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

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

Seppo Saari & Antti Moilanen (Eds.)
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**Type of publication:** Evaluations

**Title:**

**Summary:**
Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate.

Evaluation of the Researcher Community was based on the answers to the evaluation questions. In addition a list of publications and other activities were provided by the TUHAT system. The CWTS/Leiden University conducted analyses for 80 RCs and the Helsinki University Library for 66 RCs. Panellists, 49 and two special experts in five panels evaluated all the evaluation material as a whole and discussed the feedback for RC-specific reports in the panel meetings in Helsinki. The main part of this report is consisted of the feedback which is published as such in the report.

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

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

**RC-specific information:**

<table>
<thead>
<tr>
<th>Main scientific field of research:</th>
<th>Social Sciences</th>
</tr>
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<tbody>
<tr>
<td><strong>Participation category:</strong></td>
<td></td>
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<tr>
<td>1. Research of the participating community represents the international cutting edge in its field</td>
<td></td>
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<tr>
<td><strong>RC's responsible person:</strong></td>
<td>Engeström, Yrjö</td>
</tr>
<tr>
<td><strong>RC-specific keywords:</strong></td>
<td>Activity theory, sociocultural approach, formative interventions, expansive learning, development, Change Laboratory, innovations</td>
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</table>

**Keywords:**
Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community

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Foreword

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

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

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

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, MSc Jussi Vauhkonen
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Venezuelan Institute of Scientific Research, Venezuela

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somatic disorders
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Professor Allen Ketcham
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Education, educational reform
University of Turku, Finland

Professor Enzo Mingione
Urban sociology
University of Milan - Bicocca, Italy

Professor Giovanna Proacci
Political sociology, transformation of citizenship, social rights, social
exclusion, immigration policy
University of Milan, Italy

Professor Inger Johanne Sand
Law, public law, legal theory
University of Oslo, Norway

Professor Timo Teräsvirta
Time series econometrics
Aarhus University, Denmark

Professor Göran Therborn
General sociology
University of Cambridge, Great Britain

Professor Liisa Uusitalo
Consumer behaviour (economic & social theory), marketing and
communication research
Aalto University, School of Economics, Finland

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

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

Experts from the Panel of Humanities
Professor Erhard Hinrichs
Professor Pauline von Bonsdorff
EVALUATION OFFICE
Dr Seppo Saari, Doc., Senior Adviser in Evaluation, was responsible for the entire evaluation, its planning and implementation and acted as an Editor-in-chief of the reports.

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

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

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

TUHAT OFFICE
Provision of the publication and other scientific activity data
Mrs Alja Kaltera, 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\(^1\) and traditional research assessment exercise and its focus is both on the research outcomes and procedures associated with research and doctoral training. The approach to the evaluation is enhancement-led where self-evaluation constituted the main information. The answers to the evaluation questions formed together with the information of publications and other scientific activities an entity that was to be reviewed as a whole.

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

1.2 Aims and objectives in the evaluation

The aims of the evaluation are as follows:

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

1.3 Evaluation method

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

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

\(^2\) Policies on doctoral degrees and other postgraduate degrees at the University of Helsinki.
The comparison produced information about the present status and factors that have lead to success. Also challenges in the operations and outcomes were recognized.

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

Five stages of the evaluation method were:
1. Registration – Stage 1
2. Self-evaluation – Stage 2
3. TUHAT\(^3\) compilations on publications and other scientific activities\(^4\)
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 panelists as compared to the previous evaluations was the character of the evaluation as a meta-evaluation. The panelists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics and comparable analyses.

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

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

\(^4\) Supervision of thesis, prizes and awards, editorial work and peer reviews, participation in committees, boards and networks and public appearances.
1.5 Evaluation material

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

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

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

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

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

Evaluation material

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

Background material

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

The Finnish Universities/Research Institutes
- Finnish University system
- Evaluation of the Finnish National Innovation System
- The State and Quality of Scientific Research in Finland, Publication of the Academy of Finland 9/09.

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

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

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

The additional material: TUHAT compilation of the RC’s publications, analysis of the RC’s publications data (provided by University of Leiden and the Helsinki University Library)
A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

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

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

The additional material: TUHAT compilation of the RC’s other scientific activities/supervision of doctoral dissertations
A written feedback from the aspects of: processes and good practices related to leadership and management
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

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

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

The additional material: TUHAT compilation of the RC’s other scientific activities.
A written feedback from the aspects of: societal impact, national and international collaboration, innovativeness
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)
4. International and national (incl. intersectoral) research collaboration and researcher mobility
   - Description of
     - the RC’s research collaborations and joint doctoral training activities
     - how the RC has promoted researcher mobility
   - Identification of the RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

A written feedback from the aspects of: scientific quality, national and international collaboration
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

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

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

A written feedback from the aspects of: processes and good practices related to leadership and management
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

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

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

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

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness, future significance
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

8. The RC’s strategic action plan for 2011–2013
   - RC’s description of their future perspectives in relation to research and doctoral training.
   - A written feedback from the aspects of: scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance
   - Strengths
   - Areas of development
9. Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC’s fitness to the chosen participation category
A written feedback evaluating the RC’s fitness to the chosen participation category
- Strengths
- Areas of development
- Other remarks
- Recommendations

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

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

11. How the UH’s focus areas are presented in the RC’s research?
Comments if applicable

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

13. RC-specific conclusions

1.7 Evaluation criteria

The panellists were expected to give evaluative and analytical feedback to each evaluation question according to their aspects in order to describe and justify the quality of the submitted material. In addition, the evaluation feedback was asked to be pointed out the level of the performance according to the following classifications:
- outstanding (5)
- excellent (4)
- very good (3)
- good (2)
- sufficient (1)

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

Description of criteria levels

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

Classification: Criteria (level of procedures and results)

Outstanding quality of procedures and results (5)
Outstandingly strong research, also from international perspective. Attracts great international interest with a wide impact, including publications in leading journals and/or monographs published by leading international publishing houses. The research has world leading qualities. The research focus, key research questions scientific significance, societal impact and innovativeness are of outstanding quality.

