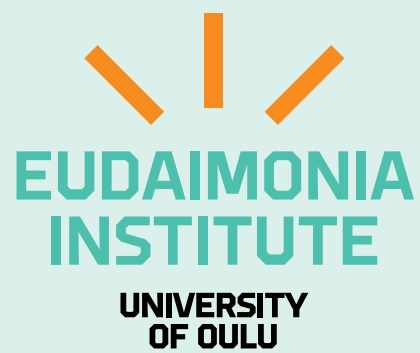


Eudaimonia Institute  
Periodic Report  
2018-2022





Eudaimonia – several authors  
University of Oulu, Finland

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## Director's preface (2022)

Eudaimonia is a unique institution in Finland and rare also globally. It is a genuinely wonderful idea to have an institution that is focused on the advancement of the human sciences. This fact is even further underscored when we remember that the human sciences are often undervalued in universities and societally worldwide. The human sciences at the University of Oulu cover all disciplines in the faculties of humanities and education, the business school and human geography in natural sciences.

The potential of Eudaimonia is great and the challenge as the new director is to determine which direction Eudaimonia should be channeled so that it serves the interests of the human sciences in the best possible way. Fortunately, this challenging situation has been made a little easier by a well-trodden and successful path opened by the previous director Pentti Haddington. Therefore, the challenges look like opportunities to me.

The areas of emphasis in the next five years can be divided into three: increase Eudaimonia's visibility and recognizability; to forge deeper international co-operation; and to improve the conditions for cross-disciplinary research in the local research community. Arguably the latter is the most important goal, and many instruments have already been developed and mentioned in the previous director's preface. The most significant of these tools are the funded spearhead and emerging projects whose results are presented in this report.

Reading through the project descriptions one surely becomes convinced that the University of Oulu has spent money wisely. The research enacted in them is extremely interesting, and the projects have produced a great many publications, acquired funding and generated other activities, too. According to the latest bibliometric data, the funded spearhead projects' output in 2018-2021 was no less than 712 publications in total with 93 in the highest ranked international journals (Jufos 3). The new funding period has just started and there is no reason to doubt that it will be at least as successful as the previous.

Eudaimonia is currently an inherent part of the University of Oulu's strategy with its focus area understanding humans in change. This role creates opportunities to influence and acquire resources. Eudaimonia will actively take part in the profiling applications but also seek funding with researchers in the faculties from European sources and together with some international partners. It is extremely important to keep the human sciences in the strategic focus of the university and attempt to strengthen their role when possible.

I hope that by the end of the five-year period of my tenure as director, and the four-year phases of the projects, researchers in the wider community of Eudaimonia will feel the institute to be their natural hub to meet and co-operate with other researchers. Numerous social and academic events will be organized to achieve this end. Some of them are new, such as the Annual Eudaimonia lecture of the Human Sciences that takes place in May as well as regular relaxed networking events such as the Academic Cocktail events. It is also hoped that the human sciences at the University of Oulu will become more visible and renowned in the entire university community in Oulu, and more widely, nationally, and even internationally. In addition to strong research output itself provided by the researchers, many modern tools such as social media, e.g., Twitter and YouTube, will be employed towards this goal.

I am very excited about the future years in charge of Eudaimonia. Let me use this opportunity to remind us all of one fundamental feature: Eudaimonia is not an external institute but a community of researchers that study humans and their values in the spirit of Greek Eudaimonia, that is, the highest human good and happiness. Eudaimonia is what we make of it. Let us therefore make the best of it!

**Jouni-Matti Kuukkanen**  
**Director, Eudaimonia Institute 2022-**

## Director's (2015-2021) preface

Eudaimonia Institute was established in 2013. The name “Eudaimonia” originates from the Greek word “*εὐδαιμονία*” and it was used by Aristotle to refer to the highest human good. The term can be translated as a “good life”, “prosperous life”, “good intellectuality” and “true happiness”.

From the outset, Eudaimonia's tasks have been multifaceted. Generally, its aim is to promote, coordinate and support research in human sciences at the University of Oulu. It brings together researchers and research groups in four faculties — the Faculty of Education, Faculty of Science (Human Geography), Faculty of Humanities and Oulu Business School — and aims to foster multidisciplinary dialogue across disciplinary boundaries. Its objective is also to strengthen research in the University of Oulu's strategic focus area of “Understanding humans in change”. As part of this, Eudaimonia works in close collaboration with the University of Oulu's vice rector of research and the three other focus institutes.

Eudaimonia's activities are open to all researchers at the university. For example, it has co-organised activities (e.g., Brown Bag seminars, Meet the Top Scientist seminars) with Tellus Arena and the university's strategic research services. The Eudaimonia Prize has been awarded since 2018 yearly to an outstanding doctoral dissertation in human sciences. The selection criteria for the prize are high scientific quality, the dissertation's scientific and societal significance, and the multidisciplinary nature of the dissertation. With the prize, Eudaimonia honours the excellent and high-quality research done by early-career researchers in human sciences at the University of Oulu.

It also takes part in and supports research initiatives. As one example, Eudaimonia played a central role in initiating, planning, and implementing the multidisciplinary GenZ project (2018-2023) that brings together research teams in five faculties to study the relationship between humans and emerging digital technologies. In 2020-2021, dozens of researchers in Oulu participated in the writing of a white paper that outlines ways to answer the important question: How can we build sustainable digital futures and strengthen human competences in the emerging digital era? GenZ is funded by the Academy of Finland and the University of Oulu.

Eudaimonia has also participated in the activities of the European Alliance of Social Sciences and Humanities (EASSH). EASSH is the largest advocacy and science policy organisation for the social sciences and humanities in Europe. In the past five years, EASSH has made an important contribution to the planning of the new Horizon Europe work programmes.

Eudaimonia's foundation rests on its funded projects. During the funding period in 2016–2021, Eudaimonia hosted 11 strategic spearhead projects and 5 emerging projects. The projects directly involved around 11 postdoctoral researchers and 20 PhD researchers whose funding was made possible through the University of Oulu's strategic research funding. In the increasingly competitive academic world, the University of Oulu's financial support for human scientific research has been invaluable. Furthermore, research during the projects has represented top scholarly work in Oulu and covered a wide range of timely and important topics. I am grateful to the PIs and the researchers for the possibility to not only learn about their work but also to truly understand the importance and relevance of their work for science and the surrounding society. I wish to warmly thank all the researchers who have participated in the strategic projects for their excellent work in the funding period 2016–2021. At the same time, I wish Eudaimonia's new director, Professor Jouni-Matti Kuukkanen, the very best success in leading the focus institute in the next funding period.

**Pentti Haddington, Professor**  
**Director, Eudaimonia Institute (2015-2021)**

# 1 Eudaimonia in brief

The research activities at the University of Oulu are categorized under five focus areas, each of which crosses multiple fields of research. Research is primarily carried out in faculties and research units, but there are four ‘focus institutes’ that support disciplinary and especially interdisciplinary research from the focus area perspectives. The Eudaimonia Institute supports research that relates to the ‘Understanding Humans in Change’ focus area.

Support takes various forms. The primary form is the channeling of internal research funding to research groups which have received the highest ratings from an external expert panel in the competitive application process. In addition, typically together with the funded teams, the institute organizes various events that support researchers in disciplinary and interdisciplinary research activities and that serve the development of careers of young scholars in the funded projects and in the research units more widely. Some of the activities are for communication with the public about the research carried out within the funded groups and the university more widely.

Organizationally, Eudaimonia is a nimble structure. The core are the funded research groups, which are linked to Eudaimonia, but the groups are based on the Faculties, in a similar way to groups whose funding comes from external sources. During the current reporting period, Eudaimonia has had:

- 11 spearhead projects (funding: 11 post doc and 20 doctoral researcher positions)
- 5 emerging projects (funding: 5 doctoral researcher positions)

In addition, Eudaimonia has had two part-time administrative staff members: a director and coordinator, and funding for running support activities. A very similar structure follows the current reporting period: 13 new spearhead projects have started at the beginning of 2022 and 5 new emerging projects will start in the beginning of 2023. In 2022, a part-time social media expert has joined the administrative staff.

In addition to the core activities, some further activities are linked to Eudaimonia Institute. While the Eudaimonia Institute is not an educational unit, occasional inputs are made to the activities of the University of Oulu Graduate School (UniOGS) under Eudaimonia’s umbrella. The Human Sciences Ethics Committee also acts under Eudaimonia’s umbrella, but it is an independent body that serves researchers across all disciplines and focus areas. The committee carries out human science ethics reviews of projects where a review is needed according to the principles of the National Board on Research Integrity.

The background features a light blue textured surface. At the top, several interlocking metal gears of various sizes and colors (brass, silver) are scattered. Two large, irregular orange shapes, resembling paper cutouts, are positioned on the left and right sides, framing the central text.

# Strategic spearhead research projects in 2018-2021



## 2. Strategic spearhead research projects in 2018-2021

### 2.1 Citizenship in Change: Constructing a Novel Theoretical Framework for Education (CiC)



#### **GROUP MEMBERS**

Katariina Holma (PI), Hanna-Maija Huhtala, Minna-Kerttu Kekki, Henri Pettersson and Anna Itkonen (Together with Lenka Hanovska, Twine Bananuka and Veli-Mikko Kauppi, Theory and practice of learning in civil society (CS-learn), Academy of Finland, 2018-2022)

#### **The project in brief—the focus**

The project revised the contemporary theories of citizenship education from the perspective of the philosophy of education. It focused particularly on 1) critical abilities necessary for the citizens of contemporary and future democracies; 2) emotional abilities necessary for encountering differences and revising one's own beliefs, and 3) new forms of citizen participation in the era of digitalization and social media. The methodological novelty of the project was that, while utilizing various philosophical research methods, it bridged the gap between normative educational ideals (traditionally approached by philosophers) and empirical reality (traditionally approached by empirical researchers). It conceptualized education as a future oriented practice, and philosophy through its potential to understand the changing world. The project worked in close collaboration with PI's other project, Theory and practice of learning in civil society (CS-learn). The project has been multidisciplinary both in connecting philosophy and education, and in its collaboration with CS-learn project, which combines philosophy, development studies, and adult education. The projects have collaborated not only with Western universities (University of Illinois, USA; University of Birmingham, GB; University of Dortmund, Germany; Universities of Jyväskylä and Helsinki) but also with the Universities from Global South (Makerere University, Uganda; University of Dodoma, Tanzania).

