

## Curriculum Vitae

### 1. **Kirsti Maaria Lonka, female, created 01/12/2021**

### 2. **Born July 4, 1961, Helsinki, Finnish citizen. Address: Ilkantie 13 A 3, 00400 Helsinki, Finland**

### 3. **Academic Degrees**

- PhD in psychology, Department of Psychology, Faculty of Arts, University of Helsinki, Finland. *Explorations of constructive processes in student learning*, Degree admitted in June 3, 1997.
- Licentiate in psychology November 11, 1994
- PhD coursework, Centre for Applied Cognitive Science, OISE, Toronto, Canada, Aug 1988-Jan 1990
- MA in psychology, Department of Psychology, University of Helsinki, Finland, Nov 13, 1986.
- Title of Docent/Adjunct professor (educational psychology), Faculty of Education, University of Helsinki. June 8, 2000.

### 4. **Other competencies**

- Legalized psychologist degree, 1994 (Laillistettu psykologi)

### 5. **Language skills (included in the Master's degree 1986)**

- Mother tongue: Finnish
- Fluent in English and Swedish (Official Oral and Written Swedish test passed March 17, 1987).
- Basics in French: Reading comprehension test.

### 6. **Present Employment**

- Professor of Educational Psychology 2005-, Faculty of Educational Sciences, University of Helsinki, P.O.Box 9, 00014 University of Helsinki, Finland
- Director, Research Group for Educational Psychology, Faculty of Behavioural Sciences, University of Helsinki 2005-
- Vice Chair, PsyCo/CLIC Graduate School, Faculty of Educational Sciences, University of Helsinki, Finland
- Member of Master Programme Board, Faculty of Educational Sciences, University of Helsinki, Finland
- Vice Member of Faculty Council 2018-, Faculty of Educational Sciences, University of Helsinki, Finland
- Honorary position: Extraordinary Professor, Optentia Research Focus Area, North-West University, Vanderbiljpark, South Africa (2016-2019)
- Honorary position: Science Rector of Kymenlaakso Summer University, Finland
- Honorary position: Advisory Board Member of Graduate Institute of Digital Learning and Education, NTUST, Taipei (2015-)
- Founder and Chair of Board, ELE Finland Ltd
- Member of National COVID19 Pandemic Strategic Expert Group 2020-

### 7. **Previous Employments**

- Vice Dean (Public Relations 2012-2103), Faculty of Behavioural Sciences, University of Helsinki, Finland
- Foreign Adjunct Professor, Dept of LIME, Karolinska Institutet, Stockholm, Sweden 2007-2011
- Vice Chair, Department of Teacher Education, 2010 and Vice Chair, Department of Applied Educational Sciences, 2007-2009
- Vice Director, CICERO Learning Network [www.cicero.fi](http://www.cicero.fi), 2009-2010
- Professor of Medical Education, Karolinska Institutet, Stockholm, Sweden, 2001-2005
- Director of the Centre for Cognition, Understanding and Learning, The Department of Learning, Informatics, Management and Ethics (LIME), Karolinska Institutet, Sweden, 2002-2004
- Senior lecturer and Director, Development and Research Unit, Faculty of Medicine, University of Helsinki, Finland, August 1, 1996- 2001 (tutkijalehtori, Pedagogisen yksikön johtaja)
- Researcher, Academy of Finland, 2000 (August – December)
- Maternal leaves (two daughters): September 1, 1991 – August 31, 1992 and June 15, 1995 – May 31, 1996.
- Junior lecturer, Department of Psychology, University of Helsinki, Finland, 1986-1996 (assistentti)
- Research assistant, Department of Psychology, University of Helsinki, Finland, 1984