*In cases where the research is of a national character and, in the judgement of the evaluators, should remain so, the concepts of “international attention” or “international impact” etc. in the grading criteria above may be replaced by “international comparability”.*
Operations and procedures are of outstanding quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality.

**Excellent quality of procedures and results (4)**

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

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

**Very good quality of procedures and results (3)**

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

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

**Good quality of procedures and results (2)**

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

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

**Sufficient quality of procedures and results (1)**

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

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

**Question 2 – DOCTORAL TRAINING**

**Question 3 – SOCIETAL IMPACT**

**Question 4 – COLLABORATION**

**Classification: Criteria (level of procedures and results)**

**Outstanding quality of procedures and results (5)**

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

**Excellent quality of procedures and results (4)**

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

**Very good quality of procedures and results (3)**

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

**Good quality of procedures and results (2)**

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

**Sufficient quality of procedures and results (1)**

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

**Question 9 – CATEGORY**

Participation category – fitness for the category chosen

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

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

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

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

The main timetable of the evaluation:

1. Registration November 2010
3. External peer review May–September 2011
4. Published reports March–April 2012
   - University level public report
   - RC specific reports

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

1.9 Evaluation feedback – consensus of the entire panel

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

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

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

2.1 Focus and quality of the RC’s research

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

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

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

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

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

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

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

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

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

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

Numeric evaluation: 4 (Excellent)

2.2 Practises and quality of doctoral training

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

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

**Strengths**

Almost 20% of the cradles dissertations have won awards. Their criteria for selecting doctoral students seems well thought out. The CRADLE selects for promising research ideas, proven research abilities, motivation and the ability to work with co-researchers. These criteria are superior to selection by test scores alone.

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

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

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

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

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

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

**Challenges**

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

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

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

**Numeric evaluation: 5 (Outstanding)**

**2.3 The societal impact of research and doctoral training**

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

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

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

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

 Numeric evaluation: 4 (Excellent)

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

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

ASPECTS: Scientific quality, national and international collaboration

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

CRADLE’s faculty attend conferences and congresses.

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

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

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

 Numeric evaluation: 5 (Outstanding)

2.5 Operational conditions

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

ASPECTS: Processes and good practices related to leadership and management
Strengths
A strength of the CRADLE is its newly acquired facilities in behavioral sciences. It is obvious that the CRADLE finds the new facilities to be an important support for its function.

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

2.6 Leadership and management in the researcher community

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

ASPECTS: Processes and good practices related to leadership and management

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

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

2.7 External competitive funding of the RC

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

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

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

Strengths
Cradle has received 8,135,855 euros in external funding during the evaluation period. The external funding amounts to ~ 1.3 million per year. This RC has 22 scholars and 26 doctoral students. Of the scholars, seven
are professors. To obtain over eight million euros in six years is no mean task. The panel considers that the amount of external funding is outstanding.

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

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

- RC’s description of their future perspectives in relation to research and doctoral training.
  ASPECTS: Scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

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

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

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

The RC’s fitness to the chosen participation category.
Category 1. The research of the participating community represents the international cutting edge in its field.

CRADLE place itself in category 1 (International cutting edge)
- This category is well justified because the Center is widely recognized as the leading Centre of sociocultural activity theory.
- However, does the relatively low level of high quality journal publications fit with the category 1 designation?
  Numeric evaluation: 5 (Outstanding)

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

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

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

Focus area 4: The thinking and learning human being

CRADLE’s research is directly linked to the focus area “Thinking and learning human being”.
2.12 RC-specific main recommendations

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

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

2. The two-way mobility of scholars in this RC should encouraged at other RCs.

3. CRADLE could have more ambitious publication strategy and submit more articles to international top journal.
3 Appendices

A. Original evaluation material
   a. Registration material – Stage 1
   b. Answers to evaluation questions – Stage 2
   c. List of publications
   d. List of other scientific activities

B. Bibliometric analyses
   a. Analysis provided by CWTS/University of Leiden
   b. Analysis provided by Helsinki University Library (66 RCs)
International evaluation of research and doctoral training at the University of Helsinki 2005-2010

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW

NAME OF THE RESEARCHER COMMUNITY:
Center for Research on Activity, Development and Learning (CRADLE)

LEADER OF THE RESEARCHER COMMUNITY:
Professor Yrjö Engeström, Institute of Behavioural Sciences

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW:

- Material submitted by the RC at stages 1 and 2 of the evaluation
  - STAGE 1 material: RC’s registration form (incl. list of RC participants in an excel table)
  - STAGE 2 material: RC’s answers to evaluation questions
- TUHAT compilations of the RC members’ 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)
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Engeström, Yrjö
E-mail:
Phone: +358-50-3076300
Affiliation: CRADLE, University of Helsinki
Street address: Teollisuuskatu 23, 00510 Helsinki

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

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

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

Description of the operational basis in 2005-2010 (eg. research collaboration, joint doctoral training activities) on which the RC was formed (MAX. 2200 characters with spaces): The CRADLE was formed at the beginning of 2009 by merging two research units, the Center for Activity Theory and Developmental Work Research (founded 1994; was a National Center of Excellence in Research from 2000 to 2005) and the Centre for Research on Networked Learning and Knowledge Building (founded in 2000). CRADLE runs the Doctoral Program of Adult Education and Developmental Work Research (part of the national graduate school of education FiGSEL) and a Master’s Program (ATMO). CRADLE has five research groups, each led by a professor, and a sixth one currently being formed. CRADLE has its own physical facilities and a vibrant community of scholars conducting research on human activity in societal and cultural contexts, technology-intensive knowledge practices, and learning from the developmental perspective, especially expansive learning associated with radical transformations in organizations.

