



Leena Krokfors  
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## CURRICULUM VITAE

### Curriculum vitae (updated June 2017)

Leena Krokfors  
Born: Helsinki, Finland (1955)  
Married to Kristian Krokfors (Artist)  
Children: Two (Frank, 28 and Bob, 25 years)  
Languages: Finnish, English and Swedish

#### CURRENT POSITION

Vice Dean, Academic and International Affairs 2010-  
Full Professor of Education (Teacher Education) 2004-  
Principal Investigator  
Faculty of Educational Sciences  
University of Helsinki (HU)

#### ACADEMIC EDUCATION

Degree	University	Year
Teacher's Diploma (Primary Education)	University of Helsinki, Finland	1977
B.A. Bachelor of Arts (Education)	University of Helsinki, Finland	1978
M.A. (Education)	University of Helsinki, Finland	1982
Licentiate thesis (Education)	University of Helsinki, Finland	1991
Ph.D. (Education)	University of Helsinki, Finland	1997
Title of Docent (Education)	University of Helsinki, Finland	2000
Studies in Supervision (TY4051/TY4160)TC,	Columbia University, NY, USA	1990

ACADEMIC CAREE		Year
Professor of Education	(Teacher Education), Faculty of Educational Sciences, HU	2004-
Scientific Consultant	(Instructional Leadership –program, CPRE), TC, Colombia University, NY, USA	2013-
Visiting Professor	(Education) TC, Colombia University, NY, USA (24.10.-31.12.)	2014
Visiting Professor	(Teacher Education) University of California Santa Barbara (UCSB), Cal., USA (20.3.-8.5.)	2009
Professor of Education	(Teacher Education), acting, Dept. of Teacher Education, HU	2002-04
Professor of Education	(Pre-primary and Lower Elementary education) acting, Dept. of Teacher Education, HU	2000-01
University Lecturer	(Lower Elementary Ed.), Dept. of Teacher Education, HU	1991-00
Class Teacher	University Practicing School (1977-1981, 1982-1991), HU, Taivallahden ala-aste (1981-1982), Helsinki	1977-91

### SCIENTIFIC CONFIDENTIAL POSTS (National and International)

#### Administration

Vice Dean	Faculty of Educational Sciences (Academic and International Affairs), HU	2010 -
Member	Board of Academic affairs, Central Administration, HU	2014-
Member	Faculty Council, Faculty of Educational Sciences, HU	2009-
Chair	Committee of Academic Affairs, Faculty of Educational Sciences, HU	2010-
Chair	Student Selection Board, Faculty of Educational Sciences, HU	2010-
Member	Board of the University Library, HU	2014-
Member	Board of Cicero Learning network, HU	2014-
Member	Board of Helsinki Summer University	2013-16
Member	Committee of Academic Affairs Department of Teacher of Education, HU	2014-16
Member	Study Program Committee, Class Teacher Education, Department of Teacher of Education, HU	2014-16
Member	Scientific Board of the PhD-Schools, Faculty of Behavioral Sciences, HU	2013-15
Member	Board of Teacher Training School Advisory, HU	2012-13
Member	Steering Group of Department of Teacher Education, HU	2010-13
Member	Board of Study Attainments Examiners, Central Administration, HU	2010-13
Member	Board of Palmenia, Centre for Continuing Education, HU	2010-13
Member	Council of Societal Interaction, Central Administration, HU	2010-12
Member	Comittee of Academic affairs, Faculty of Behavioral Sciences, HU	2008-10
Member	Curriculum Committee of the Class Teacher Education, HU	2007-10
Depute member	Board of study attainments examiners, Central admin., HU	2007-10
Member	Advisory board of Publishing and Publications, Central administration, HU	2005-06
Head	Class Teacher Education, HU	2004-06

