Proceedings of Canadian Symposium IX

Issues and Directions in Home Economics / Family Studies Education

Toronto, Ontario

April 20 – 22, 2007

Compiled by Gale Smith and Mary Leah de Zwart

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Program

Friday April 20, 2007

6:00 pm Registration and refreshments

7:00 pm Welcome and greetings from Ontario

7:15 pm Guest speaker - Ontario Home Economics Association, Jennifer MacKenzie

7:45 pm Provincial updates

BC, Alberta, Manitoba, Ontario, New Brunswick, Nova Scotia

9:00 pm Reception

Saturday April 21, 2007

Trade and book displays will be open from 7:30am to 1:30pm on Saturday

7:30 am Breakfast (trade and book displays open)

8:30 am Welcome

Laura Tryssenaar - ***Discussion Focus for Canadian Symposium IX***

8:45 am Group One Presentations

Group #	Name(s)	Province	Area	Presentation Title
1	Sheila Munro	NS	Life Skills/ Careers Curriculum	Health and Human Services
1	Corinne Backhouse and Scotti Stephen	MB	Life Skills/ Careers Curriculum	Community Health and Childcare Services Program
1	Akiko Ueno and Mayuko Murakami	Japan	Life Skills/ Careers Curriculum	More home economics classes for better life skills

9:45 am Break (trade and book displays open)

10:15 am Group Two Presentations

Group #	Name(s)	Province	Area	Presentation Title
2	Dori Faulkner	BC	Agriculture in FS/HE classroom	Fruits and Snack program
2	Eva Meriorg	Ont	Agriculture in FS/HE classroom	Farm to School Network/food related education

11:15 am Group Three Presentations

Group #	Name(s)	Province	Area	Presentation Title
3	Diane O'Shea	Ont	FS/HE Curriculum	Planning, Implementing and Assessing Food Labs – A Teachers Guide
3	Ken Venhuizen	ON	FS/HE Curriculum	Baby Think It Over

12:30 pm Lunch

1:15 pm Group Four Presentations

Group #	Name(s)	Province	Area	Presentation Title
4	Julie Caisse	NB	Issues/Research in Education	Understanding single mothers life experience concerning their capacity to participate in their children's school success
4	Gale Smith	BC	Issues/Research in Education	Global Classroom – remodeling lesson plans
4	Gale Smith and	BC	Issues/Research in	Use of case studies

	Julia Poole		Education	in teacher education

2:15pm Group Five Presentations

Group #	Name(s)	Province	Area	Presentation Title
5	Alison Harrington McCabe	ON	Issues/Research in FS/HE Education (con't)	Family Studies program promotion
5	Julia Poole	BC	Issues/Research in FS/HE Education (con't)	Integrating technology in HE
5	Diane O'Shea	ON	Issues/Research in FS/HE Education (con't)	Culminating Tasks in Family Studies Courses

3:15 pm Closure

3:30 pm Afternoon snack

Sunday April 22, 2007

8:30 am Welcome (coffee/tea and juice available)

9:00 am New Canada's Food Guide

9:30 am Group Six Presentations

Group #	Name(s)	Province	Area	Presentation Title
6	Rana Al-Sabawi Faculty of Education student – Western	ON	Elementary Curriculum	J/I FS
6	Melissa Clancy and Ann Mondala	ON	Importance of Integrating Family	P/I FS

	Faculty of Education students - Western	Studies in Primary/Junior Curriculum

10:15 am	Brunch
11:00 am	Future Directions - Laura Tryssenaar
12:00 noon	Closing

Discussion Focus for Canadian Symposium IX

Laura Tryssenaar

Since its inception in 1991, the purpose of the Canadian Symposium has always been discussion. Presentations from home economics/family studies educators from across Canada provide the framework for discussion that explores issues and provides direction. We come together as teachers who learn through discussion.

Different techniques have been used over the years to facilitate discussion. This year, we hope to focus the discussion using a simple exercise called the "One Minute Paper". After each group of participants presents, discussion groups will not only focus on what they learned, but also on what questions remain. Questioning will be the key activity throughout this symposium.

At our last symposium in Halifax, transformation and transformative practice were recurring themes. Much of our discussion over the previous eight symposiums has been largely transformative, and a brief look at this wonderful summary of transformative learning theory, by Patricia Cranton, a professor of adult education at the University of New Brunswick in Fredericton might explain why that is. She says:

> At its core, transformative learning theory is elegantly simple. Through some event, which could be as traumatic as losing a job or ***as ordinary as an unexpected question***, an individual becomes aware of holding a limiting or distorted view. If the individual critically examines this view, opens herself to alternatives, and consequently changes the way she sees things, she has transformed some part of how she makes meaning out of the world. (Cranton, 2002)

As teachers, we are familiar with the importance of questions and questioning in our teaching and continue to recognize the importance of questioning in critical thinking which leads to transformation. I have three quotes that I wish to share fro the Foundation for Critical Thinking (2007) that clarify this. The first is "recognize that all thought is responsive to a question." The second clarifies this further: "Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such." And lastly, thinking is not driven by answers but by questions."

A high school history teacher of mine used to say that he never asked his sons (who are now a lawyer and a university professor) what they learned in school that day. Instead he asked them, "Did you ask any good questions today?" We have much thinking and much learning to do this weekend, so my hope that all of you get to ask good questions.

References

Cranton, P. (Spring 2002) Teaching for transformation. *New Directions for Adult and Continuing Education*. Wiley Periodicals, Inc. (93). Retrieved on April 19, 2007 from http://education.gsu.edu/ctl/FLC/Foundations/Transformational.pdf

criticalthinking.org (2007). The role of Socratic questioning in thinking, teaching & learning. Dillon Beach, CA: Foundation for Critical Thinking. Retrieved on April 18, 2007 from http://www.criticalthinking.org/resources/articles/the-role-socratic-questioning-ttl.shtml

Health and Human Services 12

Life Skills / Careers Curriculum

Canadian Symposium 9

April 20-22, 2007

Nova Scotia Department of Education

Presenter: Sheila Munro

INTRODUCTION

The Department of Education in Nova Scotia has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department has been working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of courses.

Health and Human Services 12 is one of a group of innovative multi-disciplinary course options that share certain characteristics.

New course options draw from and contribute to students' knowledge and skills in more than one discipline. Students synthesize and apply knowledge and skills acquired in other courses, including courses in English language arts, social studies, sciences, visual and performing arts, mathematics, and technology.

New course options provide increased opportunities for senior high school students to earn credits they require to attain a high school graduation diploma, to diversify their program, and to prepare for varied post-secondary destinations. Course options are designed to appeal to all high school students; to assist students in making connections among school, the community, and the workplace; and to enable students to explore a range of career options.

These courses offer students increased opportunities for hands-on experiences and for using technology within a variety of subject areas to expand and develop their learning skills.

"Public School education in Nova Scotia has two major goals: to help all students develop to their full potential cognitively, affectively, physically and socially and to help all students acquire the knowledge attitude, and skills necessary for them to continue as thinking, learning, physically active, valued members of society." (Public School Programs 2003-04, Nova Scotia Department of Education). As part of the Family Studies cadre of curriculum the outcomes for Health and Human Services 12 must reflect the Essential Graduation Learnings established for all Nova Scotia curriculum:

Aesthetic Expression
Citizenship
Communication
Personal Development
Problem Solving
Technological Competence

All Family Studies curricula also include components related to culture, consumerism, technology, resource acquisition and management, career links and Life Work Portfolio

RATIONALE

In the past, health care was a system that intervened in times of illness and crisis, and it relied on medical professionals and acute care facilities. Infectious disease was the leading cause of illness and death and health was defined by the absence or presence of disease.

By the mid 20th century, many sources of infection and disease had been brought under control by advances in medicine and standard of living. Chronic diseases such as diabetes, arthritis, asthma, mental/emotional illness replace communicable disease as the predominant responsibilities of the health care system. For the first time, the opportunity arose to recognize the broad range of factors that impact on individual and population health. By identifying the

twelve “Determinants of Health” policy makers are able to plan health care services, support health promotion and prevention for the general population.

Many of the Determinants of Health are directly linked to our social structure. In Canada we have a strong social service network that contributes to the health and well being of Canadians. When one studies the Determinants of Health many of them are addressed in Family Studies Curriculum: Healthy Child Development, Personal Health Practices and Coping Skills , Physical Environments , Social Environments, Social Support Networks . To understand how to access the Health and Human Services in our communities is a critical skill.

By researching demographics through Statistics Canada one can anticipate the need for more people to enter careers in the helping professions such as health care, recreation, senior care and education. The need for health care professionals is increasing as we see the senior population become greater in number. Add to that the numbers of
people who are retiring from these professions and we are facing some critical times.

Through Family Studies curriculum we traditionally have provided youth with education related to healthy living. That responsibility extended to engaging youth in developing their skills as health consumers and advocates. Now it is critical that we facilitate the development of helping skills so that youth may become contributing members of their families and their communities and perhaps even go on into a helping profession .

Health care is in a state of transition and our students need to acquire the skills and knowledge that will enable them to access the health care system as well as consider the career options in the field.

Health and Human Services 12 will provide students with skills and knowledge in human development, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications, and computer applications. Students will explore skills and knowledge specific to defined occupations.

ESSENTIAL GRADUATION LEARNINGS – Health & Human Services 12

Graduates of the public schools of the Atlantic Provinces will be expected to demonstrate the following essential graduation learnings. Details may be found in the document Public School Programs.

Some examples of learning outcomes in *Health and Human Services 12* that will help students move toward attainment of the essential graduation learnings are given below.

Aesthetic Expression: Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. By the end of the *Health and Human Services 12*, students will be expected to –

- Articulate the impact of social, economic and technological change on the Canadian health care system;
- Demonstrate understanding of the ideas, perceptions, and feelings of others.

Citizenship: Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context. By the end of *Health and Human Services 12*, students will be expected to –

- demonstrate a clear understanding of the Canadian health care system and identify the problems facing health care in Canada;
- examine human rights issues in health care;
- demonstrate understanding of the social, political, and economic forces that shape the health care system.

Communication: Graduates will be able to use the listening, viewing, speaking, and writing modes of language(s) as well as mathematical and scientific concepts to think, learn, and communicate effectively. By the end of *Health and Human Services 12*, students will be expected to –

- work independently or with others, investigate and report on issues in the health care environment;
- use critical thinking skills in exploring their thoughts, experiences and feelings; demonstrate communicate and interpersonal skills required in the modern work environment;
- access, process, evaluate, and share information;
- critically reflect on and interpret ideas presented through a variety of media.

Personal Development: Graduates will be able to continue to learn and pursue an active, healthy lifestyle. By the end of *Health and Human Services 12*, students will be expected to –

- consider employment in the health care field;
- develop personal motivation for lifelong learning;
- demonstrate understanding of the relationship between health and lifestyle;
- reflect critically on ethical issues.

Problem Solving: Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. By the end *of Health and Human Services 12*, students will be expected to:

- acquire, process, and interpret information critically in order to make informed decisions;
- identify and describe problems in the health care system;
- solve problems individually and collaboratively;
- identify, describe, and interpret different points of view and distinguish fact from opinion.

Technological Competence: Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. By the end of *Health and Human Services 12*, students will be expected to –

- demonstrate an understanding of the role of technology and its application to the health care system;
- utilize technical resources to gather information on the health care system.

Health & Human Services 12

Course Descriptor for Student Registration Handbooks

Introductory course of interest to those students who might be considering post secondary education/employment in health fields or human services including psychology/social work, continuing care, nursing, addictions counseling, youth and child studies , correctional services, educational support , gerontology , recreation & leisure, education.

The course provides students with skills and knowledge in human development, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications and computer applications. Students will explore skills and knowledge specific to defined occupations.

Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. *Community Based Education** is a component of Health and Human Services 12.

Community Based Education

Community-based education programs encourage the expansion of learning opportunities ….by bringing the community into the school and by placing students in the community as part of their studies. Community-based education is a partnership involving the student, the school, and the community, with each of the partners sharing the responsibility for the student's learning experience.

Community-based education enhances students' personal development, their sense of belonging to their community, and their understanding of community roles and responsibilities. Community based experiences improve students' understanding of employment requirements and the links between the knowledge, skills, and attitudes they are acquiring in school and their future plans. These experiences also assist students to develop generic employability skills

including academic, personal management, and teamwork skills; specific career, occupation, and job skills; and labour market knowledge and understanding.