## 8. Scientific supervision and major grants

**Supervised Dissertations (19):** 1. Sari Lindblom-Ylänne, 1999, University of Helsinki (1<sup>st</sup> supervisor) 2. Virpi Slotte, 1999, University of Helsinki, Finland (1<sup>st</sup> supervisor), 3. Italo Masiello, 2005, Karolinska Institutet, Sweden (1<sup>st</sup> supervisor) 4. Ava Numminen, 2005, Academy of Sibelius, Finland (co-supervisor), 5. Laura Helle, 2007, University of Turku, Finland, Finland (1<sup>st</sup> supervisor) 6. Heikki Lonka, 2007, Helsinki University of Technology, Finland (1<sup>st</sup> supervisor) 7. Klara Bolander, 2007, Karolinska Institutet, Sweden (co-supervisor) 8. Mandana Shirazi, 2008, Karolinska Institutet, Sweden (co-supervisor) 9. Uffe Hylén, 2010, Karolinska Institutet, Sweden (co-supervisor) 10. Annamari Heikkilä, 2011, University of Helsinki, Finland (1<sup>st</sup> supervisor) 11. Juha Nieminen, 2011, University of Helsinki, Finland (1<sup>st</sup> supervisor), 12. Jenni Stubb (later Keskinen, now Harala) 2012, University of Helsinki, Finland (1<sup>st</sup> supervisor), 13. Jenna Vekkaila (née Tuomainen), 2014 University of Helsinki, Finland (2<sup>nd</sup> supervisor), 14. Markus Talvio, 2014 University of Helsinki, Finland (1<sup>st</sup> supervisor), 15. Amandeep Dhir, 2015 University of Helsinki, Finland (3<sup>rd</sup> supervisor), 16. Topi Litmanen, 2015 University of Helsinki, Finland (1<sup>st</sup> supervisor). 17. Amandeep Dhir, Aalto University 2016 (co-supervisor), 18. Elina Ketonen 2017, University of Helsinki, Finland (1<sup>st</sup> supervisor). 19. Irma Kunnari 27/10/2018 (co-supervisor). 20. Lauri Hietajärvi 2019 (1<sup>st</sup> supervisor). 21. Kirsi Sjöblom 29/5/2020 22. Shuanghong Jenny Niu (co-supervisor).  
**Postdoctoral Fellows:** Max Scheja, 2002-2003, Klas Karlgren, 2004-2006, Anna Josephsson, 2004 Parvaneh Sharafi 2005-2006 and Jonas Nordqvist, 2004-2005 in Karolinska Institutet. Kirsi Pyhältö 2006-2008, Ava Numminen 2006-2007, Markus Talvio 2017-2018, Elina Ketonen 2018- , Amandeep Dhir 2016-2020, Mette Ranta (2019-) all in University of Helsinki

### *Major research grants 2005-2021*

Associated in WP1 **Growinmind.fi**, Finnish Strategic Research Funding 2018-2023 (The total budget of the project 6 million euro, PI Kai Hakkarainen). Sabbatical 2016-2017 funded by Jenni and Antti Wihuri Foundation.

1. **Learning to be digital consumers. How to improve young people's financial skills in a technologically driven consumer society? (DigiConsumers)**. Finnish Strategic Research Funding 2018-2023. **PI of WP2**, University of Helsinki (2019-2022, 878 396 euro). PI of the whole consortium is prof Terhi-Anna Wilska (JYU).
2. **Bridging the Gaps – Affective, cognitive, and social consequences of digital revolution for youth development and education** (2018 – 2021) funded by Academy of Finland (CO-PI with PI Professor Katariina Salmela-Aro, totally 570 000 euro).
3. **Phenomenal Teacher Education** funded by Finnish Ministry of Education (PI, 2017-2019, 280 000 euro)
4. **Learning2Be**, EU Erasmus+ project PI with CO-PI Markus Talvio (2018-2019, about 300 000 euro).
5. Department of Teacher Education part of **3Spaces project - ESR project coordinated by Haaga Helia University of Applied Sciences**. About 200 000 euro
6. **Sustainable Education Design (SED)** PI, in collaboration with Lappeenranta Technical University and Tampere Technical University. About 450 000 euro (Our Department 187 000 euro). BEAM programme, funded by Tekes – the Finnish Funding Agency for Technology and Innovation
7. **Joustavat oppimisen tilat (JOT)** – PI, Flexible Spaces for Learning. City of Espoo, Finnish Board of Education. About 100 000 euro.
8. **Mind the Gap** – between digital natives and educational practices. Academy of Finland Mind Program (2013-2016, 970 000 euro) PI (collaborators professor Kai Hakkarainen, Kimmo Alho and Katariina Salmela-Aro)
9. PI of **WP4 Task 1.1**. User needs. Indoor environments program funded by TEKES 2011-2015 (Dept of Teacher Education 920 000 euro) [www.indoorenvironment.org](http://www.indoorenvironment.org)
10. Leader of University of **Helsinki World Design Capital 2012 project: ELE** – Future learning environments in teacher education. (Dept of Teacher Education 140 000 euro by University of Helsinki and International Design Foundation)
11. **Becoming a collaborative professional**-- university education and epistemic agency, Academy of Finland 2007-2010 in collaboration with professor Kai Hakkarainen (250 000 euro)
12. **From Ph.D. student to professional researchers**. University of Helsinki, Finland 2006-2008 (100 000 euro). Professor Kirsti Lonka with Dr. Kirsi Pyhältö.

