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

RC-Specific Evaluation of SOCE-DGI – Sociology of Education: Diversity, Governance and Interaction

Seppo Saari & Antti Moilanen (Eds.)
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Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate.

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

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

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

**RC-specific information:**

- **Main scientific field of research:** Social Sciences
- **RC-specific keywords:** sociology and politics of education, cultural studies in education, gender studies in education, ethnography, diversity, governance, interaction

**Participation category:**
2. 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 breakthrough. Two of the four groups are also participating as RCs in 1-category.

**RC's responsible person:**
Simola, Hannu

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

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Contents

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

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**Steering Group of the evaluation**

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

**Chair**
Vice-Rector, professor Johanna Björkroth

**Vice-Chair**
Professor Marja Airaksinen

Chief Information Specialist, Dr Maria Forsman
Professor Arto Mustajoki
University Lecturer, Dr Kirsi Pyhältö
Director of Strategic Planning and Development, Dr Ossi Tuomi
Doctoral candidate, MSocSc Jussi Vauhkonen
Panel members

CHAIR
Professor Hebe Vessuri
Social anthropology
Venezuelan Institute of Scientific Research, Venezuela

VICE-CHAIR
Professor Christine Helm
Psychology, neurobiology of early-life stress, depression, anxiety, functional somatic disorders
Charité University Medicine Berlin, Germany

Professor Allen Ketcham
Ethics and social philosophy, applied Social philosophy, ethics of business
Texas A&M University – Kingsville, USA

Professor Erno Lehtinen
Education, educational reform
University of Turku, Finland

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

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

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

Professor Timo Teräsvirta
Time series econometrics
Aarhus University, Denmark

Professor Göran Therborn
General sociology
University of Cambridge, Great Britain

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

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

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

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

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

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

Mr Antti Molianen, 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 panellists as compared to the previous evaluations was the character of the evaluation as a meta-evaluation. The panellists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics and comparable analyses.

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

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\(^3\) 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

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.

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**Question 2 – DOCTORAL TRAINING**

**Question 3 – SOCIETAL IMPACT**

**Question 4 – COLLABORATION**

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**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
   - University level public report
   - RC specific reports
   March–April 2012

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

### 1.9 Evaluation feedback – consensus of the entire panel

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

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

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

2.1 Focus and quality of the RC’s research

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

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

**Strengths**
The RC combines different theoretical and methodological approaches. All of these sub groups are doing interesting research and some of them have already reached international recognition. Combination of the different approaches would open new opportunities to understand better the complex processes of education and educational trajectories.

**Areas of development**
In documents the RC describes the joint interest of the different sub-groups but there were no detailed plans how the different approaches could be combined in concrete research. Also the list of publications shows that the different sub-groups are doing their own work without any mutual influence. The number of publications in international journals will be on a satisfying level when taking into account the publication conventions of this research area. However the number of articles in highly prestigious journals is still relatively low when it is compared with the number of senior researchers in the RC.

**Numeric evaluation:** 4 (Excellent)

2.2 Practises and quality of doctoral training

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

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

**Strengths**
The RC has developed a well-organized doctoral training in collaboration with the national doctoral programmes. Doctoral training is deeply integrated with research project, which together with the national doctoral programme funding make it possible to offer full-time doctoral student positions. The number of finished PhD degrees is relatively high. There is also intensive international collaboration in doctoral training. The number of completed or almost completed doctoral degrees is quite high.

More attention could be paid on the recruiting of international doctoral students.

**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
All the senior members of the RC are participating in political discussion and planning of educational reforms on national and local level. They are also involved in some school development activities abroad.

Areas of development
All the graduates are employed in the public or in third sector but the social impact could be further strengthened with more collaboration with the private sector and the media. The research topics of the RC have high societal impact but the RC doesn’t have well elaborated plan for more systematic dissemination of its research findings.

Numeric evaluation: 3 (Very good)

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

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

ASPECTS: Scientific quality, national and international collaboration

Strengths
The RC has actively developed contacts with domestic and foreign research groups. Senior members have important positions in international scientific organizations and journals. There is also increasing number of international research projects.

Areas of development
The number of international senior researchers, post-doctoral researchers and doctoral students is still relatively low.

Numeric evaluation: 4 (Excellent)

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

It is unclear, what is the formal status of the SOCE-DGI in the organization of the University of Helsinki. It seems the change form the Department of Education to the larger Institute of Behavioral Sciences caused some problems for the status of the RC. There are only a few annual events focusing on the whole RC.
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

In the self evaluation text the RC analyses deeply the challenges and threats of leadership and management in current universities. They also describe some general level principles characterizing the way how SOCE-DGI is organizing its work. These principles seem quite suitable for this kind of research unit.

2.7 External competitive funding of the RC

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

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

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

**Strengths**
The RC has been very successful in fund raising, particularly the amount of basic research funding for the Academy of Finland is impressive.

**Areas of Development**
On the other hand the RC doesn’t have any EU funding. The research topics of the RC would fit very well in different European funding programmes.

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

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

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

The strategic action plan is well written. It consists of plans to continue existing research areas as well as plans for new openings. The aim to strengthen the collaboration between the sub-areas is important but
there are now concrete plans about it. The opportunity to combine research focusing on units of analysis from different levels is one of the potential strengths of this RC.

The plan consists of ambitious aims to get a recognized status as a Nordic Center of Excellence and to strengthen international projects. These are good aims for this kind of unit and can guide the development of the RC in a positive way.

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 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.

The RC was aware of the heterogeneity of its research and decided to be evaluated in the participation category 2. This was a wise decision. The RC has a lot of potential and very good plans but the scientific outcomes of the RC are not convincing enough to be evaluated in the participation category 1.

Numeric evaluation: 5 (Outstanding)

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

The leaders of the 4 subgroups have collaborated in the compilation of the documents and PhD students have been involved for the part concerning the Doctorate activities.

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

Focus area 9: Social justice

The SOCE-DGI is clearly related to the focus area “Social justice”. A part of the RC's work is related to the focus area “The thinking and learning human being” as well.

2.12 RC-specific main recommendations

The RC has a good deal of potential to become an internationally recognized unit of educational research. It already has many of the necessary features but there are some clear areas which should be improved in order approach the international cutting edge:

- different research approaches of the RC are focusing on their own type of research and there is not enough attempts to look for new research openings in the junction of the different approaches
- still a majority of the publications is published in forums which are not internationally available
- the RC should have a more elaborated publication strategy including also a plan of measures which would enable them to publish in the international top journals.

2.13 RC-specific conclusions

See 12.
3 Appendices

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

B. Bibliometric analyses
   a. Analysis provided by CWTS/University of Leiden
   b. Analysis provided by Helsinki University Library (66 RCs)
NAME OF THE RESEARCHER COMMUNITY:
Sociology of Education: Diversity, Governance and Interaction (SOCE-DGI)

LEADER OF THE RESEARCHER COMMUNITY:
Professor Hannu Simola, 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: Hannu Simola
E-mail: hanna.simola@helsinki.fi
Phone: 191 20554
Affiliation: Institute of Behavioural Sciences
Street address: Siltavuorenpenker 5A

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Sociology of Education: Diversity, Governance and Interaction
Acronym for the participating RC (max. 10 characters): SOCE-DGI
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):

Research within SOCE-DGI is conducted in four interlinked groups:
- New Policy, Politics and Governance in Education (KUPOLI, Prof. Hannu Simola + 15)
- Learning in a Multicultural Society (LOMS, Prof. Gunilla Holm +10)
- Cultural and Feminist Studies in Education (KUFE, Prof. Elina Lahelma + 22 in KUFE-RC)
- Learning and Identity of Multilingual Children in and out of School (FLIS, Doc. Fritjof Sahlström +10 at ÅU, Sweden and RCInteraction.)

SOCE as a researcher community has a long history. Lahelma and Simola introduced the perspectives of sociology and politics of education, feminist studies in education and ethnographic methodologies into the field of educational studies at the UH almost 20 years ago. SOCE was established 1998 and the annual Education-Society-Culture (ESC) seminar has formed its basic forum ever since. Holm came 2006 from Western Michigan University and Sahlström 2007 from the University of Uppsala to UH (Autumn 2010 to IBS).

The four groups have joint interest in understanding differences and power in education and schooling. Intersectional analysis of equity is conducted with special focus on gender, class, ethnicity, sexual orientation, (dis)abledness and locality. Comparative, cross-cultural and contextual analysis of education
governance is used for understanding the global in the national and local. The methodological expertise of RC members is in sociological and historical discourse analysis, multi-sited ethnography, visual methods and interaction analysis.

All groups are involved in doctoral training, and we cooperate in three doctoral schools and international doctoral courses. Many doctoral students have supervisors from two of the groups. Research collaboration between the four research groups in SOCE-DGI has been articulated through discussions in ESC and networking. We now aim for uniting the strong expertise of the groups for building new empirically grounded theoretical and methodological openings in the field of sociology of education. We plan to widen the ESC seminar into an international conference and to establish an international refereed e-journal in the field of education, society and culture.

### 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:** Sociology
- **RC’s scientific subfield 3:** Women’s Studies
- **RC’s scientific subfield 4:** Social Sciences, Interdisciplinary
- **Other, if not in the list:**

### 4 RC’s participation category

**Participation category:** 2. 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. Two of the four groups are also participating as RCs in 1-category.

**Justification for the selected participation category (MAX. 2200 characters with spaces):**

The PIs of each research group bring strong research track records, and also many junior members publish extensively, but the research community as such is still in formation. Therefore we have chosen Category 2 as our placement.

Collaboration between the research groups of Lahelma and Simola has been ongoing for many years but new connections and foci are emerging with Holm and Sahlström joining the RC.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

Simola is a researcher in sociology and politics of education. His studies are combining historical, political and social perspectives in research on new technologies, techniques and mechanisms of governance and power in education. Bringing together contingency, epistemic and cross-national dimensions in comparative understanding of phenomena such as steering by data and PISA are well received internationally.

Sahlström is interested in how participation in interaction in educational settings is of relevance for differentiation, and has developed methods for studying the constitutive processes in teaching and learning situations. He collaborated with Lahelma and Simola already while still in Sweden.

Holm is among the pioneers in using photographs in ethnographic research in education. With Sahlström bringing video analysis to SOCE, the focus on visual research methods in qualitative research will emerge as a strong focus. Holm also has a long history of research on urban education, girls and multicultural education. Joining forces with Lahelma’s group will open up new research possibilities.

Lahelma is one of the founders of gender studies in education in Finland. Intersecting with gender, other dimensions of difference has been the focus of studies in KUFE, and analysis is conducted at macro as well as micro levels. The ethnographic work of Lahelma is well known.

Holm, Lahelma and Sahlström have focused on diversity issues in education for decades. Differences and inequities with regard to gender, social class and ethnicity have framed the research. Whilst the analysis is contextualized in education policies and politics, this work is linked to the studies of Simola and KUPOLI.

5 DESCRIPTION OF THE RC’S RESEARCH AND DOCTORAL TRAINING

Public description of the RC’s research and doctoral training (MAX. 2200 characters with spaces):

With a basis in the sociology of education, the SOCE-DGI researcher community carries out research on diversity, governance and interaction in educational settings. The work of the RC is based in four established traditions, embodied in the participating research groups KUPOLI, LOMS, KUFE and FLIS. The RC brings the groups together by focusing on the shared aspects and analytical possibilities. A shared feature of the collaborating groups is the close integration of doctoral students in research and teaching, as
indicated by shared publications and presentations. Education, Society and Culture is one of the areas of research emphasized at the Faculty of Behavioural Sciences.