Chair	Curriculum Committee of the Class Teacher Education, HU	2004-06
Member	Steering Comity of the Department of Applied Sciences of Education, HU	2004-06
Member	Faculty Council of the Faculty of Behavioral Sciences, HU	2006
Member	Comity of Academic affairs, Central administration, HU	2003-06
Depute head	Class Teacher Education, HU	2002-03
Depute member	Steering Committee of the Department of Teacher Education, HU	2001-03
Member	Faculty Council of the Faculty of Education, HU	1998-00
Chair	Student Selection Board of the Class- and the Kindergarten Teacher Ed., HU	1998-00
Chair	Curriculum Committee of the Kindergarten Teacher Education, HU	1998-00
Expert Member	Steering Committee of the Department of Teacher Education, HU	1998-00
Scientific leader	Pre-primary and Lower Elementary Studies (35 sp), In-service Teacher Education, HU	1998-00
Member	Steering Committee of the Department of Teacher Education, HU	1995-98
Head	Kindergarten Teacher Education, HU	1998-00
<b>Research</b>		
Director	Research Unit of Teaching and Learning, HU	2010-16
Director	Center for Research on Teaching (CRT), HU	2006-16
Director	Omnischool – Developmental and Research Project (2010-2015) Ministry of Education and Culture	2010-15
Director	Mobile school India’ - Project (2012-13) TEKES	2012-13
Scientific Co-leader	Learning Bridges Research Project (2008-2011) Ministry of Education and Culture	2008-11
Member	National steering group, Learning Bridges Research Project, HU	2008-11
Scientific Leader	MoRe Research Project, HU	2003-11
Scientific Co-leader	InnoSchool Interdisciplinary Research Consortium II, HU	2008-10
Member	National steering group, InnoSchool Interdisciplinary Research Consortium II	2008-10
Coordinator	GLOBUS research network, HU	2009-10
Chief editor	<i>Didacta Varia</i> , Department of Teacher Education, HU	2008-10
Coordinator	Siltamat - forum for current issues in education and learning, Faculty of Behavioral Sciences, HU	2008 (Fall)
Scientific Leader	InnoEdu Research Project I-II, HU	2007-10
Chair	National steering group, InnoEdu Research Project I, HU	2007-10
Scientific Co-leader	LearningLab Video Observatory	2006-10
Scientific Leader	Basic studies in teacher education (25sp.), Open University	2007-09
Scientific Leader	National Evaluation Partner Project, International Microsoft Innovative Schools Program	2007-09
Scientific Co-leader	InnoSchool Interdisciplinary Research Consortium I, HU	2007-08
Member	National steering group, InnoSchool Interdisciplinary Research Consortium I	2007-08

## SOCIETAL CONFIDENTIAL POSTS

Member	Forum for know-how foresee for schooling, culture and communication (Osaamisen ennakointifoorumi), Ministry of Education and Culture	2016-
Member	Board of Suninen-Troberg Monetary	2014-
Member	Editorial Board of <i>Scandinavian Journal of Educational Research</i> , Finland	2012-
Head	Board of Centre of the School Clubs (Opinkirjo ry.)	2010-
Deputee Member	Board of Finnish National Library	2010-
Associate member	Scientific Committee of International Study Association of Teachers and Teaching (ISATT)	2008-10
Member	Finnish Core Curriculum Committee (Elementary School education, general aims), Finnish National Board of Education	2000-02
Member	Finnish Core Curriculum Committee (Pre-primary education, general aims), Finnish National Board of Education	1998-00
Member	Editorial Board of <i>Journal of Reflective Practice</i> , UK, England	2007-09
Scientific Leader	MoRe Research Project, HU	2003-11

## ACADEMIC TEACHING

### Supervised doctoral dissertations

- Helin, M. (2014). Opettajan täydennyskoulutus. - yliopiston ja koulun kumppanuuden jatkumossa. Research Reports. Helsinki: University Press.
- Toivonen, K. (2014). Persoonan eettinen kasvu ja kasvatus jälkimodernissa ajassa suomalaisen kasvatusjärjestelmän kautta tulkittuna. Research Reports. Helsinki: University Press.
- Patrikainen, S. (2012). Luokanopettajan pedagoginen ajattelu ja toiminta matematiikan opetuksessa. Research Reports 342. Helsinki: University Press.
- Meriruoho, M. (2012). *Keskusteluilmapiirit koululuokan ryhmäkoheesion edistäjinä – Toimintatutkimus eräässä alakoulun luokkaryhmässä*. Research Reports 339. Helsinki: University Press.
- Waitinen, M. (2011). *Turvallinen koulu? – Helsinkiläisten koulujen turvallisuuskulttuurista ja siihen vaikuttavista tekijöistä*.
- Stenberg, K. (2011). *Working with identities: promoting student teachers' professional development*.
- Maaranen, K. (2009). *Widening perspectives of Teacher Education. Studies on theory-practice relationship, reflection, research and professional development*. Research Reports 305. Helsinki: University Press.
- Vitikka, E. (2009). *Opetussuunnitelman mallin jäsenitys*. Finnish Educational Research Association (FERA), Research in Educational Sciences 44. Jyväskylä: Jyväskylä University Press.
- Kunnari, E. (2008). *Kohti ulkorajoja. Lukion toimintakulttuurikuvaus ohjauksen ja johtamisen näkökulmasta*. Helsinki: Yliopistopaino.
- Paavola, H., (2007). *Monikulttuurisuuskasvatus päiväkodin monikulttuurisessa esiopetusryhmässä*. Helsinki: Yliopistopaino.
- Nurmilaakso, M. (2004). *Lukemisen alkeita päiväkodissa. lastentarhanopettaja ja alkava kuusivuotias lukija*. Helsinki: Yliopistopaino.
- Hellström, M. (2004). *Muutosote. Akvarioprojektin pedagogisten kehittämishankeiden toteutumistapa ja onnistuminen*. Helsinki: Yliopistopaino.

