Proceedings of Canadian Symposium XI

Issues and Directions in Home Economics, Family Studies and Human Ecology Education

Winnipeg, Manitoba

March 11, 12 and 13, 2011

Editors: M. Gale Smith and Mary Leah de Zwart

Table of Contents

Symposium Program

CANADIAN SYMPOSIUM XI: Issues and Directions in Home Economics/Family Studies/Human Ecology Education

T 'n' T

Technology and Tactics for Home Economics/Family Studies Education

March 11, 12 and 13, 2011
Viscount Gort Hotel
1670 Portage Avenue, Winnipeg, MB

Friday - March 11, 2011

5:00 pm **Registration**
6:00 pm **Light Refreshment**
7:15 **Opening Remarks and Introductions**
Committee welcome
Greetings from our Minister of Education Nancy Allan
Greetings from Dean Sevenhuysen University of Manitoba Faculty of Human Ecology
8:00 pm **Provincial Reports**
9:00 pm **Wine and cheese reception**

Saturday - March 12, 2011

8:00 a.m. **Registration, Coffee, Light Breakfast**
8:30 a.m. **Opening Remarks**
9:00 a.m. **Guest Speaker**
Beauty is in the Eye of the Beholder
Linda Lundström
Fashion Studies Instructor, George Brown College, Toronto, Ontario
Acclaimed Canadian Fashion Designer

10:30 a.m. ***Technology in the Classroom**
The Reality of the Virtual Shifts
Alison Delf-Timmerman, PHEc, Senior High Home Economics Educator at Treherne Collegiate Institute in the Prairie Spirit School Division, Rathwell, Manitoba

Home Economics and the use of Technology: A look at Facebook, Vodcasts, Podcasts, Magazines, Blogs, and Television.
Dawn Kelly and Lynne Potter Lord, recent graduates of the Home Economics Teacher Education Program at UBC

Innovative Curricula Using Digital Comics in Human Ecology Teacher Education Practices
Dr. Orest Cap and Dr. Joanna Black, Faculty of Education, Department of Curriculum, Teaching and Learning, University of Manitoba

Titanium Chef: Online Gaming for Students in Grades 6, 7 and 8
Sydney Massey, RD *, Rola Zahr, RD, Lynne Sawchuk RD, Kenton Delisle RD
BC Dairy Foundation

LUNCH

12:45 p.m. ***Learning Technologies – On-Line Learning**
The Care and Feeding of an Online Course: Textile Studies at UBC
Dr. Susan Turnbull Caton, sessional instructor, External Programs and Learning Technologies, University of British Columbia

Designing On-line Course on Inquiry in Home Economics: Re-imagining the promise and potential of education research
Dr. Mary Gale Smith, sessional instructor, Faculty of Education, UBC

Trials and Tribulations of Web-based Teaching
Dr. Mary Leah de Zwart, adjunct teaching professor, Faculty of Education, UBC

1:45 p.m. ***Tactics: Research Informs Practice**

Drawing on Family Science Education in a Cross Cultural Classroom in Post Secondary Education: The Girl from Rodzien
Dr. Marlene R. Atleo, Faculty of Education, University of Manitoba.

The Pedagogy of Food: Teacher Engagement of Students' Hi-stories and Students' Voices
Miriam Sekandi, Graduate Student, University of Alberta

Learning Models In The Umeek Narratives: Identifying An Educational Framework Through Storywork With First Nations Elders
Dr. Marlene R. Atleo, Faculty of Education, University of Manitoba.

2:45 p.m. ***Tactics for Food Studies Programs**

Better Together BC – An Initiative To Help Families Get Started On Eating Together
Sydney Massey, RD *, Rola Zahr, RD, Lynne Sawchuk RD, Kenton Delisle RD
BC Dairy Foundation

Exploring Food History
Dr. Mary Leah de Zwart, Home Economics Education, UBC

Brown Bag It: Enhancing Of Foods Classes With Technical, Critical And Community-Based Elements Incorporating Social Responsibility
Shannon Campbell, Katie McCargar, Nicola Kirkpatrick and Jordana Kokoszka , teacher candidates, Home Economics Teacher Education Program, UBC

3:45 p.m. ***Tactics for Textiles and Fashion programs**

Strengthening the Professional Triangle: Fashion Design Educators, Employers, and Students Working Together
Vicki Charge, Chair, School of Media and Design, Lethbridge College, Alberta

High School Couture
Karen Luchak and Denise Miller, Fashion Technology and Design Program, Murdoch MacKay Collegiate Institute, Winnipeg MB

Fashion Tree Of Knowledge
Mary Boni and Lesley Pollard, Faculty, Fashion Design & Technology Kwantlen PolytechnicUniversity Richmond, BC

4:45 p.m. ***Tactics for Teaching and Learning**

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools
Linda D. McCulloch, OCT, Family Studies Educator, Richmond Hill High School, Ontario

Unit & Lesson Plans for Embedding Assessment for Learning
Linda D. McCulloch, OCT, Family Studies Educator, Richmond Hill High School, Ontario and Diane O'Shea, P.H. Ec., OCT, Family Studies Educator, Medway High School, Ontario; UWO Faculty of Education Pre-service Educator

DINNER – on your own

Sunday – March 13, 2011

8:00 a.m. Coffee and Juices
8:30 a.m. ***Tactics: Exploring Agricultural Connections**

Learning Strategies for Young Farmer Sustainability
Debora Durnin-Richards, PHEc, M.Ed., Director with Manitoba Agriculture, Food and Rural Initiatives.

The Real Dirt on Farming: The People in Canadian Agriculture Answer Your Questions
Carole Booth, educational consultant for Ontario Agri-Food Education.

Thinking Critically About Local Food
Diane O'Shea, P.H. Ec., OCT, Family Studies Educator, Medway High School, Ontario; UWO Faculty of Education Pre-service Educator

Enacting a Vision – Two Home Economics Teachers Build a Garden
Katherine Ashman, Home Economics teacher, Westsyde Secondary, Kamloops BC

9:45 a.m. Hot Brunch

10:30 a.m. ***Issues and Directions for Home Economics/Family Studies/Human Ecology Education**

Reflections of a Beginning Teacher: Implications for Teacher Education Programs
Evelyn Grant, B.Ed., Home Economics teacher, West Vancouver, B.C.

What is the work of a Home Economics teacher in the public schools of British Columbia? How is it changing?
Jenny Garrels, Past President, Teachers of Home Economics Specialist Association, British Columbia

Pre-Service Teacher Education: Addressing Concerns in Post Degree Programs
Diane O'Shea, P.H. Ec., OCT, Family Studies Educator, Medway High School, Ontario; UWO Faculty of Education Pre-service Educator

***Where to from here? Round table discussion**

12:00 **Closing Comments and Farewells**

* A number of PowerPoint presentations listed in the program may be found at: www.canadiansymposium.com
For technical reasons, the presentations have not been included in the Proceedings.

Designing On-line Course on Inquiry in Home Economics: Re-imagining the promise and potential of education research

Mary Gale Smith

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Faculty of Education

University of British Columbia

Canada

Abstract

Currently, teacher education programs (pre-service and in-service) are increasingly promoting inquiry- oriented approaches to professional development. This paper explores the ways inquiry, was conceptualized and operationalized in an on-line course, titled Curriculum Inquiry in Home Economics Education. This course was part of a package of ten, for teachers seeking additional certification in home economics education. Locating inquiry in the literature of teacher action research, self study, narrative study, content analysis, discourse analysis, curriculum analysis, and historical study, the course was developed as an approach to understanding home economics curriculum and pedagogy by simultaneously exploring various modes of inquiry. As developers and instructor our inquiry takes the form of critical incidents and epiphanies that we use to highlight the tensions of our positions and possibilities and pitfalls of these approaches to inquiry. We conclude that by introducing teachers to various forms of research they become the creators rather than consumers of research and conceptualizing inquiry in this way has more potential for educational change than traditional forms of research.

Setting the Context

Shortage of Home Economics Teachers

There has never been an oversupply of home economics teachers in the province of British Columbia, Canada and shortages have been reported for the past fifty years. The Public Schools Report (1969/70) indicated that "critical shortages still remained in Commerce, Home Economics, Instrumental Music, Special Education, French, and some other subjects" (p. G45). More recently, the British Columbia Teachers' Federation prepared a brief on *Teacher Supply and Demand in British Columbia* to present to the provincial government. It reported "Some districts report shortfalls in the following areas: Math, Science, Technology (industrial)

Education, French, Special Education, **Home Economics**, ESL, Counseling" [emphasis added] (BCTF, 2000). About the same time, a similar study stated:

> We found shortages in all 12 districts we investigated. Shortages were particularly acute at the secondary level, where we found across-the-board shortages (that is, in each metropolitan, urban, and rural district) in Fine and Visual Arts, French, Chemistry, Physics, Mathematics, Business Education, **Home Economics [**emphasis added], and Technology Education (Grimmett & Echols, 2000, p. 332).

The same authors concluded:

> We are concerned that unless there if careful planning for and a robust policy about issues of supply and demand, an individual without teacher qualifications will likely be placed in the classroom in the event of a serious teacher shortage, negatively impacting the quality of education and undermining the professional recognition of teachers (Grimmett & Echols, 2001, p. 9).

This situation continues with home economics always included in lists of difficult to fill positions (see, BCTF, 2006; BCPSEA, 2006, 2007).

Diploma Program as a Response to Home Economics Teacher Shortage

The home economics teacher shortage has been exacerbated by the elimination, downsizing and re-organization of home economics/family studies degree programs (see Smith & deZwart, 2010) resulting in reduced enrollment in home economics teacher education. To respond to the increasing demand for home economics teachers, the Home Economics coordinator in the Department of Curriculum and Pedagogy (EDCP) in the Faculty of Education at the University of British Columbia (UBC) began to work with the Department of External Programs and Learning Technologies (EDCP) to promote off campus and on-line courses for a Diploma in Home Economics Education. This diploma program consists of ten courses intended for certified teachers who are either new to teaching home economics or wish to upgrade their home economics qualifications. The program has been available for many years as an on-campus program but enrollment was low and many teachers found it inaccessible. A plan was put in place to develop on-line courses and to offer off-campus summer institute courses to support the program. These have been very successful. Because teachers have five years to complete the self-paced program, it is very difficult to get accurate numbers but we estimate

that we have over one hundred teachers at present in the program. The first three on-line courses were developed to address content knowledge in textile studies, food studies and family studies (the three main courses taught by home economics teachers in middle and secondary schools in the province). The last two courses focused on curriculum, one on curriculum and pedagogy and the other on curriculum inquiry in home economics.

Who are We

Both of us are home economics teachers who have taken time off teaching to complete masters and doctoral programs. As graduate teaching assistants at different times, we taught in the home economics teacher education program during our studies. Both of us returned to the school system upon finishing each degree and were subsequently seconded from our school districts to again work with pre-service home economics education teacher candidates and graduate students studying home economics education. Gale is now retired from public school teaching but continues to teach courses at UBC as a sessional instructor. Mary Leah is currently seconded from her school district as an adjunct teaching professor and coordinator of the home economics education program at UBC. We have strong beliefs about the importance of our subject area and are committed to increasing the supply of qualified teachers to maintain the position of home economics in the school system. We have been involved in designing and teaching the on-line courses to support the diploma program. In this paper we will discuss the fourth on-line course developed that was sub-titled, Curriculum Inquiry in Home Economics. It is an exploration of two university instructors committed to meeting the need for additional qualified home economics teachers. In developing the course we were influenced by our previous experience with diploma and masters students. We have found that those new to home economics as a teachable subject area often choose the subject because they like to cook or sew and they continue to hold this rather stereotypical view of home economics. It was important to us to that students gain a broader perspective of the subject area. We were often surprised, much like Gitlin, Barlow, Burbank, Kauchak & Stevens (1999), that when students were asked “what is research”, most would respond with generally positivistic approaches such as the scientific method, hypothesis testing, control group versus experimental group, and so on. We also wanted to introduce students to the notion of teacher research or practitioner research (Cochrane-Smith & Lytle, 1999; Cochrane-Smith and Lytle, 2009).

Inquiry in Home Economics

In Canada, Eleanore Vaines wrote extensively about reflective practice and home economics throughout the 1980s and 1990s. She consistently argued that we must centre our professional services on reflective action with includes critical thinking (Vaines, 1985). According to her, "reflective practice calls us to be mindful of our everyday life, our thoughts, our actions, our interrelationships with others and nature" (Vaines, 1997a, n.p.). She advocated for home economists and home economics and family and consumer science educators to adopt a reflective mode of practice as opposed to a technical rational mode of practice. Although she did not include the notion of inquiry, it is somewhat implied by the descriptors she used, e.g., "focus on theory practice activities"; "a blending of science (analytical, empirical, interpretive and critical) narrative and lifeworld ways of knowing"; "theory and practice are interrelated"; "leading an examined life" (Vaines, 1997b, p. 3-4).

Another Canadian academic, Linda Peterat (1997) has been a strong advocate for action research as professional practice. She argued for framing reflective practice within action research. For, her action research moves beyond just being mindful or thoughtful or reflective, it implies systematic, intentional, and self-critical inquiry that contributes to the body of knowledge of home economics practice and to home economics as a research based practice.

Action research has been advocated as a methodology for home economics (e.g., Hittman, 1989; Peterat, 1997; Smith & Peterat, 2001; Sikora & Alexander, 2004) because it is so closely linked to practical action and this resonates with the focus of home economics on daily life and hands-on experiential education and its roots in the progressive education movement and the work of John Dewey (Peterat & de Zwart, 1991). Nevertheless, despite the interest in action research, it has still to establish itself as a viable form of research within the academic publication community. McGregor's (2007) analysis on types of research published over a ten year period in the Journal of Consumer Studies and Home Economics (shortened to just Consumer Studies in 2001)determined that most of the publications involved statistical analysis (71%) and of those deemed non-statistical none were action research or practitioner inquiry.

The Rise of Inquiry in Teacher Professional Development

Increasingly, teacher education programs (both pre-service and in-service) promote inquiry-oriented approaches to professional development (e.g., Ball & Cohen, 1999; Bullough &

Gitlin, 1995; Cochran-Smith & Lytle, 1993, 1999a, 1999b, 2009; Putnam & Borko, 2000). Inquiry-oriented approaches are often contrasted with traditional models of professional development that frequently involved the university providing the theory, skills and knowledge about teaching and the dissemination of information or research to teachers by an outside expert (e.g., Wideen, Mayer-Smith and Moon, 1998). Inquiry also appears to have replaced "reflection" or "reflective practice" informed by the theorizing of Donald Schön (1983; 1987) that was a dominating theme in teacher education in the 1990s .

The movement to "inquiry" may have been influenced by the fact that teachers are frequently unaware of exactly how to be reflective. Although teacher educators share an intention to initiate reflective critique in their classes, research indicates that they provide little guidance for teaching students how to reflect (Risko, Vukelich & Roskos, 2002). The handbook for instructors at our university, for example, suggests this when it directs instructors to have fewer assignments called "reflections" adding that "teacher candidates benefit from an initial explanation of what is meant by a reflection, i.e. the critical analysis of a reading, lecture or experience" (TEO, 2010/11, p. 11). Rather than "reflection", the slogan "inquiry" has become ubiquitous in educational settings. However it is often not well elaborated. The danger of a slogan is that it is often ambiguous, has potential multiple meanings and may be adopted without regard for the underlying values of social interests being served (Popkewitz, 1980). Inquiry may in fact be classified as an essential contested concept like many educational concepts (Gallie, 1964) as there is no one succinct rendering of what it means and it cannot be assumed that there is a common understanding of the term. Inquiry tends to be a broad term that encompasses action research, participatory research, teacher as researcher, insider-research, teacher research, action science, action learning, collaborative inquiry, self-study, and an assortment of other descriptors.

Tom (1985) developed a set of three dimensions that reveal the various ways that inquiry could be conceptualized. The dimensions were: what is deemed problematic; the model of inquiry; and the ontological status of the educational phenomenon. In regard to what is deemed problematic, he stated "no consensus exists concerning which aspect of teaching ought to be the object of problematic thinking" (p. 37). It could range from what he described as small areas such as teaching strategies and content knowledge to larger areas such as the political/ethical principles underlying teaching or the larger society and political, economic and education institutions. In the middle of the continuum are teaching practices. In reviewing the

literature of inquiry at the time, he suggested there were four models apparent: knowledge achieved commonsense inquiry which he described as having low rigor, narrow scope; knowledge achieved through disciplined inquiry, high rigor, narrow scope; linking of knowledge and action through commonsense inquiry (low rigor, broad scope); and linkage of knowledge and action through discipline inquiry (high rigor, broad scope) (p. 39). He also noted variation in ontological commitments from considering educational phenomenon as real, naturally occurring events from which law-like generalizations can be generated, to generalizations that are context and time sensitive, to considering educational phenomenon as socially constructed to be examined for the extend to which they serve certain purposes. He states "teacher educators frequently ignore, or are inattentive to, the issue of what assumptions they are making about the nature of educational phenomena" (p. 42). He concludes "those of us who want to extend the inquiry capacity of teachers need to have inquiry models that are conceptually sound and capable of being implemented in typical school situations" (p. 43).

Cochran-Smith and Lytle (1999) outline three conceptual frameworks for inquiry based on differing conceptions of knowledge and teacher learning. Each has specific assumptions and implications. University researchers providing general content and pedagogical knowledge for teachers to use is classified as *knowledge-for-practice.* It is assumed that "teachers are knowledge users, not generators" (p. 257). This conforms to a traditional view of professional development where outside experts provide new knowledge or skills for practicing teachers. *Knowledge-in-practice* assumes that practical teaching knowledge comes through experience. Thus "teaching is a wise action in the midst of uncertain and changing situations" (Cochran-Smith & Lytle, 1999, p. 266). Research in this area describes craft knowledge and personal practical knowledge. Teachers are understood to be the generators of knowledge who mediate ideas, construct meaning, and take action based on that knowledge. They inquire into practice, and use self study. *Knowledge-of-practice* assumes that teachers play a central role in generating knowledge of practice by "making their classrooms and schools sites for inquiry, connecting their work in schools to larger issues, and taking a critical perspective on the theory and research of others" (Cochran-Smith & Lytle, 1999, p. 273). The teachers' relationship to knowledge is different from the previous conceptions in that they become researchers, theorizers, activists, and school leaders who generate knowledge for the profession and they also become critical users of research. This view is evident in professional programs that focus

on teacher research, action research, and inquiry communities. It also includes activities such as examining personal autobiographies and writing critical reflections.

Peterat and Smith (2001) in discussing in-forming practice through classroom inquiry distinguish types of inquiry on the basis of their ideological perspectives, associated intellectual or philosophical traditions and rhetoric about action, and the purposes they serve, for example, as scientific problem solving, as practical decision making, as emancipatory research, as interpretive research, as narrative research, and as grounded ethical practice. Scientific problem solving could involve hypothesis testing or the application of theories following the scientific method. Inquiry processes used to enhance the practical decision making of practitioners take a more eclectic approach, providing teachers with the means to gather data that expose the theories that they are using in order to change and improve their practice. An example would be Cochran-Smith and Lytle 's (1999) notion of a stance of inquiry as "centrally about forming and re-forming frameworks for understanding practice" (p. 290). Critical inquirers seek to expose oppressive ideologies and institutional power hierarchies that can then be challenged, freeing people from false consciousness and enhancing social justice. Interpretive inquiries seek to uncover and illuminate the meaning people construct out of the events and phenomenon they encounter in their lives and what this reveals about educational beliefs and practice (e.g., Winter, van Mannen). Narrative inquiries seek the power of stories to study and interpret educational experience (e.g., Clandinin & Connelly, 2000). Ethical inquiries are more focused on small prosaic decisions taken after much inner debate, and involve pondering ethical questions such as, "what knowledge is of most worth?", "what should I teach?', "how should I teach?", "what kind of relationship should I form with students?" (e.g., Coulter; Kincheloe, 2003).