KUPOLI, directed by Prof. Hannu Simola, covers problematics of policy, politics and governance in basic and higher education, focusing on crossings and intertwinings of global, regional, national and local levels, including schools and families. The work of LOMS, directed by Prof. Gunilla Holm, focuses on language minority teenagers' identity construction and the minority school's role in the process, on developing the methods of analysis of photographic data as well as on practicing and pre-service teachers' understandings of multicultural education. In KUFE, directed by Prof. Elina Lahelma, educational processes and pedagogical practices that construct normality and address differences are explored in several interlinked ethnographic and life historical studies, contextualised in the EU and national educational politics and policies. FLIS, a collaboration between three universities, is directed by Docent Fritjof Sahlström. The research focuses on learning and identity in interaction, based on extensive, multi-context video recordings, where the collected material is analyzed with conversation analysis.

Within SOCE-DGI, doctoral training is conducted within the research groups, in joint seminars, in the context of three doctoral schools, in the UH Summer School and Nordic research courses in which RC members have taught as well as been involved in organising. In addition, members participate in doctoral training as frequently invited lecturers nationally and internationally.

Significance of the RC's research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): The research of the RC supports the university’s strategic goals. It brings high standard, internationally appreciated research into the strategic area Society and Culture.

Another strategic goal for 2010-2012 is “improving cooperation with Swedish-speaking stakeholders”. Research collaboration with Nordic colleagues, for example in NorFa networks, joint doctoral school with Åbo Akademi University and participation in Nordic doctoral schools further this strategic goal.

The RC also supports the goal of collaboration with the society. A national project Gender awareness in teacher education (TASUKO), supported by the Ministry of Education, is conducted in leadership of Lahelma. Holm and Lahelma are involved in an Avara project on multicultural teacher education. Several members of KUFE have been involved in providing data and analysis for the Government Report on Gender
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

Equality 2010. KUPOLI’s Intercultural and Bilingual Education in Latin America (IBE) – project has supported development projects of Ministry of Foreign Affairs since 2004 and thus the university’s global influence. LOMS’ research on identity construction among language minority group teenagers and the school’s role in the process will provide valuable information for the education of language minority youth. FLIS has provided a basis for Sahlström’s participation in Swedish evaluations of educational reforms. FLIS results have generated both media and policy-maker interest.

SOCE’s annual Education-Society-Culture Seminar (ESC) has successfully connected teaching and research at all the levels of the academic community, and manifested UH’s national role as a leader in sociology of educational research; over a hundred colleagues from every Finnish university attended the XII Seminar 2010.

The RC has extensive national and international connections in doctoral training. The leaders of the RC are among the key persons in three national graduate schools and in several Nordic and international doctoral courses. For our doctoral students this provides excellent possibilities for networking, but it also strengthens the position of UH as Finland’s leading university in doctoral training.

Keywords: sociology and politics of education, cultural studies in education, gender studies in education, ethnography, diversity, governance, interaction

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): SOCE-DGi is foremost within sociology of education research in Finland and recognized internationally in the following areas:

1) Ethnography of education. In this field internationally highly respected work has been conducted in the groups of Lahelma (policy ethnography, feminist ethnography, ethnographically grounded life history studies), Holm (urban ethnography) and Sahlström (micro ethnography). The use of visual methods is prominent within this work.

2) Gender studies in education. Cutting edge research has been done in Lahelma’s group on research on gender and gender equality in education and in Holm’s group on girlhood and popular culture issues.

3) Comparative studies in education policy, politics and governance. Simola’s group has conducted seven major studies on education governance which are considered as state-of-the-art in the field.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

The four groups have almost two hundreds publications in refereed national and international journals and edited books. Members have edited several books and special issues and given hundreds of national and international conference presentations, including many invited speeches. They have acted as board members in national, Nordic and European societies of educational research and organized several national and international conferences. They have been members on around 10 editorial boards and regularly served as referees for journals.

PIs have served as dissertation opponents both in Finland and abroad, as well as evaluators of research projects and statements of professors. The external funding 2005-2011 is totaling almost 4 million Euro, almost half from the Academy of Finland.

The high quality of our doctoral training is evident in the accomplishments of the students. All PhDs have received very good or excellent evaluations of their dissertations. Most are continuing as researchers at the UH, some elsewhere. Several of them have also been accepted to international exchange or visiting programs. They have an impressive presentation record at conferences and many of them have organized conferences, e.g. the ECER pre-conference for emerging researchers 2010 with over 200 participants.

Comments on how the RC’s scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): The work of SOCE-DGI is by paradigm, methodology and traditions of publication closer to social sciences than to other subjects of IBS. Therefore we wish to be assessed by sociologists of education, and not in the same panel with RCs of psychology, cognition science and speech sciences.

Because of the multidisciplinarity of SOCE-DGI, several active members participate in other RCs and are not included here. Lahelma is responsible for KUFE-RC in participation category 1 and FLIS has just started in UH and other members of it participate in Interaction RC (category 1). We suggest that cooperation between RCs, even if it diminishes measurable results, is evaluated as strength.

Along with numeric methods of assessing scientific productivity (external funding, publications, number of PhDs, etc.), we wish the empirically grounded theoretical and methodological excellence of the RC to be evaluated. We suggest that the impact of our work on the society, writing for the Finnish audience and collaboration with actors in the field to be included in the criteria. Also our participation in the developing
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

of educational sciences and, especially sociology of education, nationally and internationally through activity in scientific societies, editing and reviewing publications and organizing conferences should be assessed.

In doctoral training emphasis in evaluation is in numbers, quality and employment of PhDs. But we suggest focus also on the collective and democratic traditions in supervision, for example the method of ‘peer supervising’. PhD students’ active participation in the research communities, as well as national and international co-operation that gives the students possibilities to get international contacts early in their careers, should be among the criteria used.

Our strategy is to publish both internationally and nationally. Members of the community, including many PhD students, have published in referred national and international journals and edited books. They also have experience in editing books and theme issues nationally and internationally. This suggests our strong networking in the field and excellent supervision. In the future we plan to focus also on co-authoring publications across the research groups.
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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: SIMOLA, HANNU
E-mail of the RC’s responsible person: hannu.simola@helsinki.fi
Name and acronym of the participating RC: Sociology of Education: Diversity, Governance and Interaction, SOCE-DGI

The RC’s research represents the following key focus area of UH: 9. Yhteiskunnan oikeudenmukaisuus – Social justice

Comments for selecting/not selecting the key focus area: SOCE-DGI’s previous work and future interests are linked with three key focus areas of the UH. The shared mission of the RC is strongly based on a Social justice problematic. The Nordic welfare state and its developments are prominent within most of our studies. Ethnicity, differences and promoting social justice are strong elements in all our research. Secondly, our research is connected to education and social innovations and thus linked to the key area of Thinking and learning of the human being. We analyse human thinking and learning from cultural, social, historical and political perspectives. Finally, Globalisation and social change is a theme tying the work of SOCE-DGI together. While scrutinising gender, governance, culture or interaction in education and schooling, our overarching and connective questioning is the relation between global, regional, national and local. In a late-modern society, education and schooling are a transnational, glocal and hybrid enterprise. Therefore, much of SOCE-DGI’s research work is comparative and international.

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).

SOCE-DGI has a rather long history. During the 1990’s Elina Lahelma and Hannu Simola introduced new perspectives of sociology of education into the field of education studies at the University of Helsinki. SOCE was established 1998 and the annual Education-Society-Culture (ESC) Seminar has formed its basic forum ever since. Gunilla Holm from Western Michigan University joined the department in 2006 and Fritjof Sahlström from Uppsala University in 2010.

Research within SOCE-DGI is conducted in four interlinked groups:

Research group New Policy, Politics and Governance in Education (KUPOLI) directed by Simola includes 18 researches and doctoral students. KUPOLI has adopted a multi-level, interrelated design incorporating document analysis, interviews and surveys, thereby going beyond the futile juxtaposition between qualitative and quantitative methods. Two key research questions are: (i) How are the essential differences in national and local education governance to be understood under a strong hegemonic trans-national discourse. Here we have developed a model for analysing the dynamics of politics. (ii) How are the power effects of entangled (global, national and local) politics at the different level of actors (politicians, admin, teachers, parents) to be understood? For this we have developed a neostructuralist approach combining the distributive and structuralist conceptions of power with the levels of interest politics and the constitutive political. As a key result we have shown that the late-modern tendency of shifting education from a public towards a private good is far from being monolith, linear nor necessary but rather full of paradoxes, ambivalences, complexities and hybridities – and therefore, there are alternatives, too.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

KUPOLI includes an advancing section of Comparative and Development Studies in Education (CDSE) that has supported Finland’s participation in and the follow-up of the education sector development in Latin America through a partnership contract between the Ministry of Foreign Affairs and the department since 2004. The research focus is on intercultural, bilingual education (IBE) in Latin America.

Research unit of Cultural and Feminist Studies in Education (KUFE) was founded by and is directed by Lahelma. Into this evaluation, KUFE is participating also as a RC in category 1. Lahelma is a member in both RCs. In KUFE, educational processes and pedagogical practices that construct normality and address differences are explored in several interlinked studies, contextualised in national and global politics and policies. Gender is the main focus, interlinked with other dimensions of diversities. Practices and cultures in educational institutions and experiences of actors, as well as policy documents, are analysed. Using multiple methodologies (including multi sited ethnography) the idea of equal and social just education in Finland has been questioned.

Learning in a Multicultural Society (LOMS) is directed by Holm. This group focuses on the different dimensions of learning in a multicultural society. Of special interest is how cultural diversity affects the development of identities and communities within both formal and informal learning. We are particularly interested in the intersections of ethnicity, race, social class and gender in education. Questions regarding minorities, immigration, multilingualism and education are examples of research interests in this group. The multicultural discourses in national education policy documents, teacher education and school texts are also explored. In relation to the official discourse pre-service and practicing teachers’ understandings of issues related to culturally diverse classrooms are studied. Overall, the research group’s work is based on qualitative methodologies including photography as a data collection method. Key results so far are, e.g., that a wide gap exists between official discourses and educational practices with regard to cultural diversity. Linguistic minority identities and communities have also been found to be in movement in so far that they are becoming more complex.

The research group Learning and Identity of Multilingual Children in and out of School (FLIS) was founded by Sahlström when he arrived in Finland in late 2007. The bi-national group consists of researchers at University of Helsinki, Åbo Akademi, and Uppsala University in Sweden. The key research task for the group is to conceptualize and empirically study learning in social interaction, in settings both inside and outside school. Of particular interest for the research group has been the establishment of both conceptual and practical tools for studying learning and identity-formation as they happen, in the everyday lives of children from different cultural and social backgrounds. The main results are (i) the development of ways of empirically and comparatively studying learning in interaction in different social settings, (ii) the contribution to the growing awareness of the presence and importance of teaching and learning outside classrooms, and (iii) the highlighting of the situated differences in the learning of children from different backgrounds. Sahlström is also co-applicant in the RC Language and Social Interaction (category 1).

In sum, the research foci of SOCE-DGI’s four groups are the following: education governance, policy and development studies (KUPOLI), gender and differences in education (KUFE), social inequalities and cultural diversities in education (LOMS) and learning and interaction in different social settings (FLIS). The research groups of SOCE-DGI share a socio-historical, political and cultural emphasis in educational research. We have a joint interest in understanding diversities, differences and power in education and schooling. Intersectional analysis of equity and equality is conducted with special focus on gender, class, ethnicity, sexual orientation, (dis)abledness and locality. Comparative, cross-cultural and contextual analysis of education is used for understanding the global in the national and local. The methodological
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

expertise of RC members covers multi-sited ethnography, sociological and historical discourse analysis, visual methods and interaction analysis.

SOCE-DGI is the foremost group within sociology of education research in Finland and highly recognized internationally in the following areas: (i) comparative studies in education policy, politics and governance in KUPOLI, (ii) ethnography of education (policy ethnography, feminist ethnography, ethnographically grounded life history studies in KUFE, urban ethnography in LOMS) and micro ethnography in FLIS, (iii) gender and gender equality in education in KUFE and girlhood and popular culture issues in LOMS, (iv) cultural diversity issues in education in LOMS, and (v) interaction studies in educational settings in FLIS.

