

## Pedagogical Thinking and Education

Pedagogical qualification:

Master of Education (MEd), 17.12.1991, Home Economics subject teacher, Faculty of Education, University of Helsinki

My pedagogical approach to Home Economics Education:

The influx in global migration and the unforeseen rapid development in the field of digital technology challenge home economics education and, at the same time, bring new opportunities for it. Families and learners are on the move, and hopefully, the changing education will respond well to this need. The demanding task of teacher education involves educating future teachers to act meaningfully in more and more diverse schools. Teachers should be able to help learners from different backgrounds in order for all pupils and students to have equal starting point for learning, to promote equality equity and to support learners to exceed one self. Teaching is always a two-way interplay. The key element in my teaching is a respectful interaction with my students, and the highlights of my work are when sharing my students' enthusiasm for learning and exchanging insights with them.

My special interest areas have been consumer education, cultural sustainability and how they intertwine with home economics education. Culturally responsive education, learners' comprehensive learning environment and the development of teacher education through home internationalization and virtual mobility are themes that I have worked lately. Theoretically my home economics science approach is rooted in eco-cultural theory (Gallimore, Weisner<sup>1</sup>), in cultural responsiveness of education I have followed Gay's<sup>2</sup> and Gorski's<sup>3</sup> thinking. The recent development with digital technology has followed empathetic technology ideas from Pink et al<sup>4</sup>.

The strength of home economics education, both as school subject and academic field lies in the <sup>5</sup> cooperation skills as well as the hands-on and sustainability approach of the subject. For the human well-being, it is important to use hands, work with hands and see what one's own hands can do. In world, we are together and people with different views, skills and abilities need to act together. Home economics classrooms, and home economics education in general have huge potential in promoting human well-being and peoples' equitable and peaceful co-existence.

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<sup>1</sup> Gallimore & Weisner. e.g. Gallimore,R., Goldenberg,C.N., & Weisner, T.S.(1993b). The social construction and subjective reality of activity settings: implications for community psychology. *American Journal of Community Psychology*, 4, 537–560

<sup>2</sup> e.g. Gay, G., and K. Kirkland. 2003. "Developing Cultural Critical Consciousness and Self-reflection in Preservice Teacher Education." *Theory into Practice* 42 (3): 181–187. doi:10.1207/s15430421tip4203\_3.

<sup>3</sup> e.g. Gorski, P. 2016b. "Rethinking the Role of "Culture" in Educational Equity: From Cultural Competence to Equity Literacy." *Multicultural Perspectives* 18 (4): 221–226. doi:10.1080/15210960.2016.1228344.

<sup>4</sup> Pink e.g. Sumartojo S., Pink S. (2017) Empathetic Visuality: GoPros and the Video Trace. In: Gómez Cruz E., Sumartojo S., Pink S. (eds) *Refiguring Techniques in Digital Visual Research. Digital Ethnography*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-319-61222-5\\_4](https://doi.org/10.1007/978-3-319-61222-5_4)

<sup>5</sup> <https://www.helsinki.fi/en/news/education-news/cooperation-skills-are-at-the-core-of-finnish-home-economics-teaching>

## Teaching experience

I have excellent and multifaceted knowledge of the educational system. Over 30 years of practical teaching experience as a teacher, lecturer and professor has given me many insights. Half of it I have obtained in comprehensive schools, high schools, civic education and vocational education, and the other half in higher education.

### Teaching in university and university of applied sciences

University of Helsinki, Faculty of Behavioral Sciences / Faculty of Education, (former) Department of Home Economics and Craft Sciences,

- Professor in Home Economics Pedagogy 22.3.2021 - 31.12.2022,
- University lecturer, 1.1.2011– ; University lecturer (substitute) 1.1.-31.12.2010; in home economics science focusing on consumer education. Teaching courses in the degree Programme in Educational Sciences, a study track in home economics teacher education both at the bachelor and master's levels.
- Home Economics Science research assistant 1.8.2004-31.12.2009;

Pirkanmaa University of applied sciences, Lecturer 1.3.2002-31.7.2004.

### Teaching in comprehensive education

- Tampere city, civic education/adult education, 1998-2002, short weekend courses on culinary art, twice a year, teacher in adult education;
- Mfantsiman Girls' Senior Secondary School, Ghana 1.9.1993-31.8.1994 upper secondary school teacher;
- Vuosaari lower secondary school, 1.8.1992-31.7.1993; Kerava lower secondary school, 20.1.1992-30.5.1992; Pitäjänmäki lower secondary school, 2.12.1991- 22.12.1991 subject teacher, home economics teacher;
- Rajamäki primary school and lower secondary school, 16.2.1988-25.4.1990 substitute teacher, 1-5 days at the time in different school subjects.