In sum, teacher inquiry is held up as different from every day reflection. It is intentional and visible and seeks to understand and improve educational practice.

Conceptualizing "Curriculum Inquiry"

When we add curriculum to inquiry we need to be clear what we mean by curriculum, a word used frequently in education. The way we understand and theorize curriculum has altered over the years and multiple conceptions abound. It has its origins in the running/chariot tracks

of Greece. It was, literally, a racecourse. This meaning is still implied in modern use of the term, for example, when it refers to the subject matter or course of studies taught to students, as in the Home Economics curriculum. In our province before the Ministry of Education adopted the term Integrated Resource Package, the documents were known as curriculum guides (British Columbia Ministry of Education, Skills, and Training, 2007). Often you hear teachers say "I have so much curriculum to cover". This usage of curriculum generally refers to content, the knowledge, skills and attitudes to be taught as spelled out in curriculum guides. Artifacts that provide evidence of this understanding of curriculum include goals and objectives to be achieved; specific sequencing in a program of study; learning outcomes for various grade levels; examples of experiences to facilitate learning; and lists of recommended textbooks and resources.

Another meaning of curriculum that is much broader includes everything that goes on in schools that contributes to what students learn. Curriculum theorists who adopt this view often refer to five concurrent curricula (Posner, 2004):

• the official curriculum (e.g., curriculum guides, textbooks, etc.)

• the operational curriculum (what is actually taught by the teacher, e.g., what content is included and emphasized and what learning outcomes get the most attention)

• the hidden curriculum (messages students receive about knowledge, norms, values, behaviour from the school environment)

• the null curriculum (subject matter that is not taught and therefore students learn that it is not important, not valued)

• the extra curriculum (experiences offered for students outside of the school subjects)

Egan (1978) suggests that inquiry is implied when we use curriculum when he says "curriculum is the study of any and all educational phenomena. It may draw on any external discipline for methodological help but does not allow the methodology to determine inquiry" (p. 16). Similarly, Schubert (2008) asserts "curriculum inquiry is conceived as thought, study, and interpretation used to understand curriculum, which is characterized as experiential journeys that shape perspectives, dispositions, skills, and knowledge by which we live" (p. 399).

Creating a Framework for an On-line Course in Curriculum Inquiry in Home Economics Education

For our purposes, we decided that our inquiry-based professional development course should engage teachers in deliberate and systematic curriculum inquiry that extended their understanding of curriculum in home economics education. We used the word "inquiry" in our sub-title because it is less intimidating than "research". As mentioned previously our experience with graduate students and practicing teachers had shown us that "research" is often interpreted as "using the scientific method" and positivistic statistical analysis. Our definition of inquiry then became research that enhances professional practice through understanding, interpretation and change. Inquiry seeks to know practice and the influences on practice and to offer ways and ideas for the transformation of practice. We held that curriculum inquiry involved using a variety of "methodological helps" (Egan, 1978) or scaffolds to investigate the various aspects of the phenomena known as home economics education. Our approach was to provide opportunities to actively explore various types and forms of inquiry and research techniques that would enable participants to locate, gather, analyze, critique and apply information in a wide range of contexts related to curriculum in home economics education including "mak(ing) problematic their own knowledge and practice as well as the knowledge and practice of others" (Cochran-Smith & Lytle, 1999, p, 273).

We assumed that adults are constructors of knowledge; that teachers new to home economics should develop "*situated knowledge*, meaning knowledge that is understood through specific situations rather than, or in addition to, knowledge that is understood abstractly" (Kennedy, 1999, p. 71), knowledge in practice and knowledge of practice (Cochran-Smith & Lytle, 1999); and that they would benefit from being supported by having models or examples to guide them. So for each type of inquiry we introduced to students we provided general information about the inquiry and we provided specific examples of the inquiry in use. Students were then given specific tasks to do using the example as a model. Our hope was that the participants in the course would then be able to use the various inquiry processes in their own.

In designing the course our major objective was to provide opportunities for the participants to learn more about curriculum (taken in its broadest sense) in home economics education. We also wanted participants to be critical of what might be called "traditional" or

"technical" approaches to home economics that do not encourage critical or creative thinking (e.g., Brown, 1980; Montgomery, 2008). Rather that transmit the current knowledge and theories in the area we chose to introduce students to various forms of inquiry with examples so they would generate practical knowledge that would enhance their professional practice as current and future home economics teachers.

We selected 5 general categories of inquiry: teacher action research; narrative inquiry; autobiography and self study; historical inquiry; curriculum document analysis (see the pentagon in figure 1).

Teacher Action Research

We explained that teacher inquiry involves a commitment to examining what influences their values, beliefs and teaching practices and what is going on in their classrooms, with an eye to improving the learning situation for the students in their care (e.g., Altrichter, Posh, & Somekh, 1993; Atweh, Kemmis, & Weeks, 1998; Holly, M., Arhar, J. & Kasten, 2005).). We asked the students to uncover moments of wonder in practice, transform these moments into research questions and make a teacher action research plan. Using Mills' (2003) outline of the key concepts of practical action research, we provided the examples in Figure 1.

Key Concept of Practical Action Research	Examples
Teacher researchers have decision-making authority.	• The Home Economics IRP outlines learning outcomes and home economics teachers in the province have decision-making authority over how to meet the learning outcomes. Given this decision-making authority you decide as part of your continued professional development to investigate the effectiveness of your lessons in meeting certain learning outcomes. • Your school has decided to focus on literacy as a common goal. You modify some of your lessons to include a greater emphasis on literacy. You document the changes you made

	and determine ways to monitor students progress.
Teacher researchers are committed to continued professional development and school improvement.	• Based on new nutrition guidelines for schools a group of home economics teachers gets together to modify or change the recipes that they are currently using in foods and nutrition courses. They monitor implementing these changes and meet to discuss and revise accordingly. • A home economics teacher inquiry group is formed to gather data on the state of home economics in the province to create a position paper to lobby for continuation of university programs that support the professional development of home economics teachers.
Teacher researchers want to reflect on their practices.	• As part of being a professional home economics teacher you regularly reflect on your daily teaching and what areas could be improved. You take action to improve the classroom climate, to create more engaging lessons, to try different ways of assessment, and so on and determine what methods work best to improve your effectiveness as a teacher.
Teacher researchers use a systematic approach for reflecting on their practice.	• As a home economics teacher researcher it is not unusual for you to seek feedback from your students through such means as exit slips, student unit and course evaluations, and informal discussions with students. • You also make notes on what teaching activities work and what doesn't work. • You analyze your test questions to see where

	students were having difficulties with the content.
Teacher researchers choose an area of focus, determine data collection techniques, analyze and interpret data and develop action plans.	• See the readings for examples of home economics teachers who have reported on their research on such topics as meeting the needs of ESL students, activities to develop empathy, and investigating use of Multiple Intelligence theories.

Figure 1: Examples of Key Concepts of Practical Action Research

Our thinking was that action research philosophy, especially that rooted in hermeneutical inquiry and grounded in the particularity and concreteness of everyday life, offered the possibility of capturing the emergent themes related to changing practice in home economics. Some of the questions that participants identified:

- If I were to involve the students in the process of deciding how the concepts of the curriculum were to be presented and assessed, (i.e. group project, multi-media project, quiz, essay, practical demonstration, etc.) would they be more interested in the lesson, and thereby be more likely to take away some tangible learning?
- How can I develop healthy, sustainable and local food choices in the students' selection of food items?
- What are effective ways to increase classroom cohesion and participation when working with alternate students?
- In what ways can HE educators promote multiculturalism and integrate cultural studies into their curriculum?
- How as educators can we make the learning meaningful to all students – regardless of cultural or socio economical background?

Narrative Inquiry

The idea of narrative inquiry is to collect stories and use them as a means of understanding experience as lived and told. Many authors have written about how *critical incidents* in our practices or lives shape our beliefs, values, and practices (e.g., Newman, n.d.;

Tripp 1993). A critical incident is a significant event that signals an important change or a shift in one's thinking. They are small "ah-ha" moments that enable people to see themselves, others, or phenomena, with greater clarity or in a completely different way. Critical incidents can be positive or negative. They can be minor experiences but very significant or cumulative and emerge over time. Critical incidents can be triggered in the midst of teaching, but they can also occur in a variety of other ways. They can arise from unlikely sources such as reading a book, newspaper or magazine, or overhearing a comment, or noticing how someone else is doing something you've always taken for granted, or suddenly seeing your own learning differently. Critical incidents are everywhere, not just in the classroom, and they offer important opportunities for learning about professional practice. They are moments or events that allow you to stand back and examine your beliefs and your teaching critically. They help identify the things that we take for granted, that are hegemonic and often unquestioned. The inquiry is often prompted by surprise (a term used by Schön, 1983, 1987), epiphanies (Stringer, 1996), or critical incidents (Newman, 1987, 1991; Tripp, 1993). The analysis of these critical incidents can be individual or collaborative. We chose to use a collaborative process developed by Tripp (1993) outlined by Hole & McEntee (1999) where each person in a group submits a critical incident story and then the group chooses one to analyze further. We explained to the participants that no matter what the incident our intent was to dig for deeper meaning that can inform our teaching practices for the better. We classify this as reflective inquiry understood here as the ongoing process of examining and refining practice. It is focused on context and tries to get at the assumptions behind practices.

The examples we provided from our own practice demonstrated exploring the ethnocentrism of home economics curriculum content, and questioning assessment and evaluation practices and the dominance of teacher as transmitter of knowledge. The participants analyzed critical incidents ranging from class management problems, teachers' assumptions about what students could accomplish, "dumbing down" of content knowledge, and the trials of being a teacher on call.

Autobiography and Self Study

Inquiries classified as autobiography or self study acknowledge that much of teaching is grounded in personal histories and has developed over the course of a lifetime. Palmer (1997)

states, “Knowing myself is as crucial to good teaching as knowing my students and my subject” (p. 1) and Noddings (2006) agrees saying “possibly no goal of education is more important—or more neglected—than self understanding” (p. 10).

> When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life—and when I cannot see them clearly, I cannot teach them well. When I do not know myself, I cannot know my subject—not at the deepest levels of embodied, personal meaning. I will know it only abstractly, from a distance, a congeries of concepts as far removed from the world as I am from personal truth (Palmer, 1997, p. 2).

Thus, autobiographical self-study research has two basic assumptions: 1) that the way we teach is imbued with aspects of our biography; and 2) we have an obligation to improve the learning situation in our classrooms by better knowing ourselves.

We classify this as reflexive inquiry because it makes connections between personal lives and professional lives. The aim of reflexive inquiry is to study the self that teaches and to understand personal and early influences on professional practice. Autobiographical self-study research produces narrative accounts of significant moments in our past that help us understand our values and provides insight into current decision-making. “We engage in self-study work because we believe in its inherent value as a form of professional development” (Cole & Knowles, 1995, p. 147).

Exploring Educational Metaphors

According to Schön (1987), metaphorical exploration provides useful insights and reflection points for individual teachers. Metaphors offer us a way of glimpsing from the corner of the eye things that elude us when we try to view them directly (Palmer, 1997). Exploring metaphors enables us to think about who we are as teachers and what we want to be as teachers (Bullough & Gitlin, 2001). By examining the metaphors that represent our teaching, we can determine whether the prevailing metaphor has the potential to expand or limit our professional growth and development and our pedagogical relationships with students. We can change those metaphors that limit our practice, are not educationally defensible, or are not in line with our values and beliefs.

For examples, we explored the metaphors of "teaching as telling" sometimes referred to as "banking education", explaining that it assumes that students are empty vessels or banks to be filled. What does a closer examination of this metaphor reveal? Some of the underlying beliefs or assumptions are: that teachers possess the body of knowledge, and learning occurs when students are told the information; that teaching is a one-way exchange where the teacher's knowledge is power; that students are passive recipients of information; that information is uncontested and non-controversial; that students' learning can be measured by how much of the information they can memorize and spit back on an exam.

The participants explored a wide range of metaphors from concrete picturesque nouns such as a box of chocolates or sea shells to action nouns such as roller coasters, two way streets, jazz, real life, weather, beaches, river banks, to sports metaphors that are somewhat individual such as mountaineering, rowing, stairmaster, Bikram yoga, or ones that are more team oriented, such as basketball, to verbs such as gardening, juggling, igniting, awakening, rock hunting, fishing, counseling, sharing power.

Home Economics Education Related Life History/Autobiography

Autobiographical self-study research produces narrative accounts of significant moments in our past that help us understand our values and provides insight into current decision-making. Life history is usually a more ambitious type of narrative inquiry that incorporates all or most of a life. For the purposes of this course, life history was limited to some noteworthy stories that related to how the participants viewed home economics education, their approach to home economics content, or what they believed about home economics education. By not incorporating all aspects of a person's life, an incomplete picture is drawn, so this is a bit of a drawback, but at the same time, some deductions about values and beliefs may be made that would not be available otherwise. Polkinghorne (1988) articulates three levels of narrative: experience, telling, and interpreting. We asked the participants to relate experiences that shaped them as teachers, tell/write about them and then offer interpretations of them.

We gave the participants a copy of an unpublished document by Gale titled, *Falling into Teaching? Flashbacks, Recollections, Memories and Reflexive Mode,* where the theme was exploring the powerful hold of positivism and breaking free from technical rationale modes of

instruction.

The participants' stories were wonderfully presented and clearly illustrated that our stories at once reveal, constitute, and confirm the values that give significance to pedagogical acts that we enact in our classrooms. They highlighted that when we teach we are influenced by the stories of our lives.

Historical Inquiry

Inquiry occurs with others whether they are present or not. Vaines (1997) suggests three questions as part of reflective practice: What was? What is? and What should be? Knowledge of the "what was" - past history of home economics - is important in order to understand present concerns and contradictions and future directions, "not to preserve the past but to adapt it so as to enrich and manipulate the present" (Lowenthal, 1985, p. 210). Historical research involves studying, understanding and interpreting past events. It provides yet another layer of context for understanding events by locating them in specific times and places. Historical scholars make studying history their life's work. They may focus on particular individuals, for example, MacDonald's (1986) account of Adelaide Hoodless, a significant figure in establishing home economics (domestic science) in schools in Canada or deZwart's (1991) study of the influence of Jessie McLenaghen on public school home economic education in British Columbia. They may focus on important social issues, such as how home economics as an *Education for Women* (Peterat & deZwart, 1995) has constantly struggled for its position in schools. Or, they may explore the links between the old and the new or newer, such as examining textbook changes over a period of time (e.g., deZwart, 2007).

Examining Secondary Sources

Secondary accounts place historical research in a context. Secondary sources are scholarly accounts that are based on primary source data, on a reading of other secondary sources, or a combination of primary source data and secondary sources. Secondary sources seek to describe, explain, analyze, critique, report, summarize, interpret, or restructure that data. Secondary sources are second hand information and much more common and accessible than primary source data.

Participants were asked to explore how home economics become part of the public school system through the examination of historical data. We designed a timeline assignment whereby students were asked to determine the context in which certain developments in home economics education occurred. It was a " what happened when" approach. By creating a timeline of significant events the prevailing view of home economics can be placed in the context of the prevailing socio/economic and political conditions of the period. This adds "what else happened when" so that implications, antecedents, and consequences, become part of the analysis and interpretation. Home economics education, like all school subjects, ebbs and flows and changes with socio- economic and political conditions and the prevailing philosophy of education. Historical research helps put the ebbs, flows and changes into context.

We provided possible information for the first entry in the home economics timeline: *The creation of the **first domestic arts schools** in Canada is attributed to **Marguerite Bourgeoys** who founded the teaching order of the congregation de Notre Dame in Montreal in 1658*; suggesting that this was related to the founding of New France and assisting people to run a home and farm, and generally survive when food was scarce. Then each of the participants took a few of the entries and presented the political, economic, social and educational conditions of the time that impacted home economics education. These were shared to create a complete chronology of Home Economics in North America.

Analysis of a Primary Source

Primary sources are first hand information such as eye witness accounts or original records that have survived from the past. The latter include such things as diaries, letters, photographs, business papers, government and public documents, oral history interviews, and papers of organizations or societies. Primary sources are harder to acquire but are the preferred sources of historical researchers. Primary sources provide information that has not been analyzed, interpreted, commented upon, or repackaged, but we must always remember that primary source material reflects the individual viewpoint of the participant, observer or photographer, as the case may be.

We provided letters and photographs as a primary source for participants to analyze and then let them develop their own historical research project that uncovered an aspect of home economics history. We used two photographs of home economics classrooms in British Columbia, one from 1918 and the other from 1927 that showed two different perspectives of

home economics (one dominated by scientific rationality and the other reflecting home life and domestic values). We then had students read some correspondence between Mary Urie Watson principal of Macdonald Institute (the facility for training home economics teachers in Ontario) and Elizabeth Berry, a twenty-six year old graduate of the facility who had been hired in 1905 to teach domestic science in Vancouver, that revealed the struggle to get equipment to support the program and how Berry was determined to challenge the stereotype that domestic science was just "cooking".

Participants were then able to tease out some of the prevailing themes related to home economics education by conducting a close examination of a primary source of their choosing. Their choices varied from taped interviews in the archives, to old videos and textbooks, cookbooks, newsletters and journals, to textile artifacts, and so on.

Curriculum Document Analysis

The last type of inquiry introduced the students was Curriculum Document Analysis and we explained that they would have the opportunity to try three lenses for analysis, examining content, examining discourse and examining the underlying curriculum orientation.

Content Analysis

Content analysis is a research tool that can be used to examine curriculum resources and materials. It involves making inferences from the words, illustrations, pictures used. For example, the pictures in textbooks have been analyzed for the number and frequency of women or men and the typical roles portrayed to determine if there is gender balance or gender stereotyping occurring in the text. The content of journals has been analyzed to see what topics are most common. The content of two curriculum documents can be compared to see if there is duplication, for example, home economics and health. Content analysis can be very sophisticated where the text is coded, or broken down, into manageable categories on a variety of levels--word, word sense, phrase, sentence, or theme--and then analyzed at a deeper level depending on the conceptual framework of the research (e.g., post colonial studies; feminist critical theory; anti-racist scholarship).

At a less sophisticated level but still providing valuable insights is the most common notion of content analysis as simply doing a word-frequency count. The assumption made is

that the words that are mentioned most often are the words that reflect the greatest concerns. We designed an assignment that involved using analyzing the learning outcome statements in the Home Economics IRP to determine whether the underlying assumption was to promote higher order thinking. The participants used the New Bloom's Taxonomy (Pickard, 2007) as a rubric to evaluate the verbs used in the Learning Outcomes. Many were surprised about the weakness of the documents, for example: *The majority of the PLOs in the Family Studies 10 to 12 IRP emphasize lower-order thinking; 104 uses of lower-order thinking verbs as compared to 37 verbs from the higher-order thinking. The verb* ***describe*** *is used 43 times.*

Critical Discourse Analysis

It is difficult to give a single definition of Critical Discourse Analysis. There are many views and whole books on this research method. The most common features of critical discourse analysis involvestudying the ways language is used in texts and contexts and its effects. The intent is to reveal the hidden assumptions and motivations behind a text and to think more deeply about the meanings. Years ago Marjorie Brown (1993) wrote that "home economists, as a whole, do not clearly share common values, concepts, beliefs and expectations regarding home economics" (p. 176). For example, some people believe that home economics should be an integrated subject (i.e., a single home economics course) while others think it should be split into various subjects (e.g., food studies, family studies, textile studies). Some believe that the main emphasis in home economics should be family life while others want careers and individual development to be the focus. Many believe that skill development is most important (e.g., cooking and sewing techniques to be mastered) whereas others think that critical thinking and problem solving are more important. Some believe that home economics should contribute to global citizenship and social justice whereas others think that home economics is about doing things for oneself.

