



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

# RC-Specific Evaluation of CEA – Centre for Educational Assessment

Seppo Saari & Antti Moilanen (Eds.)



Evaluation Panel: Social Sciences



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**University of Helsinki  
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<b>Title:</b> International Evaluation of Research and Doctoral Training at the University of Helsinki 2005–2010 : RC-Specific Evaluation of CEA – Centre for Educational Assessment	<b>Type of publication:</b> Evaluations
<b>Summary:</b> 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.	
<b>RC-specific information:</b>	
<b>Main scientific field of research:</b> Social Sciences	<b>RC-specific keywords:</b> learning to learn, PISA, Finland, evaluation, assessment, school reform, special education, psychological theory, educability, modifiability
<b>Participation category:</b> 5. Research of the participating community has a highly significant societal impact	
<b>RC's responsible person:</b> Hautamäki, Jarkko	
<b>Keywords:</b> Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community	

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## Contents

<b>Panel members</b> .....	<b>1</b>
<b>1 Introduction to the Evaluation</b> .....	<b>5</b>
1.1 RC-specific evaluation reports .....	5
1.2 Aims and objectives in the evaluation .....	5
1.3 Evaluation method .....	5
1.4 Implementation of the external evaluation .....	6
1.5 Evaluation material .....	7
1.6 Evaluation questions and material .....	8
1.7 Evaluation criteria .....	10
1.8 Timetable of the evaluation .....	13
1.9 Evaluation feedback – consensus of the entire panel .....	13
<b>2 Evaluation feedback</b> .....	<b>15</b>
2.1 Focus and quality of the RC's research .....	15
2.2 Practises and quality of doctoral training .....	16
2.3 The societal impact of research and doctoral training.....	17
2.4 International and national (incl. intersectoral) research collaboration and researcher mobility .....	17
2.5 Operational conditions .....	17
2.6 Leadership and management in the researcher community .....	18
2.7 External competitive funding of the RC .....	18
2.8 The RC's strategic action plan for 2011–2013 .....	19
2.9 Evaluation of the category of the RC in the context of entity of the evaluation material (1-8) .....	19
2.10 Short description of how the RC members contributed the compilation of the stage 2 material ...	19
2.11 How the UH's focus areas are presented in the RC's research .....	19
2.12 RC-specific main recommendations .....	20
2.13 RC-specific conclusions .....	20
<b>3 Appendices</b> .....	<b>21</b>



## Foreword

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

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

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

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

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

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

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

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

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

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

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

### **Steering Group of the evaluation**

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

#### **Chair**

Vice-Rector, professor **Johanna Björkroth**

#### **Vice-Chair**

Professor **Marja Airaksinen**

Chief Information Specialist, Dr **Maria Forsman**

Professor **Arto Mustajoki**

University Lecturer, Dr **Kirsi Pyhältö**

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

Doctoral candidate, MSocSc **Jussi Vauhkonen**



# Panel members

## **CHAIR**

### **Professor Hebe Vessuri**

Social anthropology

Venezuelan Institute of Scientific Research, Venezuela

## **VICE-CHAIR**

### **Professor Christine Heim**

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

Charité University Medicine Berlin, Germany

### **Professor Allen Ketcham**

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

Texas A&M University – Kingsville, USA

### **Professor Erno Lehtinen**

Education, educational reform

University of Turku, Finland

### **Professor Enzo Mingione**

Urban sociology

University of Milan - Bicocca, Italy

### **Professor Giovanna Procacci**

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

University of Milan, Italy

### **Professor Inger Johanne Sand**

Law, public law, legal theory

University of Oslo, Norway

### **Professor Timo Teräsvirta**

Time series econometrics

Aarhus University, Denmark

### **Professor Göran Therborn**

General sociology

University of Cambridge, Great Britain

### **Professor Liisa Uusitalo**

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

Aalto University, School of Economics, Finland

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

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

## **Experts from the Panel of Humanities**

### **Professor Erhard Hinrichs**

### **Professor Pauline von Bonsdorff**

## **EVALUATION OFFICE**

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

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

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

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

## **TUHAT OFFICE**

### **Provision of the publication and other scientific activity data**

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

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

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

## **HELSINKI UNIVERSITY LIBRARY**

### **Provision of the publication analyses**

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

## **Acronyms and abbreviations applied in the report**

### **External competitive funding**

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

### **Evaluation marks**

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

### **Abbreviations of Bibliometric Indicators**

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

### **Participation category**

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

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

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

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

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

### **Research focus areas of the University of Helsinki**

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

Focus area 2: The basic structure of life

Focus area 3: The changing environment - clean water

Focus area 4: The thinking and learning human being

Focus area 5: Welfare and safety

Focus area 6: Clinical research

Focus area 7: Precise reasoning

Focus area 8: Language and culture

Focus area 9: Social justice

Focus area 10: Globalisation and social change



# 1 Introduction to the Evaluation

## 1.1 RC-specific evaluation reports

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

It is essential to emphasise that the evaluation combines both meta-evaluation<sup>1</sup> 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.<sup>2</sup>
- 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.

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<sup>1</sup> 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.

<sup>2</sup> [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. TUHAT<sup>3</sup> compilations on publications and other scientific activities<sup>4</sup>
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.

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<sup>3</sup> TUHAT (acronym) of Research Information System (RIS) of the University of Helsinki

<sup>4</sup> 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)<sup>5</sup>**

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.

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<sup>5</sup> The panels discussed the category fitness and made the final conclusions of the interpretation of it.

## 1.8 Timetable of the evaluation

The main timetable of the evaluation:

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

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

## 1.9 Evaluation feedback – consensus of the entire panel

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

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

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



# 2 Evaluation feedback

## 2.1 Focus and quality of the RC's research

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

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

### **Strengths**

The main strength of the CEA is the attempt to integrate theoretically relevant research and practical school evaluation. Before the work of CEA, school evaluation was a separate field without strong connection to scientific research. Because of this integration of practical evaluation projects and research the CEA has been able to collect impressive data sets that provide excellent basis for rigorous scientific analysis.

The other major contribution of the CEA is the development of the 'Learning to Learn' approach as well as the development and normation/validation of test instruments based on that approach. In this work the centre has integrated a great deal of relevant research literature and testing expertise. The testing booklet was applied in 100,000 pupils, students and teachers.

It must be mentioned that basic research on learning and supervision of doctoral students are not the major focus of this RC. The major focus of this RC is to develop and conduct school evaluation in close collaboration with the school system. The RC should be evaluated with that context in mind.

The RC's major role in PISA 2006 and the use of some of their testing instruments in other EU countries add to international visibility.

### **Areas of development**

Even though the researchers of CEA have been active in international collaboration, the visibility of the scientific publications of the centre is rather low. It is partly due to the publication strategy. Many of the major publications are reports published in Finnish and the number of articles in international top journals of the field is relatively low. Taken into account the focus of the centre it is well justified that the basic reports of the evaluation studies are focused to the national readership including administrators and practitioners. However, the data sets which have been collected would have made it possible to conduct much more theoretically driven secondary analysis and to publish strong contributions in highest level international journals.

It is commendable that it is stated in the RC material that any interested researcher is welcome to use the substantial data that the RC has gathered. Such data sharing is important and may lead to increased collaboration.

### **Other remarks**

It is not clear how strong the role of some listed professors is in this RC because some of them are in leading positions in other RCs as well.

The RC formulates 3 areas of further research development, including evaluation of tertiary education, teacher evaluation, and the development of internet platforms for learning purposes. To increase the research profile, the RC could plan more interdisciplinary collaboration to extend their methods beyond questionnaire/interview methods and add more experimental studies (neuroscience of learning, etc).

On the other hand, it has to be kept in mind that all the research is 'commissioned' by the Ministry of Education or other Boards of Education.

## **Recommendations**

The original mission of CEA is still very promising and it would be important to develop it further. Some of the international examples of centres with similar mission show that it is possible to integrate practical school evaluation and high-level basic research. Also CEA could increase the ambition level particularly in international publishing.

**Numeric evaluation: 3 (Very good)**

## **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**

Doctoral students work in an environment in which they can participate in large-scale practical evaluation projects.

The RC can provide doctoral students with an exceptionally high level of methodological training.

Again, it should be noted that the RC is not a traditional academic research and teaching unit and evaluation must take that into consideration. Doctoral students have the opportunity to use the data gathered by this RC for theses.

### **Areas of development**

There is no established organization of doctoral training and the RC is not very actively participating in national doctoral programmes.

### **Other remarks and recommendations**

Due to the main focus of the CEA it is natural that doctoral training doesn't have a very high preference when resources allocated within the unit. Thus there should be a plan how doctoral students participating in the projects of the RC could be provided with an intensive and internationally oriented doctoral training. This could be made by strengthening the collaboration with national doctoral programmes.

It also seems there is no infrastructure that would support a doctoral programme in this RC.

Only two theses have been completed in this RC. Currently there is a pool of Masters students that could evolve into PhD students.

Apparently it is also a challenge for the RC to attract students due to several reasons (long-term studies, pure assessment studies).

It is stated that resources for staff would have to be improved so that they would be able to engage in doctoral training.

**Numeric evaluation: 3 (Very good)**



## 2.3 The societal impact of research and doctoral training

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

*ASPECTS: Societal impact, national and international collaboration, innovativeness*

### Strengths

The CEA group has participated in many important school evaluation projects nationally and internationally and it has developed new tools, which are widely used in Europe. The members of the RC have actively participated in the development of Finnish educational system.

Many of the studies have been commissioned through the Ministry of Education and other Boards of Education. The RC (CEA) also carried out the Finish portion of PISA 2006. The direct collaboration with policy and decision makers should be leading to outstanding societal impact of the RC.

### Areas of development

There are several units in Finland participating in educational evaluation projects. A better collaboration between the research units would be beneficial for the future work of the CEA.

**Numeric evaluation: 5 (Outstanding)**

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

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

*ASPECTS: Scientific quality, national and international collaboration*

### Strengths

The RC has been active in developing European level assessment programmes. Also in their theoretical work and basic research they have active collaboration with some high level research groups abroad. Their participation in PISA 2006 and the high success if the Finnish school system in PISA 2006 has led to substantial international visibility and exchange of knowledge.

### Areas of development

The RC has not systematically participated in any international of national collaboration in doctoral training. The RC has not been active in recruiting international doctoral students or researchers.

**Numeric evaluation: 3 (Very good)**

## 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**

In some of the project the RC has had long lasting funding. They have also developed advanced infrastructure for conducting large scale data collection and statistical analysis. The recognition of the RC as a Section in the Department of Teacher Education (2010) will be important for the future development of the activities of the RC.

### **Areas of development**

The RC is almost completely depending on external funding. The lack of permanent staff can be problematic for the long term methodological and theoretical development as well as for training of doctoral students and young researchers. There seems to be very little infrastructure and academic staff dedicated to teaching and training. In order to build a doctoral programme, the RC would need resources and support from UH.

## **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*

Leadership and management of the RC seem to be suitable for this kind of unit.

## **2.7 External competitive funding of the RC**

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

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

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

The RC has been relatively successful in raising external funding for the practical evaluation projects (mainly from the Ministry of Education). However, the RC has relatively little basic research funding (e.g. Academy of Finland) compared with the other educational RCs. It seems that the assessment research is commissioned by the government.

## 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 RC has a clear vision how to continue the ongoing research and evaluation project and how to extend in to new areas and methods.

### **Areas of development**

One would have expected some ideas how to strengthen the international scientific visibility of the unit. In other places of the self-evaluation report, they express the worry that there has been too little time to write high level international journal articles on the basis of the rich data sets. However there are no ideas in the strategic action plan how to make it possible.

There also should be plans on how to increase the RC's activity in doctoral training.

As for research, it is stated that the research is successful and that there is no need for major change. The current research arms are being continued and somewhat expanded over the next few years. While such focus might be an advantage, the RC may want to discuss potential ways to add innovative collaborations that would extent the research beyond the current scope.

## 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.*

*Participation category 5. The research has a highly significant societal impact.*

The category selected fits very well in the evaluation of the RC and the presented material. The strengths of the unit are mainly in research-based school evaluation which has a strong international impact.

**Numeric evaluation: 5 (Outstanding)**

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

The materials were written by the director and vice-directors of the RC. There were many unexplained abbreviations in the text and it was difficult to read for a reader who is not in that field.

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

*Comments if applicable*

*Focus area 4: The thinking and learning human being*

The RC is clearly focused on the "The thinking and learning human being".

## **2.12 RC-specific main recommendations**

A big challenge for the RC is to find more stable funding which makes it possible to develop methods for school evaluations in future. The RC is doing important work but its scope doesn't fit in the normal funding systems of universities. The Unit could also try to develop its capacity for international level research and publishing in high level international journals. One possibility is to make more intensive collaboration with other research units in making use of the excellent data sets the RC has collected.

## **2.13 RC-specific conclusions**

See 12.

# 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:  
Centre for Educational Assessment (CEA)

LEADER OF THE RESEARCHER COMMUNITY:  
Professor Jarkko Hautamäki, Department of Teacher Education, Centre for Educational  
Assessment

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  
UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Hautamäki, Jarkko

E-mail:

Phone: 09 1911

Affiliation: Department of Teacher Education, Centre for Educational Assessment

Street address: PO Box 26 (Teollisuuskatu 23)

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Centre for Educational Assessment

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

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): CEA ([www.helsinki.fi/cea](http://www.helsinki.fi/cea)) was established 1996 and is a collaborative consortium of researchers from teacher education, behavioural sciences, the Swedish School of Social Science and statistics. Several associated principal investigators have become partners based on academic interest. The financing of the 14-person unit is based on tendered projects and short-term funding from the Ministry of Education and Culture, the National Board of Education, the Academy of Finland, and municipal educational authorities. The consortium has created a theoretical framework and test for learning to learn with an accumulating body of data, and comparisons in relation to PISA, school improvement, class-room learning (video studies), teachers, special education, and learning, health and wellbeing. CEA provides services for all stages of paper-and-pencil and computer surveys with automated reporting. CEA has published nationally and internationally (learning to learn, PISA 2006, municipal evaluations) and more than a hundred reports on school -level.

The role of educational assessment changed in Finland in the 90's. In 1996, the FNBE and Helsinki City set the challenge of measuring something which had not been assessed on a national level anywhere in the world – learning to learn. The theoretical framework was outlined and the instrument developed, comprising cognitive tasks and attitudinal scales. Tools for large-scale assessments were developed, and national studies executed. Additional large-scale municipal assessments were done in the metropolitan region.

CEA was the national centre for PISA 2006 Finland, opening the door to international comparative studies, and leading to closer co-operation within the Department of Teacher Education. CEA has been a key actor in European collaboration on learning to learn, leading to an eight country pilot study in 2008, the first comparative study of learning to learn. The Finnish reform of special education starting in 2008 expanded the scope of CEA to developmental evaluations. In 2010, CEA entered the field of curricular national evaluation, and cross-disciplinary research comprising health, education and neighbourhood effects.



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

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

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: Psychology, Educational

RC's scientific subfield 3: Psychology, Developmental

RC's scientific subfield 4: Education, Special

Other, if not in the list: Social psychology

4 RC'S PARTICIPATION CATEGORY

Participation category: 5. Research of the participating community has a highly significant societal impact

Justification for the selected participation category (MAX. 2200 characters with spaces): In Finland, educational assessment has largely remained isolated from academic studies. The ambivalence related to educational assessment had prevented researchers, particularly in social sciences take part in assessing educational outcomes, leading to tilted understanding of schooling. Assessment has been considered to operate only within an instrumental-technological knowledge interest, and not serving also critical and emancipatory purposes.

The evaluation studies were instigated by National Board of Education, in 90's. This start also constituted one barrier for university research to engage with evaluation studies. Collaboration with the state administration may have been considered pragmatic or giving up a critical stance.

CEA started with the idea that a thing worth to teach in schools – L2L– can be measured as well. This opens the possibility to apply psychological theory to study educational reforms. Collaboration with the municipals has helped to develop ways of communicating with school policy advisors, principals and teachers, in order to bridge and overcome the gap between scientific data and the practice of teaching. One set of the tools has been the framework of learning to learn, the instruments used in assessing it, and ways of writing and talking about the outcomes, to analyse educational reforms, in terms of action research. CEA has designed also a technology to produce evaluation reports of local schools, and other means of supporting research-based school innovations.

Participating in PISA 2006 established the image of the Finnish pupils as the smartest in the world and the Finnish comprehensive school as the ultimate model for creating proficiency and equity. This has aroused a great international interest in the Finnish comprehensive school, followed by a flow of visitors to learn about the teacher education and the comprehensive school, as well as invitations to present the Finnish comprehensive school and the reasons for its success internationally in order to find out the "success receipt". Of course, there isn't any.

In short, the societal impact of CEA is identifiable and essential, on a national and an international leve





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

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

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): CEA collaborators represent a broad spectrum of educational knowledge, mainly educational, developmental and social psychology, but also didactics and statistical methods.

The theoretical framework of L2L and L2L Scales are the first outcome. The scales are a unique compilation of cognitive and belief scales. Shortly, cognitive scales deal with thinking from the perspective of educability and cognitive adaptation. Beliefs include several well-known scales, from academic self-concepts to motivation, from significant others as a support to learning to self-complexity and socio-moral selves. The second outcome is to elaborate the ways to present results from large-scale studies to various target groups. E.g., for policy makers, the concept of Educational Equity Account has been defined: a way to summarize the role of essential, social and cultural, contextual factors in explaining educational outcomes. For teachers, a booklet form of presenting results has been designed. Also statistical scripts for 'automatic' reporting have been developed.

The third outcome is the understanding of the essential function of social stratification, schools selection and class-composition in Finnish comprehensive education. The unique way social stratification operates in a given country has been found to be crucial also in explaining PISA outcomes. The major mechanisms include class-composition within schools. Student welfare and the role of Pupil Welfare Group have been shown to occupy a central role in explaining the Finnish educational success.

The 4th outcome is the accumulated body of data, where several representative studies are included; together over 100 000 pupils, students and teachers in Finland have been studied. These data are available for interested researchers, now and in the future.

Research Community, RC, related to CEA, has supervised several doctoral students during 2005-2010. However, within CEA doctoral training has not been the core mission. CEA has focused on understanding schooling on the basis of interests of participating PIs. However, doctoral and master theses have been done using the CEA data.

Significance of the RC's research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): The significance of CEA is in the comprehensive body of accumulated data, as partly reflected in the major publications on learning to learn and PISA 2006 study. CEA is an acknowledged actor in the network of quantitative analyses of Finnish education and is able to present qualified opinions on Finnish education, on all levels. CEA has several longitudinal studies to complement extensive cross-sectional data: the Helsinki 1966-2010 Data, the Vantaa 2002-2010 Study, and Helsinki 2008-2015 Study, all based on representative samples. Also studies in matriculation examination have started and ME is the only high-stakes testing in Finland, used at the end of studies in gymnasium.

The methodology of large-scale data has been designed with solutions to all stages of data collection, from the design of instruments to ready-made reporting, using optical scanners and computer-assisted data collection. Also new methods like self-organizing maps, SOM (Teuvo Kohonen) and Symbolic Data Analysis (Seppo Laaksonen) have been used in data mining.

The FILLS is significant in the European Union connection. The FILLS is almost the only educational instrument to be considered as candidate for common use in EU-level. The pilot test instruments have been



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

### RC-SPECIFIC STAGE 1 MATERIAL (registration form)

tried out in seven European Union's countries (EU Learning to learn pilot) and members of CEA participate as technical experts in EU activities regarding educational issues. This has also led to participating in developing problem solving within AT21CS programme.

Additionally, the PISA connection is important for the University of Helsinki. PISA has been a most successful educational advertisement for Finnish education, and University has received several hundreds of visitors wanting to learn about PISA and Finnish education. CEA's role in this process has been and is crucial since PISA 2006. CEA has provided the deep understanding of PISA, which cannot be acquired without a succinct theoretical conceptualization in the context of learning to learn and participating in PISA as well as mastering the complex large-scale data collection and analyses.

Keywords: learning to learn, PISA, Finland, evaluation, assessment, school reform, special education, psychological theory, educability, modifiability

#### 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): Self-evaluation of work done starts from a redefinition of the field of activity: CEA functions in the borderland between academic educational research, development of schooling and designing instruments of its governance. The original practical task – whether CEA could create at least one solution acceptable for piloting, which would be both theoretically comprehensive, economic and could be used in national monitoring – was solved. The national and international reception has been positive. Additionally, several new theoretical ideas and lines of research have emerged.

The distinction between learning how to learn and learning to learn is one. E.g., learning how to learn is more related to 'actual-genetic' activities in the classrooms, and L2L is considered more as the formed competence and willingness to accept a task and show 'the evidence' by solving a task in the zone of the pupil's proximal development. Another distinction is between the psycho-educational approach and the sociologically oriented emphasis on new practices. These distinctions can also be discerned in the EU level discussions as evidenced through CRELL (Centre for Research in Life-long Learning, a part of JRC of European Union) and as reflected in an article in 3rd International Encyclopaedia of Education. The national evidence for success is more diversified. Within the Finnish evaluation system, the theory and research connected to L2L is both noticed and also a problem. To be noticed is to be referred to. The problem is partly due to disputes concerning the roles of the National Board of Education and Educational Evaluation Council. NBE is allowed to conduct school achievement assessments and EVC other evaluations: L2L could be both and is accordingly oscillating without founding a stabile equilibrium. In the dynamic equilibrium, L2L is temporarily supported from the Ministry to develop and design a portal to schools and policy makers, to take part in international collaboration and to be used in large scale municipal evaluations. In academic circles, L2L is both used as a concept and FILLS is used in research.

Comments on how the RC's scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): Evaluating the CEA, there are 4 elements to consider: i) the original theoretical and methodological L2L approach with refinements, ii) the extension to PISA studies with the concomitant inclusion of new research connections, and iii) the extension to other aspects of assessment and evaluation in the form of class-room and teacher studies, in studies of reforming Finnish education and evaluating



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

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

other aspects than L2L. The 4th one is the technical competence to plan, collect, analyse and report large-scale surveys.

L2L is based on a framework, which has been refined and contextualized in relation to other approaches. Also the scales have been tested several times to be economic, clear and consistent. The reporting has found a satisfying form with standard reports to schools to suit to teachers, and general reports to suit the municipal policy makers.

PISA 2006 was a fruitful study exercise. For a small country it is useful to have more than one group capable of doing OECD-IEA-type work, and participating in discussions and conferences. The accumulated explanations has deepened the knowledge of the strengths and weaknesses of the Finnish educational system, has helped to understand the social necessities creating it and helped to see also other solutions to support the general, comprehensive, non-selected basic education.

Findings from L2L and PISA 2006 have opened the question of front-level activities in class-rooms: what do teachers do in Finnish class-rooms and in schools? This has been studied as stability issues to see whether gender, SES or school/class factors are stable or changing with new age cohorts. These field studies have been done also using videos and questionnaires to teachers. Also the issue of "so what" has been addressed. Ways of communicating with different target groups have been developed, as well as participating in the large, latest reform in basic education in Finland, the reform of special education.

The internal and technical work in CEA has been developed to make possible economic and effective ways of data collection and reporting.

## LIST OF RC MEMBERS

NAME OF THE RESEARCHER COMMUNITY:		CEA			
RC-LEADER		J. Hautamäki			
Category		5			
	Last name	First name	PI-status (TUHAT, 29.11.2010)	Title of research and teaching personnel	Affiliation
1	Ahtiainen	Raisa		Doctoral student	CEA
2	Arinen	Pekka		Project manager; PISA NPM	CEA not 2010
3	Asikainen	Mikko		Computer expert	CEA
4	Gustavson	Natalia		Research Assistant	CEA
5	Harjunen	Elina		University Lecturer	OKL
6	Hautamäki	Airi	x	Professor	Swedish School, CEA
7	Hautamäki	Jarkko	x	Professor	CEA, OKL
8	Heinonen	Ninja		Research secretary	CEA
9	Hilasvuori	Touko		Evaluation expert	CEA
10	Hilden	Raili	x	University Lecturer	OKL
11	Jakku-Sihvonen	Ritva		Project director	National Board Education
12	Karjalainen	Tommi		Data manager PISA	CEA
13	Kauppinen	Timo		Professor	CEA /MetrOp, Turku University
14	Kupiainen	Sirkku		Research fellow	CEA
15	Kuusela	Jorma		Research collaborator	National Board Education
16	Lavonen	Jari	x	Professor	OKL
17	Marjanen	Jukka		Research Coordinator	CEA
18	Määttänen	Jukka		Research assistant	CEA
19	Niemivirta	Markku		Research Fellow	IBS & Collegium
20	Nislin	Mari		Research Assistant	CEA, OKL
21	Rantala	Jukka	x	Professor	OKL
22	Rantanen	Pekka		Statistical expert	CEA part time
23	Rimpelä	Matti		Professor	Tampere University & THL
24	Rimpelä	Arja		Professor	Tampere University
25	Rontu	Eeva		Editor	CEA
26	Scheinin	Patrik	x	Professor	IBS, CEA
27	Stahl	Timo		Development Manager	CEA /MetrOP, Tampere THL
28	Tani	Sirpa	x	Professor	OKL
29	Thuneberg	Helena		University researcher	CEA, OKL
30	Vainikainen	Mari-Pauliina		Project manager	CEA
31	Valkonen	Tomas		Computer expert	CEA
32	Vanhanen (Beirad)	Maria		Research co-ordinator	CEA
33	Åhlberg	Mauri	x	Professor	OKL NBE Asses
34	Österlund	Inger		Doctoral student	CEA



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

RC-SPECIFIC STAGE 2 MATERIAL

BACKGROUND INFORMATION

Name of the RC's responsible person: Hautamäki, Jarkko

E-mail of the RC's responsible person:

Name and acronym of the participating RC: Centre for Educational Assessment, CEA

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

Comments for selecting/not selecting the key focus area: The work of the Centre for Educational Assessment (CEA) focuses on schooling as the key societal means and context for fostering students' cognitive and psycho-social development. In the tradition of Demetrius' "Educating the developing mind" and Shayer and Adey's "Constructing the prepared mind", the concept learning to learn, on which the work is centred, is understood to denote a mindset for successfully meeting new learning challenges through the activation of cognition and the regulation of emotions to adapt to and master the situation of learning/work.

