

Proceedings  
Of  
Canadian Symposium Of  
Issues & Directions  
for  
Home Economics/Family Studies  
Education

Winnipeg, Manitoba  
February 23-25, 2001

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University of Western Ontario, Faculty of Education

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Additional copies of these proceedings can be purchased from the Canadian Home Economics Association, 307-151 Slater St. Ottawa, ON K1P 5H3, Canada, telephone (613) 238-8817.



Canadian Symposium VI  
*Issues and Directions for  
Home Economics/Family Studies Education*

Feb. 23-25, 2001

Maple Leaf Room  
Greenwood Inn Hotels  
1715 Wellington Ave  
Winnipeg, MB R3H 0G1

**Program**

**Friday, February 23**

- 6:30 p.m. Registration
- 7:00 p.m. Opening Comments  
Annabelle Dryden, Gale Smith, Sheila Stark-Perreault
- 7:20 p.m. Greetings from CHEA President Trinkie Coffin
- 7:30 p.m. **Current Issues and Directions for Home Economics/Family Studies**  
  
**Education in Canada**  
Dr Ranjana Bird, Dean of Human Ecology, University of Manitoba  
*Chair: Sheila Stark-Perreault*
- 8:15 p.m. **Question Period**
- 8:30 p.m. Second Education Annual Launch – Mary Leah DeZwart  
Reception - Wine and Cheese
- 9:30 p.m. Adjournment

**Saturday, February 24**

- 7:30 a.m. Continental Breakfast
- 8:15 a.m. Announcements
- 8:30 a.m. **The Issue of Survival at Post Secondary Institutions**  
*Chair: Claire Cronier*  
  
A Case Study: Home Economics at UBC: Morphing or Mutating?  
*Mary Leah DeZwart, University of British Columbia*  
  
A University College's Response to Home Economics /Family Studies  
Education Issues  
*Mary Boni, Kwantlen University College, Richmond, BC*

Curriculum Process in University Education  
*Carol Harvey and Lynn Taylor, University of Manitoba*

- 9:30 a.m. **Status Reports from Other Institutions:**  
Brescia College UWO  
Ryerson Polytechnic University  
Faculty of Education UWO  
Faculty of Education OISE/UT  
Mt. St. Vincent  
University of Alberta  
University of British Columbia  
University of Manitoba
- 10:00 am **Continuing the Dialogue -- Should we think about national standards and accreditation of university programs as a way to sustain post secondary programs?**
- 10:15 a.m. Break
- 10:30 a.m. **Current Directions in Public School Home Economics/ Family Studies Programs**  
*Chair: Scotti Stephen*
- Secondary School Reform In Ontario: The Development Of Supports For Implementation Of Social Science And The Humanities And Its Impact On Provincial Subject Associations, 1999-2001  
*Pat Andres, Eden High School, Ontario*
- Creative Curriculum Within the Secondary Classroom  
*Carolynne Nickel and Carla Falkevitch*
- 11:10 a.m. **Status Report from the Provinces:**  
Sharon Relkey BC  
Sheryl Berglund MHETA, Manitoba  
Sheila Stark- Perreault Manitoba, Middle Years Resource Package  
Eva Meriorg Ontario, OFSLC  
Merle MacDonald Nova Scotia  
Doreen Pritchette Alberta,  
Janice Skene Saskatchewan
- 11:45 a.m. **Continuing the Dialogue - What makes for Strong Programs?**
- 12:00 a.m. Lunch
- 12:45p.m. **Technology - What is Possible? What is Desirable?**  
*Chair: Mary Leah DeZwart*
- Textile Merchandising using the Internet: The Virtual Model  
*Vera Buxton, Gladstone Secondary School, Vancouver, B.C.*
- The Experience of Teachers and Students with On-Line Courses  
*Annabelle Dryden, University of Western Ontario*  
*Carol Christie, Ingersoll District Collegiate Institute, Ontario*

Technology Integration with the Family Studies Curriculum  
*Merle MacDonald, Nova Scotia*

What the Public Says About Technology in the Home  
From rural roots to the information highway  
*Claire Cronier, Executive Director, CHEA, Ottawa, ON*

14:00 p.m. **Continuing the Dialogue - Do we need a position paper on the impact of technology as it relates to home and family life management?**

14:15 p.m. **Addressing the Issue of Increasing the Profile of Home Economics/Family Studies Education**  
*Chair: Merle MacDonald*

OFSHEEA Food Safety Package for Certification  
*Gail Nevraumont, Ottawa, Ontario*

Using Textiles to Explore Social Issues  
*Sharon Relkey, B.C.*

Initiating a National Public Education Campaign  
*Claire Cronier, Executive Director, CHEA, Ottawa, ON*

15:15 p.m. **Continuing the Dialogue - What other ways are there to increase the profile of home economics/family studies?**

15:30 p.m. Break

15:45 p.m. **Using Action Research in Home Economics/Family Studies Education**  
*Chair: Annabelle Dryden*

Action Research In The Family Studies Classroom:  
1. York University teacher education program  
2. TDSB Family Studies Pilot program  
*Eva Meriorg and Ann Harrison, TDSB, Toronto, Ontario*

Reflections on Editing a Book on Action Research  
*Gale Smith, Surrey School District and Linda Peterat, UBC*

16:45 p.m. **Continuing the Dialogue - In what ways can we stimulate continued research to support the subject area?**

17:00 p.m. Adjournment

18:00 p.m. On your own - Small Group Dinners at Local Restaurants

**Sunday, February 25**

- 8:00 a.m. Breakfast  
**The Looming Teacher Shortage -- In what ways can we respond?**  
*Chair: Gale Smith and Annabelle Dryden*
- 9:00 a.m. In-Service and Pre-Service Teacher Education in British Columbia  
*Linda Peterat, UBC*
- 9:30 a.m. **Continuing the Dialogue - Do we need Standards? What should these Standards encompass? What are the knowledge and skills required by the new home economist to help the family better manage their home and family life in the 21<sup>st</sup> century?**
- 10:00 a.m. Break
- 10:15 am Issues and Directions- Summing up
- 11:00 a.m. **Action Plans**
- 11:45 a.m. **Closing Comments**  
*CHEA President Trinkie Coffin*
- 12:00 Adjournment



## GREETINGS FROM CHEA

Trinkie Coffin, President

Greetings from CHEA to the participants of Symposium VI:

This will be the fourth Symposium I have attended. I was a participant in three earlier Symposia, in Calgary, Toronto and Ottawa, from the perspective of a classroom teacher. In Winnipeg, I bring the perspective of a Home Economist in the Community, facilitating Collective Kitchens as well as working with young adults with disabilities, to develop the life skills and resource management skills they require to be part of the community.

I am pleased as Chair of the Board of the Canadian Home Economics Association to bring greetings and best wishes for a successful and stimulating time together. In the true spirit of symposia, the participatory nature of the program should help to channel our energy so that we can advance the contribution of our profession in education in research and in practice.

We appreciate the work of the organizers - Annabelle, Gale and Sheila and the presenters who will be sharing their stories with us, eliciting, I expect the full range of reactions from nodding heads, (yes I understand) to wide-eyed wonder (I didn't know that!)

Our profession has always embraced a broad range of social issues, reflecting a diversity of interests and knowledge. This diversity has been both a strength and a challenge. On one hand, it has enabled us, as a Profession, to respond to many of the fundamental needs of society. On the other hand, the search for a distinctive identity has led us in different directions and towards different labels. In the process, we have tended to drift away from our common roots and values which are the foundation of our profession and which give strength to our diversity.

Looking a little further afield, the traditions of our profession are still highly valued in developing countries. In Ghana last summer at the International Federation of Home Economics Conference, I was so impressed by the work of Home Economists there, the Minister of Agriculture, the deputy minister of Education as well as the wife of the long time President of Ghana are all Home Economists. Being a Home Economist in many African countries carries a great deal of prestige on many levels. It was evident in the manner in which we were received as Canadians and in the response to my presentation on Collective Kitchens, called "Stirring the Pot- A Strategy for Action Towards Food Security".

On September 5, 2000, International Cooperation Minister Maria Minna unveiled "CIDA's Social Development Priorities: A Framework for Action" which includes four target areas - basic education, health and nutrition, HIV/AIDS and child protection. The importance assigned to the target areas with which we identify, affirms the value of Home Economics at the grass roots level. CHEA-ID has a proposal in progress at the moment in the health and nutrition area entitled "The Well Mother, Well Baby

Project".

Perhaps in Canada, as a profession, we have not worked hard enough at promoting the common values and identity, or adapting to the changing social and economic environment of our own society. In that regard, most of you will know, one of the priorities of CHEA in the past year has been the Public Education Campaign. In an effort to bring the profession out to the people, the campaign is centred on the Impact of Technology in the Home, which you will hear about from Claire in one of the sessions.

There is a certain irony, in our efforts to adapt our profession at this stage, in that, there are clear signs that our society is now beginning to re-value the things for which we have always stood. I am thinking particularly of the new emphasis of society on health and nutrition, family life and the management of resources.

As we open this Symposium, our challenge now is to work with the universities and the education system to 1) develop the kind of program that will be attractive to students and 2) that will prepare them for a constructive role as future members of our profession.

We will need to be creative, committed and most of all a Team!!!



**Greetings and Welcome to Symposium VI**  
**Dr. Annabelle Dryden, The University of Western Ontario**

**Reflections: Who would have thought! 12 years, 6 Symposia**

You all have a copy of the history of the Symposia. Several beliefs guided these symposia from the beginning:

1. That all in positions of leadership, including teachers, should be invited to attend;
2. That most attending will also present so the symposium will consist of talking and listening to each other, not outside experts;
3. That the cost of attending and registration be kept minimal by seeking sponsors for the Symposium and using medium priced accommodation;
4. While the numbers of those in attendance may be low, proceedings should be published soon after the Symposium and made available to all for discussion;
5. That action planning to address issues be part of the Symposium so there is some follow through from the discussions

Having this opportunity tonight led me to ponder and wonder about what continues to bring us together.

Reflecting on my own history with these symposia and what continues to draw me gave rise to my wanting to share with you a few of the concrete happenings in my life and work that have flowed out of the dialogue that has taken place during the symposia over the last 12 years:

In Winnipeg, 1991, I began a friendship with Lila Engberg. She invited me to participate as a team leader along with Joan Allen Peters from Nova Scotia, Carol Morgaine from Alberta and Sally Williams from Iowa in a week long workshop in Vienna, 1992, with participants from Eastern European countries titled, *Decisions for everyday living: Implications for HEc. Programs*. We then went to the IFHE Congress in Hanover and presented a research paper. My first trip to Europe and what a welcome!

In 1995 the team went to Ljubljana, Slovenia for 10 days for another workshop with Eastern European participants, *Empowerment of Individuals and families: A new approach for Home Economics*. It was wonderful to reconnect with some of the colleagues we had met in Vienna. During these 3 European encounters the high esteem of Home Economics and home economists was continually evident. Who would have thought- how highly valued home economists are in other countries!

I couldn't attend Calgary, 1993, but Lila presented on behalf of the Vienna group reporting on our time there. I continue to use a number of the presentations from the Calgary proceedings in my classes such as, *An ideal of the person educated in home economics: What do we value?* by Gale Smith and Jane Thomas. This is an enlightening read for my BEd students as we translate the Marjorie Brown mission statement for Home Economics and the CHEA position paper on Home Economics/Family Studies Education in Canadian Schools into concrete strategies for classroom practice. Maybe it's true- No pain No gain!

Toronto, 1995 Annette Yeager and I planned the program, emphasizing the old and the new story and conversation as a form of dialogue. Debate is to win or lose, argument is to fight against. Conversation is to dwell with and that is what we have in mind for these sessions in our Continuing the Dialogue time at the end of each of the group of presentations. As teachers we all know how to tell stories!

Edmonton, 1997 The idea for the First Education Annual was shared and the call for an editor was made. Being editor of the Annual gave me the opportunity to collaborate with

teachers in my region who were part of the editorial team and brought me into the lives and classrooms of teachers from across Canada. What a privilege.

Ottawa, 1999 Planning the symposium with Pat Ulrich was a pleasure. Again another example of the value and possibilities of just one of the papers is Gale Smith's paper *Making the distinction: Globalization and global education*. I used this work in my MEd class Perspectives on the environment: Global education in a technological society. Gale's work brought clarity to the issue and heightened students awareness of the scope and breadth of Home Ec/Family St. education. Take every opportunity!

Winnipeg, 2001. Here I am 12 years later, still not the expert and striving to keep a beginners mind along with my students. One way is to become caught by the challenge of teaching on line courses. What an experience-**Who would have thought** I'd be teaching a class in my housecoat, and really, it's not that recurring nightmare you can't shake!

I'd like to end with a favorite reflection from Henry Nouwen:  
A vision without a task is a dream  
A task without a vision is drudgery  
A vision and a task is the hope of the world.

At these symposia, conceived and birthed by Linda and Colleen we are given the opportunity to envision possibilities and to work toward those possibilities through the tasks set out in our action plans. As we listen and dialogue here this weekend let's be encouraged and proud as we remember the past while looking forward: **Indeed, Who would have thought!**



**Canadian Symposium VI: Issues and Directions in Home Economics/Family  
Studies Education  
Opening Comments**

Gale Smith  
Surrey School District #36  
British Columbia

I think it is significant that home economics/family studies educators from across the country meet again in Winnipeg as we begin the twenty first century. It was in Winnipeg where the first symposium was held twelve years ago when it was deemed by many that a forum for dialogue on current issues and new directions or initiatives was needed in Canada. It has been held every two years since that time providing a timely link between provinces and home economics/family studies educators across the country. I think it also significant that Winnipeg is the home of one of the most dynamic post secondary programs. At the University of Manitoba, human ecology (home economics) retains the status of a faculty which makes it unique in Canada. I look forward to Dean Bird's comments on what makes for such a strong program in the face of so much decline in other provinces.

I can still remember my experience at the first symposium. I roomed with Linda Eyre and Leah Kagima. We were all university students and our advisor was Dr. Linda Peterat. Linda Eyre and I were presenting for the first time and we spent much time in our rooms rehearsing our presentations making sure we were within the time allotted and somewhat coherent as we didn't want to embarrass our advisor. And it was cold! I think it reached minus forty overnight. So we didn't venture out of the hotel the whole weekend. I have attended every symposium since. I guess you might call me a symposium groupie!

Since its inception the symposium has served at least two purposes: to share research and to talk. Sharing research is crucial as it lends credibility to our field, it builds a knowledge base, and it lays a foundation for further research. Research also provides the context for talking about where we are going, what we should be doing, and the advantages and disadvantages of different courses of action. At the first symposium, Linda Peterat used the term deliberate to describe the talking time. In Toronto, at Symposium III,

Annabelle Dryden used the word conversation to describe the talking that occurred as we were dwelling together in questions of importance. Pagano (1990) says that dialogue nurtures and strengthens the health and vitality of educational theorizing. She speaks of conversation a "vehicle of theory" (p. xviii). So I see our deliberative conversations over the next day and a half as a form of theorizing, a form of re-search. In my own work I have referred to this as conversation as dialogic inquiry which results in theorizing practice/practicing theorizing (Smith, 1996). I used the term theorizing practice/practicing theorizing to demonstrate the lively back and forthness there is between theory and practice and to illustrate that all educational practitioners engage in theorizing whether they realize it or not. You will notice that we have provided time in the program for you as participants to continue the dialogue after the paper presentation and we have also provided post-it notes on the tables and we encourage you to capture the dialogue and post the key points on the issues and directions posters that we have placed around the room. Our thinking is that we may be able to capture some of the theorizing that takes place during the talking time to include in the proceedings so that we report on both the research and the dialogue of the symposium.

## References

- Pagano, J. (1990). *Exiles and communities: Teaching in the patriarchal wilderness*. New York: State University of New York Press.
- Smith, M. G. (1996). *Theorizing practice/practicing theorizing*. Unpublished doctoral dissertation, University of British Columbia, Vancouver, British Columbia, Canada.



## EDUCATION IN CANADA

Dr. Ranjana Bird  
Dean, Faculty of Human Ecology  
The University of Manitoba

It is a great pleasure to bring greetings from the Faculty of Human Ecology. The Faculty of Human Ecology is intact as a single faculty and continues to provide undergraduate and graduate programs in Foods and Nutrition, Family Studies and Clothing and Textiles. In addition, the Faculty offers a Comprehensive/Integrated program leading to a general degree in Human Ecology and a double degree in Human Ecology and Education. The latter venue is critical in meeting the needs for educators in schools in the areas of Home Economics, Family Life or Life Skills.

The major areas the Faculty deals with are important to societal health, and are more important now than before. Our students come to the Faculty because they want to have socially responsive careers and wish to work with people, for people. The Faculty is proud to offer courses which provide a strong theoretical basis in social and basic sciences, with opportunities to apply the knowledge in real world setting through *Practicum Courses*.

Our enrolment is down. The downward trend has been noted since 1995. It is prudent that we make our programs relevant and timely. As the recently appointed Dean, my goal is to continue to build on the strength we have and become the Faculty of Choice to those who are dedicated to improve the quality of life and empower individuals by being involved with the delivery of, and responsible for setting up, social and health policies leading to prevention of societal and physical illnesses.

Many still view the Faculty as providing education in the areas of food preparation, child care and sewing. The members of the Faculty are engaged in cutting edge research. Many of them are well known researchers in life and social sciences. They attract research funding from national, provincial, and international agencies. Their knowledge and understanding of the field of studies have led to marked changes in the courses we offer at the undergraduate and graduate level.

All programs have evolved to meet the demands of today's society. The use of Information Technology in Family Resource Management, Family and Child Services, Food Service Management, Delivery of Nutrition Information, and in apparel Industries is apparent. The goal of the Faculty is to be at the cutting edge by including information technology as an integral component of the education we provide to our students in the future, as soon as starting next year.

A brief description of each of the following programs we offer is as follows. I would appreciate any feedback you may have regarding the programs and how we can reach the students who may be interested in pursuing an education in the Faculty of Human Ecology. I thank you for the opportunity to share *Current and Future Activities* of the Faculty of Human Ecology with you.

### **Clothing and Textiles**

Students selecting a major in Clothing and Textiles can select a program with emphasis on one or more of a number of areas. These are:

- textile and apparel marketing
- economics of the textile and apparel industry
- textile product development
- the history of textiles and apparel
- textile science

## **Family Studies**

Examples of the issues that we study are:

- risk and resiliency in childhood
- families in the later years
- the causes and effects of conflict and mediation in the family
- organization and allocation of resources in the family
- the role of the community in promoting family well-being
- social policy as it affects families
- the influence of values on families
- family diversity

## **Foods and Nutrition**

The Department offers a four-year undergraduate degree program leading to a Bachelor of Human Ecology in Foods and Nutrition. Students graduating with this degree, who have selected specialization in the Dietetics option, can qualify for a dietetic internship. The degree also prepares students for graduate studies in areas related to either nutrition or foods. Graduate programs leading to masters or doctoral degrees are available to qualified students.

## **Comprehensive/Integrated**

The Comprehensive Program is designed for students who have career goals that require basic preparation in each of the major areas of the faculty.

Students pursuing the Bachelor of Human Ecology/Bachelor of Education Program enter this program. After completing the first year, these students must apply to the Faculty of Education.

Editor's Note: Additional overheads from Dr. Bird's presentation may be found in the Appendix.



## **Home Economics at UBC: Morphing or Mutating?**

Mary Leah DeZwart  
University of British Columbia

### Overview

This paper reviews the past, present and future status of home economics as a post-secondary field of study at the University of British Columbia. The establishment, discontinuation, establishment and discontinuation once again of home economics at UBC is drama and tragedy entwined. A post-secondary home economics program was first proposed for UBC in 1918; it was seriously considered in 1923, instituted in 1929 and abruptly discontinued in 1931. It was reinstated in 1943 and now, in 2001, is scheduled to be discontinued again. The past history of home economics at the University of British Columbia is reviewed by outlining specific influences of home economists and other educators who initially helped the program come to fruition. The current status of home economics is examined through the perspectives of the various parties to whom it is an object of interest. The future place of home economics at UBC is debated— should it be under the umbrella of Community Ecology in the Faculty of Agricultural Sciences, aligned with Family Studies in the School of Social Work or somewhere else yet to be determined?

Reference is made to home economics as a political subject, with its status relative to the status of women and prevailing models of education. A study of home economics at the University of California Berkeley Campus by Maresi Nerad (1999) is used as a case in point. More questions than answers arise from this paper. Is home economics by any other name still home economics? What academic room is there for a subject so closely tied to women's "separate sphere"? What should the relationship be between home economics at the secondary and post-secondary level? Will home economics morph into something new or mutate into its various subheadings?

The home economics program in British Columbia had one of the longest gestation periods in Canada. The province joined the swelling support across Canada for home economics instruction in 1903 when the first domestic science instructor was appointed by the Victoria School Board. The Local Council of Women (LCW) offered to equip the domestic science room if the school board would pay half a year's salary for a teacher. Margaret Jenkins, one of the School Board trustees was also an active member of the LCW (Lightfoot and Maynard, 1971). By February of 1904 the Daily Colonist extolled the virtues of domestic science under the tutelage of Winnifred McKeand, and the six months salary restriction seemed to have been forgotten. McKeand gave an illustrated lecture on home economics in Vancouver in April of 1904, complete with twelve young girls who mixed, kneaded and stirred their way through a typical second-year lesson. By September of 1905 the first home economics teacher in Vancouver, Elizabeth Berry, was hired.

By 1911 the programs had expanded so much that home economics supervisors had been hired by both the Vancouver and Victoria school boards. The expansion coincided with the emigration of Alice Ravenhill, a noted British home economics and health educator, to Vancouver Island with her brother and nephew. Ravenhill was an "international pioneer in home economics, the first woman to be conferred a fellowship of the Royal Sanitary Institute in England, and an authority on public health, noted for her stimulating public lectures" (Smith, 1989, p. 10). She had been instrumental in the establishment of courses in household science at King's College, University of London. Ravenhill quickly entered into debate about the training home economics educators in British Columbia. She saw home economics as a valid intellectual subject. As early as 1912 Ravenhill tried and failed to win a seat on the Board of Governors of the University of British Columbia (Vancouver Local Council of Minutes, 1912).

Strong opposition to home economics came from Evlyn Farris, a UBC senator and founder and former president of the University Women's Club. Farris believed that the introduction of practical training for women "imperilled their intellectual development and endangered the value of philosophical learning" (Stewart, 1990, p. 45). Farris objected to the assumption that women's interests were overwhelmingly domestic. It is likely too, according to Stewart, that she wanted to preserve equal education opportunities for women and men. Alice Ravenhill eventually won the debate about the place of home economics in post-secondary institutions. The conflict about whether or not women were relegated to second-class status by the creation of home economics status was not resolved.

John Kyle, Technical Organizer for the British Columbia Department of Education made the first documented suggestion for a post-secondary home economics program in British Columbia. Kyle was responsible for domestic science. His job included checking qualifications obtained out-of-province and fielding enquiries about the process of becoming qualified to teach home economics. Kyle repeatedly called for the establishment of home economics at the university level. "Such a course is already to be found in Columbia University, New York and also London University, England and when one of a similar nature is introduced into the University of this Province arrangements will be completed to enable girls to matriculate from the Home-makers course [at a local high school] to that institution" (British Columbia Department of Education, 1918-19, p. A78). Although a connection has not been made between John Kyle, and Alice Ravenhill, one can hear echoes of Alice Ravenhill's influence.

The demands for post-secondary home economics education escalated. Support was widespread in women's organizations. In 1923 members of the King Edward High School Parent Teachers Association advocated that a Home Economics degree be established in



British Columbia . A Home Economics Endowment Fund was established in 1926 by the Parent Teachers Federation and \$11,000 was raised, mostly through private subscriptions. The UBC Board of Governors was unresponsive. Stewart (1990) contends that the Chair in Home Economics was finally established in 1929 because Canon Joshua Hinchcliffe, the Minister of Education at the time, saw it as an opportunity to discredit the university administration. Twenty-five young women were accepted into the program in September of 1930, intending to take the first two years of the proposed course. In April of 1932 home economics was discontinued. It appeared to have been the casualty of the political struggles that enveloped the university from 1930 to 1932 (Stewart, 1990, p. 53), not to mention the financial crises brought on by the Great Depression.