Dr. Sue McGregor, a home economist from Nova Scotia, points out that our language and words are not neutral. What is written in curriculum documents has a point of view and underlying values and beliefs about home economics, about what knowledge is of most worth, about what kind of society education is contributing to, about the role of teachers and students. Her article, *Critical Discourse Analysis--A Primer,* provides a more complete elaboration of critical discourse analysis and the background necessary for students to complete a small critical discourse analysis of a section of the IRP.

Participants then conducted a discourse analysis on the rationale statement of the current home economics curriculum guide/IRP. The intent was for students to reveal the hidden assumptions and motivations behind a text and to think more deeply about the meanings. Most wondered why definitions of home economics from Australia and New Zealand were quoted when there were many Canadian voices that could be used.

Determining Curriculum Orientation

Whether implicit or explicit, all educational programs, curriculum documents, textbooks and teaching resources have a particular point of view regarding: educational aims; conception of the learner; conception of the learning process and environment; and a conception of the teacher's role. What curriculum orientations do is draw out and categorize these various points of view. Aoki (1979), and Miller and Seller (1990) and others have articulated various curriculum positions based on the underlying theories, beliefs and assumptions upon which they are founded. Each orientation represents particular values, human interests and relationships in the world. Participants were given the following framework developed by Peterat and Smith (2000) that outlined four orientations (factual and transmissive; factual and transactional; interpretive and transactions; and critical and transformative) and were asked to select a teaching resource to analyze.

Assumptions About	Factual and Transmissive	Factual and Transactional	Interpretive and Transactional	Critical and Transformational
The Purpose of Home Economics Education	HE education is preventative education - focused on health and well-being and quality of life.	HE education regulates personal behaviour, develops socially responsible behaviour, and maintains quality of life and well-being.	HE education helps people live authentic lives. HE education maintains one's emotional, physical, mental, social and spiritual well-being.	HE education leads to critical awareness of the social conditions that need to change for there to be social justice for all.

The Emphasis	The emphasis is on changing or modifying behaviour and on prescriptions for everyday living.	The emphasis is on constrained and formulated decision-making and on controlled choice.	The emphasis is on individual choice and individual freedom, dialogue, mutual growth, and strengthening the sense of community.	The emphasis is on social relations, political processes, resource allocation, equity, peace and one's responsibility as a global citizen.
Students	Students are blank slates which unquestioningly accept facts and information, passive "consumers" of knowledge and a homogeneous group.	Students are detached, able to decide for themselves within limits, and capable of controlling themselves and of having interpersonal relationships.	Students are active, "in" the world, capable of thoughtful action, deliberation, and purpose.	Students are knowledgeable, critical and reflective. They can take action to make a better world.
Learning	Reason and feeling are separate. Learning is unmediated by reality or by the needs and experiences of students.	Reason and feeling are not separate. Learning involves practice in simulated social situations.	Learning is social and comes about through shared meanings and authentic communication.	Learning comes from participating in and changing one's world.
Knowledge	The content or subject is objective, and knowing has to do with accumulating information about the world “out there”.	Knowledge is factual and should be applied to real situations, and knowing is about the world "out there" and about how to deal with that world.	Knowledge is open to interpretation, subjective, exits in many forms, and is always incomplete.	Knowledge combines action and reflection to improve individual and social conditions. Knowledge is personal and intuitive, not just rational.

Teaching	Teaching means transmitting facts and information, controlling what students learn, and is didactic.	Teaching means giving students practice with the skills they need, while controlling what they learn, and involves telling, showing, and doing.	Teaching means guiding the inquiry, stimulating students' thinking, inspiring magical experiences, sharing students' experiences, and engages students in dialogue.	Teaching means encouraging critical inquiry, examining the bases of knowledge, equipping students to act for themselves and with others on behalf of the community, and means learning and acting.
The Purpose of Education	Education is meant to transmit the society's accumulated knowledge.	Education is meant to help the student cope with what is risky or dangerous in society.	Education is meant to help in the formation of authentic and responsive individuals, and to encourage personal development.	Education is meant to encourage personal and social transformation.
Society	Society develops through its accumulated knowledge, and all should adopt existing norms and conventions	Individuals are to adapt to society.	Society is constraining, to be tolerated, but its constraints can be overcome.	Society is a constraint on individual and community development. Society also influences and can be influenced by communities of individuals.

The example we gave the participants was how teen pregnancy as a topic frequently covered in Home Economics, Family Studies and Health. We showed how programs might focus on knowledge transmission, or problem solving, or self esteem, or a critique of social influences depend on the orientation of the curriculum resource. Participants were able to identify the orientation using the language in the chart to support their claims.

Conclusion

In this paper we have explained our actions to address the question "is it possible to gain a critical understanding home economics curriculum and pedagogy by simultaneously exploring various modes of inquiry?" The goal of professional development is usually three fold: to increase knowledge and skills; to change attitudes and beliefs; and to change instructional/pedagogical practices - all in the context of improving student learning. Previous models have involved disseminating research conducted by academics. Our intent was to re-imagine who would conduct research and explore the potential of practitioner research to transform home economics education.

Our hope was to encourage teachers new to home economics who, by having learned to shape questions around practice, and having engaged in study and inquiry, will move into their new professional life more reflective, more critical, and more aware of the complexity of teaching home economics and that this would impact their teaching practice and their relationship with students. That was our vision.

We have learned from our first implementations of the course and continue to modify and refine based on experience. For example, the teacher action research project was unrealistic given the time period of the course (13 weeks) and we needed to provide better explanation of metaphorical research. We continue to struggle with breadth versus depth (for example, did we have too many inquiry exercises that allowed only superficial rather than critical examination of topics?). But we have generally received positive feedback from our participants, for example:

> *I believe I am now a better student than I ever was and I believe as a result, I am also a better teacher. Much of this feeling of accomplishment, for me, comes from the content that I have been learning, perhaps especially in this course. I find the idea of questioning, researching, reflecting and observing compelling. I have rediscovered my passion for research.*

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Trials and Tribulations of Online Teaching: Changing Courses in Midstream

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Abstract

In this paper I examine course evaluation in online learning at the university level, by first showing how online learning has taken its place firmly in the forefront of learning. I then relate my own experiences as an online instructor that have spurred me on to learn more about this topic. I review available literature about instructor and student issues with online courses, beginning with the time-honoured article by Arthur Chickering and Zelda Gamson and referring to several articles on online education that draw from it. Finally I present a self-assessment checklist for instructor use that I have integrated from the literature review, and indicate plans that I have for the future use of the checklist as well as some current changes I have made in my online courses.

Introduction

In this paper I explore two questions:

1. What are appropriate criteria for evaluating online course student-instructor interaction in teacher education?
2. What is the potential effectiveness and/or impact of a checklist for instructor to use in assessing student satisfaction and effective learning in online courses.

University-level online courses have undergone massive growth in the past few years. According to a recent American study by the Sloan Consortium, online course enrollment grew 17% in the 2008 school year, compared to 1.2% growth of the overall higher education student population. In the U.S., more than one in four college and university students now take at least one course online (Allen & Seaman, 2010). Comparable Canadian statistics are not available; however Athabasca University, Canada's largest online university grew 415% between 1997 and 2007 ((York University Provostial White Paper), and had over 37,000 students from 87 countries enrolled as of January, 2011 (Athabasca University website). From these statistics it is clear that

the status of post-secondary online courses is not ephemeral; online learning is becoming mainstream.

The specific courses that I will refer to in this paper are part of the Home Economics Education diploma program, a ten-course program through the University of British Columbia Faculty of Education to enable certified teachers to upgrade their knowledge of home economics and raise their qualifications to PB+ 15. The diploma program was started at UBC in 2003 by Dr. Linda Peterat and initially consisted of a one week on-campus summer institute, to which online courses were gradually added. Four of the five core courses have been developed as online courses, with the fifth to be available in September, 2011. The program has grown from a yearly enrolment of 5 students in 2003 to 69 in 2009 (Smith & de Zwart, 2010), mirroring the expansion of online courses across North America. The total number of students enrolled hovers just under 100, as the program is self-determined and students take courses at their own pace with five years to complete it.

Between one and three core courses are offered online each term; as home economics education coordinator, it falls to me to coordinate the course and instructor schedules, answer student questions and teach at least one of the courses. My colleague Dr. Gale Smith and I have co-written two of the courses in the past year and the second of these courses, EDCP 494 (Family Studies) is the one on which I have based this paper and which has also become the impetus for improving my online teaching.

I have taught around twenty courses at the university level in the past twenty years, and received mostly positive comments in the university-mandated student evaluation of teaching ([SETs], which were in paper format until UBC changed to an online format in 2010. I received my first electronic evaluations in October, 2010, and noticed that the ratings for the two online courses I had taught differed considerably (see appendix for charts). The following three points were exceptionally low on EDCP 494; Assignments were useful learning experiences; assignments were given at reasonable intervals and the amount of work required for this course was reasonable. I immediately emailed the students and asked them what had gone wrong; I received seven polite replies back out of 23. Students suggested that the topic was too monumental to be broken down into weeks and assignments. “I don’t envy you”, a student wrote. Others wrote that the links between the readings and assignments were not clear. One student suggested that the class be split into three groups for reading and responding to postings – “less reading, less time, less work, but just as much involvement”.

Then, I learned how to access the online course comments, which contrary to the solicited emails, were anonymous. Again, seven out of 23 students had responded:

"At times, this course made me suffer anxiety. It was so hard to fit 6-8 hrs of course work into my weekly schedule. This says nothing about the instructor's ability but I do think she needs to understand the demographic that she is working with in her classes."

"With my lack of skill in navigating the online journal searches etc. yes i think i cried."

"I would not make anyone suffer through this course."

"The workload in this course was beyond imaginable. It was simply overwhelming. This was mentioned by a few students quite early in the first module but no changes were made to monitor and adjust the course"

"After doing a assignment about being careful how you address certain things with a class, the instructor commended the "trail-blazers" who were keeners and got an assignment handed in early and then went on to name them. Well, excuse me...perhaps those "trail-blazers" weren't parents who also happen to be working full time but still find time to volunteer in their community! ARGH!!!!"

(Anonymous student evaluations of teaching for an online UBC course in Family Studies, EDCP 494, October, 2010).

My initial reaction to the evaluation comments was annoyance and embarrassment, followed by pity and some compassion for the students who made the online comments. While accepting that the anonymous nature of the responses likely made them more harsh than the email responses, I still have to ask myself how my colleague and I, two experienced online instructors, could have written a course that provoked such comments? As the course instructor, how could I not have noticed the student reactions?

The course is over and done with, but the question remains; what can I can do to alleviate such distress in future teaching? Not to mention instructor burnout; I have started to

doubt my capability in online teaching. This experience has become a critical incident in my teaching career.

Review of the Literature

Two questions have guided my literature review:

1. What are good practices in online learning?
2. How can these practices be generalized into a checklist to use in monitoring online courses?

The number of journals concentrating on online learning has grown rapidly since 1989, when the University of Phoenix created the first post-secondary online course according to Lapham (2008). In this section I will concentrate on issues from the perspective of the instructor and the student, although there are countless more angles that could be examined such as technical and content issues. What does the literature say about the desired role of the instructor as viewed by the student?

From an instructor's standpoint, online teaching is more challenging than first anticipated. Even with the most perfectly designed course, there is a complete absence of nuances such as visual cues. Instructors do not have any built-in means of assessing how students are doing, as is possible in a face to face course. In addition, it is difficult to change a course in the midst of teaching it without knowledge of programming language; course designers frequently have a large number of courses to monitor, and cannot make changes as quickly as instructors might like. Therefore the usual means of responding to student educational needs are ineffective.

One suggestion is that instructors must change their role from lecturer to facilitator (Shieh, Gummer & Niess, 2008); in this role instructors should:

- provide a summary of or specific comments about the discussed issues
- monitor student participation and engagement levels
- intervene if students' interaction is slow or non-existent
- update class announcements
- keep students on task
- create a climate for learning (p. 62)

Social presence, according to Shieh et al. is the "key factor predicting the success of asynchronous online courses", (p. 62). Steinman (2007) uses the term "transactional distance"

to describe the feelings of remoteness that both instructors and students experience in online courses. In any case, the traditional model of direct contact with the instructor is no longer useful.

Although Shieh et al. based their study on the observations and reflections of only four students, they were able to make four salient points: active learning should be encouraged in weekly activities that reach beyond the online course such as interviewing members of the community; diverse talents and ways of learning should be respected by setting up standards for communication or enforcing the given accepted means; emphasize time on task by using reminders about due dates and indicating whether late assignments are accepted; and lastly, student cooperation should be promoted through projects that require joint effort.

How much should instructors contribute to discussions? Every online instructor is familiar with the following scenario; students are busily contributing to online instruction; instructor interjects an opinion; online student contribution abruptly halts. Steinman suggests that students should be given plenty of time to explore and discuss ideas before the instructor contributes; or in fact, the instructor may choose not to contribute at all but rather summarize the general trends and turns that the conversation has taken when it is time to move on to the next topic.

It is clear that students have different issues than instructors in online courses. A study by Sheridan and Kelly (2010) on instructor indicators in online courses found that the indicators most important to students dealt with making course requirements clear and being responsive to students' needs. The top ten most important instructor behaviours included the following: students expected that instructors would make the course requirements clear, clearly communicate important due dates, set clear expectations for discussion, provide clear instructions on how to participate in course learning activities, and provide timely feedback on assignments and projects. The ten least important behaviours included round-the-clock response to student questions, positive feedback and comments, weekly lectures, daily discussion participation, individual replies to students' posts in the discussion area, provision of a video that allowed students to see and hear the instructor, and engaging in real time chat sessions.

The distress that students frequently experience is attributed by Hara and Kling (2000) to instructors' misperception of the students' needs, complicated by students' diverse expectations of the online course. Hara and Kling note that instructors seldom receive any

instruction in how to teach online; and the task is most frequently given to junior professors or sessionals who may not have any investment in success. The dropout rate in online courses has been considerably higher than in face-to-face courses (Steinman, 2007) and is directly related to the transactional distance previously mentioned in the discussion of instructor issues. While the paper by Hara and Kling is ten years old (2000), they do suggest that student issues have been glossed over in the rush by post-secondary institutions to embrace online learning, which is quite simply, more cost efficient. Perhaps the positive side to highly critical online evaluations is that instructors like me will be pushed to improve their practices.

What should effective online course instruction involve? The course outline provides the content; the instructor and students the context and activities that help achieve the aims of the course. Chickering and Gamson (1987) set the benchmarks for good practice in undergraduate education through their seven principles (**bolded**). The equivalent principles in reference to online learning appear in *italics* in the following list, as interpreted by Graham , Cagiltay, Lim, Craner and Duffy (2001).

1. **Good practice encourages student-faculty contact**

   Instructors should provide clear guidelines for interaction with students

Both Graham et al.(2001) and Hornby (2008) suggest that instructors should clearly indicate how soon they will respond to messages, for example, within twenty-four or forty-eight hours seems to be standard. Numbers for technical support should also be pointed out to students; for example on the Vista system used by UBC, technical support is not done by the Department of External Programs and Learning Technologies [EPLT] but rather by the UBC Information Technology Systems. Students who have difficulty with their connections have often been frustrated because their instructors do not have the technical expertise to help them. This usually shows up (unfairly) on the student evaluations.

2. **Good practice encourages co-operation among students**

   Well-designed discussion assignments facilitate meaningful cooperation among students

The instructor must become a facilitator, not leader (Graham et al., 2001; Hornby, 2008; Shieh et al., 2008). To promote learner-centredness, satisfactory discussion participation must be clearly stated with specific examples provided (Hornby, 2008). Graham et al. (2001) state that tasks should always result in a product (I personally would argue with this if there are assignments in addition to discussion). The purpose of discussion should be to refine understanding of a particular reading, or to present one's views in a more or less public forum.

As Hornby points out, instructors must insert their own views into the conversations cautiously, as students sometimes perceive the comments as the "correct" answer, rather than facilitating discussion.

3. **Good practice encourages active learning**

   Students should participate in diverse, engaging assignments

"A learner-centered course design requires that students do more than simply read, write and discuss" (Hornby, 2008, p. 4). Suggestions are to include case studies or have learners work in groups to make their own narrative cases. In one of the other online courses that I teach, students work in groups, first submitting their own critical educational incidents for discussion, and then choosing one of the incidents to deconstruct according to a process outlined in Hole and McEntee (1999). This has been an effective way to encourage active learning; students must collaborate to choose one incident that their group will discuss; often they try to discuss everyone's in an effort to be fair. While I have not done a quantitative analysis of student participation in this particular activity, anecdotal evidence indicates that it provokes much discussion and is mentioned very positively in course evaluations.

4. **Good practice gives prompt feedback**

   Instructors need to provide two types of feedback; information feedback and acknowledgment feedback

Acknowledgment feedback verifies receipt of an assignment or a request (Hornby, 2008). Students need this type of feedback because it takes the place of eye contact (Graham et al., 2001). Hornby also recommends formative assessment prior to conducting any graded evaluations. Some simple types of assessment that might be used are the "Muddiest Point" and the "Minute Paper" (Angelo & Carlo, 1993). A discussion response by the instructor directed to the whole group that points out trends and turns is more desirable than individual responses (Sheridan & Kelly, 2010). Rubrics are also highly recommended. Note should be made of Sheridan and Kelly's observations that students do not expect instructors to be available 24 hours a day, seven days a week.

5. **Good practice emphasizes time on task**

   Online courses need deadlines

Although many students would probably associate online courses with independence and self-pacing, deadlines are important to promote deep, meta-cognitive learning, according to Hornby

(2008). However, many students choose online courses because they need flexible timetables; therefore Hornby suggests having ranged deadlines; i.e. the window for submitting assignments should be within a certain number of days, and a weekend day should be included to accommodate students who work Monday to Friday. Graham et al. (2001) suggest that regularly-spaced deadlines will also help students avoid procrastination.

6. **Good practice communicates high expectations**

   Challenging tasks, sample cases, and praise for quality work communicate high expectations

Examples of types of expected interactions, both exemplary and ones to avoid, should be included, according to Graham et al. (2001). Hornby (2008) stresses the importance of academic expectations; and the thorough spelling out of policies and penalties for missed assignments, academic dishonesty, procedures for technical problems and discussion participation expectations.

7. **Good practice respects diverse talents and ways of learning**

   Allowing students to choose project topics incorporates diverse views into online courses

The main reason for including this point is to allow students to select activities that enhance their learning styles and allow students to research their own areas of interest.

Improving Online Course Instruction

As a result of the literature review, I have incorporated some of the ideas from my literature review into the current version of EDCP 494 that I am teaching.