The theoretical basis of the work is in developmental and educational psychology, cognitive psychology, and studies on learning motivation, self-concept and the role of significant others (parents, peers, teachers) in and for learning and development. The two core 'vectors' are the mastery of thinking or reflective abstraction for cognition, and the perspective of hope or reflective mentalizing for beliefs and attitudes. The RC's research is done in collaboration with municipal providers of education and educational authorities

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 focus of the RC's research is schooling as the stage for the formation of knowledge and learning-related attitudes, i.e., the prerequisites of lifelong learning. Until 2004, the research focussed exclusively on the effectiveness of education as evidenced in students' learning to learn competence. In 2004, research on teacher practices and classroom management was integrated to assessment, using video-taping of classroom work and teacher and principal questionnaires and interviews. In 2008, a new opening was made to action research regarding school reforms and interventions, reinforcing further the education policy aspect of the RC's research. Each phase has set new requirements for the forms of disseminating research results to better serve their policy use and impact among actors of different levels in the field.

The unifying core of the RC's expanding research interests is the quest for an understand of how developmental and change processes take place within structures of systematic socialization, i.e., in schooling, as students engage in diverse forms of learning, and receive feedback of different forms and levels during lessons and exercises, in tests, and in school marks. In this quest, learning to learn assessment represents a means of looking "into" school achievement by dissecting students' performance to its constituent parts of cognitive competence and the affective component guiding the use of cognition when students confront new learning situations. Results of the assessment can also be interpreted to indicate to what degree the school has succeeded in fostering these competences and attitudes in its students.



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

### RC-SPECIFIC STAGE 2 MATERIAL

Accordingly, learning to learn assessment can act as a means for interpreting the results of summative assessment, be it school marks given by the teacher or results in the subject specific assessments of the National Board of Education. The tool of assessment, a set of test booklets for different age groups, was first developed by the RC in 1996, and has been further developed through consecutive assessments. Today, the RC can offer the providers of education a set of four inter-linked test booklets allowing for the assessment of students' learning to learn competence from grade one to the end of upper secondary education. In studies with nationally representative samples of students, the scales for 6th, 9th and 11th graders (the second year of upper secondary) were norm-set around 2000 in collaboration with the NBE. Since that, numerous large scale and other assessments have been implemented across the country, covering a total of close to 100 000 students of different ages. The studies include both school-level and age-cohort follow-up and longitudinal studies in the metropolitan and other cities of Finland.

The set of tests provide tasks of increasing difficulty level, allowing for following the development of students' learning to learn competence across grades. The full set was used in 2010 for the assessment of the learning to learn competence of all the 1st, 3rd, 6th and 9th graders (à 2 000 students) of a large municipality in the Helsinki Metropolitan region. By covering all the students of four grade levels in one municipality, the study allows a unique possibility to gauge the development of students' competences and learning-related attitudes across their path through the comprehensive school. The results prove that actual cognitive changes are slow despite the increase in students' subject-specific knowledge and skills, and that between-student variance is substantial from the very beginning and increases with age, entailing the growing heterogeneity of classes in the comprehensive school.

At the next stage, this longitudinal study will allow for both student-level developmental tracking and comparisons of the respective grade levels three years apart. It will also provide data regarding students' later educational and career choices to be compared with the results of the longitudinal study of six years before. A comparison can be made already now between the results of the 9th graders in the assessment of 2010 and of 2004, revealing that despite students' school marks remaining at the same level a statistically significant decline in both their attested competence and their school and learning related attitudes has taken place during the intervening six years; a finding matching the one found in PISA 2009 Finland but of a more alarming dimension. The result indicates how important the RC's research is in bringing up hard evidence for education policy debate and decision making in the context of the Finnish policy regarding (the lack of) high stakes testing.

The new opening to action research regarding educational reforms, comprising follow-up of and support for the implementation of the recent reform of special education and covering actors at different levels of implementation across the country, represents a very different type of research of the RC but with an equally strong bearing on education policy. The research, tracking the transition of special education from a two- to a three-tier model using the response-to-intervention framework, also serves to build capacity within the RC for future research in interventions related to e.g. cognitive acceleration (Shayer & Adey). Moreover, following the implementation of the reform, a new opening to research on conceptual change has been made, comprising modelling of changes in individualised service systems, advising individual teachers and other agents in the use of scientific tools (screening, testing, and other mediating instruments) essential for the implementation of the reform, and modelling guidelines for good work (Gardner).

Lately, the RC has expanded its research to interlink more closely with assessments by national official actors in education, with current projects regarding the subject specific assessments of the NBE and the commensurability of the Finnish matriculation examination (the Matriculation Examination Board).

One extra component in the RC's research has been the constant developing of new means for disseminating and communicating the results of the research to the various agents of education at both



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

### RC-SPECIFIC STAGE 2 MATERIAL

policy and school level, i.e., the levels of development and implementation of reforms. In action research, dissemination is an organic part of the research. For learning to learn assessment, the means and scope of presentation of research results is under constant development, comprising both written reporting and meetings between the researchers and the actors in the field. In policy-oriented reporting, a key concept is that of educational equity account regarding the role of major non-school-related factors (e.g. gender, SES, catchment area characteristics) in explaining variance in students' school achievement, cognitive competence and learning related attitudes.

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

In learning to learn, the IRT-calibrated scales of the RC are well honed for assessment from pre-school to end of upper secondary education. With little adjustment they could be stretched to cover early tertiary education. This would build a tie to the RC's research regarding the (lacking) commensurability of the Finnish matriculation exam.

To better serve schools in the quest to enhance students' learning to learn, more research would be needed in teaching, i.e., video research in classrooms with stimulated recall with teachers and students, interviews with teachers, principals, and student welfare groups. This would also strengthen the link between the research on learning to learn and educational reforms.

A new stage in the RC's research regards constructing Internet platforms geared for teachers, students and even parents for both learning to learn and the special education reform (to be opened in 2012 and 2011, respectively). Regarding the first, further development toward intervention programmes for cognitive acceleration would greatly enhance the RC's research profile.

#### 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.

The RC is taking part in the evaluation in category 5 due to the RC being a unit working exclusively on and for external funding, except for its Director who holds the chair of Professor in Special Education. Accordingly, unlike other Sections in the Department of Teacher Education, the RC is not a traditional teaching and research-unit and all of its research is related to and financed by external, often tender-based commissions by various agents within the field of education (e.g., the Ministry of Education, the National Board of Education, and Education Boards of different municipalities). Reflecting this, the RC is not a provider of doctoral training per se even if this does or should not hinder the forming of connections between doctoral students and the RC. The rich data and expertise gathered in the RC's research during the years would especially recommend this. The Director of the RC has his own doctoral students in special education but at the moment, only the research of a few of them is directly linked to the research done at the RC.

Naturally, the staff of the RC of whom most hold a Masters Degree in education or a related field, has a right to engage in doctoral studies and has been encouraged to do so but this has never been a condition for recruiting. Also, as the work of the RC is based on tendered commissions with tight schedules and little overhead in funding, demanding long-term personal endeavours such as engaging in doctoral studies have been found hard to accommodate with the requirements of the commissions of the RC. Moreover, the kind of assessment research done at the RC requires by necessity a lengthy period of planning and accumulation of data for comparisons and norm setting before real openings for forming relevant problems for thesis topics can be found (c.f. the work of Van Damme's group in Leuven). As of



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

### RC-SPECIFIC STAGE 2 MATERIAL

today, only two PhD theses have been made in connection to and using data gathered in the RC by researchers working at that time in close collaboration with the RC (Rantanen, Niemivirta). Presently, both main branches of the RC's research would be ready for engaging Doctoral Students both from within and outside of the RC.

Some of the former members (PI) of the RC have branched off elsewhere at the University of Helsinki or in other institutions of tertiary education with their own doctoral students; with research topics related to their earlier research at the RC and even with shared data. Also, a new generation of Master thesis students at the two Departments of the Faculty of Behavioural Sciences, working at or with data from the RC, could lead into a growing pool of doctoral students involved in the research of the RC. One hindrance for this has been education students' lacking interest in assessment research and in quantitative research in general.

New openings for research collaboration with doctoral students have opened up with the two latest strands of research of the RC, the subject specific assessments done for the NBE in collaboration with specialist of didactics at the University of Helsinki Department of Teacher Education and research related to the Finnish matriculation examination. These openings will provide new opportunities for developing collaboration with professors and other senior actors in the different Sections through shared doctoral education and training.

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

The expertise and extensive data of the RC regarding evaluation research is a strong asset for engaging doctoral students. However, as assessment and evaluation are not comprehensively represented in the overall profile of the Department and the RC, due to its special status, is not in direct contact with students, the recruiting of prospective doctoral students is left to chance encounters and interest and individual activity. Making the work of the RC more widely known within the Department is therefore vital. The growing importance of assessment and evaluation in education might be changing the situation fairly soon, however. An important advance would be if a position for a Professor of Educational Evaluation would be opened at the Department.

As to the prospect for the present staff to engage in doctoral studies, a mutually acceptable and economically feasible way should be established to allow for the staff to find a balance between the requirements of the tightly scheduled tendered commitments and the need for extended periods of individual work required by doctoral studies.

#### 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).

Communication between educational research, teaching practice and teacher education is at the crux of the societal impact of all educational research. Reflecting the commissioned nature of the research of the RC, emphasis has been on the former link (directly and via the providers and developers of education) while the latter has been rather weak. Much of the research of the RC is done for policy agents: the Ministry of Education, the NBE, municipal providers of education, guaranteeing it an established role in educational policy making. To ensure the impact of the research and its findings at the level of the individual teacher and classroom is a challenge of a different nature, calling for different steps of action. Even regarding the Finnish research-based teacher education there is no easy way to bridge the gap between the RC's research with its basis in psycho-educational theory, and the daily action of teaching and learning, happening in classrooms across the country. David Olson crystallises the dilemma aptly in the title of his book Psychological Theory and Educational Reform: How School





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

RC-SPECIFIC STAGE 2 MATERIAL

Remakes Mind and Society. The bridging is complicated as the forms of communication are different: psychometric research produces means, SDs, variances, box plots, and scatter plots while the pedagogical relation between teachers and students is intentional and full of meanings, motives, goals, and interpretations of needs and expectations.

The societal impact of the RC's research through education policy agents is unquestioned and continuous, and happens through reporting of research findings and through direct consultation and discussions. As the RC is the only research unit in Finland having for long produced assessment data based not only on representative samples but on the participation of students of all classes of the respective grade level(s) per school, findings regarding many mechanisms that function inside schools have been brought to light for the first time in the RC's studies. The inclusion of questions regarding students' home background and their out-of-school activities has also offered a more comprehensive picture of the social mechanisms affecting student achievement. Additionally, recent research made in collaboration with the NBE has allowed analysing more closely the relationship between students' subject-specific achievement and their more general thinking skills, and the role their learning related attitudes play in forming each of these.

Regarding the impact of the RC's research on what actually happens at school the RC has constantly developed its ways of communicating the results of its assessments to schools both in written reports and in the form of teacher in-service training. Additionally, the Internet pages of the RC are geared toward opening up the rationale behind and the results of the research to teachers, and the future Internet platform (2012) will further enhance the societal impact of the RC's research regarding teachers, parents and the students themselves.

Both of the lines mentioned above deal with the fundamental issue of Finnish educational evaluation: how do – and can – we know what is happening on the Finnish schools when there is no obligatory testing in basic education.

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

Collaboration between the national and municipal agents regarding the value and use of the research of the RC for education policy purposes is gaining strength at this very moment due to the latest findings of weakening achievement, made by the RC in 2010. Yet, more could be done regarding the monitoring of ongoing changes in Finnish education.

Firstly, research joining learning to learn assessment, the subject specific assessments of the NBE, and international comparative studies like PISA and TIMSS would be needed, meaning strengthened cooperation between the different actors (the RC, the NBE and the Finnish Institute for Educational Research). Secondly, especially since the alarming finding by the RC of students' declining competence in the latest learning to learn assessments, a finding compatible with the results of PISA 2009 Finland, there is an urgent need for large scale follow-up and/or longitudinal studies to establish the state of the Finnish comprehensive school. This might also increase the interest of prospective doctoral students in educational evaluation research.

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.

From the beginning, the RC's research has been tightly tied to other agents in the field and to international discussion regarding learning to learn assessment. The theoretical model was built to answer to a commission of the NBE, and the piloting of the developed test was done in collaboration



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

### RC-SPECIFIC STAGE 2 MATERIAL

with the City of Helsinki Department of Education. At the same time, the crux of the work was in collaboration between researchers from different strands of education and psychology, apparent in the theoretical basis of the construct learning to learn and in the compiled test.

International collaboration within the European Union was on the agenda of the RC almost from the beginning as the NBE's original commission for the RC was not only tied to its own assessment strategy (1995) but also to the broader international discussion regarding the demand for schooling to help build the capacity for lifelong learning (DeSeCo, PISA, EU key competences). Already in 1999, the RC was the active agent in organising with the NBE a set of two European Commission -founded transnational seminars, aiming at a common European framework and indicator for learning to learn. In 2008, this led to the RC's research and test playing a key role in an eight country pilot study for a compiled test, funded by the European Commission. This, in turn, has led to several invitations for the researchers of the RC regarding the European Union as experts on key competences. At present, the Director of the RC is a member of the EU Technical Expert Group on Learning to Learn and Creativity 2010-2011, as well as the Expert Panel on Problem Solving and Reasoning of the Assessment and Teaching of 21 Century Skills project.

A new forum for international collaboration opened with the RC winning, through tender, the Finnish data collection, processing and reporting of the PISA 2006 cycle; a process that brought about new Nordic and other international collaboration. PISA also created new contacts and close collaboration within the Department of Teacher Education (Science, Math and Reading) as well as with the Department of Statistics of the UH. The liaison with teacher education has been further strengthened in the present projects regarding the subject specific assessments made for the NBE, and the Finnish Matriculation Examination. In 2011, discussions have been opened for a new shared research venture with the PISA 2009 and 2011 project team at the Finnish Institute for Educational Research in Jyväskylä.

The newest opening for RC's intersectoral collaboration is the Finnish Academy-funded MetrOP-project (Educational outcomes and health of children in the differentiating Helsinki Metropolitan Area) with researchers from the University of Tampere School of Public Health, UH Department of Geography, the National Institute for Health and Welfare, and the NBE. In learning to learn, collaboration has also been going on with researches at the Department of Psychology regarding early-grade students' psycho-social development. On the international stage, collaboration has begun with the University of Szeged Department of Education, including their use of the RC's scales as part of their national evaluation programme. Negotiations for similar collaboration with a NGO in Prague are under process

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

The RC is internationally well known for its work on learning to learn. This has led to well established transnational cooperative relations. Opportunities for new comparative projects exist if only their funding can be secured from sources other than the tender and commission-tied budget of the RC. In this collaboration, the next challenge is to develop economically feasible methods for producing systematic comparative data on factors pertaining to and enhancing the development of learning to learn competences in different school contexts.

At the national level, recent collaboration between the RC and other agents in education and related fields has shown various possibilities for exploiting the RC's accumulated expertise in assessment, the developed tools and the existing data, to embark upon new research challenges. It has strengthened the visibility of the RC's research and opened new perspectives for well-grounded research on the role and state of formal education in Finnish society. For this work to bear fruit, the safeguarding of the RC's funding is of paramount importance.



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

RC-SPECIFIC STAGE 2 MATERIAL

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).

Until 2010, the RC functioned as a loosely defined collaborative unit between different sections of the Faculty of Education/Behavioural Sciences with no clear status, and with most of the staff on very short contracts. Reflecting this insecurity, the continuity of the RC's existence has often seemed to have relied more on the faith of its staff regarding the importance of the work done than on the actual financial viability of the unit as a research organisation. In 2010, the existence and importance of the RC was officially recognised and it received the official status of a Section at the Department of Teacher Education. The tie will probably get fortified in 2011 when the RC joins the rest of the Faculty in Siltavuorenpenger. Alas, the funding of the RC will still stay on its own shoulders and most of the staff will continue working on short-term contracts.

Except for its Director's salary as a Professor of Special Education, the RC's funding is based on tendered projects and direct commissions from diverse actors in the field of education. Accordingly, possibilities for pure research are scant but the state of affairs simultaneously strengthens the tie between the RC's research and the education field's need for evidence based knowledge regarding schools and learning. It also means that except for the Director, the work of the current staff of fourteen is directly related to the research projects at hand with no teaching requirements.

The physical premises of the RC are provided by the Faculty of Behavioural Sciences but covered by the overhead taken by the University from the commissions. The RC is a relatively small unit. Of the present staff, the work of eleven is directly related to the research projects of the RC. At the moment, only one has a PhD while nine have a Masters Degree or equal in education, special education or psychology, and one is an undergraduate student in training. One of the professional staff is an expert in statistical analysis while the RC also has access to the statistical expertise of two of its former workers (PI). For the technical implementation of the assessments and other related work, including developmental work toward compute-based assessment, the RC employs three specialists. The RC is technically well equipped with two top-class scanners, providing assistance and services for other Departments and Faculties at the University and even outside agents. Due to the external funding and project-based recruitment, all RC staff except for the Director (Professor) and the one part-time worker with PhD (University Lecturer) is classified as non-teaching/researcher with titles such as coordinators.

The diverse but interrelated commissions and projects of the RC combined with the enthusiasm and proficiency of its staff has led to a flexible organisation where division of work is seldom a problem, and the more senior members are easily accessible to the newer ones. Until 2011, the RC has functioned at three different locations with an open office which has suited its work and the fluctuating number of staff well enough. In March 2011, the RC will move to a new location with separate one to three person offices. It remains to be seen how this change will affect the organisation of the RC's work.

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

The operational strengths of the RC lie in the expertise and flexibility of its staff and its well organised 'line of production' formed along the years through experimentation. The impact the new surroundings might have on this are to be seen. On the other hand, the moving of the expertise and equipment of the RC to the proximity of the rest of the Faculty will provide opportunities for increased collaboration and mutual assistance. Regarding the non-human dimension of the work, the main challenges lie in the



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

### RC-SPECIFIC STAGE 2 MATERIAL

technical and other infrastructure of the Department, e.g. server capacity, and necessary infrastructure and equipment for computer based assessment and advanced video research.

As to the human dimension, the main challenge lies in the temporary contracts which threaten the continuity of the work and the accumulated expertise. Hopefully, the new contacts provided at the new location will enhance the visibility of the RC within the Department and via that, reinforce the general understanding of the importance of securing its expertise in assessment and educational evaluation.

#### 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.

As the RC is a relatively small unit, its organisation is fairly light and open. It is led by its Director who, being a Professor of the Department, carries full responsibility for the RC's functioning. On his side, the Project Manager carries the practical responsibility of all managerial work, including the preparation and control of the budget, preparation of contract documents, securing of timetables, allocation of staff and other resources between different projects, and recruiting new staff. The Director, together with the two Vice Presidents (the PM and the one senior staff who has been with the RC from its founding), form the central body who regularly assesses and defines the long and mid-perspective research and action plans of the RC. They also keep up contacts with the PIs (former staff of the RC with new affiliations at other Departments or Universities) to discuss the above and plans for new shared projects, interests, and pressing education policy and research issues.

The practical management and leadership of the RC's research and other projects depend on the specific characteristics of the projects. For each project, a project team is formed, headed by one of the senior staff members, with the PM following the process or taking actively part in the work depending on her other responsibilities and work load. Once the overall plan for the project has been worked out in collaboration with the three-person 'Directorate', the nominated head of the project carries the responsibility for its execution and for the division of labour within the constraints set by other projects. As the number of staff is smaller than the number of projects, most take part in several projects simultaneously. Reconciling the timetables and allocating the time and resources of the technical staff (e.g. work related to the preparing, printing and analysing of the assessment forms, need for new software, and other technical assistance) is the responsibility of the PM.

All research, development and other work done at that RC is discussed in weekly meetings among the whole staff. Even if sometimes found cumbersome, this has been found of paramount importance for the smooth running of the work, and for a shared understanding of the need for flexible and sometimes hasty (re)allocation of staff between the projects: often a necessity regarding their very tight schedules and precise requirements for the flow of work from one stage to the other (e.g., for the learning to learn assessments this means test making, lay-out of the forms, printing and mailing, the actual testing with possible delays at the schools, receiving the forms back to the RC, scoring, scanning and matrix making, checking, analysing, and reporting). Understanding the full process is a prerequisite for quality control, but also necessary for everyone to understand and appreciate the work of each other.

The Director, together with the Vice Directors, is also responsible for arranging at regular intervals extended meetings or seminars for the whole staff, often combined with some out-of-work activities, to share and discuss the basic education policy perspective of the RC's work and its future research plans or aspirations in order to secure a shared understanding and knowledge of them.



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

### RC-SPECIFIC STAGE 2 MATERIAL

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

The strengths and challenges related to the RC's leadership and management are largely the same. At best, the RC is an effective research team with an adaptive division of labour. At worst, it is effective regarding the demands of the commissions but does not leave time for the staff to turn the data and knowledge accumulated in them to scientific articles. With tight funding, management of projects takes over scientific aspirations, leading to unfortunate 'under-achievement' regarding scientific publishing. Yet, the good management of the commissioned projects secures the constant accumulation of valuable data for the RC and its collaborators for later use.

The main line of improvement, already entered, is increasing collaboration with other researchers including openings for doctoral students from within and outside the RC. Regarding the pending retirement of the RC's Director, a plan for securing the future of the RC is paramount, supported by present long-term research projects and contracts underlining the importance of the RC's role in Finnish evaluation.

#### 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: 300000
- Finnish Funding Agency for Technology and Innovation (TEKES) - total amount of funding (in euros) TEKES has decided to allocate to the RC members during 1.1.2005-31.12.2010:
- European Union (EU) - total amount of funding (in euros) EU has decided to allocate to the RC members during 1.1.2005-31.12.2010: 80000
- European Research Council (ERC) - total amount of funding (in euros) ERC has decided to allocate to the RC members during 1.1.2005-31.12.2010:
- International and national foundations – names of international and national foundations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the foundations:
  - total amount of funding (in euros) from the above-mentioned foundations:
- 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:



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

RC-SPECIFIC STAGE 2 MATERIAL

- 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
  - Municipal Educational Authorities (Metropolitan Cities together; Helsinki, Vantaa; Tampere; several small ones); others; the euro is an estimation
  - total amount of funding (in euros) from the above-mentioned funding organizations: 2500000

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.

Regarding research, there is no need for major changes in the RC. The three strands of research mentioned earlier will continue to form the core of the RC's research action in 2011-2013 and even beyond (some of the current contracts already reach until 2016). Assessment of learning to learn will continue in collaboration with municipalities and possibly with the NBE, including longitudinal studies, necessary for educational sciences for interfering causal links between the various factors at play. The one necessary development regards advancing toward computer-based assessment. The Internet site for learning to learn will be opened in 2012. This hopefully leads to action research done with schools, reviving the RC earlier use of qualitative methods (video-taping of lessons with stimulated recall, interviews with teachers). Combined with assessment of students learning to learn competence this line of research would improve understanding of the mechanisms inducing its formation in class. Within the RC staff, two prospective doctoral students are working presently on these projects. With the prospect of further collaboration with the other units of the Faculty of the Behavioural Education from March 2011 on, it is realistic to assume that especially the more qualitatively oriented line of research and data of the RC in this might also attract the interest of other doctoral students for collaborative endeavours.

Research regarding the Finnish Matriculation Examination will most probably continue beyond the deadline for its first phase in 2011 with closer collaboration with other Sections of the Department of Teacher Education, regarding students' exam-specific choices and results. A plan for a new research project continuing from the RC's current research on the matriculation exam, combined with learning to learn assessment, is presently under discussion and planning. The goal would be to look at the matriculation examination through students who, after having passed their exams, have been accepted to the University of Helsinki. This would be done by juxtaposing their chosen field of studies (faculty), the individual exams they included in their matriculation examination and their performance in them, and their thinking skills as measured at the beginning of their undergraduate studies. If the plan gets realised, it would offer an outstanding opportunity to incorporate doctoral students to a new intersectoral research project.

Collaboration within the MetrOP-project will continue with planned first round of data collection in autumn 2011 (16 000 7th graders) and a follow-up in spring 2014 at 9th grade. It will consolidate collaboration between the participating agents and possibly provide opportunities for further collaboration with the municipalities of the metropolitan region regarding education at different levels.

Discussions with the Ministry of Education and Culture are under way for a follow-up of the reform in special education until 2014, extended to cover the whole country. The research, continuing and based on the methods adopted and further developed during the previous project, will follow the processes of municipalities and other agents adapting new ways for securing high quality general, intensified and special support for students in the comprehensive school. The work will comprise but not be limited to the gathering, analysing and commenting of documents, interviewing of agents at the municipal and



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

RC-SPECIFIC STAGE 2 MATERIAL

school level, and assessment surveys probing the implementation of the reform and its effect at school, class and student level. Two doctoral students among the staff of the RC are presently working within the project.