### Doctoral Dissertations Under Supervision

6

### Supervised Master Thesis's

Since 1998 350 M.A. theses

## COURSES TAUGHT AT THE UNIVERSITY OF HELSINKI (Academic year 2016-17)

Scientific Thinking in Education

(62062040 Tieteellisen ajattelun perusteet opetuksen ja oppimisen kontekstissa, 5 op)

### Curriculum Theory

(61168 Opetussuunnitelmateoria 5 op)

### Master Thesis Seminar

(61471 Pro Gradu tutkielma ja tutkielmaopinnot)

### Orientation to research work in education

(EDUK001 Kohti tutkivaa työtä 5 op)

### RESENT SOCIETAL ACTIVITY (Public talks and key notes)

Knowledge is Power – education, jobs and equity in 21st century

Rethinking Teacher Education – What matters most?

Quality in Education - Positive Challenges in Digitalization and New Learning Environment

Why Finnish Teacher Education is interesting young people?

Rethinking Teacher Education - What matters most?

Experiences and lessons – Finnish Model

Finnish Curriculum renewal – From subjects to topics?

The Role of Academic Teacher Education in PISA and the Change of Learning Environments

Teaching the teachers

Finnish Teacher Education

Future Directions for the Development of Learning and Education in Finland

Future Learning for Teachers

Educational Leadership

Phenomenon Based Curriculum

OmniSchool – Participatory pedagogy and the Future school

Learning from each other

Strategies for Bridging Gaps Between Formal and Informal Learning: Two Cases of Communities of Practice

The outline for the pedagogical ICT support of an Elementary School in Southern Finland

Developing Innovative Methodologies for Researching Connected Learning (DIMRCL)

Where is the school? - Formal and Informal Learning and New Learning Environments

Insights into Participatory Pedagogy - Models, tools and practices for participatory pedagogy

Spaces For Learning

Learning to Write in Finland

How Finnish children learn to read and write?

Language and Cultural Minorities: Rights to One's own Language and Culture

Opetuksen ja koulutuksen muutos

Opetuksen suunta, laatu ja resurssit Kasvatustieteellisessä tiedekunnassa

Miksi opettajaksi halutaan?

Miksi ilmiöpohjaisuutta tarvitaan?

Ammatillinen oppiminen

Miksi opetuksen eheyttäminen on tärkeää?

Laajenevat oppimisympäristöt – Haaste ja mahdollisuus koulun toimintakulttuurille ja pedagogiselle ajattelulle

Tulevaisuuden opettaja on moniammatillisen yhteistyön pedagoginen johtaja

Monitoimijuus oppimisen silloittajana

Oppimisen ympäristöt ja rajoja läpäisevä pedagogiikka Mahnalan ja Fiskarin kouluissa

Lapsen arki ja uudet oppimisympäristöt

Oppiminen pelissä

Edistääkö teknologia oppimista?

Askelmerkit digiloikkaan

Oppiiko aikuinen?

Miksi ihmiset jonottavat?

Käsinkirjoittaminen ei koskaan loppu!

Lukunopeus - Voiko lukunopeutta harjoitella

### RESEARCH INTERESTS AND PROJECTS

My research interests are broadly in theories, methodologies and practices of Education and Educational Sciences and special research projects are from areas of:

- Research Based Teacher Education and Teacher Education Programs
- Curriculum Theory
- Formal and Informal Learning and Learning environments
- Teachers' and Teacher Student's Professional Learning and Agency
- Pedagogical models for Students' Agency, Gaming and Playfull Learning
- Multidisciplinary research and Video observation.