- Discussions have been cut from three postings to one posting per week
- Postings are not required in the same week that assignments are due
- Workbook activities have been made optional
- Students have received emails about the timeline for instructor response to emails and availability of tech support
- Acknowledgment emails have been sent for work received
- Exemplars of the major course project have been uploaded to Vista site with permission of past students, for the current students to view
- Additional time has been given for students to work on final projects
- An online survey program [Survey Monkey] was used to elicit students' comments half way through the course

- Instructor has not commented on student postings, but has allowed the conversation to form on its own. Summative comments are made when the discussion is over (two days after the due date of the posting and before the due date of the next posting).

When the current course is completed and has been evaluated by the students, it will be possible to compare the effectiveness of the changes in strategies. One point that I have already noticed is the difficulty of adding a midpoint survey that is not built into the course; I used Survey Monkey at the six week mark and only four out of 21 students used it, despite its complete anonymity. I believe this is because the access was outside the course platform, and students either did not have the time or were not motivated to do the midpoint evaluation. Building it into the course may be more effective and I will try this in the next session.

I have developed an online course self-evaluation for instructors to use (see Appendix One). The checklist was piloted in January, 2011; a teaching colleague and I used it to evaluate each other's current online courses and some changes will be made in it. Input from students is also desirable. I will discuss the checklist with my current students and offer them the opportunity to comment on it. A summary of the comments will be used to revise the checklist.

Conclusion and Implications

This pedagogical project has inspired me to improve my online teaching, both in course content and in instruction. I have been somewhat humbled by my experiences and realize there is much more for me to learn about online course instruction.

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Appendix One - Peer Evaluation for Online Courses

Principle (Chickering & Gamson, 1987)	**Lesson (Graham, et. al, 2001)**	**Application (Hornby, 2008)**	**Peer Evaluation / Comments**
1. Good Practice Encourages Student-Faculty Contact	Instructors should provide clear guidelines for interaction with students	• Establish policies describing types of communication that should take place over different channels • Set standards for instructors' timelines	
2. Good Practice Encourages Co-operation Among Students	Well-designed discussion assignments facilitate meaningful cooperation among students	• Learners should be required to participate • Discussion groups should remain small • Discussions should be focused on a task • Tasks should always result in a product • Learners should receive feedback on their discussions • Evaluations should be based on the quality of postings • Instructors should post expectations for discussions	
3. Good Practice Encourages Active Learning	Students should present course projects	• Eg. Students present case study solutions, discuss and then update and re-post solution with input from classmates	
4. Good Practice Gives Prompt Feedback	Instructors need to provide two types of feedback; information feedback and acknowledgment feedback	• Respond to class as a whole, addressing patterns and trends to keep up to date • Acknowledgement feedback takes the place of eye contact	
5. Good Practice Emphasizes Time on Task	Online courses need deadlines	• Regularly-distributed deadlines encourage students to spend time on tasks and help	

		students avoid procrastination	
6. Good Practice Communicates High Expectations	Challenging tasks, sample cases, and praise for quality work communicate high expectations	• Give tasks requiring students to apply theories to real-life situations • Provide examples of student work from previous semester • Provide examples of types of expected interactions, exemplary and ones to avoid	
7. Good Practice Respects Diverse Talents and Ways of Learning	Allowing students to choose project topics incorporates diverse views into online courses	• Students should shape own coursework by choosing project topics according to a set of guidelines • Students should research own areas of interest	

Developed by Mary Leah de Zwart

Exploring Food History – The BC Food History Network

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The B.C. Food History Network was started by Linda Peterat, Gale Smith and Mary Leah de Zwart in 2010. It has three aims:

1. Revive connections with the history of food production and consumption in B.C.
2. Explore how food shapes our collective consciousness and our cultural identity.
3. Share research into the history of food in this province.

Projects of the BC Food History Network include a website, bcfoodhistory.ca , a Facebook page, and a two-year contest for students entitled "Eat Your History". The winning entries may be seen on the website.

Mark Kurlansky, the noted author and foodwriter, noted that "Food is not just what we eat. It is an expression of who we are, how we live and the world we inhabit" (Kurlansky, 2007, p. 43). Farb and Armelagos (1980, p. 4) carry this thought further, suggesting that, " "Cultural traits, social institutions, national histories, and individual attitudes cannot be entirely understood without an understanding also of how these have meshed with our varied and particular modes of eating" .

Therefore, studying food or food products in isolation from their historical background denies many of the factors that influence how we live in the world; technology, globalization, and our shared past (Cotter, 1997; Kurlansky, 2007).

In the BC Food History Network school contest, "Eat Your History", students are encouraged to connect to their local communities through local museums and archives and interviewing community elders and family members. The area of food history is not limited to the contest, however. Food history can be infused into almost any discussion of foods and nutrition. The following list gives ideas for potential topics of study:

- Find a piece of old kitchen equipment and learn how to use it (e.g. try baking/cooking on a wood-burning stove or using a sausage grinder)
- Seek out and record stories and recipes of pioneers and homesteaders
- Examine community cookbooks
- Research plants and animals that are indigenous to BC

- Investigate food that belongs to a particular immigrant group. How have cooking methods changed from the home country or locality?
- Explore outdoor cooking methods of the past
- Investigate traditional festive and celebratory foods such as plum pudding; vinetarta; kransekage; etc. Try the recipe in old and new versions and report your findings.
- Report on smokehouses and slaughterhouses of the past. How was meat obtained and preserved? How was food safety handled?

Don't forget about field trips to museums or heritage sites where there are often replicas of historical kitchens and examples of historical cooking equipment. A number of lesson plan ideas for food history projects follow the reference list.

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BCFH THE BRITISH COLUMBIA FOOD HISTORY NETWORK

EAT YOUR HISTORY

Suggested Student Inquiry Activity #1

EARLY AND CURRENT FOODS AND FOOD PRODUCTION IN BC

DID YOU KNOW?

• In 1891, 22% of the population of BC (approximately 22,000) lived on 6,500 farms, mostly located on Vancouver Island, the lower mainland and in the Okanagan and Kootenay valleys
• Most of the Hudson Bay Fur Trading Forts had gardens
• Pemberton is famous for its potatoes.
• There were once several federal and provincial government experimental farms in BC
• Celery was once commercially grown in the Eagle Valley area at Malakwa, BC
• Ginseng, wasabi, and kiwi are grown in BC
• In the early 1900's over 70 fish canneries existed in BC
• A potato, known as the Cariboo spud, was once blacklisted in BC
• The Empress Hotel in Victoria is famous for its high tea.

Almost every community in BC has a story to tell about food production and consumption, past and present. Your Eat Your History inquiry is to find out what is unique about your community.

- Research the history of the growth and production of a particular food grown, produced, raised, or harvested in your community; or a food industry; or an invention; or a restaurant or grocery store that has a history in your community; or interested food related event; or a particular farm; or a seed company; or a specialty food product produced locally (e.g., cheese, jams)
- Use a variety of sources to gather information and pictures for your report, consider:
    - Local history books (check your local library)
    - Local museums
    - Web based sources such as:
    - Interviews with local historians, community members, family members

• Consider including pictures, recipes, audio or video clips to enhance your report/presentation.

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EAT YOUR HISTORY

Suggested Student Inquiry Activity #2

FOOD STORIES LINK THE GENERATIONS

DID YOU KNOW?

• Personal and family stories are rich in history
• Food and family recipes are one of the most persistent aspects of traditions
• Family food stories help us define who we are and where we come from

Almost every family in BC has a story to tell about food traditions past and present. Your Eat Your History inquiry is to use food as an opportunity to tell stories of "way back when" by collecting stories of the past from family members or seniors in your community.

• Conduct your research by interviewing elders, grandparents, or seniors in your community (in person, by phone, or by email, Skype, etc.)
• To get the best quality information prepare your questions in advance, for example:
  - What memories do they have of food provision (Where did they get their food? did they have a favourite shop, grocer? Did they grow their own food? Did they go to the farms or fishing docks? Did they gather, hunt, fish for their food? What foods were commonly eaten?)
  - How was food stored? (e.g., refrigerators, freezers, root cellars, dried or preserved, or?)
  - How was food prepared? (e.g., what types of stoves, what were the most popular cooking methods, what were the family favourites, etc.)
  - What foods were prepared for celebrations? (e.g., birthdays, weddings, holidays, other special events?)
  - What is a favourite food or recipe? How did it become a favourite? What makes it unique or special?
• Take notes, use a tape recorder or video tape to facilitate writing your report.

Consider preparing one or more of the recipes to photograph for your report or video making the recipe with your interviewee; including pictures supplies by your interviewee; including a picture and brief biography of the person you interview.

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EAT YOUR HISTORY

Suggested Student Inquiry Activity #3

DECODING OLD PHOTOGRAPHS

DID YOU KNOW?

• Photographs have tremendous power to communicate information and tell a story.
• Photographs are a useful primary source of information and can teach us a great deal about historical events.

Almost every family in BC has old photographs that tell a story about food, agriculture and food production of the past. Local museums and archives have collections of photographs from the past. Your Eat Your History inquiry is to locate old photographs of kitchens, farming, food production, harvesting, or other food related topics to study, analyze, reflect upon, and tell their story.

• Begin your research by locating old photographs. These could be family photos or from other sources such as the BC Provincial Archives, http://www.bcarchives.gov.bc.ca/visual/visual.htm

• **Describe** the photograph, making note of as much essential factual information as is available. E.g., Does the photograph have a title? Who is the photographer? When and where was the photograph taken? Look at the subject matter and describe it as clearly as you can. Are there people in the photograph? What are they wearing? What are they doing? Is it a landscape? Does it show the country or the city? What food products are pictured? What food preparation/processing equipment is used? List as many facts as you can.

• Then **analyze** the photograph. First, what comments can you make from the clues in the photo? If there are people in the photograph, how old do they appear to be? What do you think the relationships between the people are? What do facial expressions and body language suggest? What is going on in the background? Do you see any writing in the photo (signs, or posters, for example)? Are there recognizable buildings or landmarks? What time of day does it seem to be? Think about overall mood or feeling.

• Then **interpret** the photograph. Use the information that you have discovered through your description and analysis to draw conclusions about the photograph. Can you now say what is happening in the photograph and what it tells us about food, food preparation, production, or agriculture? You might need to do some research in order to discover the historical context of the photograph. What was happening in the world at the time? What is revealed about everyday life and adapting to the environment?

•The final stage of your decoding is an **evaluation**. Make a judgment about the value, the significance and the importance of the photograph. Is the photograph useful to you in terms of understanding food history? What does it add to your knowledge of the significance of food?

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EAT YOUR HISTORY

Suggested Student Inquiry Activity #4

TIMELESS TREASURES - INVESTIGATING VINTAGE RECIPES AND COOKBOOKS

DID YOU KNOW?

• cookbooks and recipes can provide the a wealth of information from which to explore changes over time.
• cookbooks and recipes give us a sense of the health concerns, entertaining, etiquette, fashions, advertising and economic conditions of the times.

Almost every family in BC has recipes that have been passed down through the generations either orally or in hand-written family cookbooks, or community cookbooks. Many local library and museums have a selection of vintage cookbooks. Your Eat Your History inquiry is to locate a vintage recipe, recipe book or cookbook and determine what it tells us about food history in BC.

• Begin your research by locating a vintage recipe or cookbook, then describe, analyze and interpret the document and summarize what you have learned.
• **Describe** the artifact you have chosen (a recipe, or a cookbook). Set the artifact in a context e.g., Where was it found? Is there a date when it was written? Who wrote it? What does it look like? What is the format? What measurements/temperatures are used (e.g. metric, weight or Imperial)? What additional information is included (hints, tips, advertisements), etc. Describe any unique features. Include images if possible.
• **Analyze and interpret** the artifact you have chosen. What does it tell us about food, food preparation, production or agriculture? about what technology, tools, household equipment available at the time? What comments can you make about the availability of ingredients, the style of the recipes, who usually prepares food, the health concerns, entertaining, etiquette, fashions, advertising and economic conditions of the times. What does it reveal about everyday life?
•**Summarize** by discussing the value, the significance and the importance of the vintage recipes and cookbooks and what you learned about food history? What does it add to your knowledge of the significance of food?
• Consider comparing and contrasting the recipe with a matching recipe of today, or tracing the changes in a recipe over time.If the recipe is from your family, consider interviewing the people who usually prepare the recipe or make the recipe and include video clips or pictures in your report.

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EAT YOUR HISTORY

Suggested Student Inquiry Activity #5

MAKING A "FOOD" DIFFERENCE IN BC

DO YOU KNOW WHAT THESE PEOPLE HAVE IN COMMON?

• John Bishop, Karen Barnaby, Dolly and Annie Watts, Andrew George, Barbara-Jo McIntosh, Alisa Smith and J. B. MacKinnon, James Barber, Rob Feenie, "Edith Adams", Dr. R.C. Palmer, Sally Mennell, Susan Mendelson, Mona Brun, Myrtle Siebert, Jimmy Pattison, Vikram Vij and Meeru Dhalwala,

They are just a small sample of well-known "food" personalities who are from, or live in, British Columbia. They have put BC and food "on the map", as food inventors, food writers, cookbook authors, TV show hosts, chefs, empire builders, and so on. Many of your communities also have people who are known for their contribution to agriculture, food production, food marketing, food products, food movements, and or other food related activities. Your Eat Your History inquiry is to report on a person who has made a significant contribution related to food or food history in British Columbia.

- Select a person involved with food in your community or in the province.
- Use a variety of sources to gather information and pictures for your report, consider:
    - Local history books (check your local library)
    - Local museums
    - Web based sources
    - Interviews with the person
- Consider including pictures, recipes, audio or video clips to enhance your report/presentation. Your report can also include your experience trying some of the products or recipes.

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EAT YOUR HISTORY

Suggested Student Inquiry Activity #6

UNDERSTANDING BRITISH COLUMBIA'S SOCIETY AND CULTURES THROUGH FOOD AND EATING

DID YOU KNOW?

• The eating habits of today's British Columbians are a reflection of changes in demographics throughout time.

• In British Columbia, there are over 200 distinct First Nation communities and a strong Métis presence - more than in any other province or territory in Canada - and each has its own art, language, culture and food traditions.

• Being a settler province, British Columbia's cuisine has been shaped by waves of *migration* that have modified locally grown or harvested ingredients from land and sea according to their backgrounds.

• The favorite foods of British Columbians vary slightly from region to region, and are strongly influenced by their family heritage, especially in relation to holiday celebrations.

Learning about and tasting the foods of others is a powerful way of exchanging ideas and traditions. Your Eat Your History inquiry is to explore the culture and traditions of the citizens of British Columbia by investigating food.

- Choose a specific group that is located in your community **or** choose a cultural tradition related to food in your own family. You could focus on everyday foods and how they are prepared and eaten **or** you could choose a food associated with special occasions, celebrations, seasons, or religious events.
- Determine the foods consumed and the growing, gathering, preserving and cooking methods used.
- Gather more information by interviewing a representative or family member of the group; visiting the local museum or cultural center; examining cookbooks or other references.
- In your report include information about why this food was important, how it has been modified over time, interesting facts about the food, how it was served, what rituals or ceremonies were associated with serving and eating the food, etc.
- Consider including a map or pictures of the area, someone preparing, serving, eating the food, the recipe, background information on the people (how they came to be living in the area).

BCFH THE BRITISH COLUMBIA FOOD HISTORY NETWORK

EAT YOUR HISTORY

Suggested Student Inquiry Activity #7

OUR LOCAL MUSEUMS ARE ALIVE WITH BC FOOD HISTORY

Did you know?

• local and regional museums and historical sites, document, collect and present all aspects of life, including vital activities around food production and consumption and the significance of food in everyday life

• many people believe that bygone food traditions and histories should be saved for future generations.

Almost every local museum some food-related material in their collection: from tractors and farm implements, to kitchen utensils and equipment, to plant and animal specimens, to traditional table textiles, to cookbooks and historic photographs, to fish nets or tools used by indigenous cultures, to household items from archaeological contexts. There is something to interest everyone. All these items have stories to tell. Your Eat Your History inquiry is to report on the food related history in your local museum or historic site.

• Begin your research by locating local museums or historic sites and choosing one to visit.

• After your initial visit, decide whether to:

a) do a general report of everything that the museum holds in its collection related to food production, preparation or agriculture, OR

b) select one interesting, intriguing antique item (e.g., old stove, a butter churn or butter paddles, refrigerator, apple peeler, egg beater, sugar snippers, ice cream maker, meat grinder, etc.) to report on
[Note: if you have an interesting, intriguing, antique kitchen item in your family's collection, you may also use that item for your report.]

• Consider including pictures, interviewing the museum curator or workers, interviewing someone in your community who may have used the item/s, showing how the item has changed over time, determining whether something similar is used today.

A Silesian girl from Roździeń – A Canadian search for meaning and identity

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This ongoing project explores the intersection of objective identity development through legislation, war, forced labor, immigration and subjectivities expressed through a photographic record of over 60 years of an immigrant to Canada who chose not to become a Canadian citizen because she was ashamed of her own historical identity. The data for this research project centers on the life history of Elfriede Elizabet Christ (Fülber) an ethnic German, born in **Roździeń**, Katowice, Poland in 1923. Elfriede Fulber (1923 – 2007). Elfriede Christ was my mother. She left me with a pictorial record of her life and times. Ziller (1988) suggests that pictures provide insight into a person's orientations. I expect the hundreds of pictures she left me as a legacy to aid in the reconstruction of her life history.

I teach both Aboriginal Education and Cross Cultural Education courses which are required for teacher credentialing in the Province of Manitoba. As a teacher educator, I am finding that many of my first year students in the teacher education program are discovering that they have family histories in Eastern Europe about which they know very little. In my attempt to connect with them I share my own immigrant journey and learning history. As they become aware of my journey and history they become aware of the possibilities of knowing their own family journeys and learning histories.

As part of their assignment requirements I have the students write what many call "heritage" papers that include family histories, lineage histories, educational trends in families, immigration patterns, occupational patterns and mobility patterns amongst other aspects of family life. Most students are very excited to understand some of the patterns in their families in the context of large scale social movements such as demographic shifts, immigration trends, international conflicts, etc.. Many are pleased with the outcome of their research and will explain how they gathered the information and the connections they made with their family members. Not everyone is pleased however and the occasional student with a traumatic history finds the assignment is too stressful and needs to be rerouted. On the whole, the exercise allows students to be much more empathetic to immigrants who come into their catchment area and those children who may enter their classrooms. In many ways the student exercise is a legacy from my mother.

In 2005, I had occasion to present at a conference in Katowice at the University of Silesia and again in 2009. It was very near the place where my mother was born. Several years before I had proposed o my mother that we should make a journey together into history to retrace her steps to Silesia which she had fled in 1945 hours before the Soviet army took control. She was already too incapacitated with Alzheimers' disease at that time. In Silesia during 2005 I was content merely to be in the train station that she had been many times and in the city square and environs. In 2009, I took the time to investigate the very streets and places where she had lived and worked. I also had opportunity to talk to students at the university, teacher candidates too, about their personal and family identity in this region which was at times German, Polish, and Russian both linguistically and administratively. Many of the Polish students had Silesian identities but as Poland joined the EU and Polish people were travelling abroad to work there was more interest in a Polish identity.

By examining the orientations over time in the life of this girl from **Roździeń**, through pictures and family interviews I expect to be able to learn more about the educational and occupational histories of people who have been refugees and immigrants from their homelands and participate more fully with my teacher candidates in valuing their educational histories. This may be especially important in the context of diversity in the classroom and higher education (Brown-Glaude, 2009) that is not merely about visible minority status but socio-historical movements and immigration as nation building processes.