Reprinted with permission from "*Community Based Learning, A Support Document for Schools*, March 2006, Nova Scotia Department of Education)

Scope and Sequence

The 5 modules of Health and Human Services 12 are organized in a suggested sequence for teaching. However once Module 1 is completed and 2 is introduced the remaining outcomes may be delivered as determined by the teacher in order to meet the needs of the students and to accommodate possible guest speakers and field trips.. It is important for students to begin their Community Based Education component early in the course in order to complete the 10 hours required.

Academic and Open Credit

Students completing all outcomes successfully will receive the academic credit and should be registered for that credit.

The Specific Outcomes identified by (*) may be omitted by students who wish to receive the Open Credit.

Module Titles

Module 1 - Overview of the Helping Field

Module 2 - Volunteer Experience

Module 3 - Health & Human Services Systems

Module 4 - Career Connections

Module 5 - Personal and Professional Skills

OUTCOMES

Module 1- Overview of the Helping Field (Approximately 10-12 hours)

General Curriculum Outcomes	Specific Curriculum Outcomes
GCO #1.1Students will identify the personal traits relevant to the helping careers associated with the Health and Human	Students will be expected to : SCO#1.1.1Understand what is the nature of helping careers.

Services Field.	SCO#1.1.2Identify their personal traits which make them suitable for working in the helping careers. SCO #1. 1.3 identify the components of personal wellness. SCO#1.1.4 identify the factors that influence the health of a community.
GCO #1.2 Students will identify the relationship between personal wellness and the determinants of community health.	Students will be expected to: SCO#1.2.1 Identify the components of personal wellness. SCO#1.2.2 Demonstrate a plan for personal wellness . SCO# 1.2.3- understand the role of health & human service careers in personal wellness throughout the life cycle *SCO#1. 2.4 Identify the influence of the determinants of health on the health of a community.

Module 2- Volunteer Experience (Approximately 20-25 hours)

General Curriculum Outcomes	Specific Curriculum Outcomes
GCO #2.1 Students will identify the role of volunteers in the health and human services field.	Students will be expected to: SCO#2.1.1 understand the importance / role of volunteer in society

	SCO#2.1.2 describe the roles and responsibilities of volunteers in the human services field. SCO #2.1.3 identify the difference between volunteering and community service (*)
GCO #2.2 Students will be expected to participate in a volunteer placement in their home community	Students will be expected to : SCO2.2.1 gain experience volunteering in a position which supports their community. *SCO 2.2.2 communicate the benefits gained through their volunteer placement

Module 3 – Health and Human Systems- A Systems Approach (Approximately 20 hours)

General Curriculum Outcomes	Specific Curriculum Outcomes
GCO #3.1 Students will demonstrate an awareness of the social & health care systems and how to access the services they provide.	Students will be expected to: *SCO#3.1.1Identify demographic trends that have an impact on the need for health & human services. SCO# 3.1.2Identify services in the community SCO#3.1.3Demonstrate how to access services in the community. SCO# 3.1.4 Describe the role of an advocate in the human services system.

Module 4 – Career Connections & Pathways (Approximately15 hours)

General Curriculum Outcomes	Specific Curriculum Outcomes
GCO #4.1 Students will be expected to identify carer opportunities in the health and human services field.	Students will be expected to: SCO# 4.1.1 Identify career opportunities in Health & human services SCO# 4.1.2 develop skills in career exploration *SCO# 4.1.3 identify the differences in education opportunities and how they relate to occupations. SCO# 4.1.4 identify lifelong career connections. SCO# 4.1.5 identify career opportunities in the helping field. SCO# 4.1.6 Maintain a lifework portfolio.

Module 5 – Personal and Professional Skills (Approximately 40 hours)

General Curriculum Outcomes	Specific Curriculum Outcomes
GCO #5.1 Students will be expected to understand the need for caregivers to maintain personal and professional skills.	Students will be expected to: *SCO5.1.1develop an understanding of professionalism in the Health and Human Services domain. SCO#5.1.2 Demonstrate and practise a plan for personal wellness .

	SCO# 5. 1.3 Develop strategies for addressing health and human service related values. SCO# 5. 1.4 Identify effective communication skills specific to health and human services. SCO# 5. 1.5 Demonstrate an understanding for the need to work as a team to provide support. *SCO#5.1.6 develop an understanding of the role of an advocate

The Determinants of Health - Classroom Activity

In Canada, we use a broad definition to determine the health of our populations. These Determinants of Health help us to identify problems, create solutions to prevent illness and create healthy communities.

Twelve factors that affect our health and well-being

Income and Social Status: The more money you have, the healthier you are likely to be. This is the single most important determinant of health. You are most likely to be healthy when you live in a place where there isn't a big gap between rich and poor.

Social Support Networks: You are healthier and feel more in control of your life when you know you can count on friends and family for help in solving problems and handling hard times.

Education: The more education you have, the healthier you are likely to be. More education means you can get a better job with better pay and have more control over your life.

Employment / Working Conditions: You are healthier and live longer when you have more control over your work and less stress on the job.

Social Environments: You are more likely to be healthy when you live in a community, region, province or country that sticks together and works to find ways to help and support one another.

Physical Environments: The quality of the air, water, food and soil has an impact on your health. So do factors like housing, indoor air quality, workplace safety and the way communities and transportation systems are designed.

Personal Health Practices and Coping Skills: The things you do to take care of yourself and the skills you use to deal with stress affect your health. Programs and policies that make it easier for you to make healthy choices and develop skills for coping with life's challenges are important influences on health.

Healthy Child Development: Things that you experience before birth and in early childhood affect your health, well-being, coping skills and competence as an adult. A healthy start is important for a healthy life as an adult.

Biology and Genetic Endowment: The biology of your body is a basic determinant of health. Each of us has a personal genetic make-up that can make us more or less likely to develop particular diseases or health problems.

Health Services: Health services play a fairly small part in your state of health. Services that contribute most to health are those that help us to stay healthy or help us to regain our health after we've been sick.

Gender: Whether you are male or female can affect your health. For example, women are more likely to face sexual or physical violence, low income and lone-parenthood. Men are more likely to die young, from heart disease, injuries, cancer and suicide.

Culture: Culture can affect your health, particularly if your culture is different from the overall society. You are less likely to be healthy if you are not part of mainstream society, feel that your language and culture are not valued and can't get health care and services that are appropriate for your culture.

Adapted from Good Policy, Good Health, Nova Scotia Women's Fishnet, 2002.

Activity : Copy the list of 12 Determinants of Health and cut them into strips of paper. Divide the class into groups/pairs so that each group/pair has 2or 3 of the 12 determinants of health.

Step 1 - Ask the groups to discuss each of the Determinants of Health and list how these determinants of health impact the personal wellness of youth in their community.

Step 2 – list any ideas or suggestions they have to improving or increasing the personal wellness of youth in their community.

From Farm To Fork - Making the Agriculture Connection Through Field Trips and Classroom Visits

Laurie Farquharson, Social Sciences and Humanities Teacher,
Thames Valley District School Board, London, Ontario

Some Facts about Agriculture - A Little Trivia

What is the percentage of people in the world who eat on a daily basis?

Hopefully 100% , but we know that is not completely true!

How many days does the world have enough food stored for, to survive in a major world catastrophe?

Used to be 60 recently released number of approximately 30.

What percent of Canada's Gross Domestic Product (GDP) is contributed by agriculture?

8.8% - representing $70 billion worth of goods and services.

How many Canadians work within the Agri-Food System?

1 in 7 or 13% of the employed labour force.

What is Food Freedom Day?

Food Freedom Day is the day when the average Canadian consumer has earned enough income to pay their individual grocery bill for the entire year. In 2007 - February 6, was Food Freedom Day. Canadians spend 10.2 percent of their disposable personal income on food. Approximately one month earlier, January 6 is the day by which farmers were paid for the food that consumers bought.

Our Agri-Food Industry is very important to us but it is a shrinking industry. In Canada in 1931, the farm population was 3.3 million now it is about 727,000 (2001). As the population shrinks so to is the general consumers connection with agriculture and knowledge of where their food comes from. This has led to the crisis we see today.

What Crisis you ask?

We all know that the food we eat is a necessity of life. If you are a family studies teacher or a home economist you realize very quickly when you are working with Canadian consumers that they truly do not have an understanding of where their food comes from. A Dairy Educator once asked a class of elementary school children where their milk came from. The response: "From the back of the 7-11 convenience store."

I have worked in the agriculture industry as an owner operator of a farm, as an executive assistant to a local farm organization and am presently a teacher in the Social Sciences and Humanities field. In all of those areas, I have dealt on a regular basis with people who do not know where their food comes from, how it is produced, who it is produced by and the high quality of standards that are met in this production.

These areas of study crop up in the curriculum of our schools across the country and around the world. I will be speaking from a Canadian and Provincial perspective as this is where my experience lies but much of what I wish to speak to you about today has similar connections in your part of the world. The key is finding connections to lead you to the sources of the information that you will find the most valuable.

Why are these issues and connections important?

Why is it important for our students to make the connections between the food they eat and the production behind it? Our students are consumers today and will be the primary consumers of tomorrow. If they wish to make wise food choices that affect what they eat, how they eat, where they eat and how they can ensure a good quality supply of food for their lifetime, they must be taken back to the root of this production - the farm. It used to be that at least one member of an individual's extended family was a farmer or part of the agriculture industry who could inform other family members about this business of agriculture. That is not so anymore. So how do they learn about the agriculture industry?

This Is Where We Come In...

As teachers and home economists it is imperative that we have a clear understanding of the agriculture industry and that we pass this knowledge onto our colleagues and our students.

How Do We Get Information about Agriculture?

There are many, many organizations that have a large variety of materials for your use to connect agriculture to your classroom. Many organizations are also recognizing the importance of working with educators to ensure that their materials are written at a variety of children's learning levels and with very practical, "hands on elements" added to keep the students engaged. Here are a few organizations to get you started:

Food and Agriculture Organization of the United Nations - www.fao.org

Statistics Canada - www.statcan.ca

Agriculture in the Classroom - Canada - www.aitc.ca

Canadian Federation of Agriculture - www.cfafca.ca

Ontario Farms and Farm Tours - www.ontario.worldweb.com

Ontario Federation of Agriculture - www.ofa.on.ca

Ontario Agri-Food Education Inc. - www.oafe.org

Within many of these web sites you will also find many more links to other agriculture organizations and nutrition experts. For example:

Commodity Groups: chicken farmers, pork producers
Dieticians of Canada

Agriculture Museums: Canada Agriculture Museum, Country Heritage Park
Fair Organizations

Each of the organizations listed have their specialities. The government web sites tend to deal mainly with census information and statistics but their “Canadian Agriculture At A Glance 2004" package is practical and has lesson plans etc. attached to it. *The Agriculture in the Classroom* website connects you within each province to Agriculture in the classroom programs of that province. The *Tours* website is a general website that talks about the availability of farms tours. It is not comprehensive, but if you Google that topic you will find more.

The most comprehensive site with many links and excellent resources is the Ontario Agri-Food Education Inc. website. It is highlighted because they have done an excellent job of providing resources (some FREE!), teacher workshops, links to other agriculture organizations and a newsletter. They have resources on many agriculture topics for all levels of education.

Now you have the Resources...but something is missing?

What’s missing is that “Real Life - Hands On“ element to your teaching. I have used many of the resources I have provided you with in a variety of ways in all of my classes in Social Sciences and Humanities but the most talked about and remembered part of their school term was the Agriculture Awareness Field Trip that they went on.

This is a one day field trip that pulls in many elements of the agriculture industry from the farmer who produces the food to the processor that makes products from the food and even the very roots and history of some of this food. Your Ag Awareness Field Trip can take in as many elements as you have available to you in your area.

The first thing you need to do is find the places that you would like to visit. In the past the field trips have varied but have visited any one of the following locations:

Farms: Dairy, Beef, Swine, Cash Crop, Pick Your Own (Very rarely can you visit a feather industry such as chickens/turkeys etc. because of the high level of bio-security),

Agriculture Industries: Importer/Exporters, Mills, Canning facilities, Processing plants

Cultural or Historical: Museums, Native American Presenters, Restaurants with an Agricultural flavour.

It is very beneficial if you can literally take them from "Farm To Fork" and have them observe the production on the farm to the processing plant to the restaurant where we eat the food. How do you make the farm connections? In farming communities around provinces and in specific regions farmers are willing to open their farms to student tours. So how do I find them? The best place to start is with the Federation of Agricultures' web sites to find where your regional office would be. They know local farmers that give tours as well as local commodity group leaders that also have a list of farmers that provide tours in that commodity. These offices may also be able to lead you to the processing plants, businesses and restaurants that provide tours in your area.

