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Holopainen, Leena – Savolainen, Hannu. 2006. Reading and writing difficulties and perceived psychological well-being in secondary education. *The Finnish Journal of Education Kasvatus* 37 (5), 463–474. — Reading and writing difficulties pose a challenge to students and have various ramifications also with respect to their psychological well-being. This study explores the connections between these difficulties and depression and school burn-out among upper secondary students. The target population consists of the whole age group in one town (N=585), who were followed since the 9th grade of the comprehensive school. The results show that depression and burnout was more common among girls than among boys, and more among general upper secondary students than among vocational students. No direct relationship was detected between reading and writing difficulties and depression. However such difficulties were connected to a higher risk of school burnout. This connection could be seen also when controlling for the effects of prior depression and school achievement. School burnout was most common among female vocational students with reading and writing difficulties.

Descriptors: School-burnout, reading and writing difficulties, depression, psychological well-being, secondary education

Kaidesoja, Tuukka. 2006. Analogies, conceptual change, and science teaching. *The Finnish Journal of Education Kasvatus* 37 (5), 475–490. — This article explores, drawing on relevant research literature, how analogies can be used in science teaching in quest of conceptual change. First, the concepts of analogy and analogical thinking are analysed, followed by a brief introduction of conceptual change in learning. After these analyses and on the basis of earlier empirical studies I will show that systematically employed analogies constitute a viable method for science teaching aiming at conceptual change. I will also provide related guidelines and illustrate them with examples pertaining to science teaching. In addition, various risks involved in the pedagogical use of analogies will be discussed as well as ways to avoid such risks. The article draws mainly on studies and theories representing the cognitive tradition of pedagogical research.

Descriptors: analogy, conceptual change, science teaching

Lundán, Arja – Suoninen, Eero. 2006. Encountering a challenging child. The Finnish Journal of Education Kasvatus 37 (5), 453–462. — The article considers the tensional interaction situations between an educator and a child. In order to understand the dynamics on interaction, two episodes are compared, in which the parties of controversy are the same, but the situation is different. The first of these episodes occurs in a group situation and the second in a person-to-person situation. The episodes are recorded in detail and they are analysed in a theoretical framework of social constructionism using discourse analytical methods. The analysis is focused on the constructions of the challenging child and how this construction process unfolds. We demonstrate the risks that are hidden in an educational interaction process and the opportunities to decrease these risks. The observations are analysed in relation to the dialogical ideal of education and also in relation to the conditions of day care institution.

Descriptors: education, child research, kindergarten, interaction, discourse analysis

Pietilä, Piritta. 2006. Viewpoints on educational anthropology. The Finnish Journal of Education Kasvatus 37 (5), 430–441. — The multiculturalism of our educational reality poses challenges both to culturally sensitive practices and to educational research. Educational anthropology is one feasible approach that enables the examination of education from the cultural viewpoint. Educational anthropology is still searching its place in the Finnish science tradition. Thus, as yet there is but little literature in Finnish in this field, and many key concepts as well as the theoretical frame are yet to be established. This article deals with the epistemological base concerning the construction and dialogue between different concepts of knowledge as a part of the research process and scientific knowledge. Also the characteristics and possibilities of different approaches are discussed from the viewpoint of educational research.

Descriptors: educational anthropology, ethnographic methods, emic research, etic research, transnational feminism

Rantala, Jukka. 2006. The position of the history of education threatened. The Finnish Journal of Education Kasvatus 37 (5), 442–452. — The article discusses the position of the history of education within the academic community, especially in the domain of educational science. Although the history of education is studied also in other disciplines, particularly in the field of history, there is but little of cross-disciplinary co-operation. This is attributable to the universal disparagement of educational research, due to the pragmatic nature of education and the uneven quality of research. The article discusses the tradition of publishing pertaining to the history of education, which is characterised by the lack of a common forum for researchers of different disciplines. Fostering further education and research in this field – especially after discontinuing the sole professorship in this field – calls for improved cross-disciplinary co-operation and enhanced networking.

Descriptors: history of education, school history, new history