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The pedagogy of food: Teacher engagement of students' histories and students' voices

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This presentation is a preamble to my proposed doctoral research. With my background in material culture and home economics education, I recognize the vast array of material culture in home economics classrooms. Smith (2008) challenges us to see the material world as pedagogical, which is partly why I consider the concept of food as pedagogical. Unfortunately, attention has shifted from this taken for granted material world, to technology. I am not belittling technology per say but I see technology as just part of the material culture in home economics classrooms. This taken-for-grantedness is even more critical for me because the composition of students in Canadian classrooms is very diverse, which means that the material culture in home economics classrooms today has varied significance for each student. Seeing food as material culture is significant for me because food is one of the most significant and unifying ethno-cultural expressions that connect people from all spheres of life.

For the purposes of this presentation, I will use the online Merriam-Webster (2011) definition of the term diversity which is "the inclusion of different types of people in a group or organization". Mainly, I will consider ethno-cultural, religious and socio-economic diversity because I find these factors quite significant in foods studies. Through material objects, individuals find meaning by continuously interacting with the objects and thereby becoming different each time they encounter the object. Once the object ceases to have meaning or is disregarded by others through hegemonic processes, an imbalance is created and material objects are devalued. This in turn affects the attachment one has to the object. In the case of food as part of the material world, the meaning attached to food will vary according to whether one has cultural attachment to it, or considers it an economic product which has no sentimental value.

According to Statistics Canada (2005), the Canadian population is growing faster than most of the other industrialized countries in the world with an annual population growth of about 1%. In 2006, Statistics Canada reported that two thirds of Canada's population growth is through international migration and projected that by 2030 deaths will outnumber births. This

means that Canada will have to rely on international migration to grow its population. Last year alone, approximately 140,000 permanent residents were admitted into Canada, and Citizenship and Immigration Canada expects to post the highest number of immigrants to Canada in the last 50 years in 2011 (CIC Fall 2010 newsletter). What all these figures represent to me is an increase in diversity in Canadian classrooms, including home economics classrooms. So Canadian classrooms may be composed of students who are recent immigrants to Canada, or whose parents are first generation immigrants and practice cultural activities that are similar to those from their home countries.

Students from diverse ethnic, cultural and /or religious diversity who find themselves in Canadian foods studies classrooms also find themselves face to face with material culture and a program of studies that are very Euro-western. These students also find themselves in schools where the ethnocultural and religious diversity of the teachers does not mirror that of students. Additionally many students are straddling two or more cultures, that is, one or more cultures at home and another at school and the community. Students are constantly occupying a hybrid space as they navigate between their home, community, school and global environment. Turning specifically to the case of Alberta, where my research will be based, the foods classroom and program of studies will be my area of focus.

The Foods classroom/lab

Alberta classrooms are ethno-culturally and religiously diverse, with many of the students being first or second generation immigrants. When people migrate or relocate, they tend to hold onto material objects that are culturally significant to them. Food is a fundamental human need that supports life. Food is a major piece of material culture that individuals tend to hold onto when they find themselves in a new or an unfamiliar place. They will look for stores that sell familiar food stuffs, or restaurants that serve familiar food. If the food issue is not addressed immediately, an individual may go into panic mode, frustration, depression and their health may be gravely affected. The concept of food is quite complex. It involves production, processing, distribution, consumption and in more traditional societies, it involves processes like planting, weeding, harvesting, preparation which are directly linked to cultural practices that make food a cultural product – a piece of their material culture. Moreover, when food is consumed, it becomes part of the human body which makes the person and the food inseparable. Thus the person is shaped by the food they consume.

For each of the processes that food undergoes from the time of production to consumption, different cultural practices and material objects are involved. These practices and objects are culturally significant for the individuals that use them. In some cultures, each stage in food production (for example, planting, weeding and harvesting) calls for specific rituals, and sometimes different activities are performed by a specific group of individuals. Some cultures even have specific traditional practices that involve the passing down of food production skills, for example, a mother teaching her daughters how to prepare a traditional meal in many African cultures. On the other hand, a wok in a Chinese kitchen is a significant piece of equipment, although in my Ugandan kitchen, I may not know what to do with it! But this information cannot be ignored especially during these global times. In some cultures certain foods are consumed at particular points in the individuals' lives. For instance, pregnant women and/or nursing mothers eat particular foods, young children eat or do not eat certain foods, and in other cases food is associated with gender. The commercialization and homogenization of food takes away from those cultural practices, and a wealth of traditional knowledge is lost.

So, returning to a diverse foods studies classroom, the food that makes its way into the foods lab either physically or through the literature including the program of studies or through the conversations around the classroom has significance for the diverse audience. This also includes the materials and equipment, the related cultural practices as well as the individual student experiences associated with all of these. When students enter a Foods Studies lab, their past experiences with food in the lab become a central locus that informs and positions their learning. The teacher becomes a key player in attending to the learner experiences and affording opportunities for them to be explored and enriched as opposed to ignored and suppressed. Nevertheless, for the teacher to be the viaduct between the learners and their experiences on one hand and the curriculum on the other, requires appropriate pedagogical tact (van Maanen, 1991). Pedagogical executions are influenced by the teachers' own personal experiences of food and the foods curriculum as well as the prevailing global discourses.

According to Smith "For us to come to an understanding of the situation we now share by virtue of finding ourselves together in it, we must share our different horizons of understanding of this common moment, in order to construct together a vision of it that includes both" (2008, p. 44). This means that all students need to be afforded the opportunity to share their experiences with food and these should all be seen as learning opportunities and not just exotic stories shared by immigrant kids. This also means integrating this new knowledge and

what it means in terms of ethnicity, culture, religion and socio-economic status within the mandated curriculum. This therefore requires a deep concern for the students by the teacher as some students may for religious or cultural reasons not be able to work with certain foods, or even for socio-economic reasons. For example if a teacher throws out food this may be inappropriate for a student who is not having proper meals at home, or comes from a low socio-economic family. Teacher have a pedagogical responsibility to find a balance between the mandated curriculum and the experiences of their students and to draw their students into the pedagogical experience as well.

The Foods Program of Studies/Curriculum

Part of my doctoral research involves a discourse analysis of the Alberta Foods Curriculum / Program of Studies (POS). The current new POS which was rolled out in 2010 is infused with Euro-western and homogenizing terminology under the guise of being inclusive with a multicultural focus. Terms such as “Food Basics”or “Contemporary Baking” are used for some of the courses that are offered in foods studies. Such phrasing signifies that there is knowledge that is superior to other knowledge and that any other knowledge that does not fall under such courses is just supplementary. This is amplified by other courses like “International Cuisine” and “Canadian heritage Foods” which are offered alongside “Vegetarian Cuisine” or “Rush-hour cuisine”. If one is to analyse International Cuisine, I think this would yield a multitude of information regarding the cuisine practices of various communities around the world. Moreover, placing this kind of cuisine in one small course disparages the food production practices of those communities outside the dominant one. This sends a negative message to the students in foods studies classrooms who are outside the dominant culture, which eventually could cause them to distance themselves from their cultural food heritage.

The other tricky situation is that there is a full range of optional courses from which teachers can choose, as long as they fulfil at least five courses per semester. This creates a possibility for teachers to eliminate those courses that they are uncomfortable with or that may create discomfort if the teacher is not confident with handling them. Courses like “International Cuisine” become easy targets for such elimination. They are however brought up during school special days like “International Day”. On such days international cuisine and dress are then given center stage and an opportunity for foods studies teachers to justify their attentiveness to international cuisine. One wonders how much attention is paid to the issues around traditional food production, processing, preparation or consumption practices from various communities

around the world. Attending to these issues would help to draw in the experiences of those students outside the mainstream culture so that their knowledge is seen as valuable. As well, students from the main stream would be able to learn more about non main stream food practices. Such approaches would stimulate conversations about the global political and economic issues around food.

This Program of Studies is a reflection of the global discourses that tends to privilege certain sources of information over others and taken as the dominant knowledge. Another example that comes to mind here is the singular focus on the Canada Food Guide when teaching foods studies, and limiting the content to Canadian dietary practices. I find this to be quite solipsistic. I think that this does not groom students towards being global citizens. Other countries have food guides that are quite similar to the Canada Food Guide or that could be used by teachers for comparative purposes. This could be beneficial to students as they are able to consider other cultures as sources of knowledge that could be integrated in their own learning.

For foods studies teachers this requires an awareness of the global issues that influence the decisions that determine which content makes it into the curriculum and which does not. Teachers need to be able to critically examine the premise of the curriculum that they are teaching. Additionally, they need to encourage their students to be critical of the curricula they are presented with, in light of the global issues. An example would be an exploration of the political and economic issues around food, for example, the exploitation of certain countries by large multinational communities. These countries provide cheap labour to produce raw materials (e.g. cocoa) that are then exported and processed into final products (chocolate). These products are then exported back to the original countries where the raw materials were obtained but by then the locals cannot even afford the final product. Students therefore need to be engaged in conversations where they can question issues around food that tend to privilege some types of information over other types.

Many students who are first or second generation immigrants, have a wealth of cultural background knowledge around food either personally or through their families. Instead of this knowledge ignored and suppressed and overshadowed by the dominant Eurocentric and homogenizing knowledge, teachers need to harness this knowledge by encouraging students to share it. This knowledge can then be interspersed throughout the curriculum instead of being singled out as a separate course/topic, e.g. International Cuisine, or ignored altogether. Such an approach would help to promote international and intercultural understanding amongst both

teachers and students. This is the background to my doctoral research which is briefly described below.

Doctoral Research

My doctoral research will be two pronged. First of all I will conduct a discourse analysis of the Alberta Foods Program of Studies. Secondly, I will investigate the ways in which Alberta foods studies teachers negotiate between the mandated curriculum/program of studies and their students' historical experiences within the foods lab/classroom. Additionally I will seek to establish students' responses to their teachers' efforts. This research is framed within the human ecological theoretical framework and supplemented by post colonial and globalization theories. The research will take the form of multisite case studies. Data will be collected through questionnaires, individual and/or group conversations, classroom observations, and blogs. This study is significant because the classrooms in Canada are increasingly diverse. This study will provide an evidence-based proposed transformation of Foods Studies curriculum that could facilitate a stronger connection among the classroom, home, community, and the global context.

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Learning models in the *Umeek* narratives: Identifying an educational framework through storywork with First Nations Elders

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Abstract

The absence of learning concepts of indigenous people in current educational literature is a problem for educational participation and the achievement of First Nations students. North American systems of schooling based in a Euroheritage have historically framed the problem of aboriginal educational failure as inherent incompetencies of a primitive, underdeveloped people (Adams, 1995). Such underdevelopment required the civilizing effects of residential schooling to override early socialization and cultural deprivation (Miller, 1996). More recently, the problem has been cast as a misfit of learning and teaching styles (More, 1987). Nevertheless, this "failure" goes deeper to what Goddard (1997) has identified as de-legitimation, cognitive style, power relations, community control or the lack thereof or emic curriculum development. First Nations achievers who operate in historical competencies speak of wrestling their education from hostile and alienating contexts (Garcia, 1999; Huff, 1997). The problem is that cultural orientations to means of learning have not been systematically acknowledged in the construction of First Nations education that begins with a Euroinstitutional perspective of pedagogy in the context of western schooling. Drawing on literature from such diverse areas a cross-cultural psychology, philosophy, ethnography, linguistics, postmodern and postcolonial studies, and First Nations studies, a framework was developed for the study.

In this study I use First Nations storywork principles (Archibald, 1997) to investigate indigenous learning. If cultural strategies were persistent and fundamental to the survival of a people, it would seem that understanding *Nuu-chah-nulth* learning orientations, would provided emancipatory insight for First Nations learning in contemporary settings. Understanding learning ideology would seem central to the strategic administrative functioning of educational systems.

Understanding what was and what is allows an envisioning of what could be. Therefore, I read the narratives about *Umeek,* the "go-getter", the archetypal "enterprising person", in a conceptual framework to identify learning orientations of *Nuu-chah-nulth* First Nations people. By understanding such orientations, administration of First Nation educational opportunities can be more readily facilitated by both First Nations and non-First Nations leaders and policy makers.

Research design and methodology.

The investigation had three foci: to distill an investigative protocol from the storywork of the Elders to serve as an analytic framework; to develop a version of the *Umeek* narratives that included Western textual records (Curtis, 1916), *Nuu-chah-nulth* oral rememberings and my personal experience of the story; and to interview the Elders about the learning ideology in the story.

The first focus was the formation and elaboration of a protocol for First Nations cultural work to provide a conceptual framework within which to conduct the research. This protocol consisted of the articulation of the principles to live by in the story work of First Nations Elders (Archibald, 1997) and their codification as a heuristic of 4Rs (reverence, respect, responsibilities and relations) to reflect the strengths and 4Ds (dynamics of wholism, interconnectedness, synergies and reciprocities)to show the flexibility of cultural analysis. Orientation by the heuristic of the 4Rs and 4Ds permits an ongoing, unfolding awareness of the deep patterns of the *Nuu-chah-nulth* philosophy; all is one, *Hisuk-ish-tsa'walk* (Atleo, M. 1998; Bunnell & Atleo, R., 1995). The heuristic provided a strong orienting frame in which to examine themes and elements of the story in a dialogue with the Elders that probed cultural practices and meanings deeply.

This protocol was woven in a mytho-poetic discursive frame in which the metonymy of basketwork and the metaphor of *qa'uuc*, a large *Nuu-chah-nulth* burden basket, nested the work to assure a measure of utility, transparency, and integrity. This strategy allowed me to draw on the narrative logic of both my Nuu-chah-nulth teachers and Western thought. The mytho-poetic discursive frame permits the highlighting of the re construction of the metaphors that underlie both scientific and narrative thinking (Oatley, 1996) as we move from an image to an object or event to a symbol, from embodiment to abstraction whether textual, mathematical, or pictorial.

The second focus was gathering the ethnographic and oral versions of *Umeek* narratives. This process included a literature review and an autoethnographic review revealing my own early socialization and experience with these stories over a period of more than thirty years of living with *Nuu-chah-nulth* in community. From these gatherings, I composed a version of the narrative that the Elders read.

The third focus was on the actual interviews with five *Nuu-chah-nulth* elders who read the *Umeek* narratives. I asked them three questions about what the story had to say about their cultural beliefs as related to "learning" for past and present success in *a Nuu-chah-nulth* life career (i.e., providing/achieving). The interviews were analyzed for common themes, elements, experiences, and concepts.

To theoretically account for the bi-cultural interaction in this investigation, as well as developing a background of cultural habitus (Bordieu, 1993; Golla, 1988, 1987), I developed a technique of metaphoric mapping in a phenomenological field (Alverson, 1991). This approach recognizes the adaptive ability to move between phenomenological cultural fields by mapping salient aspects of metaphors from one cultural space to another. Metaphoric blending (Fauconnier, 1997) and integrative complexity (Turner & Fauconnier, 1999) then serve to provide orientation by the skillful cultural person since this becomes a highly complex, idiosyncratic activity requiring a high degree of negotiation for social consensus.

Findings

Storywork was a valuable means of bringing *Nuu-chah-nulth* learning ideology from the background into the foreground of the *Umeek* narrative. While none of the five Elders had ever read *this* particular version of the narrative before, they nevertheless heartily engaged in the interviews because they recognized the *Nuu-chah-nulth* elements of the narratives.

The Elders identified four major learning themes: prenatal care, grandparent teachings and care, *oosumch* (the discipline of *Nuu-chah-nulth* ritual bathing in sacred sites), and the use of ancestor's names. Elders revealed a strategic learning ideology with a depth and breadth that went beyond mere modeling. In this version, Elder knowledge predominates early on with an acknowledgment of the ways and means for insight into new resource niches to assure survival of a people. Prenatal care and grandparent teaching were the two most salient themes identified by the Elders as laying the foundation for learning. Grandparents were expected to have a design for successful living and be models for grandchildren. Grandparents were also expected to know the blueprint for successful pregnancies that would result in healthier,

stronger babies who would be ready to learn. *Oosumch,* the discipline of *Nuu-chah-nulth* ritual bathing, was identified as central to successful learning and achievement. Elders varied in the dimensions of the discipline with which they were familiar but they were unanimous about its centrality to achieving the humility and self-control of learning anything. *Oosumch* may best be understood as a motivational management model that is at the heart of *Nuu-chah-nulth* learning in which synergies are cultivated and transformation learning is an ideal. The ritual partnership of husbands and wives in the construction of knowledge is a theme usually obscured in the ethnographic accounts but prominent in the *Nuu-chah-nulth* ethnography about whaling and the accounts of the elders. Husbands and wives cooperated in the interplay of spiritual and material dimensions of the whale hunt.

Ancestor names that were given during rites of passage were identified as landmarks in the narrative context of knowledge production. For example, holding the name is associated with characteristics which the name evokes. *Umeek,* the "enterprising person" would evoke seeking and providing behavior in which the person could make the name great. Ancestor names provided the developing person with a narrative script in which to grow and mature. The names provided action schema in which to work, play, and cultivate relationships that were anchored in tradition and lived in the present.

Ritual sites provided a contextual frame for knowledge creation. Ritual sites were the places in which *oosumch* and other activities took place such as fasting. A sacred site in concert with ritual activity was a means of constructing models of activity for use in other venues. A case in point in the *Umeek* story is the whaling ritual done in the lake and then enacted in the ocean. Simulation hunts in which the whaler enacted the role of the whale and his wife the role of the whaler permitted the reduction of risk in the hunt, as would computer modeling today. Grandparent knowledge for pre-natal and lifespan success, cooperative ventures, orienting ancestor names, and simulations in sacred sites were identified as *Nuu-chah-nulth* themes for learning.

The learning themes identified were embedded and embodied strategies. An analysis of the narrative based on these learning themes resulted in the identification of a complex of learning archetypes. These learning archetypes in these narratives balanced innovation and conservation in a shifting resource economy. These archetypes are portrayed as providing a multiplicity of options, embedded in history and displaying a plurality of fully functioning models

from which elders can teach and learners can choose to emulate. The archetypes portray a full spectrum of *Nuu-chah-nulth* learning ideology.

The Elders' observations were applied to the narrative in an analysis yielding eight learning archetypes: the innovative transformational learner, the collaborative transformational learner, the directed lineage learner, the developmental learner, the cooperative learner, the resistant observational learner, the collaborative resistant learner, the opportunistic observational learner.

Umeek begins as *Tsatsotatlmé* (the sealer that hunts in the margins taking great risks) and is ritually transformed into the "enterprising person", exemplifying innovative, transformational learning. He submits himself wholly to the cultural learning mode. With his partner, he develops and successfully executes a new vision, thereby demonstrating the promise of the transformation of the local economy from sealing to whaling. His *ha?kum* (wife) works with him in developing the vision and its execution as the embodiment of collaborative transformational learning. Even when he is slain in jealous rage by the elder chief, *Tséihsot* (the sealer, giver of feasts) their legacy continues. Their son, *Óyephl* (feasts the people with catches like his father), is the transformers' heir, the directed learner. After the death of his father, his grandfather and mother, guide *Óyephl.* He learns to replicate the feats of his father by bringing home whales. For his success he is killed in a jealous rage just like his father.