The provincial Parent Teachers Federation took charge of the Home Economics Endowment Fund and continued to press for the establishment of the program. In 1936 delegates from an impressive number of organizations once again met with the Board of Governors. They managed to win the support of Leonard Klinck, the President of the University, who recommended that establishment of a home economics chair be given first priority. Klinck had been President when the Chair was discontinued as well. In 1940 the Permanent Committee of the Home Economics Endowment Fund exerted whatever political power it could muster and gained a substantial concession from the UBC Senate, "that if and when funds are available, the Course in Home Economics be reestablished prior to the establishment of any other course" (Stewart, 1990, p. 58).

The establishment of home economics at UBC in 1943 did not show any particular interest in home economics. Instead it reflected concerns about post-war expansion needs. The Senate had promised to give home economics priority over any other university course. Therefore the Board of Governors was anxious to ensure there would be no political opposition to the establishing of new programs for men. Stewart says that home economics would likely have never been established at all without the twenty-five year campaign "sustained by women who believed that the university should oblige female students by offering a course of study that complemented their social roles" (Stewart, 1990, p. 65).

## Chronology of Home Economics at UBC

1. Members of the King Edward High School Parent Teachers Association advocated that a Home Economics degree be established in British Columbia
2. UBC established a Chair in Home Economics, accepting 25 young women into the program
- 1932 The Home Economics program was terminated due to budgetary constraint
- 1943 The Home Economics program was re-instated
3. The Parent-Teacher Federation turned over \$20,000 to the University to help finance the construction and furnishing of a new home management house on campus
4. Fire destroyed the home management building, which was replaced by a new building in 1949
- 1951 The Home Economics Department became the School of Home Economics
5. Professor Mel Lee became Director of the School of Home Economics with a mandate to develop a human nutrition program
6. Professor Roy Rodgers became Director of the School of Home Economics with a mandate to develop a Family Studies graduate program
7. The new Home Economics building, especially designed and built for the programs and research offered in the School, was opened
8. The first graduate students were admitted to the new Family Studies Graduate program
9. The School of Home Economics was renamed the School of Family and Nutritional Sciences.
- 1986-87 Family Science was established as a major in the Faculty of Arts
10. The Family Science program was identified as one of the best in terms of scholarly activities, on a per faculty member basis, in North America (Adams)
11. Family and Nutritional Sciences faculty moved administratively from the Faculty of Arts to the Faculty of Agricultural Sciences
- 1993 The School of Home Economics/Family and Nutritional Sciences celebrated its 50th Anniversary at a special alumni dinner
12. Moura Quayle was appointed Dean of Agricultural Sciences and Anne Martin Matthews was appointed as Director of FNS. Her appointment did not take effect until January 1, 1998. FNS was moved to Faculty of Agricultural Sciences in 1997. Dean Moura Quayle was new and wanted to create a new and vibrant AgSci faculty and preferred that it be one without departments or boundaries.
13. Nutrition/dietetics professors thought it would be best to join in with Dean Quayle's restructuring plans. This meant that the School of FNS would be dissolved.
14. Task Force on Home Economics was set up by UBC. Members included Dr. Anne Martin Matthews, Jane Olsen (graduate student), Ruth Ellen Cummings (undergraduate student), Dr. Gwen Chapman (dietetics), Dr. Linda Peterat, Dr. Phyllis Johnson (replaced by Dr. Margaret Arcus in 1998-99), and chaired by Dr. John Gilbert, Coordinator of Health Sciences. The final report was dated December 8, 1998, but was not made public until January of 2001.
15. School of Family and Nutritional Sciences was dissolved. The B.Sc. (Dietetics) program and M.Sc. and Ph.D. programs in Human Nutrition and the Bachelor of Home Economics program remained in the Faculty of Agricultural Sciences. The Family Science faculty was moved administratively back to the Faculty of Arts to form the School of Social Work and Family Studies.
16. A summer research project was set up by Dean Quayle to determine the future of home economics in the Faculty of Agricultural Sciences. Jill Condra, sessional instructor in home economics, Lynne Potter Lord, a recent home economics



graduate, and Aleisha McKendran, an undergraduate student, put together a proposal for Community Ecology. A draft proposal received limited circulation in September. In October, Dean Quayle met with members of BCHEA and THESA over the proposed program.

17. February 15, 2001. Community Ecology proposal is dropped. Dean Quayle met with members of BCHEA and THESA and proposed four possible routes for retaining human ecology as a major in Agricultural Sciences.

Between 1943 and 1999 the home economics program encountered several more financial crises. UBC underwent a state of financial exigency in 1984-1985. In the financial crisis, the University's Senior Administration questioned, in part on the grounds of cost effectiveness, whether the School of Home Economics should continue. Robert Will, Dean of Arts defended home economics vigorously, as did Rodgers who emphasized the unique contributions of the School's Home Economics and Dietetics programs (not duplicated at other BC institutions) to society (Johnson, 2001). Dr. Rodgers also advocated that curriculum changes be made to remove the longstanding barriers that prevented students from outside of Home Economics from taking courses offered by the School. The programs were left intact. Dan Perlman became Director of the School in 1986. During the first year of his term, the School's Family Science courses, which heretofore had not been acceptable for credit toward a B.A. degree, became open to Arts students to take as elective credit. Family Science became a major that students admitted to the Faculty of Arts could take in fulfillment of their B. A. degree requirements. At this same time (1986-87), the Faculty of Science approved a B.Sc. Nutrition major that drew on the School's basic nutrition courses as well as courses offered in Agricultural Sciences.

Between 1984-85 and 1990, undergraduate course registrations in Family Science increased from 250 to 935 per year. The problems of cost effectiveness were resolved but a new issue loomed on the horizon. While the move toward hiring discipline-based faculty had increased the scholarly calibre of the Family Science group, the program areas in the School were increasingly operating as separate entities.

In 1991, Dr. Patricia Marchak became Dean of Arts. In conjunction with the ending of Dan Perlman's term as Director, she set up a review of the School of Family and Nutritional Sciences. Family Science was the only arts oriented program in the School of Family and Nutritional Sciences. Following that review, UBC's senior administration decided that the School of Family and Nutritional Science should move to become part of the Faculty of Agricultural Sciences. The School and the Faculty of Agricultural Sciences were partners in the Nutritional Sciences major and, except for Family Science, the School's other programs (Dietetics, Home Economics, and Nutrition) had connections with the history and orientation of the Faculty of Agricultural Sciences.

Dr. Arcus was Director of the School of Family and Nutritional Sciences from 1992 until 1997. Under her directorship, enrollments in Home Economics increased. She worked in conjunction with Dean Richards to effectively amalgamate the School within the Faculty of Agricultural Sciences. The School successfully celebrated its 50th anniversary.

When Moura Quayle became Dean of the Faculty of Agricultural Sciences in 1997, she began a re-organization of the Faculty, abolishing its traditional departments. In the re-organization, the original plan was that the structure of the School of Family and Nutritional Sciences was to be preserved. Dr. Anne Martin-Matthews was hired as Director with the assumption that the School would remain intact. But, in the process of new areas forming within Agricultural Sciences, and before Dr. Martin-Matthews arrived to assume her responsibilities, the Dietetics/Nutrition faculty decided they wished to explore



closer ties with their Faculty of Agricultural Sciences colleagues in foods and nutrition. When faculty members as a whole in the School of Family and Nutritional Sciences discussed these aspirations, the faculty in the School voted that it would be best for the School to be dissolved. There were discussions of how Family Science might make a building block in a Community Ecology stream in Agricultural Sciences. Yet faculty members in Family Science questioned whether such a move would strengthen the BA major and MA family programs.

Feeling a closer affinity to a liberal arts approach, the Family Science faculty wished to return to the Faculty of Arts. As they were a small group of 7.5 positions (to be reduced even further in the period 1998-2000 by two retirements, a resignation and Dr. Anne Martin-Matthews' appointment as Associate Dean of Arts), they considered various alliances. Joining with Social Work was their preferred option. In 1999 Family Science merged with Social Work to create the new School of Social Work and Family Studies. In doing so, the faculty decided to shift its curriculum focus slightly by adding to its focus on the scientific study of the family a more applied human service orientation. Symbolic of this, the undergraduate major was renamed Family Studies (Johnson, 2001).

With the move of family science to the Faculty of Arts, home economics, or what remained of it, was left in the Faculty of Agricultural Sciences, loosely catalogued under "Community and Environment". The one remaining tenured professor aligned herself much more closely with art and design than with home economics as a profession. Professional organizations such as the British Columbia Home Economics Association [BCHEA] and the Teachers of Home Economics Specialist Association [THESA] began to ask questions about the future of home economics.

What to do? If this were federal politics it would demand a Royal Commission. On a slightly smaller scale Moura Quayle set up a Community Ecology Advisory Group in the summer of 2000 to determine the future of home economics in the Faculty of Agricultural Sciences. Three other new degrees had been proposed for the Faculty of Agricultural Sciences. Their development had taken three years. The timeline for Community Ecology was four months. Jill Condra, sessional instructor in home economics, Lynne Potter Lord, a recent home economics graduate, and Aleasha McCallion, an undergraduate student, put together a proposal for Community Ecology. A seventy-six page draft of this proposal received limited circulation in September of 2000. Excerpts from the proposal showed an astonishing lack of consultation compounded by the naivety of the researchers.

The mandate of Quayle's advisory group was to "develop a unique and contemporary program that fit with the strategies of the Faculty and University". The proposed Community Ecology program claimed to preserve some of the themes of family and community wellness found in home economics. According to its proponents, it offered students the opportunity to develop knowledge and skills that enhance their ability to understand and work in and with diverse communities. Upon graduation they would find employment in positions such as program development officer, fundraiser, community training/education program facilitator, multicultural liaison, immigrant/refugee advocate; leader/administrator in community/volunteer programs; political representative, policy analyst; international program developer; human resource advisor; community researcher, writer; employed as entrepreneurs or in cooperatives, all levels of government, non-government agencies, and the United Nations.

The name Community Ecology was proposed because it was unique. The proposal stated that an Internet search of the name had produced no hits. "As there is no governing body representing Community Ecologists, no professional association was consulted".

The program was described as:

the study of diverse ecological adaptations as people create, modify and respond to their environments. In Community Ecology we will examine the complexity of community and family configurations and interactions. Community Ecologists will critically



analyse human interactions with physical environments, material goods and institutions (government, education, health, law, finances and commerce) as they enhance and challenge peoples' well being. All programs in the Faculty of Agricultural Sciences are concerned with the continuum from land to food to community and the economic, community and ecological viability of this continuum. The proposed new program directly addresses the "people" part of this strategy.

According to the draft proposal, the target audience of the new program was currently not being served. An enrolment of approximately 50 students each year was anticipated. With no comparable program, an entirely new student audience was expected. The current fifty students in first year home economics would be allowed to finish their program and receive a Bachelor of Home Economics degree in 2002. No further classes would graduate with that degree. Students who requested information about home economics were informed that the program was likely to be discontinued. Information was only available from the sessional instructor or the undergraduate student who served on the Dean's Advisory Group.

Supporting facts gathered from faculty, students and home economics teachers was particularly flawed. The student survey sample consisted of 24 students, located through summer classes or by e-mail. When asked what the term home economics meant to them, the students spoke of the benefits of a broad education, of preparation for daily life, of training for a profession. Negative connotations for home economics were emphasized. The name was described as dated and tacky.

Twenty-eight home economics teachers were surveyed out of a potential group of over seven hundred. They were contacted by an e-mail sent out in the last days of June, 2000. When asked what the term home economics means to them, most of the teachers replied in terms of "life": life-long skills, daily life, family life, how to live your life, life-long learning, healthy life style and life skills. Others spoke of communication and global issues. Several reflected that the family values of the 1950s and 60s should be taught today. Emerging issues included globalization, multicultural issues, food safety, informed consumerism, and practical life skills contributing to well-being. The alumni sample consisted of 8 alumni from the previous 15 years. Half said they would not take a Bachelor of Home Economics again, unless it was changed in some way. Half adamantly said they thought it was an essential training for teachers and grad school.

Publication of excerpts from the draft proposal for Community Ecology on a list serve for home economics teachers in September of 2000 resulted in considerable action. Letters and e-mails were sent to the Dean of Agricultural Sciences, the President of UBC and the government of British Columbia. Reactions varied but were intense in their dislike of the process for the establishment of Community Ecology. In the many responses to the draft proposal for community ecology, home economists and home economics teachers exposed a number of issues. Some questioned the existence of a hidden agenda and asked what had happened to the plans for a home economics coordinator (Carr, 2000 September 20). Home economics teachers were concerned about the inability of teachers who are not trained in Home Economics to teach from an interdisciplinary perspective, "a perspective that is integral to the foundation of home economics education." (Donaldson, 2000).

Some home economists expressed despair :

It is indeed a sad day for those of us who believe in the notion that in order to accomplish anything worthwhile in this world, one must be able to take care of one's self, as well as take care of those who share our world. The problem has always been the devaluing of exactly those skills that protect us from all the commercialism of a world gone crazy with technology and money... People like Martha Stewart make it perfectly clear that you don't need a degree in Home Economics to make money off of



other people's lack of skill and knowledge (Macario, 2000).

Others questioned the occupational possibilities that community ecology graduates could expect:

At one point, when I questioned the viability of the provided list of places these grads could seek employment, Dean Quayle jumped to the defense saying the world needs to value these vocations. I wish you could see the list! I must have pushed her buttons when I suggested I had over the years done most of those jobs but I had not been able to find anyone willing to pay money for them except for teaching and writing. (and teaching wasn't on the list) I noted that my business card included "community worker" for just that reason (Siebert, 2000) .

Still others provided thoughtful responses that questioned the conceptual bases for community ecology over home economics. Gale Smith asked:

If this is an entirely new discipline and degree program then there should be a defensible conceptualization of community ecology. What is it? How does it differ from ecology? from human ecology? from social ecology? from global ecology? What is the frame of reference for community? What is the rationale for using the singular form rather than communities? Is there a history or philosophical base attached to community ecology? Who are the major theorists? What is the essential body of knowledge of this new discipline? How is the professional practice of a community ecologist being defined? What support for this new discipline is there in the community? What professional connections does it have? Is there evidence that it meets a societal need? Is it clear that whatever a community ecologist might do is not being done by someone else? (Smith, 2000).

A stakeholders' meeting was held on October 23, 2000 with Dean Quayle, the four members of the Community Ecology Advisory Group and representatives from BCHEA, THESA and UBC Alumni. At the meeting Dean Quayle made it very clear that home economics would not be restored to its former state. She claimed belief in the values and principles of home economics especially as they are related to land, food and community. Quayle said she was not proud of the home economics program at UBC and she did not want students using it as a back door to get in. UBC, as the only university in Canada still using the name "home economics", was well behind the times. The main emphasis in the Community Ecology program would be problem based learning and soft skills such as team building, communication skills and intercultural relations. Quayle was unable to answer questions about teacher education or the potential effects on the home economics professions.

In February of 2001, Dean Quayle informed Julie Schmidt, the president of BCHEA that Community Ecology was being dropped, and asked for a meeting to discuss "Human Ecology" as a potential program. Schmidt received and distributed copies of the previously unavailable 1998 Task Force Report on Home Economics. The task force made the following recommendations:

1. that following appropriate curriculum development, the Faculty of Agricultural Sciences

- offer a degree program in Human Ecology which is supported by sufficient resources and that would admit its first students beginning with the 2000/2001 academic year.
2. that a Coordinator of the Programme in Human Ecology be hired July 1, 1999 who would work with stakeholders to develop and promote such a program and to vigorously recruit students;
  3. that mechanisms be set in place to ensure that students currently enrolled may complete their degrees in Home Economics;
  4. that no new students be admitted into the existing program in Home Economics effective July 31, 1999 (Gilbert, 1998).

The most recent meeting was held February 15, 2001 with Dean Quayle and Dr. Neil Guppy, UBC Academic Vice-President. Once again, representatives of BCHEA, THESA and UBC Alumni were present. Four possible routes for entry into the Teacher Education program at UBC were presented for discussion and feedback. Two undergraduate degrees were proposed through the Faculty of Agricultural Sciences: a B.Sc. (Food, Nutrition and Health) with a major in Human Ecology and a B.Sc. (Global Resource Systems) with a resource specialization in Human Ecology. A third way to obtain a degree in a home economics-related area at UBC was a B.A. in Family Studies with a minor in food, nutrition and health. Qualifications in textiles had been a concern for home economics teachers, and a Bachelor of Applied Design at Kwantlen University College was proposed to cover this problem. Representatives asked for assurances that a human ecology coordinator be appointed to a tenure-track position, and that human ecology appear as an option in the university calendar. Whether this will happen remains to be seen.

The major issues surrounding home economics in British Columbia have been put to relative rest. Many issues are unresolved. The status of professional registration as a home economist has not been dealt with. Hard feelings exist from the heavy-handed way in which the 1998 Task Force recommendations were ignored and a spurious program introduced in its place. The Faculty of Agricultural Sciences website FAQ on home economics still describes the name "home economics" as having demeaning connotations such as "tacky".

The aim of this paper has been to show that the establishment of home economics in British Columbia has been precarious from its beginning. Without advocacy by interest groups and allies outside the profession, it would have disappeared long ago. Even with support, home economics has waned and waxed according to the agendas of others. The problem is not limited to British Columbia. Maresi Nerad, in a publication entitled "The Academic Kitchen" studied the rise and fall of home economics at the University of California, Berkeley from its beginning in 1909 to its dissolution in 1955. Nerad became interested in the history of all-women's departments because of her own involvement in women's studies. She contends that home economics was too closely tied to noteworthy individuals, women who formed the first wave of home economics. When those women started to retire in the 1940s and early 1950s, universities seized the opportunity to phase out low-status departments largely aimed at women. Nerad set out seven lessons to be learned from the Berkeley experiences:

1. New programs need strong political and professional allies outside the university who are able to impose pressure on the university administration.
2. Any new program must garner allies on its own campus, and all new programs must make a serious effort to become known on campus.
3. It does not pay for a newly established department to hire stars alone as faculty; recognition may be attributed only to them and not to the department as a whole.
4. New programs need to walk a fine line between establishing a program with rigorous academic requirements and over burdening the program for fear of being regarded as



- unscientific and not being taken seriously. A program overburdened with requirements can easily be criticized as having an incoherent program.
5. Newly developed university programs should strive to establish their own Ph.D. programs. At a research university, only a doctoral program brings a national and international reputation, which translates into higher status for the department.
  6. Higher education scholars will have an incomplete analysis if they do not include gender as an important factor in studies of university history and the way in which a university functions, as well as in biographies of the university's leaders.
  7. The hard-earned lesson of home economics at Berkeley demonstrates that women scholars do not necessarily succeed by adopting conventional university values. (Nerad, 1999, pp. 139-140).

Some of Nerad's guidelines have resonance in the British Columbia case study.

New programs need strong political and professional allies outside the university who are able to impose pressure on the university administration. Home Economics was first established because of external pressure from a wide range of interest groups. At the 1936 meeting regarding home economics with the Provincial Parent Teachers Federation and the UBC Board of Governors, representatives were also present from three Local Councils of Women, the Business and Professional Women's Club of Vancouver, the B.C. Teachers' Federation, the B.C. Trustees Association, Women's Institute, B.C. Trades and Labour Council, B.C. Girl Guides Association, Kiwanis Club and the PEO Sisterhood (Stewart, 1990, p. 56). The 1984 rescue of home economics was aided by the support of Robert Will, Dean of Arts (Johnson, 2001). By the same token, BCHEA and THESA can take some credit for at least stopping the course of Community Ecology in 2000. Any new program must garner allies on its own campus, and all new programs must make a serious effort to become known on campus. Stewart says that home economics became desirable in 1943 because it was seen as means to accommodate men returning from the war. For example, dietetic majors in home economics could operate the campus dining service (Stewart, 1990, p. 62).

Nerad says that the hiring of "stars" does not help a department establish itself in the university setting. Several noteworthy scholars were hired to advance family science at UBC to the exclusion of nutrition and dietetics. In fact, no Director with a background in nutrition had been appointed since Melvin Lee in 1965. When nutrition professors started to retire in the mid 1990s, the younger faculty members may well have started to wonder whether or not replacements would take place. When the School voted in favour of dissolution in 1997, the nutrition faculty saw a better-funded place for themselves in Agricultural Sciences. With the departure of nutrition, home economics lost its previous cachet.

The School of Family and Nutritional Sciences never established graduate programs in home economics. This, according to Nerad's guidelines, further reduced its status as a legitimate university subject. One could point out that graduate programs in human ecology do exist at several other universities in Canada. Perhaps it is all in the name.

Nerad's final point, that women scholars do not necessarily succeed by adopting conventional university values, makes me wonder how women scholars do succeed, and what conventional university values are. Home economics at UBC has lurched from crisis to crisis since 1930. The practical versus liberal arts question first posed by Alice Ravenhill and Evelyn Farris has never been properly resolved. According to Dean Moura Quayle, the University of British Columbia does not consider the name "home economics" suitable for a university program of study.



Some things are sure: home economics teachers will continue to be trained, and secondary schools will still have home economics departments at least until the next curriculum revision in British Columbia. Will they retain the philosophy of the interdisciplinary nature of home economics? Do they know what it is? Do we, as home economists? Has home economics morphed into something brand new or mutated into its various subheadings?

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## A University College's Response to Home Economics/Family Studies Education Issues

by: Mary Boni, Coordinator, Fashion Programs  
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The purpose of this presentation is to:

- report on the status of Kwantlen University College's Bachelor of Applied Design in Fashion Design and Technology
- outline Kwantlen's initiatives to address the demand for home economics teachers
- describe Kwantlen's contributions to the enhancement of secondary enrollments.

The concept of a University College is new to Canada and its mission and how it relates to the topic of issues and directions in Home Economics will be discussed. The focus of the presentation will be on the many initiatives Kwantlen's fashion program is undertaking to address the demand for home economics teachers and the enhancement of secondary enrollments.

In 1995 Kwantlen College became a University College with the right to offer degree programs. The BC Ministry of Advanced Education must approve all degree proposals. Over the last 6 years Kwantlen has developed a degree proposal process and currently offers six-degree programs in a variety of fields. In 1999, Kwantlen launched a Bachelor of Applied Design in Fashion Design and Technology. By fall 2001, Kwantlen will offer 10-degree programs.

What is a University College? It is everything you expect a community college to be – and more. It's also an applied undergraduate university. Kwantlen has a full range of community college programs from college and career preparation to vocational, trades, technology and career programs. Students can take their first two years of university at Kwantlen and obtain credit for these courses at UBC, SFU and elsewhere. Kwantlen also offers applied degree programs. Our first degree, a Bachelor of Applied Design in Interior Design, was approved by the BC government in 1996.

The process for developing a degree is an arduous one.

Stage 1, the **Concept Statement**, was developed by the faculty who determined a common goal and direction for the program. It was approved internally by the divisional Curriculum Committee, the Degree Proposal Assessment Committee (DPAC) and the Education Council.

Once the Concept Statement was accepted, the originators formed a working Advisory Committee and an External Review Committee. From this stage on there was constant consultation with students, faculty and industry professionals.

Stage 2, the **Letter of Intent**, was approved internally by the divisional Curriculum Committee, DPAC, the Education Council, and externally by the Ministry of Advanced Education (who distributed it to BC colleges and universities for comment and input).



Stage 3, the **Full Program Proposal**, was approved internally by the divisional Curriculum Committee, DPAC, Education Council, and externally by the External Review Committee and the Ministry of Advanced Education.

At each stage, originators' were required to address any issues raised by any of the reviewing committees.

The process, which we moved through at a steady pace, took the fashion program faculty 5 years to complete. We prepared our Concept Statement in the fall of 1994 in anticipation of the college obtaining degree status and launched years one through three of the Bachelor of Applied Design in Fashion Design and Technology in the fall of 1999. We added the fourth year in the fall of 2000 and our first degrees will be conferred in May, 2001. Throughout the development process the program was marketed at various levels and a strong marketing campaign is ongoing.

We have received an overwhelming number of applications since instigating the degree. We have more than 200 applicants each year for 44 seats in the first year, and the background of the degree applicants is substantially stronger than previous groups of applicants for the diploma program. Attrition from year to year is much lower than in the past. We also receive a number of applications from students who have either completed Kwantlen's fashion diploma program or completed a diploma program elsewhere and would like to enter year three of our degree program.

The program is strongly supported by Kwantlen's administration. Dollars to launch the degree are tight, but an attempt is made to try to meet the program's financial requirements. We have additional sewing machines, computers and hopefully for September 2001, will have more classroom space. Kwantlen's Fashion Design & Technology program is alive and well!

