

## Basic information

### 1. Full name and date

- Hildén (Kellberg), Raili Kaarina
- Female

### 2. Date and place of birth, nationality, current residence

- 29.10.1957 Koskenpää (Finland)
- Finnish
- Nurmijärvi

### 3. Education and degrees awarded

- Title of Docent in Language Assessment, 26.10.2009, University of Helsinki (Faculty Educational Sciences, Siltavuorenpenger 3A / P.O. Box 9, 00014 University of Helsinki)
- Doctor of Education, University of Helsinki, 24.10.2000
- Licentiate in Education, University of Helsinki, 28.02.1997
- Teacher Diploma, University of Helsinki, 25.5.1982

### 4. Other education and training, qualifications and skills

- Teaching and learning at a virtual university, University of Helsinki, Center of Teaching and Learning Technology, 2000-2001, 5 ETCS
- Pre-conference workshop on statistical measurement, EALTA European Association for Language Testing and assessment, 02.-05.06.2005, 2 ETCS
- Pre-conference workshop on standard setting, EALTA European Association for Language Testing and assessment, 12.-14.06.2007, 2 ETCS
- Educator training for using the European Language Portfolio, University of Tampere, 01.09.2001 – 31.05.2004, 10 ETCS
- Using SPSS statistical program, University of Helsinki, Department of Behavioral Sciences, autumn 2008 – spring 2009, 5 ETCS – basic user of SPSS analyses
- active participation at a large range of national and international conferences and minor training events attached to them on mainly methodologic issues and education policy, 2010 – 2016, totalling ca 5 ETCS
- other skills: sports and music (mixed choir)

Participation at seminars, courses and conferences as well as my additional training are documented in detail in the Helsinki University research database Tuhat under Activities [https://tuhat.halvi.helsinki.fi/portal/fi/persons/raili-hilden\(635a92ca-9135-450a-b70a-45205a6c117b\).html](https://tuhat.halvi.helsinki.fi/portal/fi/persons/raili-hilden(635a92ca-9135-450a-b70a-45205a6c117b).html)

### 5. Language skills

- Finnish (mother tongue) C2-
- Swedish C1-C2
- English B2-C1
- Russian B1
- German A2

### 6. Current position

- Current position: Associate Professor (Language Didactics) 01.06.2018 -
- Principal investigator
- My current duties include research and teaching on teaching, learning and assessment language education. Our unit annually educates ca 100 student teachers in modern languages at all stages of education. The day-to-day activities comprise supervision of doctoral students, lecturing to pre-service language teachers, as well as leading and carrying out research activities in collaboration with local, national and international colleagues. Development of the research unit of language didactics by establishing and invigorating multiple contacts and widening the perspective of our scholar focus is a priority of my assignment.
- My research contributions centre on language teaching, studying and assessment, computerised assessment of speaking. Moreover, teacher cognition and assessment literacy along with societal issues of educational equality are addressed in my recent research.

Secondary occupation: Finnish Matriculation Examination Board: Vice Chair of the Board 2016-19, Chair of the Language Section, and Chair of the Swedish Section, 2016-

The secondary occupation extends the societal impact of my major occupation (from 2003 onward), which has grown in importance since my appointment at the National Board of Education in 2012 -2014. The research activities launched at that time still prevail and continue to stake my future publication endeavours.

### 7. Previous work experience

- Summer courses taught, substitute teacher assignments, hourly lessons in basic and upper secondary school in 1975-1984, **totalling 1 year**
- Home language instruction and support activities for Finnish immigrants in Sweden in 1977, **4 months**



