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Home Economics/Family Studies/Human Ecology
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Head's Introduction to the Canadian Home Economics Symposium, February 22, 2013

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I find the idea of Home Economics as a form of Health and Human Ecology both intriguing and exciting. Let me share briefly why. Eighteen months ago, I returned from Germany. It was the first time I had re-visited Germany since I taught there between 1967 and 1969. The Germany I once knew had changed, almost beyond recognition. I want to use aspects of my most recent lived experience there to illustrate how Home Economics as a form of Health and Human Ecology is meaningful to me as a scholar.

In Berlin, my wife and I went on walking tours that taught us a great deal about Hitler's third Reich and the Communist version of democracy in the former eastern bloc. Now I thought I knew a lot about this because, in my first two degrees, I had studied German language, literature, and history. But I had not accounted for all the new information that became available after the fall of the wall in November 1989. For instance, I had arranged for us to stay close to the Kurfürstendamm in Berlin because that is where I remembered all the action being during my previous trip to West Berlin. I had not realized that nearly all the wonderful architectural and cultural sites were in the Stadtmitte (City Center), which was the part of East Berlin that the former Soviet Union had grabbed when the allies divided the city into four sections. So I was seeing for the first time sites that I didn't even know existed. I saw the *Lustgarten* (Pleasure Garden of the Prussian Kings) next to the Berlin Cathedral and the Old Museum that Hitler had used (it was paved then) during the third Reich for Nazi rallies and military parades. I saw the four Berlin concert halls, the French Huguenot cathedral, the Brandenburg Gate from the other side (where the lively Pariser Platz has replaced the 50 meters of vacant space and barbed wire located under the watchful eye of guards ordered to shoot intruders on sight), and the four museums that had not been open to the west during the Communist era. I visited the square in front of Humboldt University Library where, in May 1933, Hitler and the Nazi Youth had burned thousands of books, including the first published scientific papers of Albert Einstein (a most distressing misfortune for any academic). I took in Check-point Charlie on Friedrichstrasse and touched a part of the infamous wall that had been preserved to remind us all of the unrelenting atrocities committed during that time. And I began to understand in a new way the tension that existed between East and West Berlin throughout 1960s and 1970s.

One of those sites was a famous street in Berlin (that I did know about in the abstract) a street called *Unter den Linden* (Under the Lime Trees). As we were walking, my wife caught a whiff of the delicate scent wafting down from the lime trees. It was magical! Everything appeared to stand still as we understood for the first time why *Unter den Linden* was so central to the life and culture of Berlin. It was not just an open boulevard that mirrored and, in some senses, exceeded the grandeur of the Parisian *Champs Elysées*; no, it had a scent like no other street in the world. After we spent some time revelling in the sensual experience of *Unter den Linden*, we made our way again to Checkpoint Charlie to take in more of the detailed historical information that was available

on the billboards lining the street. As we were absorbed in the details of what life was like under the Communist regime, we happened upon a store that made perfume. It made a very distinctive perfume called *Unter den Linden*, a perfume, they advertised, that none other than Marlene Dietrich had always bought whenever she visited Berlin. (Some of you may not be old enough to remember her but some of you no doubt will.) We went into the store, sprayed some perfume on my wife's wrist and there and then decided we had to buy some. But this was no insignificant perfume for my wife to wear. For me this *Unter den Linden* scent of a woman is a sensual form of health and human ecology. Whenever she wears it, its smell inhabits our nostrils and our whole being, and we remember in a sensate way our experience of Berlin—the buildings, the architecture, the cultural life that enthralled us, the open green spaces that previously served as paved platforms for military dominance, both right- and left-wing—and how that trip revitalized and nourished our bodies and souls. And we remember with compassion but sadness the life and struggle to experience freedom of those human beings in the former East Germany who were strangled first by Nazi excesses and then stifled by Communist dogma. Last but not least, we appreciate anew the human freedom and health we enjoy in this great country of ours, Canada.

You are here to enjoy a very fine conference. May the “perfume” of its program so envelope your senses that you experience anew perceptive insights into Home Economics as a form of Health and Human Ecology. May the conference become for you a stimulating and sensory form of intellectual excitement that permeates your scholarship in a manner that gives you a professional sense of fulfillment you could hardly ever have imagined.

I wish to draw your attention to some of the local perfume makers: Mary-Leah DeZwart and Gale Smith. Our special thanks to Mary-Leah, Gale, and the local program team and I wish you well in this fine conference.

1. **WHERE ARE WE GOING? FROM THE PERSPECTIVE OF NEW SCHOLARS**

Investigating the Use of Facebook in the Home Economics Classroom

Gayle A. Abbott-Mackie

If we teach today's students as we taught yesterday are we robbing them of tomorrow?

--John Dewey, 1944

Introduction

Every school in my school district has technology that can be accessed by both staff and students for educational purposes. This technology includes computers, hand held devices, software and mobile applications. Using this technology, students can access course content via the internet and social networking sites. It is unclear how technology and social media, specifically Facebook, is used and by whom as well as the educational impact.

In September 2012, both Staff and students at Quamichan Middle School began to access course content via the school's internet (WiFi) through the purchase of a class sets of iPods (hand held devices) and iPads, obtained with funds from a Mitchell Odyssey Foundation Grant. More recently, our school has used in house funds to purchase additional iPads and iPods. I propose to conduct a teacher inquiry/action research project into the use of social media, specifically Facebook, in order to determine its effect on my teaching practice and to investigate whether Facebook provides the means for students to become more independent learners.

I am a digital immigrant teaching a class full of "digital natives" (Pendergast, 2007, p.15). When I started teaching in 1985 I used film projectors, a Gestetner machine to "roll" assignments and typed recipes. I now show YouTube video clips, print worksheets using a photocopier, and word process student handouts that are scanned and uploaded to Facebook. Both my students and I use hand held devices like iPhones, smart phones and iPods to access Social Media and information. I have embraced new technology, much like my students have, but it isn't something that I was born into. Rather, I have emigrated to the new technology. I believe my teaching needs to change and embracing technology is something that is critical in order for me to improve both my practice and student achievement. There are a number of observations and questions that have arisen as a result of my classroom use of Facebook:

1. Students are able to access to course content outside school hours via Facebook: How will access to course content outside school hours affect students who are often absent or undesignated learners?
2. Students have access to different methods of curriculum delivery via Facebook such as visual content and fostering communication: How may Facebook enhance student learning?
3. There has been an increase in First Nations, marginalized and designated student engagement as well as parental involvement: How may the use of Facebook, to deliver curriculum, continue to engage these students and increase parental involvement?

Background to the Study

In October 2011, George Abbott, British Columbia's then Minister of Education, announced Personalized Learning as a provincial educational goal: "The world has changed and continues to change and in order to keep pace we need to shift the way we look at teaching and learning (Abbott, 2011). He suggests an answer to improve student engagement is the effective use of new technology. His plan requires personalized learning for every student, quality teaching, learning, flexibility and choice, high standards and learning empowered by **technology** (Abbott, 2011, emphasis added). Although he doesn't specifically mention social media such as Facebook, it is a popular use of technology.

The Home Economics Integrated Resource Package, the mandated curriculum for Home Economics in the province of British Columbia also supports the use of technology. For example, The *Home Economics Foods and Nutrition 8 to 12 IRP* (2007) states:

When planning instruction and assessment in Foods and Nutrition 8-12, teachers should provide opportunities for students to develop literacy in relation to information and communication technology sources and to reflect critically on the role of these technologies in society (p.14).

Although social media such as Facebook isn't specifically mentioned, it could be classified as "information and communication technology".

As Home Economics educators we are encouraged to "embrace digital culture, technology and globalization" (Pendergast, 2007, p.15). However, very little research has been done on the use of Social Networking Sites, specifically Facebook in Home Economics Education. In a literature search, I could find only one current article (published since Facebook has become available) that researched technology and Home Economics teaching, and social media was not even mentioned (Redmann & Kotrlík, 2009).

Defining Social Media

Boyd and Ellison (2007) define social network sites as:

Web-based services that allow individuals to:

- (1) Construct a public or semi-public profile within a bounded system,
- (2) Articulate a list of other users with whom they share a connection and (3) View and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (p. 211).

According to Mayfield (2008), social media share most or all of the following characteristics: participation, conversation, community, openness, and connection. Examples of Social Media include but are not limited to: LinkedIn, Facebook, Twitter, YouTube, and Flickr, iTunes U, Second Life, and MySpace. Boyd and Ellison (2007) provide a useful time-line of launch dates of many major social network sites. They note that the first site,

Six Degrees, was opened in 1997. This was followed by many sites whose names are not that common such as Live Planet, 1999, MiGente, 2000, Cyworld 2001 and Friendster 2002. By 2003, the number of sites was increasing dramatically, from one to three a year to five or more. The first Facebook for high school networking appeared in 2005 and by 2006 it was available to anyone in North America with Internet access.

Social networking is, therefore, a relatively new phenomenon but the statistics indicate widespread use. Most articles suggest that users number in the hundreds of millions (e.g., Boyd & Ellison 2007; Selwyn, 2009; Tiryakioğlu & Erzurum, 2011). To date, there are over a billion registered users of Facebook and the number continues to increase.

Increasingly the prominence of Social Networking Sites in the lives of learners of all ages has prompted educators to explore using sites such as Facebook in their teaching (e.g., Kuh, 2007; Selwyn, 2009; Tiryakioğlu & Erzurum, 2011; Towner, VanHorn, & Parker, 2007). Jin, Wen, and Gough (2010) contend that social networking is transforming the nature of learning as a social practice in a collaborative environment. They describe Facebook (www.facebook.com) as a:

..peer-relationship-based social network that allows users to create personal profiles and build up social relationships with other users by uploading various media such as photos and videos. It aims to expand audiences, promote upcoming events and give users a feeling of belonging (p. 141).

According to Lepi (2012), teachers use Facebook and YouTube more than other forms of social media.

Using Social Media

There is no common agreement about the use of Social Media in education. In a literature review, titled, *Facebook: The Pros and Cons of use in Education*, Couillard (n.d.) identified the following arguments in favour of its use: ease of use, positive effect on student–teacher relationships, increasing student involvement with classroom material and tailoring courses to a variety of leaning styles. According to Couillard, those who are more cautious express concern regarding “heightened disengagement, alienation and a disconnection with the real world” (p. 9); student resistance to academic use of social media; privacy issues; too much teacher disclosure; and on-line predators. Despite the negatives she concludes that, “with time and the right technique, Facebook could become a valuable tool for the educational system” (p. 12).

Potential uses for Facebook in education include: contacting students, graphic organizers, to network, to get class notes, to set up meetings and to create study groups (Towner, VanHorn, & Parker, 2007), for improving communication skills, enhance participation and social commitment, reinforce peer support, and ensure realization of education based collaboration (Tiryakioğlu & Erzurum, 2011). Kuh (2007) discusses several ways in which to engage nontraditional (i.e. low-income, First Nations) students in postsecondary education and to help them succeed. These include providing students with opportunities to: connect with friends on a meaningful level,

receive prompt feedback on academic questions or performances, use their peers as mentors, derive enjoyment from being part of something larger than themselves, encounter diverse perspectives, and apply what they learn in formal schooling to tackling meaningful problems in their everyday lives. Lepi (2012) suggests that the main uses of Facebook can be classified as: connect – communicate and collaborate between and among teachers, students, and parents; notify – event schedules, assignment due dates, reporting, sharing class news; teach – post assignments, attach supplementary materials, links, and the like; and curate – manage, oversee the site.

In an extensive review of 36 empirical studies of students' and teachers' use of Facebook, Hew (2011) reported “very few education-related activities on Facebook were found” (p. 668). Greenhow and Robelia (2011) similarly found few empirical studies that have looked at school-age young people's patterns of participation in social network sites from an educational and new literacy perspective. Their study showed that high school students use social networking for support for school tasks doing such things as “asking questions about instructions or deadlines, planning study groups, broadcasting or requesting educational resources from the network, ...gathering project materials, brainstorming ideas, sharing written work, and exchanging feedback” but there was no indication of its use as a pedagogical tool in education (p. 1148).

Most of the research on use of Facebook in education has been conducted at the post-secondary level. For example, Madge, Meek, Wellens and Hooley (2009) surveyed first year students' use of Facebook and informal learning. Jones and Healing (2010) also surveyed first year undergraduates. Both studies found that while use of social media has increased dramatically in students' lives, it hasn't been used much for learning. Selwyn (2009), who also investigated undergraduate students, concluded that social media neither enhanced nor eroded students (p. 157). This would indicate neither a positive nor negative effect on studies, but rather reflected individual usage.

The research at the public school level is uneven. Andersson, Hatakka, Grönlund, and Wiklund (2013) in a Swedish survey found that social media use makes students less social, that weaker students are more likely to get distracted, and teachers lack strategies for tackling the problem. On the other hand, Greenhow and Robelia's (2011) research on low income high school students use of social networks is much more positive. According to their research, “Students used their online social network to fulfill essential social learning functions, meeting a range of interpersonal needs, including validation and appreciation of creative endeavors, peer support from current and former classmates, and targeted help with school-related tasks” (p. 1153) and they concluded “emergent technologies hold great promise and challenges for transforming educational research and practice” (p.1156).

How I use Facebook in my Classroom

As a facilitator of learning, I aim to create a vibrant, comfortable, student-centred, and enriching learning environment. I foster skills in my Home Economics classes that include problem-solving, critical thinking, co-operation and effective communication. As well, I am flexible in adapting and modifying learning outcomes,

materials and instruction to meet the individual learning needs of my students. The current Integrated Resource Package (IRP) for Home Economics 8 to 12 which is the mandated curriculum document for this province suggests that it is the only course that brings together both the theoretical and the practical (praxis) to develop an understanding of the interdependence of everyday living (Ministry of Education, 2007, p. 4). Furthermore, implementation may vary to meet the individual needs of the students. As outlined in the IRP, I strive to have my lessons reflect current food trends, with respect to both global and local food production, nutrition and changing lifestyles, while at all times respecting both differentiated and 21st century learning. Moreover, I utilize technology, social media and on-line learning in my lesson planning to meet the needs of a technology-enthralled savvy group of Y generation individuals (Pendergast, 2007). To date I have used Facebook:

- To “flip” my classroom. Students are able to practice recipes at home and work ahead on projects. Then, students can upload pictures of recipes completed at home.
- To “post” examples of student projects
- For absent students to prepare recipes
- To curate and as a study guide
- To connect with past students
- To stay connected with students in the International Student program
- As a translating tool for ESL students
- To provide major project based classroom assignments
- To upload, step by step, pictures of recipe methods to be used by other teachers in their classes; specifically marginalized and designated students

Why Facebook and Home Economics?

In their British Columbia Teachers Federation paper on Home Economics, Smith and de Zwart (2010) state “Home Economics education is the only subject area that focuses on everyday life and meeting basic needs” (p.17). They outline three areas of need in the paper: the increased concerns of the eating habits of Canadians, the impact of poor parenting practices and the impact of financial illiteracy. It is becoming increasingly apparent that the educative and preventative value of Home Economics is essential to human happiness and well-being. Moreover, obesity, lack of financial literacy; work and life balance; environmental concerns; poverty, lack of cooking skills, and emphasis on consumption rather than thrift are areas only Home Economics addresses. (Smith, 2013, personal communication). Regardless of the delivery, foods and nutrition courses provide the only opportunity for students to learn hands-on food preparation. This hands-on approach is recognized as the most effective way in changing behavior. (Smith & de Zwart, 2010). Home Economics classes include problem-solving, critical thinking, co-operation and effective communication. Home Economics education influences family and interpersonal relationships. There is no other school subject that is as powerful in its ability to change

understandings and practices of students. Home Economics education is a different kind of knowledge and that if we are to accomplish change then we must work together with others that have a similar outlook (Peterat, 1983).

Home Economics, by nature, is transdisciplinary. Its delivery is as diverse and multifaceted as the teacher and the students in the classroom. Since its inception, Home Economics has reacted to the ever-changing cultural norms and educational philosophies of the day. Like many other subjects it has transitioned from its humble, but essential, educational beginnings to today, tackling the “big issues” facing students, communities and nations. Historically, Home Economics was firmly rooted in social issues: family life, health and hygiene, and the rights of women and children (Smith & de Zwart, 2010). Clearly Home Economics classes have been and continue to be a catalyst for change.

In addition to providing hands-on learning as a means of changing behavior, Home Economics classes have the ability to alter the effects of poor parenting practices. Parenting is singularly the most important role in developing members of society and impacting society at large, yet the preventative nature of Home Economics classes is not recognized in this role as it is an elective course within the Province of British Columbia. The correlation between poor parenting and poor life skills is self-evident; I see it daily at my school. Could an on-line delivery system of Home Economics curriculum via Facebook or Home Economics foster inclusion and participation within the parameters of a caring education system? Could we look past the IRP for guidance on what to teach, and consider that it is more important to look at the big picture and put things into perspective? The “big picture ideas” would create a curriculum that changes due to larger social conditions and collective forces – power, culture, ideology and politics. If, as educators, we are able to challenge the students and make the knowledge relevant and meaningful, we will also make the process critical, emancipative and transformative. To do so, we must “connect learning to public life and link knowledge to the operations of power” (Giroux, p.77). While it may require deviating from the formal curriculum as developed in the IRP, it is a step towards teaching the students the value of social change. We must challenge our students to expand their horizons while enabling them to make their own informed decisions. Finally, is it possible that Home Economics instruction could potentially break the cycle of mistrust towards education amongst Aboriginal and marginalized youth? The development of authentic Home Economics pedagogy delivered via Facebook, by teachers could enable this. Aoki (2005) writes about metonymic moments that offered perspective for him on the quest to find the discursive site of living pedagogy; “the site between representational and non-representational discourse is the site of living pedagogy” (p.429). Like Aoki, I must consider this as I continue to use Facebook (metonymic moments) to reflect on my pedagogical perspectives in my teaching.

I seek to understand the impact of the educational use of the social media, Facebook but also to examine it critically. Interpretive inquiry’s “main concern or inherent aim is to make something clear that was previously unclear or incoherent, to make sense out of everyday action, and understand cultural phenomena by bringing meaning structures into full human awareness” (Hultgren, 1989, p.58). In Home Economics, inquiries based in

critical theory ask what research can do to change existing educational and social inequalities and to create curricula and pedagogy that are more socially just (Brown, 1989). McGregor (2012) contends Twenty-first century Home Economists are working on issues of sustainability, empowerment, human security, human rights and responsibilities, peace and non-violence in homes and communities, as well as on human and social development to augment economic growth and development and technological progress, all with a focus on individuals and families as the cornerstone of civilization.

The Pros and Cons

The use of Facebook in education is not well understood. Some argue for its use and others disfavor it. Part of the problem is the lack of solid empirical research regarding the value of popular social media, such as Facebook, in education. There is a plethora of information under the general categories of: using Facebook, appropriate teacher use of Facebook, Facebook Apps for learning, how to use Facebook in the classroom and Facebook tips for teachers. Yet there are few scholarly peer reviewed articles written about the potential of Social Media in education and fewer studies have specifically addressed its role in pedagogy.

Since I started to use Facebook in my classroom practice I have become increasingly interested in understanding this phenomenon. How has it impacted my teaching practice? How do my students view it? What are the positives, the challenges and the concerns? Can I improve on its use? The literature on the topic was not helpful. I decided that I need to conduct my own research on my practice.

There are many pros to using Social Media. These include but are not limited to:

- Its ease of use and the fact that it is free. There are a plethora of resources available on learning how to use and if all else fails, ask s student to help facilitate the setup
- Many students are familiar with and like the technology and it is used by many students already
- Curricularly and pedagogically, it has the potential to become a learning network with both structure and flexibility and courses can be tailored to meet a variety of learning styles
- Students can become part of a leaning community, be re-engaged and help to promote critical thinking. Moreover the positive effect on student-teacher relationships could lead to more effective student engagement and success

Cons to using Facebook must be addressed. These include:

- A heightened disconnect with the real world and increased “screen time”
- Inappropriate Posts
- There is a need for personal and professional separation
- Nefarious use by pedophiles

Summing Up

Overall, the core motivation for the undertaking of this inquiry is to identify the impact of the use of social media, specifically Facebook as a teaching tool. I seek to identify the possibilities of its use, as well as the challenges and pitfalls. I anticipate that my study will help fill in the gap in the literature about the educational use of social media at the Middle school level. This will benefit my own practice and by making it public, it has the potential to inform the practice of others. The limitation is that this is a small case study in a specific subject area and may not easily be generalizable to other educational contexts. That being said, my use of Facebook, has established for me an optimistic sense of renewal, excitement and opportunity. The challenge for many is to sustain optimism amidst the variety of pressures that are annually expected of the system. Forces of change continually rain upon us from society, government, communities, parents and their children. While pressures may change, expectations remain high, and as teachers do the best they can to keep student learning at the centre of the priority, and to improve the opportunities for students so that they evolve toward sustainability and globalization. Driven by technological changes, students now have the ability to learn what they want, when they want to, with whomever they want as long as they have access. This creates an enormous push against a system of education that is steeped in time and place learning. This creates a tension for teachers to let students create their own learning experiences while still delivering the expected curriculum. There is a need for education to fundamentally change to a personalized learning environment for students. My research forces me to re-examine the what, where, when and how's of education. Authentic curriculum delivered in pedagogically sound builds choice and flexibility. This in turn has the potential to meet the needs of a much larger number of youth. Things are beginning to rapidly evolve as the shift of control for learning is moving away from the teacher and on to the student. I see the teacher's role, shifting to a more of a facilitator of knowledge acquisition, rather than the deliverer of knowledge. This requires a different skill set for teachers, learning to be comfortable with uncomfortableness, and learning to use new technology, like Social Media. Instead of having total control of the learning that takes place in the classroom, we need to be more flexible and adaptable to learning needs of the students and how they may demonstrate that learning.

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Bringing Maker/DIY Culture into the Textiles Classroom

Catherine Hay

Abstract - For the most progressive in our society, there has recently begun a resurgence of a Do It Yourself mentality, or as it has come to be known, a Maker's culture. The Internet has become increasingly full of open source, freely exchanged software, and the concept has grown to include video tutorials for making all manner of things, even open source plans for building high-tech machinery. Educators in the applied skills can play a leading role in this high-tech version of home-based crafts. This paper will look at the social and environmental damage done by the consumerist culture, the need for local, small-scale sustainable clothing production, and the role that Home Economics, specifically Textiles Studies, can play in this movement.

WHY TEACH HOME EC?

When asked to justify our relevance, Home Economics educators tend to speak about Foods and Nutrition courses that teach students to cook nourishing food for themselves and avoid becoming part of the epidemic of obesity that is plaguing North American youth. The Journal of the American Medical Association suggested that Home Economics, the "quaint" curriculum of the 1960s, should be reinstated as part of the campaign to combat obesity (Lichtenstein & Ludwig, 2010). While validating, this article must have infuriated many Home Ec educators, at least those of us in BC where Home Ec is still thriving. We haven't gone anywhere, and we do teach our students about healthy eating habits.

But another problem still remains: How do we justify teaching students to sew in a consumerist culture where we can buy clothing for less than it costs to make? Why should our students know about textiles and clothing, or even about how to judge quality, when cheap clothing is ubiquitous and so inexpensive as to be nearly disposable?

THE BIRTH OF CONSUMERISM

Textile technology, or as most people refer to the often seen as "quaint," old fashioned, even anti-feminist. because in the dawn of the Industrial Revolution, clothing the first new industry created out of what was formerly a or a cottage industry (Jacob, M. 2012). In other words, the own clothing was the first skill that was given over to the first of the basic human needs to be commodified on a large scale.



<http://rowansong.wordpress.com>

subject, Sewing, is Perhaps this is production was domestic activity creation of our industrialization,

In the years that followed, clothing production increased exponentially, with factories churning out many more articles of clothing than people would normally consume. Whereas an average person might have once owned three or four homemade pieces of clothing, it was now possible, indeed economically necessary, for each person to purchase many more items than they actually needed. The new economy depended on each citizen to consume at an ever-greater rate.

Think of how many items of clothing the average person owns today. Our closets are packed with literally hundreds of articles of clothing, many rarely worn. Our culture values consumption and we praise each other for making new purchases. It is our implicit duty to consume, whether or not we need to, and whether or not we can afford to. One could argue that citizenship has been reduced to consumerism.

THE PROBLEM OF OVER-CONSUMPTION

<http://www.squidoo.com> As the scale of clothing production grew, so did its societal and environmental impacts. Not only did consumers incur debt as a result of so much artificial abundance, but other societal ills arose as well. Factories with unjust and unsafe conditions became the typical workplace. When workers united and demanded fair conditions and fair pay, it was not long before owners moved production to other locations with less demanding workers. This process is still repeated with factories closing up and moving to countries with lower and lower labour standards, creating what is known as the race to the bottom. In China, for example, labour costs are 20 to 40 times lower than in Japan or the US (Made In China. Textiles and its Environmental Impact in China, 2012).

Guatamalan sweatshop. Photograph: Jaime Puebla/AP <http://www.guardian.co.uk>



The Pearl River, China <http://djcadchina.wordpress.com>



Alongside the degradation of labour standards, the race to the bottom also entails the erosion of

environmental regulations. The production of textiles, particularly cotton, uses huge quantities of water and dangerous pesticides (EJF, 2007). Worldwide, tons of chemical dyes are dumped into waterways (Dyeing for a change: current conventions and new futures in the textile colour industry, 2006). There is a macabre joke in the industry that if you want to know what colours are in fashion, just look at the water in China (Made In China. Textiles and its Environmental Impact in China, 2012). Water contaminated by the chemical dyes from China’s textiles industry and discharged into rivers is one reason 300 million Chinese people no longer have access to clean drinking water (Spencer, 2007).

The mainstream fashion industry is built on exploitation—of farmers, workers, and the environment. When we buy a \$10 T-shirt at Walmart, we participate in that exploitation by paying a price that does not reflect the true cost of that garment. The remaining costs are off-loaded onto the people who are left with inadequate wages and degraded environments.

Our clothing has further consequences at the end of the garment’s life cycle. Typically, about 5 to 8% of the waste that goes into landfills is textiles. About 93% of that could have been recycled. When recycling textiles, 35% is resold as used clothing, 33% is turned into reprocessed fibres (filler in vehicle seats and, upholstery, insulation, etc), 25% is converted to cloth wipes leaving only 7% to go to landfill (Desbarats, 2010).

While donating used clothing to a charitable organization is preferable to sending it to a landfill, problems also occur when charities are not able to re-sell the clothing. Stores such as Value Village bale their unsold merchandise and send it to developing countries.

still sounds like a good solution, there is an negative impact on the traditional crafts of these a discussion with my sister-in-law, Janthra, she the young people in her native village in Thailand interest in learning the traditional craft of raising spinning the fibre, dyeing and weaving the beautiful



While this unintentional countries. In related that have no silk worms, Thai silks

that her mother's generation was so skilled at producing. She said that it's cheaper, faster, and trendier, to buy second hand clothing from North America. The traditional silk sarong is seen as grandmothers' clothing. Clearly, even the cast-offs of our consumer culture have social, economic and environmental consequences.

ALTERNATIVES TO A CONSUMERIST CULTURE

We teach our students that whenever we purchase clothing, we are faced with a vast array of choices, and the curriculum encourages investigation into those choices. We tell our students to "Vote with your wallet," again reducing citizenship to consumerism. However, the majority of the readily available choices still fall within the parameters of mainstream exploitive consumerism. In order to make an ethical choice, we usually need to step outside the mall. Our alternatives include buying second hand, redesigning an older garment, making our own, buying higher quality less often, and buying from local designers. Essentially, we need to examine the sustainability of our consumerism.

THE ROLE OF TEXTILES STUDIES

So, how can Textiles education play a role in encouraging consumers to be citizens actively engaged in changing the dominant consumer culture? Our curriculum, the BC Integrated Resource Package (2007), says that by grade 12 our students should understand the "relationship between textile consumerism and global issues" (p. 7). This section of the curriculum, which falls under the heading "Factors Affecting Textile Choice and Use," is the area that will help us to expose the problem of over-consumption, and to encourage our students to be engaged citizens in a sustainable economic structure rather than simply consumers in a destructive cycle of continued, unsustainable growth.

The BC Integrated Resource Package (2007) Factors Affecting Textile Choice and Use

Grade 8	identify reasons why people wear clothing	explain various influences on clothing choices (e.g., modesty, safety, social status, environment, culture, media, peer pressure)
Grade 9	identify conditions under which clothing and textiles are produced	examine where and how clothing and textiles are produced (e.g., process, geography, environmental

		impact, working conditions)
Grade 10	describe conditions under which clothing and textiles are produced	research where and how clothing and textiles are produced (e.g., process, geography, environmental impact, trade agreements, working conditions)
Grade 11	demonstrate an understanding of influences on fashion and textile choices, including– socio-economics – media influences – global and environmental considerations	research and discuss factors that influence textile purchases (e.g., price, designer labels, celebrity endorsements, awareness of manufacturing conditions and pollution)
Grade 12	analyse the relationship between textile consumerism and global issues	assess the implications of textile decisions (e.g., purchases driving production, brand status, environmentally sustainable fabrics, online shopping, transportation, global warming, pesticides, working conditions such as sweat shops and piecework)

Mary Gale Smith (2008) has been encouraging home economics educators to incorporate sustainability education into all aspects of our teaching. She says, “Considerations of sustainable development (adequately conceptualized) should be systematically integrated into home economics curricula. This means that it is neither a distinct field of study, nor a separate study to be inserted, nor an ‘add on’, but an interdisciplinary study to be blended into home economics to construct a larger unity” (p.7-8). She encourages a process of lesson plan re-modelling to critique the ways in which we have been teaching, to examine what is lacking in terms of global education, and finally to incorporate new objectives, including learning “analytic skills to critically examine the root causes of global issues and problems such as sustainability” (p. 10).

If we combine Smith's concept of incorporating sustainability into everything that we do with an effective use of technology, we can merge our formal curriculum with material selected from the informal curriculum that abounds on the Internet. We can engage our students with a different approach to fashion.

MAKER CULTURE

There is a burgeoning Do-It-Yourself culture, or a Maker's revolution, happening around the world, with progressive, creative people finding innovative ways of reducing the impact of their consumption. We can bring this culture, with its values of sustainability, into our classrooms to inspire dialogue, to explore alternatives, and also to give back to this community of sharing by encouraging our students to post their own projects, videos and tutorials. This give-and-take participation goes beyond consumerism to citizenship in a global community.

Chris Anderson, author of *Makers: The New Industrial Revolution* (2012) writes, "one of the most profound shifts of the Web Age is that there is a new default of sharing online. If you do something, video it. If you video something, post it. If you post something, promote it to your friends. Projects shared online become inspiration for others and opportunities for collaboration" (p.13).

Josh Scott, co-founder of the online crafting community Craftsy, captures the Maker's spirit: "Making is different. It is special, meaningful and long lasting in a world full of disposable items. It stretches us to do things we never thought we could do, enables us to enjoy child-like pride over something we have created, connects us to people in our community and around the world" (email, Nov. 25, 2012). This is exactly the opportunity that Textiles education can bring to students. Communities like Craftsy, as well as other popular sites such as Pinterest and Etsy, can bring professional tutorials into our classes, while we as teachers are there to offer the support that our students need as they work their way through various projects, and our students can in turn contribute to the community.

PRACTICAL APPLICATIONS

In making initial steps in bringing the Maker's culture into my classroom, I put my Textiles Arts and Crafts course on a Wiki page. By creating this Wiki space, I can bring my students links to tutorials and ideas, and free myself up to attend to other areas of the class. They explore the websites that I have pre-selected, they can see the samples in the classroom, and I'm there to support them.

Recently, I spoke to my Home Ec 8 class about their program planning for their grade 9 year. I usually try to promote Textiles as a fun, creative class. This year, I talked about the global DIY revolution and how more and more people aren't satisfied with buying artificially cheap clothes that off load their true cost onto others, and how

making your own clothes or recycling old clothes can be fun and trendy, but also much better for the planet. I was encouraged by how their ears pricked up during this brief talk.

This fall, one of my senior Textiles students asked if we could start a recycled fashion club. I agreed to sponsor the club and suggested that we videotape our projects from start to finish, and then ask a talented student to edit our videos into tutorials that can be posted online by the students. As a result, this year's Grad fashion show will feature a line of the students' recycled fashion.

For a few years now, my students and I have participated in SFU's SIFE Banner bag project in which banners from all over the province are donated to Textiles classes to be turned into reusable shopping bags. This is often the first introduction they have to upcycling something useful out of something that would otherwise end up in a landfill. A next step could be to participate in Beyond the Bag design competition which comes with the advantage of a cash prize and media attention for the students' work.

Our Grad Fashion Show always features student work, but this year's show will also show a line of students' recycled fashion. This also gives an opportunity to reach out to the local media, as well as posting our process and products online.

<https://www.facebook.com/sifebannerbags>

CONCLUSION: WHY SHOULD WE TEACH TEXTILES?

Yes, shopping is fun. Corporate-created clothing can be more beautiful and trendy than the clothing that our students can make for themselves, but it should not supplant their ability to provide for themselves. In Maslow's hierarchy of needs, the most basic human needs are food, water, and clothing (Morant, 2012). Do we really want to rely on a commercial company, whose driving force is profit, to supply us with these absolute necessities? Shouldn't we be able to provide these things for ourselves? The short answer is that we teach Textiles because making stuff is more fun and more sustainable than buying stuff.

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2. SOCIAL CONDITIONS AND THEIR MEANING FOR HOME ECONOMICS/FAMILY STUDIES/HUMAN ECOLOGY EDUCATION

Non Intact Families and Prevalence of Maladaptive Behaviours Among Adolescents

Elsie N. Alozie

ABSTRACT

The study is focused on influence of non-intactness of families on the adolescent behaviours in Umuahia, Abia State. Especially this was designed to find out the effects of non-intact family, female-headed family and male headed family on the mal-adaptive behaviours of adolescents and to establish relationship between the rate of behavioural problems in adolescents and family structure. The design of the study was survey. Questionnaire was used for data collection. A total of 60 families were selected through stratified random sampling technique. Descriptive statistics (mean, ranking, pooled mean and percentages) were used to analyze the findings which revealed that most children from female-headed homes exhibit more mal-adaptive behaviours than their counterparts. Conclusions and recommendations were made based on the findings of the study.

Keywords – Non Intact, Prevalence, Family and Adolescents

INTRODUCTION

Family structure has been associated with children's psychological well-being and social behaviours, ranging from school misbehaviours to more risky behaviors such as child abuse, street fight, very poor academic performance prostitution, etc. The world family according to the Longman's dictionary of Contemporary English means a group of people who are closely related to each other especially mother, father, and children representing the nuclear family. Salvador (1998) sees family as a social unit that faces a series of developmental tasks. The term mal-adaptive behaviours means to some people only bad behaviours with an accompanying judgment, that some children exhibit mal-adaptive behaviour because they are bad kids. However, in the field of child development, "mal-adaptive behaviours" does not mean bad kids, it means poor or inadequate adaptive behaviours. Like all evil of our time, mal-adjustment among adolescents is not confined to any particular locality, state or country. It is universal. The differences from place to place may be attributed to the degree of permissiveness, cultural, political and socio-economic differences of various societies of the world (Akinloye, 1991). Akinloye conceptualized family structures as the way family is built up or put together (intact) or separation of the family members, basically the man and the woman (husband and wife). The structure of the family is changing to a very great degree which determines to a great extent the behavior of the children in the family especially the adolescents. A lot of things could contribute to non-intactness of the family for instance;

- (a) Death of either spouse
- (b) Broken marriage (divorce) (permanent separation)

- (c) Separation (temporary separation) which could be as a result of the type and place of work of either of the spouse, misunderstanding or an agreement
- (d) Never married (single parenting) by choice or circumstance

CAUSES OF MAL-ADAPTIVE BEHAVIOURS IN ADOLESCENTS

There are several causes of moral problems among adolescents in Nigeria. Youth aggression and violence appear to have their origin in early childhood. Chandler (1999) suggested that aggressive behaviour in children (moral disorder) occurs in nearly 10% of children in urban population. He also said that 90% of recidivist juvenile delinquents have had bad moral disorder since age seven, and harsh and inconsistent parenting is the causes of conduct (moral) disorder among the adolescents. Pritchard and Kim (2002) have noted that parental rearing styles of children are strongly associated with poor supervision, erratic harsh discipline, parental disharmony, rejection of the child and low involvement in the child's activities. It has been observed in many families in Nigeria that much aggressive behavior in children is influenced by the manner of parents' behavior towards their children. Many homes have anti-social children because the parents do little to encourage polite or considerate behavior by the child but give much attention when the child yells or manifests a tantrum. Eventually, when these mal-adaptive behaviours draw people's attention, the child learns to maintain a systematic communication pattern between themselves and their parents which affect communication flow. Children find it difficult to express their emotional dissatisfaction without being seen as disrespectful and rude. Another major source of a child's conduct problem is disorganized attachment patterns of the infancy period. Most often, children experience fear, anger and distress on reunion with their parents after a brief separation. It is believed that those behavioural traits are likely to be the response to the frightening, unbelievable and inconsistent parenting style. The frustration arising from this inadequacy leads to expressions of aggression. In the school playground, these children manifest difficulty in relating well within their peers at work, For instance, they lack skill for taking turns without up-setting others and becoming aggressive (Wise, 2003). The genetic factor is another cause of conduct problem. For example hyperactivity is predominantly genetically determined (Conckine, 1996). Children who are known to be restless and impulsive in behaviour might express aggression over time. Also delinquents have been known to have low intelligent quotients of 8-10 points lower than law abiding peers. It has been found in literature that other traits that possibly dispose children to conduct problems include irritability and explosiveness, lack of social awareness and social anxiety, as well as reward seeking behaviour. The concern of the child's conduct problems is more than myth. Its causes are clearly traced to be unfavourable, consistent and common predisposing factors in the family, school and the environment. Behavioural problems among children are of various types such as aggressive and other anti-social conduct. Some of these conduct problems have serious consequences on the children, themselves and other peers, parents and community. One major consequence of children's conduct problem is that it affects the general pattern of school and physical adjustment of children across school, home and the environmental settings. For instance, conduct has consequences on the physical, emotional and social dispositions of the

individual involved. If these behaviours are manifested more often at home, they would constitute the bulk of concern and source of worry and anxiety on parents and neighbors. In other words, children's moral (conduct) problems should not be overlooked. This is because the consequences of child's conduct problems have far-reaching effects on the peace of the Nigerian society.

INFLUENCE OF THE FAMILY STRUCTURE ON THE ADOLESCENTS EDUCATION

Parents play important roles in helping their children for formal schooling. School readiness begins early in a child's life and includes not only engaging one's child's cognitive activities but also providing an environment that promotes social skills and physical development. Parents who choose to be deeply involved in their children's educational preparation may provide them with valuable developmental experiences that familiarize them with social expectations and responsibilities. Ability to adapt to classroom routine appears to be influenced to some degree by the marital situation of their parents. Baros (1997) noted that three and four year-old children with two biological parents are three times less likely than those in any other type of family to have emotional or behavioural problems such as attention deficit disorders, Clayton (1994) also explained that children in adoptive-parent families have highest instance of developmental delays and learning disabilities that could be related to health problems that existed prior to the child's adoption. Children who are just entering the school tend to be less-healthy, if they come from non-traditional families, possibly due to fewer economic resources and the absence of a second adult in the household. Family structure affects the frequency with which parents engage in these activities. Children living with two biological parents are more likely to be involved especially in literacy activities than children from single parents home. The effect of family structure on academic performance was also studied by Salvador, 1998. Analyzing the achievement test scores of 868 black and white elementary school students in a southern city school district in second through fourth grades, the author reported a significant correlation between achievement test scores and household composition by using dummy variables that divides families into two parents or mother only household. Concluding an analysis of longitudinal data, Pritchard and Kim (2002) examined the relationship between family structure and children's educational attainment. Using data from three waves of the National Longitudinal Survey they found that overall children who spend more time in single parent families had lower levels of educational attainment.

THE EFFECT OF FAMILY STRUCTURES ON MAL-ADAPTIVE BEHAVIOURS OF ADOLESCENTS

Some people like Richard (1982) argued that differences in life outcome are largely determined by the characteristics of the family, such characteristics include family composition, social and economic resources. One of the fundamental characteristics of the family that has significant effect on children in the household is its structure. Family structure can constrain the availability of economic and social resources such as parents' ability to spend time with their child, be involved in educational activities, and spend monetary resources that can promote and position educational outcome and wellbeing. Research has consistently shown that family structure can facilitate or limit the ways in which parents are able to positively influence the outcome of the children

(Maddox, 2001). In research on risk for aggressive, antisocial and violent behaviours Neil (2000) explained that such forces as weak bonding, ineffective parenting (poor monitoring) excessively harsh, or inconsistent discipline, inadequate supervision (which is common in polygamous families) and a climate that supports aggression and violence puts children at risk of being violent later in life. Parental discord affects adolescents behaviour greatly, high level of marital conflicts have deleterious effects on children. Wise (2003) has also stated that a relationship between marital discord and negative attitude towards the child and conflict when poorly resolved or occurring in front of the child has been proved to be related to a number of child behaviours difficulties. Further studies have shown that the structure of the family under which a child is reared influence the child's education, attendance in school and his/her morals. The impacts of non-intactness of the parents on adolescents development and behavior depends on the nature and level of relationship between the adolescents and the custodial parent, the resources in the family, how the resources are used for the good of the adolescent, s the temperament and intellectual and physical endowment of the adolescent, the gender of the custodial parent and that of the adolescent (Maddox, 2001). The trauma of sudden death of a parent is more stressful and often carries immediate reaction of erratic behaviour by the adolescents because of their emotional conflict (Wise, 2003) who maintained that sudden death carries long-term consequences of adjustment to parental loss. Adolescents from non-intact families are left distraught, depressed and in adulthood, worried, under achieving, angry and self-deprecating. They are worst off educationally, financially and psychologically from the time their parents have died, divorced or separated all the way into adulthood (Nwali,2002). Adolescents of single parents have such as drug abuse, psychiatric problem and other emotional disorders. Some adolescents of non-intact homes especially as a result of divorce, rationalize that all relationships are unreliable, doomed to unravel, and end in betrayal and infidelity. To the extremes, these adolescents are exposed to indulge in sexual promiscuity, run away from home and suicides (Nwali, 2002). Pritchard and Kim (2002) stated that adolescents from single parents are afraid of getting too close to companions because of unconscious fear of being hurt or abandoned like their parents. Adolescents of non-intact families have higher rate of being fostered or farmed out to the relatives than the adolescents from intact families. They are being deployed as street hawkers, thereby exposing them to casual and indiscriminate sex, which often results to teenage pregnancy. Teenage mothers usually forget their education and even when some return to school, they do not continue as far as their peers who did not become pregnant. This may lead to lower earning, job dissatisfaction and greater dependency on the state. The boys have the risk of joining bad gangs as a result of lack of saleable skills to equip them for self-reliance. Self-reliance refers to a person's ability to utilize his/her skills, abilities and available resources to produce and distribute good and services for personal economic profit. Self-reliance involves personal ownership of a business or employment. When paid jobs are limited, self-reliant employment can enable unemployed individuals to fulfill the basic requirements of life and achieve a more self-rewarding life. However, success in self-employment is determined largely by the ability of the investor to recognize potential areas and

utilize his skills and abilities in combining resources to produce goods and services that will yield profit (Lemchi, 2001)

In view of the fact that these single parents have limited resources and time, the adolescents may not be given necessary opportunity to acquire the skills that will enable them to be self-reliant and contribute substantially to the economic development of the society.

STATEMENT OF THE PROBLEM

Research has consistently show that family structure can facilitate or limit the ways in which parents are able to positively influence the future outcomes of their children. One fundamental characteristics of the family that has significant and sustaining effects on children is its structure, which are number of parents and their relationships with the children in the household. A family structure can constrain the availability of economic and social resource, such as parents' ability to spend time with their children, be involved in educational activities and expend monetary resources that can promote positive educational outcomes and wellbeing.

PURPOSE OF THE STUDY

The major purpose of the study was to find out the influence of non-intactness of families on the adolescents behaviours in Umuahia Abia State.

- Specifically, the study was designed to determine and investigate the relationship between family structure and maladaptive behaviours among adolescents and investigate the influence of non-intact families on adolescent education pursuit.

This study will be of benefit to the families since the existence of the adolescent period generally leads to a successful adulthood. The adolescent faces many crises and the resolution of these numerous crises depends on the parents/adolescent relationship. The study will show how the family can learn about the characteristics and problem of adolescent and be able to support and care for them emotionally (by providing love and security) economically (basic needs), nutritionally and health wise because of stress and danger in parenting during this period. Non-intact families will benefit from the study because it will create awareness of the role and responsibilities of the parents to the adolescents and the consequences of learning to the adolescents themselves. This paper is relevant because the data collected will provide government and public information on what goes on in non-intact families thereby proffering solutions. Finally the society of large will benefit from the findings as most of the ills created by adolescents in the family organization will be minimized. This will be achieved by the creation of family communication awareness for parents and public through seminars, conferences and workshops, made available to groups like churches/religious programmes, women groups such as family law centers (FLC).

RESEARCH QUESTIONS

1. What are the effects of non-intactness of families on the adolescent behaviours in Umuahia North L.G.A.
2. How does family structure relate to the maladaptive behaviour of adolescents
3. How does non-intactness of the family influence adolescent educational pursuit.

DESIGN OF THE STUDY

A survey research design was used for the study. The survey design was used because the study sought information from the respondents as the situation exists, without manipulation of any variables.

AREA OF THE STUDY

The study area conduct: Umuahia North and South Local Government Areas [L.G.A.] are in Abia State. The two local government areas are bounded in North by Bende L.G.A in the South by Isialangwa/Oboro L.G.A. in the East by Ikwuano L.G.As (Umuahia North and South) has a total population of 220,660 with 36 communities while South has a population of 138,570 with 46 communities.

POPULATION OF THE STUDY

The population of the study comprises of all family heads in Umuahia North and South Local Government Area of Abia State. These include 36,776 and 33,095 family heads in the 36 and 46 autonomous communities in Umuahia North and South L.G.As (Umuahia North and South) has a total population of study comprised of 68,871 intact, male headed and female headed families in the area of study.

INSTRUMENTS FOR DATA COLLECTION

The instruments used were questionnaires and oral interviews. This was required because most people from the rural areas are not literate and cannot fill the questionnaires. This was validated by a psychologist and a home economics expert respectively.

FINDINGS

At the end of the study and final analysis, the researcher found out that adolescents from non-intact homes are more prevalent in exhibiting mal-adaptive behaviours than their counterparts from intact families, especially those of them from female headed homes. This finding corroborates experiences and views expressed by many people in the society that adolescents who grow up in female headed families are usually pampered by their mother. They usually lack the masculine handling by fathers. They are less disciplined and tend to exhibit maladaptive behaviors unchecked. This is one of the problems of separation especially in a case of divorce (permanent separation). When a woman divorces and keeps her children, she would want to impress her children and the society that despite her separation from the husband, she is still able to take care of and provide all that the children require. This feeling usually leads to over pampering of the child. It is one of the phenomena that tend to indulge adolescents, in maladaptive behaviours.

CONCLUSION

The findings of this study revealed and concluded that the death of one parent, divorce, occupation and choice of single parenting are the causes of non-intactness of families. This has gone a long way in contributing to high level of mal-adaptive behaviours of our adolescent children and has also marred the future of these adolescents and put the entire society at risk.

RECOMMENDATION

Based on the findings, of the study the following recommendations were made. Efforts should be made by husbands and wives to make sure that they live together with tolerance, understanding and love so as not to put the future of their adolescents in the family at risk, and in case of death of either partner that the other extended family members (relations) should be involved in the training of these adolescents. The researcher is also recommending that in a situation where the husband and wife cannot live together may be based on the differences in working places or divorce, that the welfare which takes care of such martial conflicts will allow the adolescent males to live with their fathers while the female adolescents live with their mothers, because from the findings it is observed that the maladaptive behaviors are more prevalent among male adolescents from female headed homes. This is because at the age of adolescence which starts from 14 years and above young men can no longer be easily controlled without the help of a man (authoritarian) with close monitoring and role model. The government, churches and non-governmental organizations [NGOs] should enlighten families on the impact (effects) of separation on their adolescents and educate them on the possible ways of sustaining and enhancing their marriages. This could be done by conducting seminars, workshops, opening up counseling units as well as premarital counseling for youths. The government should plan more on reorientation and moral regeneration of youths as well as the church working on the reorientation of both the youths and couple.

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**Consumption pattern of Available Food Resources by Low Income Households in Anambra State, Nigeria:
Implications for Home Economics Education**

Georgina Anozie, Ph.D.

Keywords: Food consumption pattern, low income households, nutrition education, Nigeria

Abstract

Nigeria is a country that is richly blessed with abundant local food resources as noted by many studies (Raw Materials Development Council, 1990, Anikweze, 2002 and Anozie, 2005). Despite the availability of these local food resources, many Nigerians are still malnourished. Available data from the National Bureau of Statistics (2003) revealed that more than half of the Nigerian population especially women and children live in severe deprivation, with many households being food insecure, with poor access to resources to meet basic needs resulting in nutritional deficiencies. This is still the case in some households today. This is contrary to the United Nations Millennium Development Goals (MDG,s) of reducing extreme poverty, hunger, disease and environmental sustainability.

Food being the foremost basic need gets the priority in expenditure of people, especially the low income households (Anozie, 2004). Food consumption pattern refers to the consumption frequencies of food among different households. These consumption frequencies of food as noted by Gaiha, (2003) differ from one household to another due to many variables that influence the consumption pattern of households such as availability of food, educational level, family size, socio-economic condition and prices of food. It is necessary to address the food consumption pattern of low income households so as to target achieving those millennium development goals concerned about nutrition and health. This study therefore assessed the consumption pattern of available food resources by low income households in Anambra state, Nigeria to present implications for Nutrition Education which is an area of Home Economics. Specifically, the study identified the food resources available in the area of study and the most frequently consumed food resources in the area of the study. Two research questions were formulated for the study. The area of the study was Aguata Local Government area of Anambra State in the south eastern Nigeria. Survey research design was employed in the study. A purposive sample of a hundred (100) low income households each from Aguluezechukwu and Igboekwu communities were used for the study. Validated questionnaire was the instrument used for data collection. The instrument was validated by three home economics experts from Michael Okpara University of Agriculture, Umudike, Abia state and the corrections given were properly effected. The reliability of the instrument was determined using Cronbach's Alpha. A reliability coefficient of 0.86 was obtained. Particular attention was placed on the adequacy of the diets consumed in these households. Questionnaire was used to collect data from the respondents on the socio economic characteristics, available food resources and the dietary practices while frequency, means and percentages were used for analysis. It was found out that carbohydrate rich foods were the most frequently consumed by the respondents on daily basis (87%). Micronutrient rich foods were consumed but not on daily basis (48%). Ice fish and crayfish were frequently consumed (75%) by the respondents. Fruits were available but not frequently consumed because of their economic importance (28%). The findings generally revealed that all the foods available were not consumed by the low income households in the area of the study. They did not take into considerations the nutrient content of the foods they consume.

Introduction:

Recent studies by Food and Agriculture Organization (2010) revealed that nearly 800 million people are today chronically undernourished and unable to obtain sufficient food to meet the minimum energy needs. International Food Policy Research Institute (IFPRI) in 1991/1992, identifies low income households as people who cannot afford an adequate diet, due to their inadequate purchasing power, socio-economic status, educational level, family size, availability of food, and thus remain seriously underfed. The vast majority of low income parents today are working but still struggle to make ends meet, struggling to keep the household in a changing labour market. Parents and children in low income households are more financially vulnerable than those in higher income families. Over one quarter of low income families experience hardship on food. People on a low income may be living in poverty. This can be taken to mean an absolute lack of material possession but, in Western Society, it is more commonly used to reflect disadvantage in relation to the rest of society (Barasi, 2003). In practice, the definition varies between different organizations. Two definitions that are used are: People receiving less than half of the average income (whether from employment or state benefits); and people having to spend more than 30 percent of income on food.

Low income households have been bedevilled by malnutrition. The cases of malnutrition have been reported in different parts of the world especially in the developing countries like Nigeria (World Nutrition Situation, 2000). Among low income households, children have been found to be the most visible victims of under nutrition. Children who are poorly nourished suffer up to 160 days of illness each year. Also, poor nutrition plays a role in at least half of the 10.9million deaths each year.

One of the major factors responsible for malnutrition among low income households is lack or limited access to available food resources. According to FAO (2010), the world currently produces enough food for everybody but many people do not have access to it. The major problem, therefore, among low income households is the identification of available food resources in the society and changing their consumption pattern to accommodate those food resources that were hitherto unavailable to them.

Food consumption pattern refers to the consumption frequencies of food among different households. These consumption frequencies of food as noted by Gaiha, (2003) differ from one household to another due to many variables that influence the consumption pattern of households such as availability of food, educational level, family size, socio-economic condition and prices of food. It is necessary to address the food consumption pattern of low income households so as to target achieving those millennium development goals concerned about nutrition and health. This study therefore assessed the consumption pattern of available food resources by low income households in Anambra state, Nigeria to present implications for Nutrition Education which is an area of Home Economics. Specifically, the study identified the food resources available in the area of study and the most frequently consumed food resources in the area of the study. Two research questions were formulated for the study.

Methodology

The area of the study was Aguata Local Government area of Anambra State in the south eastern Nigeria. Survey research design was employed in the study. A purposive sample of a hundred (100) low income households each from Aguluezechukwu and Igboukwu communities were used for the study. Validated questionnaire was the instrument used for data collection. The instrument was validated by three Home economics experts from Michael Okpara University of Agriculture, Umudike, Abia state and the corrections given were properly effected. The reliability of the instrument was determined using Cronbach,s Alpha. A reliability coefficient of 0.86 was obtained. Particular attention was placed on the adequacy of the diets consumed in these households. Questionnaire was used to collect data from the respondents on the socio economic characteristics, available food resources and the dietary practices while frequency, means and percentages were used for analysis.