The focus of Kwantlen's fashion program is on preparing students to work in the apparel industry. Because the program is an applied approach to clothing and textiles, we offer a unique way of contributing to issues and directions in fields such as Home Economics. The Vancouver area is home to some 350 apparel companies with annual export sales of over \$300 million. There is a tremendous demand for our graduates who enter the field with a wide range of knowledge and skills specific to the industry. Graduates and employers have told us that the greatest strengths of our degree program are the industry linked design projects, the extensive classroom time devoted to drafting and sewing, the apparel industry-based CAD software used, the semester-long internship and the increased number of courses in production planning and management.

Computers are used throughout the fashion program for word processing, costing and spec sheets, drawing, pattern manipulation, grading, marker making, business applications and power point presentations. Microsoft Office and a number of apparel industry-specific software packages are used.

Program graduates work for a wide variety of apparel companies as designers, merchandisers, pattern makers, CAD operators, production coordinators, buyers and sales representatives. Many run their own design and manufacturing facility or freelance. We are currently unable to fill all of the job opportunities that we receive notice of.

Several of our students have expressed an interest in teaching clothing and textiles in the school system. Previously, graduates pursuing a teaching career have received very little credit for their work at Kwantlen and have basically had to complete four more years of



undergraduate work and then apply to Teacher Education. To date, no grad has hung in long enough to complete the process. Our first grad to complete a Bachelor of Home Economics will do so this spring at UBC and is applying to the Teacher Education program for the fall.

It is extremely important to Kwantlen's fashion program that there be a continuous supply of robust clothing and textile teachers in the BC school system. We require fashion program entrants to have a solid foundation in sewing, prior to entering our program. Many of our first year students are recent secondary graduates who have taken a number of clothing and textile courses throughout their school years, and those who choose our program later in their lives, have usually learned to sew while in secondary school. Without this opportunity to develop basic sewing skills while a secondary student, people will have a very difficult time learning to sew. Very few good continuing education sewing courses exist today. We do not have sufficient lab time at Kwantlen to offer CE sewing courses in much depth. The courses we do offer often do not run due to insufficient enrollment.

Fashion program faculty are aware of the teacher shortage in Home Economics and to meet the needs of some of our students and the demand for teachers of Home Economics, we are negotiating partnerships with the University of British Columbia (UBC).

Dr. Linda Peterat, Professor and Coordinator of Home Economics Teacher Education at UBC, is spearheading a committee to develop a partnership between UBC and Kwantlen. Graduates of Kwantlen's Bachelor of Applied Design in Fashion Design and Technology, who complete a prescribed set of courses in Family Studies at UBC, as visiting students, and use the UBC courses as credit toward their degree from Kwantlen, will be able to gain entry into Home Economics Teacher Education. Some students may need to complete a few bridging courses. Required approval from the BC College of teachers was recently granted so we are now ready to work out the details of the partnership and will be doing so over the next few months.

Kwantlen is also negotiating a partnership with UBC's Home Economics program, which is currently restructuring and losing most of its clothing and textile courses. Kwantlen is able to offer seats to UBC students, as visiting students, in several of its fashion courses. We may need to create extra sections to accommodate UBC students in Drafting and Sewing courses. We are also discussing the possibility of creating a Summer Institute in Clothing and Textiles for UBC Foods & Nutrition and Family Studies majors who may want some clothing & textiles courses to round out their studies in Home Economics, especially if they are planning to enter the Teacher Education program.

Kwantlen's Bachelor of Applied Design in Fashion Design and Technology has been well received by secondary Home Economics teachers in British Columbia. Teachers of clothing and textiles courses or career preparation programs can now offer their students the potential to ladder to a degree program. In the past, many students who, for themselves or for their parents, preferred a degree track, and were, therefore, discouraged from taking clothing and textiles courses due to limited opportunities in the province of British Columbia to specialize in this field via a degree.

The fashion faculty at Kwantlen are committed to working closely with the secondary clothing and textile teachers. We are involved with secondary teachers and students in the following ways:

- hold an annual fashion show that approximately 700 secondary students attend
- offer two formal Information Sessions per year for prospective students

- provide a 20 page Fashion Programs Information package which is also available on Kwantlen's web site
- provide small class tours and information sessions
- attend a number of secondary career days annually
- were instigators and participants in the Design Access program (which included two fashion focussed career days for entire school districts, a number of student Summer Institute programs, a web site and an information package on design education and career opportunities) managed and facilitated by Apparel BC 1996-99. Some of this project work is ongoing
- send fashion program updates to the schools
- offered an intensive one week Summer Institute to the clothing and textiles teachers – many who attended were from outside the lower mainland
- continuing Education courses in Draping and CAD are available to secondary teachers
- one secondary teacher is currently taking a number of our day courses for credit
- when invited, we provide work shops for teacher conferences.

Many teachers have asked us to provide credit courses for them. We are working toward offering the following:

- starting with intersession 2001 we will offer a credit course in Technical Fashion Drawing using CAD, two evenings a week for seven weeks. Next year we will offer Computer-based Pattern Drafting and alternate the courses each year after that
- a summer credit course similar to the Summer Institute starting summer 2002

In conclusion, results to date of initiatives in progress are very positive. We feel that we have a good relationship with the secondary schools, we have a strong base of program applicants to draw from, we have an industry that wants to hire our graduates and we have the opportunity to contribute to the growing need for secondary Home Economics teachers.

However, the challenges ahead of us are far from over. First and foremost, we have our own growing need for qualified faculty. Several faculty members will be retiring in the next five to ten years and it is difficult to find people who have the combination of apparel industry experience, minimum of an undergraduate degree and teacher training or experience. Now that we have offered nearly all of our new courses at least once, faculty acknowledge that we need to rework and repackage some of our offerings. We have hired several new instructors over the past two years whose wealth of knowledge and experience needs to be reflected in our course outlines. Like fashion itself, our program is constantly changing.



## Building a Family Studies Curriculum at the University Level

### Introduction

Curriculum development in contemporary universities requires not only a depth of scholarship, but also an appreciation for effective teaching and learning processes and for how discipline knowledge can serve the needs of the larger community. This paper describes a process of curriculum development that integrated scholarship, effective teaching and learning, and societal needs and utilized the guidance of a facilitator in a process of evidence-based decision making. We begin with a brief overview of our curriculum development framework, then describe the setting and the process, and conclude with lessons we have learned.

The authors of this paper participated actively in the process described. The first author, Carol Harvey, was one of ten staff members involved in the curriculum discussions and is one of the faculty members who will be developing a new course based on the outcome of curriculum discussions. The second author, Lynn Taylor, is Director, University Teaching Services, University of Manitoba, and was the facilitator of the process we will describe. The reflections we share are our own perspectives on the curriculum development process and do not necessarily represent the views of all other participants.

### A Framework for Curriculum Development

Because the term "curriculum" is understood and used in different ways by different people, our group adopted a particular definition to guide our thinking. Throughout our work together a curriculum was understood as "an intentional design for learning negotiated by faculty in light of their specialized knowledge and in the context of social expectations and students'

needs" (Toombs & Tierney, 1993, p. 181). This definition emphasizes several critical factors that reflect the real world of post-secondary curriculum planning, especially in applied, professional programs such as Family Studies. First, curriculum is described as a plan for learning, reflecting the shift from a teaching to a learning perspective (Hendley, 2000). The main implication of this shift is the consideration given to teaching and learning strategies in the curriculum development process. Second, this definition describes curriculum planning as a negotiated product, characterizing the process as socio-political, as well as scholarly. Consequently, all members of the department, including those on leave, participated in the process, and a confidential e-mail strategy was used to facilitate the resolution of difficult issues. Third, it places the ownership of the curriculum with faculty, by virtue of their specialized knowledge. This is a critical point, since higher education curricula are usually built not on models of curriculum, but on the structure, processes, and conventions of a discipline (Stark & Lattuca, 1997). Finally, this definition situates faculty decision-making in the context of social expectations and students' needs. This last element can be one of the most contentious aspects of this definition, since it is inconsistent with the strong views held by some faculty about autonomy. In this case, Family Studies faculty actively sought input from alumni and the employment community; these views were consistent with and elaborated by the observations of faculty members. The major challenge in living this definition when planning curriculum is that the discipline expertise, learning process, and larger context vectors are not always congruent, and negotiation is required to find the balance point among the components of this definition (Taylor, 2000).

As is typical in postsecondary teaching and curriculum planning (Stark & Lattuca, 1997; Taylor, 1993), the primary resource throughout our process was the scholarship of faculty. To



promote the optimal use of faculty expertise, we considered a taxonomy of discipline knowledge articulated by Dressel and Marcus (1982) that included:

- **substantive knowledge:** the concepts, facts, and types of problems dealt with by a discipline.
- **language and symbols:** the terms and representation systems (linguistic, mathematical, or symbolic) used to communicate in the discipline.
- **structure:** the organization of knowledge within a discipline, the relationships among concepts, and the relationships between knowledge and the methods by which it is generated.
- **processes:** the modes of inquiry in a discipline, including methods of thinking and problem solving; methods of collecting, analyzing and interpreting information; and conventional methods of communicating.
- **values:** the beliefs that guide our decisions about which problems to solve, the methods to choose, and how evidence is evaluated.
- **relationships to other disciplines:** the principles that determine how a discipline is related to other disciplines, largely determined by the other five components.

Throughout our planning process, we were mindful of explicitly teaching all aspects of discipline knowledge in order to facilitate the development and application of students' knowledge base (Taylor, 2000).

In addition to explicit definitions of curriculum and discipline knowledge, we also considered a small number of principles extracted from learning theory (Chickering & Gamson, 1991; Svinicki, 1991). These principles had implications for how we structured the Family Studies program and for how learning can be optimized within the program.

With respect to structure, there are two essential principles. First, we need to focus attention on what is to be learned (Svinicki, 1991). At the program level, clear program goals,

course titles, and course descriptions are the first steps to indicate the intended learning. Second, we need to help learners organize information. Novices differ from experts not only in the amount of knowledge they have, but also in how that knowledge is organized. Learning is most efficient if new knowledge is connected to what students already know about Family Studies, to related concepts, and to the types of problems this knowledge can be used to solve (Svinicki, 1991).

In addition to structuring the program to reflect the knowledge structures in Family Studies, we also considered how to optimize learning within the department. A third principle is that students must actively engage the discipline, their professors, and each other to optimize their learning (Chickering & Gamson, 1991; Svinicki, 1991). While lecturing is an important teaching strategy in post-secondary education, the appropriate integration of discussion, reflective journals, writing, debates, case studies, problem solving, small group work, service learning, practical experience, and other active learning strategies was also essential. Active learning experiences also contribute to fulfilling a fourth principle, frequent opportunities for feedback. Because learning in post-secondary settings is a highly cognitive task, both professors and students need opportunities to assess the quantity and quality of the learning that is taking place (Svinicki, 1991). The distribution of active learning strategies and evaluation events across the curriculum provides informal and formal opportunities for professors and students to monitor teaching and learning.

A fifth principle recommends that learners practice applying their knowledge in different situations. Practice allows learners to gain experience in a discipline and to build connections that link experience, theory, and application (Svinicki, 1991). Finally, the integration of theory, practice, and experience also contributes to meeting the learning needs of different types of



learners in a program and to building the learning and thinking skill sets of all learners (Chickering & Gamson, 1991). These six principles, together with a comprehensive view of discipline knowledge, formed the backbone of our decision making process.

#### University of Manitoba Setting

The Department of Family Studies is one of three units in the Faculty of Human Ecology at the University of Manitoba. Its mission statement of the department is to "enhance the quality of family life through teaching, research and service. From a multidisciplinary perspective the Department seeks to integrate teaching and research activity regarding families throughout the life span and to support and foster the goals of the Faculty of Human Ecology and the University of Manitoba. Through the undergraduate and graduate course offerings academic staff communicate results and implications of family research using relevant theoretical perspectives. . . Family Studies is within a professional faculty, and students at undergraduate and graduate levels receive training in professional issues, develop professional skills, and learn to apply knowledge in a team of professionals who serve families. . . (Mission Statement, 1992).

Within the Family Studies department, graduates earn a degree with the designation of Bachelor of Human Ecology (Family Studies). The Department also offers a Master of Science in Family Studies and participates in an interdisciplinary doctoral program. The curriculum revision process described considered the undergraduate program exclusively.

Impetus for revisions to the undergraduate program came from scrutiny of the Faculty of Human Ecology by a Presidential Task Force for the University of Manitoba, as well as from the strong perception among staff that it was time to do so. It had been 15 years since any major curriculum revisions had been done, and revisions were needed to make better use of program

resources and to meet the changing needs of society through a postsecondary program Family Studies.

### The Process of Building a Curriculum

Goal development. Early in the process of our eighteen-month series of regular two-hour workshops, we developed goals for our program revision process. After a careful analysis of our internal resources, the experiences of recent graduates, and the needs of the professional community, thirteen goals were developed to guide our revision process. Some of these goals took recognized expertise in the subject matter into account, while others identified areas in which there was insufficient emphasis given our cultural setting. Thus a strong emphasis on knowledge of family development across the life cycle in areas such as family resource management, family relationships, human development, parenting and shelter were retained. Other subject matter goals were to develop new curriculum in the areas of poverty, First Nations issues, political structures and policies, conflict resolution and family violence.

Several goals related to providing students with skills in critical thinking, communication, and research methods. Another set of goals related to the preparation of students to meet credential and professional requirements in several professions, including home economics. Knowledge of the community setting was also recognized as important. Goals were directed toward increasing students' awareness of and practical learning experiences in the community at large, and reciprocally, to making the community more aware of our undergraduate program.

Systematic Analysis of Data. During the process of curriculum development, four data sources were used to support evidence-based decision making. First, detailed minutes were taken during each workshop by a graduate student research assistant and edited by the facilitator.



Summaries of our discussions were returned to faculty quickly after each meeting was held in order to help members appreciate the content of the discussion as it had occurred and to serve as the formal record of our process that could be consulted over time.

Second, the facilitator solicited ideas from staff in the form of e-mail responses to selected curriculum issues. Most of the e-mail messages were confidential between a staff member and the facilitator, a process which allowed for less vocal individuals to get their points across and which discouraged domination of the group by a minority. Particularly when there was no clear consensus, the confidential e-mail responses helped frame the discussion for the next session and contributed to the resolution of difficult issues. In addition staff members sent e-mail messages to one another during the time we were developing the areas of specialty. For example, if four staff members were interested in discussing the issues and ideas around conflict resolution, they did so via e-mail for the most part. Some subgroups preferred face-to-face interaction, which was also encouraged.

Third, focus groups were held early in the process. The research assistant for the project contacted potential participants for three different focus groups: recent graduates of the program, employers who currently hire graduates, and employers who might be interested in what graduates have to offer. The focus group of alumni discussed areas of strength and suggestions for improvement in the curriculum. Graduates told us they needed a clear professional identity; they also appreciated a holistic perspective, communication skills development, knowledge of families, and opportunities to have a practicum based in the community. They felt the need for higher pay in their professional jobs, as well as for more experiential learning, diversity training, and preparation for project management.

The two remaining focus groups, composed of current and potential employers, discussed the skill set they thought graduates of the Family Studies program should have upon graduation. They gave high priority to technological skills, particularly in information technology. They wanted graduates to have communications abilities, conflict resolution skills and, because of the Manitoba situation, the ability to work effectively in Aboriginal communities. They appreciated Family Studies graduates' theoretical base, interdisciplinary knowledge, and skills in early intervention with children. New areas for development in curriculum suggested by these professionals were in the areas of knowledge of government structures, risk management, professional identity, preparation for work with Aboriginal clients, and clear areas of skill-specific training.

Fourth, we investigated similar undergraduate programs in Canada and the United States. We wanted to build on the experiences of others, as well as maintain a focus represented by the field of family studies internationally.

Evidence-based Decision Making. Based on expertise in the subject matter held by staff members, the use of systematic data analysis, and our examination of other programs, our intention was to make systematic curriculum decisions based on evidence. As the program development process continued over a number of months, it was sometimes difficult for faculty members to keep in mind the vast amount of evidence we had gathered. It was the facilitator, working with the research assistant, who would sift through the accumulated data and remind staff of the evidence pertinent to a particular point.

Evidence-based decision making is simple for people who have no vested interest. It is much more difficult for people whose careers are built in the subject matter and who hold value positions at odds with the evidence. At times disagreements with the facilitator or with members



within the group surfaced; however, use of the confidential e-mails helped move the process along. Reminders by the facilitator of the department's goals were also helpful in keeping staff on track. While insisting that decisions were congruent with evidence presented its challenges, the process did result in a curriculum plan that maintained the integrity of the discipline, while addressing the needs of students and the wider community.

### Summary

Curriculum planning requires a sophisticated level of scholarship. It is a process in which we are challenged to represent not only the content of our disciplines, but also their structures, processes, and values. The challenge is even greater in an interdisciplinary field such as Family Studies. In part, we dealt with these challenges by instituting and following a systematic planning process. With the help of a facilitator, we followed a process that was goal-driven, evidence-based, and used systematic analysis of minutes, e-mail messages, and focus group data. It was critical that the evidence gathered was sensitive to the discipline, to the people making the curriculum decisions, and to the community setting. Because faculty have experience teaching the existing curriculum, hold value positions, and come to the table with various levels of commitment to the process, having a facilitator can help keep the process on track and goal-focussed. We recommend a facilitated approach to others contemplating a major curriculum revision.

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**Report from The University of Western Ontario,  
Faculty of Education  
Annabelle Dryden PhD PHEc**

There are three courses offered in Family Studies in the B.Ed. program:

**Family Studies Primary-Junior Program (JK-Grade 6)**

- prepares students teachers in all subjects taught in elementary curriculum

Student teachers must take an elective in a subject area (not for certification)

A. 28 family studies students

This course explores areas in elementary curriculums that are supportive of family studies topics as well as developing ways to integrate family studies topics and the elementary curriculum

**Junior-Intermediate Program (grades 4-10)**

- prepares student teachers in all subjects taught in elementary
- specialization in one teaching subject certified

B.18 family studies students

**Text-** Vancouver School Board. (1996). *Bringing the world into your classroom*. Vancouver, BC: Author.

**Teaching and Learning Theory in Intermediate-Senior Family Studies (Grades 7-12)**

- prepares student teachers in two teaching subjects

C. 20 family studies students

**Text-** Peterat, L. (1999). *Making textiles studies matter*. Vancouver, BC: Pacific Educational Press.

**Second Teachables**

Phy. Ed, Science, History, French, Marketing, Computers, Environmental Science, Art, English, Individual & Society (soc, psy, anthro)

**Degrees and Universities represented**

Univ Alberta, MHEc. Textiles Historic Costume, museum Studies  
Brescia, BSc Human Ecology, & BA Kinesiology UWO  
Brescia, BSc Human Ecology, Foods and nutrition  
Guelph B. Applied Science, Family & Social Relations

Guelph B. Commerce-Hotel and Food Administration  
UWO, BA, MA -Women's and Family History, courses in child dev.,  
nutrition  
UWO, BA- Sociology & Brescia HEc  
Ryerson B Applied Arts- Food, Nutrition, Consumerism and Family  
Ryerson B Applied Arts- Fashion Design  
Algoma Univ. Social Welfare, Psy & Soc.,Laurentian Univ. Family life  
and human sexuality  
Univ. Waterloo, Sociology & Rennison College, Social Work and Child  
Abuse Certificates

**Previous Experience students are bringing into the course**  
Dietitian, Health Units, Good Life Fitness Center, ESL Korea, National  
Bank- Brokerage, Fashion Industry- Designer and Pattern maker, Life  
Skills educator, Children's Aid Society- Caseworker, Brescia College  
Instructor (10 years), Museum work and textile conservation

**In the J/I and I/S courses students plan and present Workshops  
in**  
Parenting, Food and Nutrition Sciences, Individual and Family, Housing,  
and Fashion, Managing Personal and Family Resources

Students without experience in Textile Studies are strongly encouraged to  
take a course in **Clothing Construction** at Brescia College or at a sewing  
center. This year many have and just this week showed me a group picture  
of proud sewers!

**Professional Practice-**

The Ontario College of Teachers **Standards of Practice** are built into  
the courses.

Each student completes a **Professional Portfolio**

Students are encouraged to attend conferences and join **professional  
organizations** in Home Economics and Family Studies Education.



Ryerson's School of Nutrition Report  
Jennifer Welsh

The mission of Ryerson's School of Nutrition is to graduate food and nutrition specialists, who bring to their practice an understanding of the diverse needs and quality-of-life issues of individuals, families and communities.

The school is housed in the Faculty of Community Services which includes Child and Youth Care, Disability Studies, Early Childhood Education, Midwifery, Nursing, Health Services Management, Occupational & Public Health, Urban & Regional Planning, Social Work, and Nutrition. A new program in Gerontology is being planned. The BASc Program in Food and Nutrition has around 350 students, including around 20 special students who are taking courses to meet Dietitians of Canada requirements. Over half the students coming to the program have other postsecondary courses (or degrees), often in areas such as Human Biology, Kinesiology, or Psychology. The diversity of their backgrounds adds to the richness of everyone's learning experience.

The curriculum is largely required courses in the first two years (other than Liberal Studies electives), and is predominantly electives in the last two years. Graduates of 2002 and beyond will be required to have at least one international or interdisciplinary course (or project) in their curriculum. International experiences are encouraged through exchange programs (eg Dundee, Scotland and Boston, Mass), an interdisciplinary field placement in Cuba; or independently created placements overseas (eg last year examples were in Italy and the Phillipines). Several interdisciplinary courses are offered with the programs listed above, including the following: health promotion and community development, homelessness, disability studies, gerontology, First Nation studies, interpersonal skills and teamwork, negotiating skills and conflict resolution. Each year a charrette (or intensive 3 day project) around a social issue is offered as an interdisciplinary experience. While most students enter the Food and Nutrition program seeking membership in the profession of dietetics, the school encourages students to explore a number of different professions through groups such as The Canadian Food Services Executives Association (with the School of Hospitality & Tourism Management), the Canadian Institute of Food Science and Technology, the Toronto and Ontario Home Economics Associations (and OHEIBS). The high school Family Studies course is recommended for entrance to the program, but not required; required courses are Chemistry, Biology and English. The program emphasizes transferable professional skills, particularly in research (3 required courses) and communications (3 required courses). There is an emphasis throughout the program on linking the personal and the professional, and understanding food and health issues from both social and biological perspectives. Health promotion frameworks are used regularly. Home economics and family studies teaching are introduced in the curriculum as one of several career and professional opportunities. A new elective on the History and Practice of Home Economics will be offered in 2002/03, as the first year course which previously included this focus has been revised.

## FAMILY STUDIES AT OISE/UT 2000-01

This year's class is made up of 16 enthusiastic students – all female this year! Their backgrounds vary.....with Bachelor and some Master degrees in Recreation, HomeEconomics, Family and Social Relations, Spociology, International Development Studies, Nutritional Sciences, Early Childhood Education, Child Studies, Nutrition/Family Science, Psychology, Family Life Education, Community Nutrition. One student has her M.B.A. Their undergrad work was done at U.B.C., Guelph, Ryerson, Queen's, Western, U.of T. Ottawa, Trent, Alberta, and St. Francis Xavier.

Last years' class all have jobs teaching in Ontario.....some had 3 – 6 job offers!

### COURSE DESCRIPTION FOR I/S FAMILY STUDIES( taken from my syllabus!)

Although highly emergent in nature and responsive to needs and interests, the course is likely to touch on many of the following areas:

Teaching Practices in Family Studies Education - with attention to perspectives on teaching and learning; lesson development; learning outcomes / expectations; teaching strategies; assessment and evaluation; learning styles; multiple intelligences; brain compatible classrooms; questioning skills; principles and strategies of cooperative learning; media literacy.

Program Planning in Family Studies Education - with attention to models of curriculum development; values education; cooperative education;

\_\_\_\_\_ technology; global development  
\_\_\_\_\_ ation and Training guidelines; oose their own topics. As a result of this approach, many teachers have found that Astudents [feel] empowered and confid Family Studies Education - with attention to advocacy for Family Studies; leadership roles and assertive stances; process and politics of change; collaborative work cultures; professional outreach; graduate studies; balancing personal and professional worlds.

While teaching and learning skills and strategies, particularly TRIBES TLC™, will be emphasized during the first part of the program, we will focus on issues and opportunities in Family Studies education and professional practice. All of these experiences will be valuable stepping-stones as you build a base for professional decision-making over a career in teaching.

Each student in the Intermediate /Senior Program takes 3 Foundation Courses – Teacher Education Seminar, School and Society and Psychological Foundations of Learning and Development, 1 Related Studies Course, 2 Curriculum and Instruction Courses in their teaching subjects. There are 2 Practicum Sessions consisting of 4 weeks each with 3 observation days prior to the start. An Internship Program was added last year – students must complete a 4 week internship placement( in May) which is aligned with the Standards of Practice for the Teaching Profession in Ontario.