#### **Findings/contribution to scientific discussion**

The multidimensional nature of human growth has not been fully taken into account in the mainstream theories of democratic education. The CiC project has filled this research gap as follows:

1) The theories of moral education based on Habermas-Piaget-Kohlberg theories are not justified in light of contemporary empirical research findings. CiC has criticized these approaches and suggested a philosophical justification for a novel approach.

2) Traditional philosophical accounts of an ideal critical thinker are correct in their core claims, yet this theory is excessively idealized in the light of current empirical research on human cognition. The criticism, provided by CiC, aims to explicate the theoretical essence of critical thinking, and put its pedagogy on a firmer footing.

3) The potential of public discussions to act as informal educational situations has not disappeared in the era of large digital media. The challenges often related to contemporary media-based public discussions in the literature are more fundamentally related to the characteristics of the public sphere itself as a democratic space than to the types of media we utilize to communicate.

### “Takeaway message”

Education for democratic citizenship necessitates a multidimensional, theoretically, and empirically justified approach which takes one’s identities, possibilities of participating, cognitive and emotional capabilities and sense of belonging into thorough consideration.

### For more information—the top five publications

Holma, K. (2022) “The Rejection of Rational Autonomy as an Educational Ideal? In Search of a Philosophical Justification for a Radical Change in Paul Hirst’s Thinking” *Journal of Philosophy of Education* (accepted for publication)

Holma, K. & Kontinen, T. (eds.) *Learning, Philosophy, and African Citizenship*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-94882-5> (6 chapters by CiC or CS-learn members)

Huhtala, H.-M. & Holma, K. (2019) “Education of Moral Beings: the Distortion of Habermas’ Empirical Sources” *Ethics and Education*, 14(2), 171-183. <https://doi.org/10.1080/17449642.2019.1587684>

Kekki, M. (2022). The ambiguity of learning citizenship: diverse conceptions based on different theories of democracy. In K. Holma & T. Kontinen (Eds.), *Learning, Philosophy, and African Citizenship* (pp. 39–57). Palgrave. <https://doi.org/10.1007/978-3-030-94882-5>

Petterson, H. (2020). De-idealising the Educational Ideal of Critical Thinking. *Theory and Research in Education*. 18(3) 322-338. <https://doi.org/10.1177/1477878520981303>

### Titles of completed and upcoming doctoral dissertations

#### Completed:

1. Kekki, M. (2022). Educational possibilities of media-based public discussion: a phenomenological-philosophical analysis of the givenness of others. University of Oulu. (funded by CiC)
2. Kauppi, V.-M. (2022). Education and intelligence. Reconstructing John Dewey’s theory of intelligence from an educational perspective. University of Oulu. (funded by the CS-learn, Finnish Cultural Foundation, and UniOulu) <http://jultika.oulu.fi/files/isbn9789526232355.pdf>

#### In the pre-examination process:

3. Petterson, H. Reason to Believe – The prospects and limitations of critical thinking as an educational ideal. University of Oulu. (funded by CiC)

#### In progress:

4. Itkonen, A. (started at 2020) Relationality and Agency in Rosi Braidotti’s philosophy: Perspectives on Sustainable Citizenship. University of Oulu. (funded by CiC, CS-learn and FCF)
5. Iinatti, S. (started at 2021) The ideals of citizenship in Finnish Educational system: critical approach. University of Oulu; funding from the CS-learn project. (funding started by CS-learn)

## 2.2 CLEVER—Making Complex Learning Processes Visible for Enabling Regulation: Changing human behavior for learning success



### GROUP MEMBERS

#### **Responsible:**

Sanna Järvelä (PI), Muhterem Dindar, Eetu Haataja, Timi Tervo & other Learning and Educational Technology Research Unit (LET) members: <https://www oulu.fi/en/research-groups/learning-and-educational-technology>



### **The project in brief—the foci**

The aim of CLEVER was to investigate and support the regulation of complex learning processes in groups. To do this CLEVER targeted trigger regulation moments in collaboration. The project implemented various multimodal data to make invisible trigger moments visible to learners.

#### MAIN OBJECTIVES

1. Investigate the critical cognitive, motivational, and emotional triggers activating regulation for success or failure of individual and collaborative learning.
2. Find evidence for and representations of self-regulation, co-regulation, and socially shared regulation and their temporal progress of individual and collaborative learning.
3. Explore the interplay of cognitive, motivational, and emotional regulation and their temporal progress in individual and collaborative learning

## Findings/contribution to scientific discussion

- Advancement in the theory of socially shared regulation of learning (SSRL; Järvelä et al., 2019)
- Empirical support for the theory of SSRL
- New multimodal methods for tracing and analyzing complex learning processes in collaborative learning (Dindar et al., 2020; Dindar et al., 2022)
- Implications for future AI based adaptive learning support (Haataja et al., 2022)
- New international collaboration between research groups (Prof. Carolyn Rosé, Carnegie Mellon, US and Prof. David Williamson Shaffer, Wisconsin-Madison, US)
- Subsequent AoF funding project, SHARP

## “Takeaway message”

Making complex learning processes visible to learners demands methodological and theoretical progress. The CLEVER project demonstrated multimodal data patterns which were linked to successful collaborative learning. In the future, adaptive learning support should involve techniques acknowledging the complexity of regulation in collaborative learning, simultaneously providing clear and meaningful support for learners.

## For more information – the top five publications

Järvelä, S., Järvenoja, H., & Malmberg, J. (2019). Capturing the dynamic and cyclical nature of regulation: Methodological progress in understanding socially shared regulation in learning. *International Journal of Computer-Supported Collaborative Learning*, 14(4), 425–441. <https://doi.org/10.1007/s11412-019-09313-2>

Järvenoja, H., Malmberg, J., Törmänen, T., Mänty, K., Haataja, E., Ahola, S., & Järvelä, S. (2020). A collaborative learning design for promoting and analyzing adaptive motivation and emotion regulation in the science classroom. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.00111>

Dindar, M., Järvelä, S., Nguyen, A., Haataja, E., & Çini, A. (2022). Detecting shared physiological arousal events in collaborative problem solving. *Contemporary Educational Psychology*, 69, 102050. <https://doi.org/10.1016/j.cedpsych.2022.102050>

Dindar, M., Järvelä, S., & Haataja, E. (2020). What does physiological synchrony reveal about metacognitive experiences and group performance? *British Journal of Educational Technology*, 51(5), 1577–1596. <https://doi.org/10.1111/bjet.12981>

Haataja, E., Malmberg, J., Dindar, M., & Järvelä, S. (2022). The pivotal role of monitoring for collaborative problem solving seen in interaction, performance, and interpersonal physiology. *Metacognition and Learning*, 17(1), 241–268. <https://doi.org/10.1007/s11409-021-09279-3>

## Titles of completed and upcoming doctoral dissertations

Haataja, E. (Dissertation in pre-examination). The role of metacognitive monitoring in regulation at multiple levels of collaborative learning. University of Oulu.

Sobocinski, M. (2021). Patterns of adaptive regulation in collaborative learning: A multimodal methodological approach. University of Oulu. <http://jultika.oulu.fi/Record/isbn978-952-62-2956-0>

## 2.3 Interactional Organisation of Break-taking Activities and Social Support in a Changing Workplace Environment



### GROUP MEMBERS

Mirka Rauniomaa (PI), Marika Helisten,  
Mari Holmström, Pauliina Siitonen & Maarit  
Siromaa

### The project in brief—the foci

The project set out to examine the interactional organisation of break-taking activities at the workplace and to explore the ways in which such activities contribute to social solidarity and support between members of the work community. The project built on two interrelated research themes:

1) *Transitions between work and break-taking*

What constitutes a break for members of a work community? What kind of break-taking activities do the participants engage in, and how do they establish them as such? How do participants accomplish transitions between work-related and off-work activities? How does participation change over transitions and across different activities?

2) *Practices of support and rapport-building*

What situated social actions are involved in supportive work and break-taking activities? What are the ways through which colleagues provide and receive social support? How is such support manifested through talk and embodied conduct? How do members of a work community perceive support and rapport-building on breaks, and how do they experience their effect on the organisational climate?

The project drew on conversation analysis to examine naturally occurring video data from a range of workplace settings as well as ethnographic methods to explore various interview and observation materials.

## Findings/contribution to scientific discussion

The project focused on a previously underexplored context for social interaction: breaks provide a site for relatively informal, personal activities within a more formal, institutional setting. Attention was also paid to participants' accounts and negotiations about appropriate conduct, as they orient to the moral and normative aspects of taking breaks (i.e., engaging in off-work activities) during working hours (i.e., when they may be expected to be maximally productive and efficient). The project built a methodological bridge between conversation analysis and ethnography in terms of data collection and analytic approach.

## “Takeaway message”

The project showed how breaks are organised as social activities and how participants give and receive support related to both work and personal life. The project also showed how social relations and well-being may be cultivated in a changing work environment, for instance, as remote work becomes a permanent fixture of contemporary work culture.

## For more information—the top five publications

Helisten, M. & Siromaa, M. (2022). ‘Right, already brewing there’: Arriving to the staff breakroom and beginning interaction with a co-present colleague. *Journal of Pragmatics*, 193, 139–154. <https://doi.org/10.1016/j.pragma.2022.03.016>

Holmström, M., Rauniomaa, M., & Siromaa, M. (2022). Zooming in on a frame: Collectively focusing on a co-participant's person or surroundings in video-mediated interaction. In J.-P. Alarauhio, T. Räisänen, J. Toikkanen, & R. Tumelius (Eds.), *Shaping the North through multimodal and intermedial interaction* (pp. 95–120). *Arctic Encounters*. Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-99104-3\\_5](https://doi.org/10.1007/978-3-030-99104-3_5)

Holmström, M., Rauniomaa, M. & Siromaa, M. (2021). Taukotila ja tauoilla tapahtuva vuorovaikutus työyhteisön yhteisyyden mahdollistajina [The break space and break interaction in constructing a community at the workplace]. In R. Nissi, M. Simonen, & E. Lehtinen (Eds.), *Kohtaamisia kentällä: Soveltava keskustelututkimus ammatillisissa ympäristöissä* [Encounters in the field: Applied conversation analysis in professional contexts]. Finnish Literature Society. <https://library.oapen.org/handle/20.500.12657/50744>

Siitonen, P., Helisten, M., Siromaa, M., Rauniomaa, M., & Holmström, M. (to appear in 2022). Managing co-presence with a wave of the hand: Waving as an interactional resource in openings and closings of video-mediated breaks from work. *Gesture*.