## SCIENTIFIC ACTIVITY

### Duties as scientific expert

I have lead several externally funded research projects and am a chair or a member of several boards or steering committees of national and international research projects. I started as a *Scientific consultant* at the Columbia University, Teachers College in the beginning of 2013. I have visited as a *Professor* at the University of California, Santa Barbara (UCSB) in 2009 and at Teachers College, Columbia University in 2014. I have worked as a member of the editorial board for several journals and at a moment I am a member of the editorial board of "*Scandinavian Journal of Educational Research*". I am a referee in several international research journals, f.ex. "*Journal of Education and Teaching*" and "*TRAMES Journal of the Humanities and Social Sciences*" and I have acted as a key note speaker, chair, discussant and referee in several international research conferences and as a developmental reader for theme issues of international research journals (f. ex. *Educational Researcher*). I have been an opponent in several doctoral or licentiate dissertations and have written pre-control statements for professorships and doctoral thesis. I was an editor in chief of "*Didacta Varia*", a Journal of Teacher Education published by Department of Teacher Education. I have worked as an associate member in scientific committee of *International Study Association of Teachers and Teaching (ISATT)*. For several years I was a chair of review committee for post-doc and young researcher's grant committee at the University of Helsinki. I am an active member of American Educational Research Association (AERA), Finnish Educational Research Association (FERA), European Association for Research on Learning and Instruction (EARLI) and European Teacher Education Network (ETEN).

I think in-service education is highly important and have attended to in-service courses like "*Leading of International Research Networks*" as well as "*Seminars for University Leaders*" organized by University of Helsinki .

At the field of teacher education my leading interests are in studies within the paradigms of *Research based teacher education* and *Teachers pedagogical thinking and agency*. The focus is in the content elements, structures and processes of the curriculum of educational studies and teacher education as part of the higher education tradition and the development of students' agency and personal-practical theories during the university education. As a result of our early work during 1996-2000 we published an international study book on *Teacher Pedagogical Thinking (1999)*. One study line connected to the paradigm of Teachers Pedagogical Thinking was a large survey based research I conducted concerning the Pre School Teachers' concepts of learning. This was part of a research project of *The Function and Effectiveness of Pre School Education in the City of Helsinki during 2001-2003*. After that we published 12 reviewed articles about the multimode possibilities of TE. New models, new theory-practice relations and learning by teaching in TE study program.

I have had several funded research projects where I have worked and am working as a scientific leader and a researcher. I will give a short description of these endeavors, their aims, networks and funding sources.

### 1. Multimode Pedagogy for Research Based Teacher Education 2003-11

FINANCED BY THE MINISTRY OF EDUCATION

As an independently funded educational study program this class teacher training started in the beginning of 2001 and the intake of students (40/year) ended in the end of 2006. We as a research group, started to work with the issues of multimode preparation in the beginning of 2003 when I started as the head of the project. We had a great interest to study applications of research-based teacher education and flexible teacher education programs. We were interested in teacher development and learning while working in teacher education settings, applications of distant education, blended learning and our aim was to develop flexible forms of pedagogical network environments suitable to connect pre-service and in-service teacher education. Our research group has published over 50 referred articles, papers in international conferences and journals and our manuscript for a study book "*Insights into Research Based Teacher Education – current trends, multimode pedagogy, future challenges*" has been accepted to be published by an international Sense Publishers.

RESEARCH GROUP: Krokfors, L., Kynäslahti, H., Kansanen, P., Maaranen, K., Toom, A., Stenberg, K., Jyrhämä, R., Byman, R., & Husu, J.

### 2. InnoEdu – Education with Innovation 2006-07; 2007-08; 2008-10

FINANCED BY TEKES

As a scientific leader of InnoEdu my main interests concern the possibilities to develop theories of *School pedagogy and Learning sciences*. The leading idea was to find methods for interfacing the traditional formal education and the possibilities of informal learning. In schools and in teacher preparation this is a future challenge. We need teachers who can integrate and combine a wide range of both physical virtual as well as local and global learning possibilities of their students. We also need answers to questions like "How to integrate students' school life to their life as a whole?" Learning happens everywhere. It is socio-culturally constructed common activity where students need inspiring environments with tools and artefacts to share their thoughts as knowledge creators. My research work has concentrated on empirical and methodological questions in the analysis of formal education and informal learning, collaborative interaction and social knowledge creation in multimedia-enriched learning environments and the use of digital video technology in educational settings.