My role includes teaching the Intermediate/Senior Family Studies, 1 Related Studies Course called Creating the Caring, Inclusive Classroom and 1 Teacher Education Seminar class. I also coordinate the instructors of the Teacher Education Seminar.

Penny Ballagh  
Instructor-Family Studies, Teacher Education Seminar  
OISE/UT, Department of Curriculum, Teaching & Learning



**Secondary School Reform in Ontario: The Development of Supports for the Implementation of Social Sciences and Humanities and Its Impact on Provincial Subject Associations, 1999-2001**

By Patricia Andres

President

Ontario Family Studies Home Economics Educators' Association

Ontario has been undergoing a process of secondary school reform that initially started in September of 1996. In September of 1999, Grade 9 students were the first to encounter the new curriculum. Since the last Symposium was held in March 1999, many supports have been created within very short timelines to aid the classroom teacher.

**A Brief History**

A brief history of the reform will lead you to better understand the process that is now underway. Initially, the Ministry of Education and Training (MET) distributed the Ontario Secondary Schools 1998 Detailed Discussion Document in the fall of 1996. Interested individuals, subject associations, organizations, and agencies provided feedback to MET. The three Family Studies /Home Economics Associations in Ontario: Ontario Family Studies Home Economics Educators' Association (OFSHEEA), Ontario Family Leadership Council (OFSLC), and Ontario Home Economics Association (OHEA) produced a joint response. In the winter of 1996, Professors Annette Yeager, Ontario Institute for Studies in Education at the University of Toronto, and Dr. Annabelle Dryden, Faculty of Education, at the University of Western Ontario were commissioned by MET to produce one of the 13 English Language documents that would provide academic background information, themes, and issues relevant to Family Studies. As well, two other subjects (Philosophy and Society, Challenge and Change) were included in the Social Science 2 paper. The authors approached the subject associations for input to this document. In the spring of 1997, OFSHEEA and OFSLC provided names of secondary school teachers to be members on the Expert Panel which also consisted of university, college, and community representatives. These Expert Panels provided recommendations for structure and characteristics of the new curriculum as well as implementation strategies, modes of delivery, and review and renewal processes. In January of 1998, the MET process continued with the Request for Proposal. Subject Associations and interested companies could tender a bid on a contract to write curriculum policy. The Family Studies Action group (executive members of OFSHEEA, OFSLC, and OHEA) met with interested bidders for the Social Science 2 curriculum as these associations did not have sufficient funds to meet the cash flow required for the process. The bid tendered by a private company failed and as a result MET appointed a superintendent from the Durham Board of Education, Bev Freedman, to supervise the writing of the curriculum policy document. At this point, the Family Studies Action Group was contacted through the chair, Marg Murray (OHEA) for a list of names of possible writers for the policy documents. They then short-listed the names of provincial association members who were interested in this phase of the project. The policy document writing process started in May 1998 and continued until December 1998. During this time, writers had extremely short timelines to produce a variety of

"deliverables", which were then reviewed by interested individuals, the Family Studies provincial associations, university, college, and community groups. The process was a long arduous task for the writers involved as they were "on call" so to speak to make changes to the curriculum policy document as the process evolved up until January 2000, when writers were asked to make final revisions to the Senior Social Science and Humanities Curriculum Policy Document. (Family Studies courses are currently under the Social Sciences and the Humanities umbrella). Both the Food and Nutrition and the Individual and Family Living course may be offered at either the Grade 9 or Grade 10 level. Both courses are optional and have an exit destination of "open", which means that students enrolled in either academic or applied stream may take these courses.

At the Senior Level, in the fall of 1999, a validation process began. This encompassed representatives from the colleges, universities, and workplace as well as the two provincial subject associations who could only "observe" the process. They reviewed the curriculum and suggested changes to the course menu. The Grade 11 and 12 courses were then classified for a particular exit destination: University, University/College, College, Workplace, and Open courses still exist. Of the 19 courses in Social Science and Humanities as it is now called at the senior level, 6 courses are offered at the Grade 11 level and 4 courses at the Grade 12 level. These encompass all five areas of Family Studies/Home Economics Education with respect to Economics, Foods and Nutrition, Family, Housing, and Fashion and Clothing. As well, it includes 4 courses in the area of parenting and human development, with the courses being offered in four of the destinations. This is seen as a direct result of the recommendations in Reversing the Brain Drain "Early Years Study" Final Report April 1999, co-authored by Hon. Margaret Norrie McCain and J. Fraser Mustard. Two courses each in Philosophy, Sociology, and World Religions are also included in the Social Science and Humanities course menu.

### **Supports for Implementation of the Curriculum**

#### **Course Profiles**

In February 1999, while curriculum policy documents for Grade 9 and 10 were still in draft form, MET approached boards of education to produce the "Course Profiles". These documents that were funded by the government and prepared by teachers for teachers to aid teachers in the implementation of the new curriculum. One lead board for both public and separate boards was commissioned to produce documents under very tight timelines. This was done in two phases. Forty percent of the curriculum was addressed in the first phase, and in the second phase the remainder of the curriculum was created. Again, the subject associations played an integral part by providing the names of the writers and reviewers for the course profiles. The writers were working with a new design process, and they were stretched by timelines as they worked to produce the documents and maintain their full time teaching job. The Grade 9 & 10 Family Studies courses were eventually designated to be offered in either grade. Each course was divided into 5 units with proposed timelines. Within each unit, a number of activities were developed to meet the specific expectations of the curriculum policy document. Each activity described the expectations that would be met by the tasks. In each activity, writers needed to address prior knowledge a student would have before entering the



activity and some activities obviously built on previous skills. In addition, a section for Teacher Planning Notes was developed. A detailed set of teaching/ learning strategies was closely tied to the assessment and evaluation of student achievement. Accommodations for students with exceptional needs were listed and the final area of each activity was a list of print and non-print resources. Each course profile was reviewed internally by selected members of OFSHEEA, Kitchener -Waterloo District Board of Education and Toronto District Board of Education. The Ontario Curriculum Clearinghouse now called Curriculum Services Canada commissioned the external review team. The lead reviewer of the external evaluation was the chair of OFSLC at that time and another reviewer was a past president of OFSHEEA. As can be observed, the subject associations have been called on repeatedly to be an integral part of the curriculum reform process for the Social Science and Humanities.

### **Ministry Discipline Specific Training Workshops**

The Ministry of Education as it is now called, again asked the provincial subject associations to provide names of members who would be willing to travel to areas of the province to provide boards of education with overviews of the curriculum for each subject area. In June and September 1999 and June 2000 these Ministry Discipline Specific Training Workshops were lead by selected members of all three provincial associations. The presenters met and prepared detailed materials for the workshop presentations. At designated sites across the province they delivered one-day workshops on how to address the new expectations of the curriculum and new assessment policies. These teacher trainers were then to train teachers in their own board. This workshop process is currently under review for the senior curriculum because as we move into the senior curriculum there are many more courses to address and a different streaming process.

For Social Science and Humanities, as it is now called on the Senior Curriculum Policy Document, there are six new courses being introduced at the Grade 11 level. These are Living and Working with Children (College), Parenting (Open), Living Spaces and Shelter (Open), Fashion and Creative Expression (Open), Managing Personal and Family Resources (College) and Managing Personal Resources (Workplace). In Grade 12, Food and Nutrition Sciences (University/College), Issues in Human Growth and Development (University /College), Parenting and Human Development (Workplace), The Fashion Industry (Open) and Individuals and Families in a Diverse Society (University/College) round out the course offerings.

### **Subject Specific Videos**

In the fall of 1999, the subject associations were again approached by the Ministry of Education to aid in the production of subject specific videos that would aid teachers in implementation of curriculum and assessment policy. A past president of OFSHEEA was the project leader and members of the three provincial associations brought their expertise to the video. Teachers and their classes in areas accessible to Toronto were approached to participate in the video. The video was completed in January 2000 and aired in March 2000 on TV Ontario. The video developed stretched each participant. The project leader, Jane Witte was quoted as saying regarding her first meeting with TVO,

“There was a very steep learning curve.” Three classrooms were visited each showing a different approach to learning: a teacher demonstration on warp and weft yarns, student inquiry learning on healthy food choices, and a computer application using power point. The past president of OFSHEEA, Maria McLellan, a policy document writer, Chair of OFSLC, Sue LeMesurier, and Lead Board Co-ordinator for the Grade 9 Course Profiles, Bev Murray (current president of OHEA) were also included in the video. Each spoke on the curriculum renewal process and its impact on teachers in the classroom. The video was eventually distributed to boards across the province for board wide training.

### **Exemplar Tasks**

During the summer of 1999, the Exemplars Project was initiated. Members of OFSHEEA and OFSLC were approached to produce a task that could be used to show teachers samples of student work at each of the achievement levels that correspond with the new report card. This process was continued in January 2000 as a number of tasks were prepared and then rejected by the ministry. As the process for exemplars evolved so did the rules for writing the exemplar tasks and rubrics. Writers were frustrated with the process. Finally in April 2000, two tasks one for Foods and Nutrition and one for Individual and Family Living were created, piloted and then field-tested province wide in secondary schools who volunteered. Then in the summer of 2000, a team of Family Studies Educators and some non-Family Studies teachers participated in the marking of exemplars submitted from the field-testing. The task of the “scorers” as these teachers were called was to assess the material submitted and determine the level of achievement. These levels of achievement are critical to the new assessment strategies being implemented in conjunction with the new curriculum. In June 2000, Subject Associations were asked to submit names of interested individuals who would prepare the provincial exemplar training sessions and deliver these 2-day workshops. In teams of 2, (members of OFSHEEA and OFSLC) delivered these materials to board representatives at their designate sites across the province in November 2000.

The Exemplars were published and distributed in January 2001. The exemplars for the Grade 9 Food and Nutrition and the Grade 9 Individual and Family Living focused on the use of social science skills to produce a task. The Foods and Nutrition task involved students reading a case study of a typical teen and analyzing his food intake and what influences his food intake. Students suggested changes to food intake according to the Canada Food Guide. With this information they then created a teen magazine article. The Individual and Family Living task involved students administering a survey regarding consumer decisions. Students were then to assume the role of a market researchers and suggest market strategies for adults and teens surveyed for the department store. The final product included graphics and recommendations to the department store.

The Exemplar document was created to show teachers across the province examples of student work at each of the four levels of achievement that guides assessment and evaluation policy. The document includes two examples for each level, with a rationale according to the rubric as well as a section called next steps, which is used to explain to the students what they need to do in order to strive for improvement. The document



includes the task and how teachers could use the samples in the classroom, with other teachers, administrators and parents.

### **Ontario Teacher Federation Summer Institutes**

In conjunction with the Ministry of Education, the Ontario Teacher Federation (OTF) jointly planned 3-day summer institutes, which have been held for the past two years to aid teachers in their understanding of the new curriculum. These workshops involved plenary sessions and subject specific training. Held during the 2<sup>nd</sup> and 3<sup>rd</sup> weeks of August, teachers met at central locations across the province. For Social Science and Humanities, again, the subject associations were approached for names of members who would be interested in leading these three-day workshops. Over the past two years, two members of OFSHEEA have travelled to 6 sites in Ontario to provide leadership. Teachers of similar subject areas led all other sites. This process is under review presently. As I mentioned earlier, as we move into the senior curriculum, many more courses are being offered so that providing training will be more complicated as teachers try to meet the demands of several new courses in one year. OTF is asking subject associations now for their input regarding this summer's process.

### **Other Educational Impacts**

#### **BILL 74**

In June 2000, the Government of Ontario passed legislation mandating teachers teach 1250 minutes per week. In semestered schools this has presented a myriad of scheduling problems. Other jurisdictions have found innovative ways of addressing this issue. Essentially, a teacher teaches 3 classes one semester and 3.5 the next. This in addition to implementing new curriculum. In addition, this legislation made voluntary coaching of teams, clubs, and extra curriculars mandatory for teachers. This is a very controversial issue that to date has not been resolved but there are two task forces travelling the province presently dealing with the issue of mandatory extra-curriculars.

#### **Teacher Advisor Program**

In addition to an extra one half class each year, and each class in an ideal world with 22 students, teachers are responsible for another 15-18 students whom they mentor through their 4 years of highschool. Each month students are required to have 2 hours of TAP as it is called. Schools treat this time in a variety of ways. Some activities include motivational speakers, working on Annual Education Plans, Intention Sheet Planning, and Career Planning. This adds an additional .17 to a teacher's workload. So in a semestered school in 1999 teachers taught 6 out of 8 in the school year. In 2000-2001, they now teach 6.67 out of 8. This in addition to new Grade 10 curriculum.

#### **Ontario College of Teachers**

This body has set the Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession. It also publishes for teachers a quarterly magazine called "Professionally Speaking". They are involved in a wide variety of issues with respect to the teaching profession. Presently they are reviewing Additional Qualifications courses for teachers and principals as well as preparing the policy for teacher testing. The proposed teacher testing will involve for practising teachers: re-

certification testing every five years on knowledge, skills, and training. As well as completing required courses, professional activities, which would include written tests and other assessments. Also by the fall of 2001, new standards will be in place to ensure principals and school boards evaluate teachers in a similar manner province wide. Lastly by the year 2001-2002, beginning teachers will be expected to pass a qualifying test as a requirement for initial certification or licensing by the Ontario College of Teachers. As can be seen there is relentless pressure on teachers to meet many demands now and in the future.

### **Secondary School Implementation Training**

Other areas of reform that have impacted teachers to varying degrees across the province was Annual Education Plan, New Streaming Policy, Assessment, Evaluation and Reporting, and New Diploma Requirements. These issues have been and will continue to be addressed through the Secondary School Implementation Training.

These issues were delivered by the Ministry of Education to board personnel who then trained up to 5 teachers and a principal in every highschool in a board. These 1-2 day sessions on how to implement change and the components of Secondary School Reform were then to be transferred by the school team to the teacher in the classroom. To date these issues have been delivered in varying degrees across the province.

The issue with the greatest impact on the classroom teacher is the new report card with new methods of addressing classroom work habits and specified anecdotal reporting as well as numerical reporting. In most schools, training for Reporting has been carried through. Indirectly, in TAP teachers are exposed to Annual Education Plans.

The Ministry of Education had hoped that the model of train the trainer, would filter down to the teacher in the classroom but as was eluded to at the November 2000 Exemplar training in Toronto, the model has not been successful as was hoped. The Ministry of Education is provided funding for one teacher from each subject discipline in each school to attend a board presentation on exemplars. In addition, there will also be another Secondary Implementation Training near the end of March for board personnel and this will then filter to the team at each highschool.

### **Final Thoughts and Conclusion**

Having been an observer and then a direct participant in this process since the Social Science 2 paper was developed, it has been a challenging process. As can be seen from the timeline from 1999-2001, the executives and members of provincial subject associations have provided the needed expertise and "people" hours to provide quality curriculum and supports for the teachers of the province. The Ministry of Education has funded all of the initiatives and supports that have been mentioned but the payment to teachers fell short of the time that OFSHEEA, OFSLC, and OHEA members provided for them.

At a recent OTF meeting, the chair suggested that chairs of subject associations create invoices for all the "in kind" work that has been done for the Ministry of Education. This



may be taking it a bit far, since it would be the desire of the subject associations to be involved in this process. The Ontario Family Studies/Home Economics Subject Associations were called upon repeatedly throughout this process. It has taken a toll on some of its members but despite the unrealistic timelines and expectations set out for the implementation of Secondary School Reform in the province of Ontario, the supports created to aid in the process afforded OFSHEEA, OFLSC, and OHEA an opportunity to be involved in creating and shaping curriculum for the millennium.

**References:**

McLellan, Maria. (1999, March). The Development of the Curriculum Policy Document for Social Science (Family Studies) in Ontario. *Proceedings of Canadian Symposium V: Issues and Directions for Home Economics Family Studies Education*. 72

*The Ontario Curriculum, Exemplars, Grade 9, Social Sciences and the Humanities, Family Studies, 2000.*

*The Ontario Curriculum, Grades 11 and 12, Social Science and Humanities, 2000.*

*Ontario Teacher Testing Program, 2000.*

## TIMELINE OF CURRICULUM AND SUPPORT DEVELOPMENT IN ONTARIO

1995-Detailed Discussion Document

Winter 1996- Social Science 2 Paper

Spring 1997-Expert Panels

January 1998- Request for Proposal's for Curriculum Writing

May-December 1998- Curriculum Writing

### **1999**

February 1999- Course Profiles Phase 1

May 1999- Course Profiles Phase 2

June 1999- Grade 9 Ministry Discipline Specific Training Workshops

Summer 1999- Grade 9 Exemplar Task Writing

- OTF Summer Institutes

Fall 1999- Grade 9 Ministry Discipline Specific Training Workshops

-Subject Specific Video Production

### **2000**

January 2000 - Grade 9 Exemplar Task Writing Revisited

- Last call to Curriculum Writers to revise Senior Curriculum

April 2000 - Grade 9 Exemplar Task Writing Final

May 2000- Grade 10 Ministry Discipline Specific Training

June 2000- Lead Boards invitation to write Grade 11 Course Profiles

July 2000- Scoring of Grade 9 Exemplar Tasks

August 2000- OTF Summer Institutes

- Preparation for Exemplar Training of Board Designates

November 2000- Grade 9 Exemplar Training

- Writing and Reviewing of Grade 11 Overviews and And Course Profiles

### **2001**

February 2001- Grade 11 Ministry Discipline Specific Training

Planning Review initiated by MET

March 2001 - Release of Grade 11 Course Profiles as available

May 2001- Lead Boards invitation to write Grade 12 Course Profiles



# CANADIAN SYMPOSIUM VI

## Creative Curriculum Ideas for Senior High Home Economics

Submitted by: **Carolynne Nickel**  
**Carla Falkevitch**  
Major Pratt School, Russell, MB

- Major Pratt is a K-12 school with 240 Grade 9 - 12's.
- There are 40 native students from the local reserve.
- Grade 9 & 10: Home Economics or Industrial Arts is compulsory.
- Our Home Ec. Classes are 1/2 male / 1/2 female.
- We don't offer a lot of other extra options (ex: band, music)

Programs offered with "student fees" :

Senior 1	Home Economics (1/2 Clothing & 1/2 Foods & Nutrition)
Senior 2	Home Economics
Senior 2	Family Studies
Senior 3	Foods & Nutrition
Senior 3	Clothing & Textiles
Senior 3	Family Studies
Senior 4	Foods & Nutrition
Senior 4	Housing & Design
Senior 4	Family Studies

\*\*Attached are a variety of project outlines for each course. \*\*

## FOODS & NUTRITION

- Cook 1 / 6 day cycle
- 5 labs / kitchens
- \$500 / month on groceries
- \$30 - \$40 / month cost estimated
- Canada's Food Guide & Healthy Eating

### Grade 9's    (Senior 1)

- Ethnic Food
- Snacking
- Dieting
- Food borne Illness
- Eating Disorders (anorexia / bulimia)

### Grade 10's    (Senior 2)

- Consumerism
- Lifestyle Diseases
- Fat, salt, sugar, fibre
- menu planning

### Grade 11's    (Senior 3)

- Food Focus Program -- Nutrients in detail
- Nutrition throughout the life cycle
- Global Foods / World Hunger

### Grade 12's    (Senior 4)

- Foods and Agriculture
- Biotechnology
- Food Processing / Industry
- "From producers gate to consumers plate"

The senior students are also involved in:

- producing an annual cookbook
- fundraising projects (Ex: pizza day / cake raffles /  
perogy sales / breakfast program)
- Catering events
- Special holiday or occasions with food preparation (ex: cake decorating)



## CLOTHING & TEXTILES

- Students purchase their own fabric
- choose own pattern & design with teacher okay, considering their skill level.

### Grade 9      Senior 1

- Sewing machine skills & surger skills
- Textile study (basic fibre, yarns & weaves)
- Introductory Design Elements
- Pattern symbols & information
- microwave mitts
- quillow
- t-shirt
- sweatshirt
- PJ pants
- leather mitts

### Grade 10      Senior 2

- Social & psychological aspects of clothing
- wardrobe planning
- packing for travel
- Burning tests for fabric
- Fabric construction in detail
- quilted pot holder
- gym outfit
- fleece jacket dress
- item of their choice

### Grade 11      Senior 3

- Advance sewing techniques
- Creative design
- Recycling & Remodelling
- Consumer concerns
- Textile study
- curling iron holder
- sewing sample portfolio
- flat pattern design
- Quilting, stencilling
- Batik, grad dresses
- Baby clothes, advance design

### Grade 12      Senior 4

- Design
- Housing
- Advanced sewing
- Sales & marketing
- Global concerns
- Child Labour & sweat shops
- Careers
- portfolio
- design boards
- recycling
- advanced sewing
- housing

## FAMILY STUDIES

### Grade 10    Senior 2

- Family Relationships
- Conception & Contraception
- In-depth Prenatal
- Labour & birth
- Development 0 - 1
- real care baby
- day care observation
- Journal Reading
- research
- cost sheets
- baby book

### Grade 11    Senior 3

- Child Development 0 - 7
- Physical, social & emotional & intellectual
- Parenting skills
- New Brain Research
- real care baby
- work in day care
- research & reading
- Journal
- Shared reading
- grade 1 helpers
- community involvement

### Grade 12    Senior 4

- Relationships
- Healthy & Unhealthy
- Philosophy of life
- Relationships in community
- Loved ones
- Ethics of new reproduction technology
- Marriage & parenting
- Crises situations
- Stress
- collages
- marriage contracts
- marriage project
- budget game
- speakers
- movie evaluation
- class involvement

\*\* by offering a wide variety of courses and options we have been successful in maintaining our class numbers and our 2 Home Economic teachers at Major Pratt School in Russell. \*\*



## Manitoba Home Economics Teachers' Association - 2001

Manitoba is fortunate to have a fairly active Home Economics Teachers' organization with a hard-working executive.

We have several ongoing projects and I am here to highlight some activities of the Association known as MHETA.

### Staffing

In the past year we have had concerns with two school divisions who have reduced Senior level Home Economics offerings, apparently in favour of increasing programs at the middle years level. We have not seen much evidence of that happening, though. Part of the problem could be a lack of qualified Home Economics teachers.

We have met with the Dean of Human Ecology and several professional Home Economics groups to strengthen our ties with the Faculty. We hope this will make the Faculty of Human Ecology stronger and its courses more relevant. I also hope it will help them to help us in recruiting students into our profession.

I have met with the current group of students and have tried to encourage the professor in charge of Home Economics teachers in training to actively recruit students into Home Ec. education. I have also submitted some ideas for a recruitment brochure for the Faculty of Education, but have not seen it yet.

### Professional Development

One of our important roles is to assist teachers with professional development. Every October around the same time we have a provincial inservice day called S.A.G. where special area groups put on conferences. MHETA's guest speaker on October 22 was Judy Wainright, a Manitoba grad and currently an instructor in the Early Childhood Care and Education program at Mount Royal College in Calgary. She spoke passionately and with humour about empowering children to think and learn. We also broke into special interest groups to share ideas. This year's conference is in the planning stages but will probably include a presentation from a lawyer on legal issues in Home Economics education and several breakout sessions covering the various special interest areas of Home Economics. If anyone is interested in attending, you are more than welcome!

Our Southwestern teachers just had an inservice on bone health among other things. In April, our Northern teachers are hosting an inservice on the traditional crafts of soapmaking and felting.

### Resources

With an outdated curriculum, teachers are basically writing their own courses. To help them with this problem because only the government can sanction curricula, our special services rep. on the executive has a committee working on a package of introductory level activities. Jenell is here to tell you about that project.

*Jenell*

The Latest  
Manitoba Home Economics Teachers' Association Project  
"The Middle Years Resource Package"

### The History

For several years we lobbied the Manitoba Education Department for a more current Middle Years curriculum. It became evident that we were fairly low on the priority list so the MHETA Executive decided to be proactive and develop a Middle Years Resource package. Since this idea fit nicely under the title of "Special Projects", the Special Projects Coordinator on the executive became the committee chairperson.

### The Purpose

This Middle Years Resource package is meant to be an organized resource of lesson ideas for all introductory home economics subject areas whether that first introduction happens in grade 6, 7 or 8. It will be a cellophane wrapped, hole-punched stack of pages which can be added to an existing subject binder and rearranged to suit the individual teacher.

