RC-Specific Evaluation of Interaction – Language and Social Interaction

Seppo Saari & Antti Moilanen (Eds.)
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI 2005–2010

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### Summary:
Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate. Evaluation of the Researcher Community was based on the answers to the evaluation questions. In addition a list of publications and other activities were provided by the TUHAT system. The CWTS/Leiden University conducted analyses for 80 RCs and the Helsinki University Library for 66 RCs. Panelists, 49 and two special experts in five panels evaluated all the evaluation material as a whole and discussed the feedback for RC-specific reports in the panel meetings in Helsinki. The main part of this report is consisted of the feedback which is published as such in the report.

Chapters in the report:  
1. Background for the evaluation  
2. Evaluation feedback for the Researcher Community  
3. List of publications  
4. List of activities  
5. Bibliometric analyses  

The level of the RCs’ success can be concluded from the written feedback together with the numeric evaluation of four evaluation questions and the category fitness. More conclusions of the success can be drawn based on the University-level report.

### RC-specific information:

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<th>Humanities</th>
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<tbody>
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<td><strong>Participation category:</strong></td>
<td>1. Research of the participating community represents the international cutting edge in its field</td>
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<tr>
<td><strong>RC's responsible person:</strong></td>
<td>Klippi, Anu</td>
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### Keywords:
- Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community
- conversation analysis, intersubjectivity, multimodality, grammar, prosody, institutional interaction, Finnish language, Scandinavian languages, emotion, technology, learning in interaction, language acquisition, communication disorders, interactional linguistics
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Foreword

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

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

This evaluation enabled researchers to define RCs from the “bottom up” and across disciplines. The aim of the evaluation was not to assess individual performance but a community with shared aims and researcher-training activities. The RCs were able to choose among five different categories that characterised the status and main aims of their research. The steering group considered the process of applying to participate in the evaluation to be important, which lead 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. They all represent the University of Helsinki.

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, MScSc Jussi Vauhkonen
Panel members

CHAIR
Professor Wim van den Doel
Contemporary history, history of European relations with the world beyond Europe
Leiden University, the Netherlands

VICE-CHAIR
Professor Kerstin Jonasson
Romance languages, linguistics
Uppsala University, Sweden

Professor Regina Bendix
European ethnology, scientific history of ethnography, folklore
University of Göttingen, Germany

Professor Paul Cobley
History, American studies, communication, semiotics
London Metropolitan University, Great Britain

Professor Troels Engberg-Pedersen
Theology, early Christian thought, ancient philosophy
University of Copenhagen, Denmark

Professor Erhard Hinrichs
Linguistics, language technology, infrastructures
Eberhard Karls Universität Tübingen, Germany

Professor Jutta Scherrer
Intellectual and cultural history of Russia, history of ideologies
L'École des hautes études en sciences sociales (EHESS), France

Professor Klaus Tanner
Theology, ethics
University of Heidelberg, Germany

Professor Pauline von Bonsdorff
Aesthetics, art education
University of Jyväskylä, 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 the members from the other panels.

Experts from the Other Panels
Professor Caitlin Buck, from the Panel of Natural Sciences
Professor Allen Ketcham, from the Panel of Social Sciences
Professor Erno Lehtinen, from the Panel of Social Sciences
Professor Jan van Leeuwen, from the Panel of Natural Sciences

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1 Professor Engberg-Pedersen contributed in the report writing although was not able to take part in the meetings in Helsinki.
2 Professor Tanner was involved in the discussions in Helsinki, but not in the pre-work and writing of the reports.
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 Mollanen, 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 Ekebom, 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 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.
- 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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3 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.

4 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\(^5\) compilations on publications and other scientific activities\(^6\)
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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\(^5\) TUHAT (acronym) of Research Information System (RIS) of the University of Helsinki

\(^6\) 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
   - Identification of the ways to strengthen the societal impact of the RC’s research and 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
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 very 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)**

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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7 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
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 RC uses conversational analysis as a common framework of investigation. This shared methodology provides cohesion and a common “language” for scientific discourse. Key structural measures in the form of new hires (Prof. Elizabeth Couper-Kuhlen) have been taken to strengthen the research area of language and social interaction.

The bibliometric record shows that appr. ¾ of all journal articles published by members of this RC have appeared in ranked/tiered journals. About thirty percent of the journal publications are written in English.

PhD students are provided funding opportunities and the opportunities for participation in research projects. This adds to the attractiveness of this RC.

Areas of development
The funding application for a Center of Excellence “Intersubjectivity in Interaction” is an appropriate measure for strengthening this RC.

Recommendations: Despite an understandable focus on the languages spoken in Finland, the percentage of publications written in English should be increased in order to enhance the international visibility of this RC – especially since many of the theoretical issues of language and social interaction cut across individual languages or benefit from a cross-linguistic perspective.

Numeric evaluation: 4 (Excellent)

2.2 Practises and quality of doctoral training

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

ASPECTS: Processes and good practices related to leadership and management

Strengths
The apprenticeship model of PhD education is particularly well-suited for the CA framework used in this RC. There are excellent research ties with other international centers.
**Recommendations**

While it is undoubtedly important to disseminate research results of this RC in Finnish and Swedish in order to increase societal impact, the publication practices of PhD theses in Finnish and Swedish may be worth reconsidering to order to increase the international visibility and impact of the PhD theses written in this RC. Senior researchers should be given opportunities (e.g. in the form of release time from other duties) to prepare grant proposals that would provide them with research time over several years and would at the same time provide funding for doctoral and postdoctoral researchers.

Considering the increased level of staffing over the past five years, the number of completed PhD dissertations should be increased compared to the last assessment period.

**Numeric evaluation: 4 (Excellent)**

**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 senior members of the RC are active in addressing societal issues related to the research themes of this RC. Providing and increasing consulting services for medical and therapeutic consultation are highly appropriate measures already undertaken by members of this RC.

**Numeric evaluation: 4 (Excellent)**

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

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

**ASPECTS:** Scientific quality, national and international collaboration

Strengths

The research connections at the national level (LANGNET) and at the international level (especially with CA centers) are excellent.

**Numeric evaluation: 5 (Outstanding)**

**2.5 Operational conditions**

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

**ASPECTS:** Processes and good practices related to leadership and management
**Strengths**

This is an RC with significant staffing at various seniority levels. This is in keeping with the broad scope of the RC’s research agenda.

**Recommendations**

The concerns of the RC members about ensuring adequate time for research seem well-founded and should be addressed at the faculty and university level.

Since data collection is an important aspect of the RC’s research agenda, cooperation with infrastructures such as BAULT are advisable.

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**2.6 Leadership and management in the researcher community**

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

**ASPECTS: Processes and good practices related to leadership and management**

**Strengths**

Given the size of this RC, internal governance and interfacing with externally-funded projects and national initiatives are crucial. The RC has given these aspects proper attention and seems to have found a good governance structure.

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**2.7 External competitive funding of the RC**

- The RCs were asked to provide information of such external competitive funding, where:
  1. the funding decisions have been made during 1.1.2005–31.12.2010, and
  2. the administrator of the funding is/has been the University of Helsinki

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

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

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

**Strengths**

The RC has a good track record of seeking and securing outside funding.

Areas of development: Given the topic of this RC and its excellent international contacts, seeking funding from the EC in the form of International M.A. or PhD programs (Erasmus Mundus Program or Marie-Curie Early Training Networks) would be an appropriate measure to further strengthen the international visibility of this RC and to secure funding for graduate students.
2.8 The RC’s strategic action plan for 2011–2013

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

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

The RC has very clear and very convincing plans for solidifying and extending its current research agenda. The senior members of the RC are active in addressing societal issues related to the research themes of this RC. Providing and increasing consulting services for medical and therapeutic consultation are highly appropriate measures already undertaken by members of this RC.

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

The RC’s fitness to the chosen participation category.

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

Participation category 1 is fitting.

Numeric evaluation: 4 (Excellent)

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

The compilation of the materials was prepared by an organizing group of 6 professors who sought and obtained the necessary feedback from the members of the RC as a whole.

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

Focus area 4: The thinking and learning human being

The fit with the focus area Language and Culture is a natural one as well.

2.12 RC-specific main recommendations

Summary of Recommendations in the Order of Importance/Priority:

1. Despite an understandable focus on the languages spoken in Finland, the percentage of publications written in English should be increased in order to enhance the international visibility of this RC – especially since many of the theoretical issues of language and social interaction cut across individual languages or benefit from a cross-linguistic perspective.

2. Since data collection is an important aspect of the RC’s research agenda, cooperation with infrastructures such as BAULT are advisable.

3. While it is undoubtedly important to disseminate research results of this RC in Finnish and Swedish in order to increase societal impact, the publication practises of PhD theses in Finnish and Swedish may be worth reconsidering to order to increase the international visibility and impact of the PhD theses written in this RC.

4. Given the topic of this RC and its excellent international contacts, seeking funding from the EC in the form of International M.A. or PhD programs (Erasmus Mundus Program or Marie-Curie Early
Training Networks) would be an appropriate measure to further strengthen the international visibility of this RC and to secure funding for graduate students.

2.13 RC-specific conclusions

1. The RC uses conversational analysis as a common framework of investigation. This shared methodology provides cohesion and a common “language” for scientific discourse. The RC has very clear and very convincing plans for solidifying and extending its current research agenda.

2. The bibliometric record shows that appr. ¾ of all journal articles published by members of this RC have appeared in ranked/tiered journals. About thirty percent of the journal publications are written in English.

3. Given the size of this RC, internal governance and interfacing with externally funded projects and national initiatives are crucial. The RC has given these aspects proper attention and seems to have found a good governance structure.

4. The senior members of the RC are active in addressing societal issues related to the research themes of this RC. Providing and increasing consulting services for medical and therapeutic consultation are highly appropriate measures already undertaken by members of this RC.

5. The RC has very clear and very convincing plans for solidifying and extending its current research agenda. The senior members of the RC are active in addressing societal issues related to the research themes of this RC. Providing and increasing consulting services for medical and therapeutic consultation are highly appropriate measures already undertaken by members of this RC.
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)
NAME OF THE RESEARCHER COMMUNITY:
Language and Social Interaction (Interaction)

LEADER OF THE RESEARCHER COMMUNITY:
Professor Anu Klippi, Institute of Behavioural Sciences

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW:

- Material submitted by the RC at stages 1 and 2 of the evaluation
  - STAGE 1 material: RC’s registration form (incl. list of RC participants in an excel table)
  - STAGE 2 material: RC’s answers to evaluation questions
- TUHAT compilations of the RC members’ other scientific activities 1.1.2005-31.12.2010

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)
1 RESPONSIBLE PERSON

Name: Klippi, Anu
E-mail:
Phone: (09) 191 29343
Affiliation: Institute of Behavioural Sciences
Street address: Siltavuorenpmengen 5 A, PL 9, 00014 Helsingin yliopisto

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Language and Social Interaction
Acronym for the participating RC (max. 10 characters): Interaction

Description of the operational basis in 2005-2010 (eg. research collaboration, joint doctoral training activities) on which the RC was formed (MAX. 2200 characters with spaces): The practical motivation for the RC is research collaboration, joint doctoral training and organizing of other activities. An early indication of research collaboration was a program Research on Language and Social Interaction for which funding was applied in 2006 from the Academy of Finland Centre of Excellence funding scheme. In 2010 the RC with its interdisciplinary program Research on Intersubjectivity was successful: it has been selected for the second round in the on-going Academy of Finland Centre of Excellence in Research funding scheme. The RC also includes a number of interlocking projects, e.g. the on-going Finnish Distinguished Professor programme Grammar and interaction; projects on emotion (three consecutive projects during the evaluation period); child language and interaction development; repair practices in interaction. Several senior members of the RC are engaged in joint research and publication projects, serve as experts in projects and have participated together in international projects. The RC has formed an interdisciplinary doctoral program Talk, Action and Interaction (5 doctoral students in 2009-2013, UH funded). The senior members of the RC also share the advising duties in doctoral committees outside of the training program. The RC organizes research training workshops; the weekly workshop in Finnish language serves as a key meeting point for researchers and doctoral students from different disciplines, and smaller workshops are organized on a weekly or bi-weekly basis, open for all. The RC organizes international and national conferences (International Conference of Conversation Analysis in 2006; Annual Conference of Conversation Analysis in Finland in 2008, the tradition started by the RC), summer schools and training workshops with international experts, also open for participants outside of the RC. Members of the RC have organized jointly events in international conferences. The RC maintains the www-pages Keskustelunanalyysi Suomessa ("Conversation Analysis in Finland"). A member of the RC was running for the president of the International Association of Conversation Analysis in 2010.
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: humanities

