Proceedings of the

Canadian Symposium XIII *Issues and Directions for Home Economics/Family Studies/Human Ecology Education*

February 27-28 and March 1, 2015

Winnipeg, Manitoba

Editors:

Mary Leah de Zwart

Mary Gale Smith

Table of Contents

About the Canadian Symposium: Issues and Directions in Home Economics / Family Studies / Human Ecology 4

Summing Up Canadian Symposium XIII 6

Mary Gale Smith and Mary Leah de Zwart

The culturally modified hand: Adaptations for cutting skills from the field to the smokehouse to the kitchen 11

Marlene Atleo

How Can the Arts Inform Home Economics to Increase Student Empathy? 14

Tara de Leeuw

Building a Sustainable Home Economics Program 20

Mary Leah de Zwart

Mindfulness and Everyday Life Education 33

Melissa Edstrom

THESA EdCamp: Doing Pro-D Differently 45

Jennifer Johnson and Denise Nembhard

Reforming the Teaching of Textiles 48

Jordana Kokoszka

Taking Advantage of Ergonomics in Clothing Design to Improve Quality of Life for People with Parkinson's Disease 60

Nagda Ibrahim Mady and Shimaa Mohamed Atiha

How Indigeneity can inform a 21st century home economics classroom where food and nutrition (food studies) is the focus 70

Diane O'Shea, M. Ed

Drawing from Funds of Knowledge 86

Kerry Renwick

The Foods Classroom: Dumping Ground, or Place of Inclusion......................................98

Eric C. Schofield

BC at the Table: A Food System Resource 109

Lynne Sawchuk, RD

Food for Thought: Can Food Literacy Guide Us Through the Maze of Food Messages?111

Joyce Slater

What does "Bring Back Home Ec" Mean for Us: Challenging the Discourses of Obesity and Cooking 129

Mary Gale Smith

Enhancing Research in Home Economics Education Through an On-Line Masters Program...151

Mary Gale Smith and Mary Leah de Zwart

A Recipe for Student Success: Adding Other School Subjects to the Human Ecology Mix...157

Sheila Stark-Perreault

The Authentic Teacher: Pedagogical Awareness vs. Content Awareness.......................158

Joe Paul Tong

Japanese Junior High School Students' Online Shopping Usage and Lesson Study Effects164

Akiko Ueno, Motohiro Hasegawa, and Yosuke Araya

Experiential Learning through A/r/tography 176

Robyn Ummard

Improving the capabilities of in-service home economics teachers:

Focusing on the practice of consumer education 182

Noriko Watase

About the Canadian Symposium: Issues and Directions in Home Economics / Family Studies / Human Ecology

(summarized from Colleen Grover, HEIE News, June, 1997, p.2)

The impetus for the Canadian Symposium began in the spring of 1990 when Dr. Linda Peterat invited me to come to the University of British Columbia and share what was happening in home economics education in Alberta with home economics educators in Vancouver. Feedback from those in attendance was very positive and they recommended that we meet on a yearly basis and invite other home economics educators to join us. Both Linda and I liked the suggestion and began to formulate plans for the next meeting. We decided on the symposium format because we believed that if we were to meet again that we needed some guiding questions for the talks and that we should provide an opportunity for others by making available proceedings after the Symposium.

We decided that we should invite to our next meeting home economics educators from the universities, the ministries of education, school system supervisors, and presidents of home economics councils of teachers associations. While discussing our plans, we decided that in addition to British Columbia and Alberta, perhaps Manitoba and Saskatchewan would like to join us, and then, we got the idea that if we held the Symposium in Manitoba we could invite all the people we had targeted from every province. Linda then contacted Joyce McMartin in Winnipeg to see what she thought of our plan and to see if she would be willing to assist by looking after the arrangements for the meeting rooms, hotel, and food. Joyce agreed and the first Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education was held in March, 1991 in Winnipeg with approximately 40 home economists in attendance. Several beliefs guided this symposium from the beginning: 1) that all in positions of leadership, including teachers, should be invited to attend; 2) that most attending will also present so the symposium will consist of talking and listening to each other, not outside experts; 3) that the cost of attending and registration be kept minimal by seeking sponsors for the Symposium and using medium priced accommodation; 4) while the numbers of those in attendance may be low, proceedings should be published soon after the Symposium and made available to all for discussion; 5) that action planning to address issues be part of the Symposium so there is some follow through from the discussions.

Symposium I, March, 1991, Winnipeg

Symposium II, March, 1993, Calgary

Symposium III, March 1995, Toronto

Symposium IV, March, 1997, Edmonton

Symposium V, March, 1999, Ottawa

Symposium VI, February, 2001, Winnipeg

Symposium VII, March, 2003, Vancouver

Symposium VIII, March, 2005, Halifax

Symposium IX, March 2007, Toronto

Symposium X, March, 2009, Saskatoon

Symposium XI, March 2011, Winnipeg

Symposium XII, February 2013, Vancouver

Symposium XIII, February 2015, Winnipeg

Following each Symposium, each registrant has received a copy of the Proceedings. The symposia continue to be organized as long as people feel the need to meet and believe that good things happen as a result of the meetings.

Summing Up Canadian Symposium XIII

Mary Gale Smith

Mary Leah de Zwart

Winnipeg, Manitoba

February 27-28 and March 1, 2015

This marks the fourth time that Winnipeg has hosted the Canadian Symposium on Home Economics/Family Studies/Human Ecology Education. Traditionally the Symposium has been held in the west, then the center, then the east, back to the center and so on, to allow for greater participation in the dialogue on Home Economics Education and to share current research across the country. Ontario has agreed to host Symposium XIV and we anticipate that the sharing, collaboration, and collegiality will continue.

Symposium XIII welcomed national participants from Manitoba, Saskatchewan, Ontario, and British Columbia and international participants from Japan, Egypt, and the United States. Research papers were presented on a wide range of topics that identified current issues and directions in Home Economics Education. Group discussions resulted in "tweets" that were posted on Twitter. Figure 1 sums up the main themes of this symposium.

Issues		**Directions**		**Tweets**
Home Economics Literacy		• Food Literacy • Agricultural Literacy • Consumer Literacy • Critical Literacy • Health		• *Food is like money. It's neither good nor bad. It's what we do with it.* • *Unfortunately we have left food literacy up to the food companies.*

		Literacy		*Think about it.* *•Talk metacognition & critical thinking about everyday life* *• Is it time to accept that students are consumers and teach them to be savvy about it?*
Transformative Teaching and Learning		• Re-forming Textile Studies •Constructivist Approaches • Mindfulness • Innovation & Inquiry		*•Transformation teaching is NOT an add-on"* *•Tell me +I will forget. Show me + I may remember. Involve me + I will learn.* *•Traditional education settings = regurgitation = mindless.* *• Transform ideas about textiles in the classroom*
Informative Research		• Photo Voice •A/R/Tography		*• Photovoice - pics of food & environ - great proj 4 stud instead of food diary to explore*

Methodology		• Narrative Inquiry		*eating, culture* *• Experimental learning* *A/r/tography (artist-researcher-teacher). Great example*
Reaching Out to Vulnerable Populations		• Culturally Appropriate Pedagogy • Music Therapy • Modification of Tools • Adaptive Clothing Design • Adopting an Inclusion Approach		*• Home Economics is prevention before intervention* *• Thinking about how #HomeEc is a great space for inclusion & student success* *•As home economics teachers our classrooms can and should be safe places for our students, all kids belong* *• Thought provoking ideas re form/function of garment design for Parkinson's disease patient*
		• HEEL – on-line masters program		** Amazing results from the Home Ec Masters Program*

Current Programs and Resources		• New Canadian and Japanese textbooks • EDU-Camps for professional development • Teaching about on-line shopping • Lessons on local food		*at UBC* •*Very cool resource being discussed for Planning/Financial Literacy* •*Focus on inquiry regarding food systems through a local lens.*
Enduring Questions		• How to Sustaining Home Economics Programs? • What competencies to develop? • How to meet the needs of all students?		• *Keep home ec going for we belong everywhere and have the passion and perspectives to impact society!* •*Be politically astute and one step ahead.*

Fig. 1. Issues and Directions Identified at Canadian Symposium on Home Economics Education XIII

Dr. Marlene Atleo of the University of Manitoba tweeted *"…home ec teachers … have to start writing about what they do."* These proceedings are an example of the kind of writing she is talking about. We hope they will inspire you to write and present the work you do. Please note that the final papers prepared by the presenters for publication in the proceedings are in alphabetical order by author.

The culturally modified hand: Adaptations for cutting skills from the field to the smokehouse to the kitchen

?eh ?eh naa tuu kwiss, Ahousaht First Nation, Nuu-chah-nulth

Marlene Atleo

PhD, PHEc, Faculty of Education, University of Manitoba

Marlene.Atleo@umanitoba.ca

Notes from a Presentation Made at the Canadian Symposium on Home Economics and Family Studies Education XIII, February 27-28 and March 1, 2015
Winnipeg, Manitoba

In this presentation I looked at the adaptation of cutting tools and hence physical adaptations that are required to adjust to different types of cutting technology for every day household and also country food production.

The purpose of this exploration was to interrogate the issue of specialty equipment and the issues of sustainability that we face with respect to material good production and explore other ways of assessing our needs.

I see this presentation speaking to issues of sustainability, consumer science, as well as traditional tool use and ergonomics for women in food production environments.

I began with research on knives at the industrial and home kitchen level in terms of standards and adaptation of the arm, forearm, cutting surface, etc. I then draw on my own experience with household and country food production and the difference in adaptations required of the hand, arm, and shoulder for cutting across a range of activities.

Cutting foods appropriately is a skill that women are expected to achieve. In Germany it used to be a hallmark of womanhood if she could cut rye bread straight and thin. In most indigenous cultures knife skills are valued. Coming of age ceremonies of a Canadian Indigenous culture for girls featuring two teachings about cutting tools were discussed complete with the traditional origins and their material adaptations. Comparable tool use in the home economics curriculum was also interrogated.

I raise this to the level of logic that challenges the need for specialty items as compared to the tools we adapt ourselves to as means of reducing physical stress through ergonomic adaptation. And in particular whether there are tools for women that might be differently adapted than for men based in biomechanics. This research continues to be in progress as new questions are evoked.

Editor's Comments

We view this work as a study of women and the material culture of food with specific attention to the ulu knife. The ulu knife, also known by other descriptors depending on the geographic and culture location, is commonly referred to as a "women's knife". Its history is not well documented but evidence of the ulu has been linked to the Viking Era in Scandinavia and Europe and to many indigenous cultures pre-contact. What was unique about this knife is its shape - designed to ensure that the force is centered more over the middle of the blade than is typical in an ordinary knife. This makes it easier to use because it creates twice the direct downward force of ordinary knives. The ingenious ergonomic design makes slicing, chopping and other uses more comfortable. Ulus were created in many sizes, small ones for young girls to imitate their elders, small and medium sizes for cutting hair, clothing construction (a forerunner of the rotary cutter?) and fine cutting, and large ones for large fish and butchering meat sources.

We live in an era where the "chef's knife" is often the prized tool in the kitchen. It is time to "interrogate" (to use Atleo's term) the tools and technology that are used and promoted in Home Economics (Human Ecology/Family Studies/Family and Consumer Science). Have we explored with students the social, historical, cultural heritage and significance of the tools used? Why in a field that has been dominated by women, are we not familiar with the "women's knife"? What has contributed to its loss? (Colonialism? Corporate capitalism? Patriarchy? Cultural Genocide?). Often losses like this generate culinary and other cultural consequences that may be too deep to immediately fathom. When we lose part of "who we are, how we live, and the world we inhabit" we lose part of our social system, our connection to the places we call home, our traditional values, our sense of identity, our history. Often these are "invisible losses" that are not generally recognized or seen as important (Turner, Gregory, Brooks, Failing, & Satterfield, 2008). This research will contribute to more complex interpretations of the artifacts of "women's work". We look forward to its completion.

References

Briggs, J. L. (1991). Expecting the Unexpected: Canadian Inuit Training for an Experimental Lifestyle, *Ethos, 19* (3), 259-287.

Dawson, P., Levy, R., & Lyons, N. (2011). Breaking the fourth wall: 3D virtual worlds as tools for knowledge repatriation in archaeology. *Journal of Social Archaeology, 11* (3), 387-402.

Frink, L., Hoffman, B. & Shaw, R. (2003). Ulu knife use in Western Alaska: A comparative ethnoarchaeological study. *Current Anthropology, 44* (1), 116-122.

Kitchen knives. (1989). *Consumer Reports 1990 Buying Guide Issue, 54* (12), 294.

Kitchen knives: cutting-edge performance.(Buyers Guide). (2005). *Consumer Reports, 70* (11), 43.

Kitchen knives: with ergonomic handles and sharp blades, these cool tools give you the edge you need (Buyers Guide). *Good Housekeeping, 227* (5), 42.

Mom Prepares (2014). The 9 best knives for the homesteading woman. Retrieved from: http://momprepares.com/best-knives-for-women/

The cutting edge.(1995). *Consumer Report, 63* (12), 32.

The Native voices: Honoring the animals. (2014). Retrieved from: http://www.paleotechnics.com/photos/museumexhibits%20photos/GiftsFromDeerExhibit.html

Takatsuji. T. (1996). A procedure for scaling sensory attributes based on multidimensional measurements: application to sensory sharpness of kitchen knives. *Measurement Science and Technology, 7* (6), 869-875.

Turner, N. J., R. Gregory, C. Brooks, L. Failing, and T. Satterfield. 2008. From invisibility to transparency: identifying the implications. *Ecology and Society, 13*(2), 7. [online] URL: http://www.ecologyandsociety.org/vol13/iss2/art7/

Ulu Factory (2014). History of the ulu. Retrieved from: http://theulufactory.com/ulu-history.php

How Can the Arts Inform Home Economics to Increase Student Empathy?

Tara de Leeuw

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba,

February 27-28 and March 1, 2015

*For accompanying slides, please go to:

https://prezi.com/nutwma6wefbe/how-can-the-arts-inform-home-economics/

Hello. I'm Tara deLeeuw, from Victoria, BC and I am a member of UBC's second cohort of the HEEL program - human ecology and everyday life. I love that "everyday life" is right in the title of the degree that I'm working on - I really appreciate the focus on the 'everyday'. Our normal, everyday tasks, even the mundane ones [Slide 1] are what make up our lives. What we eat, the clothes we wear and how we spend our money are decisions we make daily, yet these things are rarely given the attention they deserve. I count it a privilege to be in the home economics profession, where the end goal is to help students live their lives well.

How might the arts inform home economics?

Eisner (2008) recognizes that the arts have generally been considered ornamental, but questions if the arts have "a more significant role to play in enlarging human understanding" (p. 3). He also speaks of "photographs [being] powerful resources for portraying what cannot be articulated linguistically" (p. 5). Irwin (2013) states that "the arts, in the broadest sense of the word (including dance, drama, music, poetry, storytelling [and the] visual arts), offer moments of encounters, a shifting of consciousness, an opportunity to consider other ways of knowing our world" (p. 201). Thus, the use of the arts within home economics can deepen our awareness of the day to day as well as sharpen our understanding of how daily decisions make a global impact.

Art encourages perspective taking, helping students understand situations from other points of view. If students can understand the perspective of another, perhaps they can begin to imagine what that person is feeling. Aoki (2005) states that, "education must be transformed by moving toward a reclaiming of the fullness of body and soul" (p. 359). The arts have the ability to bring a little more soul into our classrooms, especially the emotional aspect. In our largely empirically-driven school system, emotion tends to be neglected. Ottaway (2013) states that when "one connects emotionally with something, this can create an environment to broaden our qualitative understanding of the phenomenon, and the arts are a medium through which this can be achieved" (p. 626).

Why should we address empathy?

Empathy is defined as "the ability to understand and share the feelings of another" (Empathy, n.d.). Anderson and Konrath (2011) liken empathy to a muscle that is capable of "growth, atrophy, disability, and even regeneration (think Scrooge)" (para 7). This muscle has not been exercised enough in young people and it has been noted that empathy is lacking and on the decline (Konrath, O'Brien, & Hsing, 2011).

Aoki (2005) cites a 1986 article by Bronfenbrenner expressing concern over schools becoming "academies of alienation" (p. 359). This observation was made almost three decades ago, but how much more apparent is it today? With the prevalence of text-based peer communication, students may be connected to hundreds of people, but true connection involving emotional intimacy, vulnerability and understanding is lacking. This lack of meaningful, real-time, interpersonal interaction seems to be decreasing their emotional literacy. The experience and understanding of emotion is essential to the experience and practice of empathy.

The link between arts and empathy

If empathy is lacking, perhaps we can utilize the arts as a way of bringing knowledge to the classroom with the intention to exercise and grow important empathy muscles.

Eisner (2008) states that "images rendered in artistically expressive form often generate a kind of empathy that makes action possible" (p. 11). He gives the example of war images, whether a painting or well- crafted photograph that can move us, emotionally. I often think of National Geographic photos that have captured startling, haunting or provocative images revealing stark injustices in our world.

Examples

- **The Lorax** (Slide 2)

It's interesting to watch kids look through books as they will pour over the pictures for long periods of time. It's almost unfortunate when they move on from picture books to more text and fewer pictures. What if we continued to nurture and encourage their love of pictures and art? From a young age we could continue to show students pictures and help them to develop their visual literacy. They could move from finding hidden objects in pictures to identifying the hidden tactics that advertisers use. This could lay a foundation for students to develop the capacity of looking critically at print media to identify subtle messages that are conveyed.

There are many children's books with great themes that can spark good discussion. The Lorax fits within home economics as it presents themes of citizenship, environmental stewardship, ethical business practices and sustainability, and even touches on issues relevant to the garment industry.

- **The Rise of Capitalism** (Slide 3)

This performance art piece was created by a local Winnipeg artist, Corrie Peters in Montreal. It's about 4 minutes long, so I'll describe it as I skip it ahead. It's entitled, "The Rise of Capitalism". Peters starts out with all the boxes in neat rows occupying a large space, delineated by marking tape. As the performance proceeds, Peters stacks up boxes by twos, then threes and fours decreasing the amount of space used. At the end, the towers of boxes topple over in the wind. Wouldn't it would be interesting to hear from students what they read into this abstract piece? I wonder if they would see it aligning with the recent news of Target pulling out of Canada. The diversity of independent retailers is increasingly being replaced with larger, cheaper and impersonal box stores. At the same time, retailers such as Mexx, Jacob and Sony have either downsized or gone out of business. These chain stores eliminated and replaced many small family-run businesses. What will fill the spaces they leave? More Wal-Marts? A bigger Amazon empire?

McGregor (2008) describes a successful ideology as one that "becomes so ordinary that it turns invisible" (p. 546). She writes extensively on our capitalistic consumer culture and the systemic violence that it causes to our society and globally. Our consumer society enslaves and pillages the world's poorest nations, yet the average teenager remains unaware or apathetic to it. If people cannot "see these ideas, they will not question them, meaning that the ruling ideas of the time go unchallenged (Adams, 2000, Duerst-Lahti, 1998, McGregor, 2008). Peter's performance piece gives us a visual to begin to see the effects of this ideology, and understand the repercussions of it, creating the space for empathy development.

- **Edward Burtynsky photography** (Slides 4-10)

Canadian photographer Edward Burtynsky challenges our conceptions of industry and progress. Through photography and film, Burtynsky exposes the impact of industry's vast industrial waste on our world's landscapes and people. He creates interesting juxtapositions - his images are beautifully crafted with their use of colour, balance, symmetry and repetition, yet startling in their content. Students can look into the issues represented by these photographs, and in groups rank these problems from the most pressing to the least. Of course there is no right answer to this, but it could spark good discussion as students argue their stance and seek to come to consensus. They could then brainstorm solutions to these issues on a worldwide level and a personal level.

- **Bratz dolls** (Slide 11)

I included this, as it's currently circling through social media. There has been discussion within our cohort of "bringing 'today' into the classroom" and the need to connect what we teach with what is going on in the world. A mom in Australia has been upcycling old and broken Bratz dolls and giving them "make-unders". She removes their existing face paint with nail polish remover and paints on a new face with just the basic features of a little girl. She replaces their revealing clothing with cute little knit outfits. This could spark interesting discussion on body image and the messages that we convey with our appearance. Students could brainstorm adjectives to describe each doll, then take the perspective of the dolls, answering questions: What do you think are their interests? Based on their appearance, how do each want others to perceive them? Who are they dressing for?

Conclusion

As home economics educators, we are in the unique position to be able to utilize the arts both aesthetically and theoretically to investigate global concerns with students. The arts offer unique perspectives within which to frame human ecology focused education. Aoki (2005) calls us to "ethical being…being concerned with dwelling aright in thoughtful living with others" (p. 365). Through the emotive aspects of the arts, students can be encouraged to explore their interior landscapes, experience emotion and respond to it. As students become more comfortable engaging in an emotive way of being, perhaps this will bring about greater empathic understanding of the experiences of others, enabling them to see their humanity as they become more aware of their own.

References

Anderson, P. & Konrath, S. (2011, July 31). Why should we care?'—What to do about declining student empathy. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com.ezproxy.library.ubc.ca/article/Why-Should-We-Care-What/128420/

Aoki, T. (2005). Inspiriting the curriculum. In W. F. Pinar & R. L. Irwin, (Eds.), *Curriculum in a new key* (pp. 357-366). NJ: Lawrence Erlbaum Associates, Inc.

Barone, T., & Eisner, E. (2012). *Arts Based Research*. Thousand Oaks, CA: Sage Publications.

Burtynsky, E. (2004). *China recycling #2 portrait of a woman in blue, Zeguo, Zhejiang Province, China* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/China.html

Burtynsky, E. (2005). *Deda chicken processing plant, Dehui City, Jilin Province, China [Photograph].* Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/China.html

Burtynsky, E. (1996). *Nickel tailings #34-35 (as diptych) - Sudbury, Ontario* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/Tailings.html

Burtynsky, E. (2003). *Oil Fields #19ab Belridge, California, USA* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/Oil.html

Burtynsky, E. (1991). *Rock of ages #1 Active section, E.L. Smith Quarry, Barre, Vermont, USA* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/Quarries.html

Burtynsky, E. (2000). *Shipbreaking #11 Chittagong, Bangladesh* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/Shipbreaking.html

Burtynsky, E. (1995). *Uranium Tailings #12 Elliot Lake, Ontario* [Photograph]. Retrieved 24 February, 2015, from http://www.edwardburtynsky.com/site_contents/Photographs/Tailings.html

Dr. Seuss. (2014). *The Lorax*. New York, NY: Random House. (Original work published 1971). Retrieved from: https://itunes.apple.com/us/book/the-lorax-read-listen-edition/id699327291?mt=11

Eisner, E. (2008). Art and Knowledge. In Gary Knowels & Ardra Cole (Eds.). *Handbook of the arts in qualitative research* (pp. 3-12). Thousand Oaks, CA: Sage.

Empathy. (n.d). *Oxford Dictionaries Online*. In Oxford Dictionary. Retrieved November 27, 2014, from http://www.oxforddictionaries.com/definition/english/empathy

Irwin, R. (2013). Becoming A/r/t/ography. *Studies in Art Education* 54 (3), 198- 215.

Ketcheson, K. (2012). *Everything and the kitchen sink* [Painting]. Retrieved from http://www.kellyketcheson.com

Konrath, S., O'Brien, E., & Hsing. C. (2011). Changes in dispositional empathy in American college students over time: A meta-analysis. *Personality and Social Psychology Review, 15*(2), 180–198.

McGregor, S. (2008). Ideological maps of consumer education. *International Journal of Consumer Studies, 32*(2), 545-552.

Ottaway, H. (2013). Book review: Tom Barone and Elliot W Eisner, Arts Based Research. *Qualitative Research, 13*(5), 626-627.

Peters, C. (2012). *The Rise of Capitalism* [video file]. Retrieved from https://vimeo.com/14509858. Reproduced with permission.

Singh, S. (2015). Tree change dolls. Retrieved 24 February, 2015, from, http://www.today.com/parents/bratz-dolls-transformed-australian-artists-radical-make-unders-2D80438894

Building a Sustainable Home Economics Program

Mary Leah de Zwart, PhD
University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

The field of home economics [1] has been in a state of contradiction since its inception in the late nineteenth century. Within the field it is described as a "subject of study concerned with the basic needs for daily living of individuals and families" (Peterat, 1989, p. 72). The general public has often defined home economics as the teaching of cooking and sewing by women. This dichotomy has engendered a constant sense of having to prove the worth of home economics. In the Canadian university context, many home economics programs have been dismantled or decimated. What should be done about building sustainable home economics programs?

In this paper, I argue that home economics educators should return to the early roots of promoting health and hygiene and emphasize a wholistic, transformative approach to teaching. This will lead to a discussion of the need for home economics practitioners and stakeholders to be transformative in building sustainable programs.

The Past

The convergence of several societal and economic forces in the late 1800s resulted in the formation of home economics as a recognizable field of study. A major factor was increasing scientific knowledge in the 18th and 19th centuries. In addition to industrialization and urbanization came the knowledge that people could live longer, healthier lives (Public History Timeline, n.d.). Control of the dreaded disease of cholera provides an example of the interaction of health, science and hygiene. For centuries cholera was thought to be transmitted through miasma, or "bad air". An inexplicable outbreak of cholera in the

[1] [1] "Home economics" is the term used in British Columbia, Australia and the International Federation of Home Economics. Other names for the study of everyday life include "Family Studies" (Ontario and Nova Scotia), "Family and Consumer Science" (U.S.A.) and "Human Ecology" (Alberta, Manitoba and various locations around the world).

Broad Street area of London, England, led Dr. John Snow to combine scientific intuition and logical thinking to prevent an epidemic (“John Snow”, 2015). Through plotting deaths of the victims on a map, Snow found that they had all gotten water from the Broad Street pump. Although microbial theory wasn’t completely understood, Snow had the pump handle removed and the spread of cholera stopped. Later investigation showed that a woman had rinsed out her very sick baby’s diapers and thrown the water into the street, where it pooled at the foot of the pump, sank into the ground and contaminated the water supply. People who drew water from that pump had become ill; neighbours who drew water from another pump had not. The episode demonstrated the need to teach people about health and hygiene as well as provide improved sanitation conditions.

A change in public perception of poverty also influenced the development of home economics. The 1834 enactment of reformed British Poor Laws led to increased interest in public welfare. The Poor Laws had existed for centuries under the viewpoint that poverty was inevitable (Higginbotham, 2015). The 1834 Poor Law took the view that the poor were largely responsible for their own situation and they could change their circumstances if they chose to. This implied that the poor could be educated out of poverty. There was also an increasing need to look after the elderly and indigent with the spread of urbanization and consequent decline in multi-generational households. Poorhouses were established in which families were broken up with all women housed in one place, all men in another, children in a third, etc. Poorhouse residents had to give up any possessions they had in order to enter and they were expected to work for nothing. It is little wonder that emigration from the British Isles to North America, Australia and South Africa increased substantially in the 19th and early 20th centuries as ordinary people looked for ways to improve their lives. The newcomers brought their ideas of health and hygiene with them.

A third factor was increased public consciousness about the unhealthy conditions of the poor and working classes whose labour was needed in developing industries and fighting various wars. England was at the forefront of developing programs for health educators with organizations such as the Royal Sanitary Institute of London. Another force that needs to be mentioned, although it is not a focus of this paper, was the growing recognition of women as individuals with rights, including the right to attain an education outside the home and participate fully in society.

Alice Ravenhill (1859-1952) personifies many of the foregoing factors. She helped found home economics at the University of London in 1908, and at the age of 51, immigrated with her sister to

Vancouver Island to housekeep for their brother and nephew. Ravenhill's stellar reputation held up somewhat in Canada, but she was never accorded the same respect that she had gained in England. An examination of Ravenhill's past puts her achievements into perspective. She was born into a well-to-do English family that had become wealthy through the manufacture of cloth. A dip in family fortunes forced her to leave school at the age of seventeen, and she was forbidden to study outside the home until she was thirty years old. Through social contacts, she was able to gain admittance to the Royal Sanitary Institute and became one of the first four female health and sanitation workers in Britain, graduating in 1891. A nine-month practicum at the Chelsea Poor Law Infirmary influenced the rest of Ravenhill's life and work. Her first placement was on the venereal disease ward, and she noted that most of the occupants were "fairly rough diamonds". She respected their "courage under stupendous difficulties before humiliating themselves to accept Poor Law relief" (Ravenhill, 1951, p. 67).

At first Ravenhill intended to become a nurse, but found that she was more drawn to preventative work, which by extension, meant education. She learned about the new field of home economics at the 1900 Paris Congress of the Royal Sanitary Institute and started to promote it. Ravenhill was asked to prepare a Special Report on Home Economics in the United States for the British Government in 1902. Completion of the report required a three months' stay in the U.S. where she met the American home economics pioneer, Ellen Swallow Richards, and attended the Third Lake Placid Conference on Home Economics. In all, ten Lake Placid Conferences were required before a mission statement was developed that encompassed the following aspects of this new and exciting field of study:

> Home economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's [sic] immediate physical environment, and on the other with his [sic] nature as a social being, and is the study of the relation between these two factors ("Announcement", 1909).

The AHEA mission statement did not directly mention "health" which was much more of a concern for Alice Ravenhill than for her American counterparts. Rather, the statement reflected Ellen Richards' experiences at the Massachusetts Institute of Technology where she had graduated with a bachelor's degree in chemistry but despite her brilliant work, was not allowed to proceed to the doctorate level of study ("Ellen H. Swallow Richards", n.d.). Richards saw home economics as a way for women to enter the academia through what she called, "scientific housekeeping".

