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**Suomen kasvatustieteellinen aikakauskirja**

Huotari, Vesa. 2008. 360°-Evaluation in the Development of Leadership. *The Finnish Journal of Education Kasvatus* 39 (4), 359–372. — Multi-source or 360°- leadership evaluation has been promoted as a significant management innovation. In itself, i.e. without a theory of leadership or of excellence in leading others, it does not, however, contribute to leadership development. Moreover, an abundance of such models and theories prevails in leadership research literature. Even the very best theory is not automatically the most useful one for all possible purposes of evaluation. In fact, the purpose of evaluation, whether it is, for instance, personal development or selecting a prospective leader, largely determines the (practical) value of different theories. Actually, the effectiveness of evaluation results is ultimately determined as much by the targets excluded as by the explicit value judgements reported. In general, there are various issues silently by-passed in evaluation while some particular issues, especially in leadership evaluation, become tacitly judged as valuable. This article provides an analysis of such tacit or silent dimensions in the 360°-evaluation of leadership skills.

*Descriptors:* multi-source evaluation, 360°-evaluation, meta-evaluation, leadership, leadership skills, leadership development.

Juujärvi, Soile – Pesso, Kaija. 2008. Small-group discussion as a method for developing ethical sensitivity and problem-solving. *The Finnish Journal of Education Kasvatus* 39 (4), 308–321. — This article describes an intervention study on teaching professional ethics. The study was carried out in social counsellor education at a university of applied sciences in Southern Finland. The aim of the study was to investigate how students' ethical competence would be best promoted at the course of professional ethics with 40 contact hours (3 credits). It was hypothesised that reflection on personal ethical problems

promotes students' ethical sensitivity and moral reasoning. The three teaching methods (role-taking exercises, informal small-group discussion, and guided small-group discussion) and the inclusion of a practice placement period were varied. The ethical competence was measured by the measures of ethical sensitivity (Myyry 2003) and moral judgment (DIT, Rest 1979). The results showed that small-group discussions promote students' sensitivity to perceive ethical issues. Guided small-group discussions at the web-site promoted the development of moral reasoning when they took place during students' practice placement period.

*Descriptors:* ethics education, moral development, ethical sensitivity, social work ethics

**Kokko, Sirpa. 2008. Persistent gender differentiation in crafts education. The Finnish Journal of Education Kasvatus 39 (4), 348–358.** — The official curriculum of the Finnish comprehensive school aims at gender-neutrality in craft education. However, as a result of pupils having to choose between textile and technical work, craft education has in practice been differentiated by gender. This article discusses the informal mechanisms and practices that have maintained the gender division in craft education. My study is based on data gathered from Finnish female teacher students. It concentrates on their memories and experiences of craft education at school. My analyses focus on how gender and crafts were intertwined in the girls' education. This gender division in craft education is an example of informal school practices that result in gender difference and gender dominance. School, for its part, can contribute to the increase or decrease of the traditional gender division of crafts and the culturally constructed ideas of feminine and masculine qualities, skills and activity sectors.

*Descriptors:* crafts, craft education, gender, gender division, memory-work method

**Niemi, Anna-Maija. 2008. All included? – Distinctions and ordinariness in the peer relations of young school children. The Finnish Journal of Education Kasvatus 39 (4), 322–334.** — This article focuses on difference making and inclusive and exclusive practises in the everyday life of primary school children at the age from six to eight. The article is based on an ethnographic study in an inclusive primary school class in the Helsinki region in Finland. In this article I specifically look at the peer relationships and investigate how the various dimensions of difference interconnect with the processes of inclusion and exclusion: who are positioned as 'normal' and who as 'special'? My theoretical starting points are in educational sociology, poststructuralist feminist research and inclusive education studies.

*Descriptors:* inclusion, exclusion, difference making, ethnography

**Purjo, Timo. 2008. Any need for education, or can young people's violence be predicted by brain research? The Finnish Journal of Education Kasvatus 39 (4), 335–347.** — This article takes a look at the models of reductionist and mechanistic causal explanation that threaten the fundamentals of education. By such approaches, psychological states and events are identifiable with particular physiological states of the brain or the body in general. In the reductionist materialist view, behind deviant behaviours, which cause problems to the persons themselves or their environment, there are structural defects or neurochemical or other physiological changes in the brain. Thus, young people's violence, for instance, could be predicted by looking at their brains. In this article I seek to prove that psychological states and behaviour are not identifiable with the condition of the brain, nor with any other physiological-chemical qualities of the body, either. Moreover, I argue that violent behaviour must be studied as a problem of life skills, which can be influenced by educational means targeted at people's subjective conceptions of the world.

*Descriptors:* reductionism, neuroscience, brain research, causality, youth violence, violent behaviour, holistic view of humanity, subjective world view

**Matthies, Jürgen. 2008. The Revival of Theodor W. Adorno's thinking – impulses for critical education practices. *The Finnish Journal of Education Kasvatus* 39 (4), 373–382.** — This article discusses the pedagogical and social thinking of Th. W. Adorno, focusing especially on his pedagogical thoughts. The aim is to give a short analysis of those works of Adorno that discuss the questions of education and pedagogy. As his contributions contain radical critics of culture and society, Adorno is regarded as one of the most significant intellectual of critical pedagogy.

*Descriptors:* Adorno, critical theory, critical pedagogy, subject