems establish questions other than those that are encyclopaedic in nature. In other words, there should be more than a simple and unambiguous definition of the phenomena under scrutiny. Thus, the discursive practices constructed in the closing tutorial discussion were also based on the trigger material presented to the students and the learning objectives drawn from them.

5

Negotiating and Maintaining Genres in the Closing PBL Tutorial Discussions

I focus next on reconstructing the mixture of genres produced and negotiated in the videotaped closing PBL tutorials. A particular interaction such as a tutorial discussion is not necessarily confined to one particular genre; it is more likely to involve a combination of different genres, that is, a main genre and sub-genres (Fairclough 2003b, 66). I begin by outlining the theoretical genre of a PBL tutorial closing discussion based on the descriptions provided by the mainstream PBL literature. PBL discourse has partly become enacted in a new genre called PBL tutorial discussion (cf. Chiapello & Fairclough 2002). I discuss the communicative purpose (the activity), the structure of the tutorial and the social relations built within the tutorial script. I then introduce two main structures and embedded sequences from the videotaped tutorials. Following this, I concentrate on analysing the sub-genres that were invited and recontextualised into the videotaped tutorial discussions according to their specific communicative purposes, structures, and social relations. The tutorial participants recontextualised various social practices in the tutorial, incorporating them into their own evolving tutorial practice, and negotiating their positions within them. I begin with the genres that generally prevail in the educational context, and then discuss the genre that seemed to be derived from the personal life of the students. After this, I examine the genres that seemed to stem from the context of business life.

The tutorial discussions seemed to be modified to fit into the moral and social context of the polytechnic. In each case the recontextualisation of a genre was constituted by the regulative discourse; constructing social relations, identity and order among the tutorial participants (Bernstein 1990; Chouliaraki & Fairclough 1999). The genres that were negotiated, provided interactional modes that seemed to work in the tutorials and achieved desired results, but the interesting questions are for whom to did they work, to what end, and did they work equally for all who participated and were affected by them (e.g. Paré 2002).

Finally, I attempt to reflect on the reasons why the tutorial discussion became a ground of a range of sub-genre colonisations and what kind of tensions they might have built

among the participants of the tutorial place discourse community, and to the transition and enculturation into the future business community.

Meet the ideal PBL tutorial discussion genre for the closing session

Through the negotiated genres, a PBL tutorial group articulates the ways it understands and conceptualises reality, and shapes its communicative interactions. According to Orlikowski and Yates (1994), the establishment of a community's genre repertoire, which typically occurs at its formation, is a process that is largely implicit and rooted in members' prior experiences of working and interacting. The genres specifically introduced by the staff of the polytechnic to new tutorial groups included an outline of a PBL tutorial discussion with specific roles of a discussion leader and a recorder. 'A PBL tutorial discussion genre' was also unknown to the Helia staff. A genre has to be understood, owned and adapted by the tutorial participants until it supports the furtherance of its goals. If the students understand a genre, it allows them to predict, anticipate, respond, and negotiate the moves of the other participants. Genre users may understand genres only tacitly without an awareness of how the moves they employ work strategically. Genres arise and evolve according to the requirements of the situations and the contexts in which they are used (Coe, Lingard & Teslenko 2002, 6).

Genres are dynamic forms that are developed from the participants responses to recurrent situations and that serve to stabilise experience and give it consistency and meaning (Berkenkotter & Huckin 1995, 4). Schryer (1993) employs the notion of stabilised-for-now about genres underlining the dynamism in them. They create systems where common sense visions of time/space and the possibility of human action exist. They are profoundly ideological. We need to look at the schemes of order we are negotiating within them, and in particular at the ideologies they create, and the subject positions they maintain. (Schryer 2002.)

The introduction of a specific 'PBL tutorial discussion genre' by the tutors was vital as it could also be seen as a calibration of participants' intentions and expectations vis-à-vis the topics and genre of their interaction. The discussants' consequent interactions are largely structured by their evolving perspectives on the topic and the discussion itself (see Nystrand, Wu, Gamoran, Zeiser & Long 2003, 137). We learn to direct our speech in generic forms and when hearing others' speech we guess its genre from the very first words; we predict a certain length and a certain compositional structure. Moreover, we foresee the end. (Bakhtin 1986.) Genres call on the participants to take their positions and verbalise them. Once established, a genre repertoire serves as a powerful social template for shaping how, why, and with what effect members of a community interact to achieve their goals.

The communicative purposes of the closing PBL tutorial discussion genre

It is not an easy task to establish the communicative purpose as the main criterion of a genre. Askehave (1999) notes that operating with a set of purposes would be more appropriate. If we

accept that genres serve different purposes, according to which purpose should we categorise the text? Is one purpose more primary than another? To respond to this we must bear in mind that communicative purpose is not something which is static. Genre is not a one-dimensional but a multi-dimensional concept which requires a multi-perspective analysis. (E.g. Trosborg 2001.) In her analysis of Swales' definition Askehave (1999, 21) maintains that there could be a covert and an overt purpose in a communicative event. In order to understand the purposes of a communicative event the context in which the communicative event is embedded has to be studied and the goals and intentions of the actors in the context understood. What hidden purposes of a communicative event have in common is that they cannot be included into one particular genre; they are extremely subjective, and indefinite.

The overt communicative purpose of a PBL tutorial discussion genre in the closing session (phases 7–8) is understood to be a collaborative effort in constructing and synthesising knowledge based on the learning resources studied during the self-study period (see Chapter 3 for an overview of collaborative knowledge discussion). The students should voice and discuss their ideas regarding topics they have studied based on the learning objectives set in the previous session. A manifested intertextuality is present as they have to refer to their readings of the required or recommended material. In this way the voices of the scientific community and other experts should be integrated into the tutorial discussion. The students should be able to argue and challenge one another on the ideas and notions presented, in a professional and constructive manner. In a tutorial discussion the students ought to be able to express their ideas and formulate questions in a coherent manner that prompts sensible comments. Furthermore, they should be able to relate and apply their findings to the particular cases presented in the learning trigger. The purpose could be thus understood to be the negotiation of the meanings of the themes studied among the participants.

The more hidden communicative purpose of a PBL tutorial discussion genre in the closing session within business education could be enculturation into the prevailing management discourse. The ability to speak and understand the contemporary language of business practice is one of the aims of business education (Grey 2002, 501). Organisations are constructed by talk, thoughts, and symbolism (Furusten 1999, 149). The popular managerial discourse provides three constructive tools: a legitimate language, legitimate meanings and legitimate symbols that are used to manage meanings (Brunsson & Sahlin-Andersson 1998; cited in Furusten 1999). Furusten, reflecting on Weick's ideas, argues that managerial work can be viewed as managing myths, images, symbols, and labels and it is the manager who controls labels that are meaningful to organisational members. Since managers work so often with images, the appropriate role for the manager might be that of an evangelist rather than an accountant. The discursive site that of a tutorial provides ample opportunities for preparing for that type of a role compared to a conventional classroom interaction system. The students were also, in the case of Liibba, inducted into the modern Latin, Business American, which Furusten claims to be the ritual and ceremonial language of business.

The generic structure of the closing PBL tutorials

The structure of a PBL tutorial discussion genre in a closing session is well summarised by Hall (1999) who compares the discursive practices of a closing PBL tutorial and a dinnertime conversation. The structure of both interaction situations includes assembling, introducing the topic into the discussion, collaborating with others to manage uncertainty, mapping specific events onto general accounts of how things might work, co-constructing explanatory sequences, challenging the explanations of the other participants, posing critical questions and reviewing one's own account in response to the perspectives and challenges of others. The presented arguments should survive or fall within the rhetorical, intersubjective, communicative context (Glenn et al 1999, 130). The structure of a PBL tutorial discussion could also be located within the exploratory way of talking. Exploratory talk refers to a style of interaction characterised by the active contribution of all those involved, where the participants jointly engage in explicit reasoning through talk, displaying identifiable hypotheses, challenges, arguments and eventual consensus within a collaborative frame. Exploratory talk is considered to be important in achieving effective and sound communication, grounded in accountable and visible reasoning. (Mercer 1995.)

Moreover, the students should actively integrate the learning trigger into the discussion using it as a context to investigate the concepts acquired through the self-study period and assess their working within the tutorial group and during independent study. In recent discussions of PBL, the role of visualisation in the closing discussion has gained in importance. The students should, at the end of the discussion, attempt to visualise their knowledge and understanding. In other words they should build a theoretical model of the themes they have constructed together, and show the relations between various conceptions and ideas. Discussion is said to be vital but it is not enough, since words have a tendency to disappear; they float around, evoke some comment, and then vanish. The shared space (visualisation on the whiteboard or on the flipchart) becomes a frame of reference, a medium, as much as a collaborative tool. It becomes the collaborative environment. Just as language shapes the process of thought, these shared spaces shape the process of collaboration. (Schrage 1995.) The tutorial closing session ends with an assessment phase in which the students are invited to reflect openly on their contribution to the joint outcomes of the group: the processes of problem solving, group dynamics, and learning. The tutor's demanding task is to discuss the role of assessment within the group, and model ways of providing constructive feedback.

The constructed social relations of the tutorial participants will be discussed in depth in Chapter 6 where the subject positions are analysed in relation to the discursive themes and discourses. By and large, the number of participants in the tutorial closing discussion was over ten. Therefore, the students' demands for structure seemed to be consistent with the idea that the more the participants, the more they felt they needed structure. As the size of the group grows the structure and the meaning of leadership changes (Jaques 2000). A stable structure would provide an established pattern of relationships among group members which is not something the PBL approach attempts to achieve. Rather, it attempts to provide a flexible

learning environment where everyone should be adaptable enough to take various positions such as DL, recorder or participant even though a student may not have been asked in advance to prepare for that particular position.

Negotiating the structure and progression of the videotaped closing PBL tutorials

The sequence of various elements of a PBL tutorial had to be negotiated every time the students met although the tutorial script (see Chapter 3) provided an outline of the progression. The discussion leader had a significant role in negotiating the sequences and topics, and controlling the topical development. The topical development was primarily based on the recontextualisation of the read textbooks that had been read, starting with the theoretical definitions and subsequently followed by listing the procedures relevant to the concepts. The triggers provided a context for the latter 'application' part of the tutorial.

Topics needed to be introduced into the conversation by the tutorial participants. Students claimed their rank and signalled their relationships to other students through topical actions. Topics also contained information about the student's commitment to ideas, and about their relationships to their peers and the tutor. The students seemed to be confident when basing their comments on the readings of the theoretical material but when expressing their own ideas and experiences the modality of the utterances was low, and hedging was frequent. (E.g. Diamond 1996.)

The structure of tutorial #1 presented in Table 7 illustrates the process of how various sequences were invited and negotiated during the closing session. The active person in inviting the genre is also mentioned in Table 7. Tutorial #1 conveys the most dominant order of sequences represented in the tutorial in the first four tutorials before the introduction of an explicit agenda. The dominant genres appeared to be the reporting genre, PBL discussion genre, and initiation, response and evaluation genre (IRE hereafter). The marginal ones were the meeting and performance appraisal discussion genres.

Table 7. The structure, sequences and genres of tutorial #1

Turns	Topics	Genre
Sequence 1	Opening the closing tutorial and referring to the memo	
1	Small talk frame changing to tutorial discussion (Kaius introduces the shift)	PBL tutorial discussion genre
2	Opening and positioning by the DL (DL as an activator)	meeting sub-genre
2–6	Feedback questions about the memo (DL as an activator)	performance appraisal sub-genre
Sequence 2	Reporting, defining theoretical concepts and stating the procedures	
6–11	Stating the learning objectives and contextualising the learning effort; 'What did you find?' (DL as an activator)	reporting sub-genre
12–16	Asking for an elaboration (DL as an activator)	PBL tutorial discussion genre
16–18	Reference to the trigger and application to it (Nelly, Heidi and Maria initiated)	PBL tutorial discussion genre
19	'What has been found?' (DL as an activator)	reporting sub-genre
20–22	A 'private' exchange of turns (Maria and Nelly initiated)	sub-genre of casual conversation
23–36	An attempt to invite others to contribute (DL as an activator)	reporting sub-genre
Sequence 3	Applying theoretical concepts to the trigger	
37–44	A question about integrating theory and practice (Tutor intervention; DL continues)	PBL tutorial discussion genre
45–46	'What else did you find?' (DL as an activator)	reporting sub-genre
47–64	Application of theory (Tutor intervention; DL continues)	PBL tutorial discussion genre changes into reporting sub-genre
65–69	'Oh, did you read about [...]' (DL as an activator)	PBL tutorial discussion genre
70–71	Clarification and assessment of the previous discussion themes (Tutor intervention)	performance appraisal sub-genre
72–88	Questions based on the trigger (Tutor initiation and evaluation)	IRE sub-genre
89–97	'How to make it sure [...] most of us are girls so have we any opportunities to work in the business area, where can we go?' (DL as an activator)	PBL tutorial discussion genre, continues with the reporting sub-genre

98–100	A request for applying the theoretical concepts to the trigger (Tutor intervention)	PBL tutorial discussion genre
101–113	A request for more structure to the discussion (Boris initiated)	IRE sub-genre
112–113	Asking about personal experiences (DL as an activator)	reporting sub-genre
114–121	A request for application (Tutor intervention)	PBL tutorial discussion genre
122–133	Asking about experiences (DL as an activator)	reporting sub-genre
134–137	A request for application of the concepts to the trigger (Tutor intervention)	PBL tutorial discussion genre
138–163	Covering the concepts ‘[...] what is the next one?’ (DL as an activator)	starting with reporting sub-genre and moving towards PBL tutorial discussion genre
163–170	A request for applying concepts to the trigger (Tutor intervention)	IRE sub-genre
171–173	Negotiating the themes (DL and Nelly exchanges)	IRE sub-genre
174–185	Going back to the theme in turns 89 – 97 (Kaius initiated)	PBL tutorial discussion genre
Sequence 4	Summarising and assessing the closing tutorial discussion	
186–189	Assessing the read material (Nelly initiated)	performance appraisal sub-genre
189–191	Assessing the cultural differences (Tutor intervention)	reporting sub-genre
192–197	Assessing the read material (DL initiated)	performance appraisal sub-genre
197–204	Application and theory (Tutor initiated)	PBL tutorial discussion genre
205–219	Theoretical concepts to be covered (Tutor intervention)	IRE sub-genre
220–228	Asking for summary (Tutor’s request)	reporting and memo sub-genres
229–236	Assessing the discussion and the material (DL as an activator)	performance appraisal sub-genre

As Table 7 shows, the topics and the genres seemed to be intertwined. The covering of the theoretical matter, especially the new concepts and their definitions, at the beginning of the tutorial discussion, took place mainly in the reporting sub-genre in which the semantic

structures between sentences and clauses were additive and temporal (see e.g. Fairclough 2003b, 90). The sentences were formed in somewhat formal English as if based directly on the reporting of the readings of the books.

In the emergence of the PBL tutorial discussion genre there were more variations within the semantic structures. Here, the English spoken was more vernacular. The interventions by the tutor seemed consistently to introduce the ideal PBL discussion genre to the tutorial although her style of intervention appeared to change in the latter parts of the closing tutorials. The sub-genre of IRE with questions, answers and assessments, seemed to emerge when there was a hurry to cover the ‘important concepts’ and the tutor wanted to ensure that the students had studied them. This transformation took place at the end of the closing tutorials, and could be interpreted as an emergency situation in which role relationships and communicative behaviour changed in order to be effective in communication. In such situations, positive politeness was underlined and more direct strategies were applied. The situations of urgency allowed the participants to reduce high linguistic demands without loss of face. (E.g. Lesznyák 2002, 187–189.)

The roles of the DL and tutor were dominant in tutorial #1 as far as the genre invitations were concerned. The tutor tried to insist in maintaining the PBL discussion genre whereas the DL was content with the reporting genre in which her role was more controlling. The power struggle was quite subtle but nevertheless caused some frictions in the running of the tutorial.

The main structure and the order of sequences in the tutorials changed a little as the students negotiated the agenda of tutorial making explicit the themes to be discussed and pointed out the manner in which they should be discussed. Therefore, the students appeared to construct two main structures illustrated by tutorials #1 and #6. As Table 8 shows, the production of the agenda provided an opportunity to discuss the themes as an on-going process.

Table 8. The structure, topics and genres of tutorial #6

Turns	Topics	Genres
1–6	Request for feedback on tutorial performance for individual students (Kaius initiated, tutor responding)	performance appraisal sub-genre
Sequence 1	Opening the closing tutorial	
7	Opening the tutorial (DL as an activator)	reporting sub-genre
8–12	The outcomes presentation to BeautyCosmetics Ltd timetable (Kaius intervention)	agenda sub-genre
13–14	Opening the tutorial again and asking for definition (DL as an activator)	reporting sub-genre
15–18	Checking the recorder (DL as an activator)	meeting sub-genre

Sequence 2	Defining the theoretical concepts	
19 – 27	Defining the concepts (Kaius initiated)	reporting sub-genre
Sequence 3	Negotiating the agenda	
28 – 35	Negotiating the agenda on the whiteboard (DL as an activator)	agenda sub-genre
Sequence 4	Integrating procedures and applying concepts to the trigger	
36 – 70	The concepts applied to the BeautyCosmetics Ltd trigger (Gabriela initiated)	PBL tutorial discussion genre
71 – 89	Digression and elaboration of the BeautyCosmetics Ltd case (Tutor intervention)	PBL tutorial discussion genre
90 – 98	A personal question relating to direct mail (Daniela initiated)	sub-genre of casual conversation
99 – 102	A personal experience (Ella initiated)	storytelling sub-genre
103–112	A marketing case told (Kaius initiated)	storytelling sub-genre
113 – 119	Applying concepts to the trigger (DL as an activator)	PBL tutorial discussion genre
120	Positioning the marketing role (Tutor intervention)	reporting sub-genre
121 – 175	Applying concepts to the trigger (Gabriela initiated, DL as an activator)	PBL tutorial discussion genre
176– 243	Analysing the direct mail letter and improving it (tutor intervention)	sub-genre of imaginary consultation
244 – 327	Application of concepts to the BeautyCosmetics trigger (DL as an activator)	PBL tutorial discussion genre
328–330	Outcomes of the consultations request (Tutor intervention)	sub-genre of imaginary consultation
Sequence 5	Summarising and assessing the closing tutorial	
331	Asking for the summary of the discussion (DL as an activator)	PBL tutorial discussion genre
332–341	Joint production of the summary (Recorder and Jaana initiated)	PBL tutorial discussion genre and memo sub-genre
342–350	Assessment of the tutorial (DL as an activator)	performance appraisal sub-genre
351–366	Back to the assessment (Tutor intervention)	performance appraisal sub-genre
367–368	Reminding participants of the self-assessment forms (Tutor intervention)	performance appraisal sub-genre

The mixture of sub-genres colonising PBL tutorials

The tutorial discussion can be comprehended as a part of a genre chain (Fairclough 2003b, 216; Bazerman 1994). The genre chain concept refers to the notion that genres can be networked in a constrained linear sequence, involving systematic transformations from genre to genre. The tutorial discussions, at the very least, were networked with resources lectures, various international management books and articles, notes, agenda writing, memo writing and self-assessment forms. The other learning events and social practices were actively recontextualised into the tutorial discussions, and as a result, their role in structuring the tutorial was significant. Tutorial participants should actively reflect upon the ways in which they are interacting and representing information. Otherwise the ritualisation of the tutorial practice could prevent them from understanding their role as reflective knowledge producers.

In the following, I explore the sub-genres I reconstructed from the videotaped tutorials starting with the genres more familiar to the educational environment and then continue with the genres employed more in the business contexts. The mixture of the education and business genres reveals how the students were constantly negotiating ways of acting and interacting in a novel pedagogical environment, making the tutorial a genuinely emerging place discourse community in transition. On the other hand, tutorial participants situated in a conventional classroom would struggle to learn the discursive practices of the international business community they were trying to enter.

The closing tutorial discussions were subsequently recontextualised in the memos, and these were also scrutinised in order to see how the tutorial discussion themes were represented in the memos, what was foregrounded, what was backgrounded and what was totally ignored. Furthermore, I concentrated on how the tutorial events were arranged in the memo and how they were evaluated. The analysis of the memo genre is quite lengthy for the memos effectively demonstrated how the recorders understood the meaning making process taking place in the tutorials and what kinds of epistemological claims they felt should be included in them.

‘Here are the main findings’ – the reporting sub-genre

The communicative purpose of the reporting sub-genre can be characterised as a description and a dissemination of ‘facts’, not feelings or opinions, in a somewhat neutral way. The more covert communicative purpose of the sub-genre of reporting in a PBL tutorial context can be outlined as giving evidence that the student had done her homework. The students thus informed the others of the textbooks they had read and related emphatically to them, even showing their covers to the others. Sometimes, the structure of the reporting sub-genre simply took the form of students mitigating their findings with the discourse markers ‘and’ or ‘but’ as they added to one other’s contributions. Such contributions might stem from the position of reading dominant marketing management texts on various concepts and procedures in an unquestioning and passive manner. These contributions were accepted either with a silence, a nod or a continuation with the same approach. The DL, occupying the position of

authority, would then confirm the contributions with a nod or other way of backchannelling to the contributor. The sub-genre of reporting coincided with the definitions and procedures outlined in the textbooks. By expressing the concepts regularly in this manner in the tutorial, the tutorial participants were socialised into the world of international marketing texts in a taken-for-granted way.

Excerpt 5.1 shows a typical example of the reporting sub-genre that occurred in the tutorials. The DL of tutorial #4 invited the genre by expressing a decontextualised question 'What about the market segmentation procedure? Have you read anything about that?' The market segmentation procedure was mentioned in the main textbook, thus it was felt to be a relevant question. There was no need to integrate it into the trigger company the students had to study at the same time. Nelly offered a short input by stating that there were certain phases and received a confirmation from the DL to proceed. Nelly continued by negotiating the role for contributing the step one, and thus making the others ready to continue from this point. She reported her findings, reading from her notes, and Gabriela continued with the discourse marker 'and' and presented her findings. These turns were also reminiscent of the paper presentation genre taken place in a conventional classroom, where the students stand at the front of the classroom and present to the others. The students usually explicitly tell to the others that one of them is responsible of giving an introduction of the presentation and then the others continue and so on. In the case of reporting to the class after group work, usually students explicitly tell one another who is responsible for introducing their presentation, who is to continue and so on. This genre, as an identified sub-genre of reporting, positions the other members of the group more as passive listeners of confirmers of the presented information, rather than active participants in the meaning making process.

Excerpt 5.1 (tutorial #4)

29	DL	What about the market segmentation procedure? <u>Have you read anything about that?</u>	Leans to her elbows, looks at the others under her brows
30	Nelly	There's step one, two, three (.)	
31	DL	Yea	
32	Nelly	Well, <u>I can tell about the step one.</u> That's like the survey stage. <u>And</u> (.)They make interviews uhm (.) <u>And</u> the interviews should focus on a groups. So they can gain inside to their customer motivations, so they can find out like why do they wanna do this. <u>And</u> they should find out their attitudes and behaviour and then the eee (.)Researcher prepares a questionnaire and collects the data. <u>And</u> they ask about the brand awareness and brand rating and product usage patterns and attitudes towards product (.) <u>So</u> they basically find out, just everything related to the product. Or service. So that's what they do.	Looks at her notes Reads from her notes, and looks at the others in the end of her sentences
33	Gabriela	<u>And the analysing stage.</u> They, they apply all the information. And analyse them. And then (.) mmm (.) there's that (.)\(.) applies (.) cluster analysed to get specific number of maximally different segments. They analyse the information they decide that (xxx) segments and (.) What segments to (.)	A quieter voice, looks at the others Shrugs her shoulders, nods Looks at her notes, glances on Nelly Grasps the sides of the chairs Reads Looks up, gestures with her hands, lowers her gaze

This sub-genre of reporting was the only one that was challenged at the end of tutorial #4 by the recorder. The recorder pointed out that the genre invited the 'covering the book approach', naming decontextualised concepts and having no real relevance to the trigger under scrutiny (see excerpt 5.17).

The hortatory genre recontextualised from the marketing textbooks in the reporting sub-genre

Prior to the closing PBL tutorials, the students had had opportunities to attend resource lectures, read international business books and articles and make notes based on them. The students often referred to the contents of the lectures they had attended, and the lecturers themselves by their first names, making the lecturers seem more close and personal to them. The authors of the textbooks, on the other hand, were referred by their surnames. All the lecturers were female while the books had been written by males.

The language of the international marketing books, especially, seemed to be intertextually evident in the classroom. Textbooks address their readers, and position them in

ideological relations through various grammatical and lexical devices. Text operate pragmatically through the use of pronominalisations, modal auxiliaries, and the selection of speech acts such as questions and commands, orders and injunctions. These lexical and grammatical choices build differential relations of power and agency between readers and writers, between students and textbooks (Luke 1997). Ehrensals (2001) argues that the management textbooks used in business education are quite uniform in content, and a significant portion of the textbook is dedicated to introducing the student to a specialised vocabulary. The world portrayed in business textbooks is simplified, normative and based on universal precepts written in third person passive voice. Furusten (1999) agrees with Fairclough (2003b) on how management books seem to be written

‘Again we see how the authors add statements one after another and then, based thereon, they draw conclusions which therefore can be characterised as platitude.’ (Furusten 1999, 89).

The main question is how they were utilised in the classroom. Quite often the text from the textbooks becomes one of the most important elements in the construction of classroom knowledge. The hortatory stance or report is a common genre in management literature. This refers to texts in which the author attempts to persuade the reader to fulfil commands that are given in a discourse. It is usually done by first establishing the authority or credibility of the text producer. Then the problematic situation is presented and the text producer issues one or more commands which can also be mitigated to suggestion of varying urgency. Finally, the text producer resorts to motivation for creating action. (Martin 1985; Longacre 1992.)

In terms of taxis, the ways clauses and sentences are related to each other, the syntax of the hortatory genre seems to be predominantly paratactic, with one clause or sentence constituting an addition to others, so meanings are cumulatively built up. These hortatory lists are easily memorised and facilitate the transition from prescription to action. They do not actively invite readers to challenge or negotiate the content, only to re-interpret it. The hortatory genre was quite often embedded in the reporting sub-genre as the students were content with reciting their notes. As excerpt 5.2 demonstrates, the student referred to her notes and revealed the hortatory genre.

Excerpt 5.2 (tutorial #8)

62	Jaana	Yeah, I read something about what is brand for the customers. And I found this little bit funny but maybe these are true. And it <u>simplify your everyday choices, it's easy when you buy only one brand or two brands. They reduce the risk of complicated buying decisions, it's easy to buy, you know what you're going to buy.</u>	Reads her notes
63	DL	<u>Promote emotional benefits. I think that's really important.</u>	

In turn 62, Jaana read her notes. The sentences were from the textbook, and semantically speaking there is the pattern of addition ('and') between sentences. The last sentence culminates in the persuasive command 'Promote emotional benefits'. She distanced herself from the utterance by commenting that it might be 'little bit funny' and 'maybe these are true', she mainly allowed the book to talk through her; she was only the animator (Goffman 1981). She did not feel competent enough to negotiate with the contents of the chapter but only made others aware of the presented ideas. The DL, in turn 63, on the other hand, confirmed the contents of previous turn, and positioned himself as the negotiator with the hortatory genre. Notice also the 'timeless present' and 'you community' evident generally in management and business literature. It represents according to Fairclough (2003b, 152), an unlimited time span, the temporality of management as such, management as a process which exists outside and beyond any specific site of management, and in that sense it is global, located everywhere and nowhere. The you-community is also located in global space-time. It is interlinked with certain social relations and social positions with particular spatio-temporalities.

'Once upon at time' – the storytelling sub-genre

A story told by a tutorial participant in a tutorial could be constructed as belonging to the sub-genre of storytelling. The communicative purpose of a story could be the transmission of knowledge. Storytelling is claimed to make utterances rhetorically and politically effective (Diamond 1996), thus those who are able to tell interesting stories are highly regarded. Furthermore, within management education, storytelling has been used to promote reflection on experiences and their values (Morgan & Dennehy 1997). The analysis of arguments presented in this genre, in management education, has been less common even though organisational storytelling has been the focus of a large body of research over the last twenty years (Mumby 2004).

The structure of a storytelling sub-genre could be constructed as follows: first the setting and the participants are described; then the events taking place are outlined; a possible climax and a resolution are added; then the story ends with a coda. The other participants form a quiet audience for the storyteller, but the important question arises after the storytelling; how do the others negotiate the meaning of the story, its credibility and relevance to the topic under discussion? Witten (1993) even suggests, that listeners are less likely to challenge the reliability of truth claims made in a storytelling context than they are in a regular conversational context.

Excerpt 5.3 (tutorial #6)

103	Kaius	I have this one story, I can tell. I can, I try to make this long short. But it's about e-mails and how, how powerful e-mails can be if you use them in the right way. [...] But anyway, it's the story is <u>that there's one guy who was battling against Nike, this big company, multinational company [...]</u> <u>But if you have a good message and, you send it, you can send it for me as a people like this message went all over the world. And this is like, it's a good way to, to see, that, that there is a chance to spread your word without spending your money. And this is, it's really interesting.</u>	Talks in a unconstrained manner, sometimes glances at his papers
104	Daniela	(xxx) education, you need time to sit front of computer for example (xxx) like to work, she cannot spend so much time in front of the computer. She takes care of her salon, she (xxx) open shop. She have to care herself.	To Kaius
105	Kaius	Yea, yeah. Like I <u>said, this, this is just a theory, this is not applicational.</u> [...]	

Excerpt 5.3 illustrates one of the occasions when Kaius told a lengthy story about a business student who wanted to personalise his Nike sneakers with the logo 'Sweatshop' and after getting a negative e-mail answer from Nike, used the internet and e-mail as a powerful medium for letting others know what had happened.

Daniela, in turn 104, questioned the relevance of the story with regard to the managing director of BeautyCosmetics Ltd. Kaius responded by stating that the story was theoretical; it could not be applied in this case. Kaius appeared to point to the contradictory relationship of theory and practice in marketing generally. Many marketing texts claim to be practical, even showing a scorn for theory in marketing. (Hackley 2003.) The learning of marketing techniques has been regarded as important and thus there has been a tendency in marketing education to focus on these techniques as a means (increasing sales through a new sales pitch) rather than their ends (impact on increasing consumption) in marketing education.

The question remains why Kaius told the story. Was it simply to let the others know what he came across while doing his studying and to position himself, at the same time, as an interesting storyteller? The stories told in the tutorial once again brought to mind the contents and the structures of mainstream marketing books. Marketing books are filled with cases where theoretical concepts are said to be applied in practice. Case studies tend to appeal to students because they can be interpreted by analogy to immediate cases.

‘So, what are the advantages of a brand?’ – inviting the IRE sub-genre

The communicative purpose of the conventional classroom genre, IRE, in higher education is mainly based on the transmission and recitation of knowledge. As an institutional genre, it provides a set of expectations about the meanings of individual utterances, and a set of resources for innovatively improvising around these expectations. A teacher, as an expert, usually occupies the position of power in a conventional classroom, thus the teacher nominates the respondents who show their willingness to respond by raising their hands. Then the teacher evaluates the given responses. It is often claimed that a teacher formulates questions to which she knows the answers. She might sometimes formulate the question with heavy clues as to the required answer. Moreover, she usually functions as the main learning resource in the lesson, as well as deciding the pace of the progress. The covert purpose of the IRE genre could be to socialise the students into a particular way of interacting in a social gathering.

All of the tutorial participants were familiar with the didactic approaches that usually take place in the classrooms. The students, it has often been noted, reconstitute the traditional roles and positions in a classroom if they are not explicitly contested. They orient themselves quite easily into a genre which seems to be relevant and familiar to a particular cultural framework. These students were located in a conventional classroom in an educational environment. The changes made in the time/place arrangement of the classroom were an attempt to open up new ways of seeing the learning situation. Nevertheless, it was interesting to note that even though the students self-selected themselves as contributors to the tutorial interaction, the IRE sub-genre was called upon.

Tutorial #8, the last tutorial, effectively demonstrates how the DL seemed to feel comfortable in taking the position of a conventional teacher, and inviting the IRE sub-genre into the tutorial session. During turn 22, he initiated a question and let the others know that he was aware that there were many answers to the question, thus lowering the threshold to participate in the discussion. He also employed interactional strategies usually adopted by a conventional teacher.

Excerpt 5.4 (tutorial #8)

22	DL	[...] So generally the advantages in general and direct application for, to OfficeFurniture. <u>What's the advantage for them, when they (x) yeah, okay they already have but (x) they prove their brand?</u> There were many advantages.	Laughs a bit and looks at the others
23	Jaana	There is because the brand is so well known, they might not need use so much money for the advertising. And it's probably easier for them to get distribu (.). And maybe it would be easier to negotiate the terms how to sell the brand because it's already known.	Looks at the DL and gestures with her hands, looks at the others as well
24	DL	<u>Negotiations?</u>	Looks at Jaana
25	Jaana	Yeah, negotiations with the new, new dealers for instance. Because the dealers already know that the OfficeFurniture is a very good brand. And the customers will, maybe will go and buy it .	Continues to gesture with her hands
26	DL	Okay. So you refer to <u>this bargaining power?</u>	Looks at Jaana and the others
27	Jaana	Mmm.	

In Excerpt 5.4 the DL used a re-voicing strategy in turn 26, as he referred to the more abstract concept of 'bargaining power' (Porter 1980) in response to Jaana's description of having a powerful position in business negotiations. At the same time he gave feedback to Jaana's response and allowed Jaana to confirm his interpretation of her turn.

The DL also employed a summing up technique in turn 36 to confirm the answers the others had produced. This could be interpreted as a reconstitutive recap in which the teacher usually reports the highlights of a discussion that to her were educationally significant (Mercer 1998). This was the first time it happened in the videotaped tutorials.

Excerpt 5.5 (tutorial #8)

34	Jaana	Yeah, (xxx) <u>And when they have a brand they can probably keep their prices a bit higher. And the prices are higher they are going to get more profit.</u>	Looks confidently at the others and gesticulates with her hands
35	Gabriela	<u>And there's in the product. Like if it's a car you have to keep the price higher so that the brand won't change. Because if you lower the price it will change the whole idea of the brand.</u>	Also looks at the others in a confident manner
36	DL	Okay, <u>but you're right.</u> In this world wide study when they follow that about or that <u>the company can charge about nineteen per cent higher prices (xxx) prices.</u>	Drinks water from his water bottle and looks at the others

The students, in turns 34 and 35, were listing the advantages of a brand for a company. The DL evaluated the answers in a somewhat peculiar manner as if the others were joking or

not serious when expressing these views. He also formulated the questions as a conventional teacher would, in turn 239, using cued elicitations (Mercer 1998) in which he provided heavy clues as to the information required, and finally giving the answer in turn 241 when the others could not decode his hint (see excerpt 5.6).