RC’s scientific subfield 1: SOCIAL SCIENCES

RC’s scientific subfield 2: Behavioral Sciences

RC’s scientific subfield 3: Education and Educational Research

RC’s scientific subfield 4: Language and Linguistics Theory

Other, if not in the list:

4 RC’S PARTICIPATION CATEGORY

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

Justification for the selected participation category (MAX. 2200 characters with spaces): The University of Helsinki is one of the world’s most important centers of research in language and social interaction. Conversation analysis, the central approach in this research field, has been practiced in Helsinki since the 1980s, and the CA community is numerous, providing the critical mass for cutting-edge research. The distribution of the scholars in the network at several faculties and departments at UH provides both diversity and scope in the multi-disciplinary research effort. Several of the researchers are at the very top of their field; they are well known internationally, serve on the boards of the most influential journals of interaction research in several disciplines (linguistics, sociology, gender studies, education, and logopedics), and their work is well regarded and frequently cited. They are also internationally networked with other main researchers in the field. The senior members of the group are veterans of many successful research projects. Fields where important contributions and breakthroughs have been made include the interrelatedness of grammar and interaction, prosody, the study of interaction in institutional contexts (specifically medical interaction, psychotherapy and service encounters), the study of technologically augmented interaction, as well as the study of emotion, the study of interaction in developing and impaired language, and the study of interaction in teaching and learning environments. Alongside journal articles, the results have been published in several influential volumes, such as ‘Iso suomen kielioppi’ (ISK, Comprehensive grammar of Finnish, 2004)), a pioneering grammar substantively based on the use of language in its interactive context (the online version VISK 2008), ‘Conversation Analysis and Psychotherapy’ (2008), a collection establishing the CA study of an important institutional setting, and ‘Emotion in Interaction’ (forthcoming), a state of the art collection on CA research on emotion. The first CA textbook in the world, and the first textbook on grammar and interaction in Swedish were also produced by members of the group.

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): Conversation Analysis (CA) serves as the shared methodology for the empirical and interdisciplinary research of the RC. The RC explores how intersubjectivity is achieved in and through interaction. The
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

analysis of sequential organisation of multimodal interaction form the basis of research; such fundamental organizations as turn-taking and repair are among the common topics of different research groups in RC. The focus of the research varies from analysing interaction from the point of view of emotions to teaching and learning, from grammar in interaction to development of speech and language and study of impaired interaction. RC has developed pioneering work on a relatively new field within CA, namely studying language development and learning through longitudinal data. RC researchers share certain practical methodologies, such as working regularly in joint workshops.

Doctoral training in the RC has been active: during 2005-10, 9 doctoral students have finished their theses and 25 doctoral students are currently engaged in the doctoral training. Supervision is offered by the senior members of RC across different majors. RC members have been active in the national graduate schools as supervisors, group leaders and board members (e.g. Langnet, Sovako). Additionally, members of RC have acted as teachers in various summer schools (e.g. Helsinki Summer School, Nordforsk summer school). Both national and international cooperation is intensive; several doctoral students have studied under the supervision of leading CA scholars (e.g. at York, UK; Freiburg, Linköping; Madison;) and senior members have taught abroad (e.g. Braga, Kiev, Linköping, Luxembourg, Lyon, Tarto, York).

The significance of the RC’s collaboration on supervision was highlighted by the funding of the four year doctoral program Talk, action and interaction (2009-2013). The program offers an innovative and a multidisciplinary context for the five selected full-time doctoral trainees. Professors from the three faculties of the RC form the steering group of the program.

Significance of the RC’s research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): Conversation analysis is one of the central scientific directions in humanities and social sciences at UH when measured in national as well as international standards. The research community is vital and lives up to the ideal of interdisciplinarity comprising researchers from sociology, linguistics, logopedics and education. The interdisciplinary nature of the field has produced cooperative links with research units nationally (e.g. Aalto, Jyväskylä, Oulu, Tampere universities) and internationally (e.g. UCLA, Universities of York and Linköping) in terms of research, bilateral visits and doctoral training. The activities of the RC contribute to the internationalization of the University. The quality of CA research in Helsinki attracts international researchers to UH and in 2009 a professorship in the field was established through the Finland Distinguished Professor Programme (FiDiPro). The international character of the RC manifests also in international events organized in Helsinki, e.g. the International Conference in Conversation Analysis in 2006.

The research and doctoral training in the RC falls directly within the general research focus areas of UH, one of which concentrates on brain, learning and verbal interaction. Research in language and interaction is one of the three research foci for the Faculty of Arts in its strategy for 2010–2012. In the Faculty of Social Sciences, cultural interaction and multiculturality is identified as one of the two areas of emphasis. The RC’s research also aligns with the focal research interests of the Faculty of Behavioural Sciences in the areas brain activity, cognition and communication and learning and interaction.
RC research and teaching have produced several generations of researchers since the 1980s. Doctoral training is an intrinsic part of the research activities connecting researchers and candidates working with different languages and sub-fields.

The societal impact of the RC, enhancing the University's interaction with society, shows in the use of its research results in teaching of foreign language, medicine, psychology and pedagogy, as well as in developing the interaction skills of professionals.

Keywords: conversation analysis
intersubjectivity
multimodality
grammar
prosody
institutional interaction
Finnish language
Scandinavian languages
emotion
technology
learning in interaction
language acquisition
communication disorders
interactional linguistics

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): Conversation analysis is one of the success stories of Finnish human sciences, and majority of the most active and well-known Finnish conversation analysts are members of the RC. Key Finnish texts in conversation analysis have been produced by the RC members, including Keskustelunanalyysin perusteet (in its third printing) and Iso suomen kielioppi.

Research training by members of the RC is distributed over various doctoral schools, including Langnet and Sovako and it has resulted in 9 new PhDs since 2005. A distinctive feature of the RC, in comparison to other Finnish groups working in the field, is its interdisciplinarity, evidenced for example by the UH funded interdisciplinary doctoral training program run by RC members. The RC provides a close-knit network of supervisors and research groups that the doctoral students are part of. While cutting across a number of disciplines, this training is methodologically and theoretically consistent, creating specialists who...
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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

communicate and operate across disciplinary boundaries. In international level, the RC doctoral training is comparable to what the interdisciplinary Center for Language, Interaction and Culture (CLIC) at UCLA offers.

The fields of research where the RC members have a leading international role include grammar and interaction, prosody, emotion in interaction, technology and media augmented interactions, psychotherapy interactions, aphasia, language development, as well as teaching and learning. The strength of the RC’s research is evident, first and foremost, by its members’ international publications. The international standing of the RC members is also evidenced by their membership in editorial boards of key journals of the field (e.g. Research Language and Social Interaction, Journal of Pragmatics, Discourse Studies, Discourse and Society, Gender and Language and Sociology of Health and Illness). A particular indication of the international standing of the RC was that the 2006 International Conference of Conversation Analysis was organized by RC members in Helsinki. During the evaluation period, the RC projects have had as their collaborators most key international actors in the field.

Comments on how the RC’s scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces):

Bibliometric indicators (numbers of publications and citations) must be seen in their context. In assessing the RC’s scientific productivity, the most relevant point of comparison is bibliometric information concerning research on Finnish and Scandinavian languages, sociology, education and speech sciences. Originality and innovativeness of research should also be assessed, which requires that the panel members familiarize themselves with key publications of the RC. In assessing doctoral training, the number of PhDs as well as information about their careers after graduation are relevant. Participation in RC research teams is a core part of doctoral training and should also be included in the assessment. The participation of doctoral students in international networks should also be considered.

The publishing strategy of the RC favours multiple outlets. At the core are international peer reviewed journals of interaction and language use (e.g. Journal of Pragmatics and Research on Language and Social Interaction). Important publishing of research results takes place also in international journals in linguistics, social science and behavioural sciences, as well as in journals directed at clinical or educational practitioners. Moreover, international edited collections constitute a major outlet of research with impact on Conversation Analysis internationally, and the RC members publish actively in them. Of no less importance is publishing in Finnish and Swedish: in journals in behavioural and social sciences, and especially in those dedicated to Finnish and Swedish, as they are internationally the main outlets of research on these languages.
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<thead>
<tr>
<th>Last name</th>
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<th>PI-status (TUHAT, 29.11.2010)</th>
<th>Title of research and teaching personnel</th>
<th>Affiliation</th>
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<td>Ahti</td>
<td>Jonna</td>
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<td>Arminen</td>
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Name of the RC’s responsible person: Klippi, Anu

E-mail of the RC’s responsible person:

Name and acronym of the participating RC: Language and social interaction, Interaction

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 setup of the evaluation allows a selection of only one UH key focus area. The key focus area Thinking and learning human being mentions explicitly the focus area of the RC, Verbal interaction (Kielellinen vuorovaikutus), and therefore we have selected it. However the UH key focus area Language and culture is equally relevant for us: A considerable number of the RC members are linguists, collaborating closely with the RC Language, meaning and society (LMS). Furthermore, the other central group of the interdisciplinary RC, the social scientists, collaborates closely with the RC Social bonds, interactions and institutions. Also relevant for us is e.g. the key focus area Clinical research, as we do research on interaction in clinical settings (speech and language therapy, psychotherapy and medical settings).

Background Information

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 RC focuses on the structures and processes of human social interaction. The theme cutting across the work of the RC is intersubjectivity: the processes through which mutual understanding of the meaning of linguistic forms, social actions and sequences of actions, and emotions is achieved and maintained in interaction. The RC research is interdisciplinary, with Conversation Analysis (CA) forming its shared methodology. The RC brings together three faculties and the expertise from linguistics, social sciences and behavioural sciences (speech sciences, teacher education and education). The RC contains both clearly defined sub-projects and research conducted in more loosely organised local and international networks.

We use video and audio recordings of naturally occurring interactions as data, which is examined via detailed qualitative analytic procedures. Both casual everyday interactions and interaction in institutional settings (e.g. service encounters, therapeutic interactions, and classrooms) are analysed. Research has mostly focused on interactions in Finnish and Swedish, but comparative research involving other languages has also been conducted.

The constitutive organisations of interaction – turn-taking, sequence organization and repair – are central for all our research. The more specific focus of research varies from verbal, prosodic and non-verbal resources of interaction to the expression of emotions, and from practices of teaching and learning to the development of language and interactional skills, including communicative disorders. Key areas in 2005-2010 and in our on-going research include the following.

VERBAL AND NON-VERBAL RESOURCES. This area explores the verbal (lexico-grammatical), prosodic and non-verbal building blocks for constructing actions in interaction. During the evaluation period, a cross-linguistic FidiPro project was started, focusing on the use of multimodal resources (morpho-syntax,
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prosody and gesture) in the production of complex clause combinations and turns in interaction. A comparative project on the syntax of spoken Swedish and German was carried out in 2007-2009, revealing important differences and similarities between conversational Swedish and German (e.g. in clause combining, quoted speech, and syntax of self-repair). Research on demonstratives and other indexical elements (e.g. discourse particles), both in Finnish and Swedish but also in Icelandic, is active; a project seeking to combine methods of CA and cognitive linguistics in research on referential indexicals was started in 2006. Other research interests include laughter and smiling, and evidentiality.

