



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL
TRAINING AT THE UNIVERSITY OF HELSINKI 2005–2010

RC-Specific Evaluation of EdPsychHE – Educational Psychology, especially in Higher Education

Seppo Saari & Antti Moilanen (Eds.)



Evaluation Panel: Social Sciences

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University of Helsinki
Administrative Publications 80/122
Evaluations
2012

Publisher:
University of Helsinki

Editors:
Seppo Saari & Antti Moilanen

Title: International Evaluation of Research and Doctoral Training at the University of Helsinki 2005–2010 : RC-Specific Evaluation of EdPsychHE – Educational Psychology, especially in Higher Education	Type of publication: Evaluations
Summary: Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate. Evaluation of the Researcher Community was based on the answers to the evaluation questions. In addition a list of publications and other activities were provided by the TUHAT system. The CWTS/Leiden University conducted analyses for 80 RCs and the Helsinki University Library for 66 RCs. Panellists, 49 and two special experts in five panels evaluated all the evaluation material as a whole and discussed the feedback for RC-specific reports in the panel meetings in Helsinki. The main part of this report is consisted of the feedback which is published as such in the report. Chapters in the report: 1. Background for the evaluation 2. Evaluation feedback for the Researcher Community 3. List of publications 4. List of activities 5. Bibliometric analyses The level of the RCs' success can be concluded from the written feedback together with the numeric evaluation of four evaluation questions and the category fitness. More conclusions of the success can be drawn based on the University-level report.	
RC-specific information:	
Main scientific field of research: Social Sciences	RC-specific keywords: Educational Psychology, Higher Education, University Pedagogy, Doctoral Training, Scholarship of Teaching and Learning
Participation category: 4. Research of the participating community represents an innovative opening	
RC's responsible person: Lindblom-Ylänne, Sari	
Keywords: Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community	

Series title and number:
University of Helsinki, Administrative Publications 80/122, Evaluations

ISSN:
1795-5513 (Online)

ISBN:
978-952-10-7542-1 (PDF)

Total number of pages:
98

Language:
English

Additional information:
Cover graphics: Päivi Talonpoika-Ukkonen
Enquiries: seppo.o.saari@helsinki.fi

Internet address:
http://www.helsinki.fi/julkaisut/aineisto/rc_evaluation_2012/hallinnon_julkaisu_80_122_2012.pdf

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Foreword

The evaluation of research and doctoral training is being carried out in the years 2010–2012 and will end in 2012. The steering group appointed by the Rector in January 2010 set the conditions for participating in the evaluation and prepared the Terms of Reference to present the evaluation procedure and criteria. The publications and other scientific activities included in the evaluation covered the years 2005–2010.

The participating unit in the evaluation was defined as a Researcher Community (RC). To obtain a critical mass with university-level impact, the number of members was set to range from 20 to 120. The RCs were required to contain researchers in all stages of their research career, from doctoral students to principal investigators (PIs). All in all, 136 Researcher Communities participated in this voluntary evaluation, 5857 persons in total, of whom 1131 were principal investigators. PIs were allowed to participate in two communities in certain cases, and 72 of them used this opportunity and participated in two RCs.

This evaluation enabled researchers to define RCs from the “bottom up” and across disciplines. The aim of the evaluation was not to assess individual performance but a community with shared aims and researcher-training activities. The RCs were able to choose among five different categories that characterised the status and main aims of their research. The steering group considered the process of applying to participate in the evaluation to be important, which led to the establishment of these categories. In addition, providing a service for the RCs to enable them to benchmark their research at the global level was a main goal of the evaluation.

The data for the evaluation consisted of the RCs’ answers to evaluation questions on supplied e-forms and a compilation extracted from the TUHAT – Research Information System (RIS) on 12 April 2011. The compilation covered scientific and other publications as well as certain areas of scientific activities. During the process, the RCs were asked to check the list of publications and other scientific activities and make corrections if needed. These TUHAT compilations are public and available on the evaluation project sites of each RC in the TUHAT-RIS.

In addition to the e-form and TUHAT compilation, University of Leiden (CWTS) carried out bibliometric analyses from the articles included in the Web of Science (WoS). This was done on University and RC levels. In cases where the publication forums of the RC were clearly not represented by the WoS data, the Library of the University of Helsinki conducted a separate analysis of the publications. This was done for 66 RCs representing the humanities and social sciences.

The evaluation office also carried out an enquiry targeted to the supervisors and PhD candidates about the organisation of doctoral studies at the University of Helsinki. This and other documents describing the University and the Finnish higher education system were provided to the panellists.

The panel feedback for each RC is unique and presented as an entity. The first collective evaluation reports available for the whole panel were prepared in July–August 2011. The reports were accessible to all panel members via the electronic evaluation platform in August. Scoring from 1 to 5 was used to complement written feedback in association with evaluation questions 1–4 (scientific focus and quality, doctoral training, societal impact, cooperation) and in addition to the category evaluating the fitness for participation in the evaluation. Panellists used the international level as a point of comparison in the evaluation. Scoring was not expected to go along with a preset deviation.

Each of the draft reports were discussed and dealt with by the panel in meetings in Helsinki (from 11 September to 13 September or from 18 September to 20 September 2011). In these meetings the panels also examined the deviations among the scores and finalised the draft reports together.

The current RC-specific report deals shortly with the background of the evaluation and the terms of participation. The main evaluation feedback is provided in the evaluation report, organised according to the evaluation questions. The original material provided by the RCs for the panellists has been attached to these documents.

On behalf of the evaluation steering group and office, I sincerely wish to thank you warmly for your participation in this evaluation. The effort you made in submitting the data to TUHAT-RIS is gratefully acknowledged by the University. We wish that you find this panel feedback useful in many ways. The bibliometric profiles may open a new view on your publication forums and provide a perspective for discussion on your choice of forums. We especially hope that this evaluation report will help you in setting the future goals of your research.

Johanna Björkroth
Vice-Rector
Chair of the Steering Group of the Evaluation

Steering Group of the evaluation

Steering group, nominated by the Rector of the University, was responsible for the planning of the evaluation and its implementation having altogether 22 meetings between February 2010 and March 2012.

Chair

Vice-Rector, professor **Johanna Björkroth**

Vice-Chair

Professor **Marja Airaksinen**

Chief Information Specialist, Dr **Maria Forsman**

Professor **Arto Mustajoki**

University Lecturer, Dr **Kirsi Pyhältö**

Director of Strategic Planning and Development, Dr **Ossi Tuomi**

Doctoral candidate, MSocSc **Jussi Vauhkonen**

Panel members

CHAIR

Professor Hebe Vessuri

Social anthropology

Venezuelan Institute of Scientific Research, Venezuela

VICE-CHAIR

Professor Christine Heim

Psychology, neurobiology of early-life stress, depression, anxiety, functional somatic disorders

Charité University Medicine Berlin, Germany

Professor Allen Ketcham

Ethics and social philosophy, applied Social philosophy, ethics of business

Texas A&M University – Kingsville, USA

Professor Erno Lehtinen

Education, educational reform

University of Turku, Finland

Professor Enzo Mingione

Urban sociology

University of Milan - Bicocca, Italy

Professor Giovanna Procacci

Political sociology, transformation of citizenship, social rights, social exclusion, immigration policy

University of Milan, Italy

Professor Inger Johanne Sand

Law, public law, legal theory

University of Oslo, Norway

Professor Timo Teräsvirta

Time series econometrics

Aarhus University, Denmark

Professor Göran Therborn

General sociology

University of Cambridge, Great Britain

Professor Liisa Uusitalo

Consumer behaviour (economic & social theory), marketing and communication research

Aalto University, School of Economics, Finland

The panel, independently, evaluated all the submitted material and was responsible for the feedback of the RC-specific reports. The panel members were asked to confirm whether they had any conflict of interests with the RCs. If this was the case, the panel members disqualified themselves in discussion and report writing.

Added expertise to the evaluation was contributed by two members from the Panel of Humanities.

Experts from the Panel of Humanities

Professor Erhard Hinrichs

Professor Pauline von Bonsdorff

EVALUATION OFFICE

Dr Seppo Saari, Doc., Senior Adviser in Evaluation, was responsible for the entire evaluation, its planning and implementation and acted as an Editor-in-chief of the reports.

Dr Eeva Sievi, Doc., Adviser, was responsible for the registration and evaluation material compilations for the panellists. She worked in the evaluation office from August 2010 to July 2011.

MSocSc Paula Ranne, Planning Officer, was responsible for organising the panel meetings and all the other practical issues like agreements and fees and editing a part the RC-specific reports. She worked in the evaluation office from March 2011 to January 2012.

Mr Antti Moilanen, Project Secretary, was responsible for editing the reports. He worked in the evaluation office from January 2012 to April 2012.

TUHAT OFFICE

Provision of the publication and other scientific activity data

Mrs Aija Kaitera, Project Manager of TUHAT-RIS served the project ex officio providing the evaluation project with the updated information from TUHAT-RIS. The TUHAT office assisted in mapping the publications with CWTS/University of Leiden.

MA Liisa Ekebon, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation. She also assisted the UH/Library analyses.

BA Liisa Jäppinen, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation.

HELSINKI UNIVERSITY LIBRARY

Provision of the publication analyses

Dr Maria Forsman, Chief Information Specialist in the Helsinki University Library, managed with her 10 colleagues the bibliometric analyses in humanities, social sciences and in other fields of sciences where CWTS analyses were not applicable.

Acronyms and abbreviations applied in the report

External competitive funding

AF - Academy of Finland
TEKES - Finnish Funding Agency for Technology and Innovation
EU - European Union
ERC - European Research Council
International and national foundations
FP7/6 etc. /Framework Programmes/Funding of European Commission

Evaluation marks

Outstanding (5)
Excellent (4)
Very Good (3)
Good (2)
Sufficient (1)

Abbreviations of Bibliometric Indicators

P - Number of publications
TCS - Total number of citations
MCS - Number of citations per publication, excluding self-citations
PNC - Percentage of uncited publications
MNCS - Field-normalized number of citations per publication
MNJS - Field-normalized average journal impact
THCP10 - Field-normalized proportion highly cited publications (top 10%)
INT_COV - Internal coverage, the average amount of references covered by the WoS
WoS - Thomson Reuters Web of Science Databases

Participation category

Category 1. The research of the participating community represents the international cutting edge in its field.

Category 2. The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.

Category 3. The research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.

Category 4. The research of the participating community represents an innovative opening.

Category 5. The research of the participating community has a highly significant societal impact.

Research focus areas of the University of Helsinki

Focus area 1: The basic structure, materials and natural resources of the physical world

Focus area 2: The basic structure of life

Focus area 3: The changing environment - clean water

Focus area 4: The thinking and learning human being

Focus area 5: Welfare and safety

Focus area 6: Clinical research

Focus area 7: Precise reasoning

Focus area 8: Language and culture

Focus area 9: Social justice

Focus area 10: Globalisation and social change

1 Introduction to the Evaluation

1.1 RC-specific evaluation reports

The participants in the evaluation of research and doctoral training were Researcher Communities (hereafter referred to as the RC). The RC refers to the group of researchers who registered together in the evaluation of their research and doctoral training. Preconditions in forming RCs were stated in the Guidelines for the Participating Researcher Communities. The RCs defined themselves whether their compositions should be considered well-established or new.

It is essential to emphasise that the evaluation combines both meta-evaluation¹ and traditional research assessment exercise and its focus is both on the research outcomes and procedures associated with research and doctoral training. The approach to the evaluation is enhancement-led where self-evaluation constituted the main information. The answers to the evaluation questions formed together with the information of publications and other scientific activities an entity that was to be reviewed as a whole.

The present evaluation recognizes and justifies the diversity of research practices and publication traditions. Traditional Research Assessment Exercises do not necessarily value high quality research with low volumes or research distinct from mainstream research. It is challenging to expose the diversity of research to fair comparison. To understand the essence of different research practices and to do justice to their diversity was one of the main challenges of the present evaluation method. Understanding the divergent starting points of the RCs demanded sensitivity from the evaluators.

1.2 Aims and objectives in the evaluation

The aims of the evaluation are as follows:

- to improve the level of research and doctoral training at the University of Helsinki and to raise their international profile in accordance with the University's strategic policies. The improvement of doctoral training should be compared to the University's policy.²
- to enhance the research conducted at the University by taking into account the diversity, originality, multidisciplinary nature, success and field-specificity,
- to recognize the conditions and prerequisites under which excellent, original and high-impact research is carried out,
- to offer the academic community the opportunity to receive topical and versatile international peer feedback,
- to better recognize the University's research potential.
- to exploit the University's TUHAT research information system to enable transparency of publishing activities and in the production of reliable, comparable data.

1.3 Evaluation method

The evaluation can be considered as an enhancement-led evaluation. Instead of ranking, the main aim is to provide useful information for the enhancement of research and doctoral training of the participating RCs. The comparison should take into account each field of science and acknowledge their special character.

¹ The panellists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics or comparable analyses.

² [Policies on doctoral degrees and other postgraduate degrees at the University of Helsinki.](#)

The comparison produced information about the present status and factors that have led to success. Also challenges in the operations and outcomes were recognized.

The evaluation approach has been designed to recognize better the significance and specific nature of researcher communities and research areas in the multidisciplinary top-level university. Furthermore, one of the aims of the evaluation is to bring to light those evaluation aspects that differ from the prevalent ones. Thus the views of various fields of research can be described and research arising from various starting points understood better. The doctoral training is integrated into the evaluation as a natural component related to research. Operational processes of doctoral training are being examined in the evaluation.

Five stages of the evaluation method were:

1. Registration – Stage 1
2. Self-evaluation – Stage 2
3. TUHAT³ compilations on publications and other scientific activities⁴
4. External evaluation
5. Public reporting

1.4 Implementation of the external evaluation

Five Evaluation Panels

Five evaluation panels consisted of independent, renowned and highly respected experts. The main domains of the panels are:

1. biological, agricultural and veterinary sciences
2. medicine, biomedicine and health sciences
3. natural sciences
4. humanities
5. social sciences

The University invited 10 renowned scientists to act as chairs or vice-chairs of the five panels based on the suggestions of faculties and independent institutes. Besides leading the work of the panel, an additional role of the chairs was to discuss with other panel chairs in order to adopt a broadly similar approach. The panel chairs and vice-chairs had a pre-meeting on 27 May 2011 in Amsterdam.

The panel compositions were nominated by the Rector of the University 27 April 2011. The participating RCs suggested the panel members. The total number of panel members was 50. The reason for a smaller number of panellists as compared to the previous evaluations was the character of the evaluation as a meta-evaluation. The panellists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics and comparable analyses.

The panel meetings were held in Helsinki:

- On 11–13 September 2011: (1) biological, agricultural and veterinary sciences, (2) medicine, biomedicine and health sciences and (3) natural sciences.
- On 18–20 September 2011: (4) humanities and (5) social sciences.

³ TUHAT (acronym) of Research Information System (RIS) of the University of Helsinki

⁴ Supervision of thesis, prizes and awards, editorial work and peer reviews, participation in committees, boards and networks and public appearances.

1.5 Evaluation material

The main material in the evaluation was the RCs' self-evaluations that were qualitative in character and allowed the RCs to choose what was important to mention or emphasise and what was left unmentioned.

The present evaluation is exceptional at least in the Finnish context because it is based on both the evaluation documentation (self-evaluation questions, publications and other scientific activities) and the bibliometric reports. All documents were delivered to the panellists for examination.

Traditional bibliometrics can be reasonably done mainly in medicine, biosciences and natural sciences when using the Web of Science database, for example. Bibliometrics, provided by CWTS/The Centre for Science and Technology Studies, University of Leiden, cover only the publications that include WoS identification in the TUHAT-RIS.

Traditional bibliometrics are seldom relevant in humanities and social sciences because the international comparable databases do not store every type of high quality research publications, such as books and monographs and scientific journals in other languages than English. The Helsinki University Library has done analysis to the RCs, if their publications were not well represented in the Web of Science databases (RCs should have at least 50 publications and internal coverage of publications more than 40%) – it meant 58 RCs. The bibliometric material for the evaluation panels was available in June 2011. The RC-specific bibliometric reports are attached at the end of each report.

The panels were provided with the evaluation material and all other necessary background information, such as the basic information about the University of Helsinki and the Finnish higher education system.

Evaluation material

1. Registration documents of the RCs for the background information
2. Self evaluation material – answers to the evaluation questions
3. Publications and other scientific activities based on the TUHAT RIS:
 - 3.1. statistics of publications
 - 3.2. list of publications
 - 3.3. statistics of other scientific activities
 - 3.4. list of other scientific activities
4. Bibliometrics and comparable analyses:
 - 4.1. Analyses of publications based on the verification of TUHAT-RIS publications with the Web of Science publications (CWTS/University of Leiden)
 - 4.2. Publication statistics analysed by the Helsinki University Library - mainly for humanities and social sciences
5. University level survey on doctoral training (August 2011)
6. University level analysis on publications 2005–2010 (August 2011) provided by CWTS/University of Leiden

Background material

University of Helsinki

- [Basic information about the University of the Helsinki](#)
- [The structure of doctoral training at the University of Helsinki](#)
- Previous evaluations of research at the University of Helsinki – links to the reports: [1998](#) and [2005](#)

The Finnish Universities/Research Institutes

- [Finnish University system](#)
- [Evaluation of the Finnish National Innovation System](#)
- [The State and Quality of Scientific Research in Finland. Publication of the Academy of Finland 9/09.](#)

The evaluation panels were provided also with other relevant material on request before the meetings in Helsinki.

1.6 Evaluation questions and material

The participating RCs answered the following evaluation questions which are presented according to the evaluation form. In addition, TUHAT RIS was used to provide the **additional material** as explained. For giving the feedback to the RCs, the panellists received the evaluation feedback form constructed in line with the evaluation questions:

1. Focus and quality of the RC's research

- Description of
 - the RC's research focus.
 - the quality of the RC's research (incl. key research questions and results)
 - the scientific significance of the RC's research in the research field(s)
- Identification of the ways to strengthen the focus and improve the quality of the RC's research

The additional material: TUHAT compilation of the RC's publications, analysis of the RC's publications data (provided by University of Leiden and the Helsinki University Library)

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

2. Practises and quality of doctoral training

- Organising of the doctoral training in the RC. Description of the RC's principles for:
 - recruitment and selection of doctoral candidates
 - supervision of doctoral candidates
 - collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes
 - good practises and quality assurance in doctoral training
 - assuring of good career perspectives for the doctoral candidates/fresh doctorates
- Identification of the RC's strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.

The additional material: TUHAT compilation of the RC's other scientific activities/supervision of doctoral dissertations

A written feedback from the aspects of: processes and good practices related to leadership and management

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

3. The societal impact of research and doctoral training

- Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).
- Identification of the ways to strengthen the societal impact of the RC's research and doctoral training.

The additional material: TUHAT compilation of the RC's other scientific activities.

A written feedback from the aspects of: societal impact, national and international collaboration, innovativeness

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

4. International and national (incl. intersectoral) research collaboration and researcher mobility

- Description of
 - the RC's research collaborations and joint doctoral training activities
 - how the RC has promoted researcher mobility
- Identification of the RC's strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

A written feedback from the aspects of: scientific quality, national and international collaboration

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

5. Operational conditions

- Description of the operational conditions in the RC's research environment (e.g. research infrastructure, balance between research and teaching duties).
- Identification of the RC's strengths and challenges related to operational conditions, and the actions planned for their development.

A written feedback from the aspects of: processes and good practices related to leadership and management

- Strengths
- Areas of development
- Other remarks
- Recommendations

6. Leadership and management in the researcher community

- Description of
 - the execution and processes of leadership in the RC
 - how the management-related responsibilities and roles are distributed in the RC
 - how the leadership- and management-related processes support
 - high quality research
 - collaboration between principal investigators and other researchers in the RC
 - the RC's research focus
 - strengthening of the RC's know-how
- Identification of the RC's strengths and challenges related to leadership and management, and the actions planned for developing the processes

7. External competitive funding of the RC

- The RCs were asked to provide information of such external competitive funding, where:
 - the funding decisions have been made during 1.1.2005-31.12.2010, and
 - the administrator of the funding is/has been the University of Helsinki
- On the e-form the RCs were asked to provide:
 - 1) The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation , EU, ERC, foundations, other national funding organisations, other international funding organisations), and
 - 2) The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.

Competitive funding reported in the text is also to be considered when evaluating this point.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness, future significance

- Strengths
- Areas of development
- Other remarks
- Recommendations

8. The RC's strategic action plan for 2011–2013

- RC's description of their future perspectives in relation to research and doctoral training.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

- Strengths
- Areas of development

- Other remarks
- Recommendations

9. Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC's fitness to the chosen participation category

A written feedback evaluating the RC's fitness to the chosen participation category

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

10. Short description of how the RC members contributed the compilation of the stage 2 material

Comments on the compilation of evaluation material

11. How the UH's focus areas are presented in the RC's research?

Comments if applicable

12. RC-specific main recommendations based on the previous questions 1-11

13. RC-specific conclusions

1.7 Evaluation criteria

The panellists were expected to give evaluative and analytical feedback to each evaluation question according to their aspects in order to describe and justify the quality of the submitted material. In addition, the evaluation feedback was asked to be pointed out the level of the performance according to the following classifications:

- outstanding (5)
- excellent (4)
- very good (3)
- good (2)
- sufficient (1)

Evaluation according to the criteria was to be made with thorough consideration of the entire evaluation material of the RC in question. Finally, in questions 1-4 and 9, the panellists were expected to classify their written feedback into one of the provided levels (the levels included respective descriptions, 'criteria'). Some panels used decimals in marks. The descriptive level was interpreted according to the integers and not rounding up the decimals by the editors.

