

List of publications

A. Peer-reviewed scientific articles

Articles marked with an asterisk (*) are included to Salminen's doctoral thesis (2014).

- (1) ***Salminen, J.**, Lerkkanen, M.-K., Poikkeus, A.-M., Siekkinen, M., Pakarinen, E., Hännikäinen, M., Poikonen, P.-L. & Rasku-Puttonen, H. (2012). Observed classroom quality profiles of kindergarten classrooms in Finland. *Early Education and Development*, 23, 654–677. <https://doi.org/10.1080/10409289.2011.574267>
- (2) ***Salminen, J.**, Hännikäinen, M., Poikonen, P.-L., & Rasku-Puttonen, H. (2013). Descriptive Case Analysis of Teachers' Instructional Practices in Finnish Preschool Classrooms. *Journal of Research in Childhood Education*, 27, 127–152. <https://doi.org/10.1080/02568543.2013.767289>
- (3) **Salminen, J.** (2013). Case study on teachers' contribution to children's participation in Finnish preschool classrooms during structured learning sessions. *Frontline Learning Research*, 1 (1), 72–80. <https://doi.org/10.14786/flr.v1i1.31>
- (4) Siekkinen, M., Pakarinen, E., Lerkkanen, M. K., Poikkeus, A. M., **Salminen, J.**, Poskiparta, E., & Nurmi, J. E. (2013). Social competence among 6-year-old children and classroom instructional support and teacher stress. *Early Education & Development*, 24(6), 877–897. <https://doi.org/10.1080/10409289.2013.745183>
- (5) ***Salminen, J.**, Hännikäinen, M., Poikonen, P.-L., & Rasku-Puttonen, H. (2014). Teachers' contribution to the social life in Finnish preschool classrooms during structured learning sessions. *Early Child Development and Care*, 184, 416–433. <https://doi.org/10.1080/03004430.2013.793182>
- (6) **Salminen, J.** (2014). *Teacher as a source of educational support: Exploring teacher-child interactions and teachers' pedagogical practices in Finnish preschool classrooms* [Doctoral dissertation, University of Jyväskylä]. Jyväskylä studies in education, psychology and social research 512. <https://jyx.jyu.fi/handle/123456789/44798>
- (7) Metsäpelto, R.-L., Vasalampi, K., Poikkeus, A.-M., Lerkkanen, M.-K., **Salminen, J.**, & Mäensivu, M. (2017). *Opettajien kokemuksia dialogisuuden edistämisestä luokassa* [Teachers' experiences in promoting dialogicity in the class]. *Kasvatus*, 48(1), 6–20.
- (8) **Salminen, J.**, Pakarinen, E., Poikkeus, A.-M., & Lerkkanen, M.-K. (2017). Development of pre-academic skills and motivation in kindergarten: A subgroup analysis between classroom quality profiles. *Research Papers in Education*, 33(4), 515–543. <https://doi.org/10.1080/02671522.2017.1353673>
- (9) **Salminen, J.** (2017). Early Childhood Education in Finland. *Nauki o Wychowaniu. Studia Interdyscyplinarne*, 5(2), 135–154.
- (10) Pakarinen, E., Lerkkanen, M.-K., **Salminen, J.**, Silinskas, G., Poikkeus, A.-M., Siekkinen, M., & Nurmi J.-E. (2017). Longitudinal associations between teacher-child interactions and academic skills in elementary school. *Journal of Applied Developmental Psychology*, 52, 191–202. <https://doi.org/10.1016/j.appdev.2017.08.002>
- (11) Pakarinen, E., **Salminen, J.**, Lerkkanen, M.-K., & von Suchodoletz, A. (2018). Reciprocal associations between social competence and language and pre-literacy

skills in preschool. *Journal of Early Childhood Education Research*, 7(2), 207-234.
<https://journal.fi/jecer/article/view/114093>