CONSTRUCTION AND INTERPRETATION OF ACTIONS AND SEQUENCES OF ACTION. This area, which interlocks with the previous one, focuses on the construction and interpretation of actions and sequences of them. Research includes response systems, initial actions (e.g. questions, requests etc.) and sequences engendered by them, and practices of repair (dealing with problems in producing and understanding talk). During the evaluation period, a group of researchers started a multidisciplinary group exploring repair, resulting in funding from the UH in 2010. The findings so far suggest e.g. a need of rethinking the classical description of repair organization, and a need for considering more systematically the impact of the typological character of language for constructing actions and sequences of them.

THE EMBEDDEDNESS OF THE EXPRESSION OF EMOTION IN THE ORGANIZATION OF INTERACTION. The research in this area explores how the sequential and institutional context shapes the production and reception of emotional expressions. Three consecutive Academy of Finland funded projects have concentrated on this area in 2005-2010. The data come from everyday interactions between adults, from mother-baby interactions, and from psychotherapy. The results thus far elucidate e.g. psychotherapists’ ways of combining empathetic and interpretative responses to patients’ talk, the use of facial expressions in ordinary conversation in establishing the emotional valence of utterances prior to their onset and after their completion, and the use of prosody to index emotion in different sequential contexts. Recently research has been started on the interconnection between verbal and non-verbal expression of emotion and on accompanying psychophysiological responses in the participants to interaction.

ACHIEVEMENT OF LEARNING IN PEDAGOGICAL FORMAL AND INFORMAL SETTINGS. In the RC’s research, learning is understood as a process that takes place in the intersubjective space between participants who jointly accomplish and organize learning and teaching activities. The settings analyzed include kindergartens, schools (in and out of classrooms), higher education, and therapy sessions (e.g. speech and voice therapy, psychotherapy). A central focus of research is the practices in first, second or foreign language learning in informal settings (e.g. children playing together at home or at school; teenagers playing video games), as well as in formal settings, e.g. second language classrooms and immersion kindergartens. RC research on learning is mostly longitudinal, thereby involving methodological development in CA.

SPEECH AND LANGUAGE DEVELOPMENT AND DISORDERS. The RC investigates the development of speech and language use by children in conversation, as well as the impact of impairment in children and adults on interaction (e.g. aphasia, other types of language impairment, hard of hearing) in clinical and everyday contexts. Studies on the interplay between verbal and non-verbal processes in word search and other types of repair by aphasic speakers and by children with language disorders have been conducted. The interactional processes within speech and language therapy sessions have also been investigated. Two cross-language projects, one focusing on communication with hearing aid and another one on longitudinal change in aphasia interaction, have recently been started.
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AUGMENTATION OF INTERACTION AND COMMUNICATION WITH NEW MEDIA AND TECHNOLOGIE. A line of research recently begun at UH explores the interplay of different communicative modes (language, gesture, gaze, material objects and technical artefacts) both in everyday and work contexts. The focus is on the sequential flow of social actions in their material contexts. Individual studies concern e.g. team interaction in aviation, interaction in cars, and new emerging forms of mobile communication.

The RC’s research has made a significant impact on the international field of CA. In one of the focal areas of the RC, grammar and interaction, the RC researchers have contributed significantly to knowledge of turn organisation (e.g. clause-combining, incrementation, response systems). Research by the RC has both strengthened the cross-linguistic perspective in the (mostly Anglo-dominated) research field and contributed to the study of specific languages, especially Finnish and Swedish. The RC members have been pioneers in expanding CA research on prosody, facial expression and emotion, and they have established psychotherapeutic interaction as a topical area of CA research. Among new aspects that the RC members have started to introduce into CA research include language development and learning processes that take place over time, requiring longitudinal data.

Alongside its contributions to CA, the RC research results have contributed to the study of medical interaction, learning processes, speech therapy, psychotherapy, as well as social and linguistic theory (e.g. in dialogue with e.g. cognitive and construction grammar and sociolinguistics).

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

The RC researchers, coming from three UH faculties, form a close network involving joint projects, datasets, workshops and doctoral training. The quality of the research can be strengthened by creating even more everyday opportunities for intensive work with data in small groups, with members from different disciplines. The proposed Center of Excellence "Intersubjectivity in Interaction" (Academy of Finland decision pending in June) constitutes an important step in this direction.

Recruiting top scholars from abroad is another way of strengthening the RC. As the extended visit by Prof. Douglas Maynard (1996-1997) and the appointment of the FiDiPro Prof. Elizabeth Couper-Kuhlen (since 2009) as well as numerous shorter visits by other scholars indicate, the RC is attractive to top scholars in the field. Creating opportunities for similar visits is vital.

Creating more opportunities for visits by the RC members to institutions abroad is a third central way of strengthening the RC, as is the continued search for funding for research time for all its members, including senior scholars.

**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 ensuring good career perspectives for the doctoral candidates/fresh doctorates.

In some disciplines of the RC (esp. Finnish), language and social interaction became established early on as a central area of specialisation at the BA and MA level and it has become more central across all of the disciplines involved over the course of time. Consequently, the doctoral training in the area of language and social interaction since 1980’s has produced several generations of researchers at UH. During 2005-2010, 9 doctoral students finished their theses and 26 doctoral students are currently engaged in doctoral training. In 2009 the intensification of interdisciplinary collaboration resulted in a UH funded doctoral training program Talk, action and interaction (2009-2013). The program offers a
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carefully planned context for the five selected full-time doctoral trainees, and it is headed by professors from the three faculties of the RC, who form its steering group.

In recruiting doctoral students, the key actors are the senior members of the RC, who get to know students through their teaching. Talented MA students are encouraged to continue their studies, and an increasing number of MA students also come to discuss that possibility on their own initiative. The acceptance of a student as a Ph.D student is based on the quality of the research plan written by the applicant and on the quality of the MA thesis. The Faculty confirms the status of the doctoral candidate and assigns at least one supervisor to a doctoral candidate. As to the funding of Ph.D students, in the RC, the Ph.D students to be hired have been sought through an open call (e.g. Talk, action and interaction program, FiDiPro project), and the leaders of the projects have selected the candidates on the basis of the quality of the prospectus; interviews have also been conducted.

The unique fingerprint of the doctoral training of the RC is its apprenticeship-like ("hands-on") and interdisciplinary character. Doctoral training is provided at different levels. First, individual supervision is provided by the supervisor(s) nominated by the department (an obligatory procedure). Second, the training program Talk, action and interaction, as well as the different projects run in the RC provide training in project meetings and seminars. Third, the weekly data workshops (data sessions) form a further training context. Fourth, loosely organised groups (reading groups; topical groups (e.g. repair) and groups organized by the Ph.D students themselves) are important in Ph.D training. Dense networking and collaboration within the RC allow possibilities for consultation and a flexibility of supervision.

In the doctoral program Talk, action and interaction supervision is offered by the members of the steering group individually. Meetings with a pre-selected theme are held at regular intervals during the semester. All-day seminars, where the students’ work-in-progress is discussed, are organized once per semester. In addition, the students meet in self-organized sessions. In the FiDiPro project, Ph.D students and faculty meet weekly to discuss the students’ work and relevant research papers. The Talk, action and interaction program and the FiDiPro project also organize joint seminars. The weekly workshop (data session) in Finnish serves as a key meeting point for researchers and doctoral students from different disciplines, and smaller workshops are organized on a weekly or bi-weekly basis, open for all. Teaching run by the home institutions of the RC on language and social interaction is open for all.

The senior members of RC have close connections and collaboration with the international research community. Furthermore, the teaching and the research of the visiting professors of the RC have given a direct link to high-quality international research for the doctoral candidates. Within the European Erasmus and the Nordic Nordplus and other exchange programs, researchers from other countries have come to provide training for our doctoral students, and the RC projects organise workshops with foreign scholars. The RC also encourages students to get training from abroad, and its students have studied under the supervision of leading CA scholars (e.g. at York, UK; Freiburg; Linköping; Madison, Wisc.).

Doctoral students also develop professional skills and international contacts through involvement in organizing international symposia held at UH.

Doctoral training is also provided in the context of the departments and institutions, at the faculty level and in national graduate schools. Every RC student is enrolled as a Ph.D student in a given discipline at her/his department, and the departments offer training of their own as part of the Ph.D studies. Students take part in regular departmental post-graduate seminars, which give the RC students an opportunity to come into contact with other methodologies and theories. Each department and institution involved in the RC also has other regular training events, such as workshops and lectures, for
their doctoral students. Doctoral students also take graduate level courses in their home departments and across disciplinary boundaries at UH. The faculties support their doctoral students by organising courses on topics such as academic writing (also in English), research ethics, philosophy of science, conference presentations, popularization of science, and teaching skills.

During recent years, an increasing number of doctoral candidates in the RC have received funding from and pursued their doctoral studies in the national graduate schools (Langnet, Sovako). The graduate schools offer e.g. a wide range of methodological, theoretical and professional courses. RC senior members have been active in the national graduate schools as supervisors, group leaders, teachers and board members. Members of the RC have also organized and taught in various summer schools (e.g. Helsinki Summer School, NordForsk summer school), and senior members have taught abroad (e.g. Braga, Kiev, Linköping, Luxembourg, Lyon, Tarto, York).

The career perspectives of the recent RC PhDs have been favourable. During the evaluation period, our PhDs have been employed by universities, research institutes and polytechnics, as well as by third-sector organizations, municipal administrations and private practices. They serve, for instance, as researchers, teachers, clinicians and in administrative positions.

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

The RC has been successful in obtaining funding for its Ph.D students. The new Ph.D program Talk, Action and Interaction consolidates interdisciplinary research in the RC. Ph.D students have good opportunities to participate in research projects. The aforementioned unique good practices in Ph.D training have proven effective and will be developed further.

One of the challenges is the lack of funding for research periods for senior researchers, vital for high-quality supervision. In Finnish and Scandinavian languages, writing the Ph.D thesis in Finnish or Swedish is prevalent and a practice to be favored. Publishing the main results of the thesis outside of Nordic contexts after the Ph.D may be challenging and require guidance. An on-going change in the format of the thesis from monograph to article based compilation has challenges (e.g. publishing research in English-speaking journals on a language other than English is demanding and takes time). The emphasis on the completion of the degree within 4-5 years may hinder the development of international contacts during doctoral training.

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

Researchers associated with the RC have established a visible publication profile in the central international journals in the fields of their expertise. Alongside international outlets, the RC is committed to publishing its research results in Finnish and Swedish and developing terminology related to its research area in these languages. The commitment to publish results in the national languages is a prerequisite for successful interaction with society at large.

The research carried out by the RC is based on recordings of naturally occurring interaction (usage-based research), which opens up several possible practical applications. Some of the RC projects connect directly to medical and therapeutic consultation as well as to language learning; the applicability of the results is evidenced by their continual incorporation into textbooks for students and professionals.
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The RC findings regarding the organization of medical communication have become a standard part of medical interaction teaching. In psychotherapy, RC members have served as lecturers in many training events and are active members in the national psychoanalysis research consortium serving as an interface between clinicians and academic research. Within logopedics, a special training program, funded by the Ministry of Education, was arranged in 2004-2007. Some of the students receiving a Licentiate degree within the program made use of CA methodology in their theses related to clinical work.

Teachers in basic and higher education have made use of the results of the analysis of naturally occurring pedagogic interaction. These results have been used in developing the ways in which teaching and supervising is carried out, especially in higher education and in contexts involving teacher training. Furthermore, the RC has introduced an interactional perspective on the activities in the classroom, second language learning and bilingualism. There is a growing body of research on differences in interactional strategies by native and non-native speakers of Finnish which is of high relevance in the language education of immigrants. The RC research on service encounters has been made use of in writing textbooks for second or foreign language learners of Finnish.