Description of criteria levels

Question 1 – FOCUS AND QUALITY OF THE RC'S RESEARCH

Classification: Criteria (level of procedures and results)

Outstanding quality of procedures and results (5)

Outstandingly strong research, also from international perspective. Attracts great international interest with a wide impact, including publications in leading journals and/or monographs published by leading international publishing houses. The research has world leading qualities. The research focus, key research questions scientific significance, societal impact and innovativeness are of outstanding quality.

In cases where the research is of a national character and, in the judgement of the evaluators, should remain so, the concepts of "international attention" or "international impact" etc. in the grading criteria above may be replaced by "international comparability".

Operations and procedures are of outstanding quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality.

Excellent quality of procedures and results (4)

Research of excellent quality. Typically published with great impact, also internationally. Without doubt, the research has a leading position in its field in Finland.

Operations and procedures are of excellent quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality.

Very good quality of procedures and results (3)

The research is of such very good quality that it attracts wide national and international attention.

Operations and procedures are of very good quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of very good quality.

Good quality of procedures and results (2)

Good research attracting mainly national attention but possessing international potential, extraordinarily high relevance may motivate good research.

Operations and procedures are of good quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of good quality.

Sufficient quality of procedures and results (1)

In some cases the research is insufficient and reports do not gain wide circulation or do not have national or international attention. Research activities should be revised.

Operations and procedures are of sufficient quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to some extent in alignment with the documentation. The ambition to develop the community together is of sufficient quality.

Question 2 – DOCTORAL TRAINING

Question 3 – SOCIETAL IMPACT

Question 4 – COLLABORATION

Classification: Criteria (level of procedures and results)

Outstanding quality of procedures and results (5)

Procedures are of outstanding quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality. The procedures and results are regularly evaluated and the feedback has an effect on the planning.

Excellent quality of procedures and results (4)

Procedures are of excellent quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality. The procedures and outcomes are evaluated and the feedback has an effect on the planning.

Very good quality of procedures and results (3)

Procedures are of very good quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and

management are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of very good quality.

Good quality of procedures and results (2)

Procedures are of good quality, shared occasionally in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of good quality.

Sufficient quality of procedures and results (1)

Procedures are of sufficient quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are occasionally documented and operations and practices are to some extent in alignment with the documentation. The ambition to develop the community together is of sufficient quality.

Question 9 – CATEGORY

Participation category – fitness for the category chosen

The choice and justification for the chosen category below should be reflected in the RC's responses to the evaluation questions 1–8.

1. *The research of the participating community represents the international cutting edge in its field.*
2. *The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.*
3. *The research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.* The research is of high quality and has great significance and impact in its field. However, the generally used research evaluation methods do not necessarily shed sufficient light on the merits of the research.
4. *The research of the participating community represents an innovative opening.* A new opening can be an innovative combination of research fields, or it can be proven to have a special social, national or international demand or other significance. Even if the researcher community in its present composition has yet to obtain proof of international success, its members can produce convincing evidence of the high level of their previous research.
5. *The research of the participating community has a highly significant societal impact.* The participating researcher community is able to justify the high social significance of its research. The research may relate to national legislation, media visibility or participation in social debate, or other activities promoting social development and human welfare. In addition to having societal impact, the research must be of a high standard.

An example of outstanding fitness for category choice (5)⁵

The RC's representation and argumentation for the chosen category were convincing. The RC recognized its real capacity and apparent outcomes in a wider context to the research communities. The specific character of the RC was well-recognized and well stated in the responses. The RC fitted optimally for the category.

- Outstanding (5)
- Excellent (4)
- Very good (3)
- Good (2)
- Sufficient (1)

The above-mentioned definition of outstanding was only an example in order to assist the panellists in the positioning of the classification. There was no exact definition for the category fitness.

⁵ The panels discussed the category fitness and made the final conclusions of the interpretation of it.

1.8 Timetable of the evaluation

The main timetable of the evaluation:

- | | |
|--|-----------------------|
| 1. Registration | November 2010 |
| 2. Submission of self-evaluation materials | January–February 2011 |
| 3. External peer review | May–September 2011 |
| 4. Published reports | March–April 2012 |
| - University level public report | |
| - RC specific reports | |

The entire evaluation was implemented during the university's strategy period 2010–2012. The preliminary results were available for the planning of the following strategy period in late autumn 2011. The evaluation reports will be published in March/April 2012. More detailed time schedule is published in the University report.

1.9 Evaluation feedback – consensus of the entire panel

The panellists evaluated all the RC-specific material before the meetings in Helsinki and mailed the draft reports to the evaluation office. The latest interim versions were on-line available to all the panellists on the Wiki-sites. In September 2011, in Helsinki the panels discussed the material, revised the first draft reports and decided the final numeric evaluation. After the meetings in Helsinki, the panels continued working and finalised the reports before the end of November 2011. The final RC-specific reports are the consensus of the entire panel.

The evaluation reports were written by the panels independently. During the editing process, the evaluation office requested some clarifications from the panels when necessary. The tone and style in the reports were not harmonized in the editing process. All the reports follow the original texts written by the panels as far as it was possible.

The original evaluation material of the RCs, provided for the panellists is attached at the end of the report. It is essential to notice that the exported lists of publications and other scientific activities depend how the data was stored in the TUHAT-RIS by the RCs.

2 Evaluation feedback

2.1 Focus and quality of the RC's research

- *Description of*
 - *the RC's research focus*
 - *the quality of the RC's research (incl. key research questions and results)*
 - *the scientific significance of the RC's research in the research field(s)*
- *Identification of the ways to strengthen the focus and improve the quality of the RC's research*

ASPECTS: Scientific quality, scientific significance, societal impact, innovativeness

Strengths

The research topics of the RC are innovative and focus on the core questions in learning research. In many fields (e.g. approaches to learning in higher education, medical education and computer supported collaborative learning) the research of the RC has had strong international influence. The group appears to use cutting edge innovative assessment methodology. The group has strong publication record including many articles in highly prestigious journals of educational psychology, learning research and medical education.

Areas of development

The RC could still improve its international visibility by developing more ambitious publication strategies. The number of papers published in international top journals is still relatively low when compared with the total publication numbers of the RC. The citation factor is relatively low (average 2 per publication).

Numeric evaluation: 4 (Excellent)

2.2 Practises and quality of doctoral training

- *Organising of the doctoral training in the RC. Description of the RC's principles for:*
 - *recruitment and selection of doctoral candidates*
 - *supervision of doctoral candidates*
 - *collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes*
 - *good practises and quality assurance in doctoral training*
 - *assuring of good career perspectives for the doctoral candidates/fresh doctorates*
- *Identification of the RC's strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.*
- *Additional material: TUHAT compilation of the RC's other scientific activities/supervision of doctoral dissertations*

ASPECTS: Processes and good practices related to leadership and management

Strengths

The RC applies many advanced practices in doctoral training including early recruiting, personal study plans, supervisory agreement and regular monitoring of students' progress. Most of the doctoral students are closely connected to the research projects of the RC. There are also some international collaboration in doctoral training. The professors of EdPsychHE have been quite successful in supervising finished PhD degrees during the evaluation period.

The RC's research focuses on improvement of doctoral training both on the mentor and the mentee side. They provide the scientific the basis for research-based teaching at UH and also participated in doctoral program development internationally; they are members of various educational networks for

higher education. The results of the current UH evaluation effort could be used as a resource for this RC, and vice versa.

This is the only RC I reviewed that organizes doctoral training based on research evidence, i.e. the RC'S own research on higher education is translated into good practice in the doctoral program. Supervision practices seem excellent. The description of the doctoral training is very structured and contains many facets that are not covered by other RC'S I reviewed.

Areas of development

The RC could still develop the collaboration with national doctoral programmes and regular international doctoral training collaboration. The number of international doctoral students is low and the RC could consider more systematic international recruiting.

Numeric evaluation: 5 (Outstanding)

2.3 The societal impact of research and doctoral training

- *Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).*
- *Identification of the ways to strengthen the societal impact of the RC's research and doctoral training.*
- *Additional material: TUHAT compilation of the RC's other scientific activities.*

ASPECTS: Societal impact, national and international collaboration, innovativeness

Strengths

The research of the RC focuses on research based development of pedagogical practices particularly in higher education. In the self-evaluation report the RC emphasizes the influence they have had in developing the teaching of the university of Helsinki. In addition the RC has actively participated in European research and development project in the field of teacher education and higher education in general. There is active participation in National Board of Education, the Ministry of Education and Culture, and other interaction with policymakers.

Areas of development

There are no clear strategies how the RC would disseminate its findings outside the own university.

Numeric evaluation: 4 (Excellent)

2.4 International and national (incl. intersectoral) research collaboration and researcher mobility

- *Description of*
 - *the RC's research collaborations and joint doctoral training activities*
 - *how the RC has promoted researcher mobility*
- *Identification of the RC's strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.*

ASPECTS: Scientific quality, national and international collaboration

Strengths

The members of the RC have been very active in international scientific organizations and some of the senior members have extensive experience as teacher and supervisor in foreign universities. They have also quite a large research collaboration network with foreign universities. Large international research collaboration is also visible in many co-authored articles with foreign colleagues.

On national level the unit collaborates with many other Finnish universities.

Areas of development

Even though the RC is internationally very well networked there are surprisingly little international doctoral students or researchers working in the unit.

Numeric evaluation: 5 (Outstanding)

2.5 Operational conditions

- *Description of the operational conditions in the RC's research environment (e.g. research infrastructure, balance between research and teaching duties).*
- *Identification of the RC's strengths and challenges related to operational conditions, and the actions planned for their development.*

ASPECTS: Processes and good practices related to leadership and management

Strengths

The members of the RC have good mutual collaboration and they seem to be satisfied with the general conditions in the Institute of Behavioral Sciences and in the Centre for Research and Development of Higher Education.

Areas of development

From the organizational point of view the RC is fragmented and do not have any clear status. Particularly in the Department of Teacher education the researcher have problems to find enough time for research.

Recommendations

It would be important to consider on the Faculty level how the research units and individual researchers of educational psychology, now located in different institutes and departments, could have some kind of officially recognized status as a research community with added research resources.

2.6 Leadership and management in the researcher community

- *Description of*
 - *the execution and processes of leadership in the RC*
 - *how the management-related responsibilities and roles are distributed in the RC*
 - *how the leadership- and management-related processes support*
 - *high quality research*
 - *collaboration between principal investigators and other researchers in the RC*
 - *the RC's research focus*
 - *strengthening of the RC's know-how*
- *Identification of the RC's strengths and challenges related to leadership and management, and the actions planned for developing the processes*

ASPECTS: Processes and good practices related to leadership and management

It is difficult to say anything about the leadership and management of the RC because it is divided into so many different units in the University without any joint formal umbrella.

It seems they need a director of the RC who is responsible for scientific and administrative leadership/management. There are apparently no formal meetings of the different units of the RC, nor is there a common leadership, so one has to wonder how the RC functions as a 'community'.

2.7 External competitive funding of the RC

- *The RCs were asked to provide information of such external competitive funding, where:*
 - *the funding decisions have been made during 1.1.2005–31.12.2010, and*
 - *the administrator of the funding is/has been the University of Helsinki*
- *On the e-form the RCs were asked to provide:*
 - 1) *The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation, EU, ERC, foundations, other national funding organisations, other international funding organizations), and*
 - 2) *The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.*

Competitive funding reported in the text is also to be considered when evaluating this point.

ASPECTS: Scientific quality, scientific significance, societal impact, innovativeness and future significance

Strengths

The unit has got external funding from many sources and particularly there is substantial international (EU and international foundations) funding.

Other remarks

The Academy of Finland funding for basic research is not very high when compared with other RCs in this evaluation. However, it is unclear whether all funding from the Academy of Finland to the senior member of the unit is included in self-evaluation report.

It is also unclear whether the type of research complies with basic research funding requirements, i.e. does AF fund these types of studies generally?

Compared to other RC's the total research funding is relatively low (this might have to do with the type of research and amounts of money needed to carry out projects).

2.8 The RC's strategic action plan for 2011–2013

- *RC's description of their future perspectives in relation to research and doctoral training.*

ASPECTS: Scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

The RC has plans to make the loosely connected group more coherent and to create some formal structure for it. There are also plans to develop international exchange of PhD and post-doctoral students.

2.9 Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC's fitness to the chosen participation category.

Category 4. The research of the participating community represents an innovative opening.

The chosen category "Research of the participating community represents an innovative opening" seems quite fitting. Even though publication forums of educational research and educational psychology are weakly represented in the Web of Science data-base, the EdPsychHE has already substantial visibility in the WoS based statistics. The senior members of the RC are widely recognized among the learning research community in Europe and elsewhere.

Numeric evaluation: 5 (Outstanding)

2.10 Short description of how the RC members contributed the compilation of the stage 2 material

The report itself was prepared jointly as a group effort. The PI's met and then drafted the materials in subgroups with their associates. The draft was circulated to all members of the RC, which is positive. Everyone had the opportunity to weigh in and revise the draft until consensus was reached.

2.11 How the UH's focus areas are presented in the RC's research

Focus area 4: The thinking and learning human being

The research fits in the focus area: "Thinking and Learning of Human Beings". This category is a natural fit.

2.12 RC-specific main recommendations

The RC has very good focus and very good opportunities to become an internationally acknowledge centre in research on higher education. In future the centre should have a more ambitious publication strategy. Researchers are very active in publishing but relatively small part of their articles is published in leading international journals. Some of the PIs of the unit are internationally very well known and that would make it possible for them to recruit good foreign doctoral students and postdoctoral researchers.

3 Appendices

- A. Original evaluation material
 - a. Registration material – Stage 1
 - b. Answers to evaluation questions – Stage 2
 - c. List of publications
 - d. List of other scientific activities
- B. Bibliometric analyses
 - a. Analysis provided by CWTS/University of Leiden
 - b. Analysis provided by Helsinki University Library (66 RCs)



International evaluation of research and doctoral training
at the University of Helsinki 2005-2010

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW

NAME OF THE RESEARCHER COMMUNITY:

Educational psychology, especially in higher education (EdPsychHE)

LEADER OF THE RESEARCHER COMMUNITY:

Professor Sari Lindblom-Ylänne, Faculty of Behavioural Sciences

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW:

- Material submitted by the RC at stages 1 and 2 of the evaluation
 - STAGE 1 material: RC's registration form (incl. list of RC participants in an excel table)
 - STAGE 2 material: RC's answers to evaluation questions
- TUHAT compilations of the RC members' publications 1.1.2005-31.12.2010
- TUHAT compilations of the RC members' other scientific activities 1.1.2005-31.12.2010
- Analysis of publications data carried out by both CWTS and UH Library – results of UH Library analysis will be available by the end of June 2011

NB! Since Web of Science(WoS)-based bibliometrics does not provide representative results for most RCs representing humanities, social sciences and computer sciences, the publications of these RCs will be analyzed by the UH Library (results available by the end of June, 2011)



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE
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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Lindblom-Ylänne, Sari

E-mail:

Phone: +358-9-191 20628

Affiliation: Faculty of Behavioural Sciences

Street address: P.O. Box 9, 00014 University of Helsinki

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Educational psychology, especially in higher education

Acronym for the participating RC (max. 10 characters): EdPsychHE

Description of the operational basis in 2005-2010 (eg. research collaboration, joint doctoral training activities) on which the RC was formed (MAX. 2200 characters with spaces): The PIs of the group have both independently and jointly created knowledge in the area of learning and teaching in higher and further education. Some forms of collaboration have been going on for decades, whereas some were only recently established. The work of this research community (RC) provides the scientific basis of the research-based teaching at the University of Helsinki. This RC brings together experts from different departments and faculties. The RC's research activities are, however, mainly led and organised by the Faculty of Behavioural Sciences in its two departments. The RC has been active in national and international collaboration in the field of developing higher education pedagogy including doctoral training and academic staff development. The RC has developed research-based collaborative practices of supervision for MA and PhD students. This group provides excellent bases for interdisciplinary collaboration and implementing the recent findings in order to develop university teaching and learning as well as doctoral training in the University of Helsinki. Only after year 2005, however, we have been jointly creating our RC in the same faculty (Faculty of Behavioural Sciences). The shared physical space has recently enhanced opportunities for strengthening collaborative research processes of the RC.

3 SCIENTIFIC FIELDS OF THE RC

Main scientific field of the RC's research: social sciences

RC's scientific subfield 1: Psychology, Educational

RC's scientific subfield 2: Education and Educational Research

RC's scientific subfield 3: Education, Scientific Disciplines

RC's scientific subfield 4: --Select--

Other, if not in the list:



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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

4 RC'S PARTICIPATION CATEGORY

Participation category: 4. Research of the participating community represents an innovative opening

Justification for the selected participation category (MAX. 2200 characters with spaces): The members of the RC have provided convincing evidence of the high level of their previous research on learning and teaching in higher education. They have created plenty of new innovations and openings in this field, for instance, the fundamental research on university student learning and study strategies, activating and inquiry-based teaching and learning methods, computer-supported and web-based learning, and innovations in academic writing. These innovations have created the foundation for the current research-based teaching at the University. Plenty of popular research-based text- and handbooks have also been published by the members of this RC both nationally and internationally to feed the research findings into practice.

The RC applies sophisticated large-scale multivariate analyses as well as various qualitative methods. The latest openings involve new methodological developments towards process-oriented, systemic, and multi-method approach. Our most recent methodological innovations include using, for instance, Conversation Analysis (CA) and Social Network Analysis (SNA) in the context of PhD studies and Contextual Activity Sampling System (CASS) in investigating BA/MA students' motivational states. We have expanded the scope of our investigations towards new contexts and new levels of studying. The most important new opening is research on doctoral education and launching new pedagogical designs in this area as well.

5 DESCRIPTION OF THE RC'S RESEARCH AND DOCTORAL TRAINING

Public description of the RC's research and doctoral training (MAX. 2200 characters with spaces): Our basic research focuses on learning, teaching and development of academic expertise in higher and further education. The RC investigates such phenomenon from complementary perspectives covering both individual and community processes. We currently expand our horizon towards interest, well-being, motivation, and emotion. The RC applies systemic multi-methodological approach and various and complementary theoretical perspectives. The research focuses mainly on learning and teaching during undergraduate years (BA/MA) as well as university teacher learning. The latest new opening is the academic development of doctoral students and the development of expertise in scholarly communities.

PhD training in the RC is carried out by using collaborative and process-oriented pedagogical design. This design is based on our recent research on doctoral education. We systematically apply our research and development of PhD student learning into training and educating the junior members of the RC. The RC also provides research-based information for developing the doctoral training at the University of Helsinki. We design, implement and develop courses on university pedagogy, supervision and academic writing for doctoral students and supervisors of University of Helsinki. This work is based on long-term development. We have developed international doctoral training by organizing, for example, intensive ERASMUS-funded programs and EARLI JURE-workshops for PhD students and supervisors. Our PIs have also acted as visiting professors in different countries and organized workshops in PhD learning in various universities. This experience has fertilized our own practices in Helsinki.



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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

Currently, there are 9 principal investigators (3 professors and 6 university lectures), 4 university lectures, 1 university researcher, 4 post doctoral researchers, and 25 PhD students working in our RC.

Significance of the RC's research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): The RC provides the scientific basis of the research-based teaching at the University of Helsinki. Evidence (described below) includes the establishment and development of networks, launching research projects, establishing new professions to support teaching and learning, developing and providing pedagogical courses for staff of all faculties, and contributing to strategy development at the University. The RC has conducted development oriented and boundary crossing national and international research in the area of teaching and learning in higher education. This includes participation in developing national and international networks e.g. The Network for Higher Education and Innovation Research (HEINE), Network for Enhancing Teaching and Learning in Research Intensive Environments (NTFS), and launching new research projects with supplementary funding such as the "From PhD student to professional researcher" –project. The RC has contributed to the strategic development of HU by introducing research based quality assurance system, pedagogical training for university staff, and established new professions, such as study psychologists and pedagogical university lecturers. The PIs of the RC have contributed their expertise and research-informed insights to developing the University's strategy for teaching and learning. Moreover, some of the members of RC have created pedagogical designs and innovations already since 1980s and 1990s for different fields of society. This includes technology-based innovations, developing pedagogical courses for PhD students and supervisors and the Programme of University Pedagogy (60 ECTS) for the academic staff of the University. The RC has educated 17 doctors. In addition, 7 PhDs have been supervised in other universities.

