



KOKKOLINNA'S FAVOURITE RECIPES

**-teaching material for Teaching restaurant Kokkolinna
Modern pedagogy and cooking in real customer situations**

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Abstract In teaching restaurant Kokkolinna there are real customer situations every day. Both restaurant cooks and waitresses study at Kokkolinna. Products that the students bake are used in real sales situations and they have to be well prepared. This study is made for a teaching material for students of Kokkolinna in order to get even products to cafeteria every day. Each product is tested, photographed and test sold in order to see if it is profitable or not. Also teaching methods at Kokkolinna's kitchen are evaluated during this process and the combination of real customer service situation during the teaching.		
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CONTENT

1 INTRODUCTION.....	4
2 THE STORY OF KOKKOLINNA.....	5
3 TEACHING AND AIMS OF IT.....	6
3.1 Teaching in Kokkolinna	10
3.2 Who are Kokkolinna's students	11
3.3 The business structure of Kokkolinna	12
3.4 Planning of the teaching and curriculums	15
4 WORK ENVIRONMENT . VIRHE. KIRJANMERKKIÄ EI OLE MÄÄRITETTY.	
5 IMPLEMENTING OF THIS STUDY.....	18
5.1 Students and teachers in real customer situations.....	18
5.2 When was the study done	19
5.3 Teaching methods in Kokkolinna and in this study	20
5.4 Lesson structure and planning of a kitchen lesson	22
6. RESULTS.....	24
6.1 Kokkolinna's recipes.....	24
6.1.1 Salty bites	24-32
6.1.2 Sweet delights.....	33-57
SOURCES	59

APPENDIX.....	60
Appendix 1. Curriculum modules.....	61
INDEX	70

FIGURES

FIGURE 1. The old Kokkolinna building in Kokkola.....	6
FIGURE 2. The hierarchy of Teaching restaurant Kokkolinna.....	13
FIGURE 3. The structures of sales in Teaching restaurant Kokkolinna.....	14
FIGURE 4. Example of curriculum	Virhe. Kirjanmerkkiä ei ole määritetty.

1 INTRODUCTION

This study is made in Kokkola in Teaching restaurant Kokkolinna in order to help teachers in their work, students in their studies and our customers to get better products and service. It is done in real customer situations in normal, hectic restaurant days like it is in working life.

Study was done during the kitchen lessons in order to gather up important recipes under the same cover. If one wants be sure his or hers recipe is working, one must also prepare the product and see the outcome of it. Only repices that has been working well have been selected to this future teaching material. This recipes are for the baker or for a chef who prepares the products to cafeteria. If I would have included all the recipes we have prepared into this study, it would have become too wide. I chose bakery products because it was the only product group that did not already have a study book, a students have a wide book about basic food recipes. Also there was a need to get our cafeterias products saved into one place.

Most of the recipes have been either developed or discovered by our restaurant cook students, who got this assignment to find or develop recipe for some specific occasion from me or the kitchen teacher. Recipes have been specially chosen to certain customer situations in our restaurant; for example a banquet menus dessert for 100 people or Mother's Day's lunch or to be sold in our cafeteria. Also customers hopes and wishes have been taken into consideration when the products have been developed.

I would like to thank you the teachers of Kokkolinna; Riikka Myllymäki and Tuula Alppinen who have been patient enough to answer my questions concerning the teaching matters and fact in our restaurant. Special thanks to kitchen teacher Leena Roukala who have been implementing the study at her lessons and giving ideas and feed back. She has also gone through all the recipes found in the appendix with me. I would also like to thank our enthusiastic and prompt students, who have done the actual work in choosing the recipes and baking the product, and also given me an opportunity to photograph the product before they are served.

2 THE STORY OF KOKKOLINNA

Teaching restaurant Kokkolinna is located in the only Jugend style building made of stone in the town of Kokkola. It was built in 1908 to be a landmark for a town of sea navigation and trading. The building, which was named Kokkolinna was designed by building masters Kari Taipale and Kyösti Himanka. It was the first apartment house that got water blumming and toilets in the town of Kokkola in a year 1911.

Like most of the buildings in the town centrum, also Kokkolinna's first floor was reserved for business premises. At first there was a wallpaper and colouring shop, bicycle shop, KPO's store, hard ware store, post office, cafeteria and some office premises. The building itself reminds of a castle with it's round shapes and old style decorations. According to the list of inhabitants, many known person in Kokkola has lived in this building for example a writer Gerdan Lindgren and many others. Afterwards, there have been many different restaurants and shops in building of Kokkolinna.

The building was renovated by respecting the history in 2002. In the first floor, in the place of the business premises, our teaching restaurant was designed. Old Jugend style combined with modern practicality in a restaurant facility, was designed by interior designer Vesa Ervasti. This teaching restaurant was a big dream to the principal Raita Salminen (The Vocational Institute of Kokkola) who reminded as a hostess of restaurant Kokkolinna until the year 2008. This working environment not only teaches young students how to work in a restaurant, it also teaches them to respect history. Future's restaurant chefs and waitresses practise here all around the year to be professionals and it is the best example of modern pedagogy. This is how the teaching restaurant was born and in the year 2008 it celebrated it's 5 year birthday having it's most profitable year as a business so far.



FIGURE 1. The old Kokkolinna building in Kokkola.

3 TEACHING AND AIMS OF IT

The Federation of Education in Ostrobothnia has determined its main strategies in teaching and its goals in the educational plan (*opetussuunnitelma*). All units of the federation follow these instructions. These instructions are carefully planned in what is called “Strategy 2010” -programme, in which mastering, openness and customer orientated service has been determined as common values of the federation.

- A) Mastering; Professional mastering, ability to provide learning, co-operation, setting goals and creative work are highly appreciated.
- B) Openness; The Federation has committed into openness and co-operation in action and information.
- C) Customer oriented service; The Federation works in co-operation with customers because as well as student’s, working life and regions opinions and welfare are important to the institute.

In the pedagogical plan of the federation the basis is constructive approach in learning, life long learning and taking consideration of various learners. The goal is to develop association of the teaching and learning cultures and orientation in working life. Also

the goal of the education is to strengthen professional skills in individual level and growth of personalities.

The emphasis in education for youngsters is supporting the growth all the way thru the education. Using the versatile teaching methods, young people are motivated in studying and are taught in life lasting learning. The goal is to provide prerequisites corresponding education to everybody and also take in consideration diverse learners.

The emphasis on the education for adults is working life approach, individualizing examinations and learning, and development in preparedness of learning.

Pedagogical ways of strategies are:

- planning of education together with “the working life”
- individual’s opportunities to choose the learning approach and way of learning
- recognizing and acknowledging the student’s know how in planning the education
- individual operation modes in learning
- versatile learning environments
- exploiting the different funding opportunities, especially in adult education

In every unit of The Federation of Education in Ostrobothnia is taken into consideration also the values and operation modes of the field. Responsible student counselling and teaching demands knowing and exploring ones own values and attitudes. Every individual working in this federation is responsible for expressing and accomplishing of the common values.

Teaching aspects and ways of accomplishing teaching are developed in dialogue of teacher’s, student’s, unit’s and working life in such way that the students will get versatile, modern professional skills required by working life and preparedness in further education and life long learning. By teaching the federation means arranging the

learning opportunities and interrelated student counselling that is supporting the examination and is aiming to goals that a student has set to himself.

Developing the educational plan and internal evaluation is in responsibility of the quality manager of the federation. She is working closely with learning- and quality team. This team and the quality manager together with the unit's principals are giving directions to composing the educational plan for each field according to current statutes and the common parts of the educational plan. Also in small units, such as Teaching restaurant Kokkolinna the teachers are responsible in developing the educational plan according to the feed back from students and working life.

The educational plan and accomplishing teaching is developed also federation's joint teams, working groups and in developmental projects. If needed, the teams and working groups are producing larger strategies and directives to different fields that are part of the educational plan as whole. These joint teams are:

- The team of practical training and skills demonstration
- The team of student maintenance
- Internationality team
- Adult education team
- Enterprise team
- The team of web-based learning
- Vocational high school's (ammattilukio) executive group and co-operation team

For example practical training, skills demonstrations, teacher's practical training, regional co-operation, usage and start of web-based studies, internationalism, student counselling and development of teaching methods with diverse learners are promoted with help of these teams and work groups, enterprises and funding.

The objective of vocational education is to provide students with the knowledge and skills necessary for acquiring vocational expertise and the means to lead a good life. In addition, it provides the area with the basic and additional education services essential for the needs of working life and a society as a whole. Kokkola Vocational institute focuses on providing youths Initial Vocational Qualifications. The curriculum is planned in co-operation with representative of working life. In addition to the educational aspect the Federation of Education in Central Ostrobothnia, which Kokkolinna is part of, focuses on the development of local businesses by encouraging them to improve their competitiveness, productivity, product development and quality. A student must get knowledge and skills for further educating him or herself, get interested in the field and be able to develop her or his personality, and promote the life long learning.

In the periods that students, restaurant cooks and waitresses or waiters study at Kokkolinna they have several common goals in learning. They should learn to co-operate in economical way and understand the business thinking of the restaurant. They should understand the daily routines of the business and be able to plan their actions before the shift. Studies aim at flexible working, understanding the safety rules at work place, first aid, ergonomics, cleanliness, control systems (omavalvonta) and quality thinking. One should learn main products and main working methods in the restaurant. One of the main goals is to learn to work in customer oriented way and work in a team. It is important to learn gastronomical terms in Finnish, Swedish, English and French, and be able to deal with customer service situations in Finnish, Swedish and English. A student should aim at developing her or himself in professionally, and be able to evaluate himself.