The members of the whaling crew are the embodiment of cooperative learning. Individually and in partnership with their wives, they engage in their own ritual of *oosumch* and then synchronize with the whaler in the canoe to share in the vision. *Umeek's* father is the embodiment of developmental learning. He learned systematically, over time, through experience as he loses his son and grandson, and then is coerced by the elder chief to avert disaster for the hunt. ready to teach it in his own village. He hears about his son's legacy proved elsewhere before he, *Umeek's* father, has no one to legitimate him, not even a vision of his own, and ultimately moves into a default learning position. *Tsáhwasip,* the elder chief, whose new name iterates his claim to "(be so skilled as to) catch whales with one blow", is the conserver, the resistant observational learner who together with his *ha?kum*, the collaborative resistant observational learner, only begins to engage in learning this new way when their very way of life is threatened. While *Tsáhwasip* did bring in whales, he was a failure as a learner and a leader in the eyes of his crew who saw his faltering inadequacy in the intimacy of the whaling canoe. *Tséitlas (* the feast witness/ritual spy), embodies opportunistic learning. He lived intimately with

Tsáhwasip and his family until he knew all there was to know to whale and brought the knowledge back to his own village. Moreover, while he may not have planned to learn something from *Tsáhwasip, he* nevertheless aided and abetted him, seizing the opportunity as it became apparent. These embodied learning archetypes are alive *in Nuu-chah-nulth* learning ideology. How are they accounted for in western learning theory that deals with First Nations learning?

In this study, an indigenous learning theory was articulated in a storywork framework using principles of family lineage and generational analysis that permitted the identification of *Nuu-chah-nulth* ideology about teaching and learning. This learning ideology needs to be understood in the context of *Nuu-chah-nulth* education, specifically and indigenous education, generally. First Nations educational frameworks and learning archetypes currently operating in communities need to be understood in the context of education today.

Western schooling has not satisfied *Nuu-chah-nulth* learning needs for transformation and strategic knowledge. "Word warriors", First Nations graduates, attest to the high cost and cultural sacrifice of their achievement (Garcia, 1999). The indigenous learning ideology identified in this study, which still animates First Nations communities today, is not accounted for in western educational theory and pedagogy. The findings identify gaps between indigenous and western learning theory. Consequently, research is necessary to bridge such gaps and subsequent gaps in theory, policy, and practice when a focus on cognitive means of learning denies and distorts the dynamics of cultural means of learning.

Conclusion

An educational framework consisting of learning themes and archetypes has been identified because of the storywork of the Elders in this study. Diverse learning themes and archetypes seem to be at the heart of the *Umeek* narrative. The story about a community in economic flux suggests that a full compliment of learning types and leaders may be required over time to facilitate the necessary change. Different learning types and leadership styles may be necessary to facilitate different stages of such shifts. The metaphorical mapping strategy provided the rigor to allow storywork to be seen as a robust technique for de-and re-construction of oral traditions and for applying them as wisdom to contemporary issues across cultural spaces with transparency and integrity.

The results of this bi-cultural study contribute to the indigenous learning ideology in the discourse of First Nations education and extend western learning theory and promises to enrich

pedagogical practice and curriculum development. First Nations views of learning and learning archetypes have implications for education and policy research by their mere presence as a place to begin. How can First Nations cultural learning models be acknowledged in the classroom, in the curriculum, in educational policy both in public and in First Nations schools? How can the learning plurality illuminated by this storywork be considered in the pedagogical approaches to First Nations research about teaching and learning? How can the presence of First Nations learning archetypes be considered in the administrative functioning of band and public schools with growing First Nations populations?

This study is important because it has identified an educational framework through bi-cultural means in which to claim, celebrate, and remember aboriginal knowledge through a re-reading and re-writing of the stories of First Nations people by First Nations people. The results encourage proactive involvement in the revitalization and charting of indigenous ways of knowing in the context of western schooling. These results encourage a re-centering of aboriginal learners and an affirmation to name their own lifeworld. Teaching, learning, administering through storywork can be a vital process of mutual de-colonization of First Nations and non-native professionals in education, counseling, life career development, healing and social work. First Nations educational failure should no longer be attributed to resistance and incompetence but their successes seen as founded in cultural persistence and vision. Negotiation of the social construction of the bi-cultural space in which indigenous, First Nations people live and learn, provides dignified achievement in diversity.

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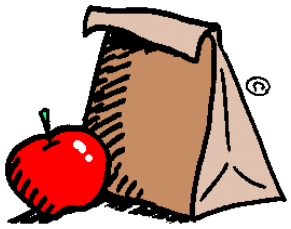

'BROWN BAG IT': A Unit Plan for Enhanced Home Economics

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In this paper we demonstrate how we addressed the question "how can we enhance a Home Economics Program to include technological, critical and community based elements while incorporating social responsibility?" by presenting a unit plan for healthy lunches that incorporates these additional qualities. We assert that this is necessary to broaden home economics/family studies from a "how to" perspective to one that enables students to make informed decisions and choices, that encourages high levels thinking, that connects students with the food system (locally and globally), and that promotes health, economic stability and environmental practices.

UNIT OVERVIEW

- Introduction
  - The importance of a healthy lunch, discussion activity, introduction to project
- Homemade vs. Manufactured foods
  - The Mac and Cheese Challenge
  - Lab and Demo
- Field Trip!!!!
  - Field trip to Save-On Foods to learn about nutrition and how to navigate a grocery store
- Where does food come from?
  - A look at local vs. Imported, and calculating food miles
  - Mystery box challenge
- Local Sources of Food
  - Guest Speaker – Backyard Bounty
- 'Wrappers' Delight
  - Wrap demo and lab
- Social Responsibility Sandwich

- Students choose the lunch they will make and an organization they will donate the lunch they make to.

Lesson Plan

Subject and Grade:

Foods and Nutrition 10

Topic:

Healthy Lunches – Introduction to Unit – The importance of a packed a lunch?

Assumed Prior Knowledge/Ability Level:

- Students have been introduced to safety and sanitation in the kitchen (are prepared to cook in the lab)
- Students have been introduced to nutrition and have used Canada's Food Guide

Instructional Objective:

- Give examples of healthy lunches and family and cultural traditions involving lunch.
- Design a presentation that describes your view on lunches and the importance of lunch.

Related IRP Prescribed Learning Outcome:

D3 - describe the cultural origins of menus (such as lunches), recipes, ingredients, and meal etiquette of a variety of ethnic, regional, and local cuisines, as represented in Canada.

Motivator:

Write 1000 on the board – that's how many lunches a family of 4 will prepare in 1 year! Lunch is an important meal and this unit we will discuss all about lunches!

Questions to ask during this lesson: How many lunches will you eat this at school this year? How many of those will be homemade? How many will be 'healthy'? What is in a healthy lunch (@ least 1 fruit, 2 vegetables, a milk product, a high protein food, and a grain product)?

Body:

List of Consumable Supplies Needed:	List of Equipment:	
• 5 Healthy Lunches handout	• Overhead, chalk board, white board or smart board to write down student responses to questions.	
Planning and Preparation Steps to be Done:	**When:**	**Done:**
• Prepare 5 healthy lunches handout • Book computer lab for class work time • Collect magazines with images of food and recipes (for students to cut up)	• Day before class • A couple of weeks in advance (if necessary) • Ongoing	

Time:	Outline of Steps in Class:	Points to be Discussed (Narrative)
5 minutes	Introduction to class – refer to hook – 1000 written on board	• The average family of four will have over 1000 lunches a year
20 minutes	Class discussion – answer questions:	• Class discussion – encourage every student to participate – arrange chairs

	• How many lunches will you eat this at school this year? How many of those will be homemade? How many will be 'healthy'? What is in a healthy lunch (@ least 1 fruit, 2 vegetables, a milk product, a high protein food, and a grain product)?	in a half circle around the room to encourage participation. • Ask the guiding questions (at side) – also ask about any traditions of lunches in the family (for example the French eat a large, long lunch – are there any families that do this on weekends or holidays?)
10 minutes	Introduce next activity – A presentation of what lunch means to the student • Include your ideal lunch • Your typical lunch • For each of those meals include the servings of veggies/fruit, grains, meat & alternatives, dairy – in regards to Canada's Food Guide • Include any traditions your family may have • Include why you feel lunch is important	• Students will work in pairs to answer the question – What does lunch mean to you? • Will present to class using some form of visual presentation – can be a poster collage, diagrams, PowerPoint, use of digital photographs, video camera etc. • The rest of the block will be a working block with your partner – plan out what you would like to do and what form of presentation you would like to do – the computer lab is booked if anyone would like to do research there (or begin a PowerPoint) • Go over expectations and assessment of project
35 minutes	• Working period on project	• Students will begin their projects • Circulate the room to ensure students understand what they are to be doing and if answer any questions they may have
7 minutes	• Closure	• Go over due date of assignment (1 week) and expectations once again • Answer any questions students may have

Closure or Summary:
How did the lesson good? Were the questions well received? Would you change anything? Add/subtract anything?
Evaluation:
Student Evaluation – Evaluation would take place in the future based on today's lesson (their presentation project)
Teacher Evaluation – Self-reflection

Lesson Plan

Subject and Grade: Food and Nutrition 10
Topic: The Mac and Cheese Challenge (2 Class Lesson Plan)
Assumed Prior Knowledge/Ability Level: Comfortable following a complex recipe, knowledge of cost effectiveness, ability to read nutritional information, understanding of what makes a serving more beneficial
Instructional Objective: To have students compare and contrast home made macaroni and cheese to kraft dinner in cost and health benefits.
Related IRP Prescribed Learning Outcome:evaluate commercial food products, including interpreting information on food labels analyzing food labels for nutritional value developing and using criteria to compare similar food products
Motivator: Cooking!- Mac and Cheese Hood Style
http://www.youtube.com/watch?v=zXrorCbItlo

Body: (Supply List is for a class of 28)

List of Consumable Supplies Needed:	List of Equipment:	
5 boxes of Original Kraft Dinner 3 4L of Skim Milk 3450g of Elbow Macaroni Noodles 4050g Cheddar Cheese 600g Parmesan Cheese 1575g Butter or Margarine 900g of bread crumbs 15g of paprika 50g of salt 50g of pepper **Need the supplies bought before the FIRST class so that the supplies are there for demo...Just make sure of Milk Expiration Date!**	Pot with Lid Sauce pan Casserole dish Wooden spoon Sieve Cheese grater/ small bowl/plate to catch grated cheese (dependent on grater type) Rubber spatula Liquid measure Small measures Dry measures Text book calculators	
Planning and Preparation Steps to be Done:	When:	Done:

Grocery Shop for ingredients Create/ copy compare/contrast worksheet Demo Layout ingredients on common table		7 days or less 7 days or less Day 1 Day 2	
Time:	Outline of Steps in Class:	Points to be Discussed (Narrative)	
2 min	DAY ONE DEMO!!! Intro Mac and Cheese	Funny, our homemade will be a little more complex	
5 min	Get kids into units to watch demo/ Handout Recipes		
40 min	Demo on Mac and Cheese	Discuss proper techniques esp. Making sauce (don't let it boil, stir constantly) Ways to make this lunch complete Bulk cooking (soup kitchen, senior home) Making everyday favorites yourself. Variations on Mac and Cheese How to source ingredients PRODUCT CHECK: thickness of sauce, tender noodles, breadcrumb crust, moist Questions??	
5 min	Back to Seat/ Stretch Activity(quick simon says)		
5 min.	Finding Nutritional Info of The Recipe Explanation	Explain "think, pair, share" Using text book, product packaging find out nutritional info of recipe and then what they could add/ make as side to create a complete lunch	
10 min	Do task on own		
10 min	Pair with a neighbor to continue task		
5min	Share with class/ go over some answers.	See attached for nutritional info work sheet.	

1 min	Closing	Home work- talk to 15 people about if they eat macaroni and cheese at home and if they make it home made or buy kraft dinner/ microwaveable and which they prefer.
	DAY TWO LAB	
2 min	Check in, Attendance, rearrange units if people are missing	
10 min	Homework sheet	Tally up how many people chose homemade VS. Store/ boxed
50 min	Cook and clean up mac and cheese	While that is happening cook the kraft dinner Watch the product checks/ safety Unit checks- keep it clean!
15-30 min	Taste and compare the two products (home made and kraft dinner)	Start this when unit check is finished. And finish the worksheet as homework.
2 min	Wrap up	Talk about homework

Recipe:

Ingredients

1 225 g uncooked elbow macaroni
2 275 g shredded sharp Cheddar cheese
3 40 g grated Parmesan cheese
4 710 ml milk
5 55 g butter
6 20 g all-purpose flour
7 30 g butter
8 55 g bread crumbs
9 1 g paprika

Directions

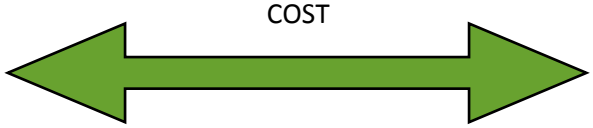
1. Cook macaroni according to the package directions. Drain.
2. In a saucepan, melt butter or margarine over medium heat. Stir in enough flour to make a roux. Add milk to roux slowly, stirring constantly. Stir in cheeses, and cook over low heat until cheese is melted and the sauce is a little thick. Put macaroni in large casserole dish, and pour sauce over macaroni. Stir well.
3. Melt butter or margarine in a skillet over medium heat. Add breadcrumbs and brown. Spread over the macaroni and cheese to cover. Sprinkle with a little paprika.
4. Bake at 350 degrees F (175 degrees C) for 30 minutes. Serve.

Closure or Summary:
Looking at the difference between making something and buying something and the benefits of each.
Evaluation:
Day One will be evaluated by how completely they fill out their recipe worksheet as well as the home work check on how asking 15 people what type of macaroni and cheese the prefer.
THE MAC AND CHEESE CHALLENGE

Day Two will be evaluated by their product/ unit check as well as completion of the comparison worksheet and thoughtful conclusion drawn from it.

Here is your challenge if you choose to except it: You must COMPARE the home made macaroni and cheese that YOU made to the boxed macaroni and cheese that you taste tested. You need to look at the cost, nutritional information and TASTE. Write a few sentences under each topic explaining the characteristics of each and which one you think is better and why, then make your concluding decision of which one you would prefer to have for lunch and why. GOOD LUCK!!!!

COST



Home Made Store Bought

_____

_____

_____

_____

I would choose _____ based on cost.

NUTRITIONAL INFORMATION

Home Made	Store Bought
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I would choose _____based on nutritional information

TASTE

Home Made	Store Bought.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I would choose _____ based on taste.

AND THE WINNER IS…

_____

_____

Macaroni and Cheese Information

Home Made Macaroni and Cheese Recipe

Amount Per Serving Food Groups Contained:

Recipe serves 4

Calories: 815

Total Fat: 45.8g

Cholesterol: 133mg

What information is missing that might be useful to you? Can you use your textbook or notes about the food in the recipe that might help you to fill in some of that missing information and allowing you to make and educated guess?

Store Bought Macaroni and Cheese

Amount Per Serving Food Groups Contained:

Box serves 4

Calories 290 Calories from Fat 0

% Daily Value *

Total Fat 6g 9%

Saturated Fat 3.5g 18%

Cholesterol 20mg 7%

Sodium 590mg 25%

Total Carbohydrate 49g 16%

Dietary Fiber 1g 4%

Protein 28g 56%

Calcium10%

Thiamin (B1)25%

Riboflavin (B2)15%

Folic Acid (Folate)40%

Est. Percent of Calories from:

Fat 18.6% Carbs 67.6%

Protein 38.6%

Lesson Plan-Where Does Food Come From?

Subject and Grade: Foods 10

Topic: Where food comes from.

Assumed Prior Knowledge/Ability Level: Students have been introduced to the food system and have a basic understanding of where their food comes from.

Instructional Objective: Compare the benefits of eating locally grown food verses food that is imported.

Related IRP Prescribed Learning Outcome:

- A5-demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)
- D2-demonstrate an awareness of environmental, economical and health issues related to the production and consumption of food
- A6-adapt ingredients and methods to create original recipes

Motivator: As students come into class, direct their attention to the board that will say, "Please get out a scrap piece of paper and with the markers at your table, write or draw your favourite fruit".

Body:

List of Consumable Supplies Needed:	**List of Equipment/Supporting Material:**	
• Tape (to adhere category signs around classroom)	• Markers (2 per table) • Category Signs (12 total) • Eating Locally/In Season Handout (1 per student) • Ten Reasons to Buy Local Foods Handout (1 per student) • Food Miles Calculation Handout (1 per group) • Computer for Food Slideshow	
Planning and Preparation Steps to be Done:	**When:**	**Done:**
-Make category signs (J, F, M, A, M, J, J,A,S,O,N,D,?) -Tape category signs around classroom -Photocopy handouts. -Write class schedule (written out below)	Day before. Few minutes before class. Day before.	

and motivator question on the board. ("Please get out a scrap piece of paper and with the markers at your table, write or draw your favourite fruit".) -Prepare Food Slideshow. -Prepare mystery boxes.		Few minutes before class. Day before. Day before.	
Time:	**Outline of Steps in Class:**	**Points to be Discussed (Narrative)**	
5 mins	Take Attendance and Outline today's class schedule	Explain the class schedule on the board: – Concept Attainment Activity – Food Slideshow – Food Miles Calculation – Revamping Lunch – Wrap up & discuss homework assignment	
10 mins	Introduction to eating local and in season via concept attainment activity→Have students participate in the activity.	Explain to the class that we are going to look closer at the health, economic and environmental impacts that influence our choice of ingredients when prepping lunches. 1.) On a scrap piece of paper, students write or draw their favourite fruit. 2.) They get up and find other people who have the same fruit and group together. 3.) Teacher places 3 people in different months of the year categories (according to what season their fruit grows locally) and 3 people into the "?" category (if their fruit/vegetable can only be imported). 4.) Ask students to try and place themselves in categories according to the hints you gave. 5.) Ask if anyone sees any kind of pattern emerging? Give hints until some students start to catch on. 6.) Ask one student to reveal the concept. 7.) Once concept is reviled have students take their seats.	
15 mins	Food Slideshow/class discussion →to review information learned in the concept attainment activity and to assess the student's prior knowledge.	Show pictures of different foods and have students vote by raising their hands whether they think the food is grown locally or imported. If the food is grown locally have then guess what month(s) it is in season. When showing pictures, discuss the three main benefits of eating locally and in season	

		(environment, economy, community). Refer to the teaching resources: "10 Reasons to Buy Local Foods" and "The Benefits of Eating Locally". Ask students where they or their families shop and if they notice where their food is coming from.
2 mins	Eating Locally/In Season Handout (which describes which foods are in season in which months) and 10 Reason to Buy Local Foods Handout is being passed around.	Ask two students to distribute the handouts.
20 mins	Food Miles Calculation	Each group selects a mystery box from the front table. In each mystery box is a different type of lunch the students commonly eat. The box contains the ingredients to make this lunch. (Use empty packaging and fruits/vegetables with stickers.) Each group takes their box back to their table and opens it only to reveal a paper stating what lunch they will be analyzing (ie egg sandwich) and the ingredients that have been used (ie. bread, eggs, celery and so on). The ingredients below will be covered with a tea towel to ensure the students cannot read the labels to determine the place of origin. Define food miles (or km). With each box open only revealing the paper stating the lunch and the written ingredients, each unit (consisting of four people) is then going to circle around the class clockwise and make predictions at each box guessing the lunches that contain the most food miles, to the least food mile. Groups must come to a consensus and once they have an order they will submit these predictions to the teacher. Student than return to their own tables, reveal the ingredients under their tea towel and begin to figure out where the ingredients for their lunch has come from (reading the labels) and how many food miles the lunch has travelled to get to their plate. Students will use the food miles calculation handout to determine this. Students record

		• where each item came from? • how many food miles it had to travel? • predict the method of transportation? The total approximate food miles to make this lunch should be calculated at the bottom. Each group will standup and do a 2 minute verbal report to the class regarding their findings. Don't forget to reward the group with the closest prediction.
20 mins	Revamping ingredients	Have eat group refer to their Eating Locally and In Season Handout to determine how to reduce the food miles attached to their lunch. This will require creative solutions as the students alter the recipes ingredients. The teacher will sign off on the groups ingredient list to ensure the group is within budget. When the students think they have reduced their food miles to the best of their ability, each group member should make their own list of the new ingredients in preparation for their homework assignment. A list also needs to be submitted to the teacher so the ingredients can be purchased.
5 mins	Class Wrap up→Cleanup and Explain to the students their homework assignment.	Have students clean up their boxes and return them to the front table. For homework, each student is required to find some of the ingredients on their grocery list. They can look for these items in the grocery store or in their own kitchens if they are unable to get to the store. They are not to buy the ingredients, but rather look at the labels and observe the products place of origin. For each ingredient found, answer the following questions: 1.) What was the ingredient you found and where did you find it? 2.) It's a product of? 3.) If the product is imported yet your chart says it can be grown locally at this time of the year, do you think you could find the same ingredient elsewhere grown locally? If so where?