of

- Teaching Swedish in basic and the upper secondary education on an hourly contract and as a substitute teacher in 1981-1986, **totalling 6,5 years**
- Teaching educational sciences and language didactics as a substitute and on an hourly agreed contract at the University of Helsinki in 1984-2003, **a total of 15 months**
- Senior Teacher of Swedish at The Second Teacher Training School of the University of Helsinki 1991-2003, **totalling 12 years**
- Appointment as a university lecturer in language didactics in 1998-2003, **totalling 4 years**
- Maternal leaves 01.07.1985-31.5.1986 and 05.10.1988-31.12.1989
- Research periods for research active teacher educators funded by the University of Helsinki: 01.01.-31.07.1994, 01.01.2014 – 31.05.2014
- Project Director of the national evaluation of learning outcomes in the Second domestic language Swedish and foreign languages, Finnish National Board of Education 20.02.2012 – 31.12.2013, **totalling ca 2 years**
- University Lecturer in Language Didactics, University of Helsinki 1.1.2004-31.5.2018
- Secondary occupation as a member of the Finnish Matriculation Board, Swedish section, three-year periods during **01.01.2003 – 31.12.2015**

## 8. Research funding as well as leadership and supervision

I have directed/coordinated the following national and international research and development projects:

- **CEFTain** – A Comenius project based on the application of the CEFR (Common European framework of Reference for languages) in teacher training in 2004-2006. EU-funding totalled **720 000 euros**. I was the coordinator and responsible leader. Partners were from Germany, Austria, Spain (Catalunya), Italy and Bulgaria. The project produced training material for familiarizing teachers with the proficiency scales of the CEFR and with its pedagogical applications. See <http://www.helsinki.fi/project/ceftrain/index.html>
- **Hy-Talk** – A project on oral testing in cooperation of four language departments with the financial support of the University of Helsinki. I was the principal investigator and responsible for the budget and outcomes as well as the leader of the research group. We have so far produced 6 scientific articles and 15 MA theses. The project was awarded a total of **100,000 euros** for 2007-2009. In addition, **4000 euros** were received from the Faculty and the construction of a data base was supported with **30,000 euros** from the Central Campus network service project ARKKU. A data base was created for storing the material for subsequent analyses by researchers. See <http://blogs.helsinki.fi/hy-talk/>
- **OSKU**- Coordinator for a national project in language education in 2006-2009, funded by the Ministry of Education, and from the Kasvi-project in a virtual university consortium with 3000 euros. Partners: language teacher educators from the universities of Joensuu, Jyväskylä, Tampere, Turku and Oulu, about 25 persons. We produced 10 research articles at different universities, a website, and an edited symposium volume as a textbook material aimed for the use of the teaching profession. <http://www.enorssi.fi/virmo/virmo-1/osku>
- **JoCITE** (Joint Curriculum in Teacher Education) – Partner in an EU-project aimed at developing MA studies in teacher education. EU-funding for the U of Helsinki **32,000 euros**.
- **SPriTE** (Shared Practice in Teacher Education) – an offshoot project of JoCITE for developing international teacher education, Partner. EU-funding for the U of Helsinki **23,000 euros** See <http://www.rug.nl/jomite/jocite/index>
- Funding by the U of Helsinki for planning subject teacher education using English as the medium of instruction in 2009, in total 50 000 euros.
- Funding by the U of Helsinki for constructing and piloting subject teacher education using English as the medium of instruction in 2010, 80 000 euros.
- English-medium instruction was established as a regular activity at the department from 2011 onwards. For more information on STEP-study program, see <http://www.helsinki.fi/teachereducation/step/>
- **LukSus –Oral language courses in foreign languages at the upper secondary school**; teaching, studying, assessment. **2010-2012**. Funding by the Ministry of Education and Culture **170 000 euros**. **The research project aims to** gather feedback from both teachers of foreign languages and students at the upper secondary school level concerning new, oral language courses in foreign languages; the impact of the curriculum change and experiences about teaching and studying oral language on a separate course. <http://blogs.helsinki.fi/luksus-projekti/in-english/>
- **National evaluation of Learning outcomes** in foreign languages and domestic language Swedish (long syllabus) 2013 administered by the National Board of Education. The study, larger than any of the previous evaluations, aimed at describing, analyzing and explaining learning outcomes in foreign language education. The data were gathered from some 11000 ninth-graders at the end of compulsory basic education for their linguistic skills, learning strategies and attitudes to detect the rate of attainment of the goals set in the national core curricula. The study applied mainly statistical means, but also qualitative data were gathered and analysed for the reports. The feedback of my leadership was considered excellent by the head of the unit and co-operation with the expert team proceeded smoothly in due course. [http://www.opf.fi/download/165161\\_outcomes\\_of\\_language\\_learning\\_at\\_the\\_end\\_of\\_basic\\_education\\_in\\_2013.pdf](http://www.opf.fi/download/165161_outcomes_of_language_learning_at_the_end_of_basic_education_in_2013.pdf)
- **DigiTala** – Digital assessment of oral proficiency 01.03.2015 – 31.05.2016 funded by a Finnish-Swedish fund Svenska Folkskolans vänner with **69 000 euros**. The Finnish Matriculation Board (by the Ministry of Education and Culture) **with 8060 e 01.06. – 31.08.2016**. The project aims at enhancing practicality and reliability of testing speaking in foreign languages by developing, piloting and implementing digital environments and computerized tools for supporting and reducing the workload of human raters. At the same time, the construct of speaking will be scrutinized along with the various quality aspects of a test appropriate for large-scale implementations and high-stakes decision about the candidates' linguistic skills. <http://blogs.helsinki.fi/digitala-projekti/about-digitala/>