Siitonen, P. & Siromaa, M. (2021). Accounting for leaving the break room: Work obligations as a resource in transitions from one activity to another at the workplace. *Journal of Pragmatics*, 171, 178–199. <https://doi.org/10.1016/j.pragma.2020.09.032>

## Titles of completed and upcoming doctoral dissertations

Holmström, M. (in preparation). *Conversations, connections, and co-workers: understanding social interaction on workplace breaks*.

## 2.4 iTask: Linguistic and embodied features of interactional multitasking

### GROUP MEMBERS



Pentti Haddington (PI), Tiina Eilittä, Antti Kamunen, Laura Kohonen-Aho, Iira Rautiainen, Joonas Råman, Sylvaine Tuncer and Anna Vatanen

### **iTask in brief**

iTask studied how people talk and interact to make multitasking possible and how talk and interaction adapt to the demands to progress more than one activity at the same time. It asked the following questions: What do people say and do when they multitask? How do multiple demands affect the organisation of interaction? How do people talk and interact to coordinate various multitasking demands? What is the role of multimodality and the multimodal environment in multitasking? To highlight the social and interactional aspect of multitasking, the project used the concept ‘multiactivity’.

iTask used video-based methods and the methodology from ethnomethodology and conversation analysis. The approach provided a qualitative, inductive, and empirical research approach to the study of multiactivity. The focus was on interaction and what happens between people: How does multiactivity become evident in people’s actual verbal and embodied conduct as witnessed in the video-recorded materials? The analyses targeted the participants’ actions as they occur and become recognisable and interpretable to the participants themselves. The project collected an extensive video corpus that included hundreds of hours of recordings made in families, workplaces, car journeys, research labs, cafés, co-creation workshops, kindergartens, video-mediated settings, virtual worlds and virtual reality, and crisis management exercises. The languages in the corpus were English, Finnish, French and English as a lingua franca. The broad dataset provided the possibility to authenticate, support and compare the findings with evidence from diverse interactional settings.

The team members came from different disciplinary backgrounds (language studies, sociology, and industrial engineering) and represented diverse research fields (conversation analysis, interactional linguistics, multimodal interaction analysis, and gesture studies). In addition to the funding provided by the Eudaimonia Institute, iTask was funded by the Academy of Finland (project number: 287219). iTask worked in collaboration with distinguished researchers in the field: Charles Antaki (Loughborough University), Mathias Broth (Linköping University), Eric Laurier (Edinburgh University), Gene Lerner (University

of California at Santa Barbara), Christian Licoppe (Télécom Paris), Lorenza Mondada (University of Basel), Soili Paananen (National Defense University, Finland) and Elizabeth Stokoe (Loughborough University). The questions asked in iTask led to a new project, PeaceTalk, which studies talk and interaction as tools for establishing and maintaining shared situational awareness and collaborative work in crisis management training. PeaceTalk is funded by the Academy of Finland and Eudaimonia Institute.

## Findings and scientific breakthroughs

iTask has identified situations where multiactivity recurrently occurs and various “common markers” (i.e., embodied, vocal and verbal practices) that people use to indicate and coordinate multiactivity. These include hand gestures, verbal accounts stating the inability to progress some activity for the benefit of another, transitions from one activity to another, the coordination of two simultaneous activities, and so on. iTask has provided more knowledge about multiactivity in general, tested and created new concepts to explain multiactivity, and highlighted the importance of understanding the social aspect of multiactivity. Additionally, iTask has made an important methodological contribution to ethnomethodology and conversation analysis by developing new solutions to making video recordings in complex and challenging interactional situations “in the wild”. It planned and implemented new multicamera/multimicrophone recording solutions, autonomous recording systems, and solutions for recording virtual reality interaction and physical interaction simultaneously. It also used new technological solutions such as 360-degree cameras.

## “Takeaway message”

Multitasking is an inherently social and interactional phenomenon.

## For more information—the top five publications

Eilittä, T., Haddington, P., & Vatanen, A. (2021). Children seeking the driver’s attention in cars: Position and composition of children’s summons turns and children’s rights to engage. *Journal of Pragmatics*, 178, 175-191. <https://doi.org/https://doi.org/10.1016/j.pragma.2021.03.005>

Kamunen, A. (2019). How to Disengage: Suspension, Body Torque, and Repair. *Research on Language and Social Interaction*, 1-21. <https://doi.org/10.1080/08351813.2019.1657287>

Rautiainen, I., Haddington, P., & Kamunen, A. (2022). Local participation framework as a resource among military observer trainees: Interactional episodes between repair initiation and repair solution in critical radio communication. *Journal of Pragmatics*, 196, 67-85. <https://doi.org/https://doi.org/10.1016/j.pragma.2022.05.006>

Tuncer, S., & Haddington, P. (2020). Object transfers: An embodied resource to progress joint activities and build relative agency. *Language in Society* 49, 61-87. <https://doi.org/10.1017/S004740451900071X>

Vatanen, A., & Haddington, P. (2021). Multiactivity in adult-child interaction: accounts resolving conflicting courses of action in request sequences. *Text & Talk*. <https://doi.org/doi:10.1515/text-2020-0165>

## Completed and upcoming doctoral dissertations

Eilittä, T. (to appear in 2023) “Mummy, mummy!”: Summonses and multiactivity in families and at kindergartens.

Kamunen, A. (2020). *Busy embodiments: The hierarchisation of activities in multiactivity situations*. University of Oulu. <http://urn.fi/urn:isbn:9789526224909>

Rautiainen, I. (to appear in 2022) *Interactional practices in promoting and progressing collaborative work in multinational military observer training*.

Råman, J. (2019) *The organization of transitions between observing and teaching in the budo class*. University of Oulu. <http://urn.fi/urn:nbn:fi-fe2019070222554>



## 2.5 Microhistorical Epistemology: Building the Epistemology of History through Practice



### **GROUP MEMBERS**

Jouni-Matti Kuukkanen (PI), Ilkka Lähteenmäki, Georg Gangl, Adam Bricker, Daniel Fairbrother

### **The project in brief—the focus/the foci**

Theoretical constructs about their target objects should arguably apply to all the same kinds of objects, no matter whether they are theories of epistemic, moral or other principles that guide our practice. However, if these theories are constructed on the basis of known cases only, as they must if they are also required to be empirically warranted, how could they apply universally to all and so far unexamined objects? This project concentrated on this well-known tension between the empirical warrant and the universal applicability of theories, using historiography and the philosophy of historiography as its specific focusses of research.

The philosophical tradition of naturalism in particular has rejected any non-empirical postulations maintaining that only studies of local practices can give rise to empirically grounded views. The dilemma is then this: we have either empirically unfounded general theories (if they can be only locally justified) or normatively irrelevant local analyses (because applicability is limited to the local contexts studied). The project focused on local practices with an intent to identify epistemically significant principles in these practices and attempted to develop a novel way to construct epistemic theories and to learn about the practice of historiography. Further, it outlined and implemented a novel method: the epistemologically relevant microhistorical method, which enables the generation of warranted epistemic principles and even theories from the bottom up.

### **Findings/contribution to scientific discussion**

The scope of analyses carried out by the researchers was wide, including historiographical texts, Twitter and other media, the agendas of professional historians' associations, and the Holocaust debate. In addition, many key concepts were analyzed considering their meaning and applicability in historiography, such as causality, fact, truth, counterfactuality, evidence, and possible worlds. The project's interdisciplinarity resides in links from philosophy to historiography and to new media. Although the project could not solve the dilemma above, its main contribution is to apply philosophical notions consistently and systematically to various cognitively significant historiographical phenomena. It also produced the publication of the most up-to-date collection of articles in philosophy of history and historiography for decades.

## “Takeaway message”

- The rational authoritativeness of historians’ assertions depend on the rules of the discipline
- Modes of (re)presentation are changing from literary to audiovisual in historiography
- Narrative is epistemically relevant, not just aesthetically relevant
- The preliminary empirically grounded research was carried out, but it is necessary to carry out more empirical analyses of actual historiographical practices and products
- The project and its members have also been particularly visible in societal outreach through regular newspaper columns, social media and YouTube (e.g., Twitter @CpshOulu)

## For more information—the top five publications

Gangl, G. (2021). The essential tension: historical knowledge between past and present. *History and Theory* 60(3), 513-533. <https://doi.org/10.1111/hith.12226>

Bricker, A. (2019). Postnarrativism, historiographical evaluation, and truth. *Journal of the Philosophy of History* 15 (1), 106-124. <https://doi.org/10.1163/18722636-12341422>

Kuukkanen, J-M (ed.). (2020). *Philosophy of history for twenty-first century*. London: Bloomsbury. <https://www.bloomsbury.com/uk/philosophy-of-history-9781350111851>

Kuukkanen, J-M. (2020). Historiographical knowledge as claiming correctly. In Kuukkanen (ed.). *Philosophy of History for Twenty-first Century*. London: Bloomsbury, 44-66.