The RC’s research on different service encounters has given important sociolinguistically rooted insights into the variation in interactional practices in different parts of Finland. The knowledge gathered here is of relevance in the development of the interaction skills and practices of public authorities and commercial services, and the research has attracted great interest in e.g. newspapers.

Some of the RC’s work has been oriented towards the development of new communication technologies and co-operations with its representatives. As an example we note research on mobile telephone communication in general, and mobile communication in the specific interactional situation of cars in traffic in particular.

RC members have also promoted and participated actively in discussions on language policy and language planning.

• Ways to strengthen the societal impact of the RC’s research and doctoral training.

Co-operation in the training of teachers, therapists and personnel within medicine is continued and intensified. Research on interaction strategies in coping with linguistic and communicative competence in the care of elderly patients with dementia is further developed. Within speech and language pathology, the intervention methods that aim to create change in everyday interaction with people suffering from aphasia or hearing impairment are investigated. There is great potential in expanding co-operation with public service providers and companies, e.g. CA-based models of interactional routines for telephone services, development of technologies for parsing the flow of natural speech and recognizing emotions through prosody. Within doctoral training, the enhancement of skills in popularizing research results to improve dissemination and interaction with society has a high priority.

Contacts with professionals in relevant field are intensified through seminars where researchers and practitioners meet as well as though strategic dissemination.
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**RC-SPECIFIC STAGE 2 MATERIAL**

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

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

  The interdisciplinary nature of the field of Conversation Analysis has produced cooperative links with research units nationally with Aalto University and the Universities of Jyväskylä, Oulu, Tampere and Turku, and internationally with e.g. UCLA, UCSB, University of Colorado at Boulder, University of Wisconsin at Madison, Universities of York, Manchester, Linköping, and Freiburg. The collaboration takes the form of joint research projects, bilateral visits and doctoral training. Members of the RC also serve on the boards of major national and international journals and other scholarly publications and evaluate research proposals and publications. These activities of the RC contribute substantively to the internationalization of the University. The quality of CA research in Helsinki also attracts international researchers to UH. In 2009 a professorship in the field was established through the Finland Distinguished Professor Programme (FiDiPro), funded by the Academy of Finland. The international character of the RC also manifests itself in international events, conferences and smaller workshops and symposia organized in Helsinki, e.g. the International Conference in Conversation Analysis in 2006.

Several senior members of the RC are engaged in joint research and publication projects, serve as experts in projects and have initiated and participated together in international projects. These activities impact the doctoral students, putting them in touch with prominent scholars and preparing them in many ways for international careers as they participate in and organize conferences, training workshops, and colloquia. The RC has formed the interdisciplinary doctoral program Talk, Action and Interaction (5 doctoral students in 2009–2013, UH funded). The FiDiPro project funds 3 doctoral students for a 4-year period. The RC organizes international and national conferences. The International Conference of Conversation Analysis in 2006 and the Annual Finnish Conference of Conversation Analysis in 2008 were both held in Helsinki, the latter tradition started by the RC. Members of the RC are actively involved in national and international doctoral training programs (e.g. Langnet, NordForsk, LSA Summer Institute). Many doctoral students obtain part of their training at universities abroad (e.g. UCLA, York, Madison), and several members of the RC have also received their degrees from foreign universities (e.g. Freiburg, London, UCLA, UCSB).

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

  The close ties that the RC has already established with research communities within Finland and abroad, described above, provide a network which makes possible regular research collaboration and mobility at all levels from the senior researchers to the doctoral students. Both senior and junior members of the RC actively pursue intramural and external funding opportunities. The participants in the RC have been successful in obtaining funding which makes it possible to conduct joint research, to invite international scholars to UH, and for scholars here to visit other universities. The research topics themselves also make international contacts essential, since an increasing amount of research engaged in is cross-linguistic. One challenge is further development of contacts with other European scholars, since in the past the field has had a certain Anglocentric bias. The RC actively pursues contacts with European scholars through joint research projects, bilateral visits (e.g. FRIAS, York), training seminars (e.g. NordForsk) and funding (e.g. DAAD).

5 OPERATIONAL CONDITIONS (MAX. 4400 CHARACTERS WITH SPACES)
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- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).

There are 53 members in the RC who fall within the following stages of the research career:

11 professors and research directors (IV); 10 university lecturers and research coordinators (III); 6 postdoctoral researchers and university instructors (II); 26 doctoral candidates (I).

Many of the doctoral students and also some more senior researchers have received funding (not reported in 7) from foundations and from other sources, amounting to 436000 euros. In addition, the RC has got funding from UH amounting to 810000 euros for 7 doctoral students and for the coordinator of the FiDiPro project.

At level IV, the members are involved in research activities in various ways. In addition to doing their own research, they direct research projects, teach, supervise students and attend to administrative duties. The time for research is about 35 %. At level III, teaching duties are heavier, but research is one essential aspect of their duties (time for research c. 30 %). At level II, teaching duties are minimal for postdoctoral researchers (time for research c. 90 %). Most of the doctoral students (level I) are funded by the university or by various scholarships. Their full-time work is to do research but, depending on the source of the funding, some have also minimal teaching duties.

However both the supervisors and the students themselves must spend a good deal of time acquiring funding for their projects. In addition, in all categories, especially after the renewal of management in the UH and the recent changes in the funding policy by the Academy of Finland, the administrative duties are heavier, which diminishes the time available for focused research.

International relations are essential for the RC’s activities. Since UH funding for personnel travelling has diminished, it is possible that contacts with international scholars and colleagues and visits to conferences and seminars will become more infrequent.

The RC departments provide the basic infrastructure needed for doing CA research (e.g. video cameras as well as software and other equipment for analyzing, digitizing and otherwise handling the data for analytic purposes). Not all the necessary equipment is available in every department, and the RC has cooperated in sharing their equipment and their expertise in using it. However, the lack of necessary equipment and also the lack of personal guidance concerning the technical aspects of handling the data in the departments may slow down research processes.

The RC’s members also cooperate in sharing data. In Finnish and Scandinavian languages, there are archives of video and audio recordings that can be used by all researchers of the RC. Also other departments, projects and individual researchers have data collections that can be shared unless there are ethical restrictions. The RC also cooperates with the Research Institute for the Languages of Finland, which houses conversational data.

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

The strengths of the RC lie in the long tradition of CA research at UH, the critical mass of researchers at all career stages across disciplines, strong international ties, the availability of corpora, and success in obtaining project funding.

Our concern is that UH’s research policy has led to difficulties especially for senior researchers to devote time to research. The situation was further worsened by the decision of the Academy of Finland to
discontinue funding for one-year research positions for senior researchers. Academy regulations also exclude funding of research time for project leaders. Consequently senior researchers find it very difficult to find time for research. The Finnish Union of University Professors reports that senior researchers work 2500 hours a year, while compensation is based on 1600 h.

The RC has responded to these challenges by seeking other funding (e.g. UH Collegium for Advanced Studies: 5 RC members as fellows during 2005-2010), by including their colleagues in proposals, and by doubling their workload to allow colleagues short research breaks.

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.

During the evaluation period, the RC has been organized as a set of interlocking projects, networks and research interest groups, the data workshops having formed a central forum for getting together. These groups and forms of collaboration have been organized by different senior members of the RC.

An indication of more structured collaboration was a program Research on Language and Social Interaction for which funding was applied in 2006 from the Academy of Finland Centre of Excellence funding scheme. In 2010 the RC with its interdisciplinary program Research on Intersubjectivity was selected for the second round in the on-going Academy of Finland Centre of Excellence in Research funding scheme (Academy of Finland decision pending in June 2011). In the field of doctoral training, a further development is the formation of an interdisciplinary doctoral training program Talk, Action and Interaction (5 doctoral students in 2009–2013, UH funded). The program is led by a steering group, consisting of five professors from the three faculties that are represented in the RC.

The RC research during the evaluation period concerns six larger areas, described under question 1 in this form. Each area contains both funded projects and looser networks, and the areas are interlocking. For the purposes of managing the overall collaboration between research in different disciplines and for making decisions about possible funding for the whole RC, the RC has a board of senior members responsible for the management and decision making. Currently the board is formed by the following RC members, whose expertise covers the main research areas in the following way: Verbal and non-verbal resources, Professors Ritva Laury and Jan Lindström; Construction and interpretation of actions and sequences of action, Professor Marja-Leena Sorjonen; Expression of emotion, Professor Anssi Peräkylä; Achievement of learning, Professor Liisa Tainio; Speech and language development and disorders, Professor Anu Klippi; Technology augmented interaction, Research director Ilkka Arminen. Professor Elizabeth Couper-Kuhlen advises the board on a variety of issues. The board selects a responsible person for the RC, who enhances research and teaching collaboration between the teams, and serves as the coordinator for administrative processes pertaining all teams.

The RC teams work at different faculties and departments of the UH and they run their finances each through their mother department. They realize their research and research training agendas in close collaboration with other RC teams. Currently, the two most important platforms for collaboration involve the doctoral training network Talk, action and interaction and the proposed Center of Excellence on Intersubjectivity in Interaction.
RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes.

The key strengths in leadership of the RC involve the long history of cross-disciplinary collaboration between the key actors and an increasing number of new senior members, as well as the strong convergence between the research agendas of the RC research teams and groups. One main challenge arises from the fact that the teams operate in three UH faculties, and therefore need to adapt to different administrative structures and research cultures. Another type of central challenge is to maintain a balance between managing strategies that allow interdisciplinary collaboration both within a tight formal structure (e.g. projects with external funding) and within loose, self-organized networks.

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: 2570000

- 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: 120000

- 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:

- 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: Sanakirjasäätiö, Svenska Kulturfonden, Work Environment Fund, Emil Aaltosen säätiö
  - total amount of funding (in euros) from the above-mentioned foundations: 470000

- Other international funding - names of other international funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations:
  - total amount of funding (in euros) from the above-mentioned funding organizations:

- Other national funding (incl. EVO funding and Ministry of Education and Culture funded doctoral programme positions) - names of other national funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations: OKM/Langnet, graduate school
  - OKM/Sovako, graduate school
**RC-SPECIFIC STAGE 2 MATERIAL**

- Kela, Social Insurance Institution of Finland
- Total amount of funding (in euros) from the above-mentioned funding organizations: 620000

### B RC’S STRATEGIC ACTION PLAN FOR 2011–2013 (MAX. 4400 CHARACTERS WITH SPACES)

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

  The Center of Excellence “Intersubjectivity in Interaction” proposed to the Academy of Finland outlines some key future perspectives of the RC. Regardless of the decision made by the Academy of Finland, the RC will develop its activities along the lines laid out in the Center of Excellence plan. Thus, the RC will create opportunities for close day-to-day collaboration among its researchers coming from different disciplines. The data workshops of each team will be actively offered for members of other teams, and joint research- and publication projects will be enhanced. We will also intensify the international exchange of scholars to and from Helsinki.

  In terms of research substance, two themes to be given specific attention include the theoretical and methodological reworking of interaction research and applied interaction studies. The theoretical and methodological reworking focuses on the central presuppositions of CA regarding e.g. the nature of paired actions (“adjacency pairs”) and their extensions and the relations between verbal and non-verbal resources of interaction. The implications of CA research findings for sociological and psychological theories of mind and understanding will be elaborated, in collaboration with other researchers coming from these disciplines. The implications of the RC findings for theories of language and communication (e.g. the relations between language, language use and other cognitive capacities; universal vs. language-specific) will be elaborated, in collaboration with researchers committed to other theoretical frameworks and methods.