3.1 Teaching in Kokkolinna

In restaurant Kokkolinna the teaching is mainly very practical. Our students, future restaurant cooks and waitresses are serving real customers in real everyday situations. They are dealing with real dilemmas and learning by doing. Learning is many times problem based learning. A student might get a task in the morning for example to prepare a soup for the lunch or to bake a cake for our cafeteria. After this a student will start gathering information by his own about how he will manage the task. He will search for the recipe, look for ingredients and commodities needed and then figure out how the cake is prepared. A teacher has no main role in preparing the food but she is counselling students when needed and evaluating the operation modes and the results. Also the waitress students will get tasks as set the tables for the cabinet or find out how some food should be served. I see our restaurant a unique place for learning. Because the restaurant is considered to be not only a teaching environment but also a business, it must keep up with the changes in the field. In this way not only the students but also the teachers will see the latest trends and changes and they will get to practise them in the real customer situations.

Teaching also includes some theory lessons in the teaching restaurant and studies in school premises. There are for example some basic studies such as mathematics, chemistry, physics etc and some field based subjects such as hotel operations, banquet serving, oenology etc. In the school premises there are also practise kitchens in where some of the studies such as á la carte and gastronomy are taken place. The practical training is recommended to be done in restaurants and hotels in the Ostrobothnia region or even around the Finland when a teacher approves the practise place. Some of the practical training can be done in our teaching restaurant and then actual teaching does not occur and the students are working with the permanent staff of the restaurant.

3.2 Who are Kokkolinna's students

In restaurant Kokkolinna there is both cook and waitress or waiter students. Studies are completed in three years and among the studies in teaching restaurant they consist

theoretical and practical periods at school, on-the-job-learning periods and web based teaching. One can also study in high school at the same time, when one is able to get double examination in four years. There is also students with special personal learning plan. One might have previous studies in the field, physical disability or some learning difficulties. In these cases, a special time table can be agreed in PLP. Students are mainly from 16 to 19 years old youngsters. They come from different backgrounds and different nationalities. Both cooks and waiters needs study periods in kitchen and in restaurant serving.

Study periods at Kokkolinna are divided as follows

Kitchen;

- First year cook students → No studies in Kokkolinna
- Second year cook students → 12 study weeks in Kokkolinna kitchen / restaurant kitchen operations
- Third year cook students → 3 study weeks + Planning and carrying out the final thesis; a theme night at Kokkolinna together with a group of waiters
- Third year waiter students → Kitchen operations of a waitress or waiter 4 study weeks

Restaurant serving;

- First year waiter students → Sales and customer service 6 study weeks (a group is divided in to half when other half is doing on-the-job-learning and the other half is in Kokkolinna, then the other way around)
- First year cook students → Sales and customer service / waitressing 9 study weeks (a group is divided in half when other half is doing on-the-job-learning and other half in Kokkolinna, then the other way around)
- Second year waiter students → 4 study weeks / Restaurant serving
- Third year waiter students → Planning and carrying out the final thesis; a theme night at Kokkolinna together with a group of cook students

3.3 The business structure of Kokkolinna

Teaching restaurant Kokkolinna is a part of Kokkola Vocational Institute and therefore also part of the Federation of Education in Central Ostrobothnia. The federation is a regional organization of education and development co-owned by 17 Central Ostrobothnian municipalities. There are roughly 4000 students attending various study programs every year. There are 7 units in this federation of which two are public utilities. In Kokkola Vocational Institute there are approximately 930 students and 105 staff members.

Restaurant Kokkolinna is a small business that operates in terms of teaching. Teaching is carried through all school year, however if needed, students are able to do on-the-job-learning periods in Kokkolinna also on school's vacation times.

The staff is divided in the following way;

- restaurant manager (Responsible for the business, facilities, marketing, customer relations, orders, working rotas and personnel matters. If needed, can help at busy hours and does also teaching.)
- directing waitress (Is responsible of the restaurant when both restaurant manager and teachers are not present. Job includes both restaurant and cafeteria serving, and guiding of students trough the shift.)
- directing chef (Is responsible of kitchen when the kitchen teacher is not present. He is also responsible of ordering ingredients and planning menus when needed. Work consists guiding of students in shift.)
- waitress (Two part time waitresses.)
- chef (One part time chef.)
- teachers (Are not directly staff of restaurant Kokkolinna but staff of Vocational Institute. There are two kitchen and two serving teachers who work at Kokkolinna one at the time.)

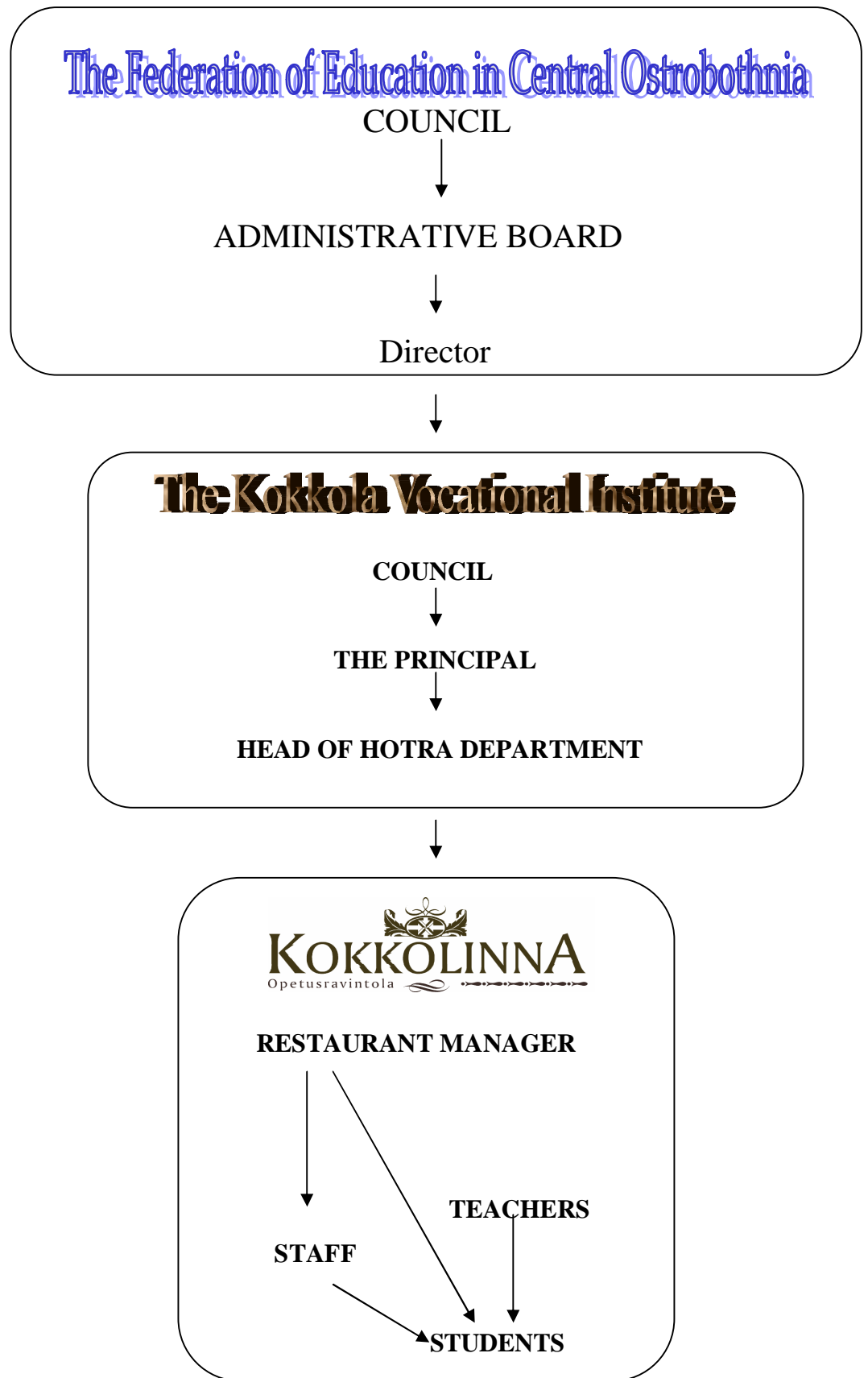


FIGURE 2. The hierarchy of Teaching restaurant Kokkolinna

Kokkolinna is open all year around. Main product of Kokkolinna at the moment is lunch due to business side of Kokkolinna. On daily basis there are approximately 80-120 lunch customers at Kokkolinna. A weekday lunch is served from 11am. until 14.30pm. and it is mainly operated by teachers and students. At other times, the restaurant is open for groups for at request and on Saturdays for lunch. Students are also required to do some banquets and weekend shifts, so they might be working at these times with Kokkolinna's own staff. The restaurant is open also at 1st of May, Mother's and Father's Day and Easter. There is a cafeteria with full alcohol serving licence in Kokkolinna which is open from Monday to Saturday. The café is operated by Kokkolinna's own staff and students are able do on-the-job-learning periods (cafeteria and fast food operations) also at there. During the winter, students arrange theme nights at the restaurant as their final thesis work. Themes vary from different country themes to Valentine's Day dinner or to Oktoberfest party. Also skills demonstrations are done at Kokkolinna.