13. **Learning and Teaching in Higher Education** – Ways of fostering active learning and implementing computer technology in medical and engineering education. Prof. Kirsti Lonka, LIME, KI. Swedish Science Council (Vetenskapsrådet), Sweden, 2002-2005 (300 000 euro)

## 9. Teaching experience

**Current teaching.** Since 2005, I have been the Director of Research Group for Educational Psychology and responsible for class teacher program majoring in educational psychology. The courses I teach in Finnish in this program: Master Thesis Seminar (I have supervised more than 80 MA Theses since 2005); Doctoral Thesis Seminar (2005). Student-activating lecture course (50%, 5 ECTS): Introduction to Educational Psychology (2005-2017). In addition, I participate in the courses for subject matter teachers:

- Psychology of Development and Learning (3 ECTS in Finnish), a lecture course for 450 students (2005-2016)
- STEP-course (Psychology of Development and Learning (3-5 ECTS in English) since 2007
- Since Fall Term 2017 Psychology of Learning 2018- twice a year for all 600+ teacher students (kindergarten, class teachers, special needs teachers, subject matter teachers, adult education)

### *Previous teaching experience*

I have also taught at the Faculty of Education

- Introduction to Educational Psychology (Johdatus kasvatopsykologiaan, 2ov) in 1997 and 2004

A major project "THINK FEARLESSLY" started in 1994 as collaboration between the philosophy and psychology departments. The main idea was to teach thinking skills to all university students, regardless of their major. The initiative came from the Rector. I worked in this project for five years. We organized activating and interactive lectures for more than 2500 students. The project taught me how to activate large numbers of students. We also read 300-400 learning logs of our students each spring. I have constantly collected both formal and informal feedback of my own teaching. (Professor Esa Saarinen +358-400-503509)

- "Think fearlessly" (Onnistumisen psykologia ja filosofia, 2 ov) with Professor Esa Saarinen 1996-1998 (publications: Lonka & Saarinen, 2000; Saarinen & Lonka, 2000; Lonka, 1998; 2013). Participants: 700 students each year, of which 400 registered. A total of 900 auditing, 1200 registered.
- "The psychology and philosophy of inquiry" (Ihmettelyn psykologia ja filosofia, 2 ov) together with Dr. Sami Pihlström 1999. About 150 registered students.
- "The origin of the research ideas" (Miten tutkimukseni ovat syntyneet, 1 ov) together with professor Ilkka Niiniluoto 1999. About 50 registered students, several hundreds auditing each lecture.