Keywords: Educational Psychology, Higher Education, University Pedagogy, Doctoral Training, Scholarship of Teaching and Learning

6 QUALITY OF RC'S RESEARCH AND DOCTORAL TRAINING

Justified estimate of the quality of the RC's research and doctoral training at national and international level during 2005-2010 (MAX. 2200 characters with spaces): The RC has published research in high quality international referee journals, and in national referee journals. Further, the RC has published research as monographs. The RC has gained external funding from the following organisations and foundations (e.g. Academy of Finland 450.000 euro 2007-2010; University of Helsinki Funds 100.000 euro 2006-2008; ESR 171.000 euro 2009-2011; HEINE 210.000 euro 2010-2012; Assessment of Higher Education Learning Outcomes - Feasibility Study (AHELO-FS) 50.000 euro; Fulbright Grant 23.000 USD 2008) and been responsible of various research projects. In addition, the Ph.D students of RC have gained scholarships for their doctoral research, most of them for 2-3 years. The members of the RC have been active in international research organisations, e.g. as president of EARLI, as SIG coordinators of SIG Higher Education, and SIG Teaching and Teacher Education of EARLI, and have organised international conferences (e.g. Future Visions for Teaching and Learning - Joint Conference of SIG Higher Education and SIG Teaching and Teacher Education, Kirkkonummi, Finland, June, 13-16, 2010; Invited Seminar (LERU-seminar) on Research-Based Teaching in Higher Education, March, 23-25, 2005).



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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

Professor Kirsti Lonka has been a Foreign Adjunct Professor at Dept. of LIME, Karolinska Institutet (KI), Sweden 2007-2010. She has supervised/co-supervised four doctoral dissertations at KI between 2005-2010. Kirsti Lonka was also Honorary Professor (J.H. Bijtel Chair) in University Medical Centre Groningen (UMCG) in 2007-2008.

Comments on how the RC's scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): Due to the two-fold aims of RC to provide both high-quality scientific research and to disseminate best practices the focus of the assessment of the RC's scientific productivity should address both types of activities. First, assessment should target the research processes, which produce the practical tools for academic staff and students, and which investigate the influence of the innovative use of new teaching and supervision models. With practical tools for academic staff and students is here meant new pedagogical models developed by the RC, and guidelines and handbooks for university's academic staff. Second, the assessment should target the research-based scientific research published in high-quality scientific journals (e.g. Learning and Instruction, Teaching and Teacher Education)

The publications by the RC are published both in national and international academic development journals of various disciplines in order to provide new knowledge about teaching and learning for academic staff. Communicating novel theoretical developments and best practices to the practitioners and doing this within the national context should not be overlooked as inferior results in the scientific domain which the RC represents.

LIST OF RC MEMBERS

NAME OF THE RESEARCHER COMMUNITY:		EdPsychHE			
RC-LEADER		S. Lindblom-Ylänne			
CATEGORY		4			
	Last name	First name	PI-status (TUHAT, 29.11.2010)	Title of research and teaching personnel	Affiliation
1	Lindblom-Ylänne	Sari	X	Professor PI	University of Helsinki
2	Lonka	Kirsti	X	Professor PI	University of Helsinki
3	Hakkarainen	Kai	X	Professor PI	University of Turku
4	Salmela-Aro	Katariina	X	Professor	University of Helsinki
5	Löfström	Erika	X	University Lecturer PI	University of Helsinki
6	Nevgi	Anne	X	University Lecturer PI	University of Helsinki
7	Pyhälö	Kirsi	X	University Lecturer PI	University of Helsinki
8	Vehviläinen	Sanna	X	University Lecturer PI	University of Helsinki
9	Hirsto	Laura	X	University Lecturer PI	University of Helsinki
10	Toom	Auli	X	University Lecturer PI	University of Helsinki
11	Katajavuori	Nina		University Lecturer	University of Helsinki
12	Repo	Saara		University Lecturer	University of Helsinki
13	Ruohoniemi	Mirja		University Lecturer	University of Helsinki
14	Virtanen	Viivi		University Lecturer	University of Helsinki
15	Postareff	Liisa		University Researcher	University of Helsinki
16	Chow	Angela		Postdoctoral Researcher	University of Helsinki
17	Hailikari	Telle		Postdoctoral Researcher	University of Helsinki
18	Parpala	Anna		Postdoctoral Researcher	University of Helsinki
19	Tuominen-Soini	Heta		Doctoral Student	University of Helsinki
20	Aarnio	Matti		Doctoral Student	University of Helsinki
21	Ahonen	Elsi		Doctoral Student	University of Helsinki
22	Carlberg	Tuomas		Doctoral Student	University of Helsinki
23	Haarala-Muhonen	Anne		Doctoral Student	University of Helsinki
24	Heikkilä	Annamari		Doctoral Student	University of Helsinki
25	Heiskanen	Mikko		Doctoral Student	University of Helsinki
26	Henritius	Eija		Doctoral Student	University of Helsinki
27	Hyytinen	Heidi		Doctoral Student	University of Helsinki
28	Keski-Koukkari	Anu		Doctoral Student	University of Helsinki
29	Litmanen	Topi		Doctoral Student	University of Helsinki
30	Mikkonen	Johanna		Doctoral Student	University of Helsinki
31	Muukkonen	Hanni		Doctoral Student	University of Helsinki
32	Nieminen	Juha		Doctoral Student	University of Helsinki
33	Pekkilä	Sirke		Doctoral Student	University of Helsinki
34	Penttilä	Johanna		Doctoral Student	University of Helsinki
35	Ruusunen	Reijo		Doctoral Student	University of Helsinki
36	Rytkönen	Henna		Doctoral Student	University of Helsinki
37	Seppälä	Hannele		Doctoral Student	University of Helsinki
38	Stubb	Jenni		Doctoral Student	University of Helsinki
39	Talvio	Markus		Doctoral Student	University of Helsinki
40	Tukiainen	Mika		Doctoral Student	University of Helsinki
41	Tuomainen	Jenna		Doctoral Student	University of Helsinki
42	Westling	Suvi Krista		Doctoral Student	University of Helsinki
43	Virtanen	Päivi		Doctoral Student	University of Helsinki



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RC-SPECIFIC STAGE 2 MATERIAL

BACKGROUND INFORMATION

Name of the RC's responsible person: Lindblom-Ylänne, Sari

E-mail of the RC's responsible person:

Name and acronym of the participating RC: Educational Psychology especially in higher education, EdPsychHEd

The RC's research represents the following key focus area of UH: 4. Ajatteleva ja oppiva ihminen – The thinking and learning human being

Comments for selecting/not selecting the key focus area: The research focus of the RC is at the core of this key focus area of UH. We have carried out research on learners of different ages and in different study contexts and domains. The research of the RC covers cognitive, emotional, social and motivational elements of formal and informal learning. Especially, we have a long tradition of carrying out research on university students' learning, their self-regulation skills and on the epistemological development of their thinking skills in different disciplines. The psychology of learning is central in our research paradigm. Further, new and innovative learning and teaching methods are our speciality. For instance, problem- and inquiry-based learning, activating learning methods are in the scope of our research. We are therefore not only examining learning and thinking, but also how such skills may be developed, both individually and collaboratively.

1 FOCUS AND QUALITY OF RC'S RESEARCH (MAX. 8800 CHARACTERS WITH SPACES)

- **Description of the RC's research focus, the quality of the RC's research (incl. key research questions and results) and the scientific significance of the RC's research for the research field(s).**

Our research focuses on learning, teaching and development of academic expertise in higher and further education. The RC investigates such phenomena from various perspectives covering both individual and community processes. We have recently expanded our horizon towards interest, well-being, motivation, and emotion. The research focuses mainly on learning and teaching during undergraduate years (BA/MA) as well as on university teacher learning. The latest new openings are the development of expertise of doctoral students and the development of expertise in scholarly communities.

The members of the RC have provided convincing evidence of the high level of their previous research on learning and teaching in higher education. They have created plenty of new innovations and openings in this field, for instance, the fundamental research on university student learning and study strategies, activating and inquiry-based teaching and learning methods, computer-supported and web-based learning, and innovations in academic writing. These innovations have created the foundation for the current research-based teaching at the University. Plenty of popular research-based text- and handbooks have also been published by the members of this RC both nationally and internationally to feed back the research findings into practice. The topics of these publication cover, for example, study skills, academic writing, information literacy, research methods, university teaching, web-based learning, inquiry-based learning, tacit knowledge and teacher education.

The RC applies systemic multi-methodological approach and applies sophisticated large-scale multivariate analyses as well as various qualitative methods. The latest openings involve new methodological developments towards process-oriented, systemic, and multi-method approach as well as design research approach that aims at fostering learning, creating usable knowledge and advancing theories of learning and teaching in complex real life settings. The characteristic for the approach is the



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theory driven engineering of meaningful learning in vivo. Some of our most recent methodological innovations include using, for instance, Conversation Analysis (CA) and Social Network Analysis (SNA) in the context of PhD studies and Contextual Activity Sampling System (CASS) in investigating undergraduate students' motivational states. We have expanded the scope of our investigations towards new contexts and new levels of studying. The most important new opening is research on doctoral education and launching new pedagogical designs in this area as well.

Our research paradigm has started to evolve from the so called European

SAL-tradition, focusing on exploring students' approaches to learning (SAL), epistemologies, and self-regulation. The student experience of learning and teacher experience of instruction are in the centre. We have a history of analyzing teaching and the development of expertise by investigating complex problems in real-life settings of teaching and learning. Innovations in higher education (e.g. inquiry, PBL) are a key target of study. Our aim is to create more integrative and stronger theoretical basis for future research. Recently, we have shifted from towards a more integrative perspective, where motivation, engagement, and well-being are considered essential in student and teacher learning. Methodologically, we are moving in the direction of longitudinal designs and innovative mixed methods. Our statistical methods have become increasingly sophisticated. On the other hand, our qualitative methodology has headed for increasingly socio-cultural perspectives.

- **Ways to strengthen the focus and improve the quality of the RC's research.**

The research collaboration of the RC has become more systematic during the last five years. Before this, collaboration was more based on personal and individual-level research interests. We still lack an institutional structure to support our efforts. There is a lot of future potential in the RC to become a nationally important centre of excellence. Many members have defended their theses during the last five years. The focus is to enhance the development of scholarship of the post doc members and to help them to build own research projects and find external funding. The RC comprises researchers from various backgrounds ranging from medical, legal and science education to psychology and educational sciences. The RC has strong interdisciplinary network in various faculties and universities, but this is not yet fully exploited. This great potential will open up several possibilities to further develop research on learning and teaching in higher education. We are expanding our research focus to also include research on academic professions, academic leadership and higher education polic

2 PRACTISES AND QUALITY OF DOCTORAL TRAINING (MAX. 8800 CHARACTERS WITH SPACES)

- How is doctoral training organised in the RC? Description of the RC's principles for recruitment and selection of doctoral candidates, supervision of doctoral candidates, collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes, good practises and quality assurance in doctoral training, and assuring good career perspectives for the doctoral candidates/fresh doctorates.

Our practices and research on doctoral training are both based on collaborative and process-oriented approach aiming at collective creativity and academic expertise. Moreover, we systematically apply our research on PhD student learning into training and educating the junior members of the RC. The basic principles of our doctoral training include:

- a) Active and early recruitment of doctoral candidates. This includes engaging undergraduate students in the research projects as research assistants; providing hang around memberships in research seminars for those Master students who are interested in engaging in doctoral studies; providing systematic feedback for the students while they are developing their research plans before applying for an official PhD student status; facilitating the writing of grant proposals. Accordingly, many of our RC's



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doctoral students have started by first writing their BA and MA theses under our supervision and then continuing towards their PhD studies. Usually, Master's thesis forms the basis for the first publications that are included in the doctoral dissertation (the so-called article dissertation).

b) Learning to become a scholar. RC's doctoral training is based on students' personal study plans that are regularly updated. In addition to the research skills, our focus is on facilitating the learning of generic skills and knowledge including development of scholarly identity, self-regulation skills, academic writing, project management and leadership as well as pedagogical skills.

c) Collaborative supervision practices. Each doctoral candidate of the RC has supervisory group (at least two supervisors). The supervisory relationship is launched by conducting supervisory agreement, in which collaboratively constructed goals for the doctoral studies and ways of working together are explicated. In the supervisory agreement, the supervisors typically commit to providing regular supervision, up-dating the personal study plan with the student and following the principles of constructive feedback. We also use the supervisory group as an arena for promoting further professional development of supervisors both in terms of providing peer feedback, senior-junior mentoring and well as collaborative problems solving. We also facilitate learning of supervisory skills among our doctoral students by engaging them in supervising Bachelor and even Master's theses as co-supervisors and tutors.

d) Promoting doctoral students' membership in the scholarly communities. Doctoral candidates entering the RC are facilitated by integrating them to the research projects, engaging them in various activities of RC including collaborative writing, organising scientific meetings, tutoring and project management and providing them post-doc supervisors. We also facilitate doctoral students' peer interaction by organising poster workshops and research seminars. RC's doctoral students' participation in the national and international scholarly communities is promoted by providing opportunities to participate to scientific meetings and conferences as well as engaging them from the very beginning of their doctoral studies with the networks of PIs'.

The RC also provides research-based information for developing the doctoral training at the University of Helsinki. We design, implement and develop courses on university pedagogy, supervision and academic writing for doctoral students and supervisors of University of Helsinki. This work is based on long-term development. We have developed international doctoral training by organizing, for example, intensive ERASMUS-funded programs and EARLI JURE-workshops for PhD students and supervisors. Our PIs have also acted as visiting professors and supervisors in different countries and organised workshops in PhD learning in various universities both nationally and internationally. This experience has fertilized our own practices in Helsinki.

The quality of doctoral training provided by RC is proven by high-quality dissertations (e.g., since 2006 when the assessment of doctoral theses changed to apply scale from 1-7, the grade 5 or higher was the most typical) and as the supportive process of doctoral studies in various research projects by RC, as seen in the publications focusing on doctoral learning and supervision. The RC continuously develops doctoral training based on their research on PhD student learning.

The quality assurance of RC's doctoral training also includes up-dating the personal study plans regularly and collecting feedback from the doctoral students, benchmarking between the supervisors and engaging in design research on RC's doctoral education, and revising and developing the design based on the findings and feedback gained. Moreover, to the RC belongs the vice heads of the two departments (responsible for research issues and doctoral training) of the Faculty of Behavioural Sciences. The vice heads were members of the Doctoral Training Board and the Research Committee of the Faculty of Behavioural Sciences. This enhanced the faculty-level collaboration in committees for Doctoral Education and Research quality and infrastructure.



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- RC's strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.

RC's challenges for developing the doctoral training include the development of a more systematic benchmarking system for supervisors. In addition, we need a more systematic approach in conducting design research on doctoral education. We aim at enhancing our international research collaboration and organizing an exchange programme for our doctoral students. Financing of doctoral studies is always a challenge, even though we have tried our best – and even succeeded quite well – in helping our PhD students to apply funding, for example, from the Finnish Cultural Foundation. Furthermore, the first years after the completion of the PhD are a big challenge. We need to find more ways to support the post docs to build their own research projects and research groups.

Our strengths are the research-based design of our doctoral training and practices as well as the active and early recruitment of PhD students. In addition, we consider our collaborative supervision practices as our strength.

3 SOCIETAL IMPACT OF RESEARCH AND DOCTORAL TRAINING (MAX. 4400 CHARACTERS WITH SPACES)

- Description of how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).

The RC provides the scientific basis of the research-based teaching at the University of Helsinki. Evidence includes the establishment and development of networks, launching research projects, establishing new professions to support teaching and learning, developing and providing pedagogical staff training, and contributing to strategy development at the University. The RC has conducted innovative and boundary crossing national and international research in the area of teaching and learning in higher education. This includes developing national and international networks e.g. The Network for Higher Education and Innovation Research (HEINE), Network for Enhancing Teaching and Learning in Research Intensive Environments (NTFS), and launching new research projects with supplementary funding such as the "From PhD student to professional researcher" –project. The projects funded by Academy of Finland have represented innovative new openings in 2007-2010. The RC has contributed to the strategic development of HU by introducing research based quality assurance system, pedagogical training for university staff, and established new professions, such as study psychologists and senior lecturers of university pedagogy. The PIs of the RC have contributed their expertise and research-informed insights to developing the University's strategy for teaching and learning. Moreover, some of the members of RC have created pedagogical designs and innovations already since 1980s and 1990s for different fields of society. This includes technology-based innovations, developing pedagogical courses for PhD students and supervisors and the Programme of University Pedagogy (60 ECTS) for the academic staff of the University.

The members of our research community have been very active in working with the National Board of Education, Ministry of Education and Culture and Ministry of Traffic and Communication in national strategy work for different levels of education and on the EU-level through board membership in the Teacher Education Policy in Europe (TEPE) Network which provides research-based recommendations for EU education policy development.

- Ways to strengthen the societal impact of the RC's research and doctoral training.

The collaboration of the members of the RC representing the two departments of the Faculty of Behavioural Sciences adds to the societal impact of research and of doctoral training. The research results can be applied to enhance the quality of learning and teaching at the different educational levels from early education to schools and further to higher education. The members of RC are actively engaging in developing the doctoral training at the University of Helsinki. This includes providing



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research based information on doctoral education, designing teaching materials, developing experimental doctoral programmes, and organising courses of university pedagogy for PhD students and courses of thesis supervision for supervisors within different Faculties. Our active participation in the Network of Higher Education and Innovation Research (HEINE) increases the impact of our research on the national higher education policy.

4 INTERNATIONAL AND NATIONAL (INCL. INTERSECTORAL) RESEARCH COLLABORATION AND RESEARCHER MOBILITY (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the RC's research collaborations and joint doctoral training activities and how the RC has promoted researcher mobility.

The members of the RC have been active in international research organisations. For example, Sari Lindblom-Ylänne is President of EARLI, Anne Nevgi is the coordinator of SIG Higher Education of EARLI, and Kirsti Lonka is the coordinator of SIG Teaching and Teacher Education of EARLI. The RC members have organised international conferences (e.g. Invited Seminar (LERU-seminar) on Research-Based Teaching in Higher Education, March, 23-25, 2005; ETEN (European Teacher Education Network) Conference, April, 15-17, 2010; Future Visions for Teaching and Learning - Joint Conference of SIG Higher Education and SIG Teaching and Teacher Education, Kirkkonummi, Finland, June, 13-16, 2010).

Members of the RC give several keynote addresses per year.

Professor Kirsti Lonka has been a Foreign Adjunct Professor at Dept. of LIME, Karolinska Institutet (KI), Sweden 2007-2010. She has supervised/co-supervised four doctoral dissertations at KI between 2005-2010. Kirsti Lonka was also Honorary Professor (J.H. Bijtel Chair) in University Medical Centre Groningen (UMCG) in 2007-2008. Erika Löfström has served as Associate Professor at Tallinn University 2006-2008. The PIs have organised PhD workshops and summer schools in Estonia, Latvia, Sweden, Turkey and the Netherlands either in conjunction with visiting professorships or as responsible national coordinator. Professor Katariina Salmela-Aro is leading a major international post-doc network www.pathways.org with colleagues from UK, USA, and Germany.

In addition, the RC has international research collaboration focusing on university teaching and learning with Universities of Oxford, Sydney, Edinburgh, Glasgow, Antwerp, West Florida, Toronto (OISE), Tallinn, Tartu, Waseda (Japan), Groningen and Karolinska Institutet. The RC has national collaboration with Universities of Tampere, Turku, Jyväskylä and Oulu.

Activities supporting doctoral training are offered on an annual basis as part of Erasmus intensive programs in collaboration with ten European countries. The RC has also offered EARLI/JURE workshops as part of doctoral training.

The RC, more precisely, the Centre for Research and Development of Higher Education coordinates the multidisciplinary Network of Senior Lecturers in University Pedagogy, who work in all faculties and institutions at University of Helsinki. The value of this work was recognised and highly esteemed in the international Evaluation of Leadership and Management of Education at the University of Helsinki 2007-2008 in 2009. In addition, the RC members are very active in the National Peda Forum Network. We are expanding our networks to include also the Nordic dimension, and have established the NUpPe (Nordisk Universitetspedagogik) network. This network is currently expanding towards the Baltic countries as well.



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- RC's strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

The RC has established wide national and international collaborative networks. The RC is a sought-after partner in national and international research initiatives. The development of the RC's own activities is research-based providing a sustainable basis for its activities.

Researcher mobility is based on the researchers' own initiatives, without specific institutional input. Researcher mobility is necessary for developing and sustaining research collaboration as well as an important tool for professional renewal of the staff of the RC. A system for sustained mobility opportunities should be developed. These opportunities should also include the doctoral students of the RC. The mobility plan should include both the staff of the RC as well as visitors of the RC on a systematic rather than ad-hoc basis, and should support the key research foci of the RC. Among the member universities of the NTFS Network, there already are plans to develop researcher exchange. Our aim is that also the Nordic NUPe Network will come to serve this purpose.