One of the intended or hoped-for projects of the coming years is the assembling of the data, knowledge and expertise acquired during the RC's sixteen years of existence into a book on learning to learn, either in Finnish for the Finnish teachers or (and) in English to respond to the interest the RC's work has evoked abroad. However, like the realisation of some of the other plans listed above, without outside financial support, the coming of this book depends on the success of continuing funding of the RC in the form of tenders won and commissions elicited.

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

Behind this Stage 2 document are the discussions related to Stage 1 and some further discussions with the former active workers of the RC (the PIs) who form today the unofficial 'Scientific Board' of the RC, on side of having a consultative role in the RC's diverse research projects. Each research strand and project as well as the visions for future research have also been discussed extensively and at different phases in the meetings of the whole staff of the RC.

The first draft for this Stage 2 document was written by the Director of the RC, and then discussed in detail among the Director and the two Vice Directors of the RC. The final version has been jointly written by the Director of the RC, Professor Jarkko Hautamäki, and Ms Sirkku Kupiainen, one of the Vice Directors.



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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CEA/Hautamäki

**1 Analysis of publications**

- Associated person is one of Raisa Ahtiainen , Pekka Arinen , Elina Annikki Harjunen ,  
Airi Hautamäki , Jarkko Hautamäki , Touko Olavi Hiltavuori ,  
Raii Hilden , Ritva Jaku-Sihvonen, Tommi Karjalainen , Timo Kauppinen ,  
Sirku Kupiainen , Jari Matti Juhani Lavonen , Jukka Marjanen ,  
Jukka Sakari Määttänen , Markku Juhani Niemivirta , Mari Nislin ,  
Jukka Rantala , Pekka Rantanen , Patrik Scheinin , Sirpa  
Tani , Helena Thuneberg , Mari-Pauliina Vainikainen , Maria Beirad ,  
Mauri Åhlberg , Inger Osterlund ,

Publication type	Publication year						Total Count 2005 - 2010
	2005	2006	2007	2008	2009	2010	
A1 Refereed journal article	10	15	5	9	8	13	60
A2 Review in scientific journal		1	2		2	1	6
A3 Contribution to book/other compilations (refereed)	15	13	13	34	14	14	103
A4 Article in conference publication (refereed)	13	12	19	10	8	13	75
B1 Unrefereed journal article	5	4	8	9	5	5	36
B2 Contribution to book/other compilations (non-refereed)	2	3	4			12	21
B3 Unrefereed article in conference proceedings		1	2	1	3	1	8
C1 Published scientific monograph	2		2	1	2	1	8
C2 Edited book, compilation, conference proceeding or special issue of journal	4	7	6	5		1	23
D1 Article in professional journal	3	4	1	1	3		12
D2 Article in professional hand or guide book or in a professional data system, or text book material	6	1	1	1	1		10
D4 Published development or research report		2	1	2	6	5	16
D5 Text book or professional handbook or guidebook or dictionary	5	3	13	9	12	8	50
E1 Popular article, newspaper article	11	7	4	6	3	4	35
E1 Popular contribution to book/other compilations	2	2	4				8
E2 Popular monograph	1	1	1	1	1		5





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

### RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CEA/Hautamäki

## 2 Listing of publications

- Associated person is one of Raisa Ahtainen , Pekka Arinen , Elina Annikki Harjunen ,  
Airi Hautamäki , Jarkko Hautamäki , Touko Olavi Hiltavuori ,  
Raii Hilden , Ritva Jaku-Sihvonen, Tommi Karjalainen , Timo Kauppinen ,  
Sirku Kupiainen , Jari Matti Juhani Lavonen , Jukka Marjanen ,  
Jukka Sakari Määttänen , Markku Juhani Niemivirta , Mari Nislin ,  
Jukka Rantala , Pekka Rantanen , Patrik Scheinin , Sirpa  
Tani , Helena Thuneberg , Mari-Pauliina Vainikainen , Maria Beirad ,  
Mauri Åhlberg , Inger Osterlund ,

### A1 Refereed journal article

#### 2005

Aunio, P, Hautamäki, J, Van Luit, JEH 2005, 'Mathematical thinking intervention programmes for preschool children with normal and low number sense', **European journal of special needs education**., vol 20, no. 2, pp. 131-146.

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Koskela, H, Tani, S 2005, 'Sold out!: womens practices of resistance against prostitution related sexual harassment', **Women's Studies International Forum**, vol 28, no. 5, pp. 418-429.

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Lenthe, FJV, Borell, LN, Costa, G, Diez Roux, AV, Kauppinen, TM, Marinacci, C, Martikainen, P, Regidor, E, Stafford, M, Valkonen, T 2005, 'Neighbourhood unemployment and all cause mortality: a comparison of six countries', **Journal of Epidemiology & Community Health**, vol 59, no. 3, pp. 231-237.

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#### 2006

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Juuti, K, Lavonen, J 2006, 'Design-based research in science education: one step towards methodology', **NorDiNa**, vol 2, pp. 54-68.

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Lavonen, J, Juuti, K, Byman, R, Meisalo, V 2006, 'How can we make upper secondary-school physics interesting for students?', **Giornale di Fisica**, vol 47, no. 1, pp. 41-52.

Lavonen, J, Lattu, M, Juuti, K, Meisalo, V 2006, 'Strategy-based development of teacher educators' ICT competence through a co-operative staff development project', **European Journal of Teacher Education**, vol 29, no. 2, pp. 241-265.



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

### RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

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Lavonen, J, Juuti, K, Aksela, M, Meisalo, V 2006, 'A professional development project for improving the use of information and communication technologies in science teaching', **Technology, Pedagogy and Education**, vol 15, no. 2, pp. 159-174.

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#### **2008**

Ahtee, M, Lavonen, J, Pehkonen, E 2008, 'Reasons behind the Finnish success in science and mathematics in PISA tests', **Problems of Education in the 21st Century**, vol 6, pp. 18-26.

Hautamäki, A, Hautamäki, L, Malminiemi-Piispanen, S, Neuvonen, L 2008, 'Kiintymyssuhteen välittyminen kolmessa sukupolvessa - äidinäitien paluu?', **Psykologia**, vol 43, no. 6, pp. 421-442.

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Ahtee, M, Suomela, L, Juuti, K, Lampiselkä, J, Lavonen, J 2009, 'Primary school student teachers' views about making observations', **NorDiNa**, vol 5, no. 2, pp. 128-141.

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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CEA/Hautamäki

Hilden, R 2009, 'In pursuit of validity: an empirical pilot on validating the Finnish version of the European Language Portfolio developed for upper grades of compulsory basic education', **Melbourne papers in language testing**, vol 14, no. 2, pp. 32-71.

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**2010**

Aunio, P, Niemivirta, M 2010, 'Predicting children's mathematical performance in grade one by early numeracy', **Learning and Individual Differences**, vol 20, no. 5, pp. 427-435.

Béneker, T, Sanders, R, Tani, S, Taylor, L 2010, 'Picturing the city: young people's representations of urban environments', **Children's geographies**, vol 8, no. 2, pp. 123-140.

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Gedrovics, J, Lavonen, J, Raipulis, J 2010, 'Application of the different development indexes in the research of science didactics', **Problems of Education in the 21st Century**, vol 22, pp. 33-44.

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**A2 Review in scientific journal**

**2006**

Rantala, J 2006, 'Kasvatustiede on vaarassa menettää historiallisen näkökulmansa', **Historiallinen Aikakauskirja**, vol 104, no. 2, pp. 176-180.

**2007**

Hautamäki, A 2007, 'Makeovermani - ny form av magi?', **Psykologia**, vol 42, no. 5, pp. 400-403.

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**2009**



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

### RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

#### CEA/Hautamäki

Hansen, P, Rantala, J **2009**, 'The challenge of developing civic activity instruction in Finnish teacher education: a review of the results of the citizenship and civic activity project for teacher training', **Citizenship, social and economics education : an international journal**, vol 8, no. 2/3, pp. 144-151.

Rantala, J, Salminen, J, Sääntti, J, Hansen, P **2009**, 'Yliopisto-opetukselle sen ansaitsema arvostus', **Kasvatus & Aika**, vol 3, no. 4, pp. 43-47.

#### **2010**

Vainikainen, M **2010**, 'Akuutin kriisityön vaikuttavuus tutkimusnäytön valossa', **Psykologia**, vol 45, no. 1, pp. 51-68.

#### **A3 Contribution to book/other compilations (refereed)**

#### **2005**

Hautamäki, J, Kuusela, J **2005**, 'Mitataan oppilaita, mutta päätellään koulusta', **Kehittämissuuntaa arvioinnista, Koulutuksen arviointineuvoston julkaisuja, vol. 6, Koulutuksen arviointineuvosto, [Jyväskylä]**, pp. 229-241.

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2009





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UNIVERSITY OF HELSINKI

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Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Fysiikka: Tutkimus- ja tehtäväkirja 2: Liike ja voima, liike ja energia, sähkö*, **WSOYpro, Helsinki**.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Fysiikka: Opettajan materiaali 1: Aaltoliike, lämpö*, **WSOYpro, Helsinki**.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Kemia: Tutkimus- ja tehtäväkirja 2: Jaksollinen järjestelmä ja sidokset, Hapot, emäkset ja ympäristö, Metallien kemiaa*, **WSOYpro, Helsinki**.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Kemia: Opettajan materiaali 1: Aineiden tutkiminen ja mallintaminen, Aine ja reaktio*, **WSOYpro, Helsinki**.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Fysiikka, WSOYpro, Helsinki*.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Fysiikka: Tutkimus- ja tehtäväkirja 1: Aaltoliike, lämpö*, **WSOYpro, Helsinki**.

Kangaskorte, A, Lavonen, J, Pikkarainen, O, Saari, H, Sirviö, J, Vakkilainen, K, Viiri, J **2010**, *Fyke 7-9: Kemia: Tutkimus- ja tehtäväkirja 1: Aineiden tutkiminen ja mallintaminen, Aine ja reaktio*, **WSOYpro, Helsinki**.

#### E1 Popular article, newspaper article

#### **2005**

Hilden, R, Huhta, A **2005**, 'Puheen arviointi osaksi ylioppilaskoetta', **Helsingin Sanomat**, no. 168, pp. A5.

Niemi, H, Jaku-Sihvonen, R **2005**, 'Suomalainen opettajankoulutus kestää eurooppalaisen vertailun', **Helsingin Sanomat**, no. 256, pp. A4.

Niemi, H, Jaku-Sihvonen, R **2005**, 'Opettajille valmiuksia kohdata koulun ongelmat', **Helsingin Sanomat**, no. 239, pp. A5.

Scheinin, P, Hautamäki, J **2005**, 'Yliopistojen tuloksellisuuden arvioinnista', **Yliopisto: Helsingin yliopiston tiedelehti**, vol 53, no. 6, pp. 42.

Scheinin, P, Hautamäki, J **2005**, 'Virheitä laskelmissa', **Yliopisto: Helsingin yliopiston tiedelehti**, vol 53, no. 8, pp. 45-46.

Tani, S **2005**, 'Tutkimuksella kohti kestävä kehitystä', **Ympäristökasvatus**, vol 2005, no. 4, pp. 23.

Tani, S **2005**, 'Maantieteen opettaja ympäristökasvattajana', **Natura**, vol 42, no. 2, pp. 7-8.



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

### RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

#### CEA/Hautamäki

Tani, S 2005, 'Tutkimusuutisia: valo tunnelin päässä : ympäristökasvatuksen nykyisyys ja tulevaisuus Helsingin yliopistossa', **Ympäristökasvatus**, vol 2005, no. 2, pp. 29.

Åhlberg, M 2005, 'YK:n Kestävää kehitystä edistävän kasvatuksen vuosikymmen (2005-2014) biologian ja kestävä kehityksen didaktiikan ja opettajan työn näkökulmasta', **Natura**, vol 42, no. 2, pp. 9-14.

Åhlberg, M 2005, 'Kasvatus kestäväan kehitykseen', **Dimensio**, vol 69, no. 5, pp. 8, 10.

Åhlberg, M 2005, 'Uuden 2000-luvun biologian didaktiikan luomisen tarve', **Natura**, vol 42, no. 1, pp. 8-14.

#### **2006**

Hautamäki, A 2006, 'Elää täysillä: itsensä toteuttamista vai elämistä myös muita varten', **Väestöliitto verkkosivusto**, vol 2006, kesäkuu, pp. nettikolumni.

Nyfors, T, Hautamäki, A 2006, 'Finländska skolan har nått världsrykte genom Pisa', **Soc & kom informerar**, vol 2006, no. juni, pp. 11-12.

Rantala, J 2006, 'Sivistystä peruskoulusta', **Hiidenkivi**, vol 13, no. 2, pp. 45-46.

Rantala, J 2006, 'Pioneerit Pavlikin myytti', **HisNet-verkosto**.

Tani, S 2006, 'Montietieteen tutkimus ympäristöarvoista, aktiivisesta kansalaisuudesta ja monikulttuurisuudesta: tutkimusuutisia', **Ympäristökasvatus**, vol 2006, no. 2, pp. 29.

Tani, S 2006, 'Ympäristöestetiikan näkökulmia kaupunkiluontoon ja arkielämään: tutkimusuutisia', **Ympäristökasvatus**, vol 2006, no. 4, pp. 24-25.

Åhlberg, M 2006, 'Kasvatus ja oppiminen kestäväan kehityksen edistämiseksi: CmapTools (Versio 4) - yhteisöllisen ja yksilöllisen tiedonrakentamisen ilmainen ja voimakas väline biologian ja maantieteen opettajille', **Natura**, vol 44, no. 1, pp. 14-19.

#### **2007**

Hautamäki, J, Scheinin, P 2007, 'Tehokkuuslista kaukana todellisuudesta', **Helsingin Sanomat**, pp. C 5.

Tani, S 2007, 'Ympäristökasvatusta Kolmen sepän patsaalla?: tutkimusuutisia', **Ympäristökasvatus**, vol 2007, no. 2, pp. 19-20.

Tani, S 2007, 'Tiloja, identiteettejä ja mielikuvia: kulttuurinen maantiede lukion Yhteinen maailma -kurssilla', **Natura**, vol 45, no. 2, pp. 12-15.

Åhlberg, M 2007, 'Käsitekartat ja miellekartat kouluopetuksessa', **Luokanopettaja : Luokanopettajaliiton tiedotuslehti**, vol 2007, no. 3, pp. 10-11.

#### **2008**

Hytönen, J, Rantala, J, Talib, M 2008, 'Opettajankoulutuksen valintakriteereitä uusittin', **Helsingin Sanomat**, pp. C10.

Lavonen, J 2008, 'Regional co-operation in science education research and researcher training: an example from Northern Europe', **The Newsletter of the East-Asian Association for Science Education**, vol 1, no. 3, pp. 3/4.

Lavonen, J 2008, 'PISA 2006 -tutkimuksen tuloksia: luonnontieteiden osaaminen ja kiinnostavuus', **Dimensio**, vol 72, no. 1, pp. 22-31.

Rantala, J 2008, 'Opettajiksi opiskelevien saatava tehdä valintoja', **Helsingin Sanomat**, pp. C6.

Tani, S 2008, 'Arjen lumo: polkuja ympäristön kokemiseen ja tulkintaan : tutkimusuutisia', **Ympäristökasvatus**, vol 2008, no. 2, pp. 14-15.

Åhlberg, M 2008, 'Biologian ja kestäväan kehityksen merkitys opettajankoulutuksessa', **Natura**, vol 45, no. 3, pp. 7-8.

#### **2009**

Hilden, R 2009, 'Suullisen kielitaidon opetus ja arviointi lukiossa', **Tempus**, vol 44, no. 7, pp. 8-10.

Rantala, J 2009, 'Mitä historiasta pitäisi opettaa peruskoulussa?', **Hiidenkivi**, vol 16, no. 4, pp. 11-13.

Tani, S 2009, 'Maantieteen opiskelu auttaa ymmärtämään (ja muuttamaan) maailmaa', **Natura**, vol 46, no. 3, pp. 67-70.

#### **2010**

Holm, G, Scheinin, P, Cornér, S, Mansikka, J, Londen, M 2010, 'Samarbete på lika villkor?', **Hufvudstadsbladet**, pp. 13.

Kuusisto-Arponen, A, Tani, S 2010, 'Nuorten hengailu ei ole kiusantekoa!', **Kommentti : nuorisotutkimuksen verkkokanava**, no. 3.5.2010.

Tani, S 2010, 'Hengailu maantiedettä Kampissa', **Aseman lapset**, vol 11, no. 3-4, pp. 22-23.

Tani, S 2010, 'Lapset ja nuoret tarvitsevat olemisen vapautta', **Helsingin Sanomat**, no. 188, pp. A2.



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

### RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CEA/Hautamäki

#### **E1 Popular contribution to book/other compilations**

##### **2005**

Åhlberg, M, Ahoranta, V **2005**, 'Menetelmiä YK:n Kestävän kehityksen kasvatuksen vuosikymmenelle 2005-2014', in L Houtsonen, M Åhlberg (eds), **Kestävän kehityksen edistäminen oppilaitoksissa**, Opetushallitus, Helsinki, pp. 129-157.

Åhlberg, M **2005**, 'Eheyttävän ympäristökasvatuksen teoriasta (1997-2004) kestävää kehitystä edistävän kasvatuksen teoriaan (2005-2014)', in L Houtsonen, M Åhlberg (eds), **Kestävän kehityksen edistäminen oppilaitoksissa**, Opetushallitus, Helsinki, pp. 158-175.

##### **2006**

Jakku-Sihvonen, R, Niemi, H **2006**, 'Preface', in R Jakku-Sihvonen, H Niemi (eds), **Research-based teacher education in Finland. reflections by Finnish teacher educators**, Research in educational sciences, no. 25, Finnish Educational Research Association, Turku, pp. 5.

Tani, S **2006**, 'Research and practices in environmental education', in S Tani (ed.), **Sustainable development through education. proceedings of the International Conference on Environmental Education, Helsinki, 14 June 2005.**, Research report, no. 268, University of Helsinki, Helsinki, pp. i-ii.

##### **2007**

Meretniemi, M, Rantala, J **2007**, 'Ebeneser', in M Meretniemi (ed.), **Ebeneser. 100 vuotta lasten hyväksi**, Ebeneser-koulutus, [Helsinki], pp. 13-21.

Meretniemi, M, Rantala, J **2007**, 'Ebeneser', in M Meretniemi (ed.), **Ebeneser. 100 vuotta lasten hyväksi**, Ebeneser-koulutus, [Helsinki], pp. 23-29.

Tani, S **2007**, 'The aesthetics of backyards: spaces and places in Aki Kaurismäki's films', in J Paavonheimo, J Riihimäki (eds), **Orimattila Town Library presents: Aki Kaurismäki. viewpoints on Aki Kaurismäki's films.**, Orimattila Town Library, Orimattila.

Tani, S **2007**, 'Takapihojen estetiikka: tilat ja paikat Aki Kaurismäen elokuvissa', in J Paavonheimo, J Riihimäki (eds), **Orimattilan kaupunginkirjasto esittelee: Aki Kaurismäki. näkökulmia elokuviin.**, Orimattilan kaupunginkirjasto, Orimattila, pp. 1-2.

#### **E2 Popular monograph**

##### **2005**

Hilden, R, Kajander, P, Nyman, S **2005**, *Ruotsin kielen suullinen koe 2005-2006: keskipitkä ja pitkä oppimäärä*, Opetushallitus, [Helsinki].

##### **2006**

Hilden, R, Kajander, P, Anckar, J **2006**, *Ruotsin kielen suullinen koe 2006-2007: [keskipitkä ja pitkä oppimäärä]*, Opetushallitus, [Helsinki].

##### **2007**

Anckar, J, Hilden, R, Kajander, P **2007**, *Ruotsin kielen suullinen koe: pitkä ja keskipitkä oppimäärä 2007-2008*, Opetushallitus, [Helsinki].

##### **2008**

Anckar, J, Hilden, R, Kajander, P **2008**, *Ruotsin kielen suullinen koe: keskipitkä ja pitkä oppimäärä 2008-2009*, Opetushallitus, [Helsinki].

##### **2009**

Anckar, J, Hilden, R, Kajander, P **2009**, *Ruotsin kielen suullinen koe: keskipitkä ja pitkä oppimäärä 2009-2010*, Opetushallitus, [Helsinki].





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

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

CEA/Hautamäki

**1 Analysis of activities 2005-2010**

- Associated person is one of Raisa Ahtiainen , Pekka Arinen , Elina Annikki Harjunen ,  
Airi Hautamäki , Jarkko Hautamäki , Touko Olavi Hiltavuori ,  
Raii Hilden , Ritva Jaku-Sihvonen, Tommi Karjalainen , Timo Kauppinen ,  
Sirku Kupiainen , Jari Matti Juhani Lavonen , Jukka Marjanen ,  
Jukka Sakari Määttänen , Markku Juhani Niemivirta , Mari Nislin ,  
Tani , Jukka Rantala , Pekka Rantanen , Patrik Scheinin , Sirpa  
Helena Thuneberg , Mari-Pauliina Vainikainen , Maria Beirad ,  
Mauri Åhlberg , Inger Osterlund ,

Activity type	Count
Supervisor or co-supervisor of doctoral thesis	47
Prizes and awards	12
Editor of research journal	74
Editor of research anthology/collection/conference proceedings	14
Peer review of manuscripts	46
Editor of series	2
Assessment of candidates for academic posts	50
Membership or other role in review committee	13
Membership or other role in research network	6
Membership or other role in national/international committee, council, board	132
Membership or other role in public Finnish or international organization	73
Membership or other role of body in private company/organisation	7
Participation in interview for written media	134
Participation in radio programme	14
Participation in TV programme	6
Participation in interview for web based media	2



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

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

CEA/Hautamäki

## 2 Listing of activities 2005-2010

### Supervisor or co-supervisor of doctoral thesis

#### **Airi Hautamäki ,**

Co-supervisor of a Ph.D. thesis, Airi Hautamäki, 2005, Finland

Co-supervisor of a Ph.D. thesis, Airi Hautamäki, 01.01.2006 → 30.06.2011, Finland

Co-supervisor of a Ph.D. thesis, together with Jarl Wahlström and Jukka Aaltonen, Airi Hautamäki, 01.01.2006 → 31.12.2011, Finland

Supervisor a Doctoral thesis, 2005-2007, Airi Hautamäki, 2007, Finland

Co-supervision of doctoral thesis, together with Jarl Wahlström and Jukka Aaltonen, Airi Hautamäki, 01.01.2010 → 31.12.2011, Finland

Co-supervisor of a Ph.D. thesis, Airi Hautamäki, 09.01.2010 → ..., Finland

#### **Jarkko Hautamäki ,**

PhD Kananoja, Jarkko Hautamäki, 1999 → ..., Finland

PhD Pirttimaa, Jarkko Hautamäki, 2003 → ..., Finland

PhD Salo, Jarkko Hautamäki, 2004 → ..., Finland

PhD Kitinoja, Jarkko Hautamäki, 2005 → ..., Finland

PhD Kontu, Jarkko Hautamäki, 2005 → ..., Finland

PhD Korhonen, Jarkko Hautamäki, 2005 → ..., Finland

PhD Koskinen, Jarkko Hautamäki, 2005 → ..., Finland

PhD Vilenius-Tuohimaa, Jarkko Hautamäki, 2005 → ..., Finland

PhD Alijoki, Jarkko Hautamäki, 2006 → ..., Finland

PhD Aunio, Jarkko Hautamäki, 2006 → ..., Finland

PhD Honkanen, Jarkko Hautamäki, 2006 → ..., Finland

PhD Kjäldman, Jarkko Hautamäki, 2006 → ..., Finland

PhD Raudasoja, Jarkko Hautamäki, 2006 → ..., Finland

PhD Sinkkonen, Jarkko Hautamäki, 2007 → ..., Finland

PhD Thuneberg, Jarkko Hautamäki, 2007 → ..., Finland

PhD Kantasalmi, Jarkko Hautamäki, 2008 → ..., Finland

PhD Kyttälä, Jarkko Hautamäki, 2008 → ..., Finland

PhD Lahtinen, Jarkko Hautamäki, 2008 → ..., Finland

PhD Hirn, Jarkko Hautamäki, 2009 → ..., Finland

PhD Suhonen, Jarkko Hautamäki, 2009 → ..., Finland

PhD Uusitalo-Malmivaara, Jarkko Hautamäki, 2009 → ..., Finland

PhD Törmänen, Jarkko Hautamäki, 2010 → ..., Finland

#### **Jari Matti Juhani Lavonen ,**

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2008, Finland

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Finland

Supervisor of PhD thesis, Jari Matti Juhani Lavonen, 2005 → 2010, Finland

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Norway

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Norway

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Sweden

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.01.2008 → 01.05.2008, Sweden



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

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

#### CEA/Hautamäki

Supervision of doctoral thesis, Jari Matti Juhani Lavonen, 01.12.2009 → 31.12.2009, Estonia

Supervisor of PhD thesis, Jari Matti Juhani Lavonen, 01.01.2009 → 15.01.2011, Finland

#### **Jukka Rantala ,**

Väitöstudiumin ohjaaja. Janne Sääntti: Pellon pientareelta akateemisiin sfääreihin. Opettajuuden rakentuminen ja muuttuminen sotienjälkeisessä Suomessa opettajien omaelämäkertojen valossa, Jukka Rantala, 2007 → ..., Finland

Väitöstudiumin ohjaaja. Janne Varjo: Kilpailuvallion koululainsäädännön rakentuminen – Suomen eduskunta ja 1990-luvun koulutuspoliittinen käänne, Jukka Rantala, 2007 → ..., Finland

Väitöstudiumin ohjaaja. Marko van den Berg: Yksi historia monimutkaistuvassa maailmassa – Historian olemus ja historian suuret kertomukset luokanopettajaopiskelijoiden historiatietoisuudessa, Jukka Rantala, 2007 → ..., Finland

#### **Sirpa Tani ,**

Supervision of doctoral thesis, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Supervision of doctoral thesis, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

Supervision of doctoral thesis, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

Supervision of doctoral thesis, Sirpa Tani, 01.01.2008 → 31.12.2008, Finland

Supervisor of Ph.D. Thesis, Sirpa Tani, 15.01.2010, Finland

Supervisor of PhD thesis, Sirpa Tani, 05.11.2010, Finland

Supervisor of PhD thesis, Sirpa Tani, 24.09.2010

#### **Prizes and awards**

##### **Airi Hautamäki ,**

Knight, First Class, of the Order of the White Rose of Finland, Airi Hautamäki, 2008

Piaget is dead, Vygotsky is still alive, or? An Honorary Book for Professors Airi and Jarkko Hautamäki, Airi Hautamäki, 2010

Valtion virka-ansiomerkki, Airi Hautamäki, 2010, Finland

##### **Jarkko Hautamäki ,**

Honorary member, Jarkko Hautamäki, 1992 → ..., Finland

A Member of Academy of Educational and Social Sciences, Russia, Jarkko Hautamäki, 1996 → ..., Russia

A teacher of the year in adult education, Jarkko Hautamäki, 1996 → ..., Finland

virgo clarissima 2000 Laura Hautamäki, Jarkko Hautamäki, 02.06.2000 → ...