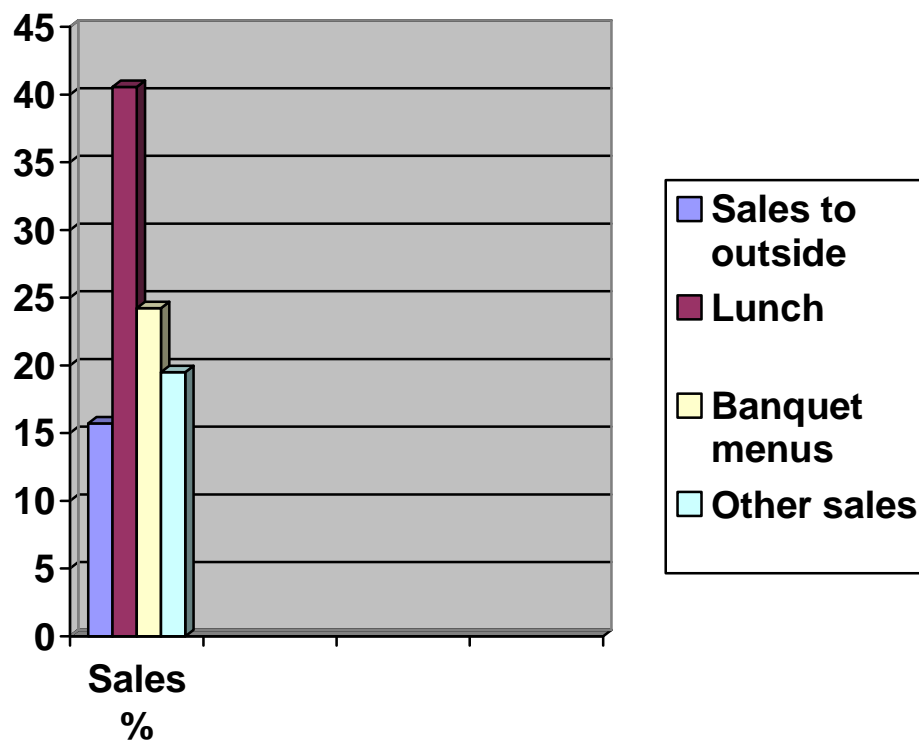


FIGURE 3. The structure of sales in Teaching restaurant Kokkolinna

The graphic shows the main products the restaurant sells. The main product is lunch. Banquet menus is food sold to groups in the restaurant. Other sales consists cafeteria sales, alcoholic beverages and all the other sales that the restaurant makes. Sales outdoors is products that are sold to events and banquets outside to our own premises, for example birthday cakes.

Kokkolinna is like any other restaurant on business; despite of the teaching aspect in restaurant, it aims for profit. This is in my opinion, is one of the reasons why Kokkolinna can offer unique and modern pedagogy in real customer situation in real business environment. Extra costs coming from teaching are balanced between the institute and the restaurant in order to get the actual profitability of the business.

3.4 Planning of the teaching and curriculums

In restaurant Kokkolinna the teaching is mainly very practical. Our students, future restaurant cooks and waitresses are serving real customers in real everyday situations. They are dealing with real dilemmas and learning by doing. Learning is many times problem based learning. A student might get a task in the morning for example to prepare a soup for the lunch or to bake a cake for our cafeteria. After this a student will start gathering information by his own about how he will manage the task. He will search for the recipe, look for ingredients and commodities needed and then figure out how the cake is prepared. A teacher has no main role in preparing the food but she is counselling students when needed and evaluating the operation modes and the results. Also the waitress students will get tasks as set the tables for the cabinet or find out how some food should be served. I see our restaurant a unique place for learning. Because the restaurant is considered to be not only a teaching environment but also a business, it must keep up with the changes in the field. In this way not only the students but also the teachers will see the latest trends and changes and they will get to practise them in the real customer situations.

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chemistry, physics etc and some field based subjects such as hotel operations, banquet serving, oenology etc. In the school premises there are also practise kitchens in where some of the studies such as á la carte and gastronomy are taken place. The practical training is recommended to be done in restaurants and hotels in the Ostrobothnia region or even around the Finland when a teacher approves the practise place. Some of the practical training can be done in our teaching restaurant and then actual teaching does not occur and the students are working with the permanent staff of the restaurant. It is essential for a good teacher to provide a learning environment that raises questions in students and help them understand the goals.

In constructive approach that the Vocational Institute of Kokkola is high lighting for example, when making the curriculum for the school, the teacher would first think what is the level of the knowledge and experience for student in the beginning of the studies, and then set the goals in order to improve it further. The main goals for studies are figure out together with the head of the school, teachers and working life.

When curriculas are planned, studies in Kokkolinna are planned so that the groups can divided into half. While the other half is in Kokkolinna, the other half is doing on-the-job learning in other restaurants. Also, because our restaurant is a functioning business, curriculas are planned so that students and teachers are practising in Kokkolinna as much as they can. This will decrease the amount of wages paid to staff and it will increase the usage of this exceptional teaching facilities usage. In curriculas one must also taken into consideration which group of students are in Kokkolinna in which times. For example, it makes perfect sense to have second or third graders practise in Kokkolinna at busy Christmas time because they already have the basic knowledge. In this way we will also maximise their own learning when giving them more challenging tasks as they have improved.

An example of a curriculum (in Finnish) from year 2007-2008 made by the HOTRA (hotel- and restaurant) department head teacher Tuula Junttila. One can see how the kitchen studies are divided between Kokkolinna and into schools practise kitchens.

Appendix 1.

4 WORK ENVIRONMENT

Kokkolinna is an excellent working environment for students. The kitchen and equipments are relatively new, only five years old. Due to business side of this working environment, the group sizes are kept smaller than usually. Service must be fluent, flexible and the food must be ready at certain times. If mistakes happen, it can not affect on service situations. Therefore the groups have been divided into half and while the other half of the group is in Kokkolinna, the other half is doing on-the-job-learning in other restaurants. This means that there is maximum 12 students in the kitchen at the time. A teacher has better opportunity to supervise each individual and the kitchen size is working better for a smaller group.

Because of the teaching, Kokkolinna's equipment is maintained regularly and broken ones are either fixed or replaced with new ones as soon as possible. In many work places the maintaining the equipment is many times not fully taking care of due to costs, but because of the teaching, our facilities and equipment must be in function all the time. Also they have to be updated in such ways that our students will be able to learn modern technology.

In the beginning of every course in Kokkolinna's kitchen the students will examine the facilities and how the equipment work. Also in the beginning and ending of the course, the kitchen will be cleaned properly. This also helps students to find equipment easier in the kitchen.

Taking care of the cleanliness of restaurant is done properly and it is also valued in every skills demonstration. The facilities are specially designed to follow today's laws and regulations which takes into consideration hygiene, safety at work place and ergonomics, environmental factors such as storage of remnant and recycling, and proper personnel facilities such as toilets, showers and a room for resting and eating. This room can also be used as theoretic lessons if needed. There is also a small cabinet in Kokkolinna which can be used by both, customers for meetings and teachers for theoretic lessons.

5 IMPLEMENTING OF THIS STUDY

In this study I wanted to gather up new teaching material for teaching in Kokkolinna. This study was done to get clearer picture of teaching and planning of teaching in real customer service situation. At these moments, time is always hectic and limited and customer's expectation high. Still our students are able to come up with excellent foods and bakeries. In order to find out how the kitchen, which usually works with 2 professionals, can work well with one teacher, one chef and 10 students, I had to observe the work form many different point of views. Because from where I look at it, the teaching was not as organised as it should have been, I decided to renew some materials for lesson. Recipes that had been proven to be good were lying around the kitchen and office. Because there were no pictures of the products, they could have been totally different looking when they were made by a different chef. It is not good if our customers are expecting to get a cheese cake that looks and tastes every time the same.

Because good results are always looked up to, and good recipes valued, I decided to collect most of them into this study. These salty and sweet Kokkolinna's products, chosen by students and staff are also photographed and collected into this study as appendix. The study was done on sweet and salty bakery only because having all students recipes in this, would have made it too wide. The most interesting part of the study was the developing or finding the recipes which was done mostly by students. All recipes have been tested by at the lessons in our restaurant, and have been sold to our customers. These recipes can have been in a students head, in some old book or in internet. We hope that this recipe book, that is also in Kokkolinna's kitchen now, will help students and teachers, and it is going to be used as a study material during the lessons. We are also planning on publishing a book based on these recipes.

5.1 Students and teachers in real customer situations

Teaching in real customer situation is always hectic and risky. Anything can happen from students not showing up in the morning or total failure in cooking because of the

nervousness to bad customer feed back. On the other hand, when everything works out fine, the best thank you and incentive for students and teachers is to see the smile on a customers face. Working in a teaching restaurant teaches students to be able to handle pressure at work because it exists here everyday. One has a certain time to prepare the food, there might be many groups of customers ordering food at the same time and the food should still look gastronomically right. There is lot of people in kitchen at the same time and only a certain amount of some equipment, this teaches students group work. Also when they are sending out menus on a plate to the customers, there is a need for a small group who is able to handle it together fast and with quality.

Teacher might feel pressured not only because of the shortage of time, they want good customer feed back but also to not to put too much pressure on students. Even though it is good for them to learn the hectic way of kitchen work, it is always the teacher who is supervising the situation. She or he should be able to see if some individual needs extra attention or guidance. Sometimes a teacher feels the pressure of real customer service situation, when the lunch is about to beginning and 4 students are asking for advice at the same time as you are trying to set up the lunch buffet. Many students learn how to deal with the pressure but we can not expect that to happen in a first week or two, or even in a year. We must encourage students to deal with these situations, encourage them to talk to each others and to work together and most of all encourage them to learn to talk with customers.

