

UEFDSA newspaper

Joensuu/Kuopio, Finland

VOL.II. . . No.2 | *MARCH 10, 2020* | ZERO BITCOINS

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UEFDSA newspaper, ISSN 2669-8951 (electronic), ISSN 2669-8943 (printed)

Made by University of Eastern Finland Doctoral Student Association,
Itä-Suomen yliopiston jatko-opiskelijoiden yhdistys - UEF DSA ry
Owned by Juha-Matti Huusko and Ari J. Tervashonka
Funding This newspaper supports itself. No membership fees are used to produce it.
Appears once in two months as pdf at http://www.uef.fi/web/dsa/newspaper

UEFDSA newspaper editor in chief: Juha-Matti Huusko, juha-matti.huusko@uef.fi
Science series editor in chief: Ari J. Tervashonka
Advertising: contact aritervashonka@hotmail.com

Contributions ("≥" = at least) By writing 6 stories (resp. 20 photos) per year, you get an official writer (resp. photographer) status. You can request for a certificate, if you need one.

Writers
- Juha-Matti Huusko (∞)
- Ari J. Tervashonka (∞)
- Rowmika Ravi (≥ 4)
- Aytaç Yürükçü (≥ 2)
- Lenka Dvořáková (≥ 1)
- Otto Korhonen (≥ 1)

Photographers
- Salseng Mrong (≥ 6)
- Rowmika Ravi (≥ 4)
- Lenka Dvořáková (≥ 3)

UEFDSA 2020

Ari J. Tervashonka	chair
Hasan Sohail	vice chair
Juha-Matti Huusko	treasurer
Lejish Vettikkat Parameswaran	event manager
Katarzyna Wisniewska (Kasia)	social media coordinator
Omotomilola Ikotun	event manager

Membership • **Full membership** is restricted to UEF doctoral students. • **Associate membership** is open to anybody. Especially, we welcome all master students interested about PhD related matters. (Plan your doctoral studies better by joining as an associate member before you start doctoral studies.) • **Supporting membership** is open to anybody.

Benefits • All members have priority in UEF DSA Newspaper as a writers and photographers.
• For associate member, much knowledge on doctoral studies, meetings and relevant programs every year.
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Call For Papers

We call for all the scientific essays, unpublished abstract papers, philosophical writings, and summaries or research with the authors' name on it. If you are a member of DSA, staff member of the UEF or otherwise interested in themes of science and philosophy you can submit your paper in all these categories. We will start our science paper in the following UEFDSA Newspaper issues. Do you want to publish more general material? Do you wish to fatten your writer portfolios? Now there is a great chance to do that and also let other people actually know about your research.

One reason for this call of papers is to promote doctoral students and researchers alike for the wider audience and also promote the constant effort that we do during the doctoral studies. We also want to open this forum for methodological development and general scientific reference frame development that requires more philosophical reach than many of the peer-review papers would allow. This includes also themes that are still within the realm of speculation and try-out phases. Send papers to aritervashonka@hotmail.com for the edit.

Science categories will be

I. Scientific essays
II. Philosophical writings
III. Summaries of research
IV. Unpublished abstract papers
V. Methodological essays
VI. Book reviews

Freedom for the scientific essays!

Ari J. Tervashonka – vice editor in chief

UEF DSA Chairman's greetings

By ARI J. TERVASHONKA

Oh, they year 2020. Seems like it is not going to be an easy one this time. Corona and its effects on creativity, society, scientific funding and health are going to be vast. Continuing economic problems might lower substantially the dividend gains of foundations, therefore effecting hugely on available scientific and cultural funding. This aftereffect will be many times larger than what we are acutely experiencing now. Additionally, public meetings are banned for a good reason. These issues will limit this year's many of the planned seminars, panels and gatherings. Some of them can be handled by our communication channels but some projects won't be happening at least for the first half-year period. For these and many more extra problems this year the UEF DSA board will work to maintain the same good quality activities that we have achieved last years.

For communication, board has already decided on using discord. It is a handy platform where a lot of internet communities go for. It is free, supports calls with tens of people without a problem and you can even change the support server if there are problems with the call. You can even change the volume of other people, and software texts are translated to tens of different languages. Discord will replace Skype, Skype bizz, zoom, teams, and other varied applications. By this action DSA tries to keep communication clearer and put all the effort into one channel, thus rising its quality and availability of support. Discord can also be accessed through phones with often better voice quality. The platform itself is not only for voice calls but there are a lot more informative text chats and varied pages for our members.

Join link here: https://discord.gg/U9JXjzU

UEF DSA is not for only those members whose research projects fit into certain categories of top projects "Kärkihankeet". We don't believe that anyone could do calls on what projects might bring us prosperity or global recognition, definitely not from those who don't have holistic views on science, because if they did UEF would stop immediately this top project nonsense. No, our understanding is founded on the holistic understanding of basic science where each individual as a part of the scientific community contributes to global efforts that drive human improvements. Additionally, we believe that improvements cannot be made by only supporting projects that fit in arbitrary strategies lead by those who aren't in the lead of that knowledge in the first place. University might be on a road to decapitate the chances of more varied fields of study and thus limits the qualitative results of these varied studies.

Research requires money, time, social contact efforts and many other often private resources. It is already enough difficulties to compete regionally, nationally and globally on funding. In many cases starting researchers also compete for projects and above all scientific private mentorships and opinions of leading experts. For those who want to grow leading experts or decent researchers, there is no maximum quality, only continuous competition and demands for rising ones talents. For this theme, yours truly has also written on intuition and academic cultivation if you will on our science series.

Similarly, I left a comment on the University Collegiate strategy meeting that maybe we could just cut all the funding of minor efforts and put all effort into environmental research = READ HIRE PEOPLE. With that UEF could actually show for established efforts on creating environmentally friendly technologies or examining our current and past cultural and environmental connectivity. Sometimes solutions are not new ones, but newly connected. University could, therefore, do what would be society-wide long term effects instead of handcrafting all manner of non-effective campaigns with arguable financial balances. With these views, I would like to convey the message to University not to put efforts into empty slogan generation or fantasy projects, but only on solid research efforts. In the long run if the UEF would only do this, we could easily get global recognition. Let's make UEF famous for its quality and research commitments instead of strategic smartversity Hubba-Bubba bubbles.

For UEF DSA supporting all the individual PhD's is a very heterogeneous task. Some people know

where they would want to be afterwards some don't. Some industries and fields of study might take place in foreign countries rather than in current Finland. The brain drain is already a real problem but it will get larger if Universities don't hire more people and get funds from society to do so. Ever-increasing competition for better quality education is our systematic long shot that Finland has thus far made well, but could do better. Finland did historical efforts into this educational quality rise in times when funds were a lot more limited than today. It is not only a matter of fact how Finland got a ridiculously high presence in the current world of global science per capita but also it affected our society. Quality choices decades ago made this current Finland possible, but it won't be the possibility if higher education and research funding is cut to pieces. Similarly, as foundations funding has increased over the decades, the government has lowered its research funding in comparison. This will not do in the long run because many nations will do otherwise. Those countries that innovate in more varied ways, ways that we cannot even currently comprehend will take the global lead. It is the funding choice of the biggest foundations, individuals and government that will make or break the academic future of Finland. The only thing that we know for sure is that most of the new jobs in the future will need more higher specifications and more varied education, this trend has never stopped and in capitalistic driven global markets, it will not cease to exist. Therefore it would be paramount to take all initiatives to end Finnish brain drain and to hire future experts today.

Ari J. Tervashonka
aritervashonka@hotmail.com
Chairman of the board

*Writer has expressed his opinions with the experience since before UEF existed as a University.

Networking and scientific connectivity development

By ARI J. TERVASHONKA

Usually, when people talk about networking science they mean them as in terms of opportunities. New workplaces, all manner of offers, potential co-writers and publication places and panel speeches. I would like to note some less talked areas such as skills, mentoring and publication related developments that need networking.

If we think scientific circles as a whole there is much more than that. Generally, very different people are useful when you are writing something very specific. Scientific writings have a certain audience but a lot of time you have to explain your research to foundations and others who might not have similar capabilities or knowledge to follow research subjects. Sometimes even not so scientific people can give you valuable information in terms of text and understanding of the text.