3 SCIENTIFIC FIELDS OF THE RC

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

RC’s scientific subfield 1: Education and Educational Research
RC’s scientific subfield 2: --Select--
RC’s scientific subfield 3: --Select--
RC’s scientific subfield 4: --Select--
Other, if not in the list:

4 RC’S PARTICIPATION CATEGORY

Participation category: 1. Research of the participating community represents the international cutting edge in its field
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

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

Public description of the RC’s research and doctoral training (MAX. 2200 characters with spaces): We are a multidisciplinary research unit, focused on transformations and learning in collective activity systems and individuals facing new societal, cultural and technological challenges. Our work is inspired by cultural-historical activity theory and more broadly sociocultural approaches to human development. We are a community of researchers based at University of Helsinki, working in shared facilities and building on intense interaction and debate.

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

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

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

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

Keywords: Activity theory, sociocultural approach, formative interventions, expansive learning, development, Change Laboratory, innovations
6 Quality of RC’s research and doctoral training

Justified estimate of the quality of the RC’s research and doctoral training at national and international level during 2005-2010 (MAX. 2200 characters with spaces): We are a world leader in our area of research due to (a) our own conceptual development of cultural-historical activity theory (the so-called 3rd generation of activity theory), (b) the theory of expansive learning and the theory of trialogical learning developed in our Center, (c) the framework of developmental work research, and (d) the methodology of formative interventions, particularly the Change Laboratory, as application and further development of Vygotsky’s principle of double stimulation. Our doctoral program has produced 28 PhD dissertations, four of which have won prizes, and 15 other PhD dissertations have been produced under the supervision of CRADLE researchers. The Director of CRADLE has been awarded with an honorary professorship (Birmingham, UK) and an honorary doctorate (Oslo).

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

RC-SPECIFIC STAGE 2 MATERIAL

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

E-mail of the RC’s responsible person:

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

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

Comments for selecting/not selecting the key focus area: We are a multidisciplinary center and our work crosses the divide between behavioral and social sciences, between the individual and the collective/societal aspects of learning and development.

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

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

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

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

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

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

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

RC-SPECIFIC STAGE 2 MATERIAL

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

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

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

There are five research groups in the CRADLE:

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

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

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

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

RC-SPECIFIC STAGE 2 MATERIAL

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

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

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

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

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

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

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

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

Students in CRADLE’s doctoral program are selected by means of an open national and international call for applications. Key admission criteria include a promising research idea related to the key research themes of the CRADLE; a proven ability to conduct research and produce good-quality scientific text (e.g., a high-quality Master’s thesis); a strong motivation to pursue demanding research; and evidence of ability to work collaboratively. The entire doctoral program is conducted in English. CRADLE is
responsible for the Master’s Degree Programme in Adult Education and Developmental Work Research (ATMO). The Master’s program is a productive training ground for future doctoral students. Five graduates of the ATMO program are now students in the doctoral program.

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

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

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

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

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

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

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

Developmental work research emphasizes partnerships between research and practice, especially in transformations and interventions in work organizations. The students are expected to seek and develop collaborative contacts and partnerships with work organizations and practitioners in fields relevant to their topics. This typically leads to increased possibilities for future research funding and employment both within the academia and outside of it, in research and development functions of
private and public sector organizations. Thus far, the PhDs form CRADLE’s doctoral program have found jobs very well. The three major types of employment of our PhDs are (1) academic positions and university-based research projects, (2) jobs in consulting companies and human resource management positions in private sector organizations, (3) R&D positions in public sector research institutions (such as the Finnish Institute of Occupational Health).

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

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

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

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

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

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

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

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

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

RC-SPECIFIC STAGE 2 MATERIAL

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

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

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

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

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

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

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

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

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

RC-SPECIFIC STAGE 2 MATERIAL

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

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

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

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

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

5 OPERATIONAL CONDITIONS (MAX. 4400 CHARACTERS WITH SPACES)

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

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

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

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

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

RC-SPECIFIC STAGE 2 MATERIAL

6 LEADERSHIP AND MANAGEMENT IN THE RESEARCHER COMMUNITY (MAX. 4000 CHARACTERS WITH SPACES)

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

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

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

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

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

7 EXTERNAL COMPETITIVE FUNDING OF THE RC

- Listing of the RC’s external competitive funding, where:
  - the funding decisions have been made during 1.1.2005-31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki

  - **Academy of Finland (AF)** - total amount of funding (in euros) AF has decided to allocate to the RC members during 1.1.2005-31.12.2010: **2285200**

  - **Finnish Funding Agency for Technology and Innovation (TEKES)** - total amount of funding (in euros) TEKES has decided to allocate to the RC members during 1.1.2005-31.12.2010: **2157586**

  - **European Union (EU)** - total amount of funding (in euros) EU has decided to allocate to the RC members during 1.1.2005-31.12.2010: **1700000**

  - **European Research Council (ERC)** - total amount of funding (in euros) ERC has decided to allocate to the RC members during 1.1.2005-31.12.2010:
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

- **International and national foundations** - names of international and national foundations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the foundations: The Finnish Work Environment Fund
  - European Social Fund
  - total amount of funding (in euros) from the above-mentioned foundations: 240000

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

- **Other national funding** (incl. EVO funding and Ministry of Education and Culture funded doctoral programme positions) - names of other national funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations: Ministry of Education and Culture
  - National Board of Education
  - Criminal Sanctions Agency
  - Health Center of the City of Helsinki
  - total amount of funding (in euros) from the above-mentioned funding organizations: 1753069