- SALT - Att utveckla summativ bedömarkompetens: En longitudinell studie av språklärarstudenter och nyexaminerade språklärare. (80 000e) 01.01.2019- 31.12.2021. Vetenskapsrådet. U of Gothenburg and U of Stockholm.

I have acted as a **national responsible research director/coordinator or a partner** in the following projects and networks. These activities have promoted national and international networking.

- **European Language Portfolio- project in 2001–2004** brought together, under the umbrella of the U of Tampere all teacher education departments in Finland to trial the Council of Europe's ELP tool and to develop a Finnish version for general and vocational education. I served as the regional coordinator and was in charge of the piloting and research efforts in metropolitan Helsinki. <http://www.uta.fi/laitokset/okl/tokl/projekti/eks/>
- **KiSa project 2011 – 2012** The finalization of the Finnish version of the ELP into an electronic version to be placed on the website of the National Board of Education was initiated with the coordination of the U of Tampere in 2011. I was an expert member of the team as the representative of the U of Helsinki. <http://www.edu.fi/kielisalkku>
- **DROFoLTA** Detecting and Removing Obstacles to Foreign Language Teaching Abroad. 2006. <http://www.icc-languages.eu/drofolta.php>
- **MoniAihe-network** (2004- 2007) – a network to produce digital teacher education material for thematic units in primary education. I served as the representative of the U of Helsinki. <http://virmo.jyu.fi/moniaihe>
- **CEF-ESTIM** (CEF Level Estimation Grid for Teachers) – a project to extend the system developed for estimating CEFR levels of reading and listening comprehension (CefGrid, see U of Lancaster website) under the aegis of ECML (European Centre for Modern Languages). Coordinator IUFM of Paris, with 3 European partners (I was a member of the expert team). The project aimed at disseminating and extending the web-based system developed with funding from the Dutch Ministry of Education and thus often called "the Dutch Grid". See <http://cefestim.ecml.at/Resources/tabid/1147/language/fr-FR/Default.aspx>
- **Impel – ELP Implementation support. 2010- 2012** European Center of Modern Languages <http://elp-implementation.ecml.at/Home/tabid/54/language/en-GB/Default.aspx>
- I am also serving as an external evaluator for the **ELPiPL** (European Language Portfolio on students journey through studies into Professional Life) 2009-2010 <http://www.elpipl.com/>