### The Process

A paragraph introducing the idea was included in the Spring 2000 MHETA journal. At the same time a plea was made for volunteers for the committee and as well for samples of lesson plans, assignments, projects and website addresses. Several phone calls were received of individuals interested in being on the committee and our first meeting was held at the end of May 2000. Another request was made via personal letter sent out in Fall 2000 to teachers teaching Middle Years Home Economics. The plan for the resource package was outlined, stating the proposed completion date (SAG 2001) and a deadline of December 31, 2000 was stated.

At SAG 2000 there was opportunity during the last hour of the day to discuss this proposed Middle Years Resource Package. Those interested in using the package in the future had a chance to add their ideas.

Just recently we met again as a committee to assess the amount and variety of items received to date. Some areas were found to be weak and we will be calling individual teachers in order to gather more specific resource materials. We also decided that a more uniform font would appear more professional so many of the pages will be retyped.



**FAMILY STUDIES:** Summary of Initiatives for High School Programs in Newfoundland

***Home Economics/Family Studies Framework:***

This document will establish the vision and the foundation, including general curriculum outcomes, for the development and implementation of courses and programs for home economics/family studies.

Develop: 2000-2001

***Healthy Living 1200:*** [an example of cross curricular program development that builds on physical education, family studies and health (K-9) and brings these three disciplines together in a course.]

This course provides young people with the opportunity to examine health indicators and health practices and to apply research skills to the investigation of relevant health issues in four key areas: active lifestyles, healthy eating, substance use, and personal dynamics. Through the components of this course students will consider the determinants of their own health, explore activities which improve life skills and enhance capability to positively affect health and well-being.

Developed and piloted

***Human Dynamics 2200:*** [When this course is implemented, *Family Living 2200* will be discontinued.]

This course focuses on broadening and applying skills related to collaboration, shared responsibility and lifelong learning. Students will have the opportunity to explore how families operate as an ecosystem and contribute and connect to the larger global ecosystem. There is a focus on the nature of personal and interpersonal skills as they apply to group dynamics and personal development at home, at school, and in the labour market. Parenting and child development provides students with the opportunity to realize the importance of parenting and its effects on child development. The financial resource management component addresses the development of skills and strategies for future financial management in order to reach pre-determined short- and long-term goals.

Developed and in pilot 2000-2001

***Nutrition 3200*** [When this course is implemented, *Foods 1100* and *Nutrition 3100* will be discontinued.]

Students will have the opportunity to consider, in depth, the determinants of health and their relationship to eating practices and choices, investigate population health issues related to food and nutrition, focus on evidence-based decision making to develop a personal plan of action for achieving an overall healthy lifestyle.

To be development



## Textile Merchandising using the Internet: The Virtual Model

Technology affects how we do everyday things, how we research information, how we interact with each other, even how we feel about its presence in our lives. As the use of technology in the home increases, so have the dynamics of the family changed. Families are now able to prepare their meals in half the time with the advent of the microwave and the development of prepared foods. We buy merchandise and pay bills online or by telephone banking and Interact. Children and adults are spending more time in front of the television, VCR, and the computer.

As textile merchandising businesses on the internet develop new techniques to market products so will the ways we purchase clothing for our families change. A major breakthrough has been the development of software that produces a virtual model, a 3-D image in our own personal measurements. Who would have imagined that customers could "try clothes on" over the internet before purchasing? Where this once seemed unrealistic, the latest scanning software makes this now a reality.

Scanning software was originally developed by the military in the 1930s to try to design better and more form-fitting helmets and gas masks. Today, we have a wide range of scanning software being used for medical purposes. PET scans, Position Emission Topography, are a wonderful tool now available to physicians and researchers for scanning body organs, particularly the brain. CAT scans, Computer Aided Topography Imaging, uses a combination of x-rays and computer technology to produce cross sectional high-resolution images of any organ or area of the body. MRI, Magnetic Resonance Imaging, has also become very important in the medical industry.

The applications for scanning software in the retail industry are just beginning to be realized. The latest developments include scanning software that can do full body scans in 17 seconds, giving over 30 exact measurements. Scanning companies have started to set up kiosks in malls so that the general public can have their body measurements scanned. Apparel companies are giving customers the choice of either using scanned measurements or keying in their personal measurements and then trying the clothes on their personal body shape.

Lands End, an apparel company that sells through catalogue sales, has incorporated scanning software into its marketing approach. It has set up a mobile tractor-trailer with the virtual scanning software, and in the last year, the company has traveled across the United States and Canada scanning people's measurements. The measurements are then stored on a card similar to a credit card. A virtual model is saved of each person's measurements with a password so that no one but the individual would have access to the virtual body figure to try on clothes on the internet. More and more retailers are embracing this technology and personal models are available to try the clothes on personal figure types. As fitting individual family members becomes easier using the internet, it is increasingly easy to imagine a time when more and more retailers will be using the internet to sell their products.

Textiles students can be given the opportunity to key in their measurements and try clothes on from the Lands End website at [www.landsend.com](http://www.landsend.com), a catalogue company that allows prospective customers to see how the clothes will fit and whether the styles suit their particular body type.

Technology is changing very quickly and it is difficult to predict what the future holds. We do, however, know that any technology that is accessible at home will profoundly affect the family. We hope that technology will increase opportunities, save time, and build family relationships as families work together to use technology to improve their lives.

## Teachers' and Students' Experiences With on-line Courses

Annabelle Dryden, The University of Western Ontario  
Carol Christie, Ingersoll District Collegiate, Ontario

At UWO we offer courses at the Faculty of Education on site, as partial distance and as full distance courses through our Continuing Education department. Today Carol and I will share with you the structure of our full distance on-line courses, some of our student's experiences with participating in the course, some of our experiences and ponder on a few common questions about teaching and learning on line.

### The Structure of the Courses

#### Readings

Conferencing:  
Students and Teacher  
Interacting in various topic sites

Web site

(Course outline)

WebBoard

(Communications tool)

#### A) The static components

1. Readings are in the form of a course package, text(s) and on-line links.
2. Web site provides the organizational framework and contains the following: home page, course plan, course information, course expectations, candidate evaluation, course materials, related references and 5 modules, each with an Introduction, Content and Task Organizer section. The Introduction outlines the topics for the module, provides guiding questions for the readings and lists the readings. The Content section provides what could be overheads in a classroom and further details related to the readings. The Task Organizer provides specific directions on the assignments for the module.
3. WebBoard is the conferencing system, the technology that provides the directions for the course. A sample course to learn what is involved and how to navigate an on line course at the UWO Continuing Education web site, <http://www.edu.uwo.ca/aq/>

#### B) The dynamic component

Conferencing takes place on line through WebBoard, the communications tool, allowing for specific topic responses and general discussion and sharing. This involves teachers and students interacting, guided by the course readings, course module instructions and each other's responses. Some possible topic sites are; fantastic Internet sites, great ideas, resources, theory into practice and bistro.

### Teaching The Course

There are many new challenges and rewards in teaching on-line courses. Teachers and students are concerned with particular content, helping each other to become computer savvy and learning a new discourse that lies in between conversation and essay format. A primary difference and reward from usual classroom interaction is being able to 'hear' each students response during the discussion. None of us can hide during an on-line course. In this atmosphere an on line community developed with plans for us to meet face to face at the fall 2001 Family Studies teachers



conference. On this note we provide excerpts from both students and teachers experiences with the course to provide a glimpse into that time in our lives when we came to the computer at all times of the day and night with coffee, cookies and in any variety of dress that was comfortable and familiar. After all, who would know how we looked!

#### **A) Student responses about the experience**

##### **The most helpful thing I learned in this course was ...**

- the value of having a mentor- found out it is ok to ask for help and guidance
- discovering how to promote our courses in new and creative ways (thinks back to Joanna Hart in the text, making Textile Studies Matter
- the value of communicating with other teachers who share the same goals, frustrations and rewards
- learning about the importance and role of professional family studies organizations. This was enlightening and encouraging
- ideas for promoting family studies. This gave me zest for teaching, to be proactive
- the global education lessons.

##### **The most difficult aspect of taking this course on line was...**

- organizing my time, being on line 3 times a week
- that my computer abilities were quite limited when I started the course
- learning about computers, I am more confident now
- the lack of physical closeness
- not having Internet access at home. It was a challenge to find time at work in order to log on and send my WebBoard contributions.

##### **The best aspect of taking this course on line was...**

- I didn't have to go anywhere
- being able to actively share in discussions with other family studies teachers
- "I felt so connected to other family studies teachers- it's almost as if I had known them for years"
- taking the course without leaving home
- meeting on line colleagues
- "I feel connected in a way I have not felt in other courses". I'll miss sharing feelings and thoughts with everyone- I may go through withdrawal

##### **My advice to someone who is considering taking this course on line is...**

- choose a good mentor
- don't do something big like moving
- organize your time and responsibilities- not the time to move
- strongly recommend taking an on line course, it allows you the you the choice of when to go to class
- organize your time- hard to catch up if you get behind
- if you are not computer savvy find a friend who is
- go for it! It can be an enriching experience.

#### **B) Excerpts from Annabelle and Carol's experience**

- how many topic sites do we really need?
- only module 3 and already I don't have to print off students responses... I can mark on line...
- Oh Oh another glitch? did you ask Dave the tech?
- I like the way in which ...
- I wonder whether there are some dimensions you have not highlighted?

- hummm- Should I say something here?
- I can't believe how much I'm learning ...Carol did you know...
- congratulations ... on finding a teacher to take your classes while you are on maternity leave and other examples
- June we haven't heard from you for awhile, hope all is well...
- thank you for all the fantastic resources and web sites, can I share them with my students?

**and finally:**

- hi everyone, we have extended the deadlines...
- I can't wait to teach this way again!!!!

**Common Questions About the Challenge of On-Line Courses**

1. How do we know the students are really doing the work?

Just as you do in any course- responses are consistent, personalities come through

2. What do we do about a 'hands on' component?

The reflective practice project requires the student have a mentor, also hands on in their classroom

3. How do we maintain/promote the human element and create community on-line?

Emotions, personality, passion, frustrations come through in the topic rooms and in their assignments on e mail.

4. What are the avenues for students to privately share together without the instructor?

They can email each other. We can't have a separate topic room that we can't get into because of the ethics. We are responsible for the responses and communication on line.

The full distance courses are now offered at UWO three times a year for 13 weeks each.

Technology Integration  
Nova Scotia Family Studies Curriculum

The Nova Scotia Home Economics Association has a history of advocating for quality home economics/family studies programs through such strategies as visits to school boards, meetings with curriculum directors, presentations to as many school board officials as possible and letters to the Minister and Deputy Ministers of Education. Following these interventions, a commitment to family studies education was assured, however it remained apparent that if curriculum review and renewal as well as professional development for Family Studies teachers were to take place, they would have to be initiated by *the teachers*.

Other comments made by curriculum directors alluded to the fact that existing family studies programs and teaching methods should be more current to meet the interests and needs of students. However, a freeze was placed on curriculum revisions by the NS Department of Education just as the family studies curriculum review was about to take place. The teachers were well aware that any immediate improvements would be ones they created for themselves. Also, in the technology rush, they were usually shut out when subject specific professional development was being offered. *Family Studies teachers were accused of not travelling on the information highway however they were never provided with a "ramp"; access was usually denied.*

In May 2000, at a Family Studies In-service, the Supervisor of Technology Integration for the Halifax Regional School Board agreed to meet with some Family Studies teachers; she understood their dilemma. During that session the structure and philosophy of the computer camps was explained and an offer was made to set up similar camps for interested family studies teachers. When word spread to other parts of the Halifax Board, two camps were quickly filled and a waiting list was established. These Computer Camps proved to be the best professional development that the Family Studies teachers have had in many years.

Professional development is usually expensive especially when substitute days are included in the costs; therefore school boards and ministries of education usually target areas of high priority or the core subjects to receive support. However, funding for the computer camps was arranged through a separate budget, *the IEI- Information Economy Initiative*, a partnership with Industry Canada and the province of Nova Scotia with



support from ACOA. Besides providing new or upgrading computers for all schools, funding for professional development and seed money for software development was also included. Each school board could decide how to best disperse their PD funds; HRSB found that 3 and 5-day camps had the best results.

The question of ACCESS is always a concern when considering technology infusion. Who has access? Which teachers? What areas of the curriculum are deemed to be more important than others? How do you gain access? When you have not been part of the process from the beginning, at what point can you jump in? With limited technology dollars for software, where is this spent? If you do gain access, when do you find time to practice your skills? Do you have access to your home computer in the evenings? How do you integrate technology into your teaching? Where do you begin when the curriculum for family studies is so broad? How do you share what you have done? What incentives are there for Family Studies teachers to provide enhancements for curriculum, which is out-dated and scheduled for revision? Since curriculum is still a provincial government responsibility, how much can individual teachers accomplish and still have some consistency province wide? The questions continue, yet Family Studies teachers continue to provide the answers and provide quality education under very difficult circumstances. One thing that is obvious; *access is not provided; you have to ask for access and you must be insistent.*

It must also be noted that in many instances, Family Studies teachers have been the leaders in technology, especially in schools considered P3 (private, public partnership) schools. However they were able to enter the territory with all other staff members; no equity issues here! Also when school boards generate a subject specific in-service day, family studies teachers always come prepared to share and learn.

The computer camps provided by the Halifax Regional School Board have gained such strength and popularity with teachers that they will become a component of spring conferences and summer institutes in Nova Scotia for many disciplines, including Family Studies. As the comments from participants indicated, the success is due to facilitators who were knowledgeable and supportive of the FS curriculum, the atmosphere provided for learning, the time to collaborate, practice and share their "works in progress".

During the week, teachers were introduced to some basic technology programs and were given an opportunity to explore and decide what program or software best met their needs and the needs of their students. The camp operated on a philosophy of "just-in-time" learning; teachers were given just enough information to complete the task before them and nothing more. They would be free to explore on their own at a later date. They worked in groups of two or three, which really lessened their stress level and fostered collaboration and communication. The favorite type of project was the Web Quest and the participants were able to devote their full attention to the topic. At the end of the week, projects were shared and posted to the web.

This 5-day infusion of technology was also a representation of *Constructivism* with all of its dimensions. Through project based learning and constructivist projects, such as Web Quest, teachers were able to model the learning experiences their students would encounter. The compilation and sharing of the web quests also provided them with the research needed to update their curriculum. The inclusion of assessment rubrics also provided teachers with flexible evaluation tools. For teachers who are experiencing larger classes each year, the web quests provide learning experiences for groups of students, while other students can be engaged in a different learning activity.

The Web Quests were the most popular of the strategies introduced to the teachers during the camp. They also learned that the most valuable software is the Internet, especially when used as a data gathering tool. Teachers can share their projects on-line and with modifications, can accommodate all students in their classes. Once a curriculum revision freeze is lifted, the teachers who have had the advantage of being included in the Computer Camps, will be able to make a positive contribution to a renewed Nova Scotia curriculum and will be able to use their new skills to become part of the conversations.

*They now have a ramp.*

# Family Studies

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Intro-Team & Project Visions Document	Inspiration	Copyright	Questions & Comments	Final Touches
9:30-10:30	Windows '98 Disks & Desktops Taskbars, folders	Brainstorm on project topic with partner	Word -with Template, cut & paste, Insert hyperlink & picture	Computer Time	
10:30	Break	Break	Break	Break	Break
10:45-11:45	IMP Webmail	Searching the Internet	Computer Time to work on project	Group work	Final touches
Lunch	On your own	On your own	On your own	Lunch Provided	Bring lunch
1:00-2:00	WebQuests	Power Point Demo Saving images/music/ hyperlinks from internet		Group Work	Presentations & Share Comments & Evaluate Post-Skill Assessment
2:00-3:30	Computer time to look at webquests & email URL's to others	Computer time to create 4 slides	Computer time camera (small groups)		



# **Impact of Communication Technology in the Home**

## **Preliminary Analysis of the 3-Minute Survey**

Sample:

N= 844

A convenience sample of adults attending the  
Royal Agricultural Winter Fair in Toronto  
November 2-11, 2000

**Note: Some respondents did not answer all questions in the survey. Therefore, the number of respondents varies according to each question.**





**Percentage of adults who offered their opinions about Internet use in the home by gender.**

	Female		Male	
	Agree	Disagree	Agree	Disagree
The Internet makes life easier	85% (383)	15% (66)	90% (291)	10% (32)
I don't mind spending part of my household budget on a home computer and Internet service.	89% (409)	11% (49)	91% (294)	9% (29)
Heavy Internet use at home has a negative effect on family relationships within the home.	58% (285)	42% (186)	50% (154)	50% (152)
The Internet is a reliable source of information about consumer products and services.	84% (382)	16% (74)	84% (250)	16% (47)
Children who are heavy Internet users at home are not learning other important skills in the home.	67% (283)	33% (139)	59% (171)	41% (117)

The cost of maintaining a home computer and Internet service is too expensive.	18% (83)	82% (366)	22% (69)	78% (243)
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# THE MOST IMPORTANT QUESTION TO ASK ABOUT INTERNET USE IN THE HOME

Ranked from the most frequent to least frequent questions.

## **Importance of monitoring Internet use in the home**

Who should be responsible?  
How can monitoring be managed?

## **Purpose of Internet use in the home**

For what purpose are people using Internet?  
What sites are people using?

## **Time spent using the Internet**

How much time at home is spent on Internet use?

## **Reliability of information on the Internet**

Is information correct or reliable?

## **Effect of Internet use on family life**

What is the effect of Internet use on family life, ie. social interaction, recreation together, learning skills?

## **Security on the Internet**

Is there privacy of information, security in doing e-commerce or using credit card transactions?

## **Internet safety for children**

Is the Internet safe for children to use?

## **Children's use of Internet**

How are children using the Internet at home?



# THE MOST IMPORTANT QUESTION TO ASK ABOUT INTERNET USE IN THE HOME

Ranked from the most frequent to least frequent questions.

## **Effective and efficient use of Internet in the home**

How can the Internet be used efficiently and effectively?

## **The reliability, efficiency and speed of Internet technology**

How can the Internet technology be more reliable and efficient?

## **Pornographic and sexual content on the Internet**

How can pornography and sexual content be limited on the Internet?

## **The Internet is a good source of useful information**

## **The effect of Internet use on physical health**

What is the effect of Internet use on our physical health, ie. exercise, eye strain?

## **Censorship and control of Internet content**

How can content on the Internet be controlled and censored?

## **Cost of Internet service in the home**

Is Internet technology in the home affordable?

## **Location of the computer in the home**

Where is the computer located in the home?

## **Benefits of Internet use in the home**

What are the benefits of using Internet in the home?



## Quotes from the survey to be used for public relations

How do you monitor children's use and do you limit children's time?

Home is supposed to be a safe and relaxing place to go at the end of a workday/week, therefore, why bring the busy work world home to this sanctuary?

Is computer a real necessity in the home?

Who is watching what kids are looking at?  
Do you know what web site your children are visiting?

How should Internet use be monitored by parents?  
What controlling mechanisms are in place to prevent abuse of Internet resources?

How much do you use it and more importantly for what?

How can it be monitored to prevent misuse by children?





## Food Safety PACKAGE REPORT FEB 24, 2001

At the Symposium V held in Ottawa, March, 1999, one of the suggestions that surfaced was that Family Studies teachers who teach Foods courses could issue food safety certificates to increase public awareness of our course content as well as to validate the course material.

Food borne illnesses caused by contamination from bacteria, parasites, and viruses are among the fastest growing infectious diseases in Canada (Jan 1, 1999, Canadian Press). According to Health Canada, 2.2 million Canadians get food poisoning *each* year.

The "FightBac" partnership campaign is trying to increase food safety awareness in the public forum. They have highlighted the fact that food safety knowledge is not being taught in the home. FightBac is a Canadian partnership for Consumer Food Safety Education. This group includes industries, consumers, health and environmental organizations, and departments and agencies provincial at both the provincial and federal level. It was felt that the work we do on food safety should be brought to the attention of the public and validated.

At the May 1999 Ontario Family Studies Home Economics Educators' Association Board meeting, the issue was raised about food safety and OFSHEEA's role. An ad hoc committee was struck to investigate this issue.

As food safety is part of our curriculum, it was suggested that OFSHEEA as a professional provincial association issue Food Safety Certificates to a student who passes a food safety test with a percentage of ??? to help publicize our food courses. Some, but not all Regional Health Units, have a Food Safety Certification course available to teachers. Most Regional Health Units cannot meet the needs of all the teachers in each of their areas.

It was proposed that all teachers who teach Foods could purchase from OFSHEEA the packaged tests and certificates to issue to their students with OFSHEEA members having a membership rate.

The ad hoc committee did an e-mail coordination of material, with many people contributing their classroom materials and resources. We never did have an actual face-to-face meeting, as we are located all over Ontario.

During this time, information about other food safety packages was investigated and the information was gathered. The writer checked FoodSafe, established in 1986 in BC and ServSafe in the United States and in Guelph, Ontario in Canada. Ontario Agri-Foods Education (which has some excellent resources) was in the process of producing a 20-hour package. The writer was looking for affordable packages that were already produced. Nothing is currently available to meet our present needs nor our needs for the

near future. The writer has since learned that Foodsafe has a high school version of their program, but have no further information at this time.

For the Nov 1999, OFSHEEA Board meeting, the writer put together an outline of what could be included in the OFSHEEA food safety package and developed four tests. The information was presented..

At the November 1999 Board meeting, it was decided that the committee would prepare a package for the May 2000 board meeting, which would include the following information:

- a) an outline of material to be covered and a list of resources.
- b) some activity options
- c) evaluation of tests
- d) and ideas for publicity

The committee members were asked to consult with their local health Units and to consider any liability in regards to the Food Safety Certificates.

The committee working on this included Karen Corbett from Thunder Bay, Joanne Harris, from Guelph, Mary Cunningham from Toronto, Carole Booth, from Peel, Marilyn Bruinsma from Goderich, and Gail Nevrumont from Ottawa. The proposal was published in the OFSHEEA Newsletters with an open invitation for members to contribute, comment, etc. The response received was of a general nature encouraging the committee to continue with this initiative.

Before the May 2000 Board meeting, this committee did most of the work plus continued gathering resources. The writer met with Mark Rochon, who is on the Ontario Public Health Inspectors committee, which is in the process of reviewing their Food Handlers Package, along with his boss, Catherine Graham. They were very positive and recommended as much "hands-on" as possible, and they encouraged us to continue. They realized that they could not do all of this themselves and could build on the work we as educators do in the classroom if they could arrange to do a class presentation. In the past, their 6-hour course was modified to about a 3-hour presentation in the classroom (either consecutive classes or as an afternoon in-school field trip). Then most teachers spent another 5-6 classes clarifying and expanding the materials according to needs of their class.

**The following is a list of concerns/ideas that we worked through during this process.**

- We felt that if a student with a certificate made a mistake, we could not be liable. The Regional Health Units feel that they are not liable for the mistakes made by any of their graduates.
- We discussed keeping a list of successful participants, but decided the bookwork and logistics was not currently feasible. An argument could be made that this could be important for our survival, as Family Studies teachers.
- We thought about evaluating possible videos for use, but decided this was not a manageable task at this time. Perhaps this could be a future task.

- Publicity aspects seemed to slip by the wayside, as this was not a priority with the committee members, nor an area of expertise.

The following outline was developed; (USE overhead)

Teachers would cover the following areas;

- a. Personal Hygiene: 1-2 periods
- b. Kitchen Safety: 1-2 periods
- c. Sanitation: 1-2 periods
- d. Food Borne Illness: 3 periods
- e. Food Handling: 2-4 period
- f. Food Allergies: 1 period

This would be 9-14 periods plus a test period.

Any of these could be expanded, depending on the activity chosen to incorporate "hands on" materials.

There had been an indication from some people that we should put together a resource booklet covering all the material, but on looking at this, it was decided that most Family Studies teachers were using materials that they had access to in their classrooms and were already knowledgeable in these matters. Producing a booklet would be redundant in many cases, and would take a large amount of time, energy, and money. The underlying message we wanted to convey was that we were doing this job already. It is not new material. It was decided to create an outline with an emphasis on points that were the most important and what would be tested. That way we did not have to reinvent the wheel! A list of textbooks already in use in the classroom was assembled to be augmented with some other material.

#### **Resources;**

1. Food For Today. Ch. 13, p 192-208
2. Food For Life. p 69-75, 111-119
3. Guide To Good Food. Ch 4 p 79-95
4. Food Science. Ch 17 p 274-284
5. Discovering Nutrition. Ch 18-19, p159-182
6. Discovering Food. Ch 16-17. p 108-121
7. Food Safety and You, pamphlet from Federal Government, 2000  
1-800-622-6232.