<https://www.bloomsbury.com/uk/philosophy-of-history-9781350111851>

Lähteenmäki, I (2021). Transmedia history. *Rethinking History*, 25(3), 281–306 <https://doi.org/10.1080/13642529.2021.1963597>

## Titles of completed and upcoming doctoral dissertations

Lähteenmäki, I (2019) *Engaging history in the Media - building a framework for interpreting historical presentations as worlds* (Acta Universitatis Ouluensis. B, Humaniora 174) JULTIKA Oulun yliopiston julkaisuarkisto <http://jultika.oulu.fi/Record/isbn978-952-62-2450-3>

In preparation (estimated defense 2023)

Gangl, G. (in preparation). *Telling like it really was. Historical knowledge and narrative between past and future.*

## 2.6 Multispecies Childhoods in the North—How Changing Human–Animal Communities Affect Children’s Lives

### **GROUP MEMBERS**

Pauliina Rautio (PI), Tuure Tammi,  
Riikka Hohti, Riitta-Marja Leinonen,  
Maria Saari, Anna Vladimirova



### **The project in brief—the focus/the foci**

The objective of the project was to produce knowledge of the ways in which child–animal relations are significant for the children involved in order to accommodate their existence in a changing society. The main research question was, “How do significant child–animal relations form and are sustained by children and the animals as part of their everyday life?” and the research design followed three qualitative stages: classroom ethnography (N=100 children in four schools), interviews (N=20 children in out-of-school settings), and multispecies ethnographies (N=10 children and 10 animals in diverse settings over a period of one year).

### **Findings/contribution to scientific discussion**

We have been at the national forefront of a paradigm shift towards non-anthropocentric education. In this shift, called the Animal Turn across other disciplines, we have developed means to work against the premises of exclusive human interest to imagine and create more socially and ecologically just futures. We have developed methods of multispecies ethnography to suit the field of education. This has resulted in the understanding of education as emerging through human-more-than-human relations.

- Establishing of Multispecies Childhood Studies as a scholarly field in Finland (e.g., as an undergraduate course, master’s thesis seminar, and an SIG at the Finnish Educational Research Association); organizing postgraduate and PhD courses with international colleagues.
- Academy of Finland project funding for a follow-up project (CitiRats, 2020-2024)
- Two edited books, two edited special issues, one popularized book in Finnish, more than 10 journal articles, more than 20 conference presentations and keynote speeches around the world
- Collaboration between the fields of education, anthropology, biology, and the arts
- Part of organizing an international conference on Human-Animal Studies (Turku, 2018)

- National partners: Helsinki Urban Rat Project (PI Tuomas Aivelo, U Helsinki); active affiliation with the Biodiverse Anthropocenes (Profi 6) programme as hub-leaders (Saari & Rautio)
- International partners: CLAN/Human-Animal Studies Hub (University of Lisbon, Portugal), Education and Social Research Institute (Manchester Metropolitan University, UK)

### “Takeaway message”

To children, their significant animal contacts are social encounters between individuals and as such are situated and complex. Unlike the popular imaginaries and utilitarian approaches conventionally applied to child-animal relations, these relations are not inherently good and desirable but like any social relations they contain uncertainties, tensions, negotiations and even misuse of power, in addition to closeness and affection. It is these ambiguities—rather than just affection—hat seem to sustain significant animal relations. This understanding serves both children and other animals as the complexities of their relations can be better fostered in mutually respectful ways.

### For more information—the top five publications

Rautio, P., Tammi, T. & Hohti, R. (2020). Childhood after the “animal turn” - child-animal relations and multispecies inquiry. In Yelland, N. et al., (Eds). Sage Handbook of Global Childhoods.

<https://dx.doi.org/10.4135/9781529757194>

Tammi, T., Hohti, R., Rautio, P., Leinonen, R. & Saari, M. (2020). Lasten ja eläinten suhteet: Monilajista yhteiselo. Helsinki: Into kustannus.

<https://kauppa.intokustannus.fi/kirja/lasten-ja-elainten-suhteet-monilajista-yhteiselo2>

Saari, M.H. (2020) Näkymättömistä näkyviksi: eläimet tulevaisuuden koulujärjestelmässä [From invisible to visible: animals in future schools], in Wahlberg, B. & Aaltola, E. (Eds.) Me & Muut Eläimet: Uusi Maailmanjärjestys [Other animals and us: towards a new world order], Tampere: Vastapaino, 121-138.

<https://vastapaino.fi/sivu/tuote/me-ja-muut-elaimet/2730925%20style=>

Tammi, T. (2020). What if schools were lively more-than-human agencements all along? Troubling environmental education with moldschools. *Environmental Education Research*, 26 (9-10), 1325-1340.

<https://doi.org/10.1080/13504622.2019.1584881>

Hohti, R. and Tammi, T. (2019). The greenhouse effect: Multispecies childhood and non-innocent relations of care. *Childhood*. 26(2), 169-185. <https://doi.org/10.1177/0907568219826263>

### Titles of completed and upcoming doctoral dissertations

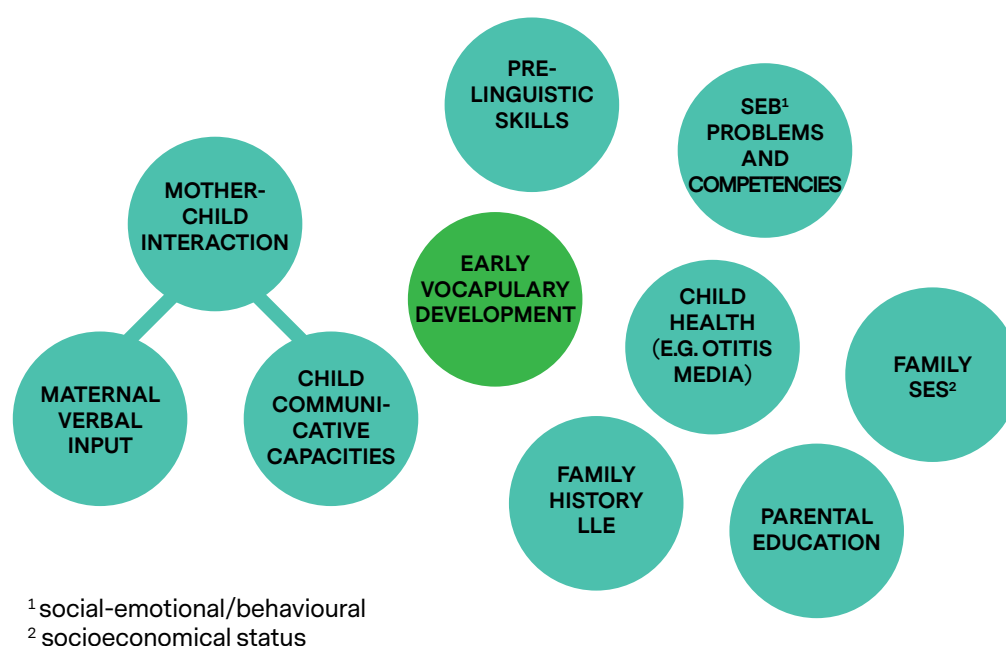
Saari, M. (2021). Animals as stakeholders in education. Towards an educational reform for interspecies sustainability. Oulu: Acta Universitatis Ouluensis, E Scientiae rerum socialium.

Vladimirova, A. (forthcoming in 2022). Body as a place. Rethinking the ethics of place-responsive pedagogy

## 2.7 Predictors of Late Language Emergence (LLE) and Factors Influencing Later Linguistic Outcomes

### GROUP MEMBERS

Sari Kunnari (PI), Leila Paavola-Ruotsalainen, Katariina Rantalainen, Hanna Ebeling, and Jaana Alakortes



### The project in brief—the focus/the foci

The primary objective of the research project was to gain understanding of the predictors of late language emergence (LLE)—and early linguistic development in general—as well as to shed light on the prognosis of late-talking toddlers. Special emphasis was put on children's social-emotional development and mother–child interaction. Altogether 60 families participated in this longitudinal study. Data collection started when the children were at the age of 18 months and finished at the age of 36 months. The research methods included parental questionnaires, direct assessment of children's linguistic skills and analyses of video samples of mother–child free play. The project applied the methods and analyses developed within the scope of previous research of the PI as well as the other members of the research group. In this regard the most relevant previous research projects include: Cost Action 1406 'Enhancing children's oral language skills across Europe and beyond: A collaboration focusing on interventions for children with difficulties learning their first language'; a project for early identification of young children's mental health problems in Northern Finland 'Child development and early interaction', funded by different foundations; and the project 'Maternal sensitivity and the characteristics of child-directed speech', funded by the Emil Aaltonen Foundation.

## Findings/contribution to scientific discussion

It was found that early social-emotional/behavioural (SEB) problems correlated negatively and social-emotional competence positively with concurrent prelinguistic skills and expressive vocabulary, subsequent receptive and expressive vocabulary as well as with initiative social-conversational skills. An intrusive maternal interactive style was associated with lower vocabulary scores in children. Furthermore, maternal intrusiveness resulted in the child taking fewer initiatives, which according to the results might expose the child to more SEB problems. Altogether, this study adds evidence that (pre)linguistic as well as initiative social-conversational skills, SEB problems and competencies and maternal interaction are intertwined and can have accumulating effects on each other.

## “Takeaway message”

Developmental co-occurrence patterns begin at a very early age. Hence, intervention should be warranted as early as possible for children with delays in the development of communicative and linguistic skills because there is a potential risk of problems forming in social-emotional functioning. Parents should be involved closely in the intervention process.

## For more information—the top five publications

Paavola-Ruotsalainen, L., Lehtosaari, J., Palomäki, J., & Tervo, I. (2018). Maternal verbal responsiveness and directiveness: Consistency, stability and relations to child early linguistic development. *Journal of Child Language*, 45(2), 319–339. <https://doi.org/10.1017/S030500091700023X>

Paavola-Ruotsalainen, L., Rantalainen, K., Alakortes, J., Carter, A. S., Ebeling, H. E., & Kunnari, S. (2018). Social-emotional/behavioural problems and competencies in toddlers: Relationships with early vocabulary development. *Journal of Early Childhood Education Research*, 7(2), 184–206 <https://journal.f/jecer/article/view/114092>.