#### **Ongoing partnerships:**

- Representative of Department of Education in a national project for in-service training of language teachers of young learners in early exposure of Swedish (Hy+, funded by the Finnish National Agency of Education) 2017- (promoting the triangle collaboration with Faculty of Arts and the two teacher training schools at UH).
- Project partner in an institutional project for development of teaching (University of Helsinki, Department of education) 2017-
- New partnership in Väiski (Pronunciation and Interaction) with Faculty of Arts (funded by the Ministry of Culture and Education) 2017- . The major mission of VÄISKI is to stress the importance of interaction skills in general, and phonetic skills in particular in language learning and teaching. The undertaking pursues to increase studies in the field and to produce pedagogic tools for multiple users. The publications rendered by the projects and my other research activities compiled in the list of publications at [https://tuhat.helsinki.fi/portal/fi/persons/raili-hilden\(635a92ca-9135-450a-b70a-45205a6c117b\).html](https://tuhat.helsinki.fi/portal/fi/persons/raili-hilden(635a92ca-9135-450a-b70a-45205a6c117b).html)

## **9. Pedagogical approach and training**

Teaching is the core component of my career in education, the field of my PhD. My pedagogical training was initially based on pedagogical studies for a subject teacher in 1982. My teaching skills were graded as very good (4/5). My teaching demonstration for the title of docent was also graded as good in 2008.

I was privileged to work at the university teacher training school with an ethos of progress and development that entailed not only teaching Swedish to my pupils, but mentoring prospective language teachers as well. The fundamental orientation was to engage pupils in planning courses, carrying out a range of extra-curricular activities and participating in international research and development projects (Hildén 1994). These research activities mounted into my thesis on validity of oral proficiency assessment (Hildén 2000). As a university lecturer in foreign language didactics I annually mentor ca 50 student teachers in pedagogical studies (60 ECTS) with didactics as their minor. Consequently, I have supervised 700 pedagogical candidate theses. In addition, I have acted as mentor or assessor for ca 40 master theses related to master level seminars or my research projects. Presently, I supervise six doctoral students.

University of Helsinki has advocated research-based teaching for a long time, which entails an in-depth knowledge and interpretation of the integrated process of teaching, studying and learning (Kansanen 1994). Apart from mastering regular teacher competences, the competences of a teacher educator comprise ability to support the required knowledge base in teacher students (Koster, et.al. 2005). The core in both cases is content knowledge and adequate communicative and reflective skills. According to current views of communicative language teaching, the

processes of teaching and learning are built on meaningful activity related to pedagogical tasks (e.g. Ellis 2003). Participation in task implementation and reflecting on the various phases, create a cycle of regeneration and new forms of activity (Engeström 1987). Encountering purposeful and challenging tasks is equally crucial for student teachers' development (van den Branden 2006) to concretize the steps towards improved sensitivity and higher self-esteem as teachers. I have applied this approach in my research course (Hildén 2008).

On my courses, the students are engaged in planning the course content based on examination requirements, setting their own priorities and making informed choices among affordances (alternative modes of work, technologies or environments). They are expected to jointly build knowledge in multiple groupings and to train flip-teaching and co-operative methods. During the course students generate new ideas to implement the course program and provide ongoing feedback to their peers and scaffold them. The course grade is based on an agreement with students in regard to criteria that comprise both individual and social dimensions of evidence.

## 10. Merits in teaching and pedagogical competence

I have a long teaching career, first in general education and in the practice school of the university and during the last years as a university lecturer. I taught Swedish for about 25 years in the upper grades of basic and upper secondary school. The job included maintaining international school contacts, a variety of piloting of reforms and participation in several national and international projects. I have extensive experience in teachers' in-service education arranged by the Finnish National Board of Education, the Palmenia institution of the U of Helsinki and numerous other training providers home and abroad (**about 200 events and 20 courses** during 2000-2015). My activities are listed at the research database of the University of Helsinki

Teaching awards

- 2002. Elected "Language Teacher of the Year" in 2002 by the National Association of Foreign Language Teachers of Finland
- 2004. Language Prize (5000 euros) by the Finnish-Swedish Cultural Fund. 16.4.2004 Eskilstuna, Sweden.
- 2005. The International Award for promoting language education by FIPLV, 2005 (Fédération Internationale des Professeurs de Langues Vivantes/ World Federation of Modern Language Associations. The FIPLV International Award 2005