Excerpt 5.6 (tutorial #8)

239	DL	Mmm (.) okay Alessi is this Italian designer. Of home implements. But Oras is a producer of, designer of faucets (.) <u>So what kind of co-branding is that? I mean it's not ingredient co-branding. It's not from the same company? So it's (.)?</u>	Looks strictly at his notes, and has a pen in his right hand and raises his gaze to the others Smiles a bit
240	Jaana	What?	
241	DL	What do they have? I think they have this joint venture <u>co-branding. What they have.</u>	Looks at briefly at his notes and then at the others

Furthermore, excerpt 5.7 illustrates how the DL also acted like the main learning resource. For example, when a student was uncertain about the various terms, in turns 178 – 181, the DL took the learning resource role forgetting that there were 11 others who could have contributed to the definition discussion.

Excerpt 5.7 (tutorial #8)

178	Kaius	At first, have like <u>short definition at all of those like for example line extension and brand extension? For me it's kind of difficult to understand the difference.</u>	
179	DL	<u>Okay, I (.) I can go through.</u>	Looks at his notes
180	Kaius	Frankly.	
181	DL	<u>Okay, first, line extension is introducing additional items in the same product category under the same brand name.</u>	Looks at his notes and draws on them

The IRE genre has been criticised by several researchers. The consequence of asking questions mainly to elicit known information is that teachers limit students' opportunities to try out their own ideas and, in the process, progressively become proficient in the discourses of various disciplines. The choice of initiating question has an important influence on the way in which a sequence develops. Questions that introduce issues for negotiation rather than those seeking known information, are more likely to elicit substantive student contributions and to encourage a variety of perspectives. If evaluative follow-ups are given, they tend to suppress extended student participation. If the teacher asks for justification, connections or counter-arguments, more space for students is granted (Nassaji & Wells 1999.) The problem still remains that it is extremely difficult in the IRE genre, for a learner to ask questions, to disagree, to self-correct, and to challenge other learners.

The entrance of the PBL tutorial discussion genre

As depicted at the beginning of this chapter, a PBL tutorial discussion genre has its own communicative purposes, structure and social relations. The role of the tutor seemed to be the most dominant in inviting the genre and in taking care that the tutorial discussion genre was adhered to. After introducing the genre with questions requesting elaboration or reasoning, the tutor tried to keep herself in the background so that the DL could run the discussion. However, problems seemed to arise within the official PBL genre script as far as the social relations of the tutorial participants were concerned. Once introduced, the PBL tutorial discussion genre seemed to provide a rather rigid script with one of the students, the DL, being more or less responsible for the running of the tutorial. This made it difficult for the others to negotiate roles for themselves as topic introducers or challengers amidst the discussion.

In these tutorials the PBL tutorial discussion genre was mainly manifested in the integration of marketing concepts and to their application to the trigger, as well as the elaboration of the ideas discussed in the marketing books. Excerpt 5.8 shows the students discussing the theoretical concept of a product in relation to the products of Jewellery Inc. The interaction was fairly rapid; the questions were introduced by the tutorial participants (in turns 172, 176 and 178) and not only by the tutor or the DL, and the atmosphere were quite relaxed. The students were collaboratively elaborating the new concepts (an augmented product level versus an expected product level) and looking for confirmation from each other, as well as widening the discussion to a societal level (turn 178).

Excerpt 5.8 (tutorial #2)

171	Maria	And also the silver ones because they can also get like very dark	Looks at Nelly
172	Heidi	Don't they say that you're buying piece of history at the same time so that's kind of?	
173	Nelly	Yeah, the dirt belongs there!	Others laughing
174	Heidi	(.) <u>The augmented product like</u> part of that so it's added (.)	
175	Nelly	Yeah	
176	Boris	So you think <u>they sell augmented products?</u>	Looks at Nelly
177	Nelly	Well I at least (.) Yeah they should, cause the most competition takes place in that one. So if the other jewelleries are in that level why should they, they take a lower, lower one and being the expected product level if the others offer something extra	
178	Ella	<u>One, one more question just out of curiosity.</u> How many think if Jewellery Inc is so culture bound as it is? Can it ever reach the level of people appreciate it to that extent that we like to see think the vice versa about some Japanese or Chinese jewellery that's now in marketing in Finland. [...] I'm sceptic	Looks at the others sitting opposite to her, to Nelly and Maria
179	Heidi	It's just, maybe it's, it's just a piece of jewellery, you like, you like it but it's not like this is Finnish culture wow, but it's (.) <u>But I don't know if it's worth their effort to go into global market really. Or I don't know (.)</u>	Looks at the tutor Looks at the tutor

The invitation of the PBL discussion genre offered interactional space for experimenting with the newly learnt terms using the jointly shared trigger. The students were able to ask questions from one another and challenge the contributions the others had made. The roles of the DL and tutor were backgrounded. They only followed the discussion with interest.

A sub-genre of casual conversation

The communicative purpose of a casual conversation is quite difficult to define (see Fairclough 2003b). It might be aimed at social harmony, bridge building, or merely passing time. The topic management of a casual conversation genre differs from that of formal meeting. In casual conversation there is a stepwise procession, whereas in meetings the procession is more

segmented. Every participant has the right to introduce a new topic whereas in meeting it is the privilege of the chairperson to introduce topics, usually based on the agenda. Pauses are rare in casual conversations but quite common in meetings as they signal topic changes. (Leszniák 2002.) Furthermore, in a casual conversation the participants have usually local control over the flow of the talk

Those who got involved with the casual conversation sub-genre in the tutorials had to argue their stands and ideas more strongly, and their arguments were more likely to be based on personal experiences and material outside the reading lists. The conversation could be described as an authentic one for no one knew where it would lead or end. The progress of the discussion was complex; the answers to the questions posed could not be found from the textbook but had to be constructed by the students who, more or less, used their own voices. The student contributing to the conversation had to be sensitive to the unpredictability of the consequences of what she said (Barnett 2000, 154).

Excerpt 5.9 from the last videotaped tutorial shows, how the students had to quickly react to the contributions made by others. The increased pace compared to the previously DL led meeting genre transformed into a fast exchange of opinions with references to the previous contents of the semester (and the ideas a peer had presented) making it more of a collaborative effort.

Excerpt 5.9 (tutorial #8)

- 293 Kaius [...] That's, that's the thing that big companies benefit. Because if they're doing their business and grow bigger and bigger. And you never until, for example (xxx) whatever, no-one, no-one of us, for example, well few of us knew what for example, WTO is doing. And still they are doing a lot of things that concern us. So when companies can come bigger bigger and they buy new companies then they have, they are actually like (.) organising many things and having influence on many things it comes really (.) no-one knows about it. So and that's one, one point of Naomi Klein that she wrote this book and now everybody's talking about it and thinking, thinking about it. But actually this was not the normal, anti- globalisation book that, that you have some idea one night and next morning you write a book. But she was researching and visiting these factories, in four years, for example. Speaking confidently without any papers, looking at the others and the others are looking at Kaius with interest
Jaana writing some notes
Others leaning to their elbows, having their arms crossed over their chests but still listening to Kaius
- 294 Heidi I think it's kind of interesting that how negative, how loyal are the people for, like for the brands like Nike or (.) everybody knows about these sweat shops and everybody knows about the Thai labour now. And next still they are leading partners of selling shoes, so, how, how does it value--how can this affect the brand loyalty? Gesturing with her hands looking to the others
- 295 Curt I think like big companies depends for like that is like that (.) if (.) I mean if like, like Ella said if they're gonna be out of the job anyway. I mean the minimum wage like in Philippines is like four dollars and sixty cents, per day. I mean that's like, cause I think, I mean that if they get a job anyway (xxx) so high, the unemployment rate's so high. So I mean, like, like Ella said there's like (xxx) Rolling a pen in his hands looking straight at the others on the other side of the semi-circle
- 296 Kaius Exact. Well that's the problem because in these (.)- maybe these (.) sorry for disturb (.) but maybe this goes too further but, but that's problem in, they, companies know that it's in this development country so (.) for example in Argentina there's lot of problems you're only thinking of surviving and when you're thinking of surviving you're not thinking about long term effects. That's why it's really easy that, hey there's a job for you. You know that (.) and (.) that's how things work. [...]
Gesturing with his hands and talking without any papers, takes a look at the DL
-

The students often used 'I think' in this sub-genre indicating awareness that they were simply expressing possibilities. Nevertheless, they were contributing their own notions regarding the theme under discussion, and the non-verbal signs of excitement showed that the participants were listening to each other with interest. In turn 296, Kaius noticed that he had violated the agenda set by the DL and apologised for the fact that his topic introduction

was taking the discussion in another direction He did not, however, wait for permission to continue but proceeded vigorously with the theme

The introduced digression shifted the genre in the PBL tutorial towards one involving freer flow of conversation. The students appeared to listen more carefully their peers and react directly to what the others had articulated and argued. The reading of articles from Klein's book provided shared communicative ground, and they were explored more collaboratively than the marketing textbooks.

The reporting, storytelling and IRE sub-genres situated the tutorial firmly in the realms of formal educational environment. They were familiar to the students, and therefore they seemed to find it easy to draw on these discursive practices. Furthermore, the casual conversational sub-genre was familiar from other social practices, from the personal lives of the students. It shifted the tutorial from asymmetrical relations and made it a more a democratic site for learning. The casual conversation sub-genre demanded that the students positioned themselves as the owners of their opinions whereas, the PBL discussion genre foregrounded the learnt terms, and their application to the trigger. The PBL discussion genre, on the other hand, had features of an educational context but also some characteristics of business world interaction. Thus, the tutorial students also drew from other discursive practices, namely on the orders of discourse of business and industry. I will next examine their influence on the tutorial discussions.

The meeting sub-genre is called upon

The communicative purpose of a meeting is generally to discuss and decide on collective matters. A meeting is understood to be one of the media of democratic power employment. Meetings are more topic-centred than everyday conversation and the order of discussion depends mainly on the management of topics. Therefore, the form is more strictly regulated. Meetings can also be viewed as having a set of artefacts that materialise the meeting genre. For instance, in the tutorials there were the agendas on the overhead projector or on the whiteboard, and the memo which was produced after every tutorial discussion. The role of the chairperson or a discussion leader is significant in a meeting; her tasks include conducting the meeting efficiently with the assistance of an agenda, and controlling the discussion without monopolising it. She should make sure the purpose of the meeting is clear, and that it is achieved. She declares the decisions that have been made and decides when topics have been dealt with. In a meeting, frequent pauses are employed to signal topic closure and to start the introduction of a new topic. Throughout the process, a secretary takes the minutes. Communicative priority usually belongs to those with higher status and power. The genre of the business meeting is characterised by formality and by contextual integration: the flow and outcome of the interaction does not only depend on personal effectiveness, but also on group awareness and the positioning of individuals within the group.

The meeting sub-genre was constructed a number of times in the tutorials. It was partly invited by the seating arrangements and partly by the manner in which the DL introduced the topics according to the agenda. Even the seat choice of the DL might have even invited the meeting sub-genre as it is common, at least in Finland, for the chairperson to sit at the end of the table having a possibility to see all the other participants (see e.g. the seating arrangement of tutorial #8 below in Figure 5). The other students silently negotiated their roles by actively contributing to the topics introduced by the DL who led the discussion and decided when to move on the next item on the agenda. During the discussion, the recorder took notes and produced a tutorial meeting memo.

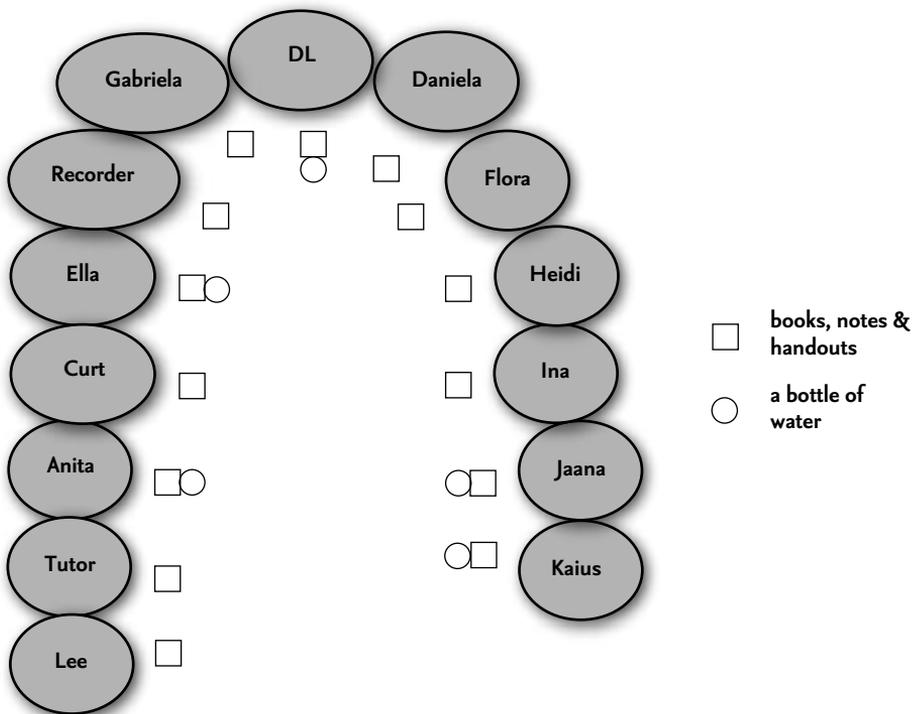


Figure 5. The seating arrangement of tutorial #8

An agenda for a meeting is drawn up

The genre of the agenda was introduced to the tutorial discussion by an aside by the tutor to the recorder of tutorial #4 after the closing discussion. She suggested that the recorder could make an agenda for the tutorial discussion. The tutor did not suggest what the agenda could entail, but rather left it to the student to decide.

In the previous tutorial sessions, the DL might have prepared a question list for herself in order to run the session according to her ideas. She had not explicitly negotiated with the others the main themes to be discussed. Furthermore, the others seldom introduced their own

topics into the discussion. The overt communicative purpose of an agenda is to make explicit the themes to be discussed in a gathering. Usually the agenda is made prior to the meeting and sent to participants so they can familiarise themselves with the themes under discussion. In the strictest cases, the themes on the agenda are the only ones on which the meeting participants can make decisions. In the case of the tutorials, the DL students presented the agenda at the beginning of the tutorial which suggested the agenda was fixed; they did not invite suggestions of other important topics. The DL presented the themes and left little time for participants to reflect on their meaning and relevance to task of knowledge construction.

The covert purpose of the agenda could be seen as power-related: it offers control over the themes to be discussed, and gives the DL and the tutor an explicit tool for seeing what the discussion is going to be about. The first agenda was drawn up an OHP transparency with a felt pen, and indicated the themes to be discussed. The themes, or more accurately, terms were placed in boxes reminiscent of textbooks layouts of important concepts. Excerpt 5.10 illustrates how the introduction was made in the tutorial. In this case the agenda provided a shared and explicit list of themes the DL had considered important for discussion. Furthermore, she also made it clear how these themes should be discussed, underscoring the importance of integrating theory and practice. In excerpt 5.10 the DL invited, with the words ‘So what do think?’ (turn 10), invited others to comment on the agenda and items. The students by murmuring assent, agreed to follow it and the DL introduced the first item on the agenda - advertising.

Excerpt 5.10 (tutorial #5)

10	DL	Okay. I have it.	Raises her hand and shows the transparency. Walks to the front of classroom to set the transparency on the OHP.
		Okay. <u>So this is the agenda.</u> [...] So, I thought that we read, go through the tools of promotion. But not kinda, just shortly what they are and straight apply to BeautyCosmetics Ltd ‘Cause everybody read the (xxx), I think. <u>So what we talked about few times ago so we can straight apply to BeautyCosmetics</u> , like if we go through advertising and go shortly just what it is and then just the what’s the objectives, by agenda, what for BeautyCosmetics. <u>So, what do you think?</u> Okay. Let’s start with advertising. What is advertising? What is advertising?	Moves back to her seat in the semi-circle and sits down The others murmur Sits her hands on her lap waiting for the others to react

The agendas in the following tutorials (#6 and #7) were drawn up the whiteboard, listing the numbered themes to be discussed. The DLs of those tutorials wrote the agenda on the whiteboard prior to the beginning of the tutorial and were very much concerned as

to whether the others could read their handwriting. The usage of the whiteboard opened up possibility for the other students to add their ideas to the agenda but this did not take place. The last agenda of the tutorial # 8 was printed on an OHP transparency in a professional looking manner – and evoked the comments seen in excerpt 5.11 during the assessment sequence.

Excerpt 5.11 (tutorial #8)

378	Curt	Well I think the discussion leader was well prepared. I was (.)	
379	Tutor	Very well, yeah. Very good.	
380	Recorder	<u>(xxx) that was excellent the agenda.</u>	
381	Curt	<u>(.) just looking at the agenda I was kind of scared that (.)</u>	Others laugh in a cordial manner

The preparation of the DL was usually evaluated based on her manner to lead the discussion and according to her contributions to it. The recorder in turn 380 praised the agenda for the second time. At the beginning of the tutorial session she had pointed out how the agenda assisted her in her memo taking task. Curt confessed that the professional looking agenda had scared him. I read this comment as indicating that he was scared as to whether he had read the right material for the tutorial and had anything to contribute to the discussion.

The meeting genre established with the agenda positioned the DL in a dominant role and the others as followers. However, the procedure that was adopted in the tutorials guaranteed that every student was allowed to take the role of DL, and thus have this marked position.

The sub-genre of imaginary consultation

According to ten Have (1989), the genre of consultation could be described as having the following structure: opening, complaint, examination, diagnosis, treatment and closure of the consultation session. The triggers relating to BeautyCosmetics Ltd that were brought to the tutorial encouraged students to negotiate with the tutor using the imaginary business consultation genre. Consultants are often seen as the possessors of solutions to managers' problems. In these specific cases, the tutor seemed to act as a stand-in for the real client.

The triggers the students had, involved a company called BeautyCosmetics Ltd. This company imported Australian organic cosmetics to Finland and provided beautician services. The managing director of the company had visited the students and told them about her company, its products and services. Furthermore, she had discussed with the tutor the contents of the triggers relating to the closing tutorials #3, #4, #5 and #6. The students were expected to share their ideas in report format about relationship management, segmentation

and marketing communication plans for BeautyCosmetics Ltd with the managing director. The students used first her surname, Pesonen and referred to her when talking about her company. After a while, however, they used her first name, Olivia, and positioned themselves as her imaginary consultants.

The imaginary consultant role was rehearsed, in tutorials where the case of BeautyCosmetics was studied. When the students embraced the novice consultant role they talked as a collective who had a joint endeavour to assist Mrs Pesonen. The construction of possible approaches for Mrs Pesonen was undertaken in a collaborative manner. All students seemed to share the same common ground for discussion; there were real problems where their developing expertise of marketing concepts and frameworks was needed. The students tried to situate themselves as belonging to her target group but found that their financial resources might not cover the prices charged for the products and services.

The low modality of the suggestions and the reliance on frameworks from textbooks dominated the genre. The position of the consultant was created as gathering a tool kit of theoretical frames to be used in consultation sessions. Various techniques and theoretical frames are crucial in legitimising consultant knowledge and in supplying a language for persuading clients to accept solutions. Moreover, the image of consultancy as a form of knowledge transfer regards consultant intervention as importing best practice from the marketplace and blending this seamlessly with the operative management's own knowledge. (E.g. Fincham 1999.)

The students did not object to adopting the position of having expert knowledge and assisting a professional beautician. It seemed a natural position to be taken in the marketing realm. Kaius, especially in turn 71, indicated that he was ready to do the consulting work for Mrs Pesonen and challenged the DL as the topic controller (see excerpt 5.12).

Excerpt 5.12 (tutorial #3)

71	Kaius	But I was thinking should we focus more on BeautyCosmetics Ltd? <u>'Cause now we have to help Mrs Pesonen.</u> Should <u>we think how, how BeautyCosmetics Ltd should do customer relationship management?</u>	Looks once again at his papers and at Ella Looks at the DL
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The students highly valued the ideas presented in the books and implied that Mrs Pesonen should also read Kotler's (2000) Marketing Management. Moreover, the concepts derived from the texts were eagerly applied to the case of BeautyCosmetics. 5.13 shows how, in turn 74, Heidi started by analysing the current situation and making suggestions (examination and diagnosis phases). She alluded to the information the tutor had given ' If you just say that she has a database[...]', and then referred to the trigger, '[...] what it says here that it's just word to mouth by customers[...]' indicating that she was actively employing the material handed over to them for the examination of the current situation.

Excerpt 5.13 (tutorial #3)

74	Heidi	I think at the moment <u>she isn't doing much.</u> <u>If you just say</u> that she has a database on her customers being treated. So maybe she has first time customers who had positive experience and from word to mouth, like. <u>I don't know,</u> 'cause I don't know her business much <u>but its kind of a (.) what it says here</u> that it's just to word to mouth by customers that are. Well it says customer recognition so she hasn't been like, <u>maybe she can, she has a really small focus group</u> at, at the moment and (.) <u>I don't know.</u> And she needs to (.)	To Kaius Looks at her papers swings her pen while talking. She looks at Kaius, the tutor and Ella
75	Nelly	Yeah(.)	
76	Heidi	(.) go to the (.) Well <u>Kotler has this, this thing about the (.),</u> so maybe she has to move to the <u>prospects or (.) prospects or whatever from the first time customers.</u>	Looks quickly at the tutor while talking, makes a ladder in the air to describe the different stages, laughs a bit in an amused manner
77	Gabriela	We should-should start redoing this database cause, this is kind of pampering nights, this is kind of a personal product so it <u>would be</u> good.	Looks at her papers and occasionally at Heidi
78	Nelly	Yeah, we don't know if the word to mouth talk is positive or negative. <u>Cause it was said in the book that thirteen per cent out of the people who see the company as negative they tell to twenty other people[...]</u>	Looks at the tutor, Gabriela and Heidi

The work of a professional beautician was constructed, in the examination and diagnosis phases as involving processes of seeing, treating, going back, and spreading the world – more material and verbal processes. However, the students were involved in the mental processes of analysing her behaviour, rationalising it and suggesting solutions. The group members constantly used 'we' in reference to the group, and wanted to find out how the present customers saw the services and products offered by BeautyCosmetics Ltd in order to outline their suggestions to her.

The evolving 'tutorial performance appraisal discussion' sub-genre

The closing tutorials ended with a brief assessment sequence that has been embedded in the official PBL script (the eighth phase). The role of constant assessment is underlined in PBL. Students should get accustomed to assessing the strengths and weaknesses of their own learning process as well of those of others during the tutorial discussion. They should also assess the resources they used during the self-study period, and the way they approached and understood the themes and the problems under discussion. The purpose of the assessment can also be seen as offering an indicator as to how well the students

have understood their roles as active learners and knowledge constructors using the PBL approach.

However, the sequences in the videos seemed to more closely resemble the genre of a performance appraisal occurring in a business context than an open forum for reflection on the various learning processes that had taken place. The students simply concentrated on assessing the performance, the end product, produced by the group: the level of discussion and how theory and application were dealt in the discussion. The students had been introduced to Mercer's (1995) notions of various levels of talk during the tutorial discussion. This seemed to function as a fixed point of departure for the tutorial performance appraisal discussion. The various phases of the tutorial script, group dynamics, individual and group contributions to the outcomes of the discussion, and the role of assessment in producing new knowledge and fostering learning were seldom addressed in this sub-genre. The traditional way of understanding assessment prevailed, the focus being on perceiving and measuring knowledge reproduction, and practical performance. This kind of assessment provides inadequate information about the student's capability to develop professionally. It may say nothing about the learner's collaborative or learning to learn skills which are regarded as to be among key competences needed in the future. (See e.g. Poikela 2004.)

The overt purpose of performance appraisal in the workplace context is to motivate employees to improve their performance and identify learning potential. It should provide information for the employees about how they are doing in their work as well as furnish employers with data that could be used as a basis for promoting their staff. In this situation, the role of the employer is significant in assessing the employee's performance. On the other hand, appraisal is also understood as an attempt to involve employees in a regular clarification of their tasks and, at the same time, make them more accountable for these tasks (James 1988 cited in Coates 2000).

The omniopticon (see Chapter 3) seating arrangement used in the tutorials drew attention to how easy it was to detect the tiniest details of tutorial participants' performance. The omniopticon also served as a basis for interventions in behaviour which was judged to be undesirable. Perhaps more importantly, the omniopticon might have had the effect of creating self-disciplined behaviours amongst those subjected to surveillance. The students may have been representing themselves as engaged contributors and reproducing the dominant classroom sub-genres familiar to them positioning the tutor as the validator of their performance.

Assessment of student performance, particularly of individual students, has normally been the teacher's job. Being asked to give feedback on one another's performance may threaten the cohesion of the tutorial group. Being asked to provide developmental and constructive feedback, on the other hand, could be more simply regarded as fulfilling the role of a supportive and respected peer. The introduction of the assessment sequence to the tutorial discussion was understood to be the task of the DL, but often it was the tutor who commenced this discussion. There may have been various reasons for this. Firstly, the DL may

have forgotten the task and, thus, the tutor in accordance with the PBL approach, reminded the group of the activity by producing the assessment questions. Secondly, the DL may have been too tense to ask questions about a situation in which she had had a leading role; she may have felt uncomfortable about requesting others directly or indirectly to assess her contribution to the discussion. Consequently, the tutor eased this burden by conducting the assessment discussion. A third reason for the tutor to be active in the assessment discussion may have been that she wished to control this part of the discussion in order to ensure that students did not direct their attention to an assessment of PBL itself too much.

Excerpt 5.14 illustrates how the tutor introduced the assessment in turn 250, first asking about the level of discussion. She directed the question to all tutorial participants with the closed formulation 'Are you satisfied with the level of discussion?' which made it almost impossible to answer with a direct no. Then she clarified the problems using teacher talk which employed joint knowledge markers (Mercer 1998). She referred to the previous tutorial, recalling the problems 'we had difficulty with the trigger, to get this connection happen [...]' This indicated the shared experiences the whole PBL tutorial group had had which was to be considered important as far as the learning objectives were concerned. She also reflected on her own behaviour in the previous tutorial and indicating that she was not happy with how she had handled the situation. In doing so, she offered an example of self-reflection to the tutorial participants.

Excerpt 5.14 (tutorial #2)

250	Tutor	So what was the evaluation about the discussion? <u>Are you satisfied</u> today about the level of discussion?	Looks at Gabriela and Heidi and then others
251	Boris	The level was ok. <u>It was a little bit difficult to refer the thing to our learning objectives.</u> So also when reading I thought hm, it's directions but doesn't really really (.)	Shakes his head a little, plays with the pen Kaius is sitting in a very relaxed position; feet stretched on the floor and hands behind his neck
252	Tutor	But the learning objective, did it fit for the material? <u>Yep, cause we had difficulty with this trigger, to get this connection happen,</u> the role of the culture and the perception to the product and how to understand the product. <u>And, and I should have guided you even more, even more there.</u> Although you find quite a lot, but still (.)	Looks at the students
253	Jaana	But it was easy with the products levels. Because if you think about it, all the levels and put product there. It was easy to put there.	
254	Tutor	<u>That's what I thought.</u> When you read the material you'll kinda get the idea. That's, that's how I try to think about it. But still you, do you feel that the learning objective was supported you	Heidi nodding to the tutor
255	Boris	Yeah, sure.	Looking at the tutor
256	Tutor	<u>Yeah, it did,</u> but the connection between the material and the learning objective was not so clear	
257	Boris	Yeah	
258	Tutor	Aha, okay	
259	Ina	It was a little bit difficult to know <u>what is relevant and (.)</u>	Looks at the others confidently
260	Tutor	<u>Yes, so it's up to reading and you have to think about what is relevant</u> here, yes, yes, it's true.	
261	Boris	Because there was really lot of brand, brand names for pages. And we just(.) shorter brand name...	Looks at the tutor and the others
262	Tutor	<u>Yeah, yeah, but, but the focus now was not on the brand.</u> So it was the product level, the basic	
263	Nelly	At least I don't look at the learning objective such as it is. <u>I've learned to look through it kinda.</u> So, actually I found all the points that we talked about. So maybe you'll get to do that too that (.) you don't look at it you'll get to see it through when you, so reading the book	Gesticulates with her hands, looks at Kaius, Jaana and Heidi, Ina smiles at Nelly
264	Maria	Wider	
265	Nelly	Cause I, I remember that in the beginning that <u>I always read the wrong information cause I was just thinking about what it said.</u> But now, I don't know (.)	Smiles
266	Tutor	The learning objectives are there to guide you. <u>But it won't cover the whole big picture, kinda, so therefore you have dig out from the bigger picture the things that would be more suitable only for the [...] learning objective.</u>	Gesticulates with her hand as showing the big picture Students leaning forward looking at the tutor

The assessment was mainly directed towards the materials used, the content learnt and how these helped in clarifying the learning objectives. The tutor confirmed and validated the responses of the students, acknowledging their concerns. The students commented more as individuals on the assessment sequence than as members of a collaborative group. Students like Nelly were open about their study habits and willing to share them with the others, as can be noted from turns 263 and 265. What is also noteworthy is the distinction she made between right and wrong information to be studied. For her, the learning objective operated as a lens through which she read the material. The tutor positioned the learning objectives as guides to what had to be studied, but was somewhat vague in her reference to 'the bigger picture' that loomed behind.

The students rarely reflected on their own roles as contributors to the tutorial, or as learning resources to the others. Neither did they directly offer feedback on one another's (or tutor's) working modes in the tutorial. The students appeared to be unwilling to negotiate relationships in which they would give feedback to their peers in a straightforward manner. On the rare occasions this happened, comments were confined to the preparedness of the DL and the soundness of the agenda and memo. The more reflective assessment on how students felt and on how they understood what was going on in the tutorials took place in a more mediated and individualised form of the self-assessment questionnaire. Students were asked to fill in a pre-constructed form which invited them individually reflect on their motivation, reasoning skills and other qualities. However, attempts at collaborative assessment seemed minimal. Once again the time factor played an important role here; the assessment took place at the end of the closing tutorial, and the students seemed to be more eager to move on to the next learning trigger than to reflect on the processes and products of the discussion.

The ongoing negotiation of the memo sub-genre

The history of the written memorandum is neatly summarised by Yates and Orlikowski (1992, 311–318). They point out that the memo can be understood as a particular genre of internal organisational communication used from 1870–1920 in American firms. During this period, because of rapid business growth, managers needed documentation for internal correspondence. Before the introduction of the memorandum, internal correspondence had been based on oral reports, nothing was documented and the result was chaos, loss of control by owners and managers and diseconomies of scale. Practical reasons forced managers to introduce the new genre of 'memorandum' a written communication which facilitated internal coordination and control. Written documentation was always preferable to oral exchanges, not only to connect physical distances when one party was unavailable for face-to-face discussion, but also because the reasons that documents could be stored for later consultation and analysis. Clarity was the fundamental aim of this new genre. The generic structure of a memo includes the name of the recipient, name of the sender, subject, date, and the main body consisting of purpose statement, summary, discussion and action.

The communicative purpose of the memo was presented to the Liibba students at the same time as the whole PBL tutorial procedure was introduced. The communicative purpose

of the memo was to summarise the important themes discussed in the closing tutorial. This was based on the ideas the curriculum reform group had learnt at Maastricht University. According to their 'PBL Study Skills' booklet, the student taking the minutes should represent the discussion correctly, clearly, and in order. She should also use keywords reflecting the essence of the discussion. Moreover, the minute taker should make notes and diagrams in order to visualise and summarise the exchange of information in the tutorial group meeting. (van Til & van der Heijden 2001, 14.)

A template giving a set structure to the memo was provided to the Liibba students on the Blackboard™ platform. The recorders of the eight tutorials relied heavily on the template provided. The recorders were instructed to call the memo a tutorial memo and indicate the number of the tutorial and record the identities of the discussion leader, recorder and tutor. The recorder was expected to explicitly indicate which tasks the memo included in its title (e.g. Close task 1.7). The main structure of the memo was given under the following subheadings: learning objectives, conclusion, and evaluation. Following this were the opening task, discussion, problem, categorisation of brainstorming and finally, the learning objectives.

Recorders followed the structure of the memo fairly strictly. In recording the structure of the discussion, the memo manifested the influence of the textbooks in the form of bullet points, lists and categorical truths.

Negotiating the sub-genre of the memo in the tutorials

The production of a genre chain from a tutorial discussion to a memo was made explicit several times in the videotaped tutorials. There was, for example, a brief discussion about the contents of the memo after the recorder had given her recap of the discussion in closing tutorial #1 (see excerpt 5.15). The recorder pointed out that many themes had been covered and therefore, it would be difficult to write the memo.

Excerpt 5.15 (tutorial #1)

225	Recorder	It is difficult to <u>put all the relevant things in here</u> (xxx) <u>make it a little bit longer</u>	Agreement from the others
226	Maria	I don't think it has to be that long because <u>we have had to study this thing at home</u> <u>maybe it could be like a reminder in the memo, some</u> <u>key phrases like, you don't have to write it all over</u> again	Looks at her papers and points at them
		<u>We have to really know these before we come here</u> and no to read them from the memo, that is not (.)	Others comment 'yeah' Nelly is nodding her head, Kaius says 'yeah'
227	Nelly	It is all here I think you got it all	
228	Maria	<u>Don't go home and write long like ten pages</u>	

Maria, in turns 226 and 228, tried to position the memo as a reminder of the main themes discussed, not as a detailed recorder of all the elements covered or as the main source of learning after the tutorial. She reminded the others what the relationship between the closing tutorial discussion and the memo was, and warned the recorder not to overdo the memo writing.