In a decade SOCE-DGI has developed into a high level, exuberant and open RC with a multifaceted approach to education and schooling as a social, political, institutional and cultural constellation. Its research foci cover all the levels from pre- to higher education. The ethos for social justice has been the cement binding the SOCE-DGI together. The responsibility and task of SOCE-DGI are important since at the University of Helsinki education as a subject of study has virtually disappeared from other social sciences. Therefore it is not only our aim but also a necessity to establish SOCE-DGI in the next few years as the recognized Nordic centre of excellence for the analysis of education as a sociologically contextualized social process.

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

All the four research groups of SOCE-DGI are at category 1 level, but SOCE-DGI as a Researcher Community is at level 2. Until now the four research groups have mainly focused on their own research, though regularly interacting with colleagues in multiple forums created. In the future we will consolidate the synergies of the whole RC. First, we plan to widen the ESC Seminar into an international conference and to establish an international refereed e-journal in the field of education, society and culture. Second, we are constructing two shared empirical research projects: one comparing social justice in education in Sweden and Finland, and another one exploring the indigenous education rights in Latin America. Third, we will focus on collaborative methodology. Until the late 2000’s, ethnography and discursive analysis have been our main approaches. Linking these traditions with visual research methods, especially with photographic (Holm) and video data (Sahlström) seems to be the most promising and innovative development area for SOCE-DGI.

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.

The distinguishing features of SOCE-DGI’s doctoral training are that our students are members both of a strong community and often also a national doctoral programme. Frequently they are associated with a research project and working full-time. This is a unique combination in Finland, and a basis for exceptionally high-level performance. SOCE-DGI as a community for emergent researchers provides beside strong leadership and seniority also exceptionally deep peer support and solicitude. Membership in a national doctoral programme offers an invaluable opportunity to link one’s dissertation process to a wider academic network. These both memberships also make it possibility to offer PhD students top-level international teachers and advisors. Having full-time funding for PhD students in Finland indicates
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

high level achievement by the student and strong support by the supervisors. Only rarely does a doctoral student receive full funding for four years. As an indication of the high level of student performance, all PhDs from SOCE-DGI (since 2005 nine dissertations and two more in January 2011) have received very good or excellent evaluations of their dissertations.

Doctoral candidates are often recruited directly through SOCE-DGI’s master’s thesis seminars where most theses are linked to the real research projects. A specific recruitment route has been the Master Programme for Sociology and Politics in education. When recruiting PhD students for research projects and doctoral schools, announcements on the UH website and newspaper announcements (national/international) are also used. Undergraduates are integrated into the research community with the help of internships and research assistant posts as well as encouraging them to participate ESC and other seminars.

Every PhD student has one to three supervisors. The supervisors and the student meet several times per year to discuss texts in progress as well as study and publication plans. The research groups have doctoral seminars once or twice per month. Horizontal feedback is the key method in seminar work and all research groups also have post-doc commentators. Co-authoring within the research group is encouraged as a part of research training. The annual ESC Seminar is an important arena for feedback across research groups. The national doctoral programmes associated with SOCE-DGI have intensive seminars 1 to 3 times per year, where doctoral candidates and supervisors participate.

A dozen of SOCE-DGI PhD students have one supervisor from another department or university. Nationally, an important partner is the Finnish Doctoral Programme in Education and Learning (FiDPEL). Since 2005, 43 SOCE-DGI’s PhD students (including KUFE’s students) have participated in FiDPEL’s subprogrammes Comparative Research on Educational Policy, Economy and Assessment (CREPEA), Education, Knowledge and Culture (EKC) or Learning, Learning Contexts and Teacher Education (LCTE). Students in the LOMS doctoral school Education and Leadership in a Culturally Diverse (ELCDS) society in collaboration with Åbo Akademi University have the right to participate in all postgraduate courses and doctoral seminars arranged by Åbo Akademi in Turku. ELCDS works in collaboration with the Norwegian doctoral school NAFOL. Collaboration with the Finnish Graduate School for Russian and East European Studies was opened in 2010.

Since 2005, an increasing number of the PhD students in SOCE-DGI have been involved in doctoral studies abroad. Around twenty PhD students have participated in doctoral courses internationally. RC has been involved in organizing Nordic networking in doctoral studies, with NordForsk resources, a doctoral course within a Nordic network (NordCrit) and another, with about 40 students from all Nordic countries, within the field of sociology of education. RC members have also participated as organisers, teachers and students in doctoral courses at the European level (e.g. the ECER pre-conference for emergent researchers). Participation in international courses has created opportunities for informal co-operation between PhD students, which is materialized in subsequent meetings and co-authored articles.

Quality follow-up is based on personal meetings between the doctoral student and the supervisors. In these meetings long- and short-term goals are set and fulfilment of earlier orientations is evaluated. Furthermore, personal meetings with the supervisors as well as the monthly seminar group meetings guarantee that each PhD student receives feedback on his/her research work on a regular basis. To assure the highest quality of tuition, esteemed international scholars are invited to teach postgraduate courses and give feedback on students’ work.

4
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

A good practise is the early integration of undergraduate students into our research groups. Another good practise is the encouragement of PhD students to give paper presentations in different research arenas. In research group seminars doctoral candidates must give at least one paper presentation per year. The ESC Seminar is a forum with low threshold for presenting the PhD research work. In addition PhD students are encouraged to present papers or posters at both national and international conferences. There is a norm that every full-time PhD student shall present his/her work annually both in national and international conference. Funding for this has been secured from various sources, mainly from IBS, University of Helsinki, FIDPEL or research projects. It has also proven to be a good practice to expect the doctoral candidates to participate in international courses and seminars. In addition, PhD students have independently formed free form literature study groups. These groups mix undergraduate and PhD students from different universities.

Doctoral candidates and fresh doctorates are strongly entrusted to build after the dissertation a new project of their own. Funding applications are produced collectively and doctorates participate in administration, for example as deputy leaders of projects. Moreover, when juniors apply for their own funding, seniors’ support and experience are available for them. We have a long tradition of peer advising, and doctorates share responsibility for post graduate research seminars. Students can take advantage of supervising opportunities available in all groups of RC.

In the RC there is continuity from doctoral training to post doc-research. This is built through successive training to take on more responsible tasks both in the field of educational research and in teaching/supervision. In the doctoral training stage, members of the RC are encouraged to publish in refereed national and international journals and edited books. This means that at the beginning of the post doctoral stage, doctorates already have internationally refereed publications even if their thesis is a monograph.

PhD students’ active participation in research communities nationally and internationally offers them possibilities to build international contacts early in their careers. Most doctorates continue as researchers at the UH or somewhere else. Several of them have also been accepted to international exchange or visiting programs. Thanks to all aforementioned facts, our post doctoral researchers have proved to be convincing candidates in academic recruiting processes.

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

The strengths of doctoral training in SOCE-DGI are wide and international networking, strong communal and collegial culture, possibility to work full-time for PhD and high demand and performance level. Among unique features are also ESC Seminars, strong peer support and reasonable teaching responsibilities. As a standard practise, all doctoral candidates have participated to international courses, seminars and conferences. The RC has been able to invite the best international teachers for our doctoral students utilizing, e.g., the Erasmus program. Different sources of funding have made possible to bring our doctoral students to the major international research conferences to a reasonable extent. As a new opening, the RC will take as its policy that most of the doctoral students will spend at least an academic year abroad before or after tier dissertation.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

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).

Most of the RC’s interactions have been with the public sector. Our research has direct implications for teaching, teacher education and education policy. Our impact has mainly been on improving these areas through speeches, reports and publications based on our research. We have also worked with some third sector organizations as well as private foundations concerned with equality and equity in education.

Simola’s work in education policy has been reflected in his addresses for educational and administrative personnel in primary, secondary and tertiary education. Both the NBE and MinEd have invited him to speak about issues such as Curriculum 2015 and school improvement strategies. Since 2007, KUPOLI has created a good practice in having twice-a-year meetings with leading education officers of Vantaa and Espoo Cities concerning education policy and developments. Simola has actively participated in the discussions on the Finnish university reform at national, university and department levels. The decade long supportive work for the Finnish development projects in Latin America has received very positive feedback both from the Ministry and from the indigenous activists.

Lahelma is currently the responsible leader in the national project ‘Gender awareness in teacher education’ (TASUKO), supported by the MinEd. All universities with teacher education participate in the project. She is a key person working in the field of gender equality in education and a regular keynote speaker in Finnish as well as international seminars (e.g. EU seminars). She acts as an expert in various working groups and projects that aim for promoting gender equality.

Holm has spoken at several occasions to teachers, administrators and the general public on multicultural issues as well as on youth and popular culture issues in schools. Holm’s research on multicultural education and identity development has also had a direct impact on a new program in early childhood teacher education focused on these issues. She also participated in the national evaluation of all teacher education programs in Sweden 2010.

Sahlström has been involved in policy evaluation and policy discussions in Sweden, in a large-scale five-year project called FISK, evaluating the Swedish 1998 pre-school reform. The project was initiated by the Swedish National Agency for Education, and was carried out at Uppsala University. He has also, invited by the Swedish MinEd, reviewed and contributed to a government report on exposed children. In 2010, Sahlström was invited by the OECD to begin working on the establishment of a large-scale international video data-base, linked to the Pisa and TALIS programmes at OECD.

Members of the RC take part in media discussions on education by appearing on national TV, writing newspaper articles, and participating in debates and discussions at seminars.

The social impact of our doctoral training is mostly indirect. All graduated doctors are employed either in the public or third sector. The knowledge base they have built in our program as well as their skills to conduct sociologically based research and to think critically and analytically are thus benefiting the organizations where they are employed.

- Ways to strengthen the societal impact of the RC’s research and doctoral training.
We have been very successful in reaching other researchers with our research but the challenge is to reach practitioners in education and policy makers. Our research has implications for practitioners in the public and third sector but there are few venues to reach them. SOCE-DGI has created a good practice to invite as keynote speakers not only international scholars but also national top-practitioners such as teachers and administrators. Regular meetings and home pages for practitioners with municipal educational authorities will be continued. The new collaborative research project of the RC concerning the indigenous educational rights in Latin America will offer new perspectives for cooperation with the third sector (e.g. local indigenous organisations, UNESCO, the Finnish NGO KEPA) and industrial life (e.g. the Finnish forestry companies in Amazonas). Our doctoral dissertations have been received well in the Finnish press. We intend in the future to introduce our doctoral students during their research training to collaborative work with public and third sector organizations.

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

As indicators of quality and significance of SOCE-DGI’s research, its members have received during evaluation period 6 significant scholarly honours and prizes; they are editorial board members in 7 international journals; they have co-edited 6 special issues for international journals; they have been invited as keynote speakers in 11 international conferences and they have acted as opponent in 6 dissertations abroad. Their texts have been published in Finnish, Swedish, English, Icelandic, Norwegian, Estonian, Spanish, Portuguese, French, Japanese, Mandarin Chinese, Korean, Russian and Polish.

SOCE-DGI has created an excellent international and national research network with the top-universities in the field. The number of foreign partner universities in research projects of RC during the evaluation period is 21 and a sustainable cooperation is flourishing with all main Finnish universities. Due to our multi-discipline approach, cooperation with other social sciences and humanities, especially with sociology, political history and linguistics, is part of our everyday work. In 2010 we organized the European Conference on Educational Research (about 1700 participants) which created ample opportunities for both researchers and doctoral students to network and create plans for future collaboration. Holm is also a member of the European Educational Research Association Council. PIs coordinate SIGs and organize symposia in EERA, EARLI and NERA. The RC also plays an active role in the OECD development of an international classroom video research data base.