### Teaching in vocational education

- Tampere Home Economics Institute, 1.8.1999-2.2.2002;
- Ahlman Institute for Agriculture and Home Economics, Tampere, 1.8.1997-31.7.1999;
- Järvenpää College for Home Economics Teachers, 15.8.1994-31.7.1997;
- Vantaa Home Economics Institute, 15.8.1990-30.5.1991 ja 22.1.1993-28.5.1993 Vocational subjects' teacher;
- Hyvinkää Health Care Institute, 15.8.1991-30.5.1992 Lecturer in human nutrition.

## Supervising students' research work

The highlight of my bachelor thesis supervising career has been the articles (2 articles classified as A1 and one article classified as A3) that I jointly wrote with my students based on their research. Besides the traditional seminars and face-to-face tutoring my latest innovation is "Conversations with scholars" podcast series [Scholars – Home4Action \(helsinki.fi\)](https://www.helsinki.fi) where well-established scholars join the seminar, give short introduction to their work that is recorded and posted to website.

- First supervisor doctoral students Anttila & Oikarinen.
- Supervision of 15 master's thesis 2017-2018 and 15 thesis on going.
- I have co-supervised 10 master's theses.
- Supervision of 10-15 bachelor thesis per year (2013-2020).
- Since 2010, I have been a second evaluator for master's theses and evaluated about 5-10 master's theses annually.
- teacher students supervision during their teaching practice (practicum) in compulsory schools and adult education

## Information technology skills in teaching

Teaching technology is at its best when it is a joy to use for both the learner and the teacher, and when it significantly helps to improve the quality of learning. Below are some examples of how I have made good use of the teaching technology available over the years.

I have had an active role developing and leading (2019- ) the recent digital approach in Home Economics study track's pedagogical development work as part of the faculty's development work. Being part of DigiPedaNYT **faculty level network** has given me an opportunity learn from colleagues and interact with them.

In Spring 2020, I launched a **joint learning module** "Kuluttajaosaamisen syventävä opintojakso" in **DigiCampus platform**. It is a collaboration with University of Eastern Finland and Finnish Consumer Authority. The learning module is a complete (5 cr) on-line learning entity that requires active collaboration amongst the students. Students submit a variety of assignments classified as orientation tasks, foundation tasks and in-depth tasks. None of the tasks requires traditional essay writing and as part of the module they produce a podcast and peer comment (review) them.

Already in 2005–2010, during a series of five Nordic intensive courses organised around the theme 'Food in Contemporary Society', among other activities, videos were recorded during the lectures and later used in other courses in the interactive study platform. **Video teaching** materials were also produced (January 2012–April 2012) in cooperation with the Finfood - Finnish Food Information Association as a part of students' information technology studies. A home economics research database was developed (2012) in the Moodle environment and is used as self-study resource.

In the culturally responsive teacher education network (2012–2016), all possible means were used to establish an **interactive learning community between two continents**, involving five universities, in particular: the University of Jyväskylä, University of Cape Coast, University of Dar es Salaam, University of Pretoria and

University of Helsinki. Skype calls and Helsinki BOX were the technological bases that were available for everyone. The project highlighted the importance of the availability of technology for all. Teaching technology needs to enhance equity.

The creation of a **YouTube playlist of bachelor thesis research** has likewise been useful (2015–). It has helped student researchers summarise research questions, identify the methods used and results in just one minute video. This endeavour has been an interesting way for also the fellow seminar students to focus and concentrate on the final seminar rounds. These videos have also been shared and discussed with in-service home economics teachers in order to support their research-based thinking (Home Economics Teachers' Association, Bi-annual meeting in Tampere spring 2016).

Furthermore, **electronic teaching posters** made (2016–) with Canva (Canva–Graphic Design & Photo Editing App) have been an informative way to present and summarise students' course work. In one consumer education meeting, students presented their action research projects, called '100 sustainable actions', through visual canvas posters.

## Published and produced teaching material

Home4Action blog features some of my latest work

[Home4Action – a blog for Home Economics Education in the 21st century \(helsinki.fi\)](https://blogs.helsinki.fi/homeforaction/)

<https://blogs.helsinki.fi/homeforaction/>

The most recent teaching innovation focuses on **interactive and hands-on approach in on-line and hybrid home economics education**. Presented in:

Kasvatustieteen päivät / Finnish Education Research Days

Multiple modality of creating home economics learning spaces

Hille Janhonen-Abuquah , Anne Malin , Helena Soljanto & Marianna Vivitsou

25 Nov 2021 → 26 Nov 2021

Ainedidaktinen symposium

Taidon oppimisen ja opettamisen haasteita uudessa normaalissa

Hille Janhonen-Abuquah & Helena Soljanto

12 Feb 2021

The research based development project got funding from the Faculty of Education 2021-2022. Autumn 2021, students engagement to test the digital devices was funded. See their manual:

<https://blogs.helsinki.fi/homeforaction/laitteet-technical-issues-and-devices/>

In 2022, the on-going research is able to hire a research assistant for three months.