Ravenhill saw home economics as a part of "hygiene" and considered it to be the most appropriate way to carry out health education. In a 1989 paper, Smith outlined eight points that constitute Alice Ravenhill's vision of home economics:

1. The aim of home economics is to promote human progress.
2. Home economics is but a part of hygiene.
3. Home economics is a broad, comprehensive, integrated subject area – including the three main subdivisions of food, clothing and shelter.
4. Home economics involves the application of scientific principles from both the physical and social sciences with specific mention of the responsibilities of parenthood and the psychological development of children.
5. Home economics is a course for both males and females.
6. The main objective of HE is the better understanding and maintenance of human life.
7. Home economics education should develop a wholistic form of knowledge.
8. Home economics should include broad cultural and historical aspects of the subject.

(Smith, 1989, pp. 13-14)

Ravenhill viewed hygiene, which she defined as the conservation and maintenance of health, as the "lens through which we should focus all learning upon the advancement of life"(Ravenhill, 1917). She noted a conflict within home economics regarding skills and health education: "Home economics students fail to grasp that their primary object is the promotion of health, physical, mental, and moral; and [think instead]… their chief end is rather the production of…food, clothing, and shelter". Ravenhill's guiding principle was "that public health means public wealth, mental, moral, and physical, as well as financial" (1902).

Pedagogy of Home Economics

Home economics professionals have continued to discuss whether home economics should emphasize specific course content through the teaching of skills, or take a more wholistic view of promoting health. This question leads directly to a discussion of pedagogical discourses. Curriculum writers describe four types of teaching: transmission, transaction, inquiry and transformative (Christensen & Aldridge, 2013). These types of teaching relate approximately to the three systems of action in home economics outlined by Marjorie Brown in her epic work, *What is Home Economics Education*: technical or instrumental action, communicative action and emancipative action (Brown, 1980). The following chart illustrates typical features of each type of teaching (transactive/inquiry approaches have been put in one category for convenience).

Type of Teaching	Transmissive	Transactive/Inquiry	Transformative
System of Action	Technical/instrumental	Communicative	Emancipative
Role of Teacher	Direct instruction	Promotes social interaction	Aim is to create a shared vision that makes a difference in the school, community and world
Role of Student	Passive recipient	Students make own decisions, work together and represent what they have learned in new ways	Students and teachers work together to explore multiple viewpoints as well as potential issues and problems
Typical Features	Scope and sequence sets skills to be learned Written tests and memorization Useful for large groups	Takes time and cannot be used to cover a large amount of material May have less accountability than transmissive teaching	End goals of course are made explicit with view to achieve a shared vision

(Adapted from Christensen & Aldridge, 2013 and Brown, 1980).

What does it mean to be involved in one or another of the types of teaching? A bird's eye view of a transmissive classroom might show the students in rows and the teacher at the front, trying to motivate the students. Problems are solved through technical/instrumental action. According to Brown (1980), reliance on technical control "removes moral considerations from thought and discussion"(p. 63). The use of instrumental reason without thought and discussion, in Brown's opinion, could lead to intimidation and force. As Cohen (1997) points out, "Teachers cannot remain the only active member of a class and expect the passive students to transform" (p. 63).

Transactive teaching has always been important in home economic education because it moves beyond the transmission of facts and includes communicative action, "necessary for reciprocal understanding of the traditions of other individuals, other groups, and cultures different from our own" (Brown, 1980, p. 64). Jessie McLenaghen, first Director of Home Economics for the B.C. Department of Education described her view of the transactive classroom: "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" (McLenaghen, 1941, p. 746). Inquiry teaching, which this paper does not address, is similar to transformation but it does not involve action to the same extent. Students who are undertaking inquiry are studying on the basis of their personal interest in a topic.

Transformative teaching has also been a part of home economics education since its beginnings, and relates directly to the emancipative system of action as outlined by Brown (1980): "the examination of the truth of beliefs in which the idea of authority is clarified and explicated and its consequences determined" (p. 65). While a traditional classroom focuses on course content and skills, transformative teaching also includes the examination of one's thoughts and attitudes and action to be taken.

Slavich and Zimbardo (2012) suggest six strategies for achieving a transformative classroom:

1. Establish a shared vision for a course
2. Provide modeling and mastery experiences
3. Encourage students
4. Personalize attention and feedback
5. Create experiential lessons that go beyond the classroom boundaries
6. Provide opportunities for pre-reflection and reflection

I recently participated in a four-day sewing workshop in Yurac Yacu, a small community outside Huaraz, in the Peruvian Andes that exemplified several of Slavich and Lombardo's strategies. The shared vision of the group was to create income-generating projects, working with existing knowledge of knitting and sewing. Through modeling and mentoring, the twenty participants mastered the use of electric sewing machines in two to three hours and each made up to three projects of their own choice. Ages ranged from eight to seventy years of age and only four machines were available for use. The Yurac Yacu group had to negotiate use of resources and help each other. The resulting teaching situation was messy and occasionally chaotic, but it was undeniably more dynamic and educative than a typical B.C. grade eight textiles class where students sometimes don't get to operate a sewing machine until they have memorized its parts and passed a written safety test (up to five hours of class time). A summing-up of the possibilities of transformative learning comes to us from Mary Urie Watson, the first post-secondary home economics educator in Canada, who described the necessity to involve students' whole selves in learning:

> 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).

Politics of Maintaining and Sustaining Home Economics Programs

Several recent events in home economics education programs in Canada have renewed interest in maintaining and sustaining home economics programs. The Faculty of Human Ecology at the University of Manitoba was suspended as of July 1, 2014. The Saskatchewan College suspended direct entry into PAA: Home Economics and Industrial Arts for the year 2015-2016.

These events demonstrate that as a highly political subject, home economics is answerable to prevailing societal values, beliefs and issues as much today as it was when Alice Ravenhill suggested that organizers and promoters should "make friends with the powers that be" (Ravenhill, 1941). Likewise, Mary Urie Watson offered political advice to Elizabeth Berry, the first home economics teacher in Vancouver:

> If [the school board] demurs about a two hour lesson in the morning, offer to teach sewing three of the mornings. They will probably be charmed with idea and you will get your way, besides paving the way for the regular teaching of sewing (Watson, 1905)

Linda Peterat, Professor Emerita and former home economics coordinator at UBC, had these words of wisdom for successful home economics programs: "Be politically astute and one step ahead" (personal communication, February 20, 2015).

Across Canada, home economics programs have been in a state of flux for many years. Sometimes the names are changed; sometime the programs quietly slip away. The closure of two home economics programs across Canada has been documented. At the post-secondary level, the Lillian Massey Treble School of Home Economics at Mount Allison University was closed in 1974. In an exploratory essay, Abe (n.d.) noted that the closure was attributed to the combination of practical subjects such as food and clothing that were incompatible with university subjects and could just as well be learned at home. The real reason according to Abe was the vulnerability of the School of Home Economics to criticism by faculty members of other departments. Something had to give; home economics did not fit into the long term liberal arts plan of the University.

Home economics was removed completely from the official school curriculum of Quebec in 1997. Deschambault (2009) analyzed the closure and noted that the stated reason was to prevent redundancy and overlap. A Task Force headed by Pauline Marois declared that students found home economics a waste of time and the information in it could be taught by parents. The "scientific" elements of home economics were to be integrated into other subject areas (Deschambault, 2009). Interviews by Deschambault indicated that there was no real public outcry at the time about the demise of home economics. In addition, "No considerations were given to verify if Quebec families had the resources available to convey the elements [of the curriculum] being removed" (Deschambault, 2009, p. 26). The removal of home economics from the curriculum also demonstrated "explicit gender discrimination" (p. 28). (While this complex topic is beyond the scope of this paper, it has frequently been a factor in discussion of the validity of home economics programs).

Both of these examples show the vulnerability of home economics. Yet, there are many current calls to "bring back home economics", as Smith has outlined in her presentation at this symposium (Smith, 2015).

The home economics program at UBC that Linda Peterat directed from 1986 to 2006 provides a case study for maintaining and sustaining home economics programs. In 1999 the School of Family and Nutritional Sciences was dissolved. The B.Sc. (Dietetics) program and M.Sc. and Ph.D. programs in Human Nutrition and the Bachelor of Home Economics [BHE] program remained in the Faculty of Agricultural Sciences. The Family Science faculty was moved administratively back to the Faculty of Arts to form the School of Social Work and Family Studies.

2002 saw the last BHE graduates from UBC. After that, prospective home economics teachers had to put together 18-30 credits of senior home economics courses from various sources to enter a B. Ed. program with a home economics specialization. Upon Peterat's retirement in 2006, she was not replaced, and Dr. M. Gale Smith carried on the program as a sessional instructor. In March of 2007, the UBC Dean of Education arbitrarily closed the Home Economics Education program one week before the application deadline. That could easily have ended the home economics program at UBC, if a prospective registrant had not alerted her former home economics teacher, Judy Chan of the Vancouver School District. Chan emailed three or four of her colleagues and wrote a letter to the Dean. The Teachers of Home Economics Specialist Association [THESA] list serve with access to about 300 home economics teachers was informed. A grassroots-generated protest began (the THESA executive was unable to respond for two weeks). Teachers sent emails, wrote letters to the Dean of Education, the President and Provost of the University, BCTF officials, talked on CBC radio, wrote to newspapers, and contacted principals, students, parents and school boards. The program was re-instated.

The close call forced home economics educators in British Columbia to recognize that the position of home economics was in a constant state of peril. Over the next few years, new programs were started. With the cooperation of the UBC Department of Professional Development and Community Engagement [PDCE] the extant home economics diploma program was strengthened with the addition of five online courses. In 2009 Dr. M.L. de Zwart was seconded to UBC from the Surrey School District to teach the B. Ed. program. In 2011 de Zwart and M. Gale Smith presented a proposal to the UBC Department of Curriculum and Pedagogy for an online master's program in Home Economics: Human Ecology and Everyday Life. Strong support from Dr. Peter Grimmett, EDCP Head, and Dr. Blye Frank, Dean of Education, aided in having the master's program accepted. Five online graduate courses were written, two based on a reciprocal graduate course arrangement that Dr. Linda Peterat had developed with Dr. Annabelle Dryden of Western University, London, Ontario.

To date (February, 2015) twenty-one students from across Canada have earned their Master of Education degrees. A second cohort was begun in 2013 with sixteen students. Each year around twenty students per year complete their Bachelor of Education in Home Economics Education, currently being taught by Jennifer Johnson. A dual-degree program between Food, Land and Health and the Faculty of Education is in its second year. Up to 150 teachers have enrolled in the Home Economics diploma since 2008 (the number of completions is difficult to determine since teachers have five years to complete the program). While the position of home economics can never be taken for granted, a major advance occurred with the 2014 hiring of Dr. Kerry Renwick as a tenure-track assistant professor to coordinate Home Economics Education in the Department.

Conclusion

I first learned the poem "Outwitted" in elementary school.

Outwitted

[They] drew a circle that shut me out

--Heretic, a rebel, a thing to flout.

But Love and I had the wit to win:

We drew a circle that took [them] in.

Edwin Markham , *1852-1940*

While this poem does refer to "love", a soft concept, it also includes what I consider to be political astuteness. In home economics we need to figure out ways that our fundamentally different subject area can fit into school and university systems. In British Columbia, this has been possible because our programs are popular, just as they are in other parts of Canada. Dr. Neil Sutherland, a UBC professor and writer once said that it was almost impossible for a teacher to get students to hate home economics. I think this is still true. We have stopped ourselves from achieving our potential by blaming our successes and failures on outside authorities. Instead we need to remember that we have what it takes to be a successful subject. The forms of home economics may transform but the fundamental concept of promoting mental, physical and moral health will not go away. It is what we are and what we do.

The 2008 mission statement of the International Federation of Home Economics (IFHE) defines home economics as: "a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities." As a curriculum area, home economics "facilitates students to discover and further develop their own resources and capabilities to be used in their personal life." ("Home Economics in the 21st Century").

Alice Ravenhill foresaw the conflict in home economics between focusing on skills and emphasizing the health of the whole individual and suggested that the lens of health was the most effective way to carry out home economics principles. By focusing on aspects of home economics that move it beyond good housekeeping to health on a broad scale, and enable people to critically examine everyday life, we will better prepare our students and ourselves for a transformative future.

References

Abe, K. The closing of the Lillian Massey Treble School of Home Economics in 1974: An exploratory essay. Retrieved May 29, 2011 from: http://www.mta.ca/wewerehere/07/abe_07.pdf

Announcement: The American Home Economics Association and the Journal of Home Economics (1909). *Journal of Home Economics, 1,* 1.

Cohen, L. (1997) I ain't so smart and you ain't so dumb: Personal reassessment in transformative learning. *New Directions for Adult & Continuing Education*. p. 61.

Deschambault, C. (2009). The removal of mandatory home economics from Quebec's official education curriculum. Unpublished honours thesis research project. Dalhousie University. Retrieved February 15, 2015 from: http://www.dal.ca/content/dam/dalhousie/pdf/science/environmental-science-program/Honours%20Theses/CrystalDechamaultjUNE_15,_2009.pdf

De Zwart, M.L. (2001). A case study: Home economics at UBC: Morphing or Mutating. *Proceedings of Canadian Symposium on Home Economics Education VI*. Winnipeg, MB. http://www.canadiansymposium.ca/2001-symposium-proceedings.pdf

Ellen H. Swallow Richards. (n.d.). Chemical Heritage Foundation. http://www.chemheritage.org/discover/online-resources/chemistry-in-history/themes/public-and-environmental-health/public-health-and-safety/richards-e.aspx

Epidemiological Update Cholera . (2015, 3 March). Pan American Health Association and World Health Organization. http://www.paho.org/hq/index.php?option=com_docman&task=doc_view&gid=29234+&Itemid=999999&lang=en

Higginbotham, P. (2015). The workhouse. http://www.workhouses.org.uk/life/food.shtml

Home Economics in the 21st Century. *IFHE Position Statement.* Retrieved August 20, 2009 from IFHE website: **http://www.ifhe.org/**

John Snow - The Father of Epidemiology (2015). *The Evolution of Epidemiologic Thinking*. Boston University School of Public Health. http://sphweb.bumc.bu.edu/otlt/mph-modules/ep/ep713_history/EP713_History3.html

Markham, Edwin. (n.d.). Outwitted. http://www.theotherpages.org/poems/mark01.html.

McLenaghen, J. (1941). Home economics in British Columbia. *The School*, 29 (8), 746-750.

Peterat, L. (1989). Service or transformative knowledge? The potential of home economics. *Journal of Vocational Home Economics, 7* (1), 71-79.

Public Health History Timeline (n.d.). Gillings School of Global Public Health: Chapel Hill, NC. http://www.sphtc.org/timeline/timeline.html

The story of milk. (n.d.) Para. 3-8. Canadian Public Health Association. http://www.cpha.ca/en/programs/history/achievements/09-shf/milk.aspx

Ravenhill, A. (1902). The teaching of hygiene. *American Kitchen Magazine, 17* (3), 184-189.

Ravenhill, A. (1917). The scope of home economics and its subject matter in universities and colleges. *Journal of Home Economics, 11* (9), 393-404.

Ravenhill, A. 1941. Letter to John Laurie. Add. Mss. Box 1, Provincial Archives of British Columbia, Victoria, BC. Sept. 15.

Smith, M. G. (1989). Alice Ravenhill: International pioneer in home economics. *Illinois Teacher*, *33* (1), 10-14.

Smith, M. G. (2015). What does "Bring Back Home Ec" Mean for Us: Challenging the Discourses of Obesity and Cooking. Proceedings of Canadian Symposium on Home Economics/Human Ecology'Family Studies Education XIII: Winnipeg, MB.

Watson, M.U. (1901). The educational value of sewing. Twenty-third Annual Report of the Ontario Agricultural and Experimental Union. Toronto: King's Printer. pp. 62-64. In Proceedings of annual meeting held at Ontario Agricultural College, December 9-10, 1901.

Watson, M.U. 1905. Letter to Elizabeth Berry. Macdonald Institute papers. Archival Collections, University of Guelph Library.

Mindfulness and Everyday Life Education

Melissa Edstrom

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

Mindful learning is becoming a popular topic in the field of education research. Mindful attendance draws together the body and the mind. It looks at the world as "ever-emerging and unknown" (Djikic, 2014, p. 146) and requires individuals to consider the present moment. Mindfulness can be a life-long approach that allows individuals to continually better themselves without recruiting the help of others (Djikic, 2014). Many of the skills and concepts developed through mindful living are also goals for everyday life education (also known as home economics, family and consumer sciences, and family studies). This paper will seek to answer the questions: "What is mindfulness?" and "Should mindfulness be a part of everyday life education"?

The word mindfulness is defined and used in many ways. Mindfulness is rooted in Eastern, contemplative traditions and philosophy including Buddhism (Williams & Kabat-Zinn, 2011). It is "usually defined as being a particular mode of consciousness (Brown & Ryan, 2003) or… as the self-regulation of attention in order to direct it towards present-moment experience, accompanied by a curious, open, non-judgmental and accepting stance (Bishop et al., 2004)" (Hulbert-Williams, Nicholls, Joy, & Hulbert-Williams, 2013). This eastern concept has become an important part of mainstream western psychology in recent decades (Djikic, 2014).

There are generally two viewpoints on mindfulness. Traditional mindfulness practices from Eastern philosophy take a meditative approach. Mindfulness from this perspective is defined as "a form of self-regulation of attention that is present-oriented and is characterized by curiosity, openness, and acceptance" (Bishop et al., 2004). Its focus is on quality of awareness and its main objective is to avoid suffering by reducing craving through radical acceptance (Djikic, 2014). In this philosophy, meditative behaviours lead to mindful thinking and action. There are various western psychology therapeutic models that employ these methods including mindfulness-based stress reduction, mindfulness-based cognitive therapy, acceptance and commitment therapy, and dialectical behaviour therapy (Hulbert-Williams, Nicholls, Joy, & Hulbert-Williams, 2013).

The second approach to mindfulness is non-meditative, focuses on "novel distinction making", and "emphasizes activity within awareness" (Djikic, 2014, p. 140). Ellen Langer, a Harvard social psychology professor who is referred to as the "mother of mindfulness" (Grohol, 2010), defines mindfulness as "a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context" (Langer, 2000, p. 220). In other words, mindfulness, from this perspective, is "the simple process of actively noticing new things" (Langer, 2014). Mindlessness occurs when "we rely on distinctions drawn in the past…are stuck in a single, rigid perspective and we are oblivious to alternative ways of knowing"(Langer, 2000, p. 220). It involves little or no conscious awareness and is the result of a "lack of choice that stems from being dominated by old categories… and by being controlled by the environment" (Djikic, 2014, p. 141). This approach to mindfulness engages in a radical challenge of "any single perspective, … judgment about the self or the world, …[or] particular outcome, as being absolutely right or wrong, good or bad" (Djikic, 2014, p. 142) in order to overcome the problem of mindlessness. This constant active challenge is the defining trait of Western mindfulness (Djikic, 2014). It is commonly linked with moral decision-making and ethical reasoning.

Studies indicate that implementing Eastern and Western mindfulness philosophies may have profoundly positive effects on a person's physical and mental wellbeing. Eastern meditative techniques have been linked to improved processing speed, concentration, and memory (Murphy & Donovan, 1997) and decreased cardiovascular and hormonal disorders (Murphy & Donovan, 1997). Similarly, Western mindfulness practices, "can lead to… (1) a greater sensitivity to one's environment, (2) more openness to new information, (3) the creation of new categories for structuring perception, and (4) enhanced awareness of multiple perspectives in problem solving" (Langer and Moldoveanu, 2000, p. 2). Such practices have been found to result in a decrease in stress and accidents, lead to an increase in competency, readiness to learn, memory, creativity, and positively affect health and physical longevity (Langer, 2000; Hyland, 2013). Mindfulness theory also has been found to reduce mindless categorization (Langer, 2000), thus assisting in reforming social problems such as prejudice, educational apprehension, and environmental decline (Djikic, 2014).

Despite the well-documented benefits outlined above, many people do not engage in mindful attendance (Djikic, 2007). Langer explains that the majority of people falsely believe they are mindful because "[w]e cannot have the felt experience of being mindless… [as] that would require mindfulness" (2000, p. 220). Further, if people do realize they are mindless, they may choose to avoid becoming mindful because meditative practices and novel distinction-making create "subtle fluctuations in one's emotional and personality systems" (Djikic, 2007, p. 145) which could cause a person to experience "self-dysregulation". People actively avoid stillness (a state of mind promoted in Eastern mindfulness), which can perpetuate mindlessness. Further, making novel distinctions exposes the array of perspectives that may challenge the way a person feels about themselves and their ways of knowing (Djikic, 2007). The "positive, developmental changes in personality [that can occur from practicing mindfulness] are likely to occur only if the person voluntarily chooses or exposes herself to the emotional dysregulation that can sufficiently disrupt the personality system to create lasting change" (Djikic, 2014, p. 141). Education is one route that can lead to this type of change.

Mindfulness and Learning

The positive attributes of mindfulness make it an attractive concept to apply within the field of education. Langer proposed that it is not what the student learns that makes a difference, but how the student learns (2000). Orr (1991) explained that learning in itself will not make people "better" or more ethical beings. He contended that many students experience an "incomplete" education and lack a "broad integrated sense of the unity of things" (Orr, 1991) when they complete their schooling. Dewey proponed that learning should be viewed as a "dynamic, reconstructive, complex, and personal process" that cannot simply be forced upon by government, teachers, or parents (Simpson & Jackson, 2003, p. 27). Students, Dewey explained, are "thinking, feeling, choosing, and maturing being[s] who [have] already learned many values, lessons and… useful information and who need… to personally integrate that which has already been learned with new attitudes, skills, and understandings" (Simpson & Jackson, 2003, p. 27). The philosophies behind mindfulness align with Dewey's sentiments.

Mindlessness is the default mode in traditional education settings and society in general. People often "act because they are primed by cues in their environment, unaware that their behaviour is influenced at all" (Djikic, 2014, p. 141). Mindlessness can occur because of repetition (i.e., it is not necessary to attend to an action or item after it has been done repetitively, like a commute to school), or because of the way we are first exposed to information and then "process… it without questioning alternative ways" (Langer, 2000, p. 220). In both situations, we commit to a singular way of understanding new information. When we mindlessly take in information we are less likely to engage creatively with it, consider other ways of knowing, respond positively to it, or remember it (Langer, 2000; Langer, 1997). When people think mindfully, they "implicitly know that there is no one absolute standard for action" (Langer, 1997, p. 113).

Mindful learning has the intrinsic ability to infuse meaning, thoughtfulness, and consideration into learning. Jickling stated that education "[enables] students to debate, evaluate, and judge for themselves the relative merits of contesting positions" (1992, p. 8). Mindfulness puts learners in the position where uncertainty is possible; they are able to engage with the type of creative and critical thinking described by Jickling. Capra and Moore-Lappe said that when learners have "that experience of knowing they have a voice, you cannot put that genie back in the bottle…. They're going to ask, why can't we solve our problems? What can I do? They are going to be engaged" (Capra & Moore-Lappe, 2013, para. 6). The type of "in the moment" thinking and consequent knowing invoked by mindful learning resonates with the type of learning that Dewey and Orr describe. It also strongly connects to the pedagogical objectives of everyday life education.

Mindfulness and Everyday Life Education

Everyday life education is the study of everyday life. As noted above, everyday life education has many other names, such as home economics, family and consumer sciences, and family studies. The International Federation of Home Economics (IFHE) defines home economics as "a field of study and a profession situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities" (IFHE, 2008). With respect to curriculum, IFHE explains that everyday life education "facilitates students to discover and further develop their own resources and capabilities to be used in their personal life" (IFHE, 2008). Marjorie East contended that the objective for everyday life education is to attain "the highest quality of human life" (1980, p. 38) and Eleanore Vaines added that the "field of home economics seeks to bring people together in caring relationships, to work together for the common good of all living systems" (Heinilä, 2003, p. 111). This objective ideally creates learners who have what Vaines refers to as, "moral vision", meaning they become "responsible, caring citizens by living everyday life mindfully" (Heinilä, 2003, p. 114).

Although the hallmarks of everyday life education are rooted in benevolence, everyday life education is often stereotyped narrowly and within the "limited metaphor [of] *cooking and sewing*" (de Zwart, 2003, p. 104). This stereotype has endured over the past century despite the fact that the educative and preventative mission of everyday life education has remained relatively stable and well-rounded since the subject's conception (Lake Placid Proceedings, 1908). However, despite the narrow stereotype, de Zwart suggests that "[s]o long as the metaphor *cooking and sewing* persists, the phenomenological existential, unknowable, sacred nature of daily life is lost" (2003, p. 105). Moreover, de Zwart proposed that "[a] re-visioned home economics curriculum needs to embrace the practicalities of cooking and sewing, but treat these descriptors as starting metaphors" and include a multiple intelligences perspective (2003, p. 105). McCaffery (2001) explained that everyday life education curriculum should become "more proactive in the critical sense, in terms of making choices, reflecting, deliberating, and acting on those choices" (p. 55). Vaines said that the mission of this subject area "requires professionals to undertake a reflective examination of what it is they do and why, leading to modes of practice consistent and compatible with ethical action" (1997, p. 203). Employing the Western philosophy of mindfulness in the everyday life classroom (that is, actively engaging in the present) would assist everyday life educators in reaching such goals.[2] The subjective "heightened state of involvement and wakefulness" (Langer & Moldoveanu, 2000, p. 2) of mindfulness has the potential to involve the "whole" individual, bring moral vision into everyday life education classrooms and remedy commonly held misconceptions about the subject area.

Mindful learning coincides with Vaines' teaching goal for everyday life education to "create a learning environment where students would be challenged to think and grow" (Arcus, 2003, p. 14). Many of the attributes of mindfulness (such as the ones listed earlier in this paper) parallel the objectives of everyday life education. A key objective of everyday life education is that students learn to apply the knowledge and skills they develop in the classroom to better their own lives and immediate environment while also becoming leaders in contributing to the common good in our global community. Guiding learners to create novel distinctions based in the present moment and "look… closely, explore… possibilities and perspectives, and introduce… ambiguity" (Richhart & Perkins, 2000, p. 27) can lead them to "actively notice new things, relinquish… preconceived mindsets, and then act… on the new

[2] The Eastern approach would also likely bring value to the everyday life classroom, but because of the meditative nature of the Eastern approach and the limited scope of this paper, the remainder of this paper will focus mainly on the attributes of the Western philosophy of mindfulness.

observations" (Feinberg, 2010). This type of learning will assist students in understanding how to interact with their environment, adapt to new situations, and employ inner knowledge. This would, ideally, guide them to possess mindfulness as an enduring trait (Richhart & Perkins, 2000) and to become mindful, socially engaged citizens and consumers (McGregor, 2013).

Mindfulness and Teaching

Everyday life educators are the keystones in bringing moral vision and mindfulness to their teaching environment. Dewey explained that the educator is responsible for designing a productive learning environment that promotes "valorized changes" in learners (Meyers, 2006, p. 61). Educators, according to Vaines, should strive to become reflective practitioners who mindfully attend to their pedagogy and practice and whose "living is guided by [their] moral vision of making our world a safe and meaningful place for the next generation" (Heinilä, 2003, p. 116). Vaines asserted that all activities within the profession of everyday life education must have meaning or they risk being void of moral energy (Heinilä, 2003).

It is essential for teachers to be mindful of their epistemological stance. Mindlessness in the practice of teaching can result in unintentional, unfortunate consequences. These consequences can be harmful and even dangerous. Research has found that instructions from a figure of authority are often interpreted as directions, eliminating the feeling that there is choice involved (Djikic, 2014). De Zwart (2005) analyzed how the use of simple recipes, like White Sauce or Chinese Chews, in an everyday life classroom had and still have the ability to potentially and intentionally or unintentionally propagate concepts such as colonial power, racism, and cultural meanings. She said that "[w]hile not denying that a few specific individuals have worked very hard to create an ethically responsible subject, the fundamental basis of home economics as promoting white cultural practices has not changed since… 1913" (2003, p. 106). She pushes for educators to create a link "between examination of practices and transformative learning" (2003, p. 106).

Mindful educators can incorporate moral vision into their practice. By actively noticing new things, educators have seen improvements in their own focus and awareness, comprehension of student needs, and classroom atmosphere (Hyland, 2013). Incorporating mindfulness in the classroom may require a re-evaluation of all aspects of a teacher's practice including their planning, vocabulary, class scheduling, routines, and student interaction. Smith (2008) created a useful four-step guide to assist in remodeling lessons so they facilitate students' interaction with problems using a critical lens. These steps include describing the standard approach to the content, critiquing this approach, setting new objectives, and describing the new plan. Such steps initiate mindful thinking for the teacher and the students who would participate in the re-modeled lesson.

Langer (1997, 2000) suggests some additional reasonably simple strategies to assist educators in being mindful themselves and promoting mindful learning in their classrooms. Langer's first suggestion is to avoid absolute language. Words such as "could be" should be used rather than "is" when explaining something that is fact, as doing so allows students to understand there may be perspectives other than those that the educator has outlined. Notably, this language shift has shown to increase student creativity when dealing with learned information in the future (Langer, 2000). Second, Langer suggests that educators encourage mindful noticing (e.g. notice five things) rather than asking learners to simply pay attention to information. Making distinctions in this way has been found to assist learners in personally connecting with the information, focusing on it longer, and remembering it better (Langer, 1997). Third, semantics matter. Langer suggests choosing positive sounding descriptors, finding that people mindfully attend longer and enjoy an activity or information more if is identified as 'play' rather than 'work'. Study participants enjoyed an activity less and were more disengaged when the activity was described as 'work', even if the activity was something they consider fun (Langer, 2000). Langer said "[w]e would do better to ask ourselves what would be fun for our students and trust that learning inevitably will follow" (1993, p. 49). Langer strongly disagrees with the concepts of "no pain, no gain" in regard to learning. She indicates that mindlessness can abound if learners are not interested in the educational process (1993).