Honorary alumni of gymnasium Ressu, Jarkko Hautamäki, 2001 → ..., Finland

A member of Finnish Academy of Science and Letters, Jarkko Hautamäki, 2006 → ..., Finland

Honorary professor, Jarkko Hautamäki, 2006 → ..., Russia

Galleria Academica, Portrait, Jarkko Hautamäki, 12.05.2008, Finland

##### **Patrik Scheinin ,**

Suomen valkoisen ruusun ritarikunnan I luokan ritarimerkki, Patrik Scheinin, 06.12.2009, Finland

#### **Editor of research journal**

##### **Jarkko Hautamäki ,**

High Ability Studies, Jarkko Hautamäki, 01.01.1999 → 31.12.2006, United Kingdom

International Journal of Educational Policy, Research and Practice, Jarkko Hautamäki, 01.01.1999 → 31.12.2006, United States

British Journal of Educational Psychology, Jarkko Hautamäki, 01.01.2006 → 31.12.2006, United Kingdom

Learning and Instruction, Jarkko Hautamäki, 01.01.2006 → 2011, Netherlands

Psykologia, Jarkko Hautamäki, 01.01.2006 → 31.12.2006, Finland



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

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

CEA/Hautamäki

**Jari Matti Juhani Lavonen ,**

Computers & Education, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Netherlands

Member of the Editorial Board of the Eurasia Journal of Mathematics, Science and Technology Education, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2010, Turkey

Member of International Program Committee for ICALT 2006. The 6th IEEE International Conference on Advanced Learning Technologies: Advanced Technologies for Life-Long Learning, July 5-7, 2006, Kerkrade, The Netherlands, Jari Matti Juhani Lavonen, 01.03.2006 → 31.07.2006, Netherlands

Member of the Editorial Board of the Natural Science Education, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2009, Lithuania

Member of International Program Committee for the International Conference: Didactics of Science: Today and Tomorrow: Riga Teacher Training and Educational Management Academy, Riga, Latvia, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Latvia

Member of the Editorial Board of the Nordic Studies in Science Education, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2010, Norway

**Markku Juhani Niemivirta ,**

Applied Psychology: An International Review, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

British Journal of Educational Psychology, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

European Psychologist, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

Hellenic Journal of Psychology, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

Journal of Educational Psychology, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

Journal of Educational Psychology, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

Learning and Instruction, Markku Juhani Niemivirta, 01.01.2008 → 31.12.2008

**Jukka Rantala ,**

Suomen Kouluhistoriallisen Seuran vuosikirja, Jukka Rantala, 2004 → 2011, Finland

Ainedidaktiikan symposiumi 2006, Jukka Rantala, 2006, Finland

Kasvatus & Aika -lehden päätoimittaja, Jukka Rantala, 2007 → 06.2008, Finland

Kasvatus & Aika -lehden toimittaja, Jukka Rantala, 06.2008 → 06.2010, Finland

Kasvatus & Aika -lehden päätoimittaja, Jukka Rantala, 06.2010 → 06.2012, Finland

**Sirpa Tani ,**

Terra, Sirpa Tani, 2000 → ..., Finland

Journal of Teacher Education for Sustainability, Sirpa Tani, 2004 → ..., Latvia

Journal of Teacher Education and Training, Sirpa Tani, 01.01.2005 → 31.12.2005, Latvia

Journal of Teacher Education and Training, Sirpa Tani, 01.01.2005 → 31.12.2005, Latvia

Nordisk Pedagogik - Nordic Educational Research, Sirpa Tani, 01.01.2005 → 31.12.2005, Sweden

Journal of Teacher Education and Training, Sirpa Tani, 01.01.2006 → 31.12.2006, Latvia

Journal of Teacher Education and Training, Sirpa Tani, 01.01.2006 → 31.12.2006, Latvia

Journal of Teacher Education for Sustainability, Sirpa Tani, 2006 → ...

Nordisk Pedagogik - Nordic Educational Research, Sirpa Tani, 01.01.2006 → 31.12.2006, Sweden

Nordisk Pedagogik - Nordic Educational Research, Sirpa Tani, 2006

Alue ja Ympäristö, Sirpa Tani, 2007 → ..., Finland

Alue ja Ympäristö, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

Journal of Teacher Education for Sustainability, Sirpa Tani, 01.01.2007 → 31.12.2007, Latvia

Journal of Teacher Education for Sustainability, Sirpa Tani, 01.01.2007 → 31.12.2007, Latvia

Terra, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

0040-3741, Sirpa Tani, 2008 → ..., Finland



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

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

CEA/Hautamäki

Journal of Teacher Education for Sustainability, Sirpa Tani, 01.01.2008 → 31.12.2008, Latvia

Journal of Teacher Education for Sustainability, Sirpa Tani, 01.01.2008 → 31.12.2008, Latvia

Nuorisotutkimus, Sirpa Tani, 2008

Nuorisotutkimus, Sirpa Tani, 01.01.2008 → 31.12.2008, Finland

Terra, Sirpa Tani, 01.01.2008 → 31.12.2008, Finland

Terra, Sirpa Tani, 01.01.2008 → 31.12.2008, Finland

International Research in Geographical and Environmental Education, Sirpa Tani, 2009 → ..., Australia

International Research in Geographical and Environmental Education, Sirpa Tani, 2009 → ..., Australia

Review of International Geographical Education Online, Sirpa Tani, 2010 → ...

**Mauri Åhlberg,**

British Journal of Educational Psychology, Mauri Åhlberg, 01.01.2005 → 31.12.2005, United Kingdom

Journal of Teacher Education and Training, Mauri Åhlberg, 01.01.2005 → 31.12.2005, Latvia

Natura, Suomen biologian ja maantieteen opettajien liiton lehti, Mauri Åhlberg, 01.01.2005 → 31.12.2005, Finland

Nordic Studies in Science Education (Nordina), Mauri Åhlberg, 01.01.2005 → 31.12.2005, Norway

Education and Sustainable Development: First steps toward changes. Volume 1. 2006, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Latvia

Natura, Biologian ja maantieteen opettajien liitto, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland

Toimituskunnan jäsen ja referee Julkaisusarjalle Education and Sustainable Development: First steps towards changes. Volume 1. 2006, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Latvia

Education and Sustainable Development: First steps towards changes. Volume 2. 2007, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Latvia

Natura, biologian ja maantieteen opettajien liitto, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland

Sustainability: Science, Practice and Policy, Mauri Åhlberg, 01.02.2007 → 19.02.2007, United States

Ainedidaktiikan symposiumin 8. 2. 2008 kokoomajulkaisu biologian ja kestäväen kehityksen didaktiikan osalta, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

Cases n Places: Global Cases in Instructional Design and Technology, Mauri Åhlberg, 03.03.2008 → 08.08.2008, United States

Handbook of Research on Collaborative Learning Using Concept Mapping. Hershey, NY: IGI, Mauri Åhlberg, 01.01.2008 → 31.12.2008, United States

International Journal of Computing & Information Technology (IJCIT), Mauri Åhlberg, 01.01.2008 → 31.12.2008, India

International Journal of Computing & Information Technology (IJCIT), Mauri Åhlberg, 01.09.2008 → 15.12.2008, India

Irmeli Palmberg & Eila Jeronen (red.) 2008. Harmoni eller konflikt? : forskning om miljömedvetenhet i skolan och lärarutbildningen = Sopusointua vai ristiriitaa? : tutkimuksia ympäristötietoisuudesta koulussa ja opettajankoulutuksessa. Rapport från , Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

LuontoPortti-verkkolehti, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

Natura, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

NatureGate Online Magazine, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

Proceedings of the Third International Conference on Concept Mapping. Concept Mapping: Connecting Educators (Volumes 1 - 3), Mauri Åhlberg, 01.05.2008 → 30.08.2008, United States

EDUCATION AND SUSTAINABLE DEVELOPMENT: FIRST STEPS TOWARD CHANGES, Mauri Åhlberg, 01.01.2009 → 31.12.2009, Latvia

EDUCATION AND SUSTAINABLE DEVELOPMENT: FIRST STEPS TOWARD CHANGES, Mauri Åhlberg, 01.01.2009 → 31.12.2009, Latvia

International Journal of Computing & Information Technology, Mauri Åhlberg, 01.01.2009 → 31.12.2009, India

International Journal of Computing & Information Technology (IJCIT), Mauri Åhlberg, 01.01.2009 → 31.12.2009, India

NatureGate Online Magazine, Mauri Åhlberg, 01.01.2009 → 31.12.2009, Finland



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

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

#### CEA/Hautamäki

Scandinavian Journal of Educational Research, Mauri Åhlberg, 01.01.2009 → 31.12.2009, Norway

#### **Editor of research anthology/collection/conference proceedings**

##### **Jari Matti Juhani Lavonen ,**

Member of International Program Committee for ICET 2006 (IASTED), The Second IASTED International Conference on EDUCATION AND TECHNOLOGY ~ ICET 2006 ~ July 17-19, 2006, Calgary, Alberta, Canada, Jari Matti Juhani Lavonen, 01.03.2006 → 31.07.2006, Canada

Ainedidaktiikan symposium, Ohjelma- ja järjestelytoimikunnan puheenjohtaja, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Finland

Member of International Program Committee for ICALT 2007. The 7th IEEE International Conference on Advanced Learning Technologies: Distributed social and personal computing for learning and instruction, July 18-20, 2007, Niigata, Japan., Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Japan

Member of International Program Committee for the Computers and Advanced Technology in Education (CATE 2007): Globalization of Education Through Advanced Technology October 8 - 10, 2007, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Austria

Member of International Program Committee for the IADIS e-Learning 2007 IADIS International Conference, e-Learning 2007, Lisbon, Portugal, 6-8 July 2007, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Portugal

Problems of Education in 21st Century, Jari Matti Juhani Lavonen, 01.12.2007 → 31.12.2007, Lithuania

Ainedidaktiikan symposium, proceedings, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, Finland

Ainedidaktinen symposiumi, Proceedings, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, Finland

ESERA Summerschool 2008 -papers, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, United Kingdom

Proceedings of the 9th Nordic Research Symposium on Science Education 11th -15th June 2008 Reykjavik, Iceland, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, Iceland

Proceedings of the XIII IOSTE Symposium "The use of science and technology education for peace and sustainable development" 21-26 September 2008, Izmir, Turkey, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, Turkey

Proceedings of the ESERA 2009 Conference, Jari Matti Juhani Lavonen, 2009 → ..., Turkey

Proceedings of the ESERA 2009 Conference, Jari Matti Juhani Lavonen, 2009 → ..., Turkey

##### **Jukka Rantala ,**

Ainedidaktiikan symposiumi Helsingissä, Jukka Rantala, 2008, Finland

#### **Peer review of manuscripts**

##### **Elina Annikki Harjunen ,**

Tutkimusperustainen opettajankoulutus ja kestävä kehitys. Ainedidaktinen symposiumi Helsingissä 3.2.2006. Helsinki: Hgin yliopiston soveltavan kasvatustieteen laitos., Elina Annikki Harjunen, 01.01.2006 → 31.12.2006

Uudistuva ja kehittyvä ainedidaktiikka: ainedidaktinen symposiumi Helsingissä 8.2.2008, Elina Annikki Harjunen, 01.01.2008 → 31.12.2008, Finland

##### **Airi Hautamäki ,**

Acting as a reviewer to 11th Biennial Congress of the European Association for Research on Learning and Instruction (EARLI), Cyprus, August 26-30, 2005., Airi Hautamäki, 01.08.2005 → 30.08.2005

Peer review of manuscripts submitted to Aging and Mental Health, Airi Hautamäki, 2005, United Kingdom

Reviewer of manuscripts submitted to Psykologia, Airi Hautamäki, 2006, Finland

Reviewer of manuscripts submitted to Psykologia, Airi Hautamäki, 2008

Reviewer of manuscripts for Clinical Child Psychology and Psychiatry, CCPP, Airi Hautamäki, 10.2009

Reviewer of manuscripts submitted to Psykologia, Airi Hautamäki, 2009, Finland

Reviewer of manuscripts submitted to the Journal of Pain, Airi Hautamäki, 2009, United States

Review of manuscripts submitted to Psykologia, Airi Hautamäki, 2010, Finland

Reviewer of manuscripts submitted to Clinical Child Psychology and Psychiatry, Airi Hautamäki, 15.02.2010, United Kingdom

Reviewer of manuscripts submitted to the European Journal of Personality, Airi Hautamäki, 2010, United Kingdom



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

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

#### CEA/Hautamäki

##### **Raili Hilden ,**

Ainedidaktikka moninaistuvassa maailmassa, Raili Hilden, 01.07.2010 → 31.08.2010

Kielikasvatus tänään ja huomenna – opetus suunnitelmat, opettajankoulutus ja kielenopettajan arki., Raili Hilden, 31.01.2010 → 31.05.2010

##### **Jari Matti Juhani Lavonen ,**

Proceedings of the Eighth IASTED International Conference on COMPUTERS AND ADVANCED TECHNOLOGY IN EDUCATION ~CATE 2005~ August 29-31, 2005; Oranjestad, Aruba, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2005, Aruba

Proceedings of the 5th IEEE International Conference on Advanced Learning Technologies, ICALT2005, July 5-8, 2005, Kaohsiung, Taiwan, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2005, Taiwan

Proceedings of the 8. nordiske Forskersymposium 30. april til d. 3. maj 2005 i Aalborg, Danmark, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2005, Denmark

Proceedings of the ESERA 2005 Conference, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2005, Spain

Proceedings of the International Conference on Education and Technology (ICET 2005) Calgary, Alberta, Canada - July 4-6, 2005, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2005, Canada

ICALT 2006, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Netherlands

ICET 2006, The Second IASTED International Conference on EDUCATION AND TECHNOLOGY ~ ICET 2006 ~ July 17-19, 2006, Calgary, Alberta, Canada, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Canada

Proceedings of EDUCATION OF CONTEMPORARY SOCIETY, Riga Teacher Training and Educational Management Academy, 6-8 APRIL 2006 RIGA, LATVIA, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Latvia

Proceedings of Evaluation of papers of IOSTE's Eastern and Central European 5th Symposium: Europe needs more scientists - the role of E&C European science educators. 8.-11.11.2006, Tartu, Estonia, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Estonia

Tutkimusperustainen opettajankoulutus ja kestävä kehitys: Ainedidaktinen symposiumi 3.2.2006 Helsingissä, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2006, Finland

Matematiikan ja luonnontieteiden tutkimusseuran Oulun tutkimuksen päivien proceedings, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Finland

Member of the Editorial Board of the Eurasia Journal of Mathematics, Science and Technology Education, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2008, Turkey

Member of the Editorial Board of the Nordic Studies in Science Education, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2010, Norway

Referees for ESERA 2007 Conference. European Science Education Research Association Annual Meeting, Malmö, Sweden, August 21-25, 2007, Jari Matti Juhani Lavonen, 01.03.2007 → 15.03.2007, Sweden

Referees for the 10th IASTED International Conference on Computers and Advanced Technology in Education ~CATE 2007, Beijing, China ~ Globalization of Education Through Advanced Technology, October 8 - 10, 2007, Jari Matti Juhani Lavonen, 01.03.2007 → 15.03.2007, China

Referees for the Computers and Advanced Technology in Education (CATE 2007): Globalization of Education Through Advanced Technology October 8 - 10, 2007, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Austria

Referees for the IADIS e-Learning 2007 IADIS International Conference, e-Learning 2007, Lisbon, Portugal, 6-8 July 2007, Jari Matti Juhani Lavonen, 01.01.2007 → 15.01.2007, Portugal

Referees for the ICALT 2007. The 7th IEEE International Conference on Advanced Learning Technologies: Distributed social and personal computing for learning and instruction, July 18-20, 2007, Niigata, Japan, Jari Matti Juhani Lavonen, 01.02.2007 → 31.12.2007, Japan

Proceedings of the 11th IASTED International Conference on Computers and Advanced Technology in Education ~CATE 2008~, Globalization of Education Through Advanced Technology, September 29 - October 1, 2008, Crete, Greece, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2008, Greece

Evaluation of a manuscript of Psychological reports perceptual & motor skills, Jari Matti Juhani Lavonen, 2010 → ...

Evaluation of a manuscript submitted to the Science Education International (SEI), Jari Matti Juhani Lavonen, 23.11.2010

Evaluation of a manuscript, Education Research International -journal, Jari Matti Juhani Lavonen, 2010, United States

Evaluation of a manuscript, Science&Education, Jari Matti Juhani Lavonen, 2010

##### **Jukka Rantala ,**

Käsikirjoitusten vertaisarviointi., Jukka Rantala, 2006, Finland



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

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

#### CEA/Hautamäki

Liikunta & Tiede, Jukka Rantala, 2008, Finland

Käsikirjoitusten vertaisarviointi. Kasvatus & Aika., Jukka Rantala, 05.2010, Finland

#### **Helena Thuneberg ,**

Learning dispositions of underachieving students: a case study, Helena Thuneberg, 2008

On lions and humans: Affective temperaments and the influence of negative stimuli on memory, Helena Thuneberg, 2008

The development in self-regulated learning behavior of first-year students in the lowest level of secondary school in the Netherlands, Helena Thuneberg, 2008

Luku- ja kirjoitustaidon kehitys sekä motivaatio esi- ja alkuopetusvuosina, Helena Thuneberg, 12.2009

Causal Ordering of Academic Achievement with Academic and Competence Self Concept: A Cross-Sequential Analysis, Helena Thuneberg, 10.2010

#### **Mauri Åhlberg ,**

Scandinavian Journal of Educational Research, Mauri Åhlberg, 16.04.2010 → 30.04.2010, United Kingdom

#### **Editor of series**

##### **Jukka Rantala ,**

Historiallis-yhteiskuntatiedollisen kasvatuksen tutkimus- ja kehittämiskeskusten tutkimussarjan toimittaja, Jukka Rantala, 2003 → 2010, Finland

Historiallis-yhteiskuntatiedollisen kasvatuksen tutkimus- ja kehittämiskeskusten julkaisussarjan toimittaja, Jukka Rantala, 2006 → 2009, Finland

#### **Assessment of candidates for academic posts**

##### **Airi Hautamäki ,**

Committee member, Airi Hautamäki, 2005

Committee member, Airi Hautamäki, 2005

The Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning, FORMAS, 2005-2007, Airi Hautamäki, 01.01.2005 → 31.12.2007, Sweden

Assessment of Ph.D. Anu-Katriina Pesonen for Associate Professor in Developmental and Educational Psychology at the University of Helsinki, Airi Hautamäki, 2006, Finland

Assessment of Ph.D. Juha Holma for Associate Professor in Psychology at the University of Jyväskylä, Airi Hautamäki, 10.10.2006, Finland

Assessment of five candidates for the position as postdoctoral researcher at the University of Helsinki, Airi Hautamäki, 06.06.2006, Finland

External adviser, Airi Hautamäki, 01.10.2006 → 31.10.2006, United Kingdom

External reviewer of Anu-Katriina Pesonen for the docentship in Developmental and Educational Psychology, University of Tampere, Airi Hautamäki, 2006, Finland

Reviewer, member of the pool of experts for the assessment five applicant for the position of candidate for the doctorate, Airi Hautamäki, 10.12.2006, Finland

Assessment of five candidates for the position of candidate for the doctorate at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 27.12.2007, Finland

Assessment of four candidates for the position as postdoctoral researcher at the University of Helsinki, Airi Hautamäki, 30.09.2008

Assessment of two candidates for the position as university lecturer in social psychology, Airi Hautamäki, 28.03.2008, Finland

Assessment of Ph.D. Marjatta Kalliala for Associate Professor of Early Childhood Education at the University of Helsinki, Airi Hautamäki, 10.03.2009, Finland

Assessment of applications for the position as postdoctoral researcher at the University of Helsinki, Airi Hautamäki, 30.08.2009, Finland

Assessment of one applicant for Docent in Intervention Methodologies in Education, University of Helsinki, Airi Hautamäki, 14.08.2010, Finland

Assessment of professor for Full Professor of Child Protection, particularly the Psychological Basis of Preventive and Reparative Working Models of Child Protection at the University of Kuopio, Airi Hautamäki, 09.08.2010, Finland





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

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

#### CEA/Hautamäki

Assessment of seven applicants for a position as candidate for the doctorate, Airi Hautamäki, 27.05.2010, Finland

Assessment of six applicants for Full Professor of Early Childhood Education at the University of Helsinki, Airi Hautamäki, 15.05.2010, Finland

Assessment of three applicants for the University Lecturer position in social psychology at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.05.2010 → 31.05.2010, Finland

#### **Jarkko Hautamäki ,**

Professorship in education 1992, Jarkko Hautamäki, 1992 → ...

Professorship in special education 1996, Jarkko Hautamäki, 1996 → ...

Professorship in psychology 1999, Jarkko Hautamäki, 1999 → ...

Professorship in Psychology 2000, Jarkko Hautamäki, 2000 → ...

Professorship in developmental psychology 2000, Jarkko Hautamäki, 2000 → ...

Professorship in educational psychology 2002, Jarkko Hautamäki, 2002 → ...

Docentship 2003, Jarkko Hautamäki, 2003 → ...

Docentship 2003, Jarkko Hautamäki, 2003 → ...

professorship in education 2003, Jarkko Hautamäki, 2003 → ..., Cyprus

Docentship 2004, Jarkko Hautamäki, 2004 → ...

professorship in special education, Jarkko Hautamäki, 2004 → ...

Docentship 2006, Jarkko Hautamäki, 2006 → ...

Docentship 2006, Jarkko Hautamäki, 2006 → ...

Docentship 2007, Jarkko Hautamäki, 2007 → ...

professorship in special education, Jarkko Hautamäki, 2007 → ...

professorship in special education, Jarkko Hautamäki, 2007 → ...

professorship in special education 2007, Jarkko Hautamäki, 2007 → ...

Professorship in Special Education 2008, Jarkko Hautamäki, 2008 → ...

Docentship 2009, Jarkko Hautamäki, 2009 → ...

Docentship 2009, Jarkko Hautamäki, 2009 → ...

Professorship in psychology, Jarkko Hautamäki, 2009 → ..., Cyprus

Chair in Special Education, Abo Akademi University 2010-2011, Jarkko Hautamäki, 01.10.2010 → 15.02.2011

Chair of Expert Group/ Chair in Special Education Tartu University, Jarkko Hautamäki, 01.11.2010 → 15.02.2011, Estonia

Chairing a panel 2010-2011 in psychology and education, Jarkko Hautamäki, 2010 → 2011

Docentship Educational Policy, 2010-2011, Jarkko Hautamäki, 01.11.2010 → 28.02.2011

Docentship in Special Education, Åbo Academy University, 2010-2011, Jarkko Hautamäki, 01.12.2010 → 30.03.2011

#### **Raili Hilden ,**

Yliopistonlehtorin virantäyttötoimikunnan jäsenyys, Raili Hilden, 09.04.2010 → 23.04.2010

#### **Jari Matti Juhani Lavonen ,**

Evaluation of competence of Anita Kärner PhD for a Senior Research Fellow of Curriculum Studies, Tartu University, Jari Matti Juhani Lavonen, 04.12.2010, Estonia

Evaluation of the Scientific Expertise of PhD Shu-Nu Chang Rundgren for a position of a docent in science education, Jari Matti Juhani Lavonen, 2010, Sweden

Evaluation of the scientific expertise for a position of a docent, Jari Matti Juhani Lavonen, 2010, Finland

Evaluation of the scientific expertise for a position of a docent, Jari Matti Juhani Lavonen, 2010, Finland



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

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

CEA/Hautamäki

**Membership or other role in review committee**

**Elina Annikki Harjunen ,**

Opetushallituksen äidinkielen ja kirjallisuuden 6. luokan oppimistulosten seuranta-arviointia 2007 suunnittelevan työryhmän asiantuntijajäsen, Elina Annikki Harjunen, 2006 → 2007, Finland

Suomen PISA 2006 -tutkimuksen johtoryhmän jäsen (lukutaidon asiantuntija), Elina Annikki Harjunen, 2006 → 2008, Finland

Opetushallituksen äidinkielen ja kirjallisuuden 9. luokan oppimistulosten seuranta-arviointia 2010 suunnittelevan työryhmän asiantuntijajäsen, Elina Annikki Harjunen, 2009 → 2010, Finland

**Airi Hautamäki ,**

Expert Reviewer of proposals submitted to the First Biennial Conference of the International Association for the Study of Attachment (IASA) in conjunction with the University of Bologna, Bertinoro, Oct. 5-7, 2008, Airi Hautamäki, 01.10.2007 → 15.01.2008, Italy

Expert reviewer of proposals submitted to the Second Biennial Conference of the International Association for the Study of Attachment (IASA), St John's College, Cambridge, August 29-31, 2010, Airi Hautamäki, 01.10.2009 → 15.01.2010, United Kingdom

Expert Reviewer, together with Jarkko Hautamäki, of a consultation model developed by the Civil Service Department of Immigration (Maahanmuuttovirasto), Airi Hautamäki, 01.08.2010 → 30.04.2011, Finland

Expert in developmental psychology, giving a statement for the Working Group of the Ministry of Education about lowering the age to vote in municipal elections, Airi Hautamäki, 30.05.2010, Finland

**Jarkko Hautamäki ,**

Member of Internal Expert Group on Evaluation Plan for University of Helsinki, Jarkko Hautamäki, 28.08.2008 → 31.12.2008

**Jari Matti Juhani Lavonen ,**

Evaluation of the PhD programme in education at Kristianstad University College, Sweden, Jari Matti Juhani Lavonen, 2010, Sweden

Evaluation of the PhD programme in education at Malmö University College, Sweden, Jari Matti Juhani Lavonen, 2010, Sweden

**Helena Thuneberg ,**

Kehittävä arviointi Erityisopetuksen strategiaan (OPM, 2007) liittyvässä kehittämistoiminnassa, Helena Thuneberg, 2008 → 2011

Kehittävä arviointi pääkaupunkiseudun kehittämisverkostossa (OPH:n KELPO:n perustetut), Helena Thuneberg, 2009 → ...

lausunto uusista OPS-perusteista 2010, Helena Thuneberg, 08.2010

**Membership or other role in research network**

**Jarkko Hautamäki ,**

Board of Network for University and Innovation Studies, Jarkko Hautamäki, 01.01.2010 → 31.12.2012

**Raili Hilden ,**

Kielitaidon arvioinnin asiantuntijaverkosto, Raili Hilden, 01.01.2010 → ...

