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Kajovaara, Laura – Raivio, Miia – Ahonen, Timo – Kiuru, Noona. 2016. Teacher and recognition of social roles in bullying. *The Finnish Journal of Education* 47 (4), 298–312.

The aim of this study was to examine how congruently with their students teachers recognise different social roles in the context of bullying (bully, victim, bully's assistant, victim's defender). We also examined whether teacher-related factors (gender, work experience, self-efficacy to intervene bullying) are associated with teachers' ability to recognise the social roles congruently with their students. The study is part of the broader STAIRWAY research project. The participants were 558 sixth grade students and their 38 teachers. The teachers recognised 54% of the bullies, 53% of the victims, 24% of the bullies' assistants, and 35% of the victims' defenders identified by the students. Female teachers recognised bullies and victims' defenders more accurately in line with their students than male teachers did. In addition, longer work experience with the same classroom was related to higher congruence between teachers' and students' recognition of bullies and bullies' assistants. The results provide new knowledge about the role of teachers in the recognition of various social roles relative to bullying at school. As the teachers were somewhat poor in recognising bullies' assistants and victims' defenders, in particular, it would be important to encourage teachers to pay more attention to all students involved in a bullying process.

Descriptors: bullying, recognition of bullying roles, teacher, gender, work experience, self-efficacy

Alisaari, Jenni – Heikkola, Leena Maria. 2016. Learning Finnish as a foreign language: Singing increases fluency of writing. *The Finnish Journal of Education* 47 (4), 313–326.

In this study, we investigate how different teaching methods (singing, listening to songs, and reciting lyrics of songs) affected the written fluency of foreign learners of Finnish ($n = 32$) in an intensive course, and how the development of fluency is related to the students' experiences of the used teaching methods and their preferred ways of learning Finnish in general. Fluency was investigated by measuring the number of words, as well as number of words in T-units, correct T-units and clauses in stories written in a pre-test and a post-test. Fluency increased the most in the singing group, and the least in the reciting group. There was a statistically significant difference between the singing group and the reciting group, and also between the reciting group and the listening group. The students in the singing group had the most positive attitudes towards their teaching method, and written fluency increased the most in the texts of those students who reported learning Finnish by speaking and listening.

Descriptors: language learning, singing, writing, fluency

Veijola, Anna – Rantala, Jukka. 2016. How Californian adolescents master historical literacy? *The Finnish Journal of Education* 47 (4), 327–341.

In our article, we analyse how adolescents in California master historical literacy. The data consists of high-school students' ($n = 131$) writings on an assignment based on four different historical documents. We analysed the data by surveying how the students analysed the documents and how they used the information provided by the documents in their texts. Despite the emphasis on literacy skills in the Californian school curriculum, the students' historical literacy skills proved

to be weak. Although the students were used to working with literary sources, which was reflected in their rather formulaic writings, they did not contextualise the documents or ponder the intentions of the author. In this article, we consider what aspects of teaching must be taken into account in order to achieve the curricular objectives for historical literacy.

Descriptors: historical literacy, historical thinking, history teaching

Hildén, Raili – Ouakrim-Soivio, Najat – Rautopuro, Juhani. 2016. Fair marks for all? Equal and equitable grading in the end of basic education in Finland. *The Finnish Journal of Education* 47 (4), 342–357.

This study focuses on final grades given at the end of basic education as indicators for an equal and equitable access to secondary education. This research is based on national assessments of learning outcomes of several subjects. In this study, the validity of final grades is addressed by investigating how equally and equitably the criteria for good mastery matches with the actual final grades assigned to various groups. We discuss how the grades and the level of learning outcomes represent the notions of equality and equity. As a conclusion, our results show that the criteria for good mastery given in the National Core Curriculum in Finland are not a sufficient tool to ensure equality at the end of basic education. Therefore, the criteria for the final grades should be more coherent.

Descriptors: basic education, evaluation, assessment of learning outcomes, grades, validity, equality, equity



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