Results

Research question 1: What are the available food resources for low income households in Anambra State?

The data for answering this research question is summarized in table 1

Table 1: Percentage Responses of Low Income Households on the Available Food Resources

<i>S/n</i>	<i>The following are the available food resources</i>	<i>Percentages</i>	<i>Remarks</i>
1	Cassava	99.8	A
2	Yam	81.3	A
3	Sweet Potatoes	60	A
4	Cocoyam	71.3	A
5	Beans	52	A
6	Peas	-	NA
7	Bread fruit	76	A
8	Oil bean	58.3	A
9	Melon	61.3	A
10	Maize	62.5	A
11	Millet	-	NA
12	Guinea corn	-	NA
13	plantain	60	A
14	Banana	55.5	A
15	Pumpkin	67	A
16	Bitter leaf	65	A
17	Garden egg	70	A
18	Cabbage	-	NA
19	Water leaf	74.5	A
20	Cucumber	-	NA
21	Okro	87.5	A
22	Tomatoes	25.5	NA
23	Pepper	70	A
24	Onions	47	NA
25	Orange	80	A
26	Mango	82.8	A
27	Pear (Avacado and Local)	33.8	NA

28	Pawpaw	98	A
29	Water melon	-	NA
30	Grape	84	A
31	Pineapple	50	A
32	Guava	64.5	A
33	Chicken	50.3	A
34	Cashew	85	A
35	Egg	62.5	A
36	Goat/Goat Meat	67	A
37	Ice fish	96.5	A
38	Snail	90	A
39	Crayfish	78	A
40	Red palm oil	76	A
41	Groundnut oil	30.8	NA
42	Margarine	15	NA
43	Soya bean oil	-	NA

NA= Not Available, A=Available

Note: Items that scored 50% and above were regarded as available food resources

Research question 2: What is the consumption level of the available food resources by low income households

The data for answering this research question is summarized in tables 2a and 2b

Table 2a: Mean Responses of Low income Households on the Consumption

Level of the Available Food Resources

<i>S/n</i>	<i>Available food resources</i>	<i>Mean</i>	<i>Remarks</i>
1	Cassava	4.87	FC
2	Yam	4.78	FC
3	Sweet Potatoes	4.78	FC
4	Cocoyam	4.77	FC
5	Beans	4.76	NC
6	Peas	-	NA
7	Bread fruit	3.02	NC
8	Oil bean	3.99	NC
9	Melon	4.67	FC
10	Maize	4.43	FC
11	Millet	-	NA
12	Guinea corn	-	NA
13	plantain	3.08	NC
14	Banana	3.12	NC
15	Pumpkin	4.55	FC
16	Bitter leaf	4.44	FC
17	Garden egg	3.00	NC
18	Cabbage	-	NA
19	Water leaf	3.22	NC
20	Cucumber	-	NA
21	Okro	4.88	FC
22	Tomatoes	3.01	NC

23	Pepper	4.33	FC
24	Onions	3.23	NC
25	Orange	3.19	NC
26	Mango	3.05	NC
27	Pear (Avacado and Local)	3.39	NC
28	Pawpaw	4.87	FC
29	Water melon	-	NA
30	Grape	3.44	NC
31	Pineapple	3.15	NC
32	Guava	3.28	NC
33	Chicken	3.21	NC
34	Cashew	4.21	FC
35	Egg	3.21	NC
36	Goat/Goat Meat	3.02	NC
37	Ice fish	4.65	FC
38	Snail	3.77	NC
39	Crayfish	4.71	FC
40	Red palm oil	4.80	FC
41	Groundnut oil	3.21	NC
42	Margarine	3.66	NC
43	Soya bean oil	-	NA

FC=Frequently Consumed, NC= Not Consumed, NA =Not Available
Mean ratings of 3.00 and above is regarded as frequently consumed

Table 2b: Percentage Responses of low income households on the Consumption

Level of the Available Food Resources

<i>S/N</i>	<i>Nutrients</i>	<i>Percentage</i>	<i>Remarks</i>
1	Carbohydrate rich foods (Yam, Rice, Potatoes etc)	87	FC
2	Proteinous foods(cow meat, goat meat, milk & chicken)	35	NFC
3	Proteinous foods(Ice fish & Crayfish)	75	FC
4	Vitamins and mineral rich foods(Fruits & Vegetables)	28	NFC
5	Fats & oily foods(Palm oil, Vegetable oil, Margarine etc)	76	FC

FC= Frequently Consumed, NFC= Not Consumed

Items having up to 50% and above are regarded as frequently consumed

Discussion of Findings

Table 1 revealed that carbohydrate rich foods were the most frequently consumed by the respondents on daily basis (87%). This finding is in agreement with the findings of National Bureau of statistics (2007) that the

most available food resources for low income households are cassava, African yam bean, yam, cocoyam, maize, rice etc. International Institute of Tropical Agriculture (IITA) (2002) also found out that staple food products; such as cassava, yam, cocoyam, maize, rice, etc. account for larger share of the total food budget in low income families. Survey conducted by the Federal Ministry of Health (2004) indicated that the frequency of consumption of cassava product is high among low income households.

Micronutrient rich foods were consumed but not on daily basis (48%) as revealed from table 2. This is also in consonance with the report of Federal Ministry of Health (2004) that members of low income households run the risk of having lower intake of many of the micro-nutrients like iron, calcium, potassium, as well as vitamins(especially vitamin C, riboflavin, vitamin E). Many of these are the antioxidant nutrients, which are believed to be especially important to health. Fruits were available but not frequently consumed because of their economic importance (28%). Their food selection is made from a rational perspective with a view to the meal it can produce in the most economical way (Barasi, 2003).

The consumption of fruits and vegetables of the higher income group of a population is always higher than that of the lower income households. It is normally approximately eight times higher. Lower income adults consume less variety of fruits and vegetables than their higher income counterpart (Flund et al, 2004). This reduction in the consumption of fruits and vegetables is always as a result of the high cost which is normally beyond the reach of low- income earners as well as poor storage facilities. Fruits and vegetables have relatively short shelf life and are highly perishable, so if it is not adequately stored, it will decay or deteriorate. Then, instead of adding nutrient to the body, it might cause infection or disease which may lead to malnutrition. The low-income households do not have money to buy storage facilities like refrigerators and this hinders the consumption of some variety of fruits (Skes et al, 2002).

The consumption of high protein foods especially those of animal origin like costly meat, milk, egg, chicken, is relatively low in low income families: some do not even take milk or egg. They term it unnecessary extravagance which predisposes children to theft (Jackson, 2005). Ice fish and crayfish were frequently consumed (75%) by the respondents as revealed from table 2. The findings generally revealed that all the foods available were not consumed by the low income households in the area of study. They did not take into consideration the

nutrient content of the foods they consume. This therefore has implications for Nutrition Education which is an area of Home Economics.

Implications of the Findings

Formal education is an important factor contributing to the food consumption pattern of people (Alderman, and Garcia, 2006). The educational level of household head especially that of the mother is essential in the selection and combination of food groups to produce an adequate diet. Illiterate head of households and illiterate mothers do not know the necessary food groups and how to combine them. They therefore eat whatever they see, without knowing if it is adequate or not (Alderman, and Garcia, 2006). Educational level can go a long way to influence food consumption frequencies. Low level of education predisposes households to suffer economic hardship and food insecurity. Education of mothers has a positive effect on food consumption (Baker, et al, 2006).

Lack of food is not the only cause of malnutrition. Too often there is starvation in the midst of plenty. People choose poor diet when good ones are available because of cultural influences which vary widely from country to country and from region to region. Many customs and beliefs apply most often to vulnerable groups; Infants, toddlers, expectant and lactating women (Srikakshmi , 2008). In some communities fresh fruits and vegetable are avoided during a certain period. Sometimes nursing mothers are given diet restricted in greens and fruits because there is a wide spread belief that if a pregnant woman eats a lot of these, her baby could be big and delivery would be difficult. There are certain beliefs about hot and cold foods, light or heavy foods. Some families avoid certain combination of foods due to superstitious beliefs. All these have implication for Home economics education.

Conclusion and Recommendations:

The following conclusions are drawn based on the findings of the study. Carbohydrate rich foods were the most frequently consumed by the respondents. Micronutrient rich foods were consumed but not on daily basis. Fruits were available but not frequently consumed because of their economic importance. The consumption of high protein foods especially those of animal origin like costly meat, milk, egg, chicken, is relatively low in low

income families: some do not even take milk or egg. Ice fish and crayfish were frequently consumed. Based on this findings, the following are therefore recommended.

1. Home economists should intensify nutrition education programmes in the state to educate the people on the nutrient content of the available food resources in the country.
2. Adequate utilization of available local food resources in the community in meal preparation should also be encouraged to achieve the Millennium Development Goals (MDGs) in the country. This can be achieved through the mass media, governmental and non- governmental organisations.

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Voices from the Past – Messages to the Future

By Mary Leah de Zwart, Ph.D.

When I started writing this paper, the question that went through my head was, “What can I tell you that will be a useful synthesis of home economics in Canada over the past 125 years, in 10 minutes and 9 slides?” I decided to tell you about the lives of a few Canadian women who were determined to make a difference in social conditions and what each one would provide as a message to the future of home economics. This focus on the past is partly due to my recent retirement from face to face teaching which has led me to listen to a lot of CBC. I heard on a recent broadcast that the best thing people in the last third of their life can offer is accumulated wisdom. I offer you my accumulated knowledge, and I hope, wisdom, about home economics voices from the past with messages to the future.

Adelaide Hunter Hoodless (1857-1910)

My first voice from the past is Adelaide Hunter Hoodless. She was born in Ontario in 1857, 6 months after her father died, the youngest of 13 children. She lived only 52 years, dying in 1910 while giving a speech on “Women and Industrial Life” in Toronto. Adelaide’s life epitomized the changing social conditions of the late 19th century. She moved from the country to the city, received scant education, and married a successful furniture manufacturer. She had four healthy children and lived a prosperous young matron’s life until the death of her youngest son at the age of 14 months from drinking contaminated milk. This propelled Adelaide into action. She was determined that no one else would feel responsible for the death of their child; and she spent the remaining 20 years of her life working towards that aim. She focused on improving women’s knowledge about health; and started the worldwide organization known as the Women’s Institute with the motto “For Home and Country”. She also co-founded the National Council of Women, started domestic science in Ontario schools, founded the first home economics teacher facility at Macdonald Institute (it later became the University of Guelph) and wrote the first domestic science textbook. Her message to the future, archaic language aside, was: “Is it of greater importance that a farmer should know more about the scientific care of his sheep and cattle, than a farmer’s wife should know how to care for her family?” (Adelaide’s Story, n.d.)

What is the usefulness of Hoodless’ message? Home economists have re-iterated Hoodless’ point ever since she made it; everyday life matters. Family issues of food, clothing and shelter should be given due consideration; we need to know how to manage our daily lives.

Mary Urie Watson (1866-1950)

Mary Urie Watson, my second choice for a message to the future, was also Ontario-born and raised and worked closely with Adelaide Hoodless in establishing home economics in Ontario. She was in the vanguard of

professionally-educated home economists and had attended the Philadelphia Cooking School and Teachers College, Columbia University before becoming the first Principal of Macdonald Institute at Guelph. Here, Watson instituted an academically-sound program that included chemistry, physiology, and nutrition as well as household sanitation and food preparation principles. She purportedly ghost-wrote Adelaide Hoodless' domestic science textbook. Her "Mac" grads could be found across Canada, establishing home economics education programs from Vancouver to Halifax. Watson was dedicated to the principle of learning by doing; her message to the future can be found in an early article:

Do not depend so much upon books, do not spend so much time telling the children about things. Give them the things and let them work on them with their bodies and their hands. They will find out more in five minutes than you can tell them in as many hours. They will learn more, learn it quicker, and learn it better. (Watson, 1901, p. 62).

Alice Ravenhill (1859-1954)

Alice Ravenhill is my third choice for a message to the future. She was born in England in 1859, two years later than Adelaide Hoodless, and lived almost twice as long, dying at the age of 95 in Victoria, BC in 1954. Like Hoodless and Watson, she was bound up in the conventional expectations of the times; she was not allowed to go to public school like her brothers; her father broke her engagement to marry three days before the wedding because the groom would not insure himself for the amount of the dowry; and she was not allowed to study for an occupation outside the home. She maintained a strong sense of wanting to learn; in her 20s, she taught herself Braille and dissected cow eyeballs in her bedroom. Fate finally twisted her way when her father lost a lot of money in an Australian goldmine scheme. Ravenhill was able to get some education and take up various causes, such as exposing the terrible working conditions of women workers in the salt fish-curing industry of England. She turned to home economics education as a more effective way of improving living conditions and became the first woman member of the Royal Sanitary Institute of London. Family obligations forced her to leave her brilliant English career in 1911 for Shawnigan Lake and Victoria, British Columbia when she was 53. Here she tried to find a place for herself in Canadian society and was not completely successful; as an aside, she spent the last third of her life studying and promoting Aboriginal arts and crafts in British Columbia.

While Ravenhill has been accused of promoting eugenics, or improving the human population by selective breeding, she also reflected a lot of commonly held ideas in the first part of the 20th century about the possibilities of improving health. This led to some apocryphal stories about Ravenhill's zeal and enthusiasm for home economics. For example, she was said to have gone around to her neighbours on Shawnigan Lake, telling them when to change their bed linens (Bosher, 2010). Ravenhill's message to the future may be found in an article she wrote in 1917 about the scope of home economics at universities and colleges: "Hygiene – the conservation and maintenance of health, - is to me the lens through which we should focus all learning upon the advancement of

life” (Ravenhill, 1917, p. 395). The focus on health in home economics continues to be an important part of this subject area today.

Fanny Twiss (1875 – c. 1940)

I did not choose Fanny Twiss, my fourth reformer for her charming name but for her particular work of teaching and supervising home economics in Saskatchewan in the early part of the twentieth century. Among the social conditions that inspired Twiss in her work was the widespread societal motivation to Canadianize immigrants. Twiss was born in Ontario in 1875, attended Macdonald Institute, and ended up in Saskatchewan just as the population was in the process of increasing 250% with the influx of Russian, Ukrainian and Galician immigrants in the first decade of the twentieth century. Assimilation of new immigrants was a constant area of public concern; and home economics was an effective way to inculcate Canadian values for it included the essentials of human life – meeting everyday needs of food, clothing and shelter. Twiss was responsible for the inspection of schools which had itinerant domestic science teachers. These visits were highly political events. Her visit would take place in the morning, the parents would visit in the afternoon, and after a supper prepared by the pupils, the question of continuing the work for the next year would be discussed and voted on (Saskatchewan Department of Education Annual Reports, 1921, p. 79). Fanny Twiss introduced novel ways of teaching about nutrition such as rhymes, competitions, prizes, posters and songs. She was no stranger to technology; in 1922 she created the first moving picture film in Canada on the subject of home economics and it was shown at the Victoria BC Summer School for teachers. Fanny Twiss took a particular interest in the transformative aspects of home economics education, exemplified in her message for the future:

Teachers are coming to think that it is not enough that their pupils in foods and cookery can make the various dishes taught them and name the food principles and the foods in which these are found The questions which present themselves are: Do the pupils apply in their own lives the knowledge gained? (Saskatchewan Department of Education Annual Report, 1921, p. 77).

Jessie McLenaghan (1886-1968)

Jessie McLenaghan, first Director of Home Economics in British Columbia, contributed the idea of making home economics a legitimate school subject. She was born in Ontario in 1883 and died in British Columbia in 1968 – she was one of the first BC women to be successfully treated for breast cancer, outliving her diagnosis by 20 years. She devoted her career to proving the worth of home economics, and this meant that it became more rigid and prescribed as attempts were made to improve and standardize teacher qualifications. I see echoes of McLenaghan’s work in the current calls to improve practical skills in teacher candidates. The 1937 home economics curriculum that McLenaghan developed, also strengthened home economics and enabled senior courses to be used for university entrance. It was said that a home economics teacher in Prince Rupert could phone up her teaching

colleague in Kamloops on a given Tuesday in November and ask, “How did your orange tea biscuits turn out today?” The results were not completely positive; the curriculum set in place by McLenaghan was inflexible and modern educative demands changed more quickly than home economics. By 1960, home economics had been removed from elementary schools and relegated to elective status. McLenaghan’s message to the future is unhampered by this reality:

For years Home Economics was regarded as an educational luxury, and its supporters had to fight for its very existence, but to-day, its position on the curriculum is accepted without question. There are many factors which have contributed to this change of attitude, but perhaps the greatest is the new outlook of educators in relation to the aims of education as a whole. We are no longer so much concerned with cramming knowledge into our students as we are with equipping them to take their places in the world (McLanaghan, 1941, p. 746).

Eleanore Vaines

My last reformer is not only famous in Canada, she is also a star in Finland. Eleanore Vaines is revered by the Finnish education system where her writing has had a major effect on home economics education in its shift in focus from technical ways of thinking to a practical and reflective emphasis (Turkki, 2003). This change is no small matter. As we have heard lately, the Finnish education system is now considered the best in the world. It has many features that contradict what North Americans believe about education; children play more, learn to read later; don’t write any exams until age 18, and are the most literate in the world (“Should Canada take lessons”, 2013). Eleanore Vaines was a professor in home economics at UBC for over thirty years, well-known for her courses on the philosophy of home economics. Her views of reflective, transformative practice have been adopted wholeheartedly in many educational venues in addition to Finland. While it is difficult to sum up Vaines’ work in a single comment, she offers all of us a challenge for the future in the following statement: “For home economics for the twenty-first century (we must recover) a sense of wholeness in everyday life. This means that we begin to know, see, become, and act in ways that honour the interconnectedness of all living systems” (Vaines, 2004, p. 134). In this statement, I see foreshadowing of much of what is happening right now in home economics; of the movement to environmental sustainability and away from overproduction and consumption.

Summary

What are our issues? How can we use our rich and controversial history to determine the future directions of home economics? The voices from the past have proffered advice about the importance of taking the home seriously, the value of hands-on learning, the need to focus on all facets of health, the relationship of student engagement to the role of the teacher, and finally, the transformation of home economics from its instrumental past into a future that views the world as home, to be lived in rather than used out of existence.

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A Glimpse of a Generation: Debt Load and Quality of Life Assessments From Alumni of a Midwestern University

Lauren Leach-Steffens, Ph.D., CFLE, CFCS

Although Canada has enjoyed lower tuition costs and less reliance on student loans than has the US, recent events in Quebec concerning tuition raises (McDonald and King, 2012) may be a harbinger for what Canada may expect in terms of its students' futures. The purpose of this paper is to educate on the current costs of college in the US in terms of debt and quality of life assessment, using data from a regional Midwestern (United States) university.

Background

Student loan debt has been a concern in the credit literature since at least 1990, if not sooner, with one article presaging today's discussions on implications of student indebtedness (Bilski, 1990). That same article cited estimated debt at graduation from one university in 1998 at \$6417; average student loan debt at graduation in the US today is \$26,600 (Reed and Cochrane, 2012).

One of the unique problems with student loan debt is that it has not been dischargeable under the US Bankruptcy Code since 1978, with possible and ill-defined exceptions for "undue hardship" (Hancock, 2009). This means that, unlike mortgage debt, credit card debt, and other consumer debt, student loan debt is still payable in the case of bankruptcy. On the personal level, this means that people who are overindebted because of student loans have almost no path to "forgiveness" of loans, unlike those who are overindebted from consumer loans. This could have long-term effects on perceptions of economic well-being. For example, individuals who have high student loan debt may not meet the housing industry's debt-to-income ratio for securing a mortgage ("Student loan debt competes", 2012). As home ownership is a factor of perceived economic well-being in the US (Penn, 2009), this may be a harbinger of future perceived economic well-being in this cohort.

On the national front, despite the enforced repayment of student loans, there are concerns that student loan debt could cause a "bubble". A "bubble" is a situation where more debt has been borrowed than can be paid back, and the collapsing bubble impacts all sectors of the economy, leading to loss of confidence in the economy and a persistent recession. The bubble's burst will begin with a phenomenon already beginning to happen in the US and other countries – the realization that the high cost of college, funded by student loans, may not enable graduates to earn high enough incomes to pay back their loans (Wenisch, 2012).

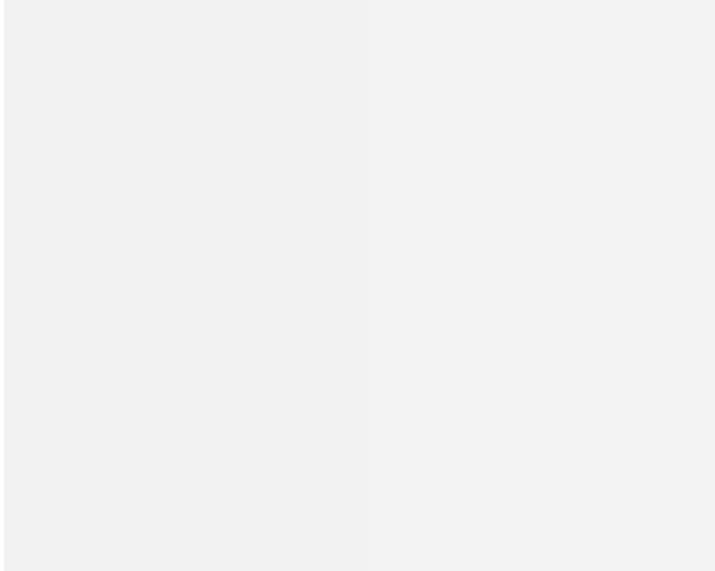
Methodology

Data were collected by survey administered online using Survey Monkey; an email invitation with link was sent to 5774 alumni who graduated within the past ten years from a regional Midwestern US university. Seven hundred and seventy-eight responded to the survey, a 13.4% response rate. SPSS was used to analyze data.

Findings

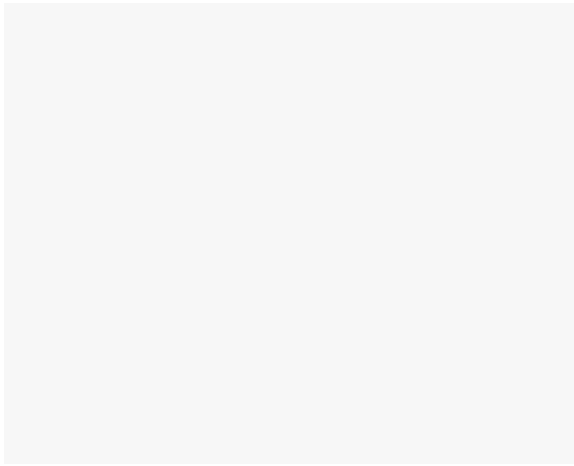
Descriptive statistics. The average respondent was female (67.2%), married (55.7%), and 29 years of age. The large majority of respondents (92.4%) were employed, and 37.1% had completed a graduate degree. Less than half (41%) had ever taken a personal finance course.

Figure 1. Age distribution of sample.



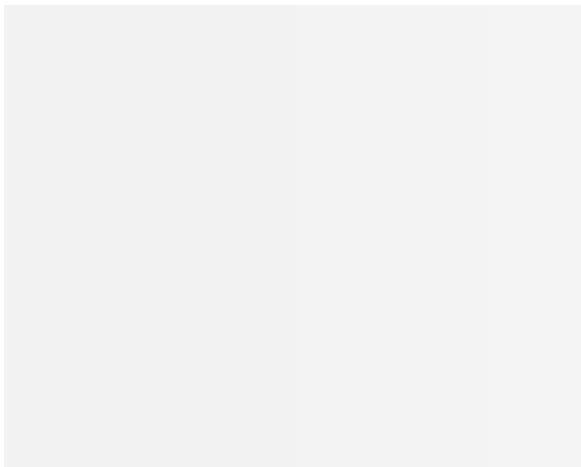
Debt. Student loan use was prevalent in funding education, with 70.6% taking out loans for their education. Students took out more than one type of loan to fund their education. Private (non-governmental) student loans, regarded by the US Government to be riskier (Dwoskin and Weise, 2012) were used by 22% of students in the survey. The majority of students (65.1%) depended on student loans for four or more years of college. The majority of students also projected that it would take 11 or more years to pay off their student loans, with 17.4% projecting that they would be paying for more than 20 years. Only 2.4% were in default on their loans, which was lower than the national average (Cunningham et al, 2011). The average amount of education debt in the sample was \$25,583.77 and the average credit card debt was \$2,869.72; total average non-mortgage debt in the sample was \$51,673.69. Adding in average mortgage debt at \$74,901.21, total average debt was \$132,345 per respondent

Figure 2. Did you take out student loans while in college?



Economic hardship. Respondents were not without disrupting economic events in their lives. Almost 21% had faced a loss of income over the past year; half the sample reported unexpected expenses in the last year. The majority of respondents took money from checking or savings to deal with unexpected expenses; another popular strategy was to do without. Borrowing from family, friends, or putting the expense on a credit card were also popular options.

Figure 3. During the past year, did you have a loss of income at any time?



Perceptions of economic well-being. Despite large levels of consumer and student loan debt, 62.3% of respondents reported feeling either somewhat secure or very secure financially. The majority stated they were pleased with their level of income from all sources, money for necessities, and ability to meet financial emergencies. They

reported feeling mixed about the amount of money they owed, and dissatisfied with their level of savings and ability to meet future needs. A majority felt better about their financial status than they did five years before, and felt their financial status would improve in five years. They likewise felt that their income and its buying power was the same as that of friends and relatives.

Figure 4. Perceived Economic Well-Being Distribution



Figure 5. How do you feel about your economic and financial security?

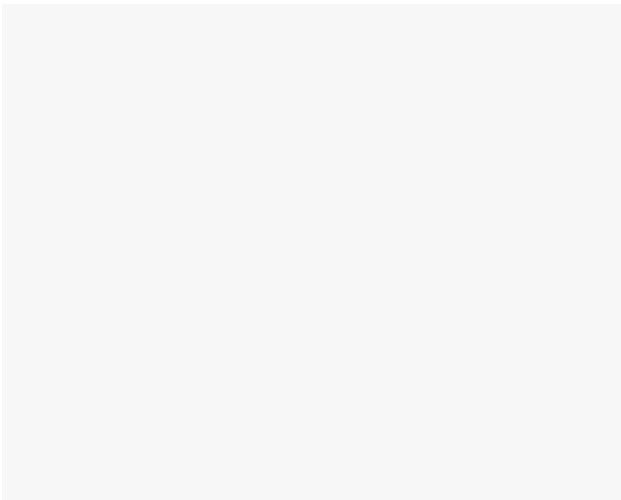


Figure 6. How satisfied are you with level of income from all sources?

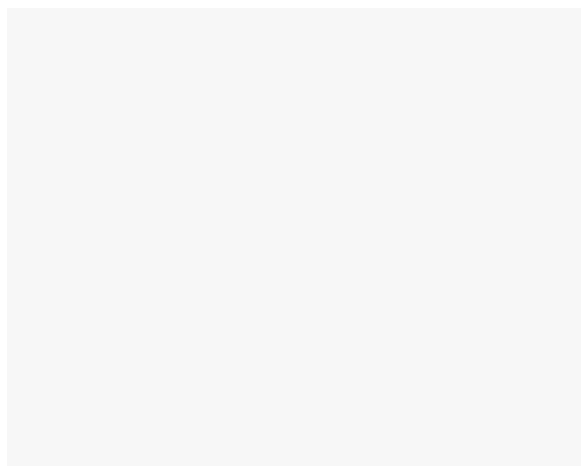


Figure 7. How satisfied are you with money for necessities?

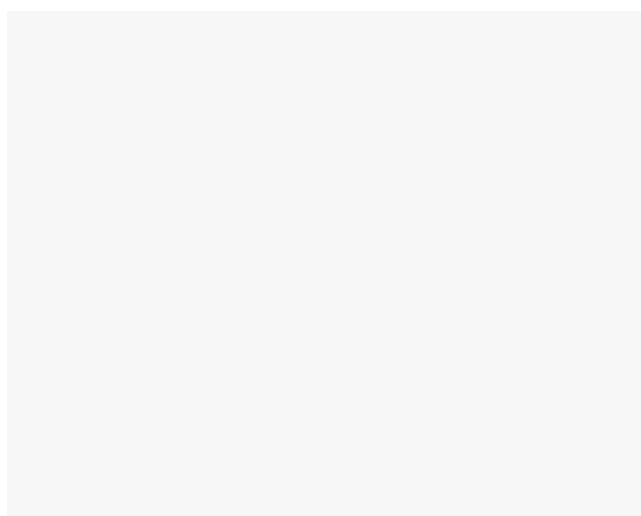


Figure 8. How satisfied are you with your ability to handle financial emergencies?

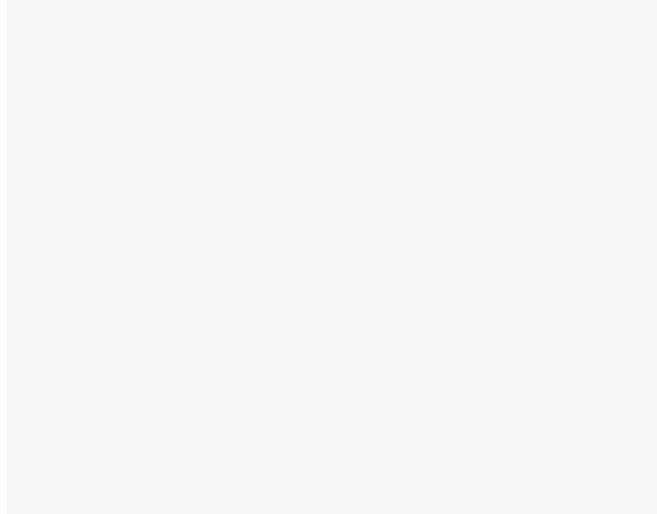


Figure 9. How satisfied are you with the amount of money you owe?

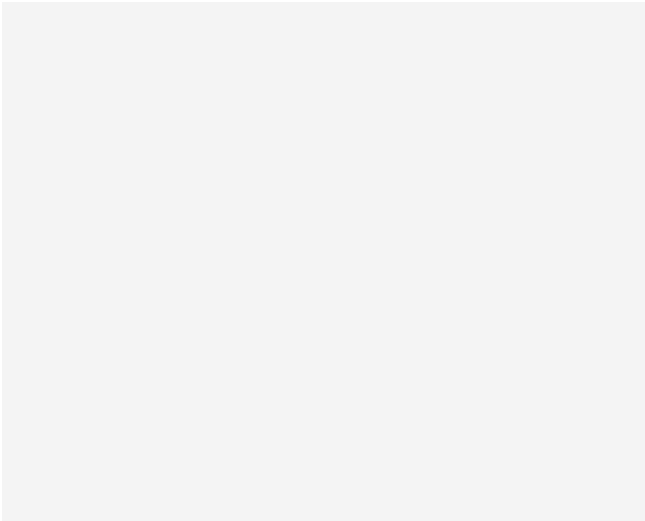
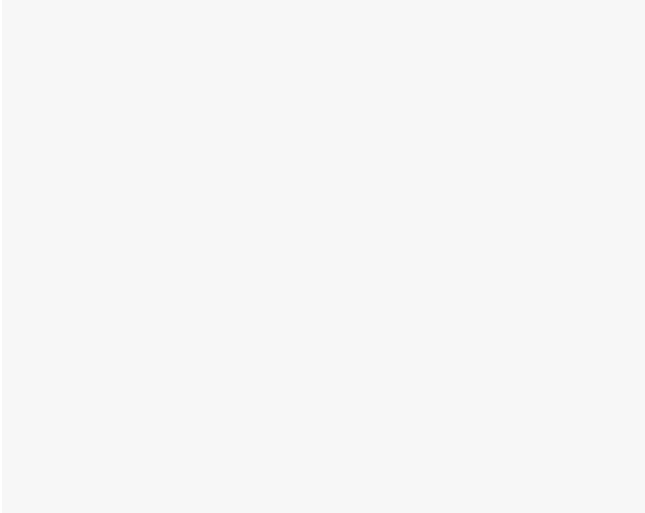


Figure 10. How satisfied are you with your level of savings?



Implications. T

he overall picture of this cohort financially is guardedly optimistic – unexpected expenses cause discomfort and sacrifice but not devastation, debt is higher and savings are not as high as hoped, but expectations are that things aren't bad financially and will get even better next year. This study should be taken with some caution, because it represents only 13.4% of those surveyed, and describes only the graduates of one university. However, it provides a glimpse into a group of graduates whose average student loan debt load is similar to the average US college graduate, and asks questions that are seldom captured in news articles on the topic. Opportunities exist for Family and Consumer Sciences practitioners in secondary and postsecondary educational settings to reduce dependence on consumer and student loan debt through proactive financial literacy education, as 59% had never taken a personal finance course.

There is, however, a greater policy implication from the information that 70% of students have student loan debt, and that the average loan indebtedness amount was almost \$26,000 per year. Measures to evaluate the cost of college and the role of student loans in paying for college need to be enacted to prevent the “bubble” that Wenisch (2012) predicts will cripple confidence in the US economy.

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4. COMMUNITY CONNECTIONS

Recipes for Community Connections: The Significance of Cookbooks

Mary Leah de Zwart, Linda Peterat, Gale Smith

BC Food History Network

Introduction

Food is not just what we eat. It is an expression of who we are, how we live and the world we inhabit. If future historians want to look at what life was like in the early 21st century – the technological and information revolutions, the blessings and dangers of globalization, the challenges to the survival of the healthy planet – they would do well to look at our food. (Kurlansky, 2007, p. 43)

What we eat plays a large part in defining our relationships with others and our environment. Farb and Amelagos (1980) point out 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” (p. 4). Cookbooks and recipes have been around at least since the Middle Ages dispensing information on food and eating, although they have been one of the most overlooked historical documents. Cookbooks and recipes are finally getting noticed by social and cultural historians, archeologists (e.g., Scott, 1997; Leach & Inglis, 2003), feminist scholars, culinary and food studies scholars, social scientists, and the like. These scholars have shown that there is much to be learned about everyday living in recipe collections and cookbooks. In recent years researchers have discovered that cookbooks can be rich documents that offer clues about not only what people cooked but also their domestic responses to changes in socioeconomic conditions. Cookbooks provide a lens to food production and acquisition, nutritional ideologies, class relations, material culture, regional and ethnic cultural differences, immigration, technological change, social movements, and the ecological, political, and social context of the times. Counihan and Van Esterik (1997/2008) claim that we need to view cookbooks as revealing artifacts of culture in the making.

Interest in the historical value of cookbooks and recipes has led to large scale projects documenting the extent of cookbook collections (e.g., *Feeding America: The Historic American Cookbook Project*; *Elizabeth Drivers’ Culinary Landmarks: A Bibliography of Canadian Cookbooks, 1825-1949*). Even conferences (e.g., Roger Smith Cookbook Conference held in New York every year) and summer institutes and seminars (e.g., Reading Historic Cookbooks: A Structured Approach, A Seminar Taught by Barbara Ketcham Wheaton at Harvard) are now dedicated to exploring cookbooks. The rising interest in the possibilities for enriched historical consciousness

through examining food, recipes, and cookbooks has led many, such as ourselves to explore their own cookbook collections.

In this paper we present three mini- case studies to illustrate ways recipes and cookbooks can be examined: a closer look at the social, cultural significance of “reader’s choice” recipes published in the “women’s pages” of a particular newspaper; an examination of two community cookbooks for what they reveal about the society that produced them; and the historical implications of a single recipe.

Mini-Case Study # 1 – Mary Gale Smith

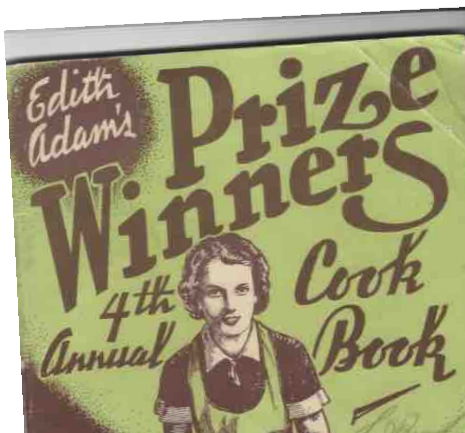
My Grandmother’s Cookbook - Edith Adam’s Readers’ Prize Recipes

My paternal grandmother died in 1964. Shortly after she died a crate of items from her home arrived at our home. When we opened it, I claimed a cookbook, the *American Women’s Cook Book* published in 1946. I never really

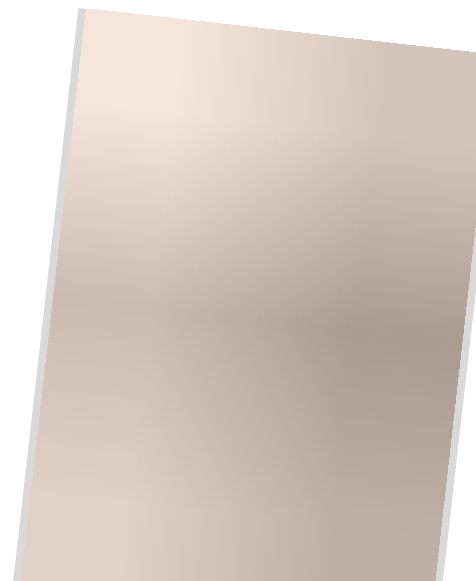
paid much attention to it but it stayed with me all the years through many moves. Recently I opened and examined it more closely. The cookbook itself showed little use. No pages had food splashes and there were no dog-eared pages. In fact the book seemed to have been used more as a filing cabinet for newspaper articles, old letters and fact sheets on gardening.

In looking more closely, I noticed that many of the newspaper clippings were from *The Vancouver Sun’s* women’s pages under the heading Readers’ Prize Recipe. These recipes had been sent in by readers and if selected for publication the reader received a prize of one dollar. Each year from the 1930s to 1950s they were compiled into *Edith Adam’s*

Annual Cook Book and described as “readers’ tested recipes” and “basic cookery”.



Edith Adams was a fictional food editor of the women’s pages of *The Vancouver Sun* from 1924 to 1999. Many women took on the role of Edith



Adams over the years and some of them had training in home economics. Women's pages in newspapers provided an important forum for sharing recipes and learning about food and other aspects of daily life. *The Vancouver Sun* was read throughout British Columbia. My grandmother lived in the small community of New Hazelton in northwest British Columbia (over 800 miles from Vancouver). Of the four Reader's Prize Recipes pictured two were from outside of the lower mainland, one from Campbell River, the other from Trail. The prize contest provided the opportunity for women to share their recipes and cooking ideas with a larger community of women. For my grandmother and probably others, it offered a chance to connect with her homeland. She immigrated to the United States from above the Arctic Circle in Norway when she was sixteen travelling by herself first to Seattle where she worked in restaurants and then to northwest BC where she settled and became a successful businesswoman. She never returned to her homeland so perhaps the Norwegian Frystekake provided a taste of home and connection to her heritage.

The recipes do follow a standard format indicating that they may have been modified slightly from the original but they all assume that women of the time had some familiarity with cooking and that baking equipment (e.g., mixing bowls, standard measures, mixing spoons, baking pans) was standard equipment in most homes. For example, in the Macaroon Brownies the first direction is "cream butter, add sugar and cream until light and fluffy". In today's cookbook that would more likely say "beat butter with an electric mixer in a large mixing bowl...". The Irish Oatcakes recipe states "bake in a moderate oven" but does not give an exact temperature which may indicate that the submitter didn't have a stove with a calibrated oven which was common in many homes, especially those that still had wood or wood and coal stoves or it may indicate that most women cooked and would know what "moderate oven" was.

Of the four submitters selected only one used her own name, Mrs. Gladys Hawes. The rest used initials that were presumably their husbands, and indication of the patriarchal nature of marriage and society. It makes one wonder whether Gladys was widowed or just ahead of her time. What is interesting in light of our contemporary concerns about privacy, security, and identity theft is that home addresses including street and house number were given for three of the pictured recipes. Mrs. W. H. Smith of Campbell River gave her postal box address. This speaks to a kinder, safer society where neighbours trusted and relied on one another and where connection and community were common values. To enhance the sense of connection each of the Reader's Prize Recipes contain a comment from the submitter, "These cookies are liked by young and old" wrote Mrs. W. H. Smith about her Choco-Oat Cookies. Mrs. Gladys Hawes, says "This is a rich confection" of her Norwegian Frystekake. "Don't brown the cakes as this makes them taste bitter" warns Mrs. W. R. Patey of the Irish Oat Cakes. Mrs. G. M. Schmidt comments "If these should win me the prize, would you please send me the three Edith Adams' cook books which are advertised at the special price of one dollar?" She was referring to the cookbooks of compiled Readers' Prize

Recipes. Edith Adams recipe collections were reputed to be especially reliable (Driver, 2008) perhaps because they were practical recipes, connected to “real” people and made in “real” homes where preparing food for families was a “real” event. Contrast this with the current “food as entertainment” as evidenced by the Food Network and the popularity of competitive cooking programs.

Although the recipes were submitted by the newspaper readers, somewhat challenging the traditional notion of cookbook authors and home economists as voices of authority on food preparation, there is evidence that the fictitious Edith Adams had tested the recipe and did assert *her* authority. In the Choco-Oat Cookies recipe the directions state “Dissolve the soda in boiling water and add to creamed mixture” and in brackets is written “ (We prefer to add soda to dry ingredients and add water ‘as is’ to the creamed mixture. – E.A.)”. At the end of the directions for Norwegian Frystekake is the comment in brackets, “Very good. – E.A.”.

At the end of each recipe in italics were advertisements for other publications prepared by Edith Adams. For example: “Tough cuts of meat can be tenderized quickly in your pressure cooker. Send for *Edith Adams’ Cooking Under Pressure* (37 cents) and enjoy easily followed directions for the modern pressure utensil.”

This “modern pressure utensil” was the commercial saucepan-style pressure cooker designed for home use that debuted at the New York World's Fair in 1939. After World War II, the consumer pressure-cooker market took off. It revolutionized how the average homemaker was able to cook. The benefits of using a pressure cooker for preparing meals -- cooking in just one-third of the time was perhaps the beginning of the trend to greater convenience in food preparation and food products.

In 2005, Whitecap Books set out to publish a compilation of the annual Edith Adams prize cookbooks. Whitecap sent out a clarion call to anyone possessing old copies of the stapled cookbooks and the result was a compilation of 13 years of the prize cookbooks in a publication called *Edith Adams Omnibus*, a testimony to the historical and social significance of Readers’ Prize Recipes.


This cursory examination of four clippings from my Grandmother’s cookbook provides a glimpse into households of the time. In the early days when "women's pages" were created, they were the space in newspapers given to women. They have been categorized as “gendered spaces” with differing opinions on their function. Did they marginalize women? Present stereotypical information? Or were they empowering places where women could find their voices, seek relationships and connections with others? Share advice and experience? Preserve heritage for future generations?

Mini-Case Study #2 – Linda Peterat

Two Community Cookbooks: The Stories They Tell

Marlene Epp (2013) examined Mennonite Cookbooks in mid-twentieth century North America and found “glimpses” into four themes: the role of women in fundraising and service, the connections between foodways and ethno-religious identity, the evolution of identity in relation to modernization and acculturation, and food practices as a political statement (p. 174). These four themes provided a framework for analyzing two British Columbia cookbooks: *The Happy Hostess* produced by the University Women’s Club of New Westminster in 1938 and *Cook Book* compiled by the Ladies of the Royal Purple in Oliver BC in 1946.

The Happy Hostess is a small staple bound 52-page recipe and menu book, containing 175 recipes and 18 menus. The copy examined was in very good clean condition and appeared to be little used. The *Cook Book* is a small blue string bound 48-page (estimated) booklet of 101 recipes and homemaking tips. The first two and last one pages were missing in the copy examined. The book was well used with grease and food stains on the cover and several inside pages.



The Happy Hostess tells several stories about the role of women in 1938. They entertained or were expected to entertain. This was a probable role for the university educated women who authored the book and their peers and friends for whom the book was likely written. The book contains three pages of menus for luncheons, suppers, buffet suppers, a menu for a progressive dinner (six homes), and bridge refreshments. There is one menu for a buffet supper for men that indicates the expectation that at times the women may be entertaining husbands and associates, or work colleagues. The “bridge refreshments” suggest that these women enjoyed activities beyond cooking and likely entertained their friends during games of bridge. The cookbook includes recipes for cocktails, luncheon and supper dishes, salads and salad dressings, desserts, cookies and pastries, cakes, sandwiches, and relishes. *The Happy Hostess* also suggests the women were very entrepreneurial. The cookbook may have served as a

fundraiser for their Club because they were very successful in securing advertising from 60 different companies that placed advertisements on 12 pages in the book. The way the women signed their names to the recipes and menus they contributed indicates how they identified themselves. Most used both names such as: Ann Archibald or Yvonne Love. A few identified themselves through their husband such as: Mrs. Bruce McCurrach, Mrs. Christe, or Mrs. R.C. Menten.

The recipes included in *The Happy Hostess* tell of the ethnic and cultural connections of the women and the foodways of their lives. There are indicators of diversity and fusion or mash-ups. Some recipes indicate early cultural food-fusion (Tuna Fish Chow Mein); some indicate a lure of the exotic (Creole Casserole, New York Drumsticks, California Salad, Sweets Tropica); some a connection and possible longing for the past (Angus Fruit Salad with a note that it is “an original recipe from Blairgowrie, Scotland); and ethnic origins (Sharlotka, Russian Honey Biscuits, and Hovorost [Russian] contributed by Mrs. B. Mironoff; Swedish Pastries, Chinese Tea Cakes).

Community cookbooks like *The Happy Hostess* reveal evolutionary stages of identities in face of modernization and acculturation. Community cookbooks are ways that women claimed respect for their domestic work and these University Women’s Club members showed their professionalization by a smart clean, impeccably edited and professionally printed cookbook. The first page in the book provides basic information on oven temperatures, abbreviations used in recipes, substitutions that can be used, and a “table of measurements.” The book indicates some innovativeness and creativity. The “Menu for a progressive dinner (6 homes)” was suggested in 1938. Perhaps progressive dinners were popular back then but many had probably never experienced them until 1970s or 1980s.

The fourth theme found in this cookbook is about food practice as a political statement. It’s common that cookbooks try to include small sidebars of humour or “home wisdom”. This one devotes the final page to “How to Cook a Husband”, intended to add humour but also speaks of family politics of the time. It suggests that not everything is rosy in family relationships and in fact there may be considerable difference and tension. “How to Cook a Husband” begins with “A good many husbands are utterly spoiled by mismanagement. Some women keep them constantly in hot water; others let them freeze by their carelessness and indifference. Some keep them in a stew by irritating ways and words” (p. 51). The metaphorical word play continues suggesting that women’s duty is to add considerable gentleness and sweetness to the mix. And, “If thus treated, you will find him very digestible, agreeing nicely with you, and he will keep as long as you want, unless you become careless and set him in too cool a place” (p. 51).

Cook Book, written eight years after *The Happy Hostess* and compiled by the Ladies of the Royal Purple of Oliver, BC is a small 46-page booklet, printed on a duplicating machine and string bound. In contrast to the very good condition of *The Happy Hostess* copy, the *Cook Book* appears well used. The preface to the book suggests the importance of efficiency and skill, claiming that only the best and long-tried recipes had been included ; “We unhesitatingly

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

recommend them. Much trouble and work will be saved by the new bride and housekeeper by referring to this cook book” (inside front cover). Cooking, according to the preface, is to be valued. “We may live without music, poetry and art; We may live without conscience; live without heart; We may live without friends, we may live without books; But civilized men cannot live without COOKS” (inside front cover). Inside the front cover, an abbreviated version of “How to Cook a Husband” also appears and retains the important connection between “a sweet disposition” for women and “one good husband.” Bits of wisdom, tips and hints are scattered throughout the book. For example: “Hint: For extra flavour, add ½ tsp. of mustard to macaroni and cheese” (p. 41). Or, “Remember: To improve meringue – mix 3 tsp. sugar with 1 tsp. cornstarch and add” (p. 31). There is attention to thrift in the book. A recipe for “Butter Stretcher” gives directions for “stretching” one pound of butter into 2 ½ pounds through the addition of shortening, egg yolks, evaporated milk and gelatin. Through the names attached to recipes, women’s identity was diverse much the same as in *The Happy Hostess*. Women identified themselves by initials, for example “H.M.” or “M.B.” Most used their full names such as Mabel Mattice or Olive Johnson and only one indicated her marital status through her name, for example Mrs. D. Evans.

The recipes contributed to the *Cook Book* by the Royal Purple women showed a dominant connection to Anglo-European origins. The names of contributors indicate European origins with names such as: Shaw, Thomas, Macdonald, Jackson, Brown, Ronald, Smithers, McGibbon, Evans, Wilkins, Henderson, Eisenhut and Rossitor. The recipes included are basic plain and inexpensive foods with ample cheese, ham, fish and eggs being used. For example there are recipes for corned beef (p. 30), meat loaf (p. 32), Welsh rarebit (p. 31), kidney and liver casserole (p. 34), and Kedgery (p. 36). Cakes, cookies and pudding recipes rely on staples such as dates, raisins, walnuts and mincemeat. Recipes for curried foods are frequent, again suggesting the connection to Britain. Recipes include Curried Lamb with Rice (p. 37), Curried Sausages (p. 43), Curried Eggs (p. 35), and Baked Curried Tomatoes (p. 45). Recipe titles suggest some small links or possible interest in other cultures. There are recipes for Dutch Apple Cake (p. 28), Swedish Logs (p. 20), and Chinese Omelet (p. 33).

Recipes in the *Cook Book* suggest changes and adaptations in the women’s lives that can be attributed to the social-economic conditions of the time. While the recipe for Butter Stretcher might be a hold-over from the food scarcity experienced during World War II, the recipe for Swansdown Sugarless Cake (p. 23) that uses corn syrup rather than sugar is likely also a recipe promoted during the early and mid 1940s. The recipe for Tomato Soup Cake (p. 21) that calls for one can of tomato soup suggests impacts of modernization with convenience canned foods. The influences of the geography and climate around Oliver, BC with its ample tree fruits are evident in recipes such as Apple Pudding (p. 17), Applesauce Cake (p. 26), Apricot or Peach Upside Down Cake (p. 26), Preserved Peaches (p. 29), and Apple Blossoms (p. 30). Apples Royal Purple (p. 10) may be an original recipe for apples baked in grape juice.

The *Cook Book* conveys a matter-of-fact, practical, thrifty, smart, skilled approach to cooking. There are hints, and tips, and secrets to be learned. There is creativity involved. The book also includes poetry, fun, and humour. The Spice of Life is included – “In the drama of existence, Should you take a second look, You will find the leading lady, often is a spicy cook” (p. 45).

A comparison of the recipes in the two books reveals differences and similarities in the daily lives of these BC women. Both books contain recipes for cookies, cakes, puddings, dinner and lunch dishes. *The Happy Hostess* contains recipes for more expensive ingredients such as shrimp, tongue, veal, tuna, and oysters. *The Cook Book* retains its thrifty, practical tone with recipes for inexpensive meat cuts such as brisket, liver and kidney, lots of macaroni and spaghetti recipes, tomatoes and cheese. A recipe for Chicken Roast begins with, “This is a fine recipe for an old hen” (p. 40), and similarly the recipe for Chicken Delicious starts, “This recipe calls for a fat old hen” (p. 46). Both these recipes suggest that the women are creating recipes for cooking chickens from their own flock. Many of the recipes appear to have been created by the women themselves. For example, Ham Supper Dish is descriptively written with no requirement for exact measures:

Soak ½ lb. lima beans overnight. In morning boil for 30 min. Drain, and keep the water they were boiled in. Put a layer of beans in dish for oven, then arrange slices of lean ham, sprinkle a little dry mustard on top, and arrange alternately with beans and ham till the dish is full; arrange canned, strained tomatoes on top. Pour some of the liquid from the beans over, and cook in a covered dish for 1 ½ hours. *Jean Bridgman*

A comparison of the recipes contained in the books indicates only 10 recipes in common: Shortbread Cookies, Chocolate Cake, Chocolate Roll, Black Chocolate Cake, Apple Cake, Waffles, Meat Loaf, Macaroni and Cheese, Cheese Souffle, and Salad Dressing.

This analysis of two community cookbooks using the four themes found by Epp (2013) indicates that glimpses of these themes can be found in other community cookbooks. When compared, the two books reveal two different lives for women of the time and the influences of the location from which they were writing. The University Women’s Club cookbook provides a glimpse into the lives of university educated women, entrepreneurial, professional, and urban. The Royal Purple cookbook reveals the lives of rural, agrarian linked, less affluent, possibly homemakers, but certainly small city residents of interior British Columbia. Epp (2013) states that compiled cookbooks like these community cookbooks are “texts that present what is commonly eaten within the households and collective gatherings of a community and reflect food preferences, food aspirations, and what might be considered culinary trademarks of the group that compiles the cookbook” (p.176).

Mini-Case Study #3 – Mary Leah de Zwart

Cookbooks Might be Going Out of Style

Cookbooks might be going out of style. A recent New Yorker cartoon shows a man and woman in a kitchen; the woman says, “Supper’s not ready because the Internet was down and I couldn’t find a recipe”. What is the place of the cookbook? Are they obsolete? I would like to argue that cookbooks are important, even critical historical documents that need to be recognized as such. Cookbooks tell you about favourite recipes; they fall open at splattered pages; there are running commentaries about the success or failure of the recipe, possible substitutions, suggested serving sizes; even events. Cookbooks reflect the economic, social and political times; they are microcosms of daily life. The recipe that comes to my mind first is “War Cake”; no eggs, very little fat; developed as a result of rationing in the Second World War. The pleasure of opening an old cookbook will never be replaced by the Internet although that venue has some similarities. Just as a community cookbook will have several versions of one recipe, the Internet will offer hundreds. In each case you can find recipes by specific people who live in communities, real or virtual, and who have most likely actually tried the recipe with which they are credited. Cookbooks are made up of recipes; the recipes are stories in themselves. By exploring the recipes we learn the stories. For example, here is a recipe from my mother’s recipe box:



Oatmeal Choc. Cookies Granma Moore

¾ C. wh. sugar	3 eggs
¾ C/ br. sugar	1 tsp. vanilla
1 C. shortening	1 tsp. vanilla
1 ½ C. flour	1 C. ch. nuts
1 tsp. soda	1 c. raisins or dates
1 tsp. Salt	1 pkge. choc. chips

What story is this recipe telling? If I could provide you with the actual recipe card, you would see the browned edges of the card are oily and there are splotches of cookie dough. It has been used many times. That would be one part of the story; my mother never cooked without a recipe (I don't either). Next, who is Granma Moore? As it happens, I remember her, my aunt Helen's mother, a sweet-faced woman who came to visit occasionally. It's probably fifty years since she died.