5.2. When was the study done

In order to get as much variations into the study as possible, it is done during the years 2007 and 2008. This means that there have been a lot of different students at the kitchen during this time. There have also been 2 different teachers and 2 chefs with them at the kitchen during this time. Some of the students have actually been waitress students. It has been clearly seen that for the students of third year, it is easier to develop or find new recipes and work with them.

5.3. Teaching methods in Kokkolinna and in this study

Because the work in Kokkolinna is very practical, it can be said that the main method for students to learn is learning by doing. They are given a task which they will put into practise and they will see and learn if the way they did works or not.

It can also be said that the problem based learning was used a lot during my study, and is used in Kokkolinna all the time. In the morning the teacher gives students their tasks and they need to figure out how to cope. Usually there are two ways of dividing tasks:

A teacher gives a student a task for example being charge of bakery at cafeteria. She tells a students what needs to be done for it for example; one gluten free cake, berry pie, salty pie and cookies. A student then needs to plan the recipes, working methods, working equipment, time tables and do it in practise. This method is used most in Kokkolinna's kitchen. If there is a bigger entity that the students needs to plan for example a theme lunch, they might get the planning task before hand as a home work.

A teacher gives a student a task of baking a dessert to some specific menu. Because the menu have been planned and used before, the recipe already exists. A student must now plan the methods, time table and working equipment and do it in practise. In this case a result must not vary from the ones have been served in a many before.

In case of A, it really is like Dr. Howard Barrows and Ann Kelson from Southern Illinois University School of Medicine says; "The problem based learning is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills." This is really the case in a small kitchen where all must be working together. A teacher must design the curricula so that this kind of learning is done in the periods of Kokkolinna and the lessons so that students will learn this necessary skill of planning themselves. "The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career."

Kolb believed that we learn by using four different styles of learning:

- Learning by doing, or by experimenting with something.
- Learning by watching and being conscious of the observing of something.
- Learning by feeling, or by actively experiencing something, and
- Learning by thinking and conceptualizing something.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', for example a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections which happens when a cook student succeeds with her recipe. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

According to Anthony Basiel the constructive approach which is emphasis in the Kokkola Vocational Institute shifts the responsibility of learning to student. This is clearly seen in the teaching in Kokkolinna. The teacher's role is to guide through the process of learning. The constructive approach is a combination of research within the cognitive approach and social psychology. This theory was mainly developed J. Bruner at the beginning and it is a general framework for instruction based upon the study of cognition. According to Rauste-von Wright one of the main things in constructivism is that the goals and "big ideas" are written down in curricula and they make the competence in action possible. This is one principle of The Federation of Education in Otrbothnia which is high lighting the constructive approach in studying. Learning is the learners own active process where understanding and thinking are important. The goal is to create problems that the learner is interested in. It is essential for a good teacher to provide a learning environment that raises questions in students and help them understand the goals.

Greg Kearsley simply lists learning concepts as follows; anxiety, arousal, attention, attitudes, cognitive/learning styles, creativity, feedback/reinforcement, imagery, learning strategies, mastery, memory, mental models, metacognition, motivation, productions, schema, sequencing of instruction, taxonomies. These all are connected to each

others and they all are parts of different learning theories. This thinking seems to go well on Kokkolinna's teaching. There is lot of different ways and methods used during the three years of studies and they all are combined to each other. Teaching at Kokkolinna differs from teaching at practise kitchen at school or at class room, but they all give something to the final result. When regarding all these different theories, they all seem to be either very close to each others in different ways or they are closely connected to each others, if not even "borrowing" parts from each others. Also *Maijaliisa Rauste-von Wright* is talking about this same thing in her book "*Opettaja tienhaarassa*" when she talks about threes growing by a lake. They are all different from each others even though they are clearly same species. They all need each others and lean to each others. They are all eager to grow. According to Rauste-von Wright one can recognize at least five different concepts of learning in educational science; empirism, constructivism, humanism, rationalism and marxism.

5.4. Lesson structure and planning of a kitchen lesson

A school day at Kokkolinna's kitchen starts at 8 am and ends at 3.30 pm. The morning starts with a small breakfast (because the students are not able to have lunch as early as at school) and with a planning hour from 8 to 9 am when students are filling in planning forms. They will go trough the orders of the day with the teacher and each individual with get tasks. If some students have had planning as their homework, they will present their findings. The planning form consists following thing;

- Given tasks
- Ingredients and amounts
- Plan of the implementation
- My work place
- My participation into day's group work
- Timing
- Work order
- At the end of the day; evaluation, how did I manage / customer feed back

The tasks are divided as follows

- Lunch chef 1; Calculates the recipes, plans the side dishes for the other main course and portion sizes, plans the serving method and looks, prepares the food and serves it when needed, takes care of the stoves and controlling systems (omavalvonta), packs up rest of the food for selling to café
- Lunch chef 2; Calculates the recipes, plans the side dishes for the other main course and portion sizes, plans the serving method and looks, prepares the food, gets familiar with the order system of the restaurant and tells to others about coming events in the morning meeting, prepares the next day, cleaning the floor
- Soup cook; Prepares the soup of the day, helps with the dishes, helps with special menus and orders
- Baker; Bakes the bread for the lunch, bakes products to cafeteria and to orders, cleans up the ovens, takes care of the rubbish
- Kitchen helper (kölvi); Prepares the dessert to the lunch, helps others, verifies incoming ingredient orders and puts product into their places, participates to the ordering of ingredients, cleans the storage places
- Cold food chef (kalla) 1; Plans and prepares the salad buffet for lunch, takes into consideration colours, prices and variation, takes into consideration the usage of storage products
- Cold food chef 2; helps preparing the salads, helps others, takes care of the rubbish, takes care of the dishes

They all take care of their own work places and equipments. Together they all are responsible of the kitchen working and being clean so they really need to be able to do some group work.

After the morning meeting, students will prepare and serve the lunch. The baker is also responsible for cafeteria products and for him or her this study will be profitable. The teaching material will be mainly bakery products. When the lunch get little slower the student will be able to have lunch and taste the foods they have prepared. They also prepare some dished already for the next day. When the lunch is over, rest of the food is packed to cafeteria for selling and the kitchen is cleaned. A teacher will give feed back and everyone is able to talk about the day. Day's customer feed back is read.

6. RESULTS

6.1 KOKKOLINNA 'S RECIPIES

6.1.1 Salty Bites

Kokkolinnan perussämpylät

1 l	vettä tai maitoa
100g	hiivaa
2 tl	suolaa
½ dl	siirappia
½-1 dl	öljyä
1 ¼ kg	hiivaleipä-, graham- ja vehnä jauhoja

Liota hiiva kädenlämpöiseen nesteeseen. Lisää suola, öljy ja siirappi. Lisää jauhot ja vaivaa taikina tasaiseksi. Anna taikinan kohota puoli tuntia lämpimässä paikassa. Kumoaa kohonnut taikina pöydälle ja vaivaa hyvin. Jaa ja pyöritä taikina tangoiksi. Leikkaa tangoista saman kokoisia paloja ja pyöritä niistä sämpylöitä. Pinnalle voi laittaa unikon- tai seesaminsiemeniä. Paista uunissa 225C:ssa noin 10-15 minuuttia.

n. 40 kpl



Pikku leipäset

5 dl	kevyt maitoa
1 kpl	hiivaa
1 tl	suolaa
65 g	perunahiutaleita
650g	hiivaleipäjauhoja
5 ¼ rkl	ruokaöljyä

Liota hiiva kädenlämpöiseen maitoon. Lisää suola, perunahiutaleet, jauhot ja pehmeä voi. Vaivaa taikina tasaiseksi ja anna sen kohota kaksinkertaiseksi. Leivo taikinasta tanko pöydälle josta leikataan 50 g paloja. Painele paloista jauhotetuin käsin ohuita, pyöreitä leipäsiä. Kohota ja pistele haarukalla. Paista 250 asteessa 10-15 minuuttia. Tarjoile lämpimänä.



Suussa sulavat croissantit

2 dl maitoa

50 g hiivaa

2 kananmunaa

1 tl suolaa

6 dl vehnä jauhoja

200g voita

Liota hiiva kylmään maitoon ja lisää siihen 1 kananmuna, suola ja jauhot. Sekoita. Jäähdytä taikina jääkaapissa noin 20 minuuttia jonka jälkeen kauli taikinasta suorakaiteen muotoinen levy. Levitä kylmää voita viipaleina levyn toiselle puoliskolle ja käännä taikinan toinen pääty tähän päälle. Kauli hiukan. Anna levyn vielä viilentyä jääkaapissa noin 30 min. Jaa taikina kahtia, jonka jälkeen kumpikin puolikas kuuteen osaan. Kauli paloista pyöreitä levyjä ja rullaa ne leveämmästä päästä aloittaen. Taivuta rullat sarviksi ja anna kohota hyvin. Voitele sarvet kananmunalla ja paista uunissa 10-12 minuuttia 250 asteessa.