It is important to remember when visiting a farm that this is a workplace and as such should be treated with respect. Rules of the farm must be followed. Bio-security is a growing issue on farms and depending on the operation some farms may not be able to give a tour. As much as we believe that animals will give us diseases, it is much more hazardous to the animals when we visit them from off the farm.

Once you are connected with the farmers, you need to map out the distances you need to travel to see what is the most practical to try and do in a one day period based on your bus availability, dismissals etc.

Similar to any other type of field trip, you must first do the paperwork and have it approved. In our school board a key to taking the field trip is connecting it with the curriculum expectations of the course in which you want the field trip to occur. Below is an example of one field trip's connections to the curriculum expectations and the learning activities that were exhibited through the field trip. Many other expectations could be met through a variety of other courses as well.

Once you have set the farming operations you will visit, you can peruse some of the aforementioned web sites for education material to use in your classrooms before you go. There will also be material and assessment tools that you can use as part of the post trip assessment as well as materials for those that are unable to attend the trip to work on at the school.

Here are some sample day plans that have been done in the past:

Day One

8:30	Leave School
9:00 - 10:00	Dairy Farm
10:30 - 11:30	Swine Farm
11:45 - 12:45	Lunch with Native American Foods presentation in old school house community center.
1:00 to 2:00	Cash Crop Farm
2:30	Back at School for dismissal

Day Two

8:30	Leave School
9:00	Cash Cropper in Field
9:30 - 10:30	Great Canadian Bean Company Exporter
11:00 - 11:45	Dairy Farm
11:50 - 12:30	Swine Farm
	Lunch on Bus
1:00 - 2:00	Pick Your Own Farm
2:30	Back at School for dismissal

Are they Successful?

You be the judge as you read some of the comments from students that have attended the trip on page 6. There is so much to be covered in such a short period of time but I realized

that these students don't really know anything about the world of agriculture so you keep it simple and straight forward and they understand. If you are located in a rural area and believe this might not work...it will! Many rural farm students do not know what goes on in other commodities other then their own. It also gives the rural students a sense of pride to be able to show the importance of farming to their community.

Agriculture Awareness Field Trip Reflections

"It was very interesting learning about the working of a dairy farm. He [Stan] seems like he is very good at what he does, and not enough people recognize how big a part he plays in that little glass of milk you drink each day.
Another thing I learned today was that farming is not only about the agriculture but about also about the family values. Every farm we saw today has been in that family's history for many generations. Farmers to me are proud people, and their work speaks volumes."

Kirit, Grade 12

"On our second tour we saw machinery and many pigs. When Joe and Johanna spoke about farming the fields and how much work it is and how they have to take out a 10 year mortgage to purchase a piece of farm machinery [combine], it made a lot of people appreciate their hard work and realize that farming is really expensive." **Julie, Grade 12**

"At the community center we had a great presentation about native foods. Something I learned was how important corn is. It is used as food, in rituals, all kinds of everyday life things and it is very important to the native people. One thing I really liked was when we had a chance to eat corn soup and fry bread." **Megan, Grade 9**

" I thought the trip was pretty good. I had never been to a farm before, so I didn't really like the smell of the barns but after a while I got used to it. I liked that we could pet the cows at the dairy barn and pick up the pigs at the pig farm. I liked this trip because it was my first time on a farm. I hope we can go on a field trip again!" **Jon, Grade 9**

Curriculum Expectations From the Food and Nutrition Science Courses- Grade 9, 10, 12

Curriculum Expectations	**Learning Activities**
Describe how to identify fresh ripe produce and the storage of food for maximum nutrient retention.	* Pick Your Own Farm presentation and collecting vegetables.
Examine the relationship between consumer awareness and food marketing.	* Information from various farm producers on how they market their crops.
Demonstrate following a recipe, make substitutions etc.	* Taking a recipe and figuring out what you need and picking the appropriate food for it at the farm.
Select and use regional seasonal foods to produce a variety of recipes using various canning methods.	* Back in lab create the various recipes and demonstrate various preservation methods.
Describe food production and types of Native American foods, identifying the first produce of this country.	* Presentation, hands on sampling of Native American Foods.
Identify the primary food sources in Canada.	* Dairy Farm, Crops Farm and Pick your own.
Determine how Food Production methods can contribute to satisfying global food needs.	* Conversation and discussion after.

Differentiate between food production methods in developed and developing countries.	*Tool display of various methods of production discussion.
Identify the ways in which physical factors influence food choices.	*Farm Tours
Identify types of small businesses related to the food industry.	*Pick Your Own Farm etc.
Demonstrate and understanding of different environmental factors affecting our food supply.	* Various presentations and items throughout the trip.

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PLANNING, IMPLEMENTING AND ASSESSING FOOD LABS

A TEACHER'S GUIDE

Ontario Family Studies Home Economics Educators' Association

Diane O'Shea, Presenter

INTRODUCTION

Many of the courses in Family Studies (Social Sciences and Humanities in Ontario) have expectations that are best demonstrated in food lab settings. Food labs may be incorporated into Grade 9/10 – Individual and Family Living, Grade 9/10 - Food and Nutrition, Grade 11 – Parenting and Living and Working with Children, Grade 11 – Personal and Family Resource Management, Grade 12 – Food and Nutrition Science, and Grade 12 – Parenting and Human Development. Students enjoy these experiential opportunities and welcome the knowledge and hands-on skill development and training food labs provide. Students repeatedly report that food labs are fun, a chance to do something rather than sitting, and a time to try new things with their peers and friends.

These findings are well supported in Family Studies/Home Economics literature. Lynne Godkin in her Masters thesis, *Exploring the significance of Family Studies: Listening to the Experiences of Secondary Students*, discusses the connections of food lab experiences for students as "being connected to the others in the class, enjoying both the taste of the food and the fellowship with their friends" (p. 56). McCaffery (as cited by Godkin) learned that "students found joy in their practical activities, their self confidence increased through the practical experiences and they learned they can make a difference in their world. For them the practical symbolize[d] ability, self-reliance, independence and maturity (p.26). Godkin also suggests "that students can take delight in their learning experiences and derive pleasure from what they are doing in class. If there is no joy in learning and school activities then school becomes a rather depressing enterprise." Finding joy, she states, in educational activities will contribute to a student's emotional potential, one of the educational goals of the Ontario Liberal government (p.59).

For some school boards in Ontario, cooperative learning strategies as proposed by Spencer Kagan, D.W. Johnson and R.T. Johnson or Barrie Bennett have been given a high priority in

professional development activities. Food labs offer excellent opportunities for cooperative learning where positive interdependence, face-to-face interaction, individual accountability, social skills and group processing are encapsulated in the food lab experience. Research studies show that cooperative learning groups with group processing account for higher academic achievement and greater retention of subject matter.

Family Studies teachers also recognize that food labs offer excellent opportunities to fulfill Ontario Ministry of Education curriculum and assessment guidelines. With the "primary purpose of assessment and evaluation [being] to improve student learning (*The Ontario curriculum: Program planning and assessment*, p.13) and the encouragement to gather information for assessment from "a variety of sources", food labs offer perfect opportunities to understand "how well a student is achieving the curriculum expectations in a course" (p.13).

Rationale for the Ontario Family Studies Home Economics Educators Association (OFSHEEA) to produce a Teacher's Guide for Planning, Implementing and Assessing Food Labs

- The mission of OFSHEEA is to facilitate the professional development and personal growth of educators to promote quality Family Studies programs in Ontario, with the ultimate goal of strengthening the family. Producing a teacher's guide for the planning, implementing and assessing of food labs fulfills the mission.
- Candidate requirements for teacher training programs have changed considerably. Future Family Studies teachers are not required to have food and nutrition related courses and programs on their university transcripts. Thus, new teachers often lack knowledge and skills associated with food and nutrition content but are expected to be able to teach in these areas.
- Food and nutrition related knowledge and skills are not being passed on from one generation to another due to changing lifestyles and socioeconomic demands.
- Teachers from a variety of backgrounds (e.g., business, physical education, etc.) are teaching in Family Studies (Social Sciences and the Humanities) and need appropriate resources.
- Experienced Family Studies teachers and department heads cite frustration in needing to support inexperienced Family Studies teachers; therefore, suitable resources are welcomed.

- Food labs offer excellent connections to literacy and numeracy goals as set by the Ministry of Education.

Steps to the Teacher's Guide

1. A call for materials, ideas and suggestions.

OFSHEEA members were asked to contribute materials, ideas and suggestions for the publication. Possible copyright violations were of utmost concern.

2. Procuring a writer.

Former Family Studies teacher, and author (*Individuals and Families in a Diverse Society*, 2003), Maureen Holloway offered to examine the gathered materials as a basis on which to build a new resource. Using a clear, technical writing style, Maureen then developed a 55-page document with information and materials relevant for using food labs in teaching Family Studies courses. Teacher and student worksheets were important inclusions.

3. Editing

Carole Booth, a former Family Studies teacher, and a past-president of OFSHEEA, and an OFSHEEA Board Director, Diane O'Shea edited the document in preparation for printing and sales.

4. The Launch

Planning, Implementing and Assessing Family Studies Food Labs, A Teacher's Guide was first launched at a summer workshop in Peterborough in August 2006 by Diane O'Shea and Lisa O'Leary-Reesor. Since then copies have been available for sale at the OFSHEEA conference in November 2006 and from the OFSHEEA Secretary. Costs: $25 for members and $35 for non-members.

5. Reactions and Future Directions

OFSHEEA members have been extremely supportive of the document. Student teachers, in particular, have welcomed the clear and concise presentation.

The document discusses in detail the overall management and logistics of food labs. In addition to the explanation of different types of food labs, and the connections to a variety of Family Studies courses, the document presents a variety of assessment and evaluations strategies all in keeping with present Ministry of Education guidelines.

The guide has now become a model for the next OFSHEEA document, *Planning, Implementing and Assessing Family Studies Sewing Labs: A Teacher's Guide.* This document is expected to be released and presented in workshops in the 2007 series of summer workshops. It, too, will be available for purchase at Conference 2007.

With the exception of a small honorarium to Maureen Holloway, *Planning, Implementing and Assessing Family Studies Food Labs, A Teacher's Guide* is a volunteer effort by members of OFSHEEA.

For more information, contact Susan Smith, President OFSHEEA, 10 Rutherford Ave., Aylmer, Ontario N5H 2N6.

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Re-modelling Lesson Plans: A Global Classroom Initiative

Paper Presented at
Issues and Directions for Home Economics/Family
Studies Education 9
Toronto, ON
April 2007

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Introduction

For more than a decade I have been advocating lesson plan re-modelling as a way to make home economics more relevant in our increasingly interdependent, interconnected world (Smith & Peterat, 1992; Smith, 1993, 1994). I continue to hold the belief that this process is useful and with a grant from the Canadian International Development Agency's (CIDA) Global Classroom Initiative, I worked with home economics pre-service teachers and high school teachers over the course of a year (2006/2007) to create fourteen lesson plans that are now available on the British Columbia Teachers' Federation's (BCTF) Website. This report will use examples from the fourteen lesson plans to show how the lesson plan re-modelling process provides a framework for changes that make teaching activities more global in terms of content and processes.

Background

While Global Education waned for a period of time when CIDA dropped its funding in the mid 1990's, it is on the rise again with CIDA's Global Classroom Initiative that began in 2002. The Global Classroom Initiative (GCI) supports the development of school-based global education resources and activities. The objectives of the GCI include encouraging the integration of a global perspective in teaching, increasing knowledge of international

development and cooperation issues, and helping teachers deliver related resources and curricula.

Global Education is the term still used by the Canadian International Development Agency (CIDA) but in other jurisdictions has morphed into Education for Sustainability, Futures Education, and so on. This may be attributed to the misinterpretation of global education as being education for globalization (Smith, 1999). It is important to note that in this context, global education refers to education from a global perspective that includes the goal of developing in students an understanding of their place in the world and how their actions and inactions impact others. It is a perspective that gives priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, and human rights. In developing teaching activities, global educators make a commitment to teaching processes that involve co-operative learning, critical thinking, and are action/future oriented and to moving beyond transmissive, "teaching as telling" approaches.

The Lesson Plans

The lesson plans/units were all designed using a lesson plan re-modelling format (Smith & Peterat, 1992; Smith, 1994) and then were modified to follow a standardized format determined by the British Columbia Teachers Federation (BCTF) so they could be uploaded on their website. The topics evolved through workshops with home economics school advisors and student teachers and course work for home economics education at UBC. They were also presented for feed back at a BCTF Global Education conference and a Teachers of Home Economics (THESA) conference. Then Mary Leah deZwart and I took on the task of editing and formatting them for publication on the BCTF website. Fourteen lesson plans were created. Some were related to Textile Studies:

- Social, Environmental, and Economic Issues Associated with Blue Jeans Or What Makes Your Blue Jeans Blue.
- Beyond Samples - Caring For Others
- Labour Behind the Label

Some were for Food Studies

- GMOs [Genetically Modified Organisms] and Food Security
- What's in Your Grocery Bag?

