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Suomen kasvatustieteellinen aikakauskirja

Ukskoski, Tuija. 2013. Towards collaborative expertise in school wellbeing – Intervention in basic education to prevent bullying. *The Finnish Journal of Education* 44 (4), 352–366.

The psychosocial wellbeing of comprehensive school pupils and one significant threat to it, bullying, has been studied for some twenty years already, but we still need more information on how a community's wellbeing can be promoted in a holistic and sustained manner. In this article I examine an action research intervention based on the theoretical elements of the so-called Horizontal model (Vaakamalli) and focused on teaching staff. The aim is to develop in-service training for teachers to promote the pupils' wellbeing in the daily activities of the school and prevent bullying. I examine the learning process of school staff and the development of the expertise of the participants and of entire communities with the help of Integrative Pedagogy. With this aim, a total of 44 staff members from two comprehensive schools participated in the training in 2009 and 2010. I applied content analysis to focus-group discussions and thematic interviews. As a result, I depict three stages for individual implementation by means of which collaborative expertise is constructed also through welfare competence. The study provides further information for the implementation of collaborative workplace-based expertise training aimed at (school) staff where learning of new skills is based both on the practical knowledge of the community and on the theoretical knowledge covered in the training. In addition, the results offer new ways of examining the promotion of school wellbeing and the prevention of bullying in schools.

Descriptors: Collaborative learning, expertise, workplace learning, intervention, school bullying, school wellbeing, Integrative Pedagogy, Horizontal model, Vaakamalli®

Autio, Ossi. 2013. Students' technological abilities – comparison to the year 1993. *The Finnish Journal of Education* 44 (4), 367–380.

As early as 1970 a committee report suggested that both technical and textile crafts should be compulsory for both boys and girls. After this, the national curriculum has been revised several times. However, no well-functioning solution for the curriculum of craft education has been found and the interpretation and practical implementation of craft education has still many problems. Different solutions for craft education were tested during the years 1993–1996. Students' technological abilities were measured with three different tests. This article builds on this earlier study and the results of the year 1993 were compared with a corresponding sample of the year 2012. Measurements were made with the same test instruments and in the same schools as earlier. The aim of the research was to find out whether any changes had occurred in students' technological abilities during the past twenty years. The results show that students' attitudes towards technology have changed to a positive direction in all age groups. Instead, in the measurements of technological knowledge and technological skills the results are worse than twenty years ago. Reasons for the latter finding, for boys at least, can be found from the reduction of technical craft lessons available and more generally from the changes in society at large.

Descriptors: technological abilities, craft education curriculum, technical craft, textile craft

Lehesvuori, Sami – Viiri, Jouni – Rasku-Puttonen, Helena. 2013. Dialogic interaction in science classes. *The Finnish Journal of Education* 44 (4), 381–393.

The aim of this study was to examine dialogic interaction in lower secondary schools' science classrooms. In dialogic interaction, contrasting points of view are taken into account so as to encourage students' own thinking, whereas in the authoritative approach, the focus is on the factual subject matter as such. Open-ended questions are regarded as potential initiators of dialogic interactions. Furthermore, dialogic interactions are facilitated by supportive and prompting feedback. So far there is little information about the role of open-ended questions in classroom interactions in Finland. In this study open-ended questions and following classroom interactions were analysed. The data consist of 25 teachers' lessons about electricity. The topic in these lessons was the same across the teachers: the connection between electrical power and electrical energy. Open-ended questions were traced and coded into different levels, the highest level representing dialogic interaction and lower levels attributed to the authoritative approach. The results revealed that open-ended questions were infrequent. Moreover, the dialogic interactions following such questions were very uncommon.

Descriptors: classroom interaction, dialogic interaction, teacher questions

Rantala, Jukka – van den Berg, Marko. 2013. Upper secondary school students' ability to handle evidence. *The Finnish Journal of Education* 44 (4), 394–407.

The article covers a study of eighteen upper secondary school students' abilities to handle historical evidence. In the study, the students interpreted different types of first- and second-hand sources, assessed the value of the evidence and the intentions of the producers of these sources. The students' historical literacy and abilities to interpret conflicting sources were studied using the data collected with the 'think aloud' method. Even though nearly all of the participating students recognised the sources as artefacts produced by historical actors and identified their purposes to some extent, few of them actually analysed the intentions of these actors. Most of the students knew how to distinguish between the first- and second-hand sources but few of them thought about the effects of this on the reliability of the sources. The students tended to interpret the sources in a quite simple and straightforward fashion; only a few were able to read "between the lines". The students proved to be at novice level as interpreters of this kind of sources. This is in accordance with the results of international studies conducted with the same age group. The findings of this study raise questions about the realism of the curricular objectives of history education at upper secondary school and whether literacy competencies required at the university level can be achieved at the secondary level at all.

Descriptors: history teaching, interpreting sources, document based teaching, historical literacy, 'think aloud' method

Kaarttinen, Jyrki. 2013. National Socialist youth education in the light of Baldur von Schirach's educational thinking. *The Finnish Journal of Education* 44 (4), 408–422.

As "Reichsjugendführer" and the leader of *Hitler jugend* (the National Socialist youth movement), Baldur von Schirach (1907–1974) had a major influence on the movement's educational ideas. The key questions in my article are: Firstly, how did he understand education, and secondly, did the educational principles of *Hitler jugend* represent a break or continuity with the educational tradition of German bourgeois youth movements? Thirdly, I will discuss how National Socialist youth education can be assessed from today's viewpoint. In a broader context, my themes are connected with how youth education produces subjects whom society proclaims to esteem. I will answer these questions by examining von Schirach's educational thinking in the form of a dialogue between his own works and the way he is perceived in research literature.

Descriptors: Baldur von Schirach, Hitler jugend, Wandervogel, Bündische Jugend, Bünd, bourgeois youth movement, National Socialist youth movement, National Socialist educational ideology