Conclusion

Increasing active engagement in the present and reducing mindlessness creates an environment where wonder can abound and students are stimulated to think of things as they "could be" or "should be". This way of learning and thinking can shift learners towards "wholesight" where they use "all the ways of knowing" (Heinilä, 2003, p. 115). Such an approach can stimulate learners' empathy, acceptance, and desire to become agents for positive change. It can help students evolve into "Authentic Beings" where they understand "the essence of being-in-the-word… and [are] able to choose [their] own values, duties, and actions" (Heinilä, 2003, p. 115; Heidegger, 1996). Everyday life education is an exciting discipline. Its objectives would be greatly complimented if the Western approach to mindfulness was formally incorporated in curriculum development, the practice of educators, and the learning of students.

References

Arcus, M. (2003). Swimming upstream: An introduction to Eleanore Vaines. In M. G. Smith, L. Peterat & M. L. de Zwart (Eds.), *Home economics now: Transformative practice, ecology, and everyday life* (p. 13-16). Vancouver, Canada: Pacific Educational Press.

Bishop, S. R ., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, *11*(3), 230–241.

Bodhi, B. (2000). *A comprehensive manual of Abhidhamma*. Seattle: BPS Pariyatti.

Capra, F. & Moore-Lappe, F. (2013). *Hope is what we become in action.* Retrieved on August 8, 2014 from http://www.ecoliteracy.org/essays/hope-what-we-become-action-frances-moore-lappe-and-fritjof-capra-conversation

Carson, S., Shih, M., & Langer, E. J. (2001). Sit still and pay attention? *Journal of Adult Development*, *8*(3), 183–188.

Cullen, M. (2011). Mindfulness-based interventions: An emerging phenomenon. *Mindfulness.* Retrieved on August 10, 2014 from http://www.margaretcullen.com/docs/MBI-An_Emerging_Phenomenon_ Margaret_Cullen.pdf

Davis, D. D. & Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review psychotherapy-related research. *Psychotherapy 48(2),* 198-208.

de Zwart, M. L. (2003). Reimagining home economics as a vital force in education: Metaphoric reflections. In M. G. Smith, L. Peterat & M. L. de Zwart (Eds.), *Home economics now: Transformative practice, ecology, and everyday life* (pp. 149-151). Vancouver, Canada: Pacific Educational Press.

de Zwart, M. L. (2005). White sauce and Chinese chews: Recipes as postcolonial metaphors. In S. Carter, P. Roome, C. Smith, & L. Erickson (Eds.), *Unsettled Pasts: Reconceiving the West as Women's History* (pp. 129-140). Calgary: University of Calgary Press.

Demick, J. (2000). Toward a mindful psychological science: Theory and application. *Journal of Social Issues, 56(1)*, 141-159.

Djikic, M. (2014). Art of mindfulness. In A. Ie, C. T. Ngnoumen, & E. J. Langer (Eds.), *The Wiley Blackwell handbook of mindfulness* (pp. 139-148). West Sussex, UK: John Wiley & Sons, Ltd..

East, M. (1980). What is home economics? *Home economics; past, present, and future,* (pp. 7-40). Boston: Allyn and Bacon.

Feinberg, C. (2010). *The mindfulness chronicles: On "the psychology of possibility".* Retrieved on August 8, 2014 from http://harvardmagazine.com/2010/09/the-mindfulness-chronicles

Grohol, J. (2010). The Mother of Mindfulness, Ellen Langer. *Psych Central*. Retrieved on August 11, 2014, from http://psychcentral.com/blog/archives/2010/02/27/the-mother-of-mindfulness-ellen-langer/

Heidegger, M. (1996). *Being and time.* J. Macquarrie and E. Robinson, trans. Oxford, UK and Cambridge, USA: Blackwell.

Heinilä, H. (2003). Consideration of the moral vision in the thinking of Eleanore Vaines. In M. G. Smith, L. Peterat & M. L. de Zwart (Eds.), Home economics now transformative practice, ecology, and everyday life (pp. 111-118). Vancouver, Canada: Pacific Educational Press.

Hulbert-Williams, L., Nicholls, W., Joy, J., & Hulbert-Williams, N. (2013). Initial

validation of the mindful eating scale. *Mindfulness.* Retrieved on August 9, 2014 from http://link.springer.com/article/10.1007%2Fs12671-013-0227-5#page-1

Hyland, T. (2013). Moral education, mindfulness, and social engagement: Fostering

social capital through therapeutic Buddhist practice. *Sage Open*. Retrieved on August 10, 2014 from http://sgo.sagepub.com/content/3/4/2158244013509253

IFHE. (2008). *Home Economics in the 21st Century Position Statement*. Retrieved

August 10, 2014 from the International Federation for Home Economics website: http:www.ifhe.org

Jickling, B. (1992). Why I don't want my children to be educated for sustainable development. *Journal of Environmental Education 23(4)*, 5-8.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice: 10*, 144-156.

Lake Placid Conferences on Home Economics: Proceedings of the First through Tenth Annual Conferences. (1899- 1908). Lake Placid, NY.

Langer, E. J. (1992). Matters of mind: Mindfulness/mindlessness in perspective. *Consciousness and Cognition, 1*, 289-305.

Langer, E. J. (1997). *The power of mindful learning*. Reading, MA: Addison-Wesley.

Langer, E. J. (2000). Mindful learning. *Current Directions in Psychological Science, 9(6)*, 220-223.

Langer, E. J. (2014, May 29). *Transcript for Ellen Langer – Science of mindlessness and mindfulness*. Retrieved on August 10, 2014 from http://www.onbeing.org/program/transcript/6335

Langer, E. J., Chanowitz, B., Palmerino, M., Jacobs, S., Rhodes, M., & Thayer, P. (1990). Nonsequential development and aging. In C. N. Alexander & E. J. Langer (Eds.), *Higher stages of human development: Perspectives on adult growth* (pp. 114–136). New York: Oxford University Press.

Langer, E. & Moldoveanu, M. (2000). The construct of mindfulness. *Journal of Social*

Issues, 56(1), 1-9.

Langer, E. J., & Piper, A. (1987). The prevention of mindlessness. *Journal of Personality and Social Psychology*, *11*, 155–165.

Levy, B. R., Jennings, P., & Langer, E. J. (2001). Improving attention in old age. *Journal of Adult Development*, *8*(3), 189–192.

McCaffery, J. (2001). Understanding the meaning of students' practical experiences. In L. Peterat and M. G. Smith (Eds.), *In-forming practice through action research* (pp. 45-58). Peoria, IL: Glencoe/McGraw-Hill.

McGregor, S.L.T. (2010). *Consumer moral leadership*, Chapters 1 & 2. Rotterdam: Sense Publishers.

McGregor, S. L. T. (2013). *Conscious consumers and mindfulness.* Retrieved on August 10, 2013 from http://www.academia.edu/4191771/Conscious_consumers_and_mindfulness_PPT

Meyers, R. B. (2006) Environmental learning: reflections on practice, research and theory. *Environmental Education Research, 12(3-4)*, 459-470.

Murphy, M., & Donovan, S. (1997). *The physical and psychological effects of meditation* (2nd ed.). Petaluma, CA: Institute of Noetic Sciences.

Orr, D. (1991). What is Education For? Six myths about the foundations of modern education, and six new principles to replace them. *The Learning Revolution 27*, 52. Retrieved July 15, 2014 from http://www.context.org/ICLIB/IC27/ TOC27.htm

Richhart, R. & Perkins, D. N. (2000). Life in the mindful classroom: Nurturing the disposition of mindfulness. *Journal of Social Issues 56(1)*, 27-47.

Schoeberlein, D. & Sheth, S. (2009). *Mindful teaching and teaching mindfulness.* Boston, MA: Wisdom Publications.

Simpson, D. J. & Jackson, M. J. B. (2003). John Dewey's view of the curriculum: The child and the curriculum. *Education and Culture 21(2)*, 23-27.

Vaines, E. (1997). Professional practice and families: Searching for maps to guide ethical action. In J. F. Laster & R. G. Thomas (Eds.), *Thinking for ethical action in families and communities* (pp. 203-216). Peoria, IL: Glencoe/McGraw-Hill.

Williams, J. M. G., & Kabat-Zinn, J. (2011). Mindfulness: diverse perspectives on its meaning, origins, and multiple applications at the intersection of science and dharma. *Contemporary Buddhism,12*(1), 1–18.

THESA EdCamp: Doing Pro-D Differently

Jennifer Johnson, M. Ed.

Denise Nembhard, M. Ed.

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba

February 27-28 and March 1, 2015

Each year, the Teachers of Home Economics Specialists Association (THESA) has a conference, held on a province-wide common Professional Development (ProD) day in October, so that as many educators as possible can attend. Traditionally, the conference is hosted and organised by a different local teaching group each year. A key note speaker will start the conference, followed by 4 conference sessions. Conference-goers will choose their sessions when they register for the conference in September. Sessions tend to be hands-on: conference participants state that they are looking for things that they can learn on the Friday at the conference that they can then use on Monday in their classes.

June 2015 began a teacher strike that ended September 19. During the summer, unsure of when schools would re-open, we began thinking about the THESA conference. Jennifer had been part of the organizing committee of the 2007 conference, which was cancelled due to job action, and knew that it was not something that we wanted to happen again. We also knew that the usual conference fee of $140 (which includes the $35 THESA membership) would be a financial stretch for many teachers when they returned to work. Teachers would want to get together for a conference, but how could we run it?

Discussing options to the conference, we focused on EdCamps, an increasingly popular Professional Development (ProD) option for educators. Billed as an "unconference", an EdCamp does not have a set agenda or schedule. Instead, conference sessions are built organically by the conference attendees. Conference attendees may give the organisers ideas of topics that they'd like to discuss. Sometimes, a conference attendee will offer to facilitate a session, and put their name down. The titles of the sessions are put on a board, and conference attendees can "choose" a session by indicating with a sticker. The schedule is then created so that sessions can be equally balanced (for example, separating 2 popular sessions, rather than putting them in the same time slot).

Unlike the hands-on format of the traditional conference, an Ed-Camp is more discussion based. Facilitators are not expected to be "experts", and the voices of all who attend are considered equal, whether that be a newer teacher, a teacher new to the subject area, or one who is more experienced. As the Staff Development Head at my school, I had held two very popular EdCamp ProD days, so I knew that it could prove an intriguing option for THESA members.

Social Media is a big part of an EdCamp format. Conference attendees are encouraged to use platforms such as Twitter or Instagram to send out thoughts of the conference—for example their response to another's comment or their impressions of what is being said at their session. By using a hashtag, in this case #thesa2014, other conference participants can get an idea of what is happening in other sessions. As well, those who were not able to attend could "follow along" remotely.

Teacher Candidates were asked to take notes from each session. They were uploaded to a GoogleDrive folder, so that all participants could see the results of each session. Typically, conference attendees are not able to get notes or other materials from sessions that they did not attend.

The normal attendance at THESA conferences is around 300 people. The numbers were lower at the EdCamp, about 130 participants, but that is to be expected. Some teachers stated that they specifically wanted to attend a practical, hands-on conference. Others had difficulty with the travel costs. While the conference fee was $40 (THESA membership, plus a $5 charge for incidentals), financial concerns excluded some from attending. Depending on their school district, teachers may not be reimbursed for their ProD activities.

I did not do a post-conference survey, so I am unsure of what specific conference attendees thought of the EdCamp. Anecdotal evidence shows that people were happy with it. However, those teachers who were open to do their ProD a little differently were the ones who attended. Home Ec teachers in the Prince George School District held their own EdCamp on the same day, so I'm hoping that this could be the beginning of a different way of having a ProD day.

Next year, the conference is returning to its official format. For the future—who knows?

References

For more information about EdCamps, please check the EdCamp Foundation http://edcamp.org/

To see an EdCamp in action: https://www.youtube.com/watch?v=I7DwCI7j0Bg

To read the Storify collation of #thesa2014 Tweets: https://storify.com/THESA/thesa-edcamp-2014-thesa2014-tweets#publicize

Reforming the Teaching of Textiles

Jordana Kokoszka

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba,

February 27-28 and March 1, 2015

Introduction

The teaching of Home Economics provides endless learning opportunities for students to prepare for their role as citizens in this world. Home Economics has always adapted to meet the needs of students and if it is to remain relevant in the future, it must continue adapting. Textiles is a course taught under the umbrella of Home Economics and in this paper I will explore different ways of reforming the teaching of Textiles. First I will explain my critical incident and then identify different theoretical approaches and practical suggestions for implementing change. While reading through this paper, ask yourself if your values and beliefs match your pedagogical practice.

My Critical Incident

I had not really given this question much thought until a year ago when the following critical incident turned my world upside down. I was asked to represent the Home Economics department at grade eight-parent night, by sharing with parents and students what the students learn as part of the Applied Skills rotation. I found myself trying to justify Textiles to show parents of its value, after a parent was "surprised we still taught sewing, since we all buy clothes rather than make clothes". I immediately became defensive, talking about how in Textiles class we teach a lot more than just "sewing". As I explained how we taught not only the basics of sewing but also critical thinking skills, I felt a bit uneasy, as what I was saying did not match my pedagogical practice. Here I was talking about the importance of knowing how to sew on a button and being able to shop in ethically responsible ways, yet not one of my lessons included these skills. This experience made me realize my practice did not match my beliefs. Historically textiles curriculum has focused on technical, hands-on skills, yet I know in order to be relevant in today's society, it needs to also incorporate communicative and emancipatory skills. I knew this was going to be challenging to incorporate into my teaching practice as my past experience of the subject from high school to my undergrad degree in Fashion and Technology focused solely on technical skills.

My need to justify the subject area was prompted by the parent's comment and also where the subject stands in relation to other courses. The value people place on the teaching of Home Economics has fluctuated since the subject's inception; yet more recently it seems that Foods programs have continued strong while Textile programs have shrunk or are non-existent in some schools. With Textiles being my passion, I am protective of the subject and want to make sure that it continues to be offered under the umbrella of Home Economics. As a result of this critical incident, I have changed my practice by asking myself if each lesson I teach is current/relevant or if I am blindly following what has historically been done.

Key Points to Keeping Textiles Relevant

As a result of my critical incident, I have identified the following concept as key to reforming my practice and keeping Textiles relevant within the education system. I believe teachers must engage students in critical thinking by teaching technical skills in conjunction with communicative/transformative approaches and by using emancipatory/place-based learning methods.

The Technical Perspective and Importance of Reforming Textiles

At the inception of Home Economics, the focus was on equipping women with technical skills and training to help make their duties in the home easier and more efficient. Home Economics became part of the BC school system "in 1895 in the form of sewing" (McLenaghen, 1941, p.78). A review of current literature indicates that the technical instrumental approach with its concentration on "how to" continues to dominate the subject (De Zwart & Smith, 2010; Hira, 2013; Montgomery, 2006). In Textiles class, the focus is often on garment construction. Students follow patterns and the teacher is the primary source of knowledge.

In the early years, the goal of Home Economics was to improve "the well-being and quality of family life" (Smith, 1991, p.13). Later, Brown and Paolucci (1979) revised the mission of Home Economics to include the family's role in building systems of action within society. In order to meet this new goal, Brown (1980) suggested Home Economics use three systems of action including technical instrumental, interpretive communicative and critical emancipatory. She argued that by using these systems, Home Economics could move beyond simply training students with specific skills to actually "develop[ing] the capacities of students" (Brown, 1980, p.104). Wals (2011) supports this idea, stating that while skills require practice, they do not necessarily lead to a broader understanding. Hira (2013), Baldwin (1989) and Peterat & Smith (2001) makes it clear that as a profession, we must continue to work towards the mission of Home Economics to ensure a well-round approach to solving problems of the family.

If we refer back to Brown and Paolucci's (1979) mission of Home Economics, we can see that continuing with a technical only focus does a disservice to our students who outsource much of their food, clothing and family needs. As Montgomery (2006) points out, skills such as sewing are not as relevant as they were in the past and thus education needs to continually change to reflect changes in society. Many authors such as Montgomery (2006), Laster (2008) and Shor (1999), argue for the use of a critical perspective as a way to ensure the curriculum is relevant to students and their families. Laster (2008) and Shor (1999) advocate for critical literacy, suggesting it can lead students towards emancipatory action. While there is strong evidence to support the incorporation of critical thinking into Home Economics classrooms, Montgomery (2006), and Smith & De Zwart (2010) point out that it is important that technical skills not be omitted but rather put into context with broader concepts for a more holistic way of knowing.

The idea behind incorporating critical thinking into education is not a new phenomenon. In 1933, John Dewey suggested that the purpose of education was to get students to actively think and make decisions based on well thought-out reasoning (Creative and Critical Thinking, n.d.). Incorporating critical thinking can be easily done when topics from everyday life are posed as problematic and students are ask to frame the problem from various points of view, using knowledge from multiple disciplines (Shor, 1999; Laster, 2008). Shor (1999) refers to this as "teach the conflicts", using it as a way to avoid lecturing and instead pose curriculum as "problems, questions and exercises" (p.12). This way of teaching recognizes the teacher's role as facilitator, working collaboratively and inquiring with their students to develop new ways of knowing (Montgomery, 2006; Shor, 1999; Laster, 2008). Through teaching strategies such as cooperative learning, the use of dialogue and critical reflection allow students to begin to understand themselves relationally with the world around them (Laster, 2008). From a Home Economics perspective, this would mean students and their families would be viewed as consumers citizens rather than producers, which changes how the curriculum is delivered (Montgomery, 2006). It is clear to see that if education is going to meet the demands of an ever- changing world, critical thinking should be at the forefront of every lesson.

The Communicative/Transformative Approach

Using a communicative/transformative approach, teachers can work towards the mission of Home Economics, while reforming the teaching of Textiles. This approach is a way to integrate theory and practice to encourage personal transformation. It recognizes that the world is dynamic, constantly changing and thus needs to be critically reflected upon in order to be transformed. In order to promote transformation, pedagogy includes time for dialogue and critical reflection. In addition, disruptive learning experiences can help disorientate students, leading them to uncover their hidden assumptions and beliefs (think my critical incident). Teachers should use this approach as it helps students develop a sense of “self” in relation to the world around them. Everyday life is sacred and traditions and philosophies can help give meaning to our personal stories/understanding of self. Also, the curriculum is focused on transformation rather than maintaining the status quo, which should be at the forefront of all education.

Emancipatory/Place-Based Learning

Using an emancipatory/place-based learning approach is another way teachers can reform the teaching of Textiles. This approach integrates theory and practice to encourage social transformation. It recognizes that everything is interconnected and nothing can be understood in isolation. For example, a classroom can be isolating. Knowing can be derived from experiences outside the classroom walls such as in the local community. A key component here is that students play an active role in defining and shaping the project, and pedagogy includes time for students to take action. The teacher acts as facilitator, empowering students towards emancipatory action. Teachers should use this approach because students’ views are shifted when they are knowledgeable, critical and reflective, helping them to see their relationship/place in the world as interconnected. Understanding the local context gives students a global perspective to see how global processes affect local places. It is through transformative, cooperative, participatory and active learning in a place-based setting, that students will be empowered and potentially able to help solve real world problems.

How does this Theory Translate into Reforming the Teaching of Textiles?

The technical hands-on learning experience will always be the aspect that students are most interested in. They take our course because they are “different” from other courses. As teachers, I propose we find ways to put technical skills in context to the student’s world. In Textiles class, this means going beyond students sewing garments for themselves. In the appendix, I have included a list of resources to help you get started reforming the teaching of Textiles. Here are just a few examples of how to use the resources to teach technical skills in conjunction with communicative/transformative and emancipatory/place-based learning approaches:

1. Topic: Mass production/sweatshops
    a. Students learn about this topic through documentaries such as “Made in Bangladesh,” “Struggling to Stitch,” “How jeans are made” or “China Blue.” If possible, touring a local factory or having a guest speaker from a factory come in would also be an insightful way to learn about the topic.
    b. They engage in discussions/debates and decide on an activity that will empower them to create change. For example, they could learn about mass production through being “factory workers”, creating products for others. Projects may include costumes for a theatre company, quilts for a local shelters or hygiene products to be donated to Day for Girls.
2. Topic: The lifecycle of a garment
    a. Students could learn about this topic through a novel study by reading “Overdressed: The Shockingly High Cost of Cheap Fashion” by Elizabeth Cline.
    b. They could then educate others by creating a project such as the “uniform project” which would involve designing and constructing a garment that can be worn in multiple ways. The challenge would be to wear that one garment for a period of time to raise money/awareness about clothing consumption.
3. Topic: Fashion and the environment
    a. Students could analyze their clothing consumption and do a closet inventory. They could then research what happens to their clothes when they no longer want them. For example, they may discover some of the impacts of landfills,

find clothing recyclers or see how our clothing is diminishing traditional cultural clothing when donated to other parts of the world.

   b. Students could then promote change and take responsibility for their consumption through upcycling / refashioning projects with clothing from their closet. Or they could host a “Trashion show” (creating garments out of trash, then putting them on the runway). This type of event could be put together to raise money for charity.

4. Topic: cross-curricular opportunities
   a. Have students use textiles as an art form to express concepts taught in other classes. For example, in Science or Psychology parts of the brain could be discovered via knitting. Or in Social Studies, social/political issues could be communicated with fabric, like the women in Chile did during the 1970s/1980s by making arpilleras. In History, podcasts from threadcult.com or Maiwa.com can be used to better understand the role textiles plays within a culture. Civil war quilts are another example.
5. Topic: Fashion and Art
   a. Students can learn about and research social, political or environmental issues and then create works of art for public display to educate others about issues. For example, Nancy Judd is an artist/environmental educator who creates couture out of trash to educate about conservation.
   b. Yarn bombing is also another fun way to create public art.

This short list gives you some ideas of how technical skills can be put in context to the broader world, to engage students in critical thinking. One of the key points to remember when executing these types of lessons is student choice. If we are to empower students we must be facilitators, letting the students make decisions that are meaningful to them, as that is ultimately what will lead to positive social change.

Conclusion

When we critically reflect on our values and beliefs we can transform our teaching practice. As Home Economists, it is our responsibility to keep the subject relevant by adapting to meet the needs of our students. Technical skills can be taught in conjunction with communicative/ transformative and emancipatory/place-based approaches, to engage students in critical thinking. This process makes Textiles classes visible within schools, showing that current topics are taught in a critical, yet hands-on way. If the teaching of Textiles is reformed, we can strengthen the subject to meet the needs of today's students. History has taught me that change starts with individuals like myself who are passionate about the subject, adapting it to reflect society now, for the benefit of future generations. Through this paper, I hope that I have inspired you to question and reform your practice in relation to your values and beliefs.

Appendix -Textile Resources

"The Story of the Coast Salish Knitters"

https://www.youtube.com/watch?v=hTKmvFxhyng

"The History of Guerilla Knitting"

https://www.youtube.com/watch?v=owb1-E70R2s

Knit the City

http://knitthecity.com/yarnstorms/

Ravelry

www.ravelry.com

Thread Cult

http://threadcult.com

The Museum of Scientifically Accurate Brain Art

http://neuroscienceart.blogspot.ca/2012/12/emma-brain-art.html? view=mosaicthompson-on-fabric-

Jordana Kokoszka's YouTube channel

https://www.youtube.com/channel/UCTjQRve32rk5lgz-mShTC-w

"The Next Black - A film about the Future of Clothing"

https://www.youtube.com/watch?v=XCsGLWrfE4Y

"Detox: How People Power is Cleaning Up Fashion"

https://www.youtube.com/watch?v=uZucclsuKaU

"Jean Suppliers Pollution"

https://www.youtube.com/watch?v=X-BPo8GsdMs

“How Jeans Are Made”

https://www.youtube.com/watch?v=_KZWe0sYglc

“Synthetic Textiles History”

https://www.youtube.com/watch?v=58jLnmrRFyM

“Made in Bangladesh”

https://www.youtube.com/watch?v=onD5UOP5z_c

“Struggling to Stitch”

https://www.youtube.com/watch?v=0aMhoXNCbIo

Banner Bags

http://bannerbags.ca/

Days for Girls

http://www.daysforgirls.org/

Maiwa Textiles

http://www.maiwa.com/index.html

“China Blue”

https://www.youtube.com/watch?v=1Y8xEMDlsyU

Norwegian Reality Series-Cambodian Sweat Shops

http://www.breitbart.com/big-hollywood/ 2015/01/26/watch-swedish-reality-series-pits-three-fashionable-teens-in-cambodian-swet-shop/

“Spinning Tragedy, The True Cost of a T-Shirt”

http://www.theglobeandmail.com/report-on-business/video/do-canadian-consumers-care-about-ethical-clothing/article14828852/

"The Apparel Truth - SHOCKING footage of sweatshops supplying Walmart, Nygard, H&M, Nike & GAP"

https://www.youtube.com/watch?v=Fve0xjEyk4U

"Women's Ideal Body Types Throughout History"

https://www.youtube.com/watch?v=Xrp0zJZu0a4

Disney Princesses With Realistic Waistlines

http://www.huffingtonpost.com/2014/10/30/disney-princess-real-waistline_n_6076634.html

Society for the Museum of Original Costume

http://smoc.ca/

Uniform project

http://www.theuniformproject.com

Costume Museum of Canada

http://www.costumemuseumcanada.com/

The refashionista

www.refashionista.net

Nancy Judd

http://recyclerunway.com/

Refashion co-op http://refashionco-op.blogspot.ca

Trash to Couture http://www.trashtocouture.com

Arpilleras http://benton.uconn.edu/arpillera/images/

References

Baldwin, E. E. (1989). A critique of Home Economics in secondary schools. In, F. H. Hultgren& D. L. Coomer (Eds.), *Alternate modes of inquiry in home economics research,* Yearbook 9, American Home Economics Association, (pp. 236 - 250). Peoria, IL: Glencoe.

Brown, M. (1980). *What is home economics education?* (pp. 56 - 66, 100-121). Minneapolis, MN: University of Minnesota.

Brown, M.M., & Paolucci, B. (1979). *Home Economics: A definition.* Washington, DC: American Home Economics Association.

Creative and Critical Thinking. (n.d). Critical Thinking: Context and Definitions. Retrieved March 30, 2015, from http://www3.wooster.edu/teagle/critical.php

Hira, T.K. (2013). Home Economics Literacy: Investing in our future. *Journal of ARAHE, 20*(3), 113-118.

Laster, J. (2008). Nurturing Critical Literacy through Practical Problem Solving. *Journal of the Japan Association of Home Economics Education* , 50(4).

McLenaghen, Jessie. (1941). Home economics in British Columbia.*The School, 29* (8), pp. 746-750. [Reprinted in Peterat, L. & de Zwart, M.L. (1995). *An education for women: The founding of home economics education in Canadian Public Schools.* Charlottetown, PEI: Home Economics Publishing Collective.]

Montgomery, B. (2006). Redefining Sewing as an Educational Experience in Middle and High Schools. *Journal of Family and Consumer Science*, 98(1), 47-52. Available at: http://www.redorbit.com/news/science/404534/redefining_sewing_as_an_educational_experience_in_middle_and_high/

Peterat, L. & Smith, M.G. (Eds.) (2001). *In-forming practice through action research. Yearbook 21.* (pp. 2-29). Peoria, IL: Education & Technology Division, American Association of Family and Consumer Studies and Glencoe/McGraw-Hill.

Smith, M. G. & de Zwart, M.L. (2010). Home Economics: A contextual study of the subject and Home Economics teacher education, Teacher Inquirer, May, http://bctf.ca/publications/TeacherInquirer.aspx?id=14468

Shor, I. (1999). What is critical literacy? *The Journal of Pedagogy, Pluralism, and Practice,* 1(4).

Smith, M. G. (1991). Home Economics as a practical art: Preparing students for family life in a global society. *THESA Newsletter, 32* (1), pp.13-15.

Wals, A. E. J. (2011). Learning Our Way to Sustainability, *Journal of Education for Sustainable Development*, 5 (2), 177–186.

Taking Advantage of Ergonomics in Clothing Design to Improve Quality of Life for People with Parkinson's Disease

Nagda Ibrahim Mady
Professor Of Clothing And Textiles Assistant
Department Of Home Economics
Faculty Of Specific Education
University of Alexandria
Nagda_mady@yahoo.com

Shimaa Mohamed Atiha
Lecturer Of Clothing And Textiles
Department Of Home Economics
Faculty Of Specific Education
University of Alexandria
shimaaatiha@yahoo.com

*** For the same of brevity, this paper has been shortened by the editor. Statistical results may be obtained by contacting the authors.**

Paper presented at the Canadian Symposium XIII on Home Economics / Human Ecology / Family Studies Education

Winnipeg, Manitoba, February 27-28 and March 1, 2015

Introduction

Parkinson's disease [PD] presents a variety of difficulties in dressing. The more common problems result from issues with balance, tremors and finger dexterity, for example, the lack of ability to fasten buttons because of tremors or muscle rigidity. Fashion designers need to consider ergonomics in designing garments in order to satisfy the needs of PD patients who are incapable of executing normal dressing movements. In this research project, garments were designed for PD patients considering comfort and ease of movement. In addition, attention was given to the aesthetics of improved appearance that can also improve the feelings of self-worth for the PD patient. For the patients, this results in the improvement of Quality of Life [QoL], maintenance of dignity and a fashionable look. Eighteen ergonomic designs were rated by specialists and patients. A QoL scale was made to estimate the degree of improvement in the targeted Quality of Life in the dressing activity. Eight designs with high ratings (numbers 1, 3, 4, 6, 16, 17 and 18) were implemented.. These designs were deemed capable of offering solutions for the PD patients that combined fashion and function and improved the QoL.