## 11. Other academic merits

- pre-examiner of the thesis by MA Pirjo Pollari (University of Jyväskylä) April 2017
- Opponent of the thesis by MA Pirjo Pollari (due 7.10. 2017), University of Jyväskylä
- pre-examiner of the thesis by Doctor Kaisu Rättyä (University of Helsinki) January 2017
- pre-examiner of the thesis by MA Tarja Leblay (University of Jyväskylä) September 2013
- pre-examiner of the thesis by MA Päivi Pelli-Kouvo (University of Helsinki) April 2014
- opponent and pre-examiner of licentiate dissertation thesis by MA Maria Frisch (University of Gothenburg) Teachers' understanding and assessment of oral proficiency. A qualitative analysis of interview results with language teachers in Swedish lower secondary schools
- pre-examiner of the thesis by Xin Xing (University of Helsinki) March 2018
- Estonian Research Foundation (evaluator of 2 funding applications, 2011)
- Member of a jury for hiring 7 university lecturers (2014-2017)
- AFinLA thematic publication on Language assessment 2017 (Editor)
- Referee for manuscripts to various journals and publications (e.g. Language Testing, Nordand, Finnish publications related to conference suites of Ainedidaktiikan tutkimusseura (Association for subject didactics) and Vikipeda (Seminar proceedings in language education)
- Member of The Finnish expert group that completed the CEFR scale system with new scales (European Policy Division project coordinated by professor Brian North) in 2015-2016
- Member of the Finnish Association of Subject Didactics
- Member of the The Finnish Educational Research Association
- Member of The Finnish Association for Applied Linguistics, AFinLA
- Chairing member of the Assessment network of AFinLA 2014 – (co-chaired by professors Ari Huhta and Mirja Tarnanen)
- Member of the European Association for Language Testing and Assessment EALTA

## 4. Administration and other activities: Administrative duties at UH

01.08.2016- Responsible person for the unit of foreign language subject teacher education), U of Helsinki, Department of Teacher Education, taken over by Department of Educational Sciences 1.1. 2017

2016 – Member of the development group of subject teacher education

2011- Member of the committee of international affairs at the Department of Teacher Education

2009-2011. Curriculum design at the Department of Applied Sciences of Education, subject teacher education, chair of the practice sections, member of the practice section

2010-2011 Coordinator of the STEP program (Subject teacher education in English)

2007-2009. Member of the pedagogical expert board for developing the teaching at the Department of Applied Sciences of Education

2007 – 2009. Member of the committee in charge of developing teaching at the Faculty of Behavioral Sciences at the University of Helsinki.

2006 – 2009. Member of the staff planning committee at the Department of Applied Sciences of Education.

2002 – 2012 Representative of U of Helsinki in a cooperation group for teacher education between University of Helsinki and Åbo Akademi

2005- 2006 Member of a Commission Board for Teacher Education in Swedish at Finnish universities (Samarbetsnämnden för den svenska lärutbildningen), representative of the University of Helsinki.

1996 – 2004 Coordinator of the Swedish medium subject teacher education at the University of Helsinki

2001 - Member in a working group for coordinating subject teacher education on behalf of the Faculty of Humanities, representative of The Faculty of Education

## 12. Scientific and societal impact of research (4.9.2018)

Publication type	Number
A1 Journal article (refereed), original research	3
A3 Book section, chapters in research books	19
A4 Conference proceedings	14
B1 Non-refereed journal articles	1
B2 Book section	6
B3 Non-refereed conference proceedings	1
C1 Book	1
D1 Article in a trade journal	13
D2 Article in a professional manual or guide or professional information system, textbook material	2
D3 Professional conference proceedings	1
D4 Published development or research report or study	6
D5 Textbook, professional manual or guide	29
E1 Popularised article, newspaper article	6
E2 Popularised monograph	9
G3 Licentiate thesis	1
G4 Doctoral dissertation (monograph)	1
I1 Audiovisual material	9
	122