Network meeting "Training teachers to use the European Language Portfolio" (ELP-TT3), Raili Hilden, 23.09.2010 → 24.09.2010, Austria

**Jari Matti Juhani Lavonen ,**

Director of the Finnish Graduate School of Mathematics, Physics and Chemistry Education, Jari Matti Juhani Lavonen, 01.01.2010 → 30.12.2010, Finland

**Jukka Rantala ,**

Jäsenyys tutkimusverkostossa: Suomen Historiallinen Seura, Jukka Rantala, 2006 → ..., Finland

**Helena Thuneberg ,**

Kansainvälinen verkostoituminen, Annalee Saxenian ja Charles Sabel, Helena Thuneberg, 02.2010 → ...

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

**Elina Annikki Harjunen ,**

Kasvatuksen vapauden eurooppalainen foorumi ry (EFFE), Elina Annikki Harjunen, 01.01.1999 → 31.12.2008, Finland



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

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

#### CEA/Hautamäki

##### **Airi Hautamäki ,**

Academician, Full Foreign Member of the Academy of Pedagogical and Social Sciences (APSN), 1996-, Airi Hautamäki, 01.01.1996 → 01.01.2030, Russia

Centre of Educational Assessment, Airi Hautamäki, 01.01.2000 → 31.12.2010, Finland

Centre of Educational Assessment, CEA, Airi Hautamäki, 01.01.2000 → 31.12.2010, Finland

Steering Group of the research project "The L-factor - Learning-to-Learn at school: A key to life-long learning?" at The Centre for Educational Assessment (CEA), University of Helsinki, 2000-2008., Airi Hautamäki, 01.01.2000 → 31.12.2008, Finland

Board member, Airi Hautamäki, 27.11.2001 → ...

Board member of the Board of the Swedish School of Social Science at the University of Helsinki, Airi Hautamäki, 01.08.2001 → 31.12.2009, Finland

Chair, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Chair of the Council of Social Psychology and Psychology at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.08.2001 → 31.12.2009, Finland

Member, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member of the Library Commission at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2001 → 31.12.2009, Finland

Member of the Research Council at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.08.2001 → 31.12.2009, Finland

Steering group member, Airi Hautamäki, 01.01.2001 → 31.12.2010, Finland

The Research Council at the Swedish School of Social Sciences, University of Helsinki, 2001-2013, Airi Hautamäki, 01.01.2001 → 31.12.2013, Finland

Member of the Commission of International Affairs at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2004 → 31.12.2009

Member of the Steering Group of the PISA-investigation in Finland (2005-2009), Airi Hautamäki, 01.01.2005 → 31.12.2009, Finland

Steering Group of the PISA-investigation in Finland (Part 2: Science) (2005-2009), implemented by OECD via the Centre for Educational Assessment (CEA), University of Helsinki., Airi Hautamäki, 01.01.2005 → 31.12.2009, Finland

Expert Member in the Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning., Airi Hautamäki, 01.01.2006 → 31.12.2006, Sweden

Member of the Steering Group of Centre of Educational Assessment: The implementation of the PISA study in Finland (Part 2), Airi Hautamäki, 01.01.2006 → 31.12.2006, Finland

Board member of the International Association for the Study of Attachment, Airi Hautamäki, 01.01.2007 → 31.12.2007, Finland

Assessment of four applicants for the position as candidate for the doctorate at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2008 → 31.12.2008, Finland

Board member of the International Association for the Study of Attachment, Airi Hautamäki, 01.01.2008 → 31.12.2008, United States

Expert Member: Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning (Forskningsrådet för miljö, areella näringar och samhällsbyggande, FORMAS, 2008-2009, Airi Hautamäki, 01.01.2008 → 31.12.2009, Sweden

Expert Reviewer: Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning, FORMAS, 2008-2009, Airi Hautamäki, 01.01.2008 → 31.12.2009, Sweden

Member of the Steering Group of the PISA 2006-investigation in Finland, implemented by OECD via the Centre of Educational Assessment (CEA), University of Helsinki, Airi Hautamäki, 01.01.2008 → 31.12.2008, Finland

Board member of the International Association for the Study of Attachment, Airi Hautamäki, 01.01.2009 → 31.12.2009, United States

Member of the Entrance examination Committee at the Swedish School of Social Science, Airi Hautamäki, 01.01.2009 → 31.12.2010, Finland



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

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

#### CEA/Hautamäki

Board member in the International Association for the Study of Attachment, Airi Hautamäki, 01.01.2010 → 31.12.2010, United States

Board member of the Board of the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

Chair of the Council of Social Psychology and Psychology, Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

Member in the Commission of International Affairs at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

Member in the Library Commission at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

Member in the Panel and Commission of Educational Affairs at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

Member of the Research Council at the Swedish School of Social Science, University of Helsinki, Airi Hautamäki, 01.01.2010 → 31.12.2010, Finland

#### **Jarkko Hautamäki ,**

Member of university consistorium, Jarkko Hautamäki, 1992 → 2007, Finland

IASBD, Jarkko Hautamäki, 1996 → ..., United States

Chairman of Board of Foundation for Early Learning and Development, Jarkko Hautamäki, 1998 → ...

Suomen psykologinen seura, Jarkko Hautamäki, 01.01.1999 → 31.12.2006, Finland

Advisory board, Jarkko Hautamäki, 2000 → ..., Belgium

Advisory editorial board, Jarkko Hautamäki, 2000 → 2008, United States

EARLI, Jarkko Hautamäki, 2000 → ..., Belgium

EQUAL- National EU Committee, Jarkko Hautamäki, 2001 → 2009, Finland

membership, Jarkko Hautamäki, 2001 → ..., United States

Finnish Psychological Society, President, Jarkko Hautamäki, 2003 → ..., Finland

Learning to learn expert group, Jarkko Hautamäki, 2005 → 2009

Learning & Instruction, EARLI, Jarkko Hautamäki, 2006 → ..., Belgium

Research Network on Learning to Learn Skills, Jarkko Hautamäki, 2006 → 2008

Scientific Council of Psychology, Jarkko Hautamäki, 2008 → ..., Finland

ATC21S Problem solving, Jarkko Hautamäki, 2010 → ...

Delegation for Invalid Foundation, Jarkko Hautamäki, 2010 → 2012

Technical Expert group on learning to learn and creativity, Jarkko Hautamäki, 2010 → 2012

#### **Jari Matti Juhani Lavonen ,**

Matematiikan ja luonnontieteiden opetuksen tutkimusseura r.y., Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Finland

Matematiikan ja luonnontieteiden opetuksen tutkimusseura, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2007, Finland

The IASTED (The International Association of Science and Technology for Development, <http://www.iasted.com/>) Technical Committee on Education, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2009, Canada

Finnish graduate school of mathematics, physics and chemistry education, Jari Matti Juhani Lavonen, 01.01.2008 → 31.12.2009, Finland

OECD/CERI, New millenium learners, ICT and Initial Teacher Training, Jari Matti Juhani Lavonen, 01.10.2008 → 31.12.2008, France

Member of a national group, responsible for assessing learning outcomes in physics and chemistry, Jari Matti Juhani Lavonen, 2010 → 2011, Finland

Member of the PISA 2015 Science Expert Group, Jari Matti Juhani Lavonen, 01.12.2010 → 30.12.2015, France

#### **Jukka Rantala ,**

Suomen Kouluhistoriallisen Seuran hallituksen jäsen, Jukka Rantala, 2003 → ..., Finland



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

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

#### CEA/Hautamäki

Jäsenyys kansallisessa hallituksessa: Kasvatuksen historian verkosto (Suomen Kasvatustieteellisen Seuran sig-ryhmä), Jukka Rantala, 2005 → 2010, Finland

Kasvatuksen historian verkosto, johtokunta, Jukka Rantala, 01.01.2007 → 06.06.2011, Finland

#### **Patrik Scheinin ,**

Board Member, Patrik Scheinin, 2005

CICERO Learning verkosto, Patrik Scheinin, 01.01.2005 → 31.12.2005, Finland

Board Member, Patrik Scheinin, 2010 → ..., Finland

#### **Sirpa Tani ,**

Hallintoneuvoston jäsen, Sirpa Tani, 2005 → ..., Finland

Commission member, Sirpa Tani, 2008 → ...

Suomen maantieteellinen seura, Sirpa Tani, 01.01.2008 → 31.12.2008

Member of the Finnish Advisory Board, Sirpa Tani, 2009 → ..., Finland

Tutkimuseettinen toimikunta, Sirpa Tani, 2010 → ..., Finland

#### **Helena Thuneberg ,**

CICERO-verkosto (Learning is a Cross-Disciplinary Initiative for Collaborative Efforts of Research in Learning), Helena Thuneberg, 01.01.2006 → 31.12.2006, Finland

CICERO-verkosto (Learning is a Cross-Disciplinary Initiative for Collaborative Efforts of Research in Learning), Helena Thuneberg, 01.01.2007 → 31.12.2007

European Agency Teacher Education for Inclusion, Helena Thuneberg, 10.2010 → 2011

#### **Mauri Åhlberg ,**

3WEEC, the 3rd World Environmental Education Congress hosted by UNESCO (Torino, Italia, 26. 10. 2005). Tieteellisen komitean jäsen., Mauri Åhlberg, 01.01.2005 → 31.12.2005, Italy

AECT:n (Association for Educational Communications and Technology) kutsuttu neuvonantaja (adviser) Suomen osalta., Mauri Åhlberg, 01.01.2005 → 31.12.2005, United Kingdom

Helsingin yliopiston Cicero-oppimistutkimusryhmä, Mauri Åhlberg, 01.07.2005 → 31.12.2005, Finland

Kansallinen korkeakoulujen kestävä kehitystä edistävän koulutuksen ideointiryhmä (opetusministeriö ja Baltic University Programme), Mauri Åhlberg, 01.01.2005 → 31.12.2005, Finland

Käsitekarttamenetelmän toisen maailmakonferenssin (Costa Rica 2006) tieteellinen ohjelmatoimikunta, Mauri Åhlberg, 15.09.2005 → 31.12.2005, United States

Suomen Kasvatustieteellisen seuran Kestävä kehitystä edistävän kasvatuksen tutkimuksen erityisteemaryhmä (SIG), Mauri Åhlberg, 01.01.2005 → 31.12.2005, Finland

Suomen PISA 2006 -asiantuntijaryhmä, Mauri Åhlberg, 01.01.2005 → 31.12.2005, Finland

Tulevaisuuden tutkimusseuran Ympäristötori-hanke, Mauri Åhlberg, 01.05.2005 → 31.12.2005, Finland

Valtakunnallinen opettajankoulutuksen ja kasvatustieteiden tutkintojen kehittämisprojekti, neuvottelukunnan asettama ohjatun harjoittelun jaos (ent. praktikumjaos), Mauri Åhlberg, 01.01.2005 → 31.12.2005, Finland

World Environmental Education Congress (3WEEC) Torino, Italia. Kutsuttu raportointi sessiossa Paths of Sustainability, subsession 7.1., Mauri Åhlberg, 02.10.2005 → 06.10.2005, Italy

(1) The Berkeley Initiative in Soft Computing (BISC) -konsortion yhteiskuntatieteellisen tutkimuksen alaryhmä: The BISC Special Interest Group in Social Sciences (BISC-SIG-SS, Advisory Board), Mauri Åhlberg, 01.01.2006 → 31.12.2006, United States

(2) Suomen kasvatustieteellinen seura, kestävä kehitystä edistävän kasvatuksen tutkimuksen teemaryhmä (SIG), Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland

EU:n ensimmäinen Biodiversiteetikasvatuksen e-konferenssi, Mauri Åhlberg, 25.09.2006 → 13.10.2006, Finland

EU:n ja OPM:n rahoittaman ympäristöalan koulutuksen tulevaisuutta tutkivan KeKe-Tori 2020 -hankkeen ohjausryhmä, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland

Helsingin yliopiston osuuden vastuullinen johtaja: kestävä kehitystä edistävän kasvatuksen EU-projektissa ( EDUC Education for change Perspective for education and participation in sustainable development), Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland



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

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

#### CEA/Hautamäki

- Kansainvälisen OECD:n ENSI-ympäristökasvatushankkeen Suomen osuuden tutkimuksesta vastaava koordinaattori, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland
- Osallistuminen CICERO-SCIL työkokoukseen The AustinVal Verde Foundationin tiloissa Santa Barbarassa, Kalifornia, Mauri Åhlberg, 26.08.2006 → 31.12.2006, United States
- Steering Committee for International Conference of concept Mapping 2008., Mauri Åhlberg, 07.07.2006 → 31.12.2006, United States
- Suomen PISA-hankkeen tieteellisen johtoryhmä., Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland
- Suomen kasvatustieteellisen seuran vuosikokouksessa Oulun yliopisto Oulussa Kestävää kehitystä edistävän kasvatuksen tutkimus -teemaryhmä, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland
- Suomen kasvatustieteellinen seura, kestävä kehitys edistävän tutkimuksen teemaryhmä (SIG), Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland
- The second international conference on concept mapping, San Jose, Costa Rica. KEskustelupaneelin jäsen, Mauri Åhlberg, 05.09.2006 → 08.09.2006, Costa Rica
- Tieteellinen komitea: Käsittekarttatutkimuksen maailman konferenssi Cmap2006, San Jose, Costa Rica, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Costa Rica
- Tieteellinen toimikunta, 4th World Environmental Education Congress (WEEC 2007) Durban, Etelä-Afrikka, Mauri Åhlberg, 01.01.2006 → 31.12.2006, South Africa
- WSOY:n OPIT-palvelun kehittäminen ja tutkiminen, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland
- international advisory board) Berkeleyn yliopistossa advisory board, The Berkeley Initiative in Soft Computing (BISC) -konsortion yhteiskuntatieteellisen tutkimuksen alaryhmä: The BISC Special Interest Group in Social Sciences (BISC-SIG-SS), Mauri Åhlberg, 01.01.2006 → 31.12.2006, United States
- Helsingin yliopiston osuuden vastuullinen johtaja: kestävä kehitys edistävän kasvatuksen EU-projektissa (EDUC Education for change Perspective for education and participation in sustainable development, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- OPM:n rahoittama Kestävän kehityksen korkeakouluopetusta edistävä kansallinen resurssikeskus 2007-2009, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- OPM:n rahoittaman KekeTori 2020-(Ympäristöalan koulutuksen tulevaisuustarpeet)-hankkeen ohjausryhmä, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- Professor Per-Olof Wickman, dosenttiluennon opetustaitolautakunta, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- Suomen PISA-hankkeen tieteellisen johtoryhmä, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- Suomen kasvatustieteellinen seura, kestävä kehitys edistävän tutkimuksen teemaryhmä (SIG), Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- The 3rd Conference on Concept Mapping, local organizational committee, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- The 3rd Conference on Concept Mapping, scientific program committee, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland
- The Berkeley Initiative in Soft Computing (BISC) -konsortion yhteiskuntatieteellisen tutkimuksen alaryhmä: The BISC Special Interest Group in Social Sciences (BISC-SIG-SS, Advisory Board, Mauri Åhlberg, 01.01.2007 → 31.12.2007, United States
- The European Science Education Research Association (ESERA), biannual conference 2007 August 21st - August 25th at Malmö University, Malmö Sweden, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Sweden
- CMC 2008 Third International Conference on Concept Mapping. Local organizing Committee., Mauri Åhlberg, 01.01.2008 → 30.09.2008, Finland
- CMC 2008 Third International Conference on Concept Mapping. Program Committee., Mauri Åhlberg, 01.01.2008 → 30.09.2008, Finland
- Helsingin yliopiston osuuden vastuullinen johtaja: kestävä kehitys edistävän kasvatuksen EU-projektissa (EDUC Education for change Perspective for education and participation in sustainable development, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland
- ICT Supported Education for Sustainable Development and Global Responsibility - evaluation report committee of Hanasaari Conference, Mauri Åhlberg, 01.09.2008 → 31.12.2008
- OPM:n rahoittama Kestävän kehityksen korkeakouluopetusta edistävä kansallinen resurssikeskus 2007-2009, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland
- Suomen kasvatustieteellinen seura, kestävä kehitys edistävän tutkimuksen teemaryhmä (SIG), Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland
- The Berkeley Initiative in Soft Computing (BISC) -konsortion yhteiskuntatieteellisen tutkimuksen alaryhmä: The BISC Special Interest Group in Social Sciences (BISC-SIG-SS, Advisory Board), Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland



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

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

#### CEA/Hautamäki

The Linnean Society of London, Mauri Åhlberg, 01.01.2008 → 31.12.2008

International Conference on Biodiversity Informatics - e-Biosphere 09 London, UK, Mauri Åhlberg, 01.01.2009 → 31.12.2009, United Kingdom

International Union for Conservation of Nature (IUCN), Commission on Education and Communication (CEC), Mauri Åhlberg, 01.01.2009 → 31.12.2009, Switzerland

JOHTORYHMÄ: Suomen Akatemian rahoittaman hankkeen ohjausryhmä "Pystyvyyden kehittäminen ruokakasvatuksen avulla - Kuinka rohkaista tulevaisuuden kansalaisia kestävän yhteisön puolesta (projektinumero: 1128569).", Mauri Åhlberg, 01.01.2009 → 31.12.2009, Finland

Participation in the High-Level Roundtable, 11th February 2009. Room P7C050 European Parliament, Brussels, THE EUROPEAN BIODIVERSITY ACTION PLAN. Counting down to 2010: State of Play and the post 2010 vision for Europe., Mauri Åhlberg, 11.02.2009 → 31.12.2009, Belgium

Suomen Akatemian rahoittaman hankkeen ohjausryhmä "Pystyvyyden kehittäminen ruokakasvatuksen avulla - Kuinka rohkaista tulevaisuuden kansalaisia kestävän yhteisön puolesta" (projektinumero: 1128569), Mauri Åhlberg, 01.01.2009 → 31.12.2009, Finland

Suomen kasvatustieteellinen seura. Kasvatustieteen päivät 2009, Tampereen yliopisto, Kestävän kehityksen ja ympäristökasvatuksen tutkimus ja kehittäminen -teemaryhmän koordinaattori yhdessä dos. Taina Kaivolan kanssa., Mauri Åhlberg, 01.01.2009 → 31.12.2009

Suomen kasvatustieteellinen seura. Kestävän kehityksen ja ympäristökasvatuksen tutkimus ja kehittäminen -teemaryhmän koordinaattori yhdessä dos. Taina Kaivolan kanssa., Mauri Åhlberg, 01.01.2009 → 31.12.2009, Finland

The Berkeley Initiative in Soft Computing (BISC) -konsortion yhteiskuntatieteellisen tutkimuksen alaryhmä: The BISC Special Interest Group in Social Sciences (BISC-SIG-SS, Advisory Board), Mauri Åhlberg, 01.01.2009 → 31.12.2009, United States

The Linnean Society of London, Mauri Åhlberg, 01.01.2009 → 31.12.2009

a senior-level meeting "A global setting for European environmental monitoring - measuring what we must manage" Euroopan unionin ympäristövirasto, the European Environment Agency (EEA), Mauri Åhlberg, 01.01.2009 → 31.12.2009, Denmark

EC Expert group on Education for sustainable development - 30 June 2010- Brussels, Mauri Åhlberg, 30.06.2010, Belgium

EC The Future of Learning. Expert Workshop - Amsterdam, Mauri Åhlberg, 25.05.2010 → 26.05.2010, Netherlands

#### **Membership or other role in public Finnish or international organization**

##### **Airi Hautamäki ,**

Member, Airi Hautamäki, 01.01.1972 → ..., Finland

Member, Airi Hautamäki, 01.01.1992 → ...

Member, Airi Hautamäki, 01.01.1995 → ...

Member, Airi Hautamäki, 01.01.1995 → ...