**8 RC’s STRATEGIC ACTION PLAN FOR 2011–2013 (MAX. 4400 CHARACTERS WITH SPACES)**

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

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

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

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

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

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

  - ‘Expansive Engagement: Longitudinal Study of Learning and Development’ (K. Hakkarainen). A ten-year longitudinal investigation of school children’s technology-mediated learning and development from the beginning of elementary school to the end of high school, with interventions for transforming overall practices of learning and instruction in selected schools.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL


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

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

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


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

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


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

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

- **Associated person is one of Yrjö Engeström, Kai Hakkarainen, Lasse Lipponen, Jaakko Virkkunen, Kari Ilpo Tapani Toikka, Heli Ahonen.**

## Publication type

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

A1 Refereed journal article

2005


2006


2007


Keroaho, H. 2007, 'Following my traces: exploring the emotional engagement with the research subject through the researcher's artwork', Cultures and Organizations, vol 13, no. 1, pp. 55-72.

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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2008
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2009


2010


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


A3 Contribution to book/other compilations ( refereed)

2005


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

RC-SPECIFIC TUTAH COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


Muukkonen, H, Lakkala, M, Haakkarainen, K 2006, 'New learning challenges - going beyond the industrial age system of school and work', in K Yacamini, Y Engestroem, M Daniels (eds), New learning challenges - going beyond the industrial age system of school and work, Kansai University Press, Osaka, pp. 165-195.


Siltala, J 2005, Masennus työelämässä, Masennus, Therapiea-säätiö, Helsinki, pp. 54-93.


7
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUTAH COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2007


Paavola, S 2007, 'Abductive logic of discovery with distributed means', Abduction and the process of scientific discovery., [University of Lisboa], Lisboa, pp. 47-62.


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2008


Kansanvalitsusseura ja Aukiokasvatuksen tutkimusseura, [Helsinki], pp. 59-82.


2010
Lipponen, L 2010, ‘Information literacy as situated and distributed activity’, in A Lloyd, S Talja (eds), Practising Information Literacy. Bringing Theories of Learning, Practice and Information Literacy Together., Centre for Information Studies, Wagga Wagga, pp. 51-64.
A4 Article in conference publication (refereed)

2005


2006


2007


2008


CRADLE/Engeström


2009


2010


B1 Unreferred journal article

2005


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2006


2007

Hakkarainen, K 2007, 'Itseään ylittävä oppiminen', KeVer ammattikorkeakoulututkimuksen verkkolehti, vol 6, no. 3.


2008


2009


2010


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

2005


2006

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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström

2007


2008


2009


2010


B3 Unrefereed article in conference proceedings

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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2006

2007

2008


2009


2010


C1 Published scientific monograph

2005


2006

Haua, M, Miettinen, R 2006, Dialogue and intervention in science and technology studies: whose point of view?, Työpapereita / Helsingin yliopisto, kasvatustieteen laitos, toiminnan teorian ja kehittävän työntutkimuksen yksikkö, no. 35, University of Helsinki, [Helsinki].


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2007


2008

Engeström, Y 2008, From teams to knots: activity-theoretical studies of collaboration and learning at work, Learning in doing : social, cognitive and computational perspectives, Cambridge University Press, New York, N.Y.


2009


Kajańska, M 2009, Organisaatioiden kehittäminen yhteiskunnallisen työn ja uudistustaitojen muutoksessa : Raportteja / Kansallinen työelämän kehittämisohjelma, no. 38, University of Helsinki, Helsinki.


Siltala, J 2009, Sindisoistaan psykohistoria, Otava, Helsingissä.

2010


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

CRADLE/Engeström


2006


2007


2008


2009


2010


D1 Article in professional journal

2005

2006


2008
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CRADLE/Engeström


2009

2010

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

2009

2010

D3 Article in professional conference proceedings

2008

D4 Published development or research report

2005
Ranio, P 2005, Emergence of a playworld: the formation of subjects of learning in interaction between adults and children, Työpapereita / Helsingin yliopisto, kasvatus- ja kehittämispäätösteet, toiminnan teorian ja kehittävän työntutkimuksen yksikkö, no. 32, University of Helsinki, [Helsinki].

2006

2007
Siltala, JK, Freeman, S, Miettinen, R 2007, Exploring the tensions between volunteers and firms in hybrid projects, Working papers, no. 36, Center for Activity Theory and Developmental Work Research, University of Helsinki, Helsinki.

2008
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

**CRADLE/Engeström**


Kääkylä, L 2009, *Entrepreneurship as a learning challenge to the school and local community: a long term study from the entrepreneurship high school : research plan, Working Papers / University of Helsinki, Center for Research on Activity, Development and Learning, University of Helsinki, [Helsinki]*.


Teräs, M, Niemi, E, Stein, D, Mattena, V 2010, *Muunkieliset nuoret siirtymävaiheessa peruskoulusta toiseenasteelle Helsingissä, Helsingin kaupunki, maahannusosasto*.