Parkinson's disease symptoms vary from person to person, but can include tremors, slowness and stopping of movements (bradykinesia and akinesia), limb stiffness or rigidity, and difficulties with gait and balance. The cause of the disease is unknown. Physical weakness, limitations in movement or impaired cognition in Parkinson's patients don't necessarily mean that the patient will be unable to self – dress (Banks, 2001) .

Parkinson's disease has a major negative impact on Quality of Life. Rahman, Griffin, Quinn and Jahanshahi (2008) assessed the differential contribution of the specific symptoms of Parkinson's disease to the quality of life. They found that physical, medication- related and cognitive-psychiatric symptoms affected the QoL in ease of dressing, walking, falls, depressions and confusion (Rahman, Griffin, Quinn, & Jahanshahi, 2008) .

Designing Garments for PD

Individuals with Parkinson disease (PD) experience a range of deficits of body systems and activities including dressing and fine motor movement performance and donning jackets, dress, shirts, or socks. Patients need to modify their approach for getting on pants/slacks, opening and closing buttons, clasps, zippers, and putting on earrings. The PROFILE PD is a reliable and valid scale that can be used to quantify alterations in body systems and activity of individuals in early and mild-stages of PD (Schenkman, McFann, & Barón, 2010).

Since balance disorders and dizziness are common problems, it is necessary to design a garment which can be put on easily in a sitting position and where the back part, sleeves and sleeve hole are wide (Çivitci, 2004). A gradual change of clothing style is advisable. Small fastenings and tight garments should be avoided. It is better to use front-fastening loose garments, with raglan sleeves, large buttons, zippers with large pulls and Velcro. These are easier to put on and remove than other styles of garments. Scarves or a cravat can help if drooling is severe. Natural fibers are more comfortable to wear (Swann, 2005).

Most patients feel more comfortable dressing themselves, even if it may take them longer to do so. They can compensate for their loss of fine motor skills by simplifying clothing fasteners in a variety of ways. Velcro closures make an excellent substitute for buttons and zippers. Large, easily grasped zipper pulls make opening or closing trouser flies, jackets and coats less difficult. Shirt cuffs secured with firm elastic bands eliminates buttoning and the result is unnoticeable. The handles of a buttonhook or Button Aid are more easily grasped than a small button when fine hand coordination is impaired (Banks, 2001).

Pants with elastic waistbands are easier to put on than zippered or buttoned pants. Pants with elastic ankle bands should be avoided. Grab loops attached to zippers and zippers that replace buttons are helpful for patients with arthritis in the hands that may be caused by Parkinson's disease or Multiple Sclerosis (Swann, 2005).

Ergonomics in garments relates generally to wearing apparel and more particularly to clothing constructed to accommodate the curvature and movement of the human body. Ergonomic garments are constructed from a plurality of work pieces of predetermined dimensions sewn together to form seams, in which at least one seam is curved towards a wearer's plane of movement The sleeves and legs include seams that are curved to twist the garment material(Korff, 2002).

Ergonomics may be applied to placement of design items such as pockets applied on an article of clothing in a position which is wearable and increases user comfort. When the pocket is in a usable position, the user feels no crushing sensation as is sometimes the case with usual pocket placement. The pocket enables emphasizing the curves of the user's body, making the article of clothing to which the pocket is applied desirable from the aesthetic point of view. Loose fitting clothing made of stretchy fabric is easy to put on and wear (Alaniz & Alaniz III, 2013).

Bibs are also useful when feeding invalids of any age. Bibs can be designed so they cannot be removed by the wearer due at least in part to the location of patented straps below the rib cage (Maramotti, 2011).

Clothing items made from velour, flannel or other materials may increase friction during repositioning. If the patient sweats heavily, cottons or other natural fibers that "breathe" are preferable. Socks with tight elastic bands should be avoided (Cianci, Cloete, Trail, & Wichmann, 2006). Non-skid socks should replace bedroom slippers, which can slide off the patient's feet. Lightweight, supportive shoes with Velcro closures or elastic shoelaces make it easy to put on and take off shoes (Packo, 2009).

To determine elderly people's demands, needs and problems in regard to clothing and to design an ergonomic garment, a questionnaire was prepared and given to our sample group in order to determine their clothing demands and needs. It was established that most of our subjects need functional garments. An ergonomic garment has been designed. It was found that the design of clothing for the elderly requires attention to bodily changes from aging in order to facilitate and raise the quality of life. (Çivitci, 2004) .Elderly can obtain the Quality of Life , maintain the dignity and make the access to the world a little bit easier by solving the particular clothing problems (Na, 2007)..

Research Problem:

Dressing is a daily goal-directed activity requiring good balance, bimanual coordination, and both gross and fine motor skills. Difficulties in dressing have been shown to be one of the important factors impacting on Parkinson's patient's quality of life. This research is concerned with what clothing designs can be implemented that improved a Parkinson's patients' quality of life.

The research problem consisted of six questions:

1-What are the problems and difficulties Parkinson's patients' face in the Egyptian context during dressing and how to overcome it?

2-How can we satisfy Parkinson's patient dressing needs by applying Ergonomics in the field of garments designing?

3- What are the Specialists' opinions in the proposed designs?

4-What are the Parkinson's consumers' and caregivers opinions in the proposed designs?

5- Is there a possibility of implementing the selected designs?

6-Did the implemented designs improved the Quality of life for Parkinson's patients?

Research terminology:

1- Design: Design is the thought process comprising the creation of an entity (Miller, 2005).

2- Ergonomics: ergonomics is the scientific discipline concerned with the interaction between humans and the artifacts and design of systems. It deals with design of systems that people use at work and in leisure (Helander, 1997).

3- Quality of Life (QoL) : When patients have chronic illness and need palliative care, treatments are expected to be equivalent in efficacy, but one may offer more of a QoL benefit (Berzon, Staquet, Hays, & Fayers, 2000; Fayers & Machin, 2007).

4- Parkinson's Disease (PD): is a common neurodegenerative disorder with a prevalence of 3-4 per 1000 individuals in the general world-wide population (Zhang & Roman, 1993) . It generally develops in the second half of life and is characterized by body dyskinesias, rigidity, resting tremor and postural instability (Quinn, 1995). The disease results from degeneration of dopaminergic neurons in the substantia nigra located in the midbrain; the degenerative process is progressive and inevitably leads to major disability and morbidity associated with high healthcare expenditure (Schapira, 1999).

Research procedures

1- Methodology: Descriptive and applied methods.

2- Research Limits: Time: 2014/2015. Place: El Hanan Healthcare . EL Saada Healthcare and The Assembly of Social Care, Egypt.

3- Research sample: the sample was composed of 35 persons divided as follows:

- 10 faculty members as specialists to give their suggestions in the proposed designs.
- 25 women as Parkinson's consumers to measure their acceptance towards the proposed designs.

Research tools:

1- A poll was distributed to the Parkinson's elderly consumers to register the most common problems that face them during dressing

2- A poll was distributed to the faculty members for their suggestions on the proposed designs.

3- A poll was distributed to measure the opinions of the consumers and their caregivers towards the proposed designs.

4- A scale was used to measure the QoL for PD patients.

5- Hand drawing tools were used.

6- Photoshop and illustrator programs were used.

Research Findings

Question # 1- "What are the problems and difficulties Parkinson's patients face during dressing and how to overcome it? "

The most common symptoms of the disease were recorded using a questionnaire. PD had a weak impact on bodily functions for 4% of the sample. 64% experienced moderate impacts on bodily functions, and for 32%, the disease had a very strong impact on bodily functions.

Patients were asked where they obtained their clothing. The availability of appropriate clothing for the needs of the PD patients, showed that 100% could not find suitable clothing in ready-made garments in the Egyptian markets. 44% made adjustments to ready-made garment and 48% designed their clothes individually for their stage of PD. 68% had special models obtained through specialist support.

Patient preferences were also surveyed. Patients preferred natural fabrics, preferably cotton. There was not much difference between the choice of plain coloured textile and mixed colours textiles.The majority preferred large zippers, Velcro and large buttons., large pockets , pants with elastic bands, and sleeves with no cuffs..

Question # 2 "How can we satisfy Parkinson's patient dressing needs by applying ergonomics in the field of garment design?

The researchers designed a group of 18 proposed designs. These designs were intended to offer ideas and solutions for the PD patients that combined fashion and function. They included dresses, tops, jackets, and pants. The modifications included: use of long zippers for easy access; decorative Velcro flaps and attachments; the use of curved seam; large buttons; and suitable fabric.

Question #3 – What designs did the specialists prefer?

Specialists preferred #6 (98.8%) , #3(98.25 %), #12 (97.5%), #1 (96.5%) , # 4, #17 ,# 16 and #18.

Question 4 - Parkinson's consumers' and caregivers' opinions of the proposed designs:

The patients and their caregivers appreciated the designs according to their ergonomic designing and functional aesthetic aspects in raising their Quality of life and improving their life activities as in the previous table.

Question 5- The possibility of implementing the selected designs:

Eight designs were selected for implementation or adjustments upon some ready-made garments which had obtained the highest percentages from both specialists and Parkinson's patients. These designs were numbers 6, 3, 12, 1, 4, 17, 16, and 18.

Question 6- Did the implemented designs improved the Quality of life for Parkinson's patients?

Patients and caregivers completed the PROFILE PD scale for the QoL before and after wearing the implemented designs, as suggested by Schenkman, McFann, & Barón, (2010) to use in dressing activity to measure the degree of Qol achieved.

The following designs were deemed the most desirable in terms of both ergonomic design and style.

Design No (1):

An ergonomic beige jeans trouser that includes straight and curved seams with curve cuts at both sides and beneath the crotch depth line towards plane of movement of the limbs of the wearer, offering the patients comfort without any itch. The side-zip pants have long zippers down both side seams to the hip line, making dressing and toileting easier. Four darts are located at the knee-line to facilitate the plane of movement. Two big zippers are attached to the out seam of the trousers from the bottom in order to facilitate putting on and taking them off easily.

Design No (3):

A wide light coffee shawl from single jersey fabric with curved and circular seams. The arm openings have Velcro closures that attach the front side with the back side, to facilitate putting on and taking off.

Design No (4):

A blue elastic jeans trousers with straight and curved lines and a cummerbund opened from the inclined pockets with two zippers to the crotch line. The two pockets facilitate self-dressing. A seamless crotch piece is constructed from the same material of the garment and significantly increases the comfort of the wearer.

Design No (6):

A long brown dress from industrial silk with straight and curved lines and long sleeves with overlapping cross wrap Velcro at the front side. The overlapping wrap back is fastened with Velcro to the waistline to facilitate the individual's arms to be inserted easily into the sleeves. The garment is drawn up to the shoulders to Improve the Quality of life of daily activities of Parkinson's patient .

Design No (16):



A beige low waist wool dress, with curved and straight lines cut away from the back and closed with a hidden zipper starting from the hip line upwards to the neckline. There is also a left side hidden zipper. The lower back part is an overlapping back wrap opened from the hip line till the knee line. It can be slipped on in the seated position Ergonomically it facilitates repetitive toileting.

Design No (17):

A gabardine sweater has straight and curved lines with a zipper under the left armpit .The two raglan sleeves contain two front zippers as the seam of the sleeves. There are central decorative buttons to keep the patient warm with a fashionable look to give the patient self-confidence.

Design No (18):

A long-sleeved arboretum evening blouse (rose and gold in color) from embroidered fabric with straight and curved lines with a front cross overlapping wrap with a large hidden zipper. The design is intended to achieve an aesthetic aspect to raise the psychological state of the Parkinson's patient and improve the QoL.

Conclusion

This study demonstrates that clothing designers can take advantage of ergonomics and to Improve quality of life for people with Parkinson's Disease**.**

References

Alaniz, I. P., & Alaniz III, P. M. (2013). Athletic garment: Google Patents.

Banks, K. (2001). Adaptive Clothing-Preserves Independence and Assists the Caregiver. *Professional Case Management, 6*(6), 243-245.

Berzon, R., Staquet, M., Hays, R., & Fayers, P. (2000). Quality of life assessment in clinical trials. *Quality of life assessment in clinical trials*.

Cianci, H., Cloete, L., Trail, M., & Wichmann, R. (2006). Activities of Daily Living: Practical Pointers for Parkinson's Disease. *Miami, FL: National Parkinson Foundation*.

Çivitci, Ş. (2004). An ergonomic garment design for elderly Turkish men. *Applied ergonomics, 35*(3), 243-251.

Fayers, P. M., & Machin, D. (2007). Principles of measurement scales. *Quality of Life: The Assessment, Analysis and Interpretation of Patient-Reported Outcomes, Second edition*, 31-48.

Helander, M. G. (1997). The human factors profession. *Handbook of human factors and ergonomics*, 3-16.

Korff, R. (2002). Ergonomic garments: Google Patents.

Maramotti, L. (2011). Pocket for articles of clothing, a method for realising a pocket and relevant articles of clothing: Google Patents.

Miller, W. (2005). Definition of design. *Trimtab, Buckminster Fuller Institute*.

Na, H.-S. (2007). Adaptive clothing designs for the individuals with special needs. *Journal of the Korean Society of Clothing and Textiles, 31*(0), 6.

Packo, D. D. (2009). The American Parkinson Disease Associationâ Information and Referral Center Coordinatorsâ Making the Connection.

Quinn, N. (1995). Parkinsonism--recognition and differential diagnosis. *BMJ: British Medical Journal, 310*(6977), 447.

Rahman, S., Griffin, H. J., Quinn, N. P., & Jahanshahi, M. (2008). Quality of life in Parkinson's disease: the relative importance of the symptoms. *Movement Disorders, 23*(10), 1428-1434.

Schapira, A. (1999). Parkinson's disease; science, medicine, and the future. *Br Med J, 318*, 311-314.

Schenkman, M., McFann, K., & Barón, A. E. (2010). PROFILE PD: Profile Of Function and Impairment Level Experience with Parkinson Disease--Clinimetric Properties of a Rating Scale for Physical Therapist Practice. *Journal of neurologic physical therapy: JNPT, 34*(4), 182.

Swann, J. (2005). Coping with the symptoms of Parkinson's disease. *Nursing And Residential Care, 7*(6), 269-271.

Zhang, Z., & Roman, G. (1993). Worldwide occurrence of Parkinson's disease: an updated review. *Neuroepidemiology, 12*(4), 195-208.

How Indigeneity can inform a 21st century home economics classroom where food and nutrition (food studies) is the focus

Diane O'Shea, M. Ed.

University of British Columbia

Paper presented at the Canadian Symposium XIII: Home Economics / Human Ecology and Family Studies Education

Winnipeg, Manitoba, February 27-28 and March 1, 2015

Note: This paper is an excerpt from the original paper written by Lorraine Dulder, Catherine Hay, Ayala Johnson and Diane O'Shea as the final project in ETEC 521, August 2013:

So'h ga nec kewh dalht! Have a good meal! (George & Gairns, 2010). For Home Economics classrooms where food studies are popular, having a good meal and *all* that it encompasses is an underpinning of the curriculum and the field as a whole. The philosophy and practice of Home Economics is a diverse discipline that aims to achieve optimal and sustainable living for individuals and families (IFHE, 2008). As a curriculum area, the discipline facilitates student discovery and further development of their own resources and capabilities for use in their personal life (IFHE, 2008). While the strength of Home Economics lies in the ability to draw from multiple disciplines, the area of food, nutrition and health is the most predominant. Food is a fundamental necessity of living and a particularly powerful catalyst for life learning especially for growing children and teenagers. Furthermore, the experiential nature of Home Economics classrooms lends well to their developmental stages and offers unique opportunities to introduce and incorporate other important life perspectives.

Incorporating Aboriginal perspectives into food studies is especially well suited to the overall philosophy and practice of Home Economics education since the philosophy of Aboriginal peoples has many parallels to the philosophy of Home Economics (McGregor, 1993). For First Nations, Inuit and Métis (FNIM), food has always played a substantial role in their cultures, identities and their relationship with the land and the environment (Beckford & Nahdee, 2011). In this chapter, the concept of Aboriginal perspectives and their integration into non-Aboriginal classrooms by non-Aboriginal teachers will first be reviewed. Then, using the framework for integrating Aboriginal perspectives proposed by Yatta Kanu (2012), as outlined by Lorraine Dulder, practical resources and activities pertinent to food studies curriculums will be identified and applied as exemplary tools for Home Economics educators.

What are Aboriginal Perspectives?

Diverse definitions for the term “Aboriginal Perspectives” abound (Kanu, 2012 p. 96). This stems, perhaps from the diversity of First Nations communities. For example, George and Gairns state that there are more than twenty First Nations communities in British Columbia (2010), while *Aboriginal Affairs and Northern Development Canada* (2011) puts the number at 198 in British Columbia and 123 for Ontario, by comparison. The Wet’suwet’en in British Columbia, for example, originated with the Athapaskan linguistic group; it is an interior band made up of tribal groups (clans) and kinship units (houses). It is this First Nation on which the book *A Feast for All Seasons, Traditional Native People’s Cuisine* (George and Gairns, 2010) is based. In this representative collection of Wet’suwet’en Aboriginal recipes and narrative, Aboriginal chef and instructor, Andrew George illustrates their particular local food culture. On the other hand, a variety of coastal groups exist in British Columbia including such peoples as the Haida, the Tsimshian, the Nootka and the Kwakiutl. While each has their own food traditions and identity, they all have, for example, some kinship to one of the Creator’s children: salmon (George & Gairns, 2010).

If we were to travel across Canada we would find unique qualities attached to *each* of the 614 Aboriginal groups listed by *Aboriginal Affairs and Northern Development Canada* (2011). Thus, what is considered important to the *local* Aboriginal group then varies to the scope and intent of meaning (Ornstien and Hawkins as cited by Kanu, 2012). The example of a kinship with salmon would not be meaningful to the First Nations communities of the Chippewas (Ojibwe), Oneida and Munsee of South Western Ontario where the relationship with corn, beans and squash would exemplify a kinship.

In arriving at an appropriate and overall definition of Aboriginal perspectives, Kanu (2012) in her research used a definition employed by *Manitoba Education* (2003); this can easily be adapted for our purposes. The definition states that Aboriginal perspectives are understood as the “curriculum content/materials, instructional and assessment methods/strategies, and interaction patterns that [Manitoba’s] Aboriginal peoples see as reflecting their experiences, histories, cultures, traditional knowledges and values" (Kanu, 2012, p.96). By adopting this definition, teachers of food studies should make a conscious effort to learn about their own local First Nations community in order to apply new knowledge and skills in their classrooms.

The Question of Integration

The question of what and how to integrate is very pertinent to Home Economics educators who have the desire or may be mandated to do so. Integrating is now a mandatory requirement in the Ontario Social Sciences and Humanities curriculum (2013) of which Family Studies (Home Economics) predominates. For Kanu (2012), the concept of integration required examination and clarification in her research, as well. She found comfort in ideas proposed by Friesen and Friesen (2002) who viewed integration as "a mixing of ideas, a coming together of minds with an appreciation for alternative ways of thinking" (Kanu, 2012, p.97) and by Nakata (2002) who calls integration, "the cultural interface." According to Nakata (2002) integration is:

> "…the intersection of Western and Indigenous domains…the place where we live and learn, the place that conditions our lives, the place that shapes our futures and, more to the point, the place where we are active agents in our own lives – where we make decisions – our lived world"(p.285).

His definition is particularly in keeping with the definition established by Kanu and mirrors the parallels of Home Economics and Aboriginal philosophies established by McGregor (1993). In more practical terms, research conducted by Zurzolo (2007) found that non-Aboriginal teachers who wanted to include Aboriginal perspectives considered the inclusion of Aboriginal content (history, myths, current events) in curricula (topics of study, resources, assignments, exam questions), as well as the viewpoint or voice of Aboriginal people. However, these teachers generally felt poorly trained and unknowledgeable in these areas (Kanu, 2005; Zurzolo, 2007).

For our purposes, adapting the explanation about integration, as used by Kanu (2012) in her research, seems appropriate. If we, in Home Economics can, as a starting point, integrate Aboriginal content, themes and perspectives into curriculum using Kanu's idea of "complicating" the curriculum (p.98) then we can create a consciousness where Aboriginal perspectives become part of the everyday school experience. Aboriginal perspectives can bring curriculum to life (Ontario Ministry of Education, 2009)! By helping students to view textbook passages, events, themes and issues from diverse perspectives our lived world then acknowledges and accepts the richness of our cultural diversity.

Food Studies, A Place for Integrating Aboriginal Perspectives

Because food is one of humankind's most basic wants and needs, its place in the education system of any country should be assured (Stitt, 1996). Referencing Thomas and Arcus (1992), Smith (2009) claims food to be the "domain" of Home Economics. According to Hoijer, Hjalmeskog and Fjellstrom (2011), food has "purpose"; its many different perspectives such as health, nutrition, environment, economy, culture and equality are the "core" of the subject area. With reference to Jickling (1992), Smith claims that food literacy must enable students to debate, evaluate, and judge for themselves the relative merits of contesting positions (2009). Thus, food studies offer excellent opportunities to "complicate" the curriculum. By integrating Aboriginal food knowledge, cooking skills and food-related issues pertaining to such areas as the land and the environment, we as teachers of Home Economics can contribute to the growing awareness and appreciation of Canada's Aboriginal peoples.

Integration at the level of student learning outcomes

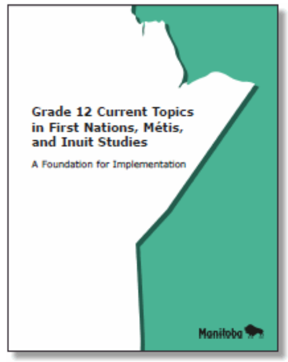
While learning outcomes or curriculum expectations vary from province to province there is some consistency in the overall tenets associated with food studies related courses, regardless of geographic location. For example, there will always be expectations/outcomes that relate to food preparation, nutrition, and food safety (preservation). These, however, are not explicit to Aboriginal perspectives. The impetus for such integration rests on the creativity and ingenuity of the teacher. However, in the recently revised Ontario Social Sciences and Humanities curriculum (Ontario Ministry of Education, 2013), *teacher prompts* and *examples* are new critical components where Aboriginal perspectives have been given some priority. These valuable components direct teachers and aim to clarify the intent of the expectation(s). See the following examples:

Course(s)	Curriculum Expectation(s)	Teacher Prompts
Food and Culture (HFC3E / HFC3M)	Compare recommendations in Canada's Food Guide with those	"How does the First Nations, Inuit, and Métis version of

B2.2 (Food Guidelines) p.166/p.175	in the First Nations, Inuit, and Métis Food Guide/Compare key recommendations and foods represented in various versions of Canada's Food Guide (e.g. First Nations, Inuit, and Métis version; translated versions).	Canada's Food Guide reflect the rural traditions that are an inherent part of First Nation, Inuit and Métis cultures?"/ "How does the First Nations, Inuit, and Métis version of Canada's Food Guide reflect the rural traditions of these groups?"
Nutrition and Health (HFA4U) B4.3 (Nutrition Status) p.185	Explain how various factors (e.g., genetics, deterioration of infrastructure, environmental governance, trade embargos, war, natural disasters) affect the nutritional status of specific population groups in Canada and around the world.	"What factors have contributed to limited access to fresh water in such rural communities as Walkerton, Ontario and the Kashechewan First Nation?" "In what ways has access to traditional foods been restricted for many Aboriginal people in Canada?"

Quick Reference

Ontario Ministry of Education. (2013). *The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities,* Toronto: The Queen's Printer. Retrieved from http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to12 2013.pdf



In the curriculum guidelines from a Manitoba Education course, *Grade 12 Current Topics in First Nations Métis and Inuit Studies*, (Government of Manitoba, 2011) there are implications for food studies. The course invites an exploration of the histories, traditions, cultures, world views, and contemporary issues of Indigenous peoples in Canada and worldwide. One of the *Enduring Understandings* in Cluster 3: *Toward a Just Society* and Learning Experience 3.2: *Health, Living in Balance*, identifies First Nations, Métis and Inuit peoples sharing a traditional worldview of harmony and balance with nature, one another and oneself. A focus question for application is identified: How can western and traditional Indigenous practices complement each other to create healthy Indigenous individuals and communities?

Quick Reference

Government of Manitoba. (2011). Grade 12 Current topics in First Nations, Métis and Inuit Studies, A foundation for implementation. *Manitoba Education*. Retrieved from http://www.edu.gov.mb.ca/k12/abedu/foundation_gr12/full_doc.pdf

Integration at the level of curriculum content and learning resources

As noted in the *Summary of Yatta Kanu's "Layering at Five Levels of Classroom Practice"*, prepared by Lorraine Dulder, the absence of content material that incorporates Aboriginal perspectives and the anti-Aboriginal bias presents major problems for educators wanting to incorporate such into their classroom practice. An Internet search, however, revealed a treasure of resources that teachers of food studies could use to integrate Aboriginal perspectives while meeting curriculum outcomes/expectations. A small sampling follows.

- The updated *Food in Every Country* website (2013) focuses on both traditional and contemporary Canadian Aboriginals. There is a wealth of food related information suitable for elementary classes or Grade 9. Included in the site are many recipes for Aboriginal cuisine that explore past traditions with present day application e.g. pemmican cakes, three sisters soup, Saskatoon berry snack, bannock, and man-o-min (wild rice). Connections are also made to the changing diet customs. For example, the rising incidents of diabetes are attributed to convenience foods replacing traditional foods.

Quick Reference

Advameg, Inc. (2013). Canada Aboriginals. *Food in every country.* Retrieved from http://www.foodbycountry.com/Algeria-to-France/Canada-Aboriginals.html

- The *Indigenous Food Systems Network* website (n.d.) was developed by the Working Group on Indigenous Food Sovereignty to allow individuals and groups involved with Indigenous food related action, research, and policy reform to network and share relevant resources and information. The incredible array of resources includes video clips, recipes and articles ideal for integration purposes. Of particular interest for senior classes are resources pertaining to food sovereignty and food security.

Quick Reference

Working Group on Indigenous Food Sovereignty. (n.d.). *Indigenous Food Systems Network.*

Retrieved from http://www.indigenousfoodsystems.org/food-sovereignty

- The First Nations Health Council in British Columbia has produced a colourful collection of food fact sheets that describe, amongst other things, traditional harvesting, traditional food use, and nutrition for such foods as salmon, moose, deer, small animals, seaweed, roots, birds, and berries.

- Health Canada provides a national food guide that reflects the values, traditions and food choices of First Nations, Inuit and Métis. *Eating Well with Canada's Food Guide – First Nations, Inuit and Métis* includes both traditional foods and store-bought foods that are generally available, affordable and accessible across most parts of Canada. In addition, Nunavut Health and Social Services has produced a *Nunavut Food Guide* (2011).

Both websites provide information and interactive activities fitting for young learners. For food guide related learning outcomes/expectations these resources are invaluable.

Quick Reference

Health Canada. (2010). Eating Well with Canada's Food Guide – First Nations, Inuit and Métis. *Food and Nutrition.* Retrieved from http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php

Nunavut Health and Social Services. (2011). Nunavut nutrition. Retrieved from http://www.hss.gov.nu.ca/en/YourHealthNunavutNutrition.aspx

- In keeping with the values and traditions of First Nations peoples, Aboriginal chef and instructor, Andrew George of the Wet'auwet'en (Carrier) Nation ("the first people of the valley") and Robert Gairns have compiled a beautiful collection of Aboriginal recipes and narratives that reflect the close relationships to the seasons and the water, earth, land and sky. Themed to showcase Native People's cuisine, *A Feast for All Seasons* resonates with a deep respect for the environment and the spiritual place that food can hold in our lives. For students, it is a worthwhile collection of familiar and not-so familiar foods and recipes intertwined with meaningful illustrations and short bits of worthwhile information.

Quick Reference

George, A. & Gairns, R. (2010). *A Feast for All Seasons.* Vancouver, B.C.: Arsenal Pulp Press.

- This National Film Board documentary shares the journey of Brion Whitford, an Ojibway who lives with advanced diabetes. Because Brion grew up not knowing his culture or heritage he had little faith in traditional Native medicine and healing. As his health deteriorated, his interest in connecting with his own culture and tradition grew. This is his story, *The Gift of Diabetes.*

Quick Reference

Paskievich,J. & Whitford,O.B. (2005). The gift of diabetes. *National Film Board of Canada.* Retrieved from http://www.nfb.ca/film/gift_of_diabetes/

Integration at the level of instructional methods/strategies

Reiterating the *Summary of Kanu,* prepared by Lorraine Dulder, it is worthwhile to incorporate Aboriginal pedagogical methods to build a genuine cultural understanding for students.

- Aboriginal Affairs and Northern Development Canada produced a Learning and Activity Guide, *Share in the Celebration,* in conjunction with National Aboriginal Day, June 21, 2013. While designed for elementary students, this is a resource that secondary food studies teachers can use to adapt Aboriginal content into curriculum. Storytelling has been well documented as an Aboriginal pedagogical method. The guide dedicates a portion of the content to explaining the relevance of storytelling for FNIM and encourages this strategy for teachers.