Rantalainen, K., Paavola-Ruotsalainen, L., Alakortes, J., Carter, A. S., Ebeling, H. E., & Kunnari, S. (2021). Early vocabulary development: Relationships with prelinguistic skills and early social-emotional/behavioral problems and competencies. *Infant Behavior and Development*, 62. Early online. <https://doi.org/10.1016/j.infbeh.2020.101525>

Rantalainen, K., Paavola-Ruotsalainen, L., & Kunnari, S. (2022). Maternal responsiveness and directiveness in speech to 2-year-olds: Relationships with children’s concurrent and later vocabulary. *First Language*, 42(1), 81–100. <https://doi.org/10.1177/01427237211049585>

Tilvis, A., & Paavola-Ruotsalainen, L. (2019). Lapseen ja lähiympäristöön liittyvien taustatekijöiden yhteys sanaston kehitykseen 24 ja 30 kuukauden iässä [Child-related and environmental factors influencing vocabulary development at ages 24 and 30 months]. *Puhe ja kieli [Speech and Language]*, 39(1), 119–139. <https://doi.org/10.23997/pk.69817>

## Titles of completed and upcoming doctoral dissertations

Rantalainen, K. (2023). Maternal responsiveness and directiveness: Relationships with child communicative and social-emotional/behavioral development

## 2.8 Systemic and Human Empowerment in the Revolution of Health Care (SHERLOC)



Researchers participating in the public-private innovation track at the NCSB Conference, SDU Kolding.

Picture by Myselfie.

### **GROUP MEMBERS**

Tuija Mainela (PI), Pia Hurmelinna-Laukkanen (PI), Vesa Puhakka (PI), Juha Tuunainen (PI), Sari Laari-Salmela (PI), Nina Lunkka, Hannu Torvinen, Kaisu Jansson, Jialei Yang, Outi Merilähti, Timo Alalääkkölä

### **The project in brief—the focus/the foci**

SHERLOC examined healthcare change and innovation processes from a systemic and human-centered perspective aiming to answer the overall question: How can humans be empowered for transformative change of the healthcare system? The focus of the study was on hospitals and hospital innovation activities, as well as the working practices and operating models of healthcare professionals and healthcare businesses. When the project started in 2018, the reform of social welfare and healthcare was named as one of the biggest changes in societal governance and practice in Finnish society. A few years later, the change in the sector is once again being heavily discussed because of structural, financial, and other challenges, as well as the challenges posed by the coronavirus pandemic, specifically. The project studied internal change processes, decision-making and barriers to innovation in public healthcare. Moreover, it examined the development and operations of healthcare innovation platforms by both public hospitals and private firms. The project has interfaces with Juha Tuunainen's Academy of Finland research project the Societally Engaged University, which is about boundary organizations similar to the collaborative platforms analyzed in SHERLOC, but in the university context.

### **Findings/contribution to scientific discussion**

Overall, the research project highlighted the strong interconnections of healthcare organizations with other actors in society and the fact that people are always at the center of change processes, whether they are primarily technological, procedural, organizational, or institutional. Despite a clear division of responsibilities, the boundaries between different health professions and professional roles are created, maintained, and modified through interaction. This interaction helps in rationalizing changes and creating common understanding, which becomes particularly important when a new professional role is introduced into a healthcare organization. As the existing literature on public sector innovation policies often uncovers the interaction primarily between governments and

private organizations, the findings of the project add to the micro-level understanding of various inter-sectoral relationships in public healthcare. The project also points out the importance of dynamically adjusting innovation appropriation strategies and inter-organizational collaborations to realize certain outcomes. Instead of focusing on the rather well-known limitations in healthcare regulation and present policies, the project contributed by addressing unrealized opportunities for further collaboration.

### “Takeaway message”

It is important that decision-makers in healthcare justify new activities from a wide range of perspectives, link them to the official strategy and action plans, and critically review the strategies and their functionality. Job development meetings, in which healthcare professionals discuss in multidisciplinary teams, are an important tool in hospital management’s efforts to support change. For firms, appropriating value from healthcare-related innovation such as general-purpose technology like artificial intelligence (AI) depends on how well open innovation dynamics are utilized.

### For more information—the top five publications

Hurmelinna-Laukkanen, P., & Yang, J. (2022). Distinguishing between appropriability and appropriation: A systematic review and a renewed conceptual framing. *Research Policy*, 51(1), 104417. <https://doi.org/10.1016/j.respol.2021.104417>

Lunkka, N., Jansson, N., Mainela, T., Suhonen, M., Meriläinen, M., Puhakka, V., & Wiik, H. (2022). Professional boundaries in action: Using reflective spaces for boundary work to incorporate a new healthcare role. *Human Relations*, 75(7), 1270-1297. <https://doi.org/10.1177/00187267211010363>

Torvinen, H., & Jansson, K. (2022). Public health care innovation lab tackling the barriers of public sector innovation. *Public Management Review*, DOI: 10.1080/14719037.2022.2029107.

Yang, J., Chesbrough, H., & Hurmelinna-Laukkanen, P. (2022). How to appropriate value from general-purpose technology? Applying open innovation in business strategies. *California Management Review*, 64(3), 24-48. <https://doi.org/10.1177/00081256211041787>

Jansson, K., Tuunainen, J., & Mainela, T. (2021). Concealing paradoxes in decision-making during hospital hybridization. <http://jultika.oulu.fi/files/nbnfi-fe2021062840220.pdf>

### Titles of completed and upcoming doctoral dissertations

Yang, J. (2022). Dynamics in appropriating value from innovation and inter-organizational collaborations. [Doctoral dissertation, University of Oulu]. <http://urn.fi/urn:isbn:9789526232485>

Jansson, K., Tuunainen, J. & Mainela, T. (2021). Concealing paradoxes in decision-making during hospital hybridization – A systems theoretical analysis. *Journal of Health Organization and Management*, 35(2), 195-211. <https://doi.org/10.1108/JHOM-08-2020-0334>



## 2.9 Transformation and Trans-Nationalization of State Spaces: Geopolitics of Borders, Mobilities and Planning in the Arctic (SPARCTIC)

### GROUP MEMBERS

Anssi Paasi (PI), Jarkko Saarinen (PI), Toni Ahlqvist (PI), Azmeary Ferdoush, Outi Kulusjärvi, Ville Kellokumpu, Aapo Lunden

SPATIAL DIMENSIONS	ANALYTICAL OBJECTIVES	CONNOTATIONS
ABSTRACT SPACE	<b>PLANNING AND GOVERNANCE</b> Arctic Finland as a constellation of political and economical prospects	STRATEGIC ARCTIC
MEDIATING SPACE	<b>BORDERS IN THE ARCTIC</b> Arctic Finland as a condensation of state power and interests prospects	BOUNDED ARCTIC
CONCRETE SPACE	<b>MOBILITIES AND TOURISM</b> Arctic Finland as a material and mobile space	PEOPLED ARCTIC

Figure 1. The structure of the project

### The project in brief—the focus

The project focused on the transformation of nation state's governance structures and the impacts of trans-nationalization on a local scale and in the Arctic context(s). The project analyzed the manifestation of transnational processes, mobilities and the geopolitical practices that construct Finland as an "Arctic state space". The relevancy of the approach stems from the Arctic's growing geopolitical importance, impacts of climate change and globalization on different scales and the adjustments these megatrends necessitate as they push the Finnish state towards the "Arctification". The main objectives of the project were based on the three main themes: planning and governance, borders in the Arctic, and mobilities and tourism in the Arctic. The project's high-level research questions ask: How is the "Arctic" of Finland constructed through strategic planning practices? How are borders mobilized and re-created in the regionalization of Arctic Finland? What are the impacts of the Arctic identity, imagination and appeal in the light of tourism and sustainability? Through these three thematic areas and different case studies in the field of natural resources and international relations, the project has focused especially on the role depoliticization, production of state identity, and governance changes in public administration.

## Findings/contribution to scientific discussion

The project identified the role of depoliticization in the development of Arctic Finland as a constellation of political and economic prospects in the context of the climate crisis. The project contributed to advancing the scientific discussion on depoliticization as a key form of contemporary political governance from a multidisciplinary perspective. Furthermore, the project outlined the production of an Arctic state identity as part of the increasing geopolitical importance of the Arctic region in part of its foreign policy. This links to the process of Arctification and the use of tourism and protected area governance in the Arctification process.

## “Takeaway message”

The Arctification process and the transformation of Arctic state spaces is constituted by (and can only be analyzed from the viewpoint of) a holistic combination of spatial practices ranging from bordering, mobility, and planning to geopolitics and geoeconomics.

## For more information—the top five publications

Ferdoush, M. A., & Väätänen, V. (2022). Anticipatory state identity: Understanding the Finnish state’s approach to the Arctic. *Area* (in press)

Kellokumpu, V. (2021a) Depoliticizing urban futures: visionary planning and the politics of city-regional growth. *Regional Studies*. <https://doi.org/10.1080/00343404.2021.1980206>

Kellokumpu, V. (2021b) The bioeconomy, carbon sinks, and depoliticization in Finnish forest politics. *Environment and Planning E: Nature and Space*. <https://doi.org/10.1177%2F25148486211049322>

Paasi, A., Ferdoush, M. A., Jones, R., Murphy, A. B., Agnew, J., Espejo, P. O., ... & Peterle, G. (2022). Locating the territoriality of territory in border studies. *Political Geography*, 95(10.1016). <https://doi.org/10.1016/j.polgeo.2021.102584>

Varnajot, A., & Saarinen, J. (2022). Emerging post-Arctic tourism in the age of Anthropocene: Case Finnish Lapland. *Scandinavian Journal of Hospitality and Tourism* (in press)

## Titles of completed and upcoming doctoral dissertations

Kellokumpu, V. (2023) Geographies of depoliticization: The development of Finnish state space between politics and economics. *Nordia Geographical Publications*, forthcoming.

Lunden, A. (2023) Sustaining nature, sustaining tourism? An institutional perspective to tourism governance, sustainability and protected areas in Finland. *Nordia Geographical Publications*, forthcoming.

## 2.10 Transformation, Social Innovation and Sustainable Arctic Communities (TRANSARCT)



### GROUP MEMBERS

Hannu I. Heikkinen (PI), Jarkko Saarinen, Vesa-Pekka Herva, Esa Ruuskanen, Simo Sarkki, Kaarina Tervo-Kankare, Ritva Kylli, Élise Lépy, Alix Varnajot, Teresa Komu, Jasmiini Fransala (née Pylkkänen), Mari Partanen.