**D5 Text book or professional handbook or guidebook or dictionary**


**E1 Popular article, newspaper article**


2007


2008


2010


E1 Popular contribution to book/other compilations

2007


E2 Popular monograph

2006

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

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

CRADLE/Engeström

1 Analysis of activities 2005-2010

<table>
<thead>
<tr>
<th>Activity type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor or co-supervisor of doctoral thesis</td>
<td>42</td>
</tr>
<tr>
<td>Prizes and awards</td>
<td>4</td>
</tr>
<tr>
<td>Editor of research journal</td>
<td>1</td>
</tr>
<tr>
<td>Editor of research anthology/collection/conference proceedings</td>
<td>1</td>
</tr>
<tr>
<td>Peer review of manuscripts</td>
<td>3</td>
</tr>
<tr>
<td>Editor of series</td>
<td>2</td>
</tr>
<tr>
<td>Editor of special theme number</td>
<td>1</td>
</tr>
<tr>
<td>Membership or other role in research network</td>
<td>5</td>
</tr>
<tr>
<td>Membership or other role in national/international committee, council, board</td>
<td>2</td>
</tr>
<tr>
<td>Membership or other role in public Finnish or international organization</td>
<td>1</td>
</tr>
<tr>
<td>Participation in interview for written media</td>
<td>53</td>
</tr>
<tr>
<td>Participation in radio programme</td>
<td>6</td>
</tr>
<tr>
<td>Participation in TV programme</td>
<td>1</td>
</tr>
</tbody>
</table>
2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis

Yrjö Engeström,
Supervision of Jonna Kangasuo’s doctoral dissertation, Yrjö Engeström, 1999 → ...
Supervision of Auli Pasanen’s doctoral dissertation, Yrjö Engeström, 2003 → ...
Supervision of Arto Kajamaa’s doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Leena Kähkö’s doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Satu-Mari Korhonen’s doctoral dissertation, Yrjö Engeström, 2005 → ...
Supervision of Teija Mankkinen’s doctoral dissertation, Yrjö Engeström, 2008 → 2011
Supervision of Anne Laitinen’s doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Hannamari Kosonen’s doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Juhana Kokkonen’s doctoral dissertation, Yrjö Engeström, 2010 → ...
Supervision of Juhana Rantanen’s doctoral dissertation, Yrjö Engeström, 2010 → ...

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

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

Annalisa Sannino,
Supervision of Heli Kaatroski’s doctoral thesis, Annalisa Sannino, 2008 → ...
Co-supervision of Ulla Rynänen’s doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Anne Laitinen’s doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Antti Rajala’s doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Jenny Vanic’s doctoral thesis, Annalisa Sannino, 2010 → ...
Supervision of Virpi Lappetelainen’s doctoral thesis, Annalisa Sannino, 2011 → ...

Juha Siltala,
sivuhjaja väitöskirjatyöde (pääohjaaja dos. Laaksonen), Juha Siltala, 2004 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2005 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
Väitöskirjatyön ohjaus, Juha Siltala, 2006 → ...
CRADLE/Engeström

Väitöskirjatyön ohjaus, Juha Siltala, 2007 → ...

Väitöskirjan ohjaus, Juha Siltala, 2007 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2008 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2009 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2009 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...

Väitöskirjatyön ohjaus, Juha Siltala, 2010 → ...

Prizes and awards

Anu Kajamaa,
Grant for Erasmus teaching exchange, University of Helsinki Staff Exchanges, 2008, Anu Kajamaa, 2008 → ...

Grant for Erasmus teaching exchange, University of Helsinki Staff Exchanges, 2009, Anu Kajamaa, 2009 → ...

Travel grant (700 euros), Chancellor of University of Helsinki, 30.4.2009, Anu Kajamaa, 2009 → ...

Travel grant (800 euros), Chancellor of University of Helsinki, 30.4.2010, Anu Kajamaa, 2010 → ...

Editor of research journal

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

Editor of research anthology/collection/conference proceedings

Sami Paavola,

Peer review of manuscripts

Sami Paavola,
Peer reviewer: Foundations of Science, Sami Paavola, 2011

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

Juha Tuunainen,
Asiantuntijalausunto, Juha Tuunainen, 12.01.2011, Finland

Editor of series

Pirita Seitamaa-Hakkarainen,
Qwerty. Official Journal of the Collaborative Knowledge Building Group (CKBG), Pirita Seitamaa-Hakkarainen, 2005 → ...

Techne Serie Research in Sloyd Education and Craft Science, Pirita Seitamaa-Hakkarainen, 2010 → ...

Editor of special theme number

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

Membership or other role in research network

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

Jiri Altti Lallimo,

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

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

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

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

Membership or other role in public Finnish or international organization

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

Participation in interview for written media

Lasse Lipponen,
Opetus ja Teknologia (lehti), Lasse Lipponen, 01.03.2002 → 31.12.2011, Finland
Haastattelu Psykologi-lehdessä 1/2003, Lasse Lipponen, 01.01.2003 → 31.12.2011, Italy
Koulututeknologiat, Oulun yliopisto, Lasse Lipponen, 17.10.2003 → 31.12.2011, Italy
Luento, Tekninen korkeakoulu, Espoo, Lasse Lipponen, 27.01.2003 → 31.12.2011, Italy
Reijo Miettinen,
INSBIIS, Turku, Reijo Miettinen, 30.03.2000 → 31.12.2011, Finland
Tieteen päivät, esitelmä, Reijo Miettinen, 11.01.2001 → 31.12.2011, Finland
VTT-automaatio, Hyvä tutkimuskäytäntö kurssi, luento, Reijo Miettinen, 22.01.2001 → 31.12.2011, Finland
Helsingin Sanomien mielipidepalsta, Reijo Miettinen, 01.01.2008 → 31.12.2011, Finland
Henna Irja Esteri Lahti,
et al. projektin virtuaalikurssin aloitusluento Taideedellisessa korkeakoulussa, Henna Irja Esteri Lahti, 11.09.2007 → 31.12.2011, Finland
Ilkka, Henna Irja Esteri Lahti, 24.11.2008 → 31.12.2011, Finland
Kädentaito, Helsingin Messukeskus, Henna Irja Esteri Lahti, 07.11.2008 → 31.12.2011, Finland
Anna Pauliina Rainio,
Vanhempaniltta, Puolimatkan koulu, Hyvinkää, Anna Pauliina Rainio, 12.10.2004 → 31.12.2011, Finland
Koulutustori - Hyvinkään kaupungin koulutustilaisuus päivähoitotöissä, Anna Pauliina Rainio, 02.11.2005 → 31.12.2011, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