Three RC members are founding board members of one national and one inter-university doctoral programmes (FiDPEL and Education and leadership in a culturally diverse society, ELCDC) which form an invaluable continuity for funding of doctoral studies. During the evaluation period, 25 doctoral students of RC (including KUFE) have received a one to four year funding from those graduate programmes. Furthermore, 23 of our doctoral students have received a “status position” that gives them the right to participate in the seminars and to apply for conference funding from the graduate programmes.

SOCE-DGI could be seen as a very successful receiver in researcher mobility recruiting such excellent scholars as Holm and Sahlström from aboard. During the evaluation period, Sahlström has visited UCLA and University of Melbourne for extended periods of time and Lahelma was invited as visiting professor to the University of Borås, Sweden. One RC member is working in Latin America on a regular basis. During the evaluation period, the RC members visited 21 foreign universities for shorter periods. In Helsinki, RC has hosted one Fulbright visiting professor and shorter visits from 19 foreign universities.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

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

SOCE-DGi’s research networks with top universities and researchers in all four research areas are excellent. We participate in various new collaborative research ideas, for example in EU applications. Lahelma, for example, is invited as a partner in a global ethnography in elite schools. Our two new planned research projects will also increase our international research collaboration as well as researcher exchanges with Sweden and Latin America.

Developing ESC Seminar to an international conference and establish an international e-journal will support strongly the aim to analyse education as a sociologically contextualized social process. Our aim is to plan a Nordic centre of excellence. This will take place in collaboration with the Nordic network NordCrit, which received NordForsk grant 2010-2012 (Lahelma as responsible leader).

We will continue our efforts to encourage our doctoral students and post doc researchers to spend one to two semesters abroad. We are also striving to continue to bring international scholars to our doctoral programme.

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).

SOCE-DGi has been an umbrella for the independent research groups joined together. The RC includes at the moment around fifty members (including KUFE) in four categories: 28 doctoral students, 10 postdoctoral researchers, 9 university researchers and 3 professors, plus some master students as research assistants.

The RC was established at the Department of Education. In the excellent outcome of the earlier research evaluation (2006) the research conducted in the RC was highlighted. Predominantly because of the sustainable work within this area, “Education, Society and Culture” has been defined as one of the key areas of research emphasized at the Faculty of Behavioural Sciences. Accordingly, the grant provided to the Department was partly used for three post doc posts for three years, and two of them were allocated to the projects in the RC.

In the turmoil of the recent Finnish university reform, the Department of Education was merged with the Department of Psychology and the Department of Speech Sciences into a joint Institute of Behavioural Sciences (IBS) in 2010. Within the new, larger organization, the RC distinctively represents a sociological and critical alternative in the educational sciences. Since 2010, the RC carries the departmental responsibility of ensuring that the IBS has highly recognized research and doctoral training within the field of sociology of education, in particular in relation to diversity, governance and interaction.

The shared responsibility has focused on the annual ESC Seminar and co-teaching in the area of education, society and culture in the curriculum of the Department. In every autumn, SOCE-DGi collects its members to a meeting for discussing teaching issues. The legendary Spring Fete in connection to the ESC Seminar has veered to an encounter where past experiences and future expectations are ventilated. Other meetings will be called only if some specific issues need to be discussed.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

SOCE-DGI follows the University of Helsinki standard according to which all the doctoral students and researchers take part in both teaching and research. SOCE-DGI has read this principle in the case of doctoral students that all they will teach but not more than 5 per cent of their working hours, i.e. 80 hours yearly, including preparatory work. This has been experienced very positively since teaching areas can be linked to the research area of the doctoral student.

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

  A strength of SOCE-DGI is the combination of collective spirit and individual freedom. We will continue to build on this strength by further developing the open, enthusiastic and intellectually demanding research culture of SOCE-DGI. We also need to provide stronger support for our post doc researchers to build their independent researcher careers. A basic and acute problem is that we have virtually no support staff available for the SOCE-DGI. In Finnish universities, the professors have no assistants or secretaries any more. Therefore all support staff must be taken from research funding which is an untenable situation. The biggest challenge in the short run for SOCE-DGI is the change in the organizational culture brought by the Finnish university reform. At the departmental level this is evident in the growing emphasis on the paradigms of natural sciences and in a very competitive struggle for diminishing resources. In a sense this makes the mission of SOCE-DGI clear: world level research is the only basis for continuity and survival for sociology of education.

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

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

  Since the establishment of SOCE-DGI in late 1990’s, we keenly followed and also participated in the discussions and activities of university ‘modernisation’ in advanced liberal countries, finally concluding in a movement called the Bologna process. As examples of our worldly activity, a major research project (“Power, supranational regimes and new university management in Finland”, 2007-10) was carried out in SOCE-DGI, and a “Forum for the Democratic and Collegial Academic Culture” was established with a strong support of colleagues at the IBS. It seems evident that these activities critically and analytically have contributed to the building of the new University of Helsinki so far. Those struggles have also consolidated and developed our understanding of social action that in this evaluation is called “leadership- and management-related processes”.

  In the beginning of SOCE-DGI we shared a simple idea to create an umbrella for independent research groups rather than establish an effective knowledge producing machinery. We did agree with the Humboldtian university ideal and saw the ideas of entrepreneurial university and academic capitalism as its enemy. Some years later, the scene does not appear that simple any more. Although black-and-white models have turned to grey hybrids, juxtaposition between the university as a public space for democratic deliberation and collective experiments and the university as a private space for employability, immunisation and competitiveness still appears to make certain sense. Our modernisation of the Humboldtian ideal could be characterised as a democratic and collegial academic culture, indeed.

  During its history, SOCE-DGI has given evidence that low hierarchy, few formalities, high intellectual and academic demands, high individual freedom, high trust and high collegial ethos are among the elements
that create a cultural basis for good research and doctoral training. Our decade long experience does not support top-down management, trust-killing governance, quality handbooks, formal evaluation and audit culture. For us it seems evident that the price of the latter is high: the university may lose the only attraction and allure it used to have against a multitude of other work places for production, application and delivery of knowledge. It was and still could be a space where one may concentrate on intellectual work for understanding and knowledge.

Based on this belief, we in SOCE-DGI base our "processes of leadership" on collegial appreciation and seniority. We do not emphasise "management-related responsibilities and roles" but rather collegial responsibilities of every member of the Researcher Community. Therefore "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" are not related to management-related responsibilities and roles but rather to high-trust, high-demanding collective ethos. All these aims are of the kind that can be achieved by "management-related" techniques only in the short run and momentarily. According to our experience, for the sustainable development of a high-trust, high-demanding collective ethos is the only way.

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

A constitutive strength of SOCE-DGI is its open, high-trust and high-demanding ethos for research that makes sense from the point of view of social justice. It is an everyday work to cultivate and develop this legacy. The real world outside and in the university makes this task more than most challenging. Maybe one main result of our research work may give some hope to this struggle. In the light of history of educational reforms, it seems evident that they do change the world but seldom in an intended way. It appears that so called street-level bureaucrats have much more power in implementation and maintenance processes than they are conscious of. While linked in contingency theories emphasising the non-linear and non-causal effects in late-modern societies, we should not let the slight hope die for running university in a more democratic, humanist and public way.

**7 External competitive funding of the RC**

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

  - **Academy of Finland (AF)** - total amount of funding (in euros) AF has decided to allocate to the RC members during 1.1.2005-31.12.2010: **2 270 000 €**

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

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

  - **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: Swedish Cultural Foundation
  - European Educational Research Association
  - Federation of Finnish Learned Societies
  - NordForsk
  - The Finnish Cultural Foundation
  - Helsinki University Science Foundation
  - Alfred Kordelinin Foundation
  - total amount of funding (in euros) from the above-mentioned foundations: 945 000 €

- **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
  - Ministry of Social and Health and National Board of Education
  - Ministry of Internal Affairs
  - Faculty of Behavioural Sciences and University of Helsinki
  - Ministry of Foreign Affairs
  - total amount of funding (in euros) from the above-mentioned funding organizations: 1 179 000 €

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.**
  
  With a basis in the sociology of education, the SOCE-DGI researcher community carries out research on diversity, governance and interaction in educational settings. Further, the RC carries out doctoral training in all these areas, with a close integration of doctoral students in research and teaching, as indicated by shared publications and presentations. The work of the RC is based in four established traditions, embodied in the participating research groups KUPOLI, LOMS, KUFE and FLIS. The RC brings the groups together by focusing on the shared aspects and analytical possibilities.

  The formation of the SOCE-DGI research community has as its primary goal to establish the RC as the recognized Nordic centre for the analysis of education as a sociologically contextualized social process. We work towards a NordForsk application for a Nordic centre of excellence, in collaboration with the NordCrit network and other Nordic research groups.

  At a conceptual level, this will be achieved by bringing together different yet sufficiently shared understandings of education as social processes in social and societal contexts, within which the
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

principal investigators of the RC, and their respective collaborators, already in themselves are recognized as leading researchers in their own areas of specialization.

In practice, SOCE-DGI will realize this over-arching goal in two research programmes: education and equity in the Nordic welfare states, and educational rights of indigenous people in Latin America in new Finnish development policy.

The first programme is concerned with on-going changes in basic education in the Nordic welfare states, with a particular emphasis on comparing policies and practices in Finland and Sweden. Here, recent divergent results in Pisa, and recent divergent stances on education policy and governance, in particular in relation to choice and multiculturalism, will be used. In this research programme, differences and similarities in policy and practice in the Nordic countries will be analyzed from the research perspectives represented in the RC. The RC is exceptionally well positioned for carrying out such an effort, with large and active networks at all levels.

The second programme consolidates scientifically the since 2004 on-going supporting project for development work realised by the Finnish Ministry of Foreign Affairs, particularly in Latin America. The new development policy where development work will be linked, on the one hand, to vocational training and, on the other, to industrial projects such as forestry, energy production and environment will open a basis where all the know-how and various theoretical approaches of SOCE-DGI would be valuable. It will be a great opportunity to integrate to this multi-discipline programme also developmental work research and innovations studies (CRADLE) from IBS, the Centre of Excellence in Global Governance Research from the Faculty of Political Sciences and research on the fairness of the legal system, ethnicity and ethical systems from Åbo Akademi University.

In addition to the two research programmes, the RC will carry out the following:

(i) Shared development of the ESC-conference, held annually at the department, with the goal of having 100-200 participants, a third of which from outside of Finland.

(ii) The establishment of an e-journal called Sociology of Education – Diversity, Governance and Interaction in 2012, with leaders of the groups and other PIs constituting the editorial board, and some of our international collaborators invited for consultants.


(iv) The establishment of shared courses in the undergraduate, master’s and doctoral education programs of the department, beginning in 2012-2013.

(v) We will continue to develop methodological expertise in the field of ethnography and visual research methods. Lahelma and Holm have been invited to write and/or edit texts on ethnography in international handbooks of methodology.

The RC has the research recognition and expertise needed to reach these goals. What is needed are resources for planning, co-ordination and execution.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

The leaders of the four groups have collaboratively compiled the text. Chapter 2 on doctoral training was written by a group of doctoral students and fresh doctors from all four research groups. We have had six meetings, and the leaders have consulted their group members. One doctoral student participated in the meetings, and all the RC members did have an opportunity to comment on the text.

