



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

RC-Specific Evaluation of CRADLE – Center for Research on Activity, Development and Learning

Seppo Saari & Antti Moilanen (Eds.)



Evaluation Panel: Social Sciences

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Title: International Evaluation of Research and Doctoral Training at the University of Helsinki 2005–2010 : RC-Specific Evaluation of CRADLE – Center for Research on Activity, Development and Learning	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: Activity theory, sociocultural approach, formative interventions, expansive learning, development, Change Laboratory, innovations
Participation category: 1. Research of the participating community represents the international cutting edge in its field	
RC's responsible person: Engeström, Yrjö	
Keywords: Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community	

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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 Pyhälä**

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 lead 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

In particular, the group leader and his close collaborators are internationally known widely and have in fact shaped an internationally powerful research approach during the last decades. Because of the differences in the publication tradition, the impact of this group is not visible in ISI data bases but is on an alternative data base (Publish or Perish) that shows that the leader of the group is extremely frequently cited.

There seems to be a good fit for the CRADLE to be based within the Institute of Behavioral Sciences. Certainly learning research is an important facet of behavioral science. In addition, it helps that the focus of CRADLE is one specific theory of cultural-historical activity. This focus can act as a common reference point for divergent researchers.

CRADLE's emphasis on turning theoretical abstractions into practice (into the concrete) is commendable. Their focus on real-world interventions is a well-defined strength.

CRADLE is not afraid of tackling the problems, trials and tribulations of incorporating technology into the learning process. This is an important international subject for research.

Challenges

CRADLE has a positive grasp of their challenges. They are attempting to initiate more long-term partnerships. This seems like an advantageous initiative. This challenge could lead to:

1. incorporating new experts into CRADLE's efforts,
2. the development of new funding sources and
3. more long-term real-world projects.

Areas of development

CRADLE publishes across an expansive array of sixteen categories. 47% of the publications are single authored. CRADLE is active in international publishing but the number of papers in international top journals is not very high when compared with some other RCs in behavioural sciences. On the bases of the Norwegian level 2 articles, CRADLE run ~ 14% of their published articles. On the bases the Australia research quality articles in the A* journals it runs ~ 3 % and articles in A journals ~ 12%.

The RC has a large number of publications but it seems that during the evaluation period the RC has not been able to make use of its strong international status in its publication policy. The number of articles in international top journals and contributions to books of leading science publishers has been relatively low and lack behind the other top RCs in the evaluation.

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

Almost 20% of the cradles dissertations have won awards.

Their criteria for selecting doctoral students seems well thought out. The CRADLE selects for promising research ideas, proven research abilities, motivation and the ability to work with co-researchers. These criteria are superior to selection by test scores alone.

Clearly, a strength is that the doctoral program is taught in English only. This program choice should allow CRADLE to market more easily its program, internationally. Also, this would allow for new PhD's to more easily market themselves in foreign countries.

CRADLE somehow is able to fund 17 of its doctoral students - four at full salary. This is a strength of the program.

The doctoral students are supervised closely. This is an important strength of the program. Each student has two supervisors with whom the student signs a formal agreement. In addition, each student has a five-member supervisory group. Members of the supervisory group may include external university professors. The inclusion of an external professor should be encouraged to the point of expecting the supervisory group to include one.

Clearly, CRADLE works closely with the doctoral student in assuring that they are able to generate publishable articles. This aspect of the student's supervision is impressive.

The four required seminars in research procedures (foundations, method, analysis and theory) is another strength. Such attention to research procedures will enhance the student's academic performance.

CRADLE is concerned with their graduates' employment. They have tracked the employment of their PhDs and found that they generally moved into one of three areas. This concern with employment of their graduates is an important strength and one that is too often neglected in other programs.

Challenges

CRADLE has identified three challenges for their program. This panel concurs with their findings. They advocate an increase in the recruitment of international doctoral students. This challenge should be monitored and managed via a well-defined action plan.

A second identified challenge is to monitor the students' progress and thereby ensure the graduation of their doctoral students in a timely manner. This is an important challenge for most doctoral granting programs. The CRADLE is proactive in embracing this challenge.

The third challenge is to initiate a conference planned, organized and run by the doctoral students. This is a very clever enterprise on the part of the CRADLE. This plan reflects the resourcefulness of the CRADLE.

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

CRADLE actively searches for concrete ways to be a force in the society. The RC presented clear and detailed examples of their societal impact in their evaluation materials. In this area, the CRADLE demonstrates strengths.

Challenges

CRADLE is pursuing more long-term arrangements with external organizations. They are establishing a discrete forum to work closely with external entities to disseminate the innovations generated from CRADLE's research. CRADLE intends to use its experience with Harvard's Learning Innovations Laboratories (LILA) to this end. The plan is a well thought-out self-imposed organizational challenge.

It was not noted in the materials; however Finland is ranked by more than one agency as number one in education out of, at least, one hundred countries.

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

CRADLE bands, via their workshops, with universities in the United States, England, Norway, Sweden and Russia.

CRADLE's faculty attend conferences and congresses.

CRADLE urges their doctoral students to study abroad. This action fosters both collaboration and mobility for their students and program.

Besides, the outward mobility of CRADLE, this RC has an inward direction via its hosting of foreign visiting scholars.

Challenges

CRADLE faces the same challenge as most departments. This is the problem of funding. Academic mobility is expensive. The Center is widely known internationally.

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

A strength of the CRADLE is its newly acquired facilities in behavioral sciences. It is obvious that the CRADLE finds the new facilities to be an important support for its function.

Challenges

The CRADLE would benefit from the creation of more stable academic budget line positions. Undue reliance on short-term funding and a pool of temporary scholars is taxing to the unit and can take the focus off intensive research.

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

Strengths

CRADLE utilizes an uncomplicated and minimal management system. Since academicians tend to be self-motivated, they appreciate a clear and decentralized management style. Ubiquitous and heavy-handed leadership can stifle the efforts of professional scholars. CRADLE's leadership style is conducive to research and publications.

Challenges

The challenge is to protect the stability of the CRADLE's management style. This can be difficult, if there are frequent changes in administrative personnel. The system of five thematic research groups is probably effective but it is important to encourage collaboration between the groups as well.

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 significant

Strengths

Cradle has received 8,135,855 euros in external funding during the evaluation period. The external funding amounts to ~ 1.3 million per year. This RC has 22 scholars and 26 doctoral students. Of the scholars, seven

are professors. To obtain over eight million euros in six years is no mean task. The panel considers that the amount of external funding is outstanding.

Challenges

To continue the never-ending search for funding. What the RC is doing seems to be working.

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

Strengths

The CRADLE's strategic action plan consists of 14 discreet projects. The projects are ambitious and have face validity.

Challenges

Generally, strategic action plans are not constructed of discreet plans, but are fashioned into one coherent, continuous group-relevant plan. The CRADLE may wish to consider a more traditional strategic action plan. In effect, they have no actual strategic plan for CRADLE.

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

CRADLE place itself in category 1 (International cutting edge)

This category is well justified because the Center is widely recognized as the leading Centre of sociocultural activity theory.

However, does the relatively low level of high quality journal publications fit with the category 1 designation?

Numeric evaluation: 5 (Outstanding)

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

The information presented to the panel concerning the member's contributions was adequate. They have a system in which everyone had an opportunity for input.

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

Focus area 4: The thinking and learning human being

CRADLE's research is directly linked to the focus area "Thinking and learning human being".

2.12 RC-specific main recommendations

1. Relative to other RCs, CRADLE invests a significant amount of energy in the close supervision of their doctoral students. Some examples are:
 - a) the RC attempts to find salary funding for their students,
 - b) two supervisors are assigned to every doctoral student,
 - c) an agreement regarding the frequency of supervision sessions is developed,
 - d) then students sign a formal agreement of supervision,
 - e) a supervisory group of a minimum five members is set up within the first year of study,
 - f) one meeting with the supervisors per semester is attempted,
 - g) the student dissertation proposal is published as a working paper,
 - h) doctoral students practice scientific writing by first co-authoring articles with supervisors, and
 - i) students are required to participate in one seminar per semester in the four areas of the foundations of theory & research, methodology, data analysis and debates.

The strengths of the CRADLE doctoral training and supervision should be considered as a model for the entire university.

2. The two-way mobility of scholars in this RC should be encouraged at other RCs.
3. CRADLE could have more ambitious publication strategy and submit more articles to international top journal.

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:

Center for Research on Activity, Development and Learning (CRADLE)

LEADER OF THE RESEARCHER COMMUNITY:

Professor Yrjö Engeström, Institute 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
- UH Library analysis of publications data 1.1.2005-31.12.2010 – 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: Engeström, Yrjö

E-mail:

Phone: +358-50-3076300

Affiliation: CRADLE, University of Helsinki

Street address: Teollisuuskatu 23, 00510 Helsinki

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Center for Research on Activity, Development and Learning CRADLE

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

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 CRADLE was formed at the beginning of 2009 by merging two research units, the Center for Activity Theory and Developmental Work Research (founded 1994; was a National Center of Excellence in Research from 2000 to 2005) and the Centre for Research on Networked Learning and Knowledge Building (founded in 2000). CRADLE runs the Doctoral Program of Adult Education and Developmental Work Research (part of the national graduate school of education FIGSEL) and a Master's Program (ATMO). CRADLE has five research groups, each led by a professor, and a sixth one currently being formed. CRADLE has its own physical facilities and a vibrant community of scholars conducting research on human activity in societal and cultural contexts, technology-intensive knowledge practices, and learning from the developmental perspective, especially expansive learning associated with radical transformations in organizations.

3 SCIENTIFIC FIELDS OF THE RC

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

RC's scientific subfield 1: Education and Educational Research

RC's scientific subfield 2: --Select--

RC's scientific subfield 3: --Select--

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

Other, if not in the list:

4 RC'S PARTICIPATION CATEGORY

Participation category: 1. Research of the participating community represents the international cutting edge in its field



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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

Justification for the selected participation category (MAX. 2200 characters with spaces): The CRADLE is an acknowledged world leader in activity-theoretical and sociocultural research on learning and work. The Center has had the status of a National Center of Excellence in Research. Its doctoral program has produced 28 PhDs. Yrjö Engeström, director of CRADLE, is the most cited educational researcher in Finland and one of the most cited ones in Europe.

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): We are a multidisciplinary research unit, focused on transformations and learning in collective activity systems and individuals facing new societal, cultural and technological challenges. Our work is inspired by cultural-historical activity theory and more broadly sociocultural approaches to human development. We are a community of researchers based at University of Helsinki, working in shared facilities and building on intense interaction and debate.

Our research is based on interplay between theory and practice. We work in close collaboration with various work organizations, educational institutions, and other communities of practice. Much of our research uses formative interventions, such as Change Laboratories. We are part of a growing international network of research groups which share a similar theoretical approach.

There are five research groups in the CRADLE. They serve as forums for discussion and joint development of research projects and publications. Boundaries between the groups are fluid and members can move across them. The five groups are (1) New forms of work and learning (led by Yrjö Engeström), (2) Technology-mediated processes of learning and collective creativity (led by Kai Hakkarainen), (3) Distributed innovations and transformation of research work (led by Reijo Miettinen), (4) Craft, design and learning (led by Pirita Seitamaa-Hakkarainen), and (5) Interventions for the formation of new concepts in organizations (led by Jaakko Virkkunen and Kirsti Launis). A sixth group, focused on early learning and preschool education and led by Lasse Lipponen, is being formed.

Our Doctoral Program for Developmental Work Research and Adult Education has existed since 1995. Its current class of 2010 has 17 doctoral students, four of whom have four-year positions with full salary from the Academy of Finland. The doctoral program follows a demanding curriculum of required courses for the first two years. We also run the Master's Program in Adult Education and Developmental Work Research (ATMO), completely taught in English. Five of the recent graduates of ATMO are now enrolled as doctoral students in our doctoral program.

Significance of the RC's research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): Our research community and doctoral training are a unique concentration of globally recognized competence and productivity in educational research in Finland. We also bring in large amounts of external funding for our research projects and doctoral program, from the Academy of Finland, the Finnish Technology Agency TEKES, the European Union, and various ministries and foundations.

Keywords: Activity theory, sociocultural approach, formative interventions, expansive learning, development, Change Laboratory, innovations



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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

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): We are a world leader in our area of research due to (a) our own conceptual development of cultural-historical activity theory (the so-called 3rd generation of activity theory), (b) the theory of expansive learning and the theory of triological learning developed in our Center, (c) the framework of developmental work research, and (d) the methodology of formative interventions, particularly the Change Laboratory, as application and further development of Vygotsky's principle of double stimulation. Our doctoral program has produced 28 PhD dissertations, four of which have won prizes, and 15 other PhD dissertations have been produced under the supervision of CRADLE researchers. The Director of CRADLE has been awarded with an honorary professorship (Birmingham, UK) and an honorary doctorate (Oslo).

Comments on how the RC's scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): We publish in refereed journals and edited books across of wide spectrum not limited to education (including prominently organization studies, social sciences, discourse studies, and social studies of science and technology). Books continue to be significant products of our research. Our productivity and impact are poorly captured by traditional impact factors and citation indices focused narrowly on mainstream science journals. The Publish or Perish service (<http://www.harzing.com/pop.htm>) is the most adequate tool for capturing the impact of our work in terms of citations.

LIST OF RC MEMBERS

NAME OF THE RESEARCHER COMMUNITY:			Center for Research on Activity, Development and Learning CRADLE		
RC-LEADER			Y. Engeström		
CATEGORY			1		
	Last name	First name	PI-status (TUHAT, 29.11.2010)	Title of research and teaching personnel	Affiliation
1	Engeström	Yrjö	x	Professor	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
2	Hakkarainen	Kai	x	Professor	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
3	Lipponen	Lasse	x	Professor	Department of Teacher Education
4	Miettinen	Reijo	x	Professor	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
5	Seitamaa-Hakkar	Pirita	x	Professor	Department of Teacher Education
6	Tuomi-Gröhn	Terttu		Professor	Department of Teacher Education
7	Virkkunen	Jaakko		Professor	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
8	Lehenkari	Janne		Postdoctoral researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
9	Engeström	Ritva	x	Academy Research Fellow	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
10	Kerosuo	Hannele		University researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
11	Lahti	Henna		Postdoctoral researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
12	Paavola	Sami		University researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
13	Pohjola	Pasi		Postdoctoral researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
14	Rainio	Anna		Postdoctoral researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
15	Sannino	Annalisa	x	University lecturer	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
16	Seppänen	Laura		Postdoctoral researcher	Institute of Behavioural Sciences
17	Teräs	Marianne		Postdoctoral researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
18	Toiviainen	Hanna		University researcher	Institute of Behavioural Sciences, Faculty of Behavioural Sciences
19	Tuunainen	Juha	x	Postdoctoral researcher	Department of Social Sciences
20	Toikka	Kari		Researcher	Institute of Behavioural Sciences
21	Toikka	Seppo		Researcher	Institute of Behavioural Sciences
22	Vähäpassi	Antero		Researcher	Institute of Behavioural Sciences
23	Ahonen	Heli		Doctoral candidate	Institute of Behavioural Sciences
24	Helle	Merja		Doctoral candidate	Institute of Behavioural Sciences
25	Kallio	Kirsi		Doctoral candidate	Institute of Behavioural Sciences
26	Kangas	Kaiju		Doctoral candidate	Institute of Behavioural Sciences
27	Kangasoja	Jonna		Doctoral candidate	Institute of Behavioural Sciences
28	Kaatrakoski	Heli		Doctoral candidate	Institute of Behavioural Sciences
29	Kajamaa	Anu		Doctoral candidate	Institute of Behavioural Sciences
30	Kantola	Tarja		Doctoral candidate	Institute of Behavioural Sciences
31	Koli	Annarita		Doctoral candidate	Institute of Behavioural Sciences
32	Korhonen	Satu-Mari		Doctoral candidate	Institute of Behavioural Sciences
33	Käyhkö	Leena		Doctoral candidate	Department of Teacher Education
34	Kuusisaari	Hanna		Doctoral candidate	Department of Teacher Education
35	Laamanen	Tarja-Kaarina		Doctoral candidate	Institute of Behavioural Sciences
36	Laitinen	Anne		Doctoral candidate	Institute of Behavioural Sciences
37	Lallimo	Jiri		Doctoral candidate	Institute of Behavioural Sciences
38	Leminen	Juha		Doctoral candidate	Institute of Behavioural Sciences
39	Mankkinen	Teija		Doctoral candidate	Institute of Behavioural Sciences

40	Niemelä	Anna-Liisa		Doctoral candidate	Institute of Behavioural Sciences
41	Pasanen	Auli		Doctoral candidate	Institute of Behavioural Sciences
42	Pereira Querol	Marco		Doctoral candidate	Institute of Behavioural Sciences
43	Pihlaja	Juha		Doctoral candidate	Institute of Behavioural Sciences
44	Ristimäki	Päivi		Doctoral candidate	Institute of Behavioural Sciences
45	Schaupp	Marika		Doctoral candidate	Institute of Behavioural Sciences
46	Siltala	Juha		Doctoral candidate	Institute of Behavioural Sciences
47	Vainio	Jenny		Doctoral candidate	Institute of Behavioural Sciences
48	Viilo	Marjut		Doctoral candidate	Institute of Behavioural Sciences



INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE
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RC-SPECIFIC STAGE 2 MATERIAL

BACKGROUND INFORMATION

Name of the RC's responsible person: Engeström, Yrjö

E-mail of the RC's responsible person:

Name and acronym of the participating RC: Center for Research on Activity, Development and Learning, CRADLE

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: We are a multidisciplinary center and our work crosses the divide between behavioral and social sciences, between the individual and the collective/societal aspects of learning and development.