Quick Reference

Government of Canada.(2013). National Aboriginal Day is June 21: Share in the Celebration Learning and Activity Guide. *Government of Canada Publications*. Retrieved from http://www.publications.gc.ca/site/eng/98862/publication.html

- For students learning about the business of food, entrepreneurship and food marketing, *Carving a Niche for Aboriginal Foods 2010,* prepared for the First Nations Agriculture Association in Kamloops, B.C., is an excellent exemplar. In 2010, the Olympic Games were held in British Columbia on Aboriginal territory (Squamish, Lil'Wat, Musqueam and Tsleil-Waututh First Nations). For the first time the Indigenous community was involved in the planning and promoting of the Games. Since Aboriginal pedagogy encourages other strategies such as community involvement, real world examples and options to represent cultural backgrounds (Kanu, 2012), this resource should be considered by food studies teachers.

Quick Reference

First Nations Agricultural Association. (Summer 2009). Carving a Niche for Aboriginal Foods 2010. *First Nations Agricultural Association.* Retrieved from http://www.fnala.com/docs/REPORT-FNAA- PRODUCTS.pdf

- Many young students struggle with the traditional school environment. In recent years taking education outside the school building has proved highly successful. Research conducted by Anuik, Battiste and George (2010) documents the success of culture camps where students' world-views and attitudes are elevated particularly in areas of culture, heritage and identity. Students also learn to become more respectful of the interdependence of the environment and their food supply.

Quick Reference

Annuik,J., Battiste,M., & George,P. (2010). Learning from promising programs and applications in nourishing the learning spirit. *Canadian Journal of Native Education,* 33, 1.

Integration at the level of assessment methods/strategies

Participation and performance assessment practices best reflect Aboriginal perspectives. While these may be a challenge to non-Aboriginal students who have come to expect external rewards in the form of marks and grades, formative assessments during observations of students working and conversing while preparing food may be the food studies teacher's best guide as to student learning. The following resource also includes extensive assessment practices for other food and nutrition related activities applicable to food studies curriculum.

- Created by the Ontario Secondary School Teachers' Federation (OSSTF/FEESO), *Full Circle: First Nations, Métis, Inuit Ways of Knowing* is a 257-page, on-line resource. It includes an accompanying video and incorporates complete lessons respectful of FNMI ways of knowing. Assessment opportunities are clearly identified and an assortment of rubrics is also included. Food studies teachers will quickly identify topics of interest that are pertinent to learning outcomes and expectations. For example, under Health (physical) there are complete lessons on these topics:
  - Health issues for Aboriginal people

- Nutritional quality of foods
- Nutritional quality of traditional foods
- Business opportunities related to traditional foods

Quick Reference

Ontario Secondary School Teachers' Federation. (2013).Full Circle: First Nations, Métis, Inuit Ways of Knowing. *Ontario Secondary School Teachers' Federation.* Retrieved from http://www.osstf.on.ca/full-circle-first-nations-metis-inuit-ways-of-knowing

Integration as a philosophical underpinning of the curriculum

Kanu (2012) states that students should not perceive Aboriginal concepts as separate from regular curriculum. Rather there should be a natural inclusion, particularly in matters relating to the complexity of food. Food studies teachers might well consider these resources for natural inclusion:

- *Walking Together: First Nation Perspectives in Curriculum - A Resource for Teachers* is a professional development resource developed by Alberta Education. It is completely digital with fascinating audio-visual vignettes and interactive pieces. Topics include Indigenous Pedagogy, Connections to the Land, Symbolism and Traditions, Elders, Oral Traditions, Aboriginal and Treaty Rights, Kinship, FNMI Worldview, Well-Being, Culture and Language, Traditional Environmental Knowledge and Healing Historical Trauma. The resource has been designed to help teachers understand the holistic nature of FNMI ways of knowing and to provide opportunity to demonstrate FNMI perspectives in teaching and learning experiences. The opening explains that some issues may be controversial and sensitive, but these issues are important in understanding the complex and diverse perspectives of the Indigenous peoples in Alberta.

Quick Reference

Alberta Education. (2013). Walking Together: First Nation Perspectives in Curriculum - A Resource for Teachers –Posted by Indspire. *Schoology.* Retrieved from http://www.indspireinstitute.ca/resources/public/36493959/profile

- According to the introduction for *Teaching and Learning for a Sustainable Future, a multimedia teacher education program*, Indigenous knowledge is *local* knowledge that, has been passed from generation to generation, usually by word of mouth, and is, amongst other things, the basis for agriculture and food preparation. Indigenous knowledge has also been about how to live sustainably. These themes are underpinnings of Home Economics, food studies, in particular. This specific module produced by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a ready-to-use resource for students and teachers, alike as it supports sustaining Aboriginal perspectives while meeting Home Economics objectives.

Quick Reference

UNESCO.(2010). Indigenous knowledge & sustainability. *Teaching and Learning for a SustainableFuture, a multimedia teacher education program.* Retrieved from http://www.unesco.org/education/tlsf/mods/theme_c/mod11.html

- There is a renewed focus on environmental education and promoting environmental citizenship. Themes of sustainability and resourcefulness have always been at the core of Home Economics. Topics such as food waste and local foods have been added more recently. According to Beckford and Nahdee (2011), teaching for ecological sustainability means incorporating Indigenous philosophies and practices because these “reconnect nature and establish mutually beneficial and reciprocal relationships” (n.p.). What could be more relevant for a food studies teacher?

Quick Reference

Beckford, C.L.& Nahdee,R. (September,2011). Teaching for ecological sustainability. *What Works? Research to Practice.* Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_teaching_ecological.pdf

And finally….

As a non-Aboriginal Home Economics teacher, I can truly appreciate the findings of Kanu (2012) and Zurzulo (2007) in that I am among a population that is poorly trained and unknowledgeable about Aboriginal perspectives. Beckford and Nahdee (2011) insist that teachers need to be steeped in knowledge of Aboriginal perspectives in order to incorporate them into classroom practice. The practical suggestions outlined above should be considered as a mere *beginning* for classroom practice. Layering the concepts, as proposed by Yatta Kanu can be a useful framework with which to begin.

References

Annuik, J., Battiste, M., & George, P. (2010). Learning from promising programs and applications in nourishing the learning spirit. *Canadian Journal of Native Education*, 33,1.

Beckford, C.L. & Nahdee, R. (September, 2011). Teaching for ecological sustainability. *What Works? Research to Practice.* Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_teaching_ecological.pdf

First Nations People of Canada. (2011, April 18). *Aboriginal Affairs and Northern Development Canada*. Retrieved from http://www.aadncaandc.gc.ca/eng/1303134042666/1303134337338

Friesen, J.W. & Friesen, V.L. (2002). *Aboriginal education in Canada: A plea for integration*. Calgary, AB: Detselig Enterprises Ltd.

George, A. & Gairns, R. (2010). *A feast for all seasons.* Vancouver, B.C.: Arsenal Pulp Press.

Hoijer, K., Hjalmeskog, K., Fjellstrom, C. (2011). 'Food with a purpose' – Home economics teachers 'construction of food and home. *International Journal of Consumer Studies, 35*, 514-519.doi10.1111/j1470-6431.2011.01014.x

International Federation for Home Economics. (2008). *IFHE Position Statement.* Retrieved from http://www.ifhe.org

Kanu, Y. (2005). Teachers' perceptions of the integration of Aboriginal culture into the high school curriculum*. The Alberta Journal of Educational Research. 51*(1), 50-68.

Kanu, Y. (2012). *Integrating aboriginal perspectives in the school curriculum: Purposes, possibilities, and challenges*. University of Toronto Press.

Manitoba Education and Youth (2003). *Integrating Aboriginal perspectives into school curricula: A resource for curriculum developers, teachers, and administrators.* Retrieved from http://www.edu.gov.mb.ca/Manitoba

McGregor, S. (1993). Home Economics and Aboriginal peoples: Philosophical Parallels. *Canadian Home Economics Journal*, 43(3), 133-135.

Nakata, M. (2002). Indigenous knowledge and the cultural interface: Underlying issues at the intersection of knowledge and information systems. *IFLA Journal,* 28:281-91/

Ontario Ministry of Education. (2009). *Aboriginal perspectives, A guide to the teacher's toolkit.* Retrieved from http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

Ontario Ministry of Education. (2013). *The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities,* Toronto: The Queen's Printer. Retrieved from http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf

Smith, M. G. (2009). Food or nutrition literacy? What concept should guide home economics education? *International Journal of Home Economics*, *2*,1. Retrieved from http://www.ifhe.org/47.html

Stitt, S. (1996). An international perspective on food and cooking skills in education. *British Food Journal, Vol. 98 Iss: 10, pp.27 – 34.*

Zurzolo, C. (2007). An exploration of the experiences of non-Aboriginal teachers integrating Aboriginal perspectives into the Manitoba social studies curriculum. Retrieved from http://umanitoba.ca/faculties/education/media/Zurzolo-2007.pdf

Drawing from Funds of Knowledge

Kerry Renwick, PhD

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba, February 27-28 and March 1, 2015

Abstract

Within the Information Age literacies proliferate. Day to day functioning and thriving is increasingly being equated with being literate and being illiterate is a risk factor. Media, technology, science and health literacies are a few examples that are gaining traction in the academic literature and informing practice in schools. This paper will focus on health literacy particularly what it means for children and teenagers in schools who are not by and large 'ill' and who participate in Home Economics classrooms.

Health literacy should facilitate understandings about how to follow any particular health regime as well as the opportunity to decide if that regime makes sense in context of their lived socioeconomic and political circumstances. For young people this can mean recognising their current health status and having (latent) skills and knowledge to respond to unforseen or yet to be experienced events. Additionally the family is too often invisible or worse, absent in the planning for health. Yet it is families and their 'Funds of knowledge' that are critical to wellbeing (Rodriguez 2013) and something that Home Economists can pay attention to.

This paper will explore how health literacy is contextualised by both level of health promotion and the lived experience of the individual in context of family. It draws on a perspective of critical health literacy that is informed by and celebrates 'Funds of Knowledge' (Moll et al 1992) to not only deal with contemporary and lived situations but to also see possibilities for health literacy in future contexts. Of specific consideration is how health literacy is presented within primary health promotion and thus what is predominately offered in schools as informed by Green's (1988) writing about literacy as situated social practice that is operational, cultural and critical.

Introduction

In this paper, I want to build a case for critical literacy in Home Economics teachers' thinking with an intention to inform the experiences offered within their classrooms. I will do this by focusing on health literacy in the lived experience of the individual that is done within the context of family and in particular where the family provides for Funds of Knowledge (Moll et al 1992) that individuals bring from their life outside the schools gates and into classrooms.

What I am arguing for is a pedagogy that not only deals with contemporary and lived situations, but also has use for health literacy in future contexts. Health literacy is not focused in changing current behaviours to invest in possible future health, instead it contributes to informed thinking about what makes healthy sense in current and future daily life, both at a personal, family and community level. Thus "(d)eveloping a person's capacity in health literacy requires more than reading of text and symbols in a pre-determined regime of health care. Rather it is put forward "as a means for not only acquiring knowledge but also as a resource for engaging in health at a personal and community level" (Renwick 2013a:100).

Positional literacy

Literacy is about reading and writing – the usual understanding, but it is also about making sense of the world. Words placed on a page are what is assumed to be text but practices and social habits are also textual. And it is through these 'texts' that one is able to inscribe oneself into discourses. Becoming literate is work that is social and intensive in that it requires critical inter- and intra-personal identity work accomplished through engagement with cultural artifacts (Bartlett 2007:52). As a sociocultural process, becoming and being literate is always done within a social and cultural context. Different emerging literacies such as consumer, media, food, and health literacies demonstrate how the uses of reading and writing will vary according to the context (Cope & Kalantzis, 2000). Making use of literacy practices (Bartlett (2007) involve people learning to 'read' their world through active engagement with others in specific contexts developing understandings, appreciations and judgements about others (Renwick 2013b). Thus being literate produces positionality because everyone is in relation to somebody else, they have imbedded social goals and they are motivated by the political and ideological.

Positional literacies are encapsulated in what Gee referred to as “being recognised as a ‘certain kind of person’” (Gee, 2000/2001: 99) where, for example, a health literate person not only acquires health knowledge to inform personal action but does so understanding that health is socially constructed with varied meanings at a personal or community level (Renwick 2013b). Perceived choices about food and clothing reproduces both social and cultural positions so that as subjects of a food system, we are increasingly being positioned as consumers, and so we develop an identity of someone who purchases rather than produces food or clothing. Further to this, that certain kinds of consumers can be identified and targeted to engage with particular foods (through cuisines or as a gourmand) or wearing particular clothing (as brands or for function).

Funds of Knowledge (FoK)

When arriving at schools students walk through the gates, crossing the divide between the school and its curriculum and the students’ outside world of family and community. They have with them what Pat Thomson (2002) calls a ‘virtual schoolbag’ of students’ experiences and learning, that has been gained from interactions with family, friends and their wider community. While not a deliberate decision by teachers, the outside experiences of students are rarely sourced or built upon in classrooms, especially when the curriculum is enacted from top-down, around generic skills (Renwick 2013b, 2014).

By exploring students’ virtual school bags Home Economics educators are drawing from something that they claim to know about. According to Moll et al., Funds of Knowledge (FoK) are the “historically accumulated and culturally developed bodies of knowledge and skills essential for house-hold or individual functioning and well being” (1992:133). Students do not exist in a vacuum and they are active in developing knowledge (González & Moll, 2002) that is first and foremost derived from their family life. It is unfortunate therefore, that standardised pedagogical approaches created through centralised curriculum development means that “schools merely reproduce the relations of power and privilege, the advantages and disadvantages that exist, in spite of the efforts of many progressive educators to change to more equitable systems for all children” (Hooley, 2008, p. 39) and youth. Standardized curriculum has little concern for engaging with knowledges found both inside and outside classrooms, casting students as only recipients of knowledge rather than active producers of knowledge (González & Moll, 2002). Thus educators including Home Economists are allowed only limited opportunity to connect with the students through the use of cultural, linguistic and community resources (Rodriguez 2013).

We claim that what makes Home Economics education unique is that it has the family and individuals within the family as its central core (DiPetrio, 1995), however in being true to this assertion we must deal with diversity and difference as strengths not as deficiencies. In thinking about a FoK pedagogy, we as Home Economists are challenged to think about what is done with our classrooms that are inclusive of different cultural backgrounds and experiences, asking for example, "What FoK do students bring to their Home Economics classes about food, family and fabric?' and "How did the use of FoK transform the discourses and engagement of the class as a learning community and its members?" It is therefore incumbent on us to consider how do we, as a profession, to ensure that the understandings and knowledges of children and youth from disadvantaged circumstances inform our classroom practice especially when they are different to our own.

In March 2012, *The Age,* a newspaper in Melbourne, Australia reported on how newly emerging suburbs in Melbourne's west are not necessarily places for individual and family wellbeing. Rather they are increasingly being viewed as places that are setting up lifestyle–related health problems in children (Perkins 2012) such as increasing levels of reported asthma due to the heavy reliance on cars simply because public transport isn't available. Chronic diseases of obesity, diabetes and heart disease are described, as being at 'epidemic' proportions given the number of fast food outlets and bottle shops per head of population are high compared to more affluent and established communities. The article also carried a sub-headline that suggested that all of this will have emerged in 20 years' time but what about those communities where their twenty years are now up?

For Home Economists, who are invariably linked to health education, how do we position our responses? If we take a biomedical/behaviour change perspective where ill-health is situated within the individual as pathology, it becomes too easy to respond with a position that if students are overweight then as a teacher we just need to give them information that gets them to eat 'better' and exercise more. In communities where the food supply system is opaque and consumer have almost no say in what is being put into their food, and that have no recreation facilities and a proliferation of fast food outlets, such approaches are hardly effective, least of all respectful.

Funds of Knowledge informing pedagogy

Clearly the different stakeholders have their particular positions about what the time spent in the classroom should yield. And at this point I want to invite you to engage in thinking about how particular stakeholders position themselves in a young person's education. Under current standardised regimes, teachers need their students to be able to operate within the classroom that requires them to learn in line with the official curriculum; to show progress; and to be organised, motivated and compliant. Parents on the other hand want their children to be happy, to have friends; learn – to think and grow (intellectually); and to learn successfully and meaningfully. Lastly students want to have fun at school; express themselves; make sense of their world; and to explore the wider world.

Accepting that, for the students in our classrooms, "(l)ife for many adolescents in an unstable global economy becomes not a journey toward the future but a fleeting condition, buffeted by constant change" (Bean & Readence, 2002: 206), how do we respond as educators? How might using FoK as a lens facilitate ways to work with young people, to help then to understand their work and the wider world (Beane, 1997)? How does it assist us, our students and their family to understand what we offer in our classrooms and therefore "Why are we doing this?"

Ordinary pedagogies are concerned with mastery of subject matter and common testing without any consideration of whose knowledge is being learnt, why has it become the official curriculum and in whose interests (Apple 2004, 2008; Apple and Beane, 2007) Extra-ordinary pedagogies by default go beyond ordinary understandings and practice that guide students to pursue social justice, agency as learners and constructive action (Faltis and Abedi, 2013). To do this there has to be ways of engaging with families and the wider community that makes sense with, and connects to students' learning needs in becoming a world citizen.

Extra-ordinary curriculum: Critical Literacy

In discussing challenges for literacy education Green (1998) has considered the ways in which literacy education has been changed by technology and media. With a particular focus on students in classrooms being constituted by very different influences of technology (ipods, ipads, computer games, social media, etc.) and when compared to that of the teachers' experience there is substantial and potential 'alien' differences (Green and Bigum 1993). Further Green (1988) argues that this generates challenges within today's classrooms for teachers to be able to connect and work with students in meaningful ways as well as enabling these students as "the constituency of the future, our future citizenry" (p37) and thereby positioning teachers work to include *thinking the future* and explicitly what type of future.

As an approach of extra-ordinary pedagogy, Green’s framework positions literacy as a ‘situated social practice’ that requires an integrated view that incorporates operational, cultural and critical literacies (see Figure 1) and can be seen as a pedagogical approach that draws on FoK.

Figure 1 Critical Literacy

Green argues that the three aspects are not sufficient in themselves and certainly not as isolated components, that they are not hierarchical and that all three should be considered concurrently. Each aspect is important in its own right but when considered together provide a context to consider the interplay between each. For instance, the convergence of operation and cultural literacies enables consideration of not only what and how things ‘work’ but how they may function in diverse social environments. Operational and critical literacies intersect around not only the technical but also about what ‘technologies’ are assumed as being available to use. And finally the alignment of cultural and critical literacies allows for consideration of embedded values and opportunity to distinguish and identify both the represented and omitted perspectives (Thoman and Jolls 2004). In order to demonstrate each of the three literacies I will draw on content areas that are familiar to Home Economics educators.

Operational Literacy

Focusing on operational literacy we use ways to connect with students' understandings about food labels. We can draw directly from their experiences in that; at a minimum, they are familiar with 'food with labels'. By spending time on this topic in class both students and teacher should be able to answer the question "Why are we doing this?" – How does this build knowledge about my community and the world?

We are told that reading labels is an important skill. Since we are preparing less of our own foods, we have limited to no understanding about availability of food based on seasons and are losing the technical knowledge and skills of harvesting, preparing and storing our own foods. Instead we have to be able to read labels on packaged foods to ascertain ingredients and nutritional value, and the legitimacy of production methods and ingredients. (See Figure 2).Labels also demonstrate that everything cannot be included and that some information is (deliberately?) missing.

The building of practices and social habits through operational literacy positions us to consider "What is my identity?", where increasingly this means that I have to buy food that someone else selects, prepares and markets. I am dependant on others and I am expected to trust them to do the 'right' thing by the world and me and so I am positioned as a consumer.

Cultural literacy

Food selection models are often considered in food and health classes in limited ways and without enough thinking of "Why are we doing this?" Using food selection models to convey understandings about healthy eating is a common approach and can be seen in USA, the United Kingdom, Canada and Australia. All have a diverse population with many different cultural groups and cuisines represented. For example, in the Australian version the food portrayed in the Healthy Diet Pyramid represents an Anglo-middle class perspective. Historically the First Fleets and early years of white settlement were funded by English banks who wanted a fast return on their investments. So with agriculture and geared around paying bank loans food production in Australia is positioned around the big 3 – wheat, beef and dairy together with the wool industry and its side production of mutton and lamb. As a colonised country whose indigenous people were, and in parts of Australia still continue to be predominately hunter-gatherers and there was no ‘peasant cuisine’ to act as a moderating influence, so our healthy eating guide reflects Australian agri-business.

When seen in isolation of others, a country’s food selection guide can appear to be ‘the’ healthy diet rather than a culturally based interpretation of (see Figure 3). Each interpretation can by modified by the existence of a peasant cuisine; agriculture and farming techniques and history and locational geographical conditions that deem particular plants and animals as food. So the Mediterranean diet of which we are told we should be eating more like – in Australia at least, reflects cuisines and eating patterns from both the north Mediterranean (Spain, southern France, Italy, Greece Turkey) and south Mediterranean (Lebanon, Egypt, Libya, Algeria and Morocco). The Asian eating guide reflects the eating from Japan and China to Indonesia and Malaysia and to Vietnam, Thailand and Myanmar.

Figure 3 Healthy diet pyramids – Australian, Asian and Mediterranean

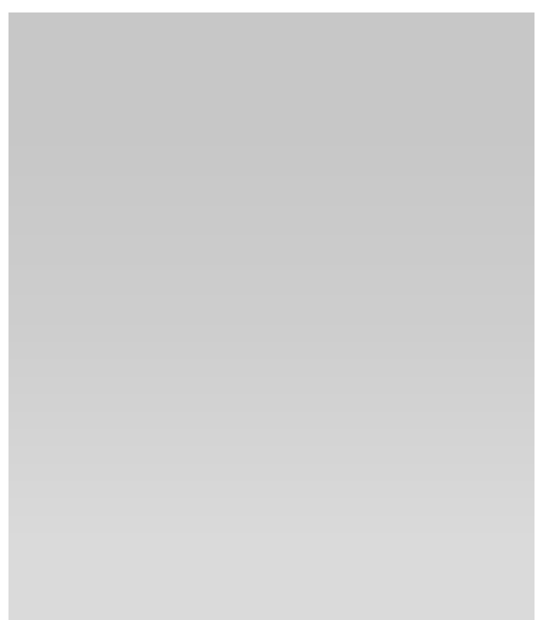
Connecting with students’ understandings about cultural literacy provide ample opportunity to build knowledge about students’ community and the world. “What is my identity?” particularly when eating is not just to consume nutrients for wellbeing and health. Rather food contributes to and is a part of building practices and social habits that can include diet and nutrition together with an appreciation of diversity thus the role I inhabit is as an aware citizen.

Critical literacy

Using the focus on Critical literacy asks the question “Why are we doing this?” in seeking to build knowledge about differences in advantage and disadvantage my community and the world and creating dispositions for social justice.

It is in critical literacy that we get to consider issues of power. For example, who decides what is the ideal female form? Over the past 100 years European/American i.e. white perceptions have changed – from the Rubenesque through to the fat-free. How might this position those who do not reflect the ‘ideal’? We need to consider who gets to decide what is the ‘fashion’? And does having money necessarily buy good design and taste? In what ways do counter cultures both challenge hegemonic positions and generate their own ‘rules’?

In order to connect with students’ understandings about how their decisions and actions impact on the world and wellbeing of others critical literacy requires us to identify who benefits and how others are disadvantaged (see Figure 4). So Critical literacy allows us to consider that consumers want a bargain, they have been trained to be price sensitive but there has to be point, as a consumer, where you have to ask how is it possible for this to be made that is based on the triple bottom line – economic, social and environmentally sustainable. We can ask “in whose interests” is it to produce clothes in such a manner and to consider other more humane and ethical ways to enable work and opportunity.



The building of practices and social habits through critical literacy positions me to consider “What is my identity?” when I don’t have to buy my own clothes but I am a consumer that can demand and expect sustainable clothing production. In this context my identity is as a world citizen.

Conclusion

Critical health literacy should facilitate understandings about how to engage in actions that support health and wellbeing as well as opportunity to decide if it makes sense in context of their lived socioeconomic and political circumstances. For young people this can mean recognising their current health status and actions together with (latent) skills and knowledge to respond to unforseen or yet to be experienced events. Additionally the family is too often invisible or worse absent in the planning for health. Yet it is families and their 'Funds of knowledge' that are critical to wellbeing (Rodriguez 2013).

Building on the reality of students' lives it positions students as co-constructors of knowledge with their teachers. By combining critical literacies with FoK it is possible to increase the consciousness of teachers and students to think about multiple forms of literacy and to facilitate students' ability to 'read the world' (Rodriguez 2013) through food, family and fabric.

As we ask students to engage in our programs, seeking to understand the families and communities that our students come from and what strengths they bring to the classroom assists us, our students and their families to understand "Why are we doing this?" Developing as a "certain kind of person" means that they are connected to others and have concern for issues of sustainability and social justice.

References

Apple, M. W. (2004). *Ideology and curriculum*. New York: RoutledgeFalmer.

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, citizenship and social justice*, *3*(3), 239-261.

Bartlett, L. (2007). To seem and to feel: Situated identities and literacy practices. *The Teachers College Record*, *109*(1), 51-69.

Bean, T. W., & Readence, J. E. (2002). Adolescent literacy: Charting a course for successful futures as lifelong learners. *Literacy Research and Instruction*, *41*(3), 203-209.

Beane, J. A. (Ed.). (2007). *Democratic schools: Lessons in powerful education* (pp. 150-155). Portsmouth, NH: Heinemann.

Beane, J. A. (1997). Curriculum for what? *What research says to the middle level practitioner*, National Middle School Association, 203-207.

Cope, B. & Kalantzis, M. (2000) Multiliteracies: the beginnings of an idea. In B. Cope & M. Kalantzis (eds.) *Multiliteracies: Literacy learning and the design of social futures*, NY: Routledge.

Faltis, C., & Abedi, J. (2013). Extraordinary pedagogies for working within school settings serving nondominant students. *Review of Research in Education*, *37*(1), vii-xi.

Gee, J.P. (2000/2001) Identity as an analytic lens for research in education. *Review of Research in Education* 25, 99–125.

Green, B. 1988, Subject-specific literacy and school learning: A focus on writing. *Australian Journal of Education*, 32(2), **156 – 179.**

Hooley, N. *(2008). Teacher education as democratic public sphere.* The Australian Educational Researcher, 35, 37–51. doi:10.1007/BF03246288

Moll, L.C., Amnati, C., Neff, D. and González, N. (1992). Funds of Knowledge for teaching. Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132 – 141.

Perkins, M (2012) Health Fears on Estates. *The Age* Thursday 15 March, http://news.domain.com.au/domain/health-fear-on-estates-20120314-1v3lw.html .

Renwick, K. (2013a). Critical reading in health literacy. *The International Journal of Literacies*, 19, 99–107.

Renwick, K. (2013b). Food literacy as a form of critical pedagogy: Implications for curriculum development and pedagogical engagement for Australia's diverse student population. *Victorian Journal of Home Economics*, 52, 6–17.

Renwick, K. (2014). Critical health literacy: shifting textual–social practices in the health classroom. *Asia-Pacific Journal of Health, Sport and Physical Education*, *5*(3), 201-216.

Rodriguez , G.M. (2013) Power and Agency in Education: Exploring the Pedagogical Dimensions of Funds of Knowledge. *Review of Research in Education,*37, 87 – 120.

Thoman, E., & Jolls, T. (2004). Media literacy – A national priority for a changing world. *American Behavioral Scientist*, 48, 18–29. doi:10.1177/0002764204267246

Thomson, P. (2002). *Schooling the Rustbelt Kids: Making the Difference in Changing Times.* Allen & Unwin, Crows Nest.

The Foods Classroom: Dumping Ground, or Place of Inclusion

Eric C. Schofield

University of British Columbia

Paper presented at the Canadian Symposium on Home Economic and Family Studies Education XIII, Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

As I set out on my path as a home economics teacher, I intend on using lessons from my previous education, volunteer, and work experiences, to help me connect with students, and empower them to make meaning of their lives, their communities, and their world. One of the key motivations for me to become a home economist is to make connections between people, disciplines, and the global community. In this paper that food is the access point to a heightened level of learning. It is within the foods classroom where ALL students can experience learning at this heightened level.

The label "dumping ground" is sometimes used in reference to the foods classroom. Essentially, it has been stated that the difficult, unmotivated, at-risk, or non-academic students are "dumped" into the foods classroom. I feel that this is an opportunity to not only make this scenario work to everyone's benefit, but to embrace it and enhance learning for everyone involved in an environment of inclusion.

In this paper I intend to explore what inclusion actually is. In my recent position teaching, I am fortunate to be in a school that promotes the inclusion model. I will explore this concept of levels of students, and unpack exactly what it is based on, and what it means for the future education, success, and health of our students.

> "Every child has the right to live free from discrimination" (United Nations Convention on the Rights of the Child, 1989).

The foods classroom is a functional and relevant model of inclusion that enables students to learn skills and processes, in formations that reflect their future families, workplaces, and empower them to navigate many of the changes that will continue to occur in society. In arguing this, I will explore the following four areas in this paper: A) home economics should be a core subject in public school; B) the term 'dumping ground' is completely inaccurate; C) inclusion can have many different, yet meaningful interpretations; and D) a sense of belonging is of utmost importance for vulnerable students to succeed.

Background

Although Food Literacy is at the centre of my interest, I am researching the inclusion model because I see it as a critical foundational piece of my teaching practice. There are several factors that have contributed to my focus on this area. I am motivated by my own failure in high school years ago, as I dropped out and did not finish until four years later. Also, my introduction to formal teaching happened while working at a group home for Inuit adults with special needs, when I lived in a community where the term 'at-risk' is not assigned to a student, but arguably could be to that entire demographic due to systemic factors. Finally, ever since I was a teenager I have been actively volunteering in diverse settings, from coaching Special Olympics, to mentoring at a youth custody centre, and guiding at-risk youth in the backcountry.