### Selected publications

1. **A1** Hildén, R. 2009. In pursuit of validity: An Empirical pilot on validating the Finnish version of the European Language Portfolio developed for upper grades of compulsory basic education. Melbourne Papers on Language Testing. Volume 14, Issue 2, 2009, 32 – 71. [http://wayback.archive-it.org/1148/20130404065629/http://ltrc.unimelb.edu.au/mpl/papers/14\\_2\\_2\\_Hilden.pdf](http://wayback.archive-it.org/1148/20130404065629/http://ltrc.unimelb.edu.au/mpl/papers/14_2_2_Hilden.pdf)
2. **A1** Hildén, R., Rautopuro, J. & Ouakrim-Soivio, N. 2016. Kaikille ansionsa mukaan? Perusopetuksen päättöarvioinnin yhdenvertaisuus Suomessa. [Fair marks for all? Equal and equitable grading in the end of basic education in Finland] Kasvatus [The Finnish Journal of Education] 47 (4), 342 – 357.
3. **A3** Hildén, R. & Takala, S. 2007. Relating Descriptors of the Finnish School Scale to the CEF Overall Scales for Communicative Activities. In Koskensalo, A., Smeds, J., Kaikkonen, P. & Kohonen, V. (eds.) Foreign languages and multicultural perspectives in the European context; Fremdsprachen und multikulturelle Perspektiven im europäischen Kontext. DICHTUNG, WAHRHEIT UND SPRACHE. LIT-Verlag, 291 - 300.
4. **A3** Hildén, R. 2009. Transforming language curricula through a research and development project – a case from Finland. In T. Autio & E. Ropo (Eds.), International Conversations on Curriculum Studies. Sense Publishers, 235 - 256.
5. **A3** Kantelinen, R. & Hildén, R. 2016. Language Education – towards transversal intercultural language proficiency. / Hilden, Raili; Kantelinen, Ritva. In H. Niemi, A. Toom & A. Kallioniemi (Ed.) Miracle of Education: The Principles and Practices of Teaching and Learning in Finnish Schools. Rotterdam: Sense Publishers.

6. **A4** Hildén, R. 2008. Multiple aspects of validity theory in the service of an oral proficiency assessment project. In Tella, S. (Ed.). From brawn to brain: Strong signals in foreign language education. Proceedings of the ViKiPeda-2007 conference in Helsinki, May 21-22, 2007. University of Helsinki Department of Applied Sciences of Education. Research Report, 189 – 206. [https://helda.helsinki.fi/bitstream/handle/10138/25638/multiple\\_aspects\\_of\\_validity.pdf;jsessionid=3CA80F76184E74352D27F068C5F3CDE7?sequence=2](https://helda.helsinki.fi/bitstream/handle/10138/25638/multiple_aspects_of_validity.pdf;jsessionid=3CA80F76184E74352D27F068C5F3CDE7?sequence=2)
7. **A4** Hildén, R. & Rautopuro, J. 2017 (in print). On an equal footing? Correspondence between school grade and evidenced language ability across certain background variables in a national evaluation of learning outcomes. In L. Tainio et al. (Eds.) Proceedings from Nordic Fagdidaktisk konferens 2015.
8. **C3** Huhta, A., & Hilden, R. (Eds.) 2017. Kielitaidon arviointitutkimus 2000-luvun Suomessa. [Research on language assessment in the 21st century Finland] (AFinLA-e Soveltavan kielitieteen tutkimuksia; Nro 2016/n:o 9). Jyväskylä: Suomen soveltavan kielitieteen yhdistys [Finnish Association of Applied Linguistics] AFinLA ry. <https://journal.fi/afinla/issue/view/4267>
9. **D4** Hildén, R. et al. 2015. Outcomes of language learning at the end of basic education in 2013. / Hilden, Raili; Härmälä, Marita; Rautopuro, Juhani; Huhtanen, Mari; Puukko, Mika; Silverström, Chris. Helsinki : Finnish Education Evaluation Centre; Finnish National Board of Education, 2015. 28 s. (Information materials; Nro 2015:1). [http://www.oph.fi/download/165161\\_outcomes\\_of\\_language\\_learning\\_at\\_the\\_end\\_of\\_basic\\_education\\_in\\_2013.pdf](http://www.oph.fi/download/165161_outcomes_of_language_learning_at_the_end_of_basic_education_in_2013.pdf)
10. **A1** Hildén, R. & Fröjndendahl, B. (submitted). The dawn of assessment literacy – exploring of the conceptions of student teachers in foreign languages.

