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Foster, Raisa. 2012. Dance animateuring as pedagogy of recognition and E/R/Agraphical research method. *The Finnish Journal of Education Kasvatus* 43 (2), 126–134.

This article aims to discuss how dance animateuring works as the pedagogy of recognition. The research is practice-led, and it includes activities on two levels. The first part includes an artistic project: creating a multi-disciplinary performance *Katiska* in collaboration with a music composer, five young men and the researcher as the animateur of *Katiska*. The second stage of the research describes the educational and art-based research activity of this kind, and most of all, it proposes a new form of educational practice, the pedagogy of recognition, which is based on Paul Ricoeur's (2005) philosophical analysis of the concept of recognition. Dance animateuring serves as a starting point for the whole research project. The aim of dance animateuring is not to teach a particular dance style but to help the subjects become more aware of their bodies and find their own way of bodily expression. Dance animateuring and the pedagogy of recognition are attempts to face the challenges that the postmodern world poses to the educational field.

Descriptors: dance, pedagogy, art education, recognition, identity

Kairavuori, Seija. 2012. Comics in terms of critical thinking skills. *The Finnish Journal of Education Kasvatus* 43 (2), 135–145.

In this article, the pedagogical potential of comics is explored in teaching and school learning in general, and especially as a means of developing critical thinking. Comics combine both verbal and visual communication, which alone creates great possibilities for pedagogical applications in school. In the current national core curriculum for basic education comics are positioned mainly as contents of visual arts education and mother tongue and literature. Thus, we focus here on the context of visual arts, in which comics are analysed as crossroads for integrative art pedagogy and visual culture. However, the process of making or interpreting comics can serve as a means of learning or teaching in many other valuable ways, as well. One case example is demonstrated as potential from the perspective of critical pedagogy in the frame of primary teacher education.

Descriptors: comics, visual arts education, visual culture, critical pedagogy

Kankkunen, Olli-Taavetti. 2012. Listening to sonic environment in music education. *The Finnish Journal of Education Kasvatus* 43 (2), 146–159.

Already in the 1970s, Canadian R. Murray Schafer suggested the integration of music education and listening to the sonic environment. However, in the light of music curriculum, theoretical reviews and music practices, music education appears to be nearly invariably apart from the other sonic environment. In contrast to music education, the changes of social and physical environments, audio-visual culture, technology and media have influenced the arrangements and contents of visual arts in basic education. This article discusses the adequacy of the current listening education which focuses on music and music-making (and listening in these contexts), if students' auditory environment as a whole is understood as the range of responsibility of music education. Listening skills of the environmental sound and social sonic environments are seen as a necessary skill for all

citizens. The article highlights through four key concepts of soundscape studies (sonic environment, soundscape, acoustic communication and soundscape competence) the listening contexts, social-acoustic environment and sonic environments in change, different ways of listening and the listener's relation to the sonic environment. Secondly, in the contexts of aesthetic and praxial music listening education is examined both as listening to music and as listening skills in general. Thus, in the focus of examination are the ways and aims of listening, both in listening education and listening to soundscape – what, where, how and why we should listen to – related to the criteria of listener competence. Finally, when the position and basis of sonic environment education in basic education are analysed and outlined, the article responds to the challenge of soundscape awareness as part of basic music education, as suggested by soundscape researchers in the early seventies.

Descriptors: sonic environment, soundscape, listening, listening education, soundscape competence, music education

Syrjäläinen, Erja – Haverinen, Liisa. 2012. Insights into the pedagogy of skills. The Finnish Journal of Education Kasvatus 43 (2), 160–170.

In this article the pedagogy of skills is discussed from the point of view of two theoretical paradigms. The first point of view is based on phenomenological philosophy. A phenomenological concept of skills emphasises embodied, sense-based and tacit knowledge. In the context of phenomenological thinking, narrative approaches help us gain a wider understanding about the learning and teaching of skills. Three different, narrative-based pedagogical devices are described in this article. The second point of view is based on cognitive psychology. From the viewpoint of cognitive constructivism the development of skills can be considered as a problem solving process. Skills are complex constructions of knowledge and proficiency, partly based on procedural models. Essential concepts that help us understand the teaching and learning of skills are script, accumulation, emergence, and goal-oriented practice. According to these concepts the pedagogy of skills inhere scaffolding so that the problem solving steps are diminished, target-orientation is maintained, critical incidents are highlighted, and the ideal solution is demonstrated. Thus the cognitive paradigm gives new conceptual tools, structuring our conception of factors related to the management of teaching situations. As a conclusion, three elements of the structure of skills are defined through the concepts of perception, practice, and interpretation. In order to learn skills profoundly these are the necessary states in the course of learning process.

Descriptors: learning of skills, pedagogy of skills, phenomenology, narrative, pathic knowing, cognitive psychology, scaffolding

Kujala, Tiina – Hakala, Liisa – Asanti, Riitta. 2012. Now or the future – physical education in transition. The Finnish Journal of Education Kasvatus 43 (2), 171–181.

Social constructionism, drawing from the postmodern, offers noteworthy conceptual tools for new kind of question setting when considering the legitimacy basis of a particular school subject. Certain truths, through invalidating other approaches, strive to gain dominance when defining the scope of physical education at school. This paper argues that, powered by neoliberal social policy, the competitiveness discourse and its new derivative, health discourse, have sought an increasingly central role in defining the character of school physical education. This paper also argues that health as a starting point reduces the diversity of physical education in a way that has consequences, not least for the overall well-being of school children. This paper further offers for consideration a thought that this kind of one dimensional view of the school subject invalidates the value of now, this moment, in everyday physical education situations at school. We argue that this one-dimensional approach may suppress the subjective role of the children and render them as a target for upbringing based on a predefined framework. In school physical education this may mean reduction into a body to be formed, so that the child is always deficient and in the process of becoming something else in the future, be it stronger, more agile, enduring or healthier.

Descriptors: social constructionism, progress, physical education, health discourse