12 kpl



Ihanat voileipäkakut; savulohivoileipäkakku

vuokaleipää, tummaa ja vaaleaa, kumpaakin vuorotellen kerros

kostutus: kalalientä

Täyte:

200 g lämminsavulohta
 8 kovaksi keitettyä munaa
 1 dl silputtua ruohosipulia
 1 prk kermaviiliä
 1/2 keltaista paprikaa ohuina suikaleina
 1 dl maustekurkkusilppua
 ripaus maustepippuria

Kuorutus:

2 prk maustamatonta tuorejuustoa
 1 dl kuohukermää
 1 tölkki ranskankermää
 1/2 dl tillisilppua
 suolaa ripaus
 sitruunapippuria hiven

Koristelu:

kylmäsavulohta
 vihreää ja keltaista paprikaa tai kurkkua ja tomaattia, persiljaa tmv.

Leikkaa leivistä reunat, muotoile mieleiseskesi pohja (mieti kuinka valmiin kakun leikkaus onnistuu), kostuta kevyesti kalaliemellä. Silppua savulohi, nypi ruodot pois. Sekoita hienonnetut kananmunat, ruohosipuli, kermaviili ja maustekurkkusilppu. Mausta maustepippurilla. Leikkaa paprikasuikaleet pieneksi, ja lisää täytteeseen lohisilpun kanssa. Lado leipäviipaleet vuorotellen, vaalea ja tumma viipale päällekkäin ja väliin täytettä. Katso että reunat ovat suorat, pane paino päälle ja vie jääkaappiin. Vatkaa kuorituksen kerma kovaksi vaahdoksi, vatkaa ranskankerman joukkoon tuorejuusto, tillisilppu, suola ja sitruunapippuri. Lisää lopuksi kermavaahto. Levitä kakulle. Koristele mielesi mukaan.



Katkarapubakelsit

400g paahtoleipää
67g katkarapuja
¼ dl kuohukermaa
44g katkarapu-tuorejuustoa
16g punasipulia
22g mätitahnaa
20g tilliä
20g ruohosipulia
suolaa
pippuria
juustonaksuja leipien reunaa varten

Leikkaa leivät sopivan kokoisiksi esim. lasin avulla. Vatkaa kerma vaahdoksi ja vatkaa sekaan tuorejuusto. Hienonna sipuli, tilli ja katkaravut. Lisää ne tuorejuustoseokseen. Kokoa leivät siten että yhteen annokseen tulee kolme viipaletta leipää ja kahteen väliin täytettä. Levitä tuorejuustoa myös reunoille ja rulla leipien reunat juustonaksu jauheessa. Koristele katkaravuilla ja tillillä. Ohje on laskettu kymmenelle hengelle, yhden bakelsin paino n. 70g.

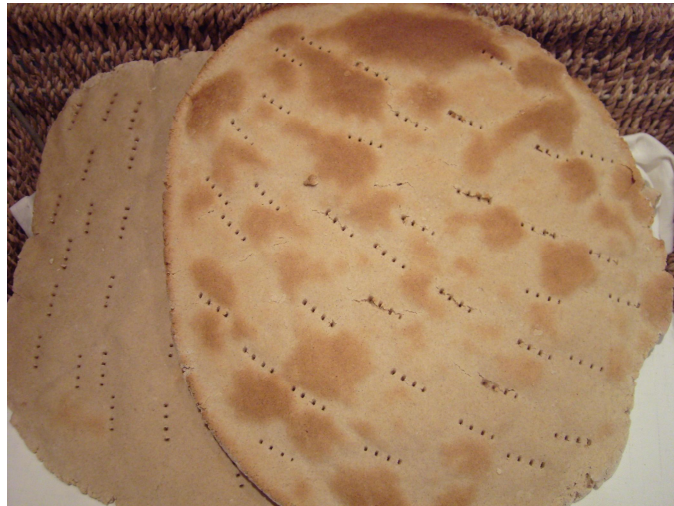
Tekijä: opiskelija Johanna Kaustinen



Vanhanajan nyrkkirieska

½ l	jääkylmää vettä
½ rkl	suolaa
9-10 dl	karkeita ohrajauhoja (rieskajauhoja)
(30g	hiivaa)

Liota suola (ja hiiva) jääkylmään veteen. Lisää puoli litraa jauhoja kapustalla, puisella kauhalla sekoittaen. Sekoita ja anna jauhojen turvota hetki. Taikinan pitää pysyä kylmänä ja siksi se sekoitetaan kapustalla, ei kädellä. Kaada taikina jauhotetulle pöydälle ja vaivaa nopeasti. Taputtele taikinasta muutaman sentin paksuisia pyöreitä rieskoja ja pistele haarukalla. Paista kuumassa uunissa suoraan ritilän päällä tai kuumalla pellillä. Paistaa rieskaa noin 15 minuuttia 300 asteessa. Kun rieska on saanut väriä, kääri se liinan sisään jotta sen kuori pehmenisi. Tarjoile lämpimänä.



Perunarieska

1,5 l	valmista perunasosetta
3 tl	suolaa (riippuen perunasoseen suolaisuudesta)
1	kananmuna
6 dl	ohrajauhoja
vajaa 1 l	vehnäjauhoja

Lisää pehmeään ja kylmään perunasoseeseen suola, muna ja ohrajauhot. Alusta taikinaan lopuksi vehnäjauhot. Levitä taikina jauhotetun käden avulla pieniksi rieska-leiviksi leivinpaperin päälle. Rieskan paksuus on noin 1 cm. Pistele kuvioita haarukalla ja paista rieskat 250 asteessa noin 15-20 minuuttia. Tarjoile voin kera.

Tekijä: Opiskelija Satu Jutila



Maissileipä

1 l vettä
2 pss kuivahiivaa
n. 2 kg vehnäjauhoja ja sämpyläjauhoja
maissia (pakaste)
öljyä
suolaa
ripaus sokeria

Liota hiiva käden lämpöiseen veteen. Lisää öljy, maissi ja mausteet. Lisää jauhot koko ajan sekoittaen ja lopuksi vaivaten. Anna taikinän kohota lämpimässä paikassa 30 minuuttia. Leivo haluamasi mallisia leipiä ja paista ne uunissa 200 C kunnes ne ovat ruskeita.

Tekijä: opiskelija Mia Pokela



Joululimppu

1,5 kg	mallasmäskiä
8 dl	kevyt piimää
2 ½ rkl	suolaa
0,55 kg	siirappia
3 kpl	hiivaa
1,5 rkl	jauhettua anista
1,5 rkl	pomeranssinkuorta
1 l	ruisjauhoja
1 l	hiivaleipäjauhoja
2 dl	voita

Liota hiiva kädenlämpöiseen piimään. Lisää mäski, suola ja muut mausteet sekoittaen. Lisää jauhoja pikkuhiljaa sekoittaen ja vaivaten taikinaa. Lisää lopuksi siirappi ja sulatettu voi, ja vaivaa taikina. Anna nousta lämpimässä paikassa noin 10 minuuttia liinan alla. Muotoile taikinasta leipiä, noin 8 kappaletta. Paista uunissa 200 asteessa noin 45 minuuttia. Voitele paistamisen loppuvaiheessa leivät siirappivedellä.

Tekijä: opettaja Leena Roukala



6.1.2 Kokkolinna's delights

Kokkolinnan kuuluisa mango-tuorejuustokakku

Täyte:

½ l	kermaa
500g	maustamatonta tuorejuustoa
1 ½ dl	sokeria
1 tl	vaniljasokeria
6	liivatetta
1 rkl	limemehua

Pohja:

175g	Digestive-keksejä
50g	voita

Kuorrutus:

3 dl	mangososetta
3	liivatetta



Laita Digestive-keksit tehosekoittimeen ja sekoita pieniksi muruiksi. Sulata voi ja sekoita se keksien sekaan. Levitä keksi-seos irtopohjavuoran pohjalle tasaisesti ja jätä jäähtymään. Valmista täyte. Vatkaa kerma vaahdoksi. Lisää sokeri, vaniljasokeri ja tuorejuusto sekoittaen koko ajan varovasti. Lisää mehu. Liota liivatelehtiä kylmässä vedessä hetki ja puristele ne kuiviksi. Liota ne tilkkaan kuumaa vettä. Kun liivateet ovat sulaneet, kaada seos täytteen sekaan sekoittaen ja kaada täyte kakku vuokaan. Anna kakun jähmettyä kylmässä kelmun alla mieluiten yön yli.

Valmista kuorrutus kun kakku on kunnolla jähmettynyt. Valmista liivate samoin kuin aiemmin ja lisää se mangososeeseen. Kaada sose kakun päälle ja levitä tasaiseksi. Anna jähmettyä kylmässä. Kun kakku on valmis, irrota se varovasti irtopohjavuosta ja tarjoile. Säilytä viileässä.

12-15 palaa

Tekijä: Opiskelija Tiia Pitkäkangas

muunnelmia...



mansikkakuorrutus



täytteeseen lisätty sulatettua suklaata, ei kuorrutusta

Täytekakku

4 kpl kananmunaa
 2 dl hienoa sokeria
 ¾ dl perunajauhoja
 1 ¼ dl vehnä jauhoja
 1 tl leivinjauhetta

7 dl vispikermaa
 hilloa, marjoja tai hedelmiä täytteeksi
 kostutukseen marja- tai hedelmämehua

Vatkaa sokeria ja kananmunat kuohkeaksi vaahdoksi. Lisää siivilän läpi kaikki jauhot sekaan koko ajan vatkatun. Paista kakku vuoassa 175-185C uunin alatasossa noin 40-50 minuuttia. Kun kakku alkaa irrota vuoan reunoista, voit kokeilla tikulla kakun keskiosaa. Jos tikkuun ei tartu taikinaa, on kakku valmis. Anna jäähtyä ja kumoa kakku alustalle. Leikkaa kolmeen osaan ja kostuta hiukan mehulla kaikkia osia. Levitä täytettä alaosalle, laita väliosa kanneksi ja laita täytettä myös sen päälle. Lopuksi kansi päälle. Anna kakun kostua sillä aikaa kun vatkaat kerman tai valmistat kakun päällisen.

