

# Curriculum vitae

Zilliacus (born Törnqvist)  
Harriet Anne-Charlotte

University lecturer, PhD, Title of Docent  
Faculty of Educational Sciences  
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Harriet Zilliacus' research within sustainability education focuses especially on questions on worldviews and the possibilities for transformative change through policy development, school education, and in adult education and learning. Together with her colleagues Pia Mikander, Lili-Ann Wolff and Arto Kallioniemi she has recently conducted two discourse studies on human-nature relationships in Finnish worldview textbooks. The focus of these articles was on how textbooks for 1<sup>st</sup> and 2<sup>nd</sup> year primary education students introduce human-nature relations and non-human animals. These studies showed a human-centered worldview approach, expressing humans predominantly as Masters, Stewards and Caretakers over nature and non-human animals as utilities for humans. Harriet Zilliacus' research interests and previous publications also include studies on multicultural and multilingual education as well as arts-based qualitative research methods. Her doctoral dissertation from 2015 was in the field of intercultural and worldview education.

As a university lecturer Harriet Zilliacus teaches within the degree programme for general and adult education, teacher education as well as early childhood education conducted in the Swedish language. In her teaching she strives to integrate sustainability perspectives and research on diversity, minorities and social justice in relation to pedagogy. She has developed several courses, including the master degree courses Utbildningsplanering för en hållbar framtid (Educational policy development towards a sustainable future) and Utbildningssociologi i ett globalt perspektiv (Educational sociology in a global perspective), and the bachelor degree course Vuxenpedagogik och lärande i förändring (Adult education and the changing features of learning). Starting from the academic year 2023-2024 she is the responsible teacher for a sustainability education course for all Swedish-speaking bachelor students at the faculty. Harriet Zilliacus also teaches qualitative research methods and has extensive experience as thesis supervisor.

## Positions:

University lecturer, University of Helsinki, Department of Education, 01/01/2018 →  
Title of Docent at the University of Helsinki, 01/11/2022  
Acting professor of education, University of Helsinki, Department of  
Education 01/8/2020→31/12/2020, 01/09→31/10/2022  
Postdoctoral researcher, Department of Education 01/03/2015 → 31/12/2017  
PhD, University of Helsinki, Department of Education, 17.2.2015

## Key publications:

Zilliacus, H., Wolff, L., Mikander, P. & Kallioniemi, A. (forthcoming Open access publication, July 2024). Reframing the Human–Nature Relationship in Worldview Education: The Case of Finnish Lutheran and Orthodox Textbooks. Windsor, S. & Franck, O. (Eds.). *Intersections of Religion, Education, and a Sustainable World*. Springer.

Mikander, P., Zilliacus, H., Wolff, L-A., & Kallioniemi, A. (2024). Non-human animals in Finnish worldview education textbooks. *Nordidactica: Journal of Humanities and Social Science Education*, 1. <https://journals.lub.lu.se/nordidactica/article/view/25254>

Zilliacus, H., & Wolff, L. (2021). Climate change and worldview transformation in Finnish education policy. In *Oxford Research Encyclopedia of Education*. Oxford University Press. DOI: <https://doi.org/10.1093/acrefore/9780190264093.013.1676>

Zilliacus, H. (2019). Key challenges in supporting identity development in segregated instruction about worldviews. In Ubani, M., Rissanen, I. & Poulter, S. (Eds.), *Contextualising dialogue, secularisation and pluralism: Case analyses in Finnish public education*, (pp. 57–79). Waxmann Series.

Mikander, P., Zilliacus, H. & Holm, G. (2018). Intercultural education in transition - Nordic perspectives. *Education inquiry*, 9(1), 40–56. DOI: [10.1080/20004508.2018.1433432](https://doi.org/10.1080/20004508.2018.1433432)

Zilliacus, H., Holm, G. & Sahlström, F. (2017). Taking Steps Towards institutionalizing multicultural education – The National Curriculum of Finland, *Multicultural Education Review*, 9(4), 231–248. DOI: [10.1080/2005615X.2017.1383810](https://doi.org/10.1080/2005615X.2017.1383810)

Zilliacus, H., Paulsrud, B. & Holm, G. (2017). Essentializing vs Non-Essentializing Students' Cultural Identities: Curricular Discourses in Finland and Sweden. *Multicultural Discourses*, 2, 166–180. DOI: [10.1080/17447143.2017.1311335](https://doi.org/10.1080/17447143.2017.1311335)

Zilliacus, H & Kallioniemi, A. (2016). Secular Ethics Education as an Alternative to Religious Education – Finnish Teachers' Views. *Journal of Beliefs and Values*, 37(2), 131–139. DOI: [10.1080/13617672.2016.1185231](https://doi.org/10.1080/13617672.2016.1185231)

Zilliacus, H. (2014). Supporting Students Identities and Inclusion in Minority Religious and Secular Ethics Education – A Study on Plurality in the Finnish Comprehensive School [Unpublished doctoral dissertation]. University of Helsinki.

For personal copies of my publications, please contact me via e-mail at [harriet.zilliacus@helsinki.fi](mailto:harriet.zilliacus@helsinki.fi).