Karolinska Institutet – participated in the following teaching activities

- Faculty Development courses for university teachers (several activating lectures) 2002-2004
- Summer Schools: How to Activate your Students with professor Bill McKeachie, 2002; Teaching in a Multicultural University with Dr. Patricia Comley, 2003
- Course: Building a Research Team 2002-2003 for research team leaders (1 credit courses)
- Ph. D. Student educational courses
- Handledarkursen (lectures), Course for Karolinska Institutet Research Supervisors 2002-2004
- Several keynote lectures in Educational Conferences, e.g., State of the Art, 2002; Utbildningskonferens, 2002

During the years 1996-2001 I worked as the Director of Development and Research Unit, Learning Centre, Faculty of Medicine, University of Helsinki. The main task was university teacher training. I was responsible for the in-service training courses for medical teachers of 6 credit units. During this time the Medical school became problem-based (I was responsible for training 200 medical teachers into PBL tutors) and we started the program "Growing to be a physician" (1998-2001) including doctor-patient communication skills training and participated in designing and carrying out the first Objective Structured Clinical Examination (2000).

As a junior lecturer (1986-1995), I was mainly responsible for teacher training courses at the Department of Psychology as well as organising teaching in the Division of General Psychology. I was responsible for writing the course requirements for the new program of Cognitive Science that started in 1988.

- Seminars in Applied Cognitive Science and Cognitive Processes III (Higher Cognitive Functions) for psychology 1986 – 1987; also for cognitive science students 1990-1995
- Educational Psychology interactive lecture courses (Kasvatus- ja koulutuspsykologia) 1990-1995
- Study skills courses (1993-1994) for all Faculty of Arts students.
- Teaching Psychology at High School (Lukion psykologian opetus, 4 ov) 1990
- Psychology students' excursion to Amsterdam University in 1987
- Cognitive science students' excursion to the University of Toronto in 1990

I am able to teach and supervise undergraduate and postgraduate students in three languages: Finnish, English, and Swedish.

## 10. Awards and Honours

- Broad band with a golden medal from Helsinki University Student Union (HYY), based on merits in university teaching and positive relations with students (2016)
- RYM AWARD 2014 for merits as top level interdisciplinary research in designing built environments
- Founding Member (2013-) and President (2013-2014) of Teachers' Academy of University of Helsinki
- First Class Knight of the White Rose of Finland admitted by the President of the Republic Sauli Niinistö
- Good Teacher "Magister Bonus" in 2012 (Vuoden opettaja, HYY)
- "Communicator of the Year 2012 Award" (Vuoden viestijä 2012), University of Helsinki, Finland
- Study Counselling Psychology Award (Opintopsykologiapalkinto) 2009 by the Finnish National Network of Study Counselling Psychologists (Suomen Opintopsykologiverkosto)
- J.H. Bijtel Visiting Honorary Professor, University Medical Centre Groningen, University of Groningen, The Netherlands, 2006-2008
- Nomination for the Outstanding Publication Award by EARLI Scientific Committee (European Association for Research on Learning and Instruction), Greece, Athens, 1997

## 11. Major assignments

- Member of Supervisory Board, Finnish Cultural Foundation from Oct 1, 2016 until Sept 30, 2021
- Member in the group set by Prime Minister Juha Sipilä: Memo on how to prevent inequality in Finnish society (2017-2018)
- Associate Editor, Learning and Instruction, 2014-2017 (Impact factor 3.8)
- Invited Expert, Committee for Culture and Learning (CULT) European Parliament, May 2015
- Member of the Innovation Committee of the University of Helsinki, Finland 2014-2016
- Member of Board, ICT Centre of the University of Helsinki, Finland 2014-2018
- Associate Editor, British Journal of Educational Psychology 2012-2016
- Coordinator of the Special Interest Group "Teaching and Teacher Education" of EARLI 2009-2013
- Board Member of TEKES Learning Solutions Board 2013-2014
- Board Member OPMON Graduate School 2010-2013
- Member of Faculty Council (Behavioral Sciences) 2007-2014
- Member in several committees of Ministry of Education (e.g. [www.arjentietoyhteiskunta.fi](http://www.arjentietoyhteiskunta.fi), Tulevaisuuden peruskoulu)
- Member and Vice Chair of the Board of Department of Applied Educational Sciences 2009-2010
- Board Member of University Collegium 2007-2009
- Chair, Prize Committee, Karolinska Institute International Prize for Research in Medical Education, 2003-2006
- Member of Prize Committee, Karolinska Institute International Prize for Research in Medical Education, 2007-
- Vice Chair of Strategy Group KI05, Karolinska Institute, 2004