CRADLE/Engeström

Hanna Toiviainen

Ohutlevy 1/2000-lehti (Julk. MET), Hanna Toiviainen, 01.01.2000 → 31.12.2011, Finland

Toiminnan teorian ja kehittävän työntutkimuksen yleisluentoosarja, Hanna Toiviainen, 01.01.2000 → 31.12.2011, Finland


Kasvatustieteen laitos 50 v., Hanna Toiviainen, 07.10.2005 → 31.12.2011, Finland

Ohutlevy 1/2005, Teknologiateollisuus, Hanna Toiviainen, 01.03.2005 → 31.12.2011, Finland


Juha Tuunainen


Helsingin yliopiston ja Ulkoministeriön yhteisesti ulkomaalaisille toimittamien tekstien yhteistyö, Juha Tuunainen, 22.09.2004 → 31.12.2011, Finland

Juha Siltala

Kirjan merkityksen arvio, Juha Siltala, 2005 → ...

Kirjan vastaanoton arvio, Juha Siltala, 2005 → ...

Selostus, Juha Siltala, 2005 → ...

Haastattelu, Juha Siltala, 21.01.2007 → ...

Haastattelu uudesta kirjasta, Juha Siltala, 2007 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2008 → ...

Selostus, Juha Siltala, 2008 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Haastattelu, Juha Siltala, 2009 → ...

Kunniamaininta, Juha Siltala, 2009 → ...

Haastattelu aiheesta Onko ay-liikkeellä malttia uudistua?, Juha Siltala, 2010 → ...

Ammattiliitto on ihmisoikeuskysymys, Juha Siltala, 02.2011 → ...

Ni, mitä töissä?, Juha Siltala, 01.2011 → ...

Participation in radio programme

Lasse Lipponen

CRADLE/Engeström

Juha Siltala,
haastattelu, Juha Siltala, 02.2008 → ...
haastattelu Lapin radion Itäpäivälähetykseen talouskriisin syistä ja kehityksestä, Juha Siltala, 21.01.2011
taustahaastattelu, Juha Siltala, 02.03.2011
taustahaastattelu, Juha Siltala, 02.03.2011
taustahaastattelu Radio 1:n varjovaalitenttiin, Juha Siltala, 15.03.2011

Participation in TV programme
Juha Siltala,
haastattelu dokumenttelokuvassa Ajan Henki (www.vimeo.com), Juha Siltala, 27.03.2011
Appendix B.b.

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

The bibliometric analyses by Helsinki University Library (HULib)

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

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

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

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

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

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

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

The appendix includes the analyses of the RC under discussion.
Analysis of publications by Helsinki University
Library – 66 RCs altogether

Biological, Agricultural and Veterinary Sciences
Luukkanen, Olavi – VITRI
Valsta, Lauri – SUVALUE

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

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

Social Sciences
Airaksinen, Timo – PPH
Engeström, Yrjö – CRADLE
Granberg, Leo – TRANSURBAN
Haila, Anne – Sociopolis
Hautamäki, Jarkko – CEA
Heinonen, Visa – KUMU
Helén, Ilpo – STS
Hukkanen, Janne – GENU
Jallinoja, Riitta – SBII
Kaarinen, Timo – SCA
Kettunen, Pauli – NordSoc
Kivinen, Markku – FCREEES
Koponen, Juhan – DEVERELE
Koskenniemi, Martti – ECI
Kultti, Klaus – EAT
Lahtela, Elina – KUFE
Lanne, Markku – TSEM
Lavonen, Jari – RCMER
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 – SOC-DGI
Sulkunen, Pekka – PosPus
Sumelius, John – AG ECON
Vaattovaara, Mari – STRUTSI
Vainio, Martti – SigMe

The next appendix includes the analyses of the RC under discussion.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

PUBLICATION DATA 2005-2010

RC CRADLE / PI Engeström

Basic statistics

Researcher Community: Center for Research on Activity, Development and Learning (CRADLE)
Members: 48, with 7 Principal Investigators
Participation category: 1 (community represents the international cutting edge in its field)
Main scientific field: Social sciences (multidisciplinary, focused on learning in collective activity systems through societal, organizational and technological challenges)
Publication data entries into the UH Research Information System within the period 2005–2010: 407

![CRADLE: no. of publications per year 2005-2010](image1)

![CRADLE: outputs in national publication categories 2005-2010](image2)
Number of publications with different authorship patterns, per year and in total

<table>
<thead>
<tr>
<th>No. of authors</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
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<td>32</td>
<td>24</td>
<td>32</td>
<td>46</td>
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<td>23</td>
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<td>13</td>
<td>18</td>
<td>16</td>
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<td>94</td>
</tr>
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<td>3 authors</td>
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<tr>
<td>9 authors</td>
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<td>3</td>
<td></td>
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<tr>
<td>10 authors</td>
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<td></td>
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<tr>
<td>18 authors</td>
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<td></td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>Grand Total # of publications per year</td>
<td>74</td>
<td>60</td>
<td>61</td>
<td>87</td>
<td>68</td>
<td>57</td>
<td>407</td>
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</table>

Table 1
Number of publications in different languages, per year and in total

<table>
<thead>
<tr>
<th>LANGUAGE of PUBLICATION</th>
<th>YEAR 2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
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<td>en_English</td>
<td>38</td>
<td>25</td>
<td>33</td>
<td>44</td>
<td>41</td>
<td>32</td>
<td>213</td>
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<td>et_Estonian</td>
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<td></td>
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<tr>
<td>fi_Finnish</td>
<td>32</td>
<td>29</td>
<td>27</td>
<td>37</td>
<td>27</td>
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<td>174</td>
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<td>fr_French</td>
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<td></td>
<td></td>
<td>4</td>
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<tr>
<td>de_German</td>
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<td>1</td>
<td>1</td>
<td></td>
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<td>it_Italian</td>
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<td></td>
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<tr>
<td>ja_Japanese</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>es_Spanish</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>sv_Swedish</td>
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<td></td>
<td></td>
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</tr>
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</table>