### **The project in brief—the foci**

The contemporary Arctic is characterized by diverse global challenges, many of which are beyond the control of its residents. These include, for example, global warming, the degradation of vital ecosystems and the volatility of global markets. Issues of control and governance are increasingly challenging and complex, especially considering that Arctic environments have high commercial, recreational, social, cultural, and ecosystem values. The Arctic is therefore embedded in contemporary speculations on global futures and interconnected threats and possibilities.

TransArct investigated the potentialities of social innovation, utilizing a bottom up approach, to provide novel solutions for Arctic social, economic, cultural, environmental, and policy changes and challenges, particularly in northern Fennoscandia. TransArct focused on two nationally and globally important, but vulnerable development paths: resource extraction and tourism, both linked to indigenous, local, and global perspectives. Some examples of potential social innovations include new ways of communicating people's values and concerns, participatory citizen science methodologies, indigenous and local entrepreneurship linked with sustainable tourism, and knowledge-sharing practices, including co-production of local environmental education.

### **Main research questions**

1. What kinds of present and past social innovations can be found in the Arctic and with what implications?
2. What problems can be identified that erode cultural resilience and hinder social innovations and sustainable transformations?
3. To what extent can social innovations supplement existing governance and what new governance arrangements are needed?
4. What lessons can be learnt from studying how cultural resilience and sustainability can be promoted in the Arctic in general and beyond?

## Findings/contribution to scientific discussion

TransArct took active part in the multidisciplinary Nordic Centre of Excellence project ‘Resource Extraction and Sustainable Arctic Communities’ (REXSAC) and contributed to two other NCoEs ‘Reindeer Husbandry in a Globalizing North (ReiGN)’ and ‘Climate change effects on the epidemiology of infectious diseases and the impacts on northern societies’ (CLINF). Project partners were also active in fund raising, including the new Academy of Finland project 2021-2025 ‘Extractive Industries as Engagement with the Extraordinary Subterranean: Culture, Heritage and Impact of Resource Extraction in Northernmost Europe’ (PI Herva) and two research profiling areas, Arctic Interactions (Profi4) and Biodiverse Anthropocene (Profi 6). Group members took active part in various research activities and innovative ways to communicate research results, for instance with a science-based rap song and video titled ‘Prospects’, the ‘Resource Extraction and Sustainable Arctic Communities’ documentary film, and the Traveler’s Etiquette Guide guiding visitors to act responsibly in national parks.

Groundbreaking results highlight previously neglected aspects of social innovation on the need to understand 1) long-term dynamic interaction processes between civil society actors, policy makers and others, 2) roles of conflict, failed innovations, and power relations in social innovation processes, 3) non-linear processes of change, and 4) links between environmental and social objectives catalyzing civil society action for sustainability. Together these findings ground future work on the role of social innovations in sustainability transformations.

## “Takeaway message”

Current environmental issues, solutions and unfolding future are tied to complex networks. Studying these issues necessitates a transdisciplinary approach to social innovation that understands local community actors as co-producers of knowledge, and which can respond to urgent sustainability challenges of today including climate change, biodiversity loss, gender inequity, social marginalization, economic hardships, and many more in the Arctic and beyond.

## For more information—the top five publications

Heikkinen, H. I., Bjørst L. R., & Pashkevich A. (2021). Challenging Tourism Landscapes of South Greenland: Identifying Socio-Cultural Capital for Sustainable Tourism Development. *Arctic Anthropology*, 57(2), 212-228. doi: 10.3368/aa.57.2.212

Sarkki, S., Heikkinen, H. I., Komu, T., Partanen, M., Vanhanen, K., & Lépy É. (2019). How boundary objects help to perform roles of science arbiter, honest broker, and issue advocate. *Science and Public Policy*, 47(2), 161–171, <https://doi.org/10.1093/scipol/scz055>

Horstkotte, T., Lépy, É., Risvoll, C. et al. (2020). Supplementary feeding in reindeer husbandry : Results from a workshop with reindeer herders and researchers from Norway, Sweden and Finland. Umeå University, [https://www.rexsac.org/wp-content/uploads/2020/12/25166\\_Rapporten\\_eng.pdf](https://www.rexsac.org/wp-content/uploads/2020/12/25166_Rapporten_eng.pdf)

Sarkki, S., H. I. Heikkinen, V-P Herva, & J. Saarinen. (2018). Myths on local use of natural resources and social equity of land use governance: Reindeer herding in Finland. *Land Use Policy*, 77, 322–331, <https://doi.org/10.1016/j.landusepol.2018.05.055>

Sarkki, S., Torre, C. D., Fransala, J., ... & Nijnik, M. (2021). Reconstructive Social Innovation Cycles in Women-Led Initiatives in Rural Areas, *Sustainability*, 13(3): 1231, <https://doi.org/10.3390/su13031231>  
<https://doi.org/10.1016/j.bios.2020.112845>

## **Titles of completed and upcoming doctoral dissertations**

Varnajot Alix (2020) Rethinking Arctic tourism: tourists' practices and perceptions of the Arctic in Rovaniemi. Nordia Geographical Publications (49)4. <https://nordia.journal.fi/article/view/97523>

Komu Teresa (2020) Pursuing the good life in the North. Examining the coexistence of reindeer herding, extractive industries and nature-based tourism in northern Fennoscandia.  
<http://jultika.oulu.fi/files/isbn9789526225029.pdf>

Fransala Jasmiini (née. Pylkkänen), Social Justice in the Arctic: Unearthing connections between mining, environmental risk and cultural change in the Kivalliq region of Nunavut.

Partanen Mari, Social Innovations towards Sustainable Tourism: Case Kemi, Finland.  
<https://doi.org/10.1177/14687976211040246>

## 2.11 Understanding the Communication and Social features of Individuals with Autism Spectrum Disorder in Current Society



### **GROUP MEMBERS**

Soile Loukusa (PI), Katja Dindar, Aija-Riitta Kotila, Leena Mäkinen, Ilaria Gabbatore

### **The project in brief—the focus/the foci**

Pragmatic abilities affect how a person communicates and behaves in social situations, which in turn affects how others respond to the person, which then affects her or his actions again. Thus, social-pragmatic communication skills extend from an individual to the whole community. Our earlier studies have mainly focused on pragmatic inference, social cognition, and narrative abilities separately. The purpose of this project was to investigate the social-pragmatic communication skills of young autistic adults in a versatile way (on the behavioural, physiological, and neural levels) to get an overview of the strengths and weaknesses of the social-pragmatic language processing which is needed in a continuously changing society that demands multidimensional and flexible social and communication skills.

### **Findings/contribution to scientific discussion**

Our project showed that the difference in brain responses between autistic young adults and controls was particularly visible in the brain area that identifies salient events. When participants watched natural-like communication situations from video clips, the brain activity in the autistic group differed from the control group during situations that included parallel communication events, which was one of the most important findings of our project. When studying social-pragmatic inferencing, visual social attention, and physiological reactivity to complex social scenes we found between-group differences in social-pragmatic inferencing, moment-level social attention and heart rate variability reactivity. A key finding suggests associations between increased moment-level social attention to facial emotion expressions, better social-pragmatic inferencing, and greater heart rate variability suppression in autistic young adults.

## “Takeaway message”

Collected neural and physiological data explain and give background information to behavioral findings that help us understand the nature of typical and atypical social communication processing more deeply. This information helps us understand and support autistic and non-autistic individuals in current society in the best possible way.

## For more information—the top five publications

Dindar, K., Loukusa, S., Helminen, T., Mäkinen, L., Siipo, A., Laukka, S., Rantanen, A., Mattila, M-L., Hurtig, T. & Ebeling, H. (2021). Social-pragmatic inferencing, visual social attention and physiological reactivity to complex social scenes in autistic young adults. *Journal of Autism and Developmental Disorders*. Doi: 10.1007/s10803-021-04915-y

Dindar, K., Loukusa, S., Leinonen, E., Mäkinen, L., Mämmelä, L., Mattila, M-L., Ebeling, H. & Hurtig, T. (Accepted). Autistic adults and adults with sub-clinical autistic traits differ from non-autistic adults in social-pragmatic inferencing and narrative discourse. *Autism*.

Kotila, A., Järvelä, M., Korhonen, V., Loukusa, S., Hurtig, T., Ebeling, H., Kiviniemi, V., & Raatikainen, V. (2021). Atypical internet network deactivation associated with the posterior default mode network in autism spectrum disorder. *Autism Research*, 14(2), 248–264. Doi: 10.1002/aur.2433

Kotila, A., Hyvärinen, A., Mäkinen, L., Leinonen, E., Hurtig, T., Ebeling, H., Korhonen, V., Kiviniemi, V. J., & Loukusa, S. (2020). Processing of pragmatic communication in ASD: A video-based brain imaging study. *Scientific Reports*, 10(1), 21739. Doi: 10.1038/s41598-020-78874-2

Loukusa, S. (2021). Autism spectrum disorder. In L. Cummings (Ed.), *Pragmatic Language Disorders: Complex and Underserved Populations* (pp. 45–78). Springer.  
[http://doi.org/10.1007/978-3-030-74985-9\\_3](http://doi.org/10.1007/978-3-030-74985-9_3)

## Title of completed doctoral dissertation

Kotila, A-R. (2022). Neural basis of socio-pragmatic understanding in young adults on the autism spectrum. *Acta Universitatis Ouluensis. B, Humaniora*. <http://jultika.oulu.fi/files/isbn9789526232959.pdf>



# Emerging research projects in 2019-2022



## 3. Emerging research projects 2019-2022

### 3.1 Active Equality of Children and Youth in School (ActEq)



#### GROUP MEMBERS

ActEq-project-members Maija Lanas (PI), Anne Väisänen, Maria Petäjaniemi, Iida Kauhanen, Kaisu Alamikkela

#### **The project in brief—the focus/the foci**

This qualitative research project aimed at 1) increasing understanding of the social, cultural, historical, and discursive aspects of what constitutes “disturbing behaviour” in educational practice, 2) constructing this novel understanding so that it makes sense for teachers working within educational discourse. The project carried out a document analysis, as well as an analysis of key literature intended for professional educators.