In some cases, some of the issues or methodological choices demand more attention and then you will need differently skilled people who have faced similar problems. This can be a matter of mentoring or just more casual Q&A between people, but the key issue is to keep your mind open for new companions of science. New problems need new perspectives so in science new people and their perspectives are valuable. If you get too stuck on your circles the maximum benefit of getting new ideas will be capped in many sense. It is not just those people who might have given you good conversations but also their friends and acquaintance. In many cases the first people you meet from certain scientific circles are not the ones who would be most skilful or helpful in any way, but they might know very knowledgeable people. Moreover, there are never too many good friends.

There is additional help in case of many different skills, talents and intuition. Almost everything of such nature not only progresses when we think about them, but those also evolve in time through countless of indirect effects. Therefore all people we will ever know will have some part in our overall development as scientists, philosophers, methodologists, experimenters, lab workers and theoreticians alike. Other people will give us analogies, limitations and also feasibility ideas, slow progress considerations and differing opinions making us not only ever so slightly opinioned but additionally deterrent during panels and debates.

Connectivity in scientific practices does not always mean following traditions. One sad development has been disappearing scientific writing formats. Publishing with similar criteria than peer-reviewed articles there once was scientific essays, philosophical enquiries, theory articles (supposed to exist now too but many don't seem to know even this article format) and so on. In many ways, peer-review has become a religion, and the scope strangles potentials of writing styles, subject areas and above all, the most difficult subjects and theoretical structure works get worst of this. In worst case best of researchers face the endless peerless-review in publication processes. Peer-review as a process has been debated many times over but it stays because it is only a globally confirmed way of handling the review process and tell what is science and what is not. However, if it would be so simple we would have no problems with it. The scientific community as a whole would do better if these old forms would be accepted in many magazines. Okay keep the peer-review but be open on the form. As a writer, you can effect these standards by writing variedly and publishing even more variedly. In book form, you can also do almost whatever you like. I don't view this problematic for science because eventually, the quality control will follow in each case. In this, I believe in Paul Feyerabend's philosophy "anything goes".

One person cannot change the whole scientific community and all the rules of forms of writing. But what you can do is look for your own way in science. There are still a lot publications in the world and new ones coming. You can create your own publications too, use all manner of podcast possibilities and make programs. Possibilities with the internet are almost unlimited. Bottom line is, don't just eat some old rules if they don't make sense. Argue, provide proof, do what seems sensible, make glorious mistakes and clime from every pit of despair and continue where you were left off. The moment when these valued crit-

icisms end, science starts to stagnate and if science stagnates societies will be in crisis.

If we think connectivity in terms of politics there is one important venue for anyone in the scientific world. It is the third task of scientists to apply newfound knowledge for the benefit of society. This can take many forms again, no pre-set rules of this apply. What is most important is to rise not only your work value but also the positive effect on society. Don't forget this because only doing research or teaching will limit your scope. Fill all of the three tasks equally despite hardship, because hardship is the best teacher of them all. In the end, I would like to leave one more thing to think about. What is the scientific community? Only hired professionals? No, there is countless number of researchers on varied payrolls, programs and funding (or funding cuts). Additionally to this a lot of proper emerituses and emeritas are available but not known because in many cases Universities don't keep record of them properly. In some cases scientific career actually starts at retirement in terms of influence and publications. Even if you don't have money or status, if you have worked hard on the part of science and you are publishing and working for the betterment of future society, you are a part of the scientific community. I wish all of these people would understand this value and act on it, no matter where they are in the public records of titles.

Ari J. Tervashonka
aritervashonka@hotmail.com

Osta suosittu Ari Tervashongan
Lyhyt akateeminen erityisperehdytys
Ebook (noin 60 sivua).
NYT vain 4,99 €

Oletko pohtinut mikä on optimaalinen tie akateemiseen menestykseen? Akateemiselle kehittymiselle on loputtomasti erilaisia reittejä, mutta monia näistä yhdistää holistinen ja generalistinen ote. Tässä kirjassa ei siksi esitetä asioita yleistettyinä self help näkökulmina, vaan aiheina joita lukija itse kehittää omien tarpeidensa mukaan. Tarkoituksena on havahduttaa lukija kehityksen kokonaisuuteen. Rasituksesta väsynyt mieli ei opi samalla tavalla kuin huolehdittu, avara ja intuitiota käyttävä mieli. Kirjoituksilla avataan aiheita, joiden yhteisenä pyrkimyksenä on akateemisesta elämästä huolehtiminen, sekä kauniin mielen intuition synty.

Kirjan voi ostaa esimerkiksi verkkosivulta
https://www.bod.fi/kirjakauppa/lyhyt-akateeminen-erityisperehdytys-ari-tervashonka-9789528005254



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Size A8	10 €	Size A8	20 €	Size A8	6.60 €	/ newspaper
Size A9	5 €	Size A9	10 €	Size A9	3.30 €	/ newspaper

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- UEFDSA newspaper supports itself. It is not done with membership fees.
- Of the advertisement money, 70 % goes to expenses of writers and magazine.

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This ad is A8 and would cost 10€.

This ad is A9 and would cost 5€.

This ad is A9 and would cost 5€.



This note could soon be yours. . .

. . . if you sold 100 € worth of advertisement.

There must be some companies who would like to advertise their services in UEFDSA newspaper. They just need to know about the option.

We are looking for marketing oriented person to spread the word. For all sold advertisements, the commission is 20 %.

Interested? Contact aritervashonka@hotmail.com

The Other Side

Do you know that the Corona Virus is having a very bad time with humans? We just didn't turn out to be a friendly and stable host for them. They were quite happily living in other animals like the bats before they took the wrong turn. It's not their intention to kill us; It's *our* body that is resisting their stay by exploding inflammation. Have you ever thought about it? No. You just think about yourself…



Let's all make it our duty to help the virus save their energy from blindly multiplying in the wrong environment. This way we also save several fellow humans lives. Take Precautions. Stay Happy 😊

By Rowmika Ravi

Dept. of Internal Medicine, Kuopio

Summer is coming



Photo by: Rowmika Ravi





Photos by: Juha-Matti Huusko

Some useful associations

University of Eastern Finland Teacher Association, Itä-Suomen yliopiston opetusalan yhdistys

General

UEFYLL – University of Eastern Finland teacher association is the professional union of people working in teaching, research and related tasks. UEFYLL's members include university lecturers, university researchers, postdoctoral researchers, lecturers, university teachers and part-time teachers. YLL also represents various administrative employees and experts working at the UEF. UEFYLL's function area is the University of Eastern Finland and its two campuses in Joensuu and Kuopio.

UEFYLL is a part of the Union for University Teachers and Researchers in Finland (YLL). YLL is part of the Trade Union of Education OAJ and Akava, the Confederation of Unions for Professional and Managerial Staff in Finland, which makes it an influential representative of academic staff in the university sector. UEFYLL is also part of OAJ North Carelia and shares activities with them.

The preceding association was founded in Joensuu in 1978. The current association was founded in 2010, when the University of Eastern Finland was founded. The association engages in lobbying, provides training opportunities, and enjoys support from YLL, OAJ and OAJ North Carelia.

Why should I join to UEFYLL? How can I join?

+ UEFYLL and YLL have solid long term experience in safeguarding interests in the field of teaching duties
+ Shop stewards monitor compliance with agreements at the workplace
+ YLL offers counselling and topical information related to your profession
+ As an YLL member, you automatically become a member of the Trade Union of Education in Finland (OAJ), the most influential union in Finnish education policy
+ By joining YLL, you become a member of the teachers' unemployment fund
+ UEFYLL exerts its influence locally and shares information on current affairs
+ In UEFYLL you get acquainted with other staff members from different units, change experiences and seek peer support
+ other membership benefits https://yll.fi/en/membership/membership-benefits/

• To be eligible for membership of UEFYLL, you must work as an employee at the UEF. You can join even if you are not a Finnish citizen. The membership fee is 1.3 % of the member's gross salary, and it is fully tax-deductable.

Join the union https://www.oaj.fi/en/membership/join-the-union/

Contact information

Facebook: https://www.facebook.com/UEFYLL/
Read more in Finnish: http://isylehtorit.wikidot.com/

Hölmölä

By OLLI TOIVANEN

— I —

On pronounciation: The letter "ö" is pronounced like the "u" in "fur", or the "i" in "Sir" or "bird" — at least for some variants of English. The letter "ä" is like the "a" in "cat". Finnish words are pronounced by pronouncing every single vowel and consonant in them. Every sound is short; if it was long, it would be written twice. The stress is placed on the first syllable; don't stress it if you don't know what this means.