10 hlö:n kakku

Tekijät: ohjaavakokki Kaj Haga ja opettaja Leena Roukala

Kinuski:

5 dl kuohukermaa
 300 g sokeria
 5 g kylmää voita

Keitä kermaa ja sokeria pitkään miedolla lämmöllä sekoittaen koko ajan. Lisää lopuksi nokare voita. Kaada kakun päälle ja anna jäähtyä.





Marjakiille



Suklaarouhe

Valkosuklaakakku

5 valkuaista

1,5 dl jauhettuja pähkinöitä

1,75 dl sokeria

100g sulatettua voita

1 dl vehnä jauhoja

100g valkosuklaata

Kaakaojauhetta koristeeksi

Vatkaa valkuaiset kovaksi vaahdoksi. Lisää joukkoon sokeri ja jatka vatkaamista vielä hetki. Lisää pähkinät. Lisää vielä jauhot ja voisula ja vatkaa taikina tasaiseksi. Kaada taikina voideltuun kakkuvuokaan. Kypsennä kakku uunissa ja anna jäähtyä ennen kumoamista. Sulata valkosuklaa ja kaada se tasaisesti kakun päälle. Ripottele kovettuneen suklaan päälle siivilän läpi koristeeksi kaakaojauhetta. Kypsennys: 15 minuuttia uunin keskiosassa 200 asteessa, laske lämpöä 150 asteeseen ja kypsennä vielä 10 minuuttia

8 palaa

Tekijä: Opiskelija Sari Yli-Hukka



Ranskalainen Tarte au tatin

125 g	voita
1 ½ dl	sokeria
1 kg	kuorittuja päärynöitä
(3 rkl konjakkia)	
300 g	murotaikinaa
½ l	kuohukermaa
1 rkl	tomusokeria
2 rkl	konjakkia tai likööriä

Kuumenna voita ja sokeria paistinpannussa, jonka halkaisija on 23 cm, kunnes sokeri alkaa karamellisoitua. Ota pannu levyltä pois. Kuori päärynät ja leikkaa siemenkodat pois. Leikkaa päärynät neljään osaan.

Asettele päärynälohkot säteittäin paistinpannuun. Kypsennä miedolla lämmöllä silloin tällöin ravistellen noin 30 minuuttia, kunnes päärynät ovat pehmeitä. Kuumenna konjakkia pienessä kattilassa tai kauhassa, sytytä palamaan ja kaada hedelmille.

Kuumenna uuni 190 asteeseen. Kauli taikina hieman pannua suuremmaksi, pyöreäksi levyksi. Nosta levy pannun päälle ja työnnä taikinan reunat alas päärynöiden peitteeksi. Paista 20 minuuttia, kunnes pinta on kullanruskea. Ota torttu uunista ja anna sen jäähtyä 5-10 minuuttia



Chilinen suklaajuustokakku

paketti	Digestive-keksejä
75 g	voita
3 kpl	kananmunaa
300g	Olympia-juustoa tai muuta maustamatonta tuorejuustoa
2 dl	maitorahkaa (esim vanilja)
½ dl	Sokeria
2 tl	chilimaustetta/jauhetta
170g	suklaata

Koristeeksi suklaata ja chilipalko

Leikkaa irtopohjallisen vuoan pohjalle voipaperi. Hienonna keksit muruiksi ja sekoita ne sulatettuun voihin. Painele seos tiiviisti ja tasaisesti vuoan pohjalle.

Täyte: Erottele kananmunat ja vatkaa valkuaiset vaahdoksi. Sekoita keltuaiset ja tuorejuusto tasaiseksi massaksi. Lisää massan joukkoon maitorahka, sokeri ja chilimauste. Sulata 2/3 osaa suklaasta kuumassa vesihauteessa ja hienonna loput karkeaksi rouheeksi. Lisää sulatettu suklaa ja suklaarouhe keltuaismassaan. Lisää joukkoon valkuaisvaahto kevyesti käänellen.

Kaada täyte kakkuvuokaan ja laita peitetty vuoka pakastimeen vähintään viideksi tunniksi mutta mieluiten yöksi. Ota kakku sulamaan vähintään puolta tuntia ennen tarjoilua. Voit koristella kakun suklaarouheella tai voit tehdä koristeen upottamalla chilipalkon sulatettuun suklaaseen.

Tekijä: opiskelija Jani Ullakko



Sacherkakku

Pohja:

1 ½ dl	voita
1 ½ dl	sokeria
5 kpl	kananmunan keltuaista
5 kpl	kananmunan valkuaista
2 dl	puolikarkeaa vehnäjauhoa
1 tl	leivinjauhetta
150 g	tummaa suklaata

Täyte:

Aprikoosihillo

Kostutus: sokerivesi maustettuna kahvilla ja konjakilla

Kuorrutus:

200 g tummaa suklaata

Vaahdota pehmeä voi ja sokeri. Lisää vaahtoon yksitellen keltuaiset koko ajan sekoittaen. Siivilöi taikinaan jauhoseos ja lisää sulatettu suklaa. Vaahdota valkuiset kovaksi vaahdoksi ja lisää ne lopuksi sekaan varovasti käännellen. Kaada taikina voideltuun ja jauhotettuun vuokaan. Paista uunissa 175 asteessa noin tunti.

Leikkaa jäähtynyt kakku kahteen tai kolmeen osaan. Kostuta pohjat sokerivedellä ja levitä väleihin reilusti aprikoosihilloa.

Valmista kuorrutus sulattamalla suklaa vesihauteessa noin 80 asteessa. Kaada kuuma kuorrutus kakun päälle ja levitä se reunoille saakka. Säilytä kakkua kylmässä ainakin vuorokausi ennen tarjoilua. Tarjoile paksun kermavaahdon kanssa.

12-16 palaa



Rahka-omenatorttu

1 dl	voita
4 ½ rkl	sokeria
1 kpl	kananmunaa
3 dl	vehnäjauhoja
1 tl	leivinjauhetta

Täyte:

2 dl	maitorahkaa
1 dl	vispikermaa
1 kpl	kananmunaa
4 ½ rkl	sokeria
2 rkl	sitruunanmehua
1 tl	vaniljasokeria

Pinnalle:

300g omenaa
kanelia ja sokeria

Vatkaa voi ja sokeri vaahdoksi. Lisää kananmuna voimakkaasti vatkatun. Lisää lopuksi jauho-leivinjauheseos. Painele taikina irtopohjavuoan pohjalle ja jonkin verran reunoille. Sekoita täytteen aineet keskenään ja kaada täyte pohjan päälle niin ettei se kuitenkaan mene yli reunojen. Kuori ja leikkaa omenat lohkoiksi ja lada ne rahkaseoksen päälle. Ripottele päälle kanelia ja sokeria. Paista 175 asteessa noin 40 minuuttia tai kunnes kakku on kypsä.



Omena-kanelipiirakka

100g	sokeria
200g	voita
1 kpl	kananmuna
275-300g	vehnä jauhoja
½ tl	leivinjauhetta
1 tl	vaniliinisokeria

Omenakuutioita tai lohkoja

sokeria

kanelia

Vatkaa rasva ja sokeri vaahdoksi. Lisää kananmuna voimakkaasti vatkatun. Lisää kuivat aineet taikinaan ja lopuksi nypi taikina tasaiseksi. Painele taikina jauhotettuun vuokaan ja asettele omenat (määrä oman maun mukaan) taikinan päälle. Ripottele päälle kanelia ja hienoa sokeria. Paista 175 asteessa noin 45 minuuttia.

Tekijä: ohjaavakokki Kaj Haga



Suklainen juustokakku (gluteeniton)

3	munaa
1 ½ dl	sokeria
1 dl	perunajauhoja
¼ dl	tummaa kaakaojauhetta
1 tl	leivinjauhetta
sitruuna- tai limettimehua	
3	keltuaista
n. 2 dl	sokeria
300g	maustamatonta tuorejuustoa
3 dl	kuohukermaa
2 tl	vaniljasokeria
3	liivatelehteä
2 rkl	sitruuna- tai limettimehua
konjakkia, likööriä tmv.	
karamelliväriä	
koristeluun suklaata	
3	valkuaista

Valmista aluksi pohja. Voitele pyöreä kakkuvuoka ja jauhota se kookoshiutaleilla tai gluteenittomilla jauhoilla. Vatkaa munat ja sokeri vaahdoksi. Lisää siivilän läpi keskenään sekoitetut sokeri, perunajauhot, kaakaojauhe ja leivinjauhe. Sekoita varovasti ja kaada vuokaan. Paista uunin alatasolla n.180 asteessa kypsäksi.