What does the recipe pre-suppose? First of all, it is in teaspoons and cups, well before our current haphazard measuring conundrum of metric vs. Imperial. It seems rather egg-heavy; but on the farm, eggs were almost always plentiful. It uses more salt than we would today; and it treats raisins and dates as equal substitutes. I would guess that few people today would use either ingredient and certainly not dates. There's also no oatmeal listed in the ingredients – is the amount assumed? Would the cook have enough experience to look at the cookie dough and say, “Hmm, I think about 1 cup of rolled oats would be enough to make a dough that would hold together.” From the grease-stained state of the recipe, it has definitely been made a lot, so the cook must have figured that out.

There's also no method. A beginning cook might not know to combine both kinds of sugar and the shortening until fluffy, and then beat the eggs and vanilla in well. The sifted flour, soda and salt would be added next; the missing oatmeal added and finally the nuts, raisins, dates and chocolate chips added.

What next? The cook would have to know about oven temperature; pan preparation. It wouldn't hurt to know a bit about the history of the cookie; it originated from the Dutch word, *koekje*, meaning *little cake*, originally used to test the temperature of a woodstove oven, like Granma Moore would have used. It's never “just a recipe”. It's a world all by itself.

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Food Literacy: A Transdisciplinary Approach to Engaging Students

Eric Schofield

Abstract

Food literacy requires a deep understanding about how food choices directly relate to our health, the environment, the economy, and many other factors. Some food literacy definitions encompass nutrition, resourcefulness, and cooking skills. The five-week course that I offered to high school students at Britannia Secondary in July 2012 encompasses these three components, plus a number of aspects that are typically covered in the scope of human geography (history, economics, political science, sociology, anthropology, sustainability, etc.). Thus, this summer course used a transdisciplinary approach to teach students how to be food literate. The methods used for teaching were hands-on, interactive, and community based. Each day started with discussion, then moved on to preparing food, followed by sitting at a large table together to enjoy the meal, and finally, concluded with a lesson about the day's topic, stressing a critical thinking approach. Overall, this course was successful at engaging youth, and taught them not only how to prepare nutritious and delicious meals, but also how to understand a number of the issues related to the food choices they make on a daily basis. It is my intention to continue enhancing this course with the goal of teaching food literacy as a combined curriculum course.

Keywords: Food Literacy, Food Security, At-Risk Youth, Engagement, and Community

Introduction

When I typed 'Nutrition' into the Google search engine the other day, it provided me with about 393,000,000 results in 0.20 seconds. To me this is proof that literacy in the context of food is needed now more than ever. There is an overwhelming amount of information that students are required to weed through when attempting to learn independently about the complex food system. The food literacy course that I developed uses a sort of 'media literacy' approach to acquire and interpret the knowledge and skills surrounding food. First of all, I wanted the students to challenge the notorious belief that low socioeconomic status is an impermeable barrier to eating nutritious and delicious food. We discussed the many options that exist to 'vote with your dollars,' and to empower each other through learning culinary skills, and sharing with each other and the wider community.

During the summer of 2012, I was given the opportunity to develop a course that aimed to use food as a way to create connections within the community, specifically in education and youth engagement. The course I developed is called "Food literacy: A hands-on, (and appetising) course on thinking critically about food." It was my dream project—a marriage of human geography with foods and nutrition—and is the course that I am currently working towards enhancing today. With funding from the Chapman and Innovation grant that I received through the UBC Community Learning Initiative (CLI), and the endless support from the Vancouver Homework Club Society (VHCS), I was able to achieve many goals through this course. This course aimed to stress ten different components, which will be addressed within this paper.

Background Information

Based on my experiences in pedagogy thus far, I have first-hand knowledge about the difficulty of engaging and empowering students. Secondly, food has always been especially important to me. I was raised on army bases, with sports as my passionate pastime, but I always recall challenging the historical stereotype that cooking, sewing, and family planning are not masculine activities and responsibilities. It wasn't until I was living in Rankin Inlet, Nunavut that these two factors were synced and my goal of teaching home economics was solidified. While living in this remote community, I worked at MUI Secondary as a substitute social studies teacher. Every day I struggled to engage the students in my classes. Whether they were falling asleep, or being disruptive, it occurred to me that they were simply bored, and I needed to find a way to engage them. I soon realized the importance of using a hands-on model to engage the students, with a great emphasis on two disciplines that I believe to be invaluable: life skills (e.g. home economics), and cultural studies (e.g. human geography). Not only that combination, but also I could try to enhance the course to incorporate a transdisciplinary approach, making social studies more engaging, and foods and nutrition more diverse. This is where my degree in human geography comes in, as it is an iconic multi-disciplinary field, similar to human ecology.

Later on, as a program volunteer at Take A Hike (TAH) in Vancouver, BC, I learned the values in adventure-based learning. It is in that program where at-risk students are immersed in a learning environment that challenges them with physical, emotional, and intellectual obstacles in the outdoors. Yet, what this model really accomplishes is teaching them the core subjects via these challenges, as well as instilling self-esteem via accountability and accomplishing measurable goals. Overall, these students are engaged. This latter experience has been my springboard to creating this food literacy course. I am currently developing and offering TAH's foods and nutrition course, ABC, focusing on backcountry cooking, and certifying students in FOODSAFE. This course may be breaking new ground in both foods and experiential learning—especially considering that the students spend a total of twenty days in the backcountry each year, and are responsible for all of their meals.

The other program that I am involved with, situated at Britannia Community Secondary School, is the VHCS. At this non-profit organization, homework is only the tip of the iceberg of resources that are offered to students in the community. I am currently employed there as a Youth Engagement Worker where our aim is to guide students to better attendance, higher grades, and most importantly, higher self-esteem and engagement with their community. My involvement with this position is the result of having volunteered with VHCS in 2011 and 2012, through another program that I deeply respect, the UBC CLI. It is with the CLI that I have managed to acquire funding and professional support to undertake this opportunity. Thus, as a result of these partnerships, last summer I was given the opportunity to partner with the CLI and the VHCS to offer the food literacy course to the Britannia student.

Literature Review

The foundation of knowledge that I used when creating this course was drawn from previous courses in human geography, along with a selection of foods related courses that I have taken during my current undergraduate degree. In addition, I extracted from knowledge that I acquired from independent research throughout the years, and of course, from personal experiences such as watching as my mother prepared decadent feasts with such passion, precision and resourcefulness.

One thing I had not done prior to developing this course was delving into the topic of food literacy. Although I most certainly did not coin this term, I borrowed it for its catchy play on words, and created a course that defines what I stress as being food literacy. *One definition of food literacy is to “understand the impact of your food choices on your health, the environment, and our community”* (California Food Literacy Center, 2011). When I write about food literacy, it incorporates this definition, plus the literacy surrounding the interconnections related to the food system: globalization, economics, sociology, sustainability, and history, to name just a few.

Since completing this inaugural food literacy course in August 2012, I have been actively researching the work that has been written about food literacy, and learning about the various courses and projects that have used it as a model (Cardwell, 2005; Thomas & Irwin, 2011; Stinson, 2010; Smith, 2009; Pendergast, Garvis, and Kanasa, 2010; Cullerton, Vidgen, & Gallegos, 2012). After carefully reading and analyzing this literature, I aim to make a contribution to the subject of food literacy with the course that I have developed. For instance, the above authors each stress the importance of teaching students to be food literate, many use a multidisciplinary or transdisciplinary model, but none of them strictly combine the multidisciplinary subjects of human geography to the existing focus of food and nutrition studies. Additionally, this course has been similar to Thomas & Irwin’s “Cook It Up!” which is a course directed toward at-risk youth (2011). The difference here is that the model I have been creating aims to offer the course within the school curriculum, ideally as a double block, or as the focus of an alternate program.

Methodology

As mentioned above, during the summer of 2012 I offered the course titled “Food literacy: A hands-on (and appetizing) course on thinking critically about food” to nine students at Britannia Secondary School in Vancouver. The purpose of this project was to develop curriculum for a course that combines foods and nutrition with human geography. This transdisciplinary approach successfully empowered the students to engage in both the practical and theoretical approaches to food.

The ten components that this course aimed to stress were to: 1) engage at-risk and inner city youth, 2) teach students both practical and theoretical analysis skills, 3) empower students to connect with community and strengthen food security, 4) teach students how to eat on a budget in a constructive way enabling them to eat healthy, delicious meals for a low cost, 5) teach nutrition in the context of critical thinking and media literacy, 6) analyze food security through social, political, and economic frameworks, discussing the challenges and strategies

related to poverty and malnutrition, 7) use a hands-on model to encourage high levels of attendance, engagement and enthusiasm, 8) make independent and critical thinking a foundational paradigm for the class, 9) blend foods and nutrition with human geography, allowing students to use images, histories, and statistics to better understand the interconnections within the food system, and finally, 10) communicate how urgently this course is needed to comprehend the ubiquitous social, political, economic, and cultural issues that youth are currently trying to make sense of.

Why food literacy? I used this model to teach the students a wide range of subjects that are critically important for them to be knowledgeable about. Home economics, and specifically foods and nutrition, have immense potential to discuss topics that are found throughout other faculties. I argue that this course has the potential to teach components from each of the core subjects taught in secondary school. These students managed to learn how to procure, prepare, share, and enjoy food, while also learning about the importance of health, applying mathematics, discovering the science behind food, utilizing planning skills—improving English through reading various materials, and writing a daily journal entry; and the students even practiced, both through preparing food, as I feel that it is an art-form, but also through drawing and painting activities. Most of all, social studies, history, and geography were applied to every class, using critical thinking and discussion to analyze the material. The goal was to accomplish all of this without the students even realizing it—and I think that we pulled it off.

During this course students were given the opportunity to read and critique dozens of books about food and food related issues, then make nutritious and delicious meals every day. Another goal was to take students on field trips throughout the city. We visited the UBC Farm, Le Crocodile, the Greater Vancouver Food Bank, a community garden, and many other destinations. I even managed to offer a comprehensive tour of the North American supermarket at a local Safeway. One of the activities consisted of counting the different types of pop and chips and then comparing this to the number of different types of leafy greens. The ratio was roughly three hundred to six. We also had guest speakers join our class. Dr. William Rees from UBC illustrated how his ecological footprint model relates to food; Bonita Magee from Farm Folk City Folk shared anecdotes about the local food movement; Avelino from Bishop's talked about etiquette and formal dining; and Abby Wiseman, a CBC producer, opened the minds of the students to the world of media literacy.

More noteworthy than these goals, I was interested in the true reasons behind why I am pursuing this direction with home economics. More specifically, this course problematized the notion of whether or not low socio-economic status is an impermeable barrier to eating nutritious and delicious food. Next, it delved into the complexities surrounding the interconnectedness of the food system, and the fact that every single food transaction has a ripple effect throughout various aspects of society, such as via globalization and sustainability, that are each important to understand. Furthermore, my decision to offer this course at an inner-city school was intentional. Although the students that signed up for this course were some of the top students at Britannia, this course holds

the potential to engage students who are often labelled at-risk, and who commonly populate alternative and/or inner city schools (McCready & Soloway, 2010).

The impact that this course made can be illustrated by the following example. Food literacy was based on a cycle of empowerment and support between the CLI, VHCS, myself, the students, the Kettle Society and Greater Vancouver Food Bank, and those who generously provide funding to UBC for community projects. In a nutshell, the cycle of empowerment and support goes something like this: Lloyd and Kay Chapman, amongst other donors, generously donated money to the UBC CLI. The staff at the CLI then took this money and created a program and partnerships with the community, and recruited students—such as myself. One of their community partners, the VHCS signed up with the CLI, and through a connection with me, allowed me to use their resources, and supported my program. This is where I come in. I then receive funding, support, and resources to offer the Food Literacy course. Britannia students sign up for the course, and each day learn about food, facilitated by me, and are given the space to prepare delicious and nutritious meals. These students then share this food with the Kettle Society, a non-profit organization located across the street.

Findings

As a consequence of this cycle of empowerment and support, the Kettle Society was immensely grateful, which made the students feel passionate about what they were doing. This energy made me feel confident that I was offering a quality course. The VHCS witnessed all of this, and was overjoyed about the progress. Our feedback reached the CLI, who was thrilled by the results. Through annual reports, their enthusiasm reached the donors, who will then hopefully be inspired to continue to provide funding, which, in turn, will be the catalyst for this grant program to begin a new cycle of empowerment for a new project next year.

Overall, this course was more than anything about the students. Connecting students to the world of knowledge, challenging them to have independent thought, and providing them with the resources required to develop these skills are the reasons why I pursue this career. For four hours each day, five days a week, and one hundred hours in total, the students and I were engaged in this food literacy course—the material, the cooking, and the discussion. Each morning we discussed issues and current events related to food, and shared ideas, opinions, and questions about these. As result of the small class size of nine, every student contributed regularly. The level of respect amongst the students and towards myself was remarkable. For each meal we sat together at the table, something that seemed very natural to the students. One student commented that the course was “very informative and made me think more about issues regarding poverty and food.” This alone shows that this course model is along the right path.

The relationship between poverty and food was a critical component of the course. The students reflected on these issues, and one of the highlights for them was sharing food with their neighbours, and giving back to the community. Each day after class, we would bring hot food to a local organization that serves food to those in need.

The students were so enthusiastic about this that they would often say something like “we need to make extra for our friends at the Kettle Society.” Another student provided the following reflection about the course:

As a hands-on course that educates how to bridge the gap between socio-economic status and healthy eating, Food Literacy can definitely be successful at engaging inner-city students. Especially for students who come from an area where social and economic problems are more common, I believe that it is very beneficial to learn how to make informed decisions about food with regards to healthy eating and smart purchasing.

During each class we looked into the roles that community organizations have related to food security, and assessed both how they can improve our relationship with food, and also how we can contribute to helping them and the food system at large. The Greater Vancouver Food Bank is just one of the dozens of local community organizations and programs that we learned about. We strongly emphasized the importance of interacting with others who are working towards a stronger sense of food security and education within this region (Seed, Lang, Caraher & Ostry, 2013). I am delighted that I continue to connect with these organizations, and look forward to contributing to the on-going discussion around food and education.

My greatest challenge was recruiting students to sign up for the course. The course was offered at no cost and I was unable to offer the students credit for completing the course. On the last day of the course I provided the students with a list of the ways that this course has measurably benefited them, for instance with forty volunteer hours, and with comprehensive training in skills that can be used for employment in the food industry. Also, during this day we had a picnic in Strathcona Park where we sat in a circle and each student reflected on the highlights and challenges during the five weeks. I was thrilled to have a class of nine students, and when I looked over the attendance after the twenty-three classes, it was nearly perfect. I am very fortunate to have had an outstanding group of teenagers engage in the material and become food literate. During the five weeks, I transported all of the ingredients with my bicycle, and by the end of the summer one of my students had started to bike to school, and continues to do so to this day. Last week a student approached me to say that she misses food literacy. It's great to know I'm not the only one.

Future Directions

Although this course only ran for five weeks, and had a small class size of nine students, its success as a pilot project has been strong enough to warrant the development of food literacy as a transdisciplinary framework to be considered for accreditation under the secondary school curriculum. Also important to mention is that the course has opened the door for partnerships within the community regarding the combination of pedagogy, foods and nutrition, and hands-on learning. And, it has also been beneficial for the students who are continuing their studies and eventually pursuing post-secondary education. Most of all, it has proven to carry an especially strong potential to engage at-risk youth at inner-city schools. This is not to say that it cannot also be successful at any

school, regardless of grade, student level, socioeconomic status, or geographic location (McCready & Soloway, 2010). I feel fortunate that I continue to work with these students at Britannia Secondary every week, and that I continue to collaborate on new projects with my community partner, the VHCS, along with the UBC CLI, and other community organizations such as TAH. I have a number of new ideas on the table, many of which aim to address issues and directions of home economics in the future.

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Healthy Attitudes, Healthy Weights, Healthy Schools

Rola Zahr, RD, BC Dairy Association

Body dissatisfaction is very common in adolescence, a period marked by significant physical, emotional and physiological changes. In a 2008 survey conducted by the McCreary Centre Society, only 10% of girls and 19% of boys grades 7-12 were satisfied with their body image. An alarming finding from the survey was that 53% of girls and 14% of boys at a healthy weight were trying to lose weight (McCreary Society, 2009). Poor body image can lead to eating disorders and depression (as cited in Richardson & Paxton, 2010). Although the average prevalence rate for anorexia nervosa is 0.5 per cent and is just under one per cent for bulimia nervosa (Gowers & Bryant-Waugh, 2004), eating disorders are a serious health concern. They can significantly impact the physical and mental health of those affected, put an enormous stress on families, affect quality of life, exert significant pressure on the health care system, compromise academic and professional prospects, and can even cause death. People experiencing eating disorders have a much higher rate of death than the general population. Anorexia nervosa has the highest mortality rate of any mental disorder and a substantial proportion of these premature deaths are the result of suicide (Birmingham et al., 2005).

Some factors associated with poor body image include low self-esteem (van den Berg et al., 2010; Armitage, 2012; Thompson, Russell-Mayhew, & Saraceni, 2012), internalization of a thin ideal through media influence (Wiseman, Sunday & Becker, 2005), peer influence (Mueller, Pearson, Muller, Frank, & Turner, 2010), family weight talk (Neumark-Sztainer et al., 2010; Corning, Gondoli, Buccianeri, & Blodgett Salafia, 2010) and weight-based bullying (Puhl, Peterson, & Luedicke, 2012).

Weight-based bullying is the most common type of bullying experienced by overweight students at school. The rate of bullying because of weight is higher than the rate of bullying due to race, religion, or disability. Weight-based bullying is mainly perpetrated by peers, friends, but also by physical education teachers, sport coaches, parents and teachers. Weight-based bullying occurs in general group settings such as classrooms, school hallways, sport related venues and the cafeteria. Bullying is most often perpetrated in the form of verbal bullying (such as being called mean names, being laughed at) and relational bullying (such as being excluded from social groups or peer activities, spreading negative rumours about the overweight student, and being excluded from sport groups or physical activities). It can also take the form of weight-based cyber bullying (such as mean emails and mean posts online) and physical aggression (such as physical threat, damage to personal belongings and even physical assault). Overweight students who are bullied because of their weight usually cope by engaging in behaviors that may contribute to weight gain, such as consuming more foods, binge eating, avoiding exercise and skipping physical education classes. They have lower self-esteem, become socially isolated, start skipping class and may not achieve their full academic potential. They are also at risk for depression and suicide (Puhl et al., 2012).

Several protective factors are documented in the literature. The McCreary society (2011) identified school and family connectedness, participation in extracurricular activities and feeling listened to and valued as strong protective factors for positive mental health in youth. Teens who feel that they have an adult in the family and/ or at school to talk to and who understands them were less likely to engage in risky behaviors (McCreary Centre Society, 2011). Media literacy programs may help adolescents, especially girls, develop more positive body image (Wiseman, Sunday, & Becker, 2005; Haliwell, Easun, & Harcourt, 2010). Girls who focus on their non-physical attributes (such as skills, personalities) have higher self-esteem and increased body satisfaction (Armitage, 2012). Teens who exercise for fun develop a more positive body image (Liechty, 2010). Grade 7 and 8 girls participating in small peer-support groups (addressing internalization of the thin body ideal, body comparison, appearance conversations and appearance teasing) show an improvement in their body image (Thompson, Russell-Mayhew & Saraceni, 2012). Mothers of adolescent girls who are educated about healthy body perspectives tend to exert less pressure on their daughters to be thin (Corning et al., 2010).

To help students develop healthy attitudes towards weight and positive body image, we need to use a socio-ecological model and intervene at several levels.

- At the individual level, students need to learn from a young age that bodies come in different shapes and sizes and to learn to respect all body shapes and sizes. They also need to focus on healthy eating and active living instead of focusing on appearance and weight, given the major influence peers have on each other.
- At the interpersonal level, school staff and parents can play a powerful role in shaping students' attitudes and beliefs (Neumark-Sztainer et al., 2010; McCreary Centre, 2011) and reducing weight-based bullying. We therefore need to shift attitudes towards weight by addressing the school and home environment. We also need to shift attitudes among peers. Teenagers who have friends who would disapprove of risky behaviors are less likely to engage in them.
- At the organizational level, schools and school districts need to foster a "Health at Every Size" culture and ensure that physical activity is all inclusive.
- At the community level, schools can partner with health authorities and agencies to offer education sessions to parents and school staff that shift weight-related attitudes and beliefs.
- At the policy level, the curriculum needs to ensure that weight is addressed within the school setting in a sensitive manner that promotes size acceptance. School districts can also develop anti-bullying policies specific to weight-related teasing.

At the school level, BC Dairy Association has developed a free "Healthy Attitudes, Healthy Weights, Healthy Schools" teacher workshop to help school staff create a supportive school environment free of weight-related comments and peer comparisons, and that focuses on health instead of weight. The workshop can be booked by calling 1.800.242.6455 or emailing nutrition@bcdairy.ca.

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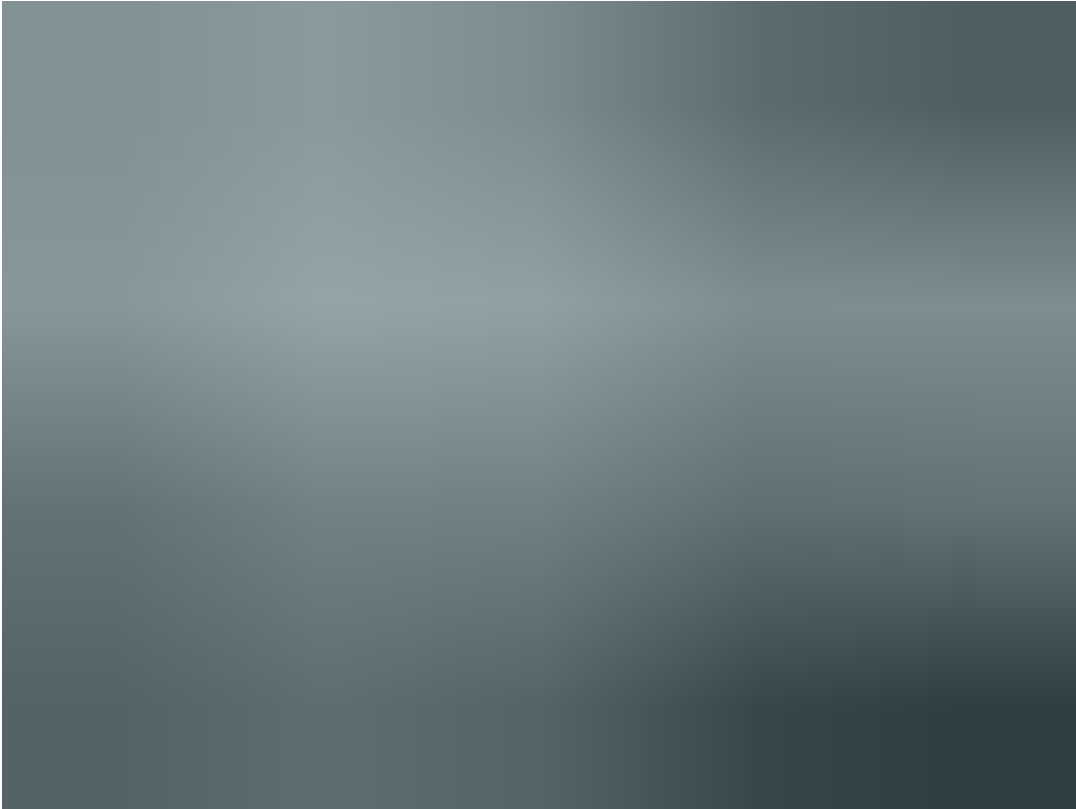
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5. ENHANCING ECOLOGY AS A UNIFYING THEME

Sowing “Seeds” Among Reluctant Gardeners: Experiences from a Secondary School Garden

Katherine Ashman



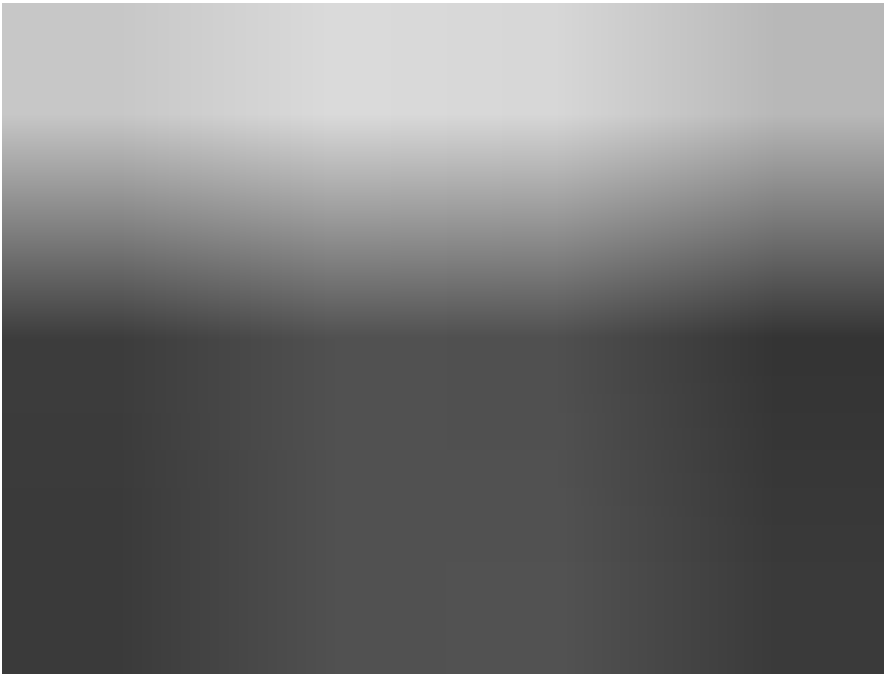
The garden shed, artistically painted by 6 WSS Art students.

We started our school garden approximately 5 years ago in an unused beach volleyball court on the school grounds. An initiative of our 2 person Home Economics department at Westsyde Secondary School (WSS),¹ our goal was to introduce students in our Foods courses to the full spectrum of food production. We wanted to ensure students knew where food came from, and provide them with valuable life skills by involving them in all facets of food production from the planting of seeds, tending of plants, harvesting of produce, to the cooking and preserving of the bounty we had produced. In a time of budgetary constraint, we were also looking for an economical means of securing some of the food we required for our labs. Wanting to maximize use of the garden, reduce potential problems with vandalism and ensure the continuity of the garden should one or both of us eventually leave WSS, we decided that the garden should be both a school and a community garden, with boxes available for rent by neighbourhood residents.

¹ Westsyde Secondary School is a medium-sized suburban high school in the middle-class Westsyde neighbourhood of Kamloops, B.C. There are approximately 709 students in grades 8-12.

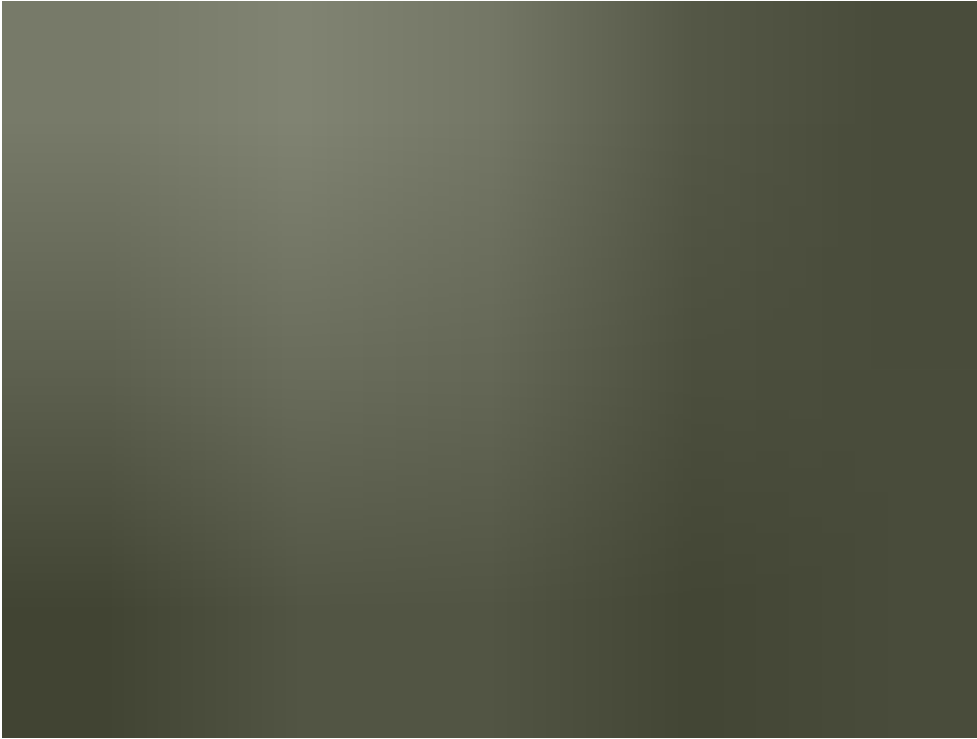
Things went very slowly with the garden initially. Our principal was supportive of the idea, and we quickly agreed on the logical location for the garden. We then decided that a fence should be erected around the perimeter of the future garden to keep out animals and reduce instances of vandalism. Erecting this fence was one of the biggest hurdles we faced when it came to the garden, and it took a surprisingly long time to accomplish this goal. In our early meetings with the head of the grounds department for the school district, he made it clear that he wasn't totally in favour of the garden, and that one of his biggest concerns was how he was going to disassemble everything when it eventually failed and was abandoned. Gradually he came on side, and the fence eventually appeared, financed with funds of approximately \$14,000 received through the B.C. Healthy Schools initiative.

A second huge hurdle was accessing soil for our first four garden boxes. Topsoil is very expensive, and we had only enough money to purchase wood and nails for 4 boxes. The school district grounds crew appeared unable or unwilling to provide us with topsoil, so we took matters into our own hands. We sought out free sources of soil, but to no avail. At one point I even visited a construction site down the road where earth was being excavated, and asked if they had any extra they could donate to our garden. Once again, when we had almost given up hope and exhausted all options, the grounds crew surprised us by coming through with soil. Although it was only clay fill from a housing development, it was nevertheless dirt we could use in our boxes. That first year, despite the poor quality of our soil, our garden boxes were remarkably successful and productive. We had three rental boxes and one school box. That summer, during an evening trip to the garden to water, I experienced my first bout of soil envy. I spied a large pile of rich, dark topsoil in the school sports field, no doubt to be used to top dress the grass. I couldn't help but reflect on the misplaced priorities of our society, where the best soil is used to grow grass, and clay fill is used to grow food.



The school garden with a newly erected fence.

Despite these early challenges, once those first few boxes were into production, it was surprisingly easy to secure funding to expand our school garden. Into the second season of our garden we received a grant of \$2500 from the City of Kamloops under Communities in Bloom to ‘beautify our neighbourhood.’ The next year, we received funding of \$10,000 as part of a joint initiative between the BC Union of Municipalities and the BC Ministry of Education to build linkages between schools and the community. Put together, these funds enabled us to dramatically expand and develop the WSS Community Garden. We put in an additional ten garden boxes and filled them with premium topsoil. With the assistance of the school district grounds crew, underground irrigation was installed in the garden. A picnic table and two garden benches were constructed and installed, as well as two large cedar compost bins. Finally, a garden shed was constructed on the site. The summer of 2012 was our first season in the newly expanded garden, and it was very successful, with seven boxes rented by community members, and three boxes being used by the school.



Picking eggplant during the inaugural gardening season.

When we started the garden, I naively assumed that students would be enthusiastic and eager to participate in gardening activities. I thought they would be amazed by the miracle of planting a seed and later harvesting herbs or vegetables. How wrong I was. While such enthusiasm might be manifested in an elementary context, this was not my experience with secondary students. On the contrary, I had many unanticipated reactions and comments expressed during our forays into the garden. Gardening is hard work, and the rewards for efforts expended are considerably delayed. For adolescents accustomed to instant gratification, this is a problem. I quickly discovered that many students had negative attitudes or certain preconceptions arising from earlier life experiences. Of course some students, especially those who came from hobby farms, or who gardened at home, jumped right into the garden activities. One student even volunteered to use his truck to take a load of weeds to the city compost facility after school. Another student got a summer job working at a nearby organic market garden. Some students, especially those with compliant personalities or those who were marks oriented, went obligingly along with the activities I presented.



Foods 11/12 students weeding in the garden.

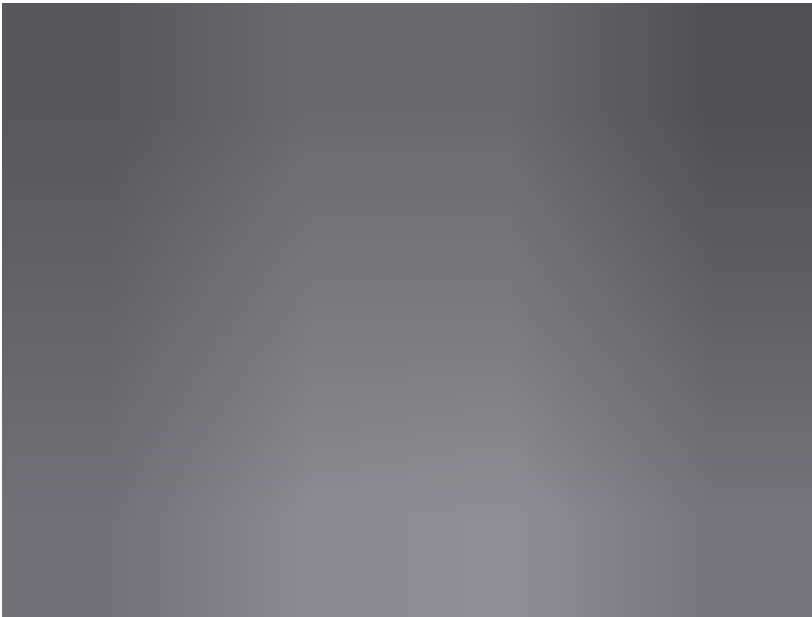
Other students, however, were not very happy with the notion that Foods class could be spent outside working in a garden instead of inside cooking. Some accused me of attempting to exploit child labour. One student expressed his opinion that only old ladies garden. Weather conditions were a frequent source of complaint among students: it was too hot or too cool, or too windy, too cloudy or too sunny. Despite numerous class discussions on the topic, certain students wanted to know what gardening had to do with food, and questioned why we should garden in a Foods class. Many complained that it was far easier to get one's food from the grocery store. A surprising number of students were concerned that their shoes might get dusty. On trips from the classroom to the garden, it was not unusual to 'lose' a couple of students. Sometimes a student would ask to go to the bathroom and never come back, forcing me to institute a rule that there would be no bathroom privileges while in the garden. Some preferred to take a zero for their gardening lab mark rather than participate. One time a student tried to hide under a table in the Foods room to avoid going to the garden. Tools have been broken and buried. In short, secondary students can be a rather skeptical and jaded client group, and I have come see many of my students as reluctant gardeners.

With this realization, I concluded that I was going to have to take a much more strategic approach to the gardening component of our Foods program. To that end, I have attempted to make gardening as appealing and fun as possible. I tell the students that when I garden at home, we frequently take a break from our efforts and

enjoy a root beer float or homemade yogurt popsicles. I have begun to periodically include these rewards when we garden in class, and the students really appreciate and enjoy them.

I have also become a relentless promoter of the school garden and gardening generally. I take every possible opportunity to talk up my own garden and gardening activities in class, and I bring in herbs, flowers or vegetables from my garden to use in labs. One time, for example, we explored the allium family, and I showed them a variety of different alliums we had grown, including chives, different onions, garlic, elephant garlic, scallions, shallots and leeks. We then made Leek and Potato Soup. The majority of the students had never seen elephant garlic or leeks. Another time we made candied violets with violets from my garden.

We talk about the economic instability of the world, and the importance of food security. I explain that one of the reasons we garden at school is so that students have the knowledge and ability to grow their own food if they wish or should circumstances require it. We talk about the cost savings of growing at least a portion of one's food requirements. We explore the benefits of growing food in terms of variety, freshness, taste, and nutritional value, not to mention the increased health benefits if one chooses to garden organically.



Making ratatouille in Madame O'Brien's French class.

I present and promote as wide a demographic of persons as gardeners as possible to the students, and emphasize that many chefs are becoming gardeners. I have found that the PBS series *Gourmet's Diary of a Foodie* is a fantastic classroom resource, as many episodes incorporate connections between cooking and gardening. A local chef who teaches Culinary Arts at Thompson Rivers University in Kamloops has come in as a guest speaker, and spoke to the students about the Chef-Gardener Collaborative he spearheaded. I talk about my

husband's avid interest in gardening. I want to ensure there is no misconception among students that gardening is an 'old ladies' activity.



The newly expanded garden, prior to the installation of underground irrigation.

At WSS, we take every opportunity possible to involve students in various aspects of the garden. Research has found that the more students have invested in a school garden, the less likely incidents of vandalism are to occur. Foods students have been involved with planting, weeding, watering, harvesting, composting and conducting fall clean-up in the garden. Metalwork and wood work students have been involved in building the compost bins, garden boxes, the garden shed and the picnic tables and benches in the garden. French students have made ratatouille with produce from the garden. In the fall of 2012, 6 art students painted the garden shed as an activity in their Independent Studies class. The District Resource Room has been very involved in the garden, and have had their own garden box for the past 3 years. Communications have been initiated with the nearby elementary school to involve students in a 'buddy' project whereby older and younger students will join together to make vegetable soup from garden produce in the fall.

My experience with the WSS Community Garden has been incredibly rewarding. Without a doubt, the garden initiative has been an incredible amount of work and a huge commitment. It has also been a tremendous learning opportunity and a great deal of fun. New relationships have been built with community members, and among staff in our school district. As our garden has developed and expanded, for example, so, too, has our relationship with the grounds crew and especially with its manager. Through hard work and commitment we have proven that the garden can be a success, and as a consequence, he who was once a skeptic has become a partner in

our success. A partnership has also been forged with a neighbourhood church, and opportunities for new food security initiatives with them have been discussed.

With the garden, there is always room for new projects, ideas and initiatives. We recently applied for a Creativity and Innovation in Curriculum Grant within our district. Should we be successful, we plan to use the funds for a number of activities including spreading landscape fabric and bark mulch to control weeds between garden boxes, initiating a birdhouse gourd project with Art students, painting the benches and picnic table to go along with our artistic garden shed, erecting an entrance sign and bulletin board, and acquiring equipment and materials to start seeds in the spring. We hope that the sale of excess seedlings could become a revenue generator for the garden. We also have plans to have Art and Resource Room students paint fish, butterfly and bird cutouts to hang on the fence surrounding the garden.



The new cedar compost bins, a customized WSS version inspired by Lee Valley.

Challenges and frustrations encountered early on eventually led me to redefine my conception of success when it came to the school garden. One day I came across a quote from Robert Louis Stevenson that for me neatly summarized what success in the school garden looks like. I have placed that quote on our classroom fridge as a personal reminder: “Don’t judge each day by the harvest you reap but by the seeds that you plant.” I have determined that success in the garden is primarily about exposing students to new ideas and new activities; if I have done that, then the garden is a success, whether or not students are inspired to become madly enthusiastic about gardening. It is also about providing students who may have preconceived ideas or negative attitudes about gardening with the opportunity to develop a new perspective. My students may never become devoted teenaged

gardeners. There is hope, however, that at some point in the future, whether it be years or decades down the road, these seeds of garden interest or enthusiasm may sprout. Someday some student may think back to experiences in the garden during high school Foods class and decide that having a garden of his or her own is not only possible, but also a great idea.



Painting the garden shed in the fall of 2012.

Slow Research, Slow Pedagogy: New Directions for Understanding Garden Based Learning

Jolie Mayer-Smith and Linda Peterat

School gardens and garden based learning programs have proliferated during the past decade. The research, evaluation, and reporting on these programs tend to focus on the short-term outcomes of short-term interventions. Garden based programs however, aspire to a complex of learning outcomes and long-term impacts. To advance understanding of the learning outcomes of garden experiences, we need new perspectives, new theoretical constructs, and research methodologies congruent with the long-term horizon, breadth and scope of garden learning.

In this paper we reflect on ten years of experience in designing, delivering, and researching the Intergenerational Landed Learning Program, a school-and-community gardening initiative at the UBC Farm in Vancouver, Canada. We consider the kinds of environmental experiences that are needed in order to foster the deep dispositions that result in everyday actions of environmental care. We briefly describe the Intergenerational Landed Learning Program, discuss the scope and nature of the participants' learning uncovered through research, argue the importance of documenting both the direct learning and the indirect, unplanned and emergent learning that happens in a garden, and examine the notion of "slow" in relation to gardens, pedagogy and research. We propose some new perspectives that can bring us into a fuller understanding of garden based learning.

Intergenerational Landed Learning

In 2002, we created Intergenerational Landed Learning on the Farm for the Environment. The project takes place at UBC Farm, which is located on the Point Grey campus of the University of British Columbia in Vancouver, Canada and has the long-term goal of fostering environmental stewardship. The guiding premises of Landed Learning are that eating is an environmental act (Berry, 1990 and Pollan, 2006), that gardens can provide opportunities for tangible hands-on participation with the land, essential for developing environmental consciousness (Morris, 2002), and that we often learn as children to care for the environment through interpersonal relationships and the influence and mentorship of a parent or grandparent in our families (McNamee, 1997). Children in grades three to seven from Vancouver schools come with their teachers to UBC Farm for a full day experience on 10 to 12 occasions throughout the school year. They work in small groups of three or four children partnered with two community volunteers, who may be graduate or undergraduate students or retired farmers and gardeners. These volunteers are called "farm friends" and they guide the children in planting, caring for, harvesting, cooking and eating the food crops they grow.

The children and adult volunteers work side-by-side, learning to grow food and exploring each farm day theme. The children talk with and “interview” their farm friends about their lives and food growing experiences. Each group engages in cooperative planning and decision-making, and expertise is exchanged and shared while they plant, nurture the plants, and prepare food. Direct teaching is limited to brief large group “lessons” focused on each days’ tasks and some related conversation about our role in the ecosystem, care for the earth, food security, and human health. The participating teachers are supported by program staff who provide advice and resource materials, and through group planning meetings that are held four to five times each year. At these meetings teachers share resources, ideas and practices with other teachers in the program, but individually decide how to integrate garden learning and activities with their ongoing classroom curriculum. The children use individual and group journals to document their experiences and learning. A harvest celebration concludes the program in June.

Our Research into Garden Learning

Research into Intergenerational Landed Learning is ongoing and continuous. Each year we document activities, investigate outcomes, and refine our practices based on what we have learned, adopting an action research lens (Carson & Sumara, 1997; Zuber-Skerritt, 1996) that fosters self-inquiry, reflection, new insights and change. We are interested in what program participants (children, adult volunteers, and teachers) learn through their participation and experiences and how this contributes to their ecological understandings and growth as caring inhabitants of the planet. We employ a variety of methods to gather data on participants’ learning each year and the findings are used to modify and improve the program. We have conducted individual student interviews pre, mid-point, and post program. We have also conducted small group interviews with children, individual interviews and focus groups with adult volunteers, individual interviews with teachers, and we have done follow-up interviews of students five years after they participated in the program. We have used surveys administered pre and post program that include open and closed end questions, and drawing activities. We have observed activities and interactions formally and informally, documenting with still photography, video, and anecdotal reports. We have analyzed documents including the children’s journals, their poster and writing activities, poetry and school projects and displays.

The Nature of Garden Learning

Gardens are spaces where change and growth in learning are expected, primary outcomes; yet understanding that learning is a challenging task. From our research we have found that regardless of the age or experience of our participants, intergenerational gardening contributes to broad and varied learning. To characterize this breadth of learning we find it useful to distinguish between the *direct learning* that happens *as intended* and appears to be more directly related to the design and practices in the program, and *indirect learning* that is unplanned and *emergent* and indirectly related to the program.

Direct/Intended Learning

The Intergenerational Landed Learning project teaches about ecosystems and plants through hands-on experiences and curricula that deal with growing food from seed to harvest to table. Our research indicates that most children in the project achieve the *direct* and *intended* program outcomes and successfully learn about soil ecosystems and plant growth, about sustainability and environmental stewardship, about farms and farming, and about food, food growing and healthy eating. The children's learning about science is extensive and includes learning about soil structure, plant anatomy, photosynthesis, growth and classification; garden invertebrates and vertebrates, pests versus helpful insects and pollinators; ecological principles; cycles of nature and composting. An example of this breadth of knowledge is illustrated in the words of one child who told us: "We learn what plants are for outside, what plants are for inside, how we should plant them and how deep we should plant them, where we should plant them. We are learning how to protect the plants. We're learning how to weed and what to weed instead of say, weeding the plant" (grade 7 student).

We also see clear evidence that from gardening children learn about the environment and its stewardship. Children learn that the environment includes the physical and biological worlds (including themselves). They learn about the connections between healthy soil and a healthy planet, and the connections between human health and environmental health. They learn how to care for the environment by recycling, composting, and lifestyle choices. For example, one child wrote: "It [the farm] teaches you about the environment and how it interacts with things around it. Like how the insect interacts with us and how we really depend on each other" (grade 4 student).

Our research indicates that from growing their own food, children learn the significance of farms and the labor associated with farming. They learn about the life of farmers and the role of farms in the food system. As one child explains: "Now I know how much work farming is because I used to think you don't have to weed and dig the holes and wait for that long of a time. I just thought that farming was you just put it in and then you take it out and then you have vegetables. It takes a really long time and I didn't know that" (grade 7 student). Through their learning of how to grow food by organic and sustainable practices and how different fruits and vegetables are produced, harvested and prepared, children also learn what parts of plants are edible, how to follow food safe practices and how to prepare and cook healthy dishes with fresh ingredients.

Similarly, the teachers and adult volunteers who participate experience direct learning that can be attributed to specific features of the program. For example, the teachers learn to integrate garden-based learning across their classroom curriculum of science, art, socials, language arts, drama, and music. All the adults learn about gardening, science, environment, and food. Garden neophytes learn to plant and care for gardens. Experienced

gardeners learn the science associated with the practices of planting and caring for food crops and the ecology of soil and gardens. Through the cooking that happens each farm visit, the adults all learn how to prepare seasonal and simple food dishes with the children.

Indirect/Emergent Learning

Beyond the direct learning exhibited by program participants, our research indicates there are numerous learning outcomes that were not planned for or expected. These intriguing findings from our investigation of garden learning are what we characterize as *indirect* and *emergent* learning. Indirect learning is the larger and indeterminant learning that is individualized and resultant from the meaning making of individual participants. This learning encompasses indirect academic outcomes (see e.g. Williams & Brown, 2012, p. 36) and also multiple and equally important affective, emotional and social outcomes. Not everyone experiences gardens in the same way. The learning and messages a child takes away from playing with soil and planting seeds, and their personal discoveries about the invisible life beneath their feet and the food that springs from the seeds they sow in the earth cannot be scripted, planned or precisely determined. This is the indirect and emergent learning we see and hear in the garden, and the significance and power of this learning is echoed in words and actions that happen beyond the farm and garden. These are what we refer to as the *ecological echoes* of garden learning, and we view these as some of the most powerful outcomes of bringing the generations together to grow and taste food, and explore ways to care for the planet.

Our insights into the indirect learning outcomes are gleaned from journal and reflective writings as well as the anecdotes of teachers, adult volunteers, parents and the children themselves. Examples of emergent learning include children learning about the nature of science. Through digging and discovery children learn that science is more than facts from textbooks and experts. They begin to understand science as a practice that involves asking questions that can be investigated through experimental, experiential, contextual, and hands-on activities. They experience science as meaningful and memorable and some disclose they now see science as fun, and not scary. Children's understandings of the nature of science, generated through hands-on tilling of soil and explorations of the biological and physical world, illustrate that emergent learning in a garden is not only cognitive in nature but also affective and emotional.

Emergent learning related to farms and farming, include students learning to respect the knowledge and work of farmers and to revise their storybook stereotypes of all farmers being men in overalls and farms as having a red barn and animals. For example, as one student stated: "He knows a lot of stuff I didn't expect in a farmer. He knows the science part of it in addition to his farming" (grade 7 student). These emergent understandings about farmers and farming reflect the social dimension of learning that happens when people work and learn together as

a community in a garden. In relation to food and healthy eating, students who garden learn to recognize there is a difference between fresh food and food products. The volunteers and parents of the students in our project report children's tastes change after participating in garden learning. Children come to appreciate and many prefer the fresh taste of foods from the garden and the nutrients they contain. Further, then can distinguish between and ask for vegetables that are freshly picked over produce purchased in the local grocery.

Emergent learning in the garden derives from the sociocultural setting and the human relationships and community that grow during the garden experience. Children learn about the non-parental adults who mentor them and become their friends. They recognize that older people possess wisdom and valuable experience, and that older adults can be funny and fun to be around (Peterat & Mayer-Smith, 2006). They appreciate that their adult friends will listen to and value their ideas, and they learn how to talk to, be friends with, and show respect for adults. For example, one student states: "It's wonderful 'cause me and Charlotte (a senior), we get along with each other. When we work with Charlotte she tells us what to do and where it is better [to dig and sow seeds]. We usually make the best decisions when we work with Charlotte" (grade 4 student). This intergenerational respect and relational learning are highly significant outcomes of the project as research indicates these outcomes correlate positively with improved environmental attitudes for the students (Groendal, 2012).

Our research also indicates that children learn leadership, responsibility, stewardship, and gain self-esteem (Mayer-Smith, Bartosh, & Peterat, 2007, 2009). They learn how to be leaders and stewards of the garden, tools, and the food they grow. One student states: "It's very important to take care of the environment because we rely on it...like everything comes from our environment...and we should keep it healthy if we want to continue living because without the environment we cannot grow food and stuff like that" (grade 5 student). Their success in growing food contributes to self-esteem. They take pride in what they grow; they bond with the insects and plants that live in the garden. They take pride in the hard work associated with gardening. Finally the children learn about learning. The community setting enables them to understand learning as a life-long activity. They experience learning outside the classroom as fun and memorable. They learn how to express and share their knowledge with peers and their families. They take their first step in becoming a life-long learner as they begin to identify with "being a gardener" and recognize that the skills they develop will serve them as an interest and skill set they can continue to build upon. This constellation of affective learning outcomes that encompass concern, interest and responsibility illustrate further the scope of emergent learning that grows in tandem with the seeds planted in a garden.

Participation in Landed Learning's intergenerational gardening project has indirect learning outcomes for the adults as well. Teachers gain understanding, expertise and skills in informal learning pedagogies and adult

volunteers who arrive with stereotypical views of what children can learn or how they will behave, moderate their ageist beliefs as they work side by side with young students. The older adults who volunteer with us learn to appreciate and value the wisdom they have acquired over time and like the children, they gain self-esteem (Peterat & Mayer-Smith, 2006)

Emergent Learning Beyond the Garden -- The Environmental Echo Effect

Research in environmental education often focuses on the immediate results and impacts of short-term interventions, and reports these as key outcomes. Even longitudinal studies of sustainability initiatives tend to narrow in on the direct outcomes of particular interventions. From our ten years of working with children and adults in what originally was an exploration of whether garden-based learning might promote stewardship for the earth, we now argue for another important measure of success. Researchers need to look further than the short term and consider the emergent learning that extends beyond the space and setting of their environmental programs and interventions. We have observed that participation in our Intergenerational Landed Learning program supports and encourages both adult's and children's commitments to environmental stewardship. They make changes in their lifestyles becoming more conscious consumers, re-cyclers, and gardeners. They become leaders in new garden-based environmental education projects in their communities and schools and to date we know of at least 14 projects across Canada and internationally that were initiated by former participants inspired by this intergenerational food-garden project. As one former volunteer explained: "The Inspiration Garden really came into being because of my personal experience volunteering with Landed Learning. I could see first hand how students' experiences help create appreciation for the planet and our environment. I wanted to create something similar at the Inspiration Garden" (volunteer farm friend 2010).

Previously we have discussed these offshoot projects as "growing our model" of intergenerational garden-based environmental education (Mayer-Smith, Bartosh, & Peterat, 2006). But given the reach and number of projects that have taken root over the years, we now recognize these new projects as "environmental echo effects" of Intergenerational Landed Learning. Our use of the term environmental echo effects is an adaptation of Cornblath's (2008) reference to echoes and "echo effects" (Adler, 1993) to describe the impact of social forces and events on curriculum practices and educational policies. Echoes result from the reflection of sound waves that appear to mirror or repeat a message with some variation. While Cornblath discusses how larger social events are *taken up in* schools and policies, we think it is equally important to focus on the ripples that *emanate out* and echoes that *emerge from* environmental initiatives. According to Cornblath "Echo effects are indicated by the taking up or use of the re-presentations of events" (Cornblath, 2008, p. 2155). We regard the numerous projects initiated by our former participants as environmental echo effects of the Intergenerational Landed Learning Project. These new garden-based environmental undertakings are environmental echoes that reflect, adapt and

re/present our program's ideals, principles, and approach. They are indicative of the significant emergent learning that extends beyond our intergenerational gardening program. Further, they are indicative of the transformative power of gardens and garden-based learning for promoting environmental dispositions and individual and community action. We propose that if researchers wish to understand and communicate the impact of garden-based environmental education projects that aim to promote change in dispositions, attitudes, and behaviors they should design research and evaluation studies that identify and track echo effects because these will provide valuable and much-needed empirical evidence of the reach and impact of environmental education initiatives.