* * *

Somewhere in the depths of Finland is a village called Hölmölä — so called mostly by its neighbors, since the name means the Village of Fools. To the village's eternal misfortune, the first surveyor to come through those parts was in a hurry and stayed in the next village over. He canvassed the inn's folk for local placenames, and did not think of old, local grudges. Thus when, ten years later, a headman of the Crown came to hold justice in the next bigger village over, plenty of people went to see the map the headman had to guide his deliberations. According to a rumor, it had been painted from the back of a great eagle, one of the eagles seen in the royal seal. (To which an elderly man sniffed, and said: "Eagles? In a seal? Nonsense, must be the other way round—") Thus then the villagers of Kaunola (The Village of Beauty) gazed upon the work of the mighty, and despaired — the map read Hölmölä, the Village of Fools.

The best and the brightest of the village then resolved to go to the makers of the map and complain; but as at the time Finland was under foreign rule, the map-makers were a foreign company with a distressing name, across the waters in the foreign capital. Undaunted, the village's best and brightest teamed together and hired a ship — the ship sank, and the village sunk to the level of its name.

* * *

Several generations after this, a man of Hölmölä built a house. It was a splendid house, with big plain wooden walls and a big heavy stone roof, but when it was finished the builder found it much darker than the other houses in the neighborhood. It probably had something to do with the walls having no opening but the door, his father said — the father was still a half-wit. The son, the builder, undaunted gathered his friends and a quantity of burlap bags, and ran with them around the yard for a few hours. Finally his father felt compelled to ask what they were doing; the son said they were trapping sunlight in the bags to bring inside into the house.

The father shook his head and headed towards the well-windowed local pub.

After a while, the men brought the bags into the building and whacked them empty against the walls; the house did not fill with light.

They thought for a long moment about this, and then saw the problem: of course you could not bring light into the house when it was full of dark! They carried many bagfuls of dark out, and much light in; but the situation failed to improve.

The brightest of these persons trapping sunlight in bags then opined the local sunlight was too wan and weak; the rest despaired, thinking they were being propositioned to go into distant lands with funny-looking people who spoke very bad Finnish — but the speaker suggested the house ought to have windows.

The whole lot of them were dumbstruck with the genius of this idea for several minutes; indeed, one of them was permanently struck dumb. He gained reputation as a man that never spoke the wrong word, and died well-married and happy.

Before that, though, many saws and axes and pitchforks were produced, and the men attacked the walls in a wild frenzy of fenestration. Soon a small hole was made, and light streamed in; a discordant cheer went up, and out of the hole. Soon a bigger rip opened in a different wall, and the window-makers could actually see one of them had stuck a pitchfork in another's back — a third window, even larger, was made and the wounded man was helped out through it.

Eventually the windows were so many and large one could see the forest and the lake and the village

and the fourth wall's direction also — but at that moment too much of the walls had been taken away and the heavy stone roof fell down and killed most of the men.

The people of Hölmölä learned from this tragedy, and from that day on never built a window anywhere ever again.

— II —

Continuing from the previous issue: in every country there is a legendary village which makes the other villages feel good about themselves. In Finland, this village was called Hölmölä; and though none knows where it was, everyone knew it was their neighbor; sometimes, all of their neighbors.

* * *

One time a housewife of Hölmölä was returning from the mill with a bucket of rye flour in hand, when a spooked cow ran past, as often happened in Hölmölä, and the bucket went flying and landed in the lake. The housewife went angrily home, and told his husband what had happened. The husband, being known as the most commonsense man of the village, asked what the flour had been for.

For the making of soup, the wife said.

No problem then, said the husband, take your biggest spoon and follow me.

The husband went from house to house, telling of a great plan he had; and each household of Hölmölä came to the edge of the lake, with bags and buckets of flour in hand.

Then they poured all this flour into the lake, and the wives busied their biggest spoons in stirring the lake as best they could, and the husbands built a great raft and set it afloat and afire on the lake to heat the water.

In the end this communal soup was not very rich or thick; but just as the most commonsense man of the village had promised, there was enough of it for everybody and more.

* * *

There was a poor old couple living in Hölmölä; so poor that the man had only one blanket. (The wife had a dress and hairy feet, and so needed none.) One cold winter day the man moaned that his blanket was too short; it left his feet bare and they were cold.

Oh dear, the wife said, and took some extra cloth from the top of the blanket and needled it to the bottom.

The next morning the man complained that his chest and neck had been cold, so the wife cut some cloth from the bottom of blanket and sewed it to top.

* * *

One winter the men of Hölmölä were cutting down trees in the deep forest for the making of their windowless houses. They were big trees, and gave terribly big boles, and as they were loaded onto the sleigh, the horse pulling it rolled its eyes in fear — but there was nobody there smart enough to understand a horse.

The sleigh was piled high with tree-trunks, piled left-to-right in terrific profusion, so that from back or front it seemed like the wall of a house, with big vertical logs piled up and high.

The horse could not pull such a weight, so the good-natured men pushed; the horse stepped freely with slack tack and no rolling of eyes.

After a few sweaty miles and a high-stepping horse on the front of the sleigh, the lot of them came to trouble: the track went through a narrow space between two lots of trees, and the trunks were so wide to the left and to the right that they could not pass in between.

After something like thinking, the men took their axes and with great screaming and flailing of hand cut down a tree — two — a dozen of them, and cleared way for the sled.

After a few turns of the track they came to a second, similar impasse.

After they had cleared the third, their wives came to see what was taking them so long. Watching them come, a young man jumped up and screamed in joy. Most thought this was because he was still newly married; but he pointed, and the rest of the men screamed similarly, much to the consternation of their wives.

Along the wives, a chicken had wandered into the forest, with a bit of hay stuck to its tail, dragging lengthwise after it.

That's how we should have done this from the beginning, one of the men cried.

So they took the sleigh back to the beginning and unloaded it.

When winter arrives PINES, BLUE Moments, Lake-side MEDITATION somewhere else than in Finnish NATURE might happen, as well.

Preamble:

Originally, I am from Hungary, Debrecen, "capital" of Hortobagy, Hungary will always be home, but right now I'm quite content and would like to establish more here in Finland. As during the past few years my personal experiences taken on Finnish culture, environment, unique education system, workstyle and way of life, I started to discover the uniqueness of Finland unlike only few others. As a Hungarian, I`m feeling that there's a special bond between these two countries at many levels and sometimes explain why I can feel "bit of home". Being here at Savo, with a deep understanding of the Nature around us, we are often in your snowy forest's heart, surrounded by pines. Doing so, your Nature remembers me to the scenario of Hargita and Gyimes parts of Transylvania, used to visit often earlier.

From Inari Lake high above the Arctic Circle to forest-covered mountains in Transylvania or hills at Koli, windswept sandy beaches in Hanko and biggest lake called Balaton in Hungary, Finland and middle Europe is a spectacularly varied place. Conferences used to be held in the old continent's historic cities draw many of its researchers-visitors, but as a Nature fun my favorite free-time destinations are sometimes it is more remote corners, known mainly to locals and a few intrepid travelers. Although I had the opportunities to blog on UEF about Mediterranean old city Nice or even from one of the oldest city of civilization Alexandria, and even I wrote about the Finnish spectacular landscapes now as I am Hungarian immigrant, I wish to call your attention about the similarities and differences between your and nature in Transylvania.

Why I would love to do so?

