

Title	The Learning and Knowledge Creating School:A Case of the Finnish National Defence College
Author(s)	Juha, Makinen
Citation	
Issue Date	2006-03
Type	Thesis or Dissertation
Text version	author
URL	<a href="http://hdl.handle.net/10119/821">http://hdl.handle.net/10119/821</a>
Rights	
Description	Supervisor:Ryoko Toyama, 知識科学研究科, 博士

## SUMMARY

### **The Learning and Knowledge Creating School: A Case of the Finnish National Defence College**

This research focuses on the Finnish National Defence College at the times of claimed “learning organization-likeness” being located in the social landscape of the Finnish knowledge society. Being managed by the methods of management by objectives and total quality management and being involved in continuous educational planning and “transformation” processes, the Finnish National Defence College has to be introduced to the synthesized instructional-pedagogical perspective on these issues.

At the Finnish Defence Forces it is currently stressed how the development of training and education system forms the basis for the competence development. This kind of statement leads us to ask what kinds of facts and principles form the basis for the development of the training and education system of the internationalizing Finnish Defence Forces.

The progressive inquiry learning process starts from the social scientific knowledge base of the Finnish National Defence College. When the main theories and theoretical interpretations are analyzed, some of them are destabilized, while the knowledge base of the Finnish Defence Forces is expanded.

The knowledge-creating theories of Ikujiro Nonaka introduce the readers to the evolving field of knowledge management and innovation studies. A synthesized framework for organizational learners and knowledge creators is presented in this study. It has been made by analyzing chosen research programmes and emerged cognitive trails made by them.

The meaningfulness of systemic thinking emerges during the study, and the social system is conceptualized in the form of the activity system. The key principles of the cultural-historical activity theory are critically analyzed and put into the practice in Change Laboratory® meetings and in thematic interviews of the managers of the Finnish National Defence College.

The results show that for the Finnish Defence Forces and Finnish National Defence College the instructional-pedagogical perspective is also needed when aiming at aligned transformations and increase of the “learning organization likeness” of the Finnish Defence Forces, and the Armed Forces in general.