Slow Research, Slow Pedagogy

Researching participants' experiences in Intergenerational Landed Learning and reflecting on the insights gained over the past ten years, have led us as well, to the notion of *slow* as a way of deepening our understandings of garden based learning. From the participating teachers we have found that learning to teach in a garden setting takes time. Teaching in a garden space is very different from teaching in a classroom and it takes time for teachers to transition to a different pedagogy and feel comfortable in the different space. Learning in gardens is slow in several ways. Learning occurs slowly over the cycle of the seasons and with the growth of the plants. Learning about a flower in the garden involves watching it unfurl over time, unlike learning about a flower from a text or diagram where all parts are shown simultaneously (Williams & Brown, 2012). Learning about land, food, health, environment, community and care cannot be hurried. Learning emerges with the seasons, and the seeds as they sprout and grow into new plants. It progresses with the growing plants and the developing relationships, and reaches fruition along with the harvest.

Meaningful learning in gardens requires repeat exposure and participation that extends over a full growing cycle. Repeat experience and reflection on this experience develops an eco-pedagogy or slow pedagogy as articulated by Payne and Watchow (2009). They state, "A slow pedagogy... allows us to pause or dwell in spaces for more than a fleeting moment and, therefore, encourages us to attach and receive meaning from that place" (p. 16). The slower pace and *dwelling-in* fosters bodily (somatic), intuitive, and emotional experience that requires reflection and time to be realized.

Finally, garden learning aspires to develop environmental stewardship that entails factual knowledge, know-how or skill, and dispositions. Orr (1996) notes that "new knowledge ... often requires re-arranging worldviews and paradigms...and we can only do that slowly" (p. 20). To understand garden learning we need research measures and indicators that capture more than knowledge gains. While it is important to identify knowledge acquired

through garden learning, it is equally important to attune to and identify the broader dispositional and social learning that results.

In researching and teaching in garden spaces, it is important to honour the space. Most gardeners are readily aware that our perspective on time changes when we garden. Immersion in the garden space focuses our attention in the moment, the details of the soil and plant growth. Time speeds by but our bodies experience the restorative quality of meditative time. Gardens are cyclical spaces. They call on us to be patient, to accompany our plants on the life journey from seed to harvest. We live with the rhythms of life. Garden-based learning is deeply experiential, hands-on, embodied, social, authentic, aesthetic, and multi-sensory. Intergenerational Landed Learning is also communal and intergenerational.

There are frequent claims that garden learning is under theorized and under researched (Ratcliffe, Merrigan, Rogers & Goldberg, 2009; Robinson-O'Brien, Story & Heim, 2009; Williams & Dixon, 2013). But there is disagreement on the research directions needed. Williams and Dixon (2013) call for stronger research design reporting, including clearer discussion of sampling methods, validity measures and researcher bias. Robinson-O'Brien, Story and Heim (2009) call for more rigorous statistical methodologies and propose a list of considerations that need to be taken into account when implementing and evaluating outcomes of garden learning. Ratcliffe, Goldberg, Rogers and Merrigan (2007) propose a theoretical framework for developing and evaluating school garden programs. They claim it takes into account “all known elements of garden programs; incorporates individual, school, community, and bioregional levels of program influence; and addresses cognitive, physical, behavioral and social outcomes.... And hypothesizes causal relationships between program elements and outcomes” (p. 94). While their model for garden-based learning expands the scope of relevant constructs to be considered in design, research and evaluation, it does not consider the element of time.

New Directions for Understanding Garden Learning

Gardens definitely can serve as “an instructional resource and teaching tool” (Williams & Brown, 2012, p. 22) but gardens are so much more than resources and tools. As we have described, gardens are rich experiential and transformative spaces that can evoke diverse and long lasting learning. Gardens offer socio-cultural contexts that have the potential to shape life-long dispositions and create self-sustaining interests. Research and evaluation studies of garden programs, should as we have proposed above, anticipate at least three kinds of outcomes – direct/intended, indirect/emergent, and echo effects. They should also recognize that significant outcomes happen slowly and therefore it is important to conduct long-term studies as well as to interpret short-term outcomes within a horizon of a longer time span.

From our search for current literature to inform research and evaluation of garden learning, we found Barron's (2006) learning ecology framework useful. She studied technology learning and examined the way individuals chose to further their own education through seeking out resources like books and magazines, work related tasks, and other opportunities at school; and in addition, may choose further learning activities within their family and home, with peers, and in their communities. The new directions for research suggested by this learning ecology framework would include research on the ways that interest is sustained and negotiated in various contexts and through selected resources. We find Barron's learning ecology approach appealing because instead of measuring knowledge gains as a result of a program or intervention, it could support investigations of interest and curiosity development in gardens and studies of long term nurturing of intellectual engagement through gardening and, offer an entry point for understanding the environmental echo effects of garden-based learning. Also promising is Skinner et al (2011) who examined student motivation and engagement in garden based education and found relevant the social contexts of garden groups, the supports students receive from their peers and garden educators in relation to the sense of relatedness and belonging that students develop. In addition to focusing on the different kinds of outcomes we have proposed in research and evaluation, these other researchers suggest that inquiries into garden learning examine closely the dynamics and relationships within the social context of garden projects and changes in the broad social context of students' lives.

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Re-viewing Barriers: Towards strengthening Home Economics Practice with Environmental Education

Robin Ruff

Ten years ago, I was working towards a master's degree in curriculum and instruction in a program that emphasized environmental education (EE). Having worked as an environmental educator for a number of years, I viewed the decisions we make in our everyday lives as important entry points to changing our flawed relationship with nature. As I narrowed my thesis topic, I found myself examining the home economics curriculum. Having little exposure to this subject before now, my curiosity was peaked and I began delving more deeply into the literature to learn about this field. What I encountered surprised and changed me – theorists were writing about eco-centrism, critical thinking, moral reasoning, a global perspective, emancipative action, and regarding everyday life as sacred. I found this rich and inspiring, and decided to focus my research on reviewing ecological thinking in home economics, the struggle to legitimize knowledge that centers everyday life, and how practicing home economics teachers relate to environmental education. This is part of what I will share in this paper.

A decade later, I am now a home economics teacher, and continue to grapple with the challenge of cultivating ecological literacy in the everyday decision-makers of tomorrow. I am searching for guideposts to orient my practice, and to offer for others to consider. With this quest in mind, I will also suggest three points of orientation that I have distilled from both the fields of EE and home economics that I hope will be useful towards aligning our practice more with the principles of EE and home economics.

What is Environmental Education?

Environmental education has emerged over the past thirty years in response to the ecological crisis facing the Earth, providing educational leadership towards living in balance with our planet. It was first concisely defined 44 years ago by Dr. William Stapp (1969) as follows:

Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution. (p.30)

As the environmental movement gained momentum in the 1970's, the United Nations Education, Cultural and Scientific Organization (UNESCO) formalized environmental education internationally in Tbilisi, USSR

(UNESCO, 1978). The objectives that emerged from this meeting included awareness, knowledge, attitudes, skills and participation (p.24).

Though the field has emerged predominantly out of science and outdoor education, environmental education extends beyond taking place in nature or studying natural systems. It involves critiquing cultural assumptions through means that are interdisciplinary, participatory, critical, community-based, values-based, and inquiry-based (Hart, 1996). Good environmental education reveals the interconnections between our everyday actions and the larger ecosphere, and develops practical knowledge towards living in a more harmonious relationship with the Earth.

Despite the relevancy and opportunity for infusing environmental education into home economics, to date there has been little acknowledgement of home economics as an area for environmental education development. With so much attention focused on the scientific *raison d'être* for our environmental woes, and nature lovers spearheading much of the environmental movement, the daily realities and conditions of people's lives have, for the most part, been overlooked in a mainstream environmental discourse (Di Chiro, 1995).

Environmental education research and development has also been criticized for ignoring women's experiences with and perspectives of the environment and environmental problems (Gough, 2000). Annette Gough has conducted a literature review of feminist research in environmental education found few examples, most of them Australian (Gough, 1999, 2000). One of these studies on women, the environment and education by Brown and Switzer (1991) suggests that the absence of women's influence in environmental sciences and economics has meant that "many questions on ecologically sustainable development from the fields of health, welfare, household management and social policy have neither been investigated nor included in environmental education" (Brown and Switzer, 1991, p.16, from Gough,1999). Gough (1999) also found three articles that explore gender differences in environmental knowledge, concerns and behaviours.

As home economics is a field that has been primarily defined by women and prioritizes everyday life, it has a unique and important contribution to make to environmental education development. The meaning and significance of everyday experiences have been acknowledged as an important area of study and further theoretical

development for home economics (Peterat, 2001). The reframing of everyday life could also enhance environmental education.

Ecological Perspective within Home Economics

Both ecology and economics stem from the Greek root word *oikonomia*, which consists of the noun *oikos* meaning household and the verb *nemein* meaning to distribute, apportion, or control (Constantakos, 1984). These classical roots of the home economics idea emerged in 1892, when American chemist Ellen Swallow Richards proposed an interdisciplinary study that would combine the art of right living and a science of the household, which she named *Oekology* (Clarke, 1973). As the first female graduate of MIT, and a pioneer in the field of public health and sanitation, Richards advocated the application of principles of modern science and engineering to the tasks of everyday life, in order that people may live in a healthy relationship with the environment.

The impact of industrialization, urbanization, and immigration on households and families, along with the changing status of women in society provided fertile ground for Richards and other supporters to pursue the development of a new academic discipline at the turn of the 20th century. The annual Lake Placid Conferences between 1899-1907 led to the formalizing of Home Economics. From the beginning, it was proposed as an interdisciplinary, holistic and synthesizing field of study (Constantakos, 1984), though there were different conceptions about its mission and purpose. As early home economics educators worked to gain status and acceptance for home economics in the school system, the subject became heavily influenced by scientific approaches to problem solving, and moved further away from “the intuitive, authentic value of domestic knowledge” (de Zwart, p.102, 2003).

Despite sparks of ecological consciousness in its early development, home economics education continued to promote the material quality of life with an emphasis on home making skills, efficiency and technological applications. Environment-related articles in home economics journals published in the 1960’s, 1970’s, and 1980’s, generally took a prescriptive, rather than critical approach. They focused on technical research that suggested behavior change related to resource use, rather than value and lifestyle issues (Solheim & Hill, 1994). This focus was re-evaluated with a philosophical treatise on home economics entitled “*Home Economics: A*

Definition” written by Marjorie Brown & Beatrice Paolucci in 1979. A highly influential work, it proposed that home economics be regarded as a critical science, drawing primarily on Jurgen Habermas’s critical theory applied to culture. This perspective inspired curriculum changes in secondary and higher education institutions, moving from an emphasis on knowledge and skill development to an empowerment model with more concern for critical thinking and cultural critique (Vincenti 1997).

“The family as an ecosystem” was a noteworthy framework proposed by Nancy Hook and Beatrice Paolucci (1987). Recognizing nature’s limits, they emphasized the interdependence and interconnectedness between humans, families and natural systems, and suggested the uniqueness and strength of home economics lay in connecting the socio-emotional environment to the natural environment.

This recognized link between the social, emotional and physical dimensions of the environment within home economics is significant to environmental education. Giovanna Di Chiro (1987) has criticized the environmental education movement for focusing too narrowly on the restoration and protection of nature, and advocates for an understanding of the environment as “the conceptual interactions between our physical surroundings and the social, political and economic forces that organize us in the context of these surroundings” (p.25). She views environmental problems as social problems, caused by society, and problematised because of their negative impact on society. She suggests that by ignoring the social dimension of environmental problems, they are more likely to become simplified and viewed as solvable through technology, ‘experts’, and the powerful, rather than viewing ordinary people as possible agents of change.

Eleanore Vaines (1990) has also connected the ecological crisis to how we think, be and act in our everyday lives. She has described an ecocentric orientation for home economics, as part of a transformation from the dominant Technical-Rational mode of practice to a Reflective mode of practice. Reflecting on ordinary experience can lead people to consider new possibilities for acting and changing. Vaines (1990) has drawn parallels between praxis (reflection and action) associated with the environment, and home economics as defined by Brown and Paolucci in making a case for home economics to move towards an ecocentric philosophical orientation.

In 1990, Mary Gale Smith provided a clarifying conception of global home economics education, by integrating constructivist global education with home economics education as defined by Marjorie Brown (1980). Smith described a constructivist global perspective as a blending of humanism and social reconstruction that provides a base for praxis. The need to engage in value deliberation and debate around the global aspects of our lives was emphasized. In considering the intersection of environmental education, home economics education and constructivist global education, Smith links individuals and families to the “health and well-being of the planetary ecological system” (p.102), and sees these links as an implicit part of home economics education since its inception.

Smith & Peterat (1992) also provided an analysis of global home economics education, which McGregor & Bourbonniere (2002) have distilled into fourteen global principles, several of which resonate with environmental education. These include sustainable lifestyles, voluntary simplicity, and systems consciousness.

From this partial overview of the ecological thinking that has permeated home economics for the past century, it can be concluded that on a philosophical level, home economics has many shared values and goals with environmental education. If and how ecological thinking is successfully being integrated into the classroom is another matter, however, and one which I will briefly explore below.

Home Economics Teacher Thinking and Practice of EE

Hart (1996) has emphasized the need for teachers to learn how to actively inquire into their own thinking and practice, as a means to develop their own theories, take responsibility for their actions, and to participate in shaping education around the complex issues evolving within society. With this in mind, in 2004 I interviewed four home economics teachers about their thinking and practice of environmental education through narrative inquiry (Ruff, 2004).

The assumptions guiding narrative inquiry stand in contradistinction to positivism, which values forms of knowledge that are directly observable and measurable (Lawler, 2002). Rather than providing information for prediction and control, research into the production of meaning provides a kind of knowledge that people can use to increase the power they have over their own actions (Polkinghorne, 1988). With narrative, there is no single,

absolute truth being sought, nor one way of interpreting a text. Narrative inquiry produces results that are tentative, indeterminate and exploratory (Hart, 2002). The stories produced invite us to reflect on our own experiences.

The narratives that were produced from my research suggest that home economics teachers have varying understandings of environmental problems. One teacher saw the problem as a lack of knowledge around issues such as waste and loss of wild spaces. Another said it's a problem of morals and ethics, and responsibility of business. Still, another teacher said we don't recognize our relationship to the natural world, nor how we will be affected by problems in the future. One teacher described it as a crisis of education.

All the teachers I interviewed saw strong connections and opportunities for integrating environmental education into home economics. Learning areas that were particularly noted included food studies, consumer education, textiles and health. They identified incorporating EE into their curriculum by using debate to develop critical thinking skills, self-awareness and values exploration around the issues of packaging and resource conservation, engaging in community service projects and clothing reconstruction.

Teachers identified similar challenges to incorporating environmental education into their teaching. These included ambiguity over what constitutes an environmental problem, engaging young people in environmental issues, and finding time to make adjustments to curriculum.

When I reflect on the barriers I face in integrating environmental education into my teaching, I share the challenges of engaging my students, finding time to re-work curriculum and overcoming expectations of repeating what has been done before. As I ponder how to surmount some of these barriers, I return to the EE and Home Economics literature to find some guidance.

Three points for Orientation

Though there are other frameworks available to use as a guide (see for example, British Columbia Ministry of Education 2007), I would like to distill three points that seem helpful to me towards integrating environmental education more holistically into home economics teaching.

Firstly, if we can help students explore the connections and complexities that bind us to the rest of the planet through our everyday choices, we will be helping to promote greater understanding of our place in the world. In practice, this may look like spending more time uncovering the full lifecycle of a product that we use in

the classroom, including where it was made, who made it, what resources went into producing it, and what will happen to it once we are finished with it. We can also guide students to consider how an item connects us to other people and environments.

When we teach to embrace complexity as a principle, we must also accept that the answers to the questions we ask and the decisions we make will also be more complex – which means less black and white, right or wrong. We will all struggle with the ambiguity of not having all the answers, not knowing all the impacts, not knowing the best response to a complex situation. But by wrestling with these questions, we bring ourselves and our students closer to understanding our place in the world.

Hart *et al.* (1999) write that critical, creative and careful thinking/reasoning and the ability to weigh and evaluate the values and perspectives of themselves and others are useful processes for environmental education. Giving students opportunity to reflect on what values they hold and how these transform and shape their everyday decisions can be important tools for building an ecologically literate citizenry.

We all know that telling a teenager what they *should* eat or *should* buy is the quickest way to get them to stop listening. Rather than taking the moral high ground, good environmental education includes the opportunity for students to explore, examine and critique their own value systems, and learn to become more critical in their everyday lives.

Thirdly, we can provide opportunities for students to explore emancipatory action, whether it be deciding to employ voluntary simplicity practices or re-structure an aspect of the school food system, The opportunity to build up action competence “*needs to be practiced in complex, authentic social situations...if one is to count on the autonomous practice of environmental action competence in daily life, in common social practice*” (Fontes 2004, p. 159).

Home economics classrooms offer great opportunity for building action competence in young people, because classrooms are already designed to facilitate practical experiences. None-the-less, the often-employed approach is to teach a practical skill with an end-in-mind. Though practical skills are undoubtedly important to learn, in addition to assessing how well students followed directions, we should also be considering how well they

thought about a problem, considered their own and other's perspectives, planned a course of responsible action, and reflected upon their work.

Conclusion

As environmental education continues to be legitimized and reinforced within Canadian school classrooms, "students should understand how and why the environment has an impact on their daily lives and what kind of impact their daily lives have on the environment" (British Columbia Ministry of Education, 1995, p.1).

Despite the relevancy and opportunity for infusing environmental education into home economics, there's a continued need for increasing awareness of the possibilities in the home economics classroom for environmental education development. For example, in a relatively recent publication from the BC Ministry of Education, environmental learning curriculum maps were prepared for integrating environmental concepts into a variety of subject areas, but home economics was not one of them (BC Ministry of Education, 2009).

I have tried to distill three principles that may be useful in orienting our practice as home economics teachers. The first is trying to build the awareness in students that complexity and connectivity are fundamental underlying laws of our relationships to each other and the rest of the planet. By embedding an understanding of complexity, we may come to regard the world as multifaceted, with many points of connection to our everyday lives. Secondly, by creating opportunity for students to explore their own values and the social forces which shape them, they can become more self-aware and potentially empowered to shape their learning experiences around real-world issues, and ultimately cultivate action competence. By considering these points, we may design better learning experiences to help us live well in our everyday lives, well into the future.

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5. Multiple “Literacies of Home Economics Education

Financial Literacy

Ronda Leung

Financial literacy is a very popular topic in recent years due to the significant changes in economic times in Canada and the world. Many organizations throughout the world have begun to place an emphasis on financial literacy and are in the process of incorporating national strategies to improve financial literacy. In Canada, Minister of Finance Jim Flaherty, organized a Task Force in 2009 to address issues in financial literacy. Similarly, the Consumer Financial Protection Bureau in the United States was created to promote financial education through consumer engagement and education groups. As well the Jump\$tart Coalition for Personal Financial is a key source information and resources in regards to current knowledge and understanding of finances in the United States. In Australia, the Commonwealth of Australia conducted the Consumer and Financial Taskforce in 2004. In the United Kingdom, the Adult Financial Literacy Advisory Group formed to understand ways to promote financial education.

The purpose of this paper is to highlight the need for financial literacy throughout the school curriculum K-12. There is a substantial need for financial literacy in the senior grade levels, especially grade 12 due to the increase in financial matters that need to be considered at this age or life stage. From an ecological transition perspective, students in grade 12 are transitioning from secondary to the work force or post-secondary education. This life transition demands students to be more aware of finances and to be more open to being financially literate. However, it also forces students to make financial decisions regardless if they have adequate knowledge in financial literacy or not. In order to adequately address financial literacy, an indepth analysis of the definition of financial literacy and what it encompasses is needed.

The literature review will include my personal interest in the topic, an analysis of current BC prescribed learning outcomes for evidence of financial literacy, definitions of financial literacy, and a summary. It will also include an analysis of literature, how literature was selected, evidence from research, limitations to research, conclusion to literature review and suggestions for further research.

Personal Interest in Financial Literacy

My interest in financial literacy stems from teaching Planning 10 and Family Studies 12. In my Planning 10 class, I love teaching the finances section and I strongly believe that finances are vital to living a balanced and fulfilled life. I feel that it is my duty as a teacher to impart the knowledge and skills to be able to deal with financial issues in the future. I want to teach students material that will assist them in the real world. According to Statistics Canada, Canadians are carrying increasing levels of debt, therefore, students need to acquire as much

knowledge, skills and confidence possible to prevent debt problems and the ability to cope with future financial issues (Chawla & Uppal, 2012). At the very least, students need to understand how to gather resources to make important financial decisions.

Another interest in this topic is a personal one. In the last two years, I got married, rented a condo and then bought a condo. I feel that to be able to transition from these life stages are becoming harder and harder to achieve. According to the Economist Magazine and the Economist Intelligence Unit, Vancouver is the most expensive city in North America followed by Los Angeles and New York (Meiszner, 2012; Yang, 2012). Students are faced with a difficult realization that the ideal path of graduating high school, finishing post-secondary, getting a job and buying a house may not be a possibility if they wish to continue to live in Vancouver. In order to give students a head start, they need to understand financial literacy at a young age and to use time to their advantage.

Evidence of Financial Literacy in Current British Columbia Curriculum

In order to graduate with a Dogwood from high school, the mandatory courses are Planning 10, Math 10 and Math 11 or 12. Aspects of financial literacy are found within these courses. The British Columbia Math curriculum is where you would assume to find many areas of financial literacy. The math curriculum differentiates into three streams: Essentials, Applications and Principles. Upon closer review, financial literacy is only found in Essentials of Math 10, 11 and 12 and Applications of Math 11 and 12. In particular the Essentials of Math curriculum is quite expansive encompassing personal finance, investments and government finances (Appendix A: Essentials of Math 10-12 prescribed learning outcomes). The Applications of Math 11 curriculum encompasses solutions to consumer problems, financial statements, budgets and investment issues. The Applications of Math 12 curriculum encompasses the analysis of cost benefits to housing, material needs and investment options. (Appendix B: Applications of Math 11 and 12 prescribed learning outcomes). The only curriculum that does not include financial literacy is the Principles of Math curriculum. This is surprising given that majority of students take this stream. Therefore, the only source of financial literacy for the students in this stream is from the Planning 10 curriculum (Appendix C: Planning 10 prescribed learning outcomes). The Planning 10 curriculum includes budgeting skills, planning for transition from secondary school, knowledge about credit, debit, legal requirements for reporting personal income, costs and funding sources associated with education and/or career options and how to develop a personal financial plan for education and career goals. The students in Applications and Essentials of Math have more exposure to financial literacy due to the curriculum and the requirement of taking Planning 10.

The Family Studies 10 to 12 Curriculum incorporates some financial literacy in the sections under Adulthood, Families in Societies and Housing and Living Environments. In the Adulthood section, it refers to the economic issues and challenges that face adults throughout various stages of life. In the Families and Societies section, it refers to the personal and family values in regards to the distribution and use of resources such as money and the economic issues and challenges that many affect families. In the Housing and Living Environments

section, it refers to the economic issues when buying a home and issues pertaining to buying major household items. These prescribed learning outcomes are very broad, but many key components of financial literacy can be incorporated in these sections to assist students with dealing with financial issues in the future.

FINANCIAL LITERACY DEFINITIONS

In the documents accessed for this literature review, the definition of financial literacy varies slightly, but the main concept is the same. Financial literacy and financial education is sometimes used synonymously. Below is a list of the various definitions. I have highlighted the key concepts of each of the definitions.

*Financial literacy is having the **knowledge, skills and confidence** to make **responsible financial decisions**. (Task Force on Financial Literacy, 2010)*

*Financial literacy is the ability to **make informed judgements** and to take **effective decisions** regarding the use and management of money. (Noctor, Stoney and Stradling, 1992 as cited in Beal & Delpachitra, 2003, p. 65)*

*Financial literacy is the ability to **use knowledge and skills to manage financial resources effectively** for a lifetime of **financial well-being**." (US Financial Literacy and Education Commission, 2006)*

*Financial literacy is a three dimensional construct that includes **financial knowledge and understanding, financial skills and competence, and financial responsibility**. (SEDI, 2008)*

*Financial literacy is the combination of consumers'/investors' understanding of financial product and concepts and their ability and confidence to appreciate financial risks and opportunities, **to make informed choices**, to know where to go for help, and to take other effective actions to improve their **financial well-being**. (The Case for Financial Literacy in Developing Countries, 2009)*

*Financial literacy is a combination of **financial awareness, knowledge, skills, attitude and behaviours** necessary to make sound **financial decisions** and ultimately achieve **financial well-being**. (OECD, Grifoni & Messy, 2012)*

*Personal financial literacy is the ability to **read, analyse, manage and communicate** about the personal financial conditions that affect material well being. (Anthes: 2004 as cited in Tawfik, Huang & Nagar, 2008)*

*Financial education is the process by which financial consumers/investors improve their **understanding of financial products and concepts** and, through information, instruction and/or objective advice, **develop the skills and confidence** to become aware of (financial) risks and opportunities, to make **informed choices**, to know where to go for help, and to take other effective actions to improve their **financial well-being** and protection. (OCED, 2005 as cited in Grifoni & Messy, 2012)*

From the above definitions, all describe making judgements or decisions as informed, responsible, sound and/or effective. The Canadian definition (Task Force on Literacy, 2010) identifies knowledge, understanding, skills, confidence and/or competence as specific keys for making decisions, whereas the US and UK refer to the term ability as encompassing all those keys. The US definition includes the time frame as a lifetime and the Canadian Definition does not include a timeline. The timeline is important as different stages in life require different types of knowledge and understanding of finances. The UK definition states that financial decisions should pertain to the use and management of money. The Grifoni & Messy (2012) definition is the only one that includes consumers' and investors' and identifies that financial products and concepts are to be evaluated for risks and opportunities before making decisions. In addition, the OECD mentions the need to know where to go for help to make appropriate decisions. The OECD definition by Grifoni and Messy (2012) is the only one that includes awareness, attitude and behaviour as qualities needed to make financial decisions whereas the other definitions assumes these concepts are included in the definition. The various definitions provide a good basis for understanding what financial literacy encompasses.

Teasing out the key features of the common definitions of financial literacy, a financially literate individual needs to possess: the ability to read, analyze, management and communicate), knowledge, understanding, skills, confidence, responsibility, competence, awareness, attitude, behaviour and resourcefulness that is conducive to making responsible, effective, decisions and choices with regard to managing their personal financial resources. In addition, when a financially literate individual realizes that financial decisions change throughout a lifetime and involves on-going analysis of financial products, risks, opportunities and economic concepts, individuals will then take control of their financial well-being.

Literature Selection

The focus of the literature research was the term “financial literacy” and “secondary” as my interest was at the secondary school level. There are many articles on financial literacy; therefore, limitations were set such as adding the term “secondary students” and encompassing literature from 2000 onwards. In the Google Search, the term used was “Making a case for financial literacy”.

Summary of Literature

The purpose of this review is to compile the various financial literacy articles and research reports to identify important themes related to curriculum and pedagogy for financial literacy. In addition, research found will be used to recommend suggestions for the Family Studies curriculum. From reviewing the research, some key questions or themes surfaced that assist in understanding the importance of financial literacy in the BC curriculum and the appropriate teaching approaches to use.

Determining a Rationale for Financial Literacy

Financial literacy is important because students need to become financially literate individuals to attain a financially stable future. Students need to be prepared with “sufficient knowledge and to make sense of financial activities, seek out appropriate information, feel able to ask relevant questions and be able to understand and interpret the information that they subsequently acquire” (Widdowson & Hailwood, 2007, p.46).

Due to the change in economic conditions as a result of deregulated financial markets, there is a real push for individuals to become more self-reliant with finances, throughout their working life and especially to be prepared for retirement (Beal & Delpachitra, 2003). Therefore the young are in need of becoming financially literate to cope with the various complex financial products such as interest rates, repayment options on loans, investment options and credit options to plan for the future (Tawfik, Huang & Nagar, 2008). As a consumer of financial products, students must be able to differentiate products, services and the providers of the products and services.

Currently, many young individuals are living in a world where credit is abundant, and credit cards are seen as a means to provide them with what they want (Godfrey, 2006; Making the Case for Financial Literacy, 2010). They are given the opportunity to live beyond their means and saving for the future is not a priority. The young need to grasp the bigger picture regarding the economy and society to understand the existing challenges that face adults in the future (Stanford, 2010). If the students are unable to make appropriate financial decisions, negative outcomes result such as a less than ideal amount of wealth and standard of living, debt problems and even bankruptcy.

Students who follow the Principles of Math stream usually attend post-secondary and encounter student loans, independent living if they have to move, and fewer opportunities to earn as they are attending school, yet they receive little financial knowledge and skills (Beal & Delpachitra, 2003). It is important that these students have some access to financial literacy education, as they have the opportunity to really benefit from the information and start planning for future goals (Widdowson & Hailwood, 2007). Financial literacy reinforces behaviours such as timely payment of bills and avoidance of over-indebtedness that help consumers to maintain their access to loans in tight credit markets. Financial education is about empowering individuals so that they are better equipped to analyze diverse options and to take actions that further their goals. (The Case for Financial Literacy in Developing Countries, 2009)

Why are Governments interested in financial literacy?

Governments are interested in financial literacy because they want the population to feel that they have options. The argument is that if individuals are more equip to deal with personal finance, they can cope better with economic downturns. However, this perspective places the responsibility on the individual and less responsibility for the government to safe guard individuals (SEDI, 2008). The government realizes that good financial literacy skills would enable individuals to make better informed decisions and provide a positive effect on financial markets and the economy as a whole (Grifoni & Messy, OECD 2012). Financial literacy “affects the behaviour of financial institutions and hence has implications for financial stability. And it influences the allocation of resources in the real economy and therefore the longer-term potential growth rate of the economy” (Widdowson & Hailwood, 2007, p.38)

A very vital point is that the government cannot forget to foster conditions conducive to financial literacy and consumer empowerment (Task Force on Financial Literacy, 2010). Jim Flaherty, Minister of Finance in Canada states that “improving financial literacy of Canadians will add to the stability of our financial system and make our economy stronger” (Task Force on Financial Literacy, 2010, p. 10). The government has a vested interest in helping individuals as it will the build a healthier economy, which would be easier to run by the government. The Canadian Task Force on Financial Literacy (2010) suggests the need for shared responsibility from individuals, families, educators, financial services providers, employers, labour organizations, businesses and voluntary organizations, which places less responsibility on the government. By identifying the other sources of responsibility, accountability is shared when economic hardship occurs.

Why is learning about the economy and basic economic concepts an important aspect of financial literacy?

Learning about the economy and the basic economics concepts is important because students need to be able to transfer the basic economic concepts into their own lives. Teaching students to save money is important, but knowing the type of saving options suitable for their own personal situations is more important (Standford, 2010). In applying the basic economic trilogy of scarcity, choice and costs as the foundation of economic decisions will add to a richness to student learning of financial literacy (Black, 2009). Understanding basic economic concepts will enable students to address each financial decision in a systematic way to analyze the options, trade-offs and to choose the best choice for their own situation. Economic concepts include acknowledging that economic progress depends on work and productivity and innovation not just stock market trends and most retirement income is from employment income (Standford, 2010).

Since economic concepts are a key component to financial literacy, there is a requirement for teachers to be highly literate in financial matters to actively and effectively engage and empower students in a class. The Task Force on Financial Literacy (2010) mentions the need for professional development opportunities to build their skills, confidence and capacity to engage students in financial literacy. If professional development workshops or courses

are not available then another solution would be to have detailed resources that prepares teachers and possibly train them as well (Task Force on Financial Literacy, 2010).

What should financial literacy programs be reviewed critically?

There are many studies about the various financial literacy programs available throughout the world. However, for most studies, it was difficult to evaluate the successfulness and usefulness of the program. The outcomes of the programs are heavily influenced by the individual's inherent motivation, attitudes and behaviours. The most important aspect of programs are to engage financial literacy topics with an individual's daily life through the building of critical thinking, confidence and problem solving skills (SEDI, 2008). For example, Vancity and Family Services of Greater Vancouver offers the Dollar\$ and \$ense: Youth Financial Literacy Program that covers goal setting and budgeting, getting paid, banking and credit. This program provides a good basis of information, the difficulty is coordinating the facilitator for your classes. Another program by Vancity is the Powerplay Money Mangers program that addresses how to manage your money, buying your first car, making your money grow, credit implications and creating a financial plan. The only consideration might be the push for getting advice from a qualified financial advisor, preferably one from Vancity. There are various other programs such as The City by the Financial Consumer Agency of Canada and Financial Literacy for Youth created by the Financial Literacy for Youth Team.

Who is responsible for imparting financial literacy?

Research highlights the need for direct and indirect sources (Marcolin & Abraham, 2006). Teachers are seen as just one of the players involved in improving financial literacy (Godfrey, 2006). The Task Force for Financial Literacy (2010) identifies shared responsibility as one of the strategies, which include individuals and families, governments, financial service providers, credit counselling community, employers and labour organizations and the voluntary sector. Since family input is invaluable, it is surprising to find that only 20% of parents involve teens in creating the family budget and spending decisions (Making the Case for Financial Literacy, 2010). However, it is important to note that more than two thirds of parents feel inadequately prepared to give teens advice about investing than about sex (Making the Case for Financial Literacy, 2010). The purpose of this paper is to consider financial literacy in the BC curriculum, so the responsibility for imparting financial literacy is teachers who teach Planning 10.

Why is it important to reiterate financial literacy information throughout life stages?

Financial literacy should be incorporated throughout the lifetime and throughout the K-12 curriculum to prepare students to be financially literate (Black, 2009; Mandell, 2008; Godfrey, 2006) Mandell (2009) discussed the results of the five Jump\$start surveys completed over 10 years that found no significant relationships between personal finance course taken in high school and investment knowledge. This is very damaging to the argument that financial literacy programs are needed in the BC curriculum; however, Mandell (2008) points out that changing or modifying behaviour is not always achievable once habits are set. Therefore new focus is aimed to

implement positive attitude and behaviour change at an earlier age, when individuals are more susceptible and willing to change (Taskforce on Financial Literacy, 2010). However, until curriculum is mandated into the K-7 curriculum, other options are required to assist students to become financially literate. As attitudes and behaviour are important to implement change, ways of empowering students to change their financial behaviour is a concern for lifestyle and health related courses such as Planning 10 and Family Studies 12.

Planning 10 is mandatory for all students to pass in high school.. At the grade 10 level, students are usually aged 15 or 16 years old, a time when adulthood seems quite far away. Mandell & Klein (2009) believe that it is reasonable to assume that older students such as seniors would be more interested in financial literacy because they are closer to being legal adults and may already engage in adult responsibilities. In addition, other studies have found that financial literacy programs in high school do serve a role later on in life when students are in need of making financial decisions. Beal and Delpachitra (2003) found that financial literacy improved with work experience and income. As there are optimal times in an individual's life to absorb information, teachers need to be able to make those valuable links for students which will remain latent until needed (Pang, 2010). In order to create a foundation of knowledge, skills and abilities, financial literacy should ideally be incorporated in the K-9 curriculum (Task Force on Financial Literacy, 2010).

A large part of the motivation or engagement comes from the current life stage of the students or individuals. As students get older that are faced with financial decisions which make learning about finances more relevant and interesting. Some life events include getting a new job, buying car, starting a business, losing a job and receiving unexpected money (Figure 1, Taskforce on Financial Literacy). These life events require an individual to draw upon financial literacy gained from the past or to be able to attain relevant information to make sound decisions (Case for Financial Literacy in Developing Countries).



Figure 1. Life events Diagram: Task Force on Financial Literacy, year, p.31

What are some effective methods to acquire financial literacy?

According to research, students learn through ‘trial and error’ which means that require activities that enable them to apply financial literacy concepts. (Marcolin & Abraham, 2006; Beal & Delpachitra, 2003). Role models such as parents are important to instilling values on saving at an early age and be a source of information in the future (Black, 2009). Black (2009) and Godfrey (2006) states that having children earn money versus receiving allowances provides an opportunity for parent to encourage budgeting and goal setting. Therefore, parents play a strong role in assisting students to learn financial literacy concepts in a real life way.

As behaviour change is a key goal of financial literacy, understanding stages of change will help teachers implement efficient and goal oriented lessons. The Trans Theoretical Model (TTM) identifies 5 key stages of change: Precontemplation, Contemplation, Preparation, Action and Maintenance (Xiao et al, 2004; Shiere and Tobe, 2006 as cited in SEDI, 2008). Teachers and parents are responsible for the Precontemplation and Contemplation stage through K-12. Financial programs offered after grade 12 needs to keep in mind of the Preparation, Action and Maintenance stages to encourage positive change. Understanding the stages of change allows and educator to tailor the needs of participants in the program.

Limitations to Research

Many studies that address the current financial literacy of the population including high school students, college students and adults do so through the use of surveys.

Further studies as a result of the surveys have been conducted to try and draw relationships between financial literacy programs and their results. Unfortunately, results have not resulted in predicted outcomes. Therefore more research is needed to understand why financial programs do not yield desired results. In terms of research in the high schools, results have shown that financial literacy program have little to no effect. A reason for this stems from the focus on knowledge instead of focusing on self-beneficial financial behaviour and practices (Mandell, 2008). This indicates that the emphasis should be placed on how knowledge is transferred in their personal lives through their behaviour and practices. This relates back to the idea of helping students develop confidence as well as knowledge and skills to manage and communicate about finances to make responsible and informed financial decisions. Therefore, more research into specific teaching strategies is needed to identify successful transfer of financial literacy concepts that will last a lifetime. As Hibbert & Coulson (2009) mention, there needs to be a way to engage youth in learning outside of school through the use of a multimedia platform of financial literacy resources. The teacher is key to building rapport with students and being able to incorporate teaching activities to promote critical thinking.

With the implementation of various financial literacy programs, many results can not be generalized and are specific to a certain population. In terms of longitudinal studies of financial literacy programs, data so far has not indicated that high school financial programs are helpful to develop financially literate individuals. More research is needed to clarify the findings.

Additional research should be conducted to address the current financial literacy of children in K-9. A study on what knowledge and skills is possessed by these students currently. In identifying what these students know, research needs to address what type of information is required to be taught at each level, and how can the information be built upon until they are in the last year of high school. A focus on the progression of knowledge, skills and critical thinking is needed.

CONCLUSION

In this literature review I have shown that the key elements of financial literacy are not only knowledge transfer and skills but the ability to understand basic economic principles, to have the confidence to analyze each financial situation throughout the lifetime and to be empowered to make the informed choices for a strong and stable financial well-being. I have learned that ideally financial literacy should be a thread that begins in kindergarten and continues through to grade 12 in public schools. However, currently in BC this doesn't happen. Students are given a small unit on financial literacy in a mandated course called Planning 10. Some students will get additional financial literacy if they take lower level mathematics courses or Family Studies. University bound students do not get any financial literacy in their mathematics courses so only those who elect to take Family Studies would have access to further financial education. This is not ideal but then places an enormous responsibility on the teaching that occurs in Planning 10. The research shows that current pedagogy is facilitating future financial decision making; therefore I recommend that teaching approaches that emphasize decision making, problem solving real life situations, trial and error approach to activities and building self confidence with decisions should receive priority.

Further Research

Some further research that should be considered are the specific strategies that parents can utilize to help reinforce learning completed at school, conduct research regarding the impact of multimedia financial literacy programs, and ways to increase motivation, attitudes and behaviours of students in terms of financial literacy. Parents are a key source of information, a real life example for students to relate to and an opportunity for parents and students to communicate on a regular basis. As more and more financial programs arise, the effectiveness of these programs needs to be examined and successful aspects of the programs should be harnessed and expanded. Another important factor is the psychological - motivation, attitudes and behaviours, these are all very difficult to change; therefore further research into positive affects are vital to the success of future programs.

APPENDIX A: Essentials of Math 10 – 12

Curriculum	Section	Prescribed Learning Outcome	Analysis
Essentials of Math 10	Numbers – Personal Banking	A7 Name and describe various types of commonly used consumer bank accounts, including: value, self-serve, full-serve and savings accounts A8 Complete various banking forms, including: deposit, withdrawal slips and cheques A9 Describe the use of a bank card for automated teller machines (ATMs) and debit payments A10 identify different types of bank service charges and their relative costs, including: monthly account fees, transaction and interest charges A11 reconcile statements, including chequebooks and electronic bank transactions with bank statements	Key basic banking information *Banking forms are obsolete
Essentials of Math 10	Numbers – Wages, Salaries and Expenses	A12 Calculate hours worked and gross pay A13 Calculate net income using deduction tables (focus on weekly) with different pay periods A14 Calculate changes in income A15 Develop a budget that matches predicted income	Need to incorporate jobs without inconsistent pay periods – contract work
Essentials of Math 10	Patterns and Relations - Rate, Ratio and Proportion	B1 Use the concept of unit rate to determine the best buy on a consumer item and justify the decision B2 Solve problems on the application of sales tax in Canada B3 Describe a variety of sales promotion techniques and their financial implications for the consumer B4 Solve rate, ratio, and proportion problems involving price, length, area, volume, time, and mass	Incorporating basic economic principles as well would be useful
Essentials	Number -	A1 solve problems involving performance-based	Need to discuss

of Math 11	Income and Debt	income, including: commission sales, piece work and salary plus commission A2 use simple and compound interest calculations to solve problems A3 solve consumer problems involving: credit cards, exchange rates and personal loans	payday loans
Essentials of Math 11	Number - Personal Income Tax	A4 prepare an income tax form for an individual who is single, employed, and without dependents	Vital for all students
Essentials of Math 11	Number - Owning and Operating a Vehicle	A5 solve problems involving the acquisition and operation of a vehicle, including: renting, leasing, buying, licensing, insuring, operating (e.g., fuel and oil), maintaining (e.g., repairs, tune-ups) and depreciation	Importance on comparing options
Essentials of Math 11	Number - Business Plan	A6 prepare a business plan to own and operate a business that includes the following information as appropriate: monthly cost of operation (e.g., inventory, rent, wages, insurance, advertising, loan payments), hours of operation, estimated daily sales (average), gross/net profit, hourly earnings and a scale floor plan of the store	Incorporate online start-up company information
Essentials of Math 12	Number - Personal Finance	A1 solve problems involving different types of insurance, including: life, property A2 determine the costs involved in purchasing a home, including: gross debt service ratio, payment options, insurance and additional fees A3 solve problems involving different types of mortgages, including: closed, open, fixed-rate and variable-rate	Pertinent to the future and emphasize where to get information when time comes
Essential of Math 12	Number - Investments	A4 determine a financial plan to achieve personal goals A5 calculate net worth for an individual A6 describe different investment vehicles,	Relates to retirement ideals

		<p>including: GICs, bonds, mutual funds, stocks, real estate, RRSPs and RESPs</p> <p>A7 compare and contrast different investment vehicles in terms of: risk factors, rates of return, costs and lengths of term</p> <p>A8 investigate how to purchase and sell stocks</p>	
Essential of Math 12	Number - Government Finances	<p>A9 describe and calculate federal revenues, including: GST, excise tax, customs duties</p> <p>A10 describe and calculate federal government expenditures, including: social welfare benefits, health care, policing, armed forces and employee wages and salaries</p> <p>A11 describe and calculate provincial revenues, including: PST, corporation tax, licences and gasoline</p> <p>A12 describe and calculate provincial government expenditures, including: education funding, social services funding and employee wages and salaries</p> <p>A13 determine how selected municipal taxes are calculated</p> <p>A14 determine how municipalities allocate funds</p>	Update needed on HST

APPENDIX B: Applications of Math 10 – 12

BC Curriculum	Section	Prescribed Learning Outcome	Analysis
Applications of Math 10	Numbers	A1 perform arithmetic operations on irrational numbers, using appropriate decimal approximations A2 create and modify tables or spreadsheets from both recursive and non-recursive situations A3 use and modify a spreadsheet template to model recursive situations A4 solve problems involving combinations of tables, using: addition or subtraction of two tables, multiplication of a table by a real number and spreadsheet functions and templates	Provides basis for the ability to compare numbers
Applications of Math 11	Numbers	A1 solve consumer problems, including: wages earned in various situations, property taxation, exchange rates and unit prices A2 reconcile financial statements, including: chequebooks with bank statements and cash register tallies with daily receipts A3 solve budget problems using graphs and tables to communicate solutions A4 solve investment and credit problems involving simple and compound interest	Emphasis on the use of graphs and tables is important
Applications of Math 12	Numbers	A1 model and solve problems, including those solved previously, using technology to perform matrix operations, including: addition, subtraction and scalar multiplication A2 model and solve consumer and network problems using technology to perform matrix multiplication as required A3 design a financial spreadsheet template to allow users to input their own variables A4 analyse the costs and benefits of renting or buying an	Using technology to see problems and situations concretely

		<p>increasing asset, such as land or property, under various circumstances</p> <p>A5 analyse the costs and benefits of leasing or buying a decreasing asset, such as a vehicle or computer, under various circumstances</p> <p>A6 analyse an investment portfolio applying such concepts as interest rate, rate of return, and total return</p>	
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APPENDIX C: Planning 10

BC Curriculum	Section	Prescribed Learning Outcome	Analysis
Planning 10	Finances - Financial Literacy	D1 demonstrate financial literacy related to – budgeting skills – planning for transition from secondary school – knowledge about credit and debt – knowledge of legal requirements for reporting personal income	Specific to transition after secondary school; lack information on future transitions
Planning 10	Finances - Cost of Education and Career Options	D2 identify the costs and funding sources associated with various education and career options	Ability to analyze options
Planning 10	Finances - Financial Plan	D3 develop a personal financial plan to support the achievement of education and career goals	Specific to transition after secondary school; lack information on future transitions

APPENDIX D: Family Studies 10 - 12

BC Curriculum	Section	Prescribed Learning Outcome	Analysis
Family Studies 10 to 12	Adulthood - Issues and Challenges of Adulthood	C14 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect adults at different stages of life	Small focus on economic issues
Family Studies 10 to 12	Families in Society - Living in a Family	D8 demonstrate an awareness of how personal and family values relate to the distribution and use of resources (e.g., time, money, skills) D9 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families	Opportunity to communicate as a family about financial obligations
Family Studies 10 to 12	Housing and Living Environments - Establishing Independent Living	F8 analyse the factors that may influence housing choices, including financial resources F9 investigate the cost of independent living	Opportunity to communicate as a family about resources
Family Studies 10 to 12	Housing and Living Environments - Consumer Housing Options	F19 demonstrate an understanding of the economic considerations of buying a home F20 analyse considerations for purchasing and paying for major household items	Vague in comparison to Essentials of Math 12 Important to include cost considerations of major household items (Need vs. Wants)

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Choosing Local and Other Components of Financial Literacy for Food Studies Courses

M. E. Diane O'Shea

Introduction

In 2010, the Working Group on Financial Literacy released their report, *A Sound Investment: Financial Literacy Education in Ontario Schools*, to the Ontario Minister of Education. The findings in this report led to a mandatory requirement by the Ministry that financial literacy be incorporated into all Ontario curriculums from K to 12. To support this mandate, the Thames Valley Board of Education deemed the September 21, 2012 Professional Development Day as one that would provide in-servicing to teachers at all levels of the Board.

As a Family Studies educator and one who has had some experience in developing and implementing financial literacy resources, I was asked to lead a financial literacy session for other secondary school Family Studies teachers in the Thames River Board area, the second largest board in Ontario with an interesting mix of urban and rural schools. The opportunity to incorporate agricultural awareness (food literacy) with financial literacy seemed to me to be a perfect fit for teachers of food and nutrition (food studies) courses, in particular. This decision was also influenced by a personal background in agriculture and a willingness to facilitate other teachers in their understanding of food and agriculture to improve classroom learning and the meeting of present and anticipated curriculum expectations. In this paper I will outline the session that I conducted on financial literacy and agricultural awareness and provide a rationale for combining these two topics..

Home Economics/Family Studies teachers are well positioned to insert food and financial literacy into their classes and courses. According to Jeff Balch, a business teacher and department head in the Thames Valley District School Board, and a lead financial literacy facilitator with the Financial Consumer Agency of Canada, "Skills once passed down by parents, usually Mom, are no longer being passed down to the vast majority of students" (personal communication).

At the present time there are only two food and nutrition courses in the Ontario Social Sciences and Humanities curriculum where Family Studies courses are located and predominate. One course is at the Grade 9/10 level and one is at the Grade 12 level. They are both very popular courses. In my work at the Faculty of Education, I have urged teacher candidates to become especially knowledgeable of these two courses. As an aside, in December 2012, the Ontario Ministry of Education released a revised Social Sciences and Humanities curriculum. More emphasis has been placed on food studies with the introduction of new courses and the integration of food and nutrition into other courses. For example, courses in child development are now expected to include curriculum expectations related to food and nutrition and children. Although actual curriculum expectations are still to be released, a greater emphasis on local food has also been strongly hinted.

Initially the plan involved designing a two to three hour interactive workshop for approximately 35 teachers, assuming at least one representative from each secondary school in the Valley attended. In keeping with Family Studies pedagogy I planned to use experiential learning as my directive to demonstrate instructional practices that support agricultural awareness and curriculum expectations while supporting other board initiatives such as the financial literacy and differentiated instruction. Additionally, I used a 3-step lesson plan format: Minds-On, Action, and Consolidation.

Twenty teachers participated in the workshop and enthusiastically embraced the activities and resources. What follows is a discussion about financial literacy and food literacy (agricultural awareness) and how Home Economics/Family Studies curriculum and pedagogy can support these themes.

What is “literacy”?

Literacy has become a “buzz word” in educational circles and in the public domain (Smith, 2009). According to Smith, the word “literacy” is appearing more frequently to describe the goals of education (p.55). There is a lot of confusion as to what constitutes literacy. One thing is for certain: The term is being used well beyond its usual meanings associated with the ability to read and write. To be literate, one must possess a set of skills and knowledge that allows an individual to make informed decisions. According to Smith (2009), the concept of literacy includes negotiating, critical thinking and decision-making skills with specific literacies referring to competencies and what literacy enables people to do (p.55). With reference to Paulo Freire (1992), Smith describes literacy as an active phenomenon linked to personal and cultural identity that transforms the ability to read and write into practical life skills. We have come to realize that in Canada we have been falling behind in terms of food and financial literacy. A lack of food literacy has led to issues of obesity and Type 2 Diabetes, for example. A lack of financial literacy is blamed for incredibly high debt and the lack of ability to save for future.

Why Financial Literacy in the Classroom?

According to the National Task Force on Financial Literacy (2009), barely a day goes by when we don’t have to make some sort of financial decision. Having the knowledge and skills is a fundamental life skill.

According to the National Task Force, financial literacy is defined as having the knowledge to understand personal and broader financial matters, skills to apply that knowledge and understanding to everyday life, and the confidence to use the skills and knowledge to make responsible financial decisions that are appropriate to the individual’s situation.

In Ontario, financial literacy education aims to provide students with the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them (*A Sound Investment: Financial Literacy Education in Ontario Schools*, 2010). To have the knowledge and skills to make responsible economic and financial decisions with competence and confidence, financial literacy is to be embedded in all curriculums from Grades K-12, this according to the

Resource Guide, Financial Literacy Scope and Sequence of Expectations, 2011. The document states that in addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. These ideas reiterate the findings of Smith and the earlier explanations of Freire.

Closely related to financial literacy is the concept of numeracy. **Numeracy**, also known as math, is defined by the International Adult Literacy Survey (ABC Life Literacy Canada, 2012), as the knowledge and skills required to apply mathematic operations, either alone or sequentially, using numbers embedded in printed material, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan. According to ABC Life Literacy, nearly 50% of Canadians struggle with simple tasks involving math and numbers.

The Canadian government has taken steps to create resources and workshops such as *The City* to assist teachers and students in acquiring financial management skills and knowledge (<http://www.bccsc.bc.ca/release.aspx?id=15958>). Chris Arthur (2012), however, is concerned that many of these resources are limited to personal finances and money management. He believes that stronger critical thinking aspects need to be incorporated so that students not only understand how to calculate interest and debts but also understand money as a “hegemonic” power. Again, these ideas reflect those of Smith and Freire.

Why Food Literacy (Agricultural Awareness) in the Classroom?

We all eat! Eating is an agricultural act according to Wendell Berry, farmer and author of *The Pleasures of Eating* (1990). For too long we have taken our food for granted. With generations now far removed from farming and less than 2% of the Canadian population actively involved in the growing of food, we should have some sense and interest in knowing and understanding just what we are eating. As Berry suggests that although most eaters think of food as an agricultural product, they do not see that they, as eaters, are actual *participants* in agriculture.

The agriculture and food system is a complex intertwining of growing, harvesting, transporting, processing, packaging, wholesaling, retailing, eating and disposing. With this intertwining comes an underpinning of health, sustainability, the environment, and the economy. For example, Riley (2005) sees consumers as having major influences on issues pertaining to sustainability. He sees consumer practices and demands as being critical ways to address food production, distribution and consumption issues and problems. Specifically, he draws attention to the food guide and the recommendations influencing health. He sees that these guidelines can be modified to influence other food system practices such as what food is grown and how it is produced. Furthermore, he believes that in changing food behaviours there will be a huge impact on the sustainability of the food system as a whole.

Changing food awareness and attitudes to understand sustainability and other underpinnings such as ecoliteracy needs to involve children, schools and learning and at all levels. Capra (1999), in discussing ecoliteracy as “the” challenge for education in the 2000’s, claims that by allowing children to experience ecosystems and the

interconnectedness in a school garden, sustainability, although not perhaps completely understood in childhood, will have gain appreciation in later life. For Nix (n.d) his childhood visits to the countryside in Mississippi left lasting impressions of life, community, interconnectedness and a deep respect for the natural world. To incorporate food literacy through agriculture in a classroom then makes good sense. Children clearly view the world in unique ways. They are captive sponges anxious to soak up whatever creativity teachers offer and food is a perfect catalyst. To understand where our food is coming from, how the food is grown and produced and the issues and concerns surrounding food, we will build the competencies needed for these future consumers. After all we all eat and eating is truly an agricultural act.