Closure or Summary: Ensure eat group has submitted their grocery list for you. Review with the class the homework assignment. Let them know that next class they will be creating their

revamped lunch recipe and that their homework assignment needs to be done so we can discuss it after we eat our lunches. (This lesson plan would ideally be taught on a Friday so the students had the weekend to complete the homework assignment). The homework assignment is preparing the students for their lesson on exploring local food sources, which would be taught after they made their reduced food mile lunches.

Evaluation Procedure: Students learning will be assessed based on their group cooperation, ability to calculate food miles/adapt a recipe and completion of the homework assignment.

Background Information for Teachers:
http://www.aitc.ca/bc/uploads/buy_local.pdf (handout for 10 reasons to buy local)
http://www.getlocalbc.org/files/Seasonal_Chart_4_2010.pdf (handout for Season eating chart)
www.getlocalbc.org
www.aitc.ca/bc/
www.backyardbountycollective.com/index.html
http://www.ffcf.bc.ca/

Lesson Plan-Producing Your Own Food

Subject and Grade: Foods 10

Topic: Local Sources of Food→Producing your own food in an urban setting.

Assumed Prior Knowledge/Ability Level: Students have received the lesson "Where Does Food Comes From?" and have had a chance to create a lunch using local ingredients.

Instructional Objective: Describe various ways to produce food in an urban setting and apply this information to growing shitake mushrooms.

Related IRP Prescribed Learning Outcome:

- D2-demonstrate an awareness of environmental, economical and health issues related to the production and consumption of food.

Motivator: As students come into class, direct their attention to the board that will say, "A group challenge will be taking place at your unit, put on your thinking caps and the race will begin when the bell rings".

Body:

List of Consumable Supplies Needed:	**List of Equipment/Supporting Material:**	
• 6 Shitake Mushroom Growing Kits	• Markers (1 per table) • Poster Paper (1 per table) • Guest speaker from Backyard Bounty	
Planning and Preparation Steps to be Done:	**When:**	**Done:**
-Write class schedule (written out below)	Few minutes before class.	

and motivator question on the board. ("A group challenge will be taking place at your unit, put on your thinking caps and the race will begin when the bell rings".) -Arrange for a guest speaker from Backyard Bounty to come and present.		2 months before class.	
Time:	**Outline of Steps in Class:**	**Points to be Discussed (Narrative)**	
4 mins	Take Attendance and Outline today's class schedule	Explain the class schedule on the board: – Group Challenge – Guest Speaker – Shitake Mushroom Growing – Wrap up & discuss homework assignment.	
12 mins	Group Challenge→ Introduction to sources of local foods.	Each unit will take 3 mins as a group to brainstorm on chart paper the various places you can obtain local food from. (ex. Specific names of grocery stores, farmers markets, gardens, direct from a farmer, road side stands and so on). After three minutes a round robin will begin. Unit #1 will write up <u>one</u> of their ideas on the board followed by unit #2, #3, #4, #5 and #6. This pattern will continue until each group runs out of ideas. The last group to run out of ideas wins the challenge! Once all ideas are on the board, ask the students how many of them considered the various options on the board when trying to complete their homework assignment from the lesson "Where Food Comes From". Discuss how/why getting away from large grocery chains can help you better find local foods. Tell students where the ingredients for the reduced food mile lunches they made were sourced.	
40 mins	Introduce guest speaker from Backyard Bounty.	Tell students we have a special guest in today who will be taking about some of the ways we can produce our own food. Ask students if they have ever grown their own food? Students' will be taking notes and asking questions throughout the presentation.	
21 mins	Start growing shitake mushrooms!	Tell the students that each unit is going to get their own shitake mushroom kit to grow. Explain how	

		each unit is going to be in charge of caring for their mushrooms, which will be used as part of our next unit once they grow. Go over the basics of growing the mushrooms as per the handout provided by Backyard Bounty.
8 mins	Class Wrap up.	Have each unit label their kit and place it in a cool location to begin activating the growing process. Assign homework: find a recipe that has shitake mushrooms and other local ingredients that you might like to make when your units mushrooms are ready to eat. Have students sign a thank you card for the guest speaker.

Closure or Summary: ensure all the students have signed the thank you card and set it aside to mail after school.

Evaluation Procedure: Students will not be evaluated specifically on this lesson however content learned in this lesson will be used for future assignments such as growing the shitake mushrooms.

Teaching Resources:
http://www.backyardbountycollective.com/index.html

Funding sources for school/community gardens:
evergreen.ca

https://www.vancity.com/MyCommunity/NotForProfit/Grants/

https://www.coastcapitalsavings.com/About_Coast_Capital_Savings/Helping_Communities/Funding_Programs/

http://www.fef.td.com/

Lesson Plan

Subject and Grade:
Foods and Nutrition 10
Topic:
Healthy Lunches – "Wrapper's" Delight – Wrap Demo and Lab
Assumed Prior Knowledge/Ability Level:

- Students have been introduced to safety and sanitation in the kitchen (are prepared to cook in the lab)
- Students are familiar with cooking terms (such as chopping, dicing, mincing) and are able to follow recipes to create a dish.

Instructional Objective – Student will be able to:

- Demonstrate the ability to interpret and follow a recipe to prepare a nutritious meal – wrap
- Demonstrate organization and cooperation while working in their units

Related IRP Prescribed Learning Outcome:
A3 - Demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques
A4 - Identify various types of equipment used for food preparation
A5 - Demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)

Motivator:
Wrapper's Delight – play a portion of the song Rapper's Delight – we're going to spend today 'wrapping'! You will have the opportunity to make a wrap that suit's your likes and dislikes – as a class we will prepare a number of fillings and ingredients for our wraps and then you can assemble them for your healthy lunch today!
Body:

List of Consumable Supplies Needed:	List of Equipment:	
• Ingredients for lab: see recipes listed below	• For demo – TV/projector with computer (access to YouTube) • Knife and cutting board • Box grater – for cheese and carrots • Measuring spoons • Small mixing bowls • iPod and speakers or CD player	
Planning and Preparation Steps to be Done:	**When:**	**Done:**
• Find YouTube video and cue up for demo • Wrap recipes – class set • Set up for lab • Ensure appropriate copy of Rapper's Delight is ready to be played	• Day before class/before class	

Time:	Outline of Steps in Class:	Points to be Discussed (Narrative)	
5 minutes	Introduction – Wrap it up	• Intro – see hook/motivator – Rapper's Delight played for class • We will be preparing all the ingredient to make healthy wraps for lunch. • Each unit will be responsible for preparing a filling (tuna, egg salad, chicken, chicken salad, cream cheese filling, or hummus) and will also be responsible for preparing the other ingredients for our wraps (sauces, vegetables, shredding cheese) • You will assemble one wrap per person – here's the trick, in one unit each filling has to be different and each wrap needs to be cut in 4 so you can share your wrap with the rest of your unit. That way you have an opportunity to taste more than 1 type of wrap.	
7 minutes	Demo – 5min.com demo and discussion of demo (demo video: http://www.5min.com/Video/How-to-Make-a-Veggie-Wrap-129693662)	• We will be watching a video rather than a conventional demo. We'll watch the video and then discuss what we saw! • The 'chef' made a veggie wrap and we will be making veggie wraps but also wraps with fillings – you will follow the same directions: • Spread your sauce or cream cheese • Place in your filling, then your vegetables and roll it up.	
10 minutes	• Review Recipes with class	• Assign recipes to units (fillings and other preparation they will do) • Review the recipes and ask students to clarify for each other if they are uncertain of a step • Let students know they will have 25 minutes to prepare the fillings, etc. before they will assemble their wraps	
25 minutes	• Lab – prepare ingredients for the lab	• Circulate the lab, marking as students prepare foods	

		• After ingredients prepared, bring to central table (supply table) • Remind students to clean up as they go – this will make clean up after they eat much easier
10 minutes	• Assembly of wraps	• Have students bring one plate and begin to assemble wraps, go back to their units, slice wraps and share!
15 minutes	• Students eating	• Circulate and ask what they think, which wrap they prefer and if they would make any of these again
10 minutes	• Clean up and closure	• Unit check, ensure that you have asked each unit the questions above: ask what they think, which wrap they prefer and if they would make any of these again

Closure or Summary:
How did the video demonstration go? How did the students react to the rap song? Did the students enjoy trying the different fillings? What can be added or changed to this lesson?

Evaluation:
Student Evaluation – self-evaluation and teacher evaluation of lab
Teacher – self-reflection of lab

Wrap Recipe # 1- Traditional Chicken Wrap

Work in: fours

Ingredients:

4 tortillas
25ml vegetable oil
1 chicken breast cut in thin strips
1 med tomato chopped
1 med onion sliced thin
1 small garlic clove finely chopped
pinch of salt
pinch of ground black pepper
500mL lettuce cut into “shreds”
30mL Worcestershire sauce
175mL ranch-style dressing

Method:

1.) Coat large frying pan with 25mL of oil.
2.) Add chopped chicken to frying pan and saute for 6 minutes. (Turn the chicken after three minutes.)
3.) Add sliced onion and garlic and saute until the chicken is no longer pink and just starting to brown.
4.) Stir in Worcester sauce, salt and pepper. Then remove from element.
5.) Divide Chicken mixture amongst tortillas.
6.) Add chopped tomatoes and lettuce on top of the chicken.
7.) Drizzle each tortilla with dressing and then roll up the tortilla.

8.) Cut wrap into seven small pieces.

Wrap Recipe #2: Chicken Salad Avocado Wrap

Work in: fours

Ingredients:

1 chicken breast cut in thin strips
25ml vegetable oil
30mL Mayonnaise
30mL Tbsp Parsley
Juice of 1/2 Small Lemon
30mL Dill Pickle, chopped fine
pinch of Salt
1 Avocado, Cut into fourths
4 tortilla wraps

Method:

1.) Coat large frying pan with 25mL of oil.
2.) Add chopped chicken to frying pan and saute for 6 minutes.
3.) Put chicken aside and allow to cool.
4.) Combine mayonnaise, parsley, lemon, dill pickle and salt in a medium bowl.
5.) Once chicken has cooled add it to the mayonnaise mixture.
6.) Warm the tortillas in a frying pan for 30 seconds on each side.
7.) Place 1/4 of the avocado cut into slices onto the middle of the tortilla.
8.)Add1/4 of the chicken salad mixture on top of the avocado.
9.) Roll the wrap.
10.) Cut wrap into seven small pieces.

Wrap Recipe #3: California Veggie Wrap

Work in: fours

Ingredients:

• 60mL spreadable cream cheese
• 4 tortillas, regular or flavored
• 90mL shredded carrot
• 90mL thinly sliced red pepper
• 90mL chopped red onion
• 200mL shredded Cheddar or Monterey Jack cheese
• 1 avocado, peeled and sliced
• 250mL baby spinach leaves
• 250mL alfalfa sprouts
• salt and pepper to taste

Method:

1.) Prepare vegetables: Grate carrot, thinly slice red pepper, chop red onion, peel and slice avocado.
2.)Spread cream cheese over the tortillas to within 1 cm of the edges.
3.) Arrange all the filling ingredients in a row along the center one-third of the tortilla. Sprinkle with salt and pepper to taste.
4.) Cut wrap into seven small pieces.

Wrap Recipe #4: Chicken Fajitas

Ingredients:
4 flour tortillas
1/2 red pepper
1/2 green pepper
1/2 onion
2 cloves garlic
4mL cumin
1 skinless chicken breast
4mL chili powder
2times 15mL vegetable oil
4mL Dijon mustard
100mL medium salsa
Method:
1.) Slice the onion into thin slices, place in a medium bowl; slice pepper into thin long strips lengthwise; add to the onion; finely chop the garlic; add to the bowl; sprinkle vegetables with cumin and salt; set aside.
2.) IT IS VERY IMPORTANT TO CUT THE VEGETABLES FIRST, THEN CUT THE CHICKEN, TO AVOID CROSS-CONTAMINATION. BE SURE TO WASH THE CUTTING BOARD AND KNIFE IN HOT SOAPY WATER.
3.) On a cutting board, cut chicken breast into thin strips; sprinkle with chili powder
4.) Place skillet over medium-high heat; add 10mL vegetable oil.
5.) Add chicken to skillet; brown on all sides; after chicken is cooked (no longer pink inside) remove to a clean plate; take skillet off heat.
6.) Add 10mL vegetable oil to skillet; add vegetables and cook stirring constantly until done; about 5 minutes.
7.) Return chicken and any juices from the plate to the skillet; add mustard, stir well and reheat briefly.; remove from heat.
8.) Put the tortillas on a plate; cover with a slightly damp paper towel.
9.) Heat tortillas in microwave for 10 seconds; place on a clean cutting board
10.) Spread each tortilla with equal amounts of chicken and vegetable mixture; top with a little salsa, Roll up and Enjoy

Lesson Plan 1 & 2

Subject and Grade: Foods 10
Topic: Lunch Unit
Assumed Prior Knowledge/Ability Level: Students have had an introduction to safety and sanitation.
Instructional Objective: For students to be empowered to make an impact in their community.
Related IRP Prescribed Learning Outcome: Students will incorporate presentation, Students will plan a nutritious meal.
Motivator: Inform the students they get to to decide what they are making next class..
Body:
Video Resources:
http://www.feedingminds.org/level2/lesson3/obj2.html

List of Consumable Supplies Needed:	List of Equipment:	
-For second class it will be based on what the students decide to make.	-youtube video on hunger -links to agencies that support the hungry in BC	
Planning and Preparation Steps to be Done:	**When:**	**Done:**
-Prepare poster boards and pens for groups.	-before class	

Time:	Outline of Steps in Class:	Points to be Discussed (Narrative)
20 minutes	Show class youtube video on world hunger.	-Ask class who in our community is working to end hunger? Some examples: http://www.volunteerbc.bc.ca/ http://www.govolunteer.ca/ http://foodbanksbc.ca/ http://volunteer.ca/home http://surreyfoodbank.org/ -Discuss with the class what these different agencies do to help relieve hunger in BC. -Ask class how they could contribute to those that are hungry in their community? -Agree upon something you can do. Example make sandwiches for the homeless
30 minutes	-Direct class to work with their unit groups to come up with a poster proposal of something they could make for the hungry/homeless	-Students have to include all components of a healthy meal in what they are preparing. They can use the food guide to provide evidence for this.
20 minutes	Students propose their ideas to the rest of the class.	-After watching all the proposals the students vote on what is the best option.

7minutes	Conclusions	-Teacher and students decide on a timeline of what they are making and when it will be delivered.

Closure or Summary: Next class the lab will be based on what the class has decided to make for lunch to donate.

-Could be sandwiches, wraps, pasta, etc.

Evaluation: After the second class has finished the class will reflect upon their experience.

Reflection questions should look like:

-How do you feel about helping others?

-How did you feel when you were providing service?

-How did your project/service make a difference to the community?

-In a short paragraph explain your beliefs about service as they occurred in your project.

Fashion Tree of Knowledge

Mary Boni: Coordinator Fashion Marketing;
Faculty, Fashion Design & Technology & Fashion Marketing

Lesley Pollard: Faculty, Fashion Design & Technology

Evelyn May: Coordinator Fashion Design & Technology
Kwantlen Polytechnic University

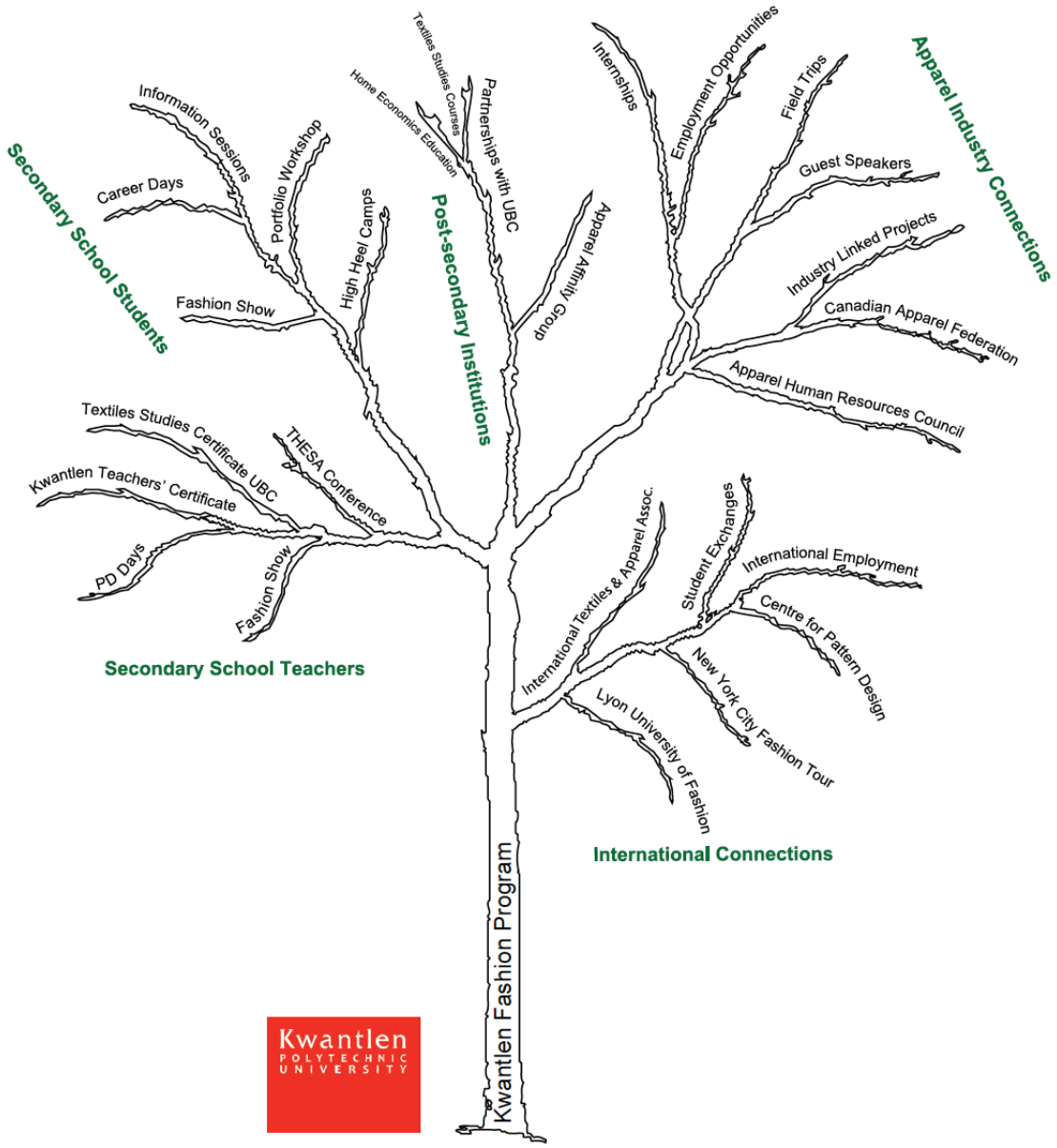
For the last 30 years, Kwantlen Fashion Design & Marketing programs have connected with the community of Home Economics education in secondary and post-secondary institutions provincially and nationally while establishing strong ties with players in the BC and Canadian fashion industries.