Board member, Airi Hautamäki, 01.01.2007 → 31.12.2014, United States

##### **Jarkko Hautamäki ,**

Jean Piaget Society, Jarkko Hautamäki, 2001 → ..., United States

Council of Educational Evaluation, Jarkko Hautamäki, 2003 → 2007, Finland

Dean period 3, Jarkko Hautamäki, 2003 → 2006, Finland

EQUAL-komitea, Jarkko Hautamäki, 01.01.2004 → 2010, Finland

Finnish National Board of Education, Board member, Jarkko Hautamäki, 2006 → 2007, Finland

Scientific council of HU, Jarkko Hautamäki, 2007 → 2009, Finland

Scientific council of HU, Jarkko Hautamäki, 2010 → 2012, Finland

##### **Raili Hilden ,**

Ylioppilastutkintolautakunta, ylioppilastutkinnon kielikokeiden kehittämistoimikunta, Raili Hilden, 01.01.2003 → 31.12.2012

Ylioppilastutkintolautakunta, ruotsin kielen sensori, Raili Hilden, 01.01.2004 → 31.12.2012

Samarbetsnämnd för svensk lärarutbildning, särskilt ämneslärarutbildning, Raili Hilden, 01.01.2005 → 31.12.2011, Finland

Ylioppilastutkintolautakunnan jäsenyys, Raili Hilden, 01.01.2006 → 31.12.2012

Helsingin yliopisto. Käyttätymistieteellinen tiedekunta. Opetustoimikunta., Raili Hilden, 01.01.2007 → 31.12.2009, Finland



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

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

#### CEA/Hautamäki

Helsingin yliopisto. Soveltavan kasvatustieteen laitos. Aineenopettajakoulutuksen opetussuunnitelmatyöryhmän harjoittelijaos, Raii Hilden, 01.01.2007 → 31.12.2007, Finland

Helsingin yliopisto. Soveltavan kasvatustieteen laitos. Opetuksen kehittämisryhmä., Raii Hilden, 01.01.2007 → 31.12.2009, Finland

Statens skolverk. Ruotsin valtakunnallisten kielten opetussuunnitelmien mukauttaminen Eurooppalaiseen viitekehykseen., Raii Hilden, 11.01.2007 → 31.01.2008, Sweden

Opetushallitus. Ruotsin kielen (keskipitkä oppimäärä) kansallisen arvioinnin laatijaryhmä., Raii Hilden, 01.01.2008 → 31.05.2008, Finland

Opetushallitus. Ruotsin kielen (keskipitkä oppimäärä) kansallisen arvioinnin suullisten suoritusten sensori., Raii Hilden, 15.08.2008 → 30.09.2008, Finland

Aineenopettajakoulutuksen opetussuunnitelmatyö, Raii Hilden, 01.01.2010 → 31.12.2010

#### **Jari Matti Juhani Lavonen ,**

Luma-keskuksen johtoryhmä, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2009, Finland

Member of the steering group of the project Evaluering av strategiplanen Realfag, Naturligvis" which is organised by the Norwegian Utdanningsdirektoratet, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Norway

Oppilaan ja opintojen ohjauksen kehittämishankkeen johtoryhmä (opetushallitus), Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Finland

Tiedekeskus Heureka Tiede- ja teknologiaopetuksen neuvottelukunnan jäsenyys, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2009, Finland

Ulkomaisten korkeakoulututkintojen ammatillinen tunnustaminen työryhmä (opetushallitus), Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Finland

Ylioppilastutkintolautakunta, Opetusministeriö, Jari Matti Juhani Lavonen, 01.01.2005 → 31.12.2006, Finland

Suomen PISA tutkimuksen johtoryhmä, Jari Matti Juhani Lavonen, 01.01.2006 → 31.12.2008, Finland

Member of the group of the project: Utvärdering av de 16 nationella forskarskolorna, Högskoleverket, Jari Matti Juhani Lavonen, 01.09.2007 → 31.12.2008, Sweden

Ylioppilastutkintolautakunnan apujäsen, Jari Matti Juhani Lavonen, 01.01.2007 → 31.12.2009, Finland

Head of the Department, Jari Matti Juhani Lavonen, 01.01.2010 → 30.12.2010, Finland

#### **Jukka Rantala ,**

Helsingin kaupungin Arabian peruskoulu. Johtokunnan puheenjohtaja., Jukka Rantala, 2003 → 2011, Finland

Kansalaisvaikuttaminen opettajakoulutuksessa -hanke, Jukka Rantala, 01.01.2004 → 31.12.2006, Finland

Kasvatustieteiden tiedekuntien virtuaaliyliopistohankkeen HisNet-verkosto, Jukka Rantala, 01.01.2005 → 31.12.2009, Finland

Kansalliset kulttuurilaitokset -hanke, Jukka Rantala, 01.01.2006 → 31.12.2006, Finland

Tammenlehvän Perinneliiton opetustyöryhmä, Jukka Rantala, 01.01.2006 → 31.12.2008, Finland

Tekniikan museon oppimisympäristön kehittämishankkeen ohjausryhmä, Jukka Rantala, 01.01.2006 → 31.12.2007, Finland

Lastentarhan- ja luokanopettajakoulutusten valintoimikunnan puheenjohtaja, Jukka Rantala, 2007 → 2009

Luokanopettajakoulutuksen johtaja, Jukka Rantala, 2007 → 2009

#### **Sirpa Tani ,**

Opetushallitus, Opettajien kelpoisuuskoetyöryhmä, varajäsen, Sirpa Tani, 08.11.2004 → 30.01.2005, Finland

Helsingin yliopisto, Koulutus- ja kehittämiskeskus Palmenia, luonnon-, bio- ja ympäristötieteiden täydennyskoulutusta edistävä neuvottelukunta, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Helsingin yliopisto, Opintosuoritusten tutkintolautakunta, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Helsingin yliopisto, käyttäytymistieteellinen tiedekunta, tiedekuntaneuvoston varajäsen, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Helsingin yliopisto, rehtorin nimittämä ympäristöalan monitieteisen opintokokonaisuuden työryhmä, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Kansainvälisen soveltavan estetiikan instituutti, kannatusyhdistyksen hallitus, varajäsen, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

Helsingin yliopisto, Koulutus- ja kehittämiskeskus Palmenia, luonnon-, bio- ja ympäristötieteiden täydennyskoulutusta edistävä neuvottelukunta, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland





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

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

#### CEA/Hautamäki

Helsingin yliopisto, Opintosuoritusten tutkintolautakunta, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

Helsingin yliopisto, käyttäytymistieteellinen tiedekunta, tiedekuntaneuvoston varajäsen, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

Helsingin yliopisto, rehtorin nimittämä ympäristöalan monitieteisen opintokokonaisuuden työryhmä, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

Kansainvälisen soveltavan estetiikan instituutti, kannatusyhdistyksen hallitus, varajäsen, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

Helsingin yliopisto, Opintosuoritusten tutkintolautakunta, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

Helsingin yliopisto, rehtorin nimittämä ympäristöalan monitieteisen opintokokonaisuuden ohjausryhmä, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

Kansainvälisen soveltavan estetiikan instituutti, kannatusyhdistyksen hallitus, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

#### **Mauri Åhlberg ,**

Valtioneuvoston Kestävän kehityksen toimikunnan koulutusjaoston jäsen, Mauri Åhlberg, 01.01.2005 → 31.12.2005

Matemaattis-luonnontieteellisen, biotieteellisen ja käyttäytymistieteellisen tiedekunnan perus- ja lukio-opetuksen tehtäviin suuntautuvien opettajan pedagogisten opintojen valintoimikunta, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland

Valtioneuvoston asettama Kestävän kehityksen toimikunnan koulutusjaosto, 25.5.2004 - 31.12.2007, Mauri Åhlberg, 01.01.2006 → 31.12.2006, Finland

LUMA-keskuksen biologian opetuksen resurssikeskuksen (BioPop) suunnitteluryhmä, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland

Matemaattis-luonnontieteellisen, biotieteellisen ja käyttäytymistieteellisen tiedekunnan perus- ja lukio-opetuksen tehtäviin suuntautuvien opettajan pedagogisten opintojen valintoimikunta, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland

OPM:n rahoittama Kestävän kehityksen korkekouluopetusta edistävä kansallinen resurssikeskus 2007-2009-projektin johtoryhmä, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland

Valtioneuvoston Kestävän kehityksen toimikunnan koulutusjaosto, Mauri Åhlberg, 01.01.2007 → 31.12.2007, Finland

Helsingin yliopiston edustaja valtakunnallisessa korkeakoulujen kestävän kehityksen foorumissa, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

LUMA-keskuksen biologian opetuksen resurssikeskuksen (BioPop) suunnitteluryhmä, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

Matemaattis-luonnontieteellisen, biotieteellisen ja käyttäytymistieteellisen tiedekunnan perus- ja lukio-opetuksen tehtäviin suuntautuvien opettajan pedagogisten opintojen valintoimikunta, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

OPH:n rahoittama oppimisympäristöjen KOHTAAMISIA-kehittämishankkeen johtoryhmän jäsen 2008 - 2009, Mauri Åhlberg, 01.01.2008 → 31.12.2008, Finland

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OPM:n rahoittama Kestävän kehityksen korkekouluopetusta edistävä kansallinen resurssikeskus., Mauri Åhlberg, 01.01.2009 → 31.12.2009, Finland

#### **Membership or other role of body in private company/organisation**

#### **Elina Annikki Harjunen ,**

Eli-Kari oy:n hallituksen jäsen, Elina Annikki Harjunen, 2005 → ..., Finland



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

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

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##### **Raili Hilden ,**

Ammatillinen kunniamaininta Fédération Internationale des Professeurs de Langues Vivantes/ World Federation of Modern Language Associations. The FIPLV International Award 2005 -kunniamerkki ansiokkaasta toiminnasta kieltenopetuksen hyväksi., Raili Hilden, 01.01.2005

##### **Jukka Rantala ,**

Ebeneser-säätiö, hallitus, Jukka Rantala, 27.05.2005 → 31.12.2009, Finland

##### **Sirpa Tani ,**

World Wildlife Fund Suomi, hallintoneuvosto, Sirpa Tani, 01.01.2005 → 31.12.2005, Finland

World Wildlife Fund Suomi, hallintoneuvosto, Sirpa Tani, 01.01.2006 → 31.12.2006, Finland

World Wildlife Fund Suomi, hallintoneuvosto, Sirpa Tani, 01.01.2007 → 31.12.2007, Finland

World Wildlife Fund (WWF), hallintoneuvosto, Sirpa Tani, 01.01.2008 → 31.12.2008, Finland

#### **Participation in interview for written media**

##### **Elina Annikki Harjunen ,**

Nina Haasolan haastattelu väitöskirjasta, Elina Annikki Harjunen, 24.01.2003 → 31.12.2011, Finland

Yhteishyvä-lehti 8/2004, Elina Annikki Harjunen, 01.01.2004 → 31.12.2011, Finland

Lehti: Aikuiskoulutuksen maailma 2/2008, s. 34-36, Elina Annikki Harjunen, 01.01.2008 → 31.12.2011, Finland

##### **Airi Hautamäki ,**

Sanomalehti Karjalainen, Airi Hautamäki, 01.01.2001 → 31.12.2011, Finland

Interviewed for the journal, Vanhustenhuollon uudet tuulet, 6/2004, Airi Hautamäki, 01.06.2004 → ..., Finland

Interview for Soc&kom informerar (Tina Nyfors), Airi Hautamäki, 06.2006, Finland

Interviewed for Kotiliesi, "Eikö äitini rakastanutkaan minua?", Airi Hautamäki, 07.2006, Finland

Interviewed for the Journal, The Family about the use of shame in child rearing, Airi Hautamäki, 09.2006, Finland

Interviewed as expert for the Journal of Early Education in Finland, Airi Hautamäki, 2007, Finland

Interviewed for the Morgonvrålet: När våldsfantasier blir verklighet, Airi Hautamäki, 09.11.2007, Finland

Interviewed for the Psychologist, Vol. 20, No 11, 670-671, United Kingdom, Airi Hautamäki, 11.2007, United Kingdom

Interviewed as expert on the issue: Kun tytär hoitaa vanhenevaa äitiä, Airi Hautamäki, 01.2008

Interviewed as expert on the issue: Oma äitisuhte on vanhemmuuden perusta, Airi Hautamäki, 04.2008, Finland

Interviewed as expert on the issue: Sisarukset - Oman itsensä vertauskuvat, Airi Hautamäki, 26.01.2008, Finland

Intervju av Soc&Kom informerar om PISA-2006, Airi Hautamäki, 06.2009, Finland

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Intervju av Hufvudstadsbladet för en artikel, Airi Hautamäki, 13.09.2010, Finland

##### **Jarkko Hautamäki ,**

Berlin EDUCA 2004, Jarkko Hautamäki, 01.12.2004 → 31.12.2011, Finland

EDUCA 2004, Jarkko Hautamäki, 24.01.2004 → 31.12.2011, Finland

Life as learning, Jarkko Hautamäki, 10.12.2004 → 31.12.2011, Finland

Max Planck Institute fud Bildungsforschung, Jarkko Hautamäki, 02.12.2004 → 31.12.2011, Finland

##### **Raili Hilden ,**

Kurs för svensklärare, Fortbildningscentralen vid Helsingfors Universitet, Raili Hilden, 06.03.2000 → 31.12.2011, Finland

Englannin ja ruotsin kieli perusopetuksessa. Opetushallitus. Helsinki., Raili Hilden, 11.03.2002 → 31.12.2011, Finland



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

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

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- Joensuun metodimessut. Joensuun normaalikoulu., Raili Hilden, 16.11.2002 → 31.12.2011, Finland
- Kielenopetuksen laatukonferenssi. Opetushallitus. Helsinki, Marina Congress Center, Raili Hilden, 08.04.2002 → 31.12.2011, Finland
- Kielikeskuksen opettajien täydennyskoulutustilaisuus. Helsingin yliopisto., Raili Hilden, 01.03.2002 → 31.12.2011, Finland
- Kielisalkkukoulutus. Espoon kaupunki. Haukilahden koulu., Raili Hilden, 17.04.2002 → 31.12.2011, Finland
- Nordic-Baltic network for foreign language teaching. Tallinna., Raili Hilden, 26.06.2002 → 31.12.2011, Finland
- Oulun lääninhallitus: Kielten kehittämishankkeen käynnistyskoulutus. Oulun normaalikoulu, Raili Hilden, 29.10.2002 → 31.12.2011, Finland
- Perusopetuksen ruotsin kielen uusi opetussuunnitelma. opetushallitus. Espoo., Raili Hilden, 18.10.2002 → 31.12.2011, Finland
- Ruotsin kielen opetus, oppiminen ja opetussuunnitelmaudistus Suomessa. Kieliseminaari Pellossa. Lapin kesäyliopisto, Raili Hilden, 24.10.2002 → 31.12.2011, Finland
- Suullisen kielitaidon opettaminen ja arviointi. Opetushallitus. Kuopio., Raili Hilden, 14.11.2002 → 31.12.2011, Finland
- Utbilgningsdagar för lärare i svenska som andra nationellt språk för finska elever/ Sekundärstadiet. Schola Europeae, Bruxelles, Raili Hilden, 11.10.2002 → 31.12.2011, Finland
- Vantaan kaupunki, VESO-koulutus. Havukosken koulu., Raili Hilden, 20.11.2002 → 31.12.2011, Finland
- Ylioppilastutkinnon englannin ja ruotsin kielen kokeet sekä suullisen kielitaidon arviointi. Opetushallitus., Raili Hilden, 01.01.2002 → 31.12.2011, Finland
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- Keski-Pohjanmaan VESO-koulutuspäivä, Kokkola, Raili Hilden, 11.01.2003 → 31.12.2011, Finland
- Koulutus Helsingin yliopiston kielikeskuksen opettajille, Raili Hilden, 01.01.2003 → 31.12.2011, Finland
- Koulutuspäivä täydennyskoulutettaville. Helsingin yliopisto, Kouvolan täydennyskoulutusyksikkö, Raili Hilden, 29.03.2003 → 31.12.2011, Finland
- OPH Helsinki 21.1.2003: Yo-tutkinnon kielikokeet, lukion suullisen kielitaidon kokeet ja opetussuunnitelma., Raili Hilden, 21.01.2003 → 31.12.2011, Finland
- OPH Helsinki, Koulutuspäivä aiheesta Lukion uudistuvat kielten opetussuunnitelmat, Raili Hilden, 03.02.2003 → 31.12.2011, Finland
- OPH Helsinki, Koulutuspäivä aiheesta Perusopetuksen uudistuvat kielten opetussuunnitelmat., Raili Hilden, 23.01.2003 → 31.12.2011, Finland
- OPH, Helsinki. Kieltenopetus uudistuu konferenssi kieltenopettajille. Språkundervisningen förnyas en konferens för språklärare, Raili Hilden, 17.03.2003 → 31.12.2011, Finland
- Pedagoginen iltapäivä, Mankkaan koulu, Espoo, Raili Hilden, 20.01.2003 → 31.12.2011, Finland
- SUKOLin kevätkoulutuspäivä teemana "Älä jää yksin opetussuunnitelman kanssa". Helsinki, Raili Hilden, 05.04.2003 → 31.12.2011, Finland
- Uudet opetussuunnitelmat ja taitotasot peruskoulussa ja lukiassa, Kuopio, Kielenopetuksen kehittämishanke (2002 - 2004) Savon-Karjalan verkko., Raili Hilden, 13.03.2003 → 31.12.2011, Finland
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- Ylioppilastutkintolautakunnan kielivaiokunnan koulutuspäivä. Helsinki., Raili Hilden, 10.11.2004 → 31.12.2011, Finland



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

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

#### CEA/Hautamäki

- CIMO. COMENIUS 2.1 infopäivä., Raiii Hilden, 07.12.2005 → 31.12.2011, Finland
- Espoon kaupunki. Taitotasot tulevat oletko valmis?, Raiii Hilden, 26.11.2005 → 31.12.2011, Finland
- Helsingin kaupunki. Koulutustilaisuus kieltenopettajille, Kruunuhaan yläaste., Raiii Hilden, 26.10.2005 → 31.12.2011, Finland
- Kielten taitotasot -laivakonferenssi. Färdighetsnivåer i språk Båtkonferens. Opetushallitus & British Council., Raiii Hilden, 27.01.2005 → 31.12.2011, Finland
- Kirkkonummen kunta, luento kieltenopettajille., Raiii Hilden, 08.03.2005 → 31.12.2011, Finland
- Luento Vaasan kaupungin kieltenopettajille Eurooppalaiset taitotasot kielten uusissa opetussuunnitelmissa. Vaasan aikuiskoulutuskeskus., Raiii Hilden, 05.04.2005 → 31.12.2011, Finland
- Nurmijärven kunta, Luentosarja kieltenopettajille, Raiii Hilden, 01.01.2005 → 31.12.2011, Finland
- OPM. Suullisen kielitaidon asemaa selvittävän työryhmän kokous, Raiii Hilden, 13.06.2005 → 31.12.2011, Finland
- Opetushallitus. Ylioppilastutkinnon kielten kokeet ja kielten taitotasot., Raiii Hilden, 24.10.2005 → 31.12.2011, Finland
- Opetushallitus. Ylioppilastutkinnon kielten kokeet ja kielten taitotasot. Oulu., Raiii Hilden, 01.01.2005 → 31.12.2011, Finland
- Suomen kieltenopettajien liitto (SUKOL.) Kielten koepakettien laatijaryhmien koulutuspäivä, Raiii Hilden, 06.06.2005 → 31.12.2011, Finland
- The Catholic University of Leuven, Raiii Hilden, 25.09.2005 → 31.12.2011, Finland
- Joensuun yliopisto. Kieltenopettajien koulutuspäivä, Raiii Hilden, 06.10.2007 → 31.12.2011, Finland
- Turun kauppakorkeakoulu. Kieltenopettajien koulutuspäivä Ajankohtaista kielitaidon arvioinnista, Raiii Hilden, 20.08.2007 → 31.12.2011, Finland
- Arviointi peruskoulun kielten opetuksessa, Raiii Hilden, 10.10.2008 → 31.12.2011, Finland
- Helsingfors Arbis. Utbildning för språklärare., Raiii Hilden, 08.03.2008 → 31.12.2011, Finland
- Helsingin opettajien ammattiyhdistys (HOAJ). Koulutusiltapäivä, Raiii Hilden, 12.02.2008 → 31.12.2011, Finland
- Ruotsin kielen taitotasolta toiselle. Opetushallitus., Raiii Hilden, 06.03.2008 → 31.12.2011, Finland
- Suullisen kielitaidon opettaminen ja arviointi. Täydennyskoulutus lukion kieltenopettajille. Helsingin yliopiston täydennyskoulutuskeskus Palmenia., Raiii Hilden, 13.11.2008 → 31.12.2011, Finland
- Ylioppilastutkinnon kielten kokeiden uudistaminen. Opetushallitus. Oulu., Raiii Hilden, 24.10.2008 → 31.12.2011, Finland
- Ylioppilastutkinnon kielten kokeiden uudistaminen. Opetushallitus. Oulu., Raiii Hilden, 24.10.2008 → 31.12.2011, Finland
- Ylioppilastutkinnon kielten kokeiden uudistaminen. Opetushallitus. Oulu., Raiii Hilden, 24.10.2008 → 31.12.2011, Finland
- Helsingin yliopisto, Koulutus- ja kehittämiskeskus Palmenia: Suullisen kielitaidon opettaminen ja arviointi - Täydennyskoulutus lukion kieltenopettajille, Raiii Hilden, 30.01.2009 → 31.12.2011, Finland
- Helsingin yliopiston Kielikeskuksen koulutus kieltenopettajille, Helsinki, Kongressikeskus Paasitorni, Raiii Hilden, 09.01.2009 → 31.12.2011, Finland
- Opetushallitus: Ylioppilastutkinnon kielten kokeiden uudistaminen, Kuopio, Hotelli Savonia, Raiii Hilden, 26.01.2009 → 31.12.2011, Finland
- Päijät-Hämeen kesäyliopisto, koulutus kieltenopettajille, Lahti, Aikuiskoulutuskeskus, Raiii Hilden, 24.01.2009 → 31.12.2011, Finland
- Suomen kieltenopettajien liitto, SUKOL: Muutoksen tuulia. SUKOLin kevätkoulutuspäivä Lappeenrannassa, Raiii Hilden, 07.02.2009 → 31.12.2011, Finland
- Täydennyskoulutusiltapäivä Espoon kieltenopettajille, Raiii Hilden, 10.03.2009 → 31.12.2011, Finland
- Jari Matti Juhani Lavonen ,**
- Luku-Suomi-hankkeen avausseminaari opetushallituksessa. Helsinki., Jari Matti Juhani Lavonen, 30.07.2002 → ..., Finland
- Helsingin kaupungin opetusvirasto, Jari Matti Juhani Lavonen, 07.10.2004 → ..., Finland
- Helsingin yliopiston Luma-keskuksen avajaiset, Jari Matti Juhani Lavonen, 28.02.2004 → ..., Finland
- Matemaattisten aineiden opettajien liitto MAOL ry:n syyspäivät, Jari Matti Juhani Lavonen, 02.10.2004 → ..., Finland
- Matemaattisten aineiden opettajien liitto MAOL ry:n talvipäivät, Jari Matti Juhani Lavonen, 31.01.2004 → ..., Finland
- Matemaattisten aineiden opettajien liitto ry:n koetähtävien laatimisseminaari, Jari Matti Juhani Lavonen, 01.10.2004 → ..., Finland
- Interview by Vita Dreijere, Latvian national daily newspaper Diena, Jari Matti Juhani Lavonen, 24.09.2010, Latvia



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

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

#### CEA/Hautamäki

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#### **Jukka Rantala ,**

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Haastattelu Kalevaan: Oma loma koulusta houkuttelee, Jukka Rantala, 12.10.2007, Finland

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Haastattelu The Yamagata Shimbun -lehteen, Jukka Rantala, 02.06.2007, Japan

Haastattelu Helsingin Sanomien koulutusliitteeseen: Kun politiikka valtasi koulunpenkit, Jukka Rantala, 27.02.2008, Finland

Haastattelu STTK-lehteen: Toimihenkilöt kansalaissodassa, Jukka Rantala, 01.01.2008, Finland

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Haastattelu Opettaja-lehteen, Jukka Rantala, 30.04.2010, Finland

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#### **Patrik Scheinin ,**

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Luento TKK:lla, Patrik Scheinin, 17.04.2001 → 31.12.2011, Finland

Luento: Oppimaan oppiminen ja sen arviointi Helsingin kouluissa. Syksyn 2000 tutkimusten tuloseseminaari., Patrik Scheinin, 11.05.2001 → 31.12.2011, Finland

Pääluento: Yhteiset opinnot ammattitaidon tukena ja jatko-opintojen avaimena kehittämispäivät ammatillisen koulutuksen yhteisten opintojen opettajille/OH, Patrik Scheinin, 19.04.2001 → 31.12.2011, Finland

Symposiotyyppinen esitys/ Väestöntutkimuslaitos, Patrik Scheinin, 12.12.2001 → 31.12.2011, Finland

Talouselämä-lehti 3/2001: asiantuntijahaastattelu, Patrik Scheinin, 26.01.2001 → 31.12.2011, Finland

Affärer & forskning lehti, Patrik Scheinin, 01.01.2002 → 31.12.2011, Finland

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SAATA JA VAIHDA - peruskoulusta ammatilliseen oppilaitokseen Hämeen ammattikorkeakoulu, Ammatillinen opettajakorkeakoulu, Patrik Scheinin, 11.03.2004 → 31.12.2011, Finland

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

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

#### CEA/Hautamäki

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#### **Sirpa Tani ,**

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#### **Helena Thuneberg ,**

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#### **Mauri Åhlberg ,**

Helsingin yliopiston LUMA-viikon päätapahtuma, Mauri Åhlberg, 08.11.2005 → 31.12.2011, Finland

Skepsis ry:n yleisötilaisuus 4. 2. 2009. Tieteiden talo (Kirkkokatu 6) klo 18-20, Mauri Åhlberg, 04.02.2009 → 31.12.2011, Finland

#### **Participation in radio programme**

##### **Airi Hautamäki ,**

Radio programme, Airi Hautamäki, 11.09.2005, Finland

Intervnuad för programmet, "Inblick i vetenskap: Barns humor och program riktade till barn", Airi Hautamäki, 04.2006, Finland

Radio Vega: "Slaget efter 12", Airi Hautamäki, 03.2006, Finland

Interviewed for Radio Extrem: Varför vill man bli kändis?, Airi Hautamäki, 04.2007, Finland

Interviewed in the radio programme, "Nyfilen på - familjevåld", Airi Hautamäki, 22.09.2007, Finland

Debattör i "Slaget efter 12", Airi Hautamäki, 30.03.2009, Finland

Interviewed as expert for a radio programme on bullying at work, Airi Hautamäki, 22.09.2009, Finland

Intervju för programmet "Familjeliv", Airi Hautamäki, 04.12.2010, Finland

##### **Jukka Rantala ,**

Esiintyminen radio-ohjelmassa Kohti koulutusyhteiskuntaa, Jukka Rantala, 30.10.2006

Esiintyminen radio-ohjelmassa Ruotsista Venäjän kautta suomalaisiksi, Jukka Rantala, 21.01.2009, Finland

Esiintyminen radio-ohjelmassa Suomi talvisodassa, Jukka Rantala, 23.12.2009, Finland

Esiintyminen Ajantasa-ohjelmassa, Jukka Rantala, 09.08.2010, Finland

Esiintyminen radio-ohjelmassa Ylen aikainen, Jukka Rantala, 04.11.2010, Finland

##### **Helena Thuneberg ,**

1. Haastattelu ulkoisesta ja sisäisestä motivaatiosta koulujen alkaessa, Helena Thuneberg, 06.08.2007

#### **Participation in TV programme**

##### **Raii Hilden ,**

Svenska Handelshögskolan, Utbildning för svensklärare, Del 2: Undervisning och utvärdering Helsingfors, Hanken, Raii Hilden, 21.01.2009, Finland

##### **Jari Matti Juhani Lavonen ,**

Saksan television ohjelma Suomen PISA menestyksestä, Jari Matti Juhani Lavonen, 01.11.2005, Finland

Slovenian television pääuutislähetys, Jari Matti Juhani Lavonen, 05.05.2007 → ..., Finland

Interview by Shin Soyoun, National Korean Broadcasting Company, Jari Matti Juhani Lavonen, 09.09.2010, South Korea



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

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

CEA/Hautamäki

**Jukka Rantala ,**

Esiintyminen Aamutelevisiossa: Miten historian opetus on muuttunut, Jukka Rantala, 08.08.2006, Finland

Esiintyminen Yamagata Broadcasting Co. (Japanin television) ohjelmassa, Jukka Rantala, 04.11.2007, Japan

**Participation in interview for web based media**

**Airi Hautamäki ,**

Väestöliiton nettikolumni (The Family Federation´s web column) Pakina, Airi Hautamäki, 06.2006, Finland

**Jukka Rantala ,**

Haastattelu Helsingin yliopiston internet-sivujen ajankohtaista-sivustolle, Jukka Rantala, 08.04.2010, Finland

## **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.

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

**PUBLICATION DATA 2005-2010<sup>i</sup>**

**RC CEA / PI Hautamäki**

**Basic statistics**

Researcher Community: Centre for Educational Assessment (CEA)