5 OPERATIONAL CONDITIONS (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the operational conditions in the RC's research environment (e.g. research infrastructure, balance between research and teaching duties).

The balance between research and teaching is quite ideal in the Institute of Behavioural Sciences (IBS) and in the Centre for Research and Development of Higher Education. The academic staff members can use about half of their working time to research and doctoral training. There are more challenges to balance teaching and research at the Department of Teacher Education. Research-intensive periods (i.e., teaching-free) would greatly enhance the research activities of the RC.

- RC's strengths and challenges related to operational conditions, and the actions planned for their development.

We need an infrastructure system provided from the University or Faculty. At the moment our RC it is too fragmented – not only at the faculty level, but also at the national level. We are going to need systematic efforts to facilitate the RC activities. It is important to introduce regular research-intensive periods into the IPs working schedules. These research-intensive periods should allow the IPs to truly concentrate on research without the daily routine duties to distract from intensive research work. The biggest challenge is foster more intensive and systematic interaction within the RC. The fact that professor Kai Hakkarainen was permanently appointed at the University of Turku provides new challenges to our RC. We are currently starting new projects in collaboration with University of Turku, which may prove fruitful.

6 LEADERSHIP AND MANAGEMENT IN THE RESEARCHER COMMUNITY (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the execution and processes of leadership in the RC, how the management-related responsibilities and roles are distributed in the RC and how the leadership- and management-related processes support high quality research, collaboration between principal investigators and other researchers in the RC, the RC's research focus and strengthening of the RC's know-how.

The management-related responsibilities and roles are clearly distributed between the research units in two different departments, and with the Collegium of Advanced Studies. The leadership is divided in the two departments of the Faculty of Behavioural Sciences: Centre for Research and Development of Higher Education at the Institute of Behavioural Sciences and Research Unit for Teaching and Learning



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Sciences at the Department of Teacher Education. We would like to receive feedback from the panel about how to better organise the research collaboration. So far we have managed reasonably well since most of us are located in the same floor and because of long-term personal collaboration networks, but still the administrative borders and differing practices can sometimes hinder the smooth research cooperation. Each PI has a small network of junior researchers and there is collaboration among these smaller groups.

- RC's strengths and challenges related to leadership and management, and the actions planned for developing the processes.

There are a lot of challenges concerning the leadership and management of the RC. The RC is quite big and cross-disciplinary. It is probably wise to work actively in smaller groups led by the PIs and organise regular meetings for the whole RC in which research methodology and research results as well as future research projects are discussed. A scientific advisory board is probably needed in the future to strengthen management and leadership of the RC.

7 EXTERNAL COMPETITIVE FUNDING OF THE RC

- Listing of the RCs external competitive funding, where:
 - the funding decisions have been made during 1.1.2005-31.12.2010, and
 - the administrator of the funding is/has been the University of Helsinki
- Academy of Finland (AF) - total amount of funding (in euros) AF has decided to allocate to the RC members during 1.1.2005-31.12.2010: 580000
- Finnish Funding Agency for Technology and Innovation (TEKES) - total amount of funding (in euros) TEKES has decided to allocate to the RC members during 1.1.2005-31.12.2010:
- European Union (EU) - total amount of funding (in euros) EU has decided to allocate to the RC members during 1.1.2005-31.12.2010: 1420000
- European Research Council (ERC) - total amount of funding (in euros) ERC has decided to allocate to the RC members during 1.1.2005-31.12.2010:
- International and national foundations – names of international and national foundations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
 - names of the foundations: Jacobs Foundation
 - University of Helsinki Funds
 - HEINE
 - The Finnish Work Environment Fund
 - Finnish Cultural Foundation
 - Ella and Georg Ehrnrooth foundation
 - total amount of funding (in euros) from the above-mentioned foundations: 740000
- Other international funding - names of other international funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).



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- names of the funding organizations: European Social Fund
- Fullbright Grant
- total amount of funding (in euros) from the above-mentioned funding organizations: 120000

- Other national funding (incl. EVO funding and Ministry of Education and Culture funded doctoral programme positions) - names of other national funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
 - names of the funding organizations: Ministry of Education and Culture
 - total amount of funding (in euros) from the above-mentioned funding organizations: 1040000

8 RC'S STRATEGIC ACTION PLAN FOR 2011–2013 (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the RC's future perspectives in respect to research and doctoral training.

The RC aims at becoming a future high-quality research unit. To reach this ambitious aim the RC needs to strengthen its vision and build systematic research collaboration. Our concrete action plan includes:

1. RESEARCH COLLABORATION AND SHARED PRACTICES

The members of RC have many different research projects, and we shall organise seminars which provides a systematic basis for the research collaboration and offers possibilities to map future collaboration projects. Already in 2011, "Happy School" will be organised together with Collegium of Advanced Studies (Salmela-Aro, Pyhältö, Lonka).

Our aim is to extend the research potential of the network of senior lecturers in university pedagogy into its full capacity through research projects and collaboration in order to enhance discipline specific research and development. We already have concrete ways to enhance this research collaboration in the form of LEARN-questionnaire as a part of the feedback system covering the whole University. We already organise research seminars twice a year for the collaboration with the members of the network of senior lecturers, but our plan is to involve all RC members in these seminars.

We will continue to apply funding from national and international funding bodies. We already have new research funds for the years 2011-2013 from, for example, Academy of Finland, HEINE network and from the Finnish Cultural Foundation. In addition to the received funds reported above, many of them continue for the years 2011-2013.

2. TEACHING AND DOCTORAL TRAINING

Our aim is to continue the development of our research-informed doctoral training and to create new innovations based on empirical evidence. The Faculty is developing its own graduate school and we actively participate in this development process. There are administrative and structural challenges in developing shared teaching and doctoral training activities, because the RC members work in different faculties and departments. However, we will find our way to organise shared doctoral training practices and seminars. Furthermore, we will also continue sharing the supervision responsibilities of PhD students. As a results, two joint PhD theses will be defended in spring 2011 (Heikkilä and Nieminen). In addition we will take 10 PhD students to present in the EARLI conference 2011. We also aim at involving Bachelor and Master students in our research seminars to enhance research-based teaching and the early recruitment of the PhD students. We will examine possibilities to expand and systematise our repertoire of shared courses for undergraduate and graduate students in different study programmes.



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3. ORGANISATION AND MANAGEMENT

We will organise seminars and meetings in order to develop our shared vision and understanding of the strategic aims of the RC. We will create a Scientific Advisory Board. Developing functional organisational structures for the RC is an urgent task. In addition, we need follow-up meetings to monitor and evaluate the created structures. We will do our best to ensure that our offices are situated as close to each other as possible. Remaining in the same building is crucial for our future development as a coherent RC.

4. INTERNATIONAL ACTIVITIES AND SOCIETAL IMPACT

The main focus of our international activities is on establishing the researcher exchange programme both for PhD students and post docs. We will start this with our international partner universities and later expand the exchange programme to include other research-intensive universities as well. Another important focus is to enhance our international research collaboration, especially in the area of research method development. Visibility in the international fora, such as conferences and researcher networks, is crucial. The RC sustains its agenda to offer research-based recommendations to the attention of policy makers at the national and EU level.

There is a strong societal impact of our research results and doctoral training practices and our research informs the quality assurance work of the UH. We plan to further enhance the implementation of our research results at UH as well as at the national and international level. Our strong societal impact is based on dissemination of our research evidence into educational practices in universities and schools.

9 SHORT DESCRIPTION OF HOW THE RC MEMBERS HAVE CONTRIBUTED TO THE COMPILATION OF THE STAGE 2 MATERIALS (MAX. 1100 CHARACTERS WITH SPACES).

We organised a meeting among the PIs of the RC in which we discussed the main contents of our stage 2 materials. After this, meetings and discussions were carried out in smaller working groups. The draft texts written by the working groups were then pulled together and sent to all RC members by e-mail. After this the RC members commented and revised the draft and new versions were many times sent to the members. Thus, all PIs contributed actively and the process was collaborative in nature.



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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

EdPsychHE/Lindblom-Ylänne

1 Analysis of publications

- Associated person is one of Sari Lindblom-Ylänne ,
Katarina Salmela-Aro ,
Kirsi Maria Pyhälä ,
Auli-Mari Hannele Toom ,
Ruohoniemi ,
Telle Haalikari ,
Elsi Ahonen ,
muhonen@helsinki.fi, Annamari Heikkilä ,
Anu Keski-Koukkari ,
Hanni Muukkonen ,
Jenni Katarina Stubb ,
Suvi Westling ,
Kirsti Lonka ,
Erika Löfström ,
Sanna Vehviläinen ,
Nina Katajavuori ,
Liisa Postareff ,
Heta Tuominen-Soini ,
Miika Tuomas Carlberg ,
Mikko Heiskanen ,
Topi Litmanen ,
Juha Nieminen ,
Mika Tukiaainen ,
Päivi Virtanen ,
Kai Hakkarainen ,
Anne-Marja Nevgi ,
Laura Hirsto ,
Saara Repo ,
Yin Chow ,
Matti Aarmio ,
Anne Haarala-Muhonen , anne.haarala-
Heidi Hyytinen ,
Johanna Mikkonen ,
Reijo Ruusunen, Henna Rytönen ,
Jenna Tuomainen ,
Mirja

Publication type	Publication Year						Total Count 2005 - 2010
	2005	2006	2007	2008	2009	2010	
A1 Refereed journal article	19	24	21	40	28	30	162
A2 Review in scientific journal			1	1	1		3
A3 Contribution to book/other compilations (refereed)	22	9	16	27	27	9	110
A4 Article in conference publication (refereed)	7	6	2	6	9	2	32
B1 Unrefereed journal article	5	7	5	10	2	5	34
B2 Contribution to book/other compilations (non-refereed)	5		3		5	2	15
B3 Unrefereed article in conference proceedings	1		1			1	3
C1 Published scientific monograph	3	6	4	5		1	19
C2 Edited book, compilation, conference proceeding or special issue of journal	5		6	6	4	6	27
D1 Article in professional journal		2		1		2	5
D2 Article in professional hand or guide book or in a professional data system, or text book material		1	1		1	2	5
D3 Article in professional conference proceedings				1			1
D4 Published development or research report	1	5	1		1		8
D5 Text book or professional handbook or guidebook or dictionary	3	2	2	1	2	1	11
E1 Popular article, newspaper article	2	2					4
E2 Popular monograph	1			2			3
I1 Audiovisual materials		1	6	1	2	3	13



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EdPsychHE/Lindblom-Ylänne

2 Listing of publications

A1 Refereed journal article

2005

- Hyvärinen, M, Katajavuori, N, Tanskanen, P, Kostiaainen, E 2005, 'Farmaseuttiopiskelijoiden käsityksiä vuorovaikutusosaamisesta ja oppimisesta', **Puhe ja Kieli**, vol 25, no. 3, pp. 105-121.
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- Kynäslahti, H, Jyrhämä, R, Maaranen, K, Krokfors, L, Toom, A, Kansanen, P 2005, 'Työn ja koulutuksen suhde: opettajana työskentelyn yhteydestä opettajaksi opiskeluun', **Aikuiskasvatus**, vol 25, no. 2, pp. 121-131, 174-175.
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- Paavola, S, Hakkarainen, K 2005, 'The knowledge creation metaphor: an emergent epistemological approach to learning', **Science & Education**, vol 14, no. 6, pp. 553-557.
- Paavola, S, Hakkarainen, K 2005, 'Three abductive solutions to the meno paradox: with instinct, inference, and distributed cognition', **Studies in Philosophy and Education**, vol 24, pp. 235-253.
- Peräkylä, A, Ruusuvoori, J, Vehviläinen, S 2005, 'Introduction: professional theories and institutional interaction', **Communication & Medicine**, vol 2, no. 2, pp. 105-109.
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Hiltunen, E, Holmberg, P, Jyväsjärvi, E, Kaikkonen, M, Lindblom-Ylänne, SA, Nienstedt, W, Wähälä, K, Holmberg, PJE (eds) **2007**, *Galenos: ihmiselämästä kohtaa ympäristön*, 8. uud. p edn, **WSOY Oppimateriaalit, Helsinki**.

Nevgi, A (ed.) **2007**, *Informaatiolukutaito yliopisto-opetuksessa*, **Palmenia-sarja**, no. 31, **Palmenia, Helsinki**.

Salmela-Aro, K, Little, BR, Phillips, SD (eds) **2007**, *Personal project pursuit: Goals, action and human flourishing*, **Lawrence Erlbaum,, Mahwah, NJ**.

Toivainen, H, Raitso, F, Kosonen, K, Hakkarainen, K (eds) **2007**, *Sosiaalisten käytäntöjen muuttuvat kohteet globaaleissa verkostoissa: FISCAR'07 - kolmannen toiminnan teorian ja sosiokulttuurisen tutkimuksen päivät, 27.-28. syyskuuta 2007, Helsingin yliopisto : ohjelma/program - tiivistelmät/abstracts = Transforming objects of social practices within global networks : the third Finnish Conference on Cultural and Activity Research (FISCAR'07), September 27-28th 2007, University of Helsinki, Helsingin Yliopisto, Helsinki*.

2008

Kallioniemi, A, Toom, A, Ubani, M, Linnansaari, H, Kumpulainen, K (eds) **2008**, *Ihmistä kasvattamassa: koulutus - arvot - uudet avaukset = Cultivating humanity : education - values - new discoveries : professori Hannele Niemen juhla kirja*, **Kasvatusalan tutkimuksia**, no. 40, **Suomen kasvatustieteellinen seura, [Helsinki]**.

Kumpulainen, K, Toom, A (eds) **2008**, *The Proceedings of the 18th Annual Conference of the European Teacher Education Network, University of Helsinki, Department of Applied Sciences of Education & CICERO Learning*.

Mathews, S, Löfström, E, Poom-Valickis, K (eds) **2008**, *Psühholoogia klassiruumis: reflekteerivaks õpetajaks juhtumeid analüüsides*, **TLÜ Kirjastus, Tallinn University Press, Tallinn**.

Nummenmaa, AR, Pyhälö, K, Soini, T (eds) **2008**, *Hyvä tohtori!: Tohtorikoulutuksen rakenteita ja prosesseja*, **Tampere University Press, [Tampere]**.

Peräkylä, A (ed.), Antaki, C (ed.), Vehviläinen, S (ed.), Leudar, I **2008**, *Conversation analysis and psychotherapy*, **Cambridge University Press, Cambridge**.

Toom, A, Onnismaa, J, Kajanto, A (eds) **2008**, *Hiljainen tieto: tietämistä, toimimista, taitavuutta*, **Aikuiskasvatuksen ... Vuosikirja**, no. 47, **Kansanvalistusseura ja Aikuiskasvatuksen tutkimusseura, [Helsinki]**.

2009

Inkinen, M, Toom, A (eds) **2009**, *Yliopisto-opiskelijaksi kasvattamassa - opiskelutaitoja kehittämässä*, **Pedagogica : Kasvatustieteellisen tiedekunnan julkaisuja / Helsingin yliopisto, kasvatustieteellinen tiedekunta**, no. 29, **Helsingin yliopisto, Käyttätymistieteellinen tiedekunta, Helsinki**.

Kumpulainen, K, Toom, A (eds) **2009**, *The Journal of the European Teacher Education Network JETEN*, vol. 4, **University of Helsinki, Department of Applied Sciences of Education & CICERO Learning**.

Kumpulainen, K, Toom, A (eds) **2009**, *The Proceedings of the 19th Annual Conference of the European Teacher Education Network, University of Helsinki, Department of Applied Sciences of Education & CICERO Learning*.

Lindblom-Ylänne, S, Nevgi, A (eds) **2009**, *Yliopisto-opettajan käsikirja*, **WSOYpro, Helsinki**.

2010

Garland, P, Larson, A, Löfström, E, Michalak, J (eds) **2010**, *Perspectives on European Educational Policy and Practice: Papers from the Erasmus Intensive Programme Summer School, Haapsalu, Estonia 16 to 28 August 2008*, **Sheffield Hallam University, Sheffield**.

Hiltunen, E, Holmberg, P, Jyväsjärvi, EJ, Kaikkonen, M, Lindblom-Ylänne, S, Nienstedt, W, Wähälä, K (eds) **2010**, *Galenos: Introduktion till medicinska studier*, **WSOYpro, Helsingfors**.

Hiltunen, E, Holmberg, P, Jyväsjärvi, EJ, Kaikkonen, M, Lindblom-Ylänne, S, Nienstedt, W, Wähälä, K (eds) **2010**, *Galenos: Johdanto lääketieteen opintoihin*, **WSOYpro, Helsinki**.



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

EdPsychHE/Lindblom-Ylänne

Kallioniemi, A, Toom, A, Ubani, M, Linnansaari, H **2010**, *Akateeminen luokanopettajakoulutus: 30 vuotta teoriaa, käytäntöä ja maistereita, Kasvatusalan tutkimuksia, no. 52, Suomen kasvatustieteellinen seura, Turku.*

Kumpulainen, K, Toom, AH **2010**, *The Proceedings of the 20th Annual Conference of the European Teacher Education Network, Helsinki.*

Kumpulainen, K, Toom, A (eds) **2010**, *The Journal of the European Teacher Education Network JETEN, vol. 5, University of Helsinki, Department of Applied Sciences of Education & CICERO Learning.*

D1 Article in professional journal

2006

Lindblom-Ylänne, S, Salo-Gunst, L **2006**, 'Psykologian aineeraali - mikä säilyy ja mikä muuttuu?', *Psykologian opettaja : PSOP ry:n jäsenlehti.*, vol 2006, no. 1, pp. 24-25.

Mikkonen, J, Lindblom-Ylänne, S **2006**, 'Kiinnostaako psykologia?: lukiolaisten motivaatio uudella ykköskurssilla', *Psykologian opettaja : PSOP ry:n jäsenlehti.*, vol 2006, no. 2, pp. 12-16.

2008

Lindblom-Ylänne, S **2008**, 'Psykologian reaalikokeen suosio kasvaa - mitä siitä seuraa?', *Psykologian opettaja : PSOP ry:n jäsenlehti.*, vol 2008, no. 2, pp. 6.

2010

Lonka, K **2010**, 'Tulevaisuuden koulu?', *Rexi*, no. 2/2010, pp. 28-30.

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D2 Article in professional hand or guide book or in a professional data system, or text book material

2006

Bauer, K, Nikkilä, V, Martikainen, MK, Mikkonen, J **2006**, 'Mitä opimme?', in J Mikkonen (ed.), *Suoraan opettajaksi. Kokemuksia aineenopettajan koulutusohjelmista humanistisessa tiedekunnassa vuodesta 2001.*, Humanistisen tiedekunnan julkaisuja, no. 7, Helsingin yliopiston humanistinen tiedekunta, Helsinki, pp. 60-63.

2007

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2009

Virtanen, V, Lehtonen, UM, Enroth, J, Rikkinen, J **2009**, 'Lajintuntemuksen verkko-oppimisympäristö Pinkka', in T Joutsenvirta, A Kukkonen (eds), *Sulautuva opetus. uusi tapa opiskella ja opettaa.*, *Palmenia, no. 55, Gaudeamus Helsinki University Press, Helsinki*, pp. 198-212.

2010

Ursin, J, Hyytiäinen, H **2010**, 'Mitä korkeakoulutuksessa opitaan?: Esimerkinä AHELO', in R Laukkanen (ed.), *PISA, PIAAC, AHELO. Miksi ja miten OECD mittaa osaamista?.*, vol. 2010, *Opetus- ja kulttuuriministeriön julkaisuja, no. 2010:17, Opetus- ja kulttuuriministeriö, Helsinki*, pp. 65-70.

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D3 Article in professional conference proceedings

2008

Virtanen, V, Rikkinen, J **2008**, *Biologian yliopisto-opiskelijat oman oppimisympäristönsä rakentajina. (Biology students constructing their own E-learning environment).*



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

EdPsychHE/Lindblom-Ylänne

D4 Published development or research report

2005

Krusberg, J, Heikkilä, J, Höynälänmaa, M, Lindblom-Ylänne, S, Matikka, O, Moitus, S **2005**, *Kymenlaakson ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*, **Korkeakoulujen arviointineuvoston verkkojulkaisuja, no. 1:2005, Korkeakoulujen arviointineuvosto, [Helsinki]**.

2006

Dill, DD, Mitra, SK, Jensen, HS, Lehtinen, E, Mäkelä, T, Parpala, A, Pohjola, H, Ritter, MA, Saari, S **2006**, *PhD Training and the Knowledge-Based Society: An Evaluation of Doctoral Education in Finland*, **Publications of Finnish Higher Education Evaluation Council, no. 1:2006, Finnish Higher Education Evaluation Council, Helsinki**.

Kekäle, T, Iloakso, A, Katajavuori, N, Toikka, M, Isoaho, K **2006**, *Kuopion yliopiston laadunvarmistusjärjestelmän auditointi*, **Korkeakoulujen arviointineuvoston julkaisuja, no. 3:2006, Korkeakoulujen arviointineuvosto, Helsinki**.

Korpelainen, H, Virtanen, V **2006**, *Kasvi-DNA rikostutkinnan apuna/Plant DNA as a tool of criminal investigations*,.