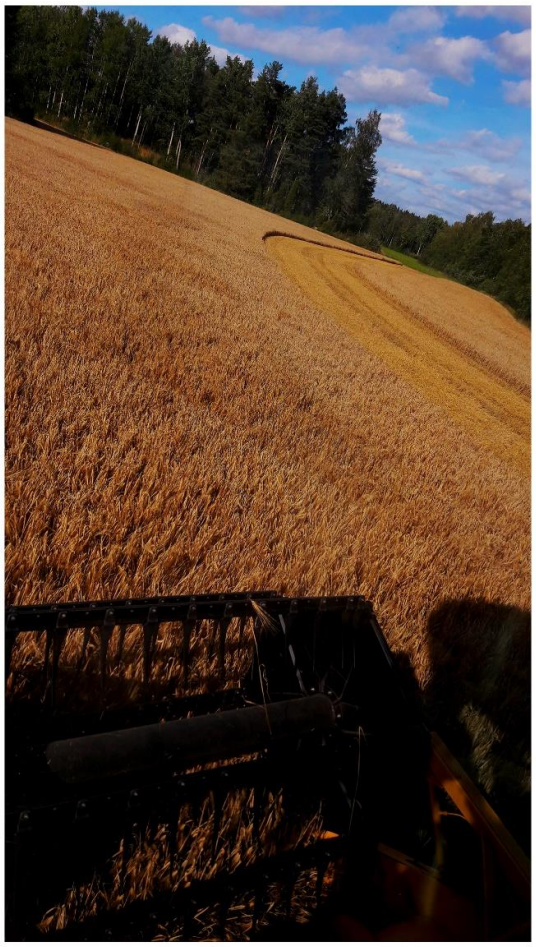
Because in two places there are connections with the **NATURE**, which are powerful. Of course, it has remarkable differences, as well.



CUTTING EDGES

Nevertheless, the cutting edges are shape at both places, although you use one of the most advanced machines in the world in your forest to cut the **PINES** in contrast to Gyimes, where the centuries old timber exploration still often made by hand.

When time for harvesting, you use high-tech harvester, there at slopes of Gyimes green (human) power sill applied.



Finland



Gyimes

Parallelism

If ice on the lakes are fine there is time for meditation, especially sun on the sky. Than, you get to a white space over frozen lakes in the middle of nowhere. Then, you make a hole through the ground below you, dip in a fishing lure and sit down to wait and wait and wait, sometimes for hours on end. At both places “nothing better to do” early spring activity into something many anglers have a true passion for: LAKE-fishing & **MEDITATION**.



Finland



Gyergyo

LAKEfishing

So if you're into ice fishing, to get to the place and sitting outside in the cold all day long you might use here in Finland, ski, snowcat, even sometimes car, there in Transylvania more often bike, as ice is much more fragile.



Kuopio



Böződ

Ride 4 ever

But at both places, at the end of a day, the small period of "**BLUE**" time in the dawn of the old day is spectacular.



Jyväskylä



Gyimes



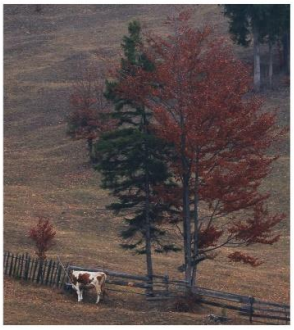
Koli

Blue moments



Savo



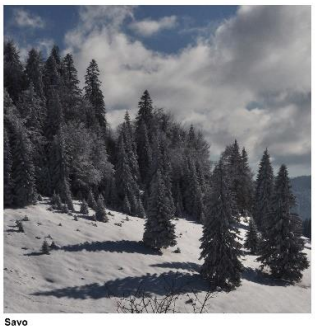


Gyimes

F2F

Although Finland's vast forests are home to around 100,000 moose, while walking in a forest, I never have seen this horse-sized animal crashing off through the vegetation. But, once I was at countryside suddenly was surprised to almost as big, almost as dark animals, the Scottish cattle. They probably were not waiting their way to supermarket shelves or the kitchens of restaurants specializing in traditional Finnish dishes, as moose do if hunted, rather there were breeding similarly, like the cattles at Gyimes.

Seeing these images above, you might understand, that separation from nature, is an unintended consequence of our modern world, is not so hard here in Savo (general in Finland) and there in Transylvania. As **Prince Charles** turn time to time back to Transylvania (Zalánpatak/Valea Zălanului), and highlight how much these connections are critical to our health and social well-being, you might understand why I recognize/see these miracles similarly….



Savo



Gyimes

SILHOUTTE





BE LONLEY

…although you are close to see level, there we are often 1000 m high.

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Scientific Papers — I. Essays

Bildung and intuition – the cores of human cultivation

By ARI J. TERVASHONKA

Personally, I have always disliked limits. More artificial the limits are more despicable and weary effort and enquiry becomes. We are to some extend enquiring truth of things, methodologic-pathological can opening of sciences. In this work, we extend the strains in the form of stress and we build manifestations of realities in our mind to withstand the life and inevitable passing of times. But what is exactly the inside of the capacity to think and tinker with the arguments, systems, and ideas? This subject of holistic growing understanding of life in research and the habituation of its spirit, the creation of ideas has eluded writing like no other.

The problem is that human development and development of intuition is fragmented, it is corroding to systems and psychological boxing, half of it nears art form or even sect of sages. But all the mysticism and teachings around intuition and personal growth are clouded and fundamentally uncertain to individuals. To seek aid in the personal growth of mind one can loan in a wildest variety of thoughts and if I may say, you pretty much have to, because the process of becoming more articulate in these efforts of intellectual personal growths is incremental and without doubt personally unique paths.

Gadamerian heritage of intellectual growth

Hans-Georg Gadamer's major work Truth and method (1960) introduced the world older ideas of personal cultivation with the term (bildung). In translated form it has been used as the concept of self-formation, education or cultivation and Gadamer has thought that bildung is 'the guiding concept of humanism'.[1] After reading Gadamer I felt asymmetry with how Gadamer was voicing on the history or tradition of bildung:

> "If we consider the concept of Bildung, whose importance for the human sciences we have emphasized, we are in a fortunate situation. Here a previous investigation[2] gives us a fine overview of the history of the word: its origin in medieval mysticism, its continuance in the mysticism of the baroque, its religious spiritualization in Klopstock's Messiah, which dominates the whole period, and finally the basic definition Herder gives it: "rising up to humanity through culture." The cult of Bildung in the nineteenth century preserved the profounder dimension of the word, and our notion of Bildung is determined by it."
>
> Gadamer 1960, 9.

[1] Gadamer 1960, 8–9.
[2] I. Schaaschmidt, Der Bedeutungswandel der Worte Bilden und Bildung (unpub. Diss., Königsberg, 1931).

Gadamer knew that the word bildung had its broad history and the history of change based on the people and cultures that carried it through time. As a story of philosophical meaning that has a longer history than the memory of it and has transmuted outer layers of meaning, but still, it has kept its place in pages of history. Ideas as these are treasures, not as a copy-paste idea matter that we should always follow to the letter, but the core idea of bildung that Gadamer hints and analyses are a version of bildung. That is to say, the time relevancy of the meanings around the bildung is changing but as Gadamer voices, there is an inherent need for its core idea that I would translate as 'culture of mind' and cultivation of it. To Gadamer is did not mean certain dogmatism that has to be polished and upheld at any given time in any humanistic culture, it was a notion, guide sign for human development on the path of cultivation. Culture is the end result of the cultivation, but alas, only temporary because of the curse of history and demands of the future. Culture changes and even the cultivation, but the direction of cultivation remains in the word of culture of mind, the genuine effort for the betterment of humanity.

The path that Gadamer was stepping while describing bildung was not only about the theme around truth and method. It was the truth of the condition of human beings and the constant need for cultivating the most basic method of them all, the mind itself. In this theme, Gadamer travels with the issues of taste and judgement but the core element of cultivation is written all over the pages as a need for human progress. The human progress, goals of the humanities, equal cultivation of understanding and talents, are not inhibited or gained solely by human evolution. These are granted by the mental efforts of humans on the road of bildung.

Nevertheless, what this philosophical and continuous theme has to give us in this time and place that we live in? The progress has always been essential for the efforts sustaining the existence of humans in the world. In this simple form, the idea of cultivation as a key element of progress can still be seen in society. No matter how much money or items and ideas circulate globally, the demand for progress in human thinking is ever rising to challenge the problematic relation of humans and nature, humans and self-reflection and ultimately, for the sustaining of human existence. In this arrangement, the creation of ideas is the key element that can be enchanted by the efforts of bildung, understood as the culture of mind.