Spring 2020 an open platform for teachers was launched. “[Moninaisuus kotitalousopetuksessa](https://blogs.helsinki.fi/kotitalousjamoninaisuus/) Tietoa ja työvälineitä oman työn kehittämiseen” <https://blogs.helsinki.fi/kotitalousjamoninaisuus/>. It is used both for in-service and pre-service teachers.

Moninaisuus kotitalousopetuksessa. Janhonen-Abuquah, H., Posti-Ahokas, H. & Ahlholm, M. (toim.). Blogisivusto. 15.3.2020. <https://blogs.helsinki.fi/kotitalousjamoninaisuus/>

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I have co-edited textbooks for comprehensive schools, first in 1998–1999 with WSOY ‘Ruokamatka Afrikkaan’ and then in 2014–2015 with ‘Kotitaloustaito 7-9’ with SanomaPro.

- Harjula, P., Löytty-Rissanen, M., & Janhonen-Abuquah, H. (2016). *Kotitaloustaito 7-9 Digikirja*. Sanoma Pro.
- Harjula, P., Löytty-Rissanen, M., & Janhonen-Abuquah, H. (2015). *Kotitaloustaito 7-9: Taitovihko*. Sanoma Pro.
- Harjula, P., Löytty-Rissanen, M., & Janhonen-Abuquah, H. (2015). *Kotitaloustaito 7-9*. Sanoma Pro.
- Harjula, P., Löytty-Rissanen, M., & Janhonen-Abuquah, H. E. M. (2014). *Kotitaloustaito 7-9: Ruokakulttuurit*. Sanoma Pro.
- Janhonen-Abuquah, H. E. M., Nevala, R., Ojala, J., & Svensk-Smouni, A. (2000). *Ruokamatka Afrikkaan*. WSOY Oppimateriaalit.

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I have also co-edited anthologies that are used as course books in the home economics science master’s degree programme in Finland and in neighbouring countries.

- Janhonen-Abuquah, H., & Palojoiki, P. (Eds.) (2015). *Luova ja vastuullinen kotitalousopetus. Creative and responsible Home Economics education. Home Economics and Craft Studies Research Reports No. 38*. Helsinki: University of Helsinki. Department of Teacher Education.
- Janhonen-Abuquah, H., Vieltojärvi, M., & Palojoiki, P. (Eds.) (2012). *Ruoka, kulttuuri ja oppiminen – näkökulmia ruokatutkimuksen menetelmiin. [Food, culture and learning – viewpoints to methods of food research]*. Home Economics and Craft Studies Research Reports No. 29. Helsinki: University of Helsinki. Department of Teacher Education.
- Janhonen-Abuquah, H., & Palojoiki, P. (Eds.) (2009). *Food in contemporary society*. Department of Home Economics and Craft Science Publications No. 23. Helsinki: University of Helsinki.
- Janhonen-Abuquah, H. (Ed.) (2009). *Kodin arki. [Everyday life of a home]* Department of Home Economics and Craft Science Publications No. 19. Helsinki: University of Helsinki.

## Developing teaching

Since starting my career as home economics teacher over 30 years and been always enthusiastic engaging in developmental activities. As an university employee the developmental approach has intertwined with research activities. Sometimes its even difficult to separate which is research work and which is development work.

To put it short: I enjoy teaching and re-re-replanning of it.

Most challenging **international educational development project** is the HEICI project Teacher Education without Walls – New models for STEM and Teacher Education in the Digital age (OLIVE) in Palestine that I am currently leading. Through it I have been able to develop my project leadership, management and human relation (HR) skills further in international collaboration as there are four universities (two in Palestine, two in Finland), about 20 actively participating colleagues and about 20 colleagues with a minor role involved in the project. Four year project with a 1.8 million euro budget offers much possibilities and carries a heavy responsibility. UEF, School of Applied Educational Science and Teacher Education together with UEF Luma center are the Finnish partners in the consortium. See further: [Teacher Education without Walls | University of Helsinki](https://uefconnect.uef.fi/en/group/teacher-education-without-walls-%e2%80%93-new-models-for-stem-and-teacher-education-in-the-digital-age/), <https://uefconnect.uef.fi/en/group/teacher-education-without-walls-%e2%80%93-new-models-for-stem-and-teacher-education-in-the-digital-age/>

Making full use of **student feedback** has been the key for course development. The quick on-line solutions (e.g. in Moodle, TEAMS, ZOOM) for gathering feedback offer almost instant response to make changes in course plans as well as more longitudinal development process as now when the new curricula for bachelor and master study programmes in home economics teacher education are been carried out. I am currently leading the study programme revision work at our study track in close collaboration with the pedagogical team at the departmental level.

