



Kasvatus 2006 Vol. 37 No 2

The Finnish Journal of Education

Suomen kasvatustieteellinen aikakauskirja

Berg, Päivi. 2006. The construction of pupil hierarchies through captain-selected teams in Physical Education. *The Finnish Journal of Education Kasvatus 37 (2)*, 174–186. — This article discusses the pedagogical practice of forming teams by the captain's choice in Physical Education in the upper grades of the comprehensive school. In this procedure usually two pupils act as team captains who choose players to their teams one by one. Using my ethnographic research material from the Physical Education lessons of lower secondary school, I analyse the captain-choice situation as a physical setting and examine the different ranking hierarchies manifested in this context. As a wider analytical framework I use Goffman's (1959) metaphor of social stage. Other theoretical concepts used here are the different aspects of masculinity and femininity, especially their hegemonic and subordinate relations. In the captain-choice, students are not ranking each other solely by their physical competence but the inclusion and exclusion criteria also include friendships and general popularity within the informal student community or pupil culture (Gordon eds. 2000a). For boys the sports skills and serious effort mean more than for the girls. Among girls the selection criteria seem to intertwine popularity, friendships and sports skills.

Descriptors: Physical Education, pupil culture, masculinity, femininity

Huusko, Mira – Paloniemi, Susanna. 2006. Phenomenography as a Qualitative Method in Educational Research. *The Finnish Journal of Education Kasvatus 37 (2)*, 162–173. — The article describes phenomenography as a qualitative approach used in educational research. Phenomenographic studies look at various phenomena of everyday life and various ways to understand them. We discuss the background commitments and starting points of phenomenography and the meaning of a second-order perspective in empirical studies of conceptions. We describe the progress of phenomenographic analysis using examples from our own research. We also contrast phenomenography with a few other qualitative research methods in order to identify some similarities and differences from the perspective of phenomenography. The article offers students and researchers interested in phenomenography a critical and concrete point of view on this particular research strategy. At the same time the article continues, focusing on the phenomenographic approach, the topical methodological discussion in the field of qualitative research.

Descriptors: phenomenography, conception, qualitative research

Poikolainen, Jaana. 2006. A narrative study on learning and construction of scientific thinking. *The Finnish Journal of Education Kasvatus* 37 (2), 137–147. — This article examines how university students process scientific knowledge and construct scientific thinking and also what kind of beliefs they have on the essence of knowledge. The empirical material consists of learning diaries (N=40) written during the basic course of education. The analysis is based on the narrative approach, with an underlying view that knowledge is constructed gradually from smaller parts to eventually compose whole stories. According to the research findings, the students showed three types of approach: resisting new knowledge, passive adoption, and active construction through innovative reflection. If the student is processing information on the basis of resistance, no deeper learning of new contents is achieved. On the other hand, if the student adopts a passive stand to knowledge construction, it will mainly lead to reproduction or superficial analysis of information. Innovatively reflecting students make active efforts to understand the matters. While the students seemed mostly to believe that knowledge is essentially relativistic, also dualistic conceptions could be found.

Descriptors: learning, scientific thinking, beliefs, narrative study

Tirronen, Jarkko. 2006. Three Models of University. *The Finnish Journal of Education Kasvatus* 37 (2), 124–136. — This article assesses three models of university; the Humboldtian, the liberal education, and the multiversity model. The first two of these are generally regarded as traditional models of university, while the third one is seen as a modern university model. Traditional university models emphasise education as an inherent part and a primary function of university. In the Humboldtian tradition education is gained through science (*Bildung durch Wissenschaft*), whereas the model of liberal education advocates education through teaching. In the multiversity model, education is considered a tool for the development of expertise. At the same time the purpose and the concept of university has changed; the Humboldtian model basically stands for university for research, the liberal education model represents university for teaching, and the multiversity model denotes university for services. Along with the development of modern university, the university institution, its functions, value basis and meaning have changed essentially. Consequently, the traditional models or notions of university, in particular, have lost significance as part of the concept of university.

Descriptors: university model, Humboldtian, liberal education, multiversity, higher education

Vesterinen, Olli – Vahtivuori-Hänninen, Sanna – Oksanen, Ulla – Uusitalo, Annukka – Kynäslahti, Heikki. 2006. Direction for Media Education. *The Finnish Journal of Education Kasvatus* 37 (2), 148–161. — This article takes a look at different kinds of approaches to media education and provides a related viewpoint based on applied educational research. The theoretical framework is addressed from the perspective of didactics. In spite of being somewhat descriptive the article also seeks to build a theoretical basis for the fragmented field of study and the variety of related activities. The focus is placed on the analysis of media education as an academic field situated in between media and education. The relationship between media education and educational research is addressed from the perspective of descriptive media education, with special emphasis on ICT, web-based environments, distance education, virtual environments, mobile applications, and related multimodal, multisensory aspects of these phenomena.

Descriptors: media education, educational research, didactics