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Korhonen, Vesa. 2005. Guidance and learning on the web – group interaction within the web-based community. The Finnish Journal of Education Kasvatus 37 (3), 000–000. — The article describes a web-based course in the Open University, which made use of small-group discussion over the net. The course was attended by 19 adult students. A central part of the data comprised written summaries by the tutors on their respective small groups, asynchronous web discussions of comparative groups in a chat room, and the course participants' written reflections on their experiences as a member of the group. As regards web-based interaction, the comparison focused especially on an active and united small group versus a disunited and less successful small group on the web. The analysis of the data was based on both data-oriented and theory-driven content analysis to describe group interaction. There were both similarities and differences between the united and disunited groups in terms of interaction. Unexpectedly, both these groups seemed to suffer from asymmetric participation. The united group showed stronger task and group awareness on the web, however, and took more conscious responsibility of these aspects. Also the importance of an active and empathic tutor) was emphasised in the students' experiences.

Descriptors: web-based learning, guidance on the web, web community, group interaction, community-based learning

Väisänen, Pertti – Silkelä, Raimo. 2006. Students' cognitive and socio-personal entry-level factors as predictors of learning strategies and achievement in studying quantitative research methods. The Finnish Journal of Education Kasvatus 37 (3), 000–000. — Research on learning statistics has mainly focused on examining the influence of students' prior knowledge, attitudes, motivation, pre-dispositions and emotions on learning. The effects of the study process itself, namely the learning styles and strategies involved, is scarce in previous research. It has been almost totally ignored in research, how a student's mental models of learning, (i.e., his/her views on learning and thinking, his/her general and context-specific conception of him/herself as a learner, conceptions of the discipline and the task to be learned and regulation of learning, expectancies of success, appraisals as well as self-efficacy), are related to the learning strategies s/he uses and consequently, to learning outcomes in statistics. The purpose of the present study was to examine how student teachers'

(N = 120) cognitive and socio-personal entry-level factors are related to the learning strategies they use and to the learning outcomes in the Quantitative Research Methods course 1. The study was based on theories of self-regulated learning, the socio-cognitive theory of learning, and affective-motivational models of learning. The two student clusters formed on the basis of entry level cognitive factors (the grades in secondary school mathematics and university level elementary statistics) and socio-personal factors (i.e., mental models of learning: a student's epistemological beliefs and conceptions of him/herself as a statistics learner) and labelled as "favourable" and "unfavourable" learners differed from each other in their achievement and learning strategies used. The relationship between learning strategies and achievement was different in the learner groups, accounting for 26% of the variance of study achievement in the favourable learner group while no shared variance could be found in the unfavourable learner group.

Descriptors: studying quantitative methods, learning strategies, mental models of learning, socio-cognitive theory of learning, socio-personal entry-level factors, university studies