#### Developmental activities at national and international level

My major contribution to curriculum planning at national level comprises membership in steering groups for the curriculum work of basic and general upper secondary education in 2000-2003. The language syllabi written by the expert groups involved was in line with the most current developments in European language policies. The most influential document drawn upon was the CEFR (Common European Framework of Reference). The pilot work on school curriculum carried out in Finland was taken note of in many countries.

I was a consultant to the Swedish National Agency of Education (Skolverket) in the implementation of the European level system.

The projects **JoCITE** (Joint Curriculum in Teacher Education) and **SPRITE** (Shared Practice in Teacher Education) in 2008 – 2010 produced a set of European examination requirements for subject teacher education encompassing theory-based studies and teaching practice.

Participation in a number of ECML training events as a collaborator (see Activities in Tuhat database)

In 2011 I was a member in a Finnish expert group designing a program for education of teacher of English at the university of Zenica. Most recently (2016), I gave a statement on a plan for a doctoral school at the University of Zagreb.

In the years 2012-14 I was coordinating a nation-wide evaluation of learning outcomes in foreign languages, carried out once in ca ten years. The impact of these evaluations is remarkable in the Finnish context, because they are the only sample-based and standardized test to gain evidence on the efficacy of basic education and to gather information about how well the curricular objectives are attained. Also this time, the evaluation reports were widely cited and taken into account in the preparation of the new curricular documents.

As a member of the Finnish Matriculation Examination Board since 2004 I have been closely involved in the development of language tests at the end of general upper secondary education on a regular basis. At present, I am actively promoting digital testing in foreign languages from 2016 on. In the current period 2016–2019, my major mission is to introduce a speaking test into the language tests in the examination, and launch research initiatives to investigate the societal and pedagogic implications of the most fundamental reform since the 1970's.

My contribution to the dissemination of CEFR levels system and criteria-based assessment through in-service training of language teachers through 2003 – 2010 was momentous in national terms. Moreover, promoting the CEFR and its applications in projects like CEFTrain and CEF-Estim have lent my efforts international significance.

In the course of years, I have attempted to popularize my own and others, and more recently, by giving presentations and interviews in the media and internet. In the recent few years, my international activity has been modest compared to the first decade of the millennium, because of demanding national assignments (evaluation of learning outcomes and the FMEB) and I am glad to gradually resume old contacts and establish new ones. The occupations outside university have provided valuable insight in different kinds of organizations and above all, improved my leadership skills. Although every teacher is a leader in certain respect, leading expert teams and managing budgeting issues pose novel challenges and yield inspiring experience in dealing with human resources. According to the feedback from my superiors and team-members, my work has been much appreciated.

#### Duties outside UH

Secondary occupation: Finnish Matriculation Examination Board: Vice Chair of the Board, Chair of the Language Section, and Chair of the Swedish Section. Under my leadership, the Language Section carries overall responsibility of the language tests, accepts the tasks used in them, and decides upon the final grade scores for each test implementation. The duty as the chair of the Language section necessitates an overall understanding of multiple factors affecting test design and its implementation in a group of experts in several languages. My commitments embrace

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preparing and chairing meetings where decisions are made about accepting forthcoming test tasks in all languages, on one hand, and developing the test system in general. Occasionally I am consulted on language tests by media and I also give public speeches and presentations to various audiences and stakeholders. The major topical challenge is posed by the digitalization of the exam by 2020. Concurrently introducing a test of speaking is of vital importance.

The secondary occupation extends the societal impact of my major occupation (from 2003 onward), which has grown in importance since my appointment at the National Board of Education in 2012 -2014. The research activities launched at that time still prevail and continue to stake my future publication endeavours. Diverse consulting tasks and invitations to national and international seminars and other occasions (arranged by National Agency of Education, European Centre for Modern Languages, Association of Language Testers in Europe etc.) as an established and trusted expert in the field.