- Nutritional Status and Food Security
- The World in a _____(Food Products made in Junior Food Studies)
- Understanding the Food System
- Water the Often Forgotten Nutrient
- Live Simply so Others may Simply Live

Some were for Family Studies

- Child Growth and Development/Child Abuse and Neglect – United Nations Convention on the Rights of the Child
- Understanding the Nature of Children and Work

Some were for other subjects typically taught by home economics teachers, for example

- Responsible Tourism
- Health for All

They are all downloadable from the BCTF Website: http://bctf.ca/SocialJustice.aspx?id=6340

Lesson Plan Re-Modelling Process

The lesson plan re-modelling process is a four step process outlined in Figure 1. I will use examples from the fourteen lesson plans to illustrate the process. It begins with a **description of the standard approach**. This involves outlining how the topic has been traditionally taught or is typically taught.

The second step involves **critiquing what was previously done** in terms of the content, processes and teaching techniques and describing why the lesson fails to foster the goals of global education. *What Would be Different*, presented in Figure 2, acts as a guide. Usually the comments include such aspects as the narrowness of the presentation, or the ethnocentric or egocentric emphasis, or the transmissive nature of the lesson. The critique phase should also include a consideration of how the lesson could be changed. Sometimes it is implied. Obviously if the critique suggested that the lesson was too teacher centered then the re-modelling would include making it more student centered. If it is suggested that there was too much emphasis and facts and figures then issues would be included. If it is suggested that the topic was considered in isolation then making global connections would be added.

Examples:

From Responsible Tourism

Most lessons focus on promoting a very consumer oriented approach to tourism with a "feast and festivals" approach to culture. Seldom is tourism critiqued or are alternatives offered. Sometimes eco-tourism is covered but this is not consistent.

From What makes Your Blue Jeans Blue

This is a useful assignment in bringing the environmental impact of post-consumer use of textiles to the attention of students but it does not address the pre-consumer issues associated with the production of blue jeans, such as the environmental issues related to cotton production, the dying of the denim fabric, and the "distressing" of the fabric; and the social, economic, and gender issues related to the production of blue jeans.

From Living Simply so Others May Simply Live

Questioning the continual accumulation of kitchen tools, gadgets, and electronic equipment is not questioned. It amounts to the acceptance of a materialist culture. The long term impact of conspicuous consumption is not included.

The third phase involves **determining a value or practical reasoning question and setting the objectives of the new lesson plan**.

Examples:

From Child Growth and Development/Child Abuse and Neglect - United Nations Convention on the Rights of the Child

Practical Reasoning Question: *What can be done to ensure the Convention of the Rights of the Child is not violated?*

Students will be able to:

- *identify and describe the rights articulated in the Convention of the Rights of the Child*
- *identify various types of child abuse and neglect*
- *determine whether violations of the Convention of the Rights of the Child are abuse and/or neglect*

• determine the consequences of violations of the Conventions of the Rights of the Child

From Responsible Tourism

***Practical Reasoning Question**: In what ways can the tourist industry support the key values of sustainability, equality, fairness and justice?*

Students will be able to:

- define and distinguish similarities and differences between the concepts sustainable tourism, eco-tourism, ethical tourism

- develop a Charter for Tourist based on the principles of ethical tourism

- evaluate packages offered to tourist on the basis of the Charters created

From The World in a _____ (Food Products made in Junior Food Studies)

***Practical Reasoning Question:** What factors ought to guide our choice of ingredients for food products?*

Students will be able to:

• identify the source of each ingredient in a particular food ingredient

• identify any issues associated with the production of that ingredient (e.g., related to environmental, sustainable agriculture, social justice)

• suggest alternatives to ingredients in common recipes that are more environmental, sustainable, and socially just

After the new objectives have been set the fourth phase involves **preparing a new lesson plan** that endeavors to satisfy the expanded objectives.

Examples:

From Understanding the Nature of Children and Work

- concept clarification activity using "yes" and "no" deductive format students will make the distinction between developmental work and exploitive work

- students will then classify forms of exploitive child labour as either quantitative (not paid what the labour is worth and allows employer greater profit) or qualitative (takes away from child development activities impairing children's mental and physical development)

- students will analyze case studies using a defining problems approach

- students in groups will research organizations that work to eliminate child labour or improve working conditions for youth who are employed

From Water the Often Forgotten Nutrient

• *includes an awareness activity that highlights the problems with access to safe, clean drinking water*

• *includes an analysis of the issues associated with bottled water as a source of this essential nutrient*

• *includes a critical thinking activity that encourages students think about whether access to water is a human right*

From Biotechnology, GMO's and Food

• *information on the history and science behind genetic modification*

• *student analysis of various positions on GMO's.*

• *role play the various positions on GMO's*

The BCTF's Global Classroom Initiative

For this particular project our commitment to CIDA was to make these lessons available to teachers through the BCTF's website and their Global Classroom Initiative so the final phase involved modifying the lessons to fit the their Lesson Plan Template (see Figure 3). Their format was quite specific and required as much information as possible so that teachers could implement the lessons with minimum time devoted to planning. Their lessons also required listing the related CIDA development themes (see Figure 4) and evidence of connecting to learning outcomes in the BC provincial curriculum documents, known as Integrated Resource Packages (IRP's). They had some very specific requirements particularly around the type of learning activities used. They stated that learning activities "should be consistent with Global Education processes (for example: co-operative learning, critical thinking, action/future oriented)". In other words, they did not want lessons that were transmissive, teacher centered or totally research based. Here are examples of some of the student centered, contructivist teaching strategies used:

- Concept Clarification Exercises, Concept Mapping

- KWL
- Issue analysis
- T Chart (What and Why)
- Role Play/Simulated Activities, for example, a town meeting, a mock world forum, a UN Human Rights Counsel Meeting
- Exploding a Question
- Defining Problems (current condition, what is problematic, what is the ideal condition, what could be done to work toward achieving the ideal condition)
- Structured Controversy
- Awareness Activities – parallel stories, Eating the Way the World Eats
- Web Based Scavenger Hunt
- Analysis of Case Studies and Stories
- Media Analysis
- Conducting Surveys or Interviews
- Carousel Brainstorming
- Diamond ranking
- Cooperative Learning Jig Saw

The assignments developed for student were also focused on critical thinking and knowledge application rather than regurgitating information transmitted by the teacher. They included:

- creating a charter for tourists
- calculating food miles
- taking the 100 Mile Challenge
- analyzing the ingredients in a recipe
- the food system behind the label
- develop an action plan for a sustainable food system
- planning a Just Jeans fashion show

Discussion

One thing that became apparent in this project is that teachers are not curriculum writers. This is not a reflection on teacher's competence. Teachers have wonderfully creative ideas and they get things done in the classroom. They can create materials for themselves but

not necessarily others. They may not have the time to write their ideas in a format to be shared with other teachers. Also while it is quite alright for them to use copyrighted materials in their own teaching, those materials cannot be passed on to others without being in violation of copyright laws. The BCTF was very specific about “no copyright” materials. Therefore we found considerable editing was required to get the lesson plans into a shape that would be accepted for the BCTF website. The editing involved not only clarifying and putting the teachers’ ideas into a useable format for others but also adding or modifying or writing new activities when required, especially when the original idea was found in a copyrighted resource book or website.

Summary

This project involved the remodeling and sometimes totally re-designing of lesson plans and teaching activities to infuse more global content and processes. Rather than covering preset material, the lessons aimed to encourage students to explore issues as deeply as possible examining the different interpretations of reality, detecting bias and recognizing complexity. Instead of avoiding value questions and controversial issues, this became an important part of the curriculum. The lesson plans became more "process-oriented". Attention was given to making meaning, communication, and dialogue; to analysis, comparison, critique, and critical thinking; and to reflecting on the consequences of alternative solutions and taking defensible action. These lesson plans were developed with a vision of classrooms that are sites of inquiry rather than places where students are told things, where the classroom climate encourages students to engage in learning, and where students can learn from each other.

In many instances the re-modelling process results in an extended examination of the topic or issue that cannot be covered in a single lesson. Sometimes a whole unit ensues. I do not think this is necessarily a negative consequence. It may well be that studying one issue in depth provides students with much greater insight and with processes that could be more useful in the long term than trivial, fragmented bits of information. It may also facilitate a re-examination of what was previously taught and lead to course content that is more relevant in terms of achieving our educational goals.

This small project shows what teachers can do with a small grant for release time and some editing assistance. It is hoped that this presentation will inspire others to use the lesson plans, the lesson plan re-modelling process and consider developing a similar project to continue the momentum.

WHAT WOULD BE DIFFERENT

Content would be "global" and "connected"

- *"**global**"* in the sense that:
    - it is inclusive, many points of view are presented
    - it is broad based, includes value issues
    - it is not ethnocentric, fragmented or trivial (avoids the "museum" or "tourist" approach)

- *"**connected**"* in the sense that:
    - interrelationships, interdependencies, and systems are emphasized
    - it honours students' experience and background
    - past, present and future perspectives are included
    - it emphasizes reciprocal relationships

Lesson planning would contribute to developing in students a global perspective thus includes

- ***awareness*** and ***knowledge*** of global issues
    - human rights, peace, development, and the environment
    - racism, classism, sexism, and other "isms"
    - prejudice, stereotyping, discrimination, and bias and propaganda techniques

- the opportunity to ***articulate and analyz****e* global/value issues
    - expressing empathy, open-mindedness, anticipation of complexity, and inclusivity
    - critical analysis of concepts, e.g., power, control, domination, exploitation
    - media analysis and study, especially coverage of controversial issues
    - problem posing, questioning
    - practical reasoning (deciding what is best to do for long term positive consequences on self and others)

- ***reflection*** and ***action*** for the betterment of society

- social critique, conflict resolution, social action

Lesson planning would transform to revolve around a value question

• for example: What should be done about world hunger? What factors ought to guide our use of the environment? Am I ethically obligated to ensure that my actions do not harm others? What should be done about bias in our textbooks? or What ought to be done about racism in our schools?

- emphasis would be given to:
    - problem identification and concept clarification
    - possible solutions and consequences
    - personal and environmental factors and underlying values
    - testing and justifying choices
    - evaluation of, and reflection on, solutions and actions

Figure 2. What Would be Different

The Re-Modelling Process

1. A Description of the Standard Approach:

- the content and how it is traditionally taught

2. A Critique

- why it fails to foster the goals of global education
- suggests what needs to be added or changed to raise global issues, to motivate practical reasoning and student action

3. Determining a Practical Reasoning Question and the Objectives of the Re-modelled Plan

Examples of Practical Reasoning Questions

- What should be done about achieving adequate food for all?
- What should be done about adequate housing for all?

Examples of New Objectives:

- students will become aware of the interconnected and interrelated nature of the world
- students will become more aware of the global issues related to decisions of everyday life
- students will become more skilled in defining problems
- students will have the opportunity to confront racism prejudice, stereotyping, discrimination, scapegoating, and bias in articles, texts, television, film, case studies, etc.
- students will develop research and analytic skills to critically examine the root causes of global issues and problems
- students will practice strategies that could be used in dealing with conflict
- students will be able to outline alternative solutions and consider the various consequences to themselves and others

4. A Description of the Re-modelled Plan

•Outline either additions to the original lesson or new learning activities that would replace what was done before.

Figure 1 – The Lesson Plan Re-Modelling Process

Global Classroom Lesson Plan Template

1. Your name:
2. Subject(s):
3. Grade(s):
4. Lesson title:
5. Brief overview: (one or two sentences)
6. CIDA development theme(s):
7. Learning outcomes from B.C. Ministry of Education IRP:
8. Time required (1-3 classes maximum) and total minutes required:
9. List of required materials and/or equipment:
10. Procedure–a well-organized, clear and succinct, user-friendly sequence of activities, expressed in point form. Your lesson should be consistent with Global Education processes (for example: co-operative learning, critical thinking, action/future oriented).

11. Assessment strategies:

12. Lesson Resources: (no copyrighted materials are to be used)

13. Suggestions to extend the lesson if appropriate:

Figure 3 – BCTF Lesson Plan Template

CIDA Development Themes

- Basic human needs

(health & nutrition,HIV/AIDS, basic education, child protection)

- Gender equality

(empowerment opportunities, education for girls and women, programs to attain self-sufficiency, women and small business)

- Infrastructure services

(environmentally sound services, transportation, electric and telephone systems, information systems, health, economic development and quality of life)

- Human rights, democracy, and good governance

(respect for human rights, peace building and conflict resolution, civil society and security)

- Private-sector development

(growth of small business, development of small business for women)

- Environment

(environmental information and education, help to protect the environment in developing countries, addressing climate change, desertification, deforestation,etc.)