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).**

The CRADLE is a multidisciplinary research unit, focused on transformations and learning in collective activity systems and individuals facing new societal, cultural and technological challenges. Our work is inspired by cultural-historical activity theory and more broadly sociocultural approaches to human development. We are a community of researchers based in the Institute of Behavioural Sciences at University of Helsinki.

The CRADLE was formed at the beginning of 2009 by merging two research centers functioning under the auspices of the Faculty of Behavioural Sciences, namely the Center for Research on Activity Theory and Developmental Work Research (Department of Education; founded in 1994) and the Centre for Research on Networked Learning and Knowledge Building (Department of Psychology; founded in 1998). The Academy of Finland awarded CRADLE's predecessor, the Center for Research on Activity Theory and Developmental Work Research, the status and funding of a national Center of Excellence in research for the years 2000-2005.

Our research is based on interplay between theory and practice. We work in close collaboration with various work organizations, educational institutions, and other communities of practice. Much of our research uses formative interventions, such as Change Laboratories. We are part of a growing international network of research groups which share a similar theoretical approach.

The following are some of the research foci of the CRADLE:

- Human activity in societal and cultural contexts across everyday life, school, work, and communities of science and culture;
- Technology-intensive knowledge practices in educational systems and working life; expansion and augmentation of human activity potentials through collaborative learning supported by information and communication technologies;
- Learning from the developmental perspective, especially expansive learning associated with radical transformations of activity concepts;
- Human activity in heterogeneous networks that break organizational, institutional, cultural, and national boundaries by various means;



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- New forms of work and organization of activity within a globalizing world; human potentials of guiding the development of their activities within global organizations;
- Pursuit of innovation and design as challenges of work and learning;
- New potentials, instruments, and forms of agency and collaboration.

In the years from 2005 to 2010, a special focus of CRADLE's research has been on the challenges of so-called third-generation activity theory. This refers to issues of multi-organizational collaboration and networking, boundary crossing, and formation of new types of collaborative arrangements between activity systems. Along with this societal extension of the research objects, CRADLE's research has moved toward deeper analyses of agency, responsibility and embodied involvement of subjects.

The Center is focused on reciprocal interaction between theory and practice. Many investigations of the Center are formative interventions that use the Change Laboratory method. CRADLE works in a close collaboration with work organizations, educational institutions, and organizations pursuing investigative developmental consulting (including the Finnish Institute of Occupational Health and Verve Consulting). The Center continues and expands its collaboration with polytechnics (universities of applied sciences), developing and investigating pedagogical solutions that cross boundaries between education and work. International collaborators of CRADLE include the Laboratory of Comparative Human Cognition at University of California, San Diego, as well as research centers based on activity theory and socio-cultural approaches at the universities of Bath and Oxford (United Kingdom) and Kansai University (Osaka, Japan).

There are five research groups in the CRADLE:

1. New Forms of Work and Learning (Yrjö Engeström)
2. Technology-mediated Processes of Learning and Collective-creativity (Kai Hakkarainen)
3. Distributed Innovations and Transformation of Research Work (Reijo Miettinen)
4. Craft, Design, and Learning (Pirita Seitamaa-Hakkarainen)
5. Interventions for the Formation of New Concepts in Organizations (Jaakko Virkkunen and Kirsti Launis)

The research groups serve as forums for discussion and joint development of research projects and publications. Boundaries between the groups are fluid and members can move across them.

Between 2005 and 2010, the CRADLE researchers have systematically tested and refined the methodological approach of developmental work research in studies across multiple fields and specialties of work. Here are the key areas in which CRADLE researchers have produced significant results and publications during the period:

- Activity concepts: their formation, functioning and transformation in organizations (J. Virkkunen)
- Boundaries as sites of learning and development (H. Kerosuo)
- Change Laboratory as a method and toolkit of formative interventions (Y. Engeström and J. Virkkunen)
- Collective and networked expertise (K. Hakkarainen)
- Critical transitions between producers and users (R. Miettinen)
- Distributed agency in organizational transformations (J. Virkkunen)



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- Emergence of agency in formative interventions (A. Sannino)
- Expansive learning: elucidation and further development of the theory (Y. Engeström, A. Sannino)
- Knotworking: formulation and application of the concept (Y. Engeström)
- Learning by collaborative designing (P. Seitamaa-Hakkarainen)
- Multi-level learning in networks (H. Toiviainen)
- Theories of practice and the place of cultural-historical activity theory (R. Miettinen)
- Triological perspective on learning and knowledge creation (K. Hakkarainen)
- Work-related wellbeing as a dynamic concept (K. Launis and J. Virkkunen)

In the field of cultural-historical activity theory, the CRADLE is an acknowledged world leader. As a novel and expansive paradigm, CRADLE's approach generates publications and conference keynotes across a wide range of disciplines, ranging from cognitive science and computer science to education, organization studies, psychology, sociology of science and technology, applied linguistics, and ergonomics.

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

CRADLE researchers will increasingly strive toward projects which lead to long-term partnerships both domestically and internationally. Within CRADLE, such partnerships will allow the stepwise formation of sustainable concentrations of top competence and productivity. An example of such development is the new project "Implementation of BIM (Building Information Modeling) in Planning, Construction and Maintenance of Buildings". New practices and new forms of cooperation will be developed during the research.

Another direction of improving the quality of CRADLE's research is the collective development of key theoretical and methodological themes that cut across various concrete projects. Thematic workshops on topics such as the methodology of formative interventions, the principles of double stimulation and ascending from the abstract to the concrete, the meaning of body and embodiment in learning and agency, the concept of contradiction, etc. will be organized for this purpose.

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.

CRADLE is responsible for the Doctoral Program of Developmental Work Research and Adult Education which is a subprogram of the Finnish Doctoral Programme in Education and Learning (FIDPEL), financed by the Academy of Finland. CRADLE's doctoral program has been running since 1995 (first under the responsibility of the Center for Activity Theory and Developmental Work Research) and it has thus far produced 27 PhD dissertations, five of which have won prizes for their high quality. The director of the doctoral program is Yrjö Engeström.

Students in CRADLE's doctoral program are selected by means of an open national and international call for applications. Key admission criteria include a promising research idea related to the key research themes of the CRADLE; a proven ability to conduct research and produce good-quality scientific text (e.g., a high-quality Master's thesis); a strong motivation to pursue demanding research; and evidence of ability to work collaboratively. The entire doctoral program is conducted in English. CRADLE is



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responsible for the Master's Degree Programme in Adult Education and Developmental Work Research (ATMO). The Master's program is a productive training ground for future doctoral students. Five graduates of the ATMO program are now students in the doctoral program.

The latest class of the doctoral program started at the beginning of 2010 with four students with full salary funding from the Academy of Finland for four years and 13 students with funding from research projects or employers. The next class is expected to start at the beginning of 2012, provided that the Academy of Finland continues its funding for the FiDPEL.

Two personal supervisors (one more senior, the other more junior) are assigned to every doctoral student. The supervisors are primarily professors and docents from the CRADLE and its partner units. The student and the supervisors work out an agreement regarding the frequency and contents of supervision sessions. The supervisors and the student sign a formal agreement of supervision in accordance with the rules of the Faculty of Behavioural Sciences. A supervisory group of minimum five members is set up within the first year of study. The supervisory group should have diverse expertise relevant for the topic of the student's research. Two members must be senior researchers from the CRADLE. The group may also include experts from outside universities. The student is responsible for arranging meetings of the supervisory group, typically one meeting per semester is advisable. Each meeting must focus on some key text prepared by the student ahead of time. Every doctoral student admitted to the doctoral program is a full member of the FiDPEL and thus invited to participate in the annual seminars of the FiDPEL.

Every doctoral student participates in the work of a CRADLE research group and preferably integrates the dissertation work into a broader research project. A research plan is written and discussed during the first year of study. When ready, the plan is published as a working paper and serves as the student's 'visiting card' to the outside world. Each doctoral student outlines his or her personal developmental priorities and concrete goals for the near future – a personal 'zone of proximal development'. This document is discussed, improved and shared among fellow doctoral students. It is reviewed and updated with the student's supervisors annually. Doctoral students need to learn to write publishable articles as early as possible.

Doctoral students typically practice scientific writing by first co-authoring articles with their supervisors or other senior colleagues. The CRADLE conducts special 'R&R workshops' in which reviews of submitted article manuscripts are discussed and manuscripts are revised to become publishable.

During the first two years of the doctoral program, the students complete four required seminars, one per each semester. The topics of the four required seminars are:

1. Foundations of activity theory and sociocultural research
2. Methodology and design of research
3. Approaches and methods of data analysis
4. Anchoring the study in a field of theoretical debates

Each seminar is conducted by means of weekly half-day sessions. The students read and discuss key texts, produce papers toward their own dissertations, and discuss critically their fellow students' drafts.

Developmental work research emphasizes partnerships between research and practice, especially in transformations and interventions in work organizations. The students are expected to seek and develop collaborative contacts and partnerships with work organizations and practitioners in fields relevant to their topics. This typically leads to increased possibilities for future research funding and employment both within the academia and outside of it, in research and development functions of



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private and public sector organizations. Thus far, the PhDs from CRADLE's doctoral program have found jobs very well. The three major types of employment of our PhDs are (1) academic positions and university-based research projects, (2) jobs in consulting companies and human resource management positions in private sector organizations, (3) R&D positions in public sector research institutions (such as the Finnish Institute of Occupational Health).

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

The CRADLE doctoral program is modeled after the best practices of leading Anglosaxon research universities, combined with the stable funding basis provided by the Academy of Finland. We see the following directions of further improvement ahead of us:

-First of all, the intake of international students into the doctoral program will be increased. At the moment we have three international doctoral students in the CRADLE doctoral program (from Brazil, Italy, and Nigeria); in the next class we anticipate at least 20 to 25% of the new students to come from abroad. This will require broader and intensified international advertising of the doctoral program.

-Secondly, to monitor the students' progress and to enhance the completion of the PhD degree within four years, we will introduce an intermediate control point at the end of the first year of studies.

-Thirdly, to facilitate the development of the students' own agency, we will initiate an annual mini-conference entirely planned and implemented by the doctoral students.

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).

CRADLE's research projects are conducted in partnerships with work organizations and educational institutions involved in major change efforts. Thus, our research typically has immediate impact on societally important transformations and reforms. A good example is the project 'Preventing Social Exclusion Among Elderly in Home Care in the City of Helsinki: Development Project on Promising Practices', funded by the Health Center of the City of Helsinki (2006-2009; PI Yrjö Engeström). Within the project, a new concept and tool called Mobility Agreement was developed and tested for supporting the physical mobility of elderly clients of the home care. In 2010, the new concept won the Helsinki Mayor's Achievement Prize for innovations in the city's services. The Mobility Agreement is a plan prepared and monitored in joint 'knotworking' sessions by the client and a Home Care staff members, with the objective of promoting day-to-day exercise. In 2009, the project published a book in Finnish, titled Promising Home Care: New Approaches to Elderly Care, in which the Mobility Agreement was presented to the broader public. At present, the Mobility Agreement is being implemented in the entire city and spreading to other municipalities in Finland. The key developer of the Mobility Agreement concept, home care chief Jaana Nummijoki, is a doctoral student in CRADLE's doctoral program.

The project 'Facilitating expansive school transformation in the SADC (Southern African Development Consortium) region', funded by the Academy of Finland (2009-2012; PI Kai Hakkarainen) is another example of the societal impact of CRADLE's research. The purpose of project is to facilitate expansive transformation of secondary schools of the SADC countries by developing, together with local social actors, models and practices for using ICTs to solve complex problems through intensive school-community interaction. In order to overcome limitations of direct transfer of models and practices of developed countries to developing ones, the project relies on Change Laboratory methodology which requires documenting and analyzing dynamic interfaces in which the participants' heterogeneous interests and interpretations hybridize, shaping the course of interventions in unpredictable ways.



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Besides producing academic publications, the project supports the activity theory interest group of the University of Botswana by organizing a series of academic courses and training change agents to carry out Change Laboratory interventions in eight pilot schools. It organizes workshops that bring together teachers and other participants from SADC countries, thus expanding the scope of the pilot interventions.

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

The societal impact of CRADLE's work will be strengthened by increasingly engaging in long-term partnerships both domestically and internationally. Building domain-specific sustainable clusters of top competence within CRADLE will allow more concentrated efforts to generate research-based recommendations for policy makers and alternative future options for public discussion.

Another initiative is the formation of a forum for public and private sector organizations interested in following the ideas and research findings of CRADLE and sharing their own new developments and practices in managing learning and innovations. This forum will make use of the experiences of Harvard University's somewhat similar forum called Learning Innovations Laboratories (LILA).

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.

CRADLE collaborates with a number of research centers which share a similar theoretical and methodological orientation. On December 21-22, 2009, CRADLE organized the First International Workshop of Sociocultural And Activity-Theoretical Research Centers on the theme 'Collective Creativity and Learning'. The participants included representatives of the Laboratory of Comparative Human Cognition (LCHC) of University of California, San Diego, USA; the Centre for Sociocultural and Activity Theory Research, University of Bath, UK; the Oxford Centre for Socio-Cultural and Activity Theory Research, University of Oxford, UK; the Center for Lifelong Learning and Design, University of Colorado at Boulder, USA; the Intermedia, University of Oslo, Norway; the Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society, University of Gothenburg, Sweden; the Center for Human Activity Theory, Kansai University, Osaka, Japan; and the Moscow State University of Psychology and Education, Russia.

CRADLE researchers and doctoral students participate actively in the congresses of the International Society of Cultural and Activity Research (ISCAR). Some 20 CRADLE researchers will participate in the next ISCAR congress in Rome, Italy, in September 2011. CRADLE co-organized the Nordic and Finnish ISCAR conference (FISCAR) on May 23-25, 2010 at Aalto University on the theme "Perspectives on Social Creativity, Designing and Activity."

Each research project and research group of the CRADLE has its own specific domestic and international collaboration network. Several CRADLE researchers are members in international and Finnish research networks.

The CRADLE doctoral program strongly recommends that the students spend at least one semester during their studies in a university or research center abroad. The doctoral program has currently three foreign students. CRADLE's Master's Degree Programme in Adult Education and Developmental Work Research (ATMO) is run entirely in English and, starting in 2012, will be offered primarily to international students.



