



### **D3.3 – Manuscripts of publications**



Funded by the  
European Union

*This project has received funding from the European Union's Horizon Europe research and innovation programme under grant agreement N°101079237.*

Project: Enhancing Research on the Integration of Formal Educational Programmes and Workplace Learning

Acronym: FEWL

Title: D3.3 – Manuscripts of publications

Work Package: WP3 Supporting Early Stage Researchers

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Reviewers: All partners

<b>Version</b>	<b>Date</b>	<b>Who</b>	<b>Changes</b>
0.1	15.12.2025	All partners	Input regarding articles
0.2	22.12.2025	Christian Harteis	First draft
1.0	23.12. 2025	Inge Timoštšuk	Final review

Date: 29 December 2025

Deliverable type: Document, report

Dissemination level: Public

## Executive Summary

The project group successfully prepared and published joint publications, including those by Early Stage Researchers (ESR). In total, 20 papers have been developed or are currently in development. Among those, twelve papers have already been published, most of them in international journals with an independent review system. In most of these papers, ESR provided major contributions and were involved in the submission and review processes. Hence, the ESR were introduced into the practices of international publishing. Alone, the idea to involve ESR from different project partners and countries failed, because they were busy with getting integrated into the project and making progress in their own qualification processes. Another challenge was that the project timeframe is shorter than the nominal duration of doctoral studies (four years). As a result, in addition to focusing on their own research and networking, it was not easy for the ESRs to align their research interests with those of other early-stage researchers. Nevertheless, based on the ESRs' feedback, the mutual introduction of research interests at project seminars and learning from each other's experiences proved to be successful.

Since all published articles are accessible, this overview does not include full texts. Articles that are under review or in preparation are presented in the list of manuscripts containing authors and titles. Journal names and the full texts are not included in order to avoid interfering with the blind peer-review process

## List of manuscripts

Erss, M. & Loogma, K. (2025). Upper Secondary Students' Learning at Work: The Effect on Agency in School. *Social Sciences*. 14(1), 17.

<https://doi.org/10.3390/socsci14010017>

Erss, M., Loogma, K. & Jõgi, A.-L. (2024). The effect of teacher agency support, students' personal perseverance and work experience on student agency in secondary schools with Estonian and Russian instructional language. *Cogent Education*, 11(1).

<https://doi.org/10.1080/2331186X.2024.2314515>

Harteis, C. & Timoštšuk, I. (2025). Improving the Integration of Formal Education and Work-Based Learning. *Social Sciences*. 14(11), 632.

<https://doi.org/10.3390/socsci14110632>

Kärkkäinen, K., Tarnanen, M. & Ümarik, M. (revision under review). Exploring Finnish vocational teachers' agency in teaching migrant students.

Kärkkäinen, K., Virolainen, M., Virtanen, A. & Tynjälä, P. (2025). Work-based learning in migrant education: A case of Finnish vocational education. *Social Sciences*. 14(5), 275.

<https://doi.org/10.3390/socsci14050275>

Käsper, M., Näkk, A.-M. & Timoštšuk, I. (submitted). Shaping professional identity through student teachers' learning experiences in a changing educational landscape.

Loogma, K., Peterson, B. & Aasa, M. (2024). Conceptualising the Learning of General Upper Secondary Students at Work. *Social Sciences*. 13(12), 686.

<https://doi.org/10.3390/socsci13120686>

Näkk, A.-M. & Timoštšuk, I. (preprint). The Relationship between Learning Context and School Burnout at the End of Primary Education. *SSRN*. Available at SSRN: <https://ssrn.com/abstract=4733532> or <http://dx.doi.org/10.2139/ssrn.4733532>

Näkk, A.-M. & Timoštšuk, I. (2024). Primary School Teachers' Perspectives on the Relationship Between Students' Learning and Work-Related Skills. *Social Sciences*. 13(12), 681. <https://doi.org/10.3390/socsci13120681>

Näkk, A.-M., Timoštšuk, I. & Tynjälä, P. (under review). Professional knowledge and strategies in teaching: A case study using the Integrative Pedagogy model.

Näkk, A.-M. & Timoštšuk, I. (in preparation). Õppimise tähenduslikkuse toetamine enesejuhitud professionaalse arengu peegeldajana.

Nurmik, K. & Timoštšuk, I. (2024). Integrating Work-Life and Student Work-Related Experiences in Classroom Learning—The Perspective of Primary Teachers. *Social Sciences*. 12(2). <https://doi.org/10.3390/socsci13120649>

Nurmik, K., Erss, M. & Timoštšuk, I. (submitted). Students' Perceived Capacity of Agentic Behaviour at the End of Primary School: The Role of Enriched Learning Environment.

Nurmik, K. & Timoštšuk, I. (in preparation). Supporting Student Agency through an Ecological Perspective: Insights from Estonian Primary Teachers.

Nygren, H., Virolainen, M., Syynimaa, K. & Hämäläinen, R. (2025). Ammatillisesti koulutettujen alanvaihtajien käsityksiä teknologiasta työelämässä ja vapaa-ajalla. *Aikuiskasvatus*. 45(4), 256. <https://doi.org/10.33336/aik.178251>

- Peterson, B., Loogma, K. & Aasa, M. (2025). Practices in Integrating Workplace Learning into Upper Secondary Education. *Social Sciences*. 14(1), 48.  
<https://doi.org/10.3390/socsci14010048>
- Schwede, J., Heisler, D. & Harteis, C. (2025). Integrating Practice-Based Learning into Formal Education: Stakeholder Perspectives on the Challenges of Learning Location Cooperation (LLC) in Germany's Dual VET System. *Social Sciences*. 14(3), 117.  
<https://doi.org/10.3390/socsci14030117>
- Tynjälä, P., Virolainen, M. & Virtanen, A. (submitted). Work-integrated learning in Higher Education. In A. Toom, K. Pyhältö, L. McAlipine & J. van Tartwijk (Eds), *The Routledge International Handbook of Learning and Instruction in University Education*. Routledge (forthcoming).
- Uppin, H. & Timoštšuk, I. (2024). "Eks me oleme kõik natuke idealistid." Muuseumite ja keskkonnahariduskeskuste õppeprogrammide juhendajad / 'We are all slightly idealistic.' The On-site educators of museums, science centers and other similar institutions. *Mäetagused*. 88.  
[https://doi.org/10.7592/MT2024.88.uppin\\_timostsuk](https://doi.org/10.7592/MT2024.88.uppin_timostsuk)
- Uppin, H. & Timoštšuk, I. (2024). 'They Were Surprised That Such Jobs Even Exist...' Supporting Students' Career Awareness During Learning Activities at Museums and Environmental Education Centres. *Social Sciences*. 13(12), 696.  
<https://doi.org/10.3390/socsci13120696>

## Conclusions

It is a high demand to involve ESR in the development of manuscripts within a three-year project period, because this requires the availability of data that needs to be gathered first in such a project. Additionally, it needs to be considered that ESR are primarily involved in the qualification processes of their home universities.

However, manuscripts including ESR have been developed by all project partners. Hence, the ESR at all three universities gained insight into usual publication practices, which might support their further academic development.

The development of early-career researchers' research skills and publication capacity is evidenced by the fact that all published articles, as well as those currently under peer review or submitted for review, have been submitted to high-level publishers (e.g. Taylor & Francis). Articles that are currently in preparation will likewise be submitted to journals of a comparable standard. Open-access publication is targeted for all articles that have been submitted, are under review, or are in preparation.