The content of the memo reflected the themes discussed at the end of tutorial #1. It only included the main points (in a bullet point format) of the themes discussed: trust, development stages in the process of relational exchange, and Hofstede's four dimensions of culture-related values. These themes were written in a decontextualised manner, drawing more on the language of the resource books than on that of the tutorial discussion. The recorder had thus relied more on the textbooks as a valid source than the tutorial discussion, describing power distance, for example, as 'the extent to which inequality is seen as reducible fact of life'. This kind of formal diction was not used in the tutorial discussion. There was no reference to the discussion taking place apart from the introductory line:

'The area we had to study was very wide, however these are what we found the most important things when building a good international customer relationship'.

The structure of the memo often resembled a laundry list of important things to be remembered from the textbooks. What was totally missing, were the examples and personal experiences shared in the tutorial which added meat to the bones of the agenda. What is interesting is that, the tutor's comments were recorded in all the memos that were analysed. The objects of study were recorded but not the process of achieving them, which would have helped students to develop their learning skills. It seemed that students, who referred to the textbooks, got their contributions recorded in the memo. However, contributions that alluded to personal experiences or analogies were not understood as valid sources of information, to be recorded in the memo. Furthermore, sometimes the trigger context was also absent from the memo, making the content exceptionally difficult to understand for students who had not been in the tutorial.

Compared with the other memos, the memo of tutorial #3 was fairly confusing as the structure that had normally been applied, was not always evident. The first part of the memo was in the normal bullet point style. The reasons for customer relationship marketing were recorded in the manner Nelly contributed them during the tutorial discussion. The more relaxed contributions of Curt, Heidi, Ella, Gabriela and Boris were also recorded albeit in proper sentences, resembling the styles in which they were expressed in the tutorial. For example, Ella's use of marketing jargon was present in the memo.

The most interesting part of the memo was the procedure which tried to convey how to begin customer relationship management. The first parts of the procedure could be pinpointed in the tutorial discussion, but the rest seemed to be derived from the recorder's own sources; terms like 'mission statement', 'health and homeopathy' were not mentioned in the tutorial discussion. The recorder seemed once again to rely more on the

textbook as a valid source of information than the tutorial discussion. Finally, in the memo, instructions for the managing director of BeautyCosmetics Ltd were given in a modalized form, somewhere between prescriptions and imperatives: ‘Olivia Pesonen should find out if the customers are satisfied and simply what kinds of customers she has’. This positions the students as consultants-to-be.

In tutorial #4, the learning objectives concerned segmentation and were formulated in the following way: ‘Segmentation, why, when, how and implement to BeautyCosmetics Ltd’. Therefore, the structure of the memo followed the questions, as first, segmentation was defined, and then brief answers were given to the other questions. The recorder had attempted to arrange the discussion in such a way that the theory-practice division, which was evident in the tutorial discussion was absent in the memo. Instead, the application of the concept to BeautyCosmetics Ltd immediately proceeded the theoretical part. In this way, it appeared that the recorder had done some editing work.

Explicit references were made to the discussion in the classroom e.g. ‘According to the discussion in the class BeautyCosmetics might target [...]. The most interesting point in the memo of tutorial #4 was a contradiction between the memo and the actual tutorial discussion. As the students were discussing segmentation with regard to BeautyCosmetics, the exchange illustrated in excerpt 5.16 took place.

Excerpt 5.16 (tutorial #4)

268	Curt	Well there's like single segment concentration where the, the product, well, be one segment is, is only concentrated on. There like specialisation different targets, different products and markets. <u>There's a product specialisation so they just specifically focus on the product for the cer--certain different markets. So it's only the product.</u> And this market specialisation where the market is main--maintaining produce, different products or different products for the, one, one single market, segment, or it will market coverage. Which is everything(.)They develop products for different markets.	Looks at the key words on his paper, otherwise talks using his own words, maintaining eye contact with the others
269	Tutor	(xxx) about small and big companies. There is the decision to be made according to the resources they have.	Not visible in the video
270	Gabriela	Well the (.) I think is this selective spe--specialisation could <u>be one of handy. And then also, also the market specialisation, that I think (.)</u>	To the tutor
271	DL	Does anybody have anything ask or (xxx) about it?	

According to the brief exchange of thoughts in the tutorial discussion about selecting the market segments for BeautyCosmetics, Gabriela suggested that selective and market specialisation could be appropriate. However, the recorder had noted that ‘The class thought that BeautyCosmetics should use the product specialisation’. What is interesting, is that the

whole collective of the class was presented as standing behind the product specialisation approach, even though there was only one student who commented on the matter, and she was silenced by the discussion leader, who was hurrying to close the discussion by inviting questions from the group. The memo was discussed in the next tutorial but no one noticed or recalled this contradiction. This could indicate that tutorial discussion was not taken very seriously, and the suggestions students made were regarded as lacking in weight.

The assessment of the discussion was recorded in the memo. It is worth mentioning, that it was the recorder who criticised the manner in which the discussion was structured during the tutorial (see excerpt 5.17). The recorder normally remained quiet in the tutorials and only summarised the discussion at the end of the closing meeting. This recorder understood the task of writing the memo as an opportunity to show how difficult she found the division between theory and practice, as well as highlighting the discussion leader's total commitment to the subtitles of the books.

Excerpt 5.17 (tutorial #4)

274	Recorder	<u>I think the conversation was kind of a (.) confusing.</u> Whatever. We started with why and then we went to when and then we went to how. So the procedures [...]. And then the patterns, well if you have certain (.) <u>we followed kind of the book (xxx).</u> So I don't know <u>if you want all these from the book and the memo.</u>	Swings her hand Looks at her notes
275	Nelly	You can just begin like (.) (xxx) so that everybody (.)	
276	Tutor	And emphasise the (xxx) BeautyCosmetics also (xxx)	
277	Gabriela	Yeah, that's the hard part (.) (xxx)	
278	Recorder	Well, the BeautyCosmetics, beginning we used these segments if use a cluster, we talked about that. [...] Well, my notes are really confusing so (.) And then were, like these company segmentations, different parts of company segmentation. And what will be the target companies for BeautyCosmetics Ltd [...] <u>I, I think it's kind of a this whole conversation covered just the, well nearly from the book. But maybe we could have been more like to find all the time to some like real situations. So it would be much clear for everybody that way, I think.</u> But I will see what can I come up with if I use, try to connect our discussion with the BeautyCosmetics Ltd part with the different (xxx)	Grabs papers on the desk and sets them back to the desk Turns the page of her notes Looks at others and gestures with her hands
[...]			
292	Tutor	Try to focus next time. This discussion is not just you know, not referring to the book. <u>You, you must read you must be able to talk about the, that like, like Curt had to check some of the concepts, yes, but you must be able to discuss, not to come here to, to read from the book if it's what--and try to think about the application why you read.</u>	

As excerpt 5.17 shows, the recorder tried to involve the others in the discussion, but only the tutor seemed confident enough to confirm what the recorder had suggested and the tutor thus used Curt of as an example of how to contribute to the discussion.

In the memo, the recorder wrote down the previous exchange of turns (274–292) as follows:

‘The conversation was little stiff and the theory was covered as it is stated in the book. After the conversation everybody thought it would be better to cover the theory together with concrete examples in the future tutorials. This would help in memorizing and also to illustrate what is behind the theory.’

As it evident in excerpt 5.17, there were no voices of agreement regarding the recorder’s criticism; nevertheless she wrote ‘everybody thought’. It could be that the position the tutor took in utterance 292 with strong demands of ‘must’ confirmed the recorder’s ideas and it is from this intervention that she drew the conclusion that everyone agreed with her.

The recorder in tutorial #4 was the DL of tutorial #5, and began by asking for comments on the memo submitted to the Blackboard.

Excerpt 5.18 (tutorial #5)

7	DL	I had <u>tough</u> time with the memo ‘cause I had a kinda, kinda <u>tough</u> time to get the conversation on paper.	Others laugh in a cheery manner
		That I (.) Any comments? No?	
8	Ina	But it was good because (.) it was good. Even though I wasn’t here the last time but I read (xxx).	She sets her hand on her chest and smiles
9	Ella	I wasn’t here either and I thought that it was very good.	

She located herself as a person who had really wrestled with the memo, not only make it a straight manner. Those who had been present in the previous tutorial laughed, but those who had been absent appreciated the memo and let her know this. The meaning of the laughter is difficult to interpret; it must have had something to do with in-group thinking. The absentees indicated that the memo gave them a picture of what had happened in the previous session and of learning objectives.

The recorder of tutorial #5 commented on the agenda presented by the DL:

‘Our DL Heidi had prepared an agenda, that we followed in our discussion. Thanks to the agenda we stayed in the topic and our conversation was structured.’

This note implies that at least the recorder, at least, wanted to have some structure for the tutorials in the form of an agenda (see also excerpt 6.18, tutorial #1, turn 101). The agenda

provided only terms to be discussed but being visible on the overhead projector during the discussion, it offered a point of reference if students were confused or lost. The recorder had employed the agenda structure and wrote the ideas generated for BeautyCosmetics Ltd. based on the concepts of marketing communication the students had read, although the recorder had not explained that this was her approach in the memo. The definitions were also written down. The other definitions of sales promotion, however, which had not been discussed during the tutorial was taken from Kotler (2000, 597). The memo adhered to the bullet point style, and the managing director of BeautyCosmetics Ltd was identified by her first name, Olivia. The recorder was quite vocal during the production phase of the memo as it can be observed from excerpt 5.19.

Excerpt 5.19 (tutorial #5)

236	DL	Oh, so, what did you think about this conversation?	
237	Recorder	<u>Does anybody wanna give me a some sort impact? (.) (.)</u>	Interrupts the DL. Browses her paper. Raises a cupped hand
			Silence
238	Kaius	Sorry?	
239	DL	Sorry?	
240	Recorder	<u>Does anyone wanna give me short like a combined impact what all this will cover?</u>	Looks at Curt
[...]			
263	Recorder	And I thought it was really easy this was like the easiest time I've been, been and recorded 'cause I had things done there so I just like followed.	
264	Tutor	It structured this discussion. So DL did a good job here.	
265	Recorder	Yeah, it was like so easy to write stuff.	

The recorder appreciated the agenda and let the DL know this. Moreover, the tutor also gave positive feedback to the DL about the introduction of the agenda. It was, therefore, no surprise that the others followed the DL's lead in providing an agenda for the following tutorials.

In the memo of tutorial #6 the recorder, a male student, drew attention to himself at the beginning of the memo. As it happened, he was the recorder for the very first time, and therefore had some problems in keeping up with the pace of the discussion and taking notes on it. He apologised to his peers in the following way:

'[...] but unfortunately, I did not succeed in recording during the discuss(ion MAT), I did not do a good job, I am sorry for it, but I will try my best to make a record concerning the topic.'

As the apology explains, the recorder-student had had a hard time in writing the memo which, as a result, consisted of excerpts taken from the textbook, rather than the key points from the actual discussion. For example, direct marketing was defined according to Kotler (2000, 651) as were the benefits of direct marketing for customers and sellers. Otherwise, the recorder had managed to include the points raised in the discussion about the possible ways in which BeautyCosmetics Ltd could exploit direct marketing in its marketing attempts. What was missing was the analysis of the direct marketing letters BeautyCosmetics Ltd had been using. The assessment part of the memo rated the discussion as 'fruitful and good'. The problems the recorder had were already evident in the note-taking phase. When the DL asked for a summary the recorder had to inform the others that it has not been easy. The collaborative assistance that Jaana (see excerpt 5.20) gave the recorder could be interpreted as a desire on the part of the whole group to ensure the recorder's success in producing the memo.

Excerpt 5.20 (tutorial #6)

331	DL	Are we like done with this? (xxx). Time. Can you summarise?	A question directed to the recorder
332	Recorder	<u>I (.) I didn't get (xxx) because I (.) talk from here to there I couldn't follow. So (xxx) I (.) I (.) I'm sorry I can't summarise. (xxx)</u>	Looks down, looks at the tutor and then at Jaan
333	Jaana	<u>But you can look from the agenda. It's on the wall.</u>	Touches the arm of the recorder and points to the whiteboard
334	Recorder	We talked about the direct marketing, (xxx), home party, direct mail, mail list. What is the better way to, for your known customer and (xxx) customer in (xxx) some ways like touch it and get (xxx). (xxx) Expensive for BeautyCosmetics. And(.)	Looks at his notes, looks at the whiteboard
335	Jaana	And something about telemarketing. What she could do in the long term. Take the basic and do it.	Helps
336	Recorder	From telemarketing (xxx). I didn't follow.	Looks at the whiteboard
337	Jaana	And then at last we had this web pages and e-mail.	Looks at the recorder
338	Recorder	Yeah. That's web page and e-mail.	
339	Jaana	And the ways she could use them. And how important they are (xxx)	Looks at the recorder
340	Recorder	Okay.	
341	Jaana	Yeah.	
342	Tutor	<u>There was a lot of ideas here so no wonder that you had problems to summarise because this was now, applying and, and you've been able to come with your own ideas and see how to can use these different (.) tools.</u>	

The tutor, in turn, 342 also helped in saving the recorder's face as she pointed out the problems in summarising when there had been so many ideas thrown into the discussion.

The DL of tutorial #7 had prepared an agenda for the closing tutorial and wrote it on the whiteboard. This was the first time for this particular student to function as the DL and therefore made a long introductory address to the others appealing them to use 'simple words and avoid 'jumping around'. The recorder was involved in a brief exchange of ideas at the beginning of the tutorial about the themes to be discussed and introduced the idea that the product life cycle should be discussed, at least briefly. This idea met with favourable response by Kaius, who also mentioned the product life cycle as a theme to be discussed. Kaius took the lead and used the 'we' approach once again when introducing his ideas about OfficeFurniture and Jewellery.

The memo reflected the discussion in the early phases of the tutorial as the recorder had written down the various phases of the product life cycle, even though they were not touched on the tutorial. The phases were taken from the textbook, as the the the choice of formal verbs reveals (Kotler 2000, 304). The memo followed the discussion themes in a chronological order, and the recorder had made explicit reference to this order:

'On this occasion we jumped to some possibilities for firms to test their products' before launching them.'

This indicated the writer's need to keep the structure in the closing discussion. The recorder had used bold letters to indicate the concepts she regarded as important in the memo. The memo of tutorial #7 differed from the rest in the respect that the recorder used proper sentences, making the memo more of a narrative than a laundry list. He used 'we' in referring to the students in the memo, and the verbs 'figured out', 'dealt', 'considered', 'discussed', and 'found out' when talking about the ideas and conclusions that arose from the discussion. The modality of the memo was lower than that of the others. For example, the observation that 'The customers' feedback seemed to be the most important fact' indicates that at that particular time it seemed to be, but it is not a permanent, categorical truth

The students really had processed the ideas in the tutorial discussion, and thus the memo was by far the most revealing one. Nevertheless, what was interesting to note was that 'the house of quality' concept was totally ignored in the memo, even though the DL devoted a reasonable amount of time to the subject. This might indicate the problems arising from students reading different marketing books that introduce concepts and terms unfamiliar to the rest of the group. To show professional competence, those who had encountered these concepts should have been able to recontextualise them in clear way (Sarangi 1998a).

The assessment part of the memo indicated that the students had craved more structure and had found it difficult to follow the structure suggested by the DL. However, the application part was appreciated and the recorder had noted that the 'group seemed to be more active than sometimes before'.

The conclusion part of tutorial #8 clearly points out the role of agenda and the structure it provided for the tutorial discussion. The recorder had noted that

'[t]he tutorial got off a great start this morning because our discussion leader had prepared an excellent agenda for us to follow. The agenda will be used as a structure in this tutorial memo.'

The definitions once again were seen as so important that even though they were mentioned in the tutorial, the recorder needed to rely on Kotler (2000, 404) in adding that 'a certain brand name lasts forever otherwise than for example patents or copyrights which have expiration dates'. The recorder used the laundry list approach in giving just the products of the tutorial discussion, not making explicit that they were social constructs negotiated in the tutorial. When the students discussed brand equity, the recorder switched from the active voice into passive: 'It was assumed that their customers are at level 3 or 4 right now.' This could be interpreted as a mark of uncertainty which is being disguised with the passive voice. The recorder had noted down the various terms used in brand decision making and elaborated on these using the examples given in the tutorial discussion albeit in laundry list style. The terms were understood as real elements of marketing; they existed, and therefore they did not need to be discussed, elaborated, or argued.

The third main theme of the agenda was recorded in full sentences which covered the classroom discussion, emphasising Kaius' contribution. The digression of the agenda was also noted:

'In addition we had a great discussion about Naomi Klein's book No Logo in the tutorial.'

The ideas of the Klein's book No Logo were mentioned briefly but not the ideas and thoughts the students expressed in the tutorial about her arguments. Was the written word, published in a book seen more valuable and truer than the spoken words of the tutorial participants? The assessment part of the memo reveals that the recorder perceived the group and the tutor as separate entities in the tutorial.

'The group and the tutor were very happy for the level of discussion in this tutorial. The great agenda helped us in getting the concepts clarified and thoroughly covered. The level of application and analysing rose high.'

The memo points out the objects of assessment as the level of the discussion and the clarification and coverage of concepts. Moreover, the application part was also highly regarded. The concepts were understood simply as objects to be clarified and covered, not reflected on and argued over. It was thought to be enough to represent one definition at a time from one source; otherwise, it was felt, there might be confusions as to what was right and what was wrong.

The ongoing negotiations about the memo concerned the length and the role of the memo. The students positioned it as a reminder, a learning resource, and an aid to studying

for the examinations. These negotiations demonstrated that the students understood its role to be fluid and open to constant changes. Nevertheless, the students seemed to emphasise the contents, especially the concepts, defined in the tutorials, as worthy of noting in the memos. The recontextualisation of the textbooks seemed to be so strong that they sometimes bypassed the tutorials; the recorders added themes from the textbooks even though they were not mentioned during the tutorial discussions. Moreover, they looked for formal words from textbooks in the memos in order to make them sound more convincing and professional.

The students were partly socialised, through the memo, to produce the discursive practices common to workplaces. Records can be understood as the information base of the contemporary organisation. They are both the means and the results of continuous notation, summarising, re-documentation, and information dissemination. Records can be defined as organisational documents which aim to construct and project an ideational and factual depiction of what goes on (Smith 1990). These memos had their own ways of constructing an apparently unproblematic image of aspects of tutorial discussion. Nevertheless, a record like a PBL memo is never a true and accurate representation of what happened. It is inevitably a manufactured and specialised type of social-organisational representation: a collection of codes, abbreviations, and visual representations. (Iedema 2003.) The memo thus projected a range of assumptions about what the tutorial was; what were regarded as the basics of international marketing and what was seen as the role of the learner in the context of the tutorial. It might have been expected that knowledge moving through a genre chain starting from reading and making notes from marketing textbooks and ended into the memo from the closing tutorial would encounter many opportunities for transformation, but this was not the case. The codified marketing knowledge was privileged, and the other forms of knowledge seemed to be more or less marginalised and silenced.

The students belonged to an emerging place discourse community in transition. The constant reflections on what went into the memo and what did not, and how they interpreted the constraints was something they had to negotiate. In order for the memo to function more successfully as a learning aid, it needed to move from being a laundry list of notes, to recording the negotiations taking place and the meanings being constructed. It should have reflected the personality of the writer, and also assisted absentees in keeping up with the rest of the group.

The closing tutorials – the surfacing of sub-genre tensions or the benevolent co-existence of various genres?

To understand the conventions of a particular genre is to know when and where it is appropriate to do and say certain things, and to know that doing and saying them in inappropriate places and times is to run the risk of having them ruled out. To use these conventions with skill is to apply questions of strategy to decisions of timing and the tactical plan of the rhetoric. (Freadman 1994, 59.) Moreover, it has been argued that it is more important that one's way of speaking reflects not only what one has to say, but what one is claiming to be. According to this

notion, social identity has come to be understood as being inseparable from generic structure. (Scollon, Bhatia, Li & Yung 1999.) Changing our ways of acting and interacting, changes the ways we present ourselves to the others.

As the excerpts from the tutorial discussions show, there seemed to be students who were able to function within the various sub-genres with ease, understanding the implicit and explicit conventions embedded in them. But there were also students that seemed to privilege some sub-genres over others, just as they seemed to be marginalised in other genres. The number of tutorial participants exceeded the ideal of ten, thus the sub-genres maintained might reflect the difficulty experienced or the inexperience of sustaining a discussion with so many participants. On the other hand, some students were passive in all the sub-genres negotiated at the tutorial site. Consequently, the number of students might have implicitly favoured some sub-genres at the expense of others.

The evolving genre conventions indicate epistemological and ideological premises, and the social norms of the emerging PDC. (Berkenkotter & Huckin 1995, 21 – 24.) The sub-genres invited and maintained in the tutorials seemed to encourage communication where the relationships between the students (the DL and the other students) resembled those adopted in conventional classroom communication. The prevailing sub-genres of reporting, IRE, and storytelling seemed to create asymmetrical relationships with knowledge. Using genres in a particular way in the tutorials offers a method of validating particular ways of understanding. These relate both to what is talked about and how it is talked about; changing the 'how' inevitably changes the 'what' (Rhodes 2002, 102).

Figure 6 summarises the realms of genres I reconstructed from the tutorials. The genres can be categorised into three major groups – the genres from an educational realm, from business life, and from personal life. I will next discuss their meaning with regard to the tutorial context.

Knowledge relocated from textbooks, experts and authority sources could easily be recontextualised and talked about in the sub-genres of reporting, IRE, and storytelling. The DL, in these cases, seemed to function as an authority or as a mediator who accepted or rejected the ideas presented. In fact student peers seldom offered ideas in this context. Knowledge represented in conventionally accepted genres was less an achievement of a representation of reality and more an exclusion of other possible meanings. The conventional genres such as reporting and IRE present the authority in a normalised way for the majority of the students. (E.g. Rhodes 2002.) The students were accustomed to the conventional genres of the classroom where stable meanings and positions are produced. The construction of familiar genres involved the construction of familiar positions as a conventional student in a classroom. The evolving norms and the ideology of the tutorial discussion were reinforced in the feedback sequences of the performance appraisal genre. The comments presented in these sequences thus influenced the manner in which the students generally and the DLs in particular, positioned themselves in the tutorial discussions. The students seemed to be reluctant explicitly to challenge the sub-genres

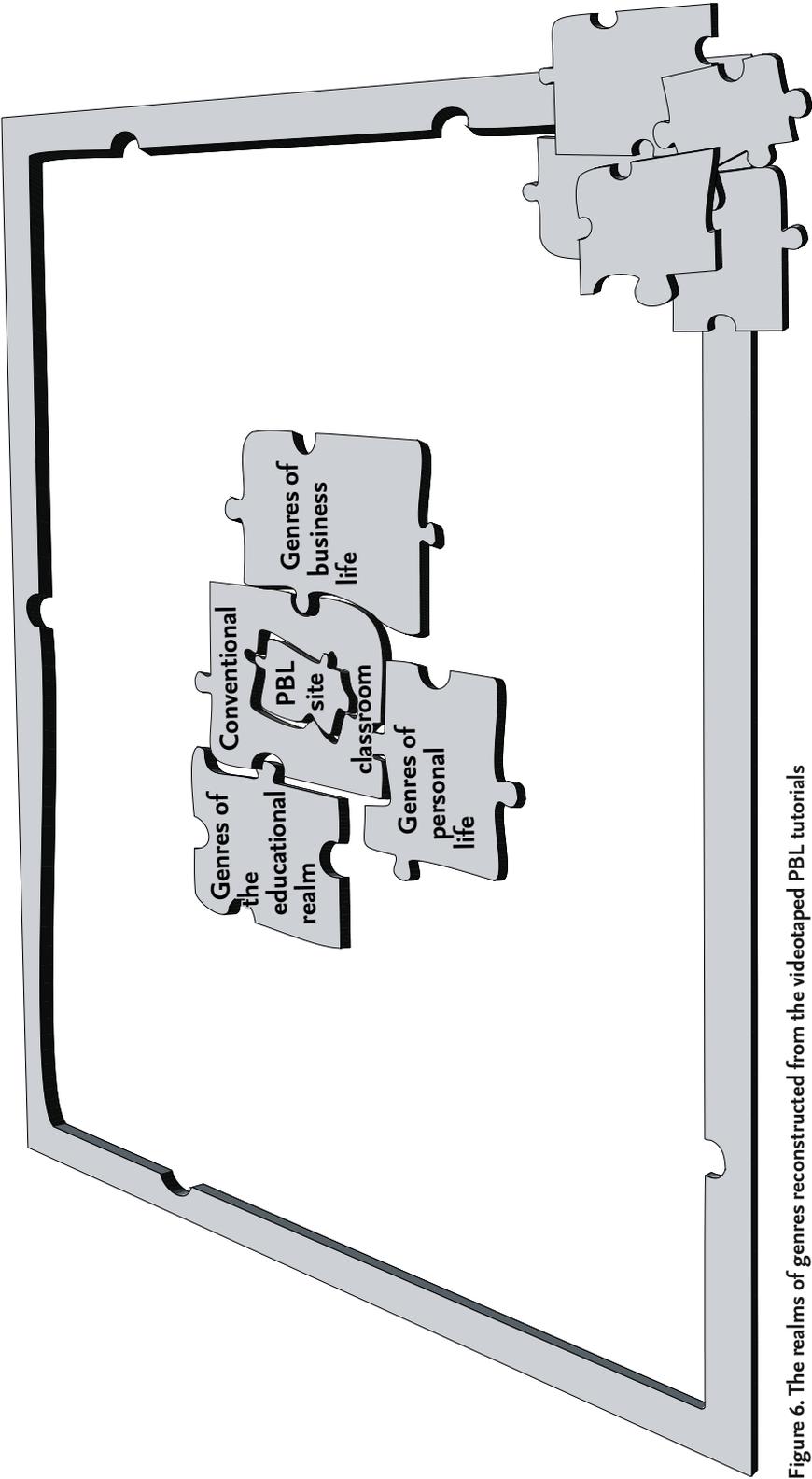


Figure 6. The realms of genres reconstructed from the videotaped PBL tutorials

invited and maintained in the tutorials. Only once did the recorder point out the futility of the reporting sub-genre.

In the tutorials, the business-related genres invited more ambiguous relations among students, and hence needed to be negotiated. The students had to find their ways into these roles, opening up epistemologically suspect relations. In consequence, the students had, to some extent, discuss what the authority of a certain genre was. This provided openings for other kinds of genres and possibly caused some of the students to feel threatened. The students who were confident enough to comment on the progress of tutorials during the actual tutorials and in the memos, attempted to explicitly introduce a certain way of running the tutorial.

The more business-related sub-genres of meeting, agenda, imaginary consulting, performance appraisal, and memo seemed to be less explicitly negotiated by all the tutorial participants during the actual tutorials. When the PBL tutorial idea was presented to these students, comparisons with a business meeting or negotiation were drawn by the Liibba tutors. At that time, this was made without giving much thought to the way in which the metaphor might be interpreted. The well-intentioned aim had been to place the students in a situation which closely resembled a real business life setting. Lakoff and Johnson (1980) hold that metaphors are significant when trying to construct and analyse reality. The chosen metaphor constitutes diverse representations of the object and is of great importance when trying to make a new, unknown phenomenon meaningful. The tutorial site had been just such an unknown phenomenon to the majority of the students. The usage of the term 'meeting' by the tutors probably had some effect on how the students perceived themselves and others in the tutorial and how they felt they should behave there. The educators should therefore understand the complexities of acquiring a genre.

Initially genres of meeting and negotiation were mentioned in the introduction of the PBL approach and later, in actual tutorials, they were introduced by a powerful member of the tutorial: by the DL or the tutor. Sometimes a student in position of expert also introduced the genre in relation to the trigger at hand. This was especially the case with the introduction of the imaginary consulting sub-genre.

Those students who maintained the more business-related sub-genres succeeded in developing their own voices and were able to see themselves as constructing their personal knowledge based on the contextual knowledge represented in papers and books. However, some participants were not content with the sub-genre change, the tensions it created, and in a way pleaded with the gazes returning to the original manner of conducting the tutorial discussion. These students seemed to become silenced or marginalised in the more complex business-related sub-genres.

The moderate but constant negotiation of the memo sub-genre indicated that the students were able to discuss the content and the form of a genre. The reason why this was done with the memo genre may have been that it was something extraordinary introduced into the classroom. To have the tutorial discussion recorded after every session required first that there was something to be recorded and a recorder who would be actively taking

notes of the discussions. The students had to function as recorders and produce their readings of the discussion for the others in a form of a memo. The content of the notes taken during the tutorial discussion were checked prior to the writing of the memo, as the recorder had to orally summarise the main points of the discussion for the other tutorial participants.

The subtle sub-genre tensions reconstructed from the tutorials resemble the findings of a case presentation genre study carried out in the field of medical education. Lingard et al. (2003) examined how the medical students understood the case presentation genre used in clinical practice and found that students described a successful case presentation activity as performing like a student doctor: showing off, getting a good mark and sounding confident about what they were saying. An ideal presentation, according to students, had no interruptions or questions. They more or less understood the case presentation as a school genre, wherein learning and evaluative concerns had an impact on student's decisions about what to say and how to say it. The tutorial participants seemed to understand the school based sub-genres of reporting, IRE and storytelling in a somewhat similar way. The communicative purpose of these sub-genres involved presenting the findings of the self-study period in a straightforward manner, and excluding overt probing and challenging of represented arguments. The business-related genre of the meeting had also same undertones in its communicative purpose, even though the opportunity to challenge the contributions of other participants is more evident through such mechanisms as voting.

The professionals at the hospital, on the other hand, understood the ideal case presentation genre to involve shared knowledge construction about the case patient. The workplace genre of a case presentation included, according to the professionals, the collection of patient information, the construction of a joint plan for treatment, the negotiation of the cooperative responsibilities required to deliver team care in a hospital setting and the transfer of information across professional boundaries. The communicative purpose of the PBL tutorial discussion genre, the imaginary consulting sub-genre and the casual conversation sub-genre includes similar assumptions about constructing and making sense of represented information and experiences.

The case presentation was enacted by medical students in an attempt to advertise their level of competence. The students tried to avoid uncertainty, whereas the approach of professional doctors showed awareness of both the various limitations that underlie uncertainty and some sanctioned strategies for accommodating and responding to it. The school-based genres of the tutorial functioned in a similar manner to those demonstrated by the medical students in the case presentations. The genre of PBL tutorial discussion, and the sub-genres of imaginary consulting and casual conversation more effectively opened the tutorial site to uncertainty and questioning. The power asymmetry between the DL and other participants was diminished and room was created for collaborative probing and sense making.

The contradictions and tensions between school and workplace conceptualisations of a genre might slow or even interfere with the professionalisation of novice communicators

in terms of their socialisation into the common practice of a work community. The conceptions and objectives of the genre were understood differently, thus the tension between communicative purposes and styles in schools and workplaces needs explicit attention to ensure that key professional values are clearly discussed (e.g. Lingard et al. 2003, 618). What does a genre tension mean to a professional community? It is essential in novice socialisation that the students do not see talk as a substitute for action, but as a means of acting expertly within a domain.

6 Reconstructed Discourses from the Primary And Secondary Sites of PBL Tutorial Discussions

The focus of this chapter is on the various discourses circulating within the videotaped PBL tutorials, recognising, at the same time, that these are largely intertwined with the genres discussed in Chapter 5. Discourses are understood to represent some aspects of the world. Different discourses are different perspectives of the world, and they are associated with relations people have in the world, which in turn depends on their positions in the world, their social and personal identities, and their social relationships in which they stand to other people. (Fairclough 2003b, 124.) Individuals are constituted as subjects through discourses. Through a study of the subject positions and the relations the students established with them, I first reconstruct the tutorial as a primary site for collaborative knowledge building. I then reconstruct the discursive themes, relations and positions taken-as-granted by these future marketers and analyse them as the secondary learning site of the tutorial discussions. Moreover, the discursive theme of the future customer will be also reconstructed as it seen, according to mainstream marketing concepts, to be at the centre of the all the actions that the businesses perform (Kotler 2000) The role of English as the ritual and ceremonial language of business (Furusten 1997) will also be addressed. The chapter will conclude with a discussion on the significance of the various discourses within the tutorial context.

The discourses identified on videotape were certainly not the only ones that circulated in the tutorials. Someone with a different background would reconstruct other discourses. I played an active role in reconstructing these discourses from the tutorial discussion, and the process of reconstruction relied heavily on my professional background in both marketing and vocational education.

Active constructions of the tutorial participants at the primary site

The Liibba students and their tutor used to arrive on time for the tutorial discussion during autumn 2001 although they sometimes blamed the early hour for the lack of discussion. One

of the ground rules drawn up by the students concerned punctual arrival for sessions. Students who were occasionally late were welcomed with a nod but students who were consistently late were ignored by the group, who did not respond their arrival. The frame shift from pre-tutorial discussion in various languages to tutorial discussion was usually prompted by a tutor's acknowledging nod to the DL. On one occasion it was a fellow-student who signalled to the DL to proceed with opening the tutorial

The opening of the tutorial discussion took place in various ways, which included the exchanging of pleasantries. It was usually the DL who welcomed the others to the session and checked that everyone had access to the memo from the previous tutorial session. On occasion, nervousness on the part of the DL caused her to overlook the latter task.

Normally, students self-selected themselves as contributors to the tutorials. When a speaker self-selects in a group discussion, the turns are said to be locally controlled, turn by turn. The majority of speaker switches occur at places in the talk which are distinctly marked prosodically, syntactically and semantically as transition relevance places. They are often tone unit boundaries, where the intonation and pitch of the speaker drops of as major syntactic units come to an end. Ideas or presented information seem to be complete. (Diamond 1996, 86–87.) The students appeared to handle the self-selection well, and there was minimal overlapping. The easy flow of the turn taking could also suggest that the students shared and intersubjectively accepted realities constructed in the tutorials. The lack of overlaps could also be explained by the notion that the introduced PBL script marked some positions for leading the discussion and thus made it formal (e.g. Cutting 2002, 29). Boundary making uses of discourse markers such as 'but', 'yeah', and 'anyway' were important in the tutorial discussion because the conversational floor was moderately contested as a result of the many participants (Johnstone 2002).

The positions taken and offered changed on the basis of the discursive practices negotiated. These positions were constructed during the sessions even though there were two marked position – the DL and the recorder. At same time as the tutorial students created, reinforced and revised international marketing reality through social negotiation and the collective reassignments of meanings, they constructed certain positions towards each other within the PBL context and within the wider international business context. The constructed PBL and international marketing discourses opened various subject positions to the students. The students constructed positions through an engagement with a variety of social, institutional, and pedagogic discourses. Social positions and relationships are essential outcomes of language use (Fairclough 1995) and are crucial elements in a constructed collective reality as they define the symmetry or asymmetry of power in the social world.

