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**Suomen kasvatustieteellinen aikakauskirja**

**Jokikokko, Katri – Järvelä, Maria-Liisa. 2013. Teacher's Intercultural Competence – Product or Process? The Finnish Journal of Education Kasvatus 44 (3), 245–257.**

The article discusses the concept of intercultural competence in teacher education looking at it from two different perspectives: the product orientation emphasises the outcome of the education while the process orientation puts emphasis on students' reflection and learning. The discussion is illustrated by research findings on the conceptions of intercultural competence expressed by some of the students graduated from the Intercultural Teacher Education (ITE) programme at the University of Oulu. The authors argue that in teacher education product and process orientations are insufficient as such, and therefore the evaluation of intercultural competence (and teacher education in general) should be exposed to further theoretical and practical consideration. Referring to this observation, the authors introduce Shirley Grundy's (1987) model of curriculum analysis which is based on Jürgen Habermas' concept of knowledge interests and Paulo Freire's ideas of praxis. Accordingly, the article discusses those dimensions of intercultural competence that manifest as critical reflection and action intended to transform practices and structures in society.

*Descriptors:* intercultural competence, teacher education, knowledge interests, praxis

**Timonen, Liisa – Kantelinen, Ritva. 2013. Diversity in teacher educator's and teacher's work – Eastern Finnish views on multicultural education in higher education. The Finnish Journal of Education Kasvatus 44 (3), 258–269.**

In this article we look at some basic issues of multicultural education, having Eastern Finnish background as our perspective. We discuss the content and aims of multicultural education needed in teacher education. Our understanding lies in humanism, in education which aims at an acknowledging, reflecting individual able to act in the diverse world. As a holistic concept of multicultural competence we present the concept of agency, which we see as a combination of intercultural competence and epistemological thinking. Agency grows from an individual her/himself and it requires understanding of one's own identity, selfhood and otherness. Identity as an altering entity of varying meanings is supported by education to grow to the direction of multicultural identity, where the other is seen valuable as such. Teachers aim to enhance transformative learning, in which the learner critically thinks and challenges her/himself and thereby transforms something in his/her own thinking. Our theoretical discussion is accompanied with some empirical findings based on interviews of five higher education teachers and teacher educators. Reflecting the literature and empirical data, we discuss how the teacher education fulfils its tasks and how, if at all, a teacher of a higher education institute sees her/himself as a multicultural educator. Finally, we share some viewpoints on developing multicultural education in teacher education.

*Descriptors:* multicultural education, agency, teacher education, diversity, ethics, humanism

**Räsänen, Marjo. 2013. Visual multiliteracy. Class teacher students' views on multiculturalism and visual arts. *The Finnish Journal of Education Kasvatus* 44 (3), 270–285.**

In the article I describe a research and development project about multicultural art education and visual multi-literacy at the University of Turku, Department of Teacher Education. I first introduce a model of visual multiliteracy I have developed, and then exemplify how it was used in the first phase of my follow-up study. I asked class teacher students starting their studies in fall 2011 (N=73) to define the concept "multiculturalism" and to describe a memory connected to it and art education in their school time. In my data analysis I leaned on a broad conception of cultural identity consisting of age, gender, language, abilities, social group, residence, world view and ethnicity. I explored which of these dimensions were included in the students' definitions of multiculturalism. The results of my study show that beginning students had a narrow view on multiculturalism emphasising ethnicity and immigration. The students did not recognise connections between multiculturalism and art, and they only had a few memories from the field in art lessons. In the article I examine my research results in relation to the National Core Curriculum for Comprehensive School 2004 and discuss the guidelines of the upcoming curriculum 2016 in light of them. I ask if a model of visual multiliteracy can work as one of the reference frames for arts-based cultural education.

*Descriptors:* art education, teacher education, visual culture, visual multiliteracy, cultural identity, multiculturalism, cultural education, national core curriculum

**Määttä, Kaarina – Keskitalo, Pigga – Uusiautti, Satu. 2013. Sami education experts' views on educational development. *The Finnish Journal of Education Kasvatus* 44 (3), 286–298.**

The history of assimilation in the dominant culture has slowed down the individual development of Sámi education. Sámi education has been further developed since the 1970s as a result of the Sámi's political awakening. Today, also international educational norms necessitate the further development of Sámi education. The data for this research were obtained through team work by experts of Sámi education at the first national Sámi Pedagogy Conference in 2011. The experts of Sámi education (n=64) have a clear vision of a Sámi school, its challenges and developmental methods: Sámi education should have a more autonomous position and a specific Sámi curriculum should be outlined. Comprehensive education should have emphasis on solidarity and increasing awareness of minorities. A change in attitudes is also needed to perceive Sámi education as something important and special. Special support outside the Sámi domicile district should be secured by law. A developmental drum of Sámi education with the Sámi language at the centre is introduced.

*Descriptors:* Sámi education, Sámi pedagogy, cultural sensitivity, Sámi teachers, Indigenous culture

**Andonov, Leena. 2013. A year of preparatory instruction – negotiations of meanings for language and identity. *The Finnish Journal of Education Kasvatus* 44 (3), 299–312.**

The article describes a study about interaction in a preparatory learning group. Preparatory instruction is provided for those children and young people of immigrant origin who do not know enough Finnish to be able to study in Finnish-speaking teaching groups. In general, preparatory instruction lasts one year. When a pupil's language skills are adequate, the pupil may transfer to basic education to the form that matches his/her age and abilities. The case study in question is based on an ethnographic approach and focuses on the teacher's and pupils' interaction, conversation and work. The goal is to shed light on interaction skills and strategies that pupils of the preparatory instruction class use in learning, co-operation and negotiation situations during the acquisition process of the Finnish language. Pupils' different languages and cultures are present in the interaction of the preparatory classes and it is a pedagogic challenge to the teacher. The study sheds light on the multilingual and multicultural interaction of the study group or class. The study explicates the organisation of the interaction and examines how the pupils of preparatory groups participate in

interaction situations. Pupil's interaction skills (verbal and non-verbal) and orientation attitudes influence the participant role each pupil gets in the learning situations. Videotaped data is analysed qualitatively and the group interaction is approached also with the methods of sociometric inquiry. The analyses of the interaction situations examine how the participants employ their mutual understanding and negotiating skills. The background of the study is linked to previous studies concerning language learning and interaction.

*Descriptors:* language learning, interaction analysis, frame analysis, sociometric inquiry, preparatory groups, immigrant pupils