- (12) **Salminen, J.**, Guedes, C., Lerkkanen, M.-K., Pakarinen, E., & Cadima, J. (2021). Teacher–Child Interaction Quality and Children’s Self-Regulation in Toddler Classrooms in Portugal and Finland. *Infant and Child Development*, 30(3), e2222.
<https://doi.org/10.1002/icd.2222>
- (13) **Salminen, J.**, Muhonen, H. & Lerkkanen, M.-K. (2021). Scaffolding patterns of dialogic exchange in toddler classrooms. *Learning, Culture and Social Interaction*, 28, 100489. <https://doi.org/10.1016/j.lcsi.2020.100489>
- (14) **Salminen, J.**, Khanolainen, D., Koponen, T., Torppa, M., & Lerkkanen, M.-K. (2021). Development of numeracy and literacy skills in early childhood- A longitudinal study on the roles of home environment and familial risk for reading and math difficulties. *Frontiers in Education*.
<https://doi.org/10.3389/educ.2021.725337>
- (15) Vasalampi, K., Metsäpelto, R.-L., **Salminen, J.**, Lerkkanen, M.-K., Mäensivu, M., & Poikkeus, A.-M. (2021). Promotion of school engagement through dialogic teaching practices in the context of a teacher professional development programme. *Learning, Culture and Social Interaction*, 30, 100538.
<https://doi.org/10.1016/j.lcsi.2021.100538>
- (16) **Salminen, J.**, Pakarinen, E., Poikkeus, A.-M. & Laakso, M.-L. (2022). Teacher-child interactions as a context for development of social competence in toddler classrooms. *Journal of Early Childhood Education Research*, 11(1), 38–67.
<https://journal.fi/jecer/article/view/114006>
- (17) Koivula, M., **Salminen, J.**, Rautamies, E., & Rutanen, N. (2022). The quality of an expert teacher’s and a student teacher’s pedagogical interactions in early childhood education and care examined through the CLASS lens. *Journal of Early Childhood Research*, 11(1), 123–150. <https://journal.fi/jecer/article/view/114010>
- (18) Lerkkanen, M.-K., Pakarinen, E., **Salminen, J.**, & Torppa, M. (2022). Reading and Math Skills Development among Finnish Primary School Children before and after COVID-19 School Closure. *Reading and Writing*.
<https://doi.org/10.1007/s11145-022-10358-3>
- (19) Cadima, J., Aguiar, C., Guedes, C., Wysłowska, O., **Salminen, J.**, Slot, P., Barata, C., Lerkkanen, M.-K. (2022). Process Quality in Toddler Classrooms in Four European Countries. *Early Education and Development*. Advance online publication. <https://doi.org/10.1080/10409289.2022.2139548>
- (20) Khanolainen, D., **Salminen, J.**, Eklund, K., Lerkkanen, M.-K., & Torppa, M. (2022). Intergenerational transmission of dyslexia: How do different identification methods of parental difficulties influence the conclusions regarding children’s risk for dyslexia? *Reading Research Quarterly*. Advance online publication.
<https://doi.org/10.1002/rrq.482>
- (21) Paakkari, L., Kulmala, M., Manu, M., Ruotsalainen, J., **Salminen, J.**, Paakkari, O., & Torppa, M. (2023). *Onko terveyteen liittyvä tieto yhdenvertaisesti nuorten saatavilla? WHO Koululaistutkimuksen terveyden lukutaidon tuloksia vuosilta 2014, 2018 ja 2022* [Is health literacy equally available to adolescents? Results from the

WHO Health Behaviour in School -study in 2014, 2018 and 2022]. *Oppimisen ja oppimisvaikeuksien erityislehti: NMI-bulletin*, 33(4), 27–49.