According to Knobloch, Ball and Allen (2007), teachers are more likely to integrate agriculture into teaching practices and learning experiences if they have the abilities and knowledge, learning goals are met and the benefits outweigh the costs of integration into existing content areas (p.26). In their action research study, they concluded that teachers found agriculture and food provided “situatedness, connectedness, and authenticity to teach their areas to students” (p.25). Pendergast et. al (2011) advise that the greater the teacher’s self-efficacy (self-belief) in their competency, the greater the student learning outcomes will be and the development of students’ own self-efficacy related to food experiences. With fewer people having connections to agriculture, and the direct and indirect linkages to food and nutrition, the need to increase the self-efficacy of Home Economics/Family Studies educators has long been a personal mission for me. Having actively farmed with my husband for almost thirty-five years and having been extensively involved in the agriculture in the classroom movement, I felt qualified to bring agricultural awareness with a financial literacy twist to colleagues in the workshop setting. By adopting a broader definition of literacy that moves beyond the ability to read and write to embrace practical life and numeracy skills that include responsible decision making and critical thinking, teachers and their students will meet the aims of financial and food (agriculture awareness) literacy.

The Workshop

Minds-on activities are designed to *elicit* and *engage* learners. The workshop featured several activities that included a food basket/group formation task, a version of the “latte factor” as described by David Bach (*Live Rich. Finish Rich*), and a lunch versus *local* lunch simulation. In all situations, costs and terminology were explored and analyzed. Connections were also made to factors affecting availability, food pricing and marketing.

During the *Action* part of the workshop, experiential activities *explored* and *explained* aspects of financial and food literacy. Among these activities, the deboning of a whole chicken and a costing analysis drew interesting insights, discussions and applications for classroom use. The costs of purchasing a whole chicken and dividing it into parts as opposed to purchasing individual parts were compared. There was an overall saving of about ten dollars. Initial planning had called for a guest chef. However, at the workshop a colleague volunteered to be the

demonstrator. The demonstration and additional resources provided a venue for increasing agricultural awareness in the understanding of poultry farming.

Participants were also invited to engage in one of the following station activities:

- How far has the black bean salsa travelled?
- Canola – Good fat, good money
- Advertising locally grown and produced food

A debriefing session followed. All activities were designed with students in mind. By allowing teachers to be students, financial and food literacy skills and knowledge were developed in experiential ways. Literacy became the “active phenomenon” described by Smith and Freire as teacher students gained competencies and real life applications to use in their classrooms and in their everyday lives, as well.

In the final *consolidation* piece of the workshop, ideas were elaborated, evaluated and extended. One key piece featured the work of Lynn Ogryzlo, a food activist from the Niagara area. She is an award winning author and blogger of *The Ontario Table*, an eye-catching book and website that promotes local food. In 2012, Ogryzlo was named the *Ontario Local Food Ambassador* by the Ontario Farm Fresh Marketing Association. One of the key elements of her work and research is the \$10 Challenge. Here she urges every Ontario household to spend \$10 a week on local food. By doing so 2.4 billion dollars would be added to the local economy by the end of the year. She draws on research conducted by Dr. Kevin Stolerick of The Martin Prosperity Institute, University of Toronto, and Doug Vallery, Experience Renewal Solutions, Toronto, Ontario who claim that by keeping that money circulating, the figure would grow to 3.6 billion dollars and the creation of 10,000 jobs. In the Niagara area alone, Dr. Lewis Soroka, Department of Economics, Brock University, St. Catharines, Ontario states that if approximately 435,000 residents there spent just \$10 of their grocery budget on local foods each week, there would be \$253 million put into the local economy each year (Ogryzlo, n.d.). These findings describe the “hegemonic” understanding that comes with higher critical thinking skills related to financial literacy. At the same time linkages to agriculture and food literacy are made more meaningful.

What did workshop participants say?

Participants welcomed the professional development day program and enthusiastically embraced the opportunities to learn and experience real-life applications for themselves and their classrooms. Exit card comments included the following:

- So many ways to incorporate \$\$ into food
- How important locally grown food really is
- Learned how to make a great black bean salsa
- Amazed at the distances food travels as in the salsa analyses

- Enjoyed using food for group formations
- Amazed at the breakdown in costs of a whole chicken versus its parts and how to actually cut up a whole chicken
- Impressed by the \$10 Challenge and the rippling effects

The workshop was successful as measured by the exit card information. To develop in Ontario students the knowledge and skills for responsibly managing their personal well-being with confidence, competence, and a compassionate awareness of the world around them, teachers must first be given opportunities to do so. This workshop provided teachers with the knowledge, skills and resources in financial and food (agriculture) literacy to do just that.

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Resources

- Alberta Canola Producers Commission – www.canolalearningcentre.com
- BC Agriculture in the Classroom Foundation - <http://www.aitc.ca/bc/>
- Chicken Farmers of Canada - <http://chicken.ca/>
- David Bach Live Rich Finish Rich – The Latte Factor
http://www.finishrich.com/free_resources/lattecalculator.php
- Financial Consumer Agency of Canada. Needs and Wants - <http://www.fcac-acfc.gc.ca/ft-of/ieb-1-4-eng.aspx>
- Financial Consumer Agency of Canada. *The City*. - <http://www.fcac-acfc.gc.ca/eng/education/index-eng.asp>
- Get Smarter About Your Money - <http://www.getsmarteraboutmoney.ca/en/managing-your-money/planning/investing-basics/Pages/what-is-financial-literacy.aspx>
- Ontario Agri-food Education Inc.- <http://www.oafe.org/>
- Ontario Canola Growers Association - <http://www.ontariocanologrowers.ca/index.html>
- The Ontario Table, \$10 Challenge, a year of eating local. August 2012 - <http://sustainontario.com/wp2011/wp-content/uploads/2012/08/August-Issue-copy.pdf>
- Thinking Critically About Local Food - <http://www.tc2.ca/wp/electronicsourcebook/localfood/>
- Virtual Farm Tours - <http://www.farmissues.com/virtualTour/en/index.html>

6. Changing Family Dynamics: Implications for Home Economics / Family Studies / Human Ecology

An Empirical Analysis of Food Expenditures in Ontario K.I Chang & A.P. Ker

We use unconditional quantile regression to estimate *Food At Home* and *Food Away From Home* Engel curves for households in Ontario. We contrast the quantile results with traditional estimates at the mean (least squares) as well as conditional quantile estimates. Unconditional quantile regression differs dramatically from conditional quantile regression in that with the former the quantiles are with respect to the dependent variable and thus of economic relevance whereas with the latter the quantiles are with respect to the residuals and thus of little economic relevance. We find that expenditure elasticities are lower for those in the higher expenditure quantiles for both *Food At Home* and *Food Away From Home*. Additionally, we find that expenditure elasticities are higher for *Food Away From Home* relative to *Food At Home* for all quantiles.

Introduction

There have been significant changes to the structure of Ontario households over the past decade yet few have examined the implications of these changes on food expenditure behavior. In contrast, there exists a rich literature on U.S. household *Food At Home* (FAH) and *Food Away From Home* (FAFH) expenditures. Past studies can be classified into two categories: i) food expenditure elasticity studies, which typically use a double-log model and ii) propensity to consume FAFH studies, which typically use a tobit model. Redman (1980), Lee and Brown (1986), Horton and Campbell (1991), Nayga-Jr (1995), Beatty (2009), and Taylor and Houthakker (2010) provide good examples of research on food expenditure elasticities.² Consistent with Engel's law, most find an inverse relationship between income and FAH expenditure elasticities. Family size, age of the respondent, and presence of young children tend to be inversely related to FAFH expenditures. With the exception of Beatty (2009) and Taylor and Houthakker (2010), past research on household food expenditures have relied mostly on least squares. FAFH studies using Tobit models by McCracken and Brandt (1987), Byrne et al (1996), and Liu et al (2012) also use least squares and draw similar conclusions as the FAH studies. A limitation of past literature is that they were unable to capture possible heterogeneity in household food expenditure behaviour. An exception, by Lee and Brown (1986), estimated food expenditure elasticities by breaking the income distribution into different groups. However, their method has been criticized by authors (Koenker and Hallock, 2001; Beatty 2009; and Zeits et al, 2012), who cited Heckman (1979) by arguing, [truncating] the dependent variable may create biased parameter estimates and should be avoided.

In this article we use unconditional quantile regression (UQR) to estimate FAH and FAFH Engel Curves for households in Ontario at various expenditure quantiles. For comparison purposes our results are contrasted

² Research by Horton and Campbell (1991) and (Beatty 2009), represents the few Canadian food expenditure studies.

with least squares and conditional quantile regression (CQR). UQR differs dramatically from CQR in that with UQR the quantiles are with respect to household expenditures and thus of economic relevance whereas with CQR the quantiles are with respect to the residuals and thus of little economic relevance. This article contributes to the understanding of Ontario household food expenditure behavior in two important ways: (i) we complete the picture by estimating Engel curves at various quantiles rather than just at the mean; and (ii) we use up-to-date expenditure data. The remainder of the article is as follows. In section two, we present the model and UQR. Section three discusses the data used in the empirical analyses. Section four discusses our empirical results while the final section summarizes the manuscript and discusses policy implications.

Unconditional Quantile Regression

Following Taylor and Houthakker (2009), we use the double-log expenditure model:

$$\log(\text{FAH expenditures}) = \alpha + \beta \log(\text{totalexpenditure}) + \gamma(\text{demographicvariables}) + \varepsilon \quad (1)$$

where α is the intercept term, β is the expenditure elasticity, γ is a vector of coefficient estimates for the demographic variables, and ε represents the error term. A identical model is used for FAFH expenditures.

Koenker and Bassett (1978) introduced CQR as an alternative to least squares and has very desirable robustness properties. The regression is estimated at the desired quantile of the distribution of the dependent variable *conditional* on the independent variables which is simply the error distribution. In a well-specified model (without omitted variables) the quantiles of the error distribution are economically irrelevant (Angrist and Pischke 2009). In contrast to CQR, Firpo et al (2009) developed UQR to estimate the marginal effects of the independent variables on the entire unconditional distribution of the dependent variable. UQR uses a two-step estimation procedure, beginning with the use of influence functions (*IF*).

Following notation by Alejo et al (2011), we let $v(F_y)$ be any distributional statistics (e.g. median or any quantile); and y , be the outcome we are interested in (e.g. expenditure on FAH). An *IF* can be represented as:

$$IF(y; v; F_y) \quad (2)$$

IF measures the influence of an infinitesimal change of an individual observation, F_y , on the distributional statistics of interests, $v(F_y)$. An important property for cases in which the frequencies and y -values are bounded (Essama-Nssah and Lambert, 2011), is that:

$$E[IF(y; v; F_y)] = \int_0^{\infty} IF(y; v; F_y) f(y) dy = 0 \quad (3)$$

D'Souza and Jolliffe (2012) identified a key innovation of Firpo et al (2009) -- they add the influence function to $v(F_y)$ back into the IF to centre it. They called the new function the re-centered influence function (RIF), such that:

$$RIF(y; v; F_y) \equiv IF(y; v; F_y) + v(F_y). \quad (4)$$

Firpo et al (2009) show that any distributional statistic of interest can be expressed as an expected value. Applied to UQR, one can simply substitute $v(F_y)$ with $q_y(\tau)$, which is the τ^{th} quantile of F_y . The RIF for the quantile can then be obtained by:

$$RIF(y; v; F_y) = \begin{cases} q_y(\tau) + \frac{\tau-1}{f_y(q_y(\tau))}, & y \leq q_y(\tau) \\ q_y(\tau) + \frac{\tau}{f_y(q_y(\tau))}, & y > q_y(\tau) \end{cases} \quad (5)$$

where $f_Y(q_Y(\tau))$, is the marginal density of y at point $q_Y(\tau)$. In this paper we compute W_τ by using the sample quantile of F_y at $q_Y(\tau)$ and estimate $f_Y(q_Y(\tau))$ by using nonparametric kernel methods and Silverman's rule of thumb for the smoothing parameter. Defining

$$W_\tau = RIF(y; q_\tau; F_y) \quad (6)$$

allows one to obtain the marginal effects of X on the unconditional quantile $q_y(\tau)$ of F_y , by undertaking the least squares regression:

$$\beta_{UQR} = (X'X)^{-1}X'W_\tau. \quad (7)$$

Data and Variables

The data in this study comes from Statistics Canada's 2008 and 2009 Survey of Household Spending (SHS). These are the most recent publicly available microdata. This nationwide survey has been conducted annually since 1997 and recovers household expenditure data for the previous calendar year. The survey also collects information on dwelling characteristics and household finances during the interview. Table 1 summarizes the explanatory variables used in this study.

Table 1: Explanatory Variables



There are two limitations of the Survey of Household Spending. First, age was reported at 5 year intervals from less than 25 years of age to 85 years and older. As a result the average age of each interval was imposed. For those reference persons younger than 25 years of age, they were assigned 25 years of age. For those reference persons older than 85 years of age, they were assigned 85 years of age. Second, the data does not differentiate on the type of FAFH spending, therefore quality effects to dining out cannot be captured. To be consistent with previous literature (Redman 1980; Nayga-Jr 1995; Taylor and Houthakker 2009; and Liu et al 2012) households with missing values for total expenditure; FAH and FAFH expenditures; and any negative expenditure were removed. Food expenditures that were reported as zero were also dropped. We believe it is unlikely that in a entire year a household would spend nothing on either FAH or FAFH, and attribute the reported zero as incomplete observation. Horton and Campbell (1991) made the similar assumption with their dataset. In total, our final data contained 2629 observations.

Results

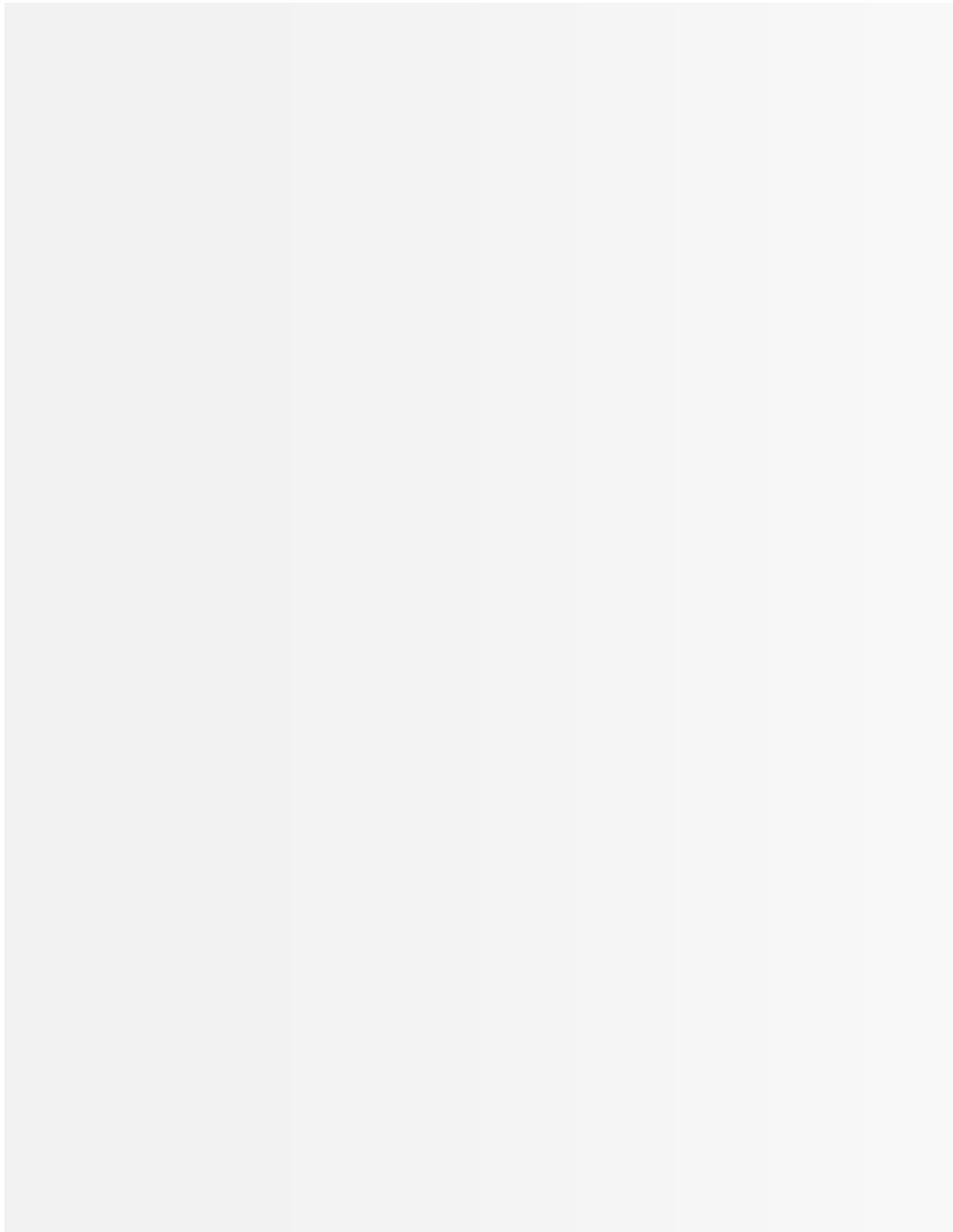
A total of 20 regressions were conducted in this research. For FAH and FAFH, nine regressions were run over the entire distribution of food expenditures from the 10th to the 90th quantile. We dropped both the 10th and 90th quantile in our results because tail quantiles for both CQR and UQR estimators depend on extreme observations and are therefore more sensitive to outliers. Figures 1 and 2 presents expenditure elasticities over the entire distribution of FAH and FAFH expenditures from the 20th to the 80th quantile, respectively. The solid horizontal line and star represent OLS results in each of the subfigures. The dotted lines in the subfigures represent the 95% confidence intervals. Tables 2 and 3 presents a summary of the regression results.

With respect to FAH, UQR shows a decline in expenditure elasticities from the 20th to the 50th quantile. After the 50th quantile, the expenditure elasticities flattens out. The empirical results suggest Ontario households in the 50th quantile and higher have similar FAH expenditure behavior. However for households below the 50th quantile, their relatively higher expenditures elasticities imply that they must commit a higher share of their total expenditure to FAH purchases. CQR is less descriptive compared to UQR since the quantiles remain relatively flat and are nonetheless uninterpretable. Table 2 reveals the significance and signs of the independent variables are consistent with previous findings. Unique to our research, we find that whether or not the spouse is employed has a negative impact for household below the 20th quantile and a positive impact for households above the 80th quantile. This suggests that, in Ontario, lower income households with a working spouse will spend less of their share of income on FAH than higher income households.

Figure 1: Food at Home



Table 2: Food At Home

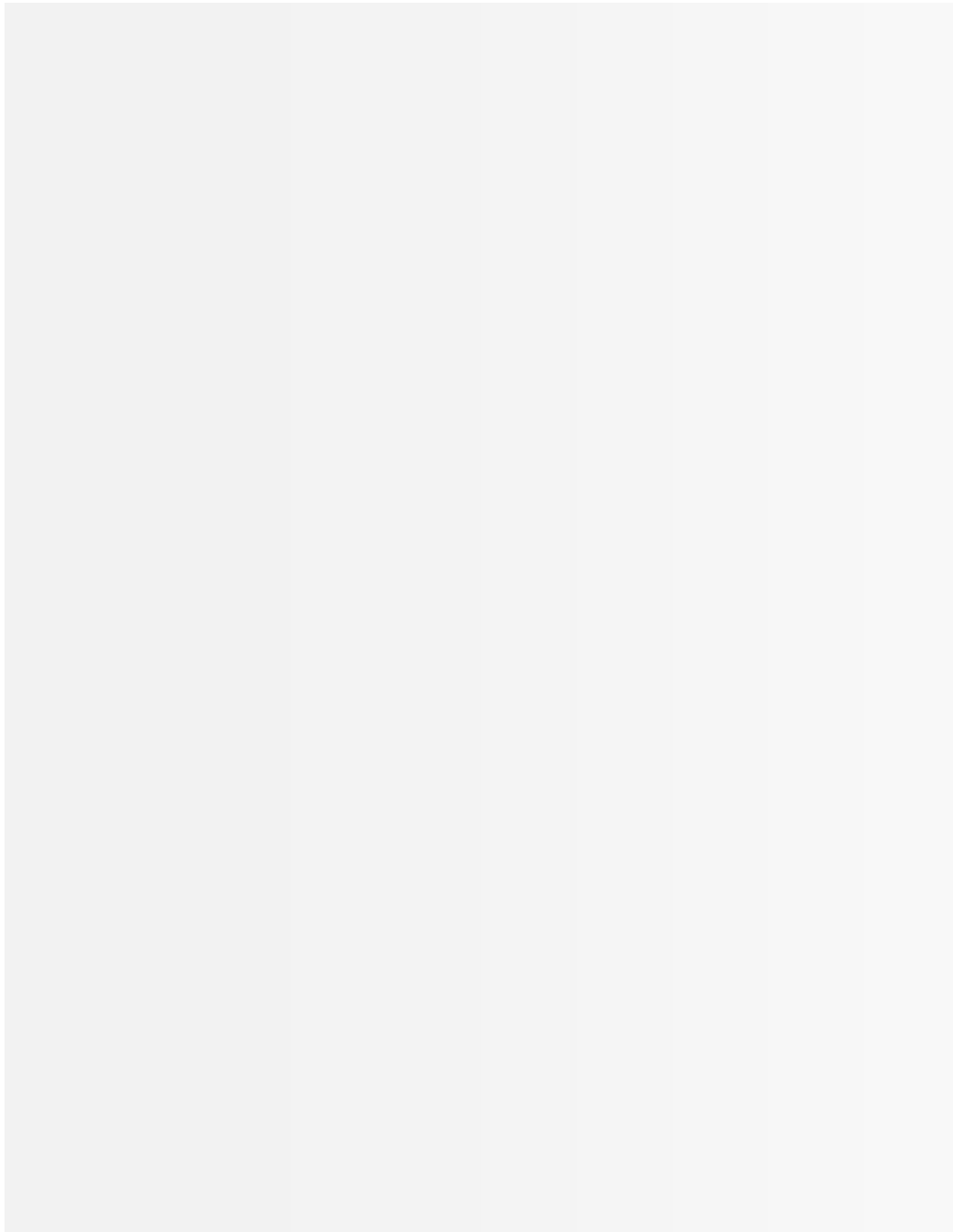
A large, solid grey rectangular area representing a redacted table. The table content is completely obscured by this grey block.

With respect to FAFH, we find that expenditure elasticities also differ at each quantile, suggesting that past approaches which recover estimates at the mean only are unable to capture the heterogeneity of household food expenditure behaviour. The expenditure elasticity results are less dynamic compared to the FAH results. This might be due to the fact that our data on FAFH expenditure cannot distinguish between different food establishment types (fast-food, restaurants, cafes, etc). Research by Liu et al (2012) have shown important differences in propensity to eat out by different establishment types. Nevertheless, UQR expenditure elasticities are still higher at the 20th than at the 80th quantile. In fact, based on our findings, eating away from home in Ontario is considered a luxury good for households below the 50th total expenditure quantile (expenditure elasticities greater than 1). This finding is different from the 0.8 FAFH expenditure elasticities measured by Taylor and Houthakker for the US. Consistent with past research, the presence of young children has a negative impact on FAFH expenditures. Nagya-Jr (1995) argued that, the negative impact of young children on FAFH may reflect the convenience of eating at home for households with young children. In addition, it is also possible that the presence of young children increases child-related expenditures, thereby decreasing the money available for FAFH. Rurality had a negative effect on FAFH across all total expenditure quantiles. This such come as no surprise as those in rural areas of Ontario are likely to have less dining out options than those who live in the city. Our findings also suggests males would spend a higher share of their budget on FAFH compared to females in Ontario.

Figure 2: Food Away from Home



Table 3: Food Away from Home

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Summary and Implications

In this paper we applied UQR to estimate *Food at Home* and *Food Away from Home* expenditure elasticities at various quantiles of the expenditure distribution for Ontario households. Our results have several important implications. First, we found that FAH expenditure elasticities in Ontario tend to decline from the 80th quantile to the 50th quantile before flattening out. This is evidence to support Engel's Law. Second, the differing estimates obtained across quantiles indicates that any social programs aimed at lessening the burden of food costs on the least well-off members of society should not rely on estimates at the mean alone. Third, we found that FAFH expenditure elasticities are higher in Ontario than the U.S. average. The FAFH expenditure elasticities for households below the 50th total expenditure quantile was greater than 1 suggesting that eating out in Ontario is more expensive and considered a luxury good. Fourth, unique to our research, we find evidence to support the important impact of gender on household food spending behaviours. Both the employment status of the spouse and the head of household's gender had significant impact on food spending decisions. Unfortunately, our data was unavailable to break down household spending at different FAFH facilities.

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Challenges Facing Adoption of Children among Families in Abia State, Nigeria

Anthonia Obeta and Favour Chimezie

Abstract

The study identified the challenges facing adoption of children among families in Abia State, Nigeria. Survey research design was adopted for the study. Three research questions guided the study. The population for the study comprised two main groups of respondents-the adoptive parents and the social welfare officers. Ninety subjects were purposively selected from the study area and studied. A structured questionnaire was employed for data collection. The data collected were analyzed using mean and percentages. The findings of the study revealed that the major reasons couples choose to go into adoption are childlessness, demand for a particular gender of a child, and to have someone inherit the wealth of the couple when they die. It was also revealed that adoption of child/children into families poses challenges/problems for both the adopted child and the adoptive parents. For instance, some adopted children face the challenges of acquiring a sense of belonging and the adoptive parents also face the challenges of adopting a child who may develop one form of deformity, or abnormal/undesirable behaviours later in life among others. The findings also identified some actions that could be taken to help handle some of the challenges of adoption which among others include making every effort to keep the adopted children in kinship community settings; child welfare workers ensuring the positive developmental health of children kept under their custody and collaboration between professionals and adopting foster practices that encourage the healthy development of children in the custody of the foster homes/orphanages. The following recommendations were made: Giving proper orientation/counseling to the adoptive parents, subjection of every child in the orphanage homes for thorough medical examination. Social welfare officials should counsel the adoptive parents to equip them to handle challenges of adopting children into families.

Key Words: Adoption, Challenges.

Introduction

Adoption is the process of offering care to a child who is not your biological child. According to Bueren (2005), adoption is a situation whereby a person obtains judicial authorization to take care of a child of another person as his own and the parental rights and obligations permanently transferred from the child's biological parents to the adopter. Nwogugu (2000) also defined adoption as a process where a person assumes the parenting of child who is not kin and in so doing permanently transferred all his belongings to the child. Brainy, (2003) stated that adoption is the act of accepting a child of another parent through the judicial authorization of the legal laws. He further explained that adoption is the process which unites a new family with a child where the birth family no longer cares for him or her. Under the Child Right Law of Abia State 2003, adoption is recognized as one of the forms of alternative care for children who have been temporarily or permanently deprived of their family environment, and also for children who are unable to remain in their family environment. [Act 20 Sections 1 and 2].

In most cases, many people attribute the reasons for adopting children to infertility among couples. However, there are so many other reasons why some people choose adoption apart from childlessness in marriage. The factors that necessitate the adoption of a child range from the mere fact of being childless to the desire to

replace a dead child, to acquire a companion for an only child, to stabilize marriage, to legitimate an illegitimate child, to sustain a particular line of descent, to rescue a child who is in an irreversible situation of abandonment or relieve parents who are unable to take care of the child.

In African culture generally and Nigeria in particular, there is a very serious quest for a male child in every family, that in a family when a couple have up to six female child without a male, about 99% of them normally go to adopt a male child who will inherit the family wealth and also continue the family name. They believe that when all the female children grow up and get married, they will eventually change their maiden names and start answering to their husband's names (Ononugu, 2004). This is held so tenaciously in African tradition that ministers of the Gospel, who preach that there is no possession of children in Heaven after death, have adopted male children, when they discover that there is no hope or chance of their wives giving birth to male children in life.

Single people, especially women who have not found suitable partner/husband may decide to adopt a child to train from childhood to take care of them in old age. Also a couple who loses a child by death and are not able to beget another child may decide to adopt a child to replace the death. Of recent, it is discovered that even those that have the number of children and sex of children desired but are very wealthy may choose adoption to help in training and up-bringing of the children in orphanage.

In Nigeria there are several homes/organizations from which children can be adopted. These include foster care/parents, guardianship/custodian of children, homes for motherless babies, homes for the needy, handicapped, orphanages etc. In addition to various reasons for adoption, there are also various challenges facing adoption of children. The adoptee faces the challenges of losing his rights, obligations and identity. This is possible because the adopter will employ all means to make the child look like him and to forget totally his biological family (Robin, 2008). The child's feelings may be suppressed; the feeling of separation from the biological parents is there, the feeling of abandonment resulting in lifelong acquiring a sense of belonging which is very essential for his emotional development (Rastin 2006).

Jannus (1997) explained that both adoptive parents and the adoptee often have a feeling of mismatch. The adoptive parents feel disappointed when their expectations are not met. Schwartz, (2006) observed that no matter what a child's age is at the point of adoption, adoptees generally face problems related to establishing their identity. He further explained that identity formation develops continuously as child grows older. The adopted child has a more complex task in building his identity than a birth child as he undergoes the separation from his birth parent and reattaches to a new set of parents.

Singer and Krebs (2008), observed that separating and reuniting with their biological family and transitioning in and out of various foster homes and institutions has generally accustomed children adopted at older ages, to not belonging. Adoptive parents need to be aware of this struggle so that they can help the adopted child deal with it.

The primary loss by adoptee is the loss of birth parent (Wilson, 2007). Those who have been in foster care often suffer from the loss of attachment to other parental figures such as foster parents and social workers (Schwartz 2006). Other losses include separation from siblings and being uprooted from their environment where they have a sense of belonging. Rustin (2006) observed that a child adopted at the age of 5-10 years has a store of conscious memories about where he is coming from.

Bueren (2005) noted that some adopted children because of their social and emotional difficulties often require a great deal of parental attention and this can contribute to jealousy in other children in the family. According to Barrat (2006), each family has its own culture, and the family's culture influences all aspects of day to day life. Research consistently indicates that adoption disruption increases with the child's age at placement. Adoptive parents are highly susceptible to a host of psychological problems such as depression, anxiety, low self-esteem and marital difficulties, because they too suffer from some degree of loss (Stewart, 2004). The intensity of their sense of loss is directly related to what led them to make the decision to adopt. This sense of loss is intensified if the behavior of the child does not meet their expectations, poses greater challenges and causes more pain than they had anticipated.

To solve the problems of adoption, Chipungu (2012) suggested that the child welfare systems and services must be designed with the developmental needs of children at the forefront. She explained that infancy and early childhood are acknowledged as the most fragile of development; despite this, more children in this age group are being placed in foster care. Some might argue that the increase in out-of-home placement for children in these age groups are relatively high. However placing the children outside home during this stage can be particularly harmful for their development. She further stated that when safety is assured, every effort should be made to keep the children in kinship community settings. The developmental literature tells us that placement with a relative has psychological advantages for a child in terms of knowing his/her biological roots and identity.

Child welfare workers should also work to ensure the positive developmental health of children. Developmentally sensitive child welfare practice should include conducting a comprehensive pediatric assessment within 30 days of placement; creating and coordinating a centralized medical file and creating a health passport for children; identifying a medical home and a health plan for each child; and creating standardized measures for development and psychological screening.

Foster parents and child welfare officers need training on the connections between developmental delays, culture and environmental influences and how to proactively identify possible difficulties. Additionally, greater collaboration between professionals and the creation of holistic developmental assessment tools, including connections are equally important to foster practices that encourage the healthy development of children in their care.

Finally, developmentally sensitive child welfare policies must build on the existing strengths of children in foster care and their families. Acknowledging children's strengths and building upon them through appropriate direct

interventions, administrative decisions, and public policies are critical for children's healthy development and well-being. The disproportionate removal from their homes should be acknowledged as crisis in child welfare warranting immediate action. Discriminatory and differential treatment is evidenced throughout the child welfare system. Advocate for children should not dismiss this abuse.

For an administrative data to be an important diagnostic and evaluation tool, improvement in state and local data collection are needed. Currently child neglect operates as a catchall category that obscures the underlying reasons for placement. This category needs to be further broken down so that the reason for placement such as parental substance abuse, mental illness, incarceration, and accurate data would allow states to better plan programmes for children in their jurisdictions and would illuminate the root cause of entry into foster care.

States also need to stop relying on data that document only what is occurring at a particular point in time and better utilize the data in administrative databases for analyses and planning. For example administrative data can be used to identify children placed with relatives and nonrelatives, or to analyze the misappropriate representation of minorities in the care. This information can be further used to determine where such phenomena exist, down to the country or city level, and can provide the basis for better practice. Finally, better data is needed on service provided. Better data collection and ongoing analyses will allow policy makers planners, administrators, and worker to do a better serving children and families.

One of the purposes of this year's Canadian Symposium X11 is to address current social, political, cultural, economic issues that have implications for home economics/families. One of the major issues that cause problems in marriage today especially in Nigeria is childlessness in marriage. To bring solution to the problem, the Nigerian government decided to legalize adoption of children into families, so that through that way couples or whosoever wish can adopt as many children as they wish. However, it was discovered that sometimes adopting children into families result in problems (Ononuju, 2004). Since Home Economics Education is concerned with the well-being of families, it must intensify efforts to address these social anomalies. Apart from these, the problem of childlessness in the family has contributed to problems in marriages leading to divorce, separation etc. It is on these premises that the researcher wants to identify some of these challenges/ problems that faces/ affects adoption of children so as to proffer appropriate solution to them.

Objectives of the Study

This study was designed to identify the challenges facing the adoption of children among families in Abia State. Specifically the study:

1. Identified the reasons why some families go into adoption of children.
2. Identified some challenges facing adoption of children into families.
3. Suggested the strategies for solving the challenges/problems facing adoption of children in Abia State, Nigeria.

Research Questions

The following research questions guided the study

1. Why do some families go into child adoption?
2. What are the challenges facing adoption of a child/children into a family?
3. What are the possible solutions to the challenges/problems of adopting children into the family?

Methodology

Research Design and Study Area

The design of the study was survey research design and the study area was Abia State, Nigeria. Abia State is one of the states in the southeast geo-political zones of Nigeria. Abia State has a total population of about 2,845,380 consisting of about 1,430,298 males and 1,415,082 females (National Population Commission, 2006). Abia State is divided into three educational zones (Umuahia, Aba and Ohafia) and seventeen (17) Local Government Areas.

Population of the Study

The population of the study comprised 2 main groups of respondents, namely adoptive parents and all the social welfare officers in Abia State. Available records in the statistical year books of Abia State, Nigeria (2012) revealed that the total number of adoptive parents and social welfare officers from the three major educational zones in the state (Umuahia, Aba, and Ohafia) respectively were 90(Adoptive parents=60, Social welfare officers=30).

Sample and Sampling Techniques

The entire population were purposively selected and studied. The purposive sampling techniques according to Anyanwu (2000) involves a situation where the researcher makes informed judgment about the sampling unit and sample size based on his knowledge and experience about the population as well as the purpose of the study. The techniques were seen suitable because they enabled the accessibility of the sample elements, the ease of observing the element or administering research instruments and identified characteristics of such elements.

Instrument for Data Collection

A 13 items structured questionnaire developed based on extensive review of related literature and the research questions was used for data collection. The instrument was validated by three Home Economics experts. The questionnaire was made up of 4 sections A, B, C and D.

Section A, solicit information on the personal data of the respondents, Section B, ascertained the reasons for adoption among families, Section C, identified the challenges/ problems of adoption of children among families while Section D, dealt with the solutions to the challenges/ problem of child adoption.

Data Collection and Analysis Techniques:

Ninety (90) copies of the questionnaires were administered by hand to the respondents through personal contact by the researcher and 3 research assistants. Verbal explanations were made where necessary. A total of 90 copies of the instrument distributed were completely filled and returned. This represents 100% return rate. Frequency counts, percentages and mean were used to analyze the data collected. The minimum acceptance mean score is 2.50. Any mean below 2.50 is not accepted.

Findings: - The following findings were made based on the specific purpose of the study, and are presented in Table 1 – 3 below.

Table 1: Mean Responses on the Reasons why some Families go into Adoption of children.

S/N	Reasons for Adoption	Mean Important Levels			Remarks
		\bar{X}_1	\bar{X}_2	\bar{X}_3	
	The major reasons why families go into adoption are:				
1.	Childlessness in Marriage.	4.00	3.80	3.90	A
2.	To get the desired sex of a baby.	3.80	3.60	3.70	A
3.	To have some one who inherit the family wealth when the father dies.	3.60	3.40	3.50	A
4.	To help train the less privileged children.	3.20	2.80	3.00	A
5.	To replace a dead child.	3.20	2.20	2.70	A

Key: \bar{X}_1 = Mean response of adoptive parents, \bar{X}_2 = Mean response of social welfare officers, \bar{X}_3 = Grand mean response of the two groups of respondents, A = Accepted mean score.

Table 1 above shows that all the items (1 – 5) were the major reasons why some families go into adoption of children. This was revealed by the grand mean score of the items which were all up to and above the acceptable minimum mean score of 2.50 with item 1 scoring the highest (3.90)

Table 2: Mean Response on the Identification of Challenges facing Adoption of Children among Families

S/N.	Challenges	Mean Important Levels				Remarks
		\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	
	The following challenges are encountered as a result of adopting children into families					
	Challenges Encountered by Adoptees:					
1.	Problem of establishing identity.	3.60	3.20	3.40	A	
2.	Psychological feeling of being separated from biological parents.	2.80	3.40	3.10	A	
3.	Feeling of being abandoned which result to inability to trust anyone.	3.60	4.00	3.80	A	
4.	Challenges with siblings/peer group who will always ask where are your parents?	3.20	3.00	3.10	A	
5.	Loss of biological parents and all that birth bond supplies e.g. love/ special cares etc.	2.60	3.00	2.80	A	
	Challenges Encountered by Adoptive Parents:					
6.	Depression and anxiety of what might result later in life.	3.20	3.60	3.40	A	
7.	Loss- self-esteem & marital difficult on what led them to adopt in the first place.	3.00	3.00	3.00	A	
8.	The problem of adopted child manifesting some deformities later in life.	3.00	3.80	3.40	A	
9.	The problems of a child exhibiting deviant behaviour later in life.	2.60	3.40	3.00	A	

In the above Table 2; the respondents agreed that both adoptees and adoptive parents were faced with some challenges. This reflected vividly in their grand mean score which were all above the acceptable minimum mean score of 2.50 with item 3 having the highest grand mean score of 3.80 and item 5 having the lowest grand mean score of 2.80 respectively.

Table 3: Mean Response on Solutions to the Challenges Facing Adoption of Children

S/NO	Solutions	Mean Important Levels			Remarks
The following suggestions can be employed to handle the challenges facing adoption:					
10.	Giving adequate counseling and lectures to the Foster parents.	X_1 3.50	X_2 3.30	X_3 3.40	A
11.	Receiving Assistants from Medical practitioners.	3.80	3.60	3.70	A
12.	Employing the services of the guidance Counselors.	4.00	3.20	3.60	A
13.	Training the Social Welfare Workers on the sensitivity of their jobs.	3.60	3.40	3.50	A

In the above table all the respondents agreed that the challenges facing adoption of children in the family can be solved by the suggested solutions. This reflected in their mean scores which were all quite above the acceptable minimum mean score of 2.50 with item 11 having the highest grand mean score. of 3.70 i.e. receiving assistants from medical practitioners.

Summary of the findings

Many families go into child adoption for the following reasons among others

- Childlessness in marriage
- To get a desired sex/gender of baby
- To have someone who will inherit the family wealth when the parent die.

The adopted child faces the challenges of:

- Establishing identify in a new home.
- Feeling of being separated from biological parents and siblings.

- Feeling of abandonment and disapproving attitude of siblings in the adoptive homes.

The adoptive parents face the challenges of:

- Depression, anxiety and low- self esteem of what the adopted child/ children might grow up to be.
- The intensity of their sense of loss is directly related to what lead them to make the decision to adoption and this is intensified if the bahaviour of the child does not meet their expectations.

The Challenges facing adoption of children can be handled by:

- Giving adequate counseling/proper orientation to the adoptive parents.
- Subjecting the foster parents/ social welfare officers on professional training on their job.
- Employing the services of the medical practionners.

Discussion of the Findings

The discussion is based on the findings of the study. In table 1, childlessness in a family rated highest among the reasons why some families go into adoption. This is in agreement with Sherill and Pinderhughes (1999) who stated that childlessness in a family is the major reasons why some families go into adoption.

Ononju (2004) stated that in most African countries, parents without a male child suffers from depression and anxiety about who will continue the family names and inherit the wealth of the family when the father dies. He explained further that even some women who have only male children desire greatly to get a female child and has in most cases gone for adopting a female child when she discover she can no longer bear a child.

Some adopt to help out in training the less privilege in the society, to expand the existing families and to provide a safe, stable, loving home to children in need. Days are gone when it is the popular concepts that most adoption occur due to infertility. Some families believe that it is morally appropriate to provide a child in need with home rather than create more children in over populated world (National Health Marriage Resources Centre, 2002).

Some adopt to select gender, some couple has several children of same sex and do not want the chance of having another of the same sex since they cannot predict, and so may decide to adopt the sex/gender of their choice (Downey, 2010).

Other said they want to expand their family sibling for their children and pregnancy should not be the most desirable option of getting children and so decide to go for adoption.

In table (2) information was sorted to identify the challenges facing adoptive children. Adopted children have the problem of being separated from the biological family. This is in agreement with Rustin (2006) who stated that adoption makes the adoptee to loose his legal/true identity where the adopter tries to make him look like him; his feelings are suppressed in order to survive the tragedy for the separation from the biological parents.

Consequently, the baby will feel abandoned and this results to a lifelong inability to trust any one else in life.

The study also revealed that the adoptee is faced with the problem of losing a sense of belonging. This was earlier discovered by Rustin (2006) who pointed out that a sense of belonging is very important for any child particularly for adoptee. He explained that a child who cannot be brought up in their families of origin suffer a basic disruption in the sense of membership of knowing where they belong.

Both adoptive parents and adoptee alike often have feeling of mismatch disappointment if the child does not meet the family's expectation (Janus, 1997) who also noted that anxieties about attachment of lack on both parties increase with the age of the adopted child. He further explained that no matter what a child's age is at the point of adoption, adoptees generally face problems related to establishing their identity. Schwartz (2006) stated that identification happens continuously as child grows old; the adopted child has a more complex task in building his identity than a birth child as he undergoes the separation from his birth parent and reattachment to new set of parents.

Also revealed are the challenges with the siblings who may ask the adopted child, where is your mummy and daddy? Barrat (2006) stated that adoptive parents need to be aware of this struggles so that they can help the adopted child deal with it. Many children maintain close contact with the birth siblings with parents celebrating birthdays, showering Christmas gifts on their biological children, but are seen in rare case among adoptive parents over their children.

The study also identified the problems of the adoptee being separated from their siblings, being up- rooted from their environment where they have senses of belonging. This is line with Rastin (2006) observation that a child adopted at the age of 5 – 10 years has a store of conscious memories about where he is coming from. Also identify by the study are the challenges facing adoptive parents. For instance depression, anxiety, low- self esteem and fear of what the adopted children may grow up to be later in life. This is in agreement with Stewart (2004) who stated that the intensity of their sense of loss is directly related to what lead them to make the decision to adoption and this is intensified if the bahaviour of the child does not meet their expectations. This poises greater challenges and cause more pain than anticipated. It is a very serious problem, an adopted child developing one form of deformity or another. Imagine an adopted child in a reputable and wealthy family turning out to be a robber as was the case with one vice-chancellor whose wife adopted a child to train as a help to the less privileged in the society. The child at the age of 11years started stealing. The woman has no option than to return the boy in the motherless baby's home. Robin (2008) confessed that she was tremendously scared to adopt a child. She explained that she was filled with doubt and uncertainty. She reported that there are so many unknowns and these raised many questions in her thought. Questions like "could she adopt a healthy child? Could she prepare to parent a child who might have emotional or physical challenges? What would she know about the child's birth- parents and medical history? How would people react to her new child? She explained that all these are the questions that occupied her mind. She explained further that deciding to adopt is a personal and private issues, and that she wondered how she could discretely get the information she needed without any pressure or judgment.

In table 3, some suggestions on how the above challenges could be tackled were made. This among others include that the Lawyers, medical doctors and other entities that make adoption assured should organize conferences for the adopted families and those intending to adopt. This group of people should advise, assist and answer their questions. They should also give them appeal that adoption which is a legal process should be handled exclusively through an attorney. Then the compassionate and caring practice should help turn their amazing sequences of event into extraordinary episode that were rewarding to them and the society.

RECOMMENDATION

In view of the above findings and discussion, the following recommendation where made.

1. The adoptive parents should be given proper orientation, adequate counseling and lectures on adoption processes before they embark on adopting a child and also after the adoption.
2. The social welfare officers should employ the services of lawyers, to explain to the adoptive parents the implication of adopting a child and not giving the right care needed to the child i.e. abuse of child right.
3. Medical doctors/medical practitioner's services should be employed for thorough medical examination of children brought into adoptive home.
4. Social welfare officers, foster parents etc. shall be given adequate counseling on how to handle and keep accurate record of birth history of the child under their care. This will help them to be able to clear doubt or answer some questions the adoptive parents may ask as they come for enquiries/ negotiations for adopting a child under their custody.

CONCLUSION

There are various reasons which lead families into adoption, of which are inability of couples to procreate, search for a particular gender/sex of a child among others. However, sooner or later after adoption, some families face numerous challenges. This may be on the part of the adopted child such as challenges of difficulties acquiring a sense of belonging, establishing identify and challenges with siblings. Also on the part of adoptive parents this results in challenges to the adopted child later in life. Some may even start having one form of deviate behaviour such as stealing or drug abuse even though their adoptive home may be a reputable and very wealthy family. These usually send danger signals to the adoptive parents and sometimes lead to adoptive parents suffering from depression, anxiety, low-self esteem and marital difficulties. The parents seeking adoption of a child/ children should be careful to get adequate information about the child they want to adopt. This should help give adequate parental care to the adopted child. They should also do it prayerfully as nobody knows what these children may turn out to be in future. The adoptive parents should know that it is not easy for the adopted child to leave the

birth/biological family for a new home, new environment, new parents, new siblings etc, and so should do all within their power to help the adopted child adjust positively and be useful in future.

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Lifestyle Factors and Dietary Factors and Dietary Patterns Adopted by Teaching Staff in Abia State

Tertiary Institutions

Georgina Anozie, Ph.D

Abstract

Unhealthy aging of the global population is one of the biggest challenges facing the world in this century especially the less developed countries. Majority of the old people in developing countries enter old age after a lifetime of poverty and deprivation, a diet that is inadequate in quality and quantity, lifetime of sickness, diseases and poor access to health care. Thus good diet and health are basic requirements if people are to continue to work as they age. It is widely accepted that the health and well being of a person both as an individual and as a member of the society depends on the dietary pattern and the lifestyle that such individual adopts. In the light of this, this paper looked into the dietary pattern and lifestyle factors adopted by teaching staff in Abia state tertiary institutions. Specifically, the study determined the types of meals consumed by teaching staff of tertiary institutions in Abia state, the lifestyle behaviours adopted by teaching staff of tertiary institutions in Abia state and ways of improving healthy ageing among teaching staff of tertiary institutions in Abia state. Survey research design was employed for the study. The area of the study was Umuahia, the capital of Abia state in the south eastern Nigeria. There are three tertiary institutions located in the area of the study. Structured questionnaire was developed to collect relevant data from a purposive sample of eighty five teaching staff of tertiary institutions of Abia State University, Uturu; National Root Research Institute, Umudike and Michael Okpara University of Agriculture, Umudike, Abia State. The instrument was validated by three Home economics experts from Michael Okpara University of Agriculture, Umudike, Abia state and the corrections given were properly effected. The reliability of the instrument was determined using Cronbach,s Alpha. A reliability coefficient of 0.88 was obtained. Data collected from the study was analysed using percentages and means. The findings of the study revealed that majority of the respondents (79%) never considered the nutritive content of the foods they consumed. Ninety percent of the respondents eat out most of the time, especially in the offices. It was also found out that eighty five percent of the teaching staff have never gone on annual leave due to exigencies of duties, and as such have little or no time to rest and sleep. Only thirty percent of the staff indulges in exercises. Based on the findings of this study that teaching staff of tertiary institutions never considered the nutritive content of the foods they eat, eat out most of the time and have little or no time to rest. It is therefore concluded that the management of tertiary institutions should educate the staff on the importance of adequate diet and healthy life styles. This can be achieved by organizing short courses, workshops and seminars for the teaching staff to create awareness of the importance. It was also recommended that the management of these institutions should create time for annual leave when planning the academic calendar to enable the teaching staff have time to rest.

Introduction

Human beings require good diet to grow, reproduce and maintain good health without which our bodies could not stay warm, build or repair tissues or maintain a heartbeat. Eating the right diet plays significant roles in prevention of diseases and recuperation after illness. These and other important functions are fuelled by chemical substances in food called nutrients (Adelekan, 2007). In view of the revelation that all nutrients are vital for physical well being of man, deficiency in any of the nutrients will surely act as set back to the attainment of healthy ageing.

Many scholars have maintained that careless consumption of food is dangerous to healthy living and ageing (Adelekan, 2007). Adequate dietary pattern and health promotion lifestyle choice can reduce the risk of developing chronic disease and premature death (Knoof *et al.*, 2006). What one eats, drinks or otherwise ingests, how much one sleeps and how active one chooses to be can significantly impact both health and longevity (Kristi *et al.*, 2007).

Morbidity and mortality from infectious diseases among adult population is being replaced by chronic diseases such as cancer, osteoporosis, type two diabetes, hypertension and cardio vascular diseases etc. (WHO, (2012). In addition, evidence is mounting regarding a range of dietary pattern and lifestyle factors to which these chronic diseases link. This has also drawn more attention to the effect of healthy diet consumption and lifestyles on healthy ageing and mortality among this target group of adults (Gorina , 2005).According to Rashmi, (2010) and Fukui *et al.*, (2004), the major causes of unhealthy ageing and death of sedentary workers is related to faulty lifestyles such as restlessness, sleeplessness, stress, tension, poor dietary knowledge, consumption of inadequate diet, excessive intake of alcohol and nicotine, eating of over processed food and lack of exercise. Specifically, excessive consumption of alcohol and smoking causes collagen breakdown, cancer and ulcer of the stomach (Rasmi, 2010).

Moreover, a lot of adults including staff of tertiary institutions in Abia State are facing health problems as a result of nutritional transition occurring worldwide even in some of the poorest countries of the world, due to a shift from traditional grain based diets to dietary pattern with more fats, sugar and varieties, which may globally increase the risk of being vulnerable to chronic diseases and health challenges such as obesity, diabetes , hypertension, atherosclerosis and cancers which are becoming prominent today (WHO, 2002).These transitions are dramatic and point to an urgent need to increase the focus of preventive approaches to promoting healthy lifestyles and dietary patterns that can contribute to healthy ageing. Ignorance about the importance of nutrients compositions in food intake is very prevalent in African settings. World Health Organization, (2005) projected that if Nigeria is able to sustain an annual 2% reduction in rational level of chronic disease death rate over 10years period, this will result to economic gain of 500 billion dollars for the country. This is a clear picture of adverse

effect of our consumption pattern on the general well being of the society. In the light of this Adelekan, (2007), stated that the best way-out of this huge losses and reversing the trend is a change of lifestyles including adoption of healthy eating habits, regular physical activities, reduction or cessation of smoking and alcohol consumption. Specifically, lifestyle factors which mean lifestyle behaviours have the greatest influences on one's health and physiological ageing. They can be added as part of one's daily life style choice to improve life span and potentially add years to life (Annemien *et al.*, 2012). According to Annemien *et al.*, (2012), two types of lifestyles are recognized which are the healthy lifestyle and the unhealthy lifestyle. The healthy lifestyle at old age is positively related to a reduced mortality risk and to delay in the deterioration in health status. Healthy promotion lifestyle practices include not smoking, getting regular and adequate amount of sleep, engaging in regular physical activities, moderate alcohol consumption, eating regular adequate diet including breakfast and maintaining a healthy body weight (Knoofs *et al.*, 2004).

A healthy lifestyle increases the chance of survival and delay the onset of age related impairment. Thus Ostbye *et al.*, (2002), stated that a lifestyle characterized by smoking, low quality and quantity diet, low physical activities, sleeplessness and excessive consumption of alcohol are termed "unhealthy lifestyle, hence, they are singly related to unhealthy ageing and increased mortality risk as a result of chronic disease. In addition, smoking has a strong and consistent detrimental effect on mortality and function ability, as a result, non smokers live not only longer but also short time with morbidity and disability (Ostbye *et al.*, 2002 and Nelsseder *et al.*, 2006). Furthermore, chronic exposure to nicotine in tobacco may accelerate coronary artery diseases, peptic ulcer, oesophageal reflux, hypertension, fatal illness and death, thus inactive and smoking persons has an increased risk for a decline in health status as compared with active and non smoking persons. (Nelsselder *et al.*, 2006). Healthy ageing involves the interaction between gene, the environment and life style factors, but the most modifiable lifestyle factors are diet and physical activity. Ageing is not a disease but a normal part of the life cycle (Ene Obong, 2002). Ageing starts once growth is completed at the age of 25, later on the process speed up and physiological changes become apparent. However there is a considerable difference between individual regarding these changes. Ideally healthy

ageing include a minimal loss of function (Baker, 2003). Healthy ageing is an approach which recognizes that growing old is a part of living, (Stefansson, 2005).