Whatever it may be, before even returning to university to finish my undergraduate degree, I knew that I wanted to be able to stand in the classroom, and no matter who entered the room, no matter what designation, behaviour profile, or lack of motivation, that I would not look at the student as a problem, but as an opportunity. I would welcome them to a place to learn resilience, build self-esteem, connect with learning, and belong.

Context

After studying home economics education at UBC last year in the BEd program, I am now employed as a teacher in, an inner-city school in the lower mainland of British Columbia that has implemented a Middle Years Program and prioritizes a model of inclusion in the classroom.

Shapon-Shevin argues that "inclusion is a gift we give ourselves: the gift of understanding, the gift of knowing that we are all members of the human race and that joy comes in building genuine relationships with a wide range of other people" (2008, p.50). This philosophy of education aligns closely with my own, and also relates to the International Baccalaureate model, one that is being used at my school as we move towards the Middle Years Program certification. "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (IB Meeting Student Learning Diversity in the Classroom, 2013)

I have no idea how many students in my classes have designations, but I do know that I teach 156 students, and I know that there are a lot of students with Individual Education Plans (IEP's). They are all wonderful; they all have ideas; they all have potential; and in some form or another; they all have obstacles that they face. One of my goals is to figure out how to, as high school student Jeff Bliss stated, "touch [their] frickin heart." (YouTube video, 2013).

Home Economics Should Be A Core Subject

"… but I don't like stir-fry."

This is something that a grade 9 student recently told me as an explanation for why he was not going to participate in the cooking lab. It became even clearer to me that the key purpose of being in a foods classroom is not to make the things that they like to eat, but to use food as a way to get engaged in learning about themselves, each other, and an array of subjects and topics. Besides, the uneaten food from our classes is given to one of our programs, where it is always needed.

Everyone can benefit from learning alongside in a community. The foods classroom is an ideal environment to empower students to learn many of the key skill sets of the future, such as project based learning; inquiry; problem solving; cooperation; discovery; learning from mistakes; mobility; and relevance. I find that students are given the opportunity to really focus on social and emotional learning.

I am clearly aware of how to assess students who are engaged in a lab (or not). The process and results are for the most part transparent, and I am able to work with them to make adjustments and extensions throughout. The foods classroom, at least for my practice, is an environment where students are continuously making and learning from mistakes, taking risks, collaborating, troubleshooting, and ideally, having fun.

It is not that all students can do well in this subject area, because we all know that this is not necessarily true all of the time, it is that all students can relate with the material and the material can be adapted to meet the interests, needs, and so abilities of students.

Simply the dynamic of working in cooking groups is a magnificent opportunity to try and learn teamwork, to do what is often described as having *too many cooks in the kitchen.* From my research on food literacy programs, I noticed that one scholar in Ontario setup a program for at-risk youth, and describes it as “an engaging cooking skills program targeting youth builds self-efficacy, food knowledge and literacy, self-confidence, and self-esteem, while potentially improving the social determinants of health” (Thomas & Irwin, 2011).

Slater (2013), speaks to the overall subject area in school:

> Home Economics Food and Nutrition education is seen as critically important for youth, given that one third of Canadian children are now overweight or obese, fast and highly processed foods make up an increasing proportion of Canadians’ diets, and there are increasing dilemmas being faced with food production and food safety (p. 617).

My undergraduate degree was in human geography, a systems theory course that places an emphasis on relations across space and place. I now have a privileged position to facilitate learning with youth in a foods classroom, a vibrant, meaningful, creative, and at times vulnerable, environment where students have the opportunity to learn about acceptance and respecting difference. For these reasons above, I believe that foods is a core academic subject already, and has been for quite some time. Of course I am biased, but that is my objective as a home economist. I intend on continuing to advocate on this tremendously relevant and complex discipline to become a mandatory here in Canada as it is already in Japan.

Students will benefit, not from the foods training alone (goal is not for them to become chefs), but from the social, emotional, project-based, problem-solving, inquiry, prioritization, sense of urgency, etc. that takes place.

The Term ‘Dumping Ground’ Is Inaccurate

> All pupils gain when teachers adapt the curricula and their teaching styles to suit the range of diversity that is found among children in any class. Usually these adaptations require little extra equipment but lots of creativity. (UNESCO, 2001).

On one occasion, I pointed to a bag of baby carrots and asked a student to place the carrots in a bowl. He literally placed the bag, unopened in the bowl. This was a great moment for me to assess how I was giving instruction. He literally did what I had asked him to.

This quote and example both remind me of the importance of differentiated instruction. Differentiated instruction is absolutely paramount to my practice as an educator as it goes along with knowing my students, building relationships, and building community. All students belong in the classroom and all students must be held to the same expectations to do excellent work. It is not just the student who should change how they learn, but also the teaching that should change to how material is offered to students. The foods classroom is one that focuses on differentiated instruction, and is far from a dumping ground. The term 'dumping ground' is insulting because it disrespects the character, potential, and integrity of all students.

A mentor of mine once told me to never close the door of my classroom while I am teaching. He was making the case that if you need to close the door to the hallway, or outside world, something was wrong. I do not read too much into this, but I do always have my door open. When I began my first teaching position last fall, it surprised me at first to find students coming into my room throughout my cooking labs.

"Several teachers felt their classes were a 'dumping ground' for behaviorally and intellectually challenged students" (Slater, 2013, p. 620). Dumping ground. I've heard this reference, or at least synonyms for foods class frequently over the past few years. What an awful expression for both the student and the discipline. I see the foods classroom as a magical and integral place for students to learn about food of course, but more importantly about themselves, each other, society, and some of the complexities of our world. This is all possible to occur in a VERY flexible, adaptable, and dynamic way, hence the emphasis on inclusion.

Inclusion, Although Complex, Is Necessary

> One of the most fundamental prerequisites to accomplishing any of this is to adopt the mindset that all students are unique, and that it is advantageous to focus on their unique strengths and challenges (Salend & Sylvestre, 2005).

A 12 year old once told me that he was stupid, shortly after I asked him if he completed his worksheet on the French Revolution. I disagreed that he was stupid and I made a point of telling him this. This was a student who had learned the practices of his Inuit elders, that of hunting, speaking Inuktitut, navigating the land, and the modern methods of driving a snowmobile, fixing small engines, and using a rifle. He was the prime example of someone trapped between two cultural generations.

The three dimensions of inclusion are: physical, social, and academic. It is critical to be aware of this when interacting with students in a learning environment in order to be successful. One of the most fundamental prerequisites to accomplishing any of this is to adopt the mindset that all students are unique, and that it is advantageous to focus on their unique strengths and challenges (Salend & Sylvestre, 2005).

This is often the case with students, insofar as if he or she does not understand the learning in the way that is familiar to him or her. According to two scholars, "in school, most of the child's noncompliance and defiance occurs because the presented task is too hard, lacks visual clarity, or has no clear finish" (Hall and Hall, 2003, p.39).

Help children learn that learning is a process (journey) and not a race (summative). Strengths and weaknesses are relevant to context, and in the foods room, these are often more critical to meet the hidden curriculum than they are the objectives in the official curriculum guide. Inclusive education is not sacrificing the education of one group of students in order to involve other students in learning. Nor is it a place alike a dumping ground where everyone has to get by for an easy 'A'. In fact, inclusive education is far from accommodating students, and closer to empowering them, all of them.

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand." This Chinese proverb, often referred to as a quote by Benjamin Franklin, speaks volumes to the potential of a foods classroom to connect with the learner. The use of group dynamics enables students to teach each other routinely throughout the class. “Inclusion is not a favour we do for students with disabilities” (Shapon-Shevin, M., 2008). The United Nations defines inclusive education as

> schools, centres of learning and educational systems that are open to ALL children. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. It also means a process of identifying any barriers within and around the school that hinder learning, and reducing or removing these barriers. (UNESCO, 2001)

If this relates to square pegs being forced into a round hole, one of the best remedies might be to change the shape entirely. As I move through my first year of teaching, I believe in high expectations for all students. I am reminded each day that every student brings his or her own story, one that is constantly evolving. I think that balance is a key area of teaching, and for me this currently takes on the shape of providing students with choices, yet also having consistency; it is about teaching skills, but focusing on inquiry and process-based learning as the forefront of practice. I am constantly changing my practices through reflection and feedback.

An example I have of learning through experience with students relates to a student who has been taken out of all his academic classes. It was the most difficult meeting I have been part of as a full-time teacher so far. I overheard someone state that “we know he isn’t learning.” I was thrilled one day to hear a classmate of his say “I know [he] is capable of doing work … he just needs to be encouraged.” It is not just to get through school or achieve an ‘A’ that is significant, but instead it is about the process of learning and the experiences students have in the classroom.

How do we know when and if students are learning? It all depends on which measurements are being used to assess learning? I make adaptations within my classroom routinely. Modifications are also made, but mostly I focus on the former. This is something that is both dynamic and diverse, depending on the student and the day. Each child brings his or her own unique character to the classroom, and the story of his or her life is actively being written, and is therefore always unpredictable.

Belonging Before Learning

> *Unfortunately, students who need caring and support the most are often the ones who outwardly seem to reject it. This reaction can be frustrating and may seem threatening to a*

> *teacher and the overall management of the classroom. Many youngsters who have experienced continual abuse and rejection in their lives do not necessarily understand how to internalize care, despite wanting to feel cared for and wanting to have that caring communicated to them by adults in their environment. Students with emotional and behavioral difficulties who rejected their teachers still noted that they wanted to personally know their teacher and wanted their teacher to know them (Mihalas et. al, 2008, p.4).*

‘Belonging’ is a term that relates to Maslow’s Hierarchy of Needs. I recall on practicum visiting an elementary school where the teacher had a large wooden sign that read ‘You Belong Here.’ This expression is so simple, yet absolutely crucial. Students should feel welcomed, valued, and accepted. It increasingly becomes clear to me that BELONGING = MOTIVATION = ENGAGEMENT = SUCCESS.

Food is an engagement agent. This is something that I initially learned while working as a substitute teacher in Canada’s arctic, but since being involved with inner-city schools in both Toronto and Vancouver, I have become aware of how integral this is to our education system. Learning is not something that takes place in a vacuum. And the classroom is certainly not the vacuum if there was one to begin with. Connecting with students’ senses is something that students can identify with.

> “Developing a positive classroom climate conducive to supporting the learning of all students requires that students are appropriately challenged by their learning, that expectations of them are high but realistic, where students belong to the community and feel cared for, trusted, understood, valued and safe. Students need to be listened to, have their opinions sought, and be provided with opportunities to succeed. It is important that all students are included in decisions about their learning, have the opportunity to develop the attributes of the learner profile and to understand themselves as learners.” (IB Meeting Student Learning Diversity in the Classroom, 2013)

One student in a class I taught would always come to class with great enthusiasm, as he has a profound love for cooking. One day he asked to help with the demo, and I happily allowed him to. He did great, and afterward; he thanked me for giving him the opportunity to work on building his self-confidence. This is a student who on another occasion stated “you’re going to give up on me just like everyone else has." I made it very clear to him that this was not the case. It is my job to not give up on youth. During my practicum a counsellor at the school reminded us all that we are in the *relationship business* (establish relationship with each child). I could not agree more.

Discussion

Building on the famous quote by Maximus "what we do in life echoes in eternity," I feel that what we do in the classroom echoes in society. One of my goals in teaching is to empower students to develop values and attributes that will allow them to be compassionate, perseverant, and flexible community members in the future. We all have something to learn, and from each other.

One student in a class I taught would typically be off-task, and would call out random statements during lessons. Paired with three group members who included him, challenged him, and encouraged him, this student was able to be very successful. Also, there were a couple of projects where his quality of work exceeded that from all others in the class. During parent-teacher night one of his group members parents was in to see me, and I was thrilled to know that this parent knew the names of all his child's group members. Finally, another student from that group stated on the year end reflection that the "highlight was getting to know others and learning how to work together over the semester."

Inclusion is happening in the foods classroom, and it is one of the key factors that not only make it far from a 'dumping ground', but it also defines why this subject should be a mandatory class throughout secondary school. It all begins with students feeling that they belong, and that they can measure his or her learning and learn from their mistakes.

Conclusion and Future Study

This paper has made the case that not only is the foods classroom far from a dumping ground, it is in fact a functional and relevant platform for inclusion that enables students to learn skills and processes, in formations that reflect their future families, workplaces, and empower them to navigate many of the changes that will continue to occur in society … not to mention that they are each capable of excelling in this crucial subject area.

I emphasize concepts in the foods classroom. Having a sense of urgency is one that I find most significant to success. Not rushing, nor being under stress, but having a plan, and doing one's best to accomplish it, using the resources available, and trying to envision what else can be done. This is where I am at as a novice foods teacher. If I can maintain my sense of urgency in working with students to co-create an atmosphere or inclusion, the only dumping ground will be fictitious.

There is no need to modify the education system, meaning expect less from students, or get rid of foods education. But, there is an urgent benefit from adapting in each of these areas to connect with the student in the classroom, and help them connect with the greater world.

The foods classroom has the potential to be a safe and supportive environment where students are able to take risks, learn from mistakes, and most of all, learn to read the world through curiosity, experimentation, and collaboration. My goal as an educator is not for students to become chefs; but to learn how to read the world through a critical, relevant, and dynamic lens. I seek to continue developing Food Literacy curriculum to be used in the classroom, and ideally as the foundation for an alternate program. I also am looking at an inquiry that focuses on the learning environment of the foods room as one that is blame free and entrenched in leadership.

References

Bosch, T. (2012, June 5). Why we need to bring back Home Ec. *Slate.*

British Columbia. (2009). "A guide to adaptations and modifications."

Desjardins, E. (2013). Food literacy among youth, young pregnant women and young parents who are at risk for poor health. *Public Health Ontario,* 1-89.

Graham, R. (2013, Oct. 13). Bring back home ec! The case for a revival of the most retro class in school. *The Boston Globe.*

Gross-Loh, C. (2013, September 30). Who says home-ec isn't a core subject. *The Wall Street Journal.*

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom*.

International Baccalaureate. (2013). “Meeting student learning diversity in the classroom.”

Lustig, R. Gershen, C. &Valentine, S. (2012, December, 27). Bring back Home Ec – And this time for boys too!. *Huffington Post.*

Renzetti, E. (2014, April, 28). Cutting home economics? Now that’s out to lunch. *The Global and Mail.*

Slater, J. (2013). Is cooking dead? The state of Home Economics Food and Nutrition education in a Canadian province. *International Journal of Consumer Studies, 37,* 617-624.

Smith, M.G. (2009). Nutrition or Food Literacy? Health Education or Home Economics Education? 1-21.

Thomas, H. and Irwin, J. (2011). Cook It Up! A community-based cooking program for at-risk youth: overview of a food literacy intervention. *BMC Research Notes, 4(495),* 1-7.

Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*.

UNESCO. (2001). “Understanding and responding to children’s needs in inclusive classrooms: A guide for teachers.”

Wormeli, R. (2006). *Fair Isn’t Always Equal: Assessing & Grading in the Differentiated Classroom.*

BC at the Table: A Food System Resource

Lynne Sawchuk, RD

BC Dairy Association

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba, February 27-28 and March 1, 2015

BC Dairy Association is excited to announce the release of BC At The Table, a series of online videos that can help you teach about BC's food system.

Do your students know where their food comes from? What impact does buying local food have on the environment, economy and communities? What is the importance of the agrifood industry in your community and province? These are some of the questions that BC At The Table aims to help answer.

BC At The Table evolved out of the need for a Canadian resource that brings critical thinking about the food system into the classroom. It is a new curriculum resource intended to:

• show how food is produced, processed, distributed and accessed

• inspire students to support the local food system.

It consists of four video segments (12 – 19 minutes each) that can be watched separately in shorter classroom sessions or together in one longer session using the full length video (55 minutes). The videos highlight the main steps in the food system that four foods go through to make it to our plates:

- Produce (with a focus on greenhouse tomatoes and vegetables)
- Grains (with a focus on wheat)
- Dairy (with a focus on milk and cheese)
- Salmon (both wild and farmed)

The foods featured were selected because of the major role they play in BC's economy. They are also representative of the four food groups in Canada's Food Guide.

The videos address some of the issues related to each food and give a glimpse of the career opportunities in the agrifood industry. Students are encouraged to conduct further inquiry into specific issues of interest to them.

In addition to the videos, there are corresponding downloadable teacher resources. An Introductory Discussion & Activity Guide featuring the quiz: "Are You A Regional Eater?" is available online along with separate Teacher Discussion Guides for each of the four video segments. Teachers are strongly encouraged to refer to these discussion guides to facilitate student inquiry and bring up relevant and controversial issues.

BC At The Table links well to Home Economics/Family Studies/Human Ecology/Family and Consumer Science programs. Although the videos focus on BC, in conjunction with the discussion guides, BC At The Table can have useful applications across Canada.

BC At The Table can be accessed online at: bcdairy.ca/bcatthetable

Feedback regarding BC At The Table is welcome. Contact a nutrition educator at BC Dairy Association by calling 1.800.242.6455 or emailing nutrition@bcdairy.ca.

Food for Thought: Can Food Literacy Guide Us Through the Maze of Food Messages?

Joyce Slater, PHEc, RD, MSc, PhD

University of Manitoba

Paper presented at the Canadian Symposium on Home Economics / Human Ecology / Family Studies Education XIII

Winnipeg, Manitoba, February 27-28 and March 1, 2015

I would like you to use your mind's eye, and imagine a meal. Imagine it as an occasion rather than a plate of food – the evening meal let's say, in a home. Take a minute to see it. I'll bet you are thinking about more than a collection of nutrients or foods required to meet biological needs. Your meal may be at a table, set with delicious, healthy food made by someone who is a good cook; someone who loves you. It could be formal or informal. You may give thanks for your food. There are other people at the table who are important in your life. You share food, exchange conversation, and depart satisfied physically and emotionally – wholly "nourished". This "scene" is an incredibly powerful part of our human history as well as our contemporary imagination – embodying ideals of family, fellowship and love, even spirituality and identity - a socially constructed event where, in writer Margaret Visser's words, the satisfaction of the most individual of needs becomes a means of creating community. Indeed, the "meal" and all that goes into it is one of the most important ways we reproduce culture.

Not to be dramatic, but the meal is becoming an endangered species at an astonishing pace. And this really concerns me. It was this concern that led me from a career in public health to the University of Manitoba in 2003 where I began to question why the "meal", with its elements of community, culture and wholesomeness (and I do not use that word trivially but in its truest sense) is disappearing, and just as importantly, is it a problem? Or a romantic middle-class notion out of step with our post-modern times. I haven't completely answered these questions, but my research at the University of Manitoba has allowed me to "start peeling back the layers of the onion" if you will.

And what I've concluded so far is that we now have a "meal replacement" which is a crazy, complicated food system that intentionally or not, is making us sick, and we need to do something about it. I call this the "foodscape", and the most apparent manifestation of it is the rapidly expanding obesity epidemic: A new UNICEF study ranks Canada 27th out of 29 "developed" countries for having the worst child obesity (UNICEF Office of Research, 2013). One in three Canadian children are now overweight or obese (Shields, 2005). The rate climbs to 60% for adults (Statistics Canada, 2012) and a brand new series of reports from the world's foremost medical journal last week, the Lancet, says there is no end in sight. Anywhere. In the world. What was a privileged condition for the wealthy for most of human history is now "normal". University of Guelph sociologist Tony Winson calls this "a veritable tectonic shift in the human physical condition" (Winson, 2013, p. 5) and British food scholar, Tim Lang, calls the "leitmotif" for the modern food age (Lang & Heasman, 2004, p. 300). What is going on?

Looking back, the last 100 years have seen the most dramatic changes to what, and how, we eat since the discovery of fire, or to be fair since the dawn of agriculture about 12,000 years ago. As the twentieth century progressed, populations became increasingly urbanized, requiring more and different food markets. The Green Revolution, which started in the first half of the twentieth century, yielded tremendously efficient and abundant ways of growing food and fueled population growth. Food manufacturers developed incredible new processing and preserving methods during World War II to feed soldiers, then shifted these to the post-war markets. Peacetime markets were needed to ensure the expansion and profitability of these, and a growing advertising industry had the North American "housewife" in its sights. One of the most enduring images crafted during this time is Betty Crocker, a fictitious "all-American" housewife created to sell flour but by the 1930's had progressed to more processed food products including biscuit and cake mixes (Betty Crocker, 2015).

Food processing boomed in the 1950's and 1960's as consumer spending increased, refrigeration and freezing went mainstream and television (and its accompanying advertising) entered family homes. Frozen TV dinners, packaged "sides" like instant potatoes and stuffing, Cheez Whiz®, and Tang® appeared on grocery store shelves.

Targeting those responsible for family meals, a 1950 Good Housekeeping article urged women to "…plan ahead, keep menus simple, and use lots of canned, packaged and frozen foods" (Agriculture and Agri-Food Canada, 2010, p. 2). And fast food restaurants went up as quickly as new roads to get to them.

Whether these easy-to-use products were a boon to housewives, who were responsible for family food, or food companies were creating a market by exaggerating the drudgery of home cooking is not clear; however several scholars have convincingly argued the latter including Katherine Parking in her book *Food is Love: Advertising and Gender Roles in Modern America* (Parkin, 2007). What is clear, however, is that food had become a commodity rather than a "basic human need".

The foodscape continued to change over the next decades with more packaged foods and the rise of mass-market restaurants, accessible to a growing middle class. Women's roles were also changing. While some women (and especially poor women) have always worked outside the home, we went out in droves since the 1970's. But a funny thing happened – when women stepped out, no one stepped into the kitchen. Well, to be fair: time use studies show that men have taken on more domestic duties and the gender gap is closing with each new generation (Milan, Keown, & Urquijo, 2013).

So it's not that the kitchen was completely empty – rather, what happened in the kitchen (and outside the kitchen) began to really change in the 1980's and 90's. If the 1950's and 60's were the grand era of convenience foods, the 80's onward represented the grand era of "ultra-processed" foods (Monteiro, Moubarac, Cannon, Ng, & Popkin, 2013; Moubarac et al., 2014). Food manufacturers, fueled by subsidized corn and sugar, relaxed trade agreements and new ingredient and preserving technologies flooded the grocery stores and restaurants with cheap, highly-processed foods – these are very palatable containing high levels of fat, sugar and salt, often requiring no refrigeration or preparation, and having numerous artificial preservatives. They tend to have poor nutrition, and are the hallmark of what researcher Barry Popkin calls the "Nutrition Transition" (Popkin, Adair, & Ng, 2012). Think packaged snack foods, crackers, chips, soft drinks, frozen dinners, pastries, cookies, candies, pizza pops, frozen pizza and other entrees, toaster waffles… So sophisticated are food manufacturers today, that they employ not only the science of food ingredient technology, but psychology and "psycho-biology". Michael Moss, Pullitzer Prize winning author of "Salt, Sugar, Fat: How The Food Giants Hooked Us" illustrates this brilliantly with this short clip (https://www.youtube.com/watch?v=feoFg41SqIE).

Such has been the expansion of ultra-processed products, that today more than 20,000 new foods are introduced into the marketplace every year, creating the illusion of "choice" while the majority have the same basic ingredients: white flour, fat, oils, sugar, salt and corn. A 2009 study I conducted with colleagues at UM showed that between 1980 and 2004 the available Canadian food supply (the food that gets on our plates) grew by 417 calories per person per day – and that most of this growth came from four foods: white flour, shortening/oils, and cheese and soft drinks – key components of fast and ultra-processed foods (Slater et al., 2009). Actually, when I first saw the results of this analysis, I had this image of donuts pop into my head (white flour… shortening). So I contacted Tim Hortons to see how the chain had grown over the study timeframe:

- 1964: 1 restaurant
- 1991: 500 restaurants

- 2014: 4546 restaurants (Canada- 3665, U.S. and Persian Gulf) (Tim Horton's, 2014)

Look at the "chip and pop" aisle, the confectionary aisle, and the freezer case of the grocery store on your next trip. High-profit convenience foods have, as Tony Winson states, colonized our supermarkets and therefore our diets. And not just the grocery stores. We now spend half our food budget and get 1/3 of our calories outside the home. Food is everywhere. I ask my students how far they would have to drive in a city to satisfy their hunger (and I use that word loosely). They generously say five minutes. Think about your last trip to the gas station – they now make more money from confectionary and snacks than selling gas! Most pharmacies are seven-elevens in disguise. Examine the check-out aisle at Future Shop™ or Bath Bed and Beyond™. Heck – check out the snack counter at your local hospital!! The promise of "a chicken in every pot" is now more like "a vending machine in every building" and "a Costco™ in every neighbourhood." Now, don't get me wrong – I love Costco™ just as much as the next person! A trip to Costco™ on Friday night when they have all those tasting stations out counts as a date for my husband and me!

So is it all the "big bad" food companies? I couldn't survive without Superstore™. However food is a bit like money – it's not necessarily good or bad; it's what we do with it… and somewhere along the way we have "normalized" a way of eating that is making us sick. We have a collective imagination about children and food, reinforced by media images, nostalgia and a genuine desire for the best for our kids. But those of you with children or grandchildren – ask them how many times in the past week they ate or were offered pop, juice, pizza, candy, cookies, hot dogs, chips or Tim Bits. And I don't just mean at home – class rewards, "fun" lunch, food at the track meet, birthday parties, the McDonald's™ /A & W™ /Subway™ /Seven Eleven™ across from the school… Here's a picture of the expansion of the McDonald's™ across from my son's school. He tells me they have to hurry over at noon before the school staff gets there!!

These are now the foods of childhood, and we have convinced ourselves we don't have time to make "real food" or even if we did, that kids won't eat it. Nothing illustrates this more than the "children's menu"! This has penetrated our schools deeply. Crap food has become so normalized at school events that we don't even notice it – and I get it; people volunteer their time to make things like track meets, "fun lunch" and field days happen – and it is easier to follow last year's event food list to save time. But here's a picture of my son a few years ago at a track meet, standing by the food table (hotdogs, pizza, soft drinks, chips, candy).

And my rant about children's food would not be complete with a nod toward lunches. A typical "home-made" lunch might have two Pizza Pops™ , a "juice" box, a "snack pack" of cookies, and a "fruit" cup. This clocks in at 34 grams fat, 9 of them saturated, 49 grams of ADDED sugars (that's 10 teaspoons), over 1700 mg of sodium (more than the daily recommendation). And just to put this lunch in perspective, a Big Mac™ has 29 grams of fat. And no, this isn't an endorsement of McDonald's™. This lunch is not unusual. I have even had people say this looked pretty good compared to nothing, chips and pop, or two Red Bulls™. The bar is very low.

And what about us, their role models? The average worker spends 14 minutes eating lunch in front of a computer screen. We have cut our daily food preparation time in half over the past 30 years – and now spend about 25 minutes per day "preparing" all of our food – this breaks further down into women spending 44 minutes on food work per day while men spend 17 (The Ohio State University, 2013). A multi-country study by Hammons revealed that only half of families share meals 5 or more nights a week, and 14% share none (Hammons, Fiese, Hammons, & Fiese, 2011). Yet research suggests regular family meals in a positive environment benefit children's physical and mental health. We think cooking is assembling processed ingredients. Or worse that it is a waste of time, which is constantly reinforced by food manufacturers. Boston Pizza's™ "Joy of Finger Cooking" advertising campaign captures this sentiment brilliantly.

Where has all this left us? British food scholar and advocate Tim Lang states we are in the midst of a "culinary transition" to a deskilled population dependent on rationalized food production and marketing (Lang & Health Education Authority, 1999). Where will we be in another 30 years? What does this mean for our kids?

I recently conducted a study where we asked home economics teachers if children were coming into middle school foods classes with different knowledge and skills than twenty years ago (Slater, 2013). Every one said that the students generally had fewer skills and knowledge, and attributed this to parents not having skills and knowledge to transfer to their kids (this deskilling is becoming intergenerational); mentoring children about food takes too much time; there is no need because all they are doing is assembling and heating convenience foods; and more and more, families don't eat together regularly. One reported a female student saying "I know how to cook three things: Kraft Dinner, Kraft Spirals, and Kraft Noodles." Another child, when asked to mix orange juice, did not know what a pitcher was because all the beverages in his house came in disposable containers. And while this isn't representative it does support other deskilling trends observed.

If only it were simply a matter of making "healthier choices" and following Canada's Food Guide. Fortunately or unfortunately, we live in the most complex food environment in history which no longer consists of the local grocery store, family table and occasional restaurant, but has food available every conceivable place humans go – indeed if you tried to remove vending machines from public spaces like libraries and recreation facilities, there would be mass protests. And a bizarre mix of messages that even my fourth year nutrition students have difficulty navigating.

I haven't even mentioned functional foods, the ultimate weight loss diet that will work THIS TIME, supplements, local foods, cleansing, goji berries, gluten, anti-oxidants, kale, quinoa, Greek Yogurt, artisanal breads, superfoods, green coffee beans, the need to get "canning", the colossal problem of food waste, or how you are a terrible mother if you don't buy organic baby food. Did you know there are 57 names for sugar? Do you know how much you are supposed to have? Is it really a toxin?? Is eating meat bad for the planet? What are we even doing working in this field??!!!!

And does any of this matter? Aren't our lives easier for all this innovation? Because we're all so darned busy. We have incredible variety including prepared foods, and you only have to go to one "hypermarket" instead of travelling to different shops (because Walmart is now the world's largest grocer). Aren't we healthier with all this information on the internet?