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In August 2010, within the Helsinki International Summer School, CRADLE organized the first international summer course on activity theory and formative interventions. The three-week course was attended by students and researchers from eight countries. The course will from now on be organized annually. It serves as an effective dissemination forum and recruitment and channel for the Master's program and doctoral program.

CRADLE hosts a steady flow of international visitors, ranging from senior scholars to doctoral students. In the years 2008 to 2010, the CRADLE has annually hosted 15, 17, and 15 foreign visiting scholars, respectively.

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

CRADLE has strong drawing power internationally. Especially ambitious doctoral students and postdocs find CRADLE a very productive and supportive community to visit, and they often spend a semester or a full year with us. It is also easy for us to get high profile senior scholars to visit and give talks. However, support schemes for inviting longer term senior visiting scholars are still inadequate in Finland.

The CRADLE will initiate collaborative research projects with research units in other parts of the world. We see this as appropriate groundwork for increased researcher mobility. The increase of the number of international doctoral and Master's students in CRADLE will also create new possibilities for collaboration.

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 CRADLE has adequate physical facilities in which the offices of most of its researchers and doctoral students are located. For the past seven years, the facilities have been located in Teollisuuskatu 23, but in March 2011 CRADLE will finally get its own space in the campus of behavioral sciences in Siltavuorenpenger. Administrative and technical services will be improved as the CRADLE will be closer to the providers of these services. CRADLE has an administrative coordinator, and part of the capacity of a Master's program coordinator is devoted to CRADLE's ATMO Master's program.

Responsibility for the doctoral program and for the ATMO Master's program means that CRADLE scholars have relatively heavy supervision and teaching loads. Distributing these duties among all CRADLE researchers with PhDs has improved the situation.

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

CRADLE's strength is its strong collaborative community which nourishes a good amount of face-to-face interaction. This requires a healthy mix of different levels of researchers, from senior professors to Master's students. The big weakness and risk is the lack of continuity and security of employment for researchers just below the level of professors. The excessive reliance on short-term project funding is of course a general weakness in Finnish academia, but in a research community such as CRADLE it is felt on a daily basis as a source of stress. This problem can only be overcome by systematically working with the management of the Institute of Behavioural Sciences toward transforming fragmented employment trajectories into stable jobs.



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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 CRADLE has kept its management as simple and informal as possible. Being part of the Institute of Behavioural Sciences (IBS), budgetary, personnel and policy decisions concerning the CRADLE are in the last instance made by the director of IBS. Within this framework and subject to the approval of the IBS director, CRADLE's internal management has the following elements: (1) major decisions and strategic plans are generated through consensus-oriented discussion in the group of the five research group leaders, supported by broader discussion in which the whole CRADLE community can participate either virtually or in annual planning days of the CRADLE; (2) daily operational decisions are made by the CRADLE director, when needed jointly with the co-director, in close coordination with the director of the Institute of Behavioural Sciences; (3) decisions and plans directly related to the research projects are made by the PI of each project, within the accepted research plan and budget of the project and in open discussion with the researchers working within the project.

Over the years, this relatively simple structure has been stabilized and works well as long as processes are transparent and communication is kept open and active. Importantly enough, it means a minimum of administrative meetings within the CRADLE. On the other hand, especially the recent multiple reforms and reorganizations of the university necessarily mean that CRADLE's researchers must participate in numerous meetings and administrative processes outside the CRADLE.

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

As mentioned above, to facilitate the development of the doctoral students' agency and impact on the development of CRADLE, we will initiate an annual mini-conference entirely planned and implemented by the doctoral students.

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: 2285200
- 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: 2157586
- 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: 1700000
- 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:



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- 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: The Finnish Work Environment Fund
 - European Social Fund
 - total amount of funding (in euros) from the above-mentioned foundations: 240000
- 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).
 - names of the funding organizations:
 - total amount of funding (in euros) from the above-mentioned funding organizations:
- 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
 - National Board of Education
 - Criminal Sanctions Agency
 - Health Center of the City of Helsinki
 - total amount of funding (in euros) from the above-mentioned funding organizations: 1753069

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.

CRADLE researchers and doctoral students will be involved in the following new projects:

-'Assessing Limits of Adapting to Climate Change and Opportunities for Resilience' (R. Miettinen). Examines how models and tools created by natural scientists and economists can be utilized by stakeholders of the food production chain to enhance resilience against changes caused by climate change. Funding obtained from Academy of Finland.

-'Concept Formation in the Wild' (Y. Engeström). Analyzes collective concept formation within transformations and critical encounters in complex work activities. Funding sought from Academy of Finland and from European Research Council.

-'Creation of Capability for Developmental Intervention in Botswana's School Network' (K. Hakkarainen, R. Miettinen, J. Virkkunen). In collaboration with University of Botswana, CRADLE organizes a Master's Program aimed at educating change agents for carrying out local school development. Funding to be sought from Academy of Finland.

-'Double Stimulation and Interventionist Epistemology in Educational Research' (A. Sannino). Aims at establishing fruitful connections between activity theory's epistemological ideas and the concrete methods used in its empirical implementation. Funding sought from Academy of Finland.

-'Expansive Engagement: Longitudinal Study of Learning and Development' (K. Hakkarainen). A ten-year longitudinal investigation of school children's technology-mediated learning and development from the beginning of elementary school to the end of high school, with interventions for transforming overall practices of learning and instruction in selected schools.



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-'Facilitating Practices of Technology-Mediated Co-Design, Co-Learning and Co-Teaching' (P. Seitamaa-Hakkarainen). Will facilitate technology-enhanced knowledge practices related to co-design, co-learning and co-teaching in elementary and higher education.

-'The Genesis of Agency: Activity Theory as Framework for Educational Change' (A. Sannino). Using data from four empirical studies examines how agency emerges in human activities and what are the key mechanisms that determine its genesis. Funding sought from European Research Council .

-'Globalizing Workplace – Globalizing Workplace Learning?' (H. Toiviainen). Explores the potential of sustainable workplace learning in globalizing work of when workplaces of high qualification move from industrialized countries to the growing markets of Asia and South America. Funding sought from Academy of Finland.

-'Implementation of BIM (Building Information Modeling) in Planning, Construction and Maintenance of Buildings' (R. Miettinen). Examines building modeling as a generic technology that enables radical changes in construction and calls for new inter-organizational relationships that make collaborative modeling possible. Funding obtained from Finnish Funding Agency for Technology and Innovation.

-'Integration of Knowledge Workers from Abroad into Universities in Finland: An Activity-Theoretical Intervention Study' (A. Sannino). Explores the potentials of the concept of experiencing and the methodology of formative interventions for identifying obstacles experienced by foreign knowledge workers in efforts to integrate into the university work environment and for overcoming these obstacles. Funding sought from Finnish Work Environment Fund.

-'Interaction and Learning between Generations in Collaboration Projects of Daycare, Comprehensive School, and Elderly Services' (A. Rainio). Funding sought from the Emil Aaltonen Foundation.

-'Kohaus' (H. Toiviainen). Investigates concepts of activity in service networks, focusing on tools and practices that enhance implementation of customer understanding and boundary crossing. Funding sought from Finnish Funding Agency for Technology and Innovation.

-'Open Development Model for Polytechnics and their Working Life Partners as Substrate for Social and Technological Innovations' (J. Virkkunen, Y. Engeström). Creates, tests and evaluates a model of open development for collaborative production of innovations between the Polytechnic Metropolia and work organizations. Funding to be sought from Finnish Funding Agency for Technology and Innovation.

-'Third Mission of University and New Forms of University-Society Interaction' (R. Miettinen, J. Tuunainen). Analyzes forms and mechanisms of university-society interaction

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

Research group leaders and PI level researchers of the CRADLE were asked to contribute to the compilation of the materials. Most significantly, they described their new and emerging research projects and the guiding theoretical questions behind those projects (section 8 above). The coordinator of CRADLE collected important background information and statistics. All members of CRADLE were asked to submit information on their publications and scientific activities to be included in the TUHAT database for the evaluation.



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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström

1 Analysis of publications

- Associated person is one of Yrjö Engeström ,
Reijo Miettinen ,
Jaakko Virkkunen ,
Hannele Kerosuo ,
Anna Pauliina Rainio ,
Hanna Toivainen ,
Seppo Ilmari Toikka ,
Jonna Katriina Kangasoja ,
Annarita Kristiina Koli ,
Anne Laitinen ,
Jiri Altti Lallimo ,
Jenny Vainio ,
Marco Pereira Querol ,
Marjut Viilo ,

Kai Hakkarainen ,
Pirita Seitamaa-Hakkarainen ,
Janne Markus Lehenkari ,
Henna Irja Esteri Lahti ,
Annalisa Sannino ,
Juha Tuunainen ,
Heli Ahonen, Merja Kaarina Helle ,
Heli Kyllikki Kaatrakoski ,
Leena Käyhkö ,
Juha-Matti Leminen ,
Päivi Ristimäki ,

Lasse Lipponen ,
Terttu Tuomi-Gröhn ,
Ritva Engeström ,
Sami Paavola ,
Laura Elina Seppänen, Marianne Teräs ,
Kari Ilpo Tapani Toikka ,
Kaiju Kangas ,
Anu Kajamaa ,
Hanna Kuusisaari ,
Auli Pasanen ,
Juha Sittala ,

Publication type	Publication year						Total Count 2005 - 2010
	2005	2006	2007	2008	2009	2010	
A1 Refereed journal article	24	16	18	24	13	15	110
A3 Contribution to book/other compilations (refereed)	24	20	15	26	23	14	122
A4 Article in conference publication (refereed)	3	3	4	8	7	2	27
B1 Unrefereed journal article	6	4	5	4	3	3	25
B2 Contribution to book/other compilations (non-refereed)	1	1	5	3	2	6	18
B3 Unrefereed article in conference proceedings	2	1	1	2	2	2	10
C1 Published scientific monograph	3	7	3	3	4	5	25
C2 Edited book, compilation, conference proceeding or special issue of journal	3	2	3	6	2	2	18
D1 Article in professional journal	1	2		2	2	1	8
D2 Article in professional hand or guide book or in a professional data system, or text book material					2	1	3
D3 Article in professional conference proceedings				1			1
D4 Published development or research report	2	1	2	1	3	4	13
D5 Text book or professional handbook or guidebook or dictionary	1	2	1		1	1	6
E1 Popular article, newspaper article	4		4	7	4	2	21
E1 Popular contribution to book/other compilations			1				1
E2 Popular monograph		1					1



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Khan, AW, Senteni, A, Nleya, P, Sinko, M, Aston, M, Engeström, R, Mohamedbhai, G, Schneider, D, Taurisson, A 2005, 'Innovative learning and knowledge communities for enhancing competence of teachers and integrating ICTs in education in the SADC region', in **WITFOR 2005 White Book.**



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Pereira Querol, M 2008, 'The object of collaboration between farmers and managers in biogas production', in **Activity 2008: International Symposium: 12-14 May 2008, Helsinki, Finland: Abstracts: Activity analyses for developing work: second symposium of the technical committee "Activity Theories for Work Analysis and Design" (ATWAD) of the International Ergonomics Association (IEA)**, pp. 67.

2009

Engeström, Y 2009, 'Expansive concept formation at work: an activity theoretical analysis of anchoring across organizational levels', in **Actes du Colloque Epique 2009**, pp. 1-7.

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2010

Kerosuo, H, Toivainen, H 2010, 'Kehittämistutka oppimisen välittäjänä oppimisverkostossa', in **Työelämän tutkimuspäivät 2009: työn ja elämän laatu**, pp. 306-315 *Työelämän tutkimuspäivien konferenssijulkaisuja, no. 1, vol. 2010.*

Teräs, M 2010, 'Cultural diversity in work and education - perspectives of the first and second generation immigrants', in **Proceedings 2010 Helsinki: VETNET: European Research Network in Vocational Education and Training.**

C1 Published scientific monograph

2005

Engeström, Y, Rückriem, G (ed.) 2005, *Developmental work research: expanding activity theory in practice*, **ICHS: International cultural-historical human sciences, no. 12, Lehmanns Media, Berlin .**

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Björkstrand, R, Lallimo, J, Kanerva, J 2006, *Socio-technical knowledge management in a product design environment: final report of 3D-knowledge management project*, **Helsinki University of Technology, Bit Research Centre, Espoo.**

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Suvanto, H, Pereira Querol, M, Kurki, S, Valkosalo, P **2007**, *Key factors influencing economic relationships and communication in European food chains (FOODCOMM) Review of sausage and rye bread chains in Finland: Review of sausage and rye bread chains in Finland*, **Reports, no. 17, vol. 2007, University of Helsinki, Rurialia Institute.**

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

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Engeström, Y (ed.), Lompscher, J, Ruckriem, G **2005**, *Putting activity theory to work: Contributions from developmental work research*, **Lehmanns Media, Berlin.**

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D1 Article in professional journal

2005

Lahti, H, Iivonen, M **2005**, 'Pukeutumisen tie ohjaa yhteisölliseen ongelmanratkaisuun', **Tekstiilipettaja**, vol 51, no. 1, pp. 12-13.

2006

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2009

Lahti, H, Viilo, M **2009**, 'Yhteisöllisyyttä käsityön suunnitteluprosessiin', **Tekstiilipettaja**, vol 55, no. 2, pp. 18-19.

Vainio, J **2009**, 'Fysiikan sukupuolen jäljillä', **Arkhimedes**, vol 2009, no. 4, pp. 26-29.

2010

Keto, A, Nuutinen, E, Teräs, M **2010**, 'Vakiinnuttaminen ekspansiohaasteena', **Konsepti - toimintakonseptin uudistajien verkkolehti**, vol 6, no. 1, pp. 1-15.

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

2009

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2010

Kumpulainen, K, Lipponen, L **2010**, 'Koulu 3.0 - Kuinka teemme visiosta totta?', in K Vähähyppä (ed.), **Koulu 3.0, Opetushallitus, Helsinki**, pp. 8-22.

D3 Article in professional conference proceedings

2008

Pereira Querol, M **2008**, *Tailoring a method to analyse the emergence and development of a new joint activity mediational forms.*, Paper presented at ISCAR Congress (International Society for Cultural and Activity Research): **Ecologies of diversities - the developmental and historical interarticulation of human mediational forms**, San Diego, CA, United States. 09. - 13. September, 2008.

D4 Published development or research report

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Ilomäki, L, Lakkala, M, Toikka, S, Lallimo, J **2005**, *Seinäjoen ammattikorkeakoulun opettajien tietotekniikan osaaminen, käyttö ja odotukset*, **Raportteja, no. 6, Helsingin yliopisto, Ruralia-instituutti, Seinäjoki**.

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2008



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Laitinen, A 2010, *Double Stimulation, Motives, and Agency: The Experiment of the "Meaningless Situation" with Groups of Participants*, Working Papers / University of Helsinki, Center for Research on Activity, Development and Learning CRADLE, no. 7/2010, University of Helsinki, Helsinki.

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Rajala, A, Hilppö, J, Kumpulainen, K, Tissari, V, Krokfors, L, Lipponen, L 2010, *Merkkejä tulevaisuuden oppimisympäristöstä, Raportit ja selvitykset / Opetushallitus, no. 2010:3, Opetushallitus, [Helsinki].*

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D5 Text book or professional handbook or guidebook or dictionary

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

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E1 Popular article, newspaper article

2005

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Siltala, J 2008, 'Organisaatio vaatimusten myllerryksessä', **Strada : Helsingin ammattikorkeakoulun asiakaslehti.**, no. kevät, pp. 17.

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2010

Siltala, J 2010, 'Työelämä vaatii entistä enemmän', **Helsingin Sanomat**.

Siltala, J 2010, 'Globaalit työmarkkinat', **Kehitys**, vol 2010, no. 4, pp. 18-19.

E1 Popular contribution to book/other compilations

2007

Siltala, J 2007, 'Suomi 1960-luvulta 2000-luvulle: aina on näytön paikka!', in R Raatikainen (ed.), **Oi maamme! : valokuvia Suomesta = Vårt land! : fotografier från Finland = Our land! : photographs from Finland**, **Musta Taide**, Helsinki, pp. 10-21.