Figure 4. CIDA Development Themes

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Developing Case Studies as Reflective Practice in Home Economics: A Literature Review

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The investigation into literature related to case studies and its use for pre-service and teacher professional development came as the result of requesting pre-service teachers to create a case study inquiring into typical teaching practices used in home economics for course during the one year Teacher Education Program at the University of British Columbia. The goal was improving teaching practice and pedagogical reflection by engaging teacher inquiry through the development of cases studies. The students in the course (HMED 414) were encouraged to use technology in the creation of their cases so that the cases might be shared with other teachers. The last term of a 12-month teacher education program coincides with summer session at the university where other teachers also enroll in the course. They are taking the course either for professional upgrading working toward a diploma in home economics or for credit toward graduate studies. For this particular assignment the participants were given a video clip of a fairly typical teaching approach in home economics and a set of reflective questions that emerged from three readings. The readings were on connectedness, intellectual rigour and critical science.

The purpose of this literature review set the context by describing the use of case study in teacher education to illustrate where the type of case study used fits with the current literature and thinking about case studies.

Defining Case Studies

The term case study is applied to a wide range of learning and teaching activities, from a simple scenario requiring the learner to employ existing knowledge of a single subject at one end of the spectrum to a complex case at the other. A complex case may involve a team of learners drawing on existing knowledge, searching for new information from a range of sources, the integration of several subjects, group debate, the evaluation and application of the information to arrive at possible solutions to the case and making a determination of which solution is most appropriate taking into account a wide range of possible impacts. The goal of the case study approach is to help empower the students as independent thinkers and practitioners. An effective case study is one which inspires students to think and decide creatively, based on their existing knowledge plus that of other group members, and information drawn from carefully selected written and verbal sources.

The case study as investigated by Kagan, has been a method to bring research into practice; to bring understanding and insight into the thinking of the experienced teacher. The exemplary practice of the seasoned teacher provides the prototype to investigate the wisdom and ethical practice of teaching knowledge. Kagan found that preservice teachers develop deeper understanding and critical thinking skills when using case studies to analyze classroom practice. The account of former practice has shown the use of simulations and role-playing to help teachers change critical response to classroom behavior and help replicate the response of the master teacher. Another effective method of case study was through narratives. It brought a way to collect data on teacher behavior and the reflection of ones own observations (Kagan, 1993).

Former methods of classroom-based teaching practices began with cooperative learning dating back as far as the late 1800's with both Colonel Francis Parker and John Dewey. These successful methods involved communities of learners, interdisciplinary curriculum, and alternative assessments such as projects and portfolios (Smith, 2005). Kagan contextualizes the use of case-based instruction as an old concept for teacher education. This method has been used over the past 50 years as summarized by Kagan (see appendix). These classroom case studies included textbook problem solving and reflection of teacher's experiences and solutions to these accounts. These cases were used as instructional tools to connect theory with practice and prepare teachers for situational thinking. In such cases, the assumptions were that all

classrooms were the same and that all problems were the same. Later more interactive analysis included simulation exercises and introduced the use of film and discussion to analyze protocol. The interactive approach helped recognize case studies as teacher narratives and told of the teacher's own account of the classroom experience and observations. By the 1970's, role-playing was introduced as vignettes and teachers were asked to react to specific situations. The development of critical thinking skills in preservice teachers used small groups to think of solutions and to discuss possible alternatives. The use of cases with large or small discussion groups continued until the millennium. The experience gained through enacted scenarios provided valuable background knowledge and preparation for in class experience. In such cases, it reflected real events, authentic reflection and ways of understanding methodology.

Digital Case studies

The digital case was a digital video clip of a preservice teacher in the classroom. The preservice teachers were asked to research into their own practice and analyze what would bring about intellectual rigour, community involvement, and a critical science approach to learning. The use of a digital case study would enable them to look at their classroom experience as a learning tool to evaluate, refine and rewrite or change classroom pedagogies. The teachers were given pre and post activities to provide background information on the three perspectives of teaching methodologies. Lewis et al identified three types of research that are needed to improve instruction through case studies: 1) the development of knowledge as it relates to student learning 2) the delivery model and need for innovative methods and 3) the assessment and improvement of the lesson. They found that these observations were reflective of the broader vision of teaching. Video and other innovative technologies enable peer observation and self-study to evaluate and collaborate in creating improved methodology (Lewis et al., 2006). It showed how teachers grew in content knowledge and instructional practice and improved their focus on student learning. The researchers argue that the use of lesson case studies are a valid scientific research method and provide innovative local initiatives to instructional improvement.

The transformative practice from traditional methods to critical science-based curriculum requires the preservice teacher to focus on instructional practice and the way in which students learn. Intellectual rigour and connectedness are identified as key factors in improving student

learning (Reynolds, 2003). Connectedness refers to content being related to the student's background knowledge: areas such as language, culture and personal experience. It is the way in which they learn through the connection to the world around them, their immediate life experiences and reality. Intellectual rigour refers to teaching strategies that enable higher order thinking skills. These strategies require the students to explore the content to bring meaning and understanding to the learning. The learning provides opportunities for the student to discover new outcomes and construct their own meaning from the learning outcomes.

Ways of observing

The ways in which we engaged the teachers in critical science approach was to have them reflect on their own teaching during a recent in school practicum. In groups they were to analyze the video clip of the classroom scenario and reflect upon the teaching as it relates to transformative teaching practice. They were to think of ways they could redesign the lesson to include a critical science approach to the learning and identify ways in which they could incorporate intellectual rigour and connectedness. They would collaborate on developing this analysis and reflection as a PowerPoint™ presentation to the class. Through this process of analysis and observation, the teachers would be able to think deeply and critically about their teaching methods and how it engaged or disengaged the students. The purpose of this activity was to allow the teachers to critically think on the teaching strategies and redesign the lesson to encourage higher order thinking and student inquiry. They would try to connect the course content with the student's real life experiences and present authentic application of the learning outcomes.

Kagan argues that the use of cases in teacher education is not an appropriate method of analyzing teaching practice. It makes the assumption that teaching is standard in response and does not account for the teacher's background knowledge, the fact that teacher practitioners are affected by their personalities, beliefs and experience. Case studies serve as exemplars of principles and can be used as the catalyst to bring reflection and change into teaching practices. It can help identify assumptions and hidden curriculum in current practice (Kagan, p. 718). The role of the researcher in teacher education is to stimulate the conversation of evaluating ones own beliefs and practices and collaborate with the preservice teacher to help identify areas that

can be changed and improved.

The use of technologies to help investigate into current practices is utilizing a valuable tool that exists today. It provides the ability to communicate eliminating the factors of space and time. The speed and capability of the Internet makes it possible to have "just in time" conversations with people normally inaccessible to a face-to-face meeting and bridges the gap through online course work. Not only will technology change the way we teach and learn, it will facilitate collaboration of ideas and lessons throughout the world. It allows for immediate feedback from peers and instructors and now the multimedia component brings the third dimension to the former two-dimensional learning with paper and pen.

Case studies for teacher preparation

Virginia University Curry School of Education is preparing their teachers through virtual meetings, linking one class of preservice teachers with another university class to provide diverse cultural exchange. The students view videos through Case Nex, a multimedia resource developed by the faculty (Armstrong, 2001). These resources included classroom experiences through virtual class scenarios using video technology, articles and comments by experts and video conferencing capabilities. This provided the teachers opportunities to collaborate with other preservice teachers to discuss the challenges they were experiencing and the virtual case studies that they had viewed. Using this means of communication though the Internet, provided the students with a broader understanding of classroom experiences and partnering with teachers of other teachers in other areas.

Teacher preparation at Colorado State University has a program called Project Promise that prepares professionals to become teachers. They use the students experience and knowledge from their profession to become subject specific classroom teachers. They are monitored and mentored to transition from their profession to teaching. The program also gives these professionals early classroom experience. Their teaching experiences are recorded for evaluation and reflection. Dr. McWhorter believes that reflection is an integral part of the program and that teachers have learned more from viewing their own teaching experiences in 15 minutes than sitting in a one to two hour lecture session. She notes that students show

improvement and progress through their self-study and that they become focused on improving student learning (McWhorter, 2001).

The study conducted by Baker showed positive response of preservice teachers involved in the multimedia – case-based instruction (M-CBI) for literacy teachers. It also showed significant improvement in the development of literacy skills and concluded that this method should be used in teacher education (Baker, 2005). More recently, Dymond & Bentz used digital videos through the Internet called streaming video to examine pedagogy. They found that preservice teachers that participated in the production of such videos were more informed and able to analyze their classroom practices (Dymond, 2006). There were challenges of overcoming the technical implementation of creating the digital videos and additional stress to learn how to use the equipment. However, the findings of Dymond's study showed that all preservice teachers had increased content knowledge and gave them equitable exposure to learning experiences. They found it was an effective method of providing "access to and understanding of the course content" (Dymond, pg. 108). The study also found that it was a way to use technologies that the preservice teachers were interacting with a method of communication that they were very familiar.

The use of digital case studies in teacher preparation should be identified as an integral part of the evaluative process and not a separate component of the learning (Dymond, 2006). The study suggests that more data needs to be collected to demonstrate the validity of improved student learning and methods of how these digital cases are implemented and the use of other instructional technologies. The beginning of integrating technology into daily practice had focused on the use of technology and often isolated the learning to the technology skills. It is now changed so the focus is on the learning content and not the technology skills. Students have many of these skills learned through the use of technology for entertainment and daily practice with technology such as cell phones and computers within the home. They no longer need to be taught the technology skills but rather need to be taught how to use technology tools to improve their learning. Harper (2001) has reported that over 40 states have students teaching teachers technology skills. Teachers will need to feel confident in allowing their students focus on the content even thought they themselves may feel disadvantaged in not know the technology skills themselves. "Technology, in and of itself, does not enhance learning.

It is what we do with it and how we choose to use it during instruction, that ultimately has potential to strengthen pedagogy, and in turn student outcomes" (Dymond, pg 111).

The need to research the use of case study was identified by Lewis et al in the areas of expanding knowledge, the delivery of instruction and assessment and revision of teaching. The Iowa Learning Online developed ten case studies of good practice teaching science online. The ten cases demonstrated different methods of online learning and the effective integration of technology. This supported the pedagogical use of case studies to improve instruction and assess knowledge and competence with the subject content. These competencies were measured against the state and national standards (Davis et al., 2005).

The study by Levin et al. investigated teacher preference for asynchronous (occurring over time) and synchronous (occurring at the same time). They found that preservice teachers' level of critical reflection was more engaging and thought provoking when discussions occurred in synchronous environments. They preferred immediate feedback from their peers and felt that it encouraged their own responses to be more challenging. The conclusions were that the preservice teachers preferred both methods of discussion and in small groups of no more than 5-6 people. Of highest importance was the choice of good quality cases for discussions. Good cases should encourage critical reflection and cultivate discussions around classroom management and teaching practice.

The use of online discussions is not the only method to bring about changes in teaching practice. Levin et al. reported that other methods of learning contributed to the way preservice teachers reflect on instruction and classroom management. These methods would include field experiences, readings, and assignments related to problem solving and student learning. We should not limit the ways in which we provide preservice teachers opportunities to reflect upon their learning and classroom experiences. The use of technology can broaden the scope of virtual experiences with classrooms and teachers outside of our geographical area. Through technology it provides many opportunities to learn about cultural diversity, social and economic differences. Hall and Hudson (2006) found that classroom teachers are not keeping up with the changes in society and lack background knowledge of those students who are different from their own. They felt that digital storytelling would give opportunities to explore what students

experience and exposures the teacher to “real life experiences” from the student’s perspective.

They also found that technology provided a way for students to engage with their learning outcomes and produce their own evidence of learning. “Engaging with content knowledge should drive the choices and uses of educational technology” (Hall, pg. 333). One major discovery through this study was learning to collaborate with others who had different beliefs and backgrounds and the focus on the content of the learning. The medium of video facilitated the synthesis of content knowledge. The students were able to demonstrate deep learning and critical thinking skills. It changed the teacher’s role to one of facilitator and the student’s role of taking more responsibility for the learning.

In the same way, preservice teachers can gain deeper knowledge and understanding into their role of a teacher when they produce their own story. Working through the medium of digital case studies, they would be able to synthesize their learning and reflect on how they are accomplishing their goal as a teacher. They would write a script for the content of their learning and look to find new and different ways of using technology to bring meaning to student learning.