Kurki, T, Nevgi, A, Venna, M (eds) **2006**, *Opetusteknologiapalkinto - uusi suunta opetuksen kehittämiseen: katsaus vuosien 1996-2004 opetusteknologiapalkintohankkeisiin*, **Helsingin yliopiston hallinnon julkaisuja, no. 15, Helsingin yliopisto, kehittämisosasto, Helsinki**.

Lonka, K, Ylikoski, M **2006**, *Lääkäreiden muuntokoulutuksen väliarviointi*, **Opetusministeriö, Helsinki**.

2007

Lakkala, M, Muukkonen, H, Sins, P (eds) **2007**, *KP-LAB: Knowledge Practices Laboratory: Integrated Project: Information Society Technologies: Summary of research on KP-Lab courses and technology in education: Research designs, pedagogical models, use of tools, and results of the first KP-Lab studies*, **KP-Lab Public Deliverables, no. D8.2, KP-Lab, University of Helsinki, Helsinki**.

2009

Ruohoniemi, M (ed.) **2009**, *Appropriate activities and high-quality results*,.

D5 Text book or professional handbook or guidebook or dictionary

2005

Lindblom-Ylänne, S **2005**, *PS: lukion psykologia. 2. Opettajan aineisto*, **Otava, Helsingissä**.

Lindblom-Ylänne, S, Niemelä, R, Päivänsalo, T, Tynjälä, P **2005**, *PS: lukion psykologia. 2*, 2.p, 3-4 p., 5-6. p. 2005-2007 edn, **Otava, Helsingissä**.

Lonka, K, Hakkarainen, K, Ferchen, M, Lautso, A **2005**, *Psykologia!: Kurssi 1, Psykykinen toiminta, oppiminen ja vuorovaikutus*, **WSOY, Porvoo**.

2006

Karrasch, M, Lindblom-Ylänne, S, Niemelä, R, Päivänsalo, T, Tynjälä, P **2006**, *PS 3: lukion psykologia, kurssi 3, vol. 3*, **Otava, Helsingissä**.

Lonka, K, Hakkarainen, K, Ferchen, M, Lautso, A **2006**, *Psykologia!: Kurssi 2, Ihmisen kasvu ja kehitys*, **WSOY Oppimateriaalit, Helsinki**.

2007

Kniivilä, S, Lindblom-Ylänne, S, Mäntynen, A **2007**, *Tiede ja teksti: tehoa ja taitoa tutkielman kirjoittamiseen*, **WSOY Oppimateriaalit, Porvoo**.

Lonka, K, Hakkarainen, K, Huotilainen, M, Ferchen, M, Lautso, A **2007**, *Psykologia!: Kurssi 3: Ihmisen tiedonkäsittelyn perusteet*, **WSOY Oppimateriaalit, Helsinki**.

2008

Karrasch, M, Lindblom-Ylänne, S, Niemelä, R, Päivänsalo, T, Tynjälä, P **2008**, *Abi psykologia*, **Otava, Helsinki**.

2009

Järvinen, K, Tontti, J, Lindblom-Ylänne, S, Niemelä, R, Päivänsalo, T **2009**, *PS 6: Lukion psykologia, kurssi 6: sosiaalipsykologia*, **Otava, Helsinki**.



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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

EdPsychHE/Lindblom-Ylänne

Lonka, K, Hakkarainen, K, Salmela-Aro, K, Ferchen, M, Lautso, A **2009**, *Psykologia!: Kurssi 4: motivaatio, tunteet ja älykäs toiminta*, **WSOY Oppimateriaalit, Helsinki**.

2010

Lonka, K, Hakkarainen, K, Salmela-Aro, K, Ferchen, M, Lautso, A, Sauri, P **2010**, *Psykologia!: Kurssi 5, Persoonallisuus, mielenterveys ja hyvinvointi*, **WSOYpro, Helsinki**.

E1 Popular article, newspaper article

2005

Gardemeister, S, Repo-Kaarento, S, Wager, M, Kupiainen, H **2005**, 'Työnohjaus - mitä ihmettä?', **Sosiaalipsykologi**, vol 8, no. 1, pp. ?.

Repo-Kaarento, S, Wager, M **2005**, 'Hyvät kysymykset voivat avata yhteyden omiin voimiin', **Peda-Forum**, vol 12, no. 1, pp. 57.

2006

Virtanen, V, Lehtonen, U, Enroth, J, Juden-Tupakka, S, Rikkinen, J **2006**, 'PINKKA - lajien ja elinympäristöjen tunnistusta tukeva virtuaalinen oppimisympäristö', **Peda-Forum**, vol 13, no. 2, pp. 26-28.

Virtanen, V, Pohjamo (von Cräutlein), M **2006**, 'Lähteiden ja lähteikköjen sammalia', **Kymenlaakson luonto : Suomen luonnonsuojeluliiton Kymenlaakson piirin vuosijulkaisu**, vol 12, pp. 8-9.

E2 Popular monograph

2005

Heinonen, V, Kantoluoto, S, Lehtomäki, R, Lähdemäki, T, Paganus, J, Sandelin, M, Lonka, K **2005**, *Leijonaemöjen tarinat*, **WSOY, Helsinki**.

2008

Vuori, J, Salmela-Aro, K, Karhula, A (ed.) **2008**, *Työuran uurtaja -ryhmämenetelmä: ohjaajan käsikirja*, **Työterveyslaitos, Helsinki**.

Vuori, J, Salmela-Aro, K, Karhula, A (ed.) **2008**, *Työuran uurtaja -ryhmämenetelmä: osallistujan työkirja*, **Työterveyslaitos, Helsinki**.

I1 Audiovisual materials

2006

Botanical E-learning material (Basic plant species identification course): Kasvituntemus I. Kasvilajintuntemuksen peruskurssia tukeva Open Access -verkkomateriaali

2007

Botanical E-learning material (Native medicinal plants in Finland): Luonnonvaraiset lääkekasvit. Farmakognosian opiskelua tukeva Open Access -verkkomateriaali

Vopla: Verkko-opetuksen laadunhallinta- ja laatupalvelu

Metsälajintuntemukset (KASV148 ja KASV150): Maatalous-metsätieteellisen tiedekunnan Suomen metsien kasvilajistoa koskevia lajintuntemuskursseja tukevat Open Access -verkkomateriaalit

Maatalouslajintuntemukset (KASV451 4 op, KASV451 3 op): Maatalous-metsätieteellisen tiedekunnan Suomen maatalousympäristöjen kasvilajistoa koskevia lajintuntemuskursseja tukevat Open Access -verkkomateriaalit

Puutarhakasvien lajintuntemus: Puutarhakasvien opiskelua tukeva Open Access -verkkomateriaali

Botanical E-learning material (Basic mushroom identification course): Sienituntemus. Sienilajintuntemuksen peruskurssia tukeva Open Access -verkkomateriaali

2008

Botanical E-learning material (Common garden bryophytes): Puutarhan ja pihapiirin sammalet. Sammallaiston opiskelua tukeva Open Access -verkkomateriaali, <http://www.helsinki.fi/pinkka/>

2009

Botanical E-learning material (Edible and toxic forest mushrooms in Finland): Kauppasienet ja myrkkysienet. Suomen sienilajiston opiskelua tukeva Open Access -verkkomateriaali, <http://www.helsinki.fi/pinkka/>



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EdPsychHE/Lindblom-Ylänne

Botanical E-learning material (The 100 most common vascular plants species in Finland): Suomen sata yleisintä kasvia. Suomen putkilokasvilajiston opiskelua tukeva Open Access –verkkomateriaali, <http://www.helsinki.fi/pinkka/>

2010

Botanical E-learning material (Vascular plants of Finland). Kasvituntemus II: Kasvilajintuntemuksen omatoimista opiskelua tukeva Open Access -verkkomateriaali

Botanical E-learning material (Vascular plants of northern Finland): Lapin kasvit. Pohjois-Suomen kasvilajiston omatoimista opiskelua tukeva Open Access -verkkomateriaali

Botanical E-learning material (Vascular plants of southwestern Finland): Ahvenanmaan ja lounaisraariston kasvit. Lounais-Suomen kasvilajiston omatoimista opiskelua tukeva Open Access –verkkomateriaali



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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

EdPsychHE/Lindblom-Ylänne

1 Analysis of activities 2005-2010

Associated person is one of Sari Lindblom-Ylänne ,
Katarina Salmela-Aro ,
Kirsi Maria Pyhälä ,
Auli-Mari Hannele Toom ,
Ruohonieni ,
Telle Hailikari ,
Elsi Ahonen ,
muhonen@helsinki.fi, Annamari Heikkilä ,
Anu Keski-Koukkari ,
Hanni Muukkonen ,
Jenni Katarina Stubb ,
Suvi Westling ,
Kirsti Lonka ,
Erika Löfström ,
Sanna Vehviläinen ,
Nina Katajavuori ,
Liisa Postareff ,
Heta Tuominen-Soini ,
Miika Tuomas Carlberg ,
Mikko Heiskanen ,
Topi Litmanen ,
Juha Nieminen ,
Mika Tukiainen ,
Päivi Virtanen ,
Kai Hakkarainen ,
Anne-Marja Nevgi ,
Laura Hirsto ,
Saara Repo ,
Yin Chow ,
Matti Aamio ,
Anne Haarala-Muhonen , anne.haarala-
Heidi Hyytinen ,
Johanna Mikkonen ,
Reijo Ruusunen, Henna Rytönen ,
Jenna Tuomainen ,
Mirja

Activity type	Count
Supervisor or co-supervisor of doctoral thesis	52
Prizes and awards	5
Editor of research journal	34
Editor of research anthology/collection/conference proceedings	2
Peer review of manuscripts	61
Editor of special theme number	1
Assessment of candidates for academic posts	6
Membership or other role in review committee	3
Membership or other role in research network	11
Membership or other role in national/international committee, council, board	51
Membership or other role in public Finnish or international organization	29
Membership or other role of body in private company/organisation	2
Participation in interview for written media	77
Participation in radio programme	1
Participation in TV programme	8
Participation in interview for web based media	1



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EdPsychHE/Lindblom-Ylänne

2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis

Sari Lindblom-Ylänne ,

Supervisor for the doctoral thesis of Marja Brandtberg, Sari Lindblom-Ylänne, 2004 → ..., Finland
Supervisor for the doctoral thesis of Erika Löfström, Sari Lindblom-Ylänne, 09.03.2005, Finland
Supervisor for the doctoral thesis of Heli Koskinen, Sari Lindblom-Ylänne, 2005, Finland
Supervisor for the doctoral thesis of Johanna Mikkonen, Sari Lindblom-Ylänne, 2005 → ..., Finland
Supervisor for the doctoral thesis of Nina Katajavuori, Sari Lindblom-Ylänne, 11.03.2005, Finland
Supervisor for the doctoral thesis of Matti Aarnio, Sari Lindblom-Ylänne, 2006 → ..., Finland
Supervisor for the doctoral thesis of Hannele Seppälä, Sari Lindblom-Ylänne, 2007 → ..., Finland
Supervisor for the doctoral thesis of Kaisu Mälkki, Sari Lindblom-Ylänne, 2007 → ..., Finland
Supervisor for the doctoral thesis of Kirsi Kettula-Konttas, Sari Lindblom-Ylänne, 2007 → ..., Finland
Supervisor for the doctoral thesis of Liisa Postareff, Sari Lindblom-Ylänne, 30.11.2007, Finland
Supervisor for the doctoral thesis of Mikko Heiskanen, Sari Lindblom-Ylänne, 2008 → ..., Finland
Supervisor for the doctoral thesis of Minna Kaartinen-Koutaniemi, Sari Lindblom-Ylänne, 24.04.2009, Finland
Supervisor for the doctoral thesis of Anna Parpala, Sari Lindblom-Ylänne, 07.05.2010, Finland
Supervisor for the doctoral thesis of Anu Keski-Koukkari, Sari Lindblom-Ylänne, 2010 → ..., Finland
Supervisor for the doctoral thesis of Heidi Hyytinen, Sari Lindblom-Ylänne, 2010 → ..., Finland
Supervisor for the doctoral thesis of Johanna Penttilä, Sari Lindblom-Ylänne, 2010 → ..., Finland
Supervisor for the doctoral thesis of Majaleena Korppoo, Sari Lindblom-Ylänne, 05.02.2010, Finland
Supervisor for the doctoral thesis of Saara Repo, Sari Lindblom-Ylänne, 15.01.2010, Finland
Supervisor for the doctoral thesis of Telle Hailikari, Sari Lindblom-Ylänne, 08.01.2010, Finland

Kirsti Lonka ,

Supervised Dissertation - Uffe Hylén, Kirsti Lonka, 2004 → 11.06.2010, Sweden
Supervision of doctoral thesis: Ava Numminen-Päiväläinen, Kirsti Lonka, 2004 → 2005, Finland
Supervision of doctoral thesis: Laura Helle, Kirsti Lonka, 2004 → 2007, Finland
Supervisor for PhD Student Annamari Heikkilä, Kirsti Lonka, 2005 → 18.01.2011, Finland
Supervisor for PhD Student Juha Nieminen, Kirsti Lonka, 2005 → 2011, Finland
Supervision of doctoral thesis: Heikki Lonka, Kirsti Lonka, 2007 → ..., Finland
Supervision of doctoral thesis: Klara Bolander, Kirsti Lonka, 02.06.2007 → 31.12.2007, Sweden
Supervisor for PhD Student Irma Kunnari, Kirsti Lonka, 2007 → ..., Finland
Supervisor for PhD Student Jenni Stubb, Kirsti Lonka, 2007 → 2013, Finland
Supervisor for PhD Student Topi Litmanen, Kirsti Lonka, 2007 → ..., Finland
Supervision of doctoral thesis: Mandana Shirazi (2. supervisor), Kirsti Lonka, 2008 → ..., Finland
Supervisor for PhD Student Markus Talvio, Kirsti Lonka, 2008 → ..., Finland
Supervisor for PhD Student Reijo Ruusunen, Kirsti Lonka, 2008 → ..., Finland
Supervisor for PhD Student Mika Tukiainen, Kirsti Lonka, 2009 → ..., Finland
Supervisor for PhD Student Tuomas Carlberg, Kirsti Lonka, 2009 → ..., Finland

Erika Löfström ,

Supervision of doctoral dissertation in progress, Erika Löfström, 2009 → 2014, Estonia



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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

EdPsychHE/Lindblom-Ylänne

Supervision of doctoral dissertation in progress, Erika Löfström, 2009 → 2013, Estonia

Supervision of doctoral dissertation in progress, Erika Löfström, 2010 → 2015

Supervisor of doctoral dissertation in progress, Erika Löfström, 2010 → 2014, Estonia

Anne-Marja Nevgi ,

Supervisor for Liisa Postareff's Doctoral thesis, Anne-Marja Nevgi, 01.11.2003 → 30.11.2007, Finland

Supervisor for Päivi Virtanen's Doctoral thesis, Anne-Marja Nevgi, 2003 → ..., Finland

Supervisor for Telle Haalikkari's Doctoral thesis, Anne-Marja Nevgi, 15.09.2004 → 08.01.2010, Finland

Kirsi Maria Pyhältö ,

Supervisor for doctoral thesis of Jenni Stubb, Kirsi Maria Pyhältö, 2008

Supervisor for doctoral thesis of Elsi Ahonen, Kirsi Maria Pyhältö, 2009 → ...

Supervisor for doctoral thesis of Jenna Tuomainen, Kirsi Maria Pyhältö, 2009 → ...

Supervisor for doctoral thesis of Suvi-Krista Westling, Kirsi Maria Pyhältö, 2009 → ...

Supervisor for doctoral thesis of Marina Palmgren, Kirsi Maria Pyhältö, 2010 → ...

Auli-Mari Hannele Toom ,

Väitöskirjan ohjaaja, Auli-Mari Hannele Toom, 20.08.2009 → ...

Mirja Ruohoniemi ,

PhD supervisor of Heli Koskinen, Mirja Ruohoniemi, 2004 → 2005, Finland

PhD supervisor of Merja Leinonen, Mirja Ruohoniemi, 2007 → ...

PhD supervisor of Anne Haarala-Muhonen, Mirja Ruohoniemi, 2008 → ...

Viivi Virtanen ,

Supervision of doctoral thesis, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

Liisa Postareff ,

Supervisor for the doctoral thesis of Henna Rytönen, Liisa Postareff, 2009 → ...

Prizes and awards

Erika Löfström ,

Mathews, S., Löfström, E. & Poom-Valickis, K. (2008). Psüholoogia klassiruumis. Reflekteerivaks õpetajaks juhtumeid analüüsides (In Estonian) (Psychology in the Classroom: Promoting Reflective Practice). Tallinn University Press, Erika Löfström, 2009 → ..., Estonia

Laura Hirsto ,

Pro Gradu -palkinto, Laura Hirsto, 1999 → ..., Finland

Auli-Mari Hannele Toom ,

Dissertation award, Auli-Mari Hannele Toom, 11.06.2008, Finland

Viivi Virtanen ,

Opetusteknologiapalkinto 2006, Viivi Virtanen, 31.12.2006, Finland

Liisa Postareff ,

Grant of a young researcher, Liisa Postareff, 2006

Editor of research journal

Sari Lindblom-Ylänne ,

Editor-in-Chief of Peda Forum, Sari Lindblom-Ylänne, 2008 → ..., Finland

Kirsti Lonka ,

Learning and Instruction, Kirsti Lonka, 01.01.2006 → 31.12.2007, Belgium



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EdPsychHE/Lindblom-Ylänne

European Journal of Personality, Kirsti Lonka, 01.10.2007 → 31.10.2007, United Kingdom

Katariina Salmela-Aro ,

Psykologia, Katariina Salmela-Aro, 1994 → ...

European Psychologist, Katariina Salmela-Aro, 2004 → ...

Developmental Psychology, Katariina Salmela-Aro, 2009 → ...

European Journal of developmental Psychology, Katariina Salmela-Aro, 2009 → ...

Frontiers in Personality Science and Individual Differences, Katariina Salmela-Aro, 2010 → ...