As the ageing adult population increases, so does the need to identify how dietary pattern and lifestyles affect the health and well being of the aging adult (Gorina, 2005). This is true for staff of tertiary institution in Abia state who belong to this adult population. More attention needs to be devoted to research elucidating physical activity, personal choice and environmental constraints influencing healthy ageing. In the light of this, this paper looked into the dietary pattern and lifestyle factors adopted by teaching staff in Abia state tertiary institutions.

Specifically, the study determined the types of meals consumed by teaching staff of tertiary institutions in Abia state, the lifestyle behaviours adopted by teaching staff of tertiary institutions in Abia state and ways of improving healthy ageing among teaching staff of tertiary institutions in Abia state.

Methodology:

Survey research design was employed for the study. The area of the study was Umuahia, the capital of Abia state in the south eastern Nigeria. There are three tertiary institutions located in the area of the study. Structured questionnaire was developed to collect relevant data from a purposive sample of eighty five teaching staff of tertiary institutions of Abia State University, Uturu; National Root Research Institute, Umudike and Michael Okpara University of Agriculture, Umudike, Abia State. The instrument was validated by three home economics experts from Michael Okpara University of Agriculture, Umudike, Abia state and the corrections given were properly effected. The reliability of the instrument was determined using Cronbach,s Alpha. A reliability coefficient of 0.88 was obtained. Data collected from the study was analysed using percentages and means.

Results

Research Question 1: What are the eating patterns adopted by teaching staff of tertiary institutions in abia state?

The data for answering this research question is summarized in table 1

Table 1: Mean Ratings of Respondents on the Eating Pattern Adopted by Teaching Staff of Tertiary

Institutions

S/N	ITEMS	PERCENTAGE	REMARKS
1	I eat once a day	55	A
2	I eat out most of the time when I am in the office	90	A
3	I eat mainly fruits and vegetables	45	NA
4	I eat more of meat and vegetables	67	A
5	I eat more of fatty foods	48	NA
6	I spend the major part of my salary on feeding	70	A
7	I eat mainly those foods I like not considering what I get from them	79	A
8	I don't normally eat in the morning before going to the office	76	A
9	I don't normally have time to eat lunch in the office	80	A
10	I eat more of snacks	67	A
11	I eat in between meals	43	NA
12	I buy lunch from food vendors most of the time	60	A
13	I eat three times a day	38	NA
14	I skip meals to control weight	53	A

A= Adopted, NA= Not Adopted

Note: Items that scored 50% and above were regarded as eating patterns adopted by the respondents

Research Question 2: What are the lifestyle behaviours adopted by teaching staff of tertiary institutions in Abia state?

The data for answering this research question are summarized in table 2

Table 2: Lifestyle Behaviours Adopted By the Respondents

S/N	ITEMS	PERCENTAGE	REMARKS
1	I hardly have time to rest on working days	70	A
2	I rest only on weekends	62	A
3	I go on annual leave every year	33	NA

4	I have never gone on annual leave due to exigencies of duty	85	A
5	I finish the remaining office work on weekends	80	A
6	I smoke most of the time	46	NA
6	I drink alcohol most of the time	34	NA
7	I indulge on daily exercises every morning	30	NA
8	I hardly have time to exercise at home	77	A
9	I sleep up to eight hours every day	48	NA
10	I sleep for only four hours a day	52	A
11	I normally go for routine medical checkups once every six months	23	NA
12	I only go for medical check up when I am sick	66	A
13	I always make sure I take adequate diet	32	NA
14	I do outdoor exercises every morning	20	NA
15	I only indulge in indoor exercises	28	NA

A= Adopted, NA= Not Adopted

Note: Items that scored 50% and above were regarded as lifestyle behaviours adopted by the respondents

Research Question 3: What are the ways of improving healthy ageing among teaching staff of tertiary institutions in Abia state

The data for answering this research question are summarized in table 3

Table 3: Percentage responses on ways of improving healthy ageing among teaching staff

S/N	ITEMS	PERCENTAGE	REMARKS
1	Regular/adequate sleep	80	A
2	Eating Adequate meal	78	A
3	Exercising regularly	94	A
4	Protecting food quality/safety	78	A
5	Not using tobacco	93	A
6	Moderate intake of alcohol	85	A
7	Resting after work	80	A

8	Going for routine medical checkups	83	A
9	Going on annual leave	71	A
10	Eating enough fruits and vegetables	75	A
11	Drinking plenty of water on daily basis	77	A

A= Agreed

Discussion of findings

The findings of the study revealed in table 1 that majority of the respondents (79%) never considered the nutritive content of the foods they consumed. As a result of that they eat anyhow and anywhere as revealed from other findings from the same table that the respondents eat out most of the time and eat from food vendors too (items 2 & 12). These findings lend support to the finding of Adelekan (2007) that ignorance about the importance of nutrients compositions in food intake is very prevalent in African settings. What people do not know is that, it is not until one has a large amount of money before one can ensure adequate diet. It is obvious that people do not take nutrient composition of their diets serious; mean while many scholars have maintained that careless consumption of food is dangerous to healthy living. People should ensure that healthy diet is consumed because adequate dietary pattern and health promotion lifestyle choice can reduce the risk of developing chronic diseases (Knoof *et al.*, 2006). According to Adelekan, (2007). Healthy diet is the one that comprises of all the nutrients in the right proportion. In view of the revelation that all nutrients are vital for physical well being of man, deficiency in any of the nutrients will surely act as set back to the attainment of healthy ageing.

Table 2 shows that eighty five percent of the teaching staff have never gone on annual leave due to exigencies of duties, and as such have little or no time to rest and sleep (item 4). Only thirty percent of the staff takes part in exercises (item 7). These are unhealthy life style behaviours as noted by Zhang (2010) that unhealthy lifestyle is characterized with smoking, excessive alcohol consumption, lack of exercise, sleeplessness, lack of rest, diet deficient in fruits and vegetables and so on. Ostbye *et al.*, (2002) also stated that a lifestyle characterized by smoking, low quantity and quality diet, being physically inactive, sleeplessness and excessive consumption of alcohol are termed unhealthy lifestyle, hence they are singly related to unhealthy ageing and increased mortality

risk as a result of chronic diseases. According to Rashmi, (2010) and Fukui et al., (2004), the major causes of unhealthy ageing and death of sedentary workers is related to faulty lifestyles such as restlessness, sleeplessness, stress, tension, poor dietary knowledge, consumption of inadequate diet, excessive intake of alcohol and nicotine, eating of over processed food, and lack of exercise.

Table 3 shows that the respondents agreed with all the items identified as ways of improving health ageing among teaching staff of tertiary institutions. The healthy lifestyle at old age is positively related to a reduced mortality risk and delay in the deterioration in health status. This findings agrees with Knoofs et al. (2004) that healthy promotion lifestyle practices include not smoking, getting regular and adequate amount of sleep, engaging in regular physical activities, moderate alcohol consumption, eating regular adequate diet including breakfast and maintaining a healthy body weight. A healthy lifestyle increases the chance of survival and delay the onset of age related impairment.

Conclusion and Recommendations

Based on the findings of this study that teaching staff of tertiary institutions never considered the nutritive content of the foods they eat, eat out most of the time and have little or no time to rest, it is therefore concluded that the management of tertiary institutions should educate the staff on the importance of adequate diet and healthy life styles. This can be achieved by organizing short courses, workshops and seminars for the teaching staff to create awareness of the importance. It was also recommended that the management of these institutions should create time for annual leave when planning the academic calendar to enable the teaching staff to have time to rest.

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7. A Critical Approach – Connecting with New Scholars

An Examination of Two Foods and Nutrition Textbooks

Madeline Wong

Introduction

When I first started working at my current school, my department head asked me to assist her in selecting textbooks for Home Economics. Although using textbooks was not significant part of my curriculum I thought it might be an interesting project and so I agreed.

If Home Economics textbooks approved for Foods and Nutrition courses offer students a window to “what a society has recognized as legitimate and truthful” (Apple, 1992, p. 5), then it is important for me, as a Home Economics teacher, to examine the Foods and Nutrition textbooks for the “construction of reality” presented. In addition, the gender composition of Home Economics classes has changed substantially in the past half a century. Previously a subject area with primarily female enrolment, Home Economics is now much more gender balanced, especially in Foods and Nutrition courses. I wondered this change in enrolment was reflected in Foods and Nutrition textbooks.

Thinking about the current student demographics in Home Economics Foods and Nutrition courses, I became interested in whether the textbooks available reflect this current reality? I decided that one way to investigate this question was to compare two textbooks. I located two junior-level Foods and Nutrition textbooks published a quarter of a century apart: *Guide to Modern Meals* (1982) [GMM] and *Food for Life* (2008) [FFL] and began to compare and contrast the two texts for evidence of the “reality presented, especially related to gender and ethnic and cultural diversity but also socioeconomic status and the vision of home economics.

Review of Literature

There is a substantial body of literature describing research conducted on textbook analysis. Unfortunately only limited examples of textbook analysis related specifically to Home Economics were found. Most were dated and focussed on either gender or culture (Akinsanya, S. K., 1981; Hutton, S. S, 1976; Hayibor, B. A., 1990; Weiss, S., 1979) and only one related to British Columbia (Hayibor, 1990).

Given that two decades has lapsed since the last textbook analysis with a Canadian scope in Home Economics was completed and no studies that have looked exclusively at Foods and Nutrition textbooks, I took this as an opportunity to examine Foods and Nutrition textbooks for gender, race, and class bias to see if improvements have been made since.

Research Questions

I decided to analyze and compare the ways gender, visible minorities, and socioeconomic status are portrayed in *Guide to Modern Meals (1982)* [GMM], and *Food for Life Second Edition (2008)* [FFL]. My research questions are:

1. In what ways are gender, visible minorities, and socioeconomic status portrayed in these two Foods and Nutrition textbooks?
2. Have any significant changes been made in the 25 years between the publications of the two textbooks in the portrayal of gender, ethnicity, and socioeconomic status?

Methodology

The research methods adopted in the literature reviewed varied. For my study, three theories: critical theory, critical postmodern feminist theory, and critical race theory will provide the theoretical framework for analysis.

Critical Theory

Critical theory is suitable to learn and understand the presence of social class. “Critical theorists concern themselves with the production and reproduction of social class through schooling” (Hayibor, 1990, p 16). Those who are apart from the dominant group are considered to be “others”. Those who are marginalized would be considered to be women, ethnic minorities, and those from a lower socioeconomic status background. Freire (1970) continues, “It is not our role to speak to the people about our own view of the world, not to attempt to impose that view on them, but rather to dialogue with the people about their view and ours” (p.85). Sleeter and Grant (1991) raise the notion of challenging American students “...in any subject area to think about discrimination and oppression” (Sleeter & Grant, p.82). Therefore, “where the oppressed groups take up the call to remake history in a humanizing praxis, they stand to advance materially, emotionally, and intellectually, as well as ontologically” (Lankshear, 1993, p.99).

Critical Postmodern Feminist Theory

Critical postmodern feminist theory is suitable because according to Fraser, “this intersection of feminism and postmodernism allows for differences of race, ethnicity, class location...because it supports an overarching political philosophy that challenges us to think and act in ways that link difference with the social politics of justice and equality” (as cited in Brady & Dentith, 2001, p. 166). Furthermore, the critical postmodern feminist theory “encourages women and men to acknowledge their diverse backgrounds and to gather strength from their experiences of oppression and shared commonalities, and to provide opportunities to rally their abilities for collective action” (Brady & Dentith, 2001, p. 167). Brady and Dentith (2001) also emphasized that today’s classrooms “need to reflect democratic settings in order to achieve these goals, one that builds a community of difference in a safe way—within a zone of equality—that enhances intellectual rigor while rooted in respect for

multiculturalism and difference” (p. 167). A critical postmodern feminist pedagogy enables a curriculum that includes students’ experiences, the students’ to voice their experiences openly, and understand the complexity of authority and organization (Brady & Dentith, 2001).

Critical Race Theory

Critical race theory allows students of diverse ethnic background to voice their cultural stories, which is comparable to critical postmodern feminism. Although gender, race and class theories intersect, gender and class based theories are insufficient to explain the variables that influences the differences in education experiences and academic performances between whites and students of ethnic minority (Ladson-Billings & Tate, 1995). Wellman defines racism as “culturally sanctioned beliefs which, regardless of the intentions involved, defend the advantages Whites have because of the subordinated positions of racial minorities” (as cited in Ladson-Billings & Tate, p. 55). In relation to schools, racism can be found in the structure and the institution of the school itself (Ladson-Billings & Tate). Critical race theory gives marginalized groups a voice to convey their personal experiences and their experiences as being marginalized (Ladson-Billings & Tate). This theory also allows marginalized groups to overcome oppression (Ladson-Billings & Tate). By incorporating all three theories, the presence of bias towards gender, visible minorities, and socioeconomic status in textbooks can be explained thoroughly.

Method

The research methods selected to analyze GMM and FFL include comparative analysis, content analysis and critical discourse analysis.

Comparative Analysis

With two textbook samples, it is logical to complete a comparative analysis. By comparing the similarities and differences between the two textbooks, it will help determine whether progress is made towards creating a textbook that has less bias for students.

Content Analysis

A content analysis was adopted to analyze for gender, race, and class biases in the two Foods and Nutrition textbooks. Krippendorff (1980) defines content analysis as “a research technique for making replicable and valid inferences from data to their context” (p. 21). Next, recording data is “required whenever the phenomena of interest are either unstructured relative to the methods that are available or symbolic in the sense that they carry information about phenomena outside their physical manifestation” (p. 71).

Finally, Krippendorff (1980) recognizes frequency as the most common form of “representation of data, serving primarily the summarizing function of analysis” (p. 109). In order for the analysis to be reliable, it can be tested for stability, reproducibility or accuracy (Krippendorff, 1980).

Critical Discourse Analysis

A discourse analysis enables words to have “meaning in a particular history, social, and political condition” (McGregor, 2002, p. 1). Therefore, regardless whether words are presented verbally or in print, the

words “convey a broad sense of meanings and the meaning we convey with those words is identified by our immediate social, political, and historical conditions” (McGregor, p. 1). McGregor emphasized that we need to be aware of the underlying connotations of the words we use “when we speak, or read/hear others’ words” (p. 2). Since critical discourse analysis enables connections to be made between the text in the textbook with society’s social hierarchy, “oppression, repression, and marginalization” (p. 2) can be examined and challenged.

To conduct a critical discourse analysis, central to the analysis can be on “body language, utterances, symbols, visual images, and other forms of semiosis...” (Fairclough, as cited in McGregor, 2002). According to Huckin, the initial attempt is accepting or non-discriminatory with a more analytical approach to follow thereafter and to base the analysis according to its context (McGregor, 2002). By utilizing critical discourse analysis in this research, the textbook samples will be analyzed to understand what is being conveyed and its intent for its audience.

Therefore, in order to answer my research questions, I intend to do the following:

- determine how gender is being portrayed in the table of contents, recipes, and photographs in the textbooks
- determine how many male and female children and adults are being portrayed in the textbooks and the type of roles they hold (active, passive)
- determine which visible minority groups are presented and the type of role they hold
- determine the socio-economic classes that appear to be presented and in what roles
- determine what knowledge/ways of knowing is valued
- determine the underlying vision of reality in the discourses used

Discussion

The purpose of this study is to compare and contrast GMM and FFL for evidence of bias towards gender, visible minorities, and/or socioeconomic status by examining the table of contents, the recipes and the photographs in both textbooks. The study is guided by the following questions:

1. In what ways is gender, visible minorities, and socioeconomic status portrayed in these two Foods and Nutrition textbooks?
2. Have any significant changes been made in the 25 years between the publications of the two textbooks, the portrayal of gender, ethnicity, and socioeconomic status?

Gender

With female and male students enrolled in Foods and Nutrition courses in British Columbia, it is important for textbooks to accurately represent both genders. In this study, the analysis of gender in both textbooks is

consistent with related findings (Akinsanya, 1981; Hayibor, 1990; Hutton, 1976; Lee & Collins, 2008; Schoeman, 2009; Shiu, 2009; Sung, 2009; Weiss, 1979). There are aspects of the textbooks that remain gender neutral while other aspects continue to perpetuate a patriarchal society.

Initial examination of GMM and FFL reveals gender neutral language, themes and concepts, which is consistent with the literature reviewed (Hayibor, 1990; Lee & Collins, 2008; Weiss, 1979). Similarly, the number of photographs in GMM and FFL are relatively gender balanced which is consistent with Hayibor's (1990) findings.

The number of females shown in an occupational role may have increased in FFL, which is comparable to recent studies (Lee & Collins, 2008; Schoeman, 2009), but the additional number of females being portrayed in an occupational role indicates "tokenism". There is a lack of genuine effort to include the number of females in the same proportion as males because the number of females to males being portrayed in the public sphere show a staggering difference. Considering that there are more women receiving post-secondary education and entering the workforce (Lee & Collins, 2008), becoming the head of a single income household and acting as a breadwinner in their family today, FFL does not accurately reflect the current roles for females. This indicates a hierarchical society where females are being portrayed in textbooks with the least amount of contribution to the public sphere. According to Ebert (1991), "Patriarchal society cripples and distorts women's innate capabilities-which they share with men-and denies women their "natural rights" to fully develop their reason and achieve "self-fulfillment..."(p. 890).

Furthermore photographs of females, in GMM and FFL, are portrayed in traditional or passive roles that continue to be consistent with current findings (Hayibor, 1990; Hutton, 1976; Lee & Collins, 2008; Shiu, 2009; Schoeman, 2009; Sung, 2009). This disproportionate number of females in domestic roles point to "a gender-based division of human activities and hence the existence of socially constructed sets of gender arrangements..." (Flax, 1987, p. 632).

While sex discrimination is not tolerated in British Columbia (British Columbia Human Rights Coalition, 2008), the photographs implicitly treats both genders differently. This is a form of social inequity.

Visible minorities

"Human populations are sometimes known as ethnic groups, or 'races'..." (Cavalli-Sforza, as cited in Ladson-Billings & Tate, 1995, p. 49). Therefore, Hochschild, Burch and Weaver (2004) points out, "Skin color and appearance obviously matter in distinguishing...separate races and ethnicities" (p. 2). According to the British Columbia Human Rights Coalition (2008), discriminating against or harassing persons based on race and/or colour is illegal. And so in this study, the representation of visible minorities was examined in the table of contents, recipes and photographs.

While attempts were made to include more representations of visible minorities in FFL, this attempt has inadvertently reinforced the concept of "othering". Othering is the process whereby the members of the dominant

culture assert themselves over another by construing the latter as being fundamentally different (the ‘Other’) (Said, 1995).

Examples of geographical areas that Canadians may have originated from are discussed in a separate chapter from Canada; and recipes that represent visible minority groups are also located in this chapter. The addition rather than integration of visible minority groups as part of the mainstream to represent multiculturalism, shows “tokenism” for the treatment of “other” cultures. As a result, “the official school curriculum as a culturally specific artifact [is] designed to maintain a White supremacist master script” (Ladson-Billings, 1998, p. 18). This reinforces the inequalities and injustices in our society.

Inequalities detected from the photographs in FFL include the notion of colourism. Colourism is defined as “the tendency to perceive or behave toward members of a racial category based on the lightness or darkness of their skin tone” (Maddox & Gray, as cited in Hochschild et al., p. 3) and whiteness (Berry, 2002; McIntoch, 1998). For example even though the number of females with Afro-textured hair has increased slightly in FFL, the overall number of females with Afro-textured hair is underrepresented with no individual females with Afro-textured hair being photographed in FFL and thirteen percent of females in photographs with two or more persons. Furthermore, more males than females with Afro-textured hair are shown. This can be interpreted as it is more acceptable as a male to have Afro-textured hair while it is more acceptable for females to have straight hair. Colourism, similar to racism, can occur “unidirectionally (only those with power and status...) or multidirectionally (people of one skin shade can denigrate or subordinate people of another, in any possible direction)” (p. 3).

In FFL, development has been made to show a comparable number of persons with olive and brown skin tones, the number of persons with beige skin tones continues to be underrepresented. Females and males with light skin tone continue to be depicted more frequently in FFL. Ladson-Billings (1998) argues, “our conception of race...[is] more embedded and fixed...this embeddedness or “fixedness” has required new language and construction of race so that denotations are submerged and hidden in ways that are offensive though without identification” (p. 9). As a result, “Conceptual categories...suggest how, in a racialized society where whiteness is positioned as normative, everyone is ranked and categorized in relation to these points of opposition” (Ladson-Billings, p. 9).

Furthermore, females and males with dark brown to black hair and light skin tones appear more frequently than other examined hair colour and types and skin tones in FFL. In addition, the inability to clearly identify a specific race or ethnicity as a result of black and white photographs is common in GMM and FFL. Ladson-Billings (1998) describes this phenomenon as “The race-neutral or colorblind perspective, evident in the way the curriculum presents people of color, presumes a homogenized ‘we’ in a celebration of diversity” (p. 18). Apple (2000) argues that “A ‘common culture’ can never be an extension to everyone of what a minority mean and believe. Rather...it requires not the stipulation and incorporation within textbooks of lists and concepts that make

us all ‘culturally literate’, but the creation of the conditions necessary for all people to participate in the creation and re-creation of meanings and values” (p. 192).

Socioeconomic Status

Socioeconomic status biases in textbooks are not as widely examined as gender and race (Hall, 2000; Sleeter & Grant, 1991). White, middle class lifestyle is reinforced in GMM and FFL. Photographs depicting this socioeconomic status also encourage consumerism and materialism. For example, the photographs of kitchens and dining areas in houses are fully furnished and are in good condition. There is also an abundance of food depicted in the photographs and individuals are picture being content. The photographs assume that everyone is from the middle class and this is our society’s norm.

Poverty, which was once omitted in earlier textbooks, is now discussed in current textbooks (Hall, 2000). When poverty is discussed in FFL, little attention is given to provide accurate details to what constitutes real poverty. In FFL, economic stratification is applied to rural Canada and not urban centers in Canada. The neighborhood shown in the photograph that serves to depict a low income neighborhood does not resemble one because the houses may appear older, but is situated in a tidy neighborhood with electricity. In general, FFL portrays poverty that is specific to a selective group of individuals and the majority is not affected by stratification.

Persons depicted in poverty are limited in FFL. There is a tendency for textbooks to show Aboriginal peoples under circumstances related to poverty (Shiu, 2008). In FFL, Aboriginal persons are shown lined up in a community facility picking up foodstuffs in a photograph. This stereotype prevents a true understanding of who experiences poverty in our community and limits poverty being experienced by Aboriginal peoples. Due to current economic conditions in British Columbia, many individuals and families are accessing Food Banks and other charitable organizations in their community for food.

The way FFL is written there is still the assumption that a textbook functions as knowledge transmission. Whose knowledge is the question? According to Apple (2000), “Class, gender, and race bias have been widespread in the materials [textbooks]” (p. 185). “The historical experiences and cultural expressions of labor, women, people of color, and others who have been less powerful” (p. 185) are usually not included as the “official” knowledge. These voices are often left unheard. What is being heard belongs to the dominant culture.

Conclusion

Textbooks are significant tools in the classroom that help outline the curriculum. When students use textbooks, they are faced with symbolic representations on a societal and global scale (Sleeter & Grant, 1991). As a teacher, curricular materials need to be evaluated in order to determine whether adaptations and supplementary materials will be required (Akinsanya, 1981; Apple, 1992; Herbert et al., 1982) or whether the textbook should be used at all. My examination of the two food and Nutrition textbooks, GMM and FFL, for the evidence of “dominant groups” (Sleeter & Grant, 1991), in particular those related to gender, ethnicity, culture and socioeconomic status reveals several areas that continue to be problematic.

Examining both textbooks show that over 25 years:

- Table of contents and most recipe directions continues to be gender neutral. Gender neutral throughout the text is problematic because it ignores differences in experiences of men and women. According to Davis (1995), who claims that “this belief can be quite harmful because pretending the problem does not exist will not make it go away” (Davis, 1995, p. 67). There is substantial evidence that women continue to do more work in the home than men (see for example, Crompton & Lyonette, 2008) so students are not challenged to think about the inequalities that still exist in the home.
- Recipes in FFL include more cultural diversity in terms of recipes and photographs of food, but it appears to be more tokenism than genuine attention to what it means to live with cultural diversity.
- According to Kivel (2002) showing photographs of people of colour is an example of an early phase of tokenism. Early stages are when a few names or pictures of people of colour are added to a textbook. This is often problematic as it is common to only select those people who fit a certain mold or support traditional values. They are more decorative. There is no attempt to address racism or inequalities.
- Photographs include greater diversity of hair colour and type and skin tones in FFL, but race and ethnicity cannot be clearly identified because of ambiguity. Perhaps this is not problematic since most Canadians, like people all over the world, are genetically mixed and this wide biological variation has led to the phenomenon of racial ambiguity so it could be argued that the text presents a more realistic view as many sociologists believe that classification by race will eventually be a problem in our society. However what is missing is attention to the social construction of reality in terms of identity.
- Table of contents and the photographs in FFL seem to indicate some understanding of people and families trying to satisfy their food and nutrition needs while living in low socioeconomic conditions but this is overshadowed by FFL’s intention to portray everyone as middle class. This superficial treatment of food insecurity ignores the root of the problem and makes no effort to challenge students to think about ways this condition could be addressed at a level beyond charity. The emphasis on middle to high socioeconomic status seems to be based in the ideologies of individualism and materialism. Nowhere in the text were there considerations of sustainable consumption, voluntary simplicity, or the notion of consumer citizenship.
- While developments have been made in FFL to be more inclusive, greater representation of gender balanced roles, visible minorities and socioeconomic status is needed to provide students with a more

realistic perspective of the world around them. If authors do not challenge prevailing ideologies that are at the foundation of texts, that is, knowledge transmission rather than critical thinking, the textbooks will probably continue to be hegemonic. Until a way is found to make the implicit curriculum that I have exposed through an examination of table of contents, images used to illustrate the content and in the case of Foods and Nutrition textbooks the recipes used, textbooks will continue to present a biased view of reality.

Recommendations

My interest in textbooks that has led to my study began when I was asked to assist in selecting textbooks for my Foods and Nutrition programs. As a result of my close examination of these two Foods and Nutrition textbooks, these are my recommendations that I have for teachers.

Recommendations for Teachers Selecting Textbooks

Herbert, Peterat and Wagner (1982) point out that since learning and instructional resources contain explicit and implicit knowledge teachers need to “be more certain that students are getting from our planned learning activities what we intend that they do” (p. 30). Apple (1992) also points out, “We cannot assume that what is “in” the text is actually taught. Nor can we assume that what is taught is actually learned.” (p. 10). Therefore, teachers will need to evaluate the preface for the textbooks’ intended audience. The table of contents, highlighted sections, content, photographs and illustrations will need to be examined for gender neutral language, themes and concepts; and accurate ethnic, cultural and socioeconomic status representations. Recipes in Foods and Nutrition textbooks will also need to be studied to determine their affordability and accurate ethnic and cultural representations. The information in the textbooks should represent the circumstances that the students, who are using the textbooks, are in. Teachers need to be aware that education resources and learning materials cannot be taken at face value, for “printed materials continue to have an influence on students long after they have left the classroom and are no longer in contact with the teacher” (Herbert et al., p.30).

Recommendations for Teachers Using Food for Life

Teachers who are using FFL will need to examine the textbook thoroughly for implicit knowledge. Since teachers are known to evaluate curricular materials to determine their suitability, adaptations and supplementary material will be needed (Akinsanya, 1981; Apple, 1992). Apple suggests, “Students bring their own classed, raced, and gendered biographies with them as well. They, too, accept, reinterpret, and reject what counts as legitimate knowledge selectively” (p. 10). And so teachers need to not only recognize the gender, race and class biases presented in FFL, but also bring such biases to the students’ attention and have students evaluate the text critically. Critical thinking can be defined as, an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly

justified. In critical thinking, all assumptions are open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome” (Kurfiss, as cited in Angelo, 1995, p. 6)

Providing students with an opportunity to think critically about the text rather than passively accept the information given and having an open dialogue about the way gender, race and socioeconomic status are portrayed will encourage student learning and students to have different points of views and develop critical literacy (Apple, 2000).

Recommendations for Textbook Authors

Textbooks have an important role in the curriculum. It is also apparent that textbooks contain explicit and implicit knowledge (Herbert, et al., 1982). Textbook authors need to be aware of the implicit knowledge being present in the textbooks. The themes, concepts and language may appear to be free from bias, but biases, stereotypes, tokenism and materialism can be found in photographs, illustrations, recipes, highlighted sections, and so on in GMM and FFL for example. “What counts as legitimate knowledge is the result of complex power relations and struggles among identifiable class, race, gender...” (Apple, 2000, p. 181). Therefore authors need to accurately depict and discuss different socioeconomic classes and races; and present both genders in domestic, public, active and passive roles in relation to current status quo. For example, the gap between the rich and the poor has widen, representations of visible minorities are often over-generalized and racism is still present (Banks, et al., 2001). Students, who have trouble relating to the textbook that is aimed at mainstream students because they are not represented in the textbook, will be at a disadvantage when learning the contents in the textbooks (Banks, et al.). Therefore, Apple (2000) argues for “*critical literacy, powerful literacy, political literacy*, which enables the growth of genuine understanding and control of all of the spheres of social life in which we participate” (p. 179). Developing a textbook for critical literacy will be challenging but with a changing mindset textbook authors could see their role as emancipatory rather than knowledge transmission. Textbooks could be written that: include case studies of gendered experiences, explicit racism, and food insecurity; that teach students to deconstruct images, media messages, advertisements, and so on; and that encourage students to constantly question that passively accept curriculum materials they use.

Reflection

Since I have started to learn more about the role of the textbook in the classroom and the politics involved with the publishing of a textbook, I have become more interested in the textbooks that are used in Home Economics. This study has provided me not only the opportunity to examine two textbooks, but to become more aware and understanding of the literature that relates to prior studies conducted, curriculum theories, and methodologies. I have also gained a better understanding of the community where I am currently teaching.

Conducting this research was not an easy task. I believe I have spent too much time collecting a large quantity of data where some are now irrelevant to this study due to its size. I hope I will be able to use this data in the future so that the textbooks can be examined in their entirety. I have also learned that it is difficult and next to

impossible to examine race in my study. Trying to identify and keep a tally of all the persons in the photographs was also a challenge. I am also interested in Aboriginal peoples in textbooks, except I learned that Aboriginal persons are not considered as visible minorities. I was disappointed. However, this challenge kept me intrigued and motivated.

I will be looking forward to new Home Economics textbooks that will be published in future. Based on my analysis, I will need to evaluate future Home Economics textbooks for biases, stereotypes, tokenism, materialism, and all the other “isms” and I hope to share this message with other Home Economics teachers.

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The Mission, Critical Inquiry and Education for Sustainable Development: Possibilities for Repopularizing Home Economics

Ayala Johnson

Introduction

As I study Home Economics, the professionals I encounter often lament a loss in funding and support for their specializations (2011 Cohort, Home Economics and Everyday Life, personal communication, January, 2011 to present). This sharply contrasts my experience regarding support for science, mathematics, and special education. I believe that my experience reflects public misunderstanding of Home Economics, and I see the result manifesting as low interest in, and low funding for the field.

Home Economics needs re-popularization for the benefit of society. My thesis is that the field of Home Economics would benefit if socialization of pre-professional Home Economists included greater explicit emphasis on the mission; and if curricula were redesigned at all grade levels to explicitly, unambiguously connect grades and subfields. It is important for Home Economics and its subfields to be re-popularized away from the misconception that the field is a “dead end for women” (Elias, 2011, p. 99) and away from stereotypic alignment with the kitsch of 1950’s Home Economics, such as that depicted in Young America Films’ *Why Study Home Economics* (Hill, 1955)? Curricula embracing critical education models would benefit the field of Home Economics (McGregor, 2003; Vincenti & Smith, 2004) and would assist in connecting mission values and subfields to Education for Sustainable Development (ESD), a movement which is relevant for today’s learners (Clifford, 2008; Ozmete, 2008; Sibbel, 2009).

Creating subject relevance to students’ lives is a perpetual struggle for educators, and the curricular approach taken by educators of Home Economics is significant (Elias, 2011). A curricular model that applies a critical education model and ESD in explicitly socializing Home Economists into mission values would be helpful for discontinuation of “perpetuating useless conventions or by carrying the values of one age over into the next” (Green, 2001), and for re-energizing the field.

Definitions

Home Economics seeks to improve conditions for families and individuals, in the home and in society (Storm & Plihal, 1989) by engaging individuals in studying domestic and consumer environments (Elias, 2011). Home Economics curriculum is intended to aid families in “enlightened, cooperative participation in the critique and formulation of social goals and the means for accomplishing them” (from Brown & Paolucci, cited by Baldwin, 1989, p. 237).

Home Economists can benefit by using *Critical Inquiry* to “solve practical, perennial problems” (from Brown and Paolucci, cited by Vincenti, 2004), by empowering individuals and families to overcome apathy towards developing autonomy and responsibility (Strom & Plihal, 1989). A “critical science perspective includes knowledge focused on human interests, communicative theory grounded in dialogue, and actions based on moral consciousness” (Vincenti & Smith, 2004). A tenet of critical science is that society can be improved and that it is a societal and individual responsibility to consider how living conditions can be improved, instead of accepting and coping with what life brings. Critical science relies upon learning to understand, recognize, and become liberated from dominating and exploiting social realities (McGregor, 2003).

Professional *Socialization* is empowering: it gives students a reason and a context for learning to become effective members of a profession. It does this through a “subconscious process, whereby individuals internalize behavioural norms and standards and form a sense of identity and commitment to a professional field... [Pre-professionals acquire] values, attitudes, skills, knowledge and dispositions pertaining to a professional subculture” (McGregor, 2011, pp. 565-565).

Education for Sustainable Development [ESD] “is an approach to teaching and learning based on the ideals and principles that underlie sustainability – human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures” (UNESCO, n.d.).

Background

There is a mission orientation to Home Economics, and it is to benefit society and the family by empowering “families to function interdependently...and [by empowering] individuals to perform daily functions – wherever they may occur” (Green, 2001). This mission has been consistent as a uniting factor among subfields throughout history, particularly via “self-reliance through education” (Elias, 2011, p. 98). The Home Economics mission is useful for all students, particularly for those whose homes and everyday lives lack supportive modeling of healthful family relationships, healthful eating habits, and other forms of healthful self reliance.

“From its beginnings, the field's preoccupation has centered on the family as the milieu in which individuals grow and gain their basic learning in preparation for a productive, rewarding, and satisfying life. Recent policy statements by the leaders of the field reaffirm this concentration on the family: We believe this focus to be not only appropriate but preferable to any other presently conceivable alternative” (Green, 2001).

The curriculum of Home Economics education in Canada includes subfields, such as textile arts, foods and nutrition, and family studies; in British Columbia, these curricula are grouped under Applied Skills (Province of British Columbia, 2011). It is my belief that most students of Home Economics (at the grade school level, at least) are disconnected from the Home Economics mission, despite that the mission was implicit, or assumed knowledge in curriculum, historically, for pre-professionals (McGregor, 2011). For example, I do not remember learning about the mission when I studied textiles and foods in my junior high school. Explicit communication about how the mission links sub-fields, as well as how it links personal lives and society would increase public understanding of what the field entails (Green, 2001; McGregor, 2011).

The mission of Home Economics connects students to issues, such as consumerism, concepts of home and everyday life, and human ecology (ecological relationships within human society and between the biotic and abiotic factors affected by and affecting it) (Steiner, 2002). Home Economics can significantly impact how individuals integrate the concept of ‘home’ into their lives: the concept of “‘home’ is neither a fixed nor an irrelevant quantity in our existence as social, economic, and political beings” (Elias, 2011, p. 103). My personal experience of “home” changes almost continuously. In childhood, I lived in the countryside and learned to grow, preserve, and cook food. My home was our mountain-forest property, my rural school, the distance from school and shopping. In it, I learned about family support and love. “Home” changed for me with self-reliance, with separation from my parents, and with expansion of the land-scape in which I dwelled. Now, my home is urban, and it involves practicing all I have so far learned, modeling for my children, who now belong as a part of my “home.” It is pointed out by Green that “the home and the family are not fundamentally a material thing, they are a personal or spiritual life participated in by individuals” (2001). Towards fulfilling the mission of self-reliance in everyday life and home, the deconstruction of mission issues, and others, as well as re-introducing into society the value / importance / relevance of “home,” can be assisted with the use of critical inquiry.

Historical literature about Home Economics shows how contemporary mainstream culture affects and is affected by everyday life and the concept of “home”, especially with regards to the shaping and empowering of women (Elias, 2011). “Home Economics views the family as a major source of nurturance, protection, and renewal for the individual From this perspective, Home Economics works through family to effect an optimum balance between people and their environments” (Green, 2001).

I suppose that a factor in the de-popularization of the field of Home Economics results from its very focus: everyday life. To re-popularize Home Economics, everyday life should be continuously re-conceptualised in the curriculum towards re-creating respect for everyday life, and in order to challenge a common social belief that Home Economics curricula is only 1950's kitsch.

“Everyday life is not simply mundane or insignificant because the everyday is an indispensable aspect of the way people experience the world... Humble, daily living activities sustain humanity, they are anything but mundane and ordinary..., [these activities hold] penetrating insights into the complexity and intricacy of humanity's very existence” (McGregor, 2012, *The Everyday Life*, para. 3).

Understanding and respecting everyday life in the deepest sense can be emancipatory from ideals imposed by media outside of the home. McGregor (2012) proposes that there are three dimensions: time (routine), space (home), and modality (habit) that should be considered sacred in Home Economics practice. These dimensions can be used to understand and improve society and family life.

Home Economics Curricula & Critical Inquiry

I believe it is the responsibility of professional Home Economists to facilitate a critical understanding of everyday life. What other discipline is this so perfectly fitted to? Home Economics is a critical science (Green, 2001), and “critical theory, as Habermas used it, offers a highly appropriate conceptual or philosophical framework to guide the integration of theory and action in the practice of [Family and Consumer Studies (Home Economics)] FCS” (Brown, cited by Vincenti & Smith, 2004). Embracing a “critical science orientation, curricula would encourage individual development of a critical (reflective) disposition and abilities such as questioning of assumptions, beliefs, and values; recognizing the value of different points of view; and articulating rational arguments” (Vincenti & Smith, 2004). A critical orientation can assist students in viewing the global world in which they live, and the institutions they inhabit from a variety of perspectives. This orientation can empower students in the manner in which they function and live everyday life.

Growing up, I learned critical thinking from my family. My parents inhabited a stance of questioning and disbelief, asking “Why?” towards consuming, towards social values, towards religion, and towards political correctness, to name a few. The critical model is a valuable, personal orientation towards developing deep, individual identity.

Home Economics Curricula and Explicit Socialization of Pre-Professionals / Educators

Educators and pre-professionals can selectively acquire culture, and become socialized into gaining a strong professional identity, through explicit planning, coordinating, and nurturing within degree programs. Educational program design is important: I am aware of being socialized into the field of Home Economics, and I can deeply respect the process. McGregor proposes three curricular design strategies through which an explicit focus on the Home Economics mission can be used to strengthen the future of the profession using socialization (McGregor, 2011). Though socialization is a demonstrated effective technique, historically mission values were implicitly taught to pre-professionals, and socialization processes were not well developed (McGregor, 2011). I believe this tide is turning, but time will tell by what measure.

Explicit socialization processes for Home Economists can help create connection between the mission and subfields. Among subfields, explicit teaching brings values closer and truer to the heart of educators, and in turn brings values closer to students by way of curricular design, rather than by way of chance (McGregor, 2011).

McGregor proposes three curriculum socialization design strategies that use socialization as a way of “futureproofing” the profession of Home Economics. Futureproofing is a process of “anticipating future developments to minimize negative impacts and optimize opportunities ...always to ensure relevancy, viability, and vitality” (Pendergast, cited by McGregor, 2011, p. 561). These strategies range from developing

- 1) a mandatory stand-alone course in which “students learn [conceptually] about the mission, the goals and values of the profession, the key practice competencies and the prevailing philosophy;” to
- 2) an approach which infuses the concepts above through all courses in a degree program; to
- 3) an integrated approach, in which all faculty members work together to purposefully connect all specializations, courses, and degree programs within Home Economics (McGregor, 2011, p. 566).

Vincenti and Smith (2004) vie for the necessity of this last approach towards learning critical dialogue.

Finally, socialization by media is influential. Professional socialization can empower students beyond this influence.

Home Economics Curricula &ESD

Since family wellness, maintenance, and even existence is dependent on a future life, and since a future life is dependent on sustainability (sustainable future, sustainable environment, sustainable economy, sustainable ecological relationships among and between a variety of spheres, etc.) it follows that Home Economics professionals are ideally suited to “play a significant role in ESD... The principles, practices and values of sustainable development are closely linked to those of the [International Federation of Home Economics] IFHE and echo back over a hundred years to the foundation of the organisation” (Clifford, 2008, p. 2). The IFHE

embraces ESD, in particular with regard to rethinking of economic development, and supports a search “for measures to halt the destruction of irreplaceable natural resources and pollution of the planet” (Lee, 2008).

Explicitly incorporating concepts of ESD and global sustainability into higher education programs for Home Economics educators is one way of preparing professionals for teaching such concepts. I feel aligned with the ESD movement, at least in part, because of a personal background of it being modeled to me and of modeling it: myself to others. For all students, especially those without personal experience with ESD, incorporating ESD into curricula in a manner that successfully socializes students into joining the culture of ESD requires a restructuring of learning experiences, such that graduates have the ability to “prioritise actions after balancing all the social, environmental and economic costs and benefits. So, the curriculum should include experiences which lead to a greater awareness of social and moral responsibilities. In particular, greater self-awareness of personal value systems and a willingness to revise them” (Sibbel, 2009, p. 79) should be developed.

Conclusion

There is a future for Home Economics. In order to further empower individuals in their everyday lives through Home Economics curricula, explicit socialization of ESD, the mission of Home Economics, and critical discourse would benefit post secondary and graduate degree programs for pre-professional and professional Home Economists. This direction, including an emphasis on spoken and unspoken values of home and everyday life, may benefit the field of Home Economics education by re-popularizing it and by increasing its relevance to learners. Similar curricular developments would benefit students at the grade school level, particularly if Home Economics gained enough relevance and re-popularity to become mandatory for high school graduation requirements. Being the only grade school area addressing home and everyday life, mandatory assignment is recommended. As a society, we may benefit by curricular reform through emancipation of individuals and families. It would be ideal for curricular reform to be integrated throughout grades and subjects, but such an expectation is optimistic and unlikely, considering the competing interests of educational stakeholders. As such, I think at the very least, a stand-alone course in such issues should be developed and mandated in post secondary degree programs and in the secondary school level.

It would be significant were the curricular subfields of Home Economics developed with greater connection among themselves and to the greater Home Economics mission. Making connections explicit may help re-popularize the field of Home Economics, especially if relevant links are explicitly drawn between curricula, home, and everyday lives of students. Explicitly reconceptualising “home” and everyday life in curricula may negate societal misconceptions of the unimportance and kitschy-ness of these, and may increase the level of societal value directed toward these institutions.

For grade school curricular developments to be successful, it is imperative that socialization of pre-professional and professional Home Economists explicitly teach the mission of Home Economics, ESD, and critical discourse. Taking action towards updating Home Economics to the new millennium may re-popularize the field and improve the quality of everyday life for individuals and families. Ideally, greater society would benefit from such initiatives as individuals and families begin to deconstruct societal values towards living with a sustainability mindset.

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8. The Changing Classroom – Connecting with New Scholars

Using Social Networking to Engage Learners and Promote Global Citizenship in a Home Economics Classroom

Melissa Edstrom

Abstract

Social media has transformed my home economics classroom. Utilizing various social media platforms encourages student engagement, promotes global citizenship, improves student interest and connection to course content, and enhances the home economics program itself. In this paper, I explore the variety of ways social media can engage learners, promote global citizenship and revitalize the home economics classroom.

Introduction

I created “class” accounts to social media sites in September with the hope that these sites would bring fresh “hooks” to our class and provide opportunities to share our ideas with the world. Using these social media accounts met and exceeded my expectations. Since opening these accounts, my students and I have created and published myriad posts and photos on these platforms. Our posts have been meaningful to both our classes as a whole and to individual students. The use of social media in my home economics classroom facilitates student engagement, promotes global citizenship, and provides the public with a window into the value and relevancy of home economics.

Social media is defined by the Merriam-Webster dictionary (2013) as “forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)”. The social media sites I use include Twitter (short text based messages), Instagram (photo sharing), Tumblr (a micro-blogging platform), and Facebook (multimedia). Each social media platform has features that make them useful for the classroom. All of these sites I use are free, popular with my students, simple and quick to use, can be viewed by persons without an account, and have millions of users, including other persons and organizations in the home economics field. It should be noted that my classroom social media accounts are solely used as classroom accounts. I do not use them for personal or professional purposes. They are used to stimulate inquiry and interest amongst my students.

I use social media platforms for many purposes, including:

- (a) sharing course and school related information - such as student questions, work, ideas, and photos - with followers; and
- (b) posting important information or information that that my students may be

interested in like reminders, such as news articles, quotes, links, and videos. While I share many things on social media sites, I do not post student faces or personal information. I also avoid encouraging my students to join these sites and create accounts for themselves. Twitter, Instagram, and Tumblr feeds are accessible to the public and, as such, opening a personal account is not necessary for my students to view our classroom posts and photos.

Although I do not openly encourage my students to join the social media sites used in our classroom, many students already use these sites on a regular basis, especially Facebook, Twitter, and Instagram. There is no need for a student to create a new account or remember a new password where he or she already has a personal account. I attended the 2013 Edcamp Leadership BC in Delta, BC where it was suggested by high school leadership students that teachers “meet the students where they are” when attempting to connect with them through technology. The sites I use in my class assist in accomplishing this goal. I find that utilizing the platforms that students already use in their spare time makes it is easy for students to feel connected to their home economics class outside of the classroom.

Social Media and Student Engagement

I believe that using social media in my home economics class increases student engagement and facilitates authentic learning. Home economics is an inherently authentic subject; it is the study and practice of things in our everyday lives. However, I find that social media enhances the authenticity of the home economics classroom. For example, our class follows and is followed by persons, organizations, and other classrooms around the world. Student questions, work, and creations are posted online for our followers to see. “Following” a person on social media means that people who subscribe to us see what we post in a “news feed”. My students are motivated to produce quality work as they know it will not just be viewed by me, their teacher, but other students, parents, teachers, principals, home economics classes, and a couple of famous chefs with their own television programs. Students are aware that they are connected to an audience beyond our classroom and our country, thus making our discussions, especially as they pertain to global citizenship, all the more authentic.

Using social media provides a fast and easy medium for students to communicate their thoughts and ideas with the outside world. An example of this type of direct, authentic student learning is when we create “tweets” in our class. As a middle school home economics teacher whose classes are only 44 minutes long, I have limited class time. I use Twitter to stimulate thinking about big ideas in a short period of time. My students are given five minutes to create a tweet (144 characters) with their table group members once a week. The content of the tweets vary. Sometimes we simply tweet comments for our follower to view on Twitter, while other times we direct our comments to other persons on Twitter. I post the tweets that are the most thoughtful or interesting to read. Students new to my class have asked me, “Are you actually putting this up on Twitter?”. When I tell them “Yes!” they have responded with “Ok, well let’s keep working then.” Knowing that our followers will read their tweets

seems to motivate my students to think deeply and perform to their best abilities. It should be noted that my do not post on our class Twitter themselves. Rather, they record their tweets on laminated sheets of paper and post them onto a cupboard door for all to see. Either I or my students then select the most interesting and relevant tweets for us to share on Twitter. I post the tweets online myself. Having sole control over what gets tweeted ensures our tweets are appropriate and of expected quality, while also providing for some fun in-class competition.

An exciting example of an authentic learning experience in my classroom occurred when we connected with Andrew Zimmern, the chef and television host of the show “Bizarre Foods”. Prior to contacting Mr. Zimmern, we watched clips from his television show and the students drafted journal reflections respecting their own experiences with bizarre foods. Instead of simply sharing those comments with each other, the students summarized their experience into tweet-sized comments with the most interesting tweets being posted on Twitter. We “tagged” Andrew Zimmern in the tweets and, shortly thereafter, Mr. Zimmern began following our class. This was a very exciting time for both myself and my students as it reinforced the authenticity of the activity. Now, whenever we tweet, my students know that Andrew Zimmern may be reading what we write.

Using Twitter and other social media platforms in our class provides students with the opportunity to connect with relevant people, organizations, and issues. Composing tweets in the classroom allows students to reflect on a big topic in a brief period of time. This is important in a home economics classroom because our classes are generally of a shorter duration. Addressing and discussing thought-provoking issues can be challenging in a middle school classroom given the limited class time. Twitter allows my students to engage with social issues and trends, current events, sustainability, and consumer choices despite my classroom time constraints. Our Twitter topics stimulate an incredible amount of discussion both inside and outside of the classroom and often end up connecting with other topics later in the term.

Twitter allows us to analyze, think critically about and discuss home economics curriculum. It brings the curriculum into “today”. Students are inspired to ask questions, comment on news articles, and interact with their local and global communities (and, in some cases, their galactic communities). For example, Commander Chris Hadfield, a Canadian astronaut, recently posted a youtube video. In the video, he prepared a peanut butter sandwich in space and edited the video as if it was a cooking show. The video was engaging and interesting so I shared it with my class. After the viewing, my students were brimming with questions. Many of these questions were home economics-centric, relating to food choices, waste disposal, and digestion. Instead of looking the answers up online, my students created tweet-sized questions for Commander Hadfield. We tweeted our questions to his twitter account (Commander Hadfield actively uses his twitter account in space). This was a quick and exciting activity we did during the first ten minutes of class. It allowed my students to engage and connect with home economics issues that were, literally, out of this world.

Of course, 140 characters are not always enough to capture the thoughts of my classroom. For example, a grade 6 class from Massachusetts in the United States of America contacted our class on Twitter asking us if we

knew of any connections between Greek mythology and home economics. We brainstormed lots of ideas in our class and, instead of sharing our ideas in short little tweets, comprised a blog entry and posted it onto our Tumblr account. Tumblr is a micro-blogging social media site where we can post photos (we post our Instagram photos here too) and large amounts of text. We responded to the grade 6 class on Twitter with the url (uniform resource locator website address) for our Tumblr post. Our response was another instance where social media allowed us to consider the home economics curriculum through an authentic lens and share our knowledge with our global neighbours.

My students seem to be interested in pushing themselves to do their best when they know there is an opportunity for their work to be posted on our social media accounts. Although Twitter is a great tool for encouraging critical thought, Instagram allows students to showcase their classroom skills and creations. With respect to the former, I tell students at the beginning of a cooking lab that I will be looking for a specific skill (eg. demonstrating correct form when using a knife) and will post a picture of a student properly executing that skill on Instagram. Students are generally enthused by this challenge. They will call me over to see their skill and are very proud when I take their photo. Some of my students follow our Instagram account and check to see which student was posted online. They can interact with the photo by “liking” it or commenting on it. Many students that do not follow our class still come to class the next day excited to see who was posted.

Social media can act as a conduit for experiential learning both inside and outside the classroom. Many students are comfortable with social media. It is part of their lives. Using social media in the classroom allows students to interact with the curriculum through a medium that they are familiar with and excited by. Many of the students that use social media sites outside of the classroom are eager to follow our class accounts. Much like how social media connects persons generally, social media can also connect students with their classroom. Students see classroom posts on their “news feeds” during their free time, which allows them to reflect on the home economics curriculum outside of the classroom. Further, many students continue to follow the class accounts once they complete the course, which helps them stay connected to the content and class.

Social media can be used to engage students outside the classroom and in anticipation of a lesson. For example, on Wednesdays I like to bring in a “weird” (or lesser known) fruit or vegetable to show the students. One time, a student asked if I could post a picture of the “Weird Wednesday Food” online on Tuesday nights. I happily obliged and now post a photo the night before “Weird Wednesday Food”. Students (and other followers) comment on the photo and post their guesses as to what the food might be. Students often comment on or “like” photos that are posted on our Instagram account. Students will also take photos of foods they made at home and “tag” our class’s Instagram account to share what they prepared.

I believe using social media results in students feeling more connected to and thinking deeper about their home economics classroom. This connection is evident regardless of whether or not students use the platforms outside the classroom. For example, my grade 6/7 students were doing a lab involving seasonal fruits in January.

Seasonal local fruits are sparse in Vancouver at that time of year and students were wondering what kinds of foods were in season around the world. After hypothesizing, we sent tweets posing this question to some home economics classes in various places around the world. One class from England tweeted us back informing us that there was no local fruit in season but that it was asparagus season in England. Although we only spoke briefly about this in our class, the following day a student informed me that she emailed her friend in England asking him if he had had asparagus yet this season. She explained to me, with shock in her voice, that her friend was not even aware that it was asparagus season there! I was pleasantly surprised that this student shared this story with me. A simple, brief encounter with another class overseas encouraged my student to think about seasonal foods and create an email exchange. The student did not use our classroom social media to contact her friend, but the use of social media in the classroom stimulated her interest.

The connection to our global community is now more accessible and relevant than ever before. I believe emphasizing our role within our local and global communities is one of the most valuable and important parts of the home economics curriculum. There are 500 million Twitter accounts (Lunden, 2012) and 100 million Instagram accounts (DesMarais, 2013). Interacting and sharing with classrooms and people from around the world offers unique opportunities. Students have access to first-hand information and real-time photos of what people are doing around the world. Whether we are tweeting with an astronaut in space, commenting on photos originating from an Australian home economics classroom, or doing joint projects with a school a city away, social media allows students to think beyond themselves. Students can learn from and see where they fit within their global community. They can communicate with people from all walks of life and better understand that their daily choices are impactful on a global scale. Students can experience the difference they can make and are making around the world when they share their ideas and followers from around the world respond to their thoughts. (As a side note, I have noticed that some home economics students from other countries that follow our class accounts have begun to follow some of our students and our students have begun to follow them. International friendships are starting to burgeon!).