Author (date)	Terminology	Format/Components	Suggest Activities	Who developed them	Description of the process	How they are used
Virginia University Curry School of Education Sara Armstrong (2001)	Video conference,	Allows case studies to link with other classrooms virtually and through multimedia, reflective practice	In class experience, one on one teaching, forming partnership through Internet and email, video conferencing with outside classrooms	Student Produced, Ready made video library	Early in class exposure, mentoring, work under supervision, extend experience through virtual classroom and CaseNex – video conferencing online	assessment/ evaluation strategy
Colorado State University, Project Promise Barbara McWhorter (2001)	Core subjects and engaging ways of teaching them	Year long graduate program for professionals entering teaching. Collaborative enterprise of entering teaching.	Model how activities engage students with the content areas	Professor/ Instructor	Peer review, mentor teachers and professor, and students Observing master teachers and early classroom experience with one on one student tutoring and	assessment/ evaluation strategy

					classroom teaching	
Dennis Harper (2001)	learning technology skills through students Generation www.Y	Gen www.Y kids training preservice teachers on how to infuse technology into the curriculum.	Students model their technology skills to teachers	Student published[1]	Students will help teachers learn technology skills, collaboration with students and mentors	Analysis
Stevens & Dibbon (2002)	TeleTeaching	Internet-based learning for teachers	WebCT course packages enable the teacher to present real-time interactive Science and Math classes at several locations.	Professor/ Instructor Published Course online	Pedagogy and strategies for online learning prepare teachers for electronic delivery. Students were able to access multiple online sites instead of Face to Face with one teacher.	Shared Learning/ Collaboration
Elizabeth Baker (2005)	Multimedia Case-based	Using M-CBI to improve literacy	Examining multimedia	Teacher designed	Utilizing an existing	Analysis/ Collaboration

	instruction (M-CBI)	education for pre-service teachers	cases to model reflective practice in teacher education		program of multimedia cases focused on children (ChALK), pre-service teachers can track students literacy growth as well as reflect on teacher's instructional methods	
Davis, Niederhauser, Compton, Lindstrom & Schoeny (2005)	Virtual Schooling	Teacher education incorporates virtual schooling	Case studies of good practice teaching science online provide guidance and support of instructional design	Professor/ Instructor	Ten case studies are used by preservice teachers to analyze good practice of teaching science online.	Analysis/ assessment
Dymond & Bentz (2006)	Observations via Video-conferencing	Two way observations of fieldwork to provide immediate feedback	Preservice teachers created videos of	Instructor produced videos/ surveys	Professor and preservice teachers viewed	Self analysis/ reflection

		to preservice teachers	their instruction with mildly disabled students		videos of a variety of different classrooms and children With diverse abilities	
Levin, He, & Robbins (2006)	Synchronous vs Asynchronous online discussions	Reflective thinking during online case discussions	Asynchronous (posted and revisited) discussions were continued for five days. A total of six case analyses were submitted to the instructor and discussed for one hour synchronous (real time) discussions.	Instructor Facilitated discussion/ Student	Pre and post surveys were conducted to evaluate the response to asynchronous and synchronous discussions and the preservice teacher's preference.	Analysis/ collaboration
Lewis, Perry and Murata (2006)	Video case studies	Summative trials of lesson study	Local data collection of video clips, study group discussions and observations	Student produced	Observing teachers and reviewing lesson plans as a group study/self study.	Analysis/ collaboration
Hall &	Video		Engage in the	Student	Teachers	Analysis/

Hudson (2006)			discussion and assessment of field experiences	produced	produces a video clip as a teaching story to identify social justice and diversity	Assessment

Development of Case Studies and Teacher Education

Pedagogies of engagement

The article by Karl Smith focuses on classroom-based inquiry. He identifies the need to engage learners and to find new ways of developing understanding and abilities for the twenty-first century teacher. He challenges us to develop interaction between faculty and student, a process in which the learner is an active contributor to the learning and collaborates with his fellow learners. Pascarella and Terenzini (2005) conducted research on the impact of college on student learning and future job skills. The study emphasizes the correlation between student inquiry and engagement in one's own learning. The increase in student involvement in learning activities and reflective practice indicates that the learner demonstrates improved skill levels and abilities related to future application of these skills.

The traditional model of teaching describes the teacher as the deliverer of knowledge, emphasizing teaching as an exposition. The teacher is the center of the learning and presents the learning to the anticipating student. The innovative model of teaching describes the teacher as a facilitator of learning. This model engages the learner in discovery learning with inventive and creative learning activities. The pedagogical reforms that would be examples of an innovative model would include problem-based learning, collaborative learning, student-centered learning and self-directed research. These models challenged teachers to look at their current model and pedagogies of teaching and learning and assess through reflection whether innovative teaching practices connect with their current practice and pedagogy. The process of discovery learning gives the learner the power to control the learning.

Papert refers to this as *child power* and the "political power of children as a major force in producing educational change" (Papert, 1998). In the speech delivered in London, England he argues that the model we learn while in school and the skills we utilize during our lifetime do not support each other. That the skills we learn become obsolete by the time we become a part of the workplace. He suggests that the only skill that will become useful is that of the desire to learn and to be a lifelong learner. It is with this mind of inquiry that we will be able to be a competitive and functional part of the changing world of technologies. He identified the need for knowledge for jobs that may not have been in existence while we were going through school. The quote "You will not have to change how you teach; they (presumably meaning the students) will not have to change what they learn" comes from an ad by Research Machines, major service provider for technology equipment in England. It makes a sarcastic reference to our teaching and learning methods.

There is a definite need to change to meet the future educational needs of the learner today. We are attempting to bring new approaches to teacher education and the way in which to enable these teachers to better prepare the students for a rapidly changing world of knowledge and information acquisition. It is a world without boundaries as the information technology allows us to venture beyond the scope of space and time. How can we bring new approaches into teacher education that would address the improving of pedagogical practices in a world of technological change? The use of digital technologies and multimedia has been shown to bring to bridge the gap between practice and understanding (Dibbon, 2002). The research shows that technology can be a useful tool in the redefining reflective practice.

Conclusions

This literature review found that the uses of case studies could be found in many institutions and demonstrated a varied use in teacher preparation. The use of multimedia has brought innovative and timely use of technology. Most common uses have been digital case studies where the technology facilitates new strategies that allow teachers to plan and redesign effective learning with the help of others. The most recent of the literature demonstrates the use of case studies in this way (Davis, Dymond, Levin, Lewis, & Hall). These studies incorporated the use of video film taken of the preservice teachers' instruction and used these to analyze

teaching practice together with their professor and other teachers. Teachers collaborated to address diverse needs of students and give feedback of observations they have made of their own teaching practices. It has improved the availability of good teaching practice and created a format other than what they read in textbooks.

Case studies has allowed ongoing professional development and enabled educational resources of best teaching practices to be made available through the Internet (Levin et al. & Davis). The digital case study facilitated teachers observing themselves to analyze ways they met student learning and helped them conduct self-assessment and reflection on their own teaching practice. In the study conducted by Lewis et al., digital case studies allowed the teachers to collect and analyze data and communicate their findings with others to discuss how they can improve instructional practice and change pedagogy. They produced their own videos and conducted a self-study to share with other preservice teachers. The use of the Internet has increased the opportunities for immediate feedback and input from those who are more experienced and knowledgeable (Baker). The preservice teachers had been given exemplary teaching practices to observe and analyze. The cases provided a way of using film to model mastery teaching for reflection and observation. The use of case study in our study recreated similarities to the existing uses. The instructor determined the topics of study and provided the reflective lenses through preparatory readings and discussion. The participants were then asked to demonstrate their understanding by creating a digital case that was shared with other teachers for further inquiry and reflection. The follow up in this research would be to do a critical analysis of the cases created by the participants to assess their understanding of new strategies to learning and how the use of digital case studies can be more effectively used for teacher preparation.

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A New Twist on Case Studies: Developing Cases as Reflective Practice

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This paper will describe an assignment that required teachers and student teachers in a summer session curriculum and instruction course in home economics education to develop a case around typical teaching practices in home economics/family studies. This is "a new twist on case studies" as most of the case study literature indicates that typical case based instruction in pre-service education used pre-written cases (Harrington, 1995). In some ways then this particular project is more closely linked to Problem Based Learning (PBL). Advocates for PBL claim that it has the potential to promote student understanding of discipline-specific knowledge; foster the development of a range of skills such as problem-solving, critical thinking, collaborative learning, and self-monitoring skills; and enhance student motivation (Goodnough, 2005). Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating apply critical thinking to the scenario viewing it from a variety of angles and viewpoints.

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Our Use of Case Study

Our goal in using this hybrid case study approach was to facilitate teachers to develop as independent and collaborative reflective thinkers and practitioners. The summer session course where we used this technique is a post practicum curriculum and instruction course. The intent of this project was to meet one of the main objectives of this course, that of reflecting on common teaching practices and to determine whether the various practice could be modified or strengthened in light of current research in home economics education. In groups of three of

four, the participants analyzed a video clip of a typical classroom practice for underlying values, beliefs, assumptions about learning and teaching. Because of time, we gave the students three examples of current thinking in home economics that could act as angles or perspectives to analyze typical teaching practices. Thus the case designing assignment required applying the concepts of connectedness (Reynolds, 2003), intellectual rigour (Reynolds, 2002), and critical science (Montgomery, 2006) as evaluative lenses, elaborating of these concepts if they were found to be weak or missing in the typical practice and presenting the analysis as a digital case study. The results were presented as a case study in PowerPoint™. There were five components of the cases that were required:

- the analysis or critique (determining the underlying values related to this particular technique or teaching strategy and outlining the strengths and weaknesses)
- exploring connectedness (explaining in what ways the practice could be modified or elaborated to embody the concept of connectedness in the three main area of home economics)
- exploring intellectual rigor (explaining in what ways the practice could be modified or elaborated to embody the concept of intellectual rigor in the three main area of home economics)
- exploring critical science approaches ((explaining in what ways the practice could be modified or elaborated to embody the concept of critical science in the three main area of home economics)
- examining what the literature has to say about using this teaching practice;
- providing a bibliography for teachers who want to learn more about using this teaching practice.

The teaching practices were determined from the available video tapes of the student teachers taken during the practicum. There were five teaching practices that were readily apparent and that could provide a video clip: peer teaching; competition; field trips or taking students out into the community; having all students doing the same thing at the same time; and demonstrations.

As in any typical assignment the actual results were uneven, but in the end most groups were able to fulfill the requirements of the assignment. In this paper we do not intend to do an indepth analysis of the actual responses. We will just highlight how the groups were able to

respond to each of the five components of the case by giving some examples. Our original recommendation to the groups was that each person should take responsibility for one of the "lens" from the readings and then they should share the rest of the work.

Examples of analysis or critique:

From the Case Study on Demonstration Lessons:

Underlying Values and Beliefs

• We teach by modeling skills and transmitting knowledge

• Students come to the teacher to be told what and how they are going to learn

• All students possess the same prior knowledge and experiences that enable them to follow and understand a demonstration

• Teacher-centered classroom

• One desirable outcome and process

• Teaching a set of isolated skills, in which information and facts are separated from everyday life

• Knowledge is absolute, non-controversial and unproblematic. It is a commodity that is possessed and transmitted

• Students will benefit from the seeing the task demonstrated for them first, instead of simply attempting it on their own

From the Case Study on the Use of Competition

STRENGTHS

• *Students have fun.*

• *Leads to increased motivation.*

• *Student centered.*

• *Promotes teamwork.*

LIMITATIONS

• *There are always losers…can lead to decreased motivation*

• *Can lead to arguing among group members*

• *Stronger members may dominate while weaker members can be left out*

• *Educational value can be lost if too much focus is put on winning*

• *Can be noisy*

From the Case Study on Having All Students Progress at the Same Rate, Doing the Same Project

Underlying Values and Beliefs

The Positives:

Equality

Simplicity

Less work for teachers

Efficiency

Effective resource management

Skill and Knowledge progressions

Transmission of predetermined, important stuff

Knowledge based

The Not So Positives

NOT inclusive

NOT about individuality

NOT about creativity

Difficult to be developmentally appropriate for all

Ignores existing student understanding and previous experiences

Examples of exploring connectedness

From the Case Study on the Use of Competition

Have competitions based on real life situations and problems:

Foods example: have students debate on the health quality of two local fast food restaurants.

Family studies or foods: Have students compete to prepare the best meal with a two dollar budget. Judging of each meal would be evaluated on set criteria.