Next, I will focus on the discourses reconstructed from the primary site of the tutorials. I wish to start by introducing the constituted discourses in the following subchapters and then offer empirical material to support the logic of the constituted discourse. I have placed these discourses under the heading of discourses of knowledge and learning within PBL tutorials as they describe how students position themselves regarding knowledge and the task of learning.

The discourse of received knowing in the tutorials

Based on the analyses made from the videotaped material regarding the ways the students constructed the primary site of the PBL tutorial with various objects, concepts, subject positions and relations, I suggest that the tutorial closing discussions which took place in the Helia Liibba programme during autumn 2001, seemed to privilege the notion of received knowing, as defined by Belenky, Clinchy, Goldberger and Trule (1986). This discourse seemed to prevail especially in the first four videotaped tutorials.

This discourse of received knowing provided various positions for the students in the tutorial site, such as information finders and disseminators, passive and marginal recipients, content expert and pedagogical expert for the students in the tutorial site. The relations among the students and the tutor were constructed in a somewhat hierarchical and asymmetrical form, as the students tried to learn what the tutor or even another student already knew about international marketing. Moreover, the tutor or the DL acted as an expert evaluating the knowing the students displayed in the discussion. Hence, the students positioned the tutor or the DL as a conventional teacher, and looked for recognition and approval from them with regard to their contributions. The discourse of received knowing is an individualistic discourse. Students who contributed did not actively seek to have their ideas probed or questioned by the group; instead, they individually delivered their findings and were content with it. The pedagogical position within the discourse of received knowing made reference to the whole group, but as these were statements of categorical truths, they did not invite the others to challenge them.

The discourse of received knowing could be described as understanding the self as capable of receiving knowledge from outside sources, and thus not actively constructing it. The students were trying to comprehend new ideas and concepts but discounted their own experiences and opinions as valid sources of knowledge. Hence, the students collected definitions, and lists from mainstream textbooks, rather than forming opinions based on critical readings of the material, and then they simply adopted these ideas. Discussion seemed to concentrate on repeating and recontextualising the words of authorities in a word-perfect manner. There was little tolerance of ambiguity; consequently, the students looked for reassurance from one another, from the discussion leader or from the tutor. According to Belenky et al. (1986, 59),

‘Received knowers are especially at the mercy of authorities’ judgments. If someone in a powerful position tells such a woman [student] that she is wrong [...] she believes it’

I have added the word ‘student’ to this observation, since it effectively sums up the behaviour of ‘received knowers’ in the tutorial situation. I will next introduce in more detail the discursive themes, positions and relations within the discourse of received knowing and support my argument with excerpts from the videotaped tutorials.

The information finding and dissemination position

The closing tutorials usually commenced with the DL asking; ‘What did you find?’ a direct reference to students’ findings and to their dissemination. It strongly restricted the progression of the discussion. The absent question ‘How did you find your readings?’ would have started a totally different line of probing. Excerpt 6.1 from the first videotaped tutorial highlights the frequently adopted position.

Excerpt 6.1 (tutorial #1)

6	DL	Anyone (.) <u>What did you find?</u> [quietly] Heidi (.)	Takes her papers like a news anchor ending her broadcast and puts them together. Looks at the student next to her and she looks back at her
7	Nelly	Oh, I <u>found this one really good</u>	<u>Shows her papers to the others</u>
8	DL	Yeah!	
9	Nelly	The intercultural marketing negotiations one (.) people trust in (.) (xxx)] It says <u>in the very first sentence</u> that the trust (.) you should feel trust between the customer and the – well, between the both ac – actors	Looks at her papers and tries to find the place to start Moves her hands marking both sides and stammers a bit
10	DL	Yeah	
11	Nelly	And then it goes on here that how important the (.) why the trust is, is so important	Still looking at her papers

One of the most common subject positions that was created and adopted in the tutorials was that one of sharing findings to the others. The student had read the required material, mainly the textbooks, and had made notes based on her readings. These notes were straight quotations from the books, thus a transfer of information took place in the tutorial, sometimes in a cumbersome manner if the student was unable to read notes dealing with difficult concepts that she had not deconstructed for herself. For students; information finding and reading the material aloud legitimated the contributions to the classroom.

The various definitions of marketing are represented in textbooks usually as categorical truths. Consequently, the modalities expressed in the turns the students took were high; hedging and hesitating seldom took place. There was a group of students that participated eagerly in the early phases of the discussion as these phases in the closing tutorial included definitions and listing certain procedures. A student had gained ‘expert’ information from the books and made this explicit by showing her notes to the others. The authors of the marketing management books were initially referred to as ‘they’ or ‘it’, but later their surnames might be mentioned. The relationship between the authors of the books and students was distant, and tutorial participants gave authority to these writers by taking care that quotations came directly from the book. Hence, neither editing nor reconstructing work was undertaken.

Interaction with the DL was important as the position of information finder and disseminator was constructed for the DL acknowledged contributions and allowed the student to continue to refer to her notes. The material process of finding the information was foregrounded and the mental process of constructing knowledge was backgrounded. Information was regarded as a resource waiting to be found and used in certain instances. The books were seen as sources of codified information to be read, memorised and disseminated in the tutorials. In extreme cases, a student had read about a theme in the textbooks, and although she did not see its relevance, she still wanted to share it with the others (see excerpt 6.2). This could be interpreted as demonstrating to the others that she had done her homework. Excerpt 6.2 could also be interpreted that Gabriela in turn 29 offered the terms to the others for elaboration, and then satisfied, having had her say in the tutorial discussion.

Excerpt 6.2 (tutorial #2)

29	Gabriela	<p>Four points in name development. I wrote those but I actually, <u>I thought that I could remember what that all means but I can't.</u></p> <p>The first one was translations. That I can understand. The second was transliteration. And third one was transparency and fourth was transculture.</p> <p><u>I can't remember what all those meant but have you (.)</u></p>	<p><i>Reads</i> <i>Looks up and laughs a little nervously, puts her hand over her mouth. Reads her notes looks up at the others and continues to read her notes</i></p> <p><i>Explains to the others, the others laugh</i></p>
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The role of the DL in constructing this position for the other participants was strong in the first four videotaped tutorials. The questions she posed to the others invited certain ways of relating to the material studied at home. There was, nevertheless, an attempt to place the learning objective as the overarching frame for the discussion at the beginning (see excerpt 6.3), but it was soon forgotten and decontextualised information dissemination dominated, at least, the beginning phases of the first four tutorial discussions.

Excerpt 6.3 (tutorial #4)

1	DL	So, our <u>learning objectives were segmentation, why, when, how, and then implementing to BeautyCosmetics Ltd.</u>	Seats herself and reads from her notes
		Uhm, well first of all we could take a look (.) Well <u>you could explain me that what is market segmentation and what is a market segment.</u> <u>Has anybody find (.) found about that? Who wants to start?</u>	Still looks at her papers Eye contact with the others
2	Flora	<u>Market segmentation is an effort to increase a company's precision marketing.</u>	Reads from the book
		It's in <u>the book.</u>	Looks at the DL
4	DL	Does everybody understand that?	
5	Nelly	(quietly) (xxx)	
6	Flora	Ok, market segmentation is an effort to increase a company's prec—precis—precision marketing.	Reads from her papers and looks at Nelly

The DL positioned herself in turn 1 as the authority on definitions waiting to comment on the definition offered. The reference in turns 2 and 6, to the book, in this case Kotler (2000, 256), was verbatim. Having the legitimacy of being derived from the textbook, it did not need to be elaborated. The discussion continued with the help of the book and implicit references to it were made to the book by using its subtitles as questions. The recitation of extracts from the book disrupted the development of collaboration in the tutorial. The students, it seemed, preferred save face by producing material which was just recited, and they left it untouched and unelaborated. This left room for awkward pauses where papers were turned and eye contact was avoided.

The recitation of lists was also normal for students in the position of dissemination. They seemed to prefer going through the steps of various procedures and characterisations without connecting them to particular cases or questioning their relevance. In excerpt 6.4 Maria informed the others about know the characterisation of an international marketing relationship she found from Usunier (1996, 395). She described it more or less verbatim.

Excerpt 6.4 (tutorial #1)

46	Maria	I <u>found</u> that these international marketing relationships (.) they share like <u>three main characteristics</u> . They are all the same in all the cases like successful partnerships they always have these three characteristics. <u>And</u> <u>the first one</u> is the long time period within which the operation occurs. <u>The second one</u> is a large size of transactions in terms of unit sales so there are lot of sales of products and so on. <u>And a long term relationship between the buyer and the seller</u> . It just the same of the marriage thing we just (xxx) (.) they always have lot of relationships. If it is not long then it cannot be successful. They have to start to building this long relationship some where (.)-so that is the main point they discussed.	Heidi agrees with a 'yeah' Coughing Maria makes an eye contact with Nelly Pause Voice gets quieter
[...]			
49	DL	Did <u>anybody read those development stages of process</u> (.) how it happen (.) how you can start building an international relationship (.) how it starts?	Unclear formulating of the question
50	Nelly	<u>Do you mean the awareness and?</u>	Nelly makes a firm eye contact with the DL and the DL with Nelly

The lists and characterisations were recited almost verbatim. Students appeared to feel that a list from the main marketing management books seemed to facilitate the transition from prescription to action as required by the process of application. The contents of the books seemed to be enough for the students in these positions. The terms could be defined without any contextualisation or thinking about the theoretical framework they were derived from. The students taking this position seldom referred to the case company mentioned in the trigger, but rather left it to the others.

The passive positions within the discourse of received knowing

Table 5 reveals, nevertheless, that quite a few of the students refrained from active participation to the tutorial discussion. These students were in the tutorials; they had their notes and papers on the desks, but did not contribute to the discussion unless specifically asked. One of the responsibilities of the DL was to engage all the students in the discussion but this was seldom achieved. It is possible that the DLs were practising face saving procedures which used to be the teacher's responsibility in a conventional classroom. Brown and Levison (1987) hold that negative face is concerned with a desire not to have actions and space impeded: it involves a

wish for individual freedom and autonomy. The tutorial participants had obviously made some assumptions about their relationships and about the face they wanted to claim for themselves and were willing to give other participants in the tutorial sessions.

Face seems to be a paradoxical concept because there are two sides to the notion which appear to be in contrast. On the one hand, there is a need to be involved with other participants and to show them that involvement (positive face). On the other hand, there is a need for some degree of independence (negative face) from the other participants and a need to show that there is a respect for their independence. Involvement is shown through such strategies as paying attention to others, showing a strong interest in their ideas, pointing out in-group membership, or using first names. The independence aspect of face underlines the individuality of the participants. It underscores their right not to be completely dominated by the group and its social values. Independence is shown by such strategies as making minimal assumptions about the needs or interests of others or by giving the widest range of option. (E.g. Scollon & Scollon 1995, 36–37; Bou-Franch & Garcés-Conejos 2003.) When a request is made to another speaker for a contribution, in a tutorial discussion, it could be interpreted as a threat to the participant's negative face. In excerpt 6.5 there were two occasions where the DL tried to invite passive students who did not actively self-select themselves to contribute to the tutorial discussion.

Excerpt 6.5 (tutorial #5)

43	DL	So first there's entering the new market. And, well, nobody, just a small percentage knows about BeautyCosmetics Ltd so (.)	Looks at Nelly, looks at Kaius. Looks at the others, waiting A pregnant pause
		<u>Now Ina, have you thought some, these objectives of BeautyCosmetics Ltd, have you thought about it?</u>	Looks at Ina
44	Ina	Uhm (,)(,)there wasn't any specific because I was (xx) (.)I've been away so [...]	Looks somewhere down, concentrates, looks at the DL
		[...]	
65	DL	[...] But if we went through shortly about the, like the theory on PR. <u>But I found it kinda confusing the whole PR. So somebody explain me.</u> <u>Anybody?</u> What is PR? Ella?	Laughing Looks at Boris, looks at the others with a smiling face, laughter A pregnant pause. Looks from one side the other
66	Ella	Sorry.	
67	DL	Nothing? Lee?	
68	Lee	Sorry I, I don't think I remember too.	Speaks his gaze down to the papers, lifts it up and looks at the DL
69	DL	<u>Okay. What about (.)</u>	Points to Boris and giggles
70	Boris	<u>Okay, I think first what comes into our all mind when talking [...]</u>	Organises his papers

The ways in which the students taking passive positions were invited into the discussion, as seen excerpt 6.4, involved low modality and hedging, not putting the respondents on the spot, but inquiring about their thoughts at that particular moment. The DL also employed the strategy of playing down her role in turn 65, and asked the others to clarify the meaning of the term 'PR' for her. The others were unable to contribute, and Lee, when invited to do so by name, answered by saying '[...] I don't think I remember too'. This response seemed to indicate, that there were certain definitions to be acquired from the textbooks and to be remembered. He apologised that he could not remember, and therefore the DL had to turn to a student she knew had studied for the closing tutorial.

In constructing a passive position the students could also be taking a position of resistance to the whole tutorial discussion, or alternatively, they could be waiting for others to ask them to join in. Moreover, language problems and personal characteristics could have prevented students from joining in the discussion. Nevertheless, the grading system situated the tutorial discussion as an important site for students to demonstrate their abilities and required participants to position themselves accordingly. Gunnarsson (1997), based on her findings from studying post-graduate discourse communities, even suggests that a silent female group could also be interpreted as signalling a lack of identification with the in-group and a willingness to remain outsiders. One interesting question still remains to be asked: for how long, especially in this relatively coercive situation, can a student speak from a particular subject position without identifying herself with that position and all that it entails? One of the students, who constructed a passive position for herself in the videotaped tutorials, found the poly-vocal tutorial site confusing; the lack of one authoritative voice and reliance on the tutorial peers as sources of valid knowledge claims was too much for her. Hence, she moved to another business programme in the end of the semester.

A marginal position constructed within the discourse of received knowing

The tutorial participants seemed to be involved, some actively some passively, in the sessions, and the pace of the tutorial classroom (the rate of movements, actions and events Collier 1979 cited in Holliday 1994, 34) was fairly slow allowing shyer students to enter the discussion. There were nevertheless students that appeared to be marginalised from the closing discussions. The marginalisation was strongest if the student took a position of violating the ground rules of the tutorial (e.g. constantly arriving late), or using her own consumer experiences as the only source of information without linking it explicitly to the textbook material providing the marketers' point of view. This required linking was usually constructed by using the newly learnt concepts and referring to the books. Consequently, the contributions given from a marginal position were either commented on only by the tutor or bypassed using discourse markers such as 'anyway' or 'okay' indicating that the contribution was not valued. In excerpt 6.6 Daniela shared her experience of direct marketing.

Excerpt 6.6 (tutorial #6)

96	Daniela	[...] And funny thing because they sell information one company buying from another. <u>Because I, I know some kind of magazines send my information and</u> <u>(.) So they can even when they make mistake in my spelling, in my name</u>	To the tutor
97	Tutor	Same mistake.	
98	Daniela	The same mistake. It's coming all the time.	

The student, in turn 96, offered her own experience of direct mail postings and pointed out that her name had been misspelt. The way she positioned herself as the main victim in the example and emphatically used the pronoun 'I' might have led that the others to ignore her experience, leaving only the tutor to react to her contribution. The contribution lacked any direct connection to the terms and definitions that were supposed to have been learnt during the self-study period, and for this reason, both the example and the contributor were marginalised.

The content expert positions negotiated within the discourse of received knowing

Expert positions were also constantly negotiated in the tutorials. Expert and novice positions were not static; rather, the distribution of expertise among participants in an interaction can be apprehended as fluid and active, with participants knowing more or knowing less at different moments in the interaction. The participants who assumed an expert position in the tutorials tended to have more talking time in the turns they took. They were also allowed to define problems and thus introduce new topics into the discussion. Furthermore, they transmitted knowledge during lengthy turns and the others seemed to address their queries to them. Such students were also willing to instruct their discussion peers about the right or proper way to act. (E.g. Kotthoff 1997.)

Excerpts 6.7 and 6.8 from tutorials #6 and #7 show how the tutorial participants negotiated the position of content expert contributor for Kaius on several occasions and how he gladly seemed to accept it. In tutorial #6 the participants were discussing various direct marketing tools and the tutor intervened with the suggestion that they should move on.

Excerpt 6.7 (tutorial #6)

267	Tutor	<u>Maybe</u> we <u>should</u> move on to the online marketing 'cause it <u>kinda</u> cover, cover the telemarketing and the, and the media also. <u>Possible</u> as you won't have time to discuss the online for (.X.)Just as a <u>suggestion</u> if that is interesting and useful.	
268	DL	Okay Kaius, <u>I know you've been waiting for this.</u>	Looks at Kaius, smiles, laughs a little
269	Kaius	I have so much to say. (xxx) start.	
270	DL	Or can you <u>tell us</u> something that <u>what is actually online marketing.</u>	Kaius laughs a little
271	Kaius	Well, the most of people know already what it is, right. I was thinking that if Olivia wants to use it effectively it's no use if we <u>give</u> her this advice and that advice and so, so forth if she has the difficult attitude that people have at least in, in her age. Or not nothing, wrong about the age but [...]	Smiles, gesticulates with his hand

First the tutor in turn 267 introduced a topic change idea using a low modality approach ('maybe', 'kinda', 'possible', 'suggestion', 'if', and grammatical mistakes creating it more in-group style) so as not to disturb the DL too much. The DL in turn 268 acknowledged the move made by the tutor and invited Kaius to contribute ('I know you've been waiting for this' and 'Or can you tell us [...]'), and laughing a little in a cordial manner. In this way, Kaius was positioned as a speaker with authoritative knowledge about the topic. Kaius accepted the invitation and positioned himself as having difficulties in choosing how to start his contribution. The DL clarified the situation by asking first for a definition of online marketing in accordance with the discourse of received knowing. Her question was dismissed by Kaius with a cursory response that 'most of people already know what is, right.' Without waiting for confirmation from the others, Kaius continued by positioning him and the rest of the tutorial group as giving advice to the managing director of BeautyCosmetics Ltd, who was situated as knowing less than they did about online marketing.

The negotiating of the content expert position by a PBL student, and also the marketing expert position, is evident in excerpt 6.8 where the tutor referred to a contribution from Kaius as an important fact to be reflected on.

Excerpt 6.8 (tutorial #7)

50	Jaana	Because NiceJewellery is something modern and simple. You could buy it to everybody as presents. But you can't buy Jewellery Inc to everybody. Not all people don't like them.	Looks forward, leans to the back of the chair and gesticulates with the hands
51	Tutor	But if you think of the history of Jewellery Inc. It used to be a very niche product, traditional jewellery. [...] <u>Now is the challenge as Kaius said, what to do in the maturity stage with this traditional jewellery. What is important for Jewellery Inc at this stage regarding marketing and production?</u>	Looks at the others and gesticulates with her hands
52	Kaius	Well, there in Kotler's book there is two, one is <u>market modification</u> and the other one is <u>product modification</u> and (.) they are now doing this (.) all their people are (.) gathering to think how they do modify their products. Maybe they are doing the <u>product modification</u> . Well at least this trigger hints that way. And you can do it by improving quality, improving features and improving style. <u>But, and then you have to always think about the consumer's wants.</u> So I find it's really diffi (.) difficult. <u>But it's a good (.) in Kotler's book they say that many times that all the company has to be, has to be included in this development. It's not the just some engineers will do it but everybody.</u> [...].	Has his hands first under his chin, leans on them, looks at the papers, looks speedily at Jaana, Moves his hands near to the desk, looks confidently at the others

Kaius hurried to contribute more in turn 52, basing his contribution on readings of Kotler. During this lengthy turn, he put forward two important marketing concepts relating to product development and positioned himself as aware and socialised into the key ideology of mainstream marketing; customer focus, and the appropriation of comprehensive marketing within the company. He also referred to the trigger at hand, and suggested what the company was currently doing with their product development. In addition, Kaius positioned himself with also his non-verbal communication as being confident what he was saying. No one questioned his argument.

The pedagogical position as an expert position constructed by tutorial participants

The positions constructed within the discourse of received knowing had interesting features that could have been challenged but the students did not seize upon them. I have called one of these positions the pedagogical position, as this type of talk is usually associated with a conventional teacher in a classroom. Within the discourse of received knowing, the pedagogical position embraced the learning process of the whole tutorial group and concentrated on stating what had been learnt up to that point as far as the definitions and terms from outside sources were concerned. The collective 'we' was used fairly often and references were made to

previous PBL tutorial sessions and to the themes discussed. Furthermore, participants referred to shared experiences of the tutorial group, and summarised discussion using chronological continuums. (See e.g. Mercer 1998.) In excerpt 6.9 Boris began to define what PR was.

Excerpt 6.9 (tutorial #5)

70	Boris	Okay, I think first what comes into our all <u>mind</u> when talking about <u>public relations</u> is the, is the appearance of the company to the outside. [...]	Organises his papers, touches his ear, looks at the camera (a male teacher videotaping) looks at the tutor and DL
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Here pedagogical positioning was confirmed by looking at the two teachers in the classroom and at the student who had the status of DL. In excerpt 6.10 Kaius outlined the historical development of marketing concepts in accordance the textbook contents, and situated himself as taking a company perspective in presenting his ideas.

Excerpt 6.10 (tutorial #1)

26	Kaius	For example we should remember that as we saw the marketing for example <u>how it has developed, now it is time when the customer is in the middle of everything, it is not the product.</u> Now it is the like the most important thing, and many companies for example when they have values customer or the <u>customer orientation</u> is the most important thing over there, I am just taking in the company world.[...]	First looking at his own pen and turning it at shoulder level, then makes eye contacts with the DL, and Nelly and Maria
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From this pedagogical position an assessment of the whole group's performance was sometimes given (see excerpt 6.11). Careful readings of the tutorial discussions showed that this position was dominantly taken by male students. It was rare that female students spoke for the whole collective of students in this way. The students negotiating themselves into the pedagogical position could be interpreted as central resource persons. Diamond (1996) maintains that members with higher status in the group present ideas and introduce topics through the use of solidarity and in-group-identity markers like 'we' (see also Scollon & Scollon 1995).

Excerpt 6.11 (tutorial #6)

352	Curt	I think <u>we're getting</u> into it like <u>we're studying</u> more like, like, application is more important [...] <u>we're studying the theories and everything</u> but (.) it comes more natural [...]	Eye contact with the tutor
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Curt gave an assessment of the group's performance and related it firmly to the study the students had made of theories, the codified knowledge presented in the books. He understood that studying with the PBL process was based both on readings of the theoretical material and in ability to apply it to triggers. In his view, learning this approach is a gradually evolving process.

The tutor's position as a covering controller in the discourse of received knowing

The importance of covering right concepts within the discourse of received knowing was manifested particularly at the end of the closing tutorial sessions. The epistemological emphasis on finding the concepts and naming them was enough at the end of the discussion whereas in the middle of the tutorial there was time for discussion. The urgency to 'covering the topics', and thus 'mastering them' seemed to change role relationships and communicative behaviour. More direct strategies were employed in order to secure effective communication. The role of the tutor changed to that of a conventional teacher, bypassing the DL, as she checked from the others whether the topics had been covered.

Excerpt 6.12 (tutorial #7)

235	Tutor	Probably. Can you quickly now clarify me this <u>bill of materials</u> because you didn't touch anything in the trigger so I kind of assume you all knew what is was. <u>But do you know what bill of materials meant?</u>	Looking anxiously at the students
236	Heidi	What?	
237	Tutor	Bill of materials.	

In excerpt 6.12 above, the tutor was anxious for the students to present the terms relevant to the product development phases and she hurried students to tell her, the authority in the classroom, the meaning of a bill of materials, indicating with the question formulation that there is one answer to the question and that the codified information could be recited. When this took place the students seemed to be rather confused, as this created a contradiction between the roles of the DL and the group.

The role of resource materials in the discourse of received knowing

The role of the resource material was also negotiated in the tutorials. One of the key contributors to the construction of the roles of books, journals and newspapers was the tutor, who gave authority to the writers' claims. The student's role was to have read the relevant books, journals and newspapers, and to be inquisitive about her surroundings.

Reading the material seemed to be enough, and the ideal PBL student was not encouraged to read against the grain, or question the ideas proposed in the material. Thus, the reading position offered simply reproduced hegemonic passive reading, an approach which would undoubtedly have been appreciated by the popular management book publishers. In excerpts 6.13 and 6.14 the tutor actively negotiated the role of reading in learning. It is worth noting how the reference to Helsingin Sanomat -newspaper excluded the students that were not fluent Finnish language readers.

Excerpt 6.13 (tutorial # 7)

143	Ella	But, there was this article in Helsingin Sanomat on Sunday. I don't know if <u>you read it, you always seem to read everything in the newspaper but (.)</u>	Looks at the others and smiles briefly
144	Tutor	<u>That's good skill.</u>	
145	Ella	<u>It is.</u> I envy that. About Swedish companies, that changed their (xxx) come to Finland. Okay. So there was about this sleigh, how Finnish and Swedish groups would develop this sleigh. You know. [...]	Talks confidently and looks at the others Talks particularly to Jaana, and then to the others opposite her

In excerpt 6.14 the tutor positioned a demanding book as a challenge for students. Thus, she suggested, students wanting to be challenged by the contents of the books should be eager to obtain a copy early and appropriate its content. The DL positioned herself as one of those students rising to the challenge, presuming that there would be a fierce fight over the books in the library. The assumption in her statement seemed to be that all of the Liibba students were challenge-seekers and listened carefully to advice given by the tutor.

Excerpt 6.14 (tutorial #1)

233	Tutor	I just have some comments on this book Usunier, it is a good book but it is a demanding book Marketing Across Cultures [...] those of <u>you that have ambitions you should already take this book although we don't require it now during the second semester, but those of you that really want to take a challenge could look at this book</u>	Shows the cover of Usunier's book the students
234	DL	<u>May I remind you that there are only three pieces of these at the library. This is the older edition. You should have that one.</u>	DL shows the one she has and then the tutor's issue

According to the discourse of received knowing, the main sources of information to be learnt exist outside the tutorial participants, in written material or in expert positions; and take the forms of textbooks, articles, and resource lecturers. The books and articles are written by respected authorities and thus should not be challenged. Instead, students should concentrate on studying these texts and remembering their contents, preferably in a word-perfect manner.

Simply by showing the books and articles read in the tutorials, the students were presenting evidence to the others that they had been active during the self-study periods. The lists the tutors had given to the students identified the main sources and, in this way, also lent them authority. The tutorial was thus constructed as almost a traditional classroom where students individually contribute their readings and receive confirmation of the right way to read texts.

The discourse of diverse ways of knowing and being in the tutorials

By the discourse of diverse ways of knowing and being I allude to a set of interconnected statements and practices which encourage students to relate themselves to the knowledge they have studied. This discourse offered more versatile positions for students who were able to relate the concepts learnt to the experienced they had gained either prior to the tutorial discussions or while the tutorial discussions were taking place. According to this discourse, experiences obtained and personal opinions are also considered to be valid sources of information. Furthermore, it provided a more open relationship with the readings of the textbooks and the positions taken, even making it possible to be confused by them or to contest them.

The confused position in the discourse of diverse ways of knowing and being

According to the goal of the tutorial discussion, students would collaboratively construct the key concepts of the basics of international marketing and apply these to the companies cited in the trigger material. There were students who had done their homework as required and brought up the issues they found troublesome in the discussion. Sometimes the persistence and confusion in trying to find the right answer was so strong that appeals to other students were made if answers were not found, as can be seen in excerpt 6.15.

Excerpt 6.15 (tutorial #4)

36	Nelly	So they won't just concentrate on one segment. So they can, you know, get as much benefit from the product or services in different, different areas. And that's the way I understood it. Did I understand it <u>right?</u> <u>Wrong?</u> Anyone (.)? Any idea?	To Heidi Holding her right hand high Looking to each side like a robot
[...]			
42	Nelly	I understood it that so they can take it as wide as possible. That just they won't just concentrate for example for the geog--geographic segment so they taking along the age group and. So, different(.) <u>Right, wrong?</u> Anyone? Nobody is understanding me!	Sits in a hunched position, leaning on her elbows, hands are moving with fingers apart. She is looking firmly at the others

These outcries evidently constructed the tutorial discussion as a place to gain confirmation about what had been studied. A final answer was also sought. In this confused position the discussion was not shared with the common objective of understanding, for example, marketing vocabulary. Rather, this position constructed students as bewildered novices in a jungle of definitions, looking to the tutor's authority to guide them to the 'right' interpretation. The concepts were scattered around the jungle. Therefore, it was quite fortunate that students understood, for example, the context of BeautyCosmetics Ltd needed to be used for understanding the relevance of the concepts.

The confused but confident position in the discourse of diverse ways of knowing and being

There were also students who related their own experiences to the material they had read, and if they found contradictions, they brought them to the classroom. Nevertheless, they did not seem satisfied when peers offered responses to these questions, and they non-verbally positioned the tutor as being responsible for offering the 'right' answer.

Excerpt 6.16 (tutorial #1)

105	Boris	It is just the level of hierarchy, It is strong hierarchy where the boss is really the boss, or if it is more team work where everybody is really integrated and work together <u>When I read this stuff and what you asked about Germany I always thought and read that Germany is really hierarchical country, and here I read that power distance is really low, I don't believe that [...]. Do you have anything about that?</u>	He draws a vertical line in the air Has problems in pronouncing the word hierarchical and grimaces; the others smile He looks at the tutor
106	Nelly	Can it be <u>it says here that it is West Germany</u> , could it be that is has been (.)	
107	Boris	<u>No.</u>	
108	Nelly	No, it's been like that for long time.	
109	Boris	It has been more extremely in the West Germany. <u>I don't believe, that it is true, but.</u>	Turns his head from side to side as negating what he had learnt

This can be seen especially clearly in excerpt 6.16 when Boris in turn 105, questioned the argument presented in the textbook and opened the floor to discussion. Another student, Nelly, tried to assist him in understanding the point by referring to the book. The content of the book was foregrounded as the main source of arguments: 'it says here that it is West Germany' and the student's own experiences were backgrounded. Here the dichotomy of true and false seemed to restrict the discussion.

The experienced student position within the discourse of diverse ways of knowing and being

The students' work experiences were not actively invited into the tutorial discussion. In other words, the DLs did not invite the students to reflect their past experiences in the light of the theoretical frameworks and concepts introduced in the studied material. The students themselves had to introduce their experiences into the classroom by relating it more or less to the theoretical theme discussed. In excerpt 6.17 Heidi, in turn 36, reflected on how she understood her work experiences in relation to the concepts studied.

Excerpt 6.17 (tutorial #3)

36	Heidi	Also yesterday I was working and <u>I was (.) I work in a catering firm. I was thinking about the re-relationship things.</u> And how in different (.) (.) not just customers, but how many different groups of people are just connected with, like yesterday to refer (.) like there's the buyers, and the former or retiring or the extra workers and [...] and all that who serves the tables and who do the lights and stuff like that. And it's really important like (.) in that sense it's just to have a really a relationship without that people too. So it's not just (.) I think <u>marketing relationship with the customers it also includes the things with for the buyers that you're working with.</u>	Looks at her papers Has a pile of papers in her hand, grasps it with both hands Looks at the tutor and the others Looks at the papers once again Keeps the papers in her left hand and makes gestures with the right
37	Gabriela	<u>Inter-internal marketing</u> that everybody like (.)	Reaching over her desk when looking at Heidi
38	Heidi	<u>It's so much easier to work with all these people</u> (.) to take care of the re-relationships and (xxx).	

As she shared her thoughts about relationship management Heidi positioned herself a student constantly relating the themes constructed in the classrooms in her work environment. The beginning of her statement could be interpreted either as 'yesterday like every other day I was pondering upon the concepts learnt', or as 'yesterday I was working but not forgetting the tutorial discussions'. However, she self-deprecatingly used the expression 'relationship things' rather than the offered term 'relationship management', positioning herself more firmly in the novice student community. A knowledge display (often of a term that is difficult to pronounce) couched in academic language was quite often received with laughter. The activity seemed to require a particular frame around it, which would mitigate it in some way (see Benwell & Stokoe 2002). Gabriela commented Heidi's contribution by offering the concept of 'internal marketing' they had learnt previously and Heidi confirmed this by stating the goals of relationship marketing from the point of view of an employee.

Questioning the marked and taken-for-granted positions within the discourse of diverse ways of knowing and being

The discourse of diverse ways of knowing and being in the PBL tutorial also opened up opportunities to question the received way of knowing as far as the given (unmarked) positions to the students were concerned. Many researchers use the distinction between marked and unmarked to capture the fixed aspect of communication. These fixed expectations of communication and interaction are not tentative but form the basis of our conception of the normal, day-to-day world that we take for granted (Scollon & Scollon 1995). The unmarked form is typically dominant, and therefore seems to be neutral and natural. It is thus transparent, drawing no attention to its invisibly privileged status, whilst the deviance of the marked form is salient. Where it is not totally excluded, the marked form is foregrounded and presented as different – an extraordinary deviational special case which is something other than the standard form of the unmarked pattern. (Nöth 1990, 76.)

The marked positions the students had during the closing PBL tutorial were those of DL and recorder. The recorder generally remained silent during the tutorial and only at the end did she summarise the contents of the discussion from her notes. The position of the DL, it was agreed beforehand, was to be negotiated during the tutorial process. When acting as a DL an individual becomes more powerful with respect to the other student participants in a PBL tutorial. Even if her personal power attributes are somewhat limited, she at least commands control over the proceedings (e.g. Bargiela-Chiappini & Harris 1997).

The negotiation of the position of the DL centred around the proceedings of the discussion or the topics under discussion. The students approached the role of DL very differently. Some simply stated the learning objectives from the previous session and hoped that the discussion would proceed from there, while others had prepared an agenda to ensure a smooth, but rigid progress of the discussion. The other marked positions constructed and questioned in the discursive practices of the tutorial discussion were the participants' countries of origin and their language competence.