Members: 34, with 8 Principal Investigators<sup>ii</sup>

Participation category: 5 (research of the community has a highly significant societal impact)

Main scientific field: Social sciences (educational sciences, mainly educational, developmental and social psychology, but also didactics and statistical methods)

Publication data entries into the UH Research Information System within the period 2005–2010: 471<sup>iii</sup>

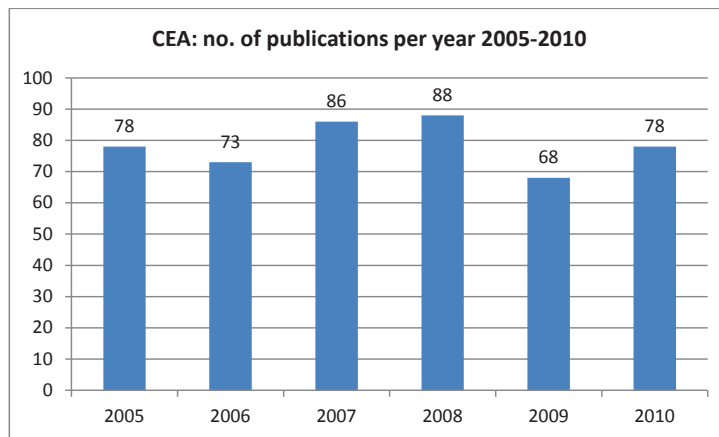


Fig. 1

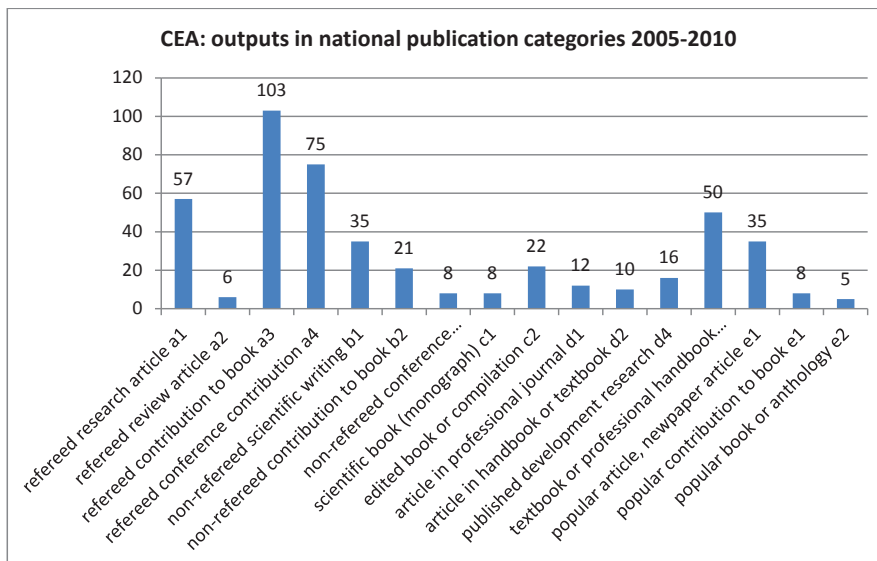


Fig. 2<sup>iv</sup>

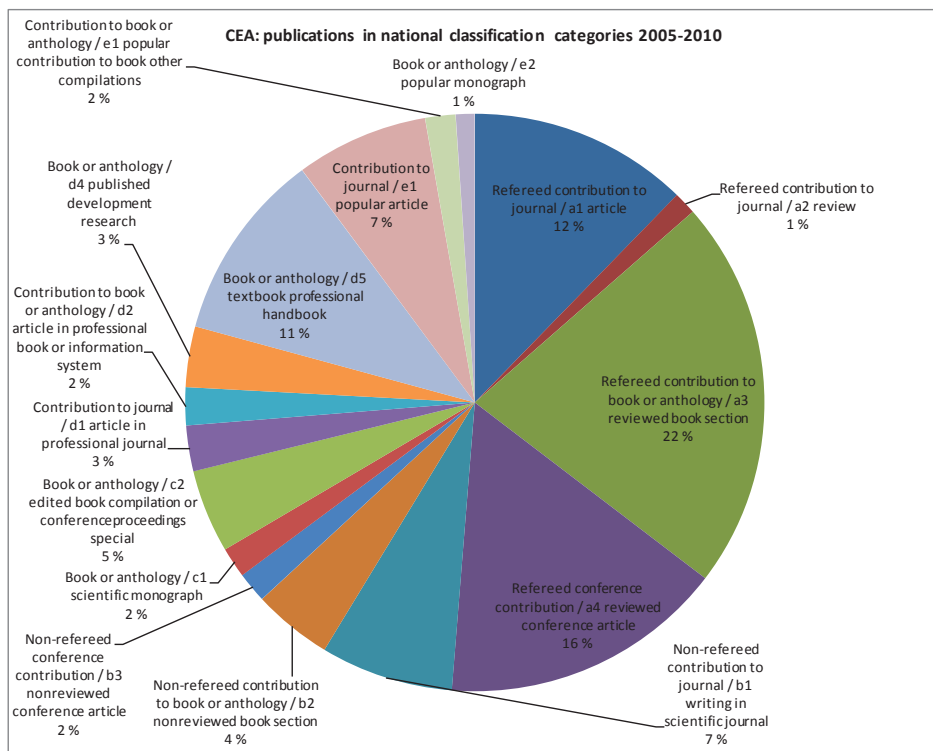


Fig. 3

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

Count of No. of authors	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
1	31	30	31	27	21	24	164
2	19	16	14	20	9	11	89
3	10	8	16	7	10	10	61
4	4	8	5	10	6	7	40
5	8	5	4	8	8	12	45
6	2	2	12	13	9	1	39
7		1		1	5	9	16
8	3	3	4				10
9						1	1
10	1			2			3
11						1	1
12						1	1
20						1	1
<b>Grand Total</b>	<b>78</b>	<b>73</b>	<b>86</b>	<b>88</b>	<b>68</b>	<b>78</b>	<b>471</b>

Table 1

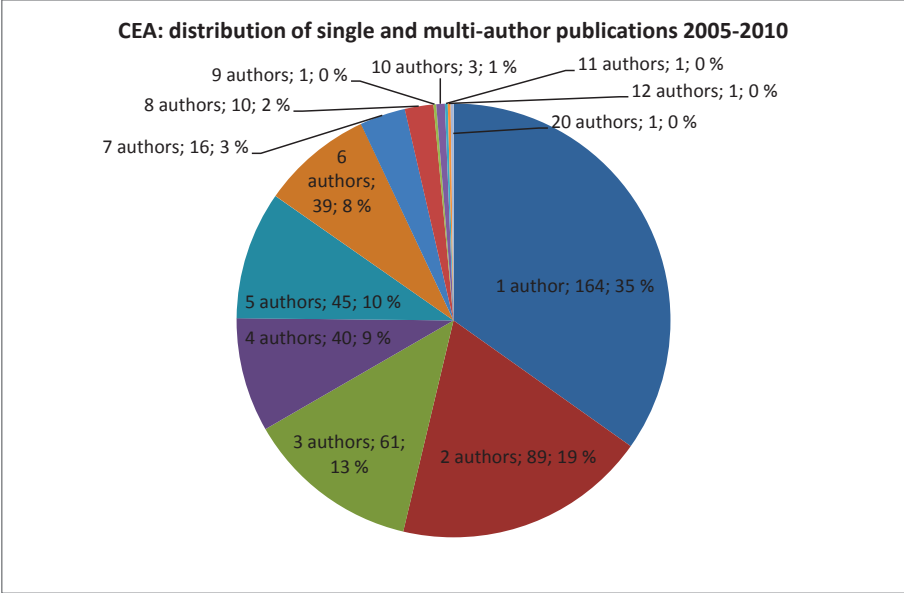


Fig. 4

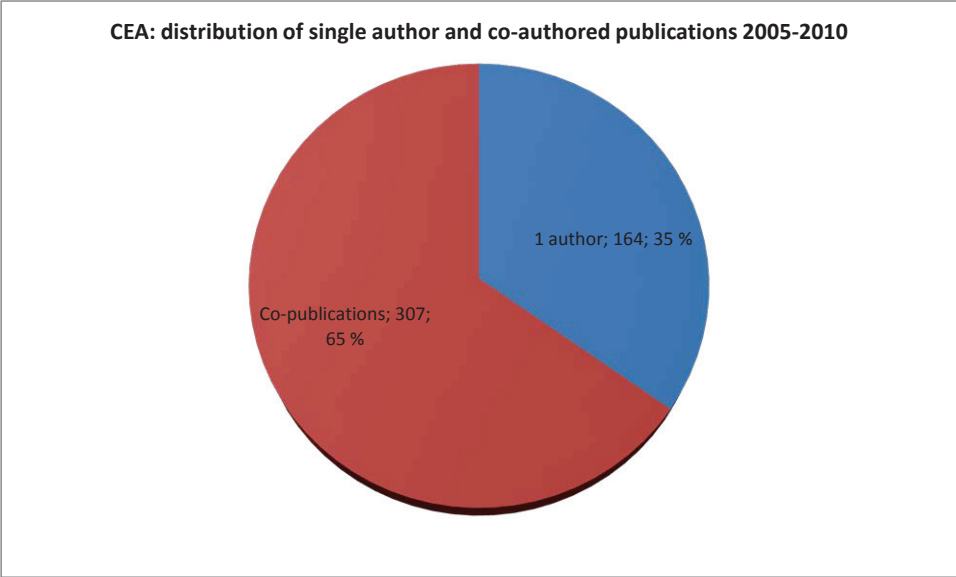


Fig. 5

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

Count of PURE 2005-2010 publication language	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
en_English	18	39	30	40	31	42	200
et_Estonian						1	1
fi_Finnish	59	33	54	42	37	33	258
hu_Hungarian	1						1
ja_Japanese				6			6
sv_Swedish		1	2			1	4
sl_Slovene						1	1
<b>Grand Total # of publications by year</b>	<b>78</b>	<b>73</b>	<b>86</b>	<b>88</b>	<b>68</b>	<b>78</b>	<b>471</b>

Table 2

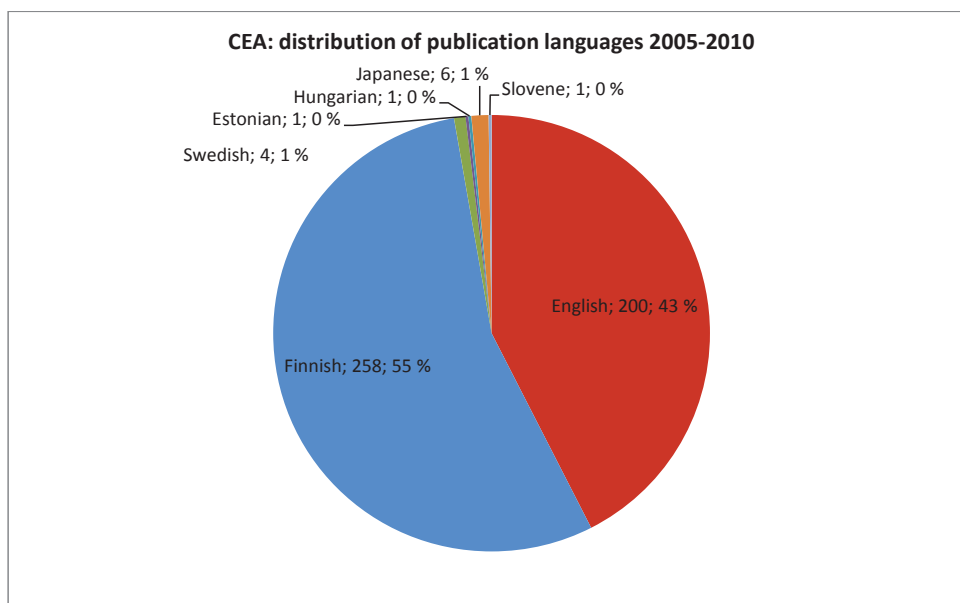


Fig. 6

### Number of articles in periodicals most frequently contributed by the members of CEA

Count / Bibtex_Rc::_Trim_Journal	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
Kasvatus & Aika [Online publication of the History of Education Network]			4	2	1	3	10
Natura: Biologian ja maantieteen opettajien liiton julkaisu	3	1	1	1	2		8
Helsingin Sanomat [National newspaper]	3		1	2		1	7
Psykologia [Journal of the Finnish Psychological Society]			1	1	2	3	7
Didacta Varia / Dept. of Teacher Education, Univ. of Helsinki	3		2	1			6
Dimensio: matemaattis-luonnontieteellinen aikakauslehti	3	2		1			6
Ympäristökasvatus	2	2	1	1			6
Kasvatus [The Finnish Journal of Education / FERA]	1	1	1	1	1		5
Terra [Geographical Journal / Geographical Society of Finland]	2	1		1	1		5
Historiallinen Aikakauskirja [Historical Journal / Finnish Historical Society]		1	1			2	4
NorDiNa: Nordic Studies in Science Education	1	1		1	1		4
Scandinavian Journal of Educational Research	1	1	1				3
Alue ja ympäristö / Society for Regional and Environmental Studies			1		1		2
Clinical Child Psychology and Psychiatry						2	2
Eurasia Journal of Mathematics, Science & Technology Education					2		2
Hiidenkivi / Finnish Literature Soc., Res. Inst. for the Languages of Finland		1			1		2
Problems of Education in the 21st Century				1		1	2
Reflecting Education			2				2
Scandinavian Journal of Psychology		1				1	2
Technology, Pedagogy and Education		2					2
Yliopisto: Helsingin yliopiston tiedelehti / Univ. of Helsinki	2						2

Table 3

Table 3 shows the 21 periodicals, i.e., journals, newspapers and magazines, which have published CEA authored contributions more than once over the six-year-period of 2005–2010.<sup>v</sup> Over the period, CEA members have used altogether 77 periodicals as their publication channels.

Only publications in journal contribution categories were taken into account in this calculation, i.e.,

- refereed contribution to journal / a1 article
- refereed contribution to journal / a2 review
- 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 CEA in 2005–2010: 143.<sup>vi</sup>

While nearly three-quarters (55/77) of the periodicals have published CEA authored contributions only once, do the repeatedly contributed periodicals account for larger percentage of CEA's published articles (89; 62%).

All CEA contributed journals are listed in Table 7, p. 13–14.

### 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 scientific publication channels (Level 1) and highly prestigious publication channels (Level 2).

PUBLICATIONS in UHR AUTHORIZED PUBLICATION CHANNELS UHR LEVEL (1, 2) / JOURNAL TITLE	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
<b>Level 1 Ordinary publication channels</b>	<b>1</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>38</b>
British Journal of Educational Psychology				1			1
British Journal of Educational Technology						1	1
Children's Geographies						1	1
Citizenship, Social and Economics Education					1		1
Clinical Child Psychology and Psychiatry						2	2
Eurasia Journal of Mathematics, Science and Technology Education						2	2
European Journal of Developmental Psychology						1	1
High Ability Studies			1				1
Historiallinen Aikakauskirja [Finnish Historical Journal]			1	1		2	4
International Journal of Science and Mathematics Education						1	1
International Journal of Web Based Communities			1				1
International Research in Geographical and Environmental Education				1			1
Journal of Baltic Science Education					1		1
Journal of Biological Education			1				2
Learning and individual differences						1	1
NorDiNa : Nordic Studies in Science Education	1	1		1	1		4
Problems of Education in the 21st Century					1	1	2
Psychologist (Leicester)				1			1
Reflecting Education				2			2
Scandinavian Economic History Review			1				1
Scandinavian Journal of Psychology			1			1	2
Science Education Review					1		1
Social Science Research			1				1
Teachers College Record			1				1
Technology, Pedagogy and Education			2				2
Zeitschrift für pädagogische Psychologie				1			1
<b>Level 2 Highly prestigious publication channels</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>13</b>
British Educational Research Journal						1	1
Educational psychology review			1				1
European Journal of Special Needs Education	1						1
European Journal of Teacher Education			1				1
Journal of Epidemiology and Community Health	1						1
Journal of Research in Science Teaching						1	1
Learning and instruction					1		1
NeuroImage						1	1
Scandinavian Journal of Educational Research	1	1	1				3
Teachers and Teaching: theory and practice						1	1
Women's Studies: International Forum	1						1
<b>Grand Total # of contributions to UHR classified publication channels</b>	<b>5</b>	<b>14</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>51</b>

Table 4

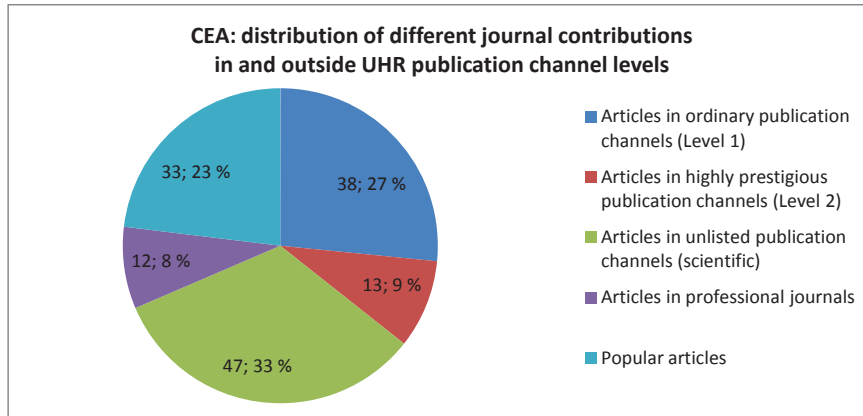


Fig. 7

Only publications in journal contribution categories were taken into account in the calculation, i.e. ,

- refereed contribution to journal / a1 article
- refereed contribution to journal / a2 review
- 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 CEA in 2005–2010: 143.

In Figure 7, “unlisted publication channels” are 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”, i.e., as local scientific periodicals or popular science magazines. Among CEA’s publication channels there are no journals verified by UHR as “other”.

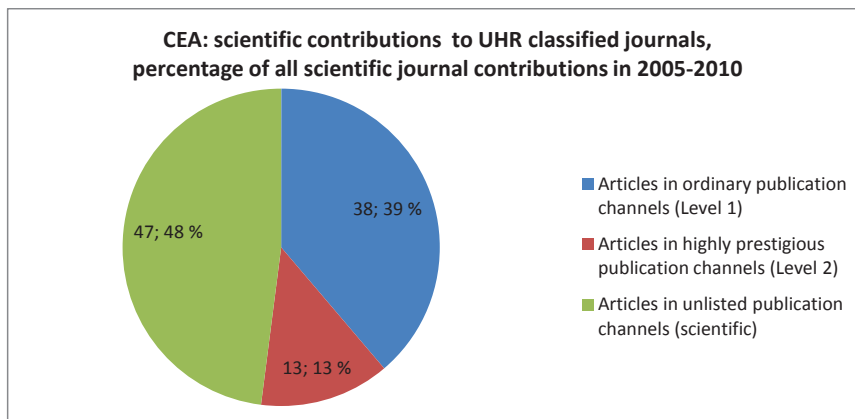


Fig. 8

Only publications in scientific journal contribution categories have been taken into account, i.e., refereed contribution to journal (a1), refereed contribution to journal (a2), and non-refereed contribution to journal (b1). Total amount of scientific journal contributions by the members of CEA in 2005–2010: 98 (account for 69% of all journal contributions).



## 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.

CONTRIBUTIONS TO JOURNALS with ERIH CAT ERIH CAT (A, B, C) / JOURNALS	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
<b>A (INT1)</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>		<b>10</b>
British Educational Research Journal					1		1
British Journal of Educational Psychology				1			1
Journal of Research in Science Teaching					1		1
Learning and Instruction				1			1
Scandinavian Economic History Review		1					1
Teachers and Teaching					1		1
Technology, Pedagogy and Education		2					2
Women's Studies International Forum	1						1
Zeitschrift für Pädagogische Psychologie			1				1
<b>B (INT2)</b>	<b>2</b>	<b>7</b>	<b>2</b>			<b>6</b>	<b>17</b>
British Journal of Educational Technology						1	1
Educational Psychology Review			1				1
European journal of special needs education	1						1
European Journal of Teacher Education			1				1
High Ability Studies			1				1
Historiallinen Aikakauskirja [Finnish Historical Journal]		1	1			2	4
International Journal of Science and Mathematics Education						1	1
Learning and Individual Differences						1	1
Scandinavian Journal of Educational Research	1	1	1				3
Scandinavian Journal of Psychology			1			1	2
Teachers College Record			1				1
<b>C (NAT)</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>11</b>
Clinical Child Psychology and Psychiatry						2	2
European Journal of Developmental Psychology						1	1
Journal of Biological Education			1				1
Kasvatus [The Finnish Journal of Education]	1	1	1	1	1		5
Pedagógusképzés		1					1
Psychologist				1			1
<b>Grand Total # of contributions to ERIH classified journals by year, in total</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>38</b>

Table 5

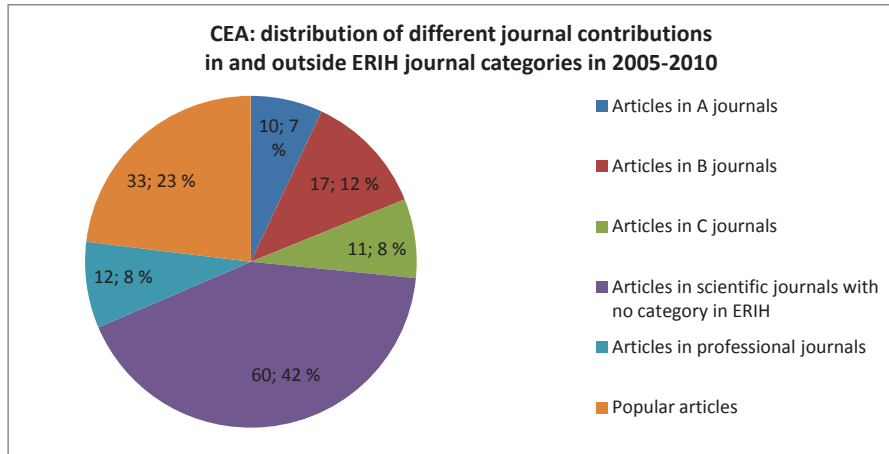


Fig. 9

Only publications in journal contribution categories were taken into account in the calculation, i.e.,

- refereed contribution to journal / a1 article
- refereed contribution to journal / a2 review
- 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 CEA in 2005–2010: 143.

It should be noted that 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, and most of the 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.

Recent revision of ERIH caused some minor changes to the categories of CEA contributed journals:

	ERIH 2007 Initial List	ERIH 2011 Revised List
<i>British Journal of Educational Technology</i>	B	INT1
<i>Zeitschrift für Pädagogische Psychologie</i>	A	NAT

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.

Consequently, compared to the ERIH 2007 Initial List, the number of CEA articles in INT2 (B) journal category has decreased from 18 to 17, while the number of articles in NAT (C) journals has increased from 10 to 11.

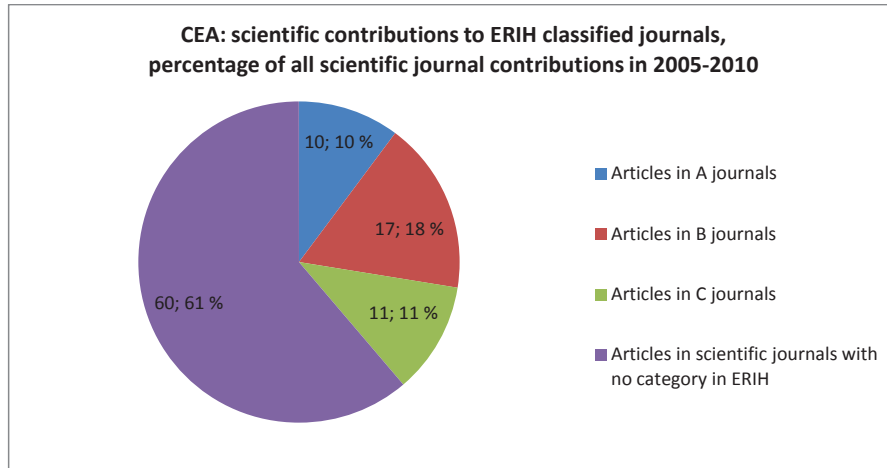


Fig. 10

Only publications in scientific journal contribution categories were taken into account in this calculation, i.e.,

- refereed contribution to journal / a1 article
- refereed contribution to journal / a2 review
- non-refereed contribution to journal / b1 writing in scientific journal.

Total amount of scientific journal contributions by the members of CEA in 2005–2010: 98 (account for 69% of all journal contributions).