Textiles example: have students design a warm-up outfit for their school soccer team, and have the soccer team pick the best design

From the Case Study on Peer Teaching

Students contribute a recipe and demonstrate to the class the preparation of a snack or side dish that represents some aspect of their heritage.
Students will be asked to research how/why the ingredients used are special to the region their ancestors came from.
This makes a connection to the larger social context within which students live.

Examples of exploring intellectual rigor

From the Case Study on Peer Teaching

-This is a comprehension activity in which students collaborate to reach a resolution.
-Each student is given a picture of a garment (no information is provided)
-Three students receive the same picture.
-Each student decides which fabric would best suit this garment.
-The students must defend their decision to the other two students. The group must reach a consensus.

From the Case Study on the Use of Competition

Give students a series of information and have them synthesize and integrate the information to solve a problem or overcome a challenge.
Examples:
Give students information on food security and challenge teams to come up with the best action plan to solve this problem in the Downtown East Side.
Instead of having students memorize the current food we could ask students to recreate the current food guide for a particular population (example: toddlers, teens, adults, and elderly). The students would then present their food guide to a panel, as the best

replacement food guide for their target group.

Examples of exploring critical science approaches

From the Case Study on the Use of Competition

Challenge students to think critically about an issue.
For example, have students examine the implications to using Fair Trade cocoa compared to other brands. Have students form debate teams, one team representing the company of a non fair trade organization, and the other team being the farmers of this company who are under these conditions.

From the Case Study on Peer Teaching

-Students work in pairs.
- One student researches organic farming, the other student researches conventional farming. Each student determines the benefits and drawbacks of each, focusing on environmental and social implications.
Each student teaches their partner their findings, and together they submit an assignment of comparing and contrasting the production methods.

Examples of examining what the literature has to say

From the Case Study on Competition

-Can facilitate fact mastery, practice decision making, problem solving, explore new ideas, teamwork, creativity, higher level thinking skills
-Can promote participation and feelings of success when designed appropriately
-Can promote teamwork
-Games can be designed for anyone (different abilities and ages) when designed appropriately

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From the Case Study on Demonstrations

"Students who passively observe demonstrations understand the underlying concepts no better than students who do not see the demonstration at all."
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Examples of providing a bibliography

From the Case Study on Field Trips

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A summary from the Case Study on Having All Students Progress at the Same Rate, Doing the Same Project:

Introducing connectedness, intellectual rigour, and critical science approach can ensure that the same project approach still is relevant, interesting, and valuable to each student in our class.

Discussion

Technology and time were main problems. Our original plan was to have the participants construct a digital case study that would involve the development of an interactive web page however we were constrained by time and with the technical competence of the students. So we opted for simple powerpoint presentations. Time constraints also hampered the debriefing of the cases when they were presented in class. More discussion time would have enriched the experience. Also we felt that more emphasis on group processing would have assisted with assessment of the cases. We recommend for next time greater monitoring of individual accountability. The other area that caused some confusion was whether to treat the video clip as an example of a generic teaching practice or whether to get into the specifics of the actual clip. Our intent as instructors was the former but there were some participants who got preoccupied with the latter.

An effective case study is one which inspires students to think and decide creatively, based on their existing knowledge plus that of other group members, and information drawn from carefully selected written and verbal sources. I used these case studies with the students in the initial curriculum and instruction course in home economics teacher education in the fall of 2006. The demonstration presentation was particularly effective. I plan on using them as examples of reflective practice in the home economics curriculum and instruction course to be taught in the summer of 2007.

Although this new twist on the development of cases was slightly contrived, we did feel that the process of constructing a case offers much potential for encouraging preservice teachers and practicing teachers to become more critically reflective of their own practice. Being critically reflective of typical teaching practices can provide the opportunity for transforming practice but also can involve considerable cognitive dissonance and some struggles in making the conceptual shift to broader views of teaching and learning but creating the case provided some distance with which to examine common practices in a non-threatening manner. We believe that efforts to continue to move home economics/family studies beyond traditional technical approaches could be enhanced by having teachers development and use case studies to examine their practice.

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A Model For Meeting Culminating Task Requirements In Family Studies Course: The Medway High School Family Studies Department Experience

Presented by Diane O'Shea, Family Studies Department Head

Medway High School is a composite school located approximately five minutes north of London, Ontario, Canada. The school was built in 1949 and originally named East Middlesex High School. A little more than 1000 students now attend the facility that was later named Medway after the winding creek that meanders through most of the rural municipalities and areas from where students originate. Medway is part of the Thames Valley District School Board, the third largest school board in Ontario. It is one of two Thames Valley high schools that offer courses full-year as opposed to a semester system. This creates unique challenges for assessment and evaluation since students carry a maximum of eight (8) courses for the full year. Potentially, a student could write eight (8) final examinations in June.

Assessment and Evaluation are critical components of effective learning. In Consistency in Classroom Assessment, Support Materials for Educators, a resource document compiled by the Council of Ontario Directors of Education (CODE) for the Ministry of Education, Section 2 reminds readers that "the Ontario Ministry of Education views the consistent application of classroom assessment practices as being of critical importance to fostering student success in Ontario schools" (p.4). The Ontario Curriculum Grades 9-12 Program Planning and Assessment 2000 clearly states that "the primary purpose of assessment and evaluation is to improve student learning" (p.13) with assessment and evaluation being based on the curriculum expectations and the achievement levels for each discipline.

Given these and other Ontario Ministry of Education guidelines for assessment and evaluation, the Medway administration, in discussion with department heads, advised departments to consider culminating tasks as alternatives to examinations in an effort to relieve some the stress and pressure on students in June. Numerous strategies (particular processes used to assess student learning and/or products used to demonstrate student learning) were [are] outlined in documents such as Policy to Practice, A Teacher Resource Document to Support the Implementation of the Ontario Provincial Secondary Assessment Policy (Part four: Classroom

Practices (B) The Planning Cycle – (ii) Gathering the Evidence, p.10). Examinations serve as but one of many assessment/evaluation strategies.

According to Policy to Practice, assessment strategies require careful planning and considerations:

Does the strategy allow for demonstration of the identified expectations?

Does the strategy allow for demonstration of the identified criteria of the categories in the achievement chart?

Does the strategy allow for a full range of performance and achievement across all four levels?

Does the strategy require the review or teaching of any additional skills?

Is the strategy appropriate to the time given for instruction and learning? (p.8)

In addition The Ontario Curriculum Grades 9-12 Program Planning and Assessment 2000 clearly states the overall principles of quality classroom assessment:

PRINCIPLES OF QUALTIY CLASSROOM ASSESSMENT

1. Quality assessments are valid and reliable.

2. Quality assessments address both what students learn and how well they learn.

3. Quality assessments are based on both the categories of knowledge and skills and the achievement level descriptions.

4. Quality assessments are varied in nature, administered over time, and designed to provide opportunities for students to demonstrate their full range of learning.

5. Quality assessments are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students.

6. Quality assessments are fair to students.

7. Quality assessments accommodate the needs of exceptional students, consistent with the strategies outlined in their IEP.

8. Quality assessments accommodate the needs of students who are learning the language of instruction.

9. Quality assessments ensure that each student is given clear directions for improvement.

10. Quality assessments promote students' ability to assess their own learning and to set specific goals.

11. Quality assessments include the use of samples of students' work that provide evidence of achievement.

In the past several years the Family Studies Department has created a model for several courses whereby students complete pieces of the final culminating task throughout the course and finalize the task in the last two – three weeks of the course. (In a semestered school, this would be approximately the last 8-10 days of the course). Both Policy to Practice and The Ontario Curriculum Grades 9-12 Program Planning and Assessment 2000 state:

Thirty percent of the grade (30%) will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. (p.15, Part Two: Policy Components © 70% and 30%,p.9)

In keeping with Part Four: Classroom Practices (A) Planning With The End In Mind (Policy to Practice, as well as the "Design Down" model advocated by Grant Wiggins and Jay McTighe in Understanding By Design and strongly recommended by Consistency in Classroom Assessment, Support Materials for Educators, careful planning at the beginning of the courses "operationalized" the process of the model.

Thus, students complete assessment tasks throughout the course, generally at the ends of units, in preparation for the final product that is completed in the last few classes of the course. In keeping with Ministry of Education guidelines, the final products are authentic, meaningful tasks and students welcome the opportunities to develop pieces throughout the year long courses.

In Grade 10 Food and Nutrition, students work to create a food page or food section for a local newspaper. This idea is modeled after the traditional daily papers that carry food articles and/or sections usually on Wednesdays or Saturdays. Pieces parallel what one might find in a real newspaper. Students develop a crossword on food and kitchen safety, 15 tips to healthy eating, a case study/advice column that requires menu planning, a cartoon about achieving wellness and finally a focus on a Canadian food linking history, cultural elements, nutrition and a recipe. In the final days of the course students are required to add an editorial on an issue pertinent to food and nutrition e.g., obesity, organic vs non-organic, world hunger, etc. as well as newspaper–type embellishments.

A similar task is set for the Grade 11 Parenting class, this task, however, is a parenting magazine. Again, articles are modeled after those found in a typical parenting magazine such as Today's Parent. Students create a quiz on the decision to parent, a question and answer article about preconception health, pregnancy and child birth, an advertisement for a toy that they created during another part of the course, and a fact sheet on an agency that serves parents and children

in the community. Again, at the end of the course students add an editorial overview of the magazine and several additional articles of their choice that pertain to parenting in some way. The Grade 12 Food and Nutrition Science classes work to create " A Food and Nutrition Guidebook for Young Adults". The Grade 12 Parenting and Human Development Class create an inquiry box filled with examples of activities that can be created and used with school – age children and young adolescents. Again, most of the pieces are created during the course and highlight application to curriculum in some way e.g., a mobile that describes balance between work, family and personal needs, a flannelette teddy bear that links attachment and emotional development, puppets that have been used to demonstrate the challenges that families may face during different times of the family life cycle, sometimes a cookbook created by the class, and a storybook that connects to moral development.

Student files are prepared to keep pieces as they are completed and anecdotal feedback is offered so that students have the opportunity to do their very best before the final summative evaluation. This methodology fulfills the definitions of assessment and evaluation as contained in The Ontario Curriculum Grades 9-12 Program Planning and Assessment 2000:

Assessment is the process of gathering information from a variety of sources including assignments, demonstrations, projects, performances and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course or subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality.

Students are also encouraged to use these completed products for job and/or volunteer interview purposes as the tasks resemble portfolio-type references. Several students have used their products in securing employment at food establishments, summer reading programs and libraries, summer camps and Early Years Centres. The final products also offer excellent examples of student work when marketing courses in Family Studies.

The Family Studies Department and administration at Medway High School have been extremely pleased with student response to this assessment/evaluation method. The tasks clearly meet Ministry of Education guidelines and provide students with meaningful activities relevant to their development. By beginning with the end in mind students have opportunities to be creative, if they so desire, and they often do. With teacher feedback happening during the course of the year

when “pieces” are submitted, students have opportunities to make changes and corrections so that their final product is really their very best effort. The model then is truly a win-win for all parties involved: students, teachers, administration, and the Ministry of Education.

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The Importance of Integrating Family Studies into the Primary/Junior Curriculum

Ann Mondala and Melissa Clancy

Objectives

The paper aims to look at the importance of integrating family studies into the primary and junior curriculum. It also aims to discuss how the value of studying family studies can be reflected in the classroom and to show how it can be beneficial to the well-being of the students. Although family studies is not separately represented in the Ontario curriculum, its influence can be seen in schools in helping them achieve its goal of creating a healthy and safe environment. The integration of family studies to different subject greatly enhances the students' understanding on how they can relate what they learn in school to their daily life. Family studies is an interdisciplinary subject, incorporated in subjects like Health, Science, Social Studies, Family Life and can be integrated in Math and Language Arts (Tryssenaar, 2006).

Our Decision to Enroll in Family Studies

We decided to enroll in family studies as our subject concentration because of our academic background and keen interest in this field. Ann studied psychology, while Melissa studied Health Sciences. Having taken psychology, sociology and development through the lifespan courses we felt that they would integrate well with family studies especially foods and nutrition, parenting, and human development.

Why Family Studies is Important at the Primary/Junior Level

Having worked in an adult learning program I realize how important it is for students with exceptionalities to learn basic life skills. The primary focus for my adult learners was to teach them basic life skills including: cooking, counting money, budgeting and healthy living. I taught them about Canada's Guide to Healthy Living and relevant budgeting skills.