The position of the DL could be questioned by raising comments regarding the manner the discussion was progressing. In excerpt 6.18, Boris put forward a proposal and commented on the group's incoherent way of approaching the themes under discussion. He underlined the importance of taking care of every part of the models introduced by Hofstede and Trompenaars, and therefore the need for structure in the discussion. The pronominal use of 'we' and 'me' by Boris in turn 101 is important to note. Pronominal references and forms of address are powerful indicators of the on-going process of identity creation and positioning in interactive settings. Boris positioned himself as a speaker for the whole group by the use of 'we' and then lowered the modality by adding 'so, that would be my proposal' in order not to undermine the DL or claim her authority. The DL negotiated the situation by appointing Boris as the assistant DL for the discussion. Furthermore, Boris acted also as the main resource in the discussion about the cultural models.

Excerpt 6.18 (tutorial #1)

101	Boris	[...] One proposal (.) perhaps to make it a bit more clear <u>we could go through Hofstede and Trompenaars, that we have every part. We are now just a little bit jumping around. So, that would be my proposal.</u>	Looks at the tutor Looks at the DL
102	DL	Yeah. Yes, if <u>you</u> would like to start?	Others nodding and saying 'yeah'
103	Boris	I could start with Hofstede's four dimensions, first the power distance. <u>As we can see Singapore is very high and Finland more low –power distance, aa anybody know what it is?</u>	Voice indicating a common cold Looks at Anita, Flora, Nelly and Maria, no one responds quickly enough or was it just a rhetorical question? He continues.

The role of the DL could also be challenged by acknowledging the contribution of the DL as the provider of the agenda, as occurs in excerpt 6.19 below, and then producing a sort of metatalk about the whole learning object, thus operating a sort of a pedagogical DL in disguise.

Excerpt 6.19 (tutorial #7)

21	Kaius	<u>Well I think it's a good structure. And if we talk about product life cycle(.).or circle, cycle.</u> <u>Like most of us know there's first introduction, maturity and then decline.</u> <u>And if we talk about this OfficeFurniture I think we had it yesterday that OfficeFurniture is seen maturity. So we have to think how, how they will, how they will analyse their decisions, or their situation.</u>	Looks at the whiteboard, hands under his chin, talks calmly and without any hurry. Looks at his papers Looks at his papers, and those sitting opposite him, and at the whiteboard
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Kaius, in turn 21, gave feedback to the DL and added the idea of the product life cycle to the agenda as a topic to be talked about. He used the pronoun 'we' quite extensively positioning himself as speaking for the whole group who knew about the concept of product life cycle and had had the shared experience of attending a resource lecture the previous day. He orientated the discussion towards the future and included the trigger company in the discussion. In this way he set his own agenda alongside the DL's agenda, and being more fluent in English, appeared to make his voice heard since the discussion moved to the themes he presented.

The marked positions of the foreign students in the discourse of diverse ways of knowing and being

It was mainly Finnish business practices that seemed to be constructed in the tutorial site. The companies represented in the triggers were drawn from Finland, the examples frequently used to contextualise the marketing concepts were Finnish, and the majority of the students were from Finland. Therefore, it should be no surprise that the marked position of being a foreign student was established. The students were frequently seen as representatives of their native countries, and sometimes the questions posed to them might have upset them as even their home countries were incorrectly remembered. The students might have seen one another simply as cultural representatives rather than unique persons, which, in turn, might have created psychological distance (Kim 1991). Being Finnish was the unmarked, natural position, while being from somewhere else was marked, therefore perceived as interesting and different. This is a pattern demonstrated in excerpt 6.20

Excerpt 6.20 (tutorial #1)

128	DL	<u>How about in Russia?</u>	
129	Flora	I have no idea what it is <u>in Russia</u> , I <u>can tell you about Ukraine</u> , but I'm not very sure about this I think the structure of the company is mostly in a state's company they are like big hierarchy and it is difficult to come talk with main director from the lowest level or make an appointment to this director of the company [...]	Others laugh in a cordial manner, or is it to hide a sense of embarrassment? Others are looking at her
[...]			
112	DL	<u>How about Malaysia?</u>	
113	Curt	I'm not sure, I'm not sure (.) with the power distance you mean, I think it might be high but I don't know, it should be high, yeah, I know really nothing about it.	Others laugh sympathetically Seeks for an eye contact with the tutor

In turn 129 Flora had to correct the DL, as she was not aware of her native country. She underlined the difference between Russia and Ukraine, pointing out the others that the former Soviet bloc is not just Russia but several independent states. The others did joint face work for the DL by laughing and thus easing the situation. The DL continued to refer to the native countries of the participants as the Hofstede framework was clarified. Curt, in turn 113, revealed that he was unaware of the power distance dimension in Malaysia. Nevertheless, the questions posed to both Curt and Flora indicate that their personal experiences were understood as valid information for the tutorial discussion.

Marked language and cultural competences in the discourse of diverse ways of knowing and being

Occasionally the usage of English as the lingua franca and the fact that the students did not share a common knowledge ground of Finnish business practices caused problems in the tutorials. Firth's (1996) notion of the 'let it pass' approach was often employed but when marketing concepts were understood to be important, clarifications were prompted. Even then the clarifications were rooted in the Finnish business world, making it still harder for the students to grasp the terms under discussion. Excerpt 6.21 illustrates quite vividly how Jaana assumed that branding policy of the Finnish department store Stockmann was familiar to the rest of the group, and Lee had to push for a clarification which did not help him either as the companies mentioned were unknown to him.

Excerpt 6.21 (tutorial #8)

160	Jaana	<u>I think the distributed brand it's like Stockmann casa and Stockmann villa, Stockmann kahvi, something. It's a distributed brand. But like Alessi (xxx) same, the same. Alessi is the company and it's the brand.</u>	Looks at Heidi Boris coughs and Jaana's voice is difficult to hear
161	Lee	<u>Could you have some example in English?</u>	Looks at Jaana
162	Jaana	<u>In English? Alessi, that's a Italian company. It's (xxx) after factory and it's the name of the brand.</u>	Smiles to Lee
163	Lee	<u>Yeah, right. I do not know any these things that you are talking about.</u>	Looks at Jaana seriously
164	Tutor	<u>Yeah the distributors the brand I think that would be very good(.) [...]</u>	

The intervention by the tutor, in turn 164, asking Jaana to use the distributors as the differentiating feature in the branding policy, led to a more general explanation of the differences which was not so context-bound. The students, on these occasions, became conscious that they did not share the same cultural and language background, and even if they did, the interpretations of various ideas could be different. Thus they had to become more aware of the examples they employed and check whether their contributions made sense to the others.

The tutor taking pedagogical positions in confronting the discourse of diverse ways of knowing and being

As Table 5 shows, the tutor contributed to the closing tutorial discussions to a large extent. Her role in creating the primary site of the PBL tutorial varied depending on the preparedness of the DL. If the DL had thought about the questions she wanted to pose to the others, the tutor seldom intervened with direct questions of her own. Her main interventions were associated

Excerpt 6.23 (tutorial #7)

17	Tutor	<u>You mean, DL, that you could have applied to those companies while you discuss the, those concepts as well [...], want to apply to OfficeFurniture and Jewellery Inc while you go through those.</u>	Looks at the DL and at the agenda on the whiteboard, points at the recorder and makes a gesture indicating interaction
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The discourse of diverse ways of knowing and being in a PBL tutorial underscored the possibility of using a wider basis of knowing in tutorial discussion. For this reason, it also caused some tensions in the tutorials as not everything could be taken-as-granted and book-based. It acknowledged various positions for the students and celebrated experiences gained in other contexts, even though participants seemed to retain some trust in authority. The students had to deal with the uncertainty of knowledge. The focus seemed to move from quoting the textbook authorities to expressing their emerging perspective and to listening to the views of their peers.

The discourse of emerging knowledge construction

Nevertheless, the move from a discourse of received knowing towards more constructed ways of knowing was a source of struggle and tension for students. The whole introduction of the PBL approach with its triggers had introduced students to an alternative way of knowing, and to the idea of positioning themselves as active knowledge constructors, at least in theory. The tutorial site organised for the students made the need for collaboration evident and the way in which the tutor tried to position herself as a facilitator rather than a conventional lecturer invited the students to take positions as co-constructors of knowledge. Furthermore, the application of knowledge to the triggers invited the students to understand and work out the problems of the case companies. The idea of collaboration offered two major positions for negotiation: the role of active tutorial participant, or the role of passive onlooker. Taking an active tutorial participant role led to a situation in which the students relied on each other in the knowledge building process. These students had to negotiate their ways into more symmetrical relations with one another. The passive tutorial participant settled for the position of listening to the others.

A clear change from an individualistic discourse of received knowing towards a more collaborative discourse of knowledge construction took place when the students had to apply their newly acquired theoretical concepts in the trigger case companies and make suggestions for the companies. The students seemed to feel that their contributions were really expected. Thus they had a joint goal and shared common ground for the discussion based on the trigger material. The collaborative discussion required more face saving work from each of the students. They employed involvement strategies such as using first names, showing interest to the ideas the others had offered and elaborated them, but they also exploited independent strategies which left the passive students passive.

Trying to challenge the notion that there is only one dominant discourse in which to teach and learn requires an attempt to work with the non-dominant discourses as well. The PBL approach had provided this opportunity as the students had to negotiate within at least three discourses concerned with knowing in the tutorial site. The role of the dominant discourse, received knowing, in an academic learning environment, was strongly present in the tutorials, invited both by the students and by the tutor. The tensions between the discourses of received knowing, diverse ways of knowing and being, and emerging knowledge construction were subtle, but still had impact on how the students related to their readings and understandings. The gazes and the pregnant pauses in the discussions also controlled and constrained the available learning discourses.

Collaborative positions taken within the discourse of emerging knowledge construction

The need to apply the theoretical concepts to the trigger company cases provided a joint point of departure for the students, thus involving them in a knowledge construction discussion that necessitated the ability to build on the contributions the others had offered, to argue a case and introducing new ideas for negotiation. In excerpt 6.24 from tutorial #4 the students were negotiating market segments for BeautyCosmetics. It was an authentic case as the managing director of BeautyCosmetics Ltd was awaiting a report from the tutorial group concerning suggestions about possible segments for her products.

Excerpt 6.24 (tutorial #4)

159	Kaius	But, but, anyway there's lot of, or not lot, <u>but there's segment for, for Body Shop for example.</u>	
160	Nelly	Yeah but that's <u>probably</u> for the <u>younger people.</u>	To Kaius
161	Kaius	Aha.	
162	Nelly	<u>Cause they have all these animal soaps and it's more like kids and (.)</u>	To Kaius
163	Kaius	Yeah, but anyway I see them like really close and they've same both have like same measures, you know.	
164	Nelly	Yeah, yeah.	
165	Kaius	All this, I don't know how do you call it, <u>social consciousness and all. Like, like (.)</u>	
166	Boris	<u>Yeah, I have the same opinion like Kaius. You really have said, ethically oriented, that's, so, just a direction they think or behave. That doesn't mean they're really unethical and so (.)</u> I think there are lots, or enough customers.	Looks at his papers, looks at Nelly and Kaius
167	Jaana	And you have to think that more customers come from the age middle-aged, because there's more middle-aged people at the moment than young people. <u>And the middle aged people group it--it's going to grow all the time because it's (xxx) is getting old all the time, there's not so many children.</u>	To Nelly
168	Nelly	And I think what she should do is <u>to wake up the ethical person or ethical conscious person inside of the middle aged people. They might be ones but they don't know it.</u> If you go and tell them that you know that this Lancome test all their make-up on animals and show pictures of (xxx) Maybe they just like wake up: what, what and use your product. Or, you know, just not that extreme but tell people.	To Jaana Shakes her pen in the air Looks at Jaana and Heidi

In turn 159, Kaius suggested that Body Shop has a segment for similar kinds of products, but Nelly in turns 160 and 162 first acknowledged his contribution and then argued in a low modality manner that its products are mainly targeted at younger age-group because of their product assortment and by being cheaper. In this way, she positioned the products of BeautyCosmetics as more expensive and adult-oriented. Kaius agreed with Nelly's argument not to exploit the same criteria as Body Shop, and then introduced the idea of social consciousness as a segmentation criterion. This idea was seconded by Boris, who argued that was a large enough customer base for BeautyCosmetics. Jaana added her observation about the age as a segmentation criterion and Nelly integrated the two propositions of the middle-aged customer and the ethically conscious customer, making a suggestion as how to approach these people through advertising.

The backgrounded position of the tutor within the discourse of emerging knowledge construction

The tutor appeared to background herself when the students were actively constructing various solutions for the companies mentioned in the triggers. Using non-verbal communication, the tutor showed that she followed the discussion actively and encouraged students to probe different alternatives and use the learnt newly concepts actively in the process of knowledge construction. On occasion, she also intervened to prompt the tutorial participants to reflect on how the discussion was proceeding.

The knowledge construction discussion presented above shows how the students exploited the concepts they had learnt (segmentation, segmentation criteria, and ethically conscious buying) in a manner that invited others to join in. They acknowledged one another's contributions by naming the contributor or by reframing the contribution to better fit in their arguments. The knowledge construction discussion was more contextualised, that is, the students really tried to find answers for the particular case company and not only recite rote-learned ideas. The discourse of emerging knowledge construction was marginal, whereas the discourse of received knowing dominated the tutorials. The discourse of received knowing was represented in relations of the encyclopaedic and meaning-orientated learning objectives, where the emphasis was on finding definitions for various new terms. The primary focus in the discourse of received knowing was in the learning of the new terms which advocates the idea that knowledge is to be found from authoritative sources. Furthermore, the students also gave evidence of the self-study done. The tutorial participants acted as corroborators of the studying done. Nevertheless, the diverse ways of knowing and being and the discourse of emerging knowledge construction enabled the students to take positions in which their own prior experiences, conceptions and reflections mattered.

Figure 7 attempts to represent the discourses the tutorial participants were drawing from when constructing the primary site of the tutorial into being. The discourses of received knowing were strongly intertwined with genres from the educational realm excluding the PBL tutorial discussion genre. However, a discourse can be reflected in many genres, thus these puzzle pieces should present a blurring of various discourses into genres. The discourse of diverse ways of knowing and being in the PBL tutorial seemed to be manifested in all the various genres, whereas the discourse of emerging knowledge construction mainly took place in genres such as PBL tutorial discussion, imaginary consulting, and casual conversation.

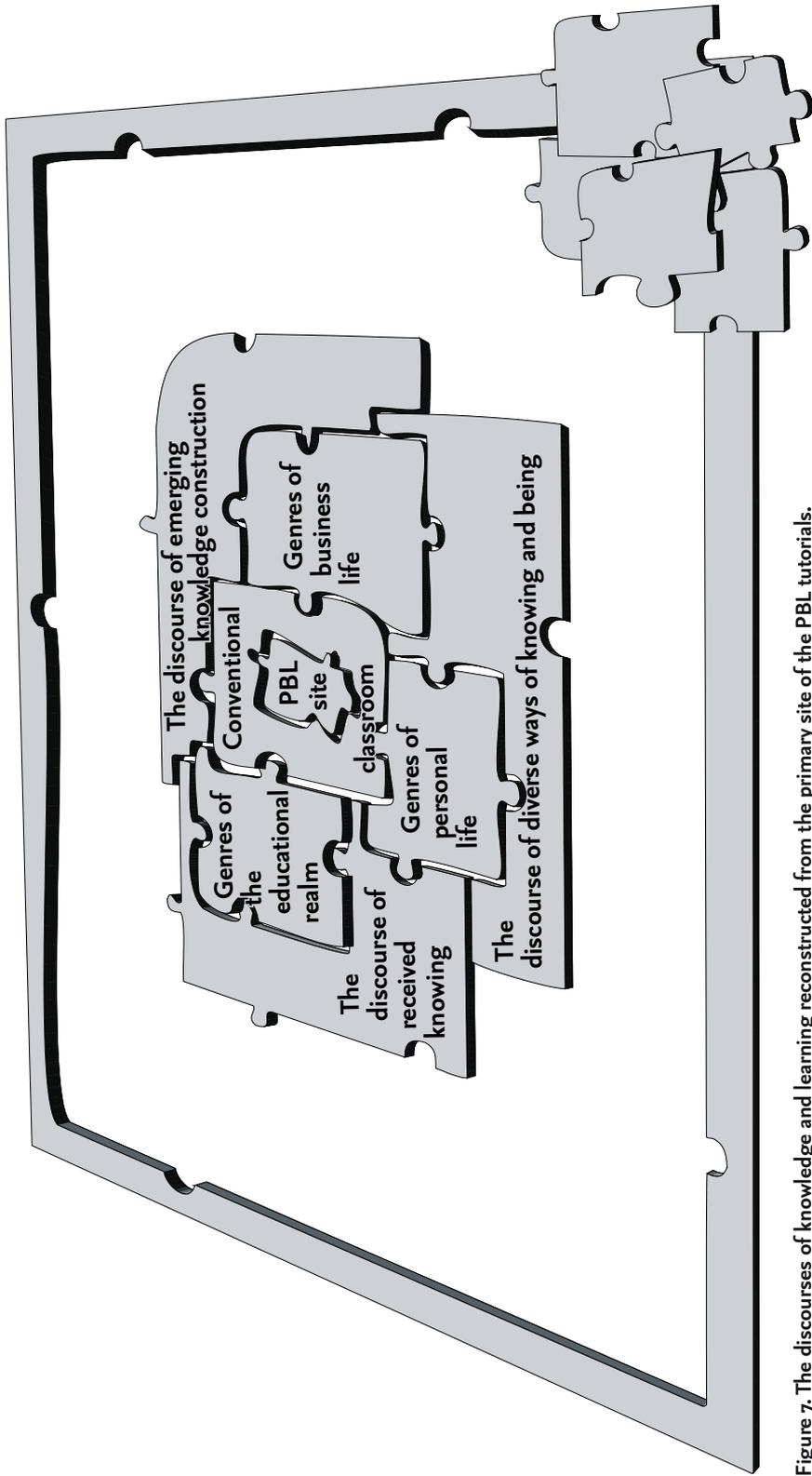


Figure 7. The discourses of knowledge and learning reconstructed from the primary site of the PBL tutorials.

The discourses of the secondary site in the tutorials

I will next reconstruct the discursive resources which the participants drew on as they talked the basics of international marketing into being. This study refers to the actions and deeds performed by the tutorial students in their attempts to bring 'the basics of international marketing' into being, as the secondary site of the tutorial. Studying international marketing practice, within mainstream marketing involves understanding such processes as planning, strategy making, market research, choosing, positioning, targeting, getting, keeping, delivering and creating exchanges. (Svensson 2001a, 3.) The realm of international marketing can be seen as encompassing numerous ontological constituents such as producers, products, consumers, marketer, marketing tasks, demand, consumption driving forces and so forth. Together, and working in relation to each other, these elements can be said to represent a set of conceptions or a body of commonsense knowledge rendering the everyday working life orderly as well as intelligible. The marketing realm can thus be conceived as more or less specific norms, values and assumptions about the things present in the world and the way in which they should be categorised. (See e.g. Svensson 2001b; 2003.)

The tutorial participants constructed some discourses of international marketing reality in the secondary site of the tutorial discussion. These discourses not only reflected the constructed reality of the field of international marketing but also actively shaped and directed future international marketing behaviour and generated meaning for the students. Such discourses have an impact on how the students understand international marketing. Each of these discourses built on common arguments that were shared among the tutorial participants. These discourses were separated from each other based on their primary focus, the actors within them, the relationships among the tutorial participants and the kinds of ideas of international marketing that they advocated. I have also tried to analyse how these constituted discourses relate to other discourses reconstructed in the tutorial sites.

Each subchapter introduces and explains the discourse reconstructed in the tutorials and then empirical material from the tutorials is presented to support the discursive constructions.

The discourse of the sacred marketing code

The primary aim of the discourse of the sacred marketing code is to invite and to initiate the students into the contemporary language of business and management (Grey 2002, 501), particularly into the English version of it, thus providing linguistic resources to convince future international business partners of the Liibba graduates' competence within marketing. The discourse of the sacred marketing code offered several positions for tutorial participants. It offered a position for a novice learner trying to espouse the right definitions. It encouraged the learner to use the main marketing textbooks as sacred tomes. It also offered opportunities to the more advanced students accustomed to using the language of marketing, to locate themselves more firmly in the professional community, and also to set an example of the

usage of the language in a confident manner to the less confident students. The position offered to the tutor was one of confirming and checking that the right definitions were covered. Hence, the students relied on the tutor knowing the right definitions. This discourse appeared to be very stable and strong in the analysed tutorials. It was not contested but rather embraced in a straightforward manner. The students, as well the tutor, established the purity of the discourse, with the use of direct questions and with apologies if misquoted or misusing the source. The status of objective truth was granted to the definitions and concepts learnt within this discourse, and the concepts were repeated over and over again, without reflection or criticism. An ideological strategy is evident here; it conceals its own work, thus turning the subjective representations of the marketing textbooks into objective ones. As a result, an interesting case of what could be called naturalisation (Engelton 1991) of mainstream marketing representations took place in the tutorial discussions.

The learning of the international business language differentiated the students from other discourse communities. The international business language is historically anchored in business and management studies. It does not appear to need any negotiation, neither does it seem to threaten anything or anyone. It is recontextualised in the PBL tutorial as a device naturally apprehended by the future businessperson. The tutorial structure neither threatened nor contested this particular discourse. The students with the marked positions (the DL and the recorder) took explicit care that the concepts, definitions, and terms were delivered during the tutorials and put into the records afterwards. The other tutorial participants were negotiated as co-socialised into the discourse. The obligation of being a tutorial participant was to bring to the fore concepts which had been learnt in the appropriate manner. The goal of 'mastering the concepts' also invited this line of thought. The resistance of the passive positions could be interpreted as a lack of certainty that the others were reading the concepts in the right manner; the readings lacked the authority position guaranteed by the teacher in a conventional classroom.

The role of defining is to establish mutual ground for the terms entering a discussion. To define, as a linguistic phenomenon, is bound up with concepts and the terms identifying them. Concepts are constructed in order to appropriate social reality. Nevertheless, one should engage in analysing the prior usage of concepts in order to be able to define them. Exploration of the definition processes was backgrounded in the PBL tutorials. Thus, the conception of knowledge as an object to be acquired reproduced a certain type of instrumental orientation: definitions were substituted for grand theories, and textbooks for treatises. Students were guided to master the subject matter, rather than to encounter subject matter that draws them out of and beyond themselves to new insights, understanding, and relations to the world. (Deetz 1992.)

The aspects of identifying and defining are part of professional knowledge and the institutions associated with it (Goodwin 1994). According to the approach of critical discourse analytic approach, members of a professional community argue the employment of certain terms in the interests of accuracy and the indexification of professional knowledge (Sarangi 1998b, 383). The international marketing literature offered its own conceptual world excluding other interpretations.

The students and the tutor seemed to rely on the international marketing books as the main resource for constructing the international marketing realm. The statements in textbooks were foregrounded in the discussions and students' own experiences of marketing and reflections upon them were backgrounded. Consequently, even the structure of the textbooks' chapters were recontextualised at the beginning of tutorials which began with the definitions. This took place in the first four tutorials but after the assessment discussion led by a tutor and a recorder, the need for a change was noted in the way the contents of the books were handled.

Seizing the sacred positions

The mainstream ideas of marketing with their various terms and definitions were protected in the discourse of the sacred marketing code. The students were introduced to language where agreements as to what each term meant had been reached without any contribution on their part. They simply tried to memorise the terms mentioned in the marketing book they read (in this case Kotler's Marketing Management). The definitions given in the book did not need to be contextualised by information who had done the defining and when the definition had occurred. Excerpt 6.25 reveals how the definitions were offered to the tutorial participants. The question the DL posed was initially answered by Gabriela who related the question to communication, and tried specify the parties involved. However, the silence of the others suggested that they did not wish to ratify her contribution. Boris, therefore, in turn 12, offered the 'official' definition of advertising by reciting it from the book.

Excerpt 6.25 (tutorial #5)

10	DL	[...] we go through advertising and go shortly just what it is and then just the what's the objectives, by agenda, what for BeautyCosmetics Ltd. [...] Let's start with advertising. <u>What is advertising? What is advertising?</u>	Discusses the items of the agenda (on a transparency) Holds her hands in her lap.
11	Gabriela	Well I thought what about in communications. It's, it's communicating with the, with the (xxx) those who buy the product but also with those who, who are, are in the middle. Yeah?	Looks at the DL Looks at the others, Looks at the DL
12	Boris	(xxx) for good examples. <u>I have to read it (xxx).</u> <u>Advertising is any paid form of non-personal presentation and promotion of ideas, goods or services by and an identified sponsor.</u> It is really clear what it said. So advertising can be any (xxx) media, newspapers, just plain signs. What else, brochures (.) packaging and so forth example. (xxx) everybody's picture about advertising. Advertising is mainly used as a, as a long term tool. And they test effect to pull up brand awareness for example. [...]	Looks at the tutor and grimaces Reads from his papers Glances quickly at the DL gives a list from his papers Looks at the DL a pause, turns his papers.

Excerpt 6.25 strongly conveys the message that the definitions were taken seriously and, before quoting the textbook definition Boris asked for permission to read it aloud by looking at the DL. In the previous closing tutorial the tutor had stated that reading from the books was no longer allowed in the tutorial. The statement that ‘It is clear what is said’ underlines the notion that marketing concepts really exist and there is no need to contest them. To introduce one definition was enough for the students’ purposes and they felt no need either invite or discuss competing definitions. Moreover, the recalling of various terms and lists were assisted in marketing with a number of mnemonic devices, as illustrated in excerpt 6.26. Mnemonic devices with first letter alliterations such as 4Ps, the 7Ps or the 30Rs are common in marketing literature.

Excerpt 6.26 (tutorial #5)

12	Boris	[...]Mmm, yeah, I don't know if you want actually know anything about these <u>five M's ? Of me?</u>	Looks at the DL, and the recorder is peeking at Boris' notes
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The decontextualised definitions were enough for the students, and their purity was secured by the fact that students apologised if they misused them (see excerpt 6.27, turn 257). Kaius saved Jaana’s face by using low modality in his affirmation of the line extension term and Jaana, in turn 259, confirmed Kaius’s ideas by pointing out that he was right

Excerpt 6.27 (tutorial #8)

250	DL	[...] But anyway, let's go the question what brand strategy OfficeFurniture should be focusing on. So, line extension, brand extension, multi-product (.)	The voices of the students are heard but the video does not show them.
247	Kaius	Brand extension is not (.) I cannot see they, they're doing it. I don't know. I can't see it.	
248	DL	You can't see that (.)	
249	Kaius	No.	
250	Jaana	Why not? Because it's the same name under the new products. They have a new product line that could be OfficeFurniture.	
251	Tutor	That is not, that is not (.) brand (.)	
252	Kaius	<u>But (.) that's not brand (.) that's line extension.</u>	
253	Jaana	Is it?	
254	Kaius	Yes it is. Well (.)	
255	Jaana	Oh, new product categories, yeah.	
256	Kaius	Yeah. Categories (.)	
257	Jaana	<u>Yeah, sorry.</u>	
258	Kaius	<u>So, so it could be this line extension.</u>	
259	Jaana	<u>Yeah, it could be, yeah. You're right.</u>	
260	DL	<u>I agree.</u>	

Some of the students were more confident in adopting the sacred marketing code as their own discursive strategy, thus already positioning themselves as code users. Excerpt 6.28 demonstrates how confidently Ella addressed the others, almost embodying the marketing code.

Excerpt 6.28 (tutorial #3)

40	Ella	<p>And I think, the one important issue in <u>customer relations</u> is trying to identify a <u>certain segment that you can serve better than anyone else. Cause competition is tough.</u> Because of specialising in certain areas. And it's not <u>realistic idea to think that you can reach consumer one hundred per cent. So focus on those consumers that you can serve best. To whom you can serve some added value</u> in terms that they are interested in. That's where you can <u>maximise your profit.</u> Even if the <u>customer is the king</u> you're still doing it for <u>the profit</u>, to get your living out of it but the idea is not get money from everyone.</p> <p>So (.) in customer relations you can study demographics and aspects and that you can choose your customer segments analysing them and having contest. [...]</p>	<p>Speaks in a self-confident manner, leans towards the others</p> <p>Left hand does elegant gestures, looks firmly at the others sitting opposite her</p> <p>Also looks at the DL</p>
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In excerpt 6.28 the student positions herself as the principal of the utterance with the opening words 'And I think'. She used the concepts of marketing as appropriated language 'customer relations, segments, competition, focus, added value, maximise profit, customer as the king, and demographics'. Furthermore, her speech was aimed at persuading the others to understand an apparently obvious way of doing business, concentrating on a certain segment instead of trying to serve everyone. The observation 'cause competition is tough' alludes to the everlasting present that exists in marketing management books and the perception of phenomena as inevitable. The additive and elaborative clauses in the utterance resemble the hortatory style of management literature trying to provide managers to examples of how to transform their business practices (e.g. Fairclough 2003b, 96). The ways in which Ella seemed to locate herself as a consultant giving pieces of advice to the others with the imperative 'So focus [...]' also intensified the effect of the appropriation of the marketing code.

The discourse of the international marketing actor

The main focus of the discourse of an international marketing actor seemed to be on constructing the work of marketing as a dynamic and lucrative profession. It provided building blocks for the social identity work carried out by a marketing professional. It positions the marketer as an actor who has special marketing expertise to plan and to control the target markets. The non-marked position belonged to the male marketer, and if a female marketer was be willing to work hard and convince male marketers, she

too might succeed in this position. This discourse was constructed from mainstream marketing texts but PBL approach also seemed to corroborate it in the tutorials. The manner in which triggers were dealt with the tutorials positioned the students as future marketing professionals. It located them in the position of novice consultants to be heard by those who had not gained the marketing expertise, such as the managing director of BeautyCosmetics Ltd. The key issues within this discourse include an active and dynamic participation within a business relationship which seems to construct the other party (the customer, a colleague) as more passive and less powerful. The active international marketer understands the demands of the markets, applies the concepts and frameworks, has expertise in positioning the customer, and is part of the professional international English-speaking business elite – confident, funny and knowledgeable. The construction of a professional takes place within this discourse. It is more dynamic, lucrative, all embracing, and persuasive than the first discourse, and seems almost to embody the ultimate aim of the whole educational enterprise.

In the tutorials, the discourse provided a platform for students to contemplate becoming part of the business elite in the future. This discourse supplied students with linguistic and corporeal resources for identifying themselves with the future professional community. The students were able to draw on their personal experiences in workplaces as marketers. The tutor, with her background in marketing, took the position of role model.

The construction of the international marketing professional, the marketer, was achieved in various ways. Sometimes it was based on the reading of the books or on adopting the discursive style of a marketer in the tutorial discussion. In excerpt 6.29 Nelly introduced the metaphor of international marketing as an organ transplant based on her readings, thus the international marketer was constituted as a surgeon taking care that no rejection takes place when a new organ had been transplanted. The metaphor exploited the valued discourse of medicine by locating the international marketer within a highly appreciated profession – that of a surgeon – and presenting her as patiently carrying out delicate procedures. The employed metaphors seemed to reflect how the students conceptualised the society they lived in. However, the metaphors could also restrict how the students talked about issues. (Lakoff & Johnson 1980.) At this stage, Nelly did not position herself as a future international marketer, but used the third person when referring to the role.

Excerpt 6.29 (tutorial #2)

14	Nelly	[...] So the companies must tailor business approaches to individual countries, cultures. <u>And selling out policies and producers in each country has been compared to an organ transplant.</u>	Reads, looks at the others from time to time
		I think that it was quite interesting!	Lifts her gaze from the papers and smiles at the others
		And the critical question centres around acceptance or rejection. <u>So same as an organ is either is accepted or rejected and the major challenge to the international ma-manager is to make sure that rejection is not a result of a culture or (xxx) myopia or even blindness.</u> [...]	Looks at the tutor, and lets her gaze wander around the others,
		And then it says also that international companies ought to share important quality, it's patience. [...]	looks at the papers and lifts her gaze from the papers

The surgeon metaphor coincides with the marketing idea of managing marketing mix variables, the 4Ps, which positions the marketer as a controller of marketing parameters (product, price, promotion and place) and represents the customer as passive object to be acted upon.

In excerpt 6.30 Nelly positioned herself as a customer reacting to a direct marketing communication, and the tutor intervened quite strongly, making the point that a future marketer should be able to transcend the position of a normal mortal consumer and read the minds of the target groups.

Excerpt 6.30 (tutorial #6)

119	Nelly	Yeah, I think so too. <u>If the customers already, then and if the come in regular basis, then. But if she's fishing for new customers. I get so irritated when people call me. So. [...]</u>	Looks at Gabriela, Jaana and the tutor
120	Tutor	But remember, you're not probably the target groups, so you cannot just say, you know, judge things by saying that I get irritated and they can't really use it. Be careful with this, in, in marketing. <u>You have to step in, into the heads of your target groups.</u>	Nelly acknowledges by nodding at the comments of the tutor

The students found it easy to discuss marketing activities from the point of view of the customer and from this position constructed the roles that marketers should take to satisfy and please customers. In excerpt 6.31, Nelly told the others about the discount coupon she had received from a company and the others continued the theme by offering their personal experiences of the same marketing approach. The role of marketer is thus constituted as a caretaker or even 'a big brother', having the best interests of the customer in mind. Customers

could live their lives and be remembered by the marketer who would, at certain points in time, invite them to consume.

Excerpt 6.31 (tutorial #3)

144	Nelly	<p>And I think it's always nice like, <u>people remembers like</u>, like my name day or something from(.)</p> <p>Just my mum called oh you've got a twenty percent coupon from KappAhl cause you got your name day. Oh wow! Yeah, <u>they they remember me!</u> [...]</p>	<p>Looks at Kaius and the tutor</p> <p>Enthusiastically</p>
145	Anita	<p>I had a very positive experience when I <u>got a letter from my optician</u>. And the letter said that it's been six months from your last, last visit and you should have your eyesight checked. <u>And I felt like they're taking care of me</u>. I don't have to take care of, care of it when my sight has to be checked and they will tell me.</p>	<p>Looks at Nelly</p> <p>Looks at the floor and cautiously at the tutor</p>
146	Jaana	<p>You know I have the same thing with my dentist. The secretary of the dentist will call me or send me a card <u>then they want me to come again</u>. [...]</p>	<p>Seems to talk solely to the tutor</p>

The marketer should take the position of an educator. In this respect, the customer is seen as an individual who needs be educated and helped to understand the value of what the marketer has created for them. Furthermore, the role of storyteller was allocated to the marketer, who should have the ability to tell true stories to her customers (would the opposite, then, be false stories?). The company representative should have a fund of interesting stories to be told which the customers would like to hear. The position of the marketer as friendship builder was also introduced, as personal contact, a relationship, was seen as important for the marketer. The availability of the marketer and the disclosure of personal details of the marketer were also discussed. The role of the business card as a medium was understood to be important, since knowing the personal details of the marketer would make the relationship more reliable.

