



INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

GUEST EDITORIAL

Special Issue: Teaching and learning in Home Economics education

The idea of editing a special issue focusing on Home Economics education evolved through various international networks with which members of the editing team have been involved through IFHE and various projects. Through this collection of pedagogically focused articles, we aim to provide insights into Home Economics education in various parts of the world and at various levels of education. This issue widely represents Home Economics education at the tertiary level, making the issue a unique collection of articles for colleagues working to develop higher education programmes.

The articles were written by authors representing four continents and twelve countries. They illustrate how Home Economics education is being constantly developed in daily, practical, classroom activities and through research-based innovations. Articles feature quantitative and qualitative, disciplinary and trans-disciplinary, and empirical and theoretical work in addition to relevant descriptions of the work of reflective practitioners in developing Home Economics education at various educational levels.

The articles published here focus both on teachers' and students' views to identify practices that support meaningful learning. Curricula are analysed to provide understanding of Home Economics education in societal contexts. Curricula are powerful tools for highlighting the relationship between sustainable development, cultural responsiveness, and education within the teaching and learning of Home Economics. It is our common responsibility as Home Economics educators to address the following questions and show their connection to curricula:

- How do the surrounding, changing society and world affect teaching?
- How do knowledge and skills from the past help in understanding the present day and prepare Home Economics students for the future?
- How are globally influenced changes and diversifying contexts translated in local pedagogical practices?
- How does one extend the learning environment outside the classroom and design meaningful learning activities that support the development of high-quality Home Economics learning?

Changing global and local contexts challenge Home Economics education to renew itself in response. Global migration and increasing international collaboration change and enrich educational contexts, which, combined with accelerated technological achievements, make it possible to connect and discuss the pedagogical challenges we meet as Home Economics professionals across countries and time zones.

We were positively surprised by the number of manuscripts submitted for this special issue. In the first phase, 31 abstracts were submitted. Of these, 17 full articles were accepted for publication after a double-blind review process. We highly value the work done by the 37 reviewers, who took their task seriously and whose constructive comments helped to improve the articles. We want to sincerely thank all reviewers. You have shown us how strong our global Home Economics education-research community is!

The authors responded to the call with appropriate content, worked efficiently, met deadlines, and exemplified the entire range of contemporary Home Economics education research. They have opened the door to the lecture rooms, enabling us to fathom how Home Economics education is

practiced in various contexts. We must specifically mention the role of practitioner research, including lesson study, action research, and teacher self-study. It is of the utmost value for reflective practitioners to put pedagogical changes into action, argue them scientifically, and finally report the key conclusions to a wide audience.

Cooperation across disciplines and borders should be encouraged at all levels. We do hope that the articles in this special issue will be read by scholars in various academic fields beyond Home Economics. The articles' focus on contextual relevance and applicability while maintaining scientific rigor in ethics and methodology opens them to a wider audience.

Regarding school communities, all teachers should see the power of interdisciplinary cooperation, and Home Economics as a school subject provides an excellent platform for this. As school leaders, principals are in a position key to this process, which means that they must share information, negotiate, and be truly present in helping, designing, and enabling the implementation of good interdisciplinary practices.

Equality and equity are increasingly important themes in Home Economics education that aims for socially just societies. We strongly encourage further research on these themes in the future issues of the International Journal of Home Economics. You can follow our ongoing research project, Home Economics Education for Diversities (HEED) through the HEED blog at <http://blogs.helsinki.fi/heedproject/>.

The International Federation for Home Economics (IFHE) offers valuable networks and contacts that could be used even more to build cross-border study units, modules, and programmes to enhance learning and development in the field. The members of the editorial team have attended the IFHE world conferences since Hannover 1992, served as national country liaisons from 2003–2011, have served as programme committee chairs and members, and have attended several annual and council meetings. The IFHE has provided us a worldwide academic and professional network within which to share ideas and plan new activities. The editorial task has given the team a new opportunity to work with IFHE.

Finally, we invite you to enjoy the inspiration that this special issue gives to Home Economics professionals and others worldwide. We hope readers will find both practical ideas and resources for their own research, and that they will use the articles as learning materials in their teaching so that the novel ideas presented here can be further developed. We strongly believe in educational development: courageous pedagogical thinking leads to new educational innovations, which in turn equips Home Economics education to respond to the challenges of changing societies.

Hille Janhonen-Abuquah, Hanna Posti-Ahokas and Päivi Palojoki
Guest Editors, IJHE

Hille Janhonen-Abuquah ✉ hille.janhonen-abuquah@helsinki.fi
Hanna Posti-Ahokas ✉ hanna.posti-ahokas@helsinki.fi
Päivi Palojoki ✉ paivi.palojoki@helsinki.fi