- (22) Khanolainen, D., Verwimp, C., Tijms, J., Tolvanen, A., **Salminen, J.**, & Torppa, M. (2024). Developing and validating an abbreviated Adult Reading History Questionnaire in the Finnish and Dutch contexts. *Journal of Research in Reading*. Advanced online publication. <https://doi.org/10.1111/1467-9817.12445>
- (23) Paakkari, L., Ruotsalainen, J., Lahti, H., Kulmala, M., Kendeou, P., Raittila, T.-L., Manu, M., **Salminen, J.**, & Torppa, M. (2024). The Role of the Home in Children's Critical Reading Skills Development: A Delphi Study. *Humanities and Social Sciences Communications*. <https://doi.org/10.1057/s41599-024-02843-7>
- (24) Ukkonen-Mikkola, T., Isotalo, S., Chaudhuri, S., **Salminen, J.**, Merjovaara, O., Lindén, C., & Rutanen, N. (2024). With sensitive eyes: ECEC teachers' visual gaze and related reflections on pedagogical actions in toddler groups using eye-tracking glasses. *Frontline Learning Research*, 12(2), 70–98. <https://doi.org/10.14786/flr.v12i2.1153>
- (25) Peltonen, H., Salminen, J., & Viljaranta, J. (in press). *Aitoja kohtaamisia koulussa – Kahdeksaluokkalaisten oppilaiden kokemuksia oppilaan ja opettajan kohtaamisesta yläkoulun arjessa* [Genuine encounters in school – Adolescents' experiences about genuine encounters with their teachers]. *Kasvatus ja Aika*.
- (26) Torppa, M., Psyridou, M., Khanolainen, D., Koponen, T., & **Salminen, J.** (2024). *The role of home numeracy environment in the intergenerational transmission of math skills*. Manuscript submitted for publication (R1).
- (27) Manu, M., Elomaa, H., Ruotsalainen, J., **Salminen, J.**, & Paakkari, L. (2024). *Adolescents' and parents' perceptions of relevant home environment factors for the development of critical reading skills*. Manuscript submitted for publication (R1).
- (28) Khanolainen, D., van Bergen, E., Tolvanen, A., Koponen, T., **Salminen, J.**, & Torppa, M. Math Ability Rating Questionnaire (MARQ) for Adults: Developing the New Measure through Combining Skill Assessments and Self-reports. Manuscript submitted for publication.

B. Non-refereed scientific articles

- (1) Lerkkanen, M. K., Björn, P., & **Salminen, J.** (2015). Varhaisvuosien kokemukset heijastuvat oppimiseen. *Kasvatus: Suomen kasvatustieteellinen aikakauskirja*, 46(1), 101–103.
- (2) Siippainen, A., & **Salminen, J.** (2016). Minne menet varhaiskasvatus (tiede)? *Kasvatus: Suomen kasvatustieteellinen aikakauskirja*, 47(1), 82–85.
- (3) **Salminen, J.** & Salonen, E. (2022). *Alle kolmevuotiaiden kehityksen, oppimisen ja hyvinvoinnin tukeminen* [Supporting the development, learning and well-being of the under three-year-olds]. In N. Heiskanen & M. Syrjämäki (Eds.), *Pienet tuetut askeleet – Varhaiskasvatuksen uudistuva tuki ja käytännöt* [Small supported steps - Renewed support and developing practices in early childhood education] (pp. 217–234). PS-Kustannus.
- (4) Vlasov, J., Siippainen, A., **Salminen, J.**, & Harkoma, S. (2021). *Kehittävä arviointi varhaiskasvatuksen henkilöstön oman työn tukena* [Enhancement-led evaluation as a