The Tree of Knowledge metaphor will be used to exhibit ways in which Kwantlen Fashion Faculty have developed teaching and learning relationships and partnerships with:

- Secondary School Teachers; Provincially and Nationally
- Secondary School Students
- Post-secondary Institutions; Provincially and Nationally
- Apparel Industry Connections
- International Connections

Kwantlen's fashion design program boasts a 95% graduate employment rate and classes for 2010-2011 are full, including both first and second years of a NEW Fashion Marketing diploma program launched in fall 2010.

Courses in Textiles Studies for Secondary School Teachers offered in conjunction with UBC have gone from one course per summer to two, then three, and in summer 2011 will offer four courses.


Secondary School Students
Information Sessions
Career Days
Portfolio Workshop
Fashion Show
High Heel Camps
Post-secondary Institutions
Textiles Studies Courses
Home Economics Education
Partnerships with UBC
Apparel Affinity Group
Internships
Employment Opportunities
Field Trips
Guest Speakers
Industry Linked Projects
Canadian Apparel Federation
Apparel Human Resources Council
Apparel Industry Connections
Textiles Studies Certificate UBC
Kwantlen Teachers' Certificate
PD Days
THESA Conference
Fashion Show
Secondary School Teachers
International Textiles & Apparel Assoc.
Student Exchanges
International Employment
Centre for Pattern Design
New York City Fashion Tour
Lyon University of Fashion
International Connections
Kwantlen Fashion Program
Kwantlen
POLYTECHNIC
UNIVERSITY

The Real Dirt on Farming: The people in Canadian agriculture answer your questions

Carole Booth
Educational Consultant for Ontario Agri-Food Education

The presentation for this national document is "hands on". Participants will have a brief overview of the materials being presented. The revised booklet, ***The Real Dirt on Farming***, will be scanned for application within Family Studies/Home Economics programs. Then in small groups, participants will examine one of the activities and observe the connections between the booklet and the new teacher's guide. A short discussion will follow. This resource is available in many of the provinces. Information to be presented includes the following:

- Development of Teacher's Guide
- Canadian Symposium XI Resource Package
- Overview of Contents
- Additional Resources
- Group Activity

The Real Dirt on Farming - Teacher's Guide

Development of Teacher's Guide

The teacher's guide was developed for grades 9-12. It is to be used in conjunction with the revised resource, ***The Real Dirt on Farming: The People in Canadian Agriculture Answer Your Questions*** (2010). The ***learning goals*** are based on provincial curricula in the following subject areas: agriculture, environmental studies, family studies/home economic, geography, science, technological education and the Pan-Canadian Protocol Foundation for science, technology, society and environment.

This national resource was designed with a focus on critical thinking including a variety of teaching/learning strategies, which support and promote differentiated instruction, literacy, numeracy, sound environmental practices and student success. Social, economic, political, environmental and ethical issues as they relate to agriculture and food are imbedded throughout the activities. This enables teachers to present complex, controversial agriculture and food issues in the classroom; thus, providing students with the skills necessary to make informed decisions.

Canadian Symposium XI Resource Package

Participants receive the resources listed below to be used with ***The Real Dirt on Farming: The People in Canadian Agriculture Answer Your Questions*** (2010). They are also available on-line and can be downloaded from Ontario Agri-Food Education – www.oafe.org.

- ***The Real Dirt on Farming*** Teacher's Guide – www.oafe.org
- ***Virtual Farm Tours*** – www.virtualfarmtours.ca
  and Teacher's Guide – www.oafe.org
- ***Sustainability and Stewardship: Protecting Agriculture's Future***, OAFE Update Newsletter #61, Fall 2009 – www.oafe.org

- ***Growing for a Sustainable Future: Ontario Agriculture and the New Bioeconomy*** - www.oafe.org
- OAFE Resource Catalogue

Overview of Contents

Seven activities were developed to be used with the resource ***The Real Dirt on Farming: The People in Canadian Agriculture Answer Your Questions*** (2010). The activities are:

- *agri-ology* – terminology;
- farming – the big picture – do you know your farming community;
- predicting changes in food and agriculture;
- ensuring safe food starts on the farm; agriculture is everywhere – so much more than food;
- farmers – the active environmentalists; and
- culminating activity.

Each activity includes:

- a brief description about the activity;
- learning goals, guiding questions;
- planning notes to assist the teacher;
- teaching/learning strategies including student activity sheets;
- assessment suggestions; and
- enrichment.

A list of websites for teacher/student use and print material for teacher use is included.

Additional Resources

In addition to the resources received, the following materials are also recommended for use with this resource.

- ***Agriculture at a Glance*** – www.statcan,gc.ca or www.oafe.org
- ***All About Food: Agri-Food Facts*** (2008) – www.oafe.org
- ***All About Food: Teacher's Guide*** – www.oafe.org
- Children's story books about farming and/or being a farmer
- ***Myth Busting Series*** – www.oafe.org
- ***The Challenge of Change*** – www.oafe.org
- ***The Virtual Farm Tours*** – www.virtualfarmtours.ca
- ***Virtual Farm Tours*** Teacher's Guide – www.oafe.org

Group Activity

- Each group scans the revised booklet, ***The Real Dirt on Farming***, for application within Family Studies/Home Economics programs.
- In groups, using the teacher's guide participants examine one of the activities, and how it is used in conjunction with ***The Real Dirt on Farming*** booklet.
- A short discussion will follow.

For further information, please contact Ontario Agri-Food Education (OAFE) in Milton, Ontario at www.oafe.org or Carole Booth at (carole.booth@sympatico.ca).

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Visit us on the web! www.oafe.org and www.farmsfoodfun.com

Working together to increase awareness of the agri-food industry by providing educational programs and resources

Enacting a vision – Two home economics teachers build a garden

Katherine Ashman

Westsyde Secondary School, Kamloops, BC

In June 2008, I was thrilled to hear that I was the successful candidate for a part-time Foods position at WSS. Around this time, Karen Bates, another Home Economics teacher at the school, and I were chatting. We somehow got on the topic of school gardens, and agreed that it would be fantastic if we could get one going in our school. We agreed to work toward that goal when school reconvened in September.

That summer, I took the Agriculture in the Classroom course in Vernon, where we'd visited Silver Star Elementary school's fantastic school and community garden. I saw in action some of the ideas and theories we'd explored in another Home Economics course I'd taken the previous summer, and as a result, I was even more excited with the prospect of having a garden at our school.

In September 2008, Karen and I solidified our commitment to pursuing a school garden. In our discussions, we developed a rather ambitious vision of how a garden could complement our Foods program.

- We saw a school garden as an instructional tool that could be used to explore a variety of foods issues with our students. The 100 Mile Diet, local and seasonal eating, food security, local versus industrial food systems, conventional versus organic foods and food production methods, and genetically modified foods were some of the issues we felt could be highlighted by means of the garden.
- We felt the garden would give us the ability to not only show students where food comes from, but also equip them with the knowledge and skills necessary to grow, harvest, prepare and preserve their own fruits, vegetables and herbs.
- In the garden we thought we could grow fruits and vegetables for use in the Foods room, thereby reducing the cost of our program and modeling for students how to be more self-sufficient by growing, canning, freezing and drying foods for the off-seasons.

- We also recognized an opportunity to work with the school's Environmental Club to promote environmental awareness and activism. Together we could promote and practice such hands-on activities as composting the waste produced not only in the Foods Room, but in the school as a whole.

While we realized that it would be wise to start small with our garden and build upon incremental successes, at the same time we recognized that the potential opportunities and benefits were huge. Given the climate and gardening opportunities in Kamloops, it was exciting to think of a school garden that included fruit trees and grapes vines as well as the usual berries, vegetables and herbs.

We discussed our ideas with our school's administration, and received positive feedback and encouragement. Our principal, formerly an English and Textiles teacher, was particularly supportive of our idea, and encouraged us to explore possible locations for the garden. She also suggested that the school's under-used beach volleyball court would make a suitable location for the garden. It was a large, sand-filled area between the school and the community recreation centre. When we determined that this would indeed be the most suitable location for the garden, she directed us to consult with the PE department over the volleyball court. She also asked us to explore how we could incorporate a community garden into our project. She felt that incorporating a community garden would contribute to the maintenance and sustainability of the school garden over the summer months. It would also increase the stability of the garden project should one or both us end up leaving the school at some point in the future.

Over the next several months, Karen and I spent many hours during our weekly professional learning community times exploring, planning, and discussing various aspects of the school garden. We shared the principal's perspective that a community/school garden model was the way to go, since the presence and involvement of community members might help reduce vandalism and assist with maintenance tasks during the summer months. Consequently, we contacted and met with the community gardens coordinator for the City of Kamloops, an employee of the Interior Community Services. She was a tremendous source of advice and information. She advised us on the optimal layout and construction of garden plots, the

irrigation equipment and methods that worked best and for least expense, and the appropriate plot rental agreements and fees. Most importantly, since the demand for community garden space often exceeded the supply in Kamloops, she agreed to send those interested in community garden space our way. She also agreed to act as a liaison between Karen and I and the City to assist our community/school garden project.

In discussions with the PE department it became clear that they were very reluctant to give up the volleyball court. However, since the court had been virtually unused for the past several years, the principal decided that despite their objections we could use it for our garden. Should our garden prove unsuccessful, she reasoned, it could always revert back to the PE department at a later date. In the meantime, this large flat plot of sand was ours to develop.

Our next task was to explore fencing options, as we were all of the opinion that to minimize risk to the gardens from animals and vandals that the perimeter of the area ought to be fenced. We identified and investigated several options, including having the shop students install fencing for us from materials they had in stock.

Sometime around March or April 2009, we were visited by the Head of Facilities for the School District. He looked at the area we had proposed for the garden, and determined that the location was feasible. He also decided that it would be possible for the School District to fence the area and provide water to it. Healthy Schools funding would apparently be used to cover the associated costs. The principal advised the Head of Facilities that we would like to have the fencing in place by the May long weekend so that we could begin to plant our first garden boxes. He agreed to do his best. Karen and I were quite excited and optimistic, and began to discuss what we might plant for our first crop.

Around this time, 3 nursing students from Thompson Rivers University (TRU) came on board to assist us with our school garden project. As part of a course on Nursing Practice, they were to work on health promotion projects with an emphasis on community development and teamwork, and our school garden project fit the bill. During their time with us, they worked to raise the profile of our garden project in the community and city. For example, they met with local businesses and approached community members in various locations including a

community shopping centre and the Farmers Market. They also conducted a needs assessment for us, determining how much support and interest there was in the neighbourhood for a school/community garden. Although the sample size was relatively small, they determined that there was some interest in a local community garden, and considerable interest in gardening workshops should they be held. The students also contacted the local newspapers which resulted in an article being written about our project. While this effort no doubt raised the profile of the school garden project in the community, unfortunately there wasn't a lot of interest in the garden expressed to us as a result of the article.

In the late spring of 2009, we had the opportunity to access approximately $500 from the district Healthy Schools Coordinator. As a result, we were able to purchase a small amount of lumber so that the Woodworking students could construct a few garden boxes for us. By early June we were still waiting for the garden fencing to be erected, however, and we were reluctant to set out garden boxes and plant them for fear of vandalism. Moreover, a water outlet was to be installed with the fencing, and without access to water any planting would be futile. With the school year quickly coming to an end, we resolved ourselves to the fact that it wouldn't be until the following fall or spring that we would be able to construct and plant our garden boxes. Consequently, the lumber we had purchased was set aside until the fall.

We left for summer vacation feeling rather discouraged. We had put a considerable amount of effort and planning into our school garden, and we still had nothing concrete to show for our efforts. As one of the nursing students wisely observed, however, it is often a good thing when it takes time for a large scale project to get off the ground. It provides time and opportunity for a wide variety of stakeholders to buy into the project, and when there is strong grassroots support, a project is often far more successful in the long run.

In July 2009, the Nursing Students presented a summary of their community health projects to their fellow students, and Karen and I attended the session. It was both interesting and gratifying to see the level of interest and support that the students' school gardening project garnered among their colleagues. Karen and I were also very encouraged when the students said that they would like to continue working with our school garden project when phase two of their course starts again in January 2010.

Sometime in August 2009, after what seemed like an interminable delay, the fence around the proposed garden area was finally constructed. A water outlet was also installed. There appeared to be hope for the garden after all.

In September 2009, Karen and I returned to school and faced new challenges on the garden front. Over the course of the summer it had become increasingly clear that School District 73, like many others in the province, was facing huge economic deficits: 17 schools were being considered for closure, a large scale school restructuring was being contemplated, and the annual facilities grant had been rescinded by the provincial government. There was a high probability that WSS would become a grade 8-10 school, losing its current 8-12 status, and that in 3 years time it might even be shut down. PAC funding had been cut by 50%, and our classroom budgets faced the prospect of significant reduction. With no money to do much of anything, we decided to wait until spring 2010 to construct our garden boxes.

In the meantime, we have done what we can. My husband and I found and stockpiled some free pallets that he will use to construct no-cost composters this winter. Our Foods students made candy apples and held a rather successful candy apple sale where $50 in profits was realized. We are currently pursuing a potential opportunity to access up to $1000 of funding for youth projects from the United Way. We are writing a letter that will go home with all Foods students requesting donations of surplus gardening tools and equipment. (At this point we have no soil for our boxes, no shovels, no hoses, and no tools whatsoever!)

In early December we received confirmation that the TRU nursing students will be joining us again come January. They will assist us with fundraising activities, getting the school garden up and running, and working to establish the community garden component of the initiative.

On December 14, the local school board made a decision on the reconfiguration of secondary schools within School District 73. It was announced that, at least for the time being, WSS will remain a full spectrum high school with grades 8 to 12. With this announcement comes a degree of stability that will enable us to keep moving forward with our vision of a school garden for WSS.

As so many different events and challenges have continually reminded us, planting a garden is above all an act of faith and hope. If this is the case in the best of times, how much more so it is in uncertain economic times. In early December 2009, we received our first sign that there is indeed hope for our garden, and that the figurative seeds we have planted might eventually grow and produce. A woman called to request a community garden plot to rent this spring. As of now, we have a fenced area with a water spigot, but no garden boxes and no soil. By spring, with any luck, there will be a box for her to rent.

Photo: The WSS school garden as it currently looks, December 2009.

What We Have Learned So Far From Our School Garden Project:

1. Don't be discouraged: while it is natural to have moments of discouragement and even despair, there are also moments of surprise and encouragement. Keep plugging away.

2. Planning and laying the foundation take huge amounts of effort and time, but these efforts will ultimately pay off (I hope!).

3. Enlist the cooperation and involvement of as many people in the school community as possible. Don't be afraid to ask others for help, including donations of time, money and equipment.

4. Promote your idea with the students, and help them to become enthusiastic about the initiative. When we had our candy apple fundraiser, it was not the students we expected that volunteered their time to help out.

5. Be prepared for naysayers and negativity. When we had our fundraiser, a malicious rumour was spread alleging that the students had deliberately tampered with the candy apples by spitting in them. We forged ahead and refused to lend credence to an improbable allegation. Our lesson: forge ahead and remember hint # 1!

6. Investigate and pursue all potential funding opportunities and leads. One cannot afford to leave any stones unturned when money is tight.

7. Think outside the box, and be creative about how you can accomplish your goals with as little money as possible. (For example, if you need composters but have no money for supplies, make them from free pallets!).

Where to from here : Summary of roundtable discussion at the closing of Canadian Symposium XI

What is the Current Story of Home Economics/Family Studies/Human Ecology Education in Canada?

Pros:
- Students keep taking the courses
- Parents come to classes, sharing constant feedback, kids do too
- Need to use parents as our advocates
- Interest from children (students)
- Making a difference
- Foods are strong
- Starting earlier – grade 5 and 6
- BC high school students are looking to foods courses
- We still exist
- We can address some of the challenges, ie) obesity
- Aboriginal identity is addressed in Family Studies relevance to daily life•
- Teachers want more skills

Cons:
- Provincial supports are dropping
- Parental expectations are counseling to take others
- Textiles evaporating (all levels)
- Unqualified teachers teaching our courses
- Need political savvy people
- Need consultants
- Need to find a national voice
- Waiting for new curriculum
- Money – doing more for less
- Timetable issues
- Human rights/environmental issues/relationships/sustainability/consumer issues
- Programs are closing•
- Budgets are tight
- Textiles programs struggle
- Not enough space for all of them

What is the Ideal story of Home Economics?
- Promotion of the program to attract new teachers
- A balance of family studies, food and textiles
- Adult education issues
- Family is important!
- Family choices =food, clothing, shelter

• Tied to HEALTH – make sense of the "story"
• Student confidence/selfWesteem
• Create an aggregate result
• Environment/relationship
• Pan Canadian goals – list serve to share•elements of curriculum
• Professional associations taking on the training for practical skills
• Maybe making some Home Economics courses compulsory in Secondary
• Ideal is a required course for all students in high school
• Minimum exposure required, eg) grades 6,7 and 8
• Linked to industry – collaborative to other areas

What are some realistic actions that could be taken to address problems or build on positive initiatives of Home Economics education in Canada?

• Integrate service learning – eg• Blankets for MCC Alzheimer's blankets and let the public know about it!!
• Partner with other curriculum areas
• Emphasise consumer education
• Offer in Wi services to Home Economics teachers
• Looking Forward
• Sustainability personally and professionally
• Transformational
• Foundation of nation building
• Wellbeing
• The knowledge most worth having
• Home Economics is my genetic makeup
• Passion that needs to be shared
• Relationships/family
• Developing and growing passion
• Empowerment
• Career opportunities
• Skill building in marketing, political savviness, business acumen
• Lifelong skills that I learn daily
• Kid friendly
• Necessary life skills
• Connect to the people with power
• Sustainability will be collaborating with people who care
• Hands on practical experience multiple intelligence
• Tolls for fulfilling life
• Life skills and lifelong learning
• Fun and excitement
• We are Community of agents of change
• Home economics is a business for the quality of life
• Home economics improves the students self concept
• Succession and planning (next generation of teachers)
• Forever learning/forever living
• Home economics is lending confidence for to a life well lived
• Links to industry

- Creative happiness
- Diversity
- Connected with and all subject areas/interdisciplinary
- Vibrant and fragile
- Inspired passion
- Food for thought
- Connections to get it started

    2013 – Vancouver?? Ontario ??

    - Connection with IFHE (in Ontario) in 2014 – Media attention