**Web sites:**

name of location/company/organization, - [www.extension.iostate.edu/foodsafety/lesson](http://www.extension.iostate.edu/foodsafety/lesson)

The committee found that the texts had limited information about HACCP & allergies, so we compiled a basic information package that teachers could use with their students.

Following this, they would administer a qualifying test obtained from OFSHEEA. Four tests were ready to be evaluated by the board at the Nov meeting. There were 3 different types of tests: two multiple choice, one true-false; and one short answer. The teacher could choose the test, which was appropriate to their style of teaching and their students. All the tests were objective, as that seemed to be the pattern we found in the food safety information we investigated.

OFSHEEA had considered having 3 life threatening questions at the beginning, which would have had to have been correct, but it was decided not to have this requirement. A passing mark of 14/20 would entitle the student to an OFSHEEA Food Safety Certificate. The certificate could be included as part of a student's resume.

Each test had 3 questions on Personal Hygiene; 2 on Kitchen Safety; 3 on Sanitation; 2 on Sources of Bacteria; 3 on Temperature control; 2 on High Risk foods, 2 on High Risk Situations, 2 on HACCP; and 1 on Allergies. The OFSHEEA Board members did not have time to evaluate the tests at the board meeting. After they were published, it was discovered that there were several corrections that needed to be addressed. The corrections were made and republished. Just as an aside, some people feel that they are still too difficult

Eventually, OFSHEEA was hoping that there could be a second level of certification testing on specific types of food poisoning as well as more detailed kitchen safety and sanitation. Some people felt that HACCP could be addressed more seriously at this level. HACCP has been included at the first level as previously noted for a basic introduction.

The OFSHEEA Board discussed the packaging, the testing, the publicity, the logistics of delivery, financial aspects, etc. Board members wanted time to digest all of the information; thus, the decision-making process concerning the food safety certification package was tabled until the Spring 2000 Board meeting.

For the Spring 2000 Board Meeting, the committee had the complete package ready. (If I do say so myself, it looked pretty impressive, and represented a lot of work) A board member suggested that we offer this package to each of our members as a service. As a special issue, it would be sent out in August, just before school started in September. After considerable discussion, a motion was made and carried to provide each member with this package prior to the start of school.

A model certificate was developed for photo copying and was included the package. It was also decided to order business card size certificates and to have them available at cost at the OFSHEEA Fall Conference - 2000.

OFSHEEA had the Food Safety Packages available for those who attended the conference. Any one who becomes a new member in the next two years will receive a copy. The cards were available at cost (\$2.50 for 25). However, for delivery after the conference the costs are the following: \$5 for 25, or 3 sets of 25 for \$10. The additional monies are to cover the cost of mailing and future printing in smaller quantities.

At the Nov. 2000 Board meeting, it was decided to sell the basic package for \$10. The issue of publicity was once again raised. Arrangements were made to include a small ad in the OSSTF Forum, a teachers publication, and Michelyn Putigano (Board member) made arrangement to get a concise summary published in the Ontario Restaurant Hotel and Motel Association Publication.

To date, we have sent out around 350 packages, including the conference, members, and Sales.

**Future considerations would include;**

- An ELS test
- A situation test
- Evaluation of and listing of available videos
- Develop some graphics
- Expanded activities

**Concerns - do we need a 'book' for consistency?**

This appears to have been well received by members, and we are still waiting for feedback from the industry. Personally, I think we have done a fantastic job!

## Expressing Social Issues Through Textiles by Sharon Relkey, February 24, 2001

When we think about textiles or quilts, banners, tee shirts and social issues usually what comes instantly to our minds is quilts for aids or breast cancer. However, there are many ways that textiles have been used throughout history to express social issues or to tell stories about events, family history or culture. Embellishing textiles is an important vehicle for expressing social issues. The button blankets of the West Coast First Nations People, the Pearlies of London, African textiles, the quilts of the underground railway, Chilean Arpilleras, quilts about health and smoking issues, place settings to honour women throughout history, quilts about women's issues, and world peace quilts and banners are explored in this presentation.

### Buttons

Button blankets, made by the Northwest Coastal First Nations people of British Columbia are statements of identity. The blankets are used in ceremonies and special occasions. Originally the blankets were made from animal skins and fur with designs painted on them. When imported blankets became popular, the First Nations people transferred their designs to blankets replacing the painted designs with pearl buttons. The abalone shell was used on the button blankets of the nobility. Abalone buttons are time-consuming to make and are considered good luck. Beadwork and applique was also used. It is thought that applique was used when buttons were not available.

At the Victoria BC Y2K Quilt Show (2000) a child's button blanket from the 1800's was displayed. This button blanket was used for potlatches. It was made from green wool with hand-sewn applique and beadwork to reveal floral designs, water patterns, and broken copper motifs. The copper symbol was often used as it was a sign of wealth.

Today button blankets are often made from red and black wool and white buttons. They are used for traditional ceremonies and feasts.

Our people say, when we wear our blankets, we show our face.  
We show who we are and where we come from. When we dance,  
we share part of our history with our people. It's more than just  
what you see when you look at a blanket. To us, it has so much  
meaning. The blankets become very personal. ( Jensen et al, p. 5)

Buttons were also used in other cultures as a sign of wealth. In the mid 1800's the street traders on the east side of London, England started a tradition of sewing pearl buttons on their clothes. Pictures of the Pearlies show that buttons were sewn all over their clothing and hats. Each district had its own Pearly King and Queen. The buttons were considered jewels of the common people. Today many of the Pearlies make appearances to raise money for charities. Further research may reveal the button patterns had additional meaning.

### African Textiles

Bogalanfini cloth of the Bamana people of Male, known as mud cloth in America. Mud is used to create the dark brown or black motifs that are stamped on to cream coloured fabric.



The African textile tradition uses abstract, figurative and geometric designs separately, and in combination to bestow the cloth with protective power and to signal information. The Bogalanfini is generally worn to signify a juncture in life such as marriage, birth or death.

...these motifs seem to act as mnemonic devices or cues, which trigger broader reflections about the nature of life and aesthetics.

Meanings and names may change or vary from one area and from one artist to another, reflecting a fluid dynamic situation, susceptible to current events and changing concerns (Tobin et al, p. 42)

The raffia cloth of the Kuba people of the Republic of Kongo is used for ceremonial dances. It is woven cloth with brown patterns that are embellished with embroidery. The patterns are abstract ideographs or geometric patterns. The embroidery and the pattern depict a secret code or language.

Jacqueline Tobin author of *Hidden In Plain View* writes about the underground railway and the use of quilts to convey messages to escaping slaves. She believes that African American quilts may be connected to African traditions that involve secret societies, secret-writing systems, talking drums, and encoded textiles. She believes that the quilt patterns, colour and the stitches may all convey messages. "Quilts, their decoration, their construction techniques, and their final placement on actual graves all reflect the concern of keeping unwanted evil and/or spirits away (p. 49)".

It is thought that quilting patterns that have been credited to American pioneers may actually be from geometric patterns that carried meaning in Africa. The half square, nine patch, hourglass, broken dishes, and log cabin patterns may have taken on added significance for the African slaves in America (p. 47).

Africans believe that spirits are attracted to light, therefore the use of bright fabric may attract roaming spirits. Blue is thought to be a spiritual colour and the combination of blue and white is thought to be protective by the Mende and the Ibo. Tobin believes that the use of blue and white in quilts may indicate safety on the underground railway (p.50)

Stitches are considered a visual language and are thought to have been used on utilitarian plain quilts. These quilts had large uneven stitches and bulky knots on the surface of the quilt top. Tobin wonders if the large stitches and knots are encoded means of communication. The plain quilts were tied with hemp in two inch intervals and this grid is believed to represent a scale, most likely of five or ten mile increments- the approximate distance that a slave could travel in one day (p.51).

Harriet Powers, an African American quilter, is well known for her pictorial quilts with appliqued biblical scenes. Tobin believes that secrets are sewn into the Bible quilt and that the quilts tell stories about cosmological events from 1780, and the smoke of a forest fire in 1833; events that took place before Powers lifetime. Therefore, she is depicting stories and accounts told to her. The applique is done in a similar manner to some appliqued African textiles. Tobin believes that Powers quilts were much more than biblical scenes.

The monkey wrench, wagon wheel, bears paw, crossroads, shoofly, bow tie, flying geese, drunkard's path and star/evening star/north, double wedding rings, tumbling boxes are all quilt patterns believed to have been used in quilts that were hung on fences or clotheslines to transmit messages to escaping slaves.

It is believed that the quilt patterns were intended as mnemonic devices; each pattern

represented certain meaning. Tobin believes that sampler quilts were made to assist with learning the codes. There were ten quilts used; each quilt had one of the ten patterns. They were hung one at a time on a fence and signaled a specific action for a slave to take. The Monkey Wrench pattern told the slaves to gather all the tools they might need. The Wagon Wheel pattern signaled transportation in a wagon. When it was time to escape the tumbling block quilt appeared. (p.70). The underground code told to Tobin.

There are five square knots on the quilt every two inches apart.

They escaped on the fifth knot on the tenth pattern and went to Ontario, Canada. The monkey wrench turns the wagon wheel toward Canada on a bear's paw trail to the crossroads. Once they got to the crossroads they dug a log cabin on the ground. Shoofly told them to dress up in cotton and satin bow ties and go to the cathedral church, get married and exchange double wedding rings. Flying geese stay on the drunkard's path and follow the stars ( Tobin et al, p. 23).

The evidence that African textiles and quilts conveyed meaning is now well known. There are many questions yet unanswered and much to learn about the messages that textiles convey.

### **Human Rights**

To commemorate the 50<sup>th</sup> anniversary of the United Nations Universal Declaration of Human Rights (1948) the International Quilt Centre in Lincoln Nebraska, The Robert and Ardis James Foundation and "Quilter's Newsletter Magazine" sponsored a quilt contest. The winning quilts were exhibited worldwide. The winning quilts convey powerful messages of human rights issues around the world. *Tiananmen Square*, *Breaking Free*, and *Breaking the Barriers* are only a small representation of the quilts entered in the contest.

Kerry Nagel designed and quilted *Tiananmen Square* (1989). The quilt has six inch background blocks lined up in a row to represent the Communist Army standing in formation. Chinese characters are stitched into the quilt to represent oppression, the army, and conflict, massing together, holding together and revolution. The final character symbolizes the turning point. The uprising is put down but the corner is turned. Chinese ancients believe that every act has six stages with the seventh stage being the turning point. Kerry incorporated this belief in her quilt.

*Breaking Free* was designed and quilted by Jill Rumoshosky Werner et al. The quilt has a large human figure with the hands reaching upward as the focal point. Small pieces of fabric represent the many battles fought to gain the light of knowledge. The quilters' message is

Up from poverty, indignity and bigotry. Fear and tradition hold  
us down like roots but the light of freedom  
and justice beckons us upward. The chains of slavery are broken  
but there is still a long way to go. We continue to strive for justice,  
rights for all humans- one peace at a time. (Quilter's Newsletter Magazine p.48)

*Breaking the Barriers* is a quilt with the focal point of a the large colourful Phoenix. Two gold keys are tied around its neck and Celtic designs are shown at the bottom of the quilt. The artist, Paulette Peters expresses the meaning of her quilt.



The Phoenix represents humanity's highest aspirations: freedom and dignity for everyone. We hold the keys: education and justice. The foundation is human consciousness, symbolized by ancient Celtic designs at the bottom. When human rights are valued and accepted, the world will know the freedom to hope for an enlightened future for generations to come (Quilter's Newsletter Magazine p. 51).

## Arpilleras

Arpilleras are scraps of cloth arranged into scenes that tell stories. The scenes may include mountains, markets, gardens, buildings, people and animals. The people and animals are usually 3-d figures. Chilean women made arpilleras during the Pinochet times to make extra money and to share their stories under military dictatorship. Many of the arpilleras were smuggled out of the country so that the world would know the horror of what was happening in Chile during that period. The arpilleras always had the sun in them as a symbol of hope.

Grade 11 students at Norkam Secondary School in Kamloops BC made their own personal arpilleras. *Beauty* was an arpillera that expressed the students concern about beauty and perfection. The fabric picture has figures of women, a mirror and a doorway. The student wrote

People look at magazines and think that is what they want to be like-they obsess over their weight and looks and try to look like the models. A girl is looking to the mirror and her reflection is empty and different than reality- she is eating magazine pages, as she needs magazines to tell her who she is and what to look like-that is why she does not have a face. The third picture is a girl who is not perfect but accepts herself- and she holds a white candle for hope.

*Mean Kids* is a student arpillera in which the student expresses her feelings about her speech problem. The fabric picture shows people, a hallway and lockers. Above each person is written conversation. The picture shows how people treated her and how she would like to be treated. The student wrote

The two different sides of how people treated me when I had my speaking problems. It shows the mean way and the nice way to act or say something to a person. The right side shows how happy I am when students are nice to me. I hope this will help the kids who treat others that have some problems and will change the mean kids to be nice to others.

*Disneyland* is an arpillera made by a student who wanted to remember her band trip to Disneyland. "Take advantage of opportunities for school trips. I will remember this trip for a lifetime. It was the best".

A unit plan on Arpilleras and Human Rights is published in *the Home Economics/Family Studies 2000 Education Annual*. The unit plan includes patterns and clothing to make the figures that are an integral part of an arpillera.



## Heath Issues/Adolescent Issues

*The Tree of Life*, is a quilt that was designed and constructed by six grade 9 to 12 students at Dover Bay Secondary School in Nanaimo BC. The project was a B.C. Ministry of Health Pilot Project on tobacco reduction. The quilt is a pictorial quilt with applique. A large tree is in the centre of the quilt. The left side of the quilt depicts clean air, beautiful flowers, and a blue sky – life in a world with clean air.

*The right side of the quilt has a black appliqued figure sitting against the tree smoking. The branches and the leaves on the tree are broken and withered. The landscape is dark, grey and dull. This side of the quilt depicts the dark, dirty world of smoking. The bottom of the quilt has a border with a dolphin, the school mascot on the right, a cigarette in the centre and the dolphin bones on the right. The quilters' message is that you can choose to live in a world with clean air and beauty or choose to live in the dark, dirty world of smokers. All of the student quilters' have strong beliefs about the health hazards of smoking. They made the quilt to send a message to their peers about the non-glamorous side of smoking.*

## *Judy Chicago, Honouring Women Throughout History*

*Judy Chicago, an American feminist artist created The Dinner Party* a multi media presentation that is a symbolic history of women in Western Civilization. The thirty-nine place settings are sent on a triangular banquet table forty-eight feet per side. Each wing of the table honours women from a period in history. The wings are divided into the prehistoric to classical Rome times, the beginning of Christianity to the Reformation and the American Revolution to the Women's Revolution.

*The Dinner Party* exhibit traveled extensively in the United States, Montreal, Toronto, Calgary and five other countries in the 1980's and again to Los Angeles in 1996. It was a controversial exhibition because of its feminist leanings and some considered it to be pornographic art.

*The Dinner Party* was created to educate a broad audience about the richness of women's heritage and visually describes the historic struggles of women. The artist believes that there is an absence of visual images from a female perspective, which impacts on women's sense of self. Jones (1996, p.85) states "*The Dinner Party* and the issues it raises are central to an understanding of the politics of modernist, postmodernist and feminist art theory and art history .

The thirty nine place settings use elaborate needlepoint runners, worked in techniques drawn from the period in which each women lived and ceramic plates with centralized motifs and vulgar imagery (Jones, p. 87).

Theodora (508-548) a Byzantine empress was an actress and a spinner before she married the emperor's nephew Justinian. Theodora established laws that included property rights for women, punishment by death for enticing women into prostitution and divorce laws in favour of women.

The iconography of the plate and runner draws on the colours and techniques of Byzantine art. An embroidered gold halo beneath the plate mimics the halo around her head in the Ravenna mural. The runners dominant colours red, purple and gold are the colours of royalty. The runner is embellished with gold and jeweled embroidery in imitation of the design of imperial costumes (Chicago p. 65).

The place setting for Emily Dickinson, (1830-1886) a writer, depicts a plate imprisoned in immobile lace. The runner surface is embellished with tiny violets, roses and irises to symbolize a strong woman who found ways to transcend the confines of her circumstances and to remind us of the irrepressibility of the female spirit.

Ethyl Smith (1858-1944) was an upper class English woman who was a gifted musician and composer. She struggled for many years to have her compositions recognized and often had to deal with deliberate technical difficulties. The conductor may not show for the performance or the musicians may not be prepared for the performance. The other male composers shunned her. She became active in the British struggle for women's rights and wrote "the March of Women" that was sung by suffragists.

The place setting for Ethyl Smith takes the shape of a piano whose lid is raised in an effort to escape the confines of the plate. The notations on the page of music on the stand are based on her opera *The Boatswain's Mate*. The runner includes a musical staff and a metronome to symbolize her profession and a tailored suit to represent her favourite mode of dress. (Chicago, p. 139)

... a linen tape measure on one side of the tweed jacket, intended as a pun on the word measure, which is used in both music and tailoring. The suit has been "taken in" to fit the confines of the runners containment of Smyth's immense talent. (Chicago, p. 139).

#### Women's Issues

Wendy Lewington Coulter, a Mission BC, quilt artist displays her quilt *No Wife of Mine is Gonna Work (1985)*. Wendy chose the title to "juxtapose against the images of working hands. She wanted to portray the hands in a beautiful way, which might serve to commemorate their invisible and relentless work". The quilt had twelve squares; each square depicts hands at work. Hanging clothes on the clothesline, stitching, stirring, holding children, serving food, weaving and kneading are some of the images of hands at work.

*Art Object (1991)* is a quilt that has twenty images of Barbie dolls in various types of clothing. Wendy writes

This quilt looks at how the male 'fine' art tradition, by objectifying, excluding, and defining women, has caused us to disregard our own art forms, to consider them as lower and of less consequence. At the same time it has disempowered us, and has us see our bodies not as active powerful agents of creativity, but as passive objects to be observed and judged always.

*A Piece of the Pie (1990)* is a quilt that has a slice of pie in a repeated block format that is colour photocopied. Wendy chose the pie image for its connections to pie graphs and the expression "get your piece of the pie" to demonstrate how these images divide us. She states:

The sliced up pieces of the pie show how humans have viewed the earth as a consumable commodity to be exploited at random, rather than as an interdependent whole to be cared for at all costs.



Sima Elizabeth Shefrin, a Vancouver BC fibre artist also teaches workshops on stitching and social change. The *Garment Worker*, is a quilt that has a worker making a silk dress, however the garment worker is dressed in cotton. Elizabeth's ancestors were tailors, dressmakers and quilters and she likes to show people sewing.

Her quilt *Women in Black* depicts Jewish and Palestinian women working for peace. The women have met every Friday for many years throughout Israel holding out their message-stop the occupation. The quilt uses plain colours and simplistic appliqued figures of two women holding up their message.

*The Middle East Peace Quilt*, an international community art project, was constructed and exhibited in panels. Sima Elizabeth Shefrin organized and collected over 200 squares from people around the world who expressed their feelings and visions of peace. The squares were sewn together in a series of quilts, each consisting of nine squares. Accompanying the quilts are the statements of the people who contributed the squares.

### **Nuclear Disarmament - Greesham Commons Banners**

On August 27, 1981 thirty-six women, four babies and six men marched 110 miles from Cardiff Wales to Greenham Common in Berkshire. They were protesting against the NATO decision to site cruise missiles at RAF Greenham Common, a United States Airforce base. The women set up camp outside the main gate of the base (known as yellow camp).

Satellite camps sprung up around the nine-mile perimeter fence of the base. Each camp was distinguished by its colour-chosen from the colours of the rainbow. The women carried on through repeated evictions, arrests, trials and imprisonments. They confronted the military and political establishment. The United States Airforce left Greenham Commons in 1992 and the last of the camps closed in 1994. Yellow Gate, the original camp continues to challenge the existence of nuclear weapons until 2000. Banners were made during this time and used on many marches.

*Women's Struggle Won the Vote Use it For Disarmament* is the message that a banner designed and made by Thailia Campbell was carried on the WFLOE March Cardiff to Brawdy May 27, 1982. The banner has an apron with dates appliqued on it and female symbols.

Teachers for Peace designed the banner in 1982, *Study War No More Teachers for Peace*. The banner has a rainbow, dove, butterfly and poppies appliqued on it. Mike Hilary, Maggie and John, the artists want to convey the idea of preventing nuclear disaster, the ultimate education cut.

*Reagan Did This Thatcher Helped*, is a powerful banner about the Reagan Administration, who said at the United Nations in 1982 "Food is our most powerful weapon." The banner shows a large figure of a malnourished person with a desert in the background. Bishops Desmond TuTu's states

When the missionaries first came to Africa they had the Bible  
and we had the land. They said, "Let us Pray"; we closed our  
eyes. When we opened them we had the Bible and they had the land.



The work of the Greenham Commons Peace camp continues today. A spokesperson for the organization writes

... we have a long-standing commitment to challenge and resist, through the means of non-violent direct action, legal challenges and imprisonment. Greenham Common is historically associated with women living in community. Originally gathering to protest the siting of Cruise missiles, in 1987 Yellow Gate women defined a set of principals that we have found essential to the integrity of all of our work: Non-violent – Anti Nuclear – Anti Racist – Non Aligned. Symbolically and spiritually, Greenham Common has always been an inspiring site for women. We have always been rewarded for remaining faithful to this work. (background, p. 2).

The hope of the Peace Camp women is to build a commemorative and historic site on the land that was occupied for nineteen years. The goal is to record for future generations “the struggle for injustices of nuclear weapons which have taken place on this land” (projects, p.1).

There are many examples of social issues that are expressed through textiles. Historically needlework and quilting was done by women and was often overlooked as anything other than women’s work. Oral cultures have always had symbols and markings to convey messages and tell their history. These textiles have also been overlooked as anything else other than what they appear to be. A tribute to needlework and our ancestors is conveyed in a quilt by Carol Turnham, a Victoria B.C. quilter. Carol’s quilt *Threads of Time*.

This piece is a tribute to our mothers and grandmothers who have passed on to us their love of needlework. With needle and thread, we have produced the utilitarian, the decorative and the true works of art. As we admire the treasurers of the past, may we look beyond them to the possibilities for the future.

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## **Highlights of the Launch of CHEA's Three Year Public Education Campaign**

1. **Public Education Campaign launched** at the Royal Agricultural Winter Fair (RAWF) at Exhibition Place, in Toronto Nov. 2-11, 2000.
2. **Campaign funding** was partially provided by a bequest from the Estate of Dr. Margaret Scott McCready, whose life-long devotion to excellence in home economics set a standard for all home economists. A reference and photo of Dr. McCready can be seen on the exhibit. Mr. Alex Grenzebach, a nephew of the late Dr. Margaret Scott McCready, attended the official launch along with area home economists and media personnel.
3. **New CHEA logo**, a simplified and stylized version of the former logo was unveiled. A door with a grid in recognition of a global perspective depicts Home Economics opening the door to the world.
4. **Media Event or Press Conference** chaired by CHEA Executive Director, Claire Cronier and OHEA President, Bev Murray was held at the Royal Agricultural Winter Fair on Nov. 9, 2000. A second copy of exhibit panels was used as a backdrop.
5. **Media kits** (approx. 100) were distributed to local and national print and electronic media, Federal Ministers of Health, Industry and Agriculture, the Governor General and others. (Information in Appendices)
6. **A pilot survey project** entitled "The Impact of Changing Communication Technology In Canadian Homes" was presented to the media event participants by Claire Cronier, Bev Murray and Marie Tyler (CHEA Program Director). Over 800 surveys were completed by fair-goers during the 10 day Royal Agricultural Winter Fair.
7. **A CHEA corporate brochure** and 8 consumer brochures were released.
8. **A newly re-constructed CHEA web site** was launched on Nov. 9 to tie in with the media event. The visuals mirror the family images of the exhibit. The web site was further expanded in 2001. [www.chea-acef.ca](http://www.chea-acef.ca)

### **OHEA Participation at CHEA Public Education Campaign Launch:**

9. OHEA PR Coordinator scheduled home economists to staff the booth.
10. Nearly 30 OHEA Professional Home Economists volunteered their time, support and enthusiasm to work in the booth over the 10-day Royal Winter Fair.
11. Over 350 red and blue donated bandanas printed with the phrase "*Home Economists are Cool*" were given away in media kits and as handouts in the booth.
12. Six OHEA PR Ambassadors received training to "create a buzz" about the profession and help raise the profile of Home Economics with media releases over the next three years.