The students seemed to position themselves more firmly in the student group than in the future professional community. They found it easy to discuss the positions that professionals required them to learn, but to think about them as being genuinely relevant at that particular moment, seemed to be more demanding. As a result, the question presented by the DL in excerpt 6.32 was met with confusion as the relevance and usefulness of the models had to be assessed. The students seemed to learn the models, as such, not to contextualise them regarding their future positions. Nevertheless, the discussion of Hofstede's models introduced the students to the world of business from a perspective that seemed to require further discussion.

Excerpt 6.32 (tutorial #1)

65	DL	Oh, did you read about these two basic theories how managers can more successfully manage their business, international businesses. These two Dutchmen, Hofstede and Trompenaars – sorry about the pronunciation, no idea of that name <u>Do you think these are useful in your future business?</u>	Raising her voice when pronouncing Trompenaars Smiling at the others
66	Nelly	<u>Sorry, what was that?</u>	

The actor-actress division within the discourse of the international marketing actor

The gender issue concerning the international marketing actor in business life was raised when the DL asked about the masculinity and femininity dimensions of Hofstede's (1996) model. The question in excerpt 6.33, in turn 89, presented a desperate scenario in which women have no 'opportunities to work in business area'. The student responding to the discussion drew first from the material studied, and then contested it based on her own experience.

Excerpt 6.33 (tutorial #1)

89	DL	How to make it sure that in which countries, for instance, most of us are girls, so have we any <u>opportunities to work in the business area, where can we go?</u>	The other with the exception of Anita laugh in an amused manner and look at the DL
90	Nelly	There is this, <u>they say in this figure, 2.7. in this Kotler thing the that there is like this masculinity like less of countries</u> but I think this – I don't agree with this though.	Makes eye contact with Maria and the tutor The others laugh
[...]			
92	Nelly	[...] So probably, based on this you should think about <u>who should we send from the company there, but I don't think it always is this case, because there was this (X) it's not (.) I think China is very masculine country though there is this lady who went there to negotiate a business and they were very impressed that that lady came</u>	Others murmur, Nelly makes eye contact with the tutor Looks for something in her papers, looks at Maria
93	Tutor	So it's not (.) you can't clearly [overlaps with Nelly] can you?	Moving her hands
94	Nelly	Yeah, but you could use it as a guideline maybe.	Firm eye contact with the tutor
[...]			
97	Maria	<u>Have the guts to go there have self confidence in yourself and be very, very prepared, and sure of your own things, then why not?</u> <u>There is always a possibility that you convince those partners, it is a good thing, it maybe new but a very good thing.</u>	Eye contact with Nelly a pause Acknowledgements and murmuring from the others

Nelly's statement 'who should we send from the company' showed the willingness to position herself and the other tutorial participants as future business decision makers. The tutor asked Nelly to assess the relevance of Hofstede's (1996) model. In response, Nelly elaborated her point of view but did not want to discredit Hofstede's findings altogether choosing instead to regard them as a relevant guideline. The future female business person was then constructed a highly self-confident individual, who is extra-prepared and knows her business thoroughly. The female business person was identified as a marked position differing from the unmarked position of the male. The demands on female business persons were perceived as tougher, and the acceptance of female business persons in business life were seen to depend on the means by which she convinced the other business people, these others being males. Furthermore, a discussion based on Usunier's (1996) book invited the students to list the attributes of a 'trustworthy business person' drawn from the book, which included gender, age, height and general behaviour. They did not reflect on these qualities as personally relevant to them; these attributes were simply lists to be recited, and their meaning was not negotiated. The ideas presented in the textbooks were taken at face value.

The gender discussion continued at the end of tutorial #1 when Kaius reintroduced the topic by referring to the female students as 'folks' and pointing out that there was a divide between male and female business persons, as the latter have to consider 'the countries that [they] all can work' (see excerpt 6.34). He appeared to adopt a rather paternal, patronising position in the discussion. The laughter from the DL and Heidi could be read as a refusal to accept the patronising stance taken by Kaius. He contextualised his example by using his work experiences and letting the others know that his boss had been a female from Finland. He reiterated the much tougher demands the business world places on females, but underlined the preferred European perspective in doing business. Being a European business person, he argued, even if a female, would give one an edge, also in masculine environments. Moreover, a hint was put forward as to the need for constructing a genderless business person.

Excerpt 6.34 (tutorial #1)

174	Kaius	I just remember <u>when you folks, were asking and wondering which are the countries that you all can work</u> <u>(.) but nowadays everything is becoming so common that even though Argentina ranks very high in masculinity. Of course you think it's difficult to work there – maybe, it is <u>difficult for women to work over there</u></u> anyway my boss was (.) was a 24 years old Finnish lady, [...] is that you what are you selling and you know, know your product and you just keep on going and finally they see Europeans for example as kind of example so she was having a lot of, lot of <u>credibility or something, or fame of being a good seller of our the products for example. Like she just keep on going and not thinking about masculinity or femininity.</u>	Smiles to the DL The DL and Heidi laugh at the comment Laughter Boris and Ina rearrange their papers, Heidi and the DL look at Kaius Kaius looks at Nelly and Heidi at the DL
175	Nelly	So, it is like Maria said if you have a <u>good confidence you go on use this as a guideline and see that you work harder there and</u> and if you look this for instance, and then you <u>might see</u> some obstacles but then you are at least prepared for them.	
[...]			
177	Nelly	But I think it is <u>harder for women than men because they are accepted right away – oh, you know we all are men, you fit in, if there is a woman (.)</u>	The other females agree, Kaius acknowledges with a 'yeah'

The claim that female business people have to work harder was restated in turn 177. Moreover, the marked and unmarked positions of business persons based on their gender were explicitly made. The students left the theme there, without really contesting the prevailing situations with a view to transforming it. It seemed that they settled on the fact of male-female inequality; it was there, and nothing could be done about it.

The position of already being an active marketer

The students seemed to prefer to discuss and construct the international marketing realm from their readings of the marketing textbooks and other written material accessed from the internet. However, there were students that had gained marketing experience from working in various companies. These experiences, introduced in a somewhat self-effacing way, tended to underline the need for an active role in approaching the customer, and subscribe to customer-orientation as the main ideology. They were loosely associated with the theoretical concepts discussed previously. Sometimes the experiences shared were even validated by referring to the ideas presented in the books. What did not take place was serious contemplation of how theoretical concepts would assist in explaining students' experiences or help expand their understanding of these experiences.

The segment was constructed as an owned entity, which assisted the marketer in focusing her marketing activities. The use of segmentation did not free the product from competition, but it was seen as assisting in making marketing decisions. The marketer is thus in the position of an expert, exploiting the information gained from the segment for marketing decision making. The process of segmentation was described as a straightforward type of process with particular steps to be run through. The majority of the participants regarded segmentation as something that ‘they’, the companies do, rather than students, especially if they were talking about it theoretically; they distanced themselves from it. Moreover, the process of segmentation was understood to be almost a natural activity which should be regularly undertaken.

The trigger in the first tutorial introduced a Finnish businesswoman making a business trip to Singapore to sell Finnish office furniture. The potential Asian customers were constructed as different from Finnish ones in that Finnish customers could perceive talking about private relationships as a ‘waste’ or ‘funny’, while in Singapore it would be a natural way of building a customer relationship. This allowed students to look at customer relationship building from another angle (see excerpt 6.37).

Excerpt 6.37 (tutorial #1)

16	Nelly	<p>[...] In the trigger they talked about (.) was it this one cause (.) they wanted to know the boyfriend and stuff like that.</p> <p><u>So in this one, they say it is not waste to talk stuff like that, cause</u> that kind of builds the trust if you know where you went to school what you, she studied and what kind of background does she have. It is better for the trust if you know (xxx) about this partner.</p> <p>So they put like another point of view <u>we thought it was funny that they wanted to know all about her personal stuff</u> but here it says it is useful.</p>	<p>Points to her papers</p> <p>Points to her notes and to the trigger paper</p>
17	Heidi	<p>Yeah, I found out that (.) in this business instructions (.) this is ‘Business in Singapore’ that and there is just about what you are talking about trust and in Singapore they like had to build on really personal relationship. They concern it really important when making a business deal and <u>they must genuinely like you before they can feel ease with you and do business with you.</u></p>	<p>Points to the papers printed from the internet, looks firmly at Nelly</p> <p>Looks at the papers and in the end raises her gaze and looks at the others, a bit nervous rubbing of the forehead</p>
18	Maria	<p>Also that if there’s that <u>perhaps the buyer or the seller finds it difficult to relate to you then they won’t start to do business with you because they think it is no use, because it is so difficult (.)</u></p>	

Furthermore, the collective idea of thinking the Singaporean approach ‘funny’ was claimed by a female student who added the textbook validation that knowing this difference

'is useful'. The discussion continued to construct 'the other', the Singaporean customer, as an opposite to the Western customer. The statement 'they must genuinely like you' positions the Asian customer as an emotional individual compared to the rationalistic Western customer. At the end of excerpt 6.37, conclusions were drawn about the need to be approachable and easy to relate to, rather than pursuing the earlier product-orientation approach. The personality of the seller or buyer was pointed out to be important.

The Asians, in excerpt 6.38, were also constructed as keeping westerners waiting, although it was also noted that this was not how Asians regarded the situation. Once again, this approach was not reflected on. Moreover, Western business persons were represented as being at the mercy of the Asians at the beginning of business negotiations. Thus 'the other' in international business was made to seem stable, natural and obvious, rather than culturally constructed, politically positioned and ideologically mediated (e.g. Jack & Lorbiecki 1999). The recipe-like approach of the books was also evident as a rules-and-behaviour code was produced for the international marketer, and the tutor also provided some concrete hints regarding the conduct of the 'westerner'. The positioning of the international customer as 'the other' who lives in another country and thus has another culture encourages a simplistic relation of a local place with a local culture (Massey & Jess 1995). This could be read as a technique of control, a tool for the fixing and subsequent homogenisation of otherwise socially and culturally diverse members of societies. Once 'the other' has been pinned down in this way, it then becomes a discrete space whose finer contours can therefore be more easily known. The students constituted themselves as 'we', the marketers, getting to know these finer contours.

Excerpt 6.38 (tutorial #1)

200	Tutor	<u>So for a westerner be never late but you will be kept late they'll be late for you That is one thing for us to accept</u>	<i>Leaning forwards looking at the students opposite her</i>
[...]			
215	DL	<u>But we have to be time in business occasion</u>	
216	Tutor	<u>Yeah, you have to be on time you can not adapt to the cyclical</u>	<i>Gesticulates with a pen</i>
217	Jaana	<u>Then you have to wait them if they have time to see you</u>	<i>Looks at the tutor</i>
218	Tutor	Like I said, as a Finnish businessman, a Finnish businessman said well, you might take a nap as the lo-locals do while waiting or read a good book while waiting.	<i>Leaning towards the students</i>

English as the lingua franca of the business elite in the discourse of the international marketing actor

The students discussed in brief the role of languages, especially English, in the international business context in tutorial #1. In excerpt 6.39, turn 54, Nelly raised the question of awareness of the various languages spoken in the business world and of avoiding the expectation that

everyone is fluent in English. She gave an example of a possible scenario taking place and positioned herself offering advice to the others by explaining that they ‘should be aware that the others [...] may not speak so good English’ suggesting that the tutorial participants were fluent with their English and might have to accept the lower standards of others. The DL elaborated on the role of language with a vivid example taken from a French context, and continued by presenting the Scandinavian context as an exemplary in providing a liberal environment for diverse language usage. Maria reminded the others of English in their educational environment and how it assisted in understanding the diverse ways in which English is spoken. The contribution from Maria ‘[...] that everyone speaks so good English as someone’ seemed to disguise something. Having listened and watched that part of the video several times, I suggest that the sentence was formulated in a somewhat politically correct manner referring to the good English of the tutorial participants.

Excerpt 6.39 (tutorial #1)

54	Nelly	<p>[...] when they say that when a non-native speaker with their poor English sends or calls – sends a letter or calls to the, say some American company where there is a American guy working and then there is a little bit of communication misunderstanding and he doesn’t want to</p> <p><u>your know take or how do you say that – put the effort to your know understand that he just like doesn’t want to work with that guy because he can’t really speak good English so</u></p> <p><u>You should be aware that the others – the others may not speak so good English and or put the effort for it and to understand them</u></p>	<p>Looks for assistance in finding the right words</p> <p>Her voice gets quieter</p>
55	DL	<p>I know I noticed same in France because I have heard cases where the secretary told the caller: ‘ Could you call again when you can speak French’ (.) lox. [...]</p>	<p>Takes up an imaginary phone in her hand and puts it down with force, smiles at the others</p>
56	Unknown	<p>That was rude!</p>	
57	DL	<p>I think it is easier in here Scandinavia because <u>we have to speak English and other languages all the time so we don’t get so much this opposite part [(xxx) English, French or whatever (.) we have to understand.</u></p>	<p>Nods and murmurs from the others</p> <p>Her voice gets quieter</p>
58	Maria	<p><u>It’s the same case here in school if we just expected that everyone speaks so good English as someone then it wouldn’t work, because there are lot of nationalities. We have to get used to it basically (.)</u></p>	<p>Murmurs from the others and they look at Maria</p>

The naturalisation of English as the lingua franca of business seems apparent. The students did not discuss the importance of knowing other languages in international business. English was seen as the default language, and one had to accept it.

The discourse of the international marketing actor privileges the position of the marketer who knows what she is doing and convinces peers, potential customers and other stakeholders. She is loyal to her company and almost a Jack/Jill of all trades. The discourse prioritises activity over mentality. If the discourse of the sacred marketing code offered the vocabulary to the marketer, this discourse presents the guidelines for winning over the client with certain kinds of behaviour. Of the various discourses circulating in the tutorial, this discourse seemed to offer the most lucrative building blocks for the identity construction of the future international business person aiming to join the international business elite.

The discourse of fragmented and globalised markets

The primary focus in the discourse of fragmented and globalised markets involves the complex business environment which the students had to comprehend. It differs from the previous discourses by constructing the future marketer as less sure of the wishes and wants of future customers. The markets, both domestic and international, were understood to be heterogeneous. The customers were constituted as disloyal and whimsical. The need for working relationships with customers was evident in such areas as product development, otherwise the marketers would sell nothing. The international marketer was located as being almost at the mercy of the customers, reacting rather than proacting. Moreover, even the marketer was understood as not totally grasping the meaning of true loyalty to the company and to the customer. The difficult decisions marketing work entails in uncertain environments were seen to require the recruitment of consultants to assist in the demanding decision-making. This discourse opened up the uncertainty and fuzziness of the global business environment, which had not been recognised in the earlier discourse of the international marketing actor. The students either embraced this discourse by discussing the role of changing markets, and customer wishes, or remained quiet. Consequently, more effort had to be directed towards drawing tutorial participants into the discussion. Tutorial participant often drew on their own work experiences or other reading outside the required reading lists. This discourse also challenged in a moderate way the taken-for-granted position of marketing as the lifeline of companies.

Excerpt 6.40 illustrates how Ella felt it was important to know the markets even though they were unstable and changing. In her view, the marketer had no option other than to try gradually to learn the behaviour of the customers and use the power of teamwork within the company to this end. The medical discourse of understanding international marketing as organ transplant operations was also discredited, and more relationship-orientated marketing management approach was seen as an alternative to the managing marketing mix approach.

Excerpt 6.40 (tutorial #3)

70	Ella	<p>The markets are not stable and the market is changing all the time. So it kinda gives you the feel of security too if you know your customers and when you know them you're serving them well and you have good customer segmentations and you have the good databases so the <u>teamwork is-can, going on you can concentrate on core competence</u>. So you know exactly those customers.</p> <p>[...] What I've learned here is, is a good thing, not just some thing. <u>It's not anymore anything transplant just put into action like the day after tomorrow</u>. It's something that you have to build your business idea on your (xxx) on. It's not anything little.</p>	Very confidently, looks at Gabriela, the tutor and Curt
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The marketer was also constituted as a disloyal person when the students were constructing the role of relationships in marketing (see excerpt 6.41). The student depicted an imaginary service situation in which service was talked about but not provided. The problem was cited as employees who were not committed to providing good service; these were represented as disloyal workers. The usage of the collective 'we' during this turn was interesting, because it was one of the few times that it was used so forcefully by a female student. Initially, the 'we' seemed to stem from the book she had read, but during the last part of the turn, the 'we' positioned the group in the role of employer, a manager worried about the problem that might have to be confronted in a future workplace.

Excerpt 6.41 (tutorial #3)

49	Gabriela	<p>I think it's said quite well in the [...]</p> <p>I already told you that <u>we have moved</u> to a, moved into service economy where only thing lacking is service.</p> <p>So like, like service is very in but how they find the like employees for you there to work well. And that's like big issue. <u>Of course we all want service and we, if we (xxx) the company we want to give good service</u>, but how to really do it? <u>How to have that kind employees who be loyal to the company?</u></p>	Looks at Ella and the tutor while referring to her notes Reads a little from her papers Looks at the others and lets her look wander
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The demanding and the complex environment of international business was seen as requiring the services of experts in international marketing – the advice of consultants or gurus – as was demonstrated by Kaius in excerpt 6.42.

Excerpt 6.42 (tutorial #2)

42	Kaius	<p>The other thing was, like always, <u>to find some expert</u> from that country that helps you. And (xxx) has to consider language, values (xxx) etcetera.</p> <p>In international marketing book there was two major points that are symbols and numbers that has to be taken into consideration.</p> <p>[...]</p> <p>And symbols for example in, in some of Jewellery Inc., Jewellery Inc's symbols could be something, or could be seen religious symbols.</p> <p>Or I don't' know.</p>	<p>Puts his hands other his chin, then drops them to the desk, maintains eye contact with the others</p> <p>Composed gestures with both hands as the elbows rest the desk</p> <p>Swings his hands in a composed manner, fingers spread</p>
43	Nelly	(.) and they have the cross (.)	
44	Maria	crosses (.)	Quietly
45	Kaius	Yeah, so with these things <u>they</u> need some experts to help them out.	

The role of the consultants as assisting the future marketer in globalised markets was constructed several times in the tutorials. Even though the markets were fragmented and globalised the students seemed to rely on the idea that there were, nevertheless, marketing experts or consultants who would be better informed about what kinds of marketing activities could be carried out in particular markets. The employment of consultants in organisations seemed not to be based on their problem-solving capacity but on the institutionalised 'truths' that say that companies are supposed to recruit them. Experts mean legitimacy. In the context of uncertainty, the recruitment of consultants may also make the avoidance of responsibility easier if and when things go wrong. Alvesson (2001, 869) cites Jackall and points out that managers who want to avoid making difficult decisions are inclined to engage many people in the decision-making process in order to distribute the blame if the decision appears be the wrong one. (See also Lightfoot et al. 2004.)

Products within the discourse of fragmented and globalised markets

The products the students were dealing with in the tutorials were office furniture, jewellery and cosmetics. When discussing office furniture and jewellery there was equal participation from both genders, and topics were dealt with a matter-of-fact manner, but the more cosmetics were discussed, the more obvious it seemed that the male students had to take a stand against those products, almost defend to their masculinity. The product knowledge seemed to be gendered

in this case. In excerpt 6.43, the student acknowledged that he knew about the existence of an organisation like the Finnish Cosmetologist Association, but undermined it by dismissing his knowledge ‘whatever, I don’t know’.

Excerpt 6.43 (tutorial #5)

58	Kaius	[...]But after that there will be like networking with, many other, many different (xxx) for example Chamber of Commerce if like known or place but I don't know how she could use that. <u>But there's lot of, many associations for example, what, I don't know, like Finnish Cosmetologist Association and (xxx) whatever, I don't know. Anyway so after that would come like networking. And how to from benefit from networking.</u>	Talks his eyes directed towards the papers
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The same was evident in excerpt 6.44 where the major cosmetics companies were referred in association with the textbooks, ‘[...] in the Kotler’ which the students should have studied. Thus, knowing those companies was legitimated as preparation for the tutorial. There was also a reference to the female participants in the tutorial ‘Well, I don’t know, you know that better’.

Excerpt 6.44 (tutorial #4)

169	Curt	Uhm, they had a, it might be a good example in the <u>Kotler like Estée Lauder. It is one of the biggest, don't know (xxx). Well, people go as they buy all the time. And that's just from the different like Clinique and that Estée Lauder like people don't know that. Well, I don't know, you know that better. Anybody, but, well, basically they just market and, and segment these groups and then like give the brand name for [...]</u>	Looking at his papers and at the others
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The meaning of the products in international markets was also probed within the discourse of fragmented and globalised markets. The students were discussing the meaning of jewellery products, when Ella made a sudden topic introduction to the discussion about the meaning of culture in jewellery. With a series of rhetorical questions, she positioned herself as being somewhat sceptical as to whether it was possible to sell pieces of jewellery with a strong cultural message.

Excerpt 6.45 (tutorial #2)

178	Ella	<p><u>One, one more question just out of curiosity.</u> How many think if Jewellery Inc is so culture bound as it is? Can it ever reach the level of people appreciate it to that extent that we like to see think the vice versa about some Japanese or Chinese jewellery that's now in marketing in Finland. <u>We don't appreciate, we don't see the cultural background or relation to history in it.</u> So to which extent is it worth it? Almost Chinese jewellery even with the ones being good that are to high standard or special meaning for Chinese people. Here young people wear them because it's in, it's cool and then it just fades away. So is there future for Jewellery Inc in going (.) I'm sceptic</p>	Looks at Nelly and Maria who opposite her
179	Heidi	<p>It's just, maybe it's, it's just a piece of jewellery, you like, you like it but it's not like this is Finnish culture wow, but it's (.) But I don't know if it's worth their effort to go into global market really. Or I don't know (.)</p>	Finally looks at the tutor Looks at the tutor
180	Kaius	<p>It would be (.) I would buy some Chinese (.) (.)</p>	
[...]			
185	Tutor	<p>[...]</p> <p>What is the role of country of origin in fact? So, does it have a value to say that Jewellery Inc is from Finland or not? To whom is that value?</p> <p>[...]</p>	Looks at Kaius and Heidi
186	Jaana	<p>Not really 'cause I bought some old Chinese jewellery. And I bought because they, <u>I thought that they're very pretty. I don't use them much but I keep them. I might use them some day. And but it doesn't really matter to me that they were Chinese.</u></p>	

As excerpt 6.45 shows, the students first examined the idea of the Finnishness of a product, and then continued to ponder on what a product represents and how people construct the meaning of a piece of jewellery. The ideas presented prior to this exchange of thoughts saw the significance of the jewellery as important to the wearer. Jaana, in turn 186, explained her relationship with similar products, pointing out that she appreciated their prettiness (sign-value) rather than their Chineseness.

Global markets within the discourse of fragmented and globalised markets

The mainstream marketing textbook contents prevailed in the tutorial discussions until tutorial #8 when the theme of globalisation and brands was introduced into the discussion. Discussion had moved on from the marketer – customer axiom in the previous tutorial to a

company-societal perspective, which was introduced by Kaius who had become familiar with the ideas of Naomi Klein in her book *No Logo*. A discourse about big companies exploiting their work force in developing countries was constructed. The impact of huge companies was discussed, and so too was the control big companies have over the media.

Until this tutorial, discussions concentrated on the relations between companies and customers, sidestepping the wider societal effects of business. The book *No Logo* had been published in 2000 and the Finnish translation came out in autumn 2001. The daily tabloids and magazines were filled with articles about the book, the author, and the themes the book dealt with. The business practices described in Klein's (2000) book included sweatshops in export processing zones in Asia, US-based companies who invested in schools and thus presented their brand advertisements in school television programmes, and McJobs, a term referring to temporary positions. Grey (2002) maintains that these practices seldom figure in mainstream management textbooks where a more sanitised, even sentimentalised version of organisational reality can be found.

In excerpt 5.9, a picture was created of huge companies whose practices are seldom known to the vast majority of consumers. Their practices were mandated by organisations like the WTO which may have been unfamiliar to the students. To unfold these sometimes illegal practices required a researcher who was prepared to carry out empirical research by visiting factory premises. The *No Logo* book was positioned as an atypical anti-globalisation book since the students felt that the usual book was quickly written and centred around only one idea.

The paradoxical nature of customers' buying behaviour was then constituted in excerpt 5.9, but not elaborated further. Curt referred to Ella's contribution about the employment opportunities big companies offer to developing countries and he seconded that opinion by citing an example of day wages in the Philippines. He further pointed out that unemployment situation in these countries was a reason for people sought employment from multinational companies (see excerpt 5.9, tutorial #8 page 136).

According to the discourse of fragmented and globalised markets, the international businessperson has to understand the complexity of the markets on a global level. The potential customers and their behaviour are much more difficult to categorise today. Being a marketer involved the ability to grasp the meaning of the products to customers. The students pointed out the significance of the symbolic values of products, not only their use-values. The marketer had to try to build lasting relationships with customers in order to identify their demands. Furthermore, the societal aspects of doing business on a global level had to be carefully considered. The effect of anti-globalisation on business practices was also addressed. This discourse was quite weak in the tutorials since its introduction into the discussion required that students had done additional reading outside the reading lists. The manifestation of the discourse in the tutorial caused tensions as some students found it difficult to participate, and it also took time from the more conventional themes which needed to be discussed. The positions the students took within this discourse depended on how well-informed they were about the business practices taking place in companies. Those who had had work experience

were strongly involved in these discussions, while those with less work experience remained more passive.

The discourse of performing in a company

The requirements of the international workplace were negotiated within the discourse of performing in a company. The role of the tutor was considerable in introducing this discourse from the workplace point of view. The focus was on reading the needs presented by workplaces and submitting these to the students. Compared with the discourse of the international marketing actor, this discourse underlined the role of workplaces and pointed out the ever demanding requirements for the international marketer. In the former discourse, the marketer had some latitude for herself. The requirements were sometimes depicted in a blurred manner, thus making it difficult to grasp what was really important for the companies. However, the requirements of creativity, innovative thinking, idea production, and thinking for the good of the company were foregrounded in this discourse. The key verbs were 'to produce' and 'to perform'. This discourse comes close to a discourse described as 'competitive masculinity' drawn from management practices in organisational sites (Bologh 1990; Seidler 1989 cited in Kerfoot & Knights 1993). It is a discourse permeated with the language of success, instrumentalism and careerism. It lacks a vocabulary for acknowledging or expressing fears or failures (Kerfoot & Knights 1993, 671–674).

It was interesting to discover that students at least seemed question the constant need for performing in companies. In tutorial #7 the students were discussing the product development process. Ella, in excerpt 6.46, turn 112, seemed to have reservations about offering new product ideas to companies if employees were not well compensated for their creative work. She positioned herself as an idea producer and thought hard about whether she would part with her ideas for the good of the company. The tutor responded by raising the issue of the work contract between the employer and the employee which claims ownership of the employee's ideas. Ella continued by questioning the loyalty of employees to the company whether it extended that far. Jaana, in turn 115, suggested that loyalty could be promoted by offering higher salary. Kaius confirmed the working practices of big companies and underlined the role of monetary compensation employees' idea production. In this way, both the employer and the employees benefited.

Excerpt 6.46 (tutorial #7)

112	Ella	<u>This is working for a company like (xxx) fifteen per cent more all the time. Anything that is your idea for you company gets (xxx) the profit for it. So that's kind of interesting and if I had a good, some great idea that would make a lot of money for the company. I would think (xxx) fair enough to get my part of it. So (.)</u>	Looks at the others
113	Tutor	<u>That's why the company has hired you in the first place, isn't it?</u>	Looks at Ella
114	Ella	<u>Yeah. But still if you're taking it to a (xxx), that will, I mean that, maybe employees need to be very involved and motivated, but loyal also.</u>	
115	Jaana	<u>Yeah, maybe you can promote it and much higher salary.</u>	
116	Kaius	<u>That's how big companies nowadays work. For example Data Inc, they always buy like wise engineers. So and they get the ideas and they get the money, and the engineers can have some money. [...]</u>	

Another way of reacting to the idea of constantly performing in a company came from Heidi who, in excerpt 6.47 from the same tutorial, described the feeling of exhaustion that came simply by reading about the position an international marketer has to take in introducing new product ideas.

Excerpt 6.47 (tutorial #7)

94	Tutor	<u>How do you make sure that you that you have this creativity. This ongoing innovation?</u>	Looks at the students and Heidi
95	Heidi	(xxx)	
96	Kaius	Go on.	
97	Heidi	<u>You're also making like new product and with the new product you need the new product department and new product expertise and lots of people were like thinking about these new products and (.)well, but still how you can guarantee that they can come up with ideas? I kinda felt exhausted. 'Cause it's like I always have to test, stay on the top and staying (xxx) and la-la-la-la-laa. So (.)</u>	Overlapping talk with the tutor and Heidi
98	Tutor	<u>That's the life out there, that's the life out there [...]</u>	Looking at the students

The questioning and probing of the discourse of performing in a company remained on fairly superficial level. The students were unwilling to negotiate other positions for the marketer in the company as far as performance was concerned. For example, they did not discuss the need for constantly launching new products, nor did they discuss ways of rewarding performance other than money.

The tutorial performance appraisal discussion genre also appeared to be intertwined with this discourse. Then the key verbs included were 'to cover' and 'to master' the content studied. The performativity aspect of knowledge and learning in which knowing is represented and evaluated in a simplistic manner, was clearly evident in this discourse. The internalisation of knowledge from the resource material seemed to be enough, the students did not really have to negotiate meanings and construct knowledge in this environment. The students were encouraged to disclose their opinions regarding the performance of the group in the discussion and to share their ideas with the others. The questions posed by the tutor invited assessment of the level of the discussion and whether theory and practice had been covered equally.

Excerpt 6.48 below demonstrates how the tutor advised students to use a particular concept (a bill of materials) in their business plans. Jaana objected to this in an unexpected manner in turn 242, asking a general question that put the tutor in an uncomfortable position and made a clear distinction between the wishes of the tutor and those of the group. The tutor's first response was to position the students in a learning site: 'You're here to learn, aren't you?' She used a declarative sentence with a tag question rather than an interrogative sentence. The effect was that of a negative question which effectively closed down other possible answers. The tutor continued, in turn 245, by putting forward the only option available if students did not wish to learn. This was proceeded by a vague generalisation that 'The world is complicated' indicating that the requirements of the world, that is of workplaces, are much tougher than the requirements of the tutorial site. The tutor's response, in turn 243, implied a tutorial goal of learning in an uncritical manner, and she continued by reminding students of the role of learning in the complicated world. Heidi expanded the tutor's contribution and the tutor re-voiced it in a teacher-like fashion. The discussion was abruptly curtailed by the tutor, who moved on the topic of summarising the contents.

Excerpt 6.48 (tutorial #7)

241	Tutor	So, again, use your <u>creativity</u> when you describe your bill of materials in your business plans.	Looks at all the students in the tutorial, smiling
242	Jaana	<u>Why do you make it so difficult for us?</u>	Looks exhausted, puts her hand to her face, looks down immediately and takes a pen and writes something down
243	Tutor	You're <u>here to learn, aren't you?</u>	Laughing a bit
244	Jaana	Yeah.	
245	Tutor	<u>If you're not then you must choose something else to do in your lives.</u>	With laughter in her voice
246	Jaana	That's true, yeah.	Still looking at her papers
247	Tutor	<u>The world is complicated</u> , oh yes.	
248	Heidi	It doesn't offer any solutions.	
249	Tutor	Not any easier solutions at least.	
			An uncomfortable pause
		<u>I think we have to summarise, don't we?</u>	
			Students looking at their papers and looking things from their bags

The tutor indicated on several occasions that what had been learnt in the tutorials up to this point was just the surface of international marketing, and if the students wanted to deepen their understanding, there were a range of courses to be taken. The learning process of a future international businessperson was thus described as a process of constant travel that is never completed, with countless destinations worthy of visits.

Figure 8 below offers a diagrammatic summary of the reconstructed discourses from the secondary site of the tutorial. The discourses of the sacred marketing code and the international marketing actor could be situated near the puzzle pieces of representing received knowing since they positioned the learners in similar ways. The discourses of fragmented and globalised markets, and performing in a company were marginal in the tutorials. I have positioned them in close proximity to the discourses of various ways of knowing and being in the tutorial and emerging knowledge construction. These discourses required much more effort from the tutorial participants than the two more dominant ones.

