

children and young people have sent to the President of the Republic of Finland, Tarja Halonen. This article discusses how children participate by writing letters to the President and what is the social meaning of this correspondence. I read these letters as a way of speaking back, calling into question, negotiating, seeing the reverse sides of issues, and breaking out of the determinations upholding the childhood. The letters concretely remind us of the fact what the political identity and the active citizenship mean in the everyday lives of children and young people. Children demand being listened to and taken into account, there is no question about it. Definitely they want to become part of the political knowledge. Children and young people should be understood as active actors of their own lives, learning and futures.

Descriptors: children, politics, social participation

Zacheus, Tuomas – Hakala, Mari. 2010. Sports and physical activity as tools for integration and acculturation: Viewpoints of immigration practitioners. The Finnish Journal of Education Kasvatus 41 (5), 432–444.

This article examines the meaning of sports and physical activity during the acculturation and integration process of immigrants in Finland from the perspective of the people who work with immigrants (n = 15), especially with the refugees and returning migrants. The experts represented backgrounds from altogether 11 countries. The main themes of the interview were the meaning of physical activity from the point of view of integration and the significance of immigrants' own sport groups. The method that was used for analysing the interviews was classification by type. The types were based on Berry's (2006a) acculturation strategies. Those experts who supported the assimilation strategy thought that it is the best for the immigrants to practise physical exercise mainly in multicultural groups, especially with the Finns. The second group consisted of experts who brought up the importance of immigrants' own sport groups more clearly than the assimilation strategists. They saw the importance of both multicultural and culturally homogenous sport groups. One can call them integration strategists. Finally, in contrast to the first and second group, the third "group" emphasised the meaning of the immigrants' own sport groups or even sport clubs as a principal acculturation tool. In other words, they were separation strategists. The most typical justifications of the usefulness of physical activity in the immigrant work were that physical activity makes it easier for immigrants to learn Finnish and the workings of Finnish society, physical activity can widen immigrants' social networks and physical activity can improve immigrants' self-respect and general well-being. However, the methods to attaining these effects varied depending on the preferred acculturation strategy. Most of the experts emphasized the differences between sport cultures as well. The sport culture between native Finns and the people from most of the other countries (excluding countries near Finland, for example Russia) differ mainly in the attitudes towards the physical activity of women and old people.

Descriptors: immigrants, acculturation, integration, sports



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Suomen kasvatustieteellinen aikakauskirja

Anto, Erkki – Penttinen, Marjaana – Mikkilä-Erdmann, Mirjamaija. 2010. Cognitive conflict and eye movements during science text reading. The Finnish Journal of Education Kasvatus 41 (5), 445–455.

In this article we examine conceptual change during text comprehension. With this goal in mind we combine the research traditions on conceptual change, text comprehension and eye tracking. The purpose of the preliminary study presented in this article was to investigate the possibilities to track down one critical stage leading towards conceptual change, cognitive conflict, with eye tracking methodology. In the study six-graders ($N = 30$) read a science text concerning photosynthesis. According to the results, leaving a sentence and looking back to previous text may be signalling cognitive conflict. We hereby state that eye tracking is a useful way to examine conceptual change. In a tradition that has usually concentrated merely on the learning outcomes, eye tracking brings us closer to the process itself. In the future, eye tracking could become an instrument for designing better texts to aid the experience of conceptual change in classrooms.

Descriptors: cognitive conflict, conceptual change, eye tracking, text comprehension

Kaartinen, Jyrki. 2010. German primary and secondary school teachers' attitude towards national socialism during the Weimar republic (1919–1933). The Finnish Journal of Education Kasvatus 41 (5), 456–465.

From the viewpoint of the history of pedagogy, the attitude of German primary and secondary school teachers towards the increasing influence of National Socialists is problematic. In this review I will examine the stand taken by primary and secondary school teachers and their teacher organisations on National Socialism during the Weimar Republic. The key issue in my review is the attitude which the teachers and their teacher organisations adopted towards the increasing influence of National Socialists during this era.

This issue is relevant still today, when we consider how educators should relate to the ideologies prevailing in society.

Descriptors: National Socialism, Weimar Republic, teacher attitudes, history of pedagogy

Salo, Ulla-Maija. 2010. Children, Politics and Societal Participation. The Finnish Journal of Education Kasvatus 41 (5), 419–431.

Traditionally, children are not expected to engage in the societal discussion even when they themselves are concerned. This article explores the conditions, barriers and possibilities of the participation of children and young people. Children and politics is conceptually a problematic combination. However, along the tendencies to decipher the adult-centeredness of social research, the participation of children and young people as well as the development of their social skills have got more and more space. Children do have the rights of their own and thus they should be taken into account as people who have concerns, interests and views of their own. Still, the spontaneous social activity of children can take by surprise. In this framework, I am analysing the letters that