At the primary/ junior level, with full inclusion in Ontario, we also have students who would benefit greatly from many of the family studies components. Moreover, it is not just exceptional students who we can see benefiting. All students in the Ontario elementary classroom can benefit

since family studies is a great place to get students actively involved in learning while integrating other subject areas. There are many students who do not learn the basic skills of cooking and baking, healthy eating, and resource management at home. Integrating family studies into the classroom can help support their development in these areas.

Health and Well-being of Students

There is a great emphasis given to teaching young students on how to make wise decisions regarding their health. Emphasis is also given on how to equip student to be keen on what they eat. The importance of forming good eating habits was also stressed. During my teaching placements, I was able to witness one of the outreach programs that the Ontario Agriculture is doing for the school. They were sponsoring free healthy snacks for the students for 6 weeks, aiming to introduce eating fruits and vegetables to the students' diet. They were given carrots, broccoli, pears, apples, oranges, cucumbers and fruit drinks for snacks. During my stay, I noticed a handful of students in the class who will not even touch the food. I was really taken aback but not surprised by this. The class considers it to be cool not to eat these healthy foods. In what I have experienced, I see the need for educating students on importance of healthy diet and what positive effects do these foods have to the body. They need to be educated in making wise food choices. As teachers, we can help them build good eating habits while they are young by teaching them the importance of having a good eating practice.

The students should also be taught to think critically about the media. Media has greatly influenced the children in their decisions and plays an important role in setting the trend. Family Studies teaches students to look at media critically and be able to analyze the message they send. It also teaches the students about the attitude they should have (for example, being informed consumers or being proactive about their views) and the decision-making skills they need to think critically.

Daily Life Practice

Family Studies has its roots in teaching practical tools that are used in day to day life. It has its precept in teaching the different subject areas as it looks at the individual and their needs (Tryssenaar, 2006). Teaching Family Studies in the elementary curriculum can be beneficial to

students as they can try to apply what they learn in science, math or social studies. It provides the application part to the things that they learned. For example, a lesson in science about biodegradable and non-biodegradable can be turned into a recycling lesson. A lesson about different cultures in social studies can use cooking of different foods from different cultures. Family Studies also covers lessons about relationships, parenting and family life that are valuable to the individual's social needs.

Our Experience with Integrating Family Studies into the Curriculum

During my first teaching placement I had the opportunity to integrate family studies into the math unit on data management and probability for grade 2. I had noticed during my observation days that many students brought unhealthy snacks for recess and consequently felt they could greatly benefit from learning about healthy food choices. I decided to integrate these two topics by teaching the data management unit with the topic of healthy food choices (Ontario Mathematics Curriculum, 2005). To accomplish this I taught the students about Canada's Guide to Healthy Eating, specifically focusing on the food groups. This required a separate lesson, prior to teaching the math lesson, whereby students worked in pairs and sorted various foods into the correct food groups. This accomplished the grade 2 Health expectation to identify healthy eating patterns by learning that a balanced meal should consist of all the food groups (Ontario Health and Physical Education Curriculum 1998). To integrate math I had each student bring one of their snacks or lunch food items from their bags to the carpet. I then placed large beaded necklaces in the center of the circle, each one representing a different food group. I explained to students that we would be using our knowledge of the food groups to sort our snacks. We then went around the circle, allowing each student to place their food item in the correct circle. I brought some extra examples and a few combined foods, pizza for instance, that required students to identify a new category. This activity was a good way to introduce the data management unit and helped me to fulfill the following Ontario mathematics expectations from the grade 2 data management and probability strand : Demonstrates an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously.

Secondly: Collect and organize primary data that is categorical or discrete and display the data using on-to-one correspondence in concrete graphs, pictographs, line plots, simple plots, and

other graphic organizers (Ontario Mathematics Curriculum, 2005). Students were really surprised at how many food items they were eating from the other category and were able to conclude that they needed to include a greater variety of food groups in their lunches. This lesson demonstrates that while it may take extra planning to incorporate family studies into the curriculum, it is possible and can be done in a cross-curricular manner so as to save time.

Differentiated Instruction

In our class with Dr. Tryssenaar, we were able to discuss different ways on how we can incorporate Family Studies into the Elementary Curriculum. We also talked about different ways on how we can adapt our lessons to suit the student's learning styles. Family Studies widely practiced the method of experiential, hands-on training in teaching (Tryssenaar, 2006). This method and the topics from Family Studies can be adapted to suit the different learning styles of the students. There is a great emphasis given to teaching using Differentiated Instruction in Ontario. Studies have been made about the different learning styles that we possess and students can benefit a lot from different approaches in instruction. Practical applications like resource management, sewing, cooking and parenting can help students approach the subject in more pragmatic way. It can be use as reinforcement lesson or as modeling technique.

One of the lessons that I taught in Grade 1 and 2 during my practicum was counting money. We started by making them familiar with the Canadian currency and everyday they would be counting money during their morning shared readings. In one of my lessons, I tried a different approach and taught them counting money through resource management. I have the students work in groups and they will pretend to be buying in the grocery store where they will use their money to get what they want. I told them that they will not be able to buy something if their money is short or they will lose money if they give more than the price. The students love the idea of being able to interact with their groups and in being able to apply their knowledge.

More so, students with exceptionalities can benefit from the practical approach of family studies. They will be given tasks that would be useful for their daily life. The lessons would also be adapted to suit their learning needs. Lessons like resource management, cooking, sewing, hygiene will help them in their personal life. Also, lessons about relationships, family, parenting, decision-making, etc. will teach them skills that would guide them in their day to day interaction.

Healthy and Productive Environment in Schools

In most of the schools there is an effort in keeping a healthy and safe environment for all the students. Family Studies can benefit the school not just from teaching the lessons but in implementing different programs for the whole school. Fitness and wellness programs can be run in the school. Health awareness programs like the ones that I observed were also practiced. The bake-off sales which we are familiar with are part of a family studies lesson. In my school placement, they are running a knitting and sewing club where the students are taught the basics of sewing. They also run a Spa club that focuses on personal hygiene and well-being.
Examples from class

Laura Tryssenaar, our instructor, arranged several workshops for us including:
Ontario Ministry of Agriculture Education: Great selection of teacher resources that link to Ontario curriculum expectations. For instance, Animals and Me, which looks at the growth and needs of different animals and how we need to care for them. This ties in perfectly with grade 2 science: Life Systems strand, growth and changes in animals (The Ontario Science and Technology Curriculum, 1998).
Egg Farmers of Ontario.
The Dairy Farmers of Ontario
Virtual Farm tours: Visit farmissues.com and use your activeboard to bring your students on a virtual farm tour.
Family studies centres: Make your own cupcakes, learn to sew.

Barriers to Implementing Family Studies into the Primary/Junior Curriculum

Often times when we tell teachers of our decision to concentrate in this area we get a similar reaction, which generally entails them asking why we would chose an area for which there currently is no Ontario curriculum. Most teachers feel overwhelmed with the concept of getting through the current Ontario Ministry expectations and do not like the thought of having to teach more. We usually explain to them that we guarantee they already are teaching many family studies topics without even knowing it and at the same time fulfilling many of the expectations they are required to from any of the given subject areas. For instance, in math they may be

teaching students how to add using money. They may pose a question that requires students to purchase some candy with their weekly allowance but they need to ensure they don't go over their budget or spent too much too quickly. Here, in a very basic way, teachers are presenting students with personal resource management skills, skills that they will use often in their lifetime.

Also, I feel that family studies, although not a separate subject, is currently integrated in many subject areas. For instance, The Ontario Social Studies Curriculum has grade ones learn about Relationships, Rules, and Responsibilities. Better understanding the components of family studies can enhance how well these subjects are taught while enhancing the learning experience of elementary students.

Resources

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The Canadian Symposium IX: Future Directions

Laura Tryssenaar, PhD

Canadian Symposium IX! There is great satisfaction in writing the "IX". It is more than just a numerical placeholder. It boldly represents a shared history of some significance. This is our ninth symposium at which home economics and family studies educators of all stripes from across Canada have met to discuss issues and directions in our discipline -- an opportunity to share stories, to consider the promise and possibility of our profession, reflect on our individual and collective challenges, and raise questions.

It is my role and my pleasure to convene the final session of the Canadian Symposium. Traditionally, the symposium ends in a plenary session in which we consider future directions in light of the issues that were raised over the weekend. Before we proceed with that challenge, I would first like to review the issues and directions from our previous conferences. Our history indicates that while requests went out for a "call for papers" relating to "Issues and Directions in Home Economics/Family Studies Education" an interesting development followed. At each symposium, the presentations seemed to find common ground and the discussions lead to a unifying framework for that particular year, which I have summarized as follows:

Symposium I (1991) – Winnipeg, MB: relevance, perception, image Symposium II (1993) – Calgary, AB: vision, possibility, and reflective action

Symposium III (1995) – Toronto, ON: transitions, perspectives, and coalitions for action

Symposium IV (1997) – Edmonton, AL: (no proceedings)

Symposium V (1999) – Ottawa, ON: initiatives, new developments, and change

Symposium VI (2001) – Winnipeg, MB: survival, technology, and the teacher shortage

Symposium VII (2003) – Richmond, BC: technology, innovation, community

Symposium VIII (2005) – Halifax, NS: transformation, change and professional practice

I apologize for the brevity of this summary as it is based on a cursory review of the proceedings in my possession, and though I may have misrepresented the content or detail, I hope that I have not trivialized the passion and care we collectively have for our profession.

Our history is one of a professional community that looks to the Canadian Symposium not as a means to and end, but as a rest along a journey that we began in 1991. The proceedings are rich with thoughtful and insightful research, with creative and innovative programs, worthy initiatives, illuminating metaphors, pedagogical insights, deep concerns and soaring hope. At each

symposium, we pause on our journey to reflect and to celebrate. And as I reflect on the continuum of previous proceedings, I see what looks like a well-executed relay of sorts. We move ahead in our own particular realities for two years, and at symposium, we reach back to connect with the previous symposium, yet we always look ahead to the next leg of the journey in light of the knowledge, support, and refreshed outlook provided by our reconnection with colleagues from across the nation.

With this in mind, and in order to facilitate the handing off of the baton, I want us to first look back and then look forward.

Part A: Looking back to Symposium VIII

The Canadian Symposium VIII was held in Halifax, NS in 2005.

- In what ways has the Halifax symposium affected/ influenced/or informed your practice?
- To what extent has the momentum of that symposium made a difference to us nationally?
- If you did not attend, what changes (positive or negative) have you seen over the past two years in home economics/family studies education on a personal, regional, or national level?

Part B: Reviewing Symposium IX

This year the symposium was held in Toronto, Ontario. On Friday evening, the state of Home Economics/Family Studies Education across the nation was considered. Saturday and Sunday saw 6 blocks of presentations, each giving rise to an opportunity to discuss and pose questions.

- What did you gain from attending this symposium?
- What questions raised at this symposium will inform your thinking regarding the future direction for your practice and your profession?
- What are you prepared to do personally, locally, provincially, and nationally to ensure a future for home economics/family studies education?"

Part C: Directions for the Future

One of the issues addressed at the Halifax symposium was the concern for how we might move forward in light of the demise of CHEA. A great deal of energy went into our discussion regarding possible initiatives that would provide a unifying entity for home economics/family studies educators. Sadly, the follow-through we had expected did not happen. However, two very positive things came about:

Dr. Sue McGregor established a nation-wide list-serve, through which she shares research, journal articles, publications, books, national and international home economics events.

Because Ontario accepted the responsibility of hosting Symposium IX, our very talented Michelyn Putignano established the Canadian Symposium website.

Questions for Discussion:

- How might the Symposium website help fill the gap caused by the loss of CHEA? i.e. What do you feel should be included on the web-site. How do you see it serving your needs? The needs of the profession across Canada?
- What logistics need to be agreed upon for the website to effectively serve the profession in the future?
- Of what value are Dr. McGregor's emails to you? To the profession?
- How might we best co-ordinate Dr. McGregor's efforts with the web-site?

Part D: Looking forward to Canadian Symposium X

For some of you, this has been your first symposium and for others, your ninth. With that in mind, and in light of the questions raised by this symposium:

- What are your hopes for the next two years?
- What questions do you have for the next symposium, hosted by Saskatchewan?

I have agreed to review the issues discussed, the questions raised, and the direction provided in this session, and will write a summary paper, which will be posted on the Symposium web-site. For those of you who presented papers at this symposium, we appreciate the work and the courage it takes to make that contribution. To those who attended in order to share in the pan-Canadian discussion, we thank you and hope that you will consider sharing your experiences, innovations, concerns, or contributions at a future symposium. I wish you all a safe journey back to your respective homes across Canada and just maybe, just maybe someone will ask you if you asked any good questions lately.