## Action Research in the Family Studies Classroom

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Toronto District School Board AND

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Winnipeg, February 2001

### Introduction

In our work with teachers in the Toronto District School Board, we have often been in the position of asking ourselves – how can we improve? Family Studies teachers with whom we work also ask this question of themselves, although often their extremely heavy workloads prevent them from getting any further than just asking the question. We have found that by providing opportunities and support for classroom teachers, they have actually been able to move forward to investigate practical strategies for improvements in the classroom. The focus of our paper is to describe two venues within which Family Studies educators have been able to change their practice and observe the results.

### What is Action Research?

The strategy that has been employed by Family Studies educators that we have worked with is “action research”. Action Research is a form of disciplined inquiry that involves practitioners, teachers and supervisors. It allows them to better understand their work and can be simple, such as asking a question or complicated. Action research can be done by anyone - teachers, principals, subject-area specialists or district-wide co-ordinators. This type of research helps glean valuable insights into professional practice. Literature indicates that action research:

- Creates a system-wide mindset for school improvement – a professional problem-solving ethos
- Enhances decision-making – builds greater feelings of competence
- Promotes reflection and self-assessment
- Instills a commitment to continuous improvement
- Creates a more positive school climate in which teaching and learning are foremost concerns
- Impacts directly on practice
- Empowers those who participate in the process

There are four basic steps in action research. The first step is to identify an area of focus or concern. A question is posed to focus the research, such as “how will this new strategy or delivery method impact on student learning?”. Once the specific change or modifier is identified, it is applied. Secondly, the results of that application are documented through various forms of data collection. The next step in the process is to analyze and interpret the data. At this stage, the practitioner is beginning to see some of the impacts of the strategy. The last step in the process is to take action. Many possibilities exist at this stage. Teachers can choose to partially or completely modify their program, continue with the program as it existed before the research, or to form a new question and research some other aspect of their program. Action research is cyclical and on going.



We have been involved with action research at two levels, from a district-wide perspective within the Toronto District School Board and with individual teachers through an additional qualification course at York University, designed to encourage improvement in professional practice.

## **Teacher Improvement in Professional Practice**

### **Background**

There is a severe shortage of qualified Family Studies educators in the province of Ontario and particularly in the Greater Toronto area. In many situations teachers without Family Studies/Home Economics qualifications are delivering Family Studies/Social Science curricula. School principals are concerned over safety and curriculum issues and often consider closing programs when qualified staff is not available. In response to this, the Social Sciences and Humanities department of the Toronto District School Board partnered with York University through the Toronto District School Board's Professional Development Cooperative to offer Additional Qualifications courses in Family Studies. During this school year, beginning in August of 2000, we have been offering Family Studies Part 1, 2 and 3 (Specialist) qualifications.

### **The York University Co-operative AQ Model**

York University has developed additional qualifications courses in cooperation with the Professional Development Cooperatives of the Toronto District School Board, Durham District School Board and Peel District School Board. There are three elements to the Cooperative Model. The first is a one-week Institute in August. This is intensive and lays the foundation for the rest of the program. The Teacher Research follows this as part two and must be comprised of 60 hours completed outside the AQ class time and part three is the seminar series of 12 evenings or 6 Saturdays which provide constant support and a forum for sharing. The seminar series is held in a variety of locations throughout the Greater Toronto area on different days and evenings to permit attendance by as many candidates as possible.

### **Rationale**

The university believes strongly in the Adult Learner Model in which each candidate is responsible for her own learning. The research that these candidates carry out must be directly applicable to their teaching situation as they are expected to document changes in professional practice resulting from their research.

The Family Studies Additional Qualifications Program is an innovative teacher education program that focuses on developing questions with respect to changing teacher practice and demonstrating the impact of these changes on the effectiveness of program delivery.

### **Methodology**

The AQ candidates were required to:

- Identify an area of focus or concern regarding their Family Studies classroom experience and come up with a specific question that they want to answer
- Research professional literature on their focus topic and identify possible strategies that may result in improvements with respect to their question or concern
- Carry out and report on a piece of educational research that is designed to improve professional practice
- Show how this research has changed practice within their classroom
- Make a time commitment of 60 hours
- Use research methods to examine the quality of learning in the classroom
- Present their findings and conduct a dialogue with the others in the group



- Submit a written paper

## Results

During class presentations, it became apparent that action research had definitely had an impact on every candidate's teaching practice. The most interesting facet of the action research presentations was the enthusiasm with which candidates reported their results. Examples include:

*One new Family Studies teacher who was having great difficulty with classroom management and student behaviour. She was concerned about safety issues in lab situations as a result of these difficulties. She researched several strategies and chose to try a strategy that gave students more input into what happened in the classroom as well as more responsibility for classroom activities. She found that the strategy motivated her students to focus more on classroom activities and also noted a marked improvement in general student behaviour. As a result of the successful implement of this strategy for action research purposes, she is now broadening the use of this strategy within her teaching practice.*

*An experienced Family Studies educator was concerned about the image of Family Studies within the school and how that may have been affecting enrolment. She researched many ways in which to elevate the image of the department within the school and selected a networking strategy to both inform others and gather information for herself. As a result of her findings, the department will be offering a Resource Management course as this was identified as a need by both staff and students. The strategy also led to a new liaison with the Physical Education Department whereby the two departments are collaborating on a unit entitled "The Importance of Fitness and Healthy Lifestyle and How to Achieve It". Both departments hope that their efforts will attract new and different 'clientele' to each subject area.*

*Another experienced educator was interested in the efficacy of the Baby Think It Over (BTIO) infant simulator program. Her research demonstrated that the BTIO program had a definite impact on student perceptions of parenthood. Many students articulated the fact that they were definitely not ready to parent an infant. An unexpected result of her action research was that she received many positive comments from parents during parent-teacher interviews. Parents were very supportive of the Parenting program and were wanting to advocate more parenting education within the school.*

*A candidate who had just been promoted to a Position of Responsibility questioned how she could promote the Family Studies department to the school administration to increase profile and thereby student interest and enrolment. Her professional reading provided her with several strategies to increase profiles. Her work resulted in an increased enrolment second semester as well as funding from the school admin to retrofit an area within the school for a food lab.*

Many candidates had experienced remarkable results following the implementation of a new strategy. In all cases, candidates reported that they probably would not have done the professional reading and applied a new strategy to deal with their concerns had they not been required to do so for the Additional Qualifications course. They also reported however, that after having experienced the successful results from action research, that they will be much more likely in the future to seek out information to address professional concerns and try out new strategies that may be suggested in the literature.

One candidate states: "...it is truly because of this professional reading and challenge to do some meaningful action research that I find I have gained so much more than I had thought possible. I feel that I approach my job with a greater professionalism gained through acquiring knowledge about the background of Family Studies in recent years."

All candidates reported finding the experience valuable. Those who didn't experience

'remarkable' results were very impressed with how much information the process could provide for them. Interestingly, many of the candidates had new questions that they wanted to investigate as a result of their research. The process generated a higher level of interest in examining their own practice and greater confidence in trying out (doing action research on) new strategies.

## **Improvements to District-wide Programs**

### **Background**

When the province of Ontario rewrote the elementary curriculum policy documents in 1997 they did not write a separate document for Family Studies. The provincial professional organizations, OHEA, OFSLC and OFSHEEA campaigned on behalf of the subject area but to no avail. In 1999 the Toronto District School Board wrote curriculum with "Family Studies expectations" for its 147 elementary programs. Because these "expectations" were not provincially mandated, and for many other reasons, programs began to slowly decrease.

In the spring of 2000 it was decided that we needed to examine the concerns related to the elementary school program and investigate ways to not only retain, but to strengthen the program.

A focus group of Family Studies teachers, elementary school principals, Family Studies curriculum leaders and curriculum leaders from Mathematics, English and Physical and Health Education came together to discuss the viability of the program.

The main concerns of the principals were:

- the Family Studies program does not help students to meet mandated curriculum policy expectations
- the delivery model to a half-class is too expensive to staff
- the schools need support in providing programs that are inclusive and support concepts of Personal and Social Responsibility.

In planning any new program, the focus group made the following recommendations:

- There must be integration with other subject areas
- There must be collaboration within staffs
- The program must be seen as having value to the community
- We must find a way to promote and incorporate Family Studies as a valued subject
- The program must be inclusionary
- Teaching strategies must be reflective of who we are ie Tribes focus
- Plan must be practical, safe, and doable.

As a result of the findings of the focus group, the decision was made to re-write the elementary Family Studies curriculum to include expectations from mandated Ministry policy documents for Health and Physical Education, Mathematics and Language. The new program would be designed in such a way as to enable delivery to full classes and would incorporate the Tribes TLC model into all aspects of the program.

### **Rationale**

The action research question became, "If we write Family Studies curriculum providing the hands-on, experiential aspects of the expectations in Mathematics, Language and the Healthy Living strand of Health and Physical Education, will schools continue to offer the elementary Family Studies program?" The department hopes to demonstrate the efficacy of the Family Studies pilot program to principals by showing that the students who have participated in the pilot program have a greater knowledge of and self-confidence with the curriculum expectations that were in the pilot curriculum. Further we will explore if the 'value added'



components of the new program (larger classes and Tribes delivery) will enhance program maintenance as well.

### **Methodology**

Following the recommendations of the focus group, the District-wide Coordinator accessed funding to begin a curriculum renewal process. The process included the following components:

- expectations were selected from Ministry curriculum documents that provided hands-on experiences and that were doable in an elementary Family Studies class of up to 30 students.
- Schools were asked to pilot this new curriculum beginning in September 2000. (17 responded and 15 are still participating)
- Writers were hired and spent the month of July producing materials that honoured the requests of the focus group.
- Teachers piloting the curriculum were offered Tribes training as part of their professional development. Tribes is an integral part of the inclusionary aspect of the curriculum.
- The Academic Accountability department of the board became involved to assist in producing surveys to be administered to Teachers, Students, Parents and Principals.
- The Information Technology Department is assisting in "harvesting" report card marks from previous terms to be used for data analysis

### **Results**

On February 9 a group of the piloting teachers met to assess progress to date and to make modifications to the curriculum. They completed questionnaires regarding the efficacy of the new program. The 'rated' questions were based on the content of the Math, English and Physical Education curriculum expectations. Anecdotal information regarding classroom tone, student attitudes and professional networking was also collected. Preliminary findings show that the new program is indeed providing opportunities for students to meet these curriculum expectations. As well, teachers reported that the tone in their classroom had improved, that their students were more willing to participate in activities that rely heavily on Math and Language skills and that the new program had provided them with increased opportunities to dialogue with colleagues about curriculum integration.

### **Next Steps**

- Due to the labour situation in the City of Toronto the assessment surveys have not been completed by all participants within the pilot project. It is hoped that these will be completed as soon as the work-to-rule sanctions are lifted. The department hopes to demonstrate the efficacy of the Family Studies pilot program to principals by showing that the students who have participated in the pilot program have a greater knowledge of, and self-confidence with, the curriculum expectations that were in the pilot curriculum
- Curriculum is to be rewritten considering the input of the piloting teachers
- Publication date sometime in May with in-service throughout the system in June
- Teachers will be encouraged to take advantage of the Tribes training offered by TDSB's Staff Development department
- Full implementation is scheduled for September 2001

### **Modifications to Program and Practice**

With the re-write and launch of the new Grade 7 & 8 Family Studies curriculum program, it is hoped that principals will choose to maintain the program in its new delivery model. The most critical components for success will be the perception by principals and the school



community that the new program eliminates former concerns and indeed is a valuable tool to assist students in meeting the expectations of the Ontario Curriculum. Class sizes will increase. There will be need for on-going teacher in-service and support. Teachers will need support in adapting to larger class sizes and new delivery strategies. It will be important to continue monitoring the success of the program to ensure that it meets the needs of all students within the TDSB educational community.

## **Conclusions**

In our experience, action research has proven to be both productive and inspirational. Whether Family Studies teachers who were participating for the purposes of professional growth, or for District-wide improvement, the process had them all actively engaged in the assessment of their own professional classroom practice. By formalizing the 'questioning and experimenting' process through the vehicle of Action Research, Family Studies educators can formalize the results of their work. This formalizing process has many advantages. It provides a tool that does indeed empower teachers, promotes reflection and creates an effective venue for system-wide improvement. Most importantly however, it documents professional practice, thereby raising the standard and consequently the profile of Family Studies education.

## Reflections on Editing an Action Research Book: A Dialogue

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Linda: Gale and I are editors for Yearbook 21/2001 of the Education and Technology Division of the American Association of Family and Consumer Sciences (AAFCS). The Yearbook, now being published and to be released at the AAFCS Conference in late June, is entitled *In-Forming Practice Through Action Research*. This is the twenty-first yearbook to be published by AAFCS in conjunction with Glencoe/McGraw-Hill. Each yearbook has been of considerable interest and value to home economics educators for there has been no other reference which captures as comprehensively the thinking which has guided home economics education throughout the past two decades.

The 2001 Yearbook and the collection of action research reports it contains is a culmination of my involvement in action research; teaching an action research course at the graduate level, conducting action research, and advising graduate students who are doing action research. We hope that the Yearbook will inspire readers to become action researchers or to create courses and facilitate projects in action research. Teachers and other professionals often don't see themselves as researchers. They often see research as something done by academics or people who specialize in research. I have come to believe very strongly that by intentionally inquiring into our practice we can keep ourselves alive and growing as professionals, and be responsible to those we serve. We have held to the use of research in the title of this book because action research is a huge category of research which best describes the various approaches contained in this volume. We could think of inquiry as the same as research and title the collection *action inquiry*, but we do want to de-mystify research to some extent. So we are really referring to inquiry or research into action (practice). Practice is a fascinating concept that needs to be understood in its complexity and esteemed in society. Our title of *In-forming Practice* is intended to suggest the possibility of forming practice from within which is what action research enables us to do.

Gale: We could also say In-forming Practice/ tioners because we want to emphasize that our practice is very much who we are. It is the space of in-betweenness represented by the hyphen and the back slash that fascinates us. We should think of these as spaces for thoughtful reflection, understanding and change. Spaces where we can both in-form and form practice. Penman (1992) says that "meaning is not fixed and invariant; rather it is constantly changing with our every act of participation" (p. 243). In trying to understand phenomena we change the phenomena because of our understanding. Action research changes us; what we think and what we do.

Linda: If we think of practice as the way we are with others, then it is all about relationships. In an information rich society, practice has never been more important for teachers and other professionals. They can not claim their expertise as specialized knowledge in the sense of information, because information is everywhere. Rather, how we are with others in those helping professional relationships, is what matters. In what ways do we assist and facilitate learning? In what ways do we construct the most effective learning experiences? In what ways do we assist learners to understand learning and themselves as learners?

Gale: Family and consumer science professionals have called for new ways of thinking about practice for some time (Brown & Paolucci, 1979; Vaines, 1992). Vaines (1992) associated reflective practice with an integrative perspective in home economics/human ecology, proposing that practice is located in the dynamics of relating what was, is and should be, to what a professional believes (mission), studies (knowledge base), and does (profession). She suggests that practice is imbued with a sense of social responsibility, has an improvisational and constructivist quality that arises from the focus of working with people. Action research is closely linked to the reflective practice movement and is one way of encouraging reflective practice.

We are reminded by family and consumer sciences leaders like Brown (1985) and Vaines (1992) that our practice is a moral endeavor because our work is always concerned with improving and bettering, striving toward a human good. School reforms, curriculum changes and broad movements



like detracking are constantly challenging those of us in education. Montgomery, Brozovsky and Lichty (1999) write that a national reform movement toward a critical science approach to curriculum development "requires teachers to critically reflect on their beliefs and practices about students and instruction and to reexamine how they contribute to the mission of FCS" (p. 226). Johnson (1998) poses the question "How can family and consumer sciences (FCS) teachers be supported in transforming their thinking and strengthening their practice?" (p. 163). For us, action research holds promise for both reflection and transformation.

Linda: I have argued that taking up action research as professional practice, that is, beginning to see practice as a source of learning and inquiry into being, knowing, and doing, can enable us to advance the mission and practice of family and consumer sciences (Peterat, 1997a, 1997b). This way of thinking about practice means that family and consumer scientists and home economists should:

Understand ways of framing reflective practice within action research, and understand participatory action research as a framework for a collaborative and inquiring mode of practice; and model reflective practice by ongoing and explicit inquiry into their practices.

To think of home economics practice as action research is a valuable and necessary step in re-conceptualization but it is important not to think about action research as a panacea, a final solution. It has possibilities but no guarantees. Currently action research encompasses a range of research from empirical instrumental to critical and postmodern. It can enable us to work within different assumptions of knowledge, in different kinds of relationships, in a constant mode of inquiry and professional development.

To view home economics as a field of practice has implications for much that we do, think, and are. We would see home economics research as more than one mode of home economics practice.... Rather, all practicing home economists would be researchers and home economics would be a research-based practice. Inherent in all of the research would be a concern with the ethical, moral, and political considerations which arise in action-oriented research while these considerations would relate to the well-being of families as stated in the mission. Home economics as a field of practice would not ignore current

theories as part of existing knowledge; at the same time, theorizing about and from practice would be valued and more central to the research/theory discourse of the field than is now the case. (Peterat, 1997a, p. 103-104)

Gale: In education, others have made similar strong arguments for valuing practice and our learning within and from practice. Huberman (1996) says we need to create a discourse of practice. Sockett (1989) considers it essential for a professional group to understand the character of the thought and language within which they articulate knowledge. We should argue that home economics/family and consumer sciences needs its own language -- its own semantics and grammar. In action research this language arises from practice and not from appropriating theories from other disciplines. Practice requires a heightened consciousness of our own implication in theorizing, the courage to find our voice, and speak a-new. I have tried to capture this search for language as theorizing practice/practicing theorizing (Smith, 1996).

Six chapters in the yearbook are written by teachers and one is authored by me describing the work I undertook with teachers that became my doctoral dissertation. For many teachers action research offers the opportunity to formalize and deliberately inquire into questions that have puzzled them in their practice as educators. One teacher, for example, was curious about the sewing/cooking stereotype so frequently associated with home economics courses. She wanted to know what meanings students attached to the notion of practical in a practical subject like home economics. Another wondered why she was unable to inspire students to be successful in her Family and Consumer courses. She researched various motivational theories and then tried them out in her classes in a series of action research cycles. A high school teacher involved in Career Education wondered why so many students did not complete the work experience component of the Career Preparation Program offered in her school. She inquired into this phenomena with another teacher and a focus group of students.

Teachers often find that their inquiries into practice are instigated by critical incidents, incidents that prompt them to examine "taken-for-granted" in the daily life of schools. An elementary teacher writes about an incident that led her to examine her practice for gender bias and how this led to a three year research project into gender that moved from her gendered



practices to involving her students in researching the gendered world in which they live. A college instructor who worked in a special education project describes how her research into practice began when what she expected to happen as a result of her teaching didn't occur.

Societal changes often influence action research undertaken by teachers. One teacher investigated the effects of a demographic change that brought increasing linguistic diversity in her school. In my study, teachers worked with me to implement a global perspective into existing curriculum making students more aware of the interconnected nature of the world and their place in it.

What is striking about the chapters is the way they illustrate the diversity of topics related to practice that teachers take up when they are introduced to action research and the many research methods that may be used as part of the action research process.

Linda: Eight chapters within the Yearbook are written by teacher educators who often want to introduce their students who are beginning or practicing teachers to action research. Teacher educators are often motivated to model action research in their teaching practice. One teacher educator researched her practice which involved having student teachers design small groups lessons for elementary students, teach the students, and reflect on the outcomes. Another, involves student teachers in theorizing about their learning in the methods course he teaches, as a way to understanding the social dynamics which shape learning and teaching.

A part of all educators' use of action research are concerns to help students be empowered, to find their voice, and to create a more democratic or just relationship between teacher and students. Two chapter authors specifically addressed these values through practices of journal writing and response, collaborative course planning and instruction. Two chapter authors engaged in self-study as faculty advisors, working with student teachers in practicum settings; settings in which they sought to construct relationships of "power with" and relationships which would demonstrate inquiry as a mode of practice. One author reflects on her attempts to encourage critical pedagogy with student teachers and the ways multiple ways that writing of these experiences shape insights and possibilities for social



action. And, other authors reflect on the teaching of an action research course for the first time.

Gale: Many of the authors in the teacher section were encouraged to take up action research as part of post graduate studies or district facilitated teacher research groups. Some had taken courses in action research as part of masters or doctoral programs. Action research was often seen as an opportunity to engage in a very concrete way with the academic reading and educational theories they were exposed to as part of their studies. Continuing support for research into practice after post graduate work is complete was identified by one author as necessary for ongoing action research and professional development. She put it this way:

...I have in fact done very little over the past four years. Although I maintain an on-going interest in gender equity and still encourage my students to consider their various roles, I have neither reflected very much on my own practice nor challenged the children in any significant way. The academic community has long wrestled with its role in leading action research. In their discussion of embedding action research in practice, Feldman and Atkin (1995) argue that there is a need for action research "to become part of the regular and continuing activities of a large number of teachers" (p. 127). They suggest that greater teacher autonomy from the agendas of external academics might encourage this. However, given that much of the excitement and pleasure I derived from my own research was situated in the course work I did, I submit that the support of the academic community is crucial to the continuation of action research in our schools. (Sutherland, in press)

While action research is gaining acceptance as appropriate research for masters degrees, in some jurisdictions it is not accepted as rigorous enough for doctoral degrees. Wells (1994) identifies two reasons for this: a) action research challenges the established hierarchical ways of bringing about educational change and b) the methods used are not those associated with traditional education research and are often difficult to describe.

Linda: Certainly some structural factors are more likely to encourage teacher educators to involve themselves in action research projects. Teacher educators who are tenure track academics are expected to develop and sustain

on-going programs of research. The era of intensified work we have/are living through encourages academics to find ways to build research into their practices. There are often more rewards for teaching excellence, and the value on teaching is given at least more lip service. Self-study has become credible and acceptable. There is now a body of literature on this and action research, along with their own journals and special interest groups within larger associations of researchers. However, there are many other things academics need to and want to research. Action research makes you vulnerable and places you in a stance of "not knowing" about the very thing you do! Study and reading groups are more common in academic places as the vision of becoming a "learning organization" impacts. These kinds of groups value investigation into practice and knowing about practice in new ways and provide a collaborative group which supports learning. However, over-busy schedules and the add-on nature of such commitments can often discourage participation. While action research is more mainstream and acceptable in many professional fields, it is still not considered real research by some and ethical issues around coercion of those we hold power over implicitly in educational institutions, still make action research a very controversial form of research.

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## Alternatives in In-Service and Pre-Service Teacher Education

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### The Current Teacher Shortage

For some time we have had reports of a pending teacher shortage and recent data and anecdotes suggest it is indeed upon us. The Canadian Teachers' Federation reported that over two-thirds of Canadian school boards are expected to have difficulty in hiring teachers next year (cited in BCTF, 2000). A recent *Information Circular* from the BC Ministry of Education reports a total of 40,228 educators and administrators in the province with one-third of these in the age 50 – 65 category. Recently, all school districts in British Columbia were surveyed and reported a shortage of 212 positions, with 52% at the secondary level. There was a reported shortage of eight home economics teachers which ranked fourth in reported need (Overgaard, 2001). This study showed greater need in three areas other than home economics: Industrial Education (25), Math and Science (23), and French Immersion (10). Home economics ranked fourth. An earlier study using open-ended interviews with district personnel in 12 purposefully selected districts identified home economics as one area of teacher shortage (Grimmet, Kitchenham & Echols, 2000).

Anecdotal evidence of teacher shortage in British Columbia has come for some time from teachers' reporting that there are no names on the teacher-on-call lists in the lower mainland school districts. When there are no teachers-on-call in the lower mainland school districts then there are likely greater shortages in the out-lying areas of the province. Other evidence has been more and more frequent calls from principals, superintendents, and teachers asking for names of graduating teachers, more advertising of positions in newspapers, more aggressive recruiting by school districts throughout North America. In its report to the Government of British Columbia, The British Columbia Teachers' Federation (2000) states: "While we do not know with certainty that prevailing factors will result in a general shortage, we do know that demand will increase dramatically in the next few years, and that BC teachers will likely be recruited elsewhere" (p. 1). This report calls for a "comprehensive plan including research, programs, and supports...be put in place to make the teaching profession able to attract, recruit, and retain the best teachers" (BCTF, 2000, p. 1).