This independently financed research project started with a preliminary funding of 15.000 € in the beginning of 2006 and is one of the four co-projects of InnoSchool Consortium financed by Tekes from the beginning of 2007 (Phase I & II 1.958.000 €). InnoSchool consists of InnoArch (Helsinki University of Technology, Architecture and Urban Planning), InnoEdu (University of Helsinki, CRT), InnoPlay (University of Lapland, Center for Media Education) and InnoServe (Helsinki University of Technology, Business and Service processes). The rationale behind this transdisciplinary consortium was to build a Future School Concept.

*InnoEdu* as one of the four research projects studies models of formal and informal pedagogical processes in physical and virtual learning environments in local and global settings. The aim was to model the mediating processes of these modes, to empower students, teachers and teacher educators to combine these pedagogical processes and to reconstruct the curriculum theory to generate new innovations for future schools. We also



aimed to construct a model for joint pre- and in-service teacher education. Our interest reaches from classroom research to integrated and distributed models of future comprehensive schools. We have worked internationally with our research companions from Stanford University, University California Santa Barbara (UCSB) and Mesa Union School District. We have published over 25 referred articles, papers and presentations in international conferences and journals and edited volumes. Our first funding part started 1.1.2007 and ended 31.8. 2008 and was 199.400€. The second funding part started 1.9.2008 and continued with new funding of 228.000 € till 28.2. 2010.

As a result of international research activities in InnoSchool I and InnoEdu I I was selected to create, lead and coordinate an international research network, *Globus – Global Campus Network connected to the InnoSchool II and InnoEdu II phases.*

SCIENTIFIC LEADERS OF InnoSchool: Krokfors, L., Ruokamo, H., Smeds, R., & Staffans, A.

RESEARCH GROUP OF InnoEdu: Krokfors, L., Vitikka, E., Mylläri, J., Hakala, E., & Kivelä, M.

### 3. Microsoft Innovative Schools Program Evaluation 2007-2009

FINANCED BY MICROSOFT Inc.

Microsoft Inc. has established a worldwide Innovative Schools program and as a partner evaluation organization in Finland CRT and InnoEdu present a research initiative who document and further develop the Innovative Schools Program in Finland. The research and evaluation will both inform the progress of the program and further knowledge of technology and education reform. The period of performance is 21 months, from 1.10. 2007 – 30.6. 2009.

As a partner organization we work with the global team, the Finnish Microsoft Program Manager and the future Ritaharju school development project at the City of Oulu. We also carry out additional research and evaluation activities tailored to the goals and circumstances of our own school innovations. We focus on the pedagogical processes and learning environments of future schools and we are interested in pupil's formal and informal learning in both physical and virtual learning environments. We also are interest to inquire how to empower teachers to adapt and develop new methods in novel learning environments. We aim at widening the learning processes of the future learners, supporting the professional development of teachers in future schools and enhancing the interaction between school and surrounding society. The funding for this project comes from Microsoft and the total amount of it is 26.000 €. We have published a Research plan, Baseline report and Year 1 Qualitative report of Finland.

RESEARCH GROUP: Krokfors, L., Huhtala, N., Vitikka, E., & Hakala, E.

### 4. Learning Bridges – Learning and Teaching at the Intersection of Formal and Informal Learning Environments 2008-2010

FINANCED BY THE MINISTRY OF EDUCATION

I am a scientific leader and a co-director of Learning Bridges funded by the Ministry of Education for years 2008-2010. Crossing the boundaries of different contexts, such as the boundaries between formal school education and informal contexts, is increasingly important in present societies. A viable theory of the development of multifunctional and transferable competences is needed. Learning Bridges research project investigates learning and teaching practices at the intersection of formal and informal contexts. Of specific interest are learning environments situated within and across schools, museums, science centers and libraries. We develop pedagogical approaches to bridge gaps between formal and informal learning environments so that the funds of knowledge as well as social practices developed in one setting can become resources in the other. We examine the possibilities of



digital and social media to support participants' transitions and knowledge generation across contexts. Ministry of Education is funding us with a amount of 598.400 €. Our aim is to model and distribute novel practices for boundary crossing participatory pedagogy where students have possibilities to develop their participation, agency and competences in joint zones of proximal development. We have published over 20 referred papers in international conferences and journals.