Erika Löfström ,

Laadukkaasti verkossa. Yliopistollisen verkko-opetuksen ulottuvuudet., Erika Löfström, 01.01.2005 → 31.12.2005, Finland

Rajanylitykset työssä - yhteistoiminnan ja oppimisen uudet mahdollisuudet (toim. Hanna Toiviainen - Hannu Hänninen)., Erika Löfström, 01.01.2006 → 31.12.2006, Finland

Social and Educational Sciences in Nordic and Baltic cultural context, Erika Löfström, 01.01.2007 → 31.12.2007, Estonia

Anne-Marja Nevgi ,

Peda-Forum - yliopistopedagoginen aikakausjulkaisu, Anne-Marja Nevgi, 2008 → ..., Finland

Sanna Vehviläinen ,

Aikuskasvatus, Sanna Vehviläinen, 01.01.2005 → 31.12.2005, Finland

Kasvatus, Sanna Vehviläinen, 01.01.2005 → 31.12.2005, Finland

Qualitative Social Work, Sanna Vehviläinen, 01.01.2005 → 31.12.2005

TEXT, Sanna Vehviläinen, 01.01.2005 → 31.12.2005

Aikuskasvatuksen vuosikirja, Sanna Vehviläinen, 01.01.2006 → 31.12.2006, Finland

Antaki, C. Leudar, I. Peräkylä A. & Vehviläinen S. (tulossa 2007) Psychotherapy in Practice: Conversation Analysis of Therapeutic Interaction Cambridge University Press., Sanna Vehviläinen, 01.01.2006 → 31.12.2006, United Kingdom

Communication & Medicine, Sanna Vehviläinen, 01.01.2006 → 31.12.2006

Kasvatus, Sanna Vehviläinen, 01.01.2007 → 31.12.2007, Finland

Peräkylä, Antaki, Vehviläinen & Leudar. (FORTHCOMING 2008) Analysing psychotherapy in practice. In Antaki et al. (eds.) Conversation analysis and Psychotherapy. CAMBRIDGE UNIVERSITY PRESS., Sanna Vehviläinen, 01.01.2007 → 31.12.2007, United Kingdom

Sociology of Health and Illness, Sanna Vehviläinen, 01.01.2007 → 31.12.2007, United Kingdom

Applied Linguistics, Sanna Vehviläinen, 01.01.2008 → 31.12.2008

Conversation analysis and Psychotherapy, Sanna Vehviläinen, 01.01.2008 → 31.12.2008

Kasvatus (teemanumero 5/08), Sanna Vehviläinen, 01.01.2008 → 31.12.2008, Finland

Auli-Mari Hannele Toom ,

Journal of European Teacher Education Network (JETEN), Auli-Mari Hannele Toom, 01.01.2008 → 31.12.2008, Finland

Journal of European Teacher Education Network (JETEN), Auli-Mari Hannele Toom, 01.01.2009 → 31.12.2009

Journal of European Teacher Education Network (JETEN), Auli-Mari Hannele Toom, 01.01.2010 → 31.12.2010

Viivi Virtanen ,

Annales Botanici Fennici, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

Forest Ecology and Management, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

New Phytologist, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

Oecologia, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

Photochemical and Photobiological Sciences, Viivi Virtanen, 01.01.2007 → 31.12.2007, Finland

PEDAFORUM, Viivi Virtanen, 01.01.2008 → 31.12.2008, Finland



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EdPsychHE/Lindblom-Ylänne

Editor of research anthology/collection/conference proceedings

Erika Löfström ,

Perspectives on European Educational Policy and Practice Vol II, Erika Löfström, 2010 → 2011

Kirsi Maria Pyhältö ,

Editor for Nummenmaa, A-R, Pyhältö, K., & Soini, T. (2008) Hyvä Tohtori! Tohtorikoulutuksen rakenteita ja prosesseja. Tampere University Press, Kirsi Maria Pyhältö, 2008

Peer review of manuscripts

Sari Lindblom-Ylänne ,

Reviewer of several manuscripts for Higher Education, Sari Lindblom-Ylänne, 01.01.2001 → 31.12.2009, Netherlands

Reviewer of several manuscripts for Psykologia, Sari Lindblom-Ylänne, 01.01.2001 → 01.01.2007, Finland

Reviewer of several manuscripts for Studies in Higher Education, Sari Lindblom-Ylänne, 01.01.2001 → 31.12.2009

Reviewer of proposals to the EARLI conference, Sari Lindblom-Ylänne, 01.01.2003 → 31.12.2009

Reviewer of several manuscripts for Learning and Instruction, Sari Lindblom-Ylänne, 01.01.2003 → 31.12.2009

Reviewer of a ms for Aikuiskasvatus Journal, Sari Lindblom-Ylänne, 01.06.2005

Reviewer of a ms for European Journal of Psychology of Education, Sari Lindblom-Ylänne, 01.10.2005

Reviewer of several manuscripts for Educational Research Review, Sari Lindblom-Ylänne, 01.01.2005 → 31.12.2009

Reviewer of several manuscripts for British Journal of Educational Psychology, Sari Lindblom-Ylänne, 01.01.2006 → 31.12.2009

Reviewer of several manuscripts for Instructional Science, Sari Lindblom-Ylänne, 01.01.2006 → 01.01.2009

Reviewer of several manuscripts for Learning Environments Research, Sari Lindblom-Ylänne, 01.01.2006 → 31.12.2009, United Kingdom

Reviewer of a ms for International Journal of Management Education, Sari Lindblom-Ylänne, 01.01.2007

Reviewer of a ms for International Journal for Academic Development, Sari Lindblom-Ylänne, 01.01.2008

Kirsti Lonka ,

Referee Medical Education, Kirsti Lonka, 2004 → 2010, United Kingdom

Referee Medical Teacher, Kirsti Lonka, 2006 → 2010

Referee Higher Education, Kirsti Lonka, 2008 → 2010, United Kingdom

Referee Studies in Higher Education, Kirsti Lonka, 2008 → 2010, United Kingdom

Referee British Journal of Educational Psychology, Kirsti Lonka, 2009 → ..., United Kingdom

Referee Learning and Instruction, Kirsti Lonka, 2010 → ...

Erika Löfström ,

Analysis of Educational Policies in a Comparative Educational Perspective., Erika Löfström, 2007 → ..., Austria

Research, Planning and Policy: Emerging Trends in Baltic and Nordic Lifelong Learning, Erika Löfström, 2008 → ..., Estonia

Asia Pacific Education Review, Erika Löfström, 2009 → ...

Canadian Journal of Higher Education, Erika Löfström, 2009 → ...

Educational Research and Reviews, Erika Löfström, 2009 → ...

Journal of Educational Administration and Policy Studies, Erika Löfström, 2009 → ...

Oikeus-Justice, Erika Löfström, 2009

Nordic Educational Research, Erika Löfström, 2010 → ...

Perspectives on European Educational Policy and Practice, Erika Löfström, 2010 → ...

Anne-Marja Nevgi ,

LLine Lifelong Learning in Europe Journal, Anne-Marja Nevgi, 2005 → ..., Finland



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EdPsychHE/Lindblom-Ylänne

Higher Education, Anne-Marja Nevgi, 2006 → ..., Germany
Kasvatus, Anne-Marja Nevgi, 2007 → ..., Finland
Teaching and Teacher Education, Anne-Marja Nevgi, 2007 → ..., United States
Estonian Science Foundation, Anne-Marja Nevgi, 2008 → ..., Estonia
Peda-Forum - yliopistopedagoginen aikakausjulkaisu, Anne-Marja Nevgi, 2008 → ..., Finland
Advances in Business Education and Training, Anne-Marja Nevgi, 2009 → 2010, Germany
European Science Foundation (ESF), Anne-Marja Nevgi, 2009 → ...
International Journal of Educational Research, Anne-Marja Nevgi, 2009 → ..., United Kingdom
Oikeus-lehti, Anne-Marja Nevgi, 2009 → ..., Finland
HERA - Humanities in the European Research Area, Anne-Marja Nevgi, 28.07.2010 → 28.09.2010
Learning and Instruction, Anne-Marja Nevgi, 2010 → ..., Netherlands

Kirsi Maria Pyhältö ,

The International Journal of Management Education, reviewer, Kirsi Maria Pyhältö, 2007 → ...
International Journal of Academic Development, reviewer, Kirsi Maria Pyhältö, 2008 → ...
Psykologia, review, Kirsi Maria Pyhältö, 2008 → ...
Scandinavian Journal of Educational Research, reviewer, Kirsi Maria Pyhältö, 2008 → ...
Studies in Higher Education, reviewer, Kirsi Maria Pyhältö, 2008 → ...
Ainedidaktiikan päivien kokoomateos, review, Kirsi Maria Pyhältö, 2009 → ...

Laura Hirsto ,

Referee in Educational Research Review -journal, Laura Hirsto, 2008 → ..., Netherlands
Referee in British Journal of Educational Psychology, Laura Hirsto, 2010 → ..., United Kingdom

Auli-Mari Hannele Toom ,

JURE 2007 Conference, Auli-Mari Hannele Toom, 05.2007 → ...
Journal of Educational Computing Research, Auli-Mari Hannele Toom, 01.01.2008 → 31.12.2008, United States
Lifelong Learning in Europe (LLinE), Auli-Mari Hannele Toom, 01.01.2008 → 31.12.2008, Finland
Suomen kasvatustieteellinen aikakauskirja Kasvatus, Auli-Mari Hannele Toom, 01.01.2008 → 31.12.2008, Finland
Aikuiskasvatus 2009, Auli-Mari Hannele Toom, 2009 → ...
Teologinen aikakauskirja, Auli-Mari Hannele Toom, 05.01.2009
Journal of Educational Computing Research, Auli-Mari Hannele Toom, 08.2010 → ...
Journal of Learning and Instruction, Auli-Mari Hannele Toom, 05.2010 → ...

Liisa Postareff ,

Reviewer of a ms for Teaching and Teacher Education, Liisa Postareff, 2006
Reviewer of manuscripts for Higher Education, Liisa Postareff, 2007 → ...
Reviewer of manuscripts for Studies in Higher Education, Liisa Postareff, 2009 → ...
Reviewer of a ms for British Journal of Educational Psychology, Liisa Postareff, 2010

Heta Tuominen-Soini ,

Peer review, Heta Tuominen-Soini, 2010 → 2011

Editor of special theme number

Sari Lindblom-Ylänne ,

Guest Editor of Studies in Philosophy and Education theme issue, Sari Lindblom-Ylänne, 01.01.2006



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EdPsychHE/Lindblom-Yläänne

Assessment of candidates for academic posts

Sari Lindblom-Yläänne ,

Assessment of candidates for a professorship at the Military Academy, Sari Lindblom-Yläänne, 2008 → ..., Finland

Erika Löfström ,

Pedagogical university lecturer, Erika Löfström, 2010 → ...

Anne-Marja Nevgi ,

Assessment of Mari Murtonen's teaching merits for dosentti (corresponds to Adjunct Professor), Anne-Marja Nevgi, 10.2007 → 01.2008, Finland

Assessment of Sirpa Lappalainen's teaching merits for dosentti (corresponds to Adjunct Professor), Anne-Marja Nevgi, 09.2009 → 10.2009, Finland

Assessment of Nina Katajavuori's teaching merits for dosentti (corresponds to Adjunct Professor), Anne-Marja Nevgi, 01.2010 → 03.2010, Finland

University Lecturer for the Language Centre, University of Helsinki, Anne-Marja Nevgi, 04.2010 → 05.2010, Finland

Membership or other role in review committee

Erika Löfström ,

India/Brazil/South Africa trilateral programme (IBSA), Erika Löfström, 2009 → ...

Member of jury of annual competition for innovations in ICT in teaching, Erika Löfström, 2009 → 2011

Auli-Mari Hannele Toom ,

Junior Researchers of Earli (JURE), Auli-Mari Hannele Toom, 01.01.2007 → 31.12.2007, Hungary

Membership or other role in research network

Sari Lindblom-Yläänne ,

Member of the Board of HEINE, Sari Lindblom-Yläänne, 2009 → ..., Finland

Kirsti Lonka ,

Foreign Adjunct Professor, Kirsti Lonka, 2007 → 2011, Sweden

Coordinator of the Special Interest Group "Teaching and Teacher Education" of EARLI, Kirsti Lonka, 2009 → 2013

Vice Director, CICERO Learning Net work, Kirsti Lonka, 01.08.2009 → 2010, Finland

Anne-Marja Nevgi ,

Member of FERA - Finnish Society of Educational Research, Anne-Marja Nevgi, 1993 → ..., Finland

Member of Finnish Society for Adult Educational Research - Aikuiskasvatustieteellinen Seura, Anne-Marja Nevgi, 1998 → ..., Finland

Member of SRHE - Society for Research into Higher Education, Anne-Marja Nevgi, 2002 → ..., United Kingdom

Member of AERA - American Educational Research Association, Anne-Marja Nevgi, 2003 → ..., United States

Member of EARLI - European Association for Research on Learning and Instruction, Anne-Marja Nevgi, 2003 → ..., Belgium

Member of Finnish Association for Research on Higher Education - Korkeakoulutuksen tutkimusseura, Anne-Marja Nevgi, 2003 → ..., Finland

Liisa Postareff ,

Member of HEINE, Liisa Postareff, 2009 → ...

Membership or other role in national/international committee, council, board

Sari Lindblom-Yläänne ,

Coordinator of the EARLI SIG Higher Education, Sari Lindblom-Yläänne, 01.01.2001 → 31.12.2005

SIG EARLI Coordinator, Sari Lindblom-Yläänne, 2001 → 2005

Member of the CICERO Board of Directors, Sari Lindblom-Yläänne, 2005 → ..., Finland



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EdPsychHE/Lindblom-Ylänne

Member of the Editorial Board of EDUREV, Sari Lindblom-Ylänne, 2005 → ...

Member of the Executive Committee of EARLI, Sari Lindblom-Ylänne, 2005 → 2009

Member of the International Advisory Board of Studies in Higher Education, Sari Lindblom-Ylänne, 2005 → ...

Member of the Network for enhancing teaching and learning in research-intensive environments, Sari Lindblom-Ylänne, 2005 → ...

Co-chair of the Higher Education Division of the European Chemistry Thematic Network, Sari Lindblom-Ylänne, 01.01.2006 → 31.12.2007

European Association for Research on Learning and Instruction EARLI, Sari Lindblom-Ylänne, 01.01.2006 → 31.12.2006

European Science Foundation, Sari Lindblom-Ylänne, 2008 → ...

Member of the WERA Council, Sari Lindblom-Ylänne, 2009 → 2011

President of EARLI, Sari Lindblom-Ylänne, 2009 → 2011

Member of the Helsinki University Board for Societal Interaction, Sari Lindblom-Ylänne, 01.01.2010 → ..., Finland

Kirsti Lonka ,

Director, Research Group for Educational Psychology, Kirsti Lonka, 2005 → ..., Finland

Suomen Akatemia, Finnsight 2015 tulevaisuuspaneelin jäsen, Kirsti Lonka, 01.01.2005 → 31.12.2006, Finland

Akatemian kasvatustieteen paneelin puheenjohtaja, Kirsti Lonka, 01.01.2006 → 31.12.2006, Finland

Rastor Oy hallituksen jäsen, Kirsti Lonka, 01.01.2006 → 31.12.2011, Finland

Member of Board, Helsinki Collegium for Advanced Studies, Kirsti Lonka, 2007 → 2010, Finland

Member of Faculty Council (Behavioral Sciences), Kirsti Lonka, 2007 → ..., Finland

Member of Prize Committee, Kirsti Lonka, 2007 → 2010, Sweden

Tutkijakollegium, Kirsti Lonka, 01.01.2007 → 31.12.2008

Arjen tietoyhteiskunnan neuvottelukunnan ohjausryhmän jäsen, Kirsti Lonka, 2008 → 2010

KICERO-verkoston hallituksen varajäsen, Kirsti Lonka, 01.01.2008 → 31.12.2008, Finland

Kasvatustieteiden tutkimuskeskuksen johtaja, SOKLA, Käyttätymistieteellinen tiedekunta, Helsingin yliopisto, Kirsti Lonka, 2009 → ..., Finland

Vice Head, Department of Teacher Education, Kirsti Lonka, 2009 → 2010, Finland

Katariina Salmela-Aro ,

Member, Katariina Salmela-Aro, 2007 → 2009

Secretary General, Katariina Salmela-Aro, 2008 → 2014

Secretary General, Katariina Salmela-Aro, 2008 → 2014

EC-member, Katariina Salmela-Aro, 2009 → ...

Erika Löfström ,

EUDORA (European Doctorate in Teacher Education) -konsortio, Erika Löfström, 01.01.2005 → 31.12.2005, Austria

American Educational Research Association, Erika Löfström, 01.01.2008 → 31.12.2008, United States

Teacher Education Policy in Europe (TEPE), Erika Löfström, 2008 → 2011

Teacher Education Policy in Europe TEPE, Erika Löfström, 01.01.2008 → 31.12.2008

External audit team of Åbo Akademi, Erika Löfström, 01.09.2009 → 31.01.2010

Research Ethics Board, Faculty of Behavioural Sciences, University of Helsinki, Erika Löfström, 2010 → 2011

Anne-Marja Nevgi ,

EARLI: SIG Coordinator for SIG Higher Education, Anne-Marja Nevgi, 15.08.2009 → ...

Mirja Ruohoniemi ,

Member: Committee for Specialization Training, Mirja Ruohoniemi, 1998 → 2006

Member: Academic Planning Committee, Mirja Ruohoniemi, 2003 → 2009



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EdPsychHE/Lindblom-Ylänne

Member: Admissions Committee, Mirja Ruohoniemi, 2003 → 2009
Vice member: Viikki Science Library Board, Mirja Ruohoniemi, 2004 → 2006
Member: Faculty Council, Mirja Ruohoniemi, 2007 → 2009
Member: Viikki Science Library Board, Mirja Ruohoniemi, 2007 → 2009
Chairman: Academic Planning Committee, Mirja Ruohoniemi, 2010 → ...
Chairman: Admissions Committee, Mirja Ruohoniemi, 2010 → ...
Chairman: Teaching Skills Evaluation Committee, Mirja Ruohoniemi, 2010 → ...
Member: Doctoral Education Committee at the University of Helsinki, Mirja Ruohoniemi, 2010 → ...
Member: Helsinki University Academic Affairs Committee, Mirja Ruohoniemi, 2010 → ...
Member: Steering Group, Mirja Ruohoniemi, 2010 → ...
Vice member: Helsinki University Library Board, Mirja Ruohoniemi, 2010 → ...

Viivi Virtanen ,

suomen sammalseura, Viivi Virtanen, 01.01.2006 → 31.12.2006, Finland

Liisa Postareff ,

Member of a planning committee of pedagogical studies for University Alliance Finland, Liisa Postareff, 03.2010 → 05.2010

Membership or other role in public Finnish or international organization

Sari Lindblom-Ylänne ,

Member of EARLI, Sari Lindblom-Ylänne, 01.01.1991 → ...
Associate Member of the National Matriculation Examination Board, Sari Lindblom-Ylänne, 01.01.1994 → 31.12.2010, Finland
Chair of the Psychology Division of the National Matriculation Examination Board, Sari Lindblom-Ylänne, 01.01.2004 → 31.12.2009
Member of the Advisory Board of the Open University of Helsinki, Sari Lindblom-Ylänne, 01.01.2004 → 31.12.2007, Finland
Member of the National Matriculation Examination Board, Sari Lindblom-Ylänne, 01.01.2004 → 31.12.2006, Finland
Vice Head of the National Matriculation Examination Board, Sari Lindblom-Ylänne, 01.01.2007 → 31.12.2009, Finland

Kirsti Lonka ,

Helsingin Yliopiston kollegio, Kirsti Lonka, 01.01.2007 → 31.12.2008, Finland
Helsingin yliopiston käyttäytymistieteellisen tiedekunnan tiedekuntaneuvosto, Kirsti Lonka, 01.01.2007 → 31.12.2009
Helsingin yliopiston käyttäytymistieteellisen tiedekunnan tiedekuntaneuvoston tutkimustoimikunta, Kirsti Lonka, 01.01.2007 → 31.12.2009, Finland
Kulttuurirahaston Argumenta-hanke "Mieli-Forum" www.mieliforum.fi, johtokunnan jäsen, Kirsti Lonka, 01.01.2007 → 31.12.2008, Finland
Rastor Oy, Kirsti Lonka, 01.01.2007 → 31.12.2007, Finland
Helsingin Yliopiston kollegio, Kirsti Lonka, 01.01.2008 → 31.12.2008
Liikenne- ja viestintäministeriön Arjen tietoyhteiskunta -ohjausryhmän jäsen, Kirsti Lonka, 01.09.2008 → 31.12.2008, Finland
SOKLan johtoryhmä, Kirsti Lonka, 01.09.2008 → 31.12.2009, Finland
Svenska nu -delegaation varapuheenjohtaja, Hanasaaren kulttuurikeskus www.svenska.nu, Kirsti Lonka, 01.11.2008 → 2009, Finland
Opetushallitus, asiantuntija, Kirsti Lonka, 2009 → ..., Finland

Anne-Marja Nevgi ,

Committee for the Evaluation of Virtual University Functions - Opetusministeriön Virtuaaliopistohankkeiden arvioinnin ohjausryhmä, Anne-Marja Nevgi, 13.11.2006 → 17.10.2007, Finland
Helsingin yliopiston dosenttiyhdistys-Docentföreningen vid Helsingfors universitet, Anne-Marja Nevgi, 15.10.2007 → 15.10.2008, Finland
KKA: Ammattikorkeakoulujen verkossa tapahtuvan koulutuksen arvioinnin johtoryhmä, Anne-Marja Nevgi, 24.04.2007 → 21.08.2007, Finland



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EdPsychHE/Lindblom-Ylänne

KKA: Ammattikorkeakoulujen verkossa tapahtuvan koulutuksen arviointiryhmä, Anne-Marja Nevgi, 21.08.2007 → 15.06.2008, Finland

Opetusministeriö Virtuaaliyliopistotoiminnan arviointiryhmän jäsen 03.-09.2007, Anne-Marja Nevgi, 01.01.2007 → 31.12.2007

Helsingin yliopiston dosenttiyhdistys - Docentföreningen vid Helsingfors universitet, Anne-Marja Nevgi, 15.10.2008 → 25.10.2010, Finland

Suomen dosenttiliitto - Finlands Docentförbund ry, Anne-Marja Nevgi, 01.03.2009 → ..., Finland

Aalto University - Pedagogical Advisors' Group, Anne-Marja Nevgi, 12.2010 → ..., Finland

Helsingin yliopiston dosenttiyhdistys - Docentföreningen vid Helsingfors universitet, Anne-Marja Nevgi, 25.10.2010 → ..., Finland

Anna Parpala ,

HUMAIKO-valinnat, Anna Parpala, 05.10.2010 → 31.07.2011, Finland

Opiskelijapalautetyöryhmä, Anna Parpala, 06.08.2010 → ...

Palautekokonaisuuden yhteensovittamisen projektityöryhmä, Anna Parpala, 06.08.2010 → ...

Tietojärjestelmän hankinnan projektiryhmä, Anna Parpala, 06.08.2010 → ...