The **research based development** of modules central part of my teaching and most recently seen in “Home Economics in pluralists society” course that has been developed over the years. Systematic research has been done in relation to the module and the following research articles has grown directly from the module.

- Posti-Ahokas, H., & Janhonen-Abuquah, H. (2021). Towards equity literacy: exploratory enquiry with Finnish student teachers. *European Journal of Teacher Education*. <https://doi.org/10.1080/02619768.2021.1952977>
- Posti-Ahokas, H., Janhonen-Abuquah, H., & Johnson Longfor, R. (2015). Urban spaces for intercultural encounters: teacher students’ reflections on the cultural plunge. *World Studies in Education*, 16(2), 45-55. <https://doi.org/10.7459/wse/16.2.05>
- Posti-Ahokas, H., Janhonen-Abuquah, H., & Johnson Longfor, R. (2017). GET OUT! Developing Pedagogical Practice for Extended Learning Spaces in Intercultural Education. In T. Itkonen, & F. Dervin (Eds.), *Silent Partners in Multicultural Education* (pp. 147-172). (Research in multicultural education and international perspectives ). INFORMATION AGE PUBLISHING, INC.

### Stakeholder events on Consumer education as students learning process

In collaboration with the Finnish Competition and Consumer Authority, I organised set of six<sup>6</sup> public consumer education events. The focus has changed from financial matters to pedagogical approaches. In 2017, the theme was on intelligent housing solutions. Students have always had an active role collaborating with fellow students from other faculties and other teacher education students. The aim of the event has been to disseminate information on consumer education, develop new pedagogical innovations and learn to collaborate with various consumer professionals and stakeholders outside university. The outcome of the activity has been published online in the KKV blog<sup>7</sup> or in online publications.<sup>8</sup>

### Other merits in teaching field

Honorary membership award from Home Economics Pedagogy Students' Association, 19.2.2022

Experience In-service teacher training. Served as a trainer for home economics teachers in activities organised by the University of Helsinki Centre for Continuing Education HY+.

International education visits

Education Advisor in Palestine, Teachers without Borders TWB (1.3.2019-31.5.2019).

Visiting lecturer in Universities:

Ghana (24.11.2013–08.12.2013, 20.11.2015.–07.12.2015),

United Kingdom (17.04.2013–19.04.2013),

Estonia (17.10.2011–21.10.2011, 13.10.2010–20.10.2010)

Jordania (22.10.2011–28.10.2011).

In total five months.

### Public teaching demonstrations and evaluation of teaching qualifications

for a university lecturer position 2010

for a professor position 22.2.2018 and 18.2.2021.

Academic evaluation of teaching competence: excellent

*"Hille Janhonen-Abuquahin opetustaito kokonaisuudessaan arvioitiin kiitettäväksi. Hille Janhonen-Abuquahilla on apulaisprofessorin / professorin tehtävän edellyttämä opetustaito."* opetusnäyte  
22.2.2018

<sup>6</sup> Älykoti – osaaminen, kuluttaja ja äly [Artificial intelligent solutions at home – competences, consumer and intelligence]2.10.2017, Kuluttajapäivä [Consumer day] 17.3.2016, Rahapaja – tiedosta taidoksi työpaja [Money forgery – from knowledge to skills] 12.3.2015, Raha - vauvasta vaariin [Money – from infancy to senior years]13.3.2014, Rahapaja [Money forgery] 14.03.2013, Kuluttajuus arjen taitona - Pedagogista tarkastelua. Kuluttajakasvatuksen oppimispolku [Everyday life competences of a consumer. Pedagogical scrutiny. Study path for consumer education]15.03.2012.

<sup>7</sup> "Kuka kasvattaa ketä?" <https://kukakasvattaaaketa.wordpress.com/>

<sup>8</sup> Janhonen-Abuquah, H., Kauppinen, E., Virtanen, A., & Mäntylä, T. (Eds.) (2012). Kuluttajuus arjen taitona – pedagogista tarkastelua: Kuluttajakasvatuksen oppimispolku. Raportti 2012. [Everyday life competences of a consumer. Pedagogical scrutiny] Helsinki: Suomen lasten ja nuorten säätiö.