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**Suomen kasvatustieteellinen aikakauskirja**

**Kähäri, Kaisa – Väisänen, Anna-Maria – Laurinen, Leena – Marttunen, Miika. 2011. Facilitating students' interaction in a web-based learning environment. The Finnish Journal of Education Kasvatus 42 (4), 337–350.**

This article discusses how different computer-supported collaboration scripts (roles, phrasing of the task, prompts) affect university students' interaction in a web-based learning environment. In this research students (n=88) first studied attribution theory independently and then applied it to one case story in the computer-supported learning environment in groups of three. The groups were randomly divided into an experimental and a control group. The working of the experimental group was scripted while the control group was allowed to organise its working freely. The data of the study consisted of student discussions (n=30). The reciprocity of the students' interaction was analysed by examining the amount of the messages where students referred to each other's earlier messages or brought out new ideas. Application of the attribution theory was studied by counting the amount of interpretations the students made on the basis of the theory. The experimental group was more reciprocal in their interaction than the control group but the groups applied attribution theory about equally well. Scripting seems to support social interaction but it did not affect the result of the learning task.

*Descriptors:* collaborative learning, computer-supported collaborative learning, scripts

**Rantala, Leena. 2011. From favourite magazines to the roots of the gender division: Critical media literacies in everyday school practices. The Finnish Journal of Education Kasvatus 42 (4), 328–336.**

The purpose of this article is to give a perspective on a classroom culture that could promote learning critical media literacies. Learning and teaching of critical media literacies is approached from the socio-cultural viewpoint as the social practices and meaning makings of a teacher and pupils in a classroom community with certain materials and tools. Methodologically the reported study is based on school ethnography. The research material is collected by implementing a participant observation in a class of six-graders (12-13 years old youngsters) in school year 2007-2008. In this article an episode-based analysis method is applied in order to describe one classroom situation meaningful from the perspective of critical media literacies. In this episode, the classroom community, the teacher as a leader, deals with the lists of the favourite magazines of girls and boys at different ages. The lists belong to the teaching material of the National Magazine Day for schools. During the episode the classroom community ends up to discuss the roots of the gender division.

In conclusion, the article suggests that learning of critical media literacies at school could be promoted by creating a classroom culture in which the teacher creatively uses available teaching materials and tools, gives time and space for different meaning-makings related to pupils' everyday lives, and consciously steers discussion in the classroom community to meaningful topics with respect to critical media literacies, such as the question of culturally constructed values. However, the described classroom situation is highly teacher-led and actually only a few pupils take part in

the discussion. Thus, the study raises the question to what extent individual pupils can participate in such practices that could promote learning of critical media literacies at school. Finally, it is suggested that creating a classroom culture that promotes learning of critical media literacies, could eventually help develop a wider school culture to facilitate critical thinking in general.

*Descriptors:* media literacy, media education, critical thinking, school culture, school ethnography

**Rautopuro, Juhani – Tuominen, Visa – Puhakka, Antero. 2011. The employability of recently graduated teachers and their need of academic skills. The Finnish Journal of Education Kasvatus 42 (4), 316–327.**

This article discusses whether the teacher graduates themselves feel that the topic and grade of their Master's thesis or their mastery of research methods have been important for their employment. The investigated group consists of teacher graduates who took their degree in 2003–2006 (n = 846) at the University of Joensuu (at present the University of Eastern Finland), and the study concentrates on their labour market situation in the April following their graduation. Comparisons are made primarily between class teachers and subject teachers.

The results show that, according to their experiences in the labour market, recently graduated teachers felt that the topic and grade of their Master's thesis as well as their research skills were the least important factors for their employment opportunities. Furthermore, only a small proportion of teachers were engaged in postgraduate studies or work on a grant immediately after their graduation.

*Descriptors:* teachers' employability, academic skills, the importance of Master's thesis

**Tynjälä, Päivi – Heikkinen, Hannu L.T. – Kiviniemi, Ulla. 2011. Integrative pedagogy in practical teacher training as a means to support teacher autonomy. The Finnish Journal of Education Kasvatus 42 (4), 302–315.**

This article describes a model of practical training for class teacher students, which applies integrative pedagogy and combines advanced studies in education with the teaching practise. Integrative pedagogy refers to the principle of combining the essential elements of expertise in learning situations: theoretical knowledge, practical competence and the development of self-regulation skills. The purpose is to develop the professional autonomy of teachers. The article also deals with a secondary level pedagogical paradox that every teacher educator will inevitably encounter, if they are striving for the autonomy of future teachers and their pupils. The empirical part of the reported research includes content analysis on how teacher students and their supervisors perceive the practice periods. Highlighted notions in the data comprise experiences of community, openings for multiprofessional collaboration, opportunities for a reflective dialogue, and the dilemma pertaining to the development of autonomy, which is related to a Kantian pedagogic paradox. The findings are consistent with earlier studies regarding the role of guidance in supporting autonomy; gradual increase in student's responsibility during practical training prepares them for professional autonomy.

*Descriptors:* integrative pedagogy, teaching practise, reflective teacher education, philosophy of education, ethics of education, autonomy, profession