To draw a connection between very different thoughts I use the creation process of ideas as a venue of this overall development proposed by Gadamer in the theme of bildung. Thus the creativity and improvement of the elements supporting the idea creation are essential parts. These parts can be found in history of ideas, in many forms. Derrida tried to understand through deconstruction the limitations of arguments, therefore building on the Husserl's idea of destruction. Imre Lakatos and Paul Feyerabend were arguing around the proficiency of the rationalistic approach in science, whilst starting innumerable amounts of views on the methodological approaches and criteria limitations of science. To that end, many views of science as a systematic endeavour in terms of criteria were laid open by Karl Popper in a more rigid form of falsification and demarcation and in a probabilistic manner in the Bayesian confirmation theory. Moreover the systematic endeavours were culminated through systems theories to the general systems theory by Ludwig von Bertalanffy[3]. In the themes of meaning Paul Ricœur's and Michel Foucault's works on interpretation and discourse established classical venues of research philosophies. In the effort to understand the systematic nature of methodology the theme was developed methodologically and used in works of Jussila Juhani, Kaisu Montonen, Kari E. Nurmi,[4] Aino Hannula[5] and Jari Jolkkonen[6] under the methodological theme of systematic analysis. These are mere few mentions of intellectual effort to understand the truth and method as effort coined by Gadamer.

[3]Rapoport, Anatol & Parsons, Talcott & Mitchell, William & Kaplan, Morton & Gochman, David 1968, 452–495.
[4]Jussila & Montonen & Nurmi 1992, 157–208.
[5]Hannula 2008.
[6]Jolkkonen 2007.

Intuition

To return back to the original point of creativity as a process we can think of it in terms of artistic values by Bergson[7] and in a more modern sense inside the theme of intuition research by Asta Raami[8]. For Bergson intuition was a method in itself and he wrote on its artistic sides metaphilosophically. His texts are interesting to read, but overall what I was trying to find wasn't there. My personal quest for the subject of intuition roots from the methodological and one could say 'cultivation of a person' type of reasons. For these reasons we can underlay several pragmatic questions:

What is intuition?

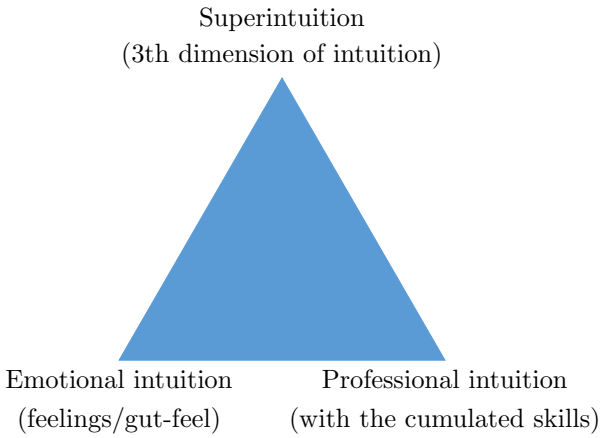
How important intuition is in science, exactly?

What would be beneficial for the development of intuition?

There are a lot of books, essays and memoirs in case of intuition. Usually, intuition is portrayed almost as an art form since its conditions are only largely known by the frame of metaphysics founded on philosophical reasoning. This makes intuition extremely difficult subject because we all share it, but we use it uniquely. This similarly makes psychological research on the matter more philosophical than others. Intuition as a word comes from Latin verb intueri (consider). **It is not only getting knowledge through unconscious pattern-recognition but also criteria and surrounding frames and rules for those patterns.** This also makes an understanding of the functionality of intuition harder because it is not a mere method of thinking or method of unconscious substantialization, but it also encompasses the rules for its unique and characteristic use and development. Therefore the development of the intuition is affected by the processes of intuition itself, thus generating the endless uniqueness to its functions and development. Memory patterns, memorization techniques and all that we have sensed, believed and thought of have factored in changes within our intuition.

For now, we can gather that the intuition eludes systemization of it by its nature. Still, there are good reasons to try the systemization of intuition for not only understanding perspective but also for educational/cultivation purposes. One of the clearest concepts I have thus far found on this matter during these years thinking on intuition has been Asta Raami's triangle model of intuition, more on this Raami (2019).

Asta Raami's triangle model of intuition



In brief summary Raami's model, everything begins with emotional intuition and as we grow older we learn certain aspects more in life than other things, thus forming what we call professional intuition. So this divide is between emotional/ inherently owned abilities and professionally slowly cumulated skills with the junction of intuition. Both of these can be developed but it also requires an understanding of the third intuition formulated as superintuition in book Intuitio³ (2020). The third one is more tricky because it encloses issues that we don't even know fully or we have not yet formulated our opinions on. We get back on this one later. One important fact that Raami speaks about on many occasions is the cumulative nature of the development and optimal development through developing all of them. As one might view a person is more whole with a holistic approach. If we leave gaps in our reasoning or in this case intuition, similar manner of flaws come into existence. Raami has also ar-

[7]Bergson 1946.
[8]Raami 2015 & 2016.

gued that without emotional safetiness and tangible personal effort for skill growth our use of the third intuition gets dimmed by others. To these ends, I agree with Raami for every point and any reader of intuition can say similar things. Of course, there are also possibilities out from these generalizations such as sometimes even with high stress or lack of safetiness can woke a person's mind to some extent in terms of use of intuition. But all these results are complex results of many intertwining facts and adjustments.

From superintuition to overreaching of sensibility

I would like to add my own perspectives into these general discussions and findings of Raami by continuing the point of 3th dimension intuition. I have viewed intuition similarly with many regards but my thinking differs from this point ever so slightly. I tend to use cases of Kurt Gödel (1909–1978) as an example of this 3th dimension of intuition. Gödel was one of the most intuitive characters, there has been and will be more of them, but to some extend Gödel was unique. While he lived and breathed sensory data in, he found two logical flaws of high magnitude in fields of philosophy and mathematics. These findings resulted in the breaking of the Vienna circle and to incompleteness theorem in mathematics that was a nightmare for many mathematicians there and after. In both cases, he came up with a concept that involved elements of chaos in some way or another, organized in systematic explanations that conveyed the flaws of old more rigid believes and reasoning.

To me, what Kurt Gödel did was to go out of reason to intuitive void to seek structures, new reasonability and original ideas. A reader can think of this journey as a breaking point. Journey to inside and outside of being with the help of intuition. In this endeavour I would call the 3th dimension of intuition as 'beyond reason'-intuition. I have come up with this concept because of multiple reasons. One is that these trips of vast logic gathering can be not only mentally taxing but also overestimations of one's abilities to the extent of folly. Gödel paid a heavy price for his relentless philosophical inquiry by being hospitalized on multiple occasions for nervous breakdowns.

Now most readers don't need to concern about their uses of intuition, I promise at least large parts of it are totally healthy. However, when we are facing big and complex problems that could take an endless amount of time with any skill set, some problems that have more unknown natures within themselves or that inhibit any attempt to reason with their inherent chaos, then we as a people can be lost in ourselves, and in world. Anyone who has heard tragedies of artistic people or really hard-working creative people can understand this mental danger. But I would say that it is not mental danger alone. People have different capacities of acquiring information and chaotic elements within different fields of study or life. More concerning is how much they try to bring from this intuitive void into existence in the form of ideas at once. This is where the danger of creativity lies because creativity in itself doesn't give answers to these questions, not even skills and professionalism can help in every extent of this endeavour.

If we continue this theme in terms of mental growth conjuring of new ideas through intuitive processes comes very close to an art form. It doesn't, however, lose its scientific value in science. In many cases, biggest names in science have had immense intuition on what they did, what they thought, taught, tried to formulate and partly predict. In my own development of the intellectual history of Maxwell's electromagnetic theory and understanding of the theoretical frame of reference, intuition has played an important role.

Similarly, I have found a lot of use for it in my efforts to develop systematic analysis as a method for broader hermeneutical uses. These efforts have brought me to the border areas of interdisciplinary intuition and needed systematic enquiry. Intuition has helped to fill gaps and unknown when there have not been sources to confirm every side of things and above all, it has taught me by experiences that despite the need of people to have a sense of belonging in the world around them, many areas of science inhibit this feeling in intuition. Philosophical discussions and efforts are cruel to the contrary of idea creation,

you have to create sometimes the same ideas 10 times until those last. Sometimes bigger concepts take more time than mere months, because of their nature of chaos within them. To understand these hard to explain the side of things I have stepped on paths of intuition and personal cultivation not just to better understand the topics or problems but how this creative enquiry works. Sometimes the feeling of unfinished chaotic elements of thought can make a person feel nonbelonging or another kind of detachments. It is part of the bargain that we make when dwelling relentlessly on a certain topic or another. It is the way how we incrementally progress in idea creation. It is what we are as a scientist.