Working on compiling the material has had a positive impact on our collaboration within the department. Whilst the everyday life is so hectic that we seldom have time to reflect jointly on the SOCE-DGI’s practices and future, we have now been obliged to do so in order to answer the questions in this evaluation. We estimate that we have used 120 professor work hours, mainly outside of work hours, for “preparing ourselves to be evaluated” in this exercise. Many hours were spent on the TUHAT system due to technical difficulties. Nevertheless, we think that this exercise has been a step towards seeing evaluation as an intellectual liaison for development rather than just as a mode of governance.
1 Analysis of publications

- Associated person is one of Elina Lahelma, Elina.Lahelma@helsinki.fi, Hannu Simola, Hannu.Simola@helsinki.fi, Janne Varjo, janne.varjo@helsinki.fi, Juan Carlos Llorente, juan.llorente@helsinki.fi, Kari Antero Kankaanranta, Kari.Kankaanranta@helsinki.fi, Katarina Holme, katarina.holme@helsinki.fi, Merja Ikonen-Vaara, merja.ikonen-viaraa@helsinki.fi, Jaana Pokolahainen, jaana.pokolahainen@helsinki.fi, Hannele Pitkänen, hannele.pitkanen@helsinki.fi, Susanna Hannus, susanna.hannus@helsinki.fi, Eero Väätäinen, eero.vaatainen@helsinki.fi, Matt Simola, matt.simola@helsinki.fi, Heikki Palonen, heikki.palonen@helsinki.fi, Jan-Erik Mansikka, jan-erik.mansikka@helsinki.fi, Tuija Varjotie, tuija.varjotie@helsinki.fi, Laija Salo, laija.salo@helsinki.fi, Helin Holm, gunilla.holm@helsinki.fi, Maria Eriksson, mari.eriksson@helsinki.fi, Jari Partanen, gunilla.holm@helsinki.fi, Siima Kosunen, siima.kosunen@helsinki.fi

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<th>Publication type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>A1 Refereed journal article</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>53</td>
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<td>A2 Review in scientific journal</td>
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<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
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<td>A3 Contribution to book/other compilations (refereed)</td>
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<td>A4 Article in conference publication (refereed)</td>
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<td>B1 Unrefereed journal article</td>
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<td>4</td>
<td>1</td>
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<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<td>B3 Unrefereed article in conference proceedings</td>
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<td></td>
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<td>1</td>
<td>2</td>
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<td>C1 Published scientific monograph</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<td>C2 Edited book, compilation, conference proceeding or special issue of journal</td>
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<td>1</td>
<td>4</td>
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<tr>
<td>D1 Article in professional journal</td>
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<td></td>
<td>2</td>
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<tr>
<td>D2 Article in professional hand or guide book or in a professional data system, or text book material</td>
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<td>1</td>
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<td>1</td>
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<td>D3 Article in professional conference proceedings</td>
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<tr>
<td>D4 Published development or research report</td>
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<td></td>
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<td>1</td>
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<td>2</td>
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<tr>
<td>E1 Popular article, newspaper article</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
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# Listing of publications

**A1 Refereed journal article**

**2005**


**2006**


**2007**


**2008**


2009


2010


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

SOCE-DGI/Simola


A2 Review in scientific journal

2007

2009

A3 Contribution to book/other compilations (refereed)

2005


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

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

SOCE-DGI/Simola


2007


2008

Holm, G 2008, 'Visual research methods: where are we and where are we going?', in SN Hesse-Biber, P Leavy (eds), Handbook of emergent methods., Guilford Press, New York, pp. 325-341.


2009

Holm, G, Zilkaus, H 2009, 'Multicultural education and intercultural education: is there a difference?', in M Talb, J Loima, H Paavola, S Patrakainen (eds), Dialogs on diversity and global education, Peter Lang, Frankfurt am Main, pp. 11-28.


2010


Simola, H 2010, 'Kasvatusalan tutkimuksia / Research in educational sciences, no. 48, Helsinki, pp. 246-273.'
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

SOCE-DGI/Simola


A4 Article in conference publication (refereed)

2005

2006

2007

2008

2009

B1 Unrefereed journal article

2005

2006
SOCE-DGI/Simola

2007


2008
Haasi, M, Hannula, A, Saló i Nevado, L 2008, ‘Adults’ Numeracy in Finland: What Do We Know about It?’, Adult Learning, vol 19, no. 3-4, pp. 42-46.


2009

2010


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

2005

2006


2007

2008

2009

2010
Kantasalmi, K, Llorente, JC 2010, 'Observando los conocimientos educativos: entre educación y escolarización', in JC Llorente, K Kantasalmi, J de Dios Simón (eds), Aproximando el conocimiento indígena: complejidades de los procesos de investigación., Instituto de Ciencias del Comportamiento, pp. 19-50.

B3 Unreferered article in conference proceedings

2006

2010

C1 Published scientific monograph

2006

2008

2009

2010
C2 Edited book, compilation, conference proceeding or special issue of journal

2005


2006

2007


2009

2010


D1 Article in professional journal

2007

2009

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

2005

2007

2009
D3 Article in professional conference proceedings

2009

D4 Published development or research report

2007

2010

E1 Popular article, newspaper article

2005

2007

2009

2010
1 Analysis of activities 2005-2010

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<th>Activity type</th>
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<tr>
<td>Supervisor or co-supervisor of doctoral thesis</td>
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</tr>
<tr>
<td>Prizes and awards</td>
<td>9</td>
</tr>
<tr>
<td>Editor of research journal</td>
<td>17</td>
</tr>
<tr>
<td>Editor of research anthology/collection/conference proceedings</td>
<td>1</td>
</tr>
<tr>
<td>Peer review of manuscripts</td>
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<tr>
<td>Editor of special theme number</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of candidates for academic posts</td>
<td>9</td>
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<td>Membership or other role in review committee</td>
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</tr>
<tr>
<td>Membership or other role in research network</td>
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<tr>
<td>Membership or other role in national/international committee, council, board</td>
<td>38</td>
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<td>Membership or other role in public Finnish or international organization</td>
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<td>Membership or other role of body in private company/organisation</td>
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<td>Participation in interview for written media</td>
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<td>Participation in TV programme</td>
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<td>Participation in interview for web based media</td>
<td>3</td>
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</tbody>
</table>
2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis
Elina Lahelma, Elina.Lahelma@helsinki.fi
Supervision of Doctoral thesis, Reetta Mietola, Elina Lahelma, 2002 → ...
Supervision of Doctoral thesis, Minna Lähteenmäki, Elina Lahelma, 2003 → ...
Supervision of Doctoral thesis, Aino Haapala-Samuel, Elina Lahelma, 2008 → ...
Supervision of Doctoral thesis, Anna-Maja Niemi, Elina Lahelma, 2008 → ...
Supervision of Doctoral thesis, Elina Lahelma, 2008 → ...
Supervision of Doctoral thesis, Tuuli Kurki, Elina Lahelma, 2008 → ...
Hannu Simola, Hannu.Simola@helsinki.fi
Supervisor / Janne Varjo, Hannu Simola, 04.04.2007
Supervisor / Eeva-Leena Oonismaa, Hannu Simola, 2010, Finland
Supervisor / Eeva-Leena Oonismaa, Hannu Simola, 2010
Katarina Holma, katariina.holma@helsinki.fi
Väitöskirjan ohjaus, Mälkki Kaisu: Theorizing the nature of reflection (in press), Katarina Holma, 2009 → 2011
Gunilla Holm, gunilla.holm@helsinki.fi
Monica Londen, Monica.Londen@helsinki.fi
Participation in thesis supervision, Monica Londen, 01.01.2010 → 31.12.2014
Fritjof Sahlström, fritjof.sahlstrom@helsinki.fi
Vi och dom i skola och stadsdel Barns identitetsarbete och sociala geografi, Fritjof Sahlström, 01.01.2002 → 25.09.2006
Trajectories of learning. Embodied interaction in change., Fritjof Sahlström, 01.01.2003 → 05.06.2009

Prizes and awards
Hannu Simola, Hannu.Simola@helsinki.fi
NERA’s Award for The Best Nordic Journal Article in Education in 2005-06, Hannu Simola, 2006
Festschrift 2010, Hannu Simola, 2010
Katarina Holma, katarina.holma@helsinki.fi
Award for the best doctoral dissertation in 2008 in the Faculty of Behavioural Sciences, Katarina Holma, 2009, Finland
Mari Simola, mari.simola@helsinki.fi
Vapaaehtoisassistenti -apuraha (600€), Mari Simola, 2005, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Apuraha väitöskirjatutkimukseen (18.000€), Mari Simola, 23.11.2008, Finland
Apuraha väitöskirjatutkimukseen (21.000 €), Mari Simola, 27.11.2009, Finland

Jaakko Kauko , jaakko.kauko@helsinki.fi
The University of Helsinki Education Technology Award, Jaakko Kauko, 30.11.2006

Gunilla Holm , gunilla.holm@helsinki.fi
Finska Vetenskaps-societeten, Gunilla Holm, 2009 → …, Finland

Laia Saló i Nevado , laia.salo@helsinki.fi
International Student Grant, Laia Saló i Nevado, 2008, Finland

Editor of research journal

Elina Lahelma , Elina.Lahelma@helsinki.fi
International Consultant, Gender and Education Journal, Elina Lahelma, 2005 → 2010
Member of Editorial Board, Kasvatus, Journal of Educational Sciences, Elina Lahelma, 2008 → 2010, Finland
Member of Editorial Board, Ethnography and Education Journal, Elina Lahelma, 2010 → …

Hannu Simola , Hannu.Simola@helsinki.fi
Kasvatus-lehti (Finnish Journal of Education), Hannu Simola, 2003 → 2007, Finland
History of Education and Schooling in Finland I-III, Hannu Simola, 2006 → 2011, Finland
European Educational Research Journal, Hannu Simola, 2010 → …
Journal of Education Policy, Hannu Simola, 2010 → …

La Revista Española de Educación Comparada, Hannu Simola, 2010 → …, Spain

Merja Ikonen-Varila , Merja.Ikonen-Varila@helsinki.fi
Journal of social and personal relationships, Merja Ikonen-Varila, 01.01.2005 → 31.12.2005, United States
Psychologia, Merja Ikonen-Varila, 01.01.2005 → 31.12.2005, Finland
Kasvatus, Merja Ikonen-Varila, 01.01.2005 → 31.12.2005, Finland
Anneli Eslépäpo, Kaija Collin ja Jaana Saarinen (toim.) Työssä oppiminen ja ammatillinen identiteetti. WSOY Arkkeli Teoreettisia ja käytännöllisiä näkökulmia työssä oppimiseen, Merja Ikonen-Varila, 01.01.2007 → 31.12.2007, Finland
Nordisk Pedagogik lehti, Merja Ikonen-Varila, 01.01.2007 → 31.12.2007

Gunilla Holm , gunilla.holm@helsinki.fi
Journal of Ethnographic &amp; Qualitative Research, Gunilla Holm, 01.01.2006 → 31.12.2006
Journal of Ethnographic &amp; Qualitative Research, Gunilla Holm, 01.01.2007 → 31.12.2007

Monica Londen , Monica.Londen@helsinki.fi

Editor of research anthology/collection/conference proceedings

Elina Lahelma , Elina.Lahelma@helsinki.fi
Etnografinen metodologia, book published by Vastapaino, Elina Lahelma, 2007 → …, Finland

Peer review of manuscripts

Elina Lahelma , Elina.Lahelma@helsinki.fi
Nuorisotutkimus, member of board and reviewer, Elina Lahelma, 1981 → …, Finland

Nordisk Pedagogik, Elina Lahelma, 1997 → …, Norway
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Aikuiskasvatus, 1999, Elina Lahelma, 1999 → ..., Finland
Kavat, member of editorial board and reviewer, Elina Lahelma, 1999 → ..., Finland
Naistutkimus, Elina Lahelma, 1999 → ..., Finland
Qualitative Research, Elina Lahelma, 2000 → ..., United States
Gender and Education, International consultant and reviewer, Elina Lahelma, 2002 → ...
Life Long Learning, Elina Lahelma, 2002 → ...
Publications of Nuorosotutkimusereu, Elina Lahelma, 2002 → ...
Young, Nordic Journal of Youth Research, Elina Lahelma, 2003 → ...
International Journal of Educational Research, Elina Lahelma, 2004 → ...
Publications of Gender Equality Commission, Elina Lahelma, 2004 → ...
Qualitative Research, Elina Lahelma, 2005 → ...
Qualitative Sociology, Elina Lahelma, 2005 → ...
Educational Research and Evaluation, Elina Lahelma, 2006 → ...
Qualitative Studies, Elina Lahelma, 2006 → ...
Social Research Methodology, Elina Lahelma, 2006 → ...
Ethnography and Education, editorial board member and reviewer, Elina Lahelma, 2007 → ...
Publications of FERA, Elina Lahelma, 2007 → ...
Publications of Vastapaino, Elina Lahelma, 2008 → ...
Aikuiskasvatus vuosikirja, Elina Lahelma, 2010 → ...
European Journal of Psychology of Education, Elina Lahelma, 2010 → ...
Scandinavian Journal of Educational Research, Elina Lahelma, 2010 → ...