- tool to support professionals' own work in ECEC]. In E. Fonsén, M. Koivula, R. Korhonen & T. Ukkonen-Mikkola (Eds.), *Varhaiskasvatuksen vahvat ammatilliset asiantuntijat – visioita ja käytäntöä varhaiskasvatuksen kehittämiseen* [Strong professional experts in ECEC – Visions and practices to advance ECEC] (s. 192–205). Suomen Varhaiskasvatus ry.
- (5) Suhonen, E., Pihlaja, P., Ukkonen-Mikkola, T., Puolakka, S., & **Salminen, J.** (2022). Alle kolmevuotiaiden lasten kehityksen, oppimisen ja hyvinvoinnin tuki varhaiskasvatuksessa [Supporting the development, learning and well-being of the under-three-year-olds in ECEC]. In K. Alila, M. Eskelinen, K. Kuukka, M. Mannerkoski & E. Vitikka (Eds.), *Kohti inklusiivista varhaiskasvatusta sekä esi- ja perusopetusta Oikeus oppia – Oppimisen tuen, lapsen tuen ja inklusion edistämistoimia varhaiskasvatuksessa sekä esi- ja perusopetuksessa valmistelevan työryhmän loppuraportti* [Towards inclusive early childhood education and care and pre-primary, primary and lower secondary education] (Publications of the Ministry of Education and Culture, Finland 2022:44) (pp. 25–38). Ministry of Education and Culture.
- (6) Paakkari, L., Balch-Crystal, E., Manu, M., Ruotsalainen, J., **Salminen, J.**, Ulvinen, E., & Torppa, M. (2023). Health-literacy education drives empowerment and agency. *The Lancet*, 401(10374), 343–344. [https://doi.org/10.1016/S0140-6736\(23\)00107-1](https://doi.org/10.1016/S0140-6736(23)00107-1)
- (7) **Salminen, J.** (2024). Taaperot leikin lumoissa [Toddlers in the world of play]. In T. Kyrönlampi & M. Koivula (Eds.), *Leikin lumoa. Käsikirja varhaiskasvatukseen ja esiopetukseen* [Enchantment of Play. A handbook to early childhood education and pre-primary education]. (pp. 14–32). PS-Kustannus.
- (8) Khanolainen, D., Lohvansuu, K., **Salminen, J.**, Ruotsalainen, J., Tretow, A., & Torppa, M. (2024). The Interplay of Genes and Home Environment in Literacy Development – the Familial Control Method as a Way to Reveal Environmental Effects. *Book chapter manuscript submitted for the publisher* [Springer].
- (9) Torppa, M., Ruotsalainen, J., Manu, M., Psyridou, M., Salminen, J., Kendeou, P., & Paakkari, L. (2024). Home literacy environment and critical reading skill development. *Book chapter manuscript submitted for the publisher* [Routledge Taylor and Francis Group].

C. Scientific books (monographs)

- (1) **Salminen, J.** (2022). Kasvattaja lasten kehityksen ja oppimisen tukijana [Educator as a source of support for child development and learning]. In P. Eerola-Pennanen, M. Koivula & A. Siippainen (Eds.), *Valloittava varhaiskasvatus - oppimista, osallisuutta ja hyvinvointia* [Captivating ECEC – Learning, participation and well-being] (3rd Ed.) (pp. 163–176). Vastapaino.
- (2) **Salminen, J.**, & Poikonen, P.L. (2022). Opetussuunnitelma pedagogisena työvälineenä [Curriculum as a pedagogical tool]. In P. Eerola-Pennanen, M. Koivula & A. Siippainen (Eds.), *Valloittava varhaiskasvatus - oppimista, osallisuutta ja hyvinvointia* [Captivating ECEC – Learning, participation and well-being] (3rd Ed.) (pp. 56–74). Vastapaino.
- (3) Cadima, J., Pursi, A., & **Salminen, J.** (2022) (Eds.). Special Issue: Interaction in Context, *Journal of Early Childhood Education Research*.

D. Publications intended for professional communities

- (1) **Vuoristo, J.**, Koivula, M. & Kupila, P. (2007). *Ohjauskäytännöt varhaiskasvatuksen koulutuksessa. Ohjaus varhaiskasvatuksen asiantuntijaksi kehittymisen tukena* [Guidance in ECEC teacher training. Guidance to support developing ECEC expertise] (Publications of the Department of Early Childhood Education, D: 6). University of Jyväskylä.
- (2) Slot, P., Cadima, J., **Salminen, J.**, Pastori, G. & Lerkkanen, M.-K. (2016). *Multiple case study in seven European countries regarding culture-sensitive classroom quality assessment*. WP2.3 Curriculum and quality analysis impact review, CARE. http://ecec-care.org/fileadmin/careproject/Publications/reports/CARE_WP2_D2_3_Multiple_Case_study_FINAL_REPORT.pdf
- (3) Lerkkanen, M.-K., **Salminen, J.**, & Pakarinen, E. (2018). *Varhaislapsuuden lukuhetket tukevat lukutaitoa* [Shared reading practices in early childhood support reading skills]. Onnimanni. Lastenkirjainstituutti. <https://jyx.jyu.fi/handle/123456789/63836>
- (4) Vlasov, J., **Salminen, J.**, Repo, L. Karila, K. ym. (2018). *Varhaiskasvatuksen laadun arvioinnin perusteet ja suositukset* (Julkaisut 24:2018). Kansallinen koulutuksen arviointikeskus. <https://karvi.fi/publication/varhaiskasvatuksen-laadun-arvioinnin-perusteet-ja-suositukset/>
- (5) Vlasov, J., **Salminen, J.**, Repo, L. Karila, K., Kinnunen, Mattila, V., Nukarinen, T., Parrila, S., & Sulonen, H. (2018). *Guidelines and recommendations for evaluating the quality of early childhood education and care* (Publications 5:2019). Finnish Education Evaluation Centre. <https://karvi.fi/en/publication/varhaiskasvatuksen-laadun-arvioinnin-perusteet-ja-suositukset-10/>

