



Kasvatus 2007 Vol. 38 No 1

The Finnish Journal of Education

Suomen kasvatustieteellinen aikakauskirja

Mäkinen, Marita – Kallio, Sanna. 2007. Scaffolding in learning processes –interaction and collaboration in knowledge construction. *The Finnish Journal and Education Kasvatus* 38 (1), 29–41. — In this article we examine teachers' conceptions of scaffolding the learning of students with special educational needs. The research is based on socio-constructivist reflections on learning. The purpose of this research was to study teachers' conceptions of scaffolding and to analyse how these conceptions are related to each other. The data were collected from 42 teachers by means of interviews and open questionnaires. Our interpretations follow the phenomenographic research tradition. Teachers' conceptions of scaffolding appeared to be determined by the teachers' conceptions of learning and of students with special needs. The results suggest that there are three different conceptions of scaffolding: scaffolding as controlling learning, scaffolding as supporting the process of problem solving and scaffolding as considering the social dynamics of learning.

Descriptors: scaffolding, phenomenography, student with special educational needs

Uljens, Michael. 2007 J.V. Snellman and a solution to the pedagogical paradox. *The Finnish Journal and Education Kasvatus* 38 (1), 7–16. — The article analyses J.V. Snellman's (1806–1881) theory of Bildung, teaching and education, in relation to the pedagogical paradox. Snellman is viewed as one of the founders of modern theory of education in Finland. It is observed that the kernel of Snellman's theory of Bildung consists of a dialectical relation between self-awareness and tradition and that this relation is ateleological. Also his theory of instruction and education forms a whole, which is ateleological, although his theory of education is normative. His theory is also critical in nature as the child becomes part of the tradition by education and is able to transcend this very tradition by the help of teaching. Finally, some observations on the limitations of his philosophy, in relation to cosmopolitanism, are made.

Descriptors: Snellman, educational philosophy, Bildung, cosmopolitanism "The teacher poked me with the ski pole": Negative experiences of physical education at school as reported by Finns born between the years 1923–1988.

Zacheus, Tuomas – Järvinen, Tero. 2007. "The teacher poked me with the ski pole": Negative experiences of physical education at school as reported by Finns born between the years 1923-1988. *The Finnish Journal and Education Kasvatus* 38 (1), 17–28 — In the article, the opinions and experiences related to school-based physical education of Finns born between the years 1923 and 1988 (N= 1477) are examined. Special attention is paid to negative experiences. The research method was retrospective in nature: the respondents were asked to think back their physical education lessons at school. The data were gathered by means of a survey questionnaire.

In every age group, the majority had liked physical education lessons at school. Negative experiences were more common in the younger age groups than in the older groups. Secondly, in every age group the negative experiences were more common among females than among men. The negative experiences were most often connected with three main factors: 1) excessive competitiveness in physical education 2) teacher's insensitivity to the dissimilarity between pupils, and 3) abuse of teacher authority.

Descriptors: physical education, teacher education