Summing up

In this chapter, I have presented three reconstructed discourses from the primary site and four discourses identified in the secondary site of the tutorials. These discourses were based on how the students constructed knowledge and learning in tutorial discussions, and how they created their understanding of international marketing. The discourses of the primary site of

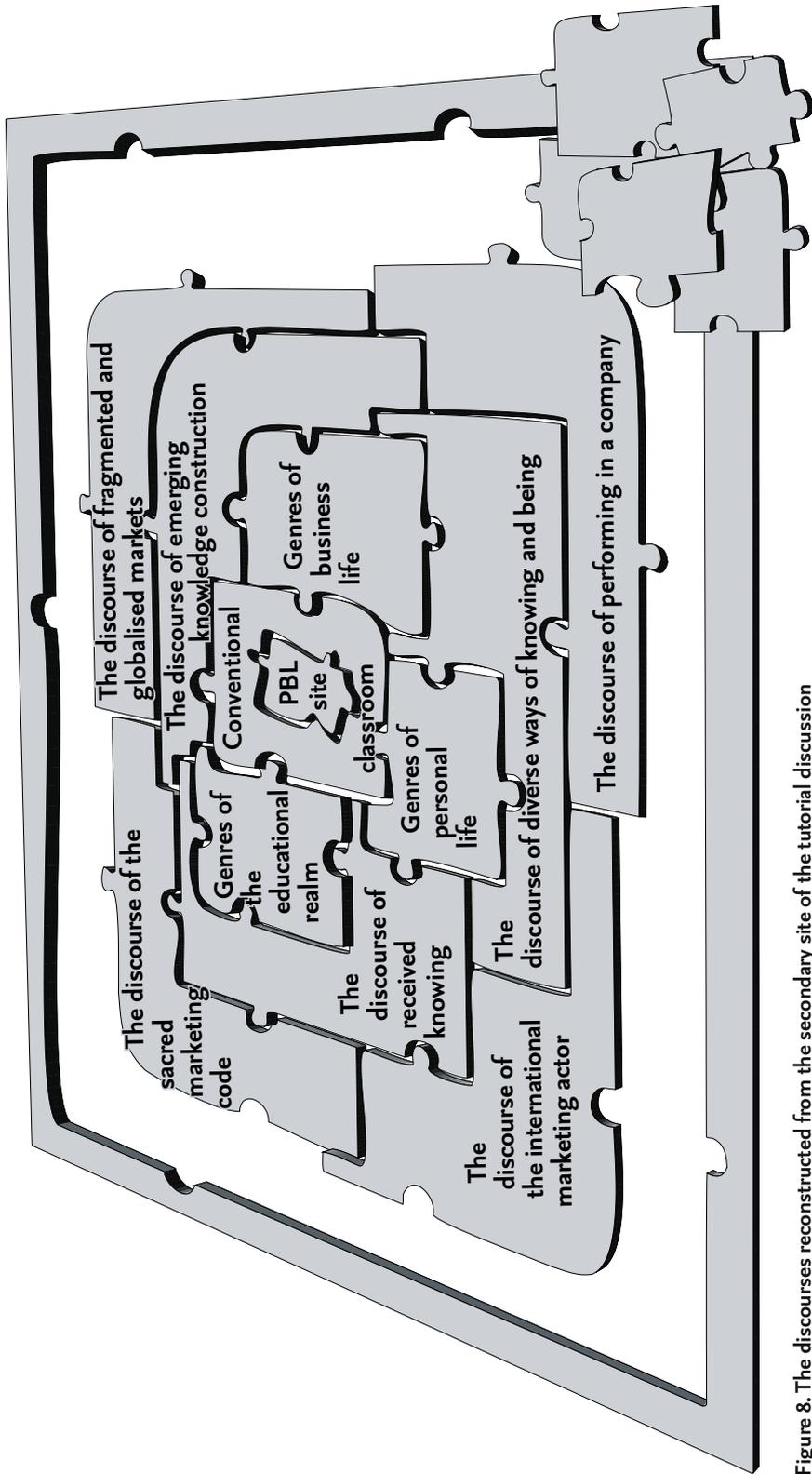


Figure 8. The discourses reconstructed from the secondary site of the tutorial discussion

the tutorial were the discourse of received knowing, the discourse of diverse ways of knowing and being, and finally, the discourse of emerging knowledge construction. The discourse of received knowing was dominant in the tutorials, and could be identified both from the students' and from the tutor's talk. The students positioned themselves as disseminators of knowledge from outside sources, and wanted to present and quote them in a word-perfect manner. Their focus was on the definitions and procedural lists that litter popular marketing books. Those students who could not contribute in such a way to the tutorial, negotiated positions as passive contributors or marginal contributors. On the other hand, if the students had done their homework, they could also negotiate positions as content or pedagogical experts where they were given more time to contribute their readings – still based firmly on the textbooks – introduce new topics and speak behalf on the whole student collective. Furthermore, the DL could specifically request their contributions, rather than waiting for them to be offered voluntarily. The tutor's main position within this discourse was to confirm either passively or actively, that all the relevant concepts had been dealt with during the tutorial.

The discourse of diverse ways of knowing and being in a PBL tutorial offered more options for the students as far as knowledge and learning were concerned. Students could actively draw on their work experiences in a manner that it was intertwined with the concepts dealt with in the tutorial discussion. If they had been certain and confident in the previous discourse of received knowing, they were less so in this discourse. They questioned or even contested the ideas presented in the textbooks and wanted to have clarification regarding their confusion. Thus, they still seemed to crave valid or right answer to release them from uncertainty. The students queried the marked positions introduced into the tutorial script, and consulted how to proceed. Furthermore, the marked positions of the international students were also under constant negotiation, and not backgrounded as they were in the first discourse. The discourses of received knowing and diverse knowing and being in a PBL tutorial sometimes gave rise to tensions: the students wishing to examine their personal experiences in the light of learnt concepts, and the tutor wanting to move on the next topic on the agenda. Such tensions were resolved by relying on the dominant discourse of received knowing, usually introduced by the tutor.

The discourse of emerging knowledge construction was initiated with the introduction of the PBL approach. It required constant care on the part of the tutor as to how she invited students to approach the joint problems they had in the form of the triggers. The triggers and learning objectives provided a challenging platform for the students to negotiate collaboratively the suggestions they would make, for example to BeautyCosmetics. Knowledge was thus seen as an active process of constant argument and assessment within a certain context. The students could exploit the concepts they had learnt but had to examine whether they were relevant in a particular context. This discourse required much more face work than the other two discourses as the students had to reveal much more about themselves, argue their ideas and respond to the ideas presented by the others in the fast-paced discussion. However, the discourse of emergent knowledge construction remained marginal and it was only exercised during the

application sequences of the tutorials. The challenge would be to negotiate it while adopting a critical stance during the sequences in which the students referred to the contents of the textbooks. In this way they could contextualise their readings and deconstruct the assumptions embedded in them.

The discourses taking place at the secondary site of basics of international marketing constructed positions for the students as future business persons in relation to their customers. The prevailing marketing ideas were discussed in the tutorials. The dominant discourse here was the discourse of the sacred marketing code that implied a shared language should be learnt in order to function as a business person. The code was considered sacred, not be violated by misrepresentations or using one's own words. The code provided efficient language use and enculturated the students into the rhetoric of international marketing, particularly in English. The students positioned themselves either as novice learners of the code or as active code-users who offered models for the the less experienced. The definitions offered in the marketing books were regarded as highly important and to be mastered. Hackley (2003) maintains that marketing definitions are used to produce an ideological naturalisation effect by which the marketing agenda is rendered as normal, universal, and unproblematic. He argues that ideologically driven marketing management texts use the rhetoric of definitions like a club with which to repeatedly to beat the reader over the head. While the discourse of the sacred marketing code introduced the students to the rhetorical side of marketing, the discourse of the international marketing actor focused on providing a more active and comprehensive approach to the realm of marketing. The students were positioned as actors influencing and controlling the behaviour of customers, educating, socialising, informing, and entertaining. When talking about entering new markets, the students also drew from medical discourse which located the marketer as a surgeon making highly skillful transplant operations. The analogy offered a powerfully positive image of their future role.

These two aforementioned discourses, together with the various genres of the secondary site, effectively created an emerging discourse community and social identities through offering tutorial participants a shared language and a common way of relating to themselves and to the world. They offered a kit of constructing various social identities (see also Gee 1996) which would allow these students to present themselves as certain kinds of people. They also provided students with a resource for persuasion in marketing and in interactions with future customers. Moreover, these discourses tended to obscure uncertainty, and counteract doubt and reflection. (E.g. Alvesson 2001.)

On the other hand, the weaker discourses of fragmented and globalised markets and performing in a company reflected the arbitrariness of the complex business world. The discourse of fragmented and globalised markets represented heterogeneous markets and disloyal customers. These customers were not controlled by marketers as the conventional marketing ideas allowed the students to understand; rather, the opposite situation prevailed. Companies were confronting global competition, and the actions of companies in a face of such competition were not beyond scrutiny, as the discussion arising from Klein's No Logo indicated.

The students had to resort to their own experiences and make them heard in these discourses. They particularly had to acknowledge that ambiguity of the business world and the lack of right answers. The discourse of performing in a company underlined the role of producing results and performing in a company. Here the main emphasis was to understand the opportunities the markets provided and produce innovative products or services for potential customers on a constant basis. The businessperson was constructed partly according to masculinist priorities (Kerfoot & Knights 1993). The students seemed to resist this discourse moderately but they lacked resources for producing a competing discourse.

These discourses were not regarded equally in the tutorial context. The power embedded within them seeks to construct certain discourses as more valid than others. Business literature operates as a powerful machine and the role of the tutor as a model and an evaluator is an influential one. This made some discourses seem natural even self-evident. In the process of naturalisation, one view of the subject matter is frozen and regarded the way the thing is. In this situation, the constitution process is closed to discussion and inspection. In a sense, the subject matter has been silenced by the claim that someone's conception is objective truth. (Deetz 1992.) Naturalising discourses are particularly effective when they employ the tools of managerial prescriptivism, such as lists and procedures to be followed.

The tutorial discussions that appeared to be about the professional knowledge base of international marketing could be read as neutral but at the same time the students imparted to each other the prevailing professional codes of international business culture, including tacit value systems, attitudes, economic and social relationships and hierarchies. In the neutralisation process value positions of certain discourses are hidden despite that fact that value-laden activities are being treated. Enculturation into professional world is treated enculturation into the world (e.g. Deetz 1992). Enculturation into the professional culture is not incidental; it is an integral part of the educational process – students are expected to learn the behaviours and rituals of the profession. Usually, this is not explicitly expressed; it is invisibly present in the form of tacit knowledge and social relationships between the students and the tutors. (E.g. Yanar 2001.)

The tutorial participants appeared to be enculturated into a brand of professionalism where critical or political thinking was considered somewhat unprofessional. Critical or political comments in the tutorial discussions were silenced, or if pursued, the commentator's agenda seemed to be concerned with fulfilling private goals. This view that it is only legitimate to discuss certain issues seems to be the rule in all professional fields. The tutorial space could become heavily contested if the dominant discourses really lost their taken-for-grantedness, and other emerging discourses were viewed as discourses worthy of examination.

7

Positioning the Interdiscursive PBL Site in a Broader Socio-Cultural Context

Some key points so far

In the introductory chapter of this dissertation I argued that the participants of a PBL tutorial discussion combine various forms of talk, social interaction and material practices from many different social and cultural realms to comprise a site that is interdiscursively complicated and interactionally dynamic. This interactive process figures in conventions of the tutorial which, though influenced by institutional roles and relations of power, should be open to change. Consequently, one of the most important prerequisites for a successful PBL tutorial discussion is the ability to recognise and negotiate the prevailing genres and to be aware of the reconstructed discourses of business and management. I outlined the context of the research by drawing attention to the supercomplex nature of the world and the need for a new kind of pedagogical approach. An educational process should create an epistemological and an ontological disturbance in the minds and in the beings of students. Higher education should enable students to feel at ease when operating in a confusing and unsettling environment. Moreover, educational processes should enable students to make their own contributions to the world of supercomplexity. The term supercomplexity to some extent echoes the epistemological and ontological underpinnings of postmodernism.

The purpose of the study is, therefore, to analyse and describe a PBL tutorial discussion as an interdiscursive site for collaborative knowledge construction in the seventh and eighth phases of the tutorial procedure within business and management education, , and how this interdiscursivity anchors it in the notion of postmodernism. The seventh and eighth phases of the tutorial discussion included the synthesis and the social validation of knowledge, and an assessment of the learning process. The research question was divided into four sub-questions focusing on how the tutorial site was constructed; how the tutorial discussions were produced by means of various genres; how collaborative knowledge construction of business and the basics of international marketing were manifested in the tutorial discussion through various

discourses; and finally, how the genres and discourses produced in the tutorial discussion related to the wider socio-cultural context of contemporary society.

I started by describing and analysing the changes taking place in ways of working within workplaces. After a brief historical review, I came to conclude that these changes have produced various discourses positioning the employee as an active former of collaborative intra- and inter-departmental teams and networks with external stakeholders. Employees are seen as self-disciplined identity-constructors able to respond to a range of demands set by the complex business environment. Moreover, there appears to be a shift towards formalising the social and aesthetic skills and competences of employees in much the same way as technical knowledge has become formalised, and towards positioning employees as self-reflexive managers of themselves.

The position of business and management education was discussed in Chapter 2. Business and management programmes in higher education aspire to prepare students for a wide variety of potential employers, and business activities. The kind of knowledge developed in business schools is based on a broad familiarity with managerial subjects, and general ways of managing business problems. The subject-based approach in many of the business and management programmes has been contested by employers, who claim that they do not develop the competences that are important to business life. Representatives from workplaces have underlined the need for educational institutions to develop students' conceptual, people-orientated, and knowledge competences. The graduates from business polytechnics should be multi-skilled, linguistically competent and intellectually agile; they should be able to work with various kinds of groups in multicultural settings where practices may be unstable. What seems to be also absent or backgrounded in mainstream business and management education is the notion that to engage in business and management education is to commit to some kind of stance on political and moral values, such as the desirability of efficiency or of productivity or of profitability or, even, of employee satisfaction and well-being. Business and management education is never neutral, although it often aims to appear so. (Grey 2004.)

Even the current dual system of higher education within business has been challenged in Finland. The need of two kinds of intuitions providing BA programmes in business and management education has been debated. Polytechnics have tried to profile their business programmes differently to those of universities. Problem-based learning has been one approach to differentiating the programmes from one another. In Chapter 3, I examined the theoretical underpinnings of the PBL approach and the debates about the approach. I pointed out how important the epistemological and ontological questions are in planning a PBL curriculum that includes the ideals presented about the approach in theoretical literature. I suggested that a social constructionist idea of knowledge together with a critical notion of the theoretical frameworks under study would provide an apt foundation for planning and implementing a PBL curriculum at time when emphasis should be on understanding how the world is socially constructed. As Styhre (2003) points out, knowledge does not fall from the sky; rather it is always an outcome of social practices and procedures of evaluation. Therefore,

knowledge must always be critically examined at its source – in other words, through the activities of the individual and communities of practice.

I went on to depict the idea and processes of the tutorial site as a collaborative knowledge construction environment, and discussed the elements that seemed to have impact on how collaborative knowledge construction would be possible at a multicultural tutorial site where English is the medium of communication.

After explaining the analytical approaches employed in the study and the ways in which I worked with the transcripts, I turned to the tutorial location within the case polytechnic. The discourses mobilised by the tutorial site were constituted, and I found that the tutorial site was firmly located within the public discourse of the new polytechnic system in Finland. The promotional material on the wall, marketing the polytechnic system both on national and institutional level reminded students that this classroom was situated in a polytechnic. The students had brought some artefacts (coffee cups and water bottles) to construct the conventional classroom site as an individualistic yet friendly and implicitly efficient place to meet. Nonetheless, the constant arranging and rearranging of seats and desks revealed the tutorial site as something temporary, something out of the ordinary in the conventional classroom. I then moved to an analysis of the discussions in the videotaped tutorials and reconstructed the genres and discourses circulating in them. I identified several genres mobilised in the social context of the tutorial which either constrained or opened up the various discourses of knowledge and learning.

In this chapter I continue my research path by seeking to understand how the reconstructed discursive practices from the tutorial discussions interact with broader discourses and other contemporary texts. These tutorial discussions were not only some isolated sessions taking place at a polytechnic at a certain time but were affected by the constraints and opportunities of the social, political and cultural practices offered. Social practices can be thought of as ways of controlling the selection of certain structural possibilities and of eliminating others, and retaining these selections over time.

I first summarise the readings from the tutorials as far as the reconstructed genres and discourses are concerned and attempt to show how the interdiscursive nature of the tutorials indicates a gradual change taking place in an educational institution. Discursive struggles (Foucault 1984) are more likely to be explicit and transparent during transitions in which past and future discourses, and genres exist simultaneously.

In the tutorial discussions, the genres and discourses of higher education seemed to be mixed with the genres and discourses of business life. An order of discourse is not a closed or rigid system, but rather an open system, which is put at risk by what takes place in actual interactions (Fairclough 2004, 2). Shifts in the orders of discourse are important as they change patterns of participation and contribution which have an effect on students' willingness to change (Reichers & Wanous 1995 cited in Thorne 2001.) The mixing of the orders of discourses seemed to trigger some subtle tension within the tutorial site. The orders of discourse mediated the relationship between the the group on the one hand, and the language on the

other. Students, tutors and written documents were constantly moving between various situations in the institutional context of a formal educational environment and the workplace environment, and thus they recontextualised various practices from those orders of discourses in the tutorial context. By pointing out the constructed nature of versions of social practices we are part of, it is then possible to construct a space for alternative ways of talking, thinking and experiencing them.

Genre mixing as a feature of interdiscursivity

The tutorial events were part of a complex chain of events that had taken place within the polytechnic entailing e.g. preparatory work of curriculum reform, inviting companies to plan the tutorial learning triggers, tutor training and cooperation, student enrolment, the induction of students into PBL approach. The voices of industry and government had been significant in the preparatory work on vocational curricula prior to the polytechnic phase. Now the polytechnics have autonomy in planning their curricula, but as the law and decrees of polytechnics indicate, they have to develop a close relationship with workplaces and ensure that as future employers of the students, their voices are heard. The studied tutorials were then part of a genre chain including resource lectures, expert interviews, mainstream management literature, informal pre- and post-tutorial discussions and ending in memos, assessment forms and examinations. The genre chain constrained and also enabled certain knowledge construction and social relations to take place.

The tutorial group was a group in transition. The students were enculturated into a professional discourse community of international business people. This kind of a transition usually creates a process full of tensions and contradictions in which the students mediate between their earlier ideas and opinions, and the norms and notions of the professional community. Thus, the discursive practices introduced and negotiated in the tutorials were even, on occasion, contested. Tension could be noted in the genres that supported the discourse of received knowing and in those which were aligned more closely with the discourse of emerging knowledge construction. In the closing tutorials, the place discourse community of a PBL students seemed to constantly negotiate its ways towards the discursive practices associated with a conventional classroom. The discursive practices in tutorials were used to validate particular ways of understanding: ways of relating to what is discussed, how it is discussed and what kinds of identities the discussion produced. This is a relation in which changing the how inescapably changes the what (Rhodes 2002, 102). The genres either opened up opportunities for more collaborative ways of constructing knowledge or closed down options so that there was only one way of defining objectified knowledge.

As Fairclough (1992b) points out, the fragmentation of discursive norms makes discursive events more porous to genres and discourses originating from outside the institution in question. This calls for a consequent need to negotiate how participants will proceed with a particular discursive event. The regulative function of the genres in the tutorial context decided

the distribution of discursive and intertextual resources and the recontextualisation of pedagogic knowledges. Each genre had its regulative discourse, which appropriated and re-constituted international marketing discourses into a pedagogic discourse. (E.g. Chouliaraki 1998.)

The tutorial participants did not need to invent ways of acting and interrelating with one another, or ways of talking about the issues; they could selectively draw on and adapt familiar and effective ways of doing this. These social practices could be highly institutionalised such as those used conventional classrooms, or from the business realm, or they could develop from an interaction between these two. The various genres constructed the students' learning and inducted them into discursive practices. When the regulative discourse was strong (dominant DL, and the tutor taking a teacher position) the framings of genres were also strong, although there were tensions to be observed. In the case of more familiar genres from the educational environment such as reporting, IRE and storytelling, students seemed to lack an awareness of how they were being positioned by these conventions. Consequently, they felt no need to negotiate the terms of these genres. The genres recontextualised from business life, such as meeting, imaginary consulting, and performance appraisal discussion genres were also taken as covertly given. The only exception seemed to be the PBL tutorial discussion genre, which demanded constant reminders in the form of the tutor interventions. The genre of casual conversation was rarely negotiated in the tutorials, but when it was, it required strong positions from the students who constituted it. It also required manifested intertextuality to be maintained in the tutorial. Furthermore, the written genres of memo and agenda needed constant negotiation as well.

Each of these genres advanced intertextuality; they brought other assumptions, other voices, and difference into the interaction. On the other hand, intertextuality also reduced difference by assuming, in various ways, a shared common ground. Each of these situated genres offered diverse orientations to difference and created varied communicative purposes, social relations, and structures within the tutorial. In the tutorial discussion, genres such as the PBL tutorial discussion, casual conversation, and imaginary consulting genres could thus open up differences of opinions and ideas. Alternatively, genres such as IRE and reporting could exclude difference by imposing an authority or taken-for-granted view. The few textbooks the students used as their main learning resources were treated as particular authorities, and students did not explicitly use other resources that might have contradicted the perspectives represented in these textbooks.

I suggest that part of the problem that was observed as subtle tension in the tutorial sub-genres was that the students and the tutor were unaware how the invited sub-genre had an effect on the way in which knowledge and learning were understood within that genre. The introduction of a tutorial discussion, alluding to the format of business meeting asking students to argue their ideas, discuss the concepts and apply concepts to these concepts to trigger companies seemed to have send confusing messages to students accustomed to conventional classroom genres.

Even if students, during the self-study period, read scholarly journals or mainstream management books which supplied them with theoretical frameworks and definitions, they

still desperately needed conceptual skills, skills of 'cultural critique' (e.g. Caproni & Arias 1997, 295.) This refers to ability to understand texts as cultural products and practices. The students needed tools for deconstructing and challenging the assumptions embedded in them. The skills of cultural critique combined with an understanding of more explorative genres could then have been negotiated in the tutorial site. The tutorial group, as a place discourse community, should understand itself as a proactive genre experimenter and explicitly negotiate how the chosen sub-genres have impact on the learning process, and especially on the relation it creates to knowledge creation. The tutorial site should raise students' awareness of genres, not only recognise them, but to understand their impacts on learning. They should also discuss how far a student participant may stray from the roles she conventionally performs within a genre before the tutorial group becomes threatened. An example of this would be examining ways of dealing with the student who remains passive, although the negotiated sub-genre invites everyone to contribute, or handling a tutorial group which seems to be content with the conventional classroom genre. Moreover, the assessment sequence of the tutorial discussion should involve a reflection on the prevailing sub-genres that occupied the tutorial site.

Genres are more dependent on social context than discourses. In the tutorials genres were grounded in complex of relations between tutorial participants and the representative of the institution, the tutor. Discourses on the other hand are ideational, and stem from subject content and ideologies. Identities are mediated through discourses; by making discourse choices the tutorial participants were positioning themselves in relation to particular subject contents and ideologies.

A multitude of discourses producing interdiscursivity at the tutorial site

The tutorial as a novel learning environment invited the students to negotiate their roles as knowledge producers and learners in a way that differed from the conventional classroom approach. The students were invited to position themselves as active contributors to international marketing discourses according to the script that was introduced. The students seemed to display a subtle discursive tension regarding the various sequences of the tutorial session as they moved from one sequence to another, facilitated by changes in genre and discourse.

The main three resources producing and developing international marketing discourse that can be recontextualised in business and management education are management academia, management consultancy and the guru industry, and management practice. Actors who occupy subject positions within these conjunctures are associated with formal power, critical resources, network links or discursive legitimacy, and hence being more likely to produce texts which are intended to convey particular meanings and to produce particular effects.

The forms of power enjoyed by these actors are various. First, they have formal power – in other words, authority and decision-making power. These actors are recognised of having the right to make decisions as well as access to the decision-making processes. They have a voice and producing texts that become fixed. The professors of business schools and the CEOs

of global companies are usually constituted as having formal power within the discursive field of business and management. Some powerful positions are also associated with access to critical resources, which may include money, information, credibility, or expertise. Once again the representatives of business and management schools, as well as the big companies, have access to global publishing networks and also influential network links with management consultancies, other management practitioners and governmental offices. Finally, discursive legitimacy is possessed by actors who are understood to be speaking legitimately for issues and organisations affected by the domain. (Hardy & Phillips 2004, 306–307.)

Academia and the management consultancy businesses are the most active in publishing scientific articles, textbooks for education, and popular management books. The above mentioned text types overlap, and there is not a clear demarcation between them. A similar overlap is evident in the spheres in which these experts work: a number management scholars in academia also work as consultants in a more commercial sphere of activity; of management practitioners are engaged in management education; and most consultants deliver their products in the organisational context within which management practitioners operate. (E.g. Thomas 2003.) In this study, academics and gurus have been categorised as one contributor to the discourses of international business and management found in mainstream business and management books. I also added the personal life experiences of one of the conjunctures from which the students drew discursive resources for the tutorials.

The need to recontextualise mainstream business and management books was relatively moderate as these books were straightforward and practically orientated. The mainstream textbook discourses were modified very slightly to fit the social context of the tutorial site at the polytechnic. The authors of the books on international marketing seem to have gained authority in discourse production, thus students felt that the truth of these discourses did not need to be contested. Furthermore, the objective facts of mainstream business books were naturalised to the extent that they were granted the status of neutral information. If they had required more modification work, the students might have avoided them in favour of easier resources such as lectures. Discourses are put to work by agents acquiring new resources, but in the process, the discourses are also recontextualised so that they fit into, and perhaps restate, the prevailing social and power relations. (Thomas 2003, 793.)

The recontextualised discourses from business life and industry, and personal life experiences seemed to provide a more pragmatic approach to international marketing, providing ideas what had worked in international marketing or even what gave the impression that it was working. These discourses were quite weak in the tutorials compared with the more dominant textbook-based types. Although they were mobilised in the tutorials, their contribution to the learning discussions was not acknowledged in the memos written by the recorder.

The students may have been anticipating that their contributions to the tutorial discussion would be converted into the text and the memo. This may, in turn, have affected the nature of those contributions. The tutorial memo text was described as an outcome of tutorial discussion, but it seemed to consistently sideline the collaborative nature of

the tutorials, preferring to echo the voice of mainstream marketing books. The assertions represented in the memo were mainly categorical; they were not modalised, and in this way, clearly exploited the discourse of the sacred marketing code.

Genres and discourses seemed to be strongly intertwined. The sub-genres of educational environment particularly provided secure openings for articulating discourses of received knowing and the sacred marketing code. The prevalence of the sacred marketing code underlined the traditional power relations: the dominance of mainstream international marketing textbooks, and the somewhat passive participation of the students. The students seemed disinclined to interrogate the terms of the recontextualisation negotiation. The prevailing discourses were consumed unproblematically in the sense that the dominant meaning was underlined and reproduced. The other discourses of marketing were mainly recontextualised from the books, but also partly from experiences drawn from students' personal and work lives. The students used the authoritative and more persuasive discourses for the construction of their social identity as international business people in the trigger application practices. It is essential that controlled and emergent forms of interaction are able to interplay in the tutorial context. The dialogic tension between authoritative and persuasive discourses serves as a mechanism for development of the students (Bakhtin 1981).

The students were involved in an interdiscursive process of resourcefully drawing on the potential range of established and evolving discourses and genres in the new PBL tutorial site. These genres and discourses comprised the discursive resources to which the students drew on in process of defining, understanding, negotiating and contesting the nature of PBL tutorial interactions and the field of international marketing. Tutorial participants had to grasp the implication of these interactions and the subject positions the tutorial participants occupied with them. New evolving discourses and genres cannot avoid inheriting what cultural and political capital that has been deposited by older and long-established discursive regimes. However, these new discursive regimes will, in time, undermine and challenge that inheritance in their pursuit to change the institutional status quo. (Reed 2004.)

A further tension, described by Margetson (1994) as the 'coveritis syndrome', also undermined the knowledge construction aims of the tutorials. Becoming an international businessperson was construed as knowing all the 'right' terms and concepts, and the tutor, along with the students, worried whether this was taken place in the tutorial discussions. This need to cover the 'right' terms and concepts was important for the whole Liibba PBL curriculum as the students would enrol in other courses outside the PBL curriculum after the third semester, and those responsible for these courses might offer fairly brutal feedback to the tutors if the students of the Liibba programme did not recognise 'important concepts'. To avoid such a situation, covering the terms was seen as being of prime importance, regardless of whether students understood them. In this way the marginality of the Liibba programme at Helia polytechnic was clearly evident.

A question that should be addressed to tutorial participants should not be what kind of communicative event this is, but rather what kind of communicative event they as

the participants are constructing it to be (e.g. Scollon 1998). In consequence, as the tutorial activities change, and as students' experiences in the group and with the available genres and discourses change, the tutorial group may transform the discursive repertoire more consciously. Korpiaho and Päiviö (2004) hold that the change in discursive practices occurring in business and management education requires abilities to negotiate with the world of business as represented in the business classroom. The students should be invited to discuss how reality is constructed in business education, what industries and companies are represented as actors in the business world and who the experts are in the business world. Far too long business education has complied with American traditions of management rationality, and avoided the question of whether this variation of business studies is more neutral than another. It is time to thoroughly deconstruct the business practices invited into the classroom via business books and critically examine the power positions drawn in them.

Locating the hegemonic discourses of education and business

Although discourses occur at a particular time, at particular site, with particular participants, they also take place within broad overarching social structures, and within networks of power in society. Consequently, the individual discourse has to be understood within institutional, cultural and societal contexts in order to be able to capture the specific meaning of a particular discursive sequence. The genre-specific elements also have to be addressed. (E.g. Titscher, Meyer, Wodak & Vetter 2000.)

The hegemonic struggle over how to understand learning and knowledge in general, and international marketing in particular, had a marked effect on the tutorial participants, constraining the way talked about these issues and the way they positioned themselves within the mobilised discourses and genres. The reconstructed genres and discourses could be seen as serving some wider social interests, or purpose. These might be to sustain relations of authority between business elites and the rest of the society, or produce social divisions which might facilitate strategies of domination (Fairclough 2001b, 238.) Therefore, I suggest that the discursive practices produced in the PBL tutorial context could be understood to articulate broader ideological interests located in and belonging to the societal Discourses of modernism, globalisation and postmodernism. The discursive practices reconstructed from the tutorials reproduced the social structures and social processes of modernist education at the polytechnics: managerialism, globalised business, and postmodernism. I have marked these grand Discourses with capital D to emphasise their roles as more global discourses constituted and constituting social institutions and structures. They are an assembly of discourses, ordered and presented as an integrated frame that represents a field of power in which actors are required to take up particular subject positions in order to speak and from which particular practices follow. (Alvesson & Kärreman 2000; Ainsworth & Hardy 2004.)

A PBL tutorial discussion, as a part of the problem-based learning approach, could have opened up opportunities to contest and question these social structures and processes if its

relations to the orders of discourse of education and business life would have been scrutinised both by educators and students. The constraining grand Discourses and their relations to the reconstructed genres and discourses are illustrated in Figure 9. As mentioned earlier, placing the pieces into the frame to create a complete whole required a little force, since not all pieces fit neatly together.

Gramsci's notion of hegemony is central to both to postmodern and critical perspectives on business education. He understood that dominant power is not exercised simply by physical force, but also through socio-psychological attempt to win people's consent to domination through cultural institutions such as schools (Gramsci 1971). Gramscian hegemony recognises that the winning of popular consent is a highly complex process. The end result of the hegemonic contest is never completely established, as it is always contested by various groups with diverse agendas. The formation of a hegemony cannot be separated from the production of ideology. If hegemony is the larger effort of the powerful to win the consent of their subordinates, then ideological hegemony entails the cultural forms, meanings and representations that produce consent to the status quo and individuals' particular positions within it. Dominant ideological practices and discourses shape our vision of reality.

In a context of business education, hegemonic and legitimated discourses of power tell educators what books may be read by the students, what instructional approaches may be employed, and what belief systems and views of success may be taught. Moreover, in this context, powerful discourses diminish the multiple meanings of language and establish one correct interpretation that implants a particular hegemonic message into the consciousness of the student. (E.g. Kincheloe & McLaren 2000; Fairclough 1992a.) The dominant discourses and genres manifested in the tutorial site positioned the teacher/tutor as the authority, the knower, representing the educational institution and the students as somewhat passive reproducers of received knowledge, thus reproducing the institutional order of discourse in education. But the introduction of the PBL approach had shaken up the order of discourse by inviting students and tutors to enact other genres and discourses within the setting of business education. Gieve (2000) suggests that new discursive practices tend to be enacted before there are owned. Therefore a tutorial participant should have an opportunity to control of particular genres and discourses even if she does not have a personal commitment to them.

Ideologies are representations of aspects of the world which can be shown to contribute to establishing, maintaining, and changing social relations of power, domination and exploitation. The critical view of ideology which sees it as a modality of power, contrasts with various descriptive views of ideology as the positions, beliefs, and perspectives of social groups. The latter definition fails to take into account the relations of power and domination between such groups. Ideologies can also have a stability and durability which transcends individual texts; they can be associated with discourses and genres. (Fairclough 2003b.) The question is whether the representations made have causal effects on particular areas of social life; do they sustain or change power relations? Postmodernism and critical theory pay

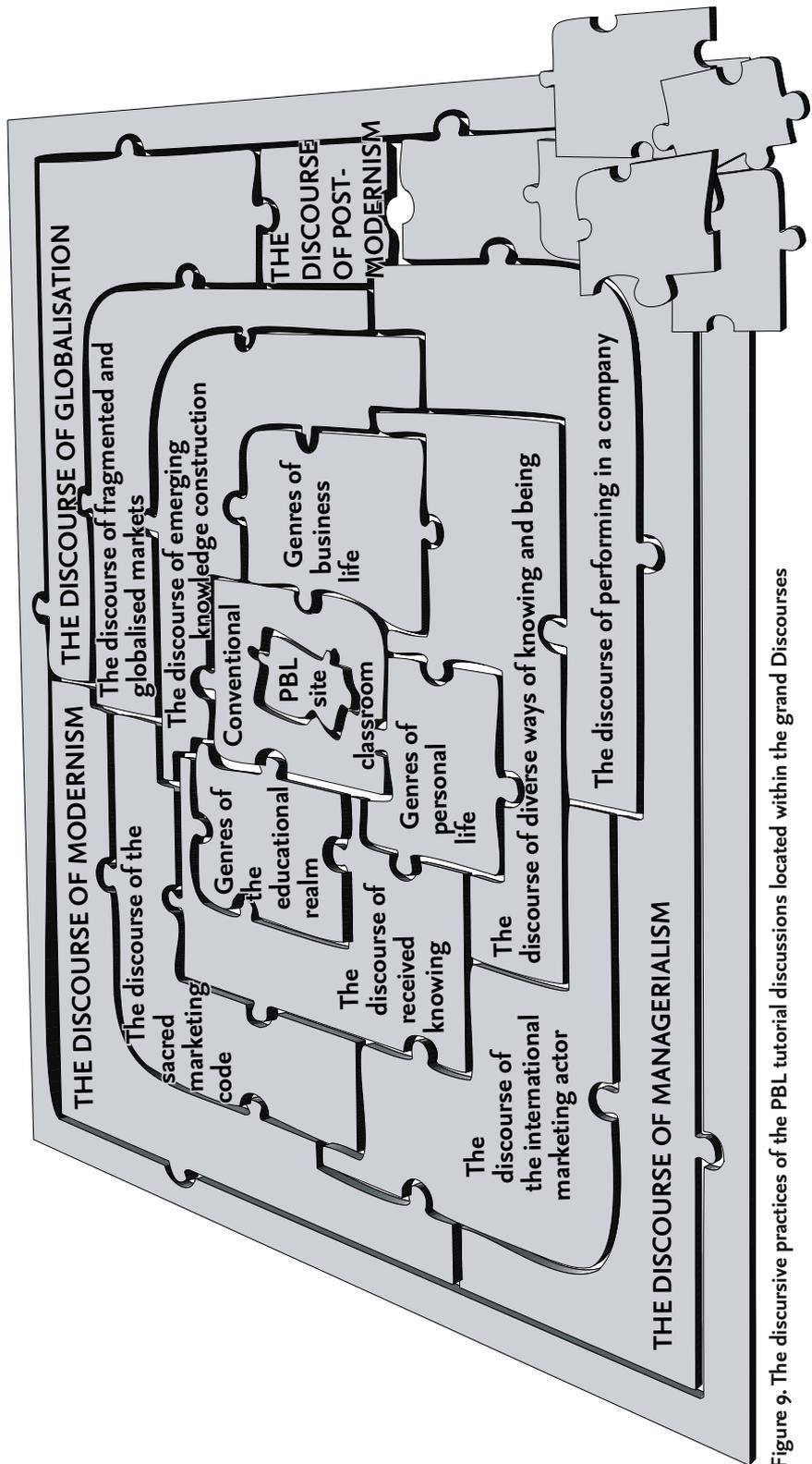


Figure 9. The discursive practices of the PBL tutorial discussions located within the grand Discourses

attention to ideology, which is seen from both perspectives as a construction of arbitrary notions of normality. According to Althusser's formulation of ideology, it is a representation of the imaginary relationship of individuals to real conditions of existence as a lived, material practice; ways of thinking take practical form. These practices are reproduced through the workings and productions of ideological state apparatuses such as education, media and organised politics. All ideology has the function of constructing concrete individuals as subjects through the acts of hailing and interpellation. In this way, the negotiated genres in a formal educational environment also have ideological consequences. The students are negotiating agency or their ability to intervene in the world, and they learn to classify the world in very specific ways from the perspective of those genre characteristics, structure, and purpose. (Schryer, Lingard, Spafford & Garwood 2002.)