  In enhancing applied interaction studies, the RC teams will increase their dialogue with users of research, and further ways of translating their research results into the training of professionals in different fields. The research carried out in the RC is based on recordings of naturally occurring interaction (usage-based research), which provides a good possibility for practical applications, and the researchers in the RC already have experience in collaborating with professionals in different areas (e.g. speech and language therapists, professionals in medicine and teachers). Alongside the more direct applied studies, we will pay close attention to the social relevance of the interaction types and interactional phenomena studied in the RC, and the researchers as well as doctoral students will be encouraged to publish their results in journals for practitioners as well as for the general public.

  In doctoral training, the joint doctoral training program Talk, action and interaction will be operative through 2011-2013. Due to the encouraging experiences in 2009-2010, the interdisciplinary collaboration in doctoral training will be intensified beyond the first generation of the Talk, action and interaction students. Hence, all doctoral training courses relevant to the RC themes in each department involved will be actively offered to RC doctoral students coming from different departments and disciplines. The active and regular student collaboration now encompassing the Talk, Action and Interaction group will be extended to all RC doctoral students.

  The RC will also contribute to language policy and language planning in its area (e.g. providing information on and expertise in language use in a range of institutional settings). We are also committed to publishing our results and developing scientific terminology in Finnish and Swedish.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

<table>
<thead>
<tr>
<th>9 Short description of how the RC members have contributed to the compilation of the stage 2 materials (max. 1100 characters with spaces).</th>
</tr>
</thead>
</table>

The compilation of the stage 2 materials has been done at different levels. The main responsibility for the compilation has been shared by six professors from the three faculties (Klippi, Laury, Lindström, Peräkylä, Sorjonen and Tainio). Professor Klippi was selected as the head coordinator of the RC during the 2nd stage.

The organising group has worked intensively together in compiling the materials, writing the descriptions and informing each other about the new information that the UH organizers of the evaluation process have provided. A division of labour was made in writing the first drafts of answers to the questions in the e-form. The group has commented on the drafts of the shared, online documents.

The organising group has informed the whole RC about the stages of the evaluation process and asked the members to provide information on their own activities during the evaluation period (entering information into TUHAT, providing information on funding etc.). Further information has been obtained through e-mail and in discussions with individual members.
Interaction/Klippi

1 Analysis of publications

<table>
<thead>
<tr>
<th>Publication Year</th>
<th>Publication type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total Count 2005-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Refereed journal article</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>23</td>
<td>22</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>A2 Review in scientific journal</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Contribution to book/other compilations (refereed)</td>
<td>24</td>
<td>14</td>
<td>16</td>
<td>22</td>
<td>39</td>
<td>14</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>A4 Article in conference publication (refereed)</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 Unrefereed journal article</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Contribution to book/other compilations (non-refereed)</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>B3 Unrefereed article in conference proceedings</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1 Published scientific monograph</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>C2 Edited book, compilation, conference proceeding or special issue of journal</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>D1 Article in professional journal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2 Article in professional hand or guide book or in a professional data system, or text book material</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4 Published development or research report</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5 Text book or professional handbook or guidebook or dictionary</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>E1 Popular article, newspaper article</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1 Popular contribution to book/other compilations</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2 Popular monograph</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Listing of publications

### A1 Refereed journal article

#### 2005

- Laury, R. 2005, 'Data is data and model is model: you don’t discard the data that doesn’t fit your model', *Language: Journal of the Linguistic Society of America*, vol 81, no. 1, pp. 218-225.

#### 2006


#### 2007

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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

Interaction/Klippi


2008


Lindholm, C 2008, 'Laughter, communication problems and dementia', Communication & Medicine, vol 5, no. 1, pp. 3-14.


2009


Coope-Kuhlen, E 2009, 'On combining clauses and actions in interaction', Virittäjä, no. 3.


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

Interaction/Klippi


2010

Interaction/Klippi


A2 Review in scientific journal

2007


2009


2010


A3 Contribution to book/other compilations (refereed)

2005


Interaction/Klippi


2007


**Interaction/Klippi**

2009


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010


Tainio, I, 2009, 'Gender in Finnish language code and use', in Transgressing Gender: Two is not Enough for Gender (E)quality : the Conference Collection, 7-9 October 2005, pp. 208-225.

2008


2009

Ahti, J 2009, 'Asteriskens stjärntid.: Ett skrivteckens väg från skugga till rampljus...', Asterskens stjärntid.: Ett skrivteckens väg från skugga till rampljus... År att en citatmarkör?,

2010

Henricson, S 2010, 'Är att en citatmarkör?',


B1 Unrefereed journal article


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

Interaction/Klippi


2006


2009


2010


B2 Contribution to book/other compilations (non-refereed)

2005


2006


B3 Unpublished scientific monograph

2005


2006


2007

Hilmisdóttir, H 2007, A Sequential Analysis of nú and núna in Icelandic conversation, Nordica Helsingiensia, vol. 7, Department of Scandinavian Languages and Literature, University of Helsinki, Helsinki.

Svinhufvud, K 2007, Kokonaisvaltainen kirjoittaminen, Tammi, Helsinki.

2008


Sahström, F 2008, Från lärares elevs perspektiv på undervisning i ett multietniskt språkkontaktområde, Vetenskapsrådets rapportserie, no. 9, Vetenskapsrådet, Stockholm.

2009


2010

Lindholm, C 2010, När orden fattas oss: Om demens, språk och kommunikation, Liber, Stockholm.


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

2005


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

Interaction/Klippi


2006


2007


2008


2009


16
Interaction/Klippi

2010

D1 Article in professional journal

2006

2010

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

2007

2008

2010

D4 Published development or research report

2006

2007

2008

2009
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

Interaction/Klippi

2010


D5 Text book or professional handbook or guidebook or dictionary

2005


2006

2007


2008


2009


Svinhufvud, K 2009. Gradutakku, Tammi, [Helsinki].

2010


E1 Popular article, newspaper article

2005


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


**2006**

Merke, SK 2006, ’Eludier le finnois, c’est étudier une langue différente,’ Au fil du temps.

**2007**


**2008**


**2009**


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

**2006**


**E2 Popular monograph**

**2009**


**2010**


Interaction/Klippi

1 Analysis of activities 2005-2010

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor or co-supervisor of doctoral thesis</td>
<td>79</td>
</tr>
<tr>
<td>Prizes and awards</td>
<td>4</td>
</tr>
<tr>
<td>Editor of research journal</td>
<td>94</td>
</tr>
<tr>
<td>Editor of research anthology/collection/conference proceedings</td>
<td>3</td>
</tr>
<tr>
<td>Peer review of manuscripts</td>
<td>67</td>
</tr>
<tr>
<td>Editor of series</td>
<td>4</td>
</tr>
<tr>
<td>Editor of special theme number</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of candidates for academic posts</td>
<td>11</td>
</tr>
<tr>
<td>Membership or other role in review committee</td>
<td>4</td>
</tr>
<tr>
<td>Membership or other role in research network</td>
<td>8</td>
</tr>
<tr>
<td>Membership or other role in national/international committee, council, board</td>
<td>84</td>
</tr>
<tr>
<td>Membership or other role in public Finnish or international organization</td>
<td>26</td>
</tr>
<tr>
<td>Membership or other role of body in private company/organisation</td>
<td>9</td>
</tr>
<tr>
<td>Participation in interview for written media</td>
<td>85</td>
</tr>
<tr>
<td>Participation in radio programme</td>
<td>10</td>
</tr>
<tr>
<td>Participation in TV programme</td>
<td>1</td>
</tr>
<tr>
<td>Participation in interview for web based media</td>
<td>6</td>
</tr>
</tbody>
</table>
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

Interaction/Klippi

2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis

Elisabeth Couper-Kuhlen,
Dissertation supervision, Elisabeth Couper-Kuhlen, 2010 → …, Finland

Markku Haakana,
Väitöskirjan ohjaus: Kimmo Svinhufvud, Markku Haakana, 2005 → …
Väitöskirjan ohjaus: Niina Lilja, Markku Haakana, 2005 → 2010
Väitöskirjan ohjaus: Jarkko Niemi, Markku Haakana, 2008 → …
Väitöskirjan ohjaus: Katrina Rapatti, Markku Haakana, 2008 → …
Väitöskirjan ohjaus: Päivi Heinonen, Markku Haakana, 2010 → …

Pentti Haddington,
Interactional practices of story-telling - Maarit Niemelä, Pentti Haddington, 2006 → 2010, Finland

Anu Klippi,
Väitöskirjatyön ohjaus, supervisor of Seija Pekkala, Anu Klippi, 12.1999 → …
Väitöskirjatyön ohjaus, supervisor of Tuula Tykkylänen, Anu Klippi, 2000 → 2005
Väitöskirjatyön ohjaus, supervisor of Ritikko Rautakoski, Anu Klippi, 2001 → 2005
Väitöskirjatyön ohjaus, supervisor of Suvi Stolt, Anu Klippi, 2004 → 2009
supervisor of Eila Lonka, Anu Klippi, 2005 → …
supervisor of Inkeri Salmenlinna, Anu Klippi, 2006 → …
supervisor of Leena Salonen, Anu Klippi, 2008 → …
supervisor of Katja Koski, Anu Klippi, 2007 → …
supervisor of Kati Pajo, Anu Klippi, 2008 → …
supervisor of Ritikko Brunou, Anu Klippi, 2009 → …
supervisor of Alisa Ikonen, Anu Klippi, 2009 → …
supervisor of Paula Heikkinen, Anu Klippi, 2009 → …

Salla Kurhila,
väitöskirjan ohjaus, Salla Kurhila, 2005 → 2011
väitöskirjan ohjaus, Salla Kurhila, 2006 → 2011
väitöskirjan ohjaus, Salla Kurhila, 2008 → 2013

Minna Sirpa M Laakso,
Supervisor of doctoral dissertation, Minna Sirpa M Laakso, 1999 → 2005, Finland
Supervision of doctoral dissertation, Minna Sirpa M Laakso, 2004 → …, Finland
Supervision of doctoral dissertation, Minna Sirpa M Laakso, 2005 → …, Finland
Supervision of doctoral dissertation, Minna Sirpa M Laakso, 2005 → …, Finland
Supervision of doctoral dissertation, Minna Sirpa M Laakso, 2006 → …, Finland
Supervision of doctoral dissertation, Minna Sirpa M Laakso, 2006 → …, Finland
Interaction/Klippi

Ritva Laury,
Dissertation supervision, Ritva Laury, 2008 → ...
Dissertation supervision, Ritva Laury, 2008 → ...
Dissertation supervision, Ritva Laury, 2009 → ..., Finland
Dissertation supervision, Ritva Laury, 2009 → ...
Dissertation supervision, Ritva Laury, 2010 → ..., Finland

Jan Krister Lindström,
Thesis supervision, completed, Jan Krister Lindström, 2003 → 2005, Sweden
Thesis supervision, work in progress, Jan Krister Lindström, 2005 → 2011, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2005 → 2012, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2005 → 2012, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2007 → 2012, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2008 → 2014, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2009 → 2013, Finland
Thesis supervision, work in progress, Jan Krister Lindström, 2009 → 2014, Finland

Anssi Peräkylä,
Completed PhD thesis, Minna Nikunen, Anssi Peräkylä, 2005
Completed PhD thesis, Pekka Mattila, Anssi Peräkylä, 2006, Finland
Supervision of doctoral thesis, Anssi Peräkylä, 01.01.2006 → 31.12.2006, United Kingdom
Supervision of doctoral thesis, Anssi Peräkylä, 01.01.2007 → 31.12.2007, Finland
Completed PhD thesis, Manna Maskus, Anssi Peräkylä, 2009, Finland
Completed PhD thesis, Sanna Saksela-Bergholm, Anssi Peräkylä, 2010

Fritjof Sahlström,
Vi och dom i skola och stadsdel Barns identitetsarbete och sociala geografi, Fritjof Sahlström, 01.01.2002 → 25.09.2006
Trajectories of learning. Embodied interaction in change., Fritjof Sahlström, 01.01.2003 → 05.06.2009

Eeva-Leena Seppänen,
Supervision of doctoral thesis, Eeva-Leena Seppänen, 01.08.2005 → 2011, Finland
Supervision of doctoral thesis, Eeva-Leena Seppänen, 01.08.2006 → 2011, Finland

Marja-Leena Sorjonen,
Ph.D thesis supervision, Marja-Leena Sorjonen, 08.2003 → 2011, Finland
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Viritäjä-lehden suomen kielen ja viereen kielen -toimittaja, Inkeri Lehtimaja, 01.07.2004 → 31.01.2007

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Helena Palmen

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Communication & Medicine, Anssi Peräkylä, 2004 → ..., United Kingdom
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Psykologia, Anssi Peräkylä, 01.01.2007 → 31.12.2007, Finland
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Liisa Tainio,
Gender and Language, Liisa Tainio, 01.08.2005 → 31.12.2005, Canada
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Gender and Language; member of board, Liisa Tainio, 2010 → ...
Virittäjä, toimituskunnan jäsen, Liisa Tainio, 2010 → ...