Relation of intuition and science

After the more artistic opinioned paragraph we can return to the realm of practicality by asking what is it for in science? What use of intuition there are? Some people would never even consider their actions in science to be credited to intuition. But regardless of this, we can always ask where new ideas come from in science? Doesn't every set of new ideas need a breath of freedom, the unique angle of perspective and re-thinking of what we already have as information. These selections can be made knowingly bit by bit, but the effort of it is massive in comparison to intuitive leaps to new connectivity. Therefore in this very general sense, I would say that without the broad use of intuition it is miracle if we even would exist or that we would have what we call science as our help tool in arid realities.

But let us go back to the beginning of ideas, to sensory data that we get. We sense, smell, hear and touch things and we through a complex combinations of these feelings feel in a certain way about everything. But one of the biggest differing factors is our sensory abilities, therefore resulting in very different scales of perspectives. But it doesn't end only here. Additionally, we gather in our minds the mixture of this sensory information but it is not like a machine would do it. It is organic unique differing pathing, differing intensity, prioritization and differing criteria. The combination itself doesn't have a name, I would call it sensory logic. In our quite unique brains and nervous systems and in every fibre of being we connote and lead our sensory date into some sensible form. One could have examples of blind people or non-hearing people sensing differently the same that we sense. In some ways certain deficiencies of sensory abilities are heightened by others, therefore effecting our sensory logic and development of our other sensory abilities. Through the sensory logic, everything we sense makes sense and sets in the scale of things.

Now in connection to intuition, we knowingly sensing and solving our sensory data with certain sensory logic that we use, we picture world for ourselves. But these actions are within us now or as memories, drilled into us with varied intensities. What causes these static values to fluctuate are emotions, differences, mental struggles, opposition, hardship, unique friendliness and equivalency in elaborate sharing of empathy. We can use all of this knowingly, but it will slow our progress immensely in comparison to intuition. Intuition has its own weaknesses and any proper scientist would habitually check their schemes for any portitional flaws despite or a result of intuition. But the strong side of it is that we can use what one could word as unconscious mind or dream states (example lucid dreams) for problem-solving or substantializing of new ideas. To those ends I would continue to believe intuition to be one of the most important tools in science, therefore making it inherently important for the progress of humanity.

But how do we cultivate intuition?

I like to use the word cultivation because it has the idea of incremental development seeded inside of it. Development of intuition in any form or particularly as a whole needs a lifetime or more. However, for our luck, it pays dividend through all of our lives so it is not wasted effort to invest time, patience and other resources for the cultivation of intuition. But what would be the eminent means to realize these developments and what would be the optimal path for cultivation? The answer is through personal choices of intuition, sensory logic and lot of life choices will affect with combination on the outcome of this effort. To give a more explicit answer we can go back to the beginning, on the theme of Gadamer's bildung. If we understand the effort of bildung as the culture of mind we are in my opinion in a more realistic path

to cultivate intuition.

As Raami and many others have noted any sensible use of intuition needs a sense of calm this doesn't mean that you have to always be sitting on a rock with lotus position uttering OM* continuously, but there has to be balance within you, your surroundings and your stress levels. It is far easier to use intuition when your life is generally functional. Developing intuition is an incremental process of developing everything that is connected to intuition. Therefore development in this sense is indirect. You develop your memory, memorization, senses and nerve system. Everything that happens to us will cast us into certain shapes, but there is still a lot more freedom in the forms of how we would like to be as a person. These inner efforts of cultivating intuition are also connected to all of our exterior choices. Not just what work career we choose but also surrounding society, people and sometimes pure chance will land us external opportunities to learn something that will help our life in the long run. Choices like what friends you have, who you want as a spouse and what is your working environment is a lot to do with chance. It is your choice however where you will stay and how you keep and maintain the relations with the world around you. Everything that comprises long term commitments will need if not continuous, still planning, sensibility and cohesion with what you are trying to do in life. The goal is not to live in total harmony with everything or stress ourselves to early death with every minor detail. What is important that you have a sense of belonging, your development is somewhat supported by the majority of external influences. If this is not so, something has to change and in most cases it is you.

Be honest with yourself. You cannot trick your intuition because it is part of who you are. Being honest to yourself is the best way of growing intuition in all manner of paths without narrowing it down by being dishonest with yourself. Therefore self-reflection and any empathic discussions are weighted as gold. Sometimes life choices that we make are almost impossible to decide alone. We make our call but its vitally important to have some tangible support in terms of information. We cannot always know are choices that we make in life right even with the help of our friends and experts. Accepting that reality has a lot of chaos helps to keep life in order. There is always a unique limit to proper planning and overthinking. But never shy from the difficulties, those train you and your intuition better than any teacher. Life teaches living if you will.

Still, don't neglect any chance to get good mentors. Good mentoring is not just important for the information but also it establishes new limits for the frame of reference. To know what more is possible is easily one of the most important growth points of intuition. Any expert help in this manner conquers the frame of reference with sensibility from chaos. Additionally, these kinds of connections can help yourself form little by little what you can do in life and shape in many ways your capabilities and intuition indirectly. When you grow as a person you will have more interesting themes to say and do, transforming the relationship between mentors and pupils to some level of equivalency. It is the joy of progress and additionally, it will secure your places in life, far more important than what you would build solely alone. Because many of these types of efforts are very complex not only in a social sense, but also in sense of meeting very individualistic people (as mentors typically are). You will have to keep an open mind and not be deterred by presuppositions and lack of understanding. Those who understand your efforts will help your personal cultivation.

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Scientific Papers — III. Summaries of research

PLAY more, be MORE

Szabolcs Felszeghy[1], Ali Koskela, Reijo Sironen, Erkko Sointu, Otto Jokelainen, Gregory Gilbert, David Morton, Petteri Nieminen, Anitta Mahonen

Abstract

In 2016, at the University of Eastern Finland, we found the courage to ask new questions such as what innovations in preclinical education are needed to keep up with the digital natives entering the institution? Is game-based learning a pedagogical approach that can benefit our students? Do all of the myriad of new technologies need to be adopted to educate digital natives better? What educational framework should be used in educating this new scenario? We kept asking, "Why? Why? Why?" In order to find answers we took a evidence-based and designed educational interventions to test theories grounded in sound contemporary frameworks.

Our investigations resulted in solutions promoting the learning of the digital natives that fill out university. One such application was achieved by combining virtual microscopy with game-based learning. This intervention was found to enhance students' reasoning skills applicable in their undergraduate dental and medical as well as their professional careers. An unintended consequence of this approach was that players appeared to form closer bonds understanding each other better and leveraging the benefits of collaborative learning. The portable professional education model we have created is an evidence-based, student centered approach solidly grounded in educational theory applicable to digital natives.

Keywords: higher education, game-based learning, gamification, emotion and emotional development, professional development

Domain: higher education

Interest Group: CL3: Strategies to Improve Teaching and Learning Environments

Extended summary: Medical and dental education still relies strongly on teacher-centered traditional education. Technology based approaches is too often used only for presenting information in lectures or classes. Before 2016 students at UEF were passive receivers of information. It also seemed that these old educational methods did not meet the demands of today's working life. When we started to introduce our curricular reform our mission was to not only provide specific domain knowledge, but also more domain generalized knowledge and skills such as 21st century skills (e.g., collaboration, technology literacy, problem solving, critical thinking, creativity and team-based work). To achieve our goals multidimensional and cross-border collaboration were established. Our Team (including researchers, developers and educators from Finland and USA) planned the UEF gamification model for training and education. This included practical support with individual workshops, technical support, peer support, and self-study materials. The plan for gamified medical

[1]corresponding author, szabolcs.felszeghy@uef.fi

and dental course was done also together with stakeholders at UEF, where team members shared and discussed their ideas. We also had invited speakers for learning the new method. Team members also supported undergraduates when they were involved in the project during their courses. Team collected both teacher and student data. After anonymization, student data were then made available for researches to use. Our results were spread by word of mouth in international conferences and later open access papers have been published [1] [2].