Valmista täyte. Vatkaa keltuaiset ja sokeri vaahdoksi. Lisää joukkoon tuorejuusto ja vatkaa voimakkaasti. Lisää karamelliväriä haluamasi määrä. Vatkaa kerma vaahdoksi ja lisää se tuorejuustoseokseen varovasti nostellen. Lisää vaniljasokeri. Vatkaa valkuiset vaahdoksi ja lisää nekin seokseen varovasti nostellen. Liota liivatelehtiä kylmässä vedessä muutama minuutti ja puristele ne kuivaksi. Kuumenna sitruunamehu ja liuota liivatelehdet mehuun. Yhdistä jäähtynyt mehu ohuena nauhana vaahdon sekaan koko ajan sekoittaen.

Leikkaa jäähtynyt kakku kahteen osaan. Laita kakun alaosa kakkuvuokaan ja kostuta pohja sitruunamehulla. Laita puolet täytteestä pohjan päälle. Laita toinen puoli kakkusta täyteen päälle ja kostuta. Levitä sen päälle loppu täytteestä. Peitä vuoka tuorekelmulla ja laita jääkaappiin jäähtymään pariksi tunniksi. Vuole kakun päälle suklaarouhetta ennen tarjoilua. Kakun voi myös pakastaa, tarjoile se silloin puoliksi sulaneena, jäätelökakun tapaan.

Tekijä: opiskelija Sari Yli-Hukka



Puolukkasorbetti

750 g sokeria

650 g vettä

300 g sokerilientä

700 g puolukkasosetta

100g glukoosia

½ sitruunan mehu

Keitä vesi ja sokeri kattilassa kunnes lämpötila on 103,5°C ja jäähdytä. Kaada jäähtynyt sokeriliemi teräskulhoon jonne sekoitetaan puolukkasose. Lisää glukoosi ja sitruunamehu, ja sekoita tasaiseksi. Jäähdytä kylmiössä. Vatkaa liemi jäätelökoneessa sorbetiksi ja säilytä valmis sorbetti pakastimessa.

Tarjoile suklaakastikkeen kera.

Tekijä: Opiskelija Sari Yli-Hukka



Minttusuklaakakku

300g vehnä jauhoja
300g sokeria
20g vaniljasokeria
20g leivinjauhetta
45g kaakaojauhetta
150g voita
200g maustamatonta jogurttia
160g kananmunaa
125g minttusuklaata
0,5 dl kermaa
200g maitorahkaa

Kuorrutus:

1 dl maitoa
200g tummaa suklaata

Sekoita kuivat aineet keskenään. Sulata rasva ja sekoita suklaa rasvan sekaan. Vatkaa munat ja sokeri vaahdoksi, lisää siihen sitten kuivat aineet, jogurtti sekä viimeisenä voi-suklaa seos. Sekoita. Paista kakku uunissa kypsäksi 175-180C. Lämmitä maito ja sekoita sekaan suklaa. Kaada jäähtyneen kakun päälle ja anna jäähmettyä. Tarjoa marjamelban, kermavaahdon tai jäätelön kera.

Ohje on kymmenelle hengelle, annospala noin 120g.

Tekijä: Opiskelija Johanna Kaustinen



Cookies (Suklaacookies)

150g	margariinia
2 dl	sokeria
1 tl	vaniljasokeria
1 kpl	kananmunaa
3 dl	vehnäjauhoja
1tlk	leivinjauhetta
(100g	rouhittua suklaata)

Vatkaa sokeri ja margariini kuohkeaksi vaahdoksi. Yhdistä leivinjauhe jauhoihin. Lisää vaahtoon kananmuna, jauhot ja halutessasi suklaa. Nostelee lusikalla leivinpaperille pieniä kiekkoja taikinasta, jätä reilusti väliä sillä keksit leviävät uunissa. Paista 175 asteessa noin 15 minuuttia.

Tekijä: opiskelija Mikko Pahikainen



Banaani-mansikkakakku

2	banaania
150g	voita tai margariinia
1 ½ dl	fariinisokeria
2 tl	vaniljasokeria
2	kananmunaa
2 ½ dl	vehnä jauhoja
1 tl	leivinjauhetta
½ tl	jauhattua muskottipähkinää
150g	pakastemansikoita

Kuorrutus:

8 palaa	taloussuklaata
3 dl	tomusokeria
	karamelliväriä
1 ½ - 2 ½ rkl	kylmää vettä

Kuori ja kuutioi banaanit. Vatkaa pehmeä voi, fariinisokeri ja vaniljasokeri vaahdoksi. Lisää joukkoon yksitellen kananmunat koko ajan vatkatun seosta. Sekoita jauhot, leivinjauho ja pähkinät, ja lisää ne yhdessä banaanien kanssa taikinaan. Kaada taikina voideltuun irtopohjavuokaan ja painele jäiset mansikat taikinan pinnalle. Paista uunissa 175C asteessa noin 25 minuuttia. Jäähdytä kakku ja irrota vuoasta.

Sulata suklaa miedolla lämmöllä ja kaada se pieneen pakastuspussiin. Lisää tomusokerin joukkoon kylmää vettä vähitellen koko ajan sekoittaen, niin että saat sopivasti levittyvän kuorrutuksen. Lisää joukkoon karamelliväri. Levitä kuorrutus kakun päälle. Leikkaa suklaapussin kulmasta pieni pala pois ja purista suklaata kakun päälle niin koristeeksi.

10 palaa

Tekijä: Kokki Ville Hakkio



Suklaakakku

200g	voita
4 dl	sokeria
3	kananmunaa
6 dl	vehnä jauhoja
2 tl	leivinjauhetta
4 tl	vaniljasokeria
6 rkl	kaakaota
2 ½ dl	kermaa tai maitoa
(150g	tummaa suklaata sulatettuna)

Kuorrutus:

50g	voita
4 dl	tomusokeria
3 rkl	kaakaojauhetta
4 rkl	kahvia

Koristeeksi: Nonparelleja, mantelirouhetta tai valkoisen suklaan rouhetta

Vatkaa voi ja sokeri kuohkeaksi vaahdoksi. Lisää munat joukkoon yksitellen koko ajan sekoittaen. Lisää sekaan kuivat aineet pikku hiljaa koko ajan sekoittaen. Lisää lopuksi kerma (ja suklaa) vähitellen sekoittaen taikinaa. Kaada taikina kakkuvuokaan ja paista uunissa noin 50 minuuttia 175 asteessa. Anna kakun jäähtyä ja kumoa pois vuosta. Valmista kuorrutus sulattamalla voi kattilassa. Siivilöi sekaan tomusokeri ja kaakaojauhe koko ajan sekoittaen. Lisää vähitellen kahvi sekoittaen seosta. Kaada kakun päälle ja levitä lastalla ennen kuorrutuksen jäähtymistä. Koristele nonparelleilla, mantelirouheella tai valkoisesta suklaasta tehdyllä rouheella.



Banaanijuustokakku (gluteeniton)

Täyte:

½ l	kermaa
500g	maustamatonta tuorejuustoa
1 ½ dl	sokeria
1 tl	vaniljasokeria
6	liivatetta
3	banaania

Pohja:

175g	gluteenittomia keksejä
50g	voita

Koristeeksi:

Suklaakarkkeja

Laita keksit tehosekoittimeen ja sekoita pieniksi muruiksi. Sulata voi ja sekoita se keksien sekaan. Levitä keksi-seos irtopohjavuoran pohjalle tasaisesti ja jätä jäähtymään. Valmista täyte. Vatkaa kerma vaahdoksi. Lisää sokeri, vaniljasokeri ja tuorejuusto sekoittaen koko ajan varovasti. Lisää murskatut banaanit ja sekoita. Liota liivatehtiä kylmässä vedessä hetki ja puristele ne kuiviksi. Liota ne tilkkaan kuumaa vettä. Kun liivatteen ovat sulaneet, kaada seos täyteen sekaan sekoittaen ja kaada täyte kakku vuokaan. Anna kakun jähmettyä kylmässä kelmun alla mieluiten yön yli. Kun kakku on valmis, irrota se varovasti irtopohjavuosta, koristele ja tarjoile. Säilytä viileässä.

12-15 palaa

Tekijä:

Kokki Ville Hakkio



Marjahyve

2 dl	mustikoita
2 dl	vadelmia
$\frac{3}{4}$ dl	sokeria
50 g	voita
1 dl	neljän viljan hiutaleita
1 dl	fariinisokeria
1 tl	vaniljasokeria
2	kananmunan valkuaista
2 rkl	tomusokeria

Vatkaa valkuaiset ja tomusokeri vaahdoksi. Sulata rasva ja sekoita joukkoon hiutaleet sekä fariini- ja vaniljasokeri. Sekoita hiutale seos varovasti nostellen vaahdon sekaan ja kaada seos vuokaan. Kaada päälle marjat ja ripottele pinnalle sokeri. Paista 225 asteessa uuni keskitasossa noin 15 minuuttia.



Pulla

1 l	maitoa
100g	hiivaa
n. 2 kg	vehnä jauhoja
4	munaa
400g	sokeria
400g	voita
1,5 tl	suolaa
2 rkl	kardemummaa

Liota hiiva käden lämpöiseen maitoon. Lisää suola, sokeri, kardemumma ja kananmunat, sekoita hyvin. Sekoita taikinaan jauhoja pikku hiljaa koko ajan vaivaten. Lisää sulatettu voi ja jatka vaivaamista. Jos taikina jää märän ja löysän oloiseksi, lisää vielä jauhoja. Kohota taikinaa lämpimässä paikassa liinan alla.