Hannu Simola, Hannu.Simola@helsinki.fi
Kavat The Finnish Journal of Education, Hannu Simola, 2001 → ..., Finland
Kavatutkumus (Research in Educational Sciences), Hannu Simola, 2001 → ..., Finland
Scandinavian Journal of Educational Research, Hannu Simola, 2001 → ...
Discourse: Studies in the Cultural Politics of Education School of Education, Hannu Simola, 2005 → ..., Australia
Evaluation: The International Journal of Theory, Research and Practice, Hannu Simola, 2005 → ..., United Kingdom
Journal of Education Policy, Hannu Simola, 2005 → ..., United Kingdom
World Yearbook of Education 2006 - Education, Research and Policy: Steering the Knowledge-Based Economy, Hannu Simola, 2005
Hallinnon Tutkimus, Hannu Simola, 2006, Finland
International Encyclopedia of Education, Hannu Simola, 2006, United Kingdom
Aikuiskasvatus, Hannu Simola, 2007, Finland
Comparative Education Review, Hannu Simola, 2008, United Kingdom
Nordisk Pedagogik (Nordic Educational Research), Hannu Simola, 2008
Review of Research in Education 2009 (AERA), Hannu Simola, 2008, United States
History of Education, Hannu Simola, 2010, United Kingdom
Public Policy and Administration, Hannu Simola, 2010

Janne Varjo, janne.varjo@helsinki.fi
DEMKO – koulutuspolitiikan Punahilkka. Demokraattiset koulutuspolitiikat opettajan maailman ympäristössä 1973–1989, Janne Varjo, 2010 → ...
Koulutus tuotantoneistona? Tulostavoitteinen koulutuspolitiikka kritiiksin teorian valossa, Janne Varjo, 2010 → ...
Risto Reipas riskinottaja. Koulutuspolitiikan tavoittelemat ihmekansalaiset, Janne Varjo, 2010 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

**Katariina Holma**, katariina.holma@helsinki.fi

Educational Theory, Katariina Holma, 2007 → ...
Nordisk Pedagogik, Katariina Holma, 2008 → ...
Nin & Nán, Katariina Holma, 2009 → ...
Journal of Philosophy of Education, Katariina Holma, 2010 → ...

**Merja Ikonen-Varila**, Merja.Ikonen-Varila@helsinki.fi

Perceived parenting practices and adolescent’s tendencies to experience guilt, shame and empathy, Merja Ikonen-Varila, 15.12.2010
Values and epistemological understanding, Merja Ikonen-Varila, 30.11.2010

**Monica Londen**, Monica.Londen@helsinki.fi

Nordic Studies in Education, Monica Londen, 31.05.2009
Nordic Studies in Education, Monica Londen, 15.10.2010

**Jan-Erik Mansikka**, jan-erik.mansikka@helsinki.fi

Intercultural Education, Jan-Erik Mansikka, 2009
Kasvatus & Aika, Jan-Erik Mansikka, 2010
Nordic Studies of Education, Jan-Erik Mansikka, 2010
Studies in Philosophy of Education, Jan-Erik Mansikka, 2010

**Fritjof Sahlström**, fritjof.sahlstrom@helsinki.fi

Nordisk Pedagogik/Nordic Educational Research, Fritjof Sahlström, 01.01.2005 → 28.02.2011
Utbildning och Demokrati, Fritjof Sahlström, 01.01.2005 → 31.12.2011
Discourse Processes, Fritjof Sahlström, 01.11.2006 → 28.02.2011

**Editor of special theme number**

**Elina Lahelma**, Elina.Lahelma@helsinki.fi

Editor of special issue, Kasvatus, Journal of Educational Research, Elina Lahelma, 2007 → ..., Finland
European Journal of Educational Research, Elina Lahelma, 2009

**Fritjof Sahlström**, fritjof.sahlstrom@helsinki.fi


**Assessment of candidates for academic posts**

**Elina Lahelma**, Elina.Lahelma@helsinki.fi

Assessment for professorship, Päivi Naskali, Elina Lahelma, 2005
Statement of Docentship, Vappu Sunnari, Elina Lahelma, 2005
Statement of Docentship, Päivi Harinen, Elina Lahelma, 2008
Statement of Docentship, Päivi Harinen, Elina Lahelma, 2008
Statement of Docentship, Lisa Husu, Elina Lahelma, 2009
Statement of Docentship, Tero Järvinen, Elina Lahelma, 2009
Assessment of docentship, Seija Keskitalo-Foley, Elina Lahelma, 2010
Assessment of readership, Carolyn Jackson, Elina Lahelma, 2010, United Kingdom

**Membership or other role in review committee**
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Elina Lahelma, Elina.Lahelma@helsinki.fi
Portugals Foundation of Science and Technology, Elina Lahelma, 2005, Portugal
Evaluator of candidates for post doc posts, Elina Lahelma, 2007 → ...
Evaluation of applicants for 3-year grants, Elina Lahelma, 2010
Reviewing applicants for Swedish research Committee, Elina Lahelma, 2010 → ...

Jaakko Kauko, jaakko.kauko@helsinki.fi
Pool of Reviewers, European Science Foundation (ESF), Jaakko Kauko, 01.05.2009 → ...

Membership or other role in research network

Elina Lahelma, Elina.Lahelma@helsinki.fi
Responsible leader in a NordForsk research network NordCrit, Elina Lahelma, 2010 → 2012

Hannu Simola, Hannu.Simola@helsinki.fi
The European research project OPULL, Hannu Simola, 2010 → ...

Janne Varjo, jaanne.varjo@helsinki.fi
Suomen Kouluhistoriallinen Seura, Janne Varjo, 2003 → ...
Suomen kasvatustieteellinen seura, Janne Varjo, 2003 → ...
Hallinnon tutkimuksen seura, Janne Varjo, 2007 → ...
Valdioitelehtinen yhdistys, Janne Varjo, 2007 → ...
Wustenarch seura, Janne Varjo, 2007 → ...

Merja Ikonen-Varila, Merja.Ikonen-Varila@helsinki.fi
OSATA -hankkeen ohjaus- ja seurantaryhmän jäsenyyys (2009-2011), Merja Ikonen-Varila, 31.05.2009 → 31.03.2011

Gunilla Holm, gunilla.holm@helsinki.fi
Coordinating activities for network in North and South America, Gunilla Holm, 1998 → 2006
Plans and coordinates the activities of the Multicultural Education SIG, Gunilla Holm, 2009 → ...

Tuula Marita Veintie, tuula.veintie@helsinki.fi
Member of SYLFF, Tuula Marita Veintie, 2008 → ..., Finland
Member of Helsinki Indigenous Rights Working Group, Tuula Marita Veintie, 01.04.2009 → ..., Finland

Fritjof Sahlström, fritjof.sahlstrom@helsinki.fi
Nordic Educational Research Association, Fritjof Sahlström, 05.03.1997 → 15.03.2011

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

Elina Lahelma, Elina.Lahelma@helsinki.fi
Member of board, vice chair, Graduate school program Education, Knowledge and Culture, Elina Lahelma, 1995 → ..., Finland
Member of Board, Finnish Educational Research Association, Elina Lahelma, 2002 → 2005
Member of the Board, Helsinki Collegium for Advanced Studies, Elina Lahelma, 2002 → 2006, Finland
Member of the Council, European Educational Research Association, Elina Lahelma, 2002 → 2005
Member of the Scientific Council, Faculty of Behavioural Sciences, University of Helsinki, Elina Lahelma, 2004 → 2009
Member of the steering group, Department of education, University of Helsinki, Elina Lahelma, 2004 → 2009
Helsingin yliopiston tutkijakollegium, Elina Lahelma, 01.01.2005 → 31.12.2005, Finland
KASVA-tutkijakoulu, Elina Lahelma, 01.01.2005 → 31.12.2005
Kasvatus, tieto ja kulttuuri-tohtorikoulutusohjelma, Elina Lahelma, 01.01.2005 → 31.12.2005, Finland
Suomen Kasvatustieteellinen Seura, Elina Lahelma, 01.01.2005 → 31.12.2005, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

SOCE-DGI/Simola

Helsingin yliopiston tutkijakollegium, Elina Lahelma, 01.01.2006 → 31.12.2006, Finland
Member of board, National Graduate School FiDGEL, Elina Lahelma, 2007 → ..., Finland
Member of board, Christine Institute for Gender Studies, Elina Lahelma, 2009, Finland
Deputy Member of Faculty Council, Faculty of Behavioural Sciences, Elina Lahelma, 2010 → ..., Finland
Deputy chair in the local organisation comite of ECER conference 2010, Elina Lahelma, 2010 → ...
Responsible leader of a NordForks network NordCrit, Elina Lahelma, 2010 → ...

Hannu Simola , Hannu.Simola@helsinki.fi
Advisory Board of the Library, Faculty of Education, Hannu Simola, 2003 → 2009
The Finnish Doctoral Programme in Education and Learning, Hannu Simola, 01.01.2003 → ..., Finland
Research Council of the University of Helsinki, Hannu Simola, 2004 → 2006
EERA, Education policy and politics, Hannu Simola, 2005
SIG of Researchers of Sociology of Education in Finland (Kasvatussosiologian verkosto, Suomen kasvatustieteellinen seura), Hannu Simola, 2005, Finland
ECER, Hannu Simola, 2008

Merja Ikonen-Varila , Merja.Ikonen-Varila@helsinki.fi
SOCE, Merja Ikonen-Varila, 01.01.2007 → 31.12.2007

Gunilla Holm , gunilla.holm@helsinki.fi
Advisory board member, Gunilla Holm, 2006 → ...
International Sociological Association, Research Committee on Youth, Gunilla Holm, 01.01.2006 → 31.12.2006
Member of the advisory board, Gunilla Holm, 01.10.2006 → 2011, Finland
National youth research study program, Gunilla Holm, 2006 → 2009, Finland
American Educational Research Association, Gunilla Holm, 01.01.2007 → 31.12.2007, United States
CEREN, Gunilla Holm, 01.01.2007 → 31.12.2007, Finland
International Sociological Association Research Committee 34 on Youth (RC34), Gunilla Holm, 01.01.2007 → 31.12.2007
Member, Gunilla Holm, 2007 → 2008, Finland
YOUNET, Gunilla Holm, 01.01.2007 → 31.12.2007
European Educational Research Association Council, Gunilla Holm, 2008 → ...
International Sociological Association, RC 34 Research Network on Youth, Gunilla Holm, 01.01.2008 → 31.12.2008, United States
YOUNET, Gunilla Holm, 01.01.2008 → 31.12.2008, Finland
Evaluating all secondary teacher education programs in Sweden, Gunilla Holm, 06.2010 → 12.2010, Sweden