Sanna Vehviläinen,
Akuiskasvatus, Sanna Vehviläinen, 01.01.2005 → 31.12.2005, Finland
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Minna Sirpa M Laakso

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Anssi Peräkylä

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External Reviewer - SKY Journal of Linguistics, Pentti Haddington, 2006 → ...
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Peter Lang, Ritva Laury, 2005
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Renate Pajusalu,
Reviewing for Virttäjä, Renate Pajusalu, 09.2010 → 11.2010, Finland

Anssi Peräkylä,
Social Science and Medicine, Anssi Peräkylä, 2005 → ..., United Kingdom
Sosiaalilääketieteellinen aikakauslehti, Anssi Peräkylä, 2007, Finland

Fritjof Sahlström,
Nordisk Pedagogik/Nordic Educational Research, Fritjof Sahlström, 01.01.2005 → 28.02.2011
Utbildning och Demokrati, Fritjof Sahlström, 01.01.2005 → 31.12.2011
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Liisa Tainio,
Artikelikokoelman käsikirjoituksen arviointi; Kasvatusalan julkaisuja -sarja, Liisa Tainio, 2010 → ... Suomalaisen Kirjallisuuden Seuralle tarjottu artikkelikokoelman käsikirjoituksen vertaisarvointi, Liisa Tainio, 2010 → ...

Liisa Voutilainen,
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Markku Haakana,
Studia Fennica Linguistica -sarjan vastaava toimittaja, Markku Haakana, 2005 → ...

Ritva Laury,
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Ritva Laury,
University of Helsinki, Ritva Laury, 2007, Finland
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Rice University, Ritva Laury, 2008, United States
University of California, Santa Barbara, Ritva Laury, 2008, United States
University of Tartu, Ritva Laury, 2009, Estonia
Swiss National Science Foundation, Ritva Laury, 12.2010, Switzerland
Jan Krister Lindström,
Expert evaluation of scientific merits, Jan Krister Lindström, 13.08.2010, Sweden
External expert evaluating scientific and pedagogical merits, Jan Krister Lindström, 11.08.2010, Sweden
Recruitment committee, Jan Krister Lindström, 23.06.2010, Finland
Anssi Peräkylä,
Reviewer for promotion to full professorship, Anssi Peräkylä, 2010
Reviewer for promotion to full professorship, Anssi Peräkylä, 2010, United Kingdom

Membership or other role in review committee
Jan Krister Lindström,
Internal inspector on behalf of the Faculty of Arts, Jan Krister Lindström, 27.08.2010, Finland
Internal inspector on behalf of the Faculty of Arts, Jan Krister Lindström, 29.10.2010, Finland
Internal inspector on behalf of the Faculty of the Arts, Jan Krister Lindström, 19.11.2010, Finland
Anssi Peräkylä,
International Benchmarking Review of Sociology in the United Kingdom, Anssi Peräkylä, 2009 → 2010, United Kingdom

Membership or other role in research network
Pentti Haddington,
PlaceME - Nordic Research Network, Pentti Haddington, 01.10.2006 → 30.09.2009, Denmark
Jan Krister Lindström,
Nordic Center of Excellence in Microcomparative Syntax NORMS, Jan Krister Lindström, 2005 → 2010, Norway
Tal, verksamhet och interaktion / Puhe, toiminta ja vuorovaikutus, Jan Krister Lindström, 01.08.2009 → 01.08.2012, Finland
Non-dominating Varieties of Pluricentric Languages, Jan Krister Lindström, 2010 → 2012, Austria
Fritjof Sahlström,
Nordic Educational Research Association, Fritjof Sahlström, 05.03.1997 → 15.03.2011
Liisa Tainio,
Ainedidaktiikan tutkimusyksikkö, Opettajakoulutuslaitos, Helsingin yliopisto, Liisa Tainio, 2010 → ...
Langnet; valtakunnallinen kielentutkimuksen tutkijakoulu; ohjaajapoolin jäsen, Liisa Tainio, 2010 → ...
Puhe, toiminta ja vuorovaikutus -tutkijakoulun johtokunnan jäsen (Helsingin yliopisto), Liisa Tainio, 2010 → ...

Membership or other role in national/international committee, council, board
Marja Etelämäki,
SKY:n johtokunta, Marja Etelämäki, 2003 → 2005
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Markku Haakana,
Suomalaisen Kirjallisuuden Sauran valtuuskunnan jäsen, Markku Haakana, 2001 → 2009
Studia Fennica -julkaisusarjan puheenjohtaja, Markku Haakana, 2009 → …

Pentti Haddington,
Suomen kieltetiedellisen yhdistyksen johtokunnan jäsen, Pentti Haddington, 2002 → 2006, Finland
Puheen ja kielen tutkimuksen yhdistyksen johtokunnan varajäsen, Pentti Haddington, 2009 → …, Finland

Auli Hakulinen,
Kielilautakunta, Auli Hakulinen, 01.01.2006 → 31.12.2006, Finland
Kieliksen ja kehityksen yliopiston huippuyksikköjen huippuyksikköihin "Motivation for language change" asiantuntija, Auli Hakulinen, 21.08.2007 → 31.12.2007, Denmark
Wienin yliopisto Scientific Advisory Boardin jäsen, Auli Hakulinen, 30.04.2007 → 02.05.2007, Austria
IPRA:n kongressitarrat, Auli Hakulinen, 01.11.2010 → 30.11.2010, Netherlands
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Suomen kielen lautakunta, Auli Hakulinen, 31.01.2010 → 31.12.2010

Helga Hilmsdottir,
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Medlemsskap i redaktionsrådet, Helga Hilmsdottir, 05.2010 → …, Iceland

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Puhe, toiminta ja vuorovaikutus tohtorikoulu/Talk, action and interaction doctoral training program, Ritva Laury, 01.08.2009 → 31.07.2013
Research Institute for the Languages of Finland, Ritva Laury, 2010 → …, Finland
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Jan Krister Lindström,
Föreningen för nordisk filologi r.f., Jan Krister Lindström, 01.01.2005 → 31.12.2005, Finland
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Jan Krister Lindström, 01.01.2005 → 31.12.2005, Finland
Forskningsnämnden för modern svenska, Jan Krister Lindström, 01.01.2006 → 31.12.2006, Sweden
Föreningen för nordisk filologi r.f., Jan Krister Lindström, 01.01.2006 → 31.12.2006, Finland
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Jan Krister Lindström, 01.01.2006 → 31.12.2006, Finland
Tutkijakoulu Langnot; ohjaajapooli ohjelmassa "Kielen rakenteet käytössä", Jan Krister Lindström, 01.01.2006 → 31.12.2006, Finland
Språkvetenskapliga nämnden, Svenska litteratursällskapet i Finland, Jan Krister Lindström, 01.01.2007 → 31.12.2007, Finland
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Jan Krister Lindström, 01.01.2008 → 31.12.2008, Finland
Linguistic committee, Jan Krister Lindström, 2010 → ..., Finland

Jarkko Niemi,
Finnish Cognitive Linguistics Association FiCLA, Jarkko Niemi, 25.05.2009 → 25.05.2012

Renate Pajusalu,
A member of the international committee and the jury of International Linguistics Olympiad, Renate Pajusalu, 2008 → 2010

Anssi Peräkylä,
Economic and Social Research Council (U.K.), Anssi Peräkylä, 01.01.2005 → 31.12.2005, United Kingdom
International Conference on Conversation Analysis, Organizing committee, Anssi Peräkylä, 01.01.2006 → 31.12.2006, Finland
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Mielifo rumi, Anssi Peräkylä, 01.01.2006 → 31.12.2006, Finland
Sosiaalitoimien valtakunnallinen tutkijakoulu (SOVAKO), Sosiaaliset toimijat ja muutokset -tutkijakoulutusohjelma, Anssi Peräkylä, 01.01.2006 → 31.12.2006, Finland
Sosiologipäivien työryhmä: keskustelunanalyyysi, Anssi Peräkylä, 2006, Finland
British Academy / lausunto fellowship hakemuksesta, Anssi Peräkylä, 2007, United Kingdom
Mielifo rumi, Anssi Peräkylä, 01.01.2007 → 31.12.2007, Finland

Marja-Leena Sorjonen,
Membership in Editorial Board, Marja-Leena Sorjonen, 01.01.2002 → 2011, United States
Membership in Editorial Board, Marja-Leena Sorjonen, 14.03.2006 → 2011, Finland
Scientific association, acting member, Marja-Leena Sorjonen, 14.03.2006 → 2011, Finland
Membership in Editorial Board, Marja-Leena Sorjonen, 01.01.2009 → 2011, United Kingdom

Kimmo Svinhufvud,
Membership in Seula, Kimmo Svinhufvud, 2007 → ..., Finland

Liisa Tainio,
Helsingin yliopisto, Tieteellinen neuvosto, Asiantuntijapooli, Liisa Tainio, 01.01.2005 → 31.12.2006, Finland

Camilla Wide,
Den vetenskapliga referensgruppen för projektet Svenskan i Finland, Syntaktiska drag i ett jämförande perspektiv (Svenska litteratursällskapet 2003 2006), Camilla Wide, 01.01.2005 → 31.12.2005
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2005 → 31.12.2005, Finland
Den vetenskapliga referensgruppen för projektet Svenskan i Finland, Syntaktiska drag i ett jämförande perspektiv (Svenska litteratursällskapet 2003 2006), Camilla Wide, 01.01.2006 → 31.12.2006, Finland
Forskningskolan Langnet, handledarpoolen för programmet Språkliga strukturer i bruk, Camilla Wide, 01.01.2006 → 31.12.2006, Finland
Interaction/Klippi

Helsingfors kvinnliga forskare, Camilla Wide, 01.01.2006 → 31.12.2006, Finland
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2006 → 31.12.2006, Finland
Den vetenskapliga referensgruppen för projektet Svenskan i Finland: Syntaktiska drag i ett jämförande perspektiv (Svenska litteratursällskapet 2003-2006), Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Forskningsnämndern för modern svenska, Camilla Wide, 01.01.2007 → 31.12.2007, Sweden
Forskningsnämndern för modern svenska, Camilla Wide, 01.01.2007 → 31.12.2007, Sweden
Handledarpoolen för programmet Språkliga strukturer i bruk i forskarskolan Langnet, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Handledarpoolen för programmet Språkliga strukturer i bruk, Forskarskolan Langnet, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Helsingfors kvinnliga forskare r.f., Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Helsingfors kvinnliga forskare r.f., Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Styrelsen för Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Styrelsen för Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Svenska litteratursällskapets i Finland språkvetenskapliga nämnd, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Svenska litteratursällskapets i Finland språkvetenskapliga nämnd, Camilla Wide, 01.01.2007 → 31.12.2007, Finland
Den rådgivande kommittén för Folkkultursarkivet och Språkarkivet vid Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2008 → 31.12.2008, Finland
Forskningsnämndern för modern svenska, Camilla Wide, 01.01.2008 → 31.12.2008, Sweden
Språkvetenskapliga nämnden vid Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2008 → 31.12.2008, Finland
Styrelsen för svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2008 → 31.12.2008, Finland
Styrgruppen för projektet Spara det finlandssvenska talet, Svenska litteratursällskapet i Finland, Camilla Wide, 01.01.2008 → 31.12.2008, Finland
Turku Institute for Advanced Studies, Camilla Wide, 01.01.2008 → 31.12.2008, Finland