E2 Popular monograph

2006

Engeström, R, Engeström, Y, Kerosuo, H 2006, *Neuvotteleva työtapo monisairaiden asiakkaiden hoidossa*, **Tutkimusraportteja / Helsingin yliopisto, kasvatustieteen laitos, toiminnan teorian ja kehittävän työntutkimuksen yksikkö**, no. 8, Helsingin Yliopisto, Helsinki.



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

CRADLE/Engeström

1 Analysis of activities 2005-2010

- Associated person is one of Yrjö Engeström , Kai Hakkarainen , Lasse Lipponen ,
Reijo Miettinen , Pirita Seitamaa-Hakkarainen , Terttu Tuomi-Gröhn ,
Jaakko Virkkunen , Janne Markus Lehenkari , Ritva Engeström ,
Hannele Kerosuo , Henna Irja Esteri Lahti , Sami Paavola ,
Anna Pauliina Rainio , Annalisa Sannino , Laura Elina Seppänen, Marianne Teräs ,
Hanna Toiviainen , Juha Tuunainen , Kari Ilpo Tapani Toikka ,
Seppo Ilmari Toikka , Heli Ahonen, Merja Kaarina Helle , Kaiju Kangas ,
Jonna Katarina Kangasoja , Heli Kyllikki Kaatrakoski , Anu Kajamaa ,
Anne Laitinen , Annarita Kristiina Koli , Leena Käyhkö , Hanna Kuusisaari ,
Jiri Altti Lallimo , Juha-Matti Leminen , Auli Pasanen ,
Jenny Vainio , Marco Pereira Querol , Päivi Ristimäki , Juha Sittala ,
Marjut Viilo ,

Activity type

Supervisor or co-supervisor of doctoral thesis	42
Prizes and awards	4
Editor of research journal	1
Editor of research anthology/collection/conference proceedings	1
Peer review of manuscripts	3
Editor of series	2
Editor of special theme number	1
Membership or other role in research network	5
Membership or other role in national/international committee, council, board	2
Membership or other role in public Finnish or international organization	1
Participation in interview for written media	53
Participation in radio programme	6
Participation in TV programme	1



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2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis

Yrjö Engeström ,

Supervision of Merja Helle's doctoral dissertation, Yrjö Engeström, 1995 → 2011
Supervision of Jonna Kangasoja's doctoral dissertation, Yrjö Engeström, 1999 → ...
Supervision of Auli Pasanen's doctoral dissertation, Yrjö Engeström, 2003 → ...
Supervision of Anu Kajamaa's doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Leena Käyhkö's doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Satu-Mari Korhonen's doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Teija Mankinen's doctoral dissertation, Yrjö Engeström, 2008 → 2011
Supervision of Anne Laitinen's doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Hannamari Kosonen's doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Juhana Kokkonen's doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Juhana Rantavuori's doctoral dissertation, Yrjö Engeström, 2010 → ...

Hannele Kerosuo ,

Co-supervisor of doctoral theses, Hannele Kerosuo, 01.01.2007 → ...
Co-supervisor of doctoral theses, Hannele Kerosuo, 01.02.2010 → ...
Supervisor of doctoral theses, Hannele Kerosuo, 06.2010 → ...
Supervisor of doctoral theses, Hannele Kerosuo, 12.04.2010 → ...

Sami Paavola ,

Supervision of PhD thesis of Juhana Kokkonen, Sami Paavola, 2010 → ...
Supervision of PhD thesis of Satu Jalonen, Sami Paavola, 2010 → ...

Annalisa Sannino ,

Supervision of Heli Kaatrakoski's doctoral thesis, Annalisa Sannino, 2008 → ...
Co-supervision of Ulla Ryyänen's doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Anne Laitinen's doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Antti Rajala's doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Jenny Vainio's doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Virpi Lappetelainen's doctoral thesis, Annalisa Sannino, 2011 → ...

Juha Siltala ,

sivuohtaja väitöskirjatyölle (pääohjaaja dos. Laaksonen), Juha Siltala, 2004 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
väitöskirjan ohjaus, Juha Siltala, 2005 → ...
väitöskirjan ohjaus, Juha Siltala, 2005 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...



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Väitöskirjatyön ohjaus, Juha Siltala, 2007 → ...
väitöskirjan ohjaus, Juha Siltala, 2007 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2008 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2009 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2009 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...
väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...

Prizes and awards

Anu Kajamaa ,

Grant for Erasmus teaching exchange, University of Helsinki Staff Exchanges, 2008, Anu Kajamaa, 2008 → ...
Grant for Erasmus teaching exchange, University of Helsinki Staff Exchanges, 2009, Anu Kajamaa, 2009 → ...
Travel grant (700 euros), Chancellor of University of Helsinki, 30.4.2009, Anu Kajamaa, 2009 → ...
Travel grant (800 euros), Chancellor of University of Helsinki, 30.4.2010, Anu Kajamaa, 2010 → ...

Editor of research journal

Hannele Kerosuo ,

Journal of Workplace Learning, Hannele Kerosuo, 01.01.2009 → ...

Editor of research anthology/collection/conference proceedings

Sami Paavola ,

Ideas in Action: Proceedings of the Applying Peirce Conference, Sami Paavola, 2011

Peer review of manuscripts

Sami Paavola ,

Peer reviewer: Foundations of Science, Sami Paavola, 2011

Marianne Teräs ,

Vertaisarvioitsija kansainvälisessä tiedelehdessä Journal of Workplace Learning, Marianne Teräs, 2010 → ...

Juha Tuunainen ,

Asiantuntijalausunto, Juha Tuunainen, 12.01.2011, Finland

Editor of series

Pirita Seitamaa-Hakkarainen ,

Qwerty. Official Journal of the Collaborative Knowledge Building Group (CKBG), Pirita Seitamaa-Hakkarainen, 2005 → ...
Techne Serie Research in Sloyd Education and Craft Science, Pirita Seitamaa-Hakkarainen, 2010 → ...

Editor of special theme number

Annalisa Sannino ,

Cultural-historical activity theory and interventionist methodology, Annalisa Sannino, 2011

Membership or other role in research network

Annalisa Sannino ,

Interdisciplinary network on agency and languaging, Annalisa Sannino, 2010 → 2012, Finland



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Jiri Altti Lallimo ,

Suomen Virtuaaliammattikorkeakoulun verkkopedagoginen asianomistajaryhmä, Jiri Altti Lallimo, 01.04.2009 → 31.12.2012

Juha Siltala ,

jäsen tieteellisessä järjestössä, Juha Siltala, 2010 → ...

jäsen tieteellisessä järjestössä, Juha Siltala, 2010 → ...

jäsenyys tieteellisessä järjestössä, Juha Siltala, 2010 → ...

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

Pirita Seitamaa-Hakkarainen ,

OPMON, Pirita Seitamaa-Hakkarainen, 2005 → ..., Finland

Annalisa Sannino ,

Member of the editorial board of the peer-reviewed journal Psychological Science and Education, Annalisa Sannino, 2010 → ...

Membership or other role in public Finnish or international organization

Annalisa Sannino ,

Appointed Visiting Assistant Professor (Assistant Professeur Associé) at University of Luxembourg, Annalisa Sannino, 2009 → 2011

Participation in interview for written media

Lasse Lipponen ,

Opetus ja Teknologia (lehti), Lasse Lipponen, 01.03.2002 → 31.12.2011, Finland

Haastattelu Psykologi-lehdessä 1/2003, Lasse Lipponen, 01.01.2003 → 31.12.2011, Italy

Haastattelu Opetus ja Teknologia lehdessä 3/2002, Lasse Lipponen, 01.01.2003 → 31.12.2011, Italy

Koulutusteknologiatori, Oulun yliopisto, Lasse Lipponen, 17.10.2003 → 31.12.2011, Italy

Luento, Tekninen korkeakoulu, Espoo, Lasse Lipponen, 27.01.2003 → 31.12.2011, Italy

OTE (opetus ja teknologia) -lehden 10-vuotissyntymäpäivien juhlapuhuja, Lasse Lipponen, 24.09.2003 → 31.12.2011, Italy

Osallistuminen ja vuorovaikutus tieto- ja viestintätekniikanavulla tuetussa ympäristössä. Tampereen yliopisto, Lasse Lipponen, 24.04.2003 → 31.12.2011, Italy

Reijo Miettinen ,

INSBIS, Turku, Reijo Miettinen, 30.03.2000 → 31.12.2011, Finland

Tieteen päivät, esitelmä, Reijo Miettinen, 11.01.2001 → 31.12.2011, Finland

VTT-automaatio, Hyvä tutkimuskäytäntö kurssi, luento, Reijo Miettinen, 22.01.2001 → 31.12.2011, Finland

Helsingin Sanomien mielipidepalsta, Reijo Miettinen, 01.01.2006 → 31.12.2011, Finland

Tieteessä tapahtuu -lehti 4/2006 (artikkeli), Reijo Miettinen, 01.01.2006 → 31.12.2011, Finland

Henna Irja Esteri Lahti ,

*, Henna Irja Esteri Lahti, 19.10.2004 → 31.12.2011, Finland

Käs-paikka, Hands Off-Hands On seminaarit Helsingissä ja Tampereella, Henna Irja Esteri Lahti, 25.03.2004 → 31.12.2011, Finland

-projektin virtuaalikurssin aloitusluento Taideteollisessa korkeakoulussa, Henna Irja Esteri Lahti, 11.09.2007 → 31.12.2011, Finland

Ilkka, Henna Irja Esteri Lahti, 24.11.2008 → 31.12.2011, Finland

Kädentaito, Helsingin Messukeskus, Henna Irja Esteri Lahti, 07.11.2008 → 31.12.2011, Finland

Viiskunta-lehti, Henna Irja Esteri Lahti, 20.11.2008 → 31.12.2011, Finland

Anna Pauliina Rainio ,

Vanhempainilta, Puolimatkan koulu, Hyvinkää, Anna Pauliina Rainio, 12.10.2004 → 31.12.2011, Finland

Koulutustori - Hyvinkään kaupungin koulutustilaisuus päivähoitoväelle, Anna Pauliina Rainio, 02.11.2005 → 31.12.2011, Finland



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Hanna Toiviainen ,

Ohutlevy 1/2000 -lehti.(Julk. MET), Hanna Toiviainen, 01.01.2000 → 31.12.2011, Finland
Toiminnan teorian ja kehittävän työntutkimuksen yleisöluento-sarja, Hanna Toiviainen, 01.01.2000 → 31.12.2011, Finland
Työelämän tutkimusyhdistyksen kokous, Hanna Toiviainen, 26.11.2003 → 31.12.2011, Finland
Kasvatustieteen laitos 50 v., Hanna Toiviainen, 07.10.2005 → 31.12.2011, Finland
Ohutlevy 1/2005, Teknologiateollisuus, Hanna Toiviainen, 01.03.2005 → 31.12.2011, Finland
PAM Kehittäjäkoulutus, Hanna Toiviainen, 20.01.2005 → 31.12.2011, Finland

Juha Tuunainen ,

Suomen ylioppilaskuntien liiton Ruskayliopisto, Juha Tuunainen, 31.10.2002 → 31.12.2011, Finland
Helsingin yliopiston ja Ulkoministeriön yhteisesti ulkomaalaisille toimittajille järjestämä Press Tour : Education and R&D a Key to Competitiveness in Finland, Juha Tuunainen, 22.09.2004 → 31.12.2011, Finland

Juha Siltala ,

arvio kirjan merkityksestä, Juha Siltala, 2005 → ...
kirjan vastaanoton arvio pääkirjoituksessa, Juha Siltala, 2005 → ...
selostus, Juha Siltala, 2005 → ...
haastattelu, Juha Siltala, 21.01.2007 → ...
haastattelu uudesta kirjasta, Juha Siltala, 2007 → ...
haastattelu, Juha Siltala, 2008 → ...
haastattelu, Juha Siltala, 2008 → ...
haastattelu, Juha Siltala, 2008 → ...
haastattelu, Juha Siltala, 2008 → ...
haastattelu, Juha Siltala, 2008 → ...
haastattelu Kristian Smedsin ja Risto Volasen kanssa, Juha Siltala, 2008 → ...
selostus, Juha Siltala, 2008 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
haastattelu, Juha Siltala, 2009 → ...
kunniamaininta, Juha Siltala, 2009 → ...
Haastattelu aiheesta Onko ay-liikkeellä maittia uudistua?, Juha Siltala, 2010 → ...
Ammattiliitto on ihmisoikeuskysymys, Juha Siltala, 02.2011 → ...
No, mites töissä?, Juha Siltala, 01.2011 → ...

Participation in radio programme

Lasse Lipponen ,

Yle Radio 1. Ykkösaamu, Lasse Lipponen, 24.10.2007 → 31.12.2011, Finland



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Juha Siltala ,

haastattelu, Juha Siltala, 02.2008 → ...

haastattelu Lapin radion iltapäivälähetykseen talouskriisin syistä ja kehityksestä, Juha Siltala, 21.01.2011

taustahaastattelu, Juha Siltala, 02.03.2011

taustahaastattelu, Juha Siltala, 02.03.2011

taustahaastattelu Radio 1:n varjoaalitettiin, Juha Siltala, 15.03.2011

Participation in TV programme

Juha Siltala ,

haastattelu dokumenttielokuvassa Ajan Henki (www.vimeo.com), Juha Siltala, 27.03.2011

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

Aejmelaeus, 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 CRADLE / PI Engeström

Basic statistics

Researcher Community: Center for Research on Activity, Development and Learning (CRADLE)

Members: 48, with 7 Principal Investigatorsⁱ

Participation category: 1 (community represents the international cutting edge in its field)

Main scientific field: Social sciences (multidisciplinary, focused on learning in collective activity systems through societal, organizational and technological challenges)ⁱⁱ

Publication data entries into the UH Research Information System within the period 2005–2010: 407ⁱⁱⁱ