- Member of Board, Helsinki Collegium for Advanced Studies, University of Helsinki 2007-2010
- Member of Finnsight2015 Panel, Academy of Finland and TEKES, 2005-2006
- Affiliated member of the Higher Education Board, Karolinska Institutet, 2002-2004
- Chair, Prize Committee, Karolinska Institute International Prize for Research in Medical Education, 2003-2006
- Vice-member of the Senate (Konsistori) of University of Helsinki, 1998-2002
- Member of Steer Committee for Evaluating Studies at the University of Helsinki, 2001-2002
- Coordinator of EARLI Higher Education Special Interest Group, 1997-1999, 1999-2001
- Referee in various JOFA2-3 journals, e.g. Contemporary Educational Psychology, Higher Education, Studies in Higher Education, Learning and Instruction, Medical Education, Medical Teacher
- Member of Helsinki University Quality Board, 2000
- Editorial board, Finnish Journal of Psychology (Psykologia), 1986-1988
- International evaluation of Finnish Theatre Academy with three other peer evaluators 1998
- Vice president, Finnish Psychological Society, 1995-1996
- Chairperson, Cognitive Science Division, Finnish Psychological Society, 1994-1996
- Board member, Finnish Psychological Society, 1987-1994
- Attending a Manuscript Team for two educational TV-programs: Finnish National TV. Presented in more than 40 national TV-programs, several radio programs, and numerous journals in Finland (and some in Sweden). In CNN US TV-program 2011.

### Organized conferences

- *Third working Conference of EARLI SIG "Comprehension of Verbal and Pictorial Information"*, University of Helsinki, Finland, June 6-8. 1994.
- *Educating expert minds for 21<sup>st</sup> century*. A joint meeting of the EARLI-SIG's 'Higher Education' and 'Teaching and Teacher Education'. Leiden, The Netherlands, August 27-29, 1998.
- In the Organizing Committee of the Conference *INNOVATIONS IN HIGHER EDUCATION 2000* at the University of Helsinki from August 30 to September 2, 2000.
- *Inspiring Medical Education - Evidence and Fiction*. Nordic Federation for Medical Education. May 3-5, 2001, Helsinki. Chair of the Organizing Committee.
- *The Scandinavian Summer Cruise at the Baltic Sea June 18 - June 21, 2004 Motivation, Learning, and Knowledge Building in the 21st century*. [www.lime.ki.se/baltic2004](http://www.lime.ki.se/baltic2004) together with Karolinska Institutet IKIT, OISE, Toronto and EARLI SIG Higher Education
- *EARLI SIG MEETING Teaching and Teacher Education, "Future visions for Teaching and Learning"*, together with Fritz Staub, Anne Nevgi and Velda McCune, University of Helsinki, Finland, June 13-16, 2010
- *International Conference on Motivation (ICM2014), "Passion to learn"*. Chair of the Organizing Committee. Helsinki, Finland, June 2014.

### 12. Public Relations

Vice Dean (2012-2013), responsible for public relations of the Faculty. I have been very active in societal relations, e.g. national and international TV and radio programs, popular writings, public lectures in various enterprises and organisations. I have given plenty of national and international keynotes and numerous invited lectures as well. See also Youtube and Vimeo videos. More information on [kirstilonka.fi](http://kirstilonka.fi)

### LATEST PUBLICATIONS 2018-2021

See [kirstilonka.fi/publications/](http://kirstilonka.fi/publications/)

Ketonen, E. E., Dietrich, J., Moeller, J., Salmela-Aro, K., & Lonka, K. (2018). The role of daily autonomous and controlled educational goals in students' academic emotion states: An experience sampling method approach. *Learning and Instruction*, 53, 10-20.