Membership or other role of body in private company/organisation

Sari Lindblom-Ylänne ,

Member of the Executive Board of the Union of Researchers and Teachers at the University of Helsinki, Sari Lindblom-Ylänne, 01.01.2002 → 31.12.2006, Finland

Auli-Mari Hannele Toom ,

Kansanvalitusseuran julkaisutoiminnan neuvottelukunta, Auli-Mari Hannele Toom, 01.01.2008 → 31.12.2011, United States

Participation in interview for written media

Sari Lindblom-Ylänne ,

Yle Suomi, Sari Lindblom-Ylänne, 20.09.2001 → 31.12.2011, Finland

Aamulehti, Sari Lindblom-Ylänne, 01.01.2002 → 31.12.2011, Finland

YleX, Sari Lindblom-Ylänne, 11.05.2006 → 31.12.2011, Finland

Kirsti Lonka ,

Läkartidningen Nr 21-22, s. 1874, Kirsti Lonka, 01.01.2004 → ..., Sweden

Työyhteisöviesti, Työtyrvalisuuskeskus, Kirsti Lonka, 01.01.2004 → 31.12.2011, Sweden

YLEN tiedetoimituksen 35-vuotisjuhlaseminaari, Kirsti Lonka, 11.11.2004 → 31.12.2011, Sweden

Esitelmä esimiehilleTapiola-yhtiössä, Kirsti Lonka, 21.11.2006 → 31.12.2011, Finland

Nokia Leaders Academy., Kirsti Lonka, 10.01.2006 → 31.12.2011, Finland

Tapiola-yhtiöt. Johdon seminaari, Kirsti Lonka, 04.12.2006 → 31.12.2011, Finland

VALTION HENKILÖSTÖJOHDON FOORUMI IX MUUTOKSEN JOHTAMINEN, Kirsti Lonka, 18.05.2006 → 31.12.2011, Finland

YLEN päällikköpäivät, Kirsti Lonka, 07.06.2006 → 31.12.2011, Finland

Microsoft Circle Magazine - haastattelu, Kirsti Lonka, 2007, Finland

Peda-Forum, Tampere, Kirsti Lonka, 25.05.2007 → 31.12.2011, Finland

Perhekeskus kumppanina hankkeen juhlaseminaari, Kirsti Lonka, 15.11.2007 → 31.12.2011, Finland

SOKLAN työhyvinvointiristeily, Helsinki-Tallinna, Kirsti Lonka, 19.12.2007 → 31.12.2011, Finland

Studia Generalia. Suomen Pankki. Luentotilaisuus henkilökunnalle., Kirsti Lonka, 31.05.2007 → 31.12.2011, Finland

Tampereen teknillisen yliopiston rakentamistalouden jatko-opiskelijaryhmän vierailu, Runeberg-sali, Kirsti Lonka, 01.06.2007 → 31.12.2011, Finland

Tapiola-yhtiöt Tähtien Päivä, Kirsti Lonka, 25.08.2007 → 31.12.2011, Finland

Turvallisuusjohtaminen 2007. Kansallisen- ja yritysturvallisuuden ajankohtaistapahtuma, Kirsti Lonka, 31.10.2007 → 31.12.2011, Finland



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EdPsychHE/Lindblom-Ylänne

Veripalvelun henkilöstön koulutuspäivä, Kirsti Lonka, 30.05.2007 → 31.12.2011, Finland
Veroviraston esimiespäivä, Järvenpää-talo, Kirsti Lonka, 07.06.2007 → 31.12.2011, Finland
Vuorimies-yhdistyksen vuosikokous, Marina Congress Centre, Kirsti Lonka, 30.03.2007 → 31.12.2011, Finland
alku koulutielle Mannerheimin Lastensuojeluliiton tilaisuus Hotelli Presidentti, Helsinki, Kirsti Lonka, 21.08.2007 → 31.12.2011, Finland
-yrittäjätapaaminen. Bisnesinnovaatioita verkostoista. Jyväskylän tiimiakatemia järjestämä, Kirsti Lonka, 13.05.2008 → 31.12.2011, Finland
AEL-asiantuntijapäivät, Kirsti Lonka, 26.08.2008 → 31.12.2011, Finland
CLC, Nokia, Kirsti Lonka, 31.03.2008 → 31.12.2011, Finland
GLF (The Government Leaders Forum Europe), Kirsti Lonka, 22.01.2008 → 31.12.2011, Finland
ET-lehden haastattelu, Kirsti Lonka, 16.06.2010, Finland
Opettaja-lehden haastattelu, Kirsti Lonka, 20.08.2010, Finland
Satakunnan kansa, Sunnuntai, haastattelu, Kirsti Lonka, 29.08.2010, Finland

Erika Löfström ,

Helsingin yliopiston verkkouutiset, Erika Löfström, 01.10.2005 → 31.12.2011, Austria
Hufvudstadsbladet /Söndagsbilagan (del: Vetenskap), Erika Löfström, 13.03.2005 → 31.12.2011, Austria
Psykologi, Erika Löfström, 01.04.2005 → 31.12.2011, Austria
Thinking styles, work and gender, Erika Löfström, 13.03.2005
Ylen aikainen Päivä tunnissa, Erika Löfström, 09.03.2005 → 31.12.2011, Austria
Audit in higher education, Erika Löfström, 20.11.2009

Anne-Marja Nevgi ,

Kuopion yliopistolehti, 14 vsk, Anne-Marja Nevgi, 15.12.2006, Finland

Kirsi Maria Pyhältö ,

Yhtenäisessä perusopetuksessa opettajan ja oppilaan hyvin vointi kulkee käsikädessä, Kirsi Maria Pyhältö, 2007
Ohjauksen aakkoset, Kirsi Maria Pyhältö, 2008
Tohtorikoulutus suurennuslasin alla., Kirsi Maria Pyhältö, 2008
Kouluysteisöt jaksamista oppimassa, Kirsi Maria Pyhältö, 2010

Sanna Vehviläinen ,

Rauma, Kolmas Linkki- ja Malti-projektien seminaari Olemassa olevat ja uudet ohjaukset: Miten tukea työttömien työhön paluuta?, Sanna Vehviläinen, 28.10.2003 → 31.12.2011, Finland
Yrkeshögskolan Sydvästin Ohjaus-ura- ja rekrytointiprojektissa CareerNetloppuseminaari, Sanna Vehviläinen, 26.09.2003 → 31.12.2011, Finland
Suomen Liikemiesten kauppaopisto - ATK-instituutti. Pääkaupunkiseudun hankkeen koulutustilaisuus: Ohjaukselliset menetelmät (Oppilaan- ja opinto-ohjauksen kehittämishanke)., Sanna Vehviläinen, 11.02.2005 → 31.12.2011, Finland
Tampereen yliopisto, Opetuksen kehittämissyksikkö, Sanna Vehviläinen, 03.11.2005 → 31.12.2011, Finland

Laura Hirsto ,

Kodin kuvalehti, Laura Hirsto, 01.01.2001 → 31.12.2011, Malaysia
Luento opettajille ja oppilaiden vanhemmille Helsingin Juutalaisessa koulussa, Laura Hirsto, 25.10.2001 → 31.12.2011, Malaysia
Luento opettajille ja oppilaiden vanhemmille Helsingin Juutalaisessa koulussa, Laura Hirsto, 25.10.2001 → 31.12.2011, Malaysia
Yliopisto-lehti, Laura Hirsto, 01.10.2001 → 31.12.2011, Malaysia

Auli-Mari Hannele Toom ,

Väitöskirjaan liittynyt haastattelu: Viisaalla opettajalla on hiljaista tietoa, Auli-Mari Hannele Toom, 01.01.2007, Hungary
Väitöskirjatiedote: Hiljaisen tietämisen lähteillä, Auli-Mari Hannele Toom, 01.01.2007, Hungary



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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

EdPsychHE/Lindblom-Ylänne

- Asiantuntijaesitelmä: Teacher as future maker – Research-based teacher education in Finland, Auli-Mari Hannele Toom, 17.10.2008, United States
- Asiantuntijaesitelmä: The Miracle of PISA –Conference, Helsinki, Auli-Mari Hannele Toom, 10.09.2008, United States
- Asiantuntijaluento Teacher as future maker: Research-based teacher education in Finland, Auli-Mari Hannele Toom, 31.03.2008, United States
- Asiantuntijaluento: Hiljainen pedagoginen tietäminen, Auli-Mari Hannele Toom, 12.05.2008, United States
- Asiantuntijaluento: Mitä on opettajan hiljainen pedagoginen tieto?, Auli-Mari Hannele Toom, 12.12.2008, United States
- Asiantuntijaluento: Teacher as future maker – Research-based teacher education in Finland, Auli-Mari Hannele Toom, 23.05.2008 → 25.05.2008, Turkey
- Asiantuntijaneelii: Finnish National Board of Education, Auli-Mari Hannele Toom, 01.04.2008, United States

Mirja Ruohoniemi ,

- Fennovet Oy:n järjestämä luontopäivä eläinlääkäreille Helsingissä, Mirja Ruohoniemi, 01.01.2000 → 31.12.2011, United States
- Lehti: Hevosurheilu-lehti, 76. vuosikerta, s.9, Mirja Ruohoniemi, 15.11.2000 → 31.12.2011, United States
- Fennovet Oy:n järjestämä koulutuspäivä eläinlääkäreille, Helsingissä, Mirja Ruohoniemi, 22.09.2001 → 31.12.2011, Finland
- Hevosihmistien tietolaari osa 7 (Hevosien kario-ongelmat), Yliopistolaisen eläinsairaalan ystävät, Mirja Ruohoniemi, 07.12.2002 → 31.12.2011, Finland
- Hevosurheilu, Jalostuskuvasto, Mirja Ruohoniemi, 01.01.2002 → 31.12.2011, Finland
- Interview on veterinary studies: Hevosurheilu magazine, Mirja Ruohoniemi, 19.02.2010

Viivi Virtanen ,

- Kivikunta? Kasvikunta? Eläinkunta? Luonnontieteellisen keskusmuseon yleisöluentosarja, Viivi Virtanen, 03.11.2004 → 31.12.2011, Finland
- Zonta-yhdistyksen kokous, Viivi Virtanen, 02.09.2004 → 31.12.2011, Finland
- esitelmä, Kasvitieteen Kevät Kaisaniemessä, Kasvimuseon Avoimet Ovet -yleisötilaisuus, Viivi Virtanen, 14.05.2004 → 31.12.2011, Finland
- posterit, Kasvitieteen Kevät Kaisaniemessä, Kasvimuseon Avoimet Ovet -yleisötilaisuus, Viivi Virtanen, 14.05.2004 → 31.12.2011, Finland
- teema-kiertokäyntejä kasvitieteellisessä puutarhassa, Kasvitieteen Kevät Kaisaniemessä, Kasvimuseon Avoimet Ovet - yleisötilaisuus, Viivi Virtanen, 15.05.2004 → 31.12.2011, Finland
- Suomen Luonto /lehti/, Viivi Virtanen, 01.01.2006 → 31.12.2011, Finland

Anu Keski-Koukkari ,

- Haastattelu TEK-lehdessä: Opiskelijat ylikuormittuvat. Opiskelutahti kaukana tavoitteista., Anu Keski-Koukkari, 12.09.2008, Finland

Juha Nieminen ,

- Suomen lääkärilehti (Vuosikerta 62., 2007, numero 34), Juha Nieminen, 01.01.2007 → 31.12.2011, Finland
- Yliopistolainen (9/2007), Juha Nieminen, 01.01.2007 → 31.12.2011, Finland

Päivi Virtanen ,

- Tiedotus- ja julkistamistilaisuus: Uutta tietoa maahanmuuttajatyöstä, esitelmä, Päivi Virtanen, 22.05.2002 → 31.12.2011, Finland
- Tietoyhteys, lehtiartikkeli, Päivi Virtanen, 01.01.2002 → 31.12.2011, Finland
- IQ Team - samassa veneessä - Uusi palvelu avautuu syyskuun puolivälissä, Päivi Virtanen, 03.09.2003 → 31.12.2011, Finland
- Helsingin yliopiston avoimen yliopiston tuutorikoulutus, Päivi Virtanen, 01.01.2008 → 31.12.2011, Finland

Participation in radio programme

Erika Löfström ,

- Cognitive style and work experiences, Erika Löfström, 09.03.2005

Participation in TV programme



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Sari Lindblom-Ylänne ,

Abifarmi (tv-ohjelma), Sari Lindblom-Ylänne, 16.03.2006 → 31.12.2011, Finland

TV-ohjelma - Abitreenit, Sari Lindblom-Ylänne, 17.09.2007 → 31.12.2011, Hungary

Abi-treenit, YLE TV, Sari Lindblom-Ylänne, 01.01.2008 → 31.12.2011, Finland

Kirsti Lonka ,

TV-ohjelmat: Tietoisuuden mysteeri YLEN Prisma-sarja., Kirsti Lonka, 01.01.2005 → ..., Finland

Suora TV-lähetys Plan, Kirsti Lonka, 17.11.2006, Finland

Pedagogisk utvecklingsdag, Handelshögskolan, Helsingfors, Kirsti Lonka, 29.11.2007 → 31.12.2011, Finland

TV-ohjelma YLE TEEMA Tieteen Päivät, Kirsti Lonka, 11.01.2007, Finland

Viivi Virtanen ,

TV-ohjelma, Luonto lähellä sarja, Suomi Aamu-tv 1 klo 8.14 (10 min), Viivi Virtanen, 01.01.2005 → 31.12.2011, Finland

Participation in interview for web based media

Anu Keski-Koukkari ,

Haastattelu Helsingin yliopiston verkkosivuilla: Lukivaikeus ei estä korkeakouluopiskelua, Anu Keski-Koukkari, 02.11.2010, Finland



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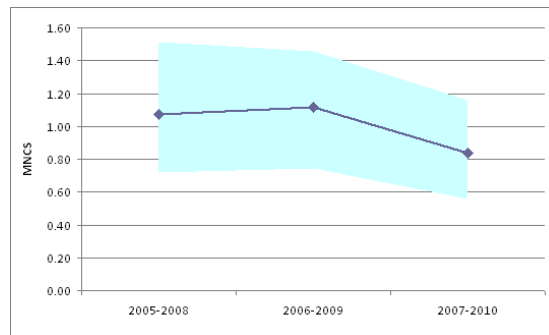
Web of Science(WoS)-based bibliometrics of the RC's publications data 1.1.2005-31.12.2010
by CWTS, Leiden University, the Netherlands

Research Group: Lindblom-Ylänne S

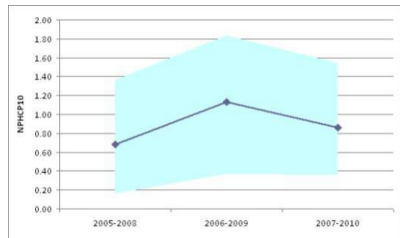
Basic statistics

Number of publications (P)	92
Number of citations (TCS)	201
Number of citations per publication (MCS)	2.21
Percentage of uncited publications	46%
Field-normalized number of citations per publication (MNCS)	.88
Field-normalized average journal impact (MNJS)	1.05
Field-normalized proportion highly cited publications (top 10%)	.87
Internal coverage	.51

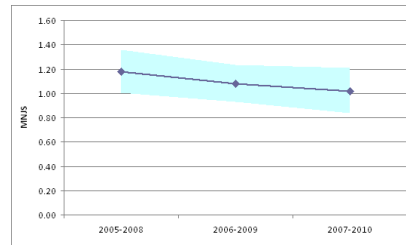
Trend analyses



MNCS

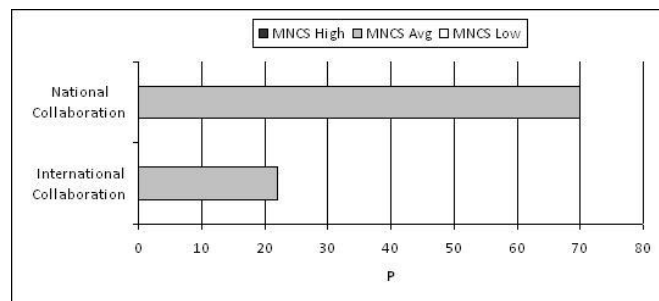


THCP10



MNJS

Collaboration



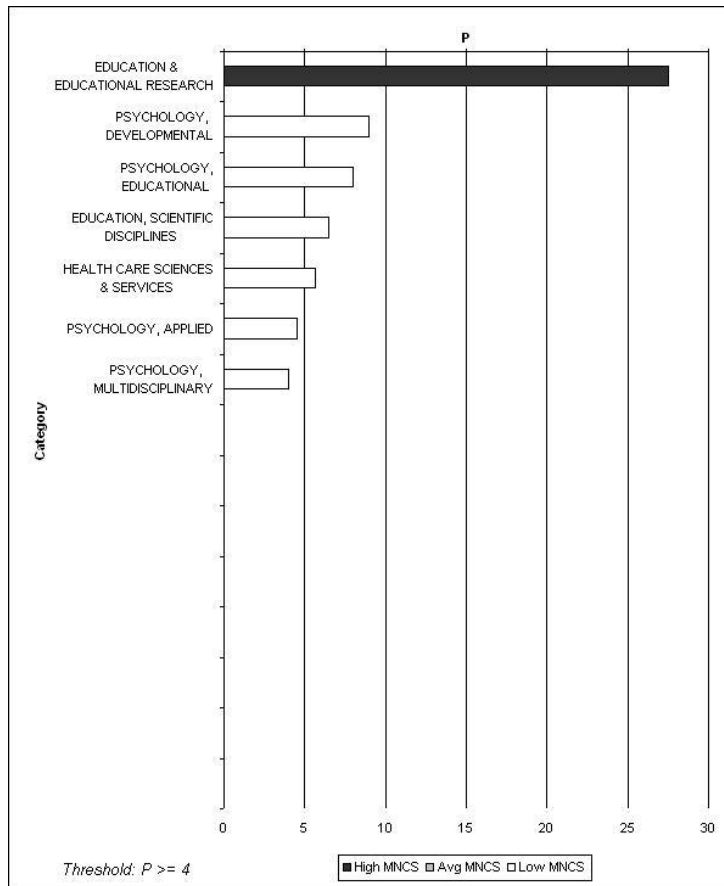
Performance (MNCS) by collaboration type



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING
AT THE UNIVERSITY OF HELSINKI

Web of Science(WoS)-based bibliometrics of the RC's publications data 1.1.2005-31.12.2010
by CWTS, Leiden University, the Netherlands

Research profile



Appendix B.b.

Maria Forsman, Chief Information Specialist, DSocSc
Helsinki University Library 7.7.2011

The bibliometric analyses by Helsinki University Library (HULib)

Background: The bibliometric analyses – especially citation analyses – have raised a lot of discussion and critics among researchers in social sciences and humanities. Researchers view that bibliometric analyses are often unfair to these fields of sciences because they do not give a good enough picture of the publishing. Citation databases – Web of Science and Scopus – cover only weakly the main publications in these fields. Also, in humanities and social sciences monograph is still the main form of publishing, and it does not include in these article databases.

At the University of Helsinki, the above mentioned concerns have been taken into account in the evaluation. The Evaluation Office has ordered analyses from the Helsinki University Library (HULib) for the participating researcher communities that are weakly represented in Web of Science. The database for the HULib analyses is TUHAT (<https://tuhat.halvi.helsinki.fi/portal/en/>) including all the publications that the researchers have considered important.

Based on this data, information specialists at HULib have carried out the following analyses:

- 1) Number of authors/publication/year as a table; a pie of authors/publication in the period 2005-2010;
- 2) Language of publication/year; a pie of language of publication in the period 2005-2010;
- 3) Articles/journal/year; journals have been compared by ISSN with the Norwegian, Australian and ERIH (2007-2008) journal ranking lists; number of articles in ranked journals;
- 4) Publisher/monograph type (according to TUHAT database); monographs have been compared with the Norwegian publisher ranking list. According to this, it has been counted how many monographs are published by a leading scientific publisher (2) or a scientific publisher (1).
- 5) Conference publications (from TUHAT database) especially in computer sciences; compared with the Australian conference ranking list.

Where relevant, some additional analyses and notes concerning the publication culture of a scientific field have been added. Overall, these analyses complement the other evaluation material and lists of the publications of the participating researcher communities.

If the publications of the RCs were less than 50 or/and the internal coverage less than 40 percentage, the WoS analyses were considered not reliable. These RCs were 58 altogether.

In addition, both Leiden and Library analyses were done to the RCs if WoS analyses covered less than 40 per cent of the peer review (A+C) publications of the RC. These RCs were 8 altogether.

The appendix includes the analyses of the RC under discussion.