Grand Total # of publications per year

| # of publications per year | 74 | 60  | 61  | 87  | 68  | 57  | 407         |

Table 2
Languages of publication by publication types

<table>
<thead>
<tr>
<th>PURE2005_2010_28032011:language</th>
<th>GER</th>
<th>ENG</th>
<th>SPA</th>
<th>EST</th>
<th>FIN</th>
<th>FRE</th>
<th>ITA</th>
<th>JAP</th>
<th>SWE</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>a1 refereed research article</td>
<td>87</td>
<td>2</td>
<td>18</td>
<td>3</td>
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<tr>
<td>a3 refereed book section</td>
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<td>59</td>
<td>4</td>
<td>54</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>a4 refereed conference article</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>b1 writing in scientific journal</td>
<td>2</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
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<tr>
<td>b2 nonreviewed book section</td>
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<td>4</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>b3 nonreviewed conference article</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>c1 scientific monograph</td>
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<td>13</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>c2 edited book or conference proceedings</td>
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<td>9</td>
<td>1</td>
<td>17</td>
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<tr>
<td>d1 article in professional journal</td>
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<tr>
<td>d3 article in professional conference proceedings</td>
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<td></td>
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<tr>
<td>d4 published development research</td>
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<td>7</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>d5 textbook or professional handbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>e1 popular article in magazine or newspaper</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
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<tr>
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</tr>
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<td>e2 popular monograph</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>4</td>
<td>213</td>
<td>2</td>
<td>174</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>407</td>
<td></td>
</tr>
</tbody>
</table>

Compared to overall distribution of publication languages, English is the prominent language of research articles and conference papers. Approximately 80% of research articles (a1) and non-refereed conference papers (b3) are written in English. Refereed conference papers (a4) are without exception Anglophone. In contrast, Finnish is used most frequently in non-reviewed scientific publications. Nearly all scientific journal
writings (b1) are Finnish, and a significant share of non-reviewed book sections (b2) is Finnish as well. Finnish is used also in professional and popular publications. The English–Finnish distribution of refereed book sections (a3), scientific monographs (c1), book editions (c2) and development research reports (d4) is closer to the average of 52–43.

### Number of contributions to periodicals in descending order

<table>
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<tr>
<th>Bibtex_Rc::Trim_Journal</th>
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<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helsingin Sanomat [National newspaper]</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Konsepti [E-journal of the learning network for activity concept developers]</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Tieteessä tapahtuu [Science Now / Federation of Finnish Learned Societies]</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Activités: revue électronique [Assoc. recherche et pratiques sur les activités]</td>
<td>2</td>
<td>2</td>
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<td></td>
<td></td>
<td>4</td>
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<tr>
<td>Journal of Educational Change</td>
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<tr>
<td>Mind, Culture, and Activity</td>
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<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
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</tr>
<tr>
<td>Outlines: Critical Practice Studies</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Revista de Investigaciones UNAD [Research Magazine UNAD]</td>
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<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
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The table above shows the 98 periodicals, i.e., journals, newspapers and magazines, contributed by members of CRADLE over the six-year-period of 2005–2010. Only publications in journal contribution categories were reckoned in, i.e.,

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

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

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

**Contributions to UHR classified publications 2005–2010**

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

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

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

Total amount of journal contributions by the members of CRADLE in 2005–2010: 162.
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Table 4a
In Figure 6, the category of “unverified publication channels” corresponds to scientific journals that have not been proposed to the Norwegian Social Science Data Service (NSD) register. These should not be confused with journals which, based on UHR criteria, have been classified as “other”, that is, as local scientific periodicals or popular science magazines. Among CRADLE’s publication channels there are no journals verified as “other”.

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

Out of the 98 journal-type publication channels of CRADLE, 57 scientific channels are classified (Level 1 or 2). Without classification there are a total of 23 scientific journals contributed by CRADLE; 17 of them are primarily domestic; out of the remaining ones, 3 are exclusively English and the others bilingual, with
content partly in German, Italian and Spanish. In addition, CRADLE members have published professional and popular articles in 18 different journals. As expected, those do not appear on the UHR list.

![CRADLE scientific contributions to UHR classified journals, percentage of all scientific journal contributions in 2005-2010](image)

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

**Contributions to ERIH classified publications 2005–2010**

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

- A = international publications, both European and non-European, with high visibility and influence among researchers in the various research domains in different countries, regularly cited all over the world.
- B = international publications, both European and non-European, with significant visibility and influence in the various research domains in different countries.
- C = European publications with a recognized scholarly significance among researchers in the respective research domains in a particular readership group in Europe; occasionally cited outside the publishing country, though the main target group is the domestic academic community.