Kumoa taikina pöydälle ja vaivaa hetki. Anna levätä vielä liinan alla jonkin aikaa ennen leipomista. Jaa taikina kahteen osaan ja kauli osat litteiksi suorakaiteen muotoisiksi levyiksi. Levitä levyille pehmeää voita ja vaniljasokeria, ja kääri taikina rullalle kuten kääretorttu. Leikkaa taikanasta muutaman cm paloja, pyöritä paloja vielä ohuemmiksi ja pidemmiksi tangoiksi. Kierrä tankoihin kierteitä ja asettele tanko haluamasi malliseksi pullaksi. Kohota liinan alla. Voitele kananmunalla ja ripottele pinnalle raesokeri. Paista pullia noin 10 minuuttia 225 asteessa kunnes ne ovat kauniin ruskeita. Tarjoile lämpimänä.

Tekijä: opiskelija Marietta Köyhäjoki



Porkkanakakku

4	munaa
3 ½	sokeria
200g	voita
5-6dl	porkkanaraastetta
5dl	vehnä jauhoja
2 tl	leivinjauhetta
2 tl	soodaa
2 tl	vaniljasokeria
2 tl	kanelia

Kuorrutus:

50g	pehmeää voita
3 ½ dl	tomusokeria
200g	tuorejuustoa
1 kpl	käsin puristetun appelsiinin mehu

Vatkaa munat ja sokeri kuohkeaksi vaahdoksi. Lisää vaahtoon kuivat aineet, porkkanaraaste ja voi. Sekoita ja kaada taikina vuokaan. Paista uunin alaosassa 200 asteessa noin 30 minuuttia. Älä avaa uunia välillä ettei kakku lässähdä. Valmista kuorrutus vispaamalla kaikki ainekset keskenään ja kaada se jäähtyneen kakun päälle. Koristele esimerkiksi porkkanan paloilla tai marsipaanista tehdyillä pienillä porkkanoilla.



Mansikka-smoothie

5 kpl jäisiä pakaste mansikoita

3 dl pehmismassaa

jääpaloja tai jäämurskaa

Sekoita kaikki ainekset tehosekoittimessa. Koristeeksi mintun lehtiä.

1 annos

Tekijä: Kahvilatarjoilija Eija Kujala



Suklaaunelma

Valmista suklaakakkupohja kuten aiemmassa sacherkakkureseptissä.

Täyte:

3 dl	kahvia
1 rkl	tummaa rommia
2 tl	hienoa sokeria
250g	maustamatonta tuorejuustoa
120g	tomusokeria
250g	valkoista suklaata pilkottuna pieneksi tai raasteena
½ dl	kuohukermaa

Kuorrutus:

850g	tummaa suklaata
150g	kookosrasvaa
6dl	kuohukermaa
50g	valkoista suklaata

Halkaise kakku 2-3 osaan. Sekoita kahvi, rommi ja sokeri, ja kostuta levyt seoksella. Vatkaa kuohukerma vaahdoksi. Lisää siihen tuorejuusto, suklaa, ja tomusokeri koko ajan sekoittaen. Täytä kakku täytteellä ja laita painon alle hetkeksi. Valmista suklaakuorrutus. Sulata suklaa ja kookosrasva omissa astioissaan. Kun ne ovat sulaneet yhdistä seokseksi. Lisää kylmä kuohukerma sekaan. Levitä lastalla kakun päälle. Sulata valkoinen suklaa ja pursota se ohuena nauhana kakun päälle kiertämällä ympyrää aloittaen kakun keskeltä. Vedä cocktail-tikulla viiltoja kuorrutukseen aloittaen kakun keskeltä ulospäin. Anna jäähtyä ja herkuttele.



Kinuskileivos

250g sulatettua voita
 5 munaa
 2,5 dl sokeria
 1,5 dl appelsiinimehua
 2 tl leivinjauhetta
 5 dl vehnä jauhoja

Kuorrute;

100 g voita
 2 dl kuohukermaa
 2 tl vehnä jauhoja
 0,5 dl sokeria
 0,5 dl siirappia

Vatkaa munat ja sokeri vaahdoksi. Lisää sulatettu, jäähtynyt voi. Sekoita vehnä jauhot ja leivinjauhot keskenään. Lisää vuorotellen mehua ja jauhoseosta vaahdon sekaan ja nostele seos tasaiseksi. Kaada laakealle pellille ja paista uunissa kullanuskeaksi 200C.

Kun pohja on paistunut, jäähdytä se ja valmista sillä aikaa kuorrutus. Laita kaikki ainekset kattilaan ja keitä kinuskia koko ajan sekoittaen kunnes seos sakenee, noin 10-15 minuuttia. Kaada kinuski taikinapohjan päälle ja levitä tasaisesti. Päälle koristeeksi mantelirouhetta tai nomparelleja.

15-20 palaa koosta riippuen

Tekijä: Opiskelija Jenna Pitkäkangas



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Ammattiosaamisen näytöt – Opintokokonaisuuden arviointi- ja toteutustapa; Ravintolan keittiötoiminnot

APPENDIX

Appendix 1. Curriculum modules

HOTELLI- JA RAVINTOLA

MODULIT 2007-2008

	Jakso 1	Jakso 2	Jakso 3	Jakso 4	Jakso 5	
TARJO 1 1/2 ryhmää Myllymäki	111.4 Myynti- ja asiakasp. 6,5 ov Riikka NÄYTTÖ teoria 0,5 Riikka OPO 0,5 Tuula Liikunta	111.4 Myynti- ja aspa TJ 0.62 2 Fysiikka, 111.5 Hotellipalvelut, TO 6 ov Riikka	yh. 2 MAT 2	111.1 7 OV Ravintolan perus- ruoanvalmistus 1 Roukala 7 ov HYG.OS. VERKKO,TJ	111.3 8 ov Ravintolakeittiön perusruoanvalm. 2 Roukala 4 ov TYÖSSÄOPPIMINEN amm.osaamisen NÄYTTÖ 4 VKOA Roukala	AAMU JAKSO FYSIIK 2 viiko 18x67:
1/2 ryhmää	111.4 Myynti- ja asiakasp 0.62 2 Fysiikka, 111.5 Hotellipalvelut, TO 6 ov Riikka	111.4 Myynti- ja asiakasp. 6,5 ov Riikka4 NÄYTTÖ Alppinen 2 (teoria yhdessä) OPO 0,5 Tuula Liikunta				
TARJO2 16 Alppinen	KAHVILA Am. valin. 4 ov NÄYTTÖ PIKARUOKA to 4 ov NÄYTTÖ	151.1 Alkoholijuomat + tarjoilu 5,5 ov Tuula A 4 ov Riikka 1,5 ov OPO 0,5 Riikka o,5 ov 302 verkko-opinnot TJ 062.3 Kemia	121.2 Ravintolatarjoilu 8 ov Alppinen 8 ov	121.1 Hotellin Myyntipalvelut 4 ov Riikka 2 Kielet 0,5+0,5 500 Vap. vali 3 ov Junttila Matematiikka1 ov	yl 2	Tarjo 2
TARJO 3 16 Alppinen	151.2 Ruokalaj. +juomat Alppinen 410Eritysluennot 1 ov 302 verkko-opinnot KAHVILA Am. valin. 4 ov Alppinen	PIKARUOKA 4 ov Alppinen 302.1 kahv. /opinnäytetyö 410Eritysluennot 1 ov vap. vali 2 ov To yksilöllinen	500 Vap. vali 4 ov Riikka 4 151.3 Myyntityö ja kann. 4 ov Riikka 4	410 salin erikoisruokatoim 3,5 ov Alppinen 610 opo Alppinen 151.4 Ravintolan Salitoiminnot 4 ov TO Työssäoppiminen Alppinen	151.4 Ravintolan Salitoiminnot 4 ov Työssäoppiminen Alppinen Amm. valinn. TO Hirvanen opinnäytetyö	tarjo 3 aloita j
KOKKI 1	yh. 1	111.1 7 ov Ravintolan perus- ruoanvalmistus 1 Hirvanen	111.3 8 ov Ravintolakeittiön perusruoanvalm. 2 Saarinen 4	111.4 Myynti- ja asiakasp. 6,5 ov Riikka 4 Alppinen 2	111.4 Myynti- ja aspa TJ 0.62 2 Fysiikka, 111.5 Hotellipalvelut, TO 6 ov Riikka	kuten

INDEX

A	
<i>Abstract</i>	2
B	
<i>Business structure</i>	12-15
C	
<i>Curriculum</i>	15,16,61
<i>Constructive approach</i>	6,16
H	
<i>Hierarchy of Kokkolinna</i>	13
I	
<i>Implementing</i>	18-23
<i>Index</i>	62
<i>Introduction</i>	4
K	
<i>Kitchen lesson</i>	22,23
<i>Kokkolinna building</i>	5,6
<i>Kolbs method</i>	21
L	
<i>Lesson structure</i>	22,23
R	
<i>Real customer situations</i>	18,19
<i>Results</i>	24
<i>Recipes</i>	30
S	
<i>Sales</i>	14
<i>Salty bites</i>	14
<i>Sources</i>	
<i>Students in Kokkolinna</i>	11
<i>Strategy 2010 -programme</i>	6,7
<i>Sweet delights</i>	33
T	
<i>Teaching in Kokkolinna</i>	10,15,17,22
<i>Teaching methods</i>	20,21,22
<i>Teaching restaurant</i>	
<i>The Federation of Education in Ostrobothnia</i>	6-10,12,13,21
<i>The Vocational Institute of Kokkola</i>	5,9,12,13,16
V, W	
<i>When was the study done</i>	19
<i>Work environment</i>	17