RESEARCH GROUP: Krokfors, L., Kumpulainen, K., Lipponen, L., Hilppö, J., Tissari, V., Rajala, A.,

## 5. GLOBUS – Global Campus network 2008-2010

FINANCED BY TEKES as a part of InnoSchool Consortium's funding

This international research network started in the end of 2008 as an International Pilot of InnoSchool II and has now a wide range of multidisciplinary members from Finnish and US Universities. The aim is to widen the network to actors interested on developing participatory pedagogy and methods to increase children's thinking skills when making transitions between formal education and informal learning.

Places and spaces, both physical and virtual are opening and new possibilities appear for arranging and organizing formal education and informal learning. Our aim is to study this complexity from different angles in an international multicultural cross-disciplinary setting. Researchers in this network are interested in finding out by which means locality can be fostered and shared in an innovative educational way in global multicultural settings of future schools. The theoretical and methodological approaches that guide the conceptualization of educational processes are grounded in ethnographic and socio-cultural perspectives of understanding context-based social and situational knowledge creation in culturally situated teaching and learning. We approach this boundary permeating pedagogy from the concepts of informal learning and formal education.

RESEARCH GROUP: Krokfors, L., Smeds, R., Staffans, A., Vitikka, E., Huhta, E., Teräväinen, H., Mylläri, J., Hyvärinen R., Katz, O. Puglisi, Renger, M., Wiley, C., Green, J., Yeager, E., Harlow, D., Conoley, J., Sloan, T.

## 6. Video Learning Lab Network 2006-10

SEED MONEY FROM UNIVERSITY OF HELSINKI

Video Learning Lab Network was founded (2006) interdisciplinary teaching, studying and researching collaboratory at the Faculty of Education. The seed money and funding for equipments it got from the University of Helsinki. I was one of the applicants and am now a co-director of Video LearningLab Network. We promote wide ranging video observation research, methodology development, instruction and consultation. Our aim is to develop an interdisciplinary Master Thesis program and Doctoral School specializing to video observation. We have organized two video-observation workshops, one national workshop in 2007 and one international workshop in 2008. Participants represented disciplines from brain research, psychology and pedagogy to language sciences and anthropological research. The seed money for Learning Lab Video Observatory was 108.000 €.

STEERING GROUP: Scheinin, P., Krokfors, L., & Kivelä, M.

## 7. Avara museo (Open museum) 2010-2012

ESR-PROJECT

Open museum –project studies nonformal learning environments and the funding starts in the beginning of 2010. It is coordinated by Finnish Museums Association and Cicero learning network from University of Helsinki acts as a scientific expert in the project's research and developmental work. As a leader of this work I have funding of 144.857 €.

STEERING GROUP: Established spring 2010.

## 8. Koulu kaikkialla (Omnischool) 2011-2015

FINANCED BY THE MINISTRY OF EDUCATION

Koulu kaikkialla project in planning, developing and implementing a research-led educational network for all educational actors nation wide to promote pedagogical multiprofessional cooperation around school curriculum based learning and instruction. At the same time it develops theoretical understanding and concept for ubiquitous learning. As a responsible leader and scientific co-leader of this work I have funding of 1. 728,000 €.

### EXTERNALLY FUNDED RESEARCH PROJECTS

PROJECT	TIME	FUNDING SOURCE	BUDJET (€)
Open Museum	2010-2012	ESR	144.857,-
InnoSchool preparatory	2006-2007	TEKES	15.000,-
InnoEdu I*	1.1.2007-31.8.2008	TEKES	199.400,-
InnoEdu II**	1.9.2008-28.2.2010	TEKES	228.000,-
Microsoft Evaluation	2007-2009	Microsoft	26.000,-
Learning Bridges	2008-2010	Ministry of Education	598.932,-
Koulu Kaikkialla	2011-2015	Ministry of Education	1. 728.000,-
Video Learning Lab Network	2006-	University of Helsinki,	108.000,-
<b>TOTAL</b>			<b>3.048.189,-</b>

\* \*\* The funding is part of the total funding of the interdisciplinary research consortium InnoSchool – Innovative School Concept for the Future, Phases I & II, which was 1.958,000 €. Globus – Global Campus network and research pilot’s funding (74.000 €) is part of the InnoSchool Phase II total funding.