### The Demand for In-Service

During the era of teacher shortage, being a teacher-on-call has often been the path to career entry. Being a teacher-on-call at the time of a teacher shortage is the way some teachers have gained exposure to home economics in the schools. Some elementary teachers, and secondary teachers whose initial teaching specialization was in some other area have discovered home economics and decided they now want to teach home economics. After 5 – 25 years of raising children or working in another field, some women now are seeking a career in teaching. Some earlier certified teachers after an absence of a number of years for family or other reasons are returning to teaching. All of these people need routes into upgrading their qualifications and assisting them to meet the evident teacher shortage. The challenges here are plenty for small programs. How can undergraduate courses in both content and pedagogy be available to students at a distance who often cannot be uprooted from their home and family? How can education be accessible, flexible, fit into busy schedules and yet offer quality learning experiences? As awareness of the teacher shortage increases, there is greater demand for in-service and pre-service teacher education. We are obligated to meet this need by being flexible and responsive in delivery of courses and programs in innovative ways.

## Strategies in Secondary Teacher Education

1. After Degree Programs. The trend throughout the 1990s has been to after degree programs, partially in anticipation of a future teacher shortage. As work changed during the 1980s and 1990s, it was increasingly apparent that people would choose education as a second and third career. Programs needed to be flexible in terms of requirements for entrance. Programs needed to be shorter, and after degree, to accommodate those choosing a career change and unable to devote two to four years to making a change. Since 1987 at UBC, our teacher education program has been a twelve month, three term, 60 credit program for both secondary, elementary and middle school grades. In addition we have a two year (16 month) elementary program and a special native teacher education program. We graduate 800 – 1000 teachers each year and approximately 75% of the secondary teachers in the province. Access has been increased by having elementary teacher education available in eleven sites throughout the province, sometimes made possible through partnerships of the large universities and local colleges. A secondary program is available in the Kootenay region of BC through a partnership between UBC and Selkirk College in Castlegar.

2. Advisory Groups. Throughout the 1990s at UBC, I used an advisory committee of teachers, recent graduates, and graduate students who would meet approximately twice a year to advise on changes to our teacher education program. A constant concern has been how to increase enrollments and increase the numbers of young men in the program. With the agreement of the committee we increased our flexibility in admitting students to the home economics secondary teaching specialization. Our teacher education program allows students to enter with home economics as either a major (30 senior credits of home economics content) or concentration (18 senior credits of home economics content) plus a second concentration in another subject specialization. The specific course content required must be in Family Studies and either Food Studies or Textiles Studies, or in all three areas. The core requirement is therefore considered to be Family Studies (including family resource management) and either or both of the other two areas of home economics content. This is a change that has not always been widely approved by school advisor/teachers who supervise our student teachers, but it has been a necessary move to enable more students to enter our program. As a result, we have each year approximately 3 – 7 students who have dual concentrations in physical education (which is most common) or social studies, English, science, etc. Our advisory group functioned well for a number of years but the difficulty of arranging meetings and bringing people together in light of their increased committee work within their own schools has led to my disbanding of the advisory groups. The advisory group was beneficial particularly at the time a new program was introduced, in helping teachers to understand our program and in establishing supportive relationships with the teaching community. Consultations with teachers now happens more informally.

3. Public Relations Campaigns. Approximately six years ago we produced 1000 packages of promotional materials and sent them to all home economics departments and career centres in the secondary and middle schools of the province, and to community colleges. I coordinated this initiative that was funded by our Teacher Education Office, The Department of Curriculum Studies, BC Home Economics Association, Teachers of Home Economics Specialist Association, and the School of Family and Nutritional Sciences. The package consisted of a poster and brochure specifically about teacher education, a collection of lesson and activity ideas to help students explore careers in home economics and home economics teacher education, a collection of "On the Job" columns from the *Canadian Home Economics Journal*, Careers in Home Economics brochure from CHEA, and some packages contained the *Family Studies* booklet from the Guidance Centre (1994). The package was promoted through conference presentations in the



province. While the impact of this kind of material was un-monitored, it is assumed that some impact was secured to sustain our small teacher education program even at the time of uncertainty and transition in the School of Family and Nutritional Sciences at UBC.

We are currently producing through partnership with the BC Home Economics Association and the Teachers of Home Economics Specialist Association, a new poster to be sent to all schools in the province. We are dovetailing this with the CHEA public relations campaign and sending our poster to all schools along with CHEA materials and BCHEA membership materials. This should be in the mail during the next month.

4. Summer Institutes. In 1998, we offered the first Summer Institute at UBC with the assistance of our Office of Continuing Studies. Titled "Re-Newing the Textiles Studies Curriculum," it enrolled approximately 55 participants for a one week course of six hours each day. These were very full days of presentations, workshops, displays, internet explorations, and giveaways. We focused on everything that was new in textiles studies education. We also offered a credit option for those students who wanted to do an implementation project the following year. The expectation was that they would use some ideas gleaned from the Institute and implement some change in their practice or share their learnings from the Institute with colleagues in their district in some way. The success of this Institute led to a second Summer Institute focusing on Food Studies in 1999, and a third on Family Studies in 2000. Enrollments for the latter two were 65 and 51 respectively, with up to approximately 20 choosing to do an implementation project for credit. The Summer Institutes have been a success. Enrollments have been beyond expectations, student evaluations have generally been very positive, and we have been able to make small financial profits from them. We have had financial sponsorship from the Faculty of Education, the Teachers of Home Economics Specialist Association, and the BC Home Economics Association. They seem to have a great appeal because they have been low cost for students (\$229.00 registration fee) with low cost housing available on campus in the off-season of mid-August. For some, the institutes became a kind of retreat where they enjoy getting back to campus and meeting with colleagues and engaging in helpful conversation. In people's busy schedules it is easier for some to get away for one week than for a course offered in a term format. The institutes have attracted educators from throughout the province and from several provinces outside BC. They have been valuable in promoting awareness of home economics in the schools and linking professionals at university with practitioners. However, they have taken excessive amounts of work in arranging speakers, securing resources and displays, and creating websites to accompany each. These investments have been too great to sustain on a yearly basis and therefore we have suspended offering the institutes in this format at present. The support of the institutes by professional associations has been gratifying but we have been unable to access financial support beyond their contributions.

5. Off Campus Courses. Geographically, the University of British Columbia is located on the far western tip of a peninsula of land. All the population of Vancouver and the lower mainland lives east. With the growing density of the lower mainland and the limited traffic routes, the university is more and more difficult for people to access without investing great amounts of travel time. Therefore, we have been asked to offer courses off campus, further out in the valley with easier access for more people. This we have done by trying to partner with school districts. This has met with less success. Approximately one third of the courses we have planned have actually materialized. We have been unable to meet the minimum numbers of students, approximately 20 to cover costs. Our costs have increased this year as school districts have begun to charge us facility costs that add to our costs and the required minimum number of students. British Columbia has also had a tuition freeze throughout the past eight years and we cannot charge more than \$229.00 for our off-campus and Summer Institute courses, and this fee has made it impossible to offer some of the courses we would like. Our inability to offer as many of



these courses as we would like has been disappointing because they have largely served the in-service, updating needs of teachers and the interests of those already certified who wish to add home economics as a second teaching specialization. These students are often enrolled in our Diploma in Education program or are taking additional credits required by their school district. In order to make these courses successful, we need support including financial support from school districts and other education stake-holders.

5. New Admission Routes into Teacher Education. With the changes occurring in British Columbia in post secondary programs and the changes occurring in the school programs, we have moved to increase the number of routes students might take to qualify for admission to the teacher education program. At the post-secondary level, the home economics program at UBC has been fractured and spread between two faculties. Kwantlen University College gained "university college" status and the right to offer a four-year degree in Applied Design – Fashion Design and Technology. The career preparation programs offered in BC in grades eleven and twelve require teachers who have advanced qualifications and who can offer programs that often articulate with post-secondary education. Three routes into teacher education have the potential to provide teachers with diverse strengths for the diverse grade levels and school programs which we have: (1) The Bachelor of Applied Design from Kwantlen University College plus five senior electives in Family Studies, which students will complete at UBC as visiting students. (2) A Bachelor of Arts (Family Studies) from UBC with four to five senior electives in Food Studies (Food, Nutrition and Health in the Faculty of Agricultural Sciences). (3) A Bachelor of Sciences (Food, Nutrition and Health with a major in Human Ecology) containing required courses in Family Studies. Through these three routes we have held to our core requirement of Family Studies courses plus food studies and/or textile studies.

6. On line Courses and Programs. This year it has become apparent at the graduate and undergraduate levels that more students want access to UBC courses through on-line delivery. UBC is the only university in the province that has offered a home economics degree and program. Many students who want to apply to teacher education cannot re-locate to the lower mainland of BC to take the required courses. The big and immediate challenge is to enable them to meet requirements through on-line study. We are beginning to have human nutrition courses available on line and hopefully soon others. The universities in the United States are ahead of us in offering such courses and programs. The demand is present. We need to respond in ways that enable students to access pre-requisites to home economics teacher education and in-service education courses as well. They need to be offered by reputable universities and be part of regular degree offerings. Our challenge is how can we make the development and offering of such on-line courses and programs available at reasonable cost to us and to the students who want to enroll? Right now we are talking about providing an on-line masters program in Home Economics Education working in conjunction with the University of Western Ontario – a vision we believe can partner strengths for mutual benefit. Would you be interested in enrolling in an on-line masters program?

### **The Future**

The early 1990s in British Columbia was a time of curriculum revision and the introduction of Instructional Resource Packages as a curriculum form. Once these were introduced, teachers appeared interested in focusing energy on re-newing practice in their classrooms. However, at the same time intensification of teaching set in – introductions of new courses, of information technology, shifts in course credits, of special initiatives in social justice and equity topics in education, larger classes, fewer preparation periods, have impacted teachers' lives. Now, retirement is near for many teachers. We are moving into new ways of doing

education. We are becoming life long learners, seeking a variety of courses and programs to meet the demands of jobs and new career opportunities.

Some real challenges are present: How do we increase accessibility? How do we find resources to support the development of on-line courses? Will small areas such as home economics/family studies survive the on-line teaching era with high development and maintenance costs or is it an era which opens up a global market in which our small programs will thrive in fewer centres? Is there ever enough information in the information era? Do we need to think high touch at the same time as high tech? In their report, the BCTF encouraged offering scholarships and bursaries for pre-service teachers especially as a means of recruiting under-represented groups. For us this means scholarships and bursaries to attract men and minority racial groups, including first nations educators to our programs. They also called for re-instatement of Future Teacher clubs in schools – person to person mentoring and encouraging by teachers of the next generation of teachers! These are a few ideas. We can benefit by sharing an understanding of the needs and kinds of responses we are making in various provinces. We can benefit by increasing accessibility to pre- and in-service education across the country and making concerted efforts to re-new our profession.

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**Issues and Directions for Home Economics/Family Studies Education 2001:  
A Summary of the Dialogue at Symposium VI**

Gale Smith

Over the course of the symposium four main issues came to the fore: professional identity; the looming teacher shortage; lack of communication, marketing and lobbying; and the need to do things differently. For each category, suggestions were made as to the direction that home economics/human ecology/family studies educators and their affiliated professional organizations ought to take. While the issues are separated here for discussion purposes, it is quite apparent that they are very much interwoven and entwined so that directions or actions for one can also be considered somewhat appropriate for the others.

**The Issue of Professional Identity**

With so many programs at the university level "morphing" and "mutating" (deZwart, 2001), graduates are not necessarily considering themselves home economists or associating themselves with the profession of home economics. This means that they often do not join professional associations such as provincial home economics associations (and therefore the Canadian Home Economics Association since the associations have a federated structure). Dean Bird, faculty of Human Ecology, University of Manitoba in her opening address to the symposium reported that the lack of professional identity has been identified by employers as an area of concern. Identifying with a particular mission, having a code of ethics, being able to network with like minded professionals, availing oneself of professional development opportunities are the things associated with a professional identity when they are missing from professional practice it is akin to a ship without an anchor.

**Questions associated with this issue ranged from:**

- What would encourage graduates to accept home economics as a professional identity?



- What kinds of careers are home economics graduates or those graduating from home economics related programs entering? In what ways can being a professional home economist enhance those career opportunities?
- With so many changes at the post secondary level in terms of programs and labels, how is it possible to have some form of common subject matter that would form the core for professional home economists? and home economics educators?
- With the term home economics disappearing at the university level, what can be done to bring recognition to the profession of home economics?

### **National Standards: A Way to Establish and Maintain a Professional Identity**

Standards according to the booklet Setting Standards for Professional Practice (CHEA, 1994) are explicit statements about what is worth knowing, how it should be learned and how it should be demonstrated. Standards include ethics and conduct, education, practice, and continuing education. It is important to make three distinctions related to standards and home economics. Talk of standards can refer to the setting standards of professional practice by a professional association, that is, the Canadian Home Economics Association (CHEA) sets standards of practice for professional home economists.

Currently there is also a movement to establish standards of practice for the teaching profession (e.g. Danielson, 1996; Ontario College of Teachers, 1999). These standards would govern the professional practice of home economics teachers. The Ontario College of Teachers (1999) outlines five standards: commitment to students and student learning; professional knowledge; teaching practice; leadership and community; and ongoing professional learning. Danielson (1996) identifies four components of professional practice: planning and preparation; classroom environment; instruction; and professional responsibilities. Both these examples of standards for teaching include statements about knowing the subject matter. Who specifies what is sufficient in terms of content knowledge? Is this a role of the professional association?

The American Association of Family and Consumer Sciences (Vocational-Technical Education Consortium of States, no date) has developed National Standards for Family and Consumer Sciences Education. This document outlines the knowledge and skills for curriculum development. These standards were developed to assist in defining and giving common direction to the discipline of family and consumer sciences in local and state programs across the nation. Should the CHEA undertake a similar project?

Thus, there are three notions of standards: standards of professional practice for home economists set by the professional association for home economists in whatever jurisdiction they practice; standards of professional practice set for teachers that impact on those who teach home economics; and standards that govern curriculum.

In general, the consensus of the dialogue at the symposium was that we must set the standards because no one else will do it for us. There was agreement that standards of professional practice are overdue and that it is up to the national association (CHEA) to do it. This forum recommended that a national committee be formed to review previous work done by members of the association, to quickly get a draft document in order that outlines competencies and skills that can be used for consultation purposes, and generally get on with this important task.

The advantages of standards of professional practice set by a professional association for its members were expressed as:

- standards would ease labour mobility for home economists across Canada
- national standards will assist in forming an identity by giving us a common language, demonstrating to ourselves and others that we have a body of knowledge and specific competencies
- standards will ensure the quality of professional practice
- standards could result in a national certification program
- if standards were set by the national association rather than provincial association the money, time and energy that goes into running provincial associations could be put to better use, more resources could be directed toward the national association and this would provide more unity, commonness and cohesiveness across



the country and strengthen both provincial and national associations

There was also discussion around standards for curriculum. While mindful that education is a provincial responsibility, the participants of the symposium outlined the following advantages of having standards for home economics/family studies curriculum :

- standards would facilitate ease of movement of students from province to province
- if there were standards of curriculum then we could broker resources, for example, textbooks, since publishers would see that there is a broad market
- if there were national standards of curriculum this could have impact when provinces threaten to cancel programs
- national standards could assist provinces when curriculum undergoes revision
- national standards of curriculum could help define the ways home economics relates or does not relate to other subject areas, for example health education

**Questions raised regarding this direction included:**

- Will standards be too limiting? How can skills be specified? How will standards capture the diversity that exists within the profession and the different areas of professional expertise? Will they be inclusive rather than exclusive or restrictive?
- Is it possible to consider standards that would be general guidelines that could be demonstrated in a portfolio?
- In what ways will standards be monitored? How will professional home economists keep current?
- What programs will support the profession of home economics and any standards that might be developed?
- In our struggle to survive we strive to develop unique programs, how can unique programs ever agree on standards?
- A follow up from standards is using the standards to accredit university programs but with so few specifically named home economics programs in existence should other routes, for example, financial advisor or family life educator, be encouraged?



- Could home economics better flourish in community colleges or university colleges as an "applied degree" or diploma rather than or in addition to being located at research universities?
- How will teachers fit into the picture? Will steps be taken to develop Home Economists in Education (HEIE) into stronger national body for home economics educators?

### **Ways to Address the Issue of Communication, Marketing, Lobbying and other forms of Public Relations**

While national standards and accreditation could be very positive, there were some at the meeting who felt that, at this time, home economists and home economics educators should concentrate their energies on marketing programs and on getting support and funding. The primary reason for this was to ensure the continuance of, and create a demand for, home economics programs at all levels from public schools to the universities by making the public aware of the importance of home economics and of the potential of home economics without perpetuating old stereotypes. Suggestions for action identified by participants at the symposium included:

- CHEA should continue to monitor the effect of technology on family life and develop a position paper that could be circulated widely. In addition, a curriculum resource should be developed to make students aware of the problems and issues associated with technology (e.g., Concept clarification of we mean by technology. Is there technology that does not mean computers?).
- CHEA and other home economics professional groups, for example, provincial teacher associations should support a national mandatory parenting curriculum initiative. Is this another topic for a position paper?
- Develop connections, alliances and support with programs, political organizations, professional associations, and community groups with like goals (e.g. 4 H, Girl Guides, Parent Advisory Committees).
- Write letters or promotional pieces for, or make presentations to, principals, superintendents, and school trustees.

- Continue to lobby for home economics or home economics related programs at universities, university colleges, and community colleges.
- Let ministries of education know how important it is for them to support curriculum implementation, coordinated resources, and qualified teachers.
- Promote home economics courses in schools (e.g., have articles in newsletters, put up lots of displays, have a Home Economics Spirit Week that includes such activities as a sewing competition or an iron chef competition).
- Use an action research approach for reflective practice and make the research known to others.

### **Ways to Address the Issue of the Looming Teacher Shortage**

Currently shortages of professionals, including teachers and specifically home economics teachers, is a symptom of our current society. Several strategies were suggested by the participants of the symposium to ensure that home economics programs do not decline due to insufficient teachers.

- Develop a campaign to entice qualified teachers who are not presently teaching back into the schools. Focus on ways to make teaching more attractive to them.
- Lobby governments for better working conditions and financial support. Specifically contact the ministry of education in each province regarding financial support for courses so teachers can update.
- Coordinate efforts between provincial and national associations so that ideas and action plans are shared and all groups benefit.
- Increase public awareness of the need for home economics teachers.
- Support and mentor those who are beginning home economics teachers so that they are encouraged to stay in the field. For example, make sure that teaching assignments for beginning professionals are manageable.
- Develop a national campaign/program to support men in non-traditional careers and making home economics accessible and attractive to minority groups. For example, establish scholarships

for men and minorities entering home economics/family studies teacher education.

- Complete an inventory of the summer session courses, on-line courses, distance education courses, workshops, institutes for home economic offered across the country that can be published in the the Canadian Home Economics Journal (CHEJ), in provincial home economics teacher newsletters and elsewhere to make people aware of the courses they can take to update or to get the background knowledge and skills to teach home economics.
- Contact and inform home economists who may be taking time out to raise families of the opportunities to return to teaching.
- Retrain existing teachers to specialize in home economics through special programs, diploma programs, summer institutes, and other professional development offerings. Be creative, consider such options as, home economics "camps", one week "cram" courses, and working holidays.
- Set up a future home economics teacher clubs in your school.
- Set up a career preparation program for teaching in your school.
- Develop a poster to let high school students know that home economics/family studies teachers are needed similar to the one produced by the American Association of Family and Consumer Science that says "Wanted Family and Consumer Science Teachers".
- Pool and coordinate resources across the country so that those beginning to teach home economics will have access to resources to support their teaching.
- Develop a marketing campaign aimed at students who may transfer into the universities after two years at a community college.
- Sponsor young members so they can attend conferences, meetings, events, and so on.
- Target specific universities to become national centers for home economics study and research.



## Doing Things Differently to Build Strong Programs

The need to do things differently was identified as a key component in preventing teacher burn out. Being a home economics/family studies teacher is a very demanding job. There are facilities to manage, materials and supplies to be ordered and monitored in addition to developing lesson plans and teaching activities to support programs. Some home economics/family studies teachers move out of the subject area to teach academic courses, to do counseling, or to become administrators. Some leave the teaching profession altogether. Loss of qualified, energetic teachers weakens programs. We need to do things differently to build and maintain strong programs. Some suggestions that came out of this meeting were:

- We need to have more opportunities to share exemplary programs, resources and teaching materials.
- We need to have more opportunities for informal networking where we can share ideas, successes, and brainstorm possibilities for the future.
- We need to have more opportunities to collaborate and work together on curriculum for home economics/family studies courses.
- We need to develop a plan seek funding for curriculum development and professional development.
- We need to reach out to people in positions of authority and encourage them to become advocates of human ecology/home economics/family studies programs.
- We need to develop strong proactive professional home economics teachers' association both provincially and within CHEA.
- We need to access and use current technology to share and reduce "reinventing the wheel".
- We need to support and develop curriculum that shows how developing the practical skills related cooking and sewing can also facilitate the development of critical thinking and problem solving skills, and people skills such as empathy, communication and cooperation, related to both healthful living and career opportunities.

## Taking Action - It's Up to Us

It is clear that the issues summarized here and the suggested directions or actions given are not mutually exclusive. Rather they are overlapping pieces of the larger puzzle. There is a lot to be done to solve the puzzle. The work is now up to individual home economics/human ecology/family studies teachers, provincial home economics and home economics teachers' associations, and the national home economics association (CHEA). There was not time at the symposium to develop an overall action plan but participants were encouraged to make a commitment to a personal action that could be completed by Symposium VII two years hence. In the meantime, it is hoped that others will read the proceedings and also think about taking action so that a larger movement evolves.

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## **APPENDIX**

Overheads from Dr. Ranjana Bird's Presentation  
**Education in Canada**



<b>UNDERGRADUATE STUDENT CREDIT HOURS</b>	<b>1996/97</b>	<b>1997/1998</b>	<b>1998/1999</b>	<b>1999/2000</b>	<b>2000/2001</b>
Core Human Ecology	1,344	1,521	690	558	771
Clothing and Textiles	1,245	978	822	711	858
Family Studies	2,946	2,592	2,556	2,595	2,469
Foods and Nutrition	3,375	2,802	3,096	2,961	3,192
<b>TOTAL</b>	<b>8,910</b>	<b>7,893</b>	<b>7,164</b>	<b>6,825</b>	<b>7,290</b>

Research Revenues at March 31, 2000 = \$765,249

<b>ENROLMENT</b>	<b>1996/97</b>	<b>1997/1998</b>	<b>1998/1999</b>	<b>1999/2000</b>	<b>2000 /2001</b>
<i>Undergraduate</i>					
Full Time	465	391	282	220	204
Part Time	90	74	49	62	37
<b>TOTAL</b>	<b>555</b>	<b>465</b>	<b>269</b>	<b>344</b>	<b>241</b>
<i>Graduate</i>					
Full Time	60	49	46	46	51
Part Time	5	5	7	7	6
<b>TOTAL</b>	<b>65</b>	<b>54</b>	<b>53</b>	<b>53</b>	<b>57</b>

<b>FACULTY AND STAFF</b>	<b>1996/97</b>	<b>1997/1998</b>	<b>1998/1999</b>	<b>1999/2000</b>	<b>2000/2001</b>
<b>FACULTY</b>					
Dean's Office	1	1	1	1.25	1
Clothing and Textiles	7	7	7	7	5
Family Studies	10	10	10	10	10
Foods and Nutrition	11	11	11	12	12
<b>TOTAL</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>30.25</b>	<b>29</b>
<b>SUPPORT STAFF</b>					
Dean's Office	4	4	4	4	4.40
Clothing and Textiles					
Full Time	2	2	2	2	1
Part Time	.65	.65			.70
Family Studies					
Full Time	1.77	1.77	1	1	1
Part Time	.65	.65	1.42	1.42	1.65
Foods and Nutrition	2	2	2	2	2
<b>TOTAL</b>	<b>11.07</b>	<b>11.07</b>	<b>10.42</b>	<b>10.42</b>	<b>10.75</b>



**01R ENROLMENT**

<b>PROGRAM</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>TOTAL</b>
Comprehensive	2	3	3	1	9
Clothing and Textiles	7	12	6	16	41
Foods and Nutrition	-	-	5	28	33
030F	-	1	1	5	9
030N	13	32	28	7	80
Family Studies	7	21	21	15	64
<b>TOTAL</b>	29	69	64	72	239
Total for 00R	(43)	(59)	(81)	(105)	(288)
Special Students					1
Visiting Students					-
<b>TOTAL</b>					240

# Canadian Symposium VI Contacts

In the pages that follow  
you will find a listing of  
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**PLEASE use the listing as a reference  
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