#### 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.

PUBLISHING in ERA TIER JOURNALS ERA TIER (A*/A/B/C) / JOURNAL TITLE	YEAR						Grand Total
	2005	2006	2007	2008	2009	2010	
<b>A*</b>					2		2
British Educational Research Journal					1		1
Journal of Research in Science Teaching					1		1
<b>A</b>	2	2		1	1	3	9
British Journal of Educational Technology						1	1
Educational Psychology Review		1					1
International Journal of Science and Mathematics Education						1	1
Journal of Epidemiology and Community Health	1						1
Learning and Instruction				1			1
Neuroimage						1	1
Teachers and Teaching					1		1
Teachers College Record		1					2
Women's Studies International Forum	1						2
<b>B</b>	2	8	3	2		4	19
British Journal of Educational Psychology				1			1
European Journal of Special Needs Education	1						1
European Journal of Teacher Education		1					1
Historiallinen aikakauskirja [Finnish Historical Journal]		1	1			2	4
High Ability Studies		1					1
International Research in Geographical and Environmental Education			1				1
Journal of Biological Education		1					2
Learning and Individual Differences						1	1
Scandinavian Journal of Educational Research	1	1	1				3
Scandinavian Journal of Psychology		1				1	2
Science Education Review				1			1
Technology Pedagogy and Education		2					2
<b>C</b>		3	2	2	1	5	13
Children's Geographies						1	1
Clinical Child Psychology and Psychiatry						2	2
European Journal of Developmental Psychology						1	1
International Journal of Web Based Communities		1					1
Journal of Baltic Science Education				1			1
Melbourne Papers in Language Testing					1		1
Problems of Education in the 21st Century				1		1	2
Psychologist			1				1
Scandinavian Economic History Review		1					1
Science Education International		1					1
Zeitschrift fur Padagogische Psychologie			1				1
<b>Grand Total # of contributions to ERA classified journals by year and in total</b>	<b>4</b>	<b>13</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>12</b>	<b>43</b>

Table 6

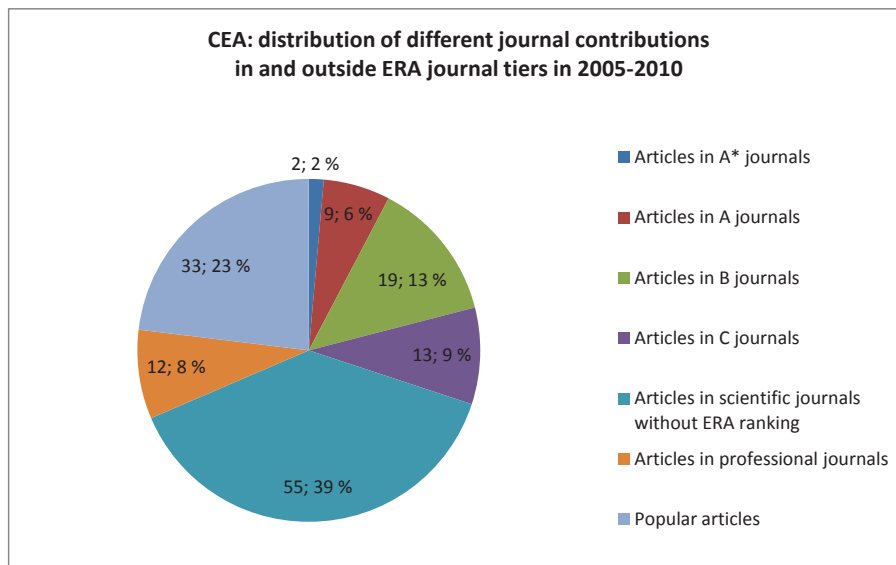


Fig. 11

Only publications in journal contribution categories (a1, a2, b1, d1, e1) were taken into account in the calculation. Total amount of journal contributions by the members of CEA in 2005–2010: 143.

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. In order to distinguish core publications to different fields of research (FoR) and to derive citation benchmarks, The Australian Research Council (ARC) has consulted Scopus based citation analysis services.

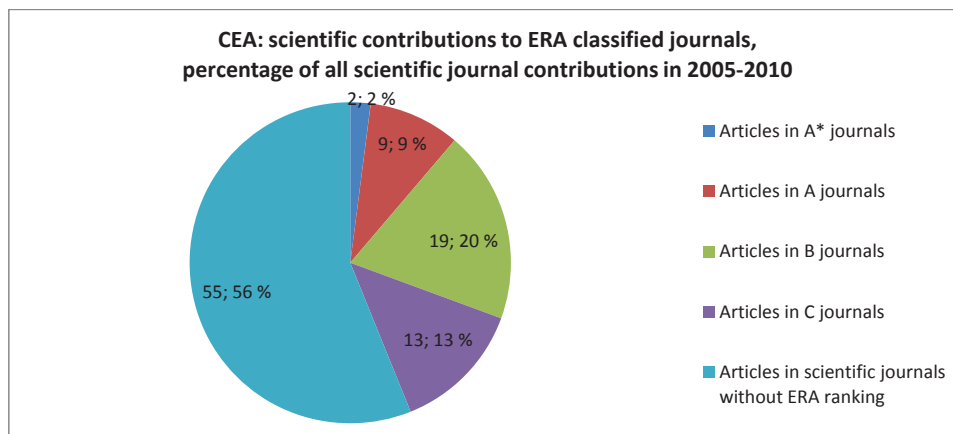


Fig. 12

Only publications in scientific journal contribution categories (a1, a2, b1) were taken into account in the calculation. Total amount of scientific journal contributions by the members of CEA in 2005–2010: 98 (69% of all journal contributions).

## Summary of classifications of periodicals contributed by CEA

Journal	Norway Journal Level	Australia ERA Journal Rank	ERIH Gender Studies	ERIH History 2007	ERIH Pedagogy & Education	ERIH Psychoogy
Alue ja ympäristö						
Arkhimedes						
Aseman lapset						
British Educational Research Journal	2	A*			A	B
British Journal of Educational Psychology	1	B			A	B
British Journal of Educational Technology	1	A			B	
Children's Geographies	1	C				
Citizenship, social and economics education	1					
Clinical Child Psychology and Psychiatry	1	C				C
Comparative and international education review						
Didacta Varia						
Dimensio						
DMM news						
Educational Psychology Review	2	A			B	A
Educator						
Etusivu: opetusministeriön verkkolehti.						
Eurasia Journal of Mathematics, Science & Technology Education	1					
European Journal of Developmental Psychology	1	C				C
European journal of special needs education.	2	B			B	
European Journal of Teacher Education	2	B			B	
Giornale di Fisica						
Helsingin Sanomat						
High Ability Studies	1	B			B	C
Hiidenkivi						
HisNet						
Historiallinen Aikakauskirja	1	B		B		
Hufvudstadsbladet						
I-manager's journal on school educational technology.						
International Journal of Science and Mathematics Education	1	A				
International Journal of Web Based Communities	1	C				
International Research in Geographical and Environmental Education	1	B				
Journal of Baltic Science Education	1	C				
Journal of Biological Education	1	B			B	
Journal of Epidemiology & Community Health	2	A				A
Journal of Research in Science Teaching	2	A*			A	
Kasvatus					C	
Kasvatus & Aika						
Kielikello						
Kleio						

Journal	Norway Journal Level	Australia ERA Journal Rank	ERH Gender Studies	ERH History 2007	ERH Pedagogy & Education	ERH Psychoogy
Kommentti : nuorisotutkimuksen verkkokanava						
Kuntapuntari						
Learning and Individual Differences	1	B			B	A
Learning and Instruction	2	A			A	A
Luokanopettaja : Luokanopettajaliiton tiedotuslehti.						
Melbourne papers in language testing		C				
Natura						
NeuroImage	2	A				
Newsletter of the East-Asian Association for Science Education						
NorDiNa	1					
Opettaja						
Pedagógusképzés					C	
Problems of Education in the 21st Century		C				
Psychologist	1	C				C
Psykologi						
Psykologia						
Reflecting Education						
Scandinavian Economic History Review	1	C		A		
Scandinavian Journal of Educational Research	2	B			B	
Scandinavian Journal of Psychology	1	B				B
Science education international		C			B	
Science education review	1	B				
Soc & kom informerar						
Social Science Research	1					
Teachers and Teaching	2	A			A	
Teachers College Record	1	A			B	
Technology, Pedagogy and Education	1	B			A	
Tempus						
Terra						
Themes in science and technology education.						
Virke : äidinkielenopettajain liiton jäsenlehti.						
Women's Studies International Forum	2	A	A			
Vzgoja in izobraževanje						
Väestöliitto: Kuukauden kolumni						
Yhdyskuntasuunnittelu						
Yliopisto : Helsingin yliopiston tiedelehti						
Ympäristökasvatus						
Zeitschrift fuer Paedagogische Psychologie	1	C			A	B

Table 7

### Contributions to conference publications 2005–2010

As can be seen from Fig. 3 (p. 2), articles in conference proceedings account for 18% of all CEA authored publications. The total amount of conference contribution entries in the primary CEA publication data is 84. During closer investigation, one duplicate was detected.

Since the ERA initiative does not rank conferences in the field of educational sciences, there are no ready-made scientometrical indices available for evaluating the quality of CEA's conference contributions.

On the CEA publication list, only one international conference has an ERA ranking, namely IFIP World Computer Congress (WCC), which has been ranked in tier C.

### UHR authorized publishers of CEA books and book contributions 2005–2010

UHR Publisher Level UHR LEVELS (1,2, other) / PUBLISHER	Year						Grand Total
	2005	2006	2007	2008	2009	2010	
<b>Level 1 Ordinary scientific publisher</b>	<b>14</b>	<b>3</b>	<b>26</b>	<b>9</b>	<b>13</b>	<b>12</b>	<b>77</b>
Cambridge Scholars (UK)					1		1
Elsevier (Netherlands)						1	1
Gaudeamus (Finland)	1						1
Information Science Reference (USA)						2	2
Nordic Council of Ministers (Denmark)					4		4
Oulu University Press	1						1
Peter Lang (Germany)	1		2				3
Sense Publishers (Netherlands)			8		1		9
Finnish Literature Society			3				3
Vastapaino (Finland)	1					1	2
WSOY (Finland)	10	3	5	1			19
WSOY Oppimateriaalit (–2009)			8	8	3		19
WSOYpro (2009–) <sup>vii</sup>					4	8	12
<b>Level 2 Highly prestigious scientific publisher</b>			<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>8</b>
Ashgate (UK)					1		1
De Gruyter (Germany)						1	1
Lit Verlag (Germany)			2				2
Oxford University Press						1	1
University of Edinburgh				3			3
<b>other</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>24</b>
Helsinki University Press	1	1					2
IHMC, Tallinn University & University of Helsinki				3			3
Minerva Kustannus (Finland)	1						1
Otava (Finland)		2		1	1		4
Palmenia Centre for Continuing Education (Finland)				2			2
University of Helsinki		2				1	3
Univ. of Helsinki, Dept. of Applied Sciences of Education		2	1	1			4
Univ. of Helsinki, Dept. of Geosciences and Geography						2	2
University of Helsinki, Faculty of Behavioural Sciences			3				3

Table 8a



<b>UHR LEVEL (unlisted) / PUBLISHER</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Grand Total</b>
<b>unlisted</b>	<b>21</b>	<b>19</b>	<b>13</b>	<b>31</b>	<b>15</b>	<b>19</b>	<b>118</b>
Association Finlandaise de Linguistique Appliquée AFinLA				1			1
Association for Childhood Education International (USA)						1	1
Association for Speech and Language Research (Finland)				1			1
Centre for Educational Assessment (Finland)	1	1					2
CERN (Switzerland)				1			1
City of Helsinki Urban Facts				1			1
Ebeneser Foundation (Finland)			3				3
Economic Information Office (Finland)					4		4
Federation of Finnish Technology Industries	3						3
Finnish Children and Youth Foundation	1						1
Finnish Educational Research Association (FERA)		7	1	3		8	19
Finnish National Board of Education	5	1	1	2	1		10
Finnish National Opera			1				1
Finnish Society for Labour History						1	1
Finnish Society for the History of Education			1		1	1	3
Finnish Youth Research Society	1						1
Firenze University Press	1						1
Geographic Education Society of Japan					2		2
Ministry of Education (Finland)		3	1	15	2		21
National-Level Coordination Project of Degree Programme Development in Teacher Training and the Sciences of Education VOKKE (Finland)		1	1				2
NSTApres, National Science Teachers Association (USA)					1		1
Nuorisotutkimuksen yliopistoverkosto YUNET (Finland)		1					1
Opetus-, kasvatusta- ja koulutusalojen säätiö OKKA				1			1
Orimattila Town Library			2				2
Plovdiv University Press Paisii Hilendarski (Bulgaria)						5	5
PS-kustannus (Finland)	4		1			2	7
Sakurai Shoten (Japan)				6			6
UNIpress (Finland)				1			1
University of Helsinki, Research Centre for Social Studies Education	2	4			2		8
University of Joensuu, Faculty of Education	2						2
University of Tallinn						1	1
University of Turku	1						1
University of Turku, Faculty of Education					2		2
Univerza v Ljubljani, Pedagoška fakulteta		1					1
<b>Grand Total</b>	<b>37</b>	<b>29</b>	<b>45</b>	<b>50</b>	<b>30</b>	<b>36</b>	<b>227</b>

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, CEA members have used 61 different publishers as publication channels for their monographs.

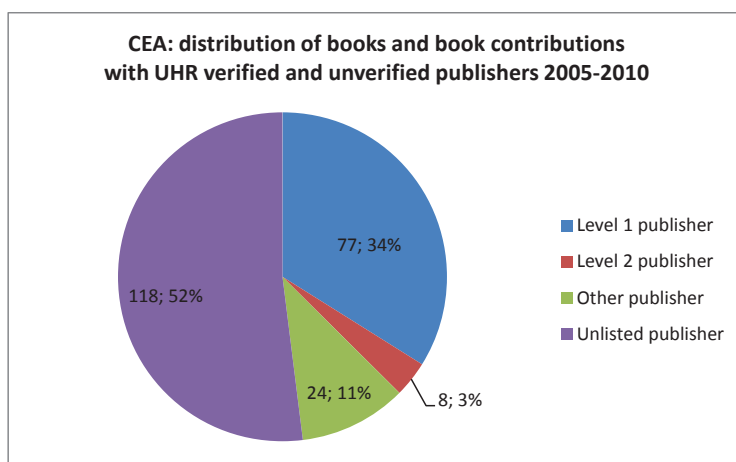


Fig. 13

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

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
Ministry of Education	20		1					21	
Finnish Educational Research Association	16	1		1			1	19	
WSOY	2			1	3	13		19	
WSOY Oppimateriaalit			1			18		19	
WSOYpro						12		12	
Finnish National Board of Education	1		1	1			2	5	
Sense Publishers	6	2		1				9	
University of Helsinki, Research Centre for Social Studies Education		3		3	1	1		8	
PS-kustannus	4	1		2				7	

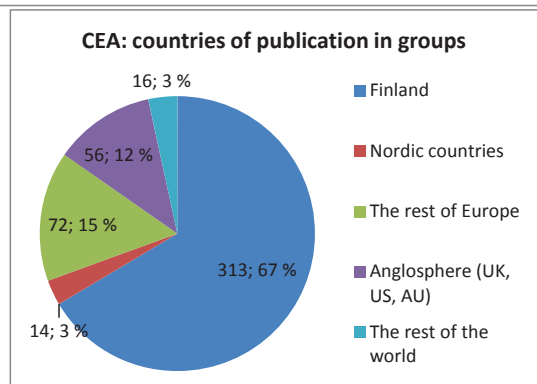
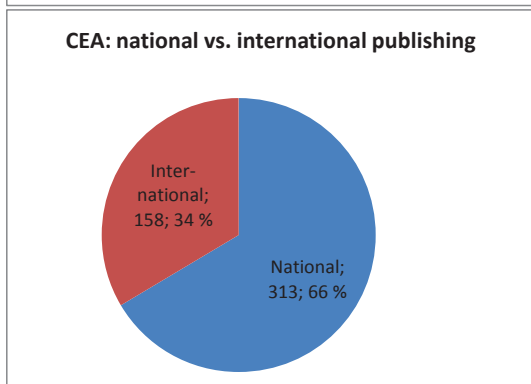
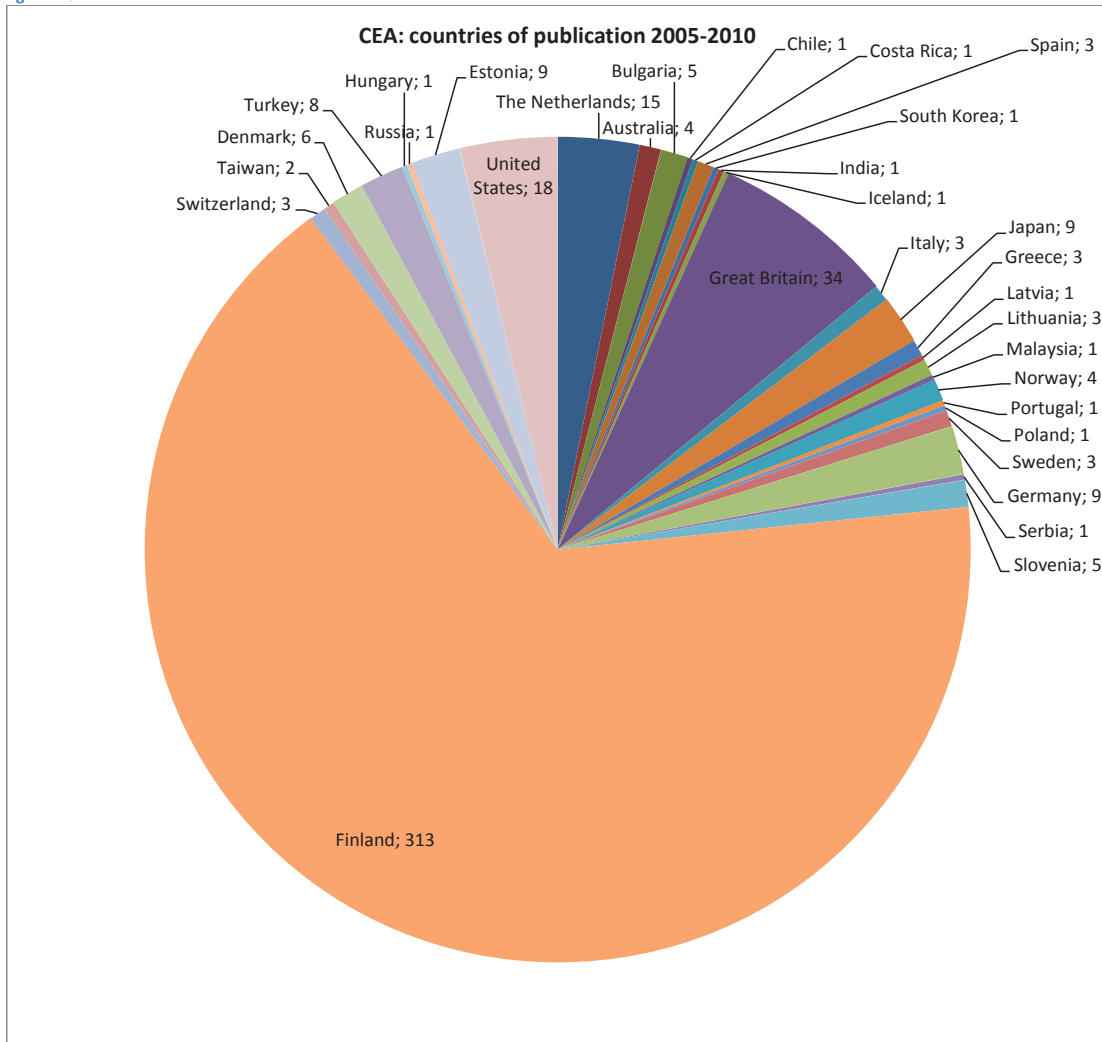


Publisher	a3 reviewed contribution to book	b2 nonreviewed contribution to book	c1 scientific monograph	c2 edited book or compilation	d2 article in professional book	d5 textbook or professional handbook	e1 popular contribution to book	e2 popular monograph	Total of book publications per publisher
Association for Childhood Education International	1								1
Association for Speech and Language Research	1								1
Cambridge Scholars	1								1
CERN			1						1
City of Helsinki Urban Facts			1						1
De Gruyter		1							1
Elsevier	1								1
Finnish Children and Youth Foundation					1				1
Finnish National Opera					1				1
Finnish Society for Labour History			1						1
Finnish Youth Research Society	1								1
Firenze University Press	1								1
Gaudeamus	1								1
History of Education Network					1				1
Minerva Kustannus			1						1
NSTApres, National Science Teachers Association	1								1
Nuorisotutkimuksen yliopistoverkosto YUNET	1								1
OKKA-säätiö	1								1
Oulu University Press	1								1
Oxford University Press	1								1
UNIPress	1								1
University of Helsinki, Faculty of Behavioural Sciences		1							1
University of Tallinn	1								1
University of Turku	1								1
Univerza v Ljubljani, Pedagoska fakulteta	1								1
Valtakunnallinen opettajankoulutuksen ja kasvatustieteiden tutkintojen kehittämisprojekti				1					1
<b>Grand Total</b>	<b>103</b>	<b>21</b>	<b>8</b>	<b>22</b>	<b>10</b>	<b>50</b>	<b>8</b>	<b>5</b>	<b>227</b>

Table 9

Some additional bibliometric measures

Fig. 14-16



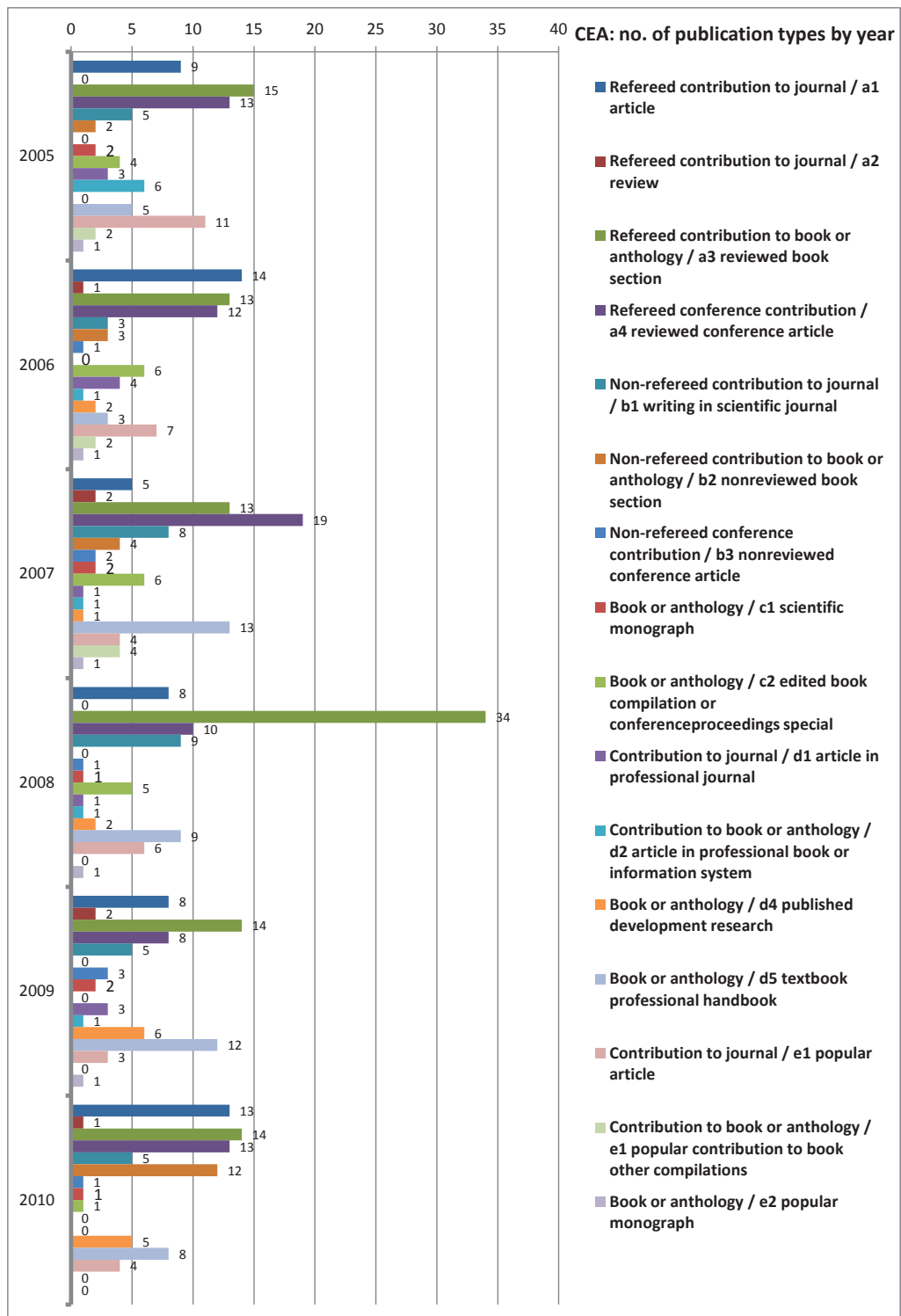


Fig. 17

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<sup>i</sup> 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 this analysis: P. Kaihoja, Librarian, City Centre Campus Library / Behavioural Sciences,

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- Sirpa Tani, Prof., Geography and Environmental Education

- Mauri Ählberg, Prof., Biology and Sustainability Education

The Institute of Behavioural Sciences, Educational Sciences

- Patrik Scheinin, Prof., Dean of the Faculty of Behavioural Sciences.

<sup>iii</sup> Closer investigation revealed six double records in the CEA dataset, which reduced the total of CEA publication records from 477 to 471. The duplicate records related to 3 refereed research articles (a1, 2005, 2006 and 2008), to a non-refereed scientific journal writing (b1, 2006), a conference book editioning (c2, 2006), and a refereed conference contribution (a4, 2010).

<sup>iv</sup> The national categories for publication types have been defined by the Ministry of Education and Culture of Finland.

<sup>v</sup> 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).

<sup>vi</sup> At the final stage of data analysis it was discovered under closer scrutiny that two pieces of journal contribution metadata had been submitted incorrectly, using content type template for popular journal article (e1) instead of the more accurate template type for popular book contributions (e1). Together with the earlier duplicate removal, this means decrease in the total amount of CEA's journal contributions, from the primary amount of 149 to 143. The re-examined pieces of journal contribution metadata were included in the analysis of CEA book contribution publishers (Table 8a–b, pp. 15–16).

<sup>vii</sup> WSOYPro, formerly known as WSOY Oppimateriaalit, is a sister publishing house of WSOY, specializing in textbooks and professional handbooks.





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