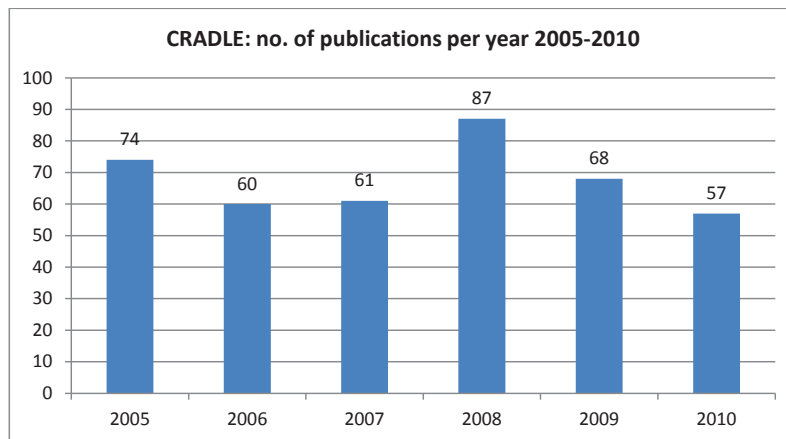


Fig. 1

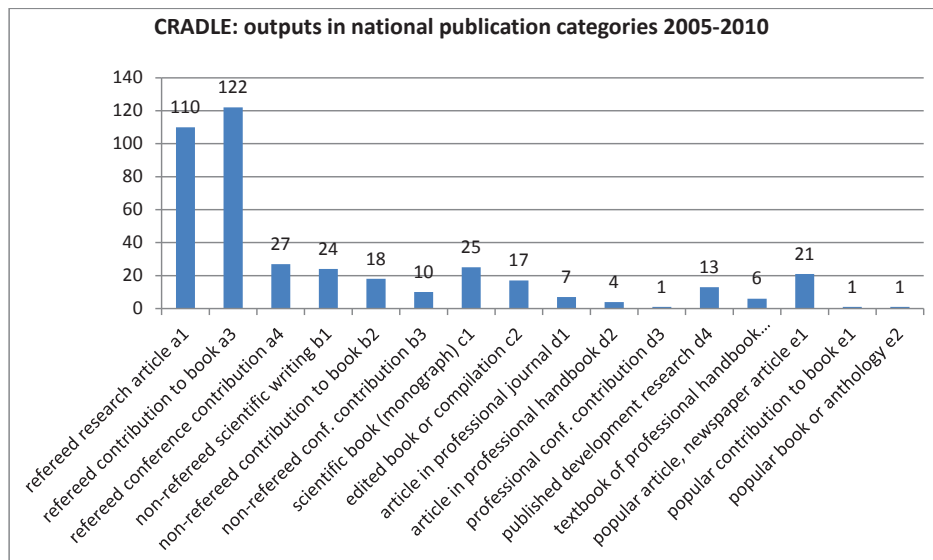


Fig. 2^{iv}

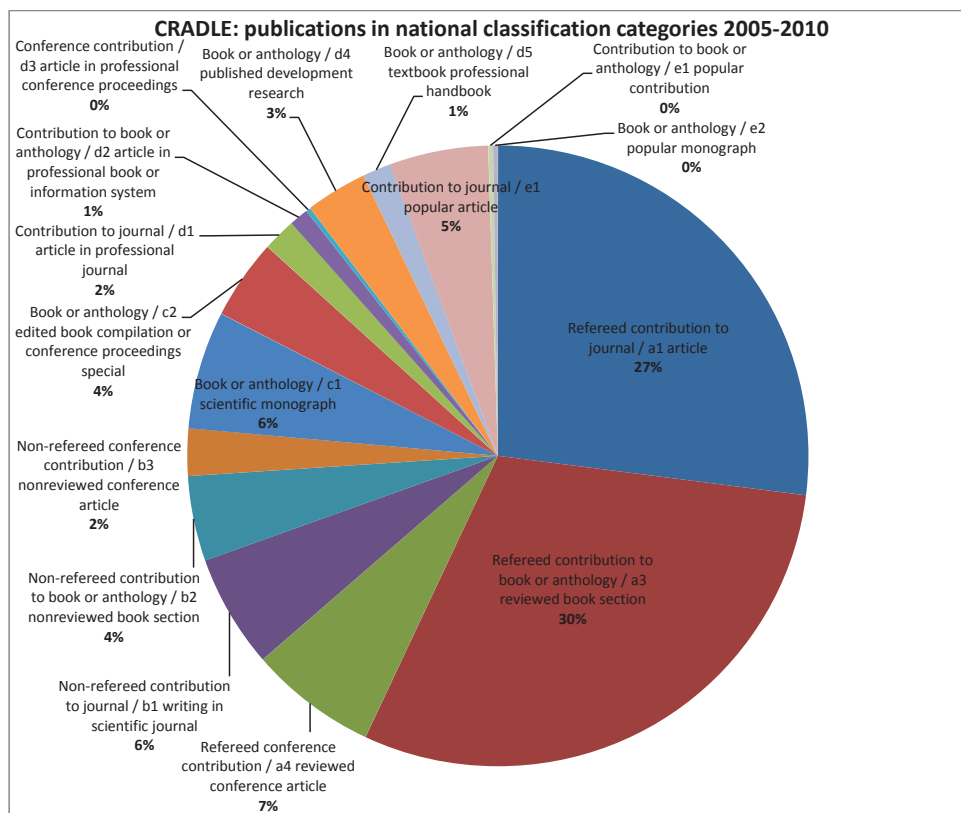


Fig. 3

Number of publications with different authorship patterns, per year and in total

No. of authors	2005	2006	2007	2008	2009	2010	Grand Total
1 author	32	24	32	46	35	23	192
2 authors	21	13	13	18	16	13	94
3 authors	14	12	7	14	9	10	66
4 authors	5	6	5	5	4	4	29
5 authors		1	3	3	2	1	10
6 authors					1	5	6
7 authors		2		1	1	1	5
9 authors	1	1	1				3
10 authors		1					1
18 authors	1						1
Grand Total # of publications per year	74	60	61	87	68	57	407

Table 1

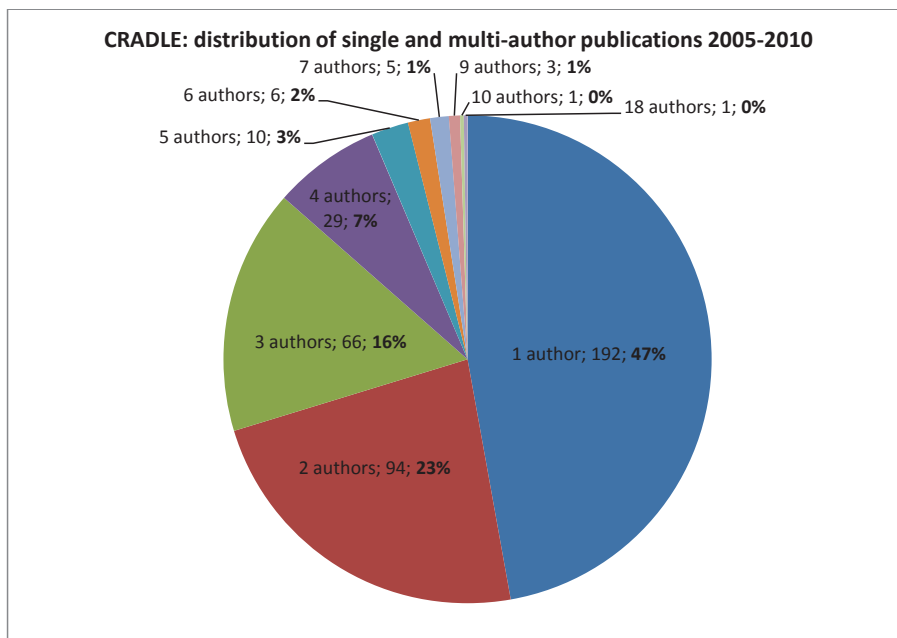


Fig. 4

Number of publications in different languages, per year and in total

PURE2005_2010_28032011:language LANGUAGE of PUBLICATION	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
en_English	38	25	33	44	41	32	213
et_Estonian	4						4
fi_Finnish	32	29	27	37	27	22	174
fr_Frenc h			2	1	1		4
de_German			2		1	1	4
it_Italian			1				1
ja_Japanese					2	1	3
es_Spanish					2		2
sv_Swedish			1			1	2
Grand Total # of publications per year	74	60	61	87	68	57	407

Table 2

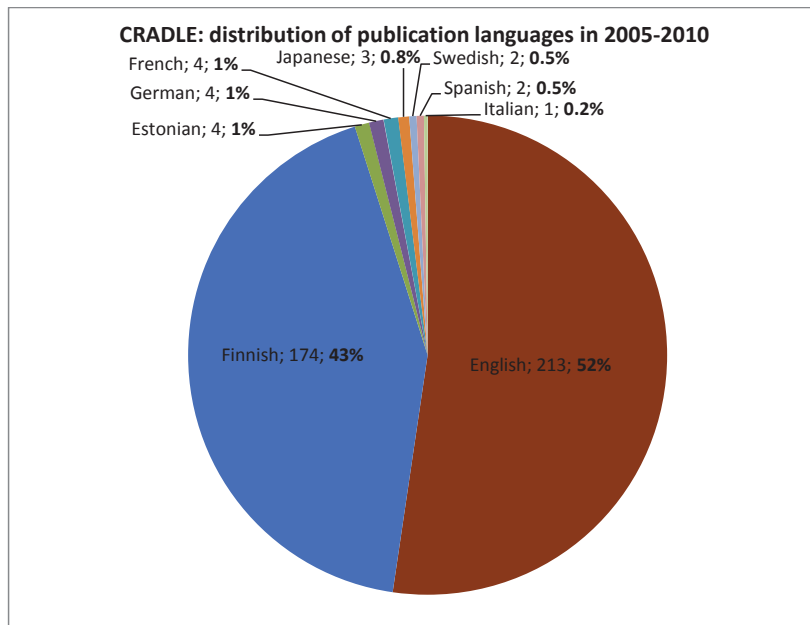


Fig. 5

Languages of publication by publication types

PURE2005_2010_28032011:language	GER	ENG	SPA	EST	FIN	FRE	ITA	JAP	SWE	Grand Total
a1 refereed research article		87	2		18	3				110
a3 refereed book section	2	59		4	54	1	1	1		122
a4 refereed conference article		27								27
b1 writing in scientific journal		2			22					24
b2 nonreviewed book section	1	4			12			1		18
b3 nonreviewed conference article		8			2					10
c1 scientific monograph		11			13				1	25
c2 edited book or conference proceedings		7			9			1		17
d1 article in professional journal	1				6					7
d2 article in professional book		1			3					4
d3 article in professional conference proceedings		1								1
d4 published development research		6			7					13
d5 textbook or professional handbook					5				1	6
e1 popular article in magazine or newspaper					21					21
e1 popular contribution to book					1					1
e2 popular monograph					1					1
Grand Total # of publications in different languages	4	213	2	4	174	4	1	3	2	407

Table 3

Compared to overall distribution of publication languages, English is the prominent language of research articles and conference papers. Approximately 80% of research articles (a1) and non-refereed conference papers (b3) are written in English. Refereed conference papers (a4) are without exception Anglophone. In contrast, Finnish is used most frequently in non-reviewed scientific publications. Nearly all scientific journal

writings (b1) are Finnish, and a significant share of non-reviewed book sections (b2) is Finnish as well. Finnish is used also in professional and popular publications. The English–Finnish distribution of refereed book sections (a3), scientific monographs (c1), book editions (c2) and development research reports (d4) is closer to the average of 52–43.

Number of contributions to periodicals in descending order

Bibtex_Rc:: Trim_Journal	2005	2006	2007	2008	2009	2010	Grand Total
Helsingin Sanomat [National newspaper]	1		1	4	1	1	8
Konsepti [E-journal of the learning network for activity concept developers]	1	2	3			2	8
Tieteessä tapahtuu [Science Now / Federation of Finnish Learned Societies]	2	1	1			1	5
Activités: revue électronique [Assoc. recherche et pratiques sur les activités]		2	2				4
Journal of Educational Change				4			4
Mind, Culture, and Activity	1		1	2			4
Outlines: Critical Practice Studies		2			1	1	4
Revista de Investigaciones UNAD [Research Magazine UNAD]				4			4
Actio : an International Journal of Human Activity Theory			2		1		3
Art, Design and Communication in Higher Education	1			1	1		3
Journal of Workplace Learning			2		1		3
KeVer: ammattikorkeakoulututkimuksen verkkolehti			2		1		3
Management Learning			2	1			3
Tekstiiliopettaja [Journal of The Textile Teachers Association]	1	1			1		3
Tiedepolitiikka (J. of The Association for Progressive Science Policy in Finland)		1			1	1	3
Ammattikasvatuksen aikakauskirja [Finnish Journal of Vocational Training]		1				1	2
British Journal of Educational Technology	1				1		2
Computers & Education	1			1			2
Hallinnon tutkimus [Administrative Studies Journal]	1			1			2
International Journal of Computer-Supported Collaborative Learning			1		1		2
International Journal of Public Sector Management						2	2
Journal for the Theory of Social Behaviour		1		1			2
Kasvatus [Finnish Journal of Education / Finnish Educational Res. Assoc.]	1					1	2
Lifelong Learning in Europe				1		1	2
Maaseudun uusi aika [J. of The Finnish Soc. for Rural Research & Development]	1	1					2
Organization: The Critical Journal of Organization, Theory and Society	2						2
Organization Studies		1			1		2
Psykologia [Journal of The Finnish Psychological Society]	1					1	2
Research and Practice in Technology Enhanced Learning			1	1			2
Scandinavian Journal of History	1	1					2
Taito: käsi- ja taideteollisuuslehti [Taito Magazine / Finnish Crafts Organization]				2			2
Työelämän tutkimus [Finnish Journal of Work Research]				1	1		2
Aikuiskasvatus [Adult Education / Finnish Soc. for Research on Adult Education]	1						1
Akavalainen / The Confederation of Unions for Professional and Managerial Staff in Finland			1				1
Arkhimedes [Journal of Physics and Mathematics]					1		1
Central European Journal of Public Policy						1	1
CoDesign: International Journal of CoCreation in Design and the Arts	1						1
Creativity and Innovation Management		1					1
Cultural Studies of Science Education		1					1
Cultures and Organizations			1				1

JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
Digital Kompetanse = Nordic Journal of Digital Literacy				1			1
Educational Research Review						1	1
Educational Technology				1			1
E-Learning and Education				1			1
European Journal of School Psychology			1				1
Higher Education	1						1
Hiidenkivi / Finnish Literature Soc., Res. Inst. for the Languages of Finland				1			1
Historiallinen Aikakauskirja [Historical Journal / Finnish Historical Society]	1						1
Instructional Science			1				1
Interacting with Computers				1			1
International Journal of Educational Research				1			1
International Journal of Mobile and Blended Learning					1		1
International Journal of Special Education						1	1
International Journal of Technology and Design Education						1	1
International Journal of Web Based Communities		1					1
International Journal on E-learning					1		1
International Studies in the Philosophy of Science		1					1
Journal of Agricultural Education and Extension						1	1
Journal of Applied Linguistics	1						1
Journal of Design Research			1				1
Journal of Education and Work			1				1
Journal of Interactive Learning Research	1						1
Journal of Pragmatics		1					1
Journal of Psychohistory					1		1
Journal of the Learning Sciences	1						1
Kehitys [Global.finland / Ministry for Foreign Affairs of Finland]						1	1
Kipuviesti [Journal of The Finnish Association for the Study of Pain]				1			1
Kirjastolehti [Magazine of The Finnish Library Association]					1		1
Kunnallistieteellinen aikakauskirja [Finnish Journal of Local Government Studies]				1			1
Learning, Media & Technology		1					1
Logic Journal of the IGPL		1					1
MaaIlmanKuva [Magazine of Plan Finland]					1		1
Mentoring & Tutoring	1						1
Microsoft Circle Magazine			1				1
Mitteilungen der Luria-Gesellschaft		1					1
Nuorisotutkimus [Youth Research / Finnish Youth Research Society]						1	1
Ohutlevy [Thin Film / The Federation of Finnish Technology Industries]	1						1
Outlook on Agriculture					1		1
Palkkatyöläinen / The Central Organisation of Finnish Trade Unions			1				1
Qwerty: Interdisciplinary Journal of Technology, Culture and Education = Rivista italiana di tecnologia cultura e formazione			1				1
Revue Européenne de Psychologie Appliquée = European Review of Applied Psychology					1		1
Sara [Women's magazine]					1		1
Science & Education	1						1
Science, Technology & Society					1		1
Semiotica: Journal of The International Association for Semiotic Studies	1						1
Setlementti [Magazine of The Finnish Federation of Settlements]				1			1
Social Studies of Science	1						1
Sociologie du Travail				1			1

JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
Sociologia [Journal for Finnish sociology / The Westermarck Society]						1	1
Strada: Helsingin ammattikorkeakoulun asiakaslehti				1			1
Studies in Philosophy and Education	1						1
Symbolic Interaction	1						1
Teaching and Teacher Education						1	1
Tiedotustutkimus [Finnish J. on Communication and Media Studies]				1			1
Työ ja ihminen [People and Work / Finnish Institute of Occupational Health]	1						1
Työpoliittinen aikakauskirja / Ministry of Employment and the Economy	1						1
Yhteiskuntapolitiikka [Journal of The National Institute for Health and Welfare]	1						1
Yrittäjä [Magazine of The Federation of Finnish Enterprises]	1						1
Grand Total	34	22	27	36	22	21	162

Table 3

The table above shows the 98 periodicals, i.e., journals, newspapers and magazines, contributed by members of CRADLE over the six-year-period of 2005–2010.^v Only publications in journal contribution categories were reckoned in, i.e.,

- refereed contribution to journal / a1 article
- non-refereed contribution to journal / b1 writing in scientific journal
- contribution to journal / d1 article in professional journal
- contribution to journal / e1 popular article.