Importantly our project was also traveled around the globe a lot in social media. Furthermore, our Team conducts still research with the larger data set. Both training and research-based collaboration has worked smoothly between our team and undergraduates. In general, our mission was to improve education according to Richard Feynman's quote:

> "**Teach** your students
>
> - to **doubt**,
> - to **think**,
> - to **communicate**,
> - to **question**,
> - to **make mistakes**,
> - to **learn from their mistakes**, and
> - most importantly have **fun** in their learning"
>
> Richard Feynman

In the Institute of Biomedicine, University of Eastern Finland [3], Kuopio, Finland, as one of the flag-ship universities in Scandinavia [4], new, more effective and thought-evoking **teach**ing program to medical and dental students was started to set up in 2016. In practice, a student-centered learning and a whole-slide imaging system[5] were introduced to **doubt** students' interest and improve critical **think**ing during histology course. Using big touch sensitive screens students were able to **communicate** during collaborative, peer-to-peer learning and peer-to-peer teaching. As a result, the curriculum reform **promoted** students' **learn**ing when virtual microscopy was combined with a student-centered approach compared to traditional microscope-based teacher-oriented scenario. Moreover, students exposed to this new methodology excelled on the final exam (Felszeghy et al., 2017). In 2018 we continued to pay outsized attention in Morphology education, when an interactive and online assessment, a gaming software Kahoot® [6] has been introduced. The Kahoot® environment provides time limits and scoring to create a competitive environment. Kahoot® was launched by the Norwegian University of Technology and Science (NTNU) in 2013. Although there are evidence-based data, that support the positive effect of gamification in collaborative learning, which may also develop critical appraisal skills, however there was no earlier practice-based advanced research on morphological science education at University level in this context. The gamification program was successful and resulted in significant learning gains among students. The overall participant satisfaction with the course was high and students indicated that gamification increased their motivation in a relaxed scenario. The approach enabled students to **learn from mistakes**, overcome individual difficulties and to set up collaboration; furthermore, gamification promoted interest, and the respondents found the immediate feedback from senior professionals to be positive. In the open-ended survey, the students viewed collaborative team- and gamification-based learning positively and the last **Feynman's point** were also recognized in the overwhelming majority of student's anonym answers: learning morphology in such scenario is **fun**. **What is our secret?** A whole student-

[1] Felszeghy at al., MedEdPublish. 2017; doi: https://doi.org/10.15694/mep.2017.000154
[2] Felszeghy at al., BMC Med Educ. 2019; 19(1):273 doi: https://doi.org/10.1186/s12909-019-1701-0
[3] UEF, https://www.uef.fi
[4] see https://www.uef.fi/en/uef/international-rankings
[5] Aiforia, Fimmic Oy, Helsinki, Finland; https://www.aiforia.com/
[6] find Kahoot® at https://kahoot.com/

centered, research- and-evidence based education system, run in a virtual environment by professionalized educators. These are education best practices, not UEF quirks, applicable everywhere. So, we might wish to market a new slogan for future GEN Z's career success "If you **play smart**, you will **be more**" (Felszeghy et al., 2019).

The main focus of the research and the research questions during the project was twofold: (One) teacher research during the gamification project and (Two) student research after gamified courses. With the teacher research, we aim to investigate what is the impact of the whole project to teaching, learning and organization, and how does this educational method change teaching (teachers perceived own learning). With large scale student research, we investigated how students' skills related to learning (self-regulation, self-efficacy, team-based problem solving skills) change during the these new courses, how their perception of the content, to pedagogical and technological skills, and how medical and dental student view gamified classes in general. In addition, we also investigated students' perception of learning environments. We also obtained course and content specific survey from students' perspective. The UEF model has impact on both teaching and learning nationally and internationally, as well.

The project has several impacts: Educators' evidences indicate that gamification has changed instruction towards a more student-centered learning, facilitating pedagogical talk, and raising awareness of pedagogical and students' skill development and knowledge. In addition, teachers reported improvement in their skill in planning teaching and supporting skills students' self-confidences. Teachers also reported higher self-efficacy and skills for self-guided studies of undergraduates. UEF new model seems to change the view of assessment of learning by motivating students to learn. Student data indicates a positive influence on the majority of the selected 21st century skills. Furthermore, students considered the model to be mostly positive and their teacher better in content-pedagogy-technology skills. Medical and dental courses seem to benefit from activities that support constant learning, indicated by the metadata of the electronic learning platform. Our results were spread by word of mouth in conferences and later in publications and also traveled around the globe a lot in social media.

The main power of this project that researchers and practitioners were involved and actively collaborated in this curriculum reform. The cross-border network has produced further collaboration between practitioners and researchers [7]. More importantly, a new wave of gamified undergraduates started their clinical studies during spring 2020. The role of the early waves of these medical and dental students is particularly important, as they will create new populations for various clinical disciplines; they might be the agents of change together with the Team the clinical education at UEF. In the future waves, design-based research continues in collaboration with clinicians and researchers. We have also willing to secure funding of network for the expanding of the model outside the UEF. Our evidence-based research has also raised new questions about how learning environments can respond to the need of instruction and learning, and what types of new digital technologies is needed to enhance the education at other faculties in the UEF. These questions have already developed new joint efforts with practitioners, researchers and enterprises.

The sustainability of the project is that we are currently aim to train staff from our partner universities and new collaborators from Ghana. This project will have several purposes: (1) To form a vibrant education network that combines the resources and perspectives of top-level educators from Finland, Ghana and USA. (2) To have platform where researchers and practitioners work collaboratively to provide evident based art of experiences to advance medical and dental education. (3) participating partners will learn the model and use gamification in their teaching, and (4) they will train a new wave of students at their own institutions. (5) For the latter, Team has also a significant role as its members will be training together with our partner institution's trainers. In addition (6), future steps for introducing the model internationally are under progress. For example, the Team educators from US have now started their own

[7]Felszeghy et al., MedEdPublish. 2019; doi: https://doi.org/10.15694/mep.2019.000232.1

collaboration with their partners.

There were three most important learned lessons/conclusions during the course of the project:

(i) To change the learning and teaching and working climate of medical and dental education later at higher education according to expectations and needs of digital natives. Large-scale national and international collaboration is needed between educators, researchers and students to find the best evidence-based forms. The theoretical and organizational changes require cooperative support and investment from the university. It is important to design a functional cross-border network, where innovative and interested teachers facilitate their own further development by supporting the network and their undergraduate peers.

(ii) In order to address the need to change learning culture towards a more digitized teaching and learning, the model must take pedagogical, technological and scientific discipline knowledge into account from all over the world. For this, our model provides a functional framework.

(iii) The change must be reasonable. If long lasting meaningful changes are pursued, the portal perspective methods such as gamified Classroom function better than attempts to achieve student-centered learning (e.g., digitally influenced and directed Learning. Finally, all the development should have research-based foundation.

Work of the war correspondents in the 1870s Balkan war

By AYTAC YURUKCU

(Dr. **Alina Kuusisto**, Project Researcher, UEF, interviews **Aytac Yurukcu**, Visiting Researcher, UEF.)
Alina: Could you introduce yourself to us briefly? Aytac: My name is Aytac Yurukcu. I am a Visiting Researcher in Karelian Institute and I will be in Joensuu for 9 months from September to mid-June under the supervision of Professor Jeremy Smith. I am a specialist at the Turkish Historical Society. I have a research about the "First Encounter of Two Nations in Balkans in the History of Relations between Finland and Turkey; Finnish Soldiers and War Reports During the Russo-Turkish War of 1877–78" and I want to compare war reports, diaries of soldiers, and war correspondence and newspapers in that period. As a part of my study, I want to visit the National Library of Finland, the Slavonic Library of Helsinki University, the Finnish Military Archives in Helsinki, the Kuopio City Main Library, the Library of the Russian and East European Institute in Helsinki, and Aleksanteri Institute.

Alina: Your study deals with the work of the war correspondents in the 1870s Balkan war (Turkin sota 1877–78) between Russia and Turkey from the perspective of propaganda and censorship. How did you come to this topic and how did you interested in war history — or is this more a history of media communications?
Aytac: First of all, I'd like to thank to my supervisor Professor Jeremy Smith and thanks for Karelian Institute and for their warm welcome. My study is related to both journalism and history, although I am a historian rather than a journalist. I chose this topic mainly because I wanted to understand the Turkin sota 1877–78 with all aspects and my family history. My great-grandfather was born near the city of Plevna, Bulgaria, and his family moved to the Ottoman Empire to live near the Bulgarian border and Edirne after the Turkin sota 1877–78. When I was a child, I often thought about the history my descendants, wondering about where they travelled and what they experienced.