Well, let's look at some of the impacts of this post-modern foodscape:

- I have already mentioned that 1/3 of our kids are overweight or obese. In First Nations communities where the poorest quality foods are the cheapest (yet still too expensive), the rate is much higher – up to 50% in some communities. A few years ago I was part of a research team looking at the role of Vitamin D in tuberculosis prevention in a northern Manitoba community – a four litre jug of milk was $13 – it is now $15.
- We used to say that kids would outgrow their "baby fat". Unfortunately, in Canada once our kids reach their twenties, overweight and obesity climbs to about 44% (Overweight and obesity in children and adolescents: Results from the 2009-2011 Canadian health measures survey (Roberts et al., 2012).
- The 2009 Manitoba Youth Health survey found that only 4% consume enough fruits & vegetables, and a recent BC study found that 91% of children eat too much sodium (Partners in Planning for Healthy Living, 2009).
- Abundant evidence shows that a diet high in fast and processed foods and low in fruits and vegetables increases risk of obesity.

- The 2012 Manitoba Youth Health Survey found that almost half of boys and 1/3 of girls eat fast food at least once a day (Partners in Planning for Healthy Living, 2012).
- For our young men, ¼ of their calories come from sugar, half of which is "added" – this works out to about **20 teaspoons PER DAY** (remember – about half this group will have MORE than this) – mostly from soft drinks (Danyliw, Vatanparast, Nikpartow, & Whiting, 2011). That's one and a half pounds a week. And remember – that's the average which means half of them are having even more! And don't worry – our girls are not far behind. Soft drink manufacturers tell us the problem is inactivity! Our response: daily physical education, and medical authorities are now calling for cholesterol screening in children!
- Each month > 27,000 children receive food from Winnipeg Harvest food bank. Ten years ago that number was just over 5000 (Winnipeg Harvest Inc.). Oliver Deschutter, the United Nations Special Rapporteur on Food Security who visited Manitoba two years ago concluded the rates of food insecurity here, and especially in our northern communities, are tragic and unnecessary. Our federal government tried to discredit him.
- Many children really don't know where their food comes from. A 2013 study by the British Nutrition Foundation found that 1/3 of young grade school children thought that pasta came from animals (British Nutrition Foundation, 2013).
- Too many children, girls and boys, have negative body images. In fact a Canadian study by Dr. Line Tremblay of Laurentian University found children as young as three are unhappy with their bodies (Tremblay, Lovsin, Zecevic, & Larivière, 2011).
- And what about the future. 2005 Agriculture and Agri-Food Canada report ***Canadian Food Trends to 2020: A Long Range Consumer Outlook:*** Consumers will become ever more disconnected from food preparation; shopping and eating habits will be sporadic; meal planning cycles will be shorter; snacking will replace courses and whole meals; and food will become more portable.

But this doesn't make sense, you say. The grocery stores (and everywhere else) are full of food. You can even get it GMO and gluten-free!!! And don't people want nutritious food – they say so time and again in surveys. It's very important to them. And we know all about nutrition – don't we? Who here does not know they should eat more fruits and vegetables?!! And what about Dr. Oz? And all those celebrity chefs on 'The Food Network'?

Clearly, it's not your grandma's foodscape any more. Things are very confusing, and families, once the front line of food education, are increasingly ill-equipped or unable to pass on healthy, culturally appropriate food knowledge. One of the teachers I interviewed stated: "I remember one boy at the table saying 'this is how you eat, right?' I said 'what do you mean?' He goes 'I don't know, I always sit in front of the TV.'" At the same time the future of our school-based programs are uncertain. In large part, society has left food and nutrition education to the food companies. Food companies, whose main job is to sell food, NOT promote public health, re-image their products to convince us they are healthier and we have "choice" (think yogurt aisle). Toronto Bariatric Surgeon, Yoni Freedhoff calls this "Health Haloing". Heart Healthy Cheerios™ with more salt than regular potato chips. Coke Zero™ that won't make you fat. Nutella™, aka chocolate icing, is a healthy breakfast food. Ironically, a recent study from the Harvard School of Public Health (2015) found that products heralding a "whole grains" label contained more calories and sugar than non-whole grain counterparts. Here's another one: Pita Pit tells us to "just say NO to high fat, high carb, high sodium junk food and YES to good food served fresh and fast. Nothing's deep-fried, battered or grilled in fat. We don't add salt unless you tell us you want it. And we don't stuff our good-for-you, great-tasting fillings in big wads of bread as thick as a mattress." (Pita Pit Ottawa). Yet a falafel veggie pita has more calories, carbohydrates, fat and salt than a Big Mac™.

But to me the greatest travesty is, that as long we convince ourselves that we have no time or need to engage with food, and as long as food continues to be marketed as a commodity of convenience, even if it embodies true or imagined health benefits, we will continue to erode food self-reliance. We create a cycle of dependence that becomes further "normalized" with every generation. Why is this important? Because it's not just about physical health, though it is predicted that, on average, our children will have a shorter lifespan than our generation. And it's not just about "cooking' or "nutrition"- it's about culture, social relationships, environmental stewardship, responsibility, self-esteem, self-efficacy, and citizenship – food is integral to all of these.

These very concerning public health issues have emerged at the same time as the rise of "nutrition science" whose main focus is on the role of nutrients in disease prevention or control. Food and diets are rendered down to individual constituent components then re-assembled into dietary supplements, "pharmaceuticals" and "functional foods" promising to reduce risks associated with the myriad of chronic diseases plaguing contemporary societies including diabetes, heart disease, cancer and obesity. Dietary "guidelines" exhort consumers to consume certain nutrients while shunning others, rendering traditional, culturally relevant cuisines invisible. Australian researcher Gyorgy Scrinis has termed this phenomenon “nutritionism” and while it has produced a wealth of research and knowledge related to diet and disease, its reductionist focus has not yielded its promise of improving population health, and takes no account of its impact on natural and social environments (Scrinis, 2008). This inherent contradiction has been summed up by the author of the ground-breaking book Food Politics, Marion Nestle (2000):

“On the one hand, our advice about the health benefits of diets based largely on food plants – fruits, vegetables and grains – has not changed in more than 50 years and is consistently supported by ongoing research. On the other hand, people seem increasingly confused about what they are supposed to eat to stay healthy.” (Scrinis, 2008, p. 39).

Sounds to me like they we need home ec!

So is my “rant” a middle-class, nostalgic nod to mothers teaching their daughters how to ice a cake or cut coupons? NO! The “good old days” often weren’t so good, but the truth is that as a society we have never been more food centered while at the same time we have never been so far removed from the food we eat, figuratively and literally. It’s a call for a new relationship to food, one that acknowledges our shifting socio-demographic environment, honors cultural traditions and domestic work, includes all genders, and is supported by our education, health and social institutions. It’s not just about “cooking” but having the knowledge, tools and support to interact with our increasingly complex food world. Our children are the crucible in which this rapidly morphing foodscape is concentrated, so we need to equip them with the tools to navigate, survive and thrive in this complexity. It’s more than exhorting people to eat fruits & vegetables. Who in this day and age does not know this???

We teach them about sex, how to drive safely, and obscure mathematical principles precious few will ever use. But everyone eats.

So what is the “solution”? How do we help citizens, not consumers, engage positively with their food systems? With respect to damage being caused to the natural environment through some food production practices and a trans-national food system, this has centred on advocating for more “local” food systems and lower-input production methods. With respect to obesity and poor nutritional health this has centred primarily around “re-skilling” people in activities such as cooking and food preparation and even gardening. In this context, the term “food literacy” has emerged. But what exactly is “food literacy”? There is no accepted definition, and references to “food literacy” continue to appear – this is a good thing!

But is this just a re-packaging of business as usual with a new name, or something more foundational? Some definitions are primarily focused on knowledge acquisition and the development of food skills – selecting, preparing, etc. For the sake of brevity, I will highlight only a few definitions :

The Association of Local Public Health Agencies in Ontario states that food literacy is *"The ability to cook healthy meals from scratch, grow food, read food labels correctly, as well as knowing where one's food comes from"* (Association of Local Public Health Agencies, 2009). The European Food Literacy Project says "it is the ability to organize one's everyday nutrition in a self-determined, responsible and enjoyable way" (Schnogl et al., 2006).

Others advocate for a more holistic approach. The definition I currently like best, is from my colleagues Danielle Gallegos and Helen Vidgen from Australia:

> …a collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat foods to meet needs and determine food intake", as well as, "the scaffolding that empowers individuals, households, communities or nations to protect diet quality through change and support dietary resilience over time. (Vidgen & Gallegos, 2012, p. vii).

It is very important not to forget the "scaffolding" because providing tools at the individual level can only go so far – we must consider the environments in which people select food and eat, and continue to advocate for them to be supportive.

While I think this is a great definition, like many scholars I feel the need to tweak and enhance theory, so I have added a twist that makes more explicit the need to incorporate dimensions beyond knowledge and skills around food choice and food intake to include emotional, cultural, familial and spiritual dimensions of food as well as understanding the dynamic relationship between food choices and our social and physical environments. "Functional, Interactive and Critical food literacy" draws upon Nutbeam's concept of health literacy:

Table 1. Functional, Interactive and Critical Food Literacy (Slater, 2013)

Functional food literacy	Communication of credible, evidence-based food and nutrition information, involving assessing, understanding and evaluating information
Interactive food literacy	Development of personal skills regarding food and nutrition issues, involving decision making, goal setting

	and practices to enhance nutritional health and well-being
Critical food literacy (This piece is often missing – nutritionism has too often kept us focused at the level of individual physical health and while this is important, a broader approach that accounts for the "scaffolding" is needed.)	Respecting different cultural, family and spiritual beliefs in respect to food and nutrition (including nutritional health), understanding the wider context of food production and nutritional health, and advocating for personal, family and community changes to enhance nutritional health

Coincidentally, after I published this in the International Journal of Consumer Studies, I found a food literacy paper published by Mary Gale Smith drawing upon the same health literacy framework – which just proves that great minds think alike! I believe this or a similar framework could form the basis of educational initiatives to create a food literate population. We will need to keep pushing out the message that food literacy extends beyond nutritional recommendations and cookery lessons, to fostering important and vital connections between food, people, health and the environment both theoretically and practically. My colleague from the Faculty of Education at the University of Manitoba, Thomas Falkenberg and I are conducting further work to demonstrate how food literacy is an essential component of "well-being", a concept that goes well beyond physical and emotional "health".

And why is this important? Because at a basic level, food and food work isn't the same as doing the laundry. It's not a "task" that can be "handed off" to fast food restaurants or processed food manufacturers. Food is the very reason we have survived and thrived as a species and not merely because we found enough to put in our mouths. Food, eating and feeding are central to family life. They are recursive everyday practices that shape, and are shaped by, our beliefs, practices and social interactions. Food conveys meaning to others and ourselves about who we are individually and collectively. Food choices can signify associations with certain social classes, religions and spiritual groups, ethno-cultural groups, and gender, allowing us to express our affiliations, and others to make associations about us. These foods, and food rituals allow us to feel "connected" and are potent ways of asserting cultural identity and belonging. The trend away from use of fundamental food ingredients and traditional cuisines is of such concern that a European Parliament Resolution has been motioned on the need to protect the cultural and educational aspects of European gastronomic heritage (Committee on Culture and Education, 2014).

This is not the definitive word on food literacy – far from it. Some of the delegates at this conference are doing tremendous work in this area, such as Eric Schofield from BC whose passion for food literacy has resulted in a TED talk and an innovative program for youth (http://www.terry.ubc.ca/2014/03/03/food-literacy-its-about-more-than-just-reading-labels-eric-schofield-at-tedxterry-talks-2013/). Or Mary Gale Smith's excellent scholarship on whether food or nutrition literacy should guide Home Economics education (Smith, 2009). Some great research has been conducted with at-risk young parents by Ellen Desjardins and Elsie Azevedo through the Haliburton, Kawartha, Pine Ridge District Health Unit in Ontario (Canadian Food Centres Canada, 2013).

So where to next? When we look back at historical movements and achievements, we see they didn't happen in a linear fashion; rather there were lots of "three steps forward two steps back" moments. I think this aptly describes the trend we are witnessing in invigorating a more positive relationship between citizens and our food. On the down side, the Faculty of Human Ecology at the University of Manitoba will close for good this summer. I will not digress into a rant about that, other than to say I believe it was a very short-sighted move. Not enough kids are receiving home economics education in schools; I conducted a study a few years ago and fewer than half of Manitoba middle school children receive foods and nutrition classes, and this drops off to about 6% by grade 12. Yet we have mandatory physical education. There is concern across the country about reduced teaching time and diminishing opportunities for teacher training and succession. On the up side, here in Manitoba the Ministry of Education is updating the almost 30 year old home economics curriculum!

There has been a groundswell of discussion, dialogue, and debate about the need to "re-skill" people with respect to food; "bring back home economics" and "get kids cooking". Educators, parents and kids are asking for food-based education. The gender gap is closing – Stats Canada's time use data from 2010 shows almost equal time spent on household work between Gen Y couples, and a growing movement of men who are tired of being portrayed as stupid and disengaged from domestic life (Milan et al., 2013). At the 2013 Dad 2.0 Summit for marketers in New York one of the main messages from fathers who attended was to get rid of this stereotype because they felt it doesn't reflect who they are. For the first time, an assessment of Canadian's food skills was included in the Canadian Community Health Survey! Extracurricular and community-based food programs like gardens and cooking clubs are on the rise, and some school divisions are building new food labs. And my son came home two days ago saying he signed up for grade 11 foods class next year!! Without any input from me!

Here in Manitoba the Heart and Stroke foundation has seen fit to fund my current research study that will determine a set of critical food literacy "competencies" required by youth as they transition to adulthood. I believe this is necessary, as the knowledge & skills that worked in the past are not necessarily the ones required for the present or future.

My fabulous students and I work with several organizations on food literacy action research projects. We have developed and evaluated a training program for staff and volunteers of community-based organizations that serve food, called Community Tables, where the focus is on nutrition, food safety, and traditional Aboriginal and newcomer foods. My department has worked with a non-profit, CanU Canada, for the past four years to run a cooking club, Fresh Fuel, for inner-city children. We are embarking on a new initiative that will help Newcomers adjust to the Canadian foodscape, while retaining as many of their foodways as possible.

And I know many of you are engaged in exactly these types of initiatives in your own communities. But I'm not an easily satisfied person. I would like to see these programs more rigorously evaluated, adequately funded, scaled up, recognized as cornerstones of preventive health care and education pedagogy, and supported by adequately trained professionals. We don't have volunteers running our MRIs – this work should be taken just as seriously. I will be so bold as to say I know you want the same. So keep doing what you are doing, and let us ride the wave of interest and urgency to address the food poverty that has become such a part of our society.

Is there an "appetite" for all this? I believe so. Another study I conducted surveyed over 200 university students about their attitudes toward food and nutrition education in schools (none of the students were from Human Ecology) – they overwhelmingly felt it did, and a surprising number felt it was as important as math and science.

We need a universally accessible, comprehensive food & nutrition education program to provide our youth with the tools & environment to thrive; our complex food system and the future of the planet demand it. To deny them this is akin to throwing them in the deep end of the pool without swimming lessons. But there are opportunities we can capitalize on! I certainly don't have all the answers, and food literacy isn't a panacaea.

Our culture is accelerating at unprecedented speed, as we have seen with changes to our technology, social relationships, language and food systems. Old absolutes have become less certain.

But we can take advantage of this. Home Economics and Home Economists have the training, skill, foresight and leadership to be at the front of a food literacy movement. The program for this Symposium is fantastic evidence of this. I am so proud to be in the company of such accomplished peers. Rather than lament the disappearance of the old ways, the "good old days" let's look ahead to forge a new relationship with food.

References

Agriculture and Agri-Food Canada. (2010). *Consumer Trend Report: Convenience.* Retrieved November 6, 2014, from http://www.gov.mb.ca/agriculture/market-prices-and-statistics/trade-statistics/pubs/canada_convenience_trend_report_en.pdf.

Association of Local Public Health Agencies. (2009). *Integrating Food Literacy Training into Ontario's School Curriculum.* Retrieved November 8, 2014, from http://c.ymcdn.com/sites/www.alphaweb.org/resource/collection/5F5ADAAC-3DD4-40F7-8DA4-FA24DDCC88C1/alPHa_resolution_A10-7_FoodLiteracyInOntarioCurriculam.pdf

Betty Crocker UK. (2014). *A History of Baking with Betty Crocker.* Retrieved September 8, 2014 from http://www.bettycrocker.co.uk/the-betty-story/

British Nutrition Foundation. (2013). *British nutrition foundation national pupil survey 2013: UK survey results*. London, UK: British Nutrition Foundation.

Committee on Culture and Education. (2014). *Report on the European gastronomic heritage: Cultural and educational aspects.* (No. A7-0127/2014).

Community Food Centres Canada. (2013). Retrieved Retrieved November 8, 2014, from http://thepod.cfccanada.ca/document/ldcp-ontario-2013-food-literacy-among-youth-young-pregnant-women-and-young-parents-who-are

Danyliw, A. D., Vatanparast, H., Nikpartow, N., & Whiting, S. J. (2011). Beverage intake patterns of Canadian children and adolescents. *Public Health Nutrition, 14*(11), 1961-1969. doi:10.1017/S1368980011001091; 10.1017/S1368980011001091

Hammons, A. J., Fiese, B. H., Hammons, A. J., & Fiese, B. H. (2011). Is frequency of shared family meals related to the nutritional health of children and adolescents? (report). *Pediatrics, 127*(6), e1565.

Harvard School of Public Health. (2015). *Whole grains: Choose whole grains instead of refined.* Retrieved September 9, 2015, from http://www.hsph.harvard.edu/nutritionsource/whole-grains/

Lang, T., Caraher M., Dixon P., & Carr-Hill, R. (1999). (Eds.), *Cooking skills and health.* London: Health Education Authority.

Lang, T. & Heasman, M. (2004). *Food wars: The global battle for mouths, minds and markets*

London: Earthscan.

Milan, A., Keown, L., & Urquijo, C. (2013). *Women in Canada: A gender-based statistical report - families, living arrangements and unpaid work.* (No. 2014).Statistics Canada. Retrieved from http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11546-eng.htm#a13

Monteiro, C. A., Moubarac, J. C., Cannon, G., Ng, S. W., & Popkin, B. (2013). Ultra-processed products are becoming dominant in the global food system. *Obesity Reviews: An Official Journal of the International Association for the Study of Obesity, 14 Suppl 2*, 21-28. doi:10.1111/obr.12107; 10.1111/obr.12107

Moubarac, J. C., Batal, M., Martins, A. P., Claro, R., Levy, R. B., Cannon, G., & Monteiro, C. (2014). Processed and ultra-processed food products: Consumption trends in Canada from 1938 to 2011. *Canadian Journal of Dietetic Practice and Research : A Publication of Dietitians of Canada = Revue Canadienne De La Pratique et de la Recherche En Dietetique : Une Publication des Dietetistes du Canada, 75*(1), 15-21.

Overweight and obesity in children and adolescents: Results from the 2009-2011 Canadian health measures survey. (2012). *Health Reports Statistics Canada, 23*(3).

Parkin, K. (2007). Food is love: Advertising and gender roles in modern America. (pp. 30-32). Philadelphia, PA: University of Pennsylvania Press, Inc.

Partners in Planning for Healthy Living. (2009). *Youth health survey 2009: Students in Manitoba (grades 9-12).* Retrieved December 7, 2014, from http://www.cancercare.mb.ca/resource/File/Epi-Cancer_Registry/HeathyLiving2009_v2.pdf

Partners in Planning for Healthy Living. (2012). *Manitoba Youth Health Survey.* Retrieved December, 2014, from http://partners.healthincommon.ca/tools-and-resources/youth-health-survey/

Pita Pit Ottawa. *About us.* Retrieved December 7, 2014, from http://www.pitapitottawa.ca/about_us.php

Popkin, B. M., Adair, L. S., & Ng, S. W. (2012). Global nutrition transition and the pandemic of obesity in developing countries. *Nutrition Reviews, 70*(1), 3-21.

Roberts, K. C., Shields, M., de Groh, M., Aziz, A., & Gilbert, J. A. (2012). Overweight and obesity in children and adolescents: results from the 2009 to 2011 Canadian Health Measures Survey. *Health Rep*, *23*(3), 37-41.

Schnögl, S., Zehetgruber, R., Danninger, S., Setzwein, M., Wenk, R., Freudenberg, M., Müller, C., & Groeneveld, M. (2006). *Savoury Dishes for Adult Education and Counselling*. Retrieved October 15, 2014, from food-literacy.org

Scrinis, G. (2008). On the ideology of nutritionism. *Gastronomica: The Journal of Food and Culture, 8*(1), 39-48.

Shields, M. (2005). *Canadian community health survey - measured obesity: Overweight Canadian children and adolescents*. Statistics Canada.

Slater, J. (2013). Is cooking dead? The state of home economics food and nutrition education in a Canadian province. *International Journal of Consumer Studies, 37*(6), 617-624.

Slater, J., Green, C. G., Sevenhuysen, G., Edginton, B., O'Neil, J., & Heasman, M. (2009). The growing Canadian energy gap: More the can than the couch? *Public Health Nutrition, 12*(11), 2216-2224. doi:10.1017/S1368980009990309; 10.1017/S1368980009990309

Slater, J., & Hinds, A. (2014). University student perceptions of Home Economics: food and nutrition education. *International Journal of Home Economics, 7* (2).

Smith, M. G. (2009). Food or nutrition literacy?: What concept should guide home economics education. *International Journal of Home Economics, 2*(1), 48.

Statistics Canada. (2012). *Body composition of Canadian adults, 2009-2011.* (No. 82-625-X).

Food Literacy: It's about more than just reading labels: Eric Schofield at TEDxTerry Talks 2013. Retrieved from: http://www.terry.ubc.ca/2014/03/03/food-literacy-its-about-more-than-just-reading-labels-eric-schofield-at-tedxterry-talks-2013/

Tim Horton's Annual Report. (2014) Retrieved December 7, 2014, from http://www.timhortons.com/ca/en/pdf/THI_Q2_2014_10-Q.pdf

Tremblay, L., Lovsin, T., Zecevic, C., & Larivière, M. (2011). Perceptions of self in 3–5-year-old children: A preliminary investigation into the early emergence of body dissatisfaction. *Body image*, *8*(3), 287-292.

UNICEF Office of Research. (2013). *Child wellbeing in rich countries: A comparative overview.* (No. Innocenti Report Card 11). Florence, Italy: UNICEF.

The Ohio State University. (2013). *Exercise or make dinner? Study finds adults trade one healthy act for another.* Retrieved December 7, 2014 from http://researchnews.osu.edu/archive/foodfitness.htm.

Vidgen H, & Gallegos D. (2012). *Defining food literacy, its components, development and relationship to food intake: A case study of young people and disadvantage.* Brisbane, Queensland: Queensland University of Technology.

Winnipeg Harvest Inc. *Winnipeg Harvest Statistics.* Retrieved December 8, 2014, from http://winnipegharvest.org/winnipeg-harvest-statistics/

Winson, A. (2013). *The industrial diet: The degradation of food and the struggle for healthy eating.* Vancouver, BC: UBC Press.

What does "Bring Back Home Ec" Mean for Us: Challenging the Discourses of Obesity and Cooking

Mary Gale Smith, PhD

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII

Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

In 2003, Jennifer Grossman wrote an opinion piece for The New York Times titled *Food for Thought (and for Credit)* with the opening sentence "Want to combat the epidemic of obesity? Bring back home economics." That thought seemed to simmer for a while and then in 2011, Professor Helen Zoe Viet wrote another opinion piece for the same paper titled *Time to Revive Home Ec.* In between, in May 2010, a commentary appeared in the Journal of the American Medical Association titled *"Bring Back Home Economics Education"* (Lichtenstein & Ludwig, 2010). Since that time reactions to these articles and additional articles have appeared in the popular press and on the Web arguing for the return of home economics as a school subject.

To "bring back" implies that there is no home economics education in schools at present but that is not necessarily the case. In Canada, it is still present in most provinces and territories with the exception of Quebec where it was removed from the school curriculum in 1997 (Deschambault, 2007). It is variously known as Home Economics, Family Studies or Human Ecology. In the United States, the national association changed its name from Home Economics to Family and Consumer Science in 1994 and since that time the name of the school subject in most states has changed to match the national association and is commonly referred to as FACS. In Britain, it has been taught under a Technology banner. In other parts of the world it is offered as Home Economics, Home Science, Domestic Science, and similar descriptors. So it hasn't disappeared but the public perception is that it has. This may be due to a variety of factors such as the name change, or the non-compulsory nature of the courses, or the change in the what was considered the typical curriculum content due to reduction of facilities and/or financial constraints, or the gradual decline in enrolment due either to the emphasis on academics or competition from other elective subjects, to name a few. It may also be due to the struggle that Home Economics has had to maintain a presence in higher education. The demise of university level programs has been well documented (see for example, Abe 2006/7; Nerad, 1998; Smith & deZwart, 2010) and often the lack of strong public support was a factor. So the question arises, “why now, is there support for the field?” and “is this a good thing?”

The purpose of this research is to critically examine the calls for “bring back home economics education” to determine a) what arguments are presented for this claim? b) What should the curriculum of the “new” home economics include (according to these authors)? Then I discuss the findings in light of what it means for home economics/family studies/human ecology/family and consumer science education.

Methodology

Using various search engines, including Google Scholar and Google, and the search words, Home Economics, Home Ec, Bring Back, and the time period of 2010 to present, 39 articles were found (see list in Appendix A) with titles that either:

a) used both Home Ec or Home Economics and “bring back”; or

b) included Home Economics, Home Ec, or a home economics related course, e.g., Food Studies and a term that indicated that the intent was to advocate for the subject area, e.g., “mandatory” (D’Amato, 2014; Phillpot, 2013; Watson, 2013;), “revive” (Graham, 2113; Okanagan Institute, 2013; Veit, 2011), “relevant” (Rhodes, 2011); or

c) argued for a return of home economics that was different from the stereotypical view often held by the general public, e.g., “make Home Ec rad(ical)” (Blackmore, 2013), “reinventing Home Economics” (Carroll, 2013), “Make ‘Home Ecologics’ the new Home Ec.” (Grayson, 2013); or

d) included Home Economics, Home Ec, or a home economics related topic, e.g., Food literacy and the article included “bringing back” or argued for the return of home economics classes (e.g., Grossman, 2003).

Most were American (32), with five Canadian and two from the United Kingdom. Most were from the popular press, e.g., national and regional newspapers, internet publications such as magazines, newsletters or blogs. Two journal articles (Lichtenstein, & Ludwig, 2010; Peregrin, 2010). and one research paper (Eaton, 2013) were included. The articles were analyzed using a combination of content analysis and discourse analysis.

Content Analysis

Two levels of content analysis were used. One was a surface level visualization using word clouds and the other was deeper analysis involving analyzing the text at a level related to conceptual framework of the research.

Word clouds, also called tag clouds or weighted lists, are a visual depiction of the frequency tabulation of the words in any selected written material. Pendergast (2010) used this technique to analyze home economics documents. It is considered a supplementary (McNaught & Lam, 2010) or exploratory (Cidell, 2010) visualization technique. Font size is used to indicate frequency, so the larger the font size, the more frequently a word is used (note: not necessarily their importance). The advantage of word clouds is that they create a simple visual image. The disadvantage is that key concepts may be excluded because the words used to describe a concept appear infrequently. Word clouds also neglects the semantics of the words, and the context may be lost, altering the meaning of the narrative of the text (Cidell, 2010); McNaught & Lam, 2010; Ramlo, 2011; Viégas & Wattenberg, 2008). In my study, world clouds were intended to be a simple strategy for me to obtain a quick but brief overview of the data. I recorded the most frequently occurring words for each of the 39 articles and then did a word cloud of them as well.

Next I conducted a more thorough content analysis. Krippendorff (1980) defines content analysis as "a research technique for making replicable and valid inferences from data to their context" (p. 21). It involves making inferences from the words, illustrations, and pictures. For example, the pictures in textbooks have been analyzed for the frequency of women or men and the typical roles portrayed to determine if there is gender balance or gender stereotyping, ageism, cultural bias, and so on (e.g., Wong, 2013). The content in journals has been analyzed to determine what topics are most common (e.g., McGregor, 2007). The content of two curriculum documents can be compared to determine if there is duplication, for example, a comparison of home economics and health (e.g., Thomas & Arcus, 2007). In this case I was interested in determining the reasons given by authors for bringing back home economics and what topics they thought home economics should include.