#### **Contribution to scientific discussion**

As intended, the project developed novel approaches to see disturbance as an opening for dialogue, and published this in forums accessible to educators:

- Multidisciplinary book: HÄIRIÖ? Näkökulmia työrauhan säröihin koulussa, Eds. Maija Lanas & Tomi Kiilakoski. Vastapaino, Finland, Out in Autumn 2022
- 8 international A1-publications (and 3 still in process)
- 4 national A1-publications, one of which awarded the Scientific publication of the year by the most prestigious national journal in Education (information public 11/2022)
- 22 invited keynotes nationally



## “Takeaway message”

Finnish discourse of “student behavior” tends to hinder the agency of both, students, and teachers by labelling students and blaming teachers. Participation, democracy, inclusion, and engagement in school is supported by rethinking disturbing behaviour.

## For more information—the top five publications

Lanas, M., Bendix Petersen, E. & Brunila, K. (2022). The discursive production of misbehaviour in professional literature, *Critical Studies in Education*, 63(3), 355-370.  
<https://doi.org/10.1080/17508487.2020.1771604>

Väisänen, Anne-Mari & Lanås, Maija (2021) Dekontekstualisaatio kiusaamiskirjallisuudessa. *Kasvatus* 52(4), 438–449. <https://doi.org/10.33348/kvt.112377>

Petäjaniemi, Maria., Lanås, Maija, Kaukko, Mervi, 2021. How to be a ‘Good Asylum Seeker’? The Subjectification of Young Men Seeking Asylum. *Nordic Journal of Migration Research*, 11(3), pp.284–300. DOI: <http://doi.org/10.33134/njmr.389>

Lanas, Maija, Brunila, Kristiina (2019) Bad behavior in school: discursive approach. *British Journal of Sociology of Education*. 40 (5), 682-695. DOI:10.1080/01425692.2019.1581052

Lanas, Maija (2019) Can performing happy childhood be an occupational skill required of students? *Childhood*. 26(2), 250–262. DOI:10.1177/0907568218823882

## Titles of completed and upcoming doctoral dissertations

Petäjaniemi, Maria (2022). (Un)becoming an asylum seeker: nomadic research with men awaiting an asylum decision. *Acta Universitatis Ouluensis*. E. <http://jultika.oulu.fi/files/isbn9789526233017.pdf>

Väisänen, Anne-Mari (2023) Title to be decided

Kauhanen, Iida (2023) Title to be decided

Alamikkela, Kaisu (2024) Title to be decided

## 3.2 BrandEx—Temporal Construction of Brand Experience: Towards Trusted Digital Transformative Services



### **GROUP MEMBERS**

Salla Saraniemi (PI), Milka Väinämö

### **The project in brief—the focus/the foci**

In contemporary society, characterized by high degrees of connectivity, customers have a greater control where and when to interact with brands. BrandEx approaches brand experience in the digital health context through a customer-centric perspective and as a phenomenon that is constructed and co-created in multiple interactions in customers' lifeworlds. This offers a novel perspective to the brand experience concept that considers the active role customers take when interacting with brands, and with other consumers in their day-to-day life. Through three datasets (in-depth open-ended interviews, discussion forum data, YouTube videos) that zoom in on diabetics' experiences with a particular brand of wearable digital health technology, the project qualitatively explores brand experience construction in the customer's lifeworld.

Today, brands have been said to become substitutes for trust. At the same time, digitalization has raised privacy and credibility issues, as on the Internet anybody can become a self-proclaimed expert influencing others and their experiences. In BrandEx, the empirical context of digital health emphasizes sensitivity in privacy issues. Therefore, building trust in digitalized ecosystems was also one interest of the project, leading to research collaboration with Dr. Teck Ming Tan in regards to trust mechanisms in blockchain ecosystems, for example. On the other hand, the topic is in line with the PI's ongoing research collaborations concerning digital services and public health services.

### **Findings/contribution to scientific discussion**

A qualitative, customer-centric perspective to the understanding of brand experience offers new and timely insights to the theoretical understanding and development of the brand experience concept. By regarding the customer as an active participant in the construction of the brand experiences, the boundaries of the existing theorization are reassessed and broadened.

The findings of the project indicate that when customers interact with a wearable digital health brand in their day-to-day life, experiences with the brand start to intermingle with the customer's other activities. As this starts to happen, the customer has the chance to personalize the brand experience based on their own needs. Therefore, the brand experience can be seen as the result of customer-led interactions with the brand. In addition, by learning from others' experiences through brand communities, customers might be willing to modify their own interactions with the brand.

The transformative approach of BrandEx, i.e. considering brands that “do good” for consumers, society etc., and thereby the research group’s focus on sustainable and responsible branding themes has supported participation in new Business Finland funded, multi-disciplinary co-creation and co-innovation projects, “GREEF”, (Green Factory - towards carbon neutral production | University of Oulu) (2020 and 2021-2023) in which the research group is responsible for research on sustainable industrial branding. The collaborators in this area include partner companies, Aalto University, VTT, and Faculty of Technology in University of Oulu. Other collaborators regarding sustainability, health services, and digitalization themes have been from the Oulu Business School, UbiComp, Hanken Vaasa, and Kemmy Business School, Limerick, Ireland, for example.

### **“Takeaway message”**

Studying brand experience, especially in a digital health context, and from a customer-centric perspective offers insights for practitioners and academia alike regarding the ways in which customers interact and construct experiences with brands and others in their day-to-day life. Moreover, it reveals the transformative role of these brands as companions that may be critical for one’s health, but still have multiple symbolic meanings for the customer as well, while representing being “part of the gang”, for example.

### **For more information**

Väinämö, M. & Saraniemi, S. (2022). Brand experience in digital health context. Paper presented in SERVSIG 2022 Conference. Glasgow. June. UK.

Väinämö, M. & Saraniemi, S. (2022). “I’m part of the gang” – a customer-centric exploration of brand experience. Paper presented in Global Brand Conference 2022, Sheffield. May. UK.

Tan, TM. & Saraniemi, S. (2022). Trust in blockchain-enabled exchanges: future directions in blockchain marketing. *Journal of The Academy of Marketing Science*, Online First.  
<http://doi.org/10.1007/s11747-022-00889-0>

Norrgrann, A. & Saraniemi, S. (2022). Dealing with discrepancies of a brand in change: recomposition of value and meanings in the network. In Markovic, S., Gyrd-Jones, R., von Wallpach, S. & Lindgreen, A. (Eds.). *Research Handbook on Brand Co-creation: Theory, practice, and ethical implications*. Edward Elgar.  
<https://doi.org/10.4337/9781839105425>

### **Titles of completed and upcoming doctoral dissertations**

Väinämö, M. (2023). Customer-centric brand experience in digital health context. *Acta Universitatis Ouluensis*. (Upcoming doctoral dissertation).

### 3.3 Northern Rural Youth in Flux



#### **GROUP MEMBERS**

Kaisa Vehkalahti (PI), Helena Ristaniemi (nee Pennanen)

#### **The project in brief—the focus/the foci**

Northern Rural Youth in Flux (NorFlux) was a four-year emerging project focusing on the presence of history and intergenerational relations between young people living in northernmost Finland, the Sámi Homeland. The project discussed social and material processes involved in young people's everyday life, their future expectations and experiences of growing up in sparsely populated Northern Finland. The objective of the project was to highlight the diversity of youth experiences and to pinpoint elements that characterize the life choices of young people living in sparsely populated areas.

NorFlux was a transdisciplinary project that combined methodologies of cultural history, indigenous research, feminist research, and youth studies. The longitudinal research data consists of interviews, pictures, and lifelines of twelve young Sámi and non-Sámi girls from the Finnish Sámi Homeland. The NorFlux project collaborated with several national and international research projects, most importantly the Academy-funded project by PI Vehkalahti Rural Generations on the Move. Cultural History of Rural Youth, 1950–2020 (University of Oulu 2019–2021, University of Jyväskylä 2022–2024), and projects My countryside (JYU), Youth in Time (national consortium of four research institutes), and The Future of Nordic Youth in Rural Regions: A Cross-National Qualitative Longitudinal Study in Four Nordic Countries (consortium of four Nordic research institutes).

#### **Findings/contribution to scientific discussion**

- The research project highlighted the importance of locality and history to young people in rural Finland. It showcased new perspectives on young people's decision-making processes at the stage when they are considering their future after compulsory education; options of studying, career choices and choices to move from the home region.
- The project developed and expanded methodological approaches in history research. The research took an ambitious stance in combining methodologies of historical research with youth studies and a new materialist research philosophy. This synthesis created new possibilities to highlight the role of materiality in historical research.

- The project has built up influential national and Nordic research collaborations. It has produced new project funding that inquires youth in sparsely populated areas in the context of the Nordic countries: *The Future of Nordic Youth in Rural Regions: A Cross-national Qualitative Longitudinal Study in four Nordic Countries (FUNORE)* funded through Future Challenges in the Nordics program (2022–2026)

### “Takeaway message”

Local and family histories are intertwined with the lives of young people. The presence of history and cultural heritage should not be underestimated in the lives of young people. The importance of local connections should be taken into account more thoroughly in societal and political decision-making.

### For more information—the top five publications (project researcher Helena Ristaniemi)

Ristaniemi, H. (In referee). Visuaaliset menetelmät historiatietoisuuden tutkimuksen välineinä. In K. Vehkalahti, E. Jouhki, T. Kuokkanen, S. Lipkin & J. Sitomaniemi-San (Eds.), *Matkaopas lapsuuden historian tutkimukseen – Monitieteisiä näkökulmia ja menetelmiä*. Suomalaisen Kirjallisuuden Seura.