- Maksniemi, E., Hietajärvi, L., Marttinen, E., Lonka, K. & Salmela-Aro, K. (2018). Sosiodigitaalisen osallistumisen, unenlaadun ja kouluhyvinvoinnin väliset yhteydet kuudesluokkalaisilla. *Psykologia* (2-3), 180-200.
- Moisala, M., Salmela, V., Carlson, S., Salmela-Aro, K., Lonka, K., Hakkarainen, K., & Alho, K. (2018). Neural activity patterns between different executive tasks are more similar in adulthood than in adolescence. *Brain and Behavior*, e01063.
- Varonen, A., Tuominen, H., Hietajärvi, L., Salmela-Aro, K., Hakkarainen, K., & Lonka, K. (2018). Tavoiteorientaatiot, koulutustavoitteet ja koulumenestys kuudennella luokalla. *Psykologia*, 53(2-3), 131-151.
- Lonka, K. (2018). *Phenomenal learning from Finland*. Edita Publishing. Translated in Korean, Thai, Croatian and Spanish (Latin America Edition) in 2020, in Chinese and Russian 2021.
- Lonka, K. (2018, August). Growing Minds-21st Century Competences and Digitalisation among Finnish Youth? In *Proceedings of the 2018 ACM Conference on International Computing Education Research* (pp. 95-96). ACM.
- Hietajärvi, L., Salmela-Aro, K., Tuominen, H., Hakkarainen, K., & Lonka, K. (2019). Beyond Screen Time: Multidimensionality of Socio-Digital Participation and Relations to Academic Well-Being in Three Educational Phases. *Computers in Human Behavior*, 93, 13-24. <https://doi.org/10.1016/j.chb.2018.11.049>
- Ketonen, E. E., Malmberg, L-E., Salmela-Aro, K., Muukkonen, H., Tuominen, H., & Lonka, K. (2019). The role of study engagement in university students' daily experiences: A multilevel test of moderation. *Learning and Individual Differences*, 69, 196-205.
- Lonka, K., Ketonen, E., Marttinen, K., & Talvio, M. (2019). Engaging leadership training—fostering social interaction skills through e-learning and blended solutions. *Estonian Journal of Education*, 7(1), 2019, 28–49.
- Lonka, K., Ketonen, E., Vekkaila, J., Cerrato Lara, M., & Pyhältö, K. (2019). Doctoral students' writing profiles and their relations to well-being and perceptions of the academic environment. *Higher Education*, 77(4), 587-602.
- Salmela-Aro, K., Hietajärvi, L., & Lonka, K. (2019). Work Burnout and Engagement Profiles Among Teachers. *Frontiers in Psychology*, 10, [2254].
- Sjöblom, K., Lammassaari, H., Hietajärvi, L., Mälkki, K., & Lonka, K. (2019). Training in 21st Century Working Life Skills: How to Support Productivity and Well-Being in Multi-Locational Knowledge Work. *Creative Education*, 10, 2283-2310.
- Talvio, M., Hietajärvi, L., Matischek-Jauk, M., & Lonka, K. (2019). Do Lions Quest (LQ) workshops have systematic impact on teachers' social and emotional learning (SEL)? Samples from nine different countries. *Electronic Journal of Research in Educational Psychology*, 17(2), 465-494.
- Cerrato Lara, M., Castelló, M., & Lonka, K. (2019). A Picture of the Research Field of Doctoral Education from the Students' Perspectives: Studies Using Questionnaires and Scales. In T. M. Machin, M. Clarà, & P. A. Danaher (Eds.), *Traversing the Doctorate:*

*Reflections and strategies from students, supervisors and administrators* (pp. 75-89). (Palgrave Studies in Education Research Methods). Palgrave Macmillan.

Talvio, K. M., & Lonka, K. M. (2019). How to create a flourishing classroom? An intervention protocol for enhancing teachers' social and emotional learning. In L. E. van Zyl, & S. Rothmann (Eds.), *Positive psychological interventions: Theories, methodologies and applications within multicultural contexts*. Springer.