Monica Londen , Monica.Londen@helsinki.fi
Planeringsgruppen för svensk åmnesläranarbildning vid Helsingfors universitet, Monica Londen, 01.01.2005 → 31.12.2005, Finland

Jan-Erik Mansikka , jan-erik.mansikka@helsinki.fi
NPF - Nordisk förening för pedagogisk filosofi, Jan-Erik Mansikka, 01.01.2008 → 31.12.2008

Membership or other role in public Finnish or international organization

Elina Lahelma , Elina.Lahelma@helsinki.fi
Member of the high status working group of equal pay, Elina Lahelma, 2008 → 2011
Member of the working group on demolishing gender segregation, Elina Lahelma, 2009 → 2010

Hannu Simola , Hannu.Simola@helsinki.fi
Lausunto Vantaan opetustoimelle koulukohtaisen oppimistulosten julkistamisesta, Hannu Simola, 01.01.2005 → 31.12.2005, Finland

Merja Ikonen-Varila , Merja.Ikonen-Varila@helsinki.fi
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Avoimen yliopiston tieto- ja viestintätekniikan opetusvälineen kehittämishanke (2005-2006), Merja Ikonen-Varila, 01.01.2006 → 31.12.2006, Finland


Helsingin yliopiston Avoimen yliopiston neuvottelukunta, Merja Ikonen-Varila, 01.01.2007 → 31.12.2007, Finland

Rikosseuraamussuunnitelman toimintatahtien hyväksymisnenettelyn asiantuntijaryhmän jäsenyys, Merja Ikonen-Varila, 01.01.2007 → 31.12.2007, Finland

Jaana Poikolainen, Jaana.Poikolainen@helsinki.fi


Gunilla Holm, gunilla.holm@helsinki.fi

Advisory board for education in Swedish at the University of Helsinki, Gunilla Holm, 2007 → ..., Finland

Organizing the European Conference on Educational Research, Gunilla Holm, 2009 → ..., Finland

Coordinating the development of education in Swedish on the center campus at the University of Helsinki, Gunilla Holm, 2010 → ..., Finland

Monica Londen, Monica.Londen@helsinki.fi

Membership or other role of body in private company/organisation

Sydkustens grupp för undervisnings- och dagvårdspersonal, Gunilla Holm, 01.01.2007 → ..., Finland

Monica Londen, Monica.Londen@helsinki.fi

Rektorsskolan. Helsingfors stads utbildningsverk/ SVUX, HU, Monica Londen, 01.02.2005 → 31.03.2005, Finland

Rektorsskolan. Helsingfors stads utbildningsverk/ SVUX, HU, Monica Londen, 01.01.2007 → 31.12.2007, Finland

Jan-Erik Mansikka, jan-erik.mansikka@helsinki.fi

Kulturföreningen Grand r.f., Jan-Erik Mansikka, 01.01.2005 → 31.12.2005, Finland

Teaterföreningen Stjärnfall r.f., Jan-Erik Mansikka, 01.01.2005 → 31.12.2005, Finland

Improvisationsföreningen Stjärnfall rf, Jan-Erik Mansikka, 01.01.2005 → 31.12.2005, Finland

Kulturföreningen Grand, Porvoo, Jan-Erik Mansikka, 01.01.2008 → 31.12.2008, Finland

Pedagoger mitala, Helsinki, Jan-Erik Mansikka, 01.01.2008 → 31.12.2008, Finland

Participation in interview for written media

Elina Lahelma, Elina.Lahelma@helsinki.fi

Etelä-Suomen lääninhallituksen seminaari, Elina Lahelma, 15.09.2005, Finland

Haastattelu ja video Helsingin Yliopiston koulu- ja hauskustelukunnassa, Elina Lahelma, 01.02.2005, Finland

Siltamat, Elina Lahelma, 29.11.2005, Finland

Tästä puhutaan: Helsingin yliopiston tiedotusvälineistä, Elina Lahelma, 25.05.2005, Finland

Oppojoulut, Elina Lahelma, 01.11.2005, Finland

Naisten avoin korkeakoulu: 100 vuotta naisten äänioikeutta -seminaari, Elina Lahelma, 09.10.2006, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Siltamat: Perhe ja tutkijanura -seminaari, Elina Lahelma, 03.10.2006, Finland
Artikkelissa: Kasvaako armeijassa aikuiseksi? Varmusmies 2/07, 34-46 (Sanna Pöllönen), Elina Lahelma, 2007
Artikkelissa: Poikalukussa on kiva opiskella, kertoivat Oktaviisen koulu elokuvikalaset, Kaks plus (TERHI FRIMAN, ARTOVIKARI), Elina Lahelma, 2007
Luento Eduskunnan naisverkoston seminaarissa, Pikku Parlamentti, Elina Lahelma, 09.10.2007, Finland
Luento Helsingin englantilaisessa koulussa, Elina Lahelma, 26.04.2007, Finland
Luento Nuoristotutkimuksen valtakunnallisessa verkokurssissa, Elina Lahelma, 14.11.2007, Finland
Suomen Kasvatustieteellisen Seuran 40-vuotisjuhla, Elina Lahelma, 18.04.2007, Finland
Yleisduetto Suomen Yhtenäiskoulujen Liiton vuosikongressissa, Finlandia talo, Elina Lahelma, 15.09.2007, Finland
Puheenvuoro paneelissa Kulttuurikantti, Helsinki 16.3.2010, lehdistötiedote, Elina Lahelma, 2009
Kon och utbildning seminar i Vasa, PF 21.4.2010, pyrydetty luento, lehdistötiedote, Elina Lahelma, 2010
Me Naiset: haastattelu, Elina Lahelma, 2010

Hannu Simola, Hannu.Simola@helsinki.fi
TILASUUJ, Hannu Simola, 10.09.2003 → 31.12.2011, Finland

Gunilla Holm, gunilla.holm@helsinki.fi
Helsingin yliopiston tiedotus- ja keskustelutilaisuus lukoiiden opinto-ohjaajille, Gunilla Holm, 01.01.2007 → 31.12.2011, Sweden

Monica Londen, Monica.Londen@helsinki.fi
- , Monica Londen, 12.02.2000 → 31.12.2011, Finland
Borgabladet, Monica Londen, 05.03.2004 → 31.12.2011, Finland
Finlands svenska teckenspråkliga r.f. s seminarium. Kuurojen Liitto-Dövas förbund r.y. Helsingfors, Monica Londen, 04.10.2004 → 31.12.2011, Finland
Hufvudstadsbladet, Monica Londen, 05.03.2004 → 31.12.2011, Finland
Vastmanos- och Västerbottens tidningar, Monica Londen, 05.03.2004 → 31.12.2011, Finland
Österbottningen, Monica Londen, 05.03.2004 → 31.12.2011, Finland
Helsingfors universitet, Svenska social- och kommunalhögskolan och Helsingfors stads utbildningsverk, Monica Londen, 27.09.2005 → 31.12.2011, Finland
Föreläsningsserie vid Esbo arbis, Monica Londen, 01.01.2007 → 31.12.2011, Finland

Jan-Erik Mansikka, jan-erik.mansikka@helsinki.fi
Borga medborgarinstitut, Jan-Erik Mansikka, 17.01.2005 → 31.12.2011, Finland
Borgabladet, Jan-Erik Mansikka, 12.02.2005 → 31.12.2011, Finland
YLE Pussel, Jan-Erik Mansikka, 02.02.2005 → 31.12.2011, Finland

Pia Mikander, Pia.Mikander@helsinki.fi
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

SOCE-DGI/Simola

Historia är inte allas historia, Pia Mikander, 11.11.2010

Participation in radio programme

Jan-Erik Mansikka , jan-erik.mansikka@helsinki.fi
Radio Vega, Jan-Erik Mansikka, 16.02.2005 → 31.12.2011, Finland
Radio Vega Muuk vid sydkusten, Jan-Erik Mansikka, 01.01.2005 → 31.12.2011, Finland
Slaget efter tolv, Radio Vega, keskusteluohjelma, Jan-Erik Mansikka, 01.01.2008 → 31.12.2011, Finland

Pia Mikander , Pia.Mikander@helsinki.fi
Godmorgon Huvudstadsregionen, Pia Mikander, 14.12.2009
Haastava heinäkuu: Opiskelu kannattaa aina, Pia Mikander, 30.07.2009

Participation in TV programme

Elina Lahelma , Elina.Lahelma@helsinki.fi
MTV 3 - Huomenna Suomi, Elina Lahelma, 28.11.2005, Finland

Hannu Simola , Hannu.Simola@helsinki.fi
Interview in TV (YLE MOT), Hannu Simola, 02.03.2007, Finland

Jan-Erik Mansikka , jan-erik.mansikka@helsinki.fi
Opettaja-TV, YLE keskustelu ja haastattelu, Jan-Erik Mansikka, 29.01.2008 → 31.12.2011, Finland

Fritjof Sahlström , fritjof.sahlstrom@helsinki.fi
Hypyytunti, Fritjof Sahlström, 31.10.2010

Participation in interview for web based media

Elina Lahelma , Elina.Lahelma@helsinki.fi
Luento Nuoristotutkimuksen valtakunnallisissa verkkokurssissa, Elina Lahelma, 2007

Janne Varjo , janne.varjo@helsinki.fi
Kansakouluntarkastuksista PISAan, Janne Varjo, 2007 → …
Appendix B.b.

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

The bibliometric analyses by Helsinki University Library (HULib)

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

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

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

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

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

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

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

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

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

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

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

**Social Sciences**
- Airaksinen, Timo – PPH
- Engeström, Yrjö – CRADLE
- Granberg, Leo – TRANSRURBAN
- Haila, Anne – Sociopolis
- Hautamäki, Jarkko – CEA
- Heinonen, Visa – KUMU
- Helén, Ilpo – STS
- Hukkanen, Janne – GENU
- Jallinoja, Riitta – SBII
- Kaartinen, Timo – SCA
- Kettunen, Pauli – NordSoc
- Kivinen, Markku – FCRES
- Koponen, Juhani – DEVERELE
- Koskenniemi, Martti – ECI
- Kultti, Klaus – EAT
- Lahelma, 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 – SOCE-DGI
- Sulikinen, 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 SOCE-DGI / PI Simola

Basic statistics

Researcher Community: Sociology of Education: Diversity, Governance and Interaction (SOCE-DGI)
Members: 29, with 5 Principal Investigators
Participation category: 2 (of high quality, but yet to achieve international recognition or a break-through)
Main scientific field: Social sciences (sociology of education; intertwines four participating RCs’ research on political, institutional, cultural, individual and diversity aspects of education)
Publication data entries into the UH Research Information System within the period 2005–2010: 177

Fig. 1

SOCE-DGI: no. of publications per year 2005-2010

Fig. 2

SOCE-DGI: outputs in national publication categories 2005-2010
Number of publications with different authorship patterns, per year and in total

<table>
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<th>No. of AUTHORS</th>
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</tr>
</tbody>
</table>

Table 1
SOCE-DGI: distribution of single and multi-author publications 2005-2010

1 author: 88; 50%
2 authors: 43; 24%
3 authors: 20; 11%
4 authors: 13; 7.5%
5 authors: 7; 4%
6 authors: 3; 2%
7 authors: 2; 1%
8 authors: 1; 0.5%

SOCE-DGI: distribution of single author and co-authored publications 2005-2010

Co-publications: 89; 50%
Single author publications: 88; 50%
### Number of publications in different languages, per year and in total

<table>
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**Table 2**

![SOCE-DGI: distribution of publication languages in 2005-2010](image)

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Table 3 shows the 50 periodicals, i.e., journals, newspapers and magazines, contributed by SOCE-DGI over the six-year-period of 2005–2010. Only journal contributions were reckoned in, i.e.,

- refereed contribution to journal / a1 article
- refereed contribution to journal / a2 review
- non-refereed contribution to journal / b1 writing in scientific journal
- contribution to journal / d1 article in professional journal
- contribution to journal / e1 popular article.

