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Suomen kasvatustieteellinen aikakauskirja

Kämäräinen, Anniina – Kärnä, Eija – Björn, Piia Maria – Eronen, Lasse. 2016. The talk and positions in student-centred mathematics lessons. *The Finnish Journal of Education* 47 (1), 7–19.

This article examines talk and positioning processes taking place in two peer dyads' interaction during 9th grade mathematics lessons. Also student-teacher interaction was taken into account. The data consists of audio recordings collected in the ClassPad project. The project was based on student-centred learning and the idea of minimalist teacher instruction. The data analysis relied on discourse analysis and positioning theory. The categories that were identified from the student-student interaction were organisational, tutoring, collaborative, and argumentative talk, whereas the teacher-student interaction consisted of consultative and dialogic talk. The differentiated positions of the students were those of an organiser, tutor, tutee, problem solver, critical questioner, and argumentative respondent. The teacher positioned himself either as an informant, examiner, activator or instructor of the problem-solving process. The results indicated that student-centred learning facilitated the emergence of various interaction types, while dialogic talk, in particular, encouraged the dyads to engage in shared problem solving processes.

Descriptors: student-centred learning, interaction, talk, discourse analysis, positioning theory

Saari, Antti. 2016. Painful to Know: Psychoanalytic theory and the learning of traumatic knowledge. *The Finnish Journal of Education* 47 (1), 20–33.

The article discusses learning from the point of view of psychoanalytic theory. The focus is especially on the learning of traumatic knowledge. This refers to learning such things the acknowledgement of which is distressful or even warded off from consciousness. The process whereupon the learner acknowledges traumatic knowledge is depicted with the concepts of repression, transference and the Big Other. The psychoanalytic approach to the learning process reveals such forms of subjectivity and temporality that are rarely discussed in dominant theories of learning. The article also poses questions as to what kind of ethical issues and problems are involved when this type of psychoanalytic dynamics is applied in teaching and learning. The ethics of teaching traumatic knowledge does not offer simple pedagogic solutions but opens a view to a complex dynamics of pedagogical relationships and interaction, which involve unconscious processes as well.

Descriptors: psychoanalysis, learning, authority, power, trauma

Lyyra, Nelli – Välimaa, Raili – Leskinen, Esko – Kannas, Lasse – Heikinaro-Johansson, Pilvikki. 2016. Loneliness among school aged children and youth. *The Finnish Journal of Education* 47 (1), 34–47.

This study investigated how large a proportion of school-aged children and youth experience loneliness and how common it is that they have no close friends at all. In addition, we explored the connections between social support available in school settings, the students' experiences of loneliness and the number of friends. This study draws on data collected in spring 2014 for the WHO survey on Health Behaviour in School-aged Children. There were 5925 participants (2914 boys and 3011 girls) from Grades 5, 7 and 9. According to the results, while a majority of the students experienced loneliness occasionally, 12% felt themselves lonely very or quite often, and 2 % reported having no friends. The incidence of loneliness increased with grade level, especially among girls. School related social support, especially when coming from classmates, was associated with decreased loneliness and increased number of friends. These results suggest that supporting social relationships among students in school settings is one way to prevent youth loneliness. This is important, since loneliness can lead to various health and/or social problems.

Descriptors: children, youth, loneliness, social support, school setting