Vehkalahti, K. & Ristaniemi, H. (2022). Places of Belonging, Places of Detachment. *Belonging and Historical Consciousness in Contemporary Finnish Rural Youth*. In S. Ravn & D. Farrugia (Eds.), *Youth Beyond the City Thinking from the margins*. Bristol University Press. <https://doi.org/10.2307/j.ctv2n7j116.15>

Ristaniemi, H. (2022). Toiseus ongelmana ja voimavarana 1990- ja 2000-lukujen saamenkielisessä perusopetuksessa oppilaiden kertomana. *Dutkansearvi diedalaš áigečála* Vol. 5 (1), 5–27. <https://www.dutkansearvi.fi/wp-content/uploads/Volume5Issue1-02Ristaniemi.pdf>

Francett-Hermes, M. & Pennanen, H. (2019). Relational ethics in Indigenous research – A reflexive navigation of whiteness and ally positionality. *Dutkansearvi diedalaš áigečála* Vol. 3 (2), 125–148. <http://dutkansearvi.fi/wp-content/uploads/2020/02/Dutkansearvi-Vol3Issue2-Francett-Hermes-Pennanen.pdf>

Helena Pennanen: *Historia ja paikallisuus kulkevat nuorten mukana*” *Science with Arctic Attitude* -blogiteksti 25.4.2019

(NB Publications by PI Vehkalahti during this project period (in total 17 publications between 2018–2022) have been reported in her Academy of Finland -funded project, or to the History department. All publications affiliated with Oulu University are listed and can be found through Sole CRIS)

### Title of completed doctoral dissertation

Ristaniemi, H. (2023). “Täällä on väliä mihin sukuun synnyt, se vaikuttaa kaikkeen.” *Historiatietoisuuden muotoutuminen ja merkitykset Suomen saamelaisalueen tyttöjen elämässä*. [“Here, it matters which family you are born into, it affects everything.” The formation and meanings of historical consciousness in the lives of girls from the Finnish Sámi Homeland]. *Acta Universitatis Ouluensis. B, Humaniora*

### 3.4 Smart Communication: The Situated Practices of Mobile Technology and Lifelong Digital Literacy



**GROUP MEMBERS**

Florence Oloff (PI),  
Iuliia Avgustis

#### The project in brief—the focus/the foci

Using the method of multimodal conversation analysis, the project considered both the situated talk about mundane mobile technologies (such as smartphones or tablets) and the embedded use of these technologies in mundane social activities. While digital literacy has been mostly associated with early socialization from childhood or youth, it is often overlooked that elderly adults skillfully acquire and recurrently use mobile technologies in their everyday activities as well. Based on videotaped mundane social interactions in two age groups, dynamic screen captures from mobile devices and fine-grained transcripts of talk and embodied conduct, including gaze and the handling of the devices, the project compared the impact of mobile technologies on specific activities and discursive patterns in younger (18-25 years) and older (60+) adults. The project has aimed to answer the following research questions:

- How do younger and elderly participants in natural social face-to-face encounters talk about and handle mobile technologies?
- What are the social actions and activities to which the situated uses of mobile devices are linked?
- How can we define and describe mundane digital skills and literacies related to everyday uses of mobile devices?

#### Findings/contribution to scientific discussion

Scientific results:

- Contrary to popular belief, everyday technology use does not simply have a negative impact on communication, but participants show a careful coordination of smartphone use and conversation, for example.
- The project provided more fine-grained descriptions of basic social conduct while using mobile devices, and detailed analytical work on concepts such as privacy, opacity, or multiactivity.
- Digital skills in the elderly population are heterogeneously distributed, which represents a challenge when providing digital education and training. Observable technology use and skills differ from self-reported skills, especially in older adults.

New competitive funding:

- Academy of Finland, 2019-2023 (“Smart Communication”, project number 323848)

### “Takeaway message”

Technology use in face-to-face encounters does not hinder social interaction: it is mostly finely coordinated with ongoing activities and constantly negotiated with co-present others. Do not limit your research to asking the participants what they do with technology, but look closely at what happens when using technology in real social situations.

### For more information—the top five publications

Avgustis I., Oloff F. (submitted, accepted by book editors). Getting (others) involved with smartphones: Participation in showing sequences in multi-party settings. In P. Haddington, T. Eilittä, A. Kamunen, L. Kohonen-Aho, T. Oittinen, I. Rautiainen, A. Vatanen (Eds.), *Complexity and intersubjectivity: Shared understanding in multi-layered social interaction*. Palgrave Macmillan

Avgustis, I., & Oloff, F. (submitted, accepted by book editors). Collecting and analysing multi-source video data: Grasping the opacity of smartphone use in face-to-face encounters. In P. Haddington, T. Eilittä, A. Kamunen, L. Kohonen-Aho, T. Oittinen, I. Rautiainen, A. Vatanen (Eds.), *Ethnomethodological Conversation Analysis in Motion: Emerging Methods and Technologies*.

Oloff, F. (2021). ‘Show’ imperatives in smartphone-based showing sequences in Czech and German. *Gesprächsforschung – Online-Zeitschrift zur verbalen Interaktion*, 22, 691-724.

<http://www.gespraechsforschung-online.de/fileadmin/dateien/heft2021/si-oloff.pdf>

Oloff, F. (2021). New technologies – new social conduct? A sequential and multimodal approach to smartphone use in face-to-face interaction. *Bulletin VALS-ASLA, Special issue(Vol.1)*, 13-34.

[https://www.vals-asla.ch/fileadmin/user\\_upload/Journal/Special\\_2021\\_vol\\_1\\_def\\_A4.pdf](https://www.vals-asla.ch/fileadmin/user_upload/Journal/Special_2021_vol_1_def_A4.pdf)

Oloff, F. (2021). Some systematic aspects of self-initiated mobile device use in face-to-face encounters. *Journal für Medienlinguistik*, 2(2), 195–235. <https://doi.org/10.21248/jfml.2019.21>

*Journal of biophotonics*, 11(8), e201700123. <https://doi.org/10.1002/jbio.201700123>

### Titles of completed and upcoming doctoral dissertations

Avgustis, I. (upcoming). Smartphone use by “digital natives”: skills and practices in face-to-face encounters. [working title] [Doctoral dissertation, University of Oulu].



## 3.5 Transparency, Identity, and Governance of High-Value Natural Resources (TIGRe)



### **GROUP MEMBERS**

Päivi Lujala (PI), Sabrina Scherzer,  
Primi Suharmadhi Putri

### **Project description**

The TIGRe project has sought to promote better natural resource governance in the Global South through increased transparency and citizen engagement in natural resource revenue management. To do so, the project has employed qualitative and quantitative methods, and inclusive randomized field experiments in Indonesia and Ghana, in search to identify factors that limit and promote citizen engagement. Several resource-rich countries in the Global South have undertaken transparency initiatives to publicize information about the management of high-value natural resource revenues. Although such initiatives have successfully increased the amount of information available to the public and other stakeholders, there is little evidence that the initiatives have achieved their governance and social goals. To find out why this has been the case, the TIGRe project has developed a theory of change for the transparency process and tested its elements. The project is conducted in collaboration with partners in Indonesia, Ghana, the UK, Canada, and Norway.

### **Findings/contribution to scientific discussion**

One of the key results of the project has been to establish an analytical framework to study existing transparency initiatives and their strengths and weaknesses. The framework is based on the literature on transparency and our fieldwork in Ghana and Indonesia that both underline that the potential of a transparency initiative lies in its ability to make public information that is relevant and accessible for the targeted audiences and its success in incorporating context-specific measures that promote active citizenry and government responsiveness.

Our fieldwork showed that one fundamental challenge in turning information into action lies in the transparency policies' inadequacy to increase people's awareness of natural resource revenue management and encourage them to act on their concerns. To find ways to overcome this and other obstacles, we have conducted randomized controlled trials that evaluate the impact of different measures on citizen engagement. A key observation here is that it is difficult to change people's perceptions and behavior but that providing role models can be an effective way to encourage change.

## “Takeaway message”

In addition to information disclosure, transparency initiatives need to include context specific elements that directly promote and support citizen engagement and accountability among the decision makers; Information alone will not be sufficient to bring about change in how natural resource revenues are managed in countries where citizen engagement is weak and accountability is low.

## For more information—the top five publications

Brunnschweiler, C., Edjekumhene, I., & Lujala, P. (2021). Does information matter? Transparency and demand for accountability in Ghana’s natural resource revenue management. *Ecological Economics*, 181(October 2020), 106903. <https://doi.org/10.1016/j.ecolecon.2020.106903>

Kasimba, S. A., & Lujala, P. (2019). There is no one amongst us with them! Transparency and participation in local natural resource revenue management. *The Extractive Industries and Society*, 6(1), 198–205. <https://doi.org/10.1016/j.exis.2018.10.011>

Le Billon, P., Lujala, P., & Rustad, S. A. (2021). Transparency in Environmental and Resource Governance: Theories of Change for the EITI. *Global Environmental Politics*, 1–23. [https://doi.org/10.1162/glep\\_a\\_00610](https://doi.org/10.1162/glep_a_00610)

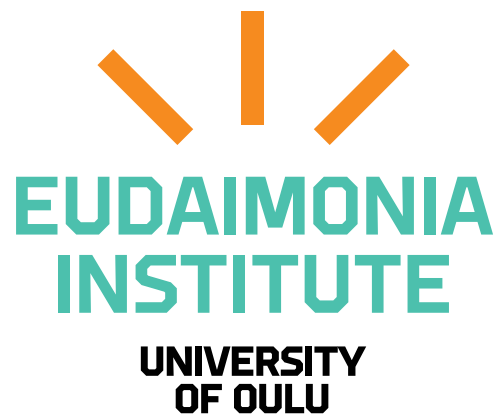
Lujala, P., Brunnschweiler, C., & Edjekumhene, I. (2020). Transparent for Whom? Dissemination of Information on Ghana’s Petroleum and Mining Revenue Management. *The Journal of Development Studies*, 56(12), 2135–2153. <https://doi.org/10.1080/00220388.2020.1746276>

Ogbe, M., & Lujala, P. (2021). Spatial crowdsourcing in natural resource revenue management. *Resources Policy*, 72(April), 102082. <https://doi.org/10.1016/j.resourpol.2021.102082>

## Upcoming doctoral dissertation

Putri, Primi., (submission 2023). [preliminary title] The localities of transparency and participation in natural resource and revenue management: experiences of resource-rich districts in Indonesia. Doctoral dissertation. Oulu, Finland; University of Oulu





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