The modern Discourse of polytechnics

Herranen (2003) argues in her study 'The Finnish Polytechnic as a Discursive Space' that the public polytechnic discourse in Finland is based to some extent on the ideals of individualism and instrumental rationality, and also on the omnipotence of technology and economy, and democracy. These ideals can be understood as part of a modernist project that already has lost much of its appeal, for the individuals at least. She also points out that the polytechnics have been constructed as having features of postmodernism. The polytechnic, in the public discourse, has been constituted as a flexible, nationally and internationally networked change agent encouraging its staff and students to be self-directed, active, initiative, and committed to lifelong learning. She concludes that the public discourse has produced a polytechnic that is a modernist project in a postmodern world. Consequently, the internal contradictions within the polytechnic discourses produce tensions, conflicts and chaos in the daily operations of the polytechnic. The interior discourses manifested in the conventional classroom as well as the dominant genres and discourses of the primary site of the PBL tutorials, result in the hybrid, rather contradictory Discourse of polytechnics.

In her empirical analysis she wanted understand how the actors of polytechnics move from the public discourse to position themselves in the discursive space negotiated for the polytechnic. According to Herranen, the teachers working in the field of business and management education within the studied polytechnic were clearly committed to the discourse of modern progress. The modernist and managerialist Discourse of polytechnics that had been adopted involved elements that are typical to business. Therefore, it was no surprise that teachers of business education committed themselves to the ideas of responsibility, internal entrepreneurship and commitment. Moreover, those same teachers welcomed the new pedagogy stressing a constructivist approach, at least on a theoretical level. The welcoming of the managerialist discourse is not a surprise either, as the conventional management texts had already socialised the teachers of business already into the Discourse of managerialism.

The modern Discourse of managerialism

The discourses of the sacred marketing code, the international marketing actor, and performing in a company could be suggested to be stemming from the Discourse of managerialism. This discourse is a way of conceptualising, reasoning and discussing events and it entails a set of routine practices, a structure of rewards, and a code of representation. Moreover, it is a way of doing and being in companies that partially structures groups and conflicts with, and at times suppresses, each group's other modes of thinking. (Deetz 1992.) It values control and profit above all else. It also has a strong customer-orientated ethos, even though decisions are based on efficiency and maintaining a competitive edge. In a managerialist version of marketing humans are treated as elements to be manipulated, personal identity is reduced to ownership of commodities and social relationships are conceived purely in marketing terms, as buyer and seller. (Deetz 1992, 222–223.) The logic of managerialism as a Discourse suggests that employees can be made more efficient, creative, and competitive, by persuading them to think like managers, while eliminating alternative perspectives.

The educational aim is that the students develop from readers of the text into future authors of the business discourse. One can even say that international businesspeople mobilise the concepts and language as a symbolic resource in order to intervene in social situations in pursuit of particular ends. This kind of discourse gives, on one level, a shorthand for communicating certain ideas but on the other hand the language could be used strategically by those who are conversant with it to stage truth effects. (Brownlie & Saren 1997.) The positivistic idea behind offering marketing or intercultural business vocabularies has been long that it extends thinking and understanding. The need for an authoritative and universal marketing lexicon has even been voiced at the beginning of the 21st century (Lazer 2000). The world, according to the marketing vocabulary, can be described in an objective, non-negotiable and external fashion, its existence is independent of the subjects living in it.

These discourses also seem to introduce the boundaries as to what is included or excluded in international business discourse. The insecurity of the business persons was overtly represented in the discourse of fragmented and globalised markets. This insecurity is often claimed to be disguised by the constant introduction of new management chants, mantras, and terms promising some control over the turmoil of real conditions. The sources of these discourses – usually management and marketing books – tend to rely on modernist premises of critical reasoning, individualism, a search for universal truths, overarching theories about knowledge and belief in progress. Book-based studying also seems to ensure the students' reliance on business and marketing books even after they have graduated. The mainstream business 'truth' is continuously produced at the expense of other truths. The construction of critical management studies as an alternative or even marginal discourse seems to accomplish the task of subordinating it. (E.g. MacLure 2003.) The almost total absence of critical management studies from higher education business studies programmes only serves to reinforce the truths propounded by mainstream business studies.

The Discourse of globalisation

The discourse of fragmented and globalised markets, and partly the discourse of performing in a company, can be regarded as variants of the more general Discourse of globalisation. Preparing international performers for globalised markets seems to be the economic imperative of the 21st century. Education and general management discourses are seen as being commodified, and this not even critically questioned within these discourses. The possible fusion of these two fields can be seen as taking place within the Discourse of globalisation. Thus, when education becomes essential in response to the processes of globalisation, it is then reconfigured as lifelong learning. Lifelong learning is not only a condition of modernist mastery; it is also one of postmodernist ambivalence (Edwards & Usher 2001). The individual is regarded as having no control over pronouncing what counts as knowledge, including personally constructed knowledge. From the continuous learning perspective, the individual is supposed to learn more, learn better and learn faster, and is therefore always in deficit. An ideology of constant improvement tends to create a competitive track where the racing dogs never reach the mechanical rabbit (see Fenwick 2001). The anxiety-inducing pressure to avoid being left behind is common particularly in literature depicting constant changes in workplaces. The impact of the globalisation of business is ultimately borne by the workforce or 'human resources', that are always expected to be flexible for the sake of their survival. There are ideological and institutional forces that function pedagogically both to govern organisational life through managerial control and to produce compliant workers.

The hegemonic Discourse of globalisation was nevertheless questioned in the tutorial context in a very modest manner by introducing the discourse of anti-globalisation through the book *No Logo*. However, the probing and negotiating within that discourse remained shallow, more on the level of 'nice to know'.

The partly market-driven polytechnic system favours international relationships; one of its main aims is to increase the number of students studying abroad and invite exchange students to study in Finland for a shorter or a longer period of time. Students are encouraged by various promotional devices to enrol in the programmes. The polytechnics have created networks with other polytechnics and universities around the world. They have also profiled their programmes with particular learning approaches and branded them by creating professional promotional material to market them. One means of facilitating student exchange is the establishment of programmes and modules delivered in English as in the studied Liibba programme. It is likely that economic pressures and educational advantages are too overwhelming to resist the introduction of English as a medium of instruction. Educational practices have both served and contributed to processes of globalisation. The development of international markets by educational institutions and the emphasis on non subject-specific generic and transferable capabilities are representations of globalised educational markets. (Edwards & Usher 1997.) However, it is suggested that the globalisation of business will change the culture of business. In the process, the North American-European

centred business cultures might find themselves challenged by with other ways of doing business in languages other than English.

The Discourse of postmodernism – openings for transformation

The emergence of postmodernism does not mean that modernism has been surpassed or discarded. For Bloland (1995), higher education has been so deeply immersed in modernist sensibilities and dependent upon modernist foundations that the erosion of faith in the modernist project calls into question the legitimacy of higher education, its purpose, and its activities. There appears nevertheless to be a consensus in the literature of the social sciences regarding the value of some of the key concepts of postmodernism including the undecidability of texts, the rejection of great truths, the avoidance of moral judgments, the acknowledgment of the subjective, and the recognition of fluid and fractured identities. Even McLaren and Farahmandpur (2000) note that

‘Postmodernism has made impressive advances in helping educators map the hidden trajectories of power within the processes of representation (especially the political optics of mass media), enabling teachers as cultural workers to strip back the epistemological scaffolding that props up essentialist claims to authenticity and to peel away layers of ideological mystification that shroud the assertion of truth and validity made by positivists within the empirical sciences. Postmodern theory’s articulations of the epistemic subject have been, for the most part, invigorating and innovatory. In this regard, postmodernism has offered up a veritable cornucopia of research tools for the analysis of identity and has helped uncover ways in which universal narratives are based on masculinist and heteronormative practices of exclusion. Furthermore, postmodern educators have mediated successfully between the group identities of marginalized peoples and universal moral claims.’

The PBL tutorial, in providing an alternative site for learning, opened up and questioned taken-for-granted ideas of knowledge and learning. The cocktail of genres and discourses especially, could be read as evidence that it introduced students implicitly to nascent postmodern ideas of post-bureaucratic discourses (Iedema 2003). Interesting parallels can be discovered when the PBL approach within a tutorial site is compared with the practices emerging in post-bureaucratic organisations. Iedema suggests that the post-bureaucratic organisational discourses are multifaceted dialectics that try to balance interactive participation amongst employees, self-steering abilities, self-fashioning skills, and the formalisation of aspects of work. The PBL approach adopted in the studied polytechnic underlined both self-steering abilities and the finding and reading of information, as well as active participation and social identity production in the tutorials.

Iedema’s term ‘textualisation’ refers to the recent shift in work places away from private ways of thinking and feeling, towards interactive decision-making, towards local ecologies

of doing and saying and towards public ways of accounting for what emerges as a result of work. This resembles the self-study work students have to do prior the tutorials, and the joint negotiation of knowledge which results into a written memo. The visibility of the future employee is reproduced by a centrally focused tutorial group, which enhances the transparency of work and encourages self-reflexive management. The visibility of the participant is obvious in a PBL tutorial compared with the conventional classroom where a student can, if she wishes, hide behind a peer. The small size of the group makes everyone visible and accountable. Sometimes this accountability was voiced; when one student was absent from a PBL tutorial, her peer observed:

'I missed the opportunity to learn from you.'

The tutorial introduced the students to various speaking positions that are similar to those used in more process-orientated styles of work (Scheeres 1999 cited in Iedema 2003). A central feature of these new speaking positions is that they underline being able to talk and write about the work in addition to merely doing it. The students had yet to learn how to confront and handle occupational and professional boundaries in teams, working parties and task forces where speaking positions are regarded as less usual and natural.

Negotiating the messy, supercomplex and fluid world?

The tutorial site explored in this study seemed to be situated in the interesting middle ground between the grand Discourses of modernism and postmodernism as far as epistemological premises are concerned. The more postmodernist approach in the tutorial site would have entailed notions of knowledge as not found or discovered; but created based on ideological, cultural and social positionings. Such constructed knowledge would have been understood to be neither neutral nor additive. The students should have examined critically why, for example, the discourse of the sacred marketing code gained primacy over the others; why some voices were marginalised or even silenced. The students could have been invited to understand how identities are fractured and in flux. The tutorial should not be a site that seeks to elaborate a unified notion of a phenomenon; rather it should be a space for diverse discussion about the nature of a particular phenomenon. In this way a PBL tutorial would become more a facilitator for dialogue than a repository of truth. (See Tierney 2001.)

The postmodern perspective not only points to the contradictions in discourses, but to attempts to maintain the tension. It requires the ability to keep the opposing perspectives alive and in tension with the dominant model. Institutions of higher education have to be able to sustain and cope with considerable unresolved conflict and contradiction (e.g. Bloland 1995). The studied tutorial site comprised a multitude of 'tutorial and marketing realities' which, although expressed in various autonomous discourses, overlapped and infused each other. Students should be steered away from unquestioning acceptance of discourses and towards

critiquing the material they deconstruct and reconstruct. The mainstream international marketing discourses produced concepts – categories, relationships and theories – through which the students understood the world and related to one another. These concepts existed in the realm of ideas, they were seldom contested and their culturally and historically situated nature was not questioned. Concepts carry with them a moral evaluation that is a part of the ongoing discursive accomplishment of the concept. Concepts depend on the ongoing construction of texts for meaning and may therefore change dramatically over time and from one situation to another as texts are produced, disseminated and consumed by actors in social situations. (Hardy, Palmer & Phillips 2000.)

8

Reflecting on the Research Process And Introducing New Beginnings

In this, the final chapter of the study, I concentrate on reflecting on the research process and its outcomes through a socio-constructionist lens. This involves highlighting the four assumptions implicit in most social constructionist work; radical doubt regarding the taken-for-granted world; the viewing of knowledge as historically, socially and culturally specific; the belief that knowledge is not fundamentally dependent on empirical validity but is rather sustained by social processes; and that descriptions and explanations of phenomena can never be neutral but constitute social action which serves to sustain certain patterns to the exclusion of others. I will then discuss the important and yet demanding question: from which discursively constituted position do I claim 'validity' for this produced knowledge? I then move on to discuss possible starting points for new research projects centred on PBL and business studies.

The act of writing an academic dissertation reconstructing the discourses and genres circulating within a PBL tutorial site has naturally involved constant reflective analysis of how I, as a novice researcher within a research community, have been drawing on various discourses to construct the text of this study, and an acknowledgement that language constructs rather than reveals social reality. With the assistance of Aguinaldo (2004), Richardson (2000), Phillips and Hardy (2002), Alvesson (2002) and Alvesson and Skjöldberg (2000), Lather (1991) and Kvale (1995), I attempt now to reflect on how I have responded to the various validity-related dimensions in my work probing the question, 'what is this research valid for?' Implicit in this question is the idea that validity is not a determination (valid or not valid), but a process of interrogation and this examination requires multiple readings of the functions any particular research project can serve. Research findings are thus envisioned as perspectives that are premised upon certain ontological and epistemological claims. These representations perform in ways that not only recognise but actively construct and explain our social realities. (Aguinaldo 2004.)

I provide the reader with two perspectives that serve in interrogating the main representational functions of study's outcomes: a realist perspective describing what took place and what we should do about it, assuming there is an objective world; and a reflexive perspective making known my role in the research processes through which my particular reading was created.

A realist perspective

The main questions relating to the realist perspective are: what are the key outcomes of the research and how do they contribute to our understanding of social life? The theoretical body of the dissertation contributed to the discussion about the overlapping relationships of the contemporary world, business life and industry, and business education. The postmodern discourse has impugned the universal claim for truth and the privileged form of authoritative knowledge, suggesting instead that multitudes of approaches of knowing and telling exist side by side. The meaning of information is underscored by global capitalism which, it is asserted, is rooted in information. Information and knowledge are seen as the dominant sources of competitive advantage in companies. The problem seems to be that of deciding what is meant by information and knowledge in this context – are they objects to be remembered or processes requiring sense making?

The globalisation of business has also had an impact on how working methods have been constituted within companies and between companies. A multitude of discourses are now positioning the employee as a self-steering individual who also participates in various work groups, teams and networks. The employee has to be able construct herself endlessly in the interaction processes she is involved in and make use of all the relations and information she has gained in joint sense-making conversations.

Yet, business education has long relied on a subject-based curriculum where the learning and mastering of certain content has prevailed over studying 'learning processes'. The teaching of subjects which are divided into specialist areas for the practicalities of teaching, rather than for learning, is emblematic of business and management education. Therefore, recent evaluations of business education have demanded re-planning of the curricula in ways that underline process competences instead of subject-based planning. Many institutions have already adopted a more integrated approach to planning and implementing business curricula. However, I suggest that these curricula are still founded on the conventional notion that the competences promoted are accultural, ahistorical, and unrelated to the power relations within organisations and society as a whole.

By studying the construction processes taking place in the new PBL tutorial context I have presented the multitude of discursive practices colonising the tutorial site. Previous studies have concentrated on particular roles and processes taking place in the tutorials. My main concern was to understand the tutorial as constantly negotiating its existence as a collaborative knowledge construction site both as a PBL tutorial site and as a site for talking

international marketing into being, at the same time constituting and being constituted by institutional and structural practices. In taking this approach I have offered a new perspective in which is presented the tutorial discussion site as being constantly under 'construction'. My aim has been to show dynamic accomplishment of a PBL tutorial which, particularly during the early phase of implementing a PBL based curriculum, required frequent interventions by the tutor, as to what kind of site was being constructed.

The knowledge produced by this research process may motivate other educational institutions to seek a deeper understanding of pedagogical development work and to understand the need for all participants to actively discuss and negotiate what kind of changes they think are taking place. Furthermore, it could assist in giving insights into the meaning of discursive practices in knowledge creation and enculturation into field of professional business and management. It should endorse the understanding that studying business is a fully discursive activity that should be critically challenged and scrutinised from various perspectives. The employment of a new pedagogical approach does not automatically lead to new means of grasping content especially if the content seems to be produced in a way that seduces the reader to a special reading position. This position should be resisted by introducing students the oppositional or misreading of materials. Furthermore, the marginal position that was given to the studied Liibba programme within the polytechnic caused friction with teachers from other programmes. There is a need to converse with the whole teaching staff about the underpinnings of the PBL approach and what it entails in its implementation.

As Yanar (2001) also maintains, it is possible that a representative of an educational institution, such as a tutor, in a pedagogical situation might genuinely invite the students to participate in knowledge construction. However, it is also possible that she might unintentionally expect that the tutorial participants to base their knowledge on the prevailing and pre-constructed knowledge claims which are intertwined with the dominant mainstream discourses. Yanar (1999; 2001) studied architectural design studios as pedagogical environments and concluded that even if the pedagogical environment was called student-centred it might not function in this way because the epistemological position granted to the students might be to reproduce the prevailing discourses. She calls for intensive work on the background premises of curricula, in order to unfold the epistemological assumptions and values. Moreover, the context of professional culture and society should also be explored in order to construct curriculum conditions for creating a confident and secure learning environment.

The genres and discourses negotiated in the evolving place discourse community inducted the students into realm of international marketing. The mainstream marketing discourse was prominent and naturalisation took place even on an ideological level. This may have constructed an idealised picture of marketing work where the mundane themes of making money, planning sales budgets and meeting quotas were missing. International marketing was constructed as having tools and definitions that were value neutral and the hegemonic struggles occurring in the wider socio-cultural environment were barely discussed (see also Svensson 2003).

Polytechnics with their new programmes for business education of seem to produce students who can think critically, that is, engage in higher order thinking, but not critically, that is, able to understand and critique systems of power and injustice in a world. There is a risk, therefore, that our students may become ideological 'dupes' of the new capitalism, just as the intelligentsia were of the old. The situation now, however, is more dangerous because of a globally interconnected world (e.g. Gee 2000, 62). The launching of new pedagogical innovations that transform the learning and teaching processes may sometimes lead to double discourses, that is, inconsistencies and a lack of coherence. These double discourses derive from the promotion of the new discursive practices with the pedagogical innovation and at the same time constructing the older, conventional models that are only partially and superficially updated. (Martin Rojo & Gómez Esteban 2003.)

A major shortcoming of this study is that it only represents a short time span from the entire historical context of one polytechnic. However, as I pointed out at the beginning of this dissertation, one of my aims was to capture and make visible the possible challenges the students met and had to negotiate as newcomers to PBL when the educational approach was being newly implemented. I argued that meeting these criteria meant focusing on just one case and undelined the importance of bridging the gap between research and teacher communities.

A reflexive perspective

This dissertation began by unfolding the epistemological and theoretical commitments of the study. The move from a naïve realist perspective towards a social constructionist viewpoint has been a challenge, and I have had to return, from time to time, to consult and reconsult my notes to reflect once again on the meaning of social constructionism from a moderate point of view (see Chapter 1). Consequently, I would not be surprised if a reader were to find traces of naïve realism in the study despite that the fact that I am arguing for the the position of social constructionism. My educational background has, naturally, had an impact on my thinking and the epistemological-ontological disturbance caused by postmodern and poststructural thought has taken its toll. The stances I attempted to adopt were made explicit in the early stages of the project and, during the research process, my ideas about these stances changed a little. I had first thought of taking the position of empowerer, but soon learnt that the only person who can empower is the learner herself, not the teacher or the researcher.

The political-ideological character of the research could be also discussed as it is evident that belonging to a research group that aims to support research, development and training projects in PBL in different fields of higher education has had impact on the way I have approached the research area. I was also reminded, during the writing of this dissertation to set the findings within the framework of the Pro-Bell research programme.

The Pro-Bell group is funded from 2002 to 2006 as a part of a programme called Life as Learning (LEARN) within the Academy of Finland. It is a multidisciplinary national research

programme on learning. The themes studied in the programme include developing teaching and learning in the school system, the new challenges of learning in the working life, new forms of learning, and new teachership and teacher education. The other political-ideological community with moderate interest in my research outcomes is my current employer the Helia Business Polytechnic who would also like to benefit from the results presented here. I have also described my relationship with the polytechnic that has been the focus of this case study, and my role as one of the pioneers in planning the Liibba programme.

The selection of the Liibba programme as the focus of this study was natural for me. The remarkable development work done on the Liibba programme demanded that some research should be carried out to examine how the curriculum reform process was progressing, and particularly how the PBL tutorial was being constructed as a learning environment. Interaction with the empirical material sometimes made me aware of the loyalties I had to the Liibba programme. This feeling of loyalty to the tutor in the videotaped tutorials has to be recognised as she was interested in my preliminary findings. I discussed the various readings I had made of the tutorials with her on a constant basis. Furthermore, while my identity as a researcher within a university context was being formed, I was made aware that working with the dissertation distanced me from the daily hardships of managing Liibba curriculum work. This understanding was constructed from comments that I should be working as a tutor for the first semester students to be well informed of the everyday problems taking place rather than worrying about critical readings of the business materials.

I situated the research object of the tutorial discussion within the changes taking place in contemporary society, particularly within workplace practices and the institutions of higher education. The initial choices regarding theoretical texts were complicated as I became aware of the vast range of scientific journals and books within applied linguistics, business and management studies, and of course, educational studies. Although, the critical stance I took provided me some assistance in selecting theoretical texts and discourses I was still overwhelmed by the vocabularies they offered my research. Nevertheless, the various theoretical communities I encountered have stimulated the research process and let me cross borders in order to understand their discursive practices.

I concentrated then on the pedagogical innovation of PBL introduced in order to bridge the gap between education and workplaces. The theoretical texts about PBL as well my very modest experiences as a tutor, invited me to approach the closing discussions of the tutorials from the perspective of critical discourse analysis. I accept that my own background in vocational education and marketing made me strongly aware of certain discourses and genres taking place thus making it inevitable that some discourses and subject positions were not identified. Naturally, these other voices are absent from the dissertation text.

Exploiting critical discourse analysis for studying PBL tutorials is quite new within PBL research. Little attention has been paid to the discursive and social practices that are constructed in a tutorial, and how these constitute aspects of society and the people with it. The employment of CDA was far from easy for me as applied linguistics was a new discourse

to be understood. The opportunity to attend a CDA workshop at Lancaster University, led by Professor Norman Fairclough, was invaluable in helping me to grasp the premises of this complex approach.

My interests and concerns have affected the way I have read the transcribed texts. Readings of the material produced by the tutorials, the unfolding process and abductive interaction with other materials opened up new readings every time I read the transcripts. The discourses and genres were not something inherent in the text waiting to be discovered by me; I had to be active in reconstructing them. I have tried to make the research process as transparent as possible, being explicit in approach and including detailed description of the whole research process, both in terms of theoretical and empirical constructs and procedures. Nevertheless, the length of the interpretation process and the fuzzy nature of the data made it highly challenging. My selection of the data excerpts for this dissertation report may or may not be representative of the larger body of the data transcripts. I have chosen certain excerpts to accomplish the practical aim of presenting a coherent analysis and having the report published as my dissertation. This kind of selectivity and generic transformation (genre chains extending from theoretical readings, note taking, videotaping tutorial discussions, transcriptions, analysis, interpretation, and finally to report writing) is an inherent part of all research. (E.g. Schneider 2001.) I am aware also that I have taken a somewhat authoritative stance in representing the tutorial sessions, since I did not return my readings of the tutorials for student review. This was because almost all the tutorial participants had graduated and returned to their home countries.

The mere act of writing a dissertation and finding my own discourse and genres also produced problems. My involvement with genre theory made me aware of the role of genres in scientific writing and of those I should master as a member of the scientific community. I tried to locate and experiment with new genres of approaching the writing the dissertation (e.g. Alasuutari 2002; Richardson 2000; Tierney 2002) but ultimately had to settle for more traditional genre due to a lack of writing expertise. My aim is that the dissertation genre adopted will function as an intertextual discussion (Alvesson 2002). A fruitful discussion involves, as well as a shared vocabulary, a combination of consensus, variation in views and dissensus. An excess of any of these elements can mean that the discussion becomes uninteresting; it may become repetitive, a series of monologues or a quarrel. In this dissertation I have attempted to provide different understandings and challenge the arguments invoked by the others.

One of the questions I have to reflect on is whether the results of this study make sense to those working in field of PBL. If my construal of the tutorials' constant negotiation of genres and discourses assists those involved in PBL approach in grasping or performing more appropriately in the tutorial context, I have succeeded in my research endeavour.

A plausible story cannot be constructed alone. Confronters and challengers as well as supporters and collaborators are essential in the process of writing a dissertation. In addition to constantly negotiating the research within the seminar group at the University of Tampere, within the Pro-Bell-group and the Liibba reform group, I have presented some of the

preliminary readings of the study in various PBL conferences and sessions abroad (Baltimore 2001; Linköping 2003) and also in seminars in Finland (Tampere 2003; Helsinki 2003). The members of the audience have been both in agreement with my readings and quick to challenge the research outline, topic, and approach. At the Internlearn – Multidisciplinary Approaches to Learning conference in December 2003, conference participants were especially quick to point out the students in the tutorial I described were not actually in a PBL tutorial, if the readings of the empirical material were as I presented them. They also questioned the English language skills of the students in comparison to university students. In response, I attempted to explain the context and the purpose of the study as well as my epistemological position (see Chapter 1). Furthermore, I have had face-to-face discussion concerning the business and management aspects of the dissertation, and also concerning the applied linguistics perspectives with experts in those areas. They noted the importance of the theme and were interested in the outcomes of the research.

Challenges to be met and ideas for new beginnings

Those involved with the PBL approach or other novel approaches to rearrange learning environments should constantly address and readdress learning and knowledge. There has to be resistance to closure in a world that is characterised by complexity, diversity, and pluralism (Gale 2002). I agree with Edwards and Usher (1997) when they maintain that any reconceptualisation of pedagogy must go hand-in-hand with a reconceptualisation of knowledge. The reconceptualisation of pedagogy should also involve the development of holistic assessment and quality assurance systems in all levels of the adopted approach.

The implementation and constant development of a PBL-based curriculum cannot only be based on the enthusiasm of staff members. It requires pedagogical leadership and management from those in charge of running the programme. Such pedagogical leadership and management can take various forms, such as development plans negotiated with the tutors, constant in-house training and discussions around focal topics the tutors and other staff regard as important. Otherwise, those enthusiasts supporting the programme may feel overburdened by the demands of the programme and become tired and dissatisfied with it. Alternatively, if critical reflection regarding PBL is not constant, there is a danger it may be watered down, and transformed into a system where new and old tutors are simply going through the motions of PBL without understanding the reasons underlying the approach. The tutorial context especially, is so challenging that it calls for special measures from the tutors and the tutorial participants. There is a need for constant discussion about the meanings of supercomplexity within educational institutions. The poststructuralist and postmodernist ideas of knowledge construction need to be addressed in tutorials and various workshops should focus on critical reading and critical reflection. The exploration of hegemonic discourses also seems to be needed in business education; the students as well as the tutors require analytical methods for this activity. Students have to have control over what they are learning in the educational

institution. The aim is to allow students to gain powerful positions in discourses that have impact on their lives.

Furthermore, a polytechnic curriculum based on the PBL approach should be flexible and open enough to enable constant cooperation with companies and organisations in order to support the regional development of the industry. PBL as a strategic approach to learning and development on an institutional level should provide an environment where the students, tutors and the representatives of various companies could have joint objects of learning in various forms of developmental and research projects. These projects could utilise the wide range of processes inherent in the PBL script and elaborate them on a continuous basis in order to meet the particular needs of the projects in question.

The questions that should be constantly posed in new research endeavours include reflecting on the theoretical discourse of a PBL tutorial as a collaborative knowledge construction site. This is positively framed in PBL rhetoric, but it seems difficult to achieve within the practical arrangements of the tutorials. Is PBL, understood merely as a discourse, representing a certain way of talking about and constituting the social world? Is it seen simply as a social manuscript currently in circulation, to be only repeated in certain kind of situations, such as conferences and other ceremonial situations? Does all the talk actually say anything about what might really be going on locally in institutions that are implementing the PBL approach? There is a need to acknowledge and study the local achievements of PBL in various institutional contexts.

Constant discussion during the past three years with the Liibba reform group of the notions I had reconstructed from videotaped tutorials, has already brought some changes to the tutorial site. Discussions on the theme of how the international business content was produced in the tutorials have encouraged some of the tutors to invite students to challenge the notions presented in mainstream business discourse. Therefore, a productive focus for a new study would be how this change has taken place, the kinds of discourses of knowledge and learning that are now being produced and what kinds of genres within which knowledge and learning are being enacted. An especially intriguing focus would be to explore how the students understand the competing motives behind the genres negotiated and how their positionings are influenced by these motives.

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Appendix 1

Merja Alanko-Turunen

INFORMED CONSENT

MAT

11 September 2001

Name of the student

PBL TUTORIALS AND VIDEOTAPING

Background information I am asking now for your informed consent for videotaping some of your PBL tutorial sessions for my research project. The working title of the study is The Construction of Knowledge in PBL tutorials.

You are invited to be in a research study of PBL tutorials in the International Business Programme in Helia.

I kindly ask that you read this document and ask any questions you may have before agreeing to participate in the study. This study will be a part of my PhD dissertation. The purpose [of the study is to added by MAT] describe and analyse the construction of knowledge, which takes place in the seventh step of the PBL approach.

Procedure If you agree to be in this study, I ask you to do the following things: Act as normally as always in the tutorials that I will be videotaping and let me know if in any stage you feel uncomfortable with the situation.

Drawbacks and benefits of being in the study

The study has the following drawbacks. It may distract you in some way or another, but try to ignore the video camera.

Your participation will benefit the learning community at Helia that we will get in-depth knowledge of how the PBL tutorial group, while discussing the topics based on the learning issues, evolves in their construction and social validation of professional knowledge.

Confidentiality

The videotapes of this study will be kept private. In any sort of report I will publish, I will not include any information that will make it possible to identify the subjects.

The researcher only accesses the videotapes that are made. It will be possible that the research group (The Pro-Bell research group within Tampere University) that I belong to will have a possibility to see of the clips of the video tapes. The video tapes will be erased in the year 2014.

The videotapes will not be used for educational purposes.

Voluntary nature of the study

Your decision whether or not to participate will not affect your current or future relations with Helia.

Contacts and questions

The researcher conducting this study is
Merja Alanko-Turunen
principal lecturer
Lic. Ed., M. Sc. (Econ.)
Helia School of Vocational Teacher Education
Rautatieläisenkatu 5
FIN-00520 HELSINKI
merja.alanko-turunen@helia.fi

You may ask any questions you have now. If you have questions later, you may contact me at + 358 XX XXX XXXX

You will be given a copy of this form to keep for your records.

Statement of consent

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature _____ Date _____

Clarification of name

Signature of Investigator

_____ Date _____

Appendix 2

SECOND SEMESTER AUTUMN 2001

Establishing Business Ventures in a Global Environment

Contents by themes

Theme 1

Understanding the business planning process in a global environment

Aim: to understand the impact of the global business environment on the business planning process

Theme 2

Identifying and building customer relationships

Aim: to understand the importance of relationships and modern tools in marketing planning and communications

Theme 3

Integrating customer needs into the operational planning process

Aim: to consider customer needs in operational planning

Theme 4

From business ideas to figures

Aim: to understand how to estimate revenues and costs for making profits

Theme 5

Developing a network from production to end customer

Aim: to understand how to select and control the supply chain and the distribution process

Theme 6

Challenges in being an entrepreneur in the global market

Aim: to understand the constant changes in the business environment

Business Plan Fair Event

Examination

Evaluation seminar

Appendix 3

HELIA

PBL TASKS

KAN621

Theme 1

September 18, 2001

PBL Task 1.8

Trigger

Jewellery is a traditional artefact created by man since ancient times. The core benefit of an item of jewellery varies among cultures and the symbolism related to jewellery affects the way it is perceived. There are lot of symbols like the Saint Johns arms and some birds that are commonly understood in northern European markets.

In the tangible product the quality of the jewellery plays a major part. The fast speed of the market requires new collections three times a year. Some difficult decisions about the decrease in the number of collections have to be madem although customers complain. In the US market the jewellery has to be made of gold, containing big stones. In Russia consumers wouldn't consider buying jewellery made of bronze. The production costs make the adaption challenging.

Buyers of Jewellery Inc. historic jewellery are usually of Scandinavian origin. The Japanese market is also important to Jewellery Inc. since there seem to be a lot of shared characteristics between Japanese and Finnish people. Traditional historic jewellery has an interesting story to tell, but it is very difficult, very expensive and risky to tell the story in export markets...

Problem

Learning objectives

Key words

Information sources

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