When investigating the ERIH journal categories for CRADLE, the following publication types were taken into account:
- refereed contribution to journal / a1 article
- non-refereed contribution to journal / b1 writing in scientific journal
- contribution to journal / d1 article in professional journal
- contribution to journal / e1 popular article.
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Table 5

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

It should be noted that many scholarly journals of high quality may be missing from ERIH, either for being founded three years or less before the closing dates of the second peer-review round (2008–2011), or for not being submitted to ERIH at all. The ERIH 2007 Initial Lists contain 6,021 titles, though most journals are included in several discipline-specific lists simultaneously. In terms of extent and scope, the ERIH lists are significantly smaller than the other well-known bibliometric indices.
Among titles newly added after the second evaluation round of ERIH (2008–2011), there are 3 journals occasionally contributed by members of CRADLE:

- Cultural Studies in Science Education (INT2) contributed once in 2005-2010
- Journal of Educational Change (INT1) contributed 4 times
- European Review of Applied Psychology (NAT) contributed once

Most notably, after the ERIH 2011 revision, the number of CRADLE articles in INT1 (A) journal category would have increased with 4 to 21. As much as 36% (48) of CRADLE’s scientific journal articles (134) would now relate to journals with ERIH categorization.
Contributions to ERA classified publications 2005–2010

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

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

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

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

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

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Table 6b
Journals that commenced in 2008 have been considered too new to be assigned a quality rating on the ERA 2010 Journal List. A total of 397 proposed journals were considered not to meet the criteria for inclusion. A total of 20,712 peer reviewed journals are included.

Consistently with the wide scope of the ERA Ranked Journal List, a journal quality rating is to be found for a relatively large proportion (58%) of CRADLE’s journal articles.
### Summary of classifications of periodicals contributed by CRADLE

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Contributions to conference publications 2005–2010

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

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

Only two reported conferences have ERA rankings.


- International Conference on Production Research (ICPR). ERA FoR1: Manufacturing Engineering. Rank: B (solid, but not outstanding reputation; only a few papers of a very high quality; important presentation opportunity for early stage researchers; may be regional conference with high acceptance rates; only few leading researchers involved). CRADLE paper: Björkstrand R., Lallimo J. Socio-technical knowledge management : connecting 3D-cad design tools and designers’ social environment. Presented at ICPR 18, July 31–August 4, 2005, Fisciano, Italy.
### UHR authorized publishers of CRADLE books and book contributions 2005–2010

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**Grand Total # of books and book contributions by year and in total** 33 33 27 39 34 28 194
The classification criteria of The Norwegian Association of Higher Education Institutions (UHR) is applied not only to evaluate journals and series, but to point out publishers’ scientific level, too. There are two levels: ordinary publishers (level 1) and highly prestigious publishers (level 2). The UHR list of publishers contains 2,333 publishers in total.

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

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

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

### Fig. 12

**CRADLE: distribution of books and book contributions with UHR verified and unverified publishers 2005-2010**

- **Level 1 publisher**: 41; 21%
- **Level 2 publisher**: 90; 46%
- **Other publisher**: 26; 14%
- **Unlisted publisher**: 37; 19%

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

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<th>c1 scientific monograph</th>
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Some additional bibliometric measures

Fig. 13-15

CRADLE: countries of publication 2005-2010

- Finland: 208; 51%
- United States: 25; 6%
- Norway: 3; 1%
- Denmark: 5; 1%
- Estonia: 5; 1%
- Czech Republic: 2; 0%
- Canada: 1; 0%
- Australia: 1; 0%
- Austria: 2; 0%
- Colombia: 4; 1%
- Greece: 1; 0%
- India: 1; 0%
- Italy: 6; 1%
- Portugal: 2; 0%
- Romania: 3; 1%
- Singapore: 1; 0%
- South Africa: 1; 0%
- Sweden: 2; 0%
- United Kingdom: 66; 16%
- Japan: 12; 3%
- Germany: 31; 8%
- Netherlands: 16; 4%
- CRADLE: countries of publication in groups
  - Finland
  - Nordic countries
  - The rest of Europe
  - Anglosphere (AU, CAN, RSA, UK, USA)
  - The rest of the world

CRADLE: national vs. international publishing

- National: 175; 43%
- International: 232; 57%
CRADLE: no. of publications by year

- Refereed contribution to journal / a1 article
- Refereed contribution to book or anthology / a3 reviewed book section
- Refereed conference contribution / a4 reviewed conference article
- Non-refereed contribution to journal / b1 writing in scientific journal
- Non-refereed contribution to book or anthology / b2 nonreviewed book section
- Non-refereed conference contribution / b3 nonreviewed conference article
- Book or anthology / c1 scientific monograph
- Book or anthology / c2 edited book compilation or conference proceedings special
- Contribution to journal / d1 article in professional journal
- Contribution to book or anthology / d2 article in professional book or information system
- Contribution to conference / d3 article in professional conference proceedings
- Book or anthology / d4 published development research
- Book or anthology / d5 textbook or professional handbook
- Contribution to journal / e1 popular article
- Contribution to book / e1 popular book section
- Book or anthology / e2 popular monograph
The CRADLE PIs:
The Institute of Behavioural Science, Educational Sciences
- Yrjö Engeström, Prof., Director of CRADLE
- Reijo Miettinen, Prof.
- Annalisa Sannino, University Lecturer
- Juha Tuunainen, Postdoctoral Researcher, Coordinator of The Helsinki Institute of Science and Technology Studies
The Department of Teacher Education
- Lasse Lipponen, Prof., Early Childhood Education
- Pirita Seitamaa-Hakkarainen, Prof., Educational Psychology, Director of Craft Science and Textile Teacher Education
The Department of Education, University of Turku
- Kai Hakkarainen, Prof., Co-Director of CRADLE.

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

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

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

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

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

The overall distribution of UHR journal classifications is following:
- Level 1 (19,419; 77.3%)
- Level 2 (2,202; 8.8%)
- other (3,499; 13.9%).
If compared to the distribution of CRADLE contributed journals, the CRADLE selection contains a higher degree of highly prestigious journals (Level 2, 14 journals; 17.5% of all scientific journal channels), and respectively, the share of ordinary scientific journals is smaller with CRADLE (Level 1, 43 journals; 53.75%). However, much weight should not be put to these comparisons, since the journal level distributions vary a lot between different subject areas. Level 1 journals, for example, dominate the area of Pedagogy and Education substantially (608 of 697 journals; 87%).

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

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

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