Kruskopf, M. M., Lonka, K. M., & Mikkilä-Erdmann, M. (2019). Explorations on the Nature of Children's Conceptual Change in Computational Thinking. In *INTED2019 Proceedings: 13th annual International Technology, Education and Development Conference, March 11th, 12th and 13th, 2019, Valencia, Spain*.

Hietajärvi, L., Lonka, K., Hakkarainen, K., Alho, K., & Salmela-Aro, K. (2020). Are Schools Alienating Digitally Engaged Students?: Longitudinal Relations between Digital Engagement and School Engagement. *Frontline Learning Research* 8(1), 33-55.

Tuominen, H., Niemivirta, M., Lonka, K., & Salmela-Aro, K. (2020). Motivation across a transition: Changes in achievement goal orientations and academic well-being from elementary to secondary school. *Learning and Individual Differences*, 79, 101854.

Lonka, K. (2020). Ilmiölähtöinen oppiminen kasvatuspsykologian näkökulmasta. In M. Tarnanen, & E. Kostiainen (Eds.), *Ilmiömäistä!: Ilmiölähtöinen lähestymistapa uudistamassa opettajuutta ja oppimista* (pp. 198-211). Jyväskylän yliopisto, opettajankoulutuslaitos.

Lonka, K. (2020) Selvitys koronapandemian lyhyen ja pitkän aikavälin hyvistä ja huonoista seurauksista koskien koulutusta, nuoria ja hyvinvointia. Heinonen, S., Elina, H., Aunesluoma, J.H., Meristö, T., Aunesluoma, J., Pantzar, M., Heiskanen, E., Hiilamo, H., Lonka, K., Vaattovaara, M.K. and Hukkinen, J., (2020). *Koronakriisin yhteiskunnalliset vaikutukset: globaali järjestelmä ja Eurooppa*. Tulevaisuusvaliokunta 00102 Eduskunta (s. 168-180).

Berg, M., Talvio, M., Hietajärvi, L., Benitez, I., Cavioni, V., Conte, E., Cuadrado, F., Ferreira, M., Košir, M., Martinsone, B., Ornaghi, V., Raudiene, I., Šukyte, D., Talic, S., & Lonka, K. (2021). The Development of Teachers' and Their Students' Social and Emotional Learning During the "Learning to Be Project"-Training Course in Five European Countries. *Frontiers in Psychology*, 12(705336), 1-17.

Kruskopf, M., Hakkarainen, K., Li, S., & Lonka, K. (2021). Lessons learned on student engagement from the nature of pervasive socio-digital interests and related network participation of adolescents. *Journal of Computer Assisted Learning*, 37(2), 521-541.

Lonka, K., Ketonen, E., & Vermunt, J. D. (2021). University students' epistemic profiles, conceptions of learning, and academic performance. *Higher Education*, 81(4), 775-793.

Chiu, T. K. F., Lin, T.-J., & Lonka, K. (2021). Motivating Online Learning: The Challenges of COVID-19 and Beyond. *The Asia-Pacific Education Researcher* 30, 187–190 (2021).



Talvio, M., & Lonka, K. (Eds.) (2021). *International Approaches to Promoting Social and Emotional Learning in Schools: A Framework for Developing Teaching Strategy* (1<sup>st</sup> ed.). Routledge, Taylor & Francis.

Talvio, M., & Lonka, K. (2021). Introduction. The importance of social and emotional learning in the school context - international perspectives. In M. Talvio, & K. Lonka (Eds.), *International Approaches to Promoting Social and Emotional Learning in Schools: A Framework for Developing Teaching Strategy*. Routledge, Taylor & Francis.

Lonka, K., & Talvio, M. (2021). Epilogue: Towards an integrative view of social and emotional learning. In M. Talvio, & K. Lonka (Eds.), *International Approaches to Promoting Social and Emotional Learning in Schools: A Framework for Developing Teaching Strategy*. Routledge, Taylor & Francis.

Google Scholar profile:

<https://scholar.google.com/citations?user=AWC3WyEAAA&hl=en&oi=ao>

(citations 20/9/2021: 10681 and H-index 51)