Correction to: How history matters: The emergence and persistence of structural conflict between academic and vocational education: The case of post-Soviet Estonia

Krista Loogma¹ · Meril Ümarik¹ · Meidi Sirk¹ · Reeli Liivik¹

Published online: 3 June 2019
© Springer Nature B.V. 2019

Correction to: Journal of Educational Change (2019) 20:105–135
<https://doi.org/10.1007/s10833-018-09336-w>

In the original published article, the following references were published incorrectly.

Author1. (2004).

Author1. (2010).

Author1. (2016).

Author1., Tafel-Viia, K. & Author2. (2013).

Author2 & Rekkor, S. (2013).

Author4, R., Karmin, L., Janulaitiene, N., & Montvilaite, S. (2013). Vocational education. In I. Kestere, & A. Ksuze (Eds.), *History of pedagogy and educational sciences in the baltic countries from 1940 to 1990: An overview* (pp. 70–84). Riga: SIA Izdevniecība RaKa.

Kesküla, E., & Author1. (2017).

Rekkor, R., Author2. & Author1. (2013).

Toots, A. & Author1. (2015).

The reference Author1 et al. (2013) is same as the reference Author1., Tafel-Viia, K. & Author2. (2013) and the correct list of references are provided below:

References

Loogma, K. (2004). *The meaning of learning at work in the process of workers' adaptation to work changes*. Tallinn: Tallinn Pedagogical University Publishing (PhD thesis, in monograph, 233 pages, in Estonian).

The original article can be found online at <https://doi.org/10.1007/s10833-018-09336-w>.

✉ Krista Loogma
krista.loogma@tlu.ee

¹ School of Educational Sciences, Tallinn University, 5 Uus Sadama, 10120 Tallinn, Estonia

- Loogma, K. (2010). The situation of VET teachers in Estonia (with the integrated summary of interview findings). In S. Kirpal (Ed.), *Changing roles and competences of VET teachers and trainers*. Final report (Vol. 2) (AO/ECVL/RLAR/TT-changing-competences/014/08). National Summaries of Interview Results (pp. 97–116). University of Bremen, Institute of Technology and Education.
- Loogma, K. (2016). Europeanization in VET policy as a process of reshaping the educational space. *International Journal for Research in Vocational Education and Training*, 3(1), 16–28.
- Loogma, K., Tafel-Viia, K., & Ümarik, M. (2013). Conceptualizing educational changes: A social innovation approach. *Journal of Educational Change*, 14, 283–301. <https://doi.org/10.1007/s10833-012-9205-2>.
- Ümarik, M., & Rekkor, S. (2013). Diversification of students and professional roles of vocational teachers: Teachers' individual approaches to negotiate work identities. In J. Mikk, M. Veisson, & P. Luik (Eds.), *Change in teaching and learning* (pp. 9–26). Frankfurtam Main: Peter Lang Europäischer Verlag der Wissenschaften (Estonian Studies in Education; 5).
- Liivik, R., Karmin, L., Janulaitiene, N., & Montvilaite, S. (2013). Vocational education. In I. Kestere & A. Ksuze (Eds.), *History of pedagogy and educational sciences in the Baltic countries from 1940 to 1990: An overview* (pp. 70–84). Riga: SIA Izdevniecība RaKa.
- Kesküla, E., & Loogma, K. (2017). The value of and values in teachers' work in Estonia. *Work, Employment and Society*, 31(2), 248–264.
- Rekkor, S., Ümarik, M., & Loogma, K. (2013). Adoption of national curricula by vocational teachers in Estonia. *Journal of Vocational Education & Training*, 65(4), 489–506.
- Toots, A., & Loogma, K. (2015). Learning Europeanisation in Estonian education policy. *Estonian human development report* (pp. 259–264). Tallinn: Eesti Koostöö Kogu.

Publisher's Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.