Total amount of journal contributions by the members of SOCE-DGI in 2005–2010: 80.

Nearly three-quarters (36/50) of the periodicals have published SOCE-Dgi contributions only once. The one-off contributions constitute slightly less than half of the total (36/80). The average number of papers per journal is 1.6.

Based on these figures, publication channel selection of SOCE-DGI may be considered to be extensive and diverse, although clearly focused on the fields of educational research.

**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).

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Table 4b

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Only publications in journal contribution categories were taken into account in the calculation, i.e., refereed research article (a1), refereed review article (a2), non-refereed scientific writing (b1), professional journal article (d1), popular article (e1). Total amount of journal contributions by the members of SOCE-DGI in 2005–2010: 80.

There are altogether 25,120 journals in the Norwegian register, which makes it one of the largest journal impact indices.

Journals classified by UHR as “other” are usually local scientific periodicals or popular science magazines. Among SOCE-DGI’s publication channels there is one, the Finnish journal Tiede & edistys, verified as “other”.

“Unverified scientific publication channels” are scientific journals, mostly domestic in this instance, that have not been proposed to the Norwegian Social Science Data Service register. There are a couple of foreign, non-English unverified periodicals, too, one from Norway and the other from the Ukraine.

Total amount of scientific journal contributions by the members of SOCE-DGI in 2005–2010 is 72, constituting a great majority of all journal contributions. Slightly more than half of the scientific articles and writings, 39 precisely, have been published in UHR authorized 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.

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Table 5 shows the number of SOCE-DGI papers published in classified journals. Out of the 50 periodicals contributed by members of SOCE-DGI, a total of 21 appear on the ERIH 2007 Initial Lists. They are included on the core discipline lists of Pedagogical and Educational Research, Gender Studies, Linguistics, Psychology and Philosophy, many of them on various lists simultaneously. Since the papers in question are biased towards educational, linguistic and gender issues, only the respective discipline lists were examined, and
the psychological and philosophical classifications were ignored. In many cases this did not impact on overall results. In the cases of Gender and Education, Journal of Philosophy of Education and Studies in Philosophy and Education, however, the psychological and philosophical classifications would have been different from the pedagogical ones (B and C instead of A).

In Table 5, the discipline-specific lists are indicated by letter codes: (PEd) stands for the Pedagogical and Educational Research List, (G) for the Gender Studies List, and (Lng) respectively for linguistics.

Only publications in journal contribution categories were taken into account in the calculation, i.e., refereed research article (a1), refereed review article (a2), non-refereed scientific writing (b1), professional journal article (d1), popular article (e1).

Total amount of journal contributions by SOCE-DGI in 2005–2010: 80. Total amount of scientific journal contributions: 72. More than half (45) of the papers have been published in journals with ERIH classification.

It should be noted that scholarly journals of high quality may be missing from ERIH, either for being founded three years or less before the closing dates of the second peer-review round (2008–2011), or for not being submitted to ERIH at all. The ERIH 2007 Initial Lists contain 6,021 titles, 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.

Recent revision of ERIH caused several changes to the categories of SOCE-DGI contributed journals:

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Consequently, compared to the ERIH 2007 Initial List, the number of SOCE-DGI articles in INT1 (A) journal category has increased from 15 to 16. INT2 (B) category has diminished with 3, from 16 to 13 papers, while the number of papers in NAT (C) journals has increased from 14 to 18. A total of 23 SOCE-DGI contributed journals are included now on the revised ERIH lists.
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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The table above shows the counts of SOCE-DGI contributions to journals which have quality ratings on the ERA 2010 Ranked Journal List.  

Table 6
Only publications in journal contribution categories (a1, a2, b1, d1, e1) were taken into account in the calculation. Total amount of journal contributions by the members of SOCE-DGI in 2005–2010: 80. Total amount of scientific journal contributions by the members of SOCE-DGI in 2005–2010: 72. Less than half (31) have been published in ERA ranked journals.

Summary of classifications of periodicals contributed by SOCE-DGI

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Table 7
Contributions to conference publications 2005–2010

There are 10 conference contribution records linked to SOCE-DGI in the UH Research Information System. Since the ERA initiative does not rank conferences either in the fields of educational sciences or social sciences, there are no verified classifications for the attended conferences.

The details of these 9 conferences could be checked on the grounds of RIS publication records:


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 (Table 7, p. 14), a publisher may be newly proposed for the UHR Publication Committee, or publisher’s peer review practices may be varied or unclear. The “unknown” category includes publishers who do not appear on the UHR list.

In total, SOCE-DGI members have used 37 different publishers as publication channels for their monographs. 13
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</table>

Table 8

Compared to overall distribution of publication languages (Figure 6, p. 4), reviewed research articles (a1) seem to be published more often than usual in English. Refered conference articles (a4) are without exception Anglophone. In contrast, Finnish seems to be used more regularly in non-refered scientific writings (b1), and in professional and popular publications. Publication的语言 distribution of book sections (a3, b2) and book editions (c2) is somewhat close to the average.
<table>
<thead>
<tr>
<th>No. of book publication types by publishers</th>
<th>Publication type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher</td>
<td>a2 reviewed book</td>
</tr>
<tr>
<td>Ashgate</td>
<td>2</td>
</tr>
<tr>
<td>Finnish Education Evaluation Council</td>
<td>1</td>
</tr>
<tr>
<td>Finnish Educational Research Association</td>
<td>14</td>
</tr>
<tr>
<td>Finnish National Board of Education</td>
<td>2</td>
</tr>
<tr>
<td>Finnish Society for the History of Education</td>
<td>3</td>
</tr>
<tr>
<td>Gaudeamus</td>
<td>2</td>
</tr>
<tr>
<td>Government Offices of Sweden</td>
<td>1</td>
</tr>
<tr>
<td>Guilford Press</td>
<td>1</td>
</tr>
<tr>
<td>Hexis Association (Denmark)</td>
<td>1</td>
</tr>
<tr>
<td>Information Age Publishing</td>
<td>1</td>
</tr>
<tr>
<td>Ivan Franko National University of L’viv Publishing House</td>
<td>2</td>
</tr>
<tr>
<td>KVS Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Liber (Sweden)</td>
<td>1</td>
</tr>
<tr>
<td>Otava Publishing Co. (Finland)</td>
<td>3</td>
</tr>
<tr>
<td>Palgrave Macmillan</td>
<td>1</td>
</tr>
<tr>
<td>Palmenia Centre for Continuing Education</td>
<td>1</td>
</tr>
<tr>
<td>Peter Lang</td>
<td>2</td>
</tr>
<tr>
<td>PS-Kustannus</td>
<td>1</td>
</tr>
<tr>
<td>Renvall Institute (Finland)</td>
<td>2</td>
</tr>
<tr>
<td>Routledge</td>
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</tr>
<tr>
<td>Sakurai Shoten</td>
<td>1</td>
</tr>
<tr>
<td>Southbank University</td>
<td>1</td>
</tr>
<tr>
<td>Swedish Cultural Foundation in Finland</td>
<td>1</td>
</tr>
<tr>
<td>Swedish Research Council</td>
<td>1</td>
</tr>
<tr>
<td>Symposium Books</td>
<td>1</td>
</tr>
<tr>
<td>Tampere University</td>
<td>1</td>
</tr>
<tr>
<td>The National Institute of Educational Resource and Research (NIDERAR), Taiwan.</td>
<td>5</td>
</tr>
<tr>
<td>Tomsk State Pedagogical University (Russia)</td>
<td>2</td>
</tr>
<tr>
<td>UNESCO International Center of Learning Systems</td>
<td>1</td>
</tr>
<tr>
<td>University of Helsinki, Institute of Behavioural Sciences</td>
<td>2</td>
</tr>
<tr>
<td>University of Helsinki, Nordica</td>
<td>2</td>
</tr>
<tr>
<td>University of Joensuu</td>
<td>2</td>
</tr>
<tr>
<td>University of Oulu, Kajaani University Consortium</td>
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</tr>
<tr>
<td>Vastapaino</td>
<td>3</td>
</tr>
<tr>
<td>Wiley-Blackwell</td>
<td>1</td>
</tr>
<tr>
<td>WSOY oppimateriaalit</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>51</td>
</tr>
</tbody>
</table>
Some additional bibliometric measures

Fig. 11-13

SOCE-DGI: countries of publication 2005-2010

- Finland; 100; 56%
- United States; 8; 4%
- United Kingdom; 33; 19%
- Sweden; 6; 3%
- Norway; 7; 4%
- Sweden; 6; 3%
- United States; 8; 4%
- Finland; 100; 56%
- Denmark; 1; 0.75%
- Australia; 1; 0.75%
- Japan; 1; 0.75%
- Rep. Of Korea; 2; 1%
- Russia; 3; 2%
- Netherlands; 2; 1%
- France; 1; 0.75%
- Germany; 3; 2%
- Taiwan; 5; 3%
- Ukraine; 4; 2%

SOCE-DGI: national vs. international publishing

- National; 80; 45%
- International; 97; 55%

SOCE-DGI: countries of publication in groups

- Finland
- Nordic countries
- The rest of Europe
- Anglosphere (AU, UK, US)
- The rest of the world
SOCE-DGI: no. of publication types by year

- Refereed contribution to journal / a1 article
- Refereed contribution to journal / a2 review
- 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
- Contribution to journal / e1 popular article

Fig. 14
The SOCE-DGI PIs:
The Institute of Behavioural Sciences, Educational sciences
- Gunilla Holm, Professor
- Elina Lahelma, Professor
- Monica Londen, Doctoral Assistant
- Fritjof Sahlström, University Lecturer
- Hannu Simola, Professor.

Excerpts from the description of the RC’s publishing strategy: “The work of SOCE-DGI is by paradigm, methodology and traditions of publication closer to social sciences than to other subjects of IBS. [...] We suggest that the impact of our work on the society, writing for the Finnish audience and collaboration with actors in the field to be included in the [evaluation] criteria. Also our participation in the developing of educational sciences and, especially sociology of education, nationally and internationally through activity in scientific societies, editing and reviewing publications and organizing conferences should be assessed. [...] Our strategy is to publish both internationally and nationally. Members of the community, including many PhD students, have published extensively in referred national and international journals and edited books. They also have experience in editing books and theme issues nationally and internationally. This suggests our strong networking in the field and excellent supervision. In the future we plan to focus also on co-authoring publications across the research groups.”

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 calculations of SOCE-DGI RIS publication data: P. Kaihoja, Librarian, City Centre Campus Library / Behavioural Sciences, petri.kaihoja@helsinki.fi.

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 template for non-refereed journal article (b1), instead of the appropriate template type for book contributions (b2). This means decrease in the total amount of SOCE-DGI’s journal contributions, from the primary amount of 82 to 80. The re-examined pieces of journal contribution metadata were included in the analysis of SOCE-DGI’s book publishers (Table 7, p. 14).

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.

Journals that commenced in 2008 have been considered too new to be assigned a quality rating on the ERA 2010 Journal List. A total of 397 proposed journals were considered not to meet the criteria for inclusion. A total of 20,712 peer reviewed journals are included. In order to distinguish core publications to different fields of research (FoR) and to derive citation benchmarks, The Australian Research Council (ARC) has consulted Scopus based citation analysis services.

The calculations were based on publication records in these national classification categories:
- a3 refereed contribution to book
- b2 non-refereed contribution to book
- c1 scientific book (monograph)
- c2 edited book or compilation
- d2 article in handbook or textbook.

WSOY Oppimateriaalit, known today as WSOY Oppimateriaalit, was a sister publishing house of WSOY, specializing in textbooks.

Symposium Journals, a sister publishing house of Symposium Books Ltd, Didcot, Oxford, UK.