Total amount of journal contributions by the members of CRADLE in 2005–2010: 162.^{vi}

Two-thirds (66/98) of the periodicals have published CRADLE contributions only once. The average number of papers per journal is 1.6. The extensive publication channel selection includes both research journals and trade papers, representing various professional and societal fields.

Contributions to UHR classified publications 2005–2010

UHR classified publications are journals or series that fulfill specific criteria given by The Norwegian Association of Higher Education Institutions (UHR). There are two levels: Ordinary publication channels (Level 1) and highly prestigious publication channels (Level 2).

When investigating the UHR publication channel levels for CRADLE, only publications in journal contribution categories were taken into account, i.e.,

- refereed contribution to journal / a1 article
- non-refereed contribution to journal / b1 writing in scientific journal
- contribution to journal / d1 article in professional journal
- contribution to journal / e1 popular article.

Total amount of journal contributions by the members of CRADLE in 2005–2010: 162.

Norway Journal List Title							Grand
NORWAY JOURNAL LEVEL (1, 2) / JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
Level 1 Ordinary publication channels	14	12	11	11	9	8	65
Activités		2	2				4
Art, design & communication in higher education	1			1	1		3
British Journal of Educational Technology	1				1		2
Central European Journal of Public Policy						1	1
CoDesign - International Journal of CoCreation in Design and the Arts	1						1
Creativity and Innovation Management		1					1
Cultural Studies of Science Education		1					1
Culture and Organization			1				1
Digital kompetanse - Nordic journal of digital literacy				1			1
Educational Research Review						1	1
E-learning and Education				1			1
Historiallinen Aikakauskirja [Historical Journal / Finnish Historical Soc]	1						1
Instructional science			1				1
International Journal of Mobile and Blended Learning					1		1
International Journal of Public Sector Management						2	2
International Journal of Special Education						1	1
International Journal of Technology and Design Education						1	1
International Journal of Web Based Communities		1					1
International Journal on E-learning					1		1
International Studies in the Philosophy of Science		1					1
Journal for the Theory of Social Behaviour		1		1			2
Journal of Applied Linguistics	1						1
Journal of Design Research			1				1
Journal of Interactive Learning Research	1						1
Journal of Psychohistory					1		1
Journal of Workplace Learning			2		1		3
Learning, Media & Technology		1					1
Lifelong Learning in Europe				1		1	2
Logic journal of the IGPL (Print)		1					1
Management Learning			2	1			3
Mentoring & Tutoring	1						1
Mind, Culture and Activity	1		1	2			4
Organization	2						2
Outlines : Critical Social Studies		2			1	1	4
Outlook on Agriculture					1		1
Research and Practice of Technology Enhanced Learning			1	1			2
Revue européenne de psychologie appliquée					1		1
Scandinavian Journal of History	1	1					2
Science & Education	1						1
Semiotica	1						1
Sociologie du travail				1			1
Symbolic Interaction	1						1
Tiedotustutkimus [Finnish J. on Communication and Media Studies]				1			1

Table 4a

Norway Journal List Title	2005	2006	2007	2008	2009	2010	Grand Total
NORWAY JOURNAL LEVEL (1, 2) / JOURNAL TITLE							
Level 2 Highly prestigious publication channels	5	2	2	7	2	2	20
Computers and Education	1			1			2
Higher Education	1						1
Interacting with Computers				1			1
International Journal of Computer-Supported Collaborative Learning			1		1		2
International Journal of Educational Research				1			1
Journal of Agricultural Education and Extension						1	1
Journal of Education and Work			1				1
Journal of Educational Change				4			4
Journal of Pragmatics		1					1
Journal of the Learning Sciences	1						1
Organization Studies		1			1		2
Social Studies of Science	1						1
Studies in Philosophy and Education	1						1
Teaching and Teacher Education						1	1
Grand Total # of articles in Level 1 and 2 channels by year and in total	19	14	13	18	11	10	85

Table 4b

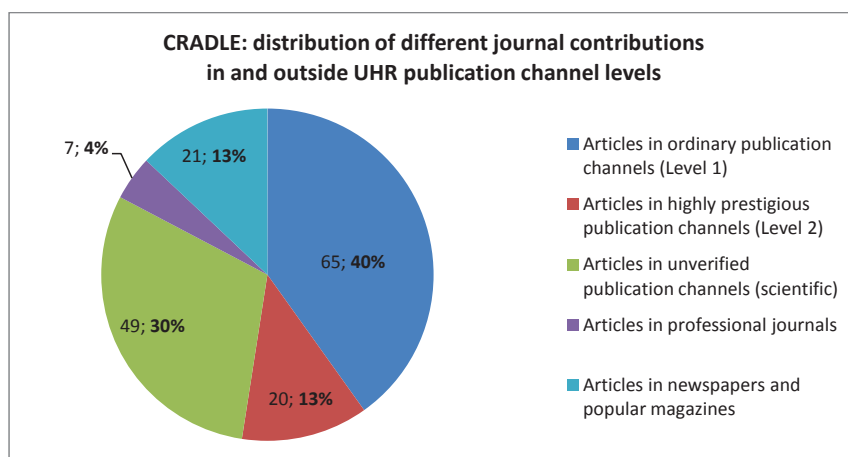


Fig. 6

In Figure 6, the category of “unverified publication channels” corresponds to scientific journals that have not been proposed to the Norwegian Social Science Data Service (NSD) register. These should not be confused to journals which, based on UHR criteria, have been classified as “other”, that is, as local scientific periodicals or popular science magazines. Among CRADLE’s publication channels there are no journals verified as “other”.

There are altogether 25,120 journals in the Norwegian register. The Pedagogy and Education list, for instance, includes 698 titles.

Out of the 98 journal-type publication channels of CRADLE, 57 scientific channels are classified (Level 1 or 2). Without classification there are a total of 23 scientific journals contributed by CRADLE; 17 of them are primarily domestic; out of the remaining ones, 3 are exclusively English and the others bilingual, with

content partly in German, Italian and Spanish. In addition, CRADLE members have published professional and popular articles in 18 different journals. As expected, those do not appear on the UHR list.

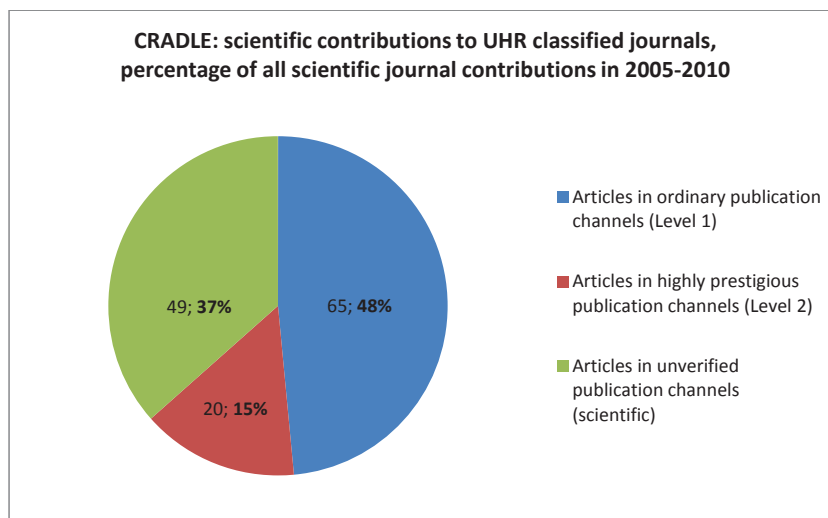


Fig. 7

Total amount of scientific journal contributions by members of CRADLE in 2005–2010: 134 (account for 83% of all journal contributions). 63% (85) have been published in UHR classified journals.^{vii}

Contributions to ERIH classified publications 2005–2010

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.

When investigating the ERIH journal categories for CRADLE, the following publication types were taken into account:

- refereed contribution to journal / a1 article
- non-refereed contribution to journal / b1 writing in scientific journal
- contribution to journal / d1 article in professional journal
- contribution to journal / e1 popular article.

Bibtex_Rc::_Trim_Journal							Grand
ERIH 2007 cat (A, B, C) / JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
A (INT1)	6	2	3	4		2	17
Computers & Education (PEd)	1			1			2
Educational Research Review (PEd)						1	1
Higher Education (PEd)	1						1
Instructional Science (PEd, Psy)			1				1
International Journal of Educational Research (PEd)				1			1
International Studies in the Philosophy of Science (HisPhSc)		1					1
Journal of Education and Work (PEd)			1				1
Journal of Pragmatics (Lng, Ph)		1					1
Journal of the Learning Sciences (PEd, Psy)	1						1
Mind, Culture, and Activity (PEd)	1		1	2			4
Semiotica (Lng, AntS)	1						1
Studies in Philosophy and Education (PEd, Ph)	1						1
Teaching and Teacher Education (PEd, Psy)						1	1
B (INT 2)	6	2	2		3	4	17
British Journal of Educational Technology (PEd)	1				1		2
Historiallinen aikakauskirja [Historical Journal] (His)	1					1	2
International Journal of Special Education (PEd)						1	1
International J. of Technology and Design Education (PEd)						1	1
International Journal on E-learning (PEd)					1		1
Journal of Agricultural Education and Extension (PEd)						1	1
Journal of Interactive Learning Research (PEd)	1						1
Journal of Workplace Learning (PEd)			2		1		3
Logic Journal of the IGPL (HisPhSc)		1					1
Scandinavian Journal of History (His)	1	1					2
Science & Education (PEd)	1						1
Social Studies of Science (HisPhSc)	1						1
C (NAT)	3	1		2		2	8
Aikuiskasvatus [Adult Education] (PEd)	1						1
Journal for The Theory of Social Behaviour (Psy)		1		1			2
Journal of Applied Linguistics (Lng)	1						1
Kasvatus [Finnish Journal of Education] (PEd)	1					1	2
Lifelong Learning in Europe (PEd)				1		1	2
Grand Total	15	5	5	6	3	8	42

Table 5

Total amount of journal contributions by members of CRADLE over the period of 2005–2010: 162. Total amount of scientific journal contributions: 134. Only 26% (42) of all journal contributions and 31% of scientific contributions have been published in ERIH classified journals.^{viii}

It should be noted that many scholarly journals of high quality may be missing from ERIH, either for being founded three years or less before the closing dates of the second peer-review round (2008–2011), or for not being submitted to ERIH at all. The ERIH 2007 Initial Lists contain 6,021 titles, though most journals are included in several discipline-specific lists simultaneously. In terms of extent and scope, the ERIH lists are significantly smaller than the other well-known bibliometric indices.

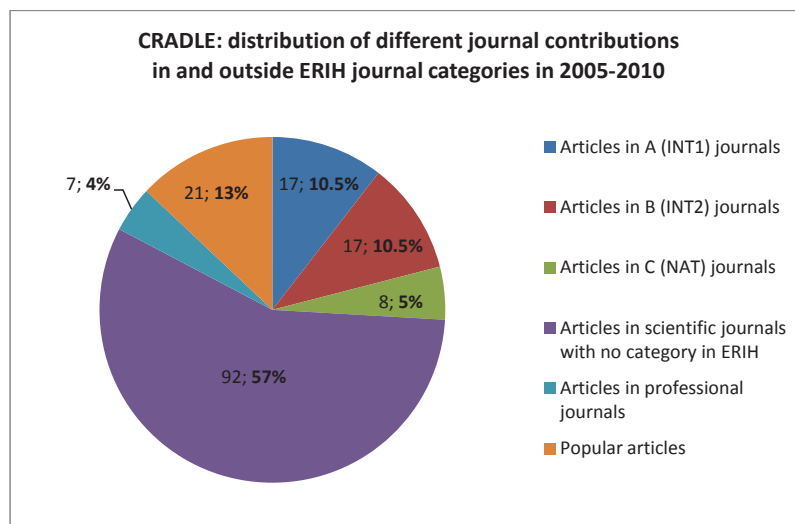


Fig. 8

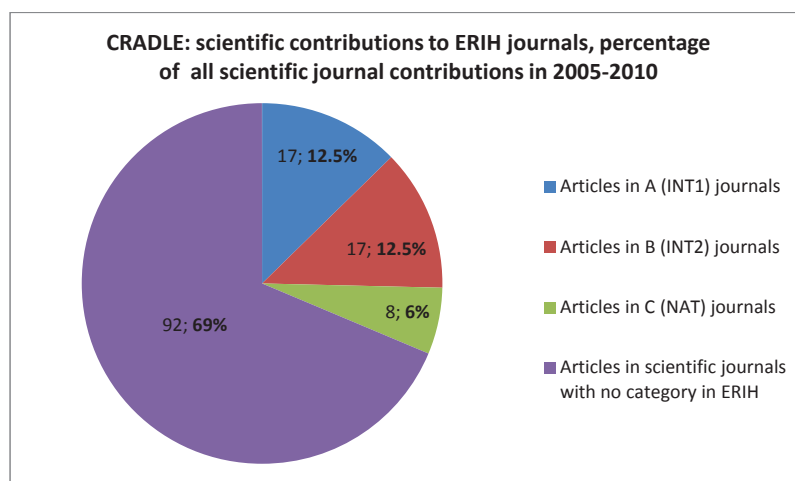


Fig. 9

Among titles newly added after the second evaluation round of ERIH (2008–2011), there are 3 journals occasionally contributed by members of CRADLE:

<i>Cultural Studies in Science Education</i>	INT2	contributed once in 2005-2010
<i>Journal of Educational Change</i>	INT1	contributed 4 times
<i>European Review of Applied Psychology</i>	NAT	contributed once

Most notably, after the ERIH 2011 revision, the number of CRADLE articles in INT1 (A) journal category would have increased with 4 to 21.^{ix} As much as 36% (48) of CRADLE's scientific journal articles (134) would now relate to journals with ERIH categorization.

Contributions to ERA classified publications 2005–2010

The Excellence in Research for Australia (ERA) initiative assesses research quality within Australia's higher education institutions. To support the evaluation, discipline-specific tiered quality rankings have been developed for peer reviewed journals. The tiers for the Australian Journal Ranking indicate overall criterion for quality of papers:

A* = one of the best journals in its field; all papers of a very high quality, influential within the field; acceptance rates typically low; editorial board dominated by field leaders.

A = majority of papers of a very high quality; authors earn credit by getting their papers published in the journal; acceptance rates quite low; editorial board includes a reasonable fraction of well known researchers.

B = journal has solid, but not outstanding reputation; only a few papers of a very high quality; important publication channel for PhD students and early stage researchers; may be regional journals with high acceptance rates; only few leading researchers in editorial boards.