**Analysis of publications by Helsinki University
Library – 66 RCs altogether**

Biological, Agricultural and Veterinary Sciences

Luukkanen, Olavi – VITRI
Valsta, Lauri – SUVALUE

Natural Sciences

Abrahamsson, Pekka – SOFTSYS
Kangasharju, Jussi – NODES
Ukkonen, Esko – ALKO
Väänänen, Jouko – HLG

Humanities

Aejmelaesus, Anneli – CSTT
Anttonen, Pertti – CMVG
Dunderberg, Ismo – FC
Havu, Eva – CoCoLaC
Heikkilä, Markku – RCSP
Heinämaa, Sara – SHC
Henriksson, Markku – CITA
Janhunen, Juha – LDHFTA
Kajava Mika, – AMNE
Klippi, Anu – Interaction
Knuuttila, Simo – PPMP
Koskenniemi, Kimmo – BAULT
Lauha, Aila – CECH
Lavento, Mika – ARCH-HU
Lukkarinen, Ville – AHCI
Lyytikäinen, Pirjo – GLW
Mauranen, Anna – LFP
Meinander, Henrik – HIST
Nevalainen, Terttu – VARIENG
Pettersson, Bo – ILLC
Pulkkinen, Tuija – Gender Studies
Pyrhönen, Heta – ART
Ruokanen, Miikka – RELDIAL
Saarinen, Risto – RELSOC
Sandu, Gabriel – LMPS
Tarasti, Eero – MusSig
Vehmas-Lehto, Inkeri – TraST
Östman, Jan-Ola – LMS

Social Sciences

Airaksinen, Timo – PPH
Engeström, Yrjö – CRADLE
Granberg, Leo – TRANSRURBAN
Haila, Anne – Sociopolis
Hautamäki, Jarkko – CEA
Heinonen, Visa – KUMU
Helén, Ilpo – STS
Hukkinen, Janne – GENU
Jallinoja, Riitta – SBII
Kaartinen, Timo – SCA
Kettunen, Pauli – NordSoc
Kivinen, Markku – FCREES
Koponen, Juhani – DEVERELE
Koskenniemi, Martti – ECI
Kultti, Klaus – EAT
Lahelma, Elina – KUFÉ
Lanne, Markku – TSEM
Lavonen, Jari – RCMSE
Lehtonen, Risto – SocStats
Lindblom-Yläne, Sari – EdPsychHE
Nieminen, Hannu – MECOL
Nuotio, Kimmo – Law
Nyman, Göte – METEORI
Ollikainen, Markku – ENFIFO
Pirttilä-Backman, Anna-Maija – DYNASOBIC
Rahkonen, Keijo – CulCap
Roos, J P – HELPS
Simola, Hannu – SOCE-DGI
Sulkunen, Pekka – PosPus
Sumelius, John – AG ECON
Vaattovaara, Mari – STRUTSI
Vainio, Martti – SigMe

The next appendix includes the analyses of the
RC under discussion.

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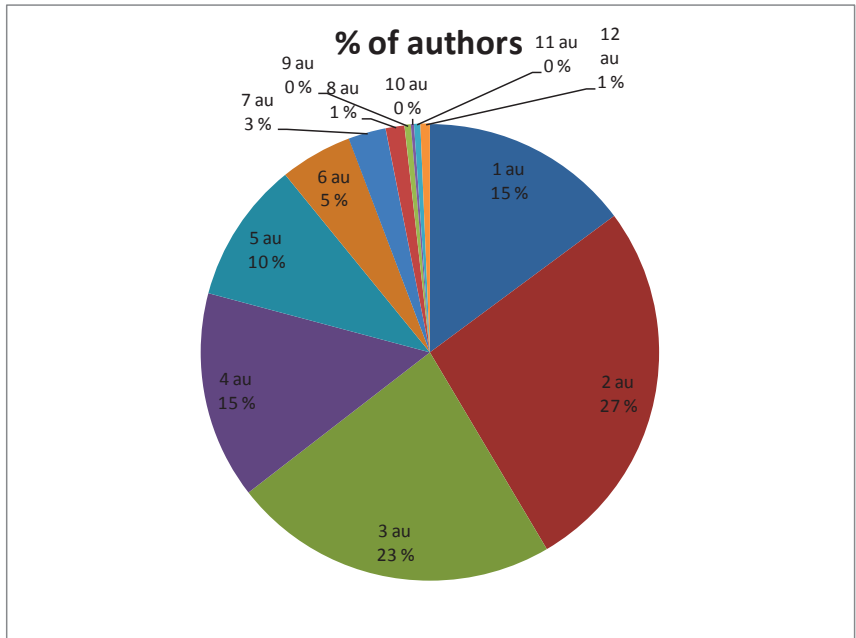
PUBLICATION DATA 2005-2010

RC/EdPsychE/Lindblom-Ylänne

Category 4. *The research of the participating community represents an innovative opening.*
A new opening can be an innovative combination of research fields, or it can be proven to have a special social, national or international demand or other significance. Even if the researcher community in its present composition has yet to obtain proof of international success, its members can produce convincing evidence of the high level of their previous research.

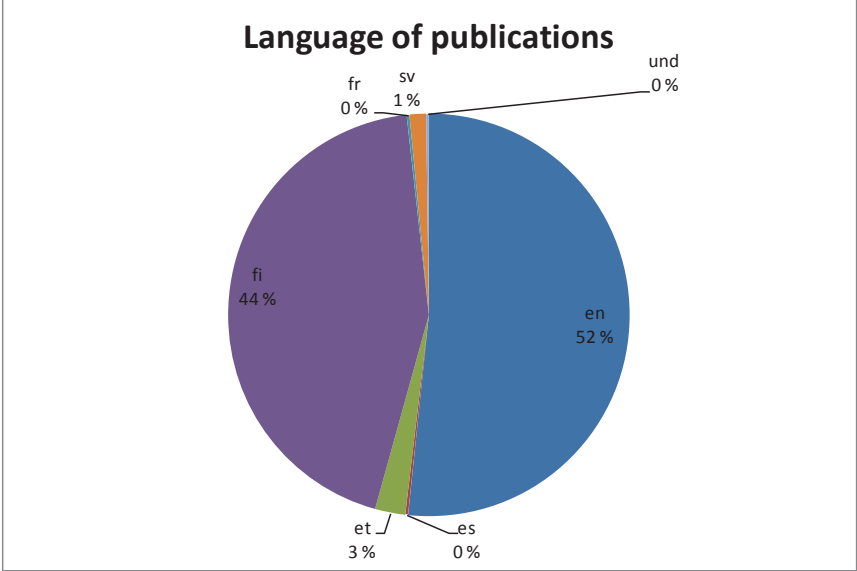
Number of authors in publications/year

Authors	2005	2006	2007	2008	2009	2010	Grand Total
1	8	5	10	24	13	7	67
2	23	21	16	19	25	16	120
3	26	13	17	26	9	13	104
4	9	7	10	12	16	12	66
5	1	10	8	10	10	6	45
6	4	6	2	4	4	3	23
7	1	2	2	2	2	3	12
8	1		1	1	1	2	6
9		1	1				2
10			1				1
11				1	1		2
12	1		1			1	3
18				1			1
Grand Total	74	65	69	100	81	63	452



Language of publications / Year

Language	2005	2006	2007	2008	2009	2010	(blank)	Grand Total
en_GB	31	31	33	52	42	44	1	234
fi_FI	37	34	34	39	38	17		199
et_EE	5				6			11
sv_SE	1		2	1		2		6
es_ES				1				1
fr_FR					1			1
und				1				1
Grand Total	74	65	69	100	81	63	1	453



Journal / Year / Total

Journal	2005	2006	2007	2008	2009	2010	Grand Total
Peda-Forum	2	4	2	2	1	2	13
Psykologia	3	1	1	1		1	7
Aikuiskasvatus	1	1	1	1	1	1	6
Eläinlääkäri : Suomen eläinlääkärelehti	1	2	1	2			6
Medical Education	1	1		2	1		5
Studies in Higher Education		2		2		1	5
Didacta Varia	1	1	1	1			4
Medical Teacher	1		1	1		1	4
British Journal of Educational Technology		1	1		1		3
International Journal for Academic Development			1		2		3
Scandinavian Journal of Educational Research					2	1	3
British Journal of Educational Psychology			1	1		1	3
Kasvatus				2	1		3
Luonnon Tutkija	1			2			3
Psykologian opettaja : PSOP ry:n jäsenlehti.		2		1			3
Advances in Health Sciences Education			1	1		1	3
Research and Practice in Technology Enhanced Learning.			1	1		1	3
European Journal of Developmental Psychology				1	1	1	3
European Psychologist	2				1		3
Teaching and Teacher Education		1	1				3
American Journal of Pharmaceutical Education					1	1	2
Revista de Investigaciones UNAD = Research magazine UNAD Long					2		2
Studies in Educational Evaluation			2				2
Educational Psychology				1		1	2
Journal of Youth and Adolescence					1	1	2
BMC Medical Education		2					2
ISSBD Newsletter		1			1		2
Art, Design and Communication in Higher Education	1				1		2
Studies in Philosophy and Education	1		1				2
European Journal of Teacher Education				1		1	2
Journal of Vocational Behavior			1	1			2
Higher Education		1		1			2
Learning and Instruction				2			2
International Journal of Behavioral Development					1	1	2
International Journal of Computer-Supported Collaborative Learning					2		2
Computers & Education	2						2
Forensic Science International			1				1
Communication & Medicine	1						1
BioTechniques			1				1
Hallinnon tutkimus					1		1
Pathfinder: The Pathways to Adulthood Newsletter						1	1
Haridus : Eesti pedagoogilise üldsuse ajakiri.				1			1
Educational Research and Evaluation					1		1
Hellenic Journal of Psychology			1				1
Longitudinal and Life Course Studies						1	1
E-Learning and Education				1			1
New directions for higher education.		1					1
Informaatiotutkimus		1					1
Family Practice				1			1
Instructional Science						1	1
Journal of Veterinary Medical Education						1	1
Interactive Learning Environments				1			1
KeVer ammattikorkeakoulututkimuksen verkkolehti			1				1
Bryological times : newsletter of the International Association of Bryologists		1					1
Lifelong Learning in Europe				1			1
Dosis				1			1
Management Decision					1		1
Digital Kompetanse				1			1
Merrill - Palmer Quarterly					1		1

International Journal of Educational Research				1		1
Nova Hedwigia		1				1
International Journal of Medical Informatics		1				1
Active Learning in Higher Education		1				1
International Journal of Research and Method in Education					1	1
Puhe ja Kieli	1					1
International Journal of Science Education					1	1
Journal of the Learning Sciences	1					1
International Journal of Special Education (Online Edition)					1	1
European Journal of School Psychology.			1			1
International Journal of Technology and Design Education					1	1
Cambridge Journal of Education					1	1
International pharmacy journal			1			1
Kymenlaakson luonto : Suomen luonnonsuojeluliiton Kymenlaakson osasto	1					1
European Journal of Education					1	1
Learning environments research.				1		1
JET. Journal of Empirical Theology					1	1
Logic journal of the IGPL		1				1
European journal of pain.			1			1
Canadian Journal of Psychiatry					1	1
European Journal of Psychological Assessment					1	1
Advances in Life Course Research					1	1
Swiss Journal of Psychology		1				1
Mentoring & Tutoring	1					1
Reflective Practice				1		1
Molecular Phylogenetics and Evolution				1		1
Research in Science Education	1					1
NMI-bulletin				1		1
European Journal of Psychology of Education					1	1
Outlines : critical practice studies					1	1
Revue Quebecoise de Psychologie					1	1
Patient Education and Counseling				1		1
Samblasöber.	1					1
Pharmacy Education		1				1
Science & Education	1					1
Communication Education					1	1
Sosiaalipsykologi	1					1
Quality in Higher Education		1				1
BIOG					1	1
Journal of the Hattori botanical laboratory.		1				1
American Journal of Veterinary Research					1	1

Research on Language and Social Interaction					1		1
Unterrichtswissenschaft : Zeitschrift für Lernforschung.						1	1
Revue Europeene de Psychologie Appliquee					1		1
Veterinary Journal						1	1
Rexi						1	1
Journal of Occupational and Organizational Psychology				1			1
Computers & amp				1			1
Journal of Psychosomatic Obstetrics and Gynecology				1			1
Seminar.net			1				1
Journal of Research in Personality				1			1
Studies for the learning society : SLS.				1			1
Journal of Social and Personal Relationships		1					1
Journal of teacher education for sustainability.				1			1
Journal of Adolescent Research				1			1
Suomen lääkärilehti						1	1
Journal of Education for Teaching		1					1
Teachers and Teaching						1	1
Journal of Evaluation in Clinical Practice				1			1
Tieteessä tapahtuu						1	1
Journal of Experimental Botany				1			1
US-China Education Review						1	1
Journal of Happiness Studies						1	1
Acta Obstetricia et Gynecologica Scandinavica		1					1
Journal of Interactive Learning Research	1						1
Grand Total	26	35	27	51	31	36	206

Journal ranking (Norway, Australia, ERIH)

Norway ranking

Level 2 = highest scientific, Level 1= scientific

Australian ranking

A*

Typically an A* journal would be one of the best in its field or subfield in which to publish and would typically cover the entire field/subfield. Virtually all papers they publish will be of a very high quality. These are journals where most of the work is important (it will really shape the field) and where researchers boast about getting accepted. Acceptance rates would typically be low and the editorial board would be dominated by field leaders, including many from top institutions.

A

The majority of papers in a Tier A journal will be of very high quality. Publishing in an A journal would enhance the author's standing, showing they have real engagement with the global research community and that they have something to say about problems of some significance. Typical signs of an A journal are lowish acceptance rates and an editorial board which includes a reasonable fraction of well known researchers from top institutions.

B

Tier B covers journals with a solid, though not outstanding, reputation. Generally, in a Tier B journal, one would expect only a few papers of very high quality. They are often important outlets for the work of PhD students and early career researchers. Typical examples would be regional journals with high acceptance rates, and editorial boards that have few leading researchers from top international institutions.

C

Tier C includes quality, peer reviewed, journals that do not meet the criteria of the higher tiers.

ERIH ranking 2007-2008

Purpose of The European Reference Index for the Humanities (ERIH) is to develop and to maintain an impact assessment tool for European research journals. Journal classification processes are conducted by discipline-specific expert panels. In the ERIH 2007 Initial List there are three categories:

A = international publications, both European and non-European, with high visibility and influence among researchers in the various research domains in different countries, regularly cited all over the world.

B = international publications, both European and non-European, with significant visibility and influence in the various research domains in different countries.

C = European publications with a recognized scholarly significance among researchers in the respective research domains in a particular readership group in Europe; occasionally cited outside the publishing country, though the main target group is the domestic academic community.

Journal	Grand total	Norway	Australia	ERIH History and Philosophy of Science	ERIH Pedagogical and Educational Research	ERIH Linguistics	ERIH Philosophy	ERIH Religious Studies and Theology	ERIH Psychology
Aikuiskasvatus	6						C		
Medical Education	5	1 B					B		
Studies in Higher Education	5	2 A*					A		
Medical Teacher	4	1 C					B		
British Journal of Educational Technology	3	1 A					B		
International Journal for Academic Development	3	1 B							
Scandinavian Journal of Educational Research	3	2 B					B		
British Journal of Educational Psychology	3	1 B					A		B
Kasvatus	3						C		
Advances in Health Sciences Education	3	1 A					B		
Research and Practice in Technology Enhanced Learning	3	1 C							
European Journal of Developmental Psychology	3	1 C							C
European Psychologist	3	1 C							B
Teaching and Teacher Education	3	2 B					A		C
American Journal of Pharmaceutical Education	2	1 C							
Studies in Educational Evaluation	2	1 B					A		
Educational Psychology	2	2 B					B		
Journal of Youth and Adolescence	2	1 B					B		B
BMC Medical Education	2	1 A							
Art, Design and Communication in Higher Education	2	1 B							
Studies in Philosophy and Education	2	2 B					A		B
European Journal of Teacher Education	2	2 B					B		
Journal of Vocational Behavior	2	2 A*							A
Higher Education	2	2 A					A		
Learning and Instruction	2	2 A					A		A
International Journal of Behavioral Development	2	2 B							B
International Journal of Computer-Supported Collaborative Learning	2	2 B							
Computers & Education	2	2 A					A		
Forensic Science International	1	1 B							
Communication & Medicine	1	1 C							
BioTechniques	1	1 B							
Educational Research and Evaluation	1	1 A					B		
Hellenic Journal of Psychology	1	1					C		
E-Learning and Education	1	1							
Informaatiotutkimus	1	1							
Family Practice	1	1 B							B
Instructional Science	1	1 A					A		B
Journal of Veterinary Medical Education	1	1 C							
Interactive Learning Environments	1	1 B					B		
Lifelong Learning in Europe	1	1 C					C		
Management Decision	1	1							
Digital Kompetanse	1	1							
Merrill - Palmer Quarterly	1	1 A							B
International Journal of Educational Research	1	2 A*					A		
Nova Hedwigia	1	1 C							
International Journal of Medical Informatics	1	2 A							
Active Learning in Higher Education	1	1 B							
International Journal of Research and Method in Education	1	1 B							
Puhe ja Kieli	1	1 C					C		
International Journal of Science Education	1	2 A*					A		
Journal of the Learning Sciences	1	2 B					A		A

International Journal of Technology and Design Ed	1	1 A		B			
Cambridge Journal of Education	1	1 A*		B			
European Journal of Education	1	2 B		B			
Learning environments research.	1	1 B		B			
JET. Journal of Empirical Theology	1	B				B	
Logic Journal of the IGPL	1	1 B	B				
European journal of pain.	1	1 B					
Canadian Journal of Psychiatry	1	1 C					
European Journal of Psychological Assessment	1	1 B				B	
Advances in Life Course Research	1	1					
Swiss Journal of Psychology	1	1 C				C	
Mentoring & Tutoring	1	B					
Reflective Practice	1					C	
Molecular Phylogenetics and Evolution	1	2 A					
Research in Science Education	1	1 A		B			
European Journal of Psychology of Education	1	1 C		A		C	
Outlines : critical practice studies	1	1 C					
Patient Education and Counseling	1	1 B					
Pharmacy Education	1	C					
Science & Education	1	B		B			
Communication Education	1	1 C					
Quality in Higher Education	1	1 A		B			
BJOG	1	1 A					
Journal of the Hattori botanical laboratory.	1	1 C					
American Journal of Veterinary Research	1	2 A					
Research on Language and Social Interaction	1	1 B	B			B	
Unterrichtswissenschaft : Zeitschrift für Lernforsch	1			C			
Revue Europeene de Psychologie Appliquee	1	1 C					
Veterinary Journal	1	1 A					
Journal of Occupational and Organizational Psychol	1	2 B				A	
Computers &	1	2 A		A			
Journal of Psychosomatic Obstetrics and Gynecolog	1	1 C				B	
Seminar.net	1	1					
Journal of Research in Personality	1	1 A				A	
Journal of Social and Personal Relationships	1	1 B				B	
Journal of teacher education for sustainability.	1	1					
Journal of Adolescent Research	1	1 B				B	
Suomen lääkärilehti	1	C					
Journal of Education for Teaching	1	1 A		B			
Teachers and Teaching	1	2 A		A			
Journal of Evaluation in Clinical Practice	1	1 C					
Journal of Experimental Botany	1	2 A					
US-China Education Review	1	1					
Journal of Happiness Studies	1	1 B		B		C	
Acta Obstetrica et Gynecologica Scandinavica	1	1 A					
Journal of Interactive Learning Research	1	B		B			
Grand Total	147						

Amount of ranked articles (Norway)

Norway	Journal articles
Level 2	40
Level 1	88

Amount of ranked articles (Australian)

Australia	Journal articles
Level A*	10
Level A	31
Level B	55
Level C	32

Book publishers

Publisher ranking (based on Norwegian ranking list)

2 = leading scientific

1 =scientific

no = non-scientific or not ranked

C1 Published scientific monograph (18)

C2 Edited book, compilation, conference proceeding or special issue of journal (26)

D5 Text book or professional handbook or guidebook or dictionary (11)

There are 55 monographs, of which 3 are published by a leading scientific publisher and 5 by a scientific publisher.

Publisher	c1_scientific_monograph	d5_textbook_professional_handbook	c2_edited_book_compilation_conferenceproceedings_special	Grand Total	Norway publisher ranking
Arbetshälsoinstitutet	1			1	
Cambridge University Press		1		1	2
Helsingfors universitet	1			1	
Helsingin yliopisto	1	2		3	
Helsingin yliopisto, käyttäytymistieteellinen tiedekunta		2		2	
Helsingin yliopisto, Viikin opetuksen kehittämissp	1			1	
Helsingin yliopiston avoin yliopisto	1			1	
Kansanvalistusseura	1			1	
Kansanvalistusseura ja Aikuiskasvatuksen tutkimusseura		1		1	
Korkeakoulujen arviointineuvosto	1			1	
Lawrence Erlbaum		1		1	2
Mouton de Gruyter		1		1	2
Opetuksen ja tutkimuksen kehittämissykkö	1			1	
Opetusalan koulutuskeskus	1			1	
Otava			5	5	
Palmenia		1		1	
Pädagogische Akademie des Bundes Oâ€		1		1	
RCEdet för utvärdering av högskolorna	1			1	
Sheffield Hallam University		1		1	
Suomen kasvatustieteellinen seura	1	2		3	
Suomen psykologinen seura		1		1	
Tampere University Press		1		1	1
TEV	1			1	
TLâ€ Kirjastus, Tallinn University Press		1		1	
Työterveyslaitos	2			2	
University of Helsinki	1			1	
University of Helsinki, Department of Applied Sciences of Ed		4		4	
VDM Verlag Dr. Muller	1			1	
WSOY	1	2	1	4	1
WSOY Oppimateriaalit		2	4	6	
WSOYpro		3	1	4	
Grand Total	18	26	11	55	

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Evaluations

ISBN 978-952-10-7542-1 (PDF)
ISSN 1795-5513 (Online)

Internet address:

http://www.helsinki.fi/julkaisut/aineisto/rc_evaluation2012/hallinnon_julkaisuja_80_122_2012.pdf



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