Membership or other role in public Finnish or international organization

Mona Forsskåhl, Studentexamenin nämnden, provmakare, Mona Forsskåhl, 01.01.2005 → 31.12.2005, Finland
Markku Haakana, Yliopistotutkintolautakunta: ädinkielien ja kirjallisuuden jaoksen apulaisen (sensoorin), Markku Haakana, 2008 → …
Auli Hakulinen, Kotimaisten kielten tutkimuskeskus, Kiellautakunta, Auli Hakulinen, 01.01.2005 → 31.12.2005, Finland
WSOY, Oppikirjastojen lukolaision ädinkielien ja kirjallisuus, Auli Hakulinen, 01.01.2005 → 31.12.2005, Finland
Kiellautakunta, Auli Hakulinen, 01.01.2007 → 31.12.2007, Finland
Anu Klippi, Kansaneläkelaitos Kansaneläkelaitoksen vaikeavamman kuntoutuksen kehittämishankkeeseen liittyvän puheen, kuten sekä syömis- ja nielomsiongelmien hyvät kuntoutuksityönäidöitä aivoverenkiertohäiriöihin (AVH), multippelisskleroosoin (MS) ja CP-vamman, Anu Klippi, 01.01.2007 → 31.12.2007, Finland
Kansaneläkelaitos Kansaneläkelaitoksen vaikeavamman kuntoutuksen kehittämishankkeeseen liittyvän puheen, kuten sekä syömis- ja nielomsiongelmien hyvät kuntoutuksityönäidöitä aivoverenkiertohäiriöihin (AVH), multippelisskleroosoin (MS) ja CP-vamman, Anu Klippi, 01.01.2008 → 31.12.2008, Finland
Camilla Lindholm, Förbundet Utvecklingsstödningen, sammanvunnet med styrgruppen för projektet ”Selkokieli ja vuorovaikutus”, Camilla Lindholm, 01.01.2007 → 31.12.2007, Finland
Jan Kris Kristin, Samarbetsorgan för det svenska språket i Finland, Jan Kris Kristin, 01.01.2006 → 31.12.2006, Finland
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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

Interaction/Klippi

Anssi Peräkylä,
European Psychoanalytic Federation, Working Party for Comparative Clinical Methods, Anssi Peräkylä, 01.01.2006 → 31.12.2009, United Kingdom
Suomen psykoanalyttinen yhdistys, psykoanalyysin liittyvää tutkimusta edistävä tutkimuskonsortio, Anssi Peräkylä, 01.01.2006 → 31.12.2006, Finland
Suomen psykoanalyttinen yhdistys, psykoanalyysin liittyvää tutkimusta edistävä tutkimuskonsortio, 2006, Suomi, ei-kansainvälinen, yksityinen sektori, toimielimen jäsen, Anssi Peräkylä, 01.01.2006 → …, Finland

Eeva-Leena Seppänen,
Ylioppilastutkintolautakunnan äidinkielen ja os, Eeva-Leena Seppänen, 01.01.2007 → 31.12.2007, Finland
Ylioppilastutkintolautakunnan äidinkielen ja os, Eeva-Leena Seppänen, 01.01.2008 → 31.12.2008, Finland

Mika Simonen,
Tomintakykyn mittamisen ja arvioinnin kansallinen asiantuntijaverkosto, Mika Simonen, 01.01.2007 → 31.12.2007

Liisa Tainio,
Ylioppilastutkintolautakunta, apujäsen (äidinkieli ja kirjallisuus), Liisa Tainio, 01.01.2006 → 31.12.2006, Finland
Kääntäjien tutkintolautakunta, Liisa Tainio, 01.08.2005 → 31.12.2005, Finland
Ylioppilastutkintolautakunnan apujäsen (äidinkielen ja kirjallisuuden sensori), Liisa Tainio, 01.01.2005 → 31.12.2005, Finland
Kääntäjien tutkintolautakunta, Liisa Tainio, 01.01.2006 → 31.12.2006
Ylioppilastutkintolautakunnan apujäsen (äidinkieli ja kirjallisuus -oppaineen sensori), Liisa Tainio, 01.01.2006 → 31.12.2006, Finland
Kääntäjien tutkintolautakunta, suomen kieli, Liisa Tainio, 01.01.2007 → 31.12.2007, Finland
Oy Yliopistokustannus University Press Finland neuvoittelutoimikunta, jäsen, Helsingin yliopiston edustaja, Liisa Tainio, 04.10.2007 → 31.12.2007, Finland
MOTIVATION - Promoting positive images of SET in young people = EU-hanke (no. 217843); Seventh Framework Theme: Science in Society, Liisa Tainio, 01.01.2008 → 31.12.2008
Ylioppilastutkintolautakunta, äidinkielen ja kirjallisuuden sensorikunta, Liisa Tainio, 01.01.2008 → 31.12.2008, Finland
Ylioppilastutkintolautakunta, äidinkielen ja kirjallisuuden sensorikunta, Liisa Tainio, 01.01.2008 → 31.12.2008, Finland

Membership or other role of body in private company/organisation

Marja Etelämäki,
Helsingin tutkijanaiset ry, Marja Etelämäki, 01.01.2007 → 31.12.2007, Finland

Auli Hakulinen,
International Pragmatics Association (IPhA), Auli Hakulinen, 01.01.2006 → 31.12.2006, United States

Sofie Henricson,
Skattmästare, Sofie Henricson, 2010 → …

Martina Huhtamäki,
styrelsemedlem, Martina Huhtamäki, 2004 → 2007, Finland
styrelsemedlem och representant för Nordspråk, Martina Huhtamäki, 2006 → 2009, Finland
styrelseordförande, Martina Huhtamäki, 2007 → …, Finland

Aino Koivisto,
Suomen kielten ja kotimaisen kirjallisuuden jatko-opiskelijoiden yhdistys Seaula, Aino Koivisto, 01.01.2008 → 31.12.2008, Finland

Anssi Peräkylä,
Kristillisen kulttuurin liitto, tiedeklubitoimikunta, Anssi Peräkylä, 01.01.2008 → …
Kristillinen kulttuuriliitto, tiedeklubityöryhmä, Anssi Peräkylä, 01.01.2007 → 31.12.2007, Finland
Interaction/Klippi

**Participation in interviews for written media**

**Marja Etelämäki**, Tieteen päivät 2007 "Rajalla", Marja Etelämäki, 10.01.2007, Finland


Interview for tobning Huvudstadsbladet, Mona Forsskål, 07.12.2010 → 31.12.2011, Finland

Tieteen päivät, Mona Forsskål, 01.01.2001 → 31.12.2011, Finland


Suomalainen Kulttuuriliitto, Auli Hakulinen, 09.02.2001 → 31.12.2011, Finland

Suomen Kääntäjät ry., Auli Hakulinen, 02.04.2001 → 31.12.2011, Finland

Tieteen päivät, Auli Hakulinen, 13.01.2001 → 31.12.2011, Finland

UKAN's focuses, Budapest, Auli Hakulinen, 01.01.2001 → 31.12.2011, Finland

**WSOY's kääntäjät**, Auli Hakulinen, 09.04.2001 → 31.12.2011, Finland

Ääninken opetajien liiton talvipäivä, Oulu, Auli Hakulinen, 27.01.2001 → 31.12.2011, Finland

Opetuspalvelut, esitelmä Suomi-koulujen opettajille, Auli Hakulinen, 06.08.2003 → 31.12.2011, Finland

WSOY:n suomentajaseminaari, Auli Hakulinen, 15.06.2003 → 31.12.2011, Finland


Helsingin Sanomat, lehtihaastattelu, Auli Hakulinen, 06.11.2004 → 31.12.2011, Sweden


Länsiväylä, lehtihaastattelu, Auli Hakulinen, 03.11.2004 → 31.12.2011, Sweden


Suomen kielien päivä Kemn seudun opettajille, Auli Hakulinen, 01.10.2005 → 31.12.2011, Finland


Yle 1, Auli Hakulinen, 21.01.2005 → 31.12.2011, Finland

"Mistä sanat tulevat", Auli Hakulinen, 21.08.2006 → 31.12.2011, United States

Kirjakeskiesemiaari suurelle yleisölle, Jäät, Kotikiehen Seura, Auli Hakulinen, 06.05.2006 → 31.12.2011, United States

Maunu Tawastin Kilan 75-vuotisjuhlaseinatu, Auli Hakulinen, 13.10.2007 → 31.12.2011, Finland

Miten suomi voi ny?, Auli Hakulinen, 01.01.2007 → 31.12.2011, Finland

**Sofie Henrianson**, "Ja va säädä ikkinn bol hermons", Sofie Henrianson, 2010, Finland

**Anu Klippi**, Asiantuntijakunto: Ikäihmisten yliopisto, Anu Klippi, 02.03.2006 → 31.12.2011, Finland


**Camilla Lindholm**, möte, Camilla Lindholm, 14.09.2007 → 31.12.2011, Finland

**Helena Palmen**, Evenemang, Helena Palmen, 05.02.2008 → 31.12.2011, Finland
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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

Interaction/Klippi

Anssi Peräkylä,
HUS:n lasten ja nuorten sairaalan lääkärivali, Anssi Peräkylä, 10.10.2007, Finland
Interview on social interaction for a patient journal, Anssi Peräkylä, 2010

Sara Routarinne,
Anna, aikakauslehti, Sara Routarinne, 01.01.2003 → 31.12.2011, Finland
YLE Aamutelevision, Sara Routarinne, 21.05.2003 → 31.12.2011, Finland

Eeva-Leena Seppänen,
Tieteen päivät Helsingissä, Eeva-Leena Seppänen, 12.01.2007 → 31.12.2011, Finland

