

*Sarvimäki, Anneli* 1989. The nature of practical knowledge. *Aikuiskasvatus* 9, 2.

The author begins by referring to the classical definition of knowledge and finds it too restricted for defining all knowledge. A more extensive concept of knowledge is needed in practical fields. Practical knowledge has in the history of philosophy been dealt with by Platon, Aristotle, Vico and Kant to name a few. Practical educational knowledge is defined as extensive social and moral knowledge which includes technical skill. This definition is based on education as a moral form of life. Practical knowledge is organized into action formulas and traditions and it makes itself apparent as an adequate activity.

*Perti Tauriainen* 1989. The usefulness of a learning diary for adult studies. Experiences on using an idea diary in managerial training. *Aikuiskasvatus* 9, 2.

The article examines the problems in a set form of managerial training from the points of view of learning to learn and maintaining the learning process. An attempt has been made to transfer the learning process initiated by traditional individual education in the classroom to a problem solving process taking place at the work place by employing the old learning diary technique. Trials carried out at the Government Development Centre indicate that this technique is useful during lengthy adult education courses. More than 2/3 of those involved in the trial reported having benefited from the technique.

The contents of the article are based on the opinions of participants on managerial courses arranged by the author in 1987 and 1988 and on observations made during and after the courses.

*Kari Lampikoski & Päivi Sivonen* 1989. Tele-teaching project results. *Aikuiskasvatus* 9, 2.

Tele-teaching refers to an integrated system in the implementation of teaching using modern tele conference services.

Tele-teaching makes use of teleservices by forming a contact between participants in different places. This contact may be an audio, audio-visual or some other type of contact created by using an appropriate tele-network.

Approximately 30 audio and video tele-teaching trials were carried out in conjunction with Markkinointi Instituutti's tele-teaching trial project. The project proved that tele-teaching is well suited for the needs of an adult education institute which uses many types of teaching methods.

*Michael Young* 1989. The curriculum and democracy - the lesson to be learned from the criticism of the New Educational Sociology. *Aikuiskasvatus* 9, 2.

The article examines the research direction called "the New Educational Sociology" which was dominant in Great Britain in the 1970s and which emphasised the central role of the curriculum in maintaining educational inequality. The proponents of this research direction especially emphasised the strategic position of teachers and teacher training in the reforming of teaching. The author is of the opinion that NES's weakness was due, amongst others, to lack of political analysis, over-emphasising of the role of teachers and a lack of new alternatives as the basis of a democratic curriculum. The present situation requires deeper analysis of historical change and different alternatives, improved cooperation between researchers and those involved in practical teaching and more in-depth criticism of an educational policy which inevitably maintains inequality.