E. Publications intended for the general public, linked to the applicant's research

- (1) The Organisation for Economic Co-operation and Development (OECD) (2017). *Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education*. Consulting author: Chapter 4, pp. 147–201. http://www.keepeek.com/Digital-Asset-Management/oecd/education/starting-strongv_9789264276253-en#.Wn7aPKiWbIU
- (2) **Salminen, J.** (2021). *Vuorovaikutuksen monet ulottuvuudet taaperon kehityksen ja oppimisen luotseina* [Domains of interaction steer the development and learning of toddlers]. Tutkittua varhaiskasvatuksesta blogi (ISSN 2737-3665). <https://tutkittuavarhaiskasvatuksesta.com/2021/10/08/vuorovaikutuksen-monet-ulottuvuudet-taaperon-kehityksen-ja-oppimisen-luotseina/>

F. Public artistic and design activities

Not applicable.

G. Theses

- (1) **Vuoristo, J.** (2005). *"Mulla on oikeestaan kolme kaveria" Lasten sisarusuhteet perheen arjessa* ["It feels like having three friends" Children's sibling relations in the daily life of families]. Kandidaatintutkielma [Bachelor thesis]. Varhaiskasvatuksen laitos [Department of Early Childhood Education]. University of Jyväskylä.

- (2) **Vuoristo J.** (2008) *“Jo päiväkodissa on mahdollisuus saada kokemuksia teknologiakasvatuksesta” Tytöt, pojat ja varhaiskasvatuksen teknologiakasvatus* [“There are plenty of opportunities for technology education in ECEC” Girls, boys and the early years technology education in ECEC]. Pro gradu -tutkielma [Master thesis]. Kasvatustieteiden laitos [Department of Education]. University of Jyväskylä.
- (3) **Salminen, J.** (2014). *Teacher as a source of educational support: Exploring teacher–child interactions and teachers’ pedagogical practices in Finnish preschool classrooms* [Doctoral dissertation, University of Jyväskylä]. Jyväskylä studies in education, psychology and social research 512.
<https://jyx.jyu.fi/handle/123456789/44798>

H. Patents and invention disclosures

Not applicable.

I. Audiovisual material, ICT software

- (1) **Salminen, J.** (2019). *High quality pedagogical interaction and instruction: teachers’ support for child development*. Video planning and preparation jointly with Jump along! -intervention study (University of Jyväskylä and Ministry of Education and Culture): Video in use in 75+ ja 1000+ projects (University of Jyväskylä, Ministry of Education and Culture).
- (2) Salminen, J. (2021). Invited expert speech in a MOOC prepared for Jyväskylä Open University: EDUO1020 Finnish Early Education and Pedagogy: The Right to Play, Learn and Participate. <https://onlinecourses.jyu.fi/course/view.php?id=16>
- (3) Video recorded course material (KTKP030). Video recorded panel discussion for the students at the Faculty of Education and Psychology, University of Jyväskylä. 3.11.2022. <https://moniviestin.jyu.fi/ohjelmat/kptk/yhteiset/ktkp/ktkp030-syky-2022/mediaview>