Liisa Tainio,
Ilta-Sanomat, haastattelu, toimittaja Pasi Kostiainen, s. 46 - 47, Liisa Tainio, 06.10.2000 → 31.12.2011, Hungary
Lapsen maailma -lehti 11/2000, toimittaja Marianna Laho, haastattelu, s. 8 - 10, Liisa Tainio, 01.01.2000 → 31.12.2011, Hungary
Naisten avon korkeakoulun, Naisasialiitto Unioni, Helsinki, Liisa Tainio, 12.03.2002 → 31.12.2011, Finland
Äidinkielten ja kirjallisuuden opetuksen toimikuntavaalit, Järvenpää, Liisa Tainio, 07.08.2002 → 31.12.2011, Finland
Anna-lehti, Liisa Tainio, 01.01.2005 → 31.12.2011, Finland
Ilonan ystävät. Yle 1, Liisa Tainio, 09.07.2005 → 31.12.2011, Finland
NYT-lehti, Liisa Tainio, 01.01.2005 → 31.12.2011, Finland
Näytetään kieltä, YLE 1, Liisa Tainio, 16.11.2005 → 31.12.2011, Finland
Rainman viidenne laituri ja murteen päivät, Liisa Tainio, 27.01.2005 → 31.12.2011, Finland
YleX, Liisa Tainio, 01.01.2005 → 31.12.2011, Finland
Äidinkielten ja kirjallisuuden opetuksen toimikunta, Liisa Tainio, 03.08.2005 → 31.12.2011, Finland
Helsingin Sanomat, Liisa Tainio, 10.07.2006 → 31.12.2011, Finland
Helsingin yliopiston julkaisutuomikunnan jäsentä, Jukka Kågian lähipäivänhäaste “Oppikirja yaden: opettajan lajsa opiskelijoille vai oman uran surma?”, Liisa Tainio, 17.03.2006 → 31.12.2011, Finland
lehti (Tulva), Liisa Tainio, 01.01.2007 → 31.12.2011, Finland
lehti (Tulva), Liisa Tainio, 01.01.2007 → 31.12.2011, Finland
"Äidit on yhä työttömine; uutinen äidinkielten opetuksen tutkimuksesta; Opettaja-lehti 35/2010, s. 32-33, Liisa Tainio, 2010
Haastattelu "Yksymystä, vastaajana professori Liisa Tainio"; Virke 2/2010, s. 4-6, Liisa Tainio, 2010 → …
Haastattelu "Äidinkielten on sukupuolittanut imago"; Kaleva 4.8.2010, s.7., Liisa Tainio, 04.08.2010
Haastattelu "Äidinkielten imago on sukupuolittanut"; Savon sanomat, 4.8.2010, s. 8, Liisa Tainio, 08.04.2010
Haastattelu "Äidinkielten mielelåten tytöiden aineeksi"; Turun sanomat., 4.8.2010, s. 8., Liisa Tainio, 04.08.2010
Haastattelu, STT, Liisa Tainio, 10.09.2010
Interaction/Klippi


Sanna Vehviläinen,


Tampereen yliopisto, Opetuksen kehittämisykkö, Sanna Vehviläinen, 03.11.2005 → 31.12.2011, Finland

Camilla Wide,

Tutkimuksen kansainvälistenäminen, Finlands akademi, Camilla Wide, 04.02.1999 → 31.12.2011, Finland

Hufvudstadsbostad, Camilla Wide, 06.12.2002 → 31.12.2011, Finland


Seminarium, Finlandsinstitutet, Camilla Wide, 08.02.2006 → 31.12.2011, Sweden

Seminar Umorden ännu Helsingfors - Pohjasmanelen Arkeologie på väg, Camilla Wide, 01.11.2007 → 31.12.2011, Sweden

Ny Tid, Camilla Wide, 16.03.2007 → 31.12.2011, Finland

Boktid, FST6, Camilla Wide, 13.06.2008 → 31.12.2011, Finland

Participation in radio programme

Mona Forskål,
Radio Extrem intervju, Mona Forskål, 01.01.2005, Finland

Auli Hakulinen,
Medi ja kiel (Yleisradio), Auli Hakulinen, 26.11.2007 → 31.12.2011, Finland

Sofie Henrikson,
Gengäng, Sofie Henrikson, 06.2010, Finland

Helga Hilmasdottir,
Nordiska rådets litteraturpris 2010, Helga Hilmasdottir, 25.03.2010, Finland

Martina Huhtamäki,
Intervju, Martina Huhtamäki, 09.05.2005, Faroe Islands

Sara Routarinne,
Radiohaastattelu, Sara Routarinne, 20.12.2010, Finland

Liisa Tainio,


haastattelu, Uutiset/Radio Nova, 10.9.2010, Liisa Tainio, 10.09.2010
Interaction/Klippi

**Participation in TV programme**
Fritjof Sahlström,
Hyppyunti, Fritjof Sahlström, 31.10.2010

**Participation in interview for web based media**
Auli Hakulinen,
Kotus-blogi, Auli Hakulinen, 2009 → …

Liisa Tainio,
Haastattelu ja uutinen "Opettajien oma kasvatus ja asenteet istuvat tiukassa"; Helsingin yliopiston verkkosivuilta 6.10.2010, Liisa Tainio, 6.10.2010


Uutinen "Miehet naisia enemmän esillä oppimateriaaleissa"; Aamulehti.fi-verkkolehti 10.9.2010, Liisa Tainio, 10.09.2010

Uutinen "Miehet naisia enemmän esillä oppimateriaaleissa"; YLE.fi-verkkosivusto 10.9.2010, Liisa Tainio, 10.09.2010
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
Luukkänen, Olavi – VITRI
Valsta, Lauri – SUVALUE

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

Humanities
Aejmelaeus, Anneli – CSTT
Anttonen, Perti – CMVG
Dunderberg, Ismo – FC
Havu, Eva – CoCoLaC
Heikkinen, Markku – RCSP
Heinämaa, Sara – SHC
Henriksson, Markku – CITA
Janhunen, Juha – LDHFTA
Kaja, Mika, – AMNE
Klippi, Anu – Interaction
Knuuttila, Simo – PPMP
Koskenniemi, Kimmo – BAULT
Lauha, Aila – CECH
Lavento, Mika – ARCH-HU
Lukkarinen, Ville – AHCJ
Lyytikäinen, Pirjo – GLW
Mauranen, Anna – LFP
Meinander, Henrik – HIST
Nevalainen, Terttu – VARIO
Pettersson, Bo – ILLC
Pulikkanen, Tuula – 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 – TRANSURBAN
Haila, Anne – Sociopolis
Hautamäki, Jarkko – CEA
Heinonen, Visa – KUMU
Helén, Ilpo – STS
Hukkanen, Janne – GENU
Jallinoja, Riitta – SBII
Kaartinena, Timo – SCA
Kettunen, Pauli – NordSoc
Kivinen, Markku – FCREEES
Koponen, Juhani – DEVERELE
Koskenniemi, Martti – ECI
Kultti, Klaus – EAT
Lahelma, Elina – KUFE
Lanne, Markku – TSEM
Lavonen, Jari – RCMSER
Lehtonen, Risto – SocStats
Lindblom-Ylänne, 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 UH
PUBLICATION DATA 2005-2010
20.4.2012 MF

RC/Interaction/Klippi

- Researcher Community: Language and Social Interaction (Interaction)
- Participation category: 1 The research of the participating community represents the international cutting edge in its field.
- Interaction RC consists of 16 Principal Investigators and 37 participants.
- Total number of publications within the period of 2005–2010: 4121.

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<tbody>
<tr>
<td>A1 refereed journal article</td>
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<td>14</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>23</td>
<td>19</td>
<td>83</td>
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<tr>
<td>A2 refereed journal article</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
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</tr>
<tr>
<td>A3 Contribution to book/other compilations (referred)</td>
<td></td>
<td>23</td>
<td>14</td>
<td>16</td>
<td>22</td>
<td>38</td>
<td>17</td>
<td>130</td>
</tr>
<tr>
<td>A4 Article in conference publication (referred)</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>B1 Unreferred journal article</td>
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<td>6</td>
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<td>11</td>
<td>11</td>
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<td>B2 Contribution to book/other compilations (non-referred)</td>
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<td>6</td>
<td>2</td>
<td>9</td>
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</tr>
<tr>
<td>B3 Unreferred article in conference proceedings</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>5</td>
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<tr>
<td>C1 Published scientific monograph</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>C2 Edited book, compilation, conference proceeding or special issue of journal</td>
<td></td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>7</td>
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1 Two duplicates (23) were detected in the primary publication data. The total count of refereed book contributions thus reduced to 127, but after re-examination of several journal contribution records (see p. 6) increased again to 130. The grand total of Interaction RC publication records is 412 instead of the initial total of 414. The excluded duplicates were: Haakana, M, Sorjonen, M 2009, ‘Millooja anomassa ja nostamassa: liikittelyä kioskin asioimeissa’, in Kieli kiosilla: tutkimuksia kioskiaisten tilaisuista. SKS, Helsinki. Haakana, M, Visapää, L 2005, ‘Tutu-trusti: fakta homman äänet keskustelun keinona’, in Referointi ja moniläänitys. SKS, Helsinki.
Number of authors in publications/year

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Distribution of single and multi-author publications

- 1 author: 234; 57%
- 2 authors: 96; 23%
- 3 authors: 38; 9%
- 4 authors: 25; 6%
- 5 authors: 10; 3%
- 6 authors: 5; 1%
- 7 authors: 1; 0%
- 8 authors: 3; 1%
Language of publication / Year

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Distribution of publications in different languages

- Croatian: 1 (0%)
- English: 149 (36%)
- Finnish: 171 (42%)
- Estonian: 7 (2%)
- Swedish: 76 (19%)
- French: 3 (1%)
- German: 2 (0%)
- Icelandic: 1 (0%)
Journal / Year / Total

The most frequently contributed journal in the publication channel selection of Interaction RC is Virittäjä, the major domestic journal in the fields of Fennistic research and linguistics. The other repeatedly contributed Finnish journal, Puhe ja kiel, specializes in speech sciences and psycholinguistic issues, along with an array of topics in applied linguistics. Numerous titles with focus on educational sciences, sociolinguistics, and developmental psychology are well represented on the list, too. Members of Interaction RC have contributed 75 journals in total.

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5
Journal Total (no. of journal contributions by year and in total) 24 21 24 25 43 27 164

WEB-FU: Wiener elektronische Beiträge des Instituts für Finno-Ugristik

Journal ranking (Norway, Australia, ERIH)

Norway ranking
Level 2 = highest scientific, Level 1 = scientific

Australian ranking

A*

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

A

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

B

Tier B covers journals with a solid, though not outstanding, reputation. Generally, in a Tier B journal, one would expect only a few papers of very high quality. They are often important outlets for the

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1 Six pieces of journal contribution data were re-examined during the analysis. Three refereed journal articles (a1) were reclassified as book sections (a3) for being published in yearbooks which, according to the Finnish national classification of publications, are to be categorized as books. The number of a1 articles thus reduced from the primary 86 to 83, while the number of a3 articles increased with 3 to 130. For partly the same reasons, that is, for being published in monograph series, two non-refereed journal articles (b1) were reclassified as book sections (b2). After these changes, there are 54 b1 articles reported in the interaction RC’s publication record, and 28 records of b2 articles respectively. In addition, one popular magazine article (e1) was reclassified as popular book contribution (e3). Now there are 19 popular journal articles and 2 popular contributions to books, and the total amount of Interaction RC journal contributions is now 164 instead the initial amount of 170. These alterations were taken into account throughout the analysis. The re-examined pieces of data were:


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2
work of PhD students and early career researchers. Typical examples would be regional journals with high acceptance rates, and editorial boards that have few leading researchers from top international institutions.

C

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

**ERIH ranking 2007-2008**

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

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

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

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

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Total amount of articles in ranked journals: 109; 76.7% of all scientific journal articles (142).

Amount of articles in tiered journals (Australia)

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Total amount of articles in tiered journals: 111; 78.2% of all scientific journal articles (142).
Book publisher ranking (Norwegian register of scientific publishers)

Level 2 = leading scientific publisher
Level 1 = ordinary scientific publisher
other = scientific level unclear or newly proposed for classification
no = unlisted publisher.

Book-type publication categories:
a3 reviewed contribution to book (130)
b2 nonreviewed contribution to book (28)
c1 scientific monograph (11)
c2 edited book, compilation, conference proceeding or special issue of journal (30)
d2 article in professional book (6)
d5 textbook or professional handbook (16)
e1 popular contribution to book (2)
e2 popular monograph (4).

Highly ranked scientific publishers have published 6 scientific monographs (c1, c2) and 33 refereed book sections (a3), written or edited by members of Interaction RC. This counts approximately for ¾ of all book-type publications. 65 book contributions of scientific (a3, b2) and professional nature (d2), as well as 23 scientific (c1, c2) and professional (d5) books are published by “ordinary” ranked scientific publishers. This constitutes nearly 39% of all book-type publications. All popular contributions and monographs (e1, e2) have been published by unlisted publishers.

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<th>c2 edited book</th>
<th>d2 article in professional book</th>
<th>d5 textbook or professional handbook</th>
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