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**Suomen kasvatustieteellinen aikakauskirja**

Heikkinen, Hannu L.T. – Huttunen, Rauno – Niglas, Katrin – Tynjälä, Päivi. 2005. A map of the terrain of education. *The Finnish Journal of Education Kasvatus* 36 (5), 340–354. — Our article examines a paradigm shift in the methods and approaches of educational research. It is a frequent claim that there has been a move from quantitative towards qualitative methods. However, a simplification of this kind is not very enlightening. The dichotomy between quantitative and qualitative research tells us nothing about the epistemological assumptions that underlie a study. The more essential change is taking place under the methodological surface: there is a gradual shift, in beliefs about reality and knowledge, towards constructivism. We present a model intended to describe current educational research at the level of both methodology and the philosophy of science, to indicate the ways in which philosophical trends are reflected in different methods. We sum up our presentation in five theses: 1) The quantitative-qualitative dichotomy is inadequate as a way of describing methods. 2) There is a growing interest in examining the relationship between the philosophy of science and research methodology. 3) Methodological diversity is growing. 4) Approaches based on combined designs are becoming more common. 5) The range of criteria used to assess research quality is broadening.

*Descriptors:* qualitative research, quantitative research, research paradigm, epistemology, constructivism

Nummenmaa, Anna Raija – Karila, Kirsti. 2005. What metaphors tell us about the working reality of the day-care centre. *The Finnish Journal of Education Kasvatus* 36 (5), 373–382. — The article uses metaphors to describe the working reality of the Finnish day-care centre. We start from the assumption that metaphors reflect the culture where they are produced. Metaphorical language is employed also to reproduce the beliefs and practices prevailing in a community. Day-care centres must face constantly shifting expectations. The interpretations that the members of the work community make of the functions of the day-care

centre and of their own work there play an important role in the ways in which expectations concerning the work and activities of day-care centres are realised as new practices. In the context of developing a work community, metaphor work enables the community to discuss and negotiate meanings that are difficult to verbalise. At their best, metaphors can also create an atmosphere that promotes change work. The study presented in the article was carried out as a part of a more extensive development and research project whose aim was the collaborative development of multiprofessional action culture. The research data consist of metaphors produced by carers and educators employed in four day-care centres (n=71) that describe their day-care centre, the day-care centre as a work community, and themselves as a worker. The metaphors were analysed using a data-driven approach.

*Descriptors:* metaphor, day-care centre work, work culture, meaning attribution