Krippendorff also explains that in order for the process to be replicable, "the rules that govern it must be explicit and applicable equally to all units of analysis" (p. 21). According to Krippendorff (1980), six questions must be addressed in every content analysis:

1) Which data are analyzed? *(39 articles)*

2) How are they defined? *(see above)*

3) What is the population from which they are drawn? *(largely journalists or bloggers)*

4) What is the context relative to which the data are analyzed? *(how the public views home economics education and why do they want it "back" – mainly in North America)*

5) What are the boundaries of the analysis? *(content and discourse of the articles related to home economics)*

6) What is the target of the inferences? *(to answer the research questions)*

First I read each article carefully recording in a chart with these headings: citation; type of publication; key arguments; comments about what home economics courses could/should include; main concepts using word clouds; images accompanying the article; other authors if cited; and, whether there was a section where readers to comment on the article. I used exact quotes to fill in the two columns: key arguments; and comments about what home economics could/should include. After this preliminary examination of the data I created emergent codes that were used to categorize the data. Using coloured highlighters I coded the data in the key arguments section of the chart (i.e., why are the authors advocating bringing home economics back into the schools) according to these categories:

- Obesity and related health issues
- Lack of cooking skills
- Lack of financial literacy
- Lack of a wide range of basic, practical life skills related to home and family life (i.e., more than just cooking or financial education)

- Lack of understanding of the influence of the obesogenic environment
- Environment and sustainability issues

I used similar codes for the data in column on the chart where I recorded information on what the authors thought home economics could do or what they thought a “new”, “revised” home economics should include:

- Cooking
- Financial literacy
- Practical life skills (more than just cooking or financial literacy)
- Understanding the food system and the influence of multinational corporations on what people eat
- Environmental/sustainability education

I recorded whether or not the articles were accompanied by images or photographs and if so included a description of them. I then analyzed the articles for the images of home economics that they presented(for the sake of brevity I have not included image analysis in this paper). I also noted whether the articles cited other articles so I could determine whether some articles might be considered more significant. I used frequency counts to portray the data. Krippendorff (1980) recognizes frequency as the most common form of “representation of data, serving primarily the summarizing function of analysis” (p. 109).

Critical Discourse Analysis

Critical Discourse Analysis (CDA) has become an umbrella term for widely recognized approaches to the study of oral or written texts. It is an eclectic research strategy with epistemological connections to critical theory, post-structuralism, and social constructionism. It focuses on the social and political issues related to the texts and textual production, examining both the subject matter but also the social relations, assumptions and ideologies that inform it. It is concerned with analyzing how social and political inequalities as well as power relations are embedded and maintained in discourse. It involves a critical reading and interpretation of the text that allows for the underlying arguments to be understood and studied. In home economics, it has been advocated by Brown (1994) and McGregor (2003).

Findings

Content Analysis

a) Word Cloud Visualization

For the word cloud visualization I chose to use to use a freely available website: **http://tagcrowd.com/.** I chose it because it was very basic and it portrays the data in typical text form (horizontal, left to right) and gives a numerical value for the word counts in addition to using the size of the font to indicate the words used most frequently. I created a word cloud for each article and recorded the main concepts. For example, the Lichtenstein and Ludwig, (2010) article from the Journal of the American Medical Association, the most cited article, is shown in Figure 1.

Figure 1. Word Cloud for Lichtenstein and Ludwig, (2010)

Often it was possible to state the key argument by combining the main words: [Learning] *food preparation* [and] *cooking meals* [by] *children* [and] *adolescents* [in] *schools* [will reduce] *obesity*. The second most cited article by Viet (2011) is shown in Figure 2.

Figure 2. Word Cloud for Viet (2011).

The main argument then is, *Home economics* [teaches] *cooking food* [at] *school* [that can help in the fight against] *obesity*.

After creating a word cloud for each of the 39 articles and recording the most frequently occurring words, I did a word cloud of all the main concepts that appeared in the word clouds, creating a word cloud of all the word clouds in Figure 3.

Figure 3. Word Cloud of all the Word Clouds.

The purpose of word-clouds is to summarize the most important terms in a visual presentation. The main argument for bringing backing home economics that runs throughout the articles revealed using word cloud visualization to *summarize the content, appears to be: Home Economics class [teaches] food cooking [and] preparation skills [at] school [which is needed to prevent] obesity.*

b) Content Analysis using Emergent Codes

The second level of analysis was a more thorough content analysis. Using absolute frequencies (the number of articles that mentioned them) the arguments presented for why home economics should be brought back into the schools are displayed in Figure 4.

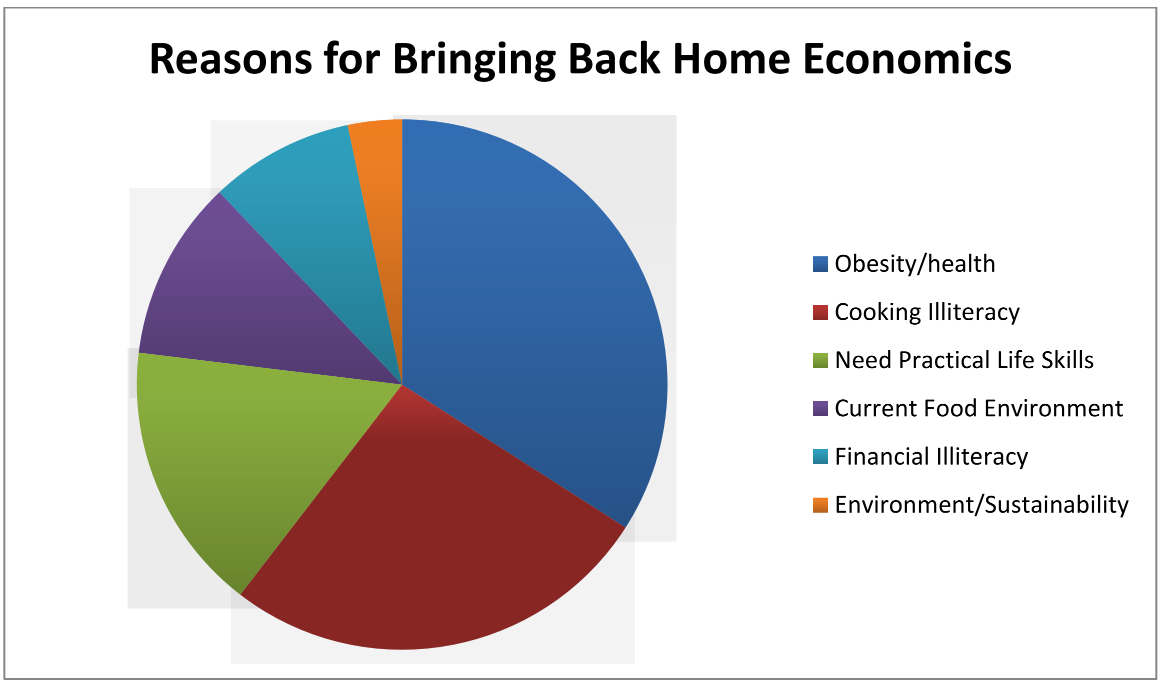


Figure 4. Reasons for Bringing Back Home Economics.

Obesity and related health issues related to obesity received the most attention. Thirty-one of the articles reiterated the sentiment expressed by Grossman 2003, that home economics could combat obesity. These articles were consistently accompanied by statistics that show the rise in the percentage of children and adults who are overweight and obese and the host of diseases that are linked to obesity such as diabetes, and heart disease. This was often referred to as the "obesity epidemic." Some of the articles made strong claims using terms such as home economics could "cure obesity" (e.g., Leschin-Hoar, 2012) or "save a generation" (Lobello, 2013). The Gross-Low (2013) article suggests that Japan's low obesity rate is related to the fact that they have compulsory home economics education from fifth grade through high school. But none of the articles provided empirical data supported their claims.

The second most common rationale given for "bringing back" home economics was the lack of ability in the general public to cook. This was given as the reason for the current obesity rates therefore the argument was "put the tools of obesity prevention in the hands of children themselves, by teaching them how to cook" (Veit, 2011). Twenty-four of the articles mentioned that cooking was a lost skill and home economics courses were needed to teach young people how to prepare food for themselves and/or their families.

Rather than focus mainly on cooking skills, a little less than half of the articles (15) identified the need for a broader understanding of home economics as providing practical home making and life skills. "It is not just about teaching them [students] how to make salads and fruit smoothies" (Peregrin, 2010) but "how to cope with the ups and downs of family life (Allen, 2014).

Another reason for bringing home economics was "the current food environment" (Peregrin, 2010; Sharma, 2010) with "diets consisting of highly processed foods made cheaply outside the home thanks to subsidized corn and soy" (Viet, 2011). It is argued that "a stronger home-ec curriculum also could rebut the myth that heavily processed foods are cheaper" (Lichtenstein & Ludwig, 2010), address the modern, industrialized food world (Blackmore, 2013), understand corporate involvement in the food supply (Mann, 2014) and avoid pitfalls in the marketplace (Dannelke, 2011). Carroll (2013) went so far as to say that students could "repair, reinvent and renew" a "broken food system".

Those advocating for home economics to address financial literacy generally referred to the current economic crisis as a rationale and concern about the debt load faced by college and university students and many families.

Only three articles mentioned environmental concerns and sustainable lifestyles as a priority for bringing back home economics in the schools highlighting food and water waste and energy consumption (Grayson, 2013), "understanding the triple bottom line which includes people, prosperity, planet; to live in a sustainable way" (Eaton, 2013) and sustainable eating, frugality and the ethics of industrial agriculture (Martinko, 2013).

Generally the "old" home economics is perceived as "old fashioned", and focused on "women's work". Grayson (2013) claimed that "home economists, including teachers had…become hopelessly entangled with the interest of food and appliance companies, promoting convenience foods and consumerism." Most agreed that "home economics must be modernized" (Cunningham-Sabo & Simons, 2012) using terms such as "revive", "rebrand", "reevaluate", "retool", "revitalize", "rebooted", "tweaked". What should be included in the "new" home economic parallels the rationale for bringing it back (see Fig. 2).

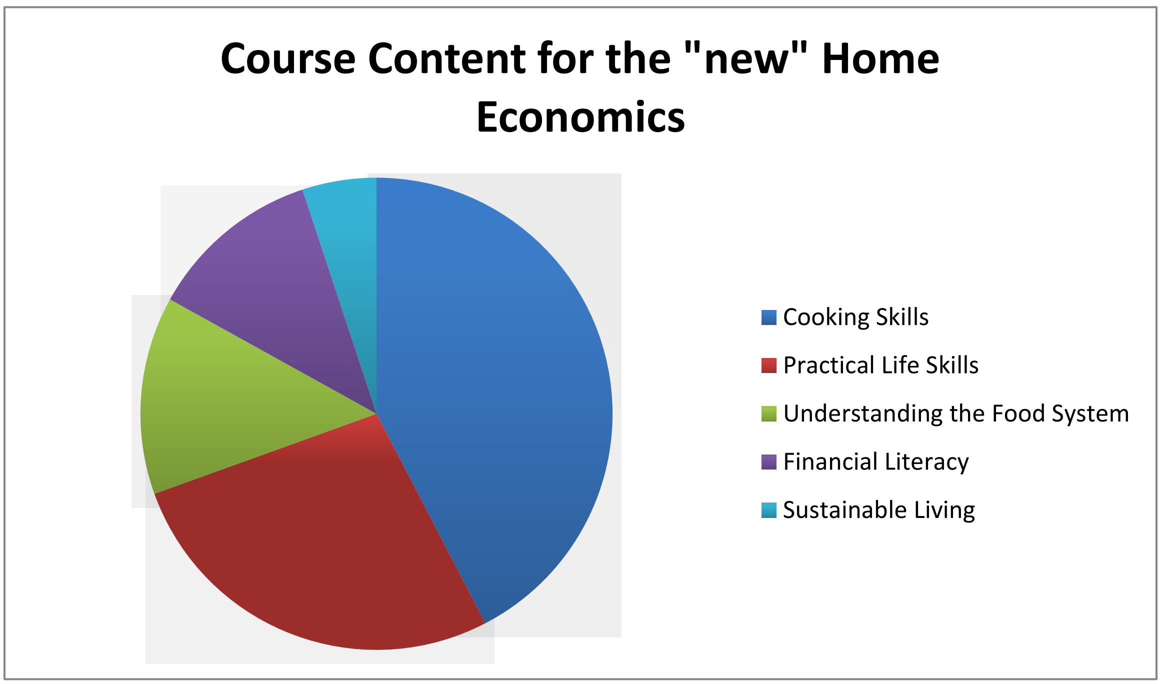


Figure 2. Course Content for the "new" Home Economics

The highest priority is given to learning to cook with the main focus making meals from scratch. For some, this was not sufficient on its own and they advocated for broader life skills such as "basic household management" including nutrition, shopping, reading labels, media literacy, hygiene and safety, taking care of children, and even sewing, plumbing and car repair. Those who were concerned about the current food environment, for example Carroll (para. 3, 2013) argued,

> [T]he new home economics should equip students to better understand and engage with the larger food system. Where food comes from, how it is processed and distributed, and what policies have helped shape the foodscape we inhabit.

The articles for financial literacy suggest budgeting, wise shopping, debt management, and how to buy a house should be included taught in home economics. A small number of articles mention such topics as greener habits, sustainable eating, growing your own food, and sourcing local ingredients.

Critical Discourse Analysis

There are two main discourses that I find troubling - those related to obesity and those related to cooking. As I mentioned above, obesity was given as the main reason for "bringing back", reintroducing, or making home economics mandatory in the schools. The inability to cook was the second most common reason and learning to cook was identified as what the most important taught topic to be taught in home economics.

Obesity Epidemic

According to Wright (2009), the "obesity epidemic" has become "one of the most powerful and pervasive discourses currently influencing thinking about health and bodies" (p. 1). Based in the epidemiological literature that has been described as founded on shaky science, faulty assumptions and tenuous correlations, this discourse has instigated a public health war reliant on moral and cultural ideologies that mask the uncertainties of the biomedical knowledge (Gard, 2010; Monaghan, Colls, & Evans, 2013; Raila, Holmes & Murray, 2010). Labelling it as an "epidemic" has evoked a "moral and economic panic" such that tactics of surveillance and regulation appear to be justified (Wright & Harwood, 2009). Labelling obesity a "disease" means that experts can prescribe a treatment. Informed by Foucault's notion of biopower and governmentality, critical scholars (e.g., Wright & Harwood, 2009) have argued that governing bodies in the name of health is the result. Governmentality in this case generally means the government of one's self but also includes the government of others. There is a particular emphasis on the position that individuals are primarily responsible for their health. This is a blame-the-victim approach that is underpinned by a neoliberal economic agenda of individualism telling people – "You are responsible" – "It is a moral imperative that you do not cost us health care dollars". It amounts to fat shaming. The discourse gives rise to biopedagogies, an apparatus of governmentality that centers upon controlling and regulating bodies to reduce obesity or to protect populations and the state from the 'risks' of obesity using various strategies for intervention, at multiple pedagogical sites [schools being one] (Wright & Harwood, 2009).

Discourse Related to Cooking

The call for cooking skills is also part of the "moral panic" that links cooking to the well-being of society and the ethical responsibility of all (Coveney, Begley & Gallegos, 2012). How-to-cook interventions appear to be a logical target for obesity prevention but this intervention is based on faulty assumptions. First of all there is no magic bullet that will cure obesity (if indeed it is a problem) and currently there is no strong evidence to support the assumption that obesity can be cured by simply learning to cook (Nelson, Corbin, & Nickols-Richardson, 2013). There is also no empirical causal evidence that trends in body weight are linked to the inability to cook. As well, education programs are based on the tenuous assumptions that people don't know how to cook, that they are not knowledgeable, that they refuse to take responsibility for their own health (McPhail, 2013), that they actually have a home with kitchens that are equipped and safe (Bowen, Elliot & Brenton, 2014) and that they have access to food and the time to prepare it. There is an assumption that people do have a choice (which may or may not be the case). Additionally there is little consideration of what constitutes "cooking" (Short, 2006). Meah and Watson (2011) challenge the discourses on the decline of domestic cooking and in addition,

> highlight the need to problematise claims regarding a historically recent 'death' of traditional cooking skills. Such narratives rest upon a simplistic framing of the complex processes, knowledges and skills involved in accomplishing the provision of a meal in any historical situation, and contestable assumptions about the dynamics of generational transfer of those attributes (p. 6).

Despite the questionable foundations, the obesity and cooking discourse has become so pervasive as to become hegemonic, an ideological belief system that cannot be separated from patterns of behaviour and practices. It has produced mistaken and misleading beliefs about the way people live and the relationship between people and their material conditions of existence. The language of individual choice and increased emphasis on personal responsibility are part of the neo-liberal discourse of individualism (Alloway & Dalley-Trim, 2009) whereby it is assumed that each person has total agency over his or her life and the capacity to assume responsibility for their basic needs. The role of government is economic growth and it is believed that economic interests should not be fettered by considerations of social equity such as health care and education (Ungerleider, 2006).

Prescriptive educational programs, cooking classes, become a form of biopedagogy focusing on the governance and regulation of individuals and population through practices associated with the body (Wright & Harwood, 2009). They press people toward increasingly monitoring themselves often through increasing their knowledge around 'obesity' related risks and 'instructing' them on how to eat healthy by cooking their own food. The role of the expert is key. They deliver authoritative discourses passing on the required knowledge about what to cook and the correct way to cook it, missing all of the economic/social/cultural/familial connections people have to food (Coveney, Begley, Gallegos, 2012).

Implications for Home Economics

For home economics to be associated with these discourses is problematic. The discourses situate home economics as a form of social control and home economists as prescriptive "experts' instructing (training, not educating) students on what and how to eat, increasingly pressing them to monitor themselves. It seems ironic after all the years of trying to get away from the sewing/cooking stereotype we are placed right back in the kitchen.

Conclusion

I collected these articles in search of allies. Home economics has a long history of defending its position in both higher education and public schooling and initially it was heart-warming to see articles that were actually supporting us. Now I am not so sure. So many of the articles focused on bringing back home economics because of the "obesity epidemic" and on home economics as a cooking course that it became somewhat discouraging. Granted there were some articles that seemed to understand the need to broaden the context to independent and family living skills for all students (not just women and girls) and a few that brought in the critical perspective of understanding the corporatization of the food system and the environmental aspects of food production and consumption. But on the whole many of the claims were based on simplistic understandings of home economics.

Physical activity is also often mentioned as a "cure" for obesity. Critical scholars in that field have been cautioning members to be wary (e.g., Gard & Kirk, 2007; Gard, 2011; Raila, Holmes &

Murray, 2010). Likewise, dietitians have been alerted to the potential harm of obesity discourses and are encouraged to take a more critical approach to their practice (e.g., Aphramor & Gingras, 2011; Brady, Gingras & Aphramor, 2013). Home economists and home economics educators (whether known by these names or by other names such as Family and Consumer Science, Human Ecology, Family Studies, etc.) must do the same. We simply cannot accept uncontested discourses. Paraphrasing Gard (2011), I ask these questions: What confidence can we have that home economics, even under ideal conditions, could make a discernable difference to population body weights? Do we really want to be associated with the discourses of obesity epidemic and cooking?

References

Abe, K. (2006/7). The closing of the Lillian Massey Treble School of Home Economics in 1974: An exploratory essay. "*We were here": Exploratory Essays on Women's History at Mount Allison University* http://www.mta.ca/wewerehere/07/abe.html

Aphramor, L., & Gingras, J. (2011). Helping people change: Promoting politicised practice in the healthcare professions. In E. Rich, L.F. Monaghan, & L. Aphramor (Eds.), *Debating Obesity: Critical Perspectives.* Basingstoke: Palgrave Macmillan.

Bowen, S., Elliott, S. & Brenton, J. (2013). The Joy of Cooking? *Contexts*, *13*(3), 20-25. DOI 10.1177/1536504214545755

Brady, J., Gingras, J. & Aphramor, L. (2013) Theorizing health at every size as a relational–cultural endeavor. *Critical Public Health*, *23*(3), 345-355. DOI: 10.1080/09581596.2013.797565

Campos P.(2013) The end of the obesity epidemic [Book Review], *Critical Public Health*, 23:3, 381-382. DOI: 10.1080/09581596.2013.783729

Cidell, J. (2010). Content clouds as exploratory qualitative data analysis. *Royal Geographical Society*, 42(4), 514–523, DOI: 10.1111/j.1475-4762.2010.00952.x

Coveney, J, Begley, A. & Gallegos, D. (2012) 'Savoir Fare': Are cooking skills a new morality? *Australian Journal of Adult Learning*, *52*(3), 617-642.

Deschambault, C. (2009). *The removal of mandatory Home Economics from Quebec's official education curriculum*. [Masters Thesis]. Retrieved from http://www.dal.ca/content/dam/dalhousie/pdf/science/environmental-science-program/Honours%20Theses/CrystalDechamaultjUNE_15,_2009.pdf

Gard, M. & Kirk, D. (2007). Obesity discourse and the crisis of faith in disciplinary technology. *Utbildning & Demokrati*, 16(2), 17–36.

Gard, M. (2010). *The end of the obesity epidemic*. London:Routledge.

Gard, M. (2011) A meditation in which consideration is given to the past and future engagement of social science generally and critical physical education and sports scholarship in particular with various scientific debates, including the so-called 'obesity epidemic' and contemporary manifestations of biological determinism. *Sport, Education and Society*, *16* (3), 399-412, DOI: 10.1080/13573322.2011.565970

Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Beverly Hills, CA: Sage Publications, Inc.

Lawrence, R. G. (2004). Framing obesity: The evolution of news discourse on a public health issue, *The Harvard International Journal of Press/Politics*, *9* (3), 56-75. DOI: 10.1177/1081180X04266581

McGregor, S. (2003). Critical discourse analysis--a primer. *Kappa Omicron NuFORUM, 15* (1). Retrieved from http://www.kon.org/archives/forum/15-1/mcgregorcda.html

McGregor, S. (2007). International Journal of Consumer Studies: decade review (1997–2006). *International Journal of Consumer Studies*, *3*,(2), 18. DOI: 10.1111/j.1470-6431.2006.00566.x

McNaught, C. & Lam, P. (2010). Using Wordle as a supplementary research tool. *The Qualitative Report*, *15*(3), 630-643. Retrieved from http://www.nova.edu/ssss/QR/QR15-3/mcnaught.pdf

McPhail. D. (2013). Resisting biopedagogies of obesity in a problem population: understandings of healthy eating and healthy weight in a Newfoundland and Labrador community. *Critical Public Health*, 23 (3), 289-303, DOI: 10.1080/09581596.2013.797566

Meah, A. & Watson, M. (2011) Saints and slackers: challenging discourses about the decline of domestic cooking. *Sociological Research Online*, *16* (2), 6. http://dx.doi.org/10.5153/sro.2341

Monaghan, L.F., Colls, R. & Evans , B.(2013). Obesity discourse and fat politics: research, critique and interventions. *Critical Public Health*, *23*(3), 249-262, DOI: 10.1080/09581596.2013.814312

Nelson S.A.. Corbin, M.A. & Nickols-Richardson, S.A. (2013). A call for culinary skills education in childhood obesity-prevention interventions: Current status and peer influences. *Journal of The Academy of Nutrition and Dietetics, 113,* (8), 1031-1036.

Nerad, M. (1998). *The academic kitchen: A social history of gender stratification at the University Of California, Berkeley*. New York: State University of New York Press.

Pendergast, D. (2010). Connecting with Millennials: Using Tag Clouds to Build a Folksonomy from Key Home Economics Family & Consumer Sciences. *Family & Consumer Sciences Research Journal*, *38*(3), 289–302. DOI: 10.1111/j.1552-3934.2009.00019.x

Raila, G., Homes, D. & Murray, S.J. (2010). The politics of evidence on 'domestic terrorists': Obesity discourses and their effects. *Theory & Health*, 8(3), 259-279.

Ramlo, S. (2011). Using word clouds to present Q methodology data and findings. *Human Subjectivity*, 9(2), 99-111.

Stemler, Steve (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation*, 7(17). Retrieved from http://PAREonline.net/getvn.asp?v=7&n=17

Thomas, J. & Arcus, M. (1992). What's In A Name? Home Economics Education, Health Education Or Family Life Education. *Journal of Home Economics Education.* 31(1), 3-8.

Viégas, F. B. & Wattenberg, M. (2008). Tag Clouds and the Case for Vernacular Visualization. *interact ions*, July/August, p. 49. Retrieved from http://interactions.acm.org/archive/view/july-august-2008/timelinestag-clouds-and-the-case-for-vernacular-visualization1

Wong, M. (2013). A critical examination of two foods and nutrition textbooks. *Proceedings of Canadian Symposium XII Issues and Directions for Home Economics/Family Studies Education*. Richmond, BC. Retrieved from http://www.canadiansymposium.ca/

Wright, J. & Harwood, V. (Eds.) (2009). *Biopolitics and the 'Obesity Epidemic': Governing Bodies.* New York:Routledge.

Wright, J. (2009). Biopower, Biopedagogies and the obesity epidemic. In J. Wright & V.Harwood (Eds.), *Biopolitics and the 'Obesity Epidemic': governing bodies* (pp. 1-14).New York: Routledge.

Appendix A: Articles Advocating for Home Economics

Allen, K. (2014, Oct. 28). Bring Home Economics Back To Schools. *Hub Pages.* Retrieved from http://kirstyallen.hubpages.com/hub/Bring-Economics-Back-To-Schools

Blackmore, W. (2013, October 15). Let's make Home Ec rad(icle). *Take Part.* Retrieved from http://www.takepart.com/article/2013/10/15/should-we-bring-back-home-ec

Bosch, T. (2012, June 5). Why we need to bring back Home Ec. *Slate.* Retrieved from http://www.slate.com/articles/health_and_science/future_tense/2012/06/home_ec_or_family_and_consumer_sciences_should_be_mandatory_for_students_.html

Brennan, R. (2013, April 25). Liberal government urged to bring back home economics in Ontario high schools. *The Star*. Retrieved from http://www.thestar.com/news/queenspark/2013/04/24/ontario_urged_to_bring_back_home_economics_in_high_schools.html

Carroll, A. (2013, December 3). Reinventing Home Economics. *Food Feed*, http://learn.uvm.edu/foodsystemsblog/2013/12/03/reinventing-home-economics/

Cunningham-Sabo, L. & Simons, A. (2012). Home Economics: An old-fashioned answer to a modern-day dilemma. *Nutrition Today,* 47(3), 128-132.

D'Amato, L. (2014, Aug. 29). Home economics should be mandatory classroom fare. *Waterloo Region Record*. Retrieved from http://www.therecord.com/opinion-story/4804600-home-econo

D'Arcy, J. (2012, June, 12). A solution to childhood obesity: Home ec? Retrieved from http://www.washingtonpost.com/blogs/on-parenting/post/a-solution-to-childhood-obesity-home-ec/2012/06/11/gJQAYY1KVV_blog.html

Dannelke, L. (2011, March). Where Has Home Economics Gone? — Experts Speak to the Importance of Food Education in Schools. *Today's Dietitian*. 13 (3), 8. Retrieved from http://www.todaysdietitian.com/newarchives/030811p8.shtml

Dowdle, H. (2013). Bring home economics back into schools. *Cooking Light* Retrieved from http://www.cookinglight.com/eating-smart/nutrition-101/school-home-economics-

00412000077150/

Eaton, H. (2013, Dec. 13). Introducing Home Economics Back Into School Systems. *Sustainable Living White Paper*. Center for A Sustainable Future, Indiana University South Bend. Retrieved from https://www.iusb.edu/csfuture/docs/Sustainable%20Living%20white%20paper.pdf

Friedman, A. (2013, April 11). Home Ec. The economic logic of the "new domesticity." *New Republic.* Retrieved from http://www.newrepublic.com/article/112877/emily-matchars-homeward-bound-reviewed-ann-friedman

Graham, R. (2013, Oct. 13). Bring back home ec! The case for a revival of the most retro class in school. *The Boston Globe.* Retrieved from http://www.bostonglobe.com/ideas/2013/10/12/bring-back-home/EJJi9yzjgJfNMqxWUIEDgO/story.html

Grayson, J. (2013, December 19). Innovation earth: Make 'Home Ecologics' the new Home Ec. *Huffington Post.* Retrieved from http://www.huffingtonpost.com/jennifer-grayson/innovation-earth-home-ecologics_b_4463702.html

Gross-Loh, C. (2013, September 30). Who says home-ec isn't a core subject. *The Wall Street Journal.* Retrieved from http://online.wsj.com/news/articles/SB10001424127887323308504579085014153326

Grossman, J. (2003, September 2). Food for thought (and for credit). New York Times. Retrieved from http://www.nytimes.com/2003/09/02/opinion/food-for-thought-and-for-credit.html Reposted on her website (May 11, 2012) http://www.jenniferagrossman.com/category/articles/

Hall, J. (2012, Nov. 18). Bake Off judges call for home economics classes in schools. Telegraph (UK). Retrieved from http://www.telegraph.co.uk/finance/newsbysector/retailandconsumer/9686362/Bake-Off-judges-call-for-home-economics-classes-in-schools.html

Huehnergarth, N. (2013, August 20). Bring back food education where it belongs – In our schools! *Huffington Post.* Retrieved from http://www.huffingtonpost.com/nancy-huehnergarth/food-education-in-schools_b_3764239.html

Huget J. L. (2010, June 3). Home Ec's modern makeover. *Washington Post.* Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2010/06/01/AR2010060101861.html

Leschin-Hoar, C. (2012, June 12). Can Home Ec Cure Obesity? *Take Part.* Retrieved from http://www.takepart.com/article/2012/06/12/home-ec

Lichtenstein, A. & Ludwig, D. (2010). Bring Back Home Economics Education *JAMA.* 303(18):1857-1858. doi:10.1001/jama.2010.592

Lobello, C. (2013). How home ec could save a generation. *The Week.* http://theweek.com/article/index/252391/how-home-ec-could-save-a-generation

Lustig, R., Gershen, C. &Valentine, S. (2012, December, 27). Bring back Home Ec – And this time for boys too! Retrieved from *Huffington Post.* http://www.huffingtonpost.com/robert-lustig-md/home-ec-for-boys_b_2360666.html

Mann, C. (2014, March 27). Not All Change is Progress: Bring Back Home Economics. *Whole Child Action.* Retrieved from http://wholechildaction.org/not-all-change-is-progress-bring-back-home-economics/

Martinko, K. (2013, October 30). It's time to bring back Home Economics class. *Tree Hugger.* http://www.