I began using social media in my class seven months ago and feel that I am only beginning to understand the positive impact this medium can have on our students and global community. It is exciting to see how social media allows students to connect with the curriculum and our global community in a deep and meaningful way. Social media encourages students to ask “how” and “why”, and provides them the platform to answer these questions with the assistance of a global audience.

Social Media and Promoting the Home Economics Program

When people ask me what I teach in my home economics class, I usually go straight to my class’ social medial platforms to show them the content we explore and the work that we do. I typically begin by showing them some photos on our Instagram account where they can see the interesting things we are doing. Sometimes I

share things that students post on Twitter or even show them our Tumblr page where they can see a combination of everything. I find that many people are surprised to see the incredibly relevant and important information and skills that are covered in home economics classrooms.

Social media can act as a window into our classrooms. The public nature of social media makes it easy for the general public to see the value of our curriculum and its vital importance in our world. Simple text-based and photographic posts communicate the considerable value of what is taught in a home economics classroom with respect to health and wellness, environmental stewardship, critical thinking, and everyday life skills. If students, teachers, parents, principals, school boards, or members of political office are curious about what goes on inside a home economics classroom, a quick review of classroom social media can provide some excellent insight.

Student Feedback

I believe students should be strong voices for what happens in our class so I asked some of my grade 6/7 students to reflect on how the use of social media impacted our class. This is some of the feedback students provided:

- (a) “Everybody has their own ideas and opinions. We get to listen to everyone of those when we tweet.”
- (b) “It gave us a chance to share what we learned in class with the world!”
- (c) “It made us think of the food we eat.”
- (d) “[S]ometimes famous chefs followed us on Twitter, [so] we got motivated to do better on labs and show them what we made.”
- (e) “We told facts that help our planet.”
- (f) “It makes our table groups work together!”; and
- (g) “[W]e can show the world how awesome this class is and what we do!”.

I could not have said it any better myself.

Summary

Social media facilitates classroom engagement, fosters global citizenship, and allows the public the opportunity to witness the incredible things that happen in a home economics classroom. It enables students to connect better with the subject matter and raises student awareness about the impact of their choices. Connecting with other home economics classrooms and other like-minded persons shows students that they are part of a global community. Social media allows students to recognize that they have a voice in how the world is shaped and, perhaps most importantly, understand that their voice matters.

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Getting Beyond Monotony: Vignettes from a Beginning Teacher

Joseph Tong

I'll be honest. I am not the traditional shell for a home economics teacher. I wear plaid shirts, skinny jeans, and size 11 leather boots. I do, however, live and breathe home economics and everything that comes with teaching about everyday life. The more I progress in this profession the more I question what I perceive to be a gap between what takes place in the classroom and what is realistic and relatable to our diverse students. Naturally I was excited to be presenting at this conference under the category of "The Changing Classroom." I believe that the changing home economics classroom is less to do with what content is covered in a course and more to do with who teaches that course and what that individual sees as their curriculum orientation. I am hoping that the way of thinking I suggest will relieve some of the stigma behind labels such as the "non home economics trained" teacher and open up conversations amongst curricular areas to collectively discover authentic learning experiences. What I offer is a wave of home economics education that takes students and teachers' passions, expertise, and connections to a level beyond any textbook and worksheet.

My goal in this short vignette is to present a perspective of a home economics classroom that I have been toying with, shaping, and changing for the past few years. Instead of theorizing and presenting a technical and jargon-filled method of pedagogy, I am going to write about general ideas and ways of thinking about curriculum and offer some insight into building connections inside and beyond the classroom.

After I graduated from Home Economics Education and secured a position, I was offered copious amounts of resources, worksheets, videos, and textbooks. (It was after I read this last sentence at this year's Teachers of Home Economics Specialist Association [THESA] conference that participants in the room started to applaud). Yes, the home economics teacher community is phenomenal with sharing resources, and I am humbled to be a part of it. Like many new teachers, I was told that it was in my best interest to use material that had been "working" for the last few decades. It only seemed logical - why reinvent the wheel? Keeping with traditional and classroom-tested recipes, worksheets, and activities was supposed to guarantee student compliance, engagement, and skill-building. As much as I appreciated the support from the community of teachers I started thinking, as I was sifting through resources, about a question asked at a recent professional development day by a visiting teacher from North Carolina, Bill Ferriter. He asked the teachers in our school district, "Are today's students sitting in yesterday's classrooms?" (Ferriter, n.d.) Similarly, John Dewey (1944) stated that "if we teach today's students as we taught yesterday's, we rob them of tomorrow."

I related to some of the frustration and disengagement of students. As a high school student in the 21st century, I had questioned the high amount of recitation that was found in my high school experience and it seemed as if my students were going through the same experience. I started a running list of questions to guide my process:

- *Why do I do what I do?*
- *What do I truly want students to connect to and how can I be a part of it with them?*
- *What kind of work matters?*
- *How do I move beyond what I believe should be taught in certain subjects or grades levels, and move to a classroom environment where students are engaging with themselves and with others rather than engaging with the material that I have chosen?*

The flood of questions led me to look into a curriculum orientation, which is often formulated by considering the reason why we do what we do, finding connections with our past experiences, and ultimately reevaluating course content. With this idea or orientation, we would continue to ask "what is the overarching goal that we expect students to achieve?" Many would suggest that students should be able to critically analyze issues related to content, be it a global water crisis or the implementation of school gardens. However, I wanted students to go deeper into the experience of participating in a home economics class. This year I decided to offer, as the issue or crisis, the curriculum. I asked students to consider how they had previously been taught and what they had previously recited, and seek a theme in which we could ground our coursework. I wanted our focus to extend beyond the technical skills (as is the structure of many home economics classrooms - grouping curriculum and course content into skill sets). Rather, what I wanted was to focus on something that was not as visible. In other words, I wanted to put hidden curriculum into consciousness. It took a few hours of deliberation before our classes settled on a theme. Our theme was plain and simple – "working with others." On the outside the theme seemed pretty easy to work with because any lab in home economics appears to exemplify an act of group work. My students and I didn't believe learning was as simple as putting people into groups and expecting magic to happen. We started to orient our focus to thinking about success, service, organization, safety, food preparation skills, society, and culture in relation to interpersonal dynamics. We discussed at lengths about the types of communication that happen within new groups, groups with friends, groups with mixed levels, and groups with mixed ages. We talked about the accountability of every member in a group when it came to food safety, organization, and overall success of a lab and the repercussions of actions. Through these conversations I found that we started to shift from focusing on classroom structure, rules, and theory to forming a classroom environment that prioritized experiences with interpersonal dynamics.

Like many digital learners, my curriculum orientation and the inspiration for many of my classroom activities come from the Internet. By far the most valuable exchange of ideas has been with teachers of all disciplines whom I have connected with around the world through Twitter. The variety of educators online has inspired me to shift my priorities in my curriculum from skill-sets to concepts that are shared and discussed regularly on Twitter such as teaching the whole child (<http://steverEIFman.com>), reversing Bloom's taxonomy (<http://shelleywright.wordpress.com>), flipping the classroom (<http://twitter.com/#flipclass>), and genius hour and

passion-based learning (<http://twitter.com/#geniushour>). During the conference we took a look at the hashtag (<http://topsy.com/s/CSXII>) that some of us had created and were tagging throughout the session. With all the tweets that we had posted during the three-day conference, we had managed to interact with organizations and educators in Canada, Hawaii, Australia, and the United Kingdom. In essence, the global exchange of ideas increases the breadth and depth of pedagogical movements and enhances the nature and immediacy of professional development.

If we consider changes in the home economics classroom, what needs to change? Classroom environment? Classroom structure? Prescribed learning outcomes? I would suggest none of these, initially. I believe that any change has to come from within the mind of an educator that wants to change and try new things by not simply reevaluating what has been done before and how to make an existing lesson "better," but challenging and scrutinizing one's whole practice. I offer classroom teachers to take some time to reorient themselves in, out, and around their curriculum and continue to ask questions such as some of the questions I have offered in this piece. We may often spend time trying to set ourselves apart from everyone else (especially if we want to see our home economics programs survive) that we forget what matters to us and our students. I believe that innovation in home economics is not about a separation of our subject area from others but about natural connections. At the end of the day, we are everyday life, and life changes. I believe that only when we feel comfortable in an inevitable constant state of flux, can we start answering questions such as "is what we are doing in our classrooms purposeful?" From there we share, we connect, we engage, and we can innovate.

A colleague asked me as I was writing this vignette: "What makes you think that what you do is really going against the norm?" The fact is, my motivation in curriculum design is not to go against the norm and I find it counterproductive to conceptualize curriculum in this way. I believe that in order to orient our thinking of the home economics classroom to a relatable and current space, we may be better off accepting but not replicating what we conceptualize as the normative classroom. Innovation is relative to every educator, and I would like to teach where change is normative but not a recitation of the norm.

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9. Enhancing Textiles Curriculum

Igniting High School Textiles Programs

Judy Chan and Nina Ho

Looking at the Embers

Throughout BC and Canada, there has been a decline in high school textiles enrolment over the last two decades or more that have led to closure of many textiles labs. In *Making Textiles Studies Matter* (1999), Peterat documents this decline as a result of cutbacks in educational funding and the lack of relevance of textiles for today's youth and their families. Also to blame was the perception of sewing skills as being a leisure activity and not related to skills used in various careers. These factors not only adversely affected high school textile programs but also affected university home economics programs which closed textiles labs and discontinued clothing and textiles skills based courses. This in turn has affected newly trained home economics teachers as their training is more focused on family and food studies and has marginalized the importance of textiles skills. As university level textile courses are limited in the training of home economics teachers, these new teachers are less equipped to effectively teach high school textiles courses compared to family and foods courses. Therefore, many new home economics teachers lack the skill sets, competencies and teaching experiences to ignite students' interest in textiles studies.

With the availability of fashionable clothing at affordable prices and the fast turnover of styles from international clothing companies such as H&M, Topshop and Forever 21, students and their families do not see the need to learn how to sew. In fact, many homes do not have sewing machines or equipment as they became reliant on factory made clothing. Sewing skills are fast disappearing in the family home as parents are busy with their careers and are more willing to pay someone else to make alterations to store bought clothes. Many families feel that taking clothing and textiles courses in high school is "a waste of time" as it does not lead to university entrance. Now that a few generations have passed, sewing skills seem to be a dying art. How can the interest and desire to learn about textiles studies be rekindled?

Rekindling the Fire

Many factors have led to the decline of high school textile programs. Counteracting these factors seems daunting but now is the time to rekindle the interest and momentum of textiles studies. Home economics education is not the only group concerned about the decline in textile studies. The November 2012 issue of *Martha Stewart Living* magazine featured an article, "This is Your Brain on Crafts", by Lisa Borgnes-Giramonti who wrote about the findings of psychologist Robert Reiner on the benefits of crafting. Crafting includes sewing, knitting, cooking,

gardening and such – in other words – creating something. Commissioned by the American Home Sewing and Crafts Association in 1994, Reiner found that crafting reduced blood pressure and heart rate, improved sleep and regulated breathing which stops the body's anxiety-producing fight-or-flight response. Also noted in this article was the work of psychologist Robert Maurer who found that the repetitive movements involved in many crafts engages the midbrain and thus disrupts the focus of the temporal lobe on worry and stress. This results in the cortex having a quiet and calming effect on the conscious thought. In today's stress-filled environment for high school students who worry about postsecondary and career opportunities, the fact that textiles courses can be a stress reducer should provide some appeal.

Over the last twenty-five years, we have witnessed the challenges and the struggles to maintain and build our high school textiles program. With growing demand to enter universities, elective subjects such as textiles became marginalized, and academic courses were favoured in hopes of improving their chances of postsecondary acceptance. There were also parents who felt that boys should not take textile courses even if these boys wanted to. This countered the fact that most world renowned fashion designers are males.

Eric Hamber Secondary School started with two textiles labs in 1963. However by the mid 1980's, one of these labs was converted into a computer lab which limited the possibility of growth in the program. We arrive on the scene in the late 1980s and gradually moved into the existing textiles program. In the ensuing years, the program outgrew the capacity of the single textiles lab and some textiles classes were held afterschool - outside the regular timetable, and in the foods labs. In the late 1990s, our school was slated for an addition and due to the reconfiguration of the school, it allowed for the relocation and expansion of the textiles labs in the new wing. By 2005, we moved into two brand new textiles labs. This was not only facilitated by the addition but also by the growth of the textiles program and the introduction of the fashion design and merchandising career preparation program. In 2012, Hamber now hosts the district Fashion program which draws students from across the Vancouver school district. These students come every other day and are immersed in fashion design and technology courses. The other day is focused on academics at their home school.

We will be sharing our journey in the development and growth of our high school textiles program, and have identified seven main factors as that we feel have led to the development and growth of a vibrant high school textiles program. They are: a) The passion and skill level of the teacher; b) high production for reinforcing skill development in students; c) availability of fabrics and other sewing supplies; d) providing challenge to textiles students; e) public display of students' work & in-school fashion shows; f) community-mindedness and g) mentoring newly trained home economics teachers.

Igniting the Fire

1. The Passion and Expertise of the Textiles Teacher –The passion and expertise of the textiles teacher plays an important role in fanning the embers into a flame. It is this attitude and belief of the teacher that initiates the culture of learning. In all successful programs, there is a teacher who shares his/her passion for the subject that inspires students to learn and enjoy that subject. What is this passion and expertise? We see it as an enthusiasm and love for textiles with a continuous life-long quest for more knowledge and better skill development –to explore and evolve into a better teacher who is not complacent with what he/she already knows and can do. It is easy to use tried and true techniques, but have you ever wondered if there are more efficient ways? Teachers’ willingness to become learners will increase their empathy with students’ frustrations when they are challenged during their learning process. However, the teacher can also learn from their students who share their insights or techniques. Knowing more can give you greater flexibility and possibilities for teaching your students.

Ongoing professional development can revitalize the passion and excitement for teachers and enhance the course content for their students. Professional development can be formal as in workshops and courses or informal as in sharing between colleagues. Taking advantage of the books and resource materials by the expert professionals can further develop the competencies of the teacher. This continuous learning strengthens the ability of the teacher and the foundation of the textiles program. It builds the credibility of the teacher in the eyes of their students. For teachers to show their love of learning and to voluntarily participate in learning activities consistently throughout their careers demonstrates their commitment and value of lifelong learning. To model the passion for lifelong learning, Michael Fullan (2005) wrote “You need to learn it by doing it and getting better at it on purpose” (p.69).

2. High Production for Reinforcing Skills Development – The use of high production in reinforcing skill development has become the cornerstone in the instructional practices of our textiles program. “Practice makes perfect” is a phrase that resonates with us as we learn to master skills and build our understanding of concepts. The slow progress of producing one project in a term can dampen students’ enthusiasm for sewing in our instantaneous technological culture. Unlike foods where students see and experience the results of their lab in the same class, textiles students must persevere for many classes to see the fruits of their labor. If a student can sew two projects and see the improvement in construction techniques, it can reinforce the students’ desire to continue to do more and see the possibilities of their potential.

The question of affordability becomes an issue if high production is being used to reinforce skill development. In the past we have been fortunate to have students whose families were financially able to support multiple projects per term. However, with changing economic times and student population, this is no longer the case. In keeping with our belief in high production, we offer opportunities to all students with the use of donated materials from

commercial and private sources. Other options have been to sew multiple costumes for school theatrical productions, and for charity (refer to 6. Community-mindedness). Opportunities have arisen for students to earn money for their textile projects by doing alterations for staff or community and in some cases getting a paid job after a work experience placement.

3. Availability of Textiles Supplies – In the Greater Vancouver region, there has been a decline in the number of suppliers and retail outlets for textile supplies. This is partly due to the declining interest in making our own clothes. Wholesalers generally do not like to deal with small school orders; they require large minimum orders in order to be profitable. Unfortunately, this can be a challenge for schools with small enrolments, limited school budgets and not being allowed to charge course fees. If teachers can order or purchase necessary supplies, they can better control the quality and quantity of the materials used for student projects. Being able to purchase in bulk and then reselling to students has other benefits as well. Students and parents benefit from lower costs and will not have to wait for their parents' availability to take them shopping for needed materials; therefore, students will not be wasting valuable class time with nothing to do. Suitable materials help students experience a greater degree of success and a better finished project – reinforcing student's confidence in his/her abilities in textiles construction.

Textile materials do not have to be brand new or expensive to ensure the learning and interest of students. At Hamber, we have also been fortunate to receive donations of remnants; factory roll ends or scraps as well as used clothing from various sources. A downside of donated supplies is that they need to be sorted, cleaned and stored until they could be conceptualized into possible repurposed projects. Non-traditional materials can provide challenge and creative opportunities for students to work with. The repurposing of materials can enhance the ecological aims of home economics. For example, the "upcycling" of old fur coats and second hand clothing into current fashion trends has made fashion news in recent years. This in turn can inspire our students to recreate their family's discards into new and exciting items.

4. Challenging Textiles Students – Setting high expectations for all students is part of a culture of learning. Improving one's abilities creates a feeling of achievement and positively promotes self-esteem. The types of challenge offered to students broaden as the expertise of the teacher expands. Modern tailoring techniques make it more accessible for students to master and achieve professional looking garments. For example, bound buttonholes are not as daunting as they seem if the steps of the technique are broken down into more basic steps. Students can replicate these buttonholes that are often featured in trendy designs. Breaking down challenging techniques and reinforcing learnt skills allow students to take up challenging projects. Some of the challenges that the students are working on this year are the classic Chanel jacket, Madeleine Vionnet's 1932 bias dress and transformational reconstruction techniques by Shingo Sato.

Competitions offer students challenges outside the classroom. Competitions give a reality check – students can see the range of skills and abilities and they can see where they have come from and what they can achieve.

Competitions such as the Skills Canada competitions at the regional, provincial and national levels; SFU's Beyond Banner Bags Fashion Showcase and the Sears National Challenge allows students to develop better time management skills, challenge their creativity, strengthen their work ethic and help them to establish a standard of excellence. These and other venues all help students to realistically evaluate their skill levels amongst their peers from across the province and the nation.

5. Public Recognition of students' work – It is important to publicly recognize the work of students in school newsletters or website, at PAC meetings and if possible, in the local media. We are in the process of producing Hamber's 22nd annual fashion show which features clothing made by the textiles students. Fashion shows are an integral part of our textiles program as it showcases all the work of the textiles students, and are effective in promoting the textiles program. Students view the fashion show as a showcase for their year's hard work. For some students this event is perceived as important as going to prom or being in a wedding (Peterat & Springgay, 2009).

Using fashion shows to acknowledge the work of our textiles students created certain concerns for us as educators (Peterat & Springgay, 2009). Would we be promoting a false sense of the ideal female body form or a group of prima donnas or promote excessive consumption? It has been our desire to produce fashion shows that do not represent all the negatives of the fashion industry but to counter these images. We want the fashion show to be a celebration of the students' work and achievement, and made participation in the annual school fashion show a course requirement. As teachers we see participation in the fashion show as a self-esteem booster for the students – being able to step onto a huge stage in a garment that they have made while moving in time to the music with at least a dozen or more other nervous student models in front of 675 people in the audience is a great personal accomplishment for these young people.

After studying our fashion show and students, Peterat and Springgay (2003) found that the fashion show was “a meaningful experience” as it linked the show to post-secondary careers and study. This was reinforced by the presence of post-secondary educators, fashion career preparation work experience sponsors as well as family and friends in the fashion show audience. The fashion show was seen as “a public event that is a display of achievement” in addition to “a community project in which students rely on each other (their creativity and initiative for its success” (p. 16). Peterat and Springgay also see the fashion show as embodying Wenger's concept of community of practice “where they are involved in a joint action where there is mutual accountability among participants, and they develop a shared repertoire among themselves where there is history, some shared meanings, and ambiguity.” (Peterat & Springgay, p.16).

Regardless of their shapes and sizes, the students are proud to be on stage to display their achievements. Hamber textiles alumni have played an important part in the production and running of the annual fashion shows over the years. Post-secondary fashion graduates present their graduation collections on the Hamber stage and while others work diligently behind the scenes to produce professional and smooth running shows. With each successive fashion show, the graduates have left their legacy and have instilled a sense of achievement that the younger students strive to match or exceed. The passion of the students can drive the growth of the textiles program. As well, fashion shows create a place for students:

Fashion shows can bridge media and culture (part of the new reality) and the traditional curricula and be a key space in constructing a new relevancy. . . . (they) are a place where students can experience agency in areas of the curriculum that interest them and are about them” (Peterat & Springgay, 2003, p.14).

6. Community –mindedness – The incorporation of community-mindedness plays an important part in our program and philosophy of home economics education. Providing students with the opportunity to give back to their community and help those less fortunate can initiate an attitude that goes beyond the self, and promote the growth of responsible global citizenship. Their learned skills and knowledge to make a positive difference in people’s lives are used productively. As part of our commitment to include social justice issues in the curriculum, we have done “sweat shop” simulations over the years that engage teams of students with mixed abilities in becoming more aware of working conditions of textiles workers, and their resulting production of children’s tops were donated to a family shelter. The junior textiles students, as part of learning how to use a serger, have made many hundreds of Hamber toques for the homeless using factory donated polar fleece. In a joint venture, the Vancouver Aquarium provided Hamber with old fleece jackets and vests that were repurposed into blankets bags and toques for the homeless. The feeling of helping others can boost students’ esteem especially when publicly recognized. It empowers students to take action to improve the social condition of communities whether locally or globally. It demonstrates that change is possible. Using the power of their sewing skills, the students have made a difference in many people’s lives. In Maurer’s research, he states that “doing something for others can light up the posterior superior temporal sulcus” which is “a pleasure centre that releases the happiness-producing neurotransmitter dopamine” (cited in Borgnes-Giramonti, p. 179).

Class time is at a premium, and the magnitude of help needed can be greater than what can reasonably be done in class. Thus, the Seams of Love club was formed to promote community-mindedness through sewing for others. Regardless of their level of sewing abilities, the students are actively involved, gaining a sense of belonging and receiving the gift of helping others as well as positively contributing to the environment by using up scrap fabrics and old clothing that would otherwise end up in landfills. Giving students the opportunities to take action and

practice leadership skills demonstrates that they have a voice and reinforces their belief in their own power to create positive social change.

7. Mentoring – Mentoring plays a key role in the development of a successful textiles program. Students who are mentored by professionals in the field can see how their knowledge and skills are utilized in the fashion industry. Work experience can lead to employment for students. Returning fashion alumni who are working in the industry have shown students the post-secondary and career possibilities in addition to the start of career networking. Senior students are encouraged to mentor or teach junior students simple techniques in multi-levelled classes.

As experienced teachers, we set an example by mentoring new and future teachers. The benefits of mentoring show community-mindedness, and our commitment to ensure the continuity of able and passionate textiles teachers for the future. As students witness this cycle of mentoring and its benefits, they will hopefully continue this mentoring process outside of class. As many researchers have discovered, “fostering collaboration is the route to high performance” (Dufour et. al, 2005, p. 23).

With such an interactive grid of learners, a culture of learning has evolved amongst students, alumni, colleagues and the teachers. We all share the belief in and value of textiles studies. As teachers who are willing acknowledge when we do not know, it opens the opportunity to explore, facilitate, and learn with students. It is easy to give up when a problem or challenge is encountered but having the empathy and support of those who have experience similar tensions gives impetus to persist and seek a solution. We see each other as allies in the search for knowledge and we respect each other’s levels of varying expertise and competence from those beginning to those with years of training and experience. It is a learning journey for all as we travel and evolve. In this journey, we are role models, mentors and students to each other. This creation of a community of learners which fosters a culture of learning has led many students to become involved in events and activities well beyond graduation and their personal comfort zones.

Sustaining the Fire

Upon reflection, we have worked towards creating a culture of learning. Research indicates that a culture of learning involves many factors which include the attitudes and beliefs of students and teachers; classroom interaction; availability of resources, and instructional practices employed by teachers. Peterat (1999) identified three characteristics that are shared by the fifteen outstanding Canadian high school textiles programs that she

studied: (1) They are a form of responsive curriculum, (2) they provided a nurturing space and (3) they were visible in their schools and communities.

In reviewing our seven factors, we addressed these characteristics identified in research with the exception of Peterat's "nurturing space" – which we have taken for granted. We need to acknowledge this characteristic as many textiles students see the textile lab as their second "home". It is where they feel comfortable being themselves and where they share the trials and tribulations during the learning process. The lab is almost always open at lunch and after school for students to further develop their skills, to catch up on their assignments or just to "hang out". It is a place for warmth and camaraderie, support and encouragement, and a place to celebrate their successes or seek solace for their mistakes. When interviewed in 2002 by Peterat and Springgay, we talked about the "sense of community or family" and the alumni returning to share their new expertise and experience with the students. The alumni encouraged the students to "keep up the [school] reputation" in the production of quality garments and fashion show. Benard (2004) recognized that in order to promote student success there must be caring relationships, high expectations and opportunities to contribute and participate.

All these factors have helped us develop and maintain a successful textiles program. However, this process has taken place over two decades – an example of "slow pedagogy". As this slow fire continues to burn, we hope that these actions will add enough fuel for those in the future to take pride in their professional and personal passion for the teaching of textiles studies – it is more than just skill development and acquisition of knowledge – it is also about developing self-esteem, local and global community-mindedness, and the sense of accomplishment and autonomy in being able to do it yourself. Embracing the new 3 R's of relationships, rigor and relevancy can rejuvenate and ignite not only all students but for all caring educators.

In conclusion we share the following three quotes that inspire us and represent our journey to ignite a high school textiles program.

We must be the change we wish to see in the world. (Mahatma Gandhi)

(Spoken) It's a very ancient saying,

But a true and honest thought,

That if you become a teacher,

By your pupils you'll be taught. ("Getting to Know You" lyrics from *The King and I* by Rogers and Hammerstein, 1951)

Good to great comes by a cumulative process – step by step, action by action, decision by decision, turn upon turn of the flywheel – that adds up to sustained and spectacular results It was a quiet, deliberate process of figuring out what needed to be done to create the best future results and then taking those steps one way or the other. By pushing in a constant direction over an extended period of time, they inevitably hit a point of breakthrough. (Collins, 2001, cited in Dufour et. al, 2005, p. 10 – 11).

Note: We wish to express our gratitude to Dr. Linda Peterat for her passion, probing questions and friendship in exploring the home economics educational landscape and her help in sustaining the fire.

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Distance Learning at UBC: Teaching Textiles By the Book

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As part of the UBC Home Economics Diploma Program, students take Special Studies in Home Economics: Textiles Studies (EDCP 492). The course was designed for those who want to explore the topic of textile studies in preparation for teaching home economics/family studies in the secondary school system or for general interest.

The course is one of the growing number of university courses founded on Distance Learning principles and is taught online. The UBC platform, Connect, allows students to complete readings, post responses to set questions, contribute to discussions with other students, take quizzes and submit assignments via the internet.

Textiles Studies is an overview course consisting of four modules: Textiles, Historical and Cultural Aspects, Design and Current Issues. The first and longest module contains the textile science component and uses a commercial product as its resource. The Textile Kit™ is a fabric swatch kit that each student assembles following directions available online. The accompanying textbook and lecture materials from iTextiles™ provide an interactive approach to the content and allow students to view assigned power point lectures and explore the readings via written material, photos and images, audio and video clips. The material is appropriate for upper level secondary or post-secondary audiences.

The Textile Kit™ has been produced in a variety of forms over the course of 25 years. Its 2012/13 distribution numbers close to 5000 units. In its use at UBC, the current formulation has proven to be complete and contemporary. With reference material online, changes reflecting new textile developments are readily incorporated, ensuring that students are learning up-to-date information. iTextiles™ is fairly flexible and able to incorporate course-specific materials. The support team is quick to deal with student queries and handles technical problems promptly. The issue of continuing access to the online resources, once the course is completed, is presently being examined; it is expected that student access will be available in yearly increments at a nominal cost.

Detailed information and access to introductory session for potential instructors are available at the two websites:

www.textilekit.com

www.itextiles.com

Enhancing Home Economics / Family Studies / Human Ecology Teacher Professional Development Programs

10. Enhancing Home Economics / Family Studies / Human Ecology Teacher Professional Development Programs

Doing Project Based Learning in a Pre-Service Multi-Activity Teacher Education Classroom

Miriam Sekandi

Introduction

In this paper, I share my experiences on teaching Project Based Learning (PBL) within a Multi-Activity classroom (MAC) to pre-service Human Ecology teacher education students, in the department of Secondary Education at the University of Alberta. The course title has changed twice since the inception of the course but it is currently known as EDCT 400 Jr High Proj Learning: HRH/Food/Fashion. The name alone may not be very informative about the course but I hope in this paper, I will be successful in unpacking the structure of this course. I attempt to explain PBL and MAC by providing a brief overview of available literature on the two concepts. Before I describe my approach in this course, I provide a background on how the general Home Economics/Human Ecology curriculum in Alberta is structured. I then illustrate how I teach PBL using the same principles of PBL. I teach within a MAC to model for the students the structure of such a classroom. I also share snapshots of some of the projects that my students produce. I then recommend some trends that could be taken within this broad field of Home Economics/Family Studies/Human Ecology/Family and Consumer Science Education. This paper will hopefully provide some insights for those teachers who would like to bring variety in their classrooms particularly with the diversity in today's classrooms.

A snapshot of the Alberta High School Human Ecology/Home Economics curriculum

The curricular areas Food and Fashion are the focus for the department of secondary education summer course EDCT 400 Jr High Proj Learning: HRH/Food/Fashion. In Alberta, Foods and Fashion and all other human ecology related courses are under the broad curricular area, Career and Technology Studies (CTS). There are five (5) clusters under CTS which are Business, Administration, Finance and Information Technology (BIT), Trades, Manufacturing and Transportation (TMT), Natural Resources (NAT), Media, Design & Communication Arts (MDC) and Health, Recreation and Human Services (HRH). These five clusters have 28 occupational areas in total. Fashion is under MDC and Foods is under HRH.

The Alberta CTS program of studies (POS) is designed for high schools only. This POS is divided into introductory (grade 10), intermediate (grade 11) and advance (grade 12) levels. The middle and junior high schools that offer any CTS courses use the introductory or grade 10 level courses. CTS is offered either one or two semesters a year and students could take 3 -5 credits of the offered CTS courses per semester. CTS students also have the opportunity to focus on a specific occupational area and take all the mandated courses towards credentialing such as journeyman baker. Credentialing allows a student to “achieve a credential or credit awarded

by a recognized community or industry organization or post-secondary institution.” (Alberta Education, 2013). A student may also take courses to meet their personal interests such as cooking, or simply for exploration. This group of courses also known as a pathway is defined by Alberta Education as,

“a selection of courses to give students the opportunity to explore and acquire the attitudes, skills and knowledge for a career that is relevant to their interests. Pathways support goals that may include university, college, apprentice training, or moving directly into the workforce. Teachers and students can select and combine CTS courses to create pathways for exploration, specialization and credentialing” (Alberta Education, 2013).

So, some of the teachers in my EDCT 400 course present some variety. Some are journey persons who are working towards their education degree so that they can teach those students in high school who are interested in the credentialed pathway. Other pre-service teachers in my course are taking the combined Bachelor of Education and Bachelor of Human Ecology degrees, as well, I have bachelor of education student majoring in Human Ecology. On the rare occasion, I had a social studies education pre-service teacher. She was an interesting addition to the class and offered a different challenge in teaching in a CTS setting! I will make reference to her later.

Career and Technology Foundations (CTF) in Alberta

As mentioned earlier, the formal CTS POS is tailored to high schools and any middle or junior high schools that offer CTS use the introductory CTS POS. Alberta Education came up with the Career and Technology Foundations (CTF) for the middle years (Grades 5-9). Although the details and logistics of this new program are not in the public domain, we at the University of Alberta decided to prepare our pre-service teachers for when this new curriculum is rolled out in the near future. We decided to focus on the basics of the proposed CTF program which is PBL in a MAC. This is how EDCT 400 Jr High Proj Learning was born. It is also offered within the TMT cluster and the two run alongside each other and we sometimes have combined sessions. However, this paper will focus on the HRH/Food/Fashion section.

Project Based Learning (PBL) and Multi-Activity Classroom (MAC) Explained

P. C. Blumenfeld defines PBL as a student-focussed investigative approach where, [S]tudents pursue solutions to non-trivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions and creating artifacts” (1991, p. 371).

Technically, students take charge of their own learning with the teacher as a “coach.” Blumenfeld highlights two essential components of PBL, which include a driving question or problem around which the student’s project activities evolve and a final product or artifact created using various materials and resources. Students and/or teachers and curriculum developers can determine the driving question and the activities that lead to the creation of the final artifact. At all times, a student should be encouraged to make decisions in the nature of the artifact they

want to create. Blumenfeld (1991) further emphasizes that the created artifact is evidence of “student’s problem solutions that reflect emergent states of knowledge” (p. 372.) This constructivist approach emphasizes the concept of learning by doing.

As pointed out by McPherson (2011), PBL is not a new concept and has been used in other fields such as medicine. He also notes that countries such as Israel, Chile and Australia have made it an essential part of their program of studies. For the PBL approach to work for a teacher however, a number of factors may need to be considered such as, the facilities and equipment at your disposal, the needs and abilities of your students, the limits of the written curriculum, and whether they are willing and ready to take any risks (McPherson, 2011). Additionally, the skills and abilities of the teacher are a key expectation because the teacher can only allow certain projects that they can supervise to take place in the classroom. This can somehow limit the creativity of the learner. Thus the concept of cross-curricular learning can be useful as another teacher could help co-supervise the project. This could lead to the student meeting outcomes for multiple subject areas.

Multi-Activity Classrooms (MAC) on the other hand are characteristic of PBL approaches. Gerard (2004) describes a MAC as one where teachers provide parallel instructional activities in their classroom in order to meet varying learner needs, interests, skills and abilities. It is a learner centered approach and the final projects are reflective of the learner’s interests. A MAC helps to keep the students excited about and focussed on their projects because ultimately they decide on the shape their project will take. This decision making by the students makes the learning more relevant to the learners as they take charge of their learning.

For a successful MAC Gerard recommends a number of factors that should be put into consideration first; creating awareness within students about how they learn, understanding the needs of each students, possibilities and nature of group collaboration, activities and resources and the roles of both teacher and students. A MAC like PBL helps to ensure that realistic goals are set for each student and the necessary support is given to them to guarantee success. Macs like PBL encourage reflection on the learning progress and promote independence amongst learners. So PBL can be envisioned to occur within MACs which in turn support successful PBL.

PBL in a Pre-service Human Ecology Multi-Activity Teacher Education Classroom

When I went to teacher training college about twenty years ago, as a home economics pre-service teacher, I was mandated to take all the courses under home economics in the areas of Foods and Nutrition, Textiles and Clothing and Home Management also known as Family Studies. We could not opt out of anything! In Alberta, students have the choice of focussing on only one area but are encouraged to diversify. As such most of the students in my class are interested in any one of the following; foods, fashion, cosmetology, health, etc but are interested in broadening their knowledge in other human ecology areas. This is because in schools, they may be asked to teach foods and fashion or cosmetology and fashion or any other human ecology or even CTS area. This EDCT 400 level course prepares them to take on possible Human Ecology combinations. It is an activity packed course that takes about four hours a day, five days a week for three weeks in July.

During this EDCT 400 summer course, the students are introduced to the concepts of PBL and MAC using the proposed Alberta CTF structure as a reference. In my teaching, I use PBL techniques to teach PBL. I give the students a driving question around which they build about three to four challenging projects within Foods and Fashion areas. The following are the key PBL elements that characterize the course projects: multiple curricular outcomes are targeted, cross-curricular approaches, collaboration between students, ongoing reflection and sharing, and in the end, students create and produce artifacts that reflect their interpretation of the response to the driving question. During the course, students work on multiple projects, for example, one may be working on a sewing project while another is in the kitchen, another may be doing research while others maybe working on the computer generated comic. Multiple activities unfold in the classroom at any one time. Skills are learned as they are needed for instance, if a student is not familiar with the sewing machine, when it is time for their sewing project they learn what they need at that time. That is, they learn the different parts of the machine, how it works, is threaded, how to thread a bobbin etc. This ensures that students learn the techniques that they are ready to use and thus are able to master them, instead of learning techniques and not use them.

EDCT 400 students are requested to wear two hats; a student hat and a teacher hat. With the student hat they create the projects that are assigned to them by the course instructor. With the teacher hat, the students create a project in their area of interest, which they would assign to their own students in a junior high classroom. The latter assignment which is usually done in pairs, requires them to follow the proposed Alberta Education CTF template and, they also produce an exemplar of the project. At the end of the three weeks, we hold an exhibition which mimics a school's open house display. Each student shares their experience within the PBL classroom, their artifacts and how they see themselves moving forward. This process enables the students to visualize and voice the possibilities for PBL for them.

An example of a driving question I provide the students is given below:

What health cause/concern catches your attention within the general community?

- Using a computerised program of your choice design a comic that creates awareness about this health cause/concern to be placed in the library in your school. *(This involves research about the health issue, onset, causes, prevention, diet, etc)*
- What kind of meal (lunch) would you plan, prepare, cook and serve for an individual with that health issue? *(students determine which day they are ready to prepare and serve the meal. They also submit a menu, shopping list, a menu card etc. Portion control, meal planning, kitchen safety, food handling and preparation techniques are key components of this project)*
- In which way would you use the concept of reduce-reuse-recycle, to design and create a cuddly, plushy, and stuffy to donate to a person with that health issue? *(Students learn the techniques as they go along eg patchwork, appliqué, hand sewing and machine skills etc)*

- How could an old T-shirt be transformed into a carry-all bag that promotes the health issue/concern?
(This emphasizes creativity and redesign techniques as well as research)

With each section, students submit a reflection on the PBL process, what kind of research was done for that section, which curricular outcomes that section addresses, any cross curricular connections, any student collaborations they experienced, what challenges they encountered and how these were overcome, as well as any resultant questions that may have developed as they created the project. Some samples of the artifacts created are below:

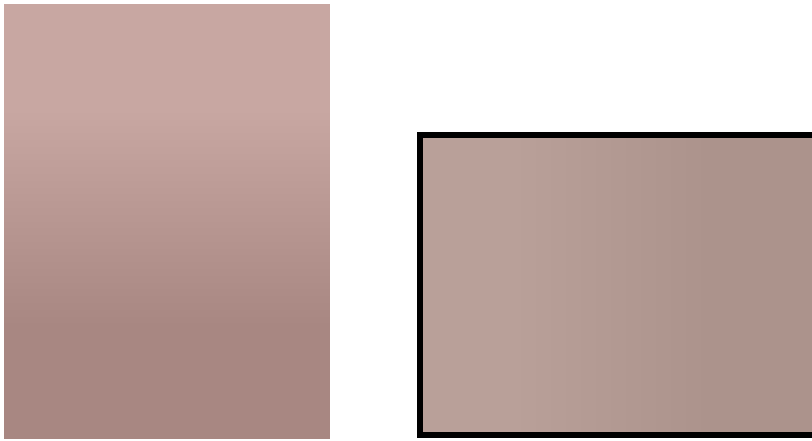


Fig 1. Some of the other projects. *(Each student prepared a meal in the kitchen, made a t-shirt bag and a cuddly pillow to be given to children in the hospital.)*



Fig 2. The comic project. *(This was created by the Social Studies major student who took the course to obtain credits but discovered that CTS area was more fun and interesting than she had imagined.) Each student created a ten-page comic like this one, but focussing on a different health issue.*



Future directions of PBL and MAC in Human Ecology Education

The concept of project based learning is very attractive to Human ecology educators. This is because the nature of the subject area is quite broad and involves a variety of skills. In human ecology we acknowledge the multiple intelligences that manifest themselves in our classrooms, but we also recognize the power of hands-on life-long learning that the subject area affords us. Since we teach life skills, we appreciate an environment where each learner finds meaning in the curriculum and subject matter. This is why PBL stands out as a much needed tool. PBL allows each learner to take charge of their learning, to be creative and learn at his/her pace. This means that in one classroom, we have multiple learners with vast interests and working each at their pace. This is a multi-activity classroom. Human ecology teachers almost have no-choice but to work in such classrooms whether they are teaching one subject or multiple subject areas in one space. Teaching skills as the students need to use them makes a lot of sense for human ecology teachers. Why teach something that someone does not need at that time? This means that you will have to re-teach it when the time comes for them to use it! It makes a lot of sense therefore for teachers in the areas of human ecology, home economics, consumer science education etc to embrace the concept of PBL and allow for multi-activity learning in their classrooms.

The PBL and MAC concepts however, require a better rounded individual. This means that for a human ecology teacher to meet the learning demands of various students at one time, he or she needs to ensure that familiarity with most or all of the human ecology areas. So the current arrangement where pre-service teachers can

pick and choose and area needs to be revisited, and restructured so that they are introduced to a variety of areas such as foods, clothing and textiles, family studies, health, etc.

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**Nurturing Pedagogical Development: An Invitation to Conversational
and Collaborative Inquiry about Teaching**
Susan Petersen and Kathy Nicholson

March 2013 A note to Canadian Symposium XII attendees:

We have included the introduction, table of contents and philosophy sections to give you an idea of the scope of the project. Space would only allow a few activities to be included, but you are welcome to contact us about others you are interested in.

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An invitation to...



... conversation and collaboration about teaching. The activities included in this resource resulted after a year of working on our Master's in Home Economics Education and our recent work with two UBC student teachers (now referred to as preservice teachers) and their faculty advisor, Dr. Gale Smith. The courses we took and the accompanying readings, assignments, classmates and instructors have transformed our views about teaching. A powerful transformation occurred for us when we realized the importance of conversation, collaboration and caring in working with our preservice teachers.

We tried many of the activities included in this resource and found them worthwhile for many reasons:

- They diminished tension between us as school advisors and our preservice teachers and changed the practicum experience to a more positive and enjoyable focus.
- We shifted to place less emphasis on evaluation and criticizing of the preservice teacher's practice to place more emphasis on educating and collaborating.
- We moved from giving answers and telling to asking more key questions and dialoguing.
- As school advisors we became less teacher-centered and more student-centered.
- We began to question the idea of one correct way of practicing as an educator and to imagine more of a contextual approach.

These activities are intended to contribute to lifelong learning in the art of teaching. Through dialogue and collaboration, a uniquely helpful experience can take place between school advisors and preservice teachers. It is our belief and hope that by completing as many of these activities as possible, the practicum will be more positive for all.

We understand the pressures of a practicum and don't want to add another layer of work so these activities are meant to be simple, brief and interesting, while still being helpful in connecting all parts of the preservice experience and creating a more caring and collegial relationship. Each activity is intended to be done by both the school advisor and preservice teacher so discussion on personal perspectives can take place. The activities begin with an explanation page with suggestions and background information. The activity page gives you space to jot down your thoughts (if you'd like to) and record highlights of the discussions. These could include past, present and future considerations. Our suggestions are not meant to be prescriptive but rather possible ideas. Feel free to modify, change, add and/or delete.

We don't expect that all activities provided need to be completed in order to facilitate an effective and successful collaborative experience. Preservice teachers may have already completed some in their teacher education courses. If this is the case then only the school advisor need complete them for collaborative conversations to take place. If the preservice teachers have not completed similar activities then both school advisors and preservice teachers will need to think about the topics before the conversations take place. We suggest that school advisors and preservice teachers begin by scanning through this resource together and choosing one or two activities of interest. We hope positive results

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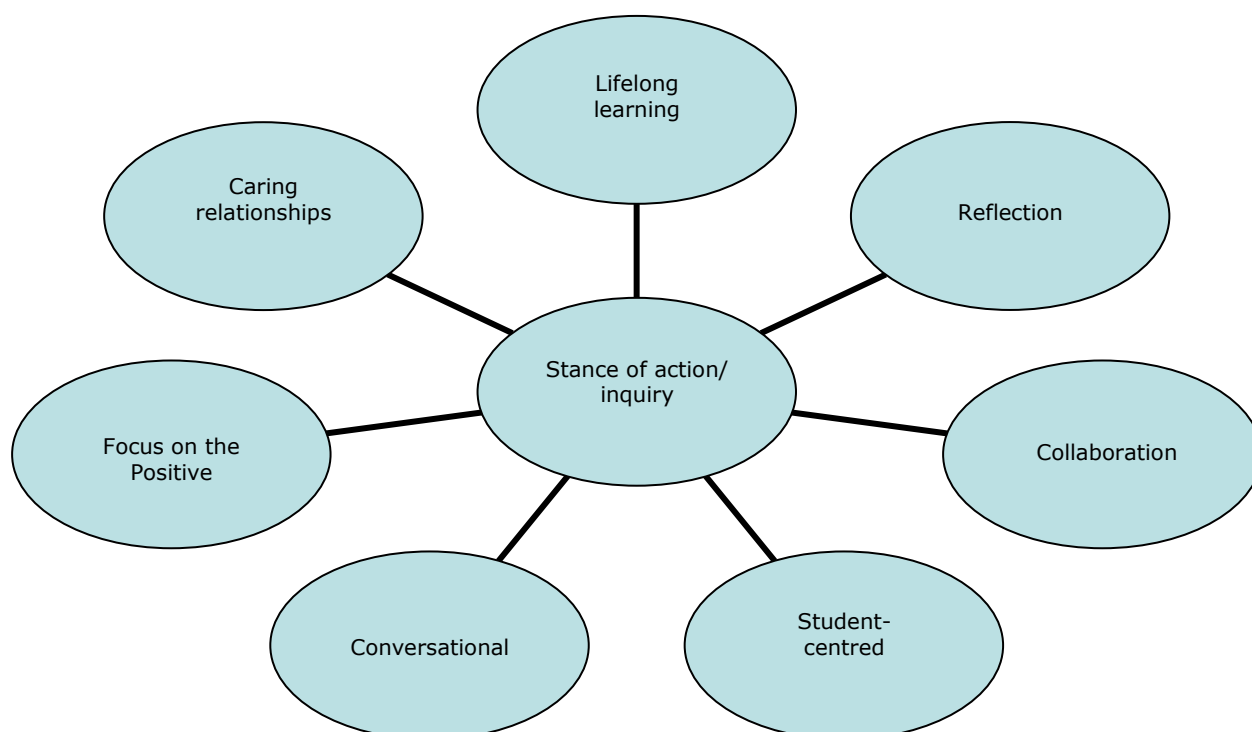
Turn the pages and let the conversations begin...



Philosophy

We have moved through our graduate studies courses starting as technical/rational educators and moving towards becoming reflective practitioners. Mainly this change began by reading Vaines (1997) on the value of reflective, eco-centred practice and continued with other readings. Sobel (2004) encouraged us to connect what we do in the classroom with the community through the dialogical method. Smith (1994) inspired us to include global and social responsibility issues in our lessons with students. Middlecamp (2003) caused us to realize that our teaching is a kind of feminist pedagogy. We feel a strong connection with Palmer (1993, 1997, 1999), van Manen (1996, 1991) Sapp (2003) and Yero (2001) when they talk about good teaching, metaphors, critical moments, the human condition of teaching, tact, noncognitive knowing and the value of autobiographical reflection. Our approach to teaching has changed from a teacher-centered stance to be more student-centered and more attuned to the unique relationship between student and teacher.

Our previous pedagogical stance centred around being organized, knowledgeable using the best technique and possessing the latest information. Although we were "successful" at transmitting knowledge to our students (Yero, 2001), we seemed to have temporarily lost sight of the humanness that lies at the core of what education is (Aoki, 2001) and why we wanted to teach in the first place. When students returned to visit us they did not remember *what* we taught them but rather *how*. They commented on the example we set for them, the stories we told, the care and understanding we showed them. As we watched and listened to what they said we realized that our teaching was far more than what we did, we *were* the teaching (Aoki, 2001; Palmer, 1997). These insights led us to a renewed pedagogical stance and practices with our preservice teachers and have influenced this resource. In working with our preservice teachers, seven key themes emanated from our stance of action/inquiry. (see Figure 7) As the practicum progressed these themes guided our actions and have influenced the development of this resource. Our purpose is to continue to expand the theme of action inquiry in the practicum experience.



Our shift in discourse

As mentioned, in our past work as teachers we were often operating from a technical/instrumental perspective. This also applied to our work with preservice teachers. In our graduate course work we were exposed to recent research and current initiatives that suggest there are benefits to adopting an inquiry approach in conjunction with reflective self-study. Kohl (cited in Canfield & Hansen, 2002) postulated that there is no limit to one's growth as a teacher. We embrace that premise and have renewed enthusiasm and excitement as we investigate the application of our new knowledge regarding work with preservice teachers.

As we engage in our own action research and inquiry, we have an appreciation of and are influenced by what Vaines (1997) deemed "the many ways of knowing". We are developing an outlook that, through investigation, focuses on active participation of all members of the teaching triad in shaping this new stance together.

In our effort to more effectively assist the progress of our preservice teachers, we are altering our approach to incorporate a more interpretive perspective. In addition, we are cultivating in ourselves and our preservice teachers, the paradigm shift whereby we consider our education about students, teaching and learning to be a lifelong process. Cochran-Smith and Lytle (1999) examine several results of teacher discourse, most notably the fostering of new insights and the suggestion that dissonance and questioning are signs of teacher learning. Shifting our discourse is an on-going struggle that renews us and develops a richer conception of knowledge and expanded practice, both practical and theoretical, ultimately reinforcing the idea that we are all lifelong learners.

In developing our stance of inquiry through the BeST project, we created a chart and a metaphor that explain our shift in discourse and what we did to move to an interpretive perspective. The first stage identified the shift of three major components. Figure 8 shows how the shift developed.

<u>FROM</u> (Technical/instrumental)		<u>TO</u> (Interpretive)
A. Teacher training	→	Teacher education
B. Teachers as technicians	→	Teachers as students/inquirers
C. Supervisors	→	Advisors/mentors

Figure 8 Major components of our shift in discourse

List of Activities

A. Pre-practicum conversations

1. What brings us to teaching?
2. Sharing personal histories
3. Uncovering emotions and expectations
4. Studying the school context and culture
5. Exploring our teaching metaphors

B. Nurturing collaboration

1. Coplanning and coteaching
2. Sharing resources
3. Sharing expertise

C. Nurturing the development of our teaching style

1. Shadow study
2. Classroom study
3. Facilitating exploration

D. Developing rapport with students

1. Learning students' names
2. Connecting with students
3. Seeing the strengths of each student
4. Learning styles
5. Contextual considerations

E. Other explorations

1. Weekly sharing sessions
2. Investigating curriculum planning
3. Learning through questioning
4. What is it like to "be" a Teacher on Call?



A. 1. What brings us to teaching?

RATIONALE: Parker Palmer, who wrote a powerful book called *The Courage to Teach* says "Knowing myself is as crucial to good teaching as knowing my students and my subject" (Palmer, 1997 p.1).

How each of us came to be a teacher is often an interesting and insightful story that when reflected upon and shared, can create a base for understanding and recognizing recurring life themes. Identifying an important person and/or a critical incident that significantly influenced your decision to become a teacher or grow to be the kind of teacher you are or want to be, can help you learn about yourself as a teacher. Reflecting on key influential people or critical incidents can assist you in understanding your philosophical stance and where it came from. Sharing your stories with others enriches your perspective and you may become more appreciative of others' contextual framework.

SUGGESTED USE OF THIS ACTIVITY:

Considering Palmer's statement above, use the questions in this activity as starting points to describe what brought you to teaching and what shapes how you teach. Then use these as jumping off points for a conversation about teaching. Consider themes that seem to reveal themselves and arrange a convenient time to share your answers with others. Are your responses similar or different? How might your beliefs and values affect the practicum?

BACKGROUND INFORMATION:

Yero (2001) notes that much of what teachers believe about school comes from their own experience as students. By considering what school was like for you, you will be reminded of the many positives and negatives in the whole experience of being in a school or learning environment. Many educators (e.g. Millies, 1992; Yagelski, 1999) comment on the mechanical way that they went on with their teaching until some catalyst caused introspection into their teaching. Discussing this with the preservice teachers will help you clarify your beliefs and values.



A.2. Sharing personal histories

RATIONALE: It is helpful in the practicum if preservice teachers and school advisors know a little about each other. Being genuinely interested in other people is one of Dale Carnegie's (1981) key principles in his book, *How to Win Friends and Influence People*.

We found that knowing some background information about our preservice teachers helped us in understanding them better. Similarly, if the preservice teachers know a little about their school advisors then the relationships become more open and collaborative. Of course sharing should be within a person's comfort level regarding how much and what is to be shared. Gaining an understanding of each other's perspective is valuable in getting to know each other.

SUGGESTED USE OF THIS ACTIVITY:

The following page provides some questions that you can use in beginning to think about and/or write about your personal history and the information that you would like to share. Arrange a convenient time to discuss your responses. Becoming reflective and developing an inquiry approach involves learning to examine the self, others, and the context of situations and information.

BACKGROUND INFORMATION

One of the purposes of a teaching practicum is for preservice teachers to develop their own teaching style. This development will be influenced by many factors, including life experiences and personal qualities. In coming to know more about the preservice teachers, we will be able to help them relate their own experiences to those of their students, especially in identifying situations where they can connect on a personal level. This knowledge will also help us make connections to what the preservice teachers have been through, and experiences they have *not* had. If preservice teachers can understand how aspects of the school advisor's personal history influences her/his teaching, they can begin to understand how personal beliefs and values shape practice.

Montecinos et al (2002) note that careful attention to preservice teachers' biographies is often overlooked. Understanding their values, beliefs, talents, and experiences is important so that interactions are developmentally and culturally appropriate.



What brings us to teaching?

In preparation for a conversation about what influences us to become teachers, take a few minutes to make notes about your experiences. The following questions may help to get the ideas flowing.

1. Describe what influenced you to become a teacher.

2. Were there people who influenced your decision and/or your thinking about the, aims of education, the role of a teacher, about yourself as a teacher? Who were they?

3. Think of a critical incident that significantly influenced your decision and/or your thinking about the, aims of education, the role of a teacher and about yourself as a teacher.

4. Were your past experiences of school a factor ?
 - *how did you feel as a student in school?*

 - *how did you learn best?*

 - *when did you feel most valued?*

 - *when were you most at "war" with yourself and with school?*

 - *in what ways has your previous experience with school influenced what you believe about teaching?*

Have a conversation...

Are there similarities or differences in what has brought you to teaching? What are some of the common themes?

How might these insights influence what you believe and do as a teacher?

What have you learned about yourself, about other teachers, about teaching?



A. 3 Uncovering emotions and expectations

RATIONALE: There are many conflicting emotions at the beginning, during and after any teaching practicum.

The anxiety that preservice teachers feel before and during their long practicum experience is frequently recognized. Emotions like fear, confidence, relationship issues, (e.g. school advisor to preservice teacher, preservice teacher to students) unit preparation and lesson delivery, time constraints, balancing their personal life, classroom management, success, failure etc. are the source of some of this anxiety. While preservice teachers may be anxious about the practicum, school advisors also have feelings, concerns, conflicts and role expectations at the beginning, during and after a practicum. Issues around someone else taking over "their" class brings up questions around how the material will be presented, what and how skills will be taught, and many other issues. School advisors worry about the time commitments, evaluation, relationship questions, and differing styles involved in working with preservice teachers. Individually or as a group, sharing concerns about these emotions or trying to resolve these issues can contribute to making the practicum experience successful for all.

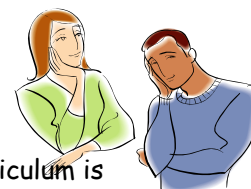
SUGGESTED USE OF THIS ACTIVITY:

We have found pre-practicum meetings of school advisors to be extremely helpful. We encourage you to attend any meeting of school advisors that may be organized according to subject area or for all school advisors in the school. We also encourage you to organize such a meeting for teachers in your school if no one else does. These meetings could take place the morning of the first day of the two week practicum, at lunch, after school or it could be a dinner meeting. These times would allow participants to have worthwhile discussions.

BACKGROUND INFORMATION:

Wendy Hastings' (2004) research revealed the emotional impact that the practicum has on both the school advisor and preservice teacher. She recommends that structures be developed to support the participants because of the complexity of the experience including the emotional dimension. We support her feeling that "Clearly time for dialogue and collaboration would be required" (p.146).

Sanders, Dowson and Sinclair (2005) in their research on teacher roles, found that an expectation of school advisors to fulfill their multiple advisor roles *simultaneously* while also fulfilling other roles was difficult. Further, when these roles conflicted (e.g. evaluator vs. friend) the difficulty was greatly increased.



A. 4 Studying the school context and culture

RATIONALE: The school context influences many things including what curriculum is implemented, what relations are established between and among staff and students, and even the role teachers play in decision making. School culture and context includes what you see as you enter the school grounds, the ambiance upon entering the building, the tone that

seems to be set, the displays, the appearance of the hallways, impressions from the students etc.

Teachers are often so busy preparing, marking, setting up and cleaning up in their classrooms that it is difficult to find the time to get out of their classrooms to see the school as a whole. There is so much going on in a school that affects both teachers and students. There is also the ambiance of the school and how it is created as well as the activities available to students and teachers. Is there a sense of place, a sense of belonging, a school spirit? An awareness of some other activities, programs, committees, clubs, departments, and staff facilitates greater understanding of the school context and culture and the school as a whole.

SUGGESTED USE OF THIS ACTIVITY:

This activity can be done by preservice teachers and school advisors individually or together. The idea is to spend the non-teaching time of one day observing the school. Come to school early and wander around making observations using the questions in this activity. Walk around during the morning before school starts and during the day when classes are in session during your preparation block. Go outside; look into the band room, drama area, home economics, science, business areas, etc. to see what is happening. At lunch on this day, eat while you continue your observations and finally stay later than usual to see what meetings, clubs, services and sports staff and students are involved in around the school. Find a time to reflect together about all you noticed.

BACKGROUND INFORMATION:

Bullough and Gitlin (2001) assert that the school context has a strong influence on shaping classroom life, yet the school as a unit of inquiry is often not considered. They point out that studying the school can raise a number of critical issues and identify their influence on a teacher's teaching and development. They also note it is important to remember that although context influences a teacher's approach to teaching, it does not determine teaching practice and that just as the context influences those who teach, teachers also act on and shape school context.



Conceptualizing “Curriculum Inquiry” in Home Economics Teacher Education and Professional Development Programs

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Abstract

Currently, teacher education programs (pre-service and in-service) increasingly promote inquiry-oriented approaches to professional development. This paper explores the ways that *inquiry* was conceptualized and operationalized for an on-line course, titled Curriculum Inquiry 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.

Setting the Context

Inquiry in Home Economics

In Canada, Eleanore Vaines wrote extensively about reflective practice and home economics throughout the 1980's and 1990's. She consistently argued that we must centre our professional services on reflective action which 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 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, Linda Peterat, has been a strong advocate for action research as professional practice. In a 1997 paper, she argued for framing reflective practice within action research that moved this mode of research beyond just being mindful or thoughtful or reflective. To Peterat, action research 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) is a good example. She found 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) are promoting 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 had been a dominating theme in teacher education in the 1990’s.

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).

“Inquiry” has replaced “reflection” as a ubiquitous slogan in educational settings, but like its predecessor, 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 best classified as an essential contested concept like many educational concepts (Gallie, 1964) because 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, Tom 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 extent 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).


Arenas of the Problematic (arranged by degree of comprehensiveness)			
Teaching-Learning Process	Subject Matter Knowledge	Political/Ethical Principles Underlying Teaching	Society including Educational Institutions
Models of Inquiry (arranged by scope – knowledge or knowledge/action arranged by rigor – commonsense inquiry or disciplined inquiry arranged by degree of guidance required)			
Knowledge Achieved Through Commonsense Inquiry (low rigor, narrow scope)	Knowledge Achieved Through Disciplined Inquiry (high rigor, narrow scope)	Linkage of Knowledge and Action Through Common Sense Inquiry (low rigor, broad scope)	Linkage of Knowledge and Action Through Disciplined Inquiry (high rigor, broad scope)
Ontological Status of Educational Phenomena Natural  Socially Constructed			

Figure 1. Summary of Tom's (1985) Outline of Conceptions of Inquiry.

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 is “centrally about forming and re-forming frameworks for understanding practice” (p. 290). Critical inquires seek to expose oppressive ideologies and institutional power hierarchies that can then be challenged freeing people from false consciousness and enhancing social justice (e.g., . 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 focussed on the small prosaic decisions taken after much inner debate in that they involve pondering ethical questions such as “what knowledge if 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 the 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 needed to be clear what we mean by curriculum. It is a word used frequently in education but it too, can mean different things to different people. 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 are evidence of this understanding of curriculum consist of 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; recommended textbooks and resources.

Another meaning of curriculum that is much broader and encompasses 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).

“Methodological Helps” for Curriculum Inquiry

For our purposes, we decided that our inquiry-based professional development course should be one that engaged teachers in deliberate and systematic curriculum inquiry, to extend their understanding of curriculum in home economics education. We used the word “inquiry” in our sub-title because it is less intimidating than “research”. 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 of a broad understanding of curriculum; inquiry that seeks to know practice and the influences on practice and offers ways and ideas for the transformation of practice. We held that curriculum inquiry involved using a variety of “methodological helps” (Egan, 1978) 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/methodological helps and examples to guide them. So for each type of inquiry we introduced to students, we provided general information about the related inquiry methods and we provided 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 practice.

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 than 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 of the subject area and themselves, that would enhance their professional practice as current and future home economics teachers.

We selected 4 general categories of inquiry: teacher action research; narrative inquiry including autobiography and self study; historical inquiry; curriculum document analysis (see Figure 2).

Figure 2. “Methodological Helps” for Curriculum Inquiry Course

Then for each category we provided a description, examples of how this inquiry method has been used and then specific activities to practice the form of inquiry (see chart).

Inquiry Type	Inquiry Form	Goal/Objective (what is deemed problematic)	Ontology	Epistemology (nature and sources of knowledge)	Pedagogical Activity	Context	References
Teacher Action Research	Empirical/ Hermeneutic	Understanding and improving pedagogical practices – teaching learning process	Lived experience, natural and/or contextual	Situated knowledge	Make a teacher action research plan	Classroom/ School	Altrichter, Posh, & Somekh (1993); Carson & Sumara (1997); Hittman (1989); Holly, Arhar, & Kasten (2005); Kincheloe (2003); McNiff (2003); Mills (2003); Peterat & Smith 2001; Stringer, (1996).

Narrative Inquiry Including Autobiography and Self Study	Reflective Inquiry	Values and Beliefs that underpin practice in context – teaching learning process	Lived experience, contextual and socially constructed	Personal, practical knowledge	a) Collaborative Analysis of Critical Incidents	School/ Community	Hole & McEntee (1999); Newman 1987, 1991; Stringer 1996; Tripp (1993) (
	Reflexive Inquiry	Personal values and beliefs about home economics education – subject matter knowledge	Lived experience, contextual and socially constructed	Personal, practical knowledge	b) Exploring Educational Metaphors	Personal lives and professional lives	Bullough & Stokes (1994); Bullough & Gitlin 2001; Hagstrom, Hubbard, Hurtig, Mortola, Ostrow & White 2000; Yero 2001
	Reflexive Inquiry	Personal values and beliefs about home economics education – subject matter knowledge	Lived experience	Personal, practical knowledge	c) Home Economics Education Related Life History/Autobiography	Personal lives and professional lives	Bullough & Pinnegar (2001); Cole & Knowles (1995); Samaras (2002).
Historical Inquiry	Examining Secondary Sources	To determine the social/political/cultural/ economic and other factors that have influenced curriculum in home economics education – societal factors that underpin practice	Educational phenomena are socially constructed	Historical/ Contextual knowledge	Historical Time Line	Historical Documents	McCulloch & Richardson (2000); Peterat & de Zwart, 1995;
	Examining Primary Sources	Subject matter knowledge - factors that underpin practice	Educational phenomena are socially constructed	Socially Constructed	Analysis of a Primary Source (e.g., diaries, letters, photographs, business papers, government and public documents, oral history interviews, and papers of organizations or societies)	Historical Documents	Burke, 2001; McDowell 2002; McCulloch, & Richardson, 2000; Peterat & de Zwart, 1995

Curriculum Document Analysis	A. Content Analysis	Critical Understanding of the subject area	Educational phenomena are socially constructed	Socially Constructed and Contested	Examine the learning outcome statements in the current curriculum guide (IRP) for evidence of critical and creative thinking	Curriculum Documents	Stemler (2001).
	Critical Discourse Analysis	Critical Understanding of the subject area	Educational phenomena are socially constructed, ideological and subject to institutional power	Socially Constructed and Contested	Examine the rationale statement in the current curriculum guide (IRP) for point a 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	Curriculum Documents	McGregor (2003).
	Curriculum orientation analysis	Critical Understanding of the subject area	Educational phenomena are socially constructed, ideological and subject to institutional power	Understanding of knowledge varies depending on the curriculum orientation	Examine a curriculum resource to determine the prevailing curriculum orientation 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	Curriculum Resources	Aoki (1979); Miller & Seller (1990); Smith & Peterat (2000)

Summing Up

For this program the notion of “inquiry” was interpreted to be the opportunity to remove the gap between theory and practice so that teachers theorize home economics curriculum and

pedagogy by practicing theorizing. It allowed teachers to struggle with what should be home economics curriculum and pedagogy and to enhance their practical decision making by providing them with models or “methodological helps” to gain a understanding of the history, philosophy, curriculum and pedagogy in home economics. Our hope was that teachers would begin to problematize the complexities they might face in their daily realities, setting them within an inquiry model that would break the grip of the familiar, stereotypical views of home economics and provide a better understanding of the theoretical underpinnings of the subject.

We believe that in order to transform curriculum and pedagogy in home economics we need to make it an object of inquiry. If future teachers of home economics are have a repertoire of various forms of inquiry, “methodological helps”, they are more likely to continue to use these to transform their professional practice.

We close with a few comments from the first group of students to complete the course: *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*

I thought I had quite an enriched understanding of HE but after taking this course, I am impressed by how much I have learned. I found the critical discourse analysis fascinating and will inquire into this area further. I thoroughly enjoyed looking at old photos and analyzing them. I also like the idea that the content gave me a forum to speak to both my mother and son about HE topics and opened me to new perspectives.

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Effectiveness of a multimedia computer program for the development of health awareness in clothing and textiles and some critical thinking skills of students of the Faculty of Specific Education, Alexandria University

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Abstract:

This study investigates the effect of multimedia computer program for the development of health awareness in clothing and textiles and some critical thinking skills of first year under graduate students of the Faculty of Specific Education, Alexandria University, Egypt. The researchers used two instruments; a questionnaire and a critical thinking test. The results showed that there is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post- testing of awareness in clothing and textiles for the experimental group students.

In addition there is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post test of critical thinking skills for the experimental group students.

Keywords: multimedia computer program, health awareness in clothing and textiles, critical thinking.

Introduction:

All clothing is known to perform multiple functions – from aesthetic to basic protection from different elements (Gupta, 2011, 321). Clothing not only satisfies our basic need for warmth and shelter, but also provides individuals with a potent method by which they can express personality and identity. In comparison with many other products and possessions, fashion has a very specialized non-material role (Twigger, 2003, 2).

A great many different substances are used in the processing of fibers which have negative impact on the occupational health of users due to residues of certain substances harmful to human health, that also cause health problems. That's why we should give consideration from many points of view to the textile materials that are in contact with our bodies (European Commission, 2008,6).

Hence, we must increase the awareness of university students, especially in the first Undergraduate years, to face the dangers of unhealthy use of clothing and textile on health. This is available through the use of modern methods of increasing awareness such as technology. These days, technology plays a vital role in human live and industry. The banking industry, engineering, medicine, agriculture and even education, all fields are increasing the use of information technology to support their operations. Currently, computers can be considered crucial factors in education and advanced teaching techniques have turned to a form of independent learning.

Therefore support teaching with multimedia program helps students' learning and understanding and so improves their ability to apply this knowledge in everyday life and the ability to think critically (Sritaratorn & Ombunsukho, 2011).

The ability to think critically is needed to solve problems both in academic and applied settings. In recent years the use of critical thinking scales as predictors of various educational and occupational outcomes has grown in popularity (Wagner, 2002). Critical thinking is an important learning outcome for higher education; Critical thinking has emerged as an essential higher education learning outcome for both external audiences focused on issues of accountability and for colleges and universities themselves (Stassen, Herrington & Henderson, 2011, 126).

Research Problem:

Research problem determines that there is a significant weakness in health awareness of clothing and textiles and in critical thinking skills for first year students. The Faculty of Specific Education researchers conducted an exploratory study to determine the lack of health awareness of clothing and textile among first year students of the College and through personal interviews with a exploratory sample of first year students Faculty of Specific Education. All of the students were in the first semester of the academic year 2012/2013. The researchers noticed that there is a

weakness in health awareness of clothing and textile (Knowledge, attitudes, practices), there is no use of multimedia computer programs to develop students' awareness in the educational process in the Faculty of Specific Education in clothing and textile and there is weakness in the usage of methods and instruction programs to develop the critical thinking skills among college students. From the above points the research problem can be formulated to include weakness in health awareness of clothing and textiles, and in critical thinking skills.

The research problem will be explored through the following question:

What is the effectiveness of a multimedia computer program for the development of health awareness of clothing and textiles and develop some critical thinking skills of students of the faculty of specific education, Alexandria University?

To answer the main question, the researchers put forth the following questions:-

- 1- What is the effectiveness of multimedia computer program in development of health awareness (health knowledge, health attitude and healthy practices) in clothing and textiles?
- 2- What is the effectiveness of multimedia computer program for health awareness of clothing and textiles in development of some critical thinking skills?
- 3- What is the content of a multimedia computer program for health awareness in clothing and textiles?

Purpose of study:

- 1- Measure the effect of multimedia computer program on the student's health awareness (health knowledge, health attitude and healthy practices) in clothing and textiles.
- 2- Measure the effect of multimedia computer program for the development of some critical thinking skills.
- 3- Define the content of the multimedia computer program in health awareness in clothing and textiles.

Limits of research:

Current research was confined to:

- 1- Study health awareness of clothing and textile.
- 2- Study five critical thinking skills: assumptions, interpretation, discussion, inference and conclusion.
- 3-Use multimedia computer program contain (sound, picture, video, text)
- 4- Include only first year undergraduate students of Faculty of Specific Education, Alexandria University, Egypt.

5- The study was conducted in the first semester of 2012- 2013.

Research hypotheses:

The following research hypotheses were tested in the study:

1-There is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post test of health awareness in clothing and textiles for the experimental group students.

2-There is significant difference at level (0.01) between the mean degrees of the experimental group in pre-test and post test of health awareness in clothing and textiles for the post test.

3-There is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post test of critical thinking skills for the experimental group students.

4-There is significant difference at level (0.01) between the mean degrees of the experimental group in pre-test and post test of critical thinking skills for the post test.

Terminology:

Critical Thinking is based on reflective thinking that is focused on interpreting, analyzing, and evaluating information, arguments and experiences with a set of reflective attitudes, skills, and abilities to guide thoughts, beliefs and actions. Critical thinking skills enable people to evaluate, compare, analyze, critique, and synthesize information (Kenedy, 2006, 5, 14). Critical thinking skills are defined in this research as follows: Assumptions, Interpretation, Discussion, Inference and Conclusion.

Multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually (Mishra & Sharma, 2004, 116). Multimedia are defined in this research as follows: computer program using multimedia such as audio, video, text, and picture.

Health awareness is defined as turning knowledge and information and health expertise to behavioral patterns among individual. Health awareness is defined in this research as knowledge, attitudes and practices of university students on the health of clothing and textiles.

Literature Review:

The development and exchange speed is so high in the communication world that every individual and society attempts to adapt itself. Education nowadays has passed over its traditional methods and is moving towards virtual and electronic learning. In this kind of education,

educational activities are taken via electronic tools. This method has brought up opportunities for those who are not able to take advantage of the traditional method (Honarmand, 2008, 726).

Thus utilization of computer technology in learning and teaching will be able to generate more learners' intellectual development than other technologies which can only present content. This is because the computer is an instrument which enables learners to give commands and to determine the direction of learning by themselves (Thambowon, 2006, 49; Wongsaphan & Wongyai, 2010, 69).

Since computer programs in general may be considered cognitive tools, this also applies to multimedia computer programs. There are studies that clearly demonstrate that using a multimedia computer program as a tool will effectively support learning processes (Sik-Lányi & Lányi, 2003, 282)

Multimedia Computer programs may provide additional advantages over alternative educational methods, such as text-based materials (Khan, 2011, 179).

By including text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics (Doolittle, 2005, 2), it is known in the academic environment that multimedia promotes increased attention level of the learner and is preferred among the new learning technologies (Castilho-Weinert & Lopes, 2009, 160).

Therefore multimedia computer programs serve as tools in knowledge acquisition and problem solving activities (Sik-Lányi & Lányi, 2003, 282). It is especially necessary for college students who do not have enough health awareness in the field of clothing and textiles.

We can think of clothing as an additional, behavioral/effect response, but the main effect of clothing is be its influence on the heat exchange between the skin and the environment (Havenith, Smith & Fukazawa, 2008, 14).

Cloth comfort includes how the cloth contacts the skin and how much heat is allowed to transfer between the body and cloth. The modeling of pressure maps or contact pressure between the cloth and human skin is needed to determine how cloth contacts the human body, while the study of heat transfer determines the analysis of how warm cloth might make a human in specific environments (Long, 2012, 42).

With such huge variety of different materials used in the production of modern textiles, there is a correspondingly large variety of processing techniques . As well, individual techniques relating to certain fibers, processes such as dyeing, finishing, bleaching, softening, tend to be chemical intensive processes.

That's why we should give consideration from many points of view to the textile materials that are in contact with our bodies.

Textiles, in particular clothing, interact with skin functions in a dynamic pattern. Mechanical properties like roughness of fabric surface are responsible for non-specific skin reactions like wool intolerance or *keratosis follicularis*. Thermoregulation, which is mediated by local blood flow and evaporation of sweat, is an important subject for textile-skin interactions. (Wollina & Verma, 2006, 12)

Accessories used as clothing complements such as tight belts are considered harmful for human health as it has been proven medically that individuals who wear tight belts or garments, or individuals who wear tool belts suffer back pain (Windsor & Thampi, 2003, 495). The nerves may also be compressed directly by tight belts or pants (Hanna, 2009) From tight jeans that cause nerve compression and digestive problems to tight shirt collars that create headaches to tight ties that constrict neck muscles, our clothes are undermining our health (Beck & Jones, 2012)

The body has been distorted, to conform to the demands of fashion, through the cut and construction of fashionable clothing (Almond, 2009, 1). Also chemicals in household products have been acknowledged as the main cause of health damage in consumers. Recent studies demonstrate that contact dermatitis produced by allergic or irritant reactions to clothing is more frequent than previously thought. As clothes are the first contact with human body, materials have direct effects that may either comfort the skin or may cause dermatitis (Barakat & Abdulwahah, 2008, 2). Formaldehyde, one of the most widely produced chemicals in the world is used in many products, including disinfectants, clothing and other textiles. Exposure to this chemical, which has been linked to adverse health effects, typically occurs through inhalation and dermal (skin) contact. Formaldehyde can be used in textiles to enhance wrinkle resistance in some clothing and textiles, especially those made of cotton. The World Health Organization has found that chronic inhalation exposure to formaldehyde may cause cancer. However, the health risk of greatest concern associated with formaldehyde in clothing allergic contact dermatitis stems from dermal exposure.

Another potential health effect from dermal exposure to formaldehyde irritant contact dermatitis is also a form of eczema and has similar symptoms; however, this condition does not affect the immune system. Avoiding clothing containing formaldehyde is typically effective at preventing allergic and irritant contact dermatitis and relieving symptoms, but doing so can be difficult as clothing labels do not identify items treated with or containing formaldehyde. Washing clothing before it is worn often reduces formaldehyde levels but is not always successful (United States Government Accountability Office, 2010, 4).

According to the different researches that discussed the effect of clothing and textiles on human health from different points of view, we can count in this research some of the following causes of harmful effects on human health:

Interaction of mechanical properties like roughness of fabric surface is responsible for non-specific skin reactions causing harmful effects on human health. Dyes & substances used in textile processing stages affect human health. Tight fashionable pants and complement accessories like belts, high heels and bags cause some health problems. Chemicals in house hold products that are used in cloth detergents and textile softeners. Formaldehyde used in different textile processes cause adverse health effects.

In order to practice health awareness of clothing and textiles, we must think well and critically to choose between good practices and move away from the wrong ones related to clothing and textiles.

Critical thinking is the discipline of making sure that you use the best thinking that you are capable of in every situation. Critical thinkers seek first to understand, they take the time to find out what they do not know before reaching conclusions, and they make more effective decisions as a result (Egan, 2005, 3, 14).

Critical thinking is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions (Whitaker, 2003, 51).

The lecture format of learning is a venerable and popular approach to content delivery in higher education; however, it frequently does not encourage learning or critical thinking on the part of students. It is very difficult to increase a student's critical thinking skills with the lecture format. Topics are discussed sequentially rather than critically, and students tend to memorize the material since the lecture method facilitates the delivery of large amounts of information.

The student is placed in a passive rather than an active role since the teacher does the talking, the questioning, and, thus, most of the thinking. It cannot result in students thinking critically. For this to happen, educators must use modern methods in learning such as multimedia computer programs (Duron, Barbara & Waugh, 2006, 160).

The benefit of critical thinking is that one should notice an improvement in one's studying and course work. It is possible; perhaps even likely, that many students will become more efficient at using their intelligence because they have become more critical in their thinking (Carroll, 2004)

Critical thinking clearly requires the interpretation and evaluation of observations, communications and other sources of information. It also requires skill in thinking about assumptions, in asking pertinent questions, in drawing out implications (Fisher, 2001, 14)

Research methodology:**First: Research design:**

This study was a quasi experimental type of the pre test, post test, control group design.

This study represents two groups of treatment; students studying using the multimedia computer program (experimental group), and students studying using the traditional method of teaching (control group)

The two groups included male and female students.

Second: Research sample:1 - Exploratory sample: -

Exploratory sample aims to ensure the psychometric characteristics of the research tools (validity - reliability), and the following table shows the sample description of exploratory sample.

Table (1)**Description of Exploratory sample**

Variable	Exploratory sample
Number	30

2 - Basic sample: -

The basic sample was the first year undergraduate students of the Faculty of Specific Education, Alexandria University, Egypt, and the following table shows the description of basic sample.

Table (2)**Description of Basic Sample**

Group	Number
*Experimental Group	60
**Control Group	60
Total	120

* (Have a computer and know how to deal with it and use a multimedia computer program in teaching)

** (Use a traditional method of teaching)

1- Equivalence in Awareness of clothing and textiles:-

To determine the Equivalence in health awareness of clothing and textiles the researchers using the test "T" t_ Test for independent groups to calculate the significance differences between Mean degrees of experimental group and Control Group students in pre-test of awareness in clothing and textiles, and Table (3) indicates that.

Table (3)

Significant Differences between the Mean Degrees of the Experimental Group and Control Group students in Pre-test of awareness in clothing and textiles

	Experimental Group		Control Group		Significant differences	
	Mean	Std. Deviation	Mean	Std. Deviation	t- Value	Significance level
Students Knowledge	8.95	1.61	9.17	2.22	0.612	Not Significant
Students Practices	24.08	4.54	24.33	5.29	0.278	Not Significant
Students Attitudes	21.42	3.34	21.78	4.55	0.503	Not Significant
Total	54.45	6.65	55.28	7.78	0.631	Not Significant
* Value (t) indexed at the level (0.05), and degrees of freedom (118) are (1.98).						
* Value (t) indexed at the level (0.01), and degrees of freedom (118) are (2.61).						

It's clear from Table (3) that there are no significant differences between the Mean degrees of the experimental group and Control Group students in Pre-test of Students Knowledge, Students Practices, Students Attitudes and Total degree of awareness in clothing and textiles, where the value of (t) isn't statistically significant at the level of significance (0.05).

1- Equivalence in Critical thinking skills:-

To determine the Equivalence in Critical thinking skills the researchers using the test "T" t_ Test for independent groups to calculate the significance differences between Mean degrees of experimental group and Control Group students in pre-test of Critical thinking skills, and Table (4) indicates that.

Table (4)

Significant Differences between the Mean Degrees of the Experimental Group and Control Group students in Pre-test of Critical thinking skills

	Experimental Group		Control Group		Significant differences	
	Mean	Std. Deviation	Mean	Std. Deviation	t-Value	Significance level
Critical thinking skills	29.13	7.89	29.67	6.14	0.413	Not Significant
* Value (t) indexed at the level (0.05), and degrees of freedom (118) are (1.98).						
* Value (t) indexed at the level (0.01), and degrees of freedom (118) are (2.61).						

It's clear from Table (4) that there are no significant differences between the Mean degrees of the experimental group and Control Group students in Pre-test of Critical thinking skills, where the value of (t) isn't statistically significant at the level of significance (0.05).

Third: Research instruments:

1- Questionnaire (prepared by researchers):-

The questionnaire measures health awareness in clothing and textiles in three parts.

The first part measures health knowledge in clothing and textiles and consists of 20 true and false questions. The correct answer takes the degree and the wrong answer takes zero.

The second part measures the students' practices related to health awareness of clothing and textiles. It consists of 14 questions and each question has three choices (always, sometime, never). The degrees are (3,2,1) if the answer is positive towards practices and the degrees are (1,2,3), if the answer is negative towards the practices.

The third part measures the attitudes of students toward health awareness of clothing and textiles. It consists of 12 questions and there are three choices to answer (agree ,neutral ,not agree), The degrees are (3,2,1)if the answer is positive towards practices , and the degree are (1,2,3)if the answer is negative towards the practices. The time of the questionnaire is a half-hour, and the total score of the questionnaire from 46.

Validity of health awareness in clothing and textiles Questionnaire:-

Factorial Validity:-

The Researchers calculate the factorial validity of the health awareness in the clothing and textiles questionnaire and the following table indicates the results of factorial analysis.

Table (5)

**The Results of factorial analysis to the health awareness in clothing and textiles
Questionnaire (N=30)**

factors	Roots of the underlying primary		Radicals derived from the analysis	
	Value	interpreter Contrast Ratio	Value	interpreter Contrast Ratio
1	1.841	67.539	1.841	67.539
2	0.735	21.521		
3	0.424	10.940		

The above table shows that just one factor explains (67.539%) of the variance in performance on health awareness in the clothing and textiles questionnaire. All the questions of the questionnaire were saturated substantially; so it can be called a factor of health awareness in clothing and textiles. It has a high degree of validity, which refers to the possibility of use in the current research, and being able to trust the results.

Reliability of health awareness in clothing and textiles Questionnaire:-

The Researchers calculates the Reliability of health awareness in clothing and textiles

Questionnaire in two ways: -

1- Calculation of Reliability in a Cronbach's alpha: -

The following table shows the values of reliability coefficient in a "Cronbach Alpha" for health awareness in clothing and textiles Questionnaire.

Table (6)

The values of Reliability Coefficient in a "Cronbach Alpha" for health awareness in clothing and textiles, (N = 30)

	Cronbach Alpha
The Reliability coefficient for the Questionnaire a whole	0.782 **
* The value of the correlation coefficient at Degrees of freedom (28) and the level of	

significance (0.05) = 0.349.

**** The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.01) = 0.448.**

The above table shows that reliability coefficient for the questionnaire as a whole is (0.782); and the questionnaire has a high degree of reliability, suggesting the possibility of use in the current research, and to trust the results.

2- Calculation of Reliability in a Split Half Method: -

The researchers calculates the reliability of health awareness in clothing and textiles questionnaire using the Split Half Method, and the following table shows the values of coefficient of Reliability in a Split Half Method:-

Table (7)

Reliability Coefficient values in a Split Half Method to the health awareness in clothing and textiles Questionnaire (N=30)

	Reliability coefficient	Reliability coefficient after correction
the reliability coefficient for the Questionnaire a whole	0.697	0.821 **

*** The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.05) = 0.349.**

**** The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.01) = 0.448.**

The above table shows that Reliability coefficient in a Split Half Method for the Questionnaire as a whole is (0.821); and the Questionnaire has a high degree of Reliability.

2- Critical thinking test:

This test was prepared by Farouk Abed Al Salam and Mamdouh Mohamed Suleiman 1982

The researchers modified the test in accordance with the search conditions, by condensing the original test, where the researchers using another tool beside this test and therefore this test was

condensed from 150 questions to 50 questions, 10 questions were selected randomly from 50 questions for each skill.

Description of the test:

This test consists of five tests which are:

- The first test, knowledge assumptions, contains 10 questions and each question contains 2 answer (possible, impossible)
- The second test, interpretation, contains 10 questions and each question contains 2 answer (possible, impossible)
- The third test, discussion, contains 10 questions and each question have three proposed answers, answered by (strong or weak)
- The fourth test, inference, contains 10 questions and each question have three proposed answers, answered by (correct or incorrect)
- The fifth test, conclusion, contains 10 questions and each question have five proposed answers, answered by (completely honest, potential honesty, incomplete data, and potential wrong and completely wrong)

The whole test contains 50 questions.

One degree for each correct answer, zero for each incorrect answer.

The time of the critical thinking test is one hour, and the total score of the test from 50.

1-Validity of Critical thinking skills scale:-

Factorial Validity:-

The Researchers calculates the Factorial Validity of the critical thinking skills scale and the following table indicates the results of factorial analysis.

Table (8)

The Results of factorial analysis to the critical thinking skills scale (N=30)

factors	Roots of the underlying primary		Radicals derived from the analysis	
	Value	interpreter Contrast Ratio	Value	interpreter Contrast Ratio
1	1.256	64.711	1.256	64.711

The above table shows that just one factor explains (64.711%) of the variance in performance on critical thinking skills scale and all the questions of scale were saturated substantially; so it can be

called a factor of critical thinking skills, and it has a high degree of validity, which refers to the possibility of use in the current research, and to trust the results.

Reliability of critical thinking skills scale:-

The Researchers calculates the reliability of critical thinking skills scale in two ways: -

1- Calculation of Reliability in a Cronbach's alpha: -

The following table shows the values of reliability coefficient in a "Cronbach's Alpha" for critical thinking skills scale.

Table (9)

The values of reliability coefficient in a "Cronbach's Alpha" for critical thinking skills scale, (N = 30)

	Cronbach Alpha
The Reliability coefficient for the scale as a whole	0.805 **
<p>* The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.05) = 0.349.</p> <p>** The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.01) = 0.448.</p>	

The above table shows that reliability coefficient for the scale as a whole is (0.805); and the scale has a high degree of reliability, suggesting the possibility of use in the current research, and to trust the results.

2- Calculation of Reliability in a Split Half Method: -

The researchers calculates the reliability of critical thinking skills scale, using the Split Half Method, and the following table shows the values of coefficient of reliability in a Split Half Method:-

Table (10)

Reliability Coefficient values in a Split Half Method to the Critical thinking skills scale

	Reliability coefficient	Reliability coefficient after correction
the reliability coefficient for the scale a whole	0.737	0.849 **
<p>* The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.05) = 0.349.</p> <p>** The value of the correlation coefficient at Degrees of freedom (28) and the level of significance (0.01) = 0.448.</p>		

The above table shows that Reliability coefficient in a Split Half Method for the scale as a whole is (0.849); and the scale has a high degree of Reliability.

Fourth: Prepare multimedia computer program of health awareness in clothing and textiles:

There are four stages to prepare the program:

First: Analysis stage consists of:

- a- Analysis of the characteristics of the students: they are first ear students Faculty of Specific Education, Alexandria University; Characteristics are (rapprochement of the ages of the student's sample, previous cognitive level rapprochement)
- b- Determine students' previous experience: The experimental group were selected on the basis that they have the skills to deal with the computer.
- c- Determine the learning environment: Through the identification of educational resources available to the program and the work environment of hardware and software, the experimental group were selected on the basis of ownership of the computer and be able to use the computer alone.

: Second: Design stage consists of

- a- Determine the objectives of the program: The objective of the program is to develop the health awareness of clothing and textiles and some critical thinking skills.
- b- Determine the educational content achieve the goal of the program.

The program consists of four module, each Module contains (objectives, pre-test, post-test and activities), each Module contains lessons and each lesson contain objectives.

The first module: Clothing materials and their impact on human health contains five lessons:

Lesson One: Tight clothes and their impact on women's health

Lesson Two: Tight clothes and their impact on men's health

Lesson Three: contact dermatitis due to clothing

Lesson Four: Prevention of allergic clothing

Lesson Five: Static electrical charges

The second module: uniform accessories and human health contains two lessons:

The first lesson: uniform accessories

Lesson Two: Some diseases caused by uniform accessories

The third module: The harmful effects of chemical substances used in textile processing and different dyes on human health contain two lessons:

Lesson one: dyes and their impact on health

Lesson Two: cleaning materials and their impact on health

The fourth Module: The harmful effects of chemical substances used in textile processing and different dyes on environment contains two lessons:

Lesson one: concepts and eco-labeling related to clothing

Lesson Two: Green Consumer.

Building an evaluation test: The researchers prepared four tests, a test for each Module as a kind of true and false to evaluate student performance after each module, If student passed the test by 80% or more, he passed this module successfully but if the ratio was less than 80%, he needs to study this unit back again, tests build truthful in measuring goals.

Third: Production stage consists of:

1 - Program has four modules each Module consists of the following:

(Objectives - pretest - lessons - lessons objectives - posttest - activities help in the development of critical thinking skills)

The content of the program was built using power point and adobe flash player 10.

2- An exploratory experiment was conducted for the program on a group of students their number 30 students before apply the program to make sure the clarity of the content of the program - identifying the difficulties.

Fourth: Usage and Evaluation stage consists of:

The researchers pre applied the search tools during the first semester 2012/2013 before the applying the program and then program was applied the experimental group to measure the effectiveness of the program and it was implemented three months by meeting every week(one hours) with the supervision of researchers , for a total sessions 12 sessions, during the three months(October, November , December) and also control group studied the same Syllabus

through lectures(one hours), by lecture per week for three months(October, November , December), for total 12 lectures, during the first semester 2012/2013.

After the experimental group have studied the content by program and the control group studied the same content by lecture , then the research tools has been applied to them to measure the effectiveness of multimedia computer program to develop the health awareness in clothing and textiles and some critical thinking skills.

Research Results and discussion:

1-There is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post test of health awareness in clothing and textiles for the experimental group students.

To test the validity of this hypothesis, the researchers using the test "T" t_Test for independent groups to calculate the significance difference between mean degrees of experimental group and control group students in post test of health awareness in clothing and textiles, as the researchers calculates effect size Eta-squared (η^2) to identify the effect size of the difference between the mean degrees of the experimental group and control group students in post test of health awareness in clothing and textiles.

Table (11)

Significant Difference between the Mean Degrees of the Experimental Group and Control Group students in post test of health awareness in clothing and textiles

	Experimental Group		Control Group		Significant differences		Eta-squared, η^2	
	Mean	Std. Deviation	Mean	Std. Deviation	t-Value	Significance level	Value	Significance
Students Knowledge	18.72	1.08	14.08	1.57	18.899	0.01	0.752	High
Students Practices	38.93	2.05	31.17	3.36	15.301	0.01	0.665	High
Students Attitudes	34.58	1.52	30.43	2.75	10.223	0.01	0.470	Moderate
Total	92.23	3.18	75.68	5.56	20.02	0.01	0.773	High

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* Value (t) indexed at the level (0.05), and degrees of freedom (118) are (1.98).

* Value (t) indexed at the level (0.01), and degrees of freedom (118) are (2.61).

It's clear from table (11) that there is significant difference between the mean degrees of the experimental group and control group students in the post test of students' (knowledge, practices and attitudes) and total degree of health awareness in clothing and textiles for the experimental group students, where the value of (t) is statistically significant at the level of significance (0.01).

And Eta-squared to the difference between the mean degrees of the experimental group and control group students in the post test of students' (knowledge, practices) and total degree of health awareness in clothing and textiles are high. But Eta-squared to the difference between the mean degrees of the experimental group and control group students in the post test of student's attitudes is moderate.

This is because the change of students' attitudes is harder than change of students' knowledge and students' practices.

From the above indicates there is significant difference between the mean degrees of the experimental group and control group students in post test of health awareness in clothing and textiles for the experimental group students; **thus we can acceptance the validity of first hypothesis.**

This result agree with result of Castilho-Weinert & Lopes(2009) Which proved that students who used educational multimedia software had a better performance than those who did not and, therefore, it is believed that alternative learning methods, is capable of promoting a positive impact in learning ,the result of Maasland, Koudstaal, Habbema & Dippel (2007) show that there is an effect of health education by an individualized computer program on the knowledge of TIA and minor stroke patients and the result of Sritaratorn & Sombunsukho (2011) showed that the computer instructional package could increase learning effectiveness

2-There is significant difference at level (0.01) between the mean degrees of the experimental group in pre-test and post test of health awareness in clothing and textiles for the post test.

To test the validity of this hypothesis, the researchers using the test "T" t_ Test for dependent groups to calculate the significance difference between mean degrees of experimental group in Pre-test and post test of awareness in clothing and textiles, as the researchers calculates effect size

Eta-squared (η^2) to identify the effect size of the differences between the mean degrees of the experimental group in Pre-test and post test of awareness in clothing and textiles.

Table (12)

Significant Differences between the Mean Degrees of the Experimental Group in Pre-test and post test of health awareness in clothing and textiles

	Pre-test		Post test		Significant differences		Eta-squared, η^2	
	Mean	Std. Deviation	Mean	Std. Deviation	t-Value	Significance level	Value	Significance
Students' Knowledge	8.95	1.61	18.72	1.08	39.472	0.01	0.964	High
Students' Practices	24.08	4.54	38.93	2.05	22.133	0.01	0.893	High
Students' Attitudes	21.42	3.34	34.58	1.52	28.791	0.01	0.934	High
Total	54.45	6.65	92.23	3.18	40.232	0.01	0.965	High
* Value (t) indexed at the level (0.05), and degrees of freedom (59) are (2.00).								
* Value (t) indexed at the level (0.01), and degrees of freedom (59) are (2.66).								

It's clear from Table (12) that there is significant difference between the mean degrees of the experimental group in Pre-test and post test of special Knowledge, Students Practices, Students Attitudes and Total degree of health awareness in clothing and textiles for the post test, where the value of (t) is statistically significant at the level of significance (0.01).

And Eta-squared to the difference between the mean degrees of the experimental group in Pre-test and post test of students' knowledge, students' practices, students attitudes and total degree of health awareness in clothing and textiles are high, which indicates the continuation of the program impact.

From the above indicates there is significant difference between the mean degrees of the experimental group in Pre-test and post test of health awareness in clothing and textiles for the post test; **thus we can acceptance the validity of Second Hypothesis.**

This result is due to the use of a multimedia computer program in the field of clothing and textile which contain videos, photos, sound and educational sites relating to content help students deeper understanding the educational content and acquires practices and positive attitudes in health awareness of clothing and textile, also multimedia may help people learn more easily because it responds to diverse learning preferences.

This result agree with result of Stjepanovic, Zoran (2005) Which proved that computer program enable the young textile specialists to understand and fully exploit the potential of computer based information systems for textile applications, and agree with result of Batra, Marcketti & Ratute (2011) Which proved that utilizing a diversity of multimedia applications in textiles and clothing courses may enhance student learning and enjoyment of the subject matter.

3-There is significant difference at level (0.01) between the mean degrees of the experimental group and control group students in post test of critical thinking skills for the experimental group students.

To test the validity of this hypothesis, the researchers using the test "T" t_ Test for independent groups to calculate the significance difference between mean degrees of experimental group and control group students in post test of critical thinking skills, as the researchers calculates effect size Eta-squared (η^2) to identify the effect size of the difference between the mean degrees of the experimental group and control group students in post test of critical thinking skills.

Table (13)

Significant Difference between the Mean Degrees of the Experimental Group and Control Group students in post test of Critical thinking skills

	Experimental Group		Control Group		Significant differences		Eta-squared, η^2	
	Mean	Std. Deviation	Mean	Std. Deviation	t-Value	Significance level	Value	Significance
Critical thinking skills	42.98	3.54	34.55	5.62	9.837	0.01	0.451	Moderate
* Value (t) indexed at the level (0.05), and degrees of freedom (118) are (1.98).								
* Value (t) indexed at the level (0.01), and degrees of freedom (118) are (2.61).								

It's clear from Table (13) that There is significant difference between the Mean degrees of the experimental group and Control Group students in the Post test of Critical thinking skills for the experimental group students, where the value of (t) is statistically significant at the level of significance (0.01).

And Eta-squared to the difference between the Mean degrees of the experimental group and Control Group students in the Post test of Critical thinking skills are Moderate.

This result is due to the nature of the students at this stage they have the critical thinking skills and therefore does not have a high difference between the two groups in critical thinking.

From the above indicates there is significant difference between the mean degrees of the experimental group and control group students in post test of critical thinking skills for the experimental group students; **thus we can acceptance the validity of third Hypothesis.**

This result agree with result of Frear & Hirschbuhl (1999) which proved that the effectiveness of the multimedia computer program increasing student achievement and problem solving skills in environmental science , the result of Wongsaphan & Wongyai (2010) which proved that the teacher trainees with multimedia computer courseware had a higher mean score on testing analytical thinking knowledge after training than before training at the .01 level of statistical significance and the result of Steffens(2006) multimedia computer programs serve as tools in knowledge acquisition and problem solving activities.

4-There is significant difference at level (0.01) between the mean degrees of the experimental group in pre-test and post test of critical thinking skills for the post test.

To test the validity of this hypothesis, the researchers using the test "T" t _Test for dependent groups to calculate the significance difference between Mean degrees of Experimental Group in Pre-test and post test of Critical thinking skills, as the researchers calculates effect size Eta-squared (η^2) to identify the effect size of the differences between the Mean degrees of the Experimental Group in Pre-test and post test of Critical thinking skills.

Table (14)

Significant Difference between the Mean Degrees of the Experimental Group in Pre-test and post test of Critical thinking skills

Pre-test		Post test		Significant differences		Eta-squared, η^2	
Mea n	Std. Deviatio	Mea n	Std. Deviatio	t- Value	Significanc e level	Valu e	Significanc e

	n	n						
Critical thinking skills	29.13	7.89	42.98	3.54	15.448	0.01	0.802	High
* Value (t) indexed at the level (0.05), and degrees of freedom (59) are (2.00).								
* Value (t) indexed at the level (0.01), and degrees of freedom (59) are (2.66).								

It's clear from Table (14) that There is significant difference between the Mean degrees of the Experimental Group in Pre-test and post test of Critical thinking skills for the post test, where the value of (t) is statistically significant at the level of significance (0.01).

And Eta-squared to the difference between the mean degrees of the experimental group in Pre-test and post test of critical thinking skills are high, which indicates the continuation of the program impact.

From the above indicates there is significant difference between the mean degrees of the experimental group in Pre-test and post test of critical thinking skills for the post test; **thus we can acceptance the validity of fourth Hypothesis.**

This result is due to the use of educational activities in health awareness in the clothing and textile, which is found in multimedia computer program plus educational sites and scientific content presented, all of this helped to increase critical thinking among students in the experimental group.

Recommendations:

Based on the results of this research the following recommendations are made:

- 1- Use of health awareness programs in clothing and textiles for students of different colleges.
- 2- Use multimedia programs in higher education.
- 3- Use programs to raise critical thinking among college students.
- 4- Multimedia computer programs should be used in teaching process especially in curses like clothing and textile which needs to illustration like pictures , video, texts and sound To clarify the information and help to think critically.
- 5- Attention to health practices in the field of clothing and textiles at the level of society and the world.

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11. Where to From Here?

“You Asked Us to Think BIG ...”

Kwantlen Polytechnic University – Faculty of Design

Mary Boni and Lesley Pollard

“You asked us to think *BIG*. To consider what *UTOPIA* would look like. *We heard you.*”

What follows is the culmination of ‘blue sky’ thinking and discussions between Vancouver technical apparel industry players and Kwantlen Polytechnic University.

The future of Design Education at Kwantlen Polytechnic University is rapidly changing to meet the needs of a growing technical apparel industry. Kwantlen is emerging as an international leader for the development of creative professionals.

The discussion and visual presentation will address new developments in post-secondary design education and the positive implications for Home Economics/Family Studies/Human Ecology/Family and Consumer Science programs.

The Chip and Shannon Wilson School of Design BIG ANNOUNCEMENT

In late summer 2011, Chip Wilson, founder of lululemon athletica invited the Fashion Faculty of Kwantlen Polytechnic University to THINK BIG in terms of Design Education and the potential for the creation of a post graduate program in high-tech functional and performance apparel.

Over the next 16 months, brainstorming sessions took place, ideas were developed, meetings between Kwantlen and Chip and Shannon Wilson were held, proposals were written, round table industry and alumni focus groups came together, with all of this activity culminating in THE BIG ANNOUNCEMENT held at the Kwantlen Richmond campus on December, 7th, 2012.

The audience at the BIG ANNOUNCEMENT included an entourage from lululemon, the government of BC, technical apparel industry players, and students, faculty, and administrators of Kwantlen. We’d like to share the video we saw as part of the announcement ceremony.

That morning, BC’s Premier, Christy Clark and Chip Wilson were interviewed in one of the fashion labs. Premier Clark spoke of her admiration for the Wilsons and lululemon investing at home rather than taking their investment in education elsewhere.

What will the Chip & Shannon Wilson School of Design look like? It will be a:

\$36 Million state of the art facility to be built at the Richmond campus

\$12M from industry - \$8M from Chip & Shannon Wilson

- \$4M from lululemon athletica

\$ 12M from the government of BC

\$12M from Kwantlen Polytechnic University.

This is an exciting and historical moment for fashion education and the apparel industry in BC.

Industry is asking for and wants to support the program in Technical Apparel Design. This is what we envision for the Chip and Shannon Wilson School of Design.

The School will offer **6 undergraduate programs** in Design

- ❑ Foundations in Design (Certificate)
- ❑ Fashion Marketing (Diploma)
- ❑ Fashion Design & Technology (Bachelor)
- ❑ Graphic Design for Marketing (Bachelor)
- ❑ Interior Design (Bachelor)
- ❑ Product Design (Bachelor) since fall 2012

And in Spring 2014

- ❑ **Post-Baccalaureate Diploma** in Technical Apparel Design
(12 month Diploma).

We need your students from secondary Home Economics, Shop, Design, and Marketing to form the next generation of BC designers.

In closing we extend our sincerest thank you and appreciation to Kwantlen alumni, academia from across Canada, and the Greater Vancouver-based technical apparel companies: Arc'teryx, Global Collective, lululemon, Mountain Equipment Co-op, Mustang Survival, and Sugoi, who dedicated their time and commitment to the development of the new Post Baccalaureate Diploma program in Technical Apparel Design. Representatives from these companies will form a new industry advisory committee for the Technical Apparel Design program.

Issues and Directions for Home Economics/Family Studies/Human Ecology

Education: An Epilogue

M. Gale Smith

Canadian Symposium XII marks twenty-four years of pan-Canadian dialogue on the state of home economics/family studies/human ecology education (HEEd) in our country. Since the demise of the Canadian Home Economics Association in 2002, the Symposium has become the only opportunity to share research and information between and among provinces and territories. Each symposium has also had some international participation that has contributed to gaining a broader perspective on the current issues and potential directions for HEEd at all levels. This summary will paint some very broad strokes to highlight some of the prevailing themes in 2013.

Social Issues Of The Times Should Inform the Directions of HEEd

Since the inception of home economics at the turn of the 20th Century, it has responded to the social issues of the times. In the late 1800s it was the impact of industrialization, people moving to the cities to take factory jobs and moving production out of the home; general concerns related to hygiene and health, needless deaths and men unfit for military service that brought crusaders such as Adelaide Hoodless to the realization that there was a need for home economics education. What are the social issues of the 21st Century where our daily life is impacted by increasing globalization, corporate control of the food supply, the ubiquitousness of the internet and access to technology, increasing erosion of the middle class and the disparity between rich and poor? At the Symposium we heard reports on such as, financial illiteracy (e.g., student debt), health issues (such as obesity, stress, body image, poor nutrition), environmental issues (e.g., those related to textile production, sustainability), social justice (e.g., poverty, racism, gender discrimination), and influence technological advances such as web-based learning and social media (e.g., Facebook, Twitter).

The opportunity to dialogue on the implications of these issues for current HEEd curriculum and practice resulted in the capitalization of HEEd's potential to address these areas in unique ways that emphasize that literacy is not just knowing. It also involves the ability to make decision and apply knowledge to everyday living.

It was generally agreed that opportunities such as school gardening, wholistic and ecological approaches to health, and upcycling textiles should be explored. Setting the content in broader historical, cultural, socio-economic context was also stressed along with a caution that

skills without knowledge or knowledge without skills should be avoided. Pedagogically, slow pedagogy and student inquiry approaches, such as problem based learning, cooperative learning, and critical thinking were emphasized. Tensions between skills training and career preparation and educating for participation in everyday life were noted.

Home Economics Still on the Margins

Despite the calls for the return of home economics in the popular press (see for example, Bosch, 2012; Torstar News Service, 2013; Veit, 2011), many of the participants at the Symposium (from Ontario, Manitoba, Saskatchewan, Alberta and British Columbia) reported struggling to maintain programs both at the post secondary level and the public school level. A common concern was maintaining funding for what is considered an elective as opposed to a compulsory course at the school level and lack of support for what are considered practical subjects in academia. University programs have been downsized and under threat of closure for a number of years with a consequent effect on teacher supply and school programs declining for lack of teachers with background in Home Economics.

On the positive side was the announcement at the symposium that the University of British Columbia's Faculty of Education, Department of Curriculum and Pedagogy is advertising for a tenure track position in HEEd. Credit for this was given to the continued expansion of the program through on-line diploma and graduate programs meeting the mandate of community involvement and professional development programs. Also on the positive side was the announcement of the expansion of the Fashion Design and Technology Degree at Kwantlen Polytechnic University, the Chip & Shannon Wilson School of Design, with funding from industry (LuluLemon), the province, and the university and their on-going professional development and continuing studies programs.

A Bright Spot - Inspiring New Scholars and Young Professionals

The contribution of several new scholars, current and recent graduates of masters' degree programs and researchers working in various community programs that relate to HEEd was particularly inspiring. The hope they gave for the future was noted by many attendees especially those who are nearing retirement.

Action Planning

Throughout the symposium participants were encouraged to discuss possible actions that home economics/human ecology/family studies/family and consumer science educators could

take to ensure the continuation, elaboration, and expansion of HEEd. Several suggestions surfaced:

- continue to recruit both males and females for HEEd teacher education
- establish a web based way (website, social media) to communicate across the country that would include: a historical record (e.g., virtual museum); a mentorship partnership program for new HEEd teachers; support for critical research both within our field (e.g., examination of resources and teaching materials) and of societal conditions that relate to our field (e.g., poverty, food insecurity, financial illiteracy); alert members when advocacy and support are required; share announcements of professional development opportunities
- connect and form relationships within our communities, for example, food related programs both in the education system and the community (e.g., school feeding programs, school gardens, community gardens, community kitchens), intergenerational projects
- connect and form relationships with like minded professional groups (e.g., teacher associations, dietitians and nutritionists, doctors and nurses, financial planners), community associations, NGO's (non-government organizations); identify groups who support our subject and lobby for compulsory courses

THINK BIG...THEN TRY CHANGING ONE SMALL THING AT A TIME. BABY STEPS.
TRY SOMETHING NEW THAT SCARES YOU

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