When I was writing my master's thesis, I mentioned this to one of my secondary school teachers, who had also migrated from Bulgaria. He recommended to me a book written by a Russian war correspondent — Vasili Ivanovich Nemirovich-Danchenko. During my master's studies, I focused on the diaries of this Russian war correspondent, and compared his writings to those of British correspondents of the time.

As I furthered my research, I accessed a lot more newspapers and journals as well as the diaries of other war correspondents, and decided to continue with that topic. The study covers the period of the Russo-Turkish War of 1877–78, which lasted for about two years in two different areas, the Balkan Peninsula and the Caucasus. Since it was the first war to be extensively covered by the Finnish press, a lot of materials were borrowed from German, French and Russian newspapers, and the letters sent by officers of the guard were published. In this way, although the war did not liberate Finland, it provided the documents that would fuel the idea of an almost-independent Finnish military, thus supporting the nascent Finnish nationalism. At the same time, during this war, The Finnish Red Cross was founded in Helsinki City Hall on May 7, 1877, to care for the wounded and sick soldiers of the Finnish Guard in the Russo-Turkish War.





Figure 1: The first Finnish Red Cross building in 1877. The first staffed field hospital equipped by the Finnish Red Cross left for the war in Turkey in 1877, only two months after the association was established.



Figure 2: The Finnish Red Cross military hospital in Yerevan during the Turkish war, The first field hospital had 50 hospital beds. The outpatient ambulance was led by Dr. Leopold Krohn, who had already served as a military doctor in the Prussian-Austrian War of 1866 and the German-French War of 1870. He was subordinate to two bachelor of medicine, housekeeper, six nurses, two midwives and two midwives. A 50-seat hospital in (was ordered from France) with all its equipment: iron beds, linen, furniture, cutlery, blacksmith's and carpentry's equipment, fire sprays, and up-to-date surgical equipment with instruments, bandages and medicines.

Alina: Could you tell something about your research material and the objectives of your study?
Aytac: My objective is to make a detailed analysis of the Balkan war (Turkin sota 1877–78) and learn about what really happened there. I would like to focus on the conflict and understand the complexity of the war, objectively study the differing opinions of the war correspondents from Russia and other European countries such as Great Britain, Germany, France and Finland. Due to propaganda and censorship, the war received little media coverage. Writings of the war correspondents of the time were largely influenced by their background and knowledge about history and international relations.

Unlike newspapers of the time, which lack impartiality, diaries of soldiers give us give us a more liberal and comprehensive account of the war. For example, Russia used such war reports to influence the opinions of the major states of Europe and make allies.

Russian war correspondents were subject to a hard censorship. They had to submit their notes to Russian authorities before publishing them.

Currently I am focusing on Russian and Finnish materials, but one should take into account the fact that Finnish newspapers relied on French and German sources, so they had a rather impartial point of view.



Figure 3: Impressions of Working Life of Journalists in Balkan Peninsula 1877–78.

Alina: You have a background and education of history teacher. How do you see your study from that perspective?
Aytac: I would like to organize a survey, an interview, for history teachers, because Finnish people, in my opinion, are not sufficiently informed about the Balkan war (Turkin sota 1877–78). I would like to assess their level of knowledge. In Turkey, I organized a lot of symposiums and exhibitions, and perhaps, If I have time, I could organize an exhibition about the paintings and diaries of soldiers give the audience an idea of how Finnish soldiers viewed the war. I met a history teacher in Espoo, and we planned to compare Turkish and Finnish history books to see whether it would be possible to add new materials about the war to Finnish history textbooks. I would also be interested in making publications about Finnish history in Turkey. I consider it important to make contributions to the general knowledge about the past and help people understand their own history.



Figure 4: Third Finnish Infantry Battalion in the Balkan Peninsula.

Alina: Why do you think that the Finnish viewpoint is interesting in your study?
Aytac: I think the diaries and documents kept by Finnish soldiers are more impartial than those which were kept by their Russian counterparts. In Finland I have also had the chance to establish academic connections with the St Petersburg University. If I have time, I want to join some courses about journalism there. I am planning to cooperate with Russian researchers studying the same topic, browse Russian archives and read original research materials.

The reason why I am here is that many Finnish soldiers were sent to the Balkan war (Turkin sota 1877–78) with the Russian army. It was a time when Finnish people tried to find a national identity, and in my personal view, they did not care very much about the war itself since they were not in agreement with Russia. In my opinion, Finland is also the most appropriate country to focus on for Russian and Eastern European Studies.

I have been here for about two months now, and I have managed to find the relevant sources and learn some Finnish. For instance, newspapers are available online and I have visited the Slavic Library to find other sources,microfilms, books and first-hand accounts of Finnish soldiers.

Alina: What kind of plans you have for your research period in Joensuu?
Aytac: I like Finland and its friendly and helpful people, and this is the reason why I am planning to apply for a scholarship for the next year to improve my Finnish language to read diaries easily. It will also allow me to improve my command of Finnish further. It is good to have a lot of documents to work on as the outline of my research takes shape. Here I can find a lot of courses on Russian history and border studies to improve my knowledge about Russian and East European Studies, which are not available in Turkey.

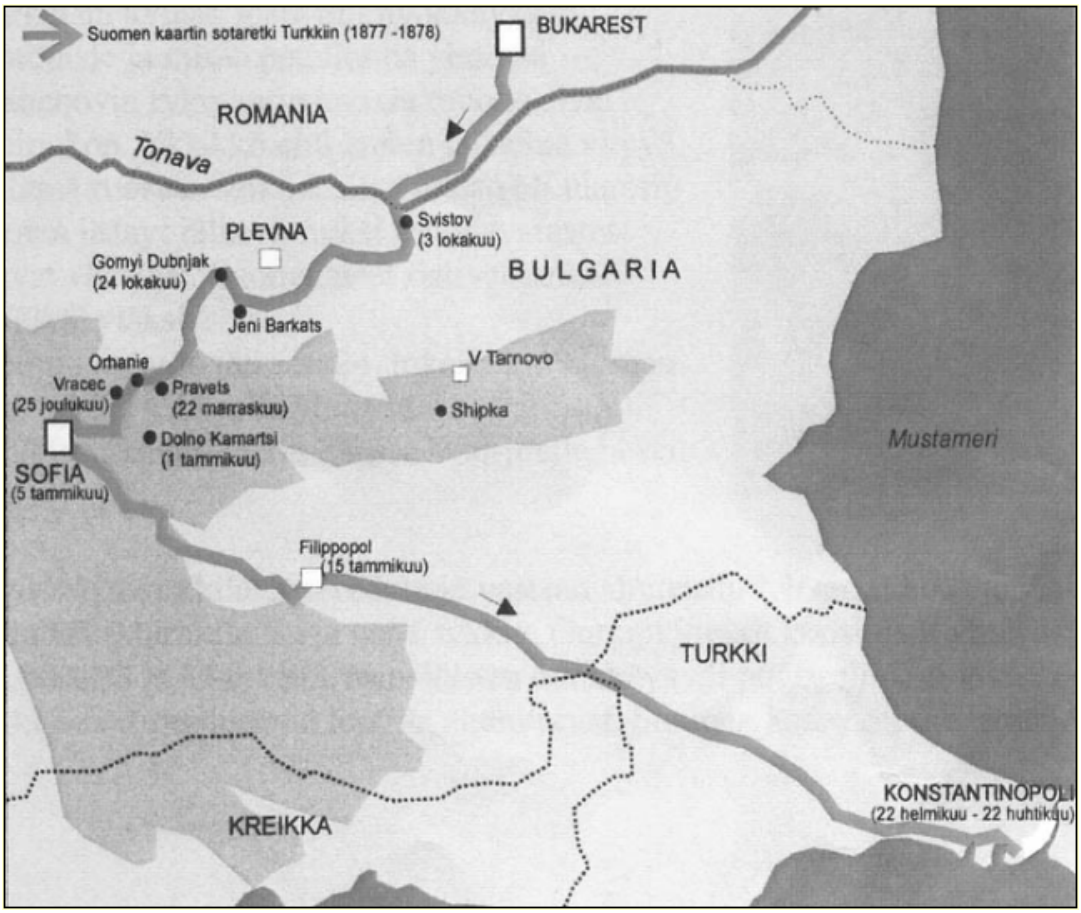


Figure 5: Third Finnish Infantry Battalion in the Balkan Peninsula.



Figure 6: Finnish Soldiers emblems and rosettes about Balkan War (Turkin sota 1877–78).