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

Australia ERA Title							Grand
ERA TIER (A*, A) / JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
A*	1	1		1	1		4
International Journal of Educational Research				1			1
Organization Studies		1			1		2
Social Studies of Science	1						1
A	6	2	3	3	1	2	17
British Journal of Educational Technology	1				1		2
Co-Design: International Journal of CoCreation in Design and Art	1						1
Computers and Education	1			1			2
Educational Research Review						1	1
Higher Education	1						1
Instructional Science				1			1
International Journal of Technology and Design Education						1	1
International Studies in the Philosophy of Science			1				1
Journal of Design Research				1			1
Journal of Pragmatics			1				1
Mind, Culture, and Activity	1		1	2			4
Semiotica: Journal of the International Association for Semiotic Studies	1						1

Table 6a

Australia ERA Title							Grand
ERA TIER (B, C) / JOURNAL TITLE	2005	2006	2007	2008	2009	2010	Total
B	11	4	4	9	4	4	36
Art, Design and Communication in Higher Education	1			1	1		3
CSSE – Cultural Studies of Science Education		1					1
Finnish Historical Review [Historiallinen aikakauskirja]	1						1
Interacting with Computers				1			1
International Journal of Computer-Supported Collaborative Learning			1		1		2
International Journal of Public Sector Management						2	2
International Journal of Special Education						1	1
International Journal on E-learning					1		1
Journal for the Theory of Social Behaviour		1		1			2
Journal of Education and Work			1				1
Journal of Educational Change				4			4
Journal of Interactive Learning Research	1						1
Journal of the Learning Sciences	1						1
Logic Journal of the IGPL		1					1
Management Learning			2	1			3
Mentoring and Tutoring	1						1
Organization	2						2
Outlook on Agriculture					1		1
Scandinavian Journal of History	1	1					2
Science and Education	1						1
Sociologie du Travail				1			1
Studies in Philosophy and Education	1						1
Symbolic Interaction	1						1
Teaching and Teacher Education						1	1
C	1	5	4	2	5	3	20
Creativity and Innovation Management		1					1
Cultures and Organizations			1				1
International Journal of Web Based Communities		1					1
Journal of Agricultural Education and Extension						1	1
Journal of Applied Linguistics	1						1
Journal of Psychohistory					1		1
Journal of Workplace Learning			2		1		3
Learning, Media & Technology		1					1
Lifelong Learning in Europe				1		1	2
Outlines: Critical Social Studies		2			1	1	4
Research and Practice in Technology Enhanced Learning			1	1			2
Revue Européenne de Psychologie Appliquée					1		1
Science, Technology and Society					1		1
Grand Total # of articles in tiers A* A B C, by year and in total	19	12	11	15	11	9	77

Table 6b

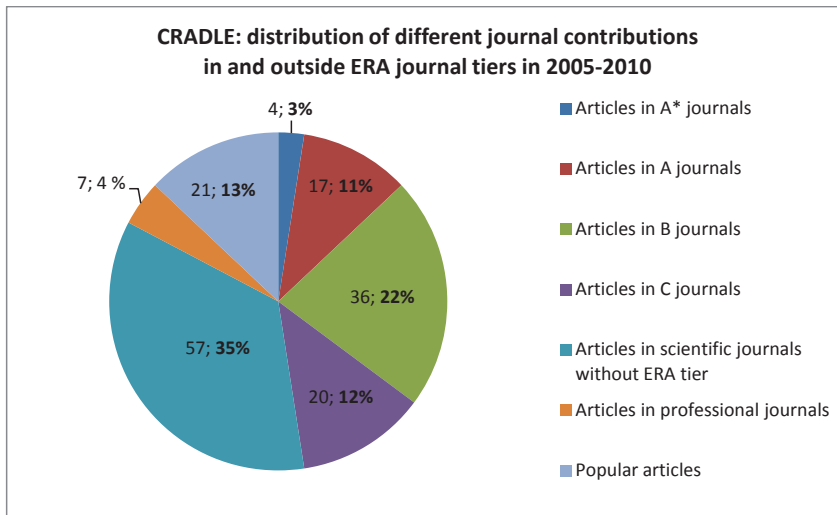


Fig. 10

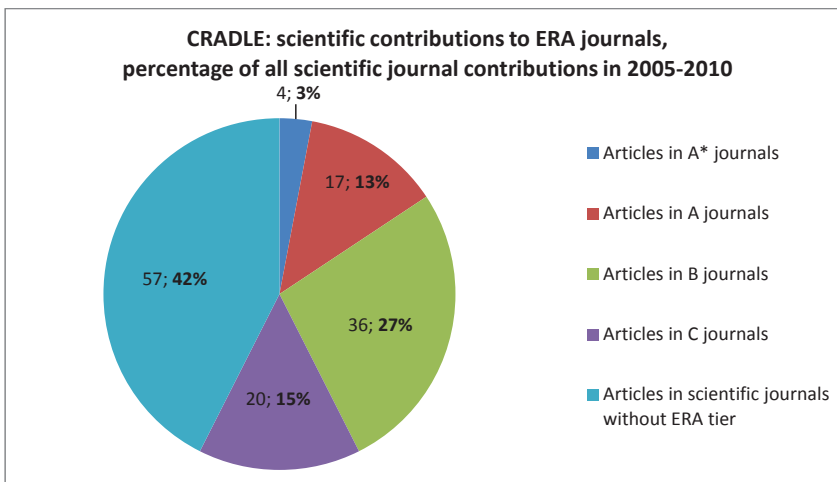


Fig. 11

Journals that commenced in 2008 have been considered too new to be assigned a quality rating on the ERA 2010 Journal List. A total of 397 proposed journals were considered not to meet the criteria for inclusion. A total of 20,712 peer reviewed journals are included.

Consistently with the wide scope of the ERA Ranked Journal List, a journal quality rating is to be found for a relatively large proportion (58%) of CRADLE's journal articles.

Summary of classifications of periodicals contributed by CRADLE

Journal	Norway Level	Australia ERA Journal Rank	ERIH Anthro-logy Social	ERIH History_	ERIH History & Phil. of Science	ERIH Linguistics	ERIH Pedagogy & Education	ERIH Philosophy	ERIH Psychology
Actio : an international journal of human activity theory									
Activités revue électronique	1								
Aikuiskasvatus							C		
Akavalainen									
Ammattikasvatuksen aikakauskirja									
Arkhimedes									
Art, Design and Communication in Higher Education	1	B							
British Journal of Educational Technology	1	A					B		
Central European Journal of Public Policy	1								
CoDesign.	1	A							
Computers & Education	2	A					A		
Creativity and Innovation Management	1	C							
Cultural Studies of Science Education	1	B							
Cultures and Organizations	1	C							
Digital Kompetanse	1								
Educational research review.	1	A					A		
Educational technology									
E-Learning and Education	1								
European Journal of School Psychology.									
Hallinnon tutkimus									
Helsingin Sanomat									
Higher Education	2	A					A		
Hiidenkivi									
Historiallinen Aikakauskirja	1	B		B					
Instructional Science	1	A					A		B
Interacting with Computers	2	B							
International Journal of Computer-Supported Collaborative Learning	2	B							
International Journal of Educational Research	2	A*					A		
International journal of mobile and blended learning	1								
International Journal of Public Sector Management	1	B							
International Journal of Special Education	1	B							
International Journal of Technology and Design Education	1	A					B		
International Journal of Web Based Communities	1	C							
International Journal on E-learning	1	B					B		
International Studies in the Philosophy of Science	1	A			A				
Journal for the Theory of Social Behaviour	1	B							C
Journal of Agricultural Education and Extension		C					B		
Journal of Applied Linguistics	1	C				C			
Journal of Design Research	1	A							

Journal	Norway Level	Australia ERA Journal Rank	ERIH Anthropology Social	ERIH History_	ERIH History & Phil. of Science	ERIH Linguistics	ERIH Pedagogy & Education	ERIH Philosophy	ERIH Psychology
Social Studies of Science	2	A*			B				
Sociologie du Travail	1	B							
Sosiologia									
Strada : Helsingin ammattikorkeakoulun asiakaslehti									
Studies in Philosophy and Education	2	B					A	B	
Symbolic Interaction	1	B							
Taito : käsi- ja taideteollisuuslehti									
Teaching and Teacher Education	2	B					A		C
Tekstiiohje									
Tiedepolitiikka									
Tiedotustutkimus	1								
Tieteessä tapahtuu									
Työ ja ihminen									
Työelämän tutkimus									
Työpoliittinen aikakauskirja									
Yhteiskuntapolitiikka									
Yrittäjä									

Table 7

Contributions to conference publications 2005–2010

As can be seen from Fig. 3 (p. 2), articles in conference proceedings account for 9% of all CRADLE authored publications. The total amount of conference contribution records in the CRADLE publication data is 38. The respective papers were presented at 29 different conferences.

Since the ERA initiative does not rank conferences in the field of activity research and development, organizational studies or educational sciences, there are no ready-made scientometrical indices available for evaluating the quality of the attended conferences.

Only two reported conferences have ERA rankings.

- International Conference on Computer Supported Learning Practices (CSCL). ERA Field of Research (FoR1): Information Systems. Rank: A (majority of papers of a high or very high quality; authors earn credit by getting their papers accepted; acceptance rates low; steering committee includes a reasonable fraction of well known researchers). CRADLE papers: 1) Paavola S., Hakkarainen K. From meaning making to joint construction of knowledge practices and artefacts - a triological approach to CSCL. Presented at CSCL 9, June 8–13, 2009, Rhodes, Greece. 2) Muukkonen H., Hakkarainen K., Kosonen K., Jalonen S., Heikkilä A., Lonka K., Salmela-Aro K., Linnanen J., Salo K. Process- and context-sensitive research on academic knowledge practices : developing CASS-tools and methods. Presented at CSCL 7, July 16–21, 2007, New Brunswick, USA.
- International Conference on Production Research (ICPR). ERA FoR1: Manufacturing Engineering. Rank: B (solid, but not outstanding reputation; only a few papers of a very high quality; important presentation opportunity for early stage researchers; may be regional conference with high acceptance rates; only few leading researchers involved). CRADLE paper: Björkstrand R., Lallimo J. Socio-technical knowledge management : connecting 3d-cad design tools and designers' social environment. Presented at ICPR 18, July 31–August 4, 2005, Fisciano, Italy.

UHR authorized publishers of CRADLE books and book contributions 2005–2010

Bibtex_Rc:: Trim_Publisher NORWAY PUBLISHER LEVEL (1, 2, other) / PUBLISHER	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
Level 1 (ordinary scientific publisher)	9	7	3	12	5	5	41
Cambridge Scholars (United Kingdom)			1				1
Carocci (Italy)		1					1
Edita (Finland)	1		1	1			3
Elsevier (Netherlands)	1	1		1			3
Emerald (United Kingdom)						1	1
Finnish Literature Society						1	1
Firera & Liuzzo (Italy)					1		1
Gaudeamus (Finland)	2	1		2	1		6
Idea Group (United States)	1						1
Information Science Reference (United States)					1		1
Peter Lang (Germany)				6			6
Springer (United States)				2			2
World Scientific (Singapore)			1				1
WSOY (Finland)	4					2	6
WSOY Oppimateriaalit (–2009, Finland)		3	1		1		5
WSOYpro (2009–, Finland) ^x					1	1	2
Level 2 (highly prestigious scientific publisher)	4	4	2	9	7	7	26
Cambridge University Press	1	2	1	7			11
Lawrence Erlbaum (United States)		1					1
Palgrave Macmillan (United Kingdom)		1	1				2
Presses universitaires de France		1					1
Routledge (United Kingdom)			1		2	6	9
Sage (United Kingdom)				1		1	2
other publisher (listed)	7	7	6	9	4	4	37
Helsinki School of Economics			1				1
Helsinki University Print	1	1					2
KVS Foundation (Finland)				1			1
Minerva (Finland)	1	1					2
Otava (Finland)			1		1		2
Palmenia Centre for Continuing Education (Finland)			2				2
Tartu University Press	4			1			5
University of Helsinki	1	4	2	2	3	1	13
University of Helsinki, CICERO Learning						3	3
University of Helsinki, Center for Activity Theory and Developmental Work Research (CRADLE)				5			5
University of Helsinki, Ruralia Institute			1				1

Table 8a

unlisted publisher	17	15	14	16	16	12	90
Akatiimi (Finland)		1					1
Anttolanhovi (Finland)					1		1
CABI (United Kingdom)		1					1
Centre for Information Studies (Australia)						1	1
Expert (Romania)			1				1
Finnish Crafts Organization				1			1
Finnish Educational Research Association			2		2	2	6
Finnish Federation of the Visually Impaired			1				1
Finnish Medical Association	1						1
Finnish National Board of Education		1		1	2	1	5
Finnish Society on Media Education			1				1
HAMK University of Applied Sciences (Finland)				2			2
Helsinki University of Technology, Bit Research Centre		1					1
Infor (Finland)			1				1
Kansai University Press (Japan)	3					2	5
Kymenlaakso University of Applied Sciences			1				1
Lege artis (Finland)					1		1
Lehmanns Media (Germany)	8				1		9
Linde (Czech Republic)						1	1
Mattes (Germany)	1	1	1	1	1	1	6
Ministry of Employment and the Economy (Finland)		1	1	1	1		4
Musta Taide (Finland)			1				1
NordFo - Nordic Forum for Research and Development in Craft and Design (Finland)						2	2
Opetus-, kasvatus- ja koulutusalojen säätiö (OKKA, Finland)	1						1
Osaavien keskusten verkosto (Finland)	1						1
Otori Shobo (Japan)						1	1
Paper Engineers' Association (Finland)					2		2
PS-Kustannus (Finland)		4			3		7
Shinhyoron (Japan)						1	1
Shin-yo-sha (Japan)				2			2
Stadia Helsinki University of Applied Sciences				4			4
Tampere University Press		1					1
Teknova (Finland)		2					2
TeliaSonera (Finland)						1	1
Therapeia Foundation (Finland)	1						1
Tutkijaliitto (Finland)		1					1
University of Joensuu			2				2
University of Joensuu, Faculty of Education		1					1
University of Jyväskylä						1	1
University of Lapland, Faculty of Education	1						1
University of Lisbon			1				1
Weilin + Göös (Finland)			1	3			4
Verve Rehabilitation (Finland)				1			1
Grand Total # of books and book contributions by year and in total	33	33	27	39	34	28	194

Table 8b

The classification criteria of The Norwegian Association of Higher Education Institutions (UHR) is applied not only to evaluate journals and series, but to point out publishers' scientific level, too. There are two levels: ordinary publishers (level 1) and highly prestigious publishers (level 2). The UHR list of publishers contains 2,333 publishers in total.

In the case of "other" scientific level, a publisher may be newly proposed for the UHR Publication Committee, or publisher's peer review practices may be varied or unclear.

The "unlisted" category includes publishers who do not appear on the UHR list.

In total, CRADLE members have used 76 different publishers as publication channels for their monographs.

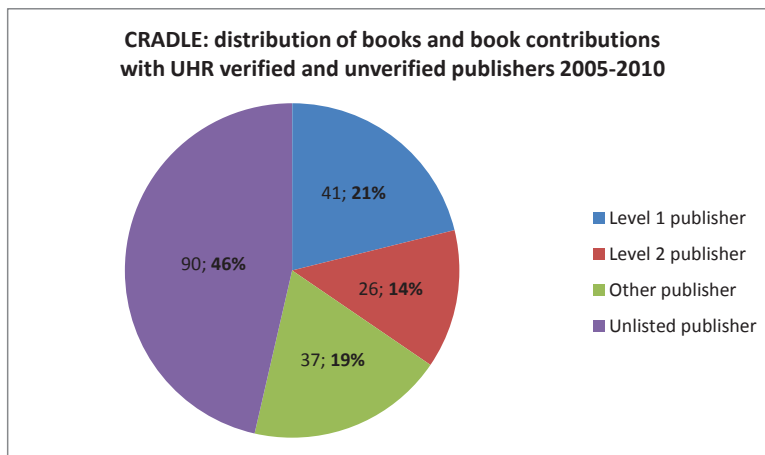


Fig. 12

Number of different types of book publications per publisher in descending order

Publisher	Publication type								Total of book publications per publisher
	a3 reviewed contribution to book	b2 nonreviewed contribution to book	c1 scientific monograph	c2 edited book or compilation	d2 article in professional book	d5 textbook or professional handbook	e1 popular contribution to book	e2 popular monograph	
University of Helsinki	1	2	7	2				1	13
Cambridge University Press	9		1	1					11
Lehmanns Media (Germany)	6		2	1					9
Routledge (United Kingdom)	7	1		1					9

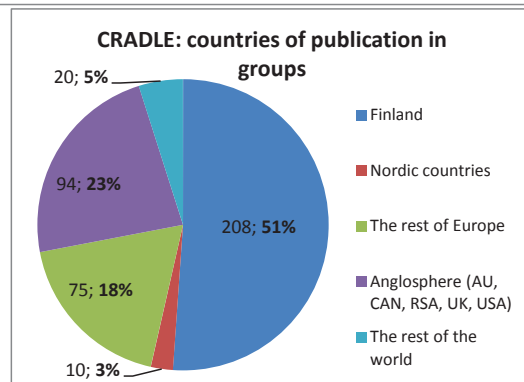
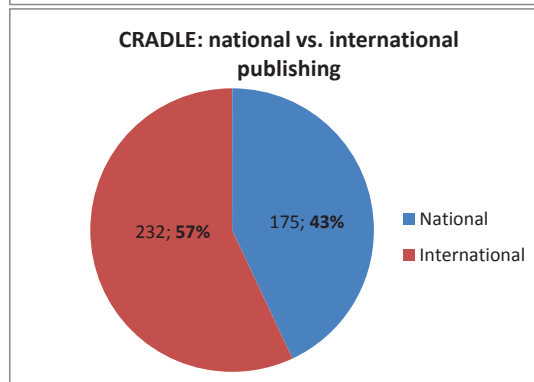
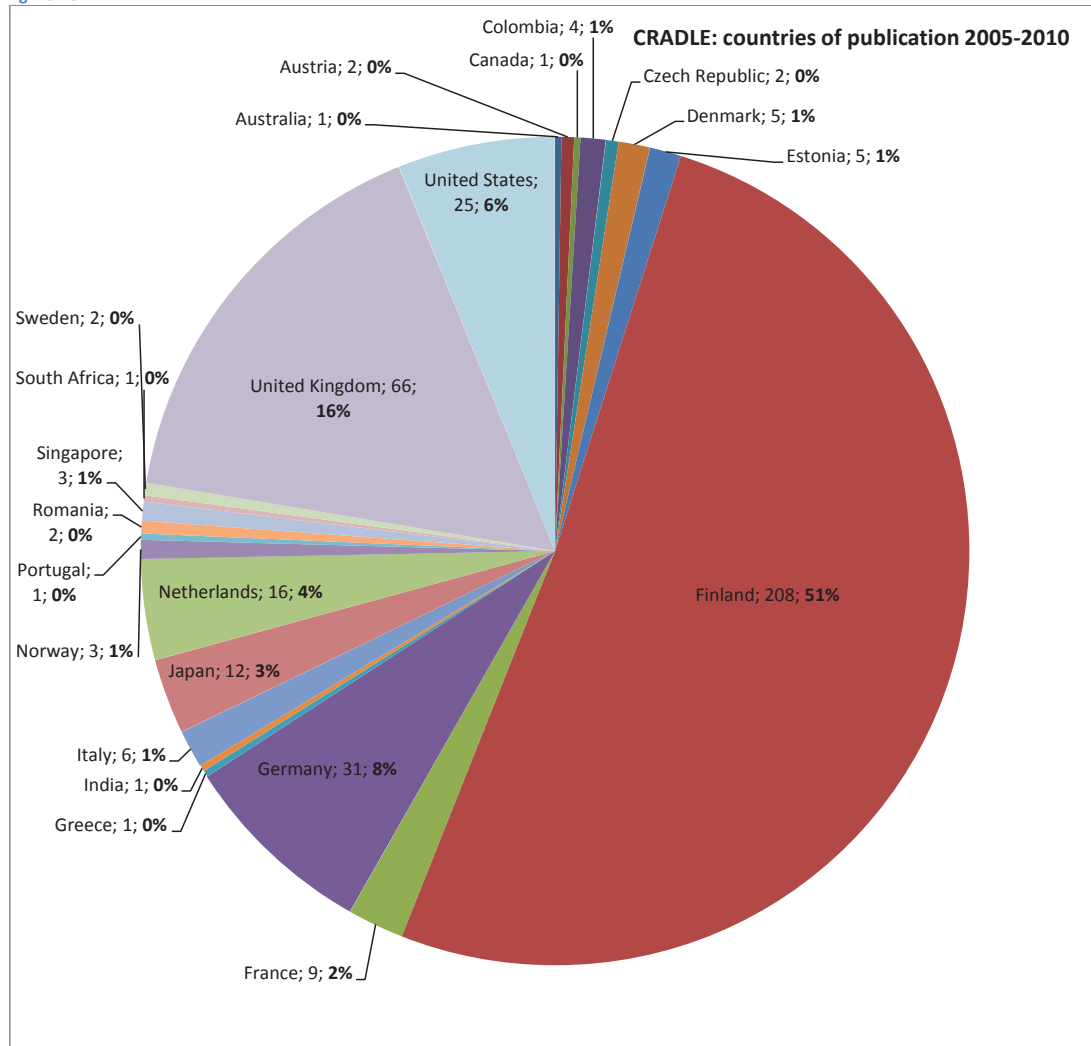
Publisher	a3 reviewed contribution to book	b2 nonreviewed contribution to book	c1 scientific monograph	c2 edited book or compilation	d2 article in professional book	d5 textbook or professional handbook	e1 popular contribution to book	e2 popular monograph	Total of book publications per publisher
PS-Kustannus (Finland)	5			2					7
Finnish Educational Research Association	6								6
Gaudeamus (Finland)	5	1							6
Mattes (Germany)	4	2							6
Peter Lang (Germany)	5			1					6
WSOY (Finland)	2	1	1	1		1			6
Finnish National Board of Education	2	1			1	1			5
Kansai University Press	4			1					5
Tartu University Press	4	1							5
University of Helsinki, Department of Education, Center for Activity Theory and Developmental Work Research	5								5
WSOY Oppimateriaalit (Finland)	2					3			5
Ministry of Employment and the Economy (Finland)	2		2						4
Stadia Helsinki University of Applied Sciences	3			1					4
Edita (Finland)	3								3
Elsevier (Netherlands)	3								3
Weilin & Göös (Finland)		1		2					3
HAMK University of Applied Sciences (Finland)	2								2
Helsinki University Print	1		1						2
Minerva (Finland)	2								2
NordFo - Nordic Forum for Research and Development in Craft and Design (Finland)	2								2
Otava (Finland)			2						2
Palgrave Macmillan (United Kingdom)	2								2
Palmenia Centre for Continuing Education (Finland)	2								2
Sage (United Kingdom)	2								2
Shin-yo-sha (Japan)	1			1					2
Springer (United States)	1			1					2
Teknova (Finland)			2						2
University of Helsinki, CICERO Learning			2						2
University of Joensuu		2							2

Publisher	a3 reviewed contribution to book	b2 nonreviewed contribution to book	c1 scientific monograph	c2 edited book or compilation	d2 article in professional book	d5 textbook or professional handbook	e1 popular contribution to book	e2 popular monograph	Total of book publications per publisher
WSOYpro (Finland)	1					1			2
Akatiimi (Finland)		1							1
Anttolanhovi (Finland)	1								1
CABI (United Kingdom)	1								1
Cambridge Scholars	1								1
Carocci (Italy)	1								1
Centre for Information Studies (Australia)	1								1
Emerald (United Kingdom)	1								1
Expert (Romania)	1								1
Finnish Crafts Organization					1				1
Finnish Federation of the Visually Impaired		1							1
Finnish Literature Society	1								1
Finnish Medical Association	1								1
Finnish Society on Media Education	1								1
Firera & Liuzzo (Italy)	1								1
Helsinki School of Economics	1								1
Helsinki University of Technology, Bit Research Centre			1						1
Idea Group (United States)	1								1
Infor (Finland)			1						1
Information Science Reference (United States)	1								1
KVS Foundation (Finland)	1								1
Kymenlaakso University of Applied Sciences		1							1
Lawrence Erlbaum (United States)	1								1
Lege artis (Finland)	1								1
Linde (Czech Republic)	1								1
Musta Taide (Finland)							1		1
Opetus-, kasvatus- ja koulutusalojen säätiö (OKKA, Finland)	1								1
Osaavien keskusten verkosto (Finland)				1					1
Otori Shobo (Japan)		1							1
Paper Engineers' Association (Finland)					1				1

Publisher	a3 reviewed contribution to book	b2 nonreviewed contribution to book	c1 scientific monograph	c2 edited book or compilation	d2 article in professional book	d5 textbook or professional handbook	e1 popular contribution to book	e2 popular monograph	Total of book publications per publisher
Papers Engineers' Association (Finland)					1				1
Presses universitaires de France	1								1
Shinhyoron (Japan)			1						1
Tampere University Press	1								1
TeliaSonera Finland		1							1
Therapeia Foundation (Finland)	1								1
Tutkijaliitto (Finland)	1								1
University of Helsinki, CICERO Learning			1						1
University of Helsinki, Ruralia Institute			1						1
University of Joensuu, Faculty of Education				1					1
University of Jyväskylä		1							1
University of Lapland, Faculty of Education	1								1
University of Lisbon	1								1
Weilin + Göös (Finland)	1								1
Verve Rehabilitation (Finland)	1								1
World Scientific (Singapore)	1								1
Grand Total	122	18	25	17	4	6	1	1	194

Some additional bibliometric measures

Fig. 13-15



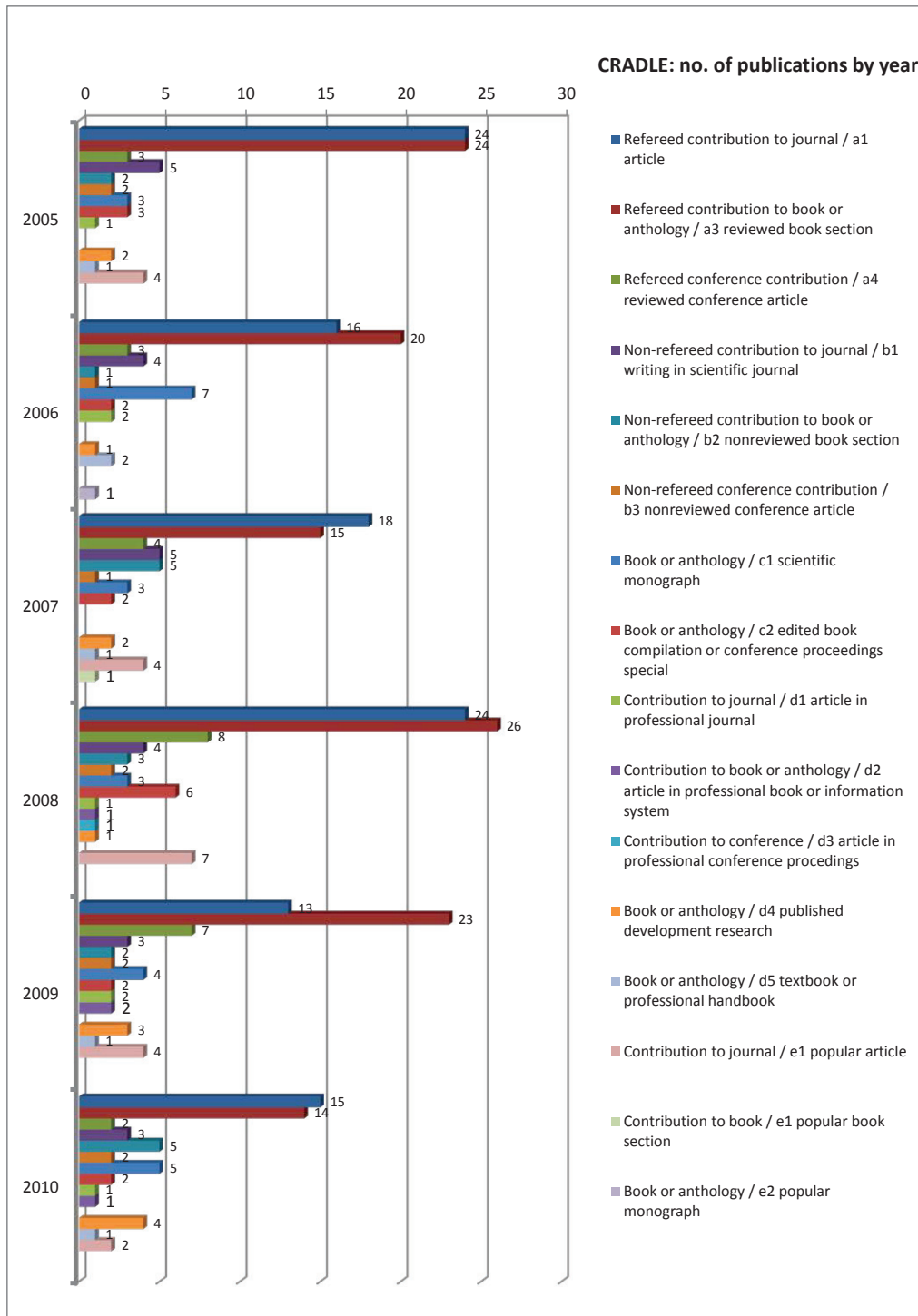


Fig. 16

ⁱ The CRADLE PIs:

The Institute of Behavioural Science, Educational Sciences

- Yrjö Engeström, Prof., Director of CRADLE
- Reijo Miettinen, Prof.
- Annalisa Sannino, University Lecturer
- Juha Tuunainen, Postdoctoral Researcher, Coordinator of The Helsinki Institute of Science and Technology Studies
The Department of Teacher Education
- Lasse Lipponen, Prof., Early Childhood Education
- Pirita Seitamaa-Hakkarainen, Prof., Educational Psychology, Director of Craft Science and Textile Teacher
Education
The Department of Education, University of Turku
- Kai Hakkarainen, Prof., Co-Director of CRADLE.

ⁱⁱ Extract from the description of RC's publication practices: "We publish in refereed journals and edited books across of wide spectrum not limited to education (including prominently organization studies, social sciences, discourse studies, and social studies of science and technology). Books continue to be significant products of our research. Our productivity and impact are poorly captured by traditional impact factors and citation indices focused narrowly on mainstream science journals. The Publish or Perish service [...] is the most adequate tool for capturing the impact of our work in terms of citations."

ⁱⁱⁱ Closer investigation of the CRADLE dataset revealed two duplicate records, which were removed. The removed duplicates related to a non-refereed book section (b2, 2010), and to a book edition (c2, 2007). The number of publication records reduced from 409 to 407. – The primary RC publication data was extracted from the University of Helsinki Research Information System TUHAT in April 8, 2011, and collectively prepared for further analyzing in May 12, 2011, at the Helsinki University City Centre Campus Library. Contact concerning the analysis of CRADLE publication data: P. Kaihoja, Librarian, City Centre Campus Library / Behavioural Sciences,

^{iv} The national categories for publication types have been defined by the Ministry of Education and Culture of Finland.

^v Although yearbooks are often counted as periodicals, according to the Finnish national classification of publications they are to be categorized as book sections (usually a3).

^{vi} Two pieces of journal contribution metadata were detected as incorrect. The data had been submitted to RIS using content type templates for non-refereed journal writing (b1) and professional journal article (d1), instead of the appropriate template types for non-refereed book section (b2) and article in professional book (d2). This means decrease in the total amount of CRADLE's journal contributions, from the primary amount of 164 to 162. The re-examined pieces of journal contribution metadata were included in the analysis of CRADLE's book publishers (Table 8a-b, p. 19-20).

^{vii} The overall distribution of UHR journal classifications is following:

- Level 1 (19,419; 77.3%)
- Level 2 (2,202; 8.8%)
- other (3,499; 13.9%).

If compared to the distribution of CRADLE contributed journals, the CRADLE selection contains a higher degree of highly prestigious journals (Level 2, 14 journals; 17.5% of all scientific journal channels), and respectively, the share of ordinary scientific journals is smaller with CRADLE (Level 1, 43 journals; 53.75%). However, much weight should not be put to these comparisons, since the journal level distributions vary a lot between different subject areas. Level 1 journals, for example, dominate the area of Pedagogy and Education substantially (608 of 697 journals; 87%).

^{viii} The ERIH journals contributed by CRADLE are included on the core discipline lists of Pedagogical and Educational Research (PEd), Linguistics (Lng), Psychology (Psy), Anthropology Social (AntS), History (His), History and Philosophy of Science (HisPhSc), and Philosophy (Ph), many of them on various lists simultaneously. The abbreviations are given in parentheses (see Table 5, p. 11).

^{ix} Subcategories INT1 and INT2 on the ERIH 2011 Revised List, together with NAT, may be considered to be equivalents to the former Initial List categories, which were indicated respectively by letters A, B, C.

^x WSOYPro, formerly known as WSOY Oppimateriaalit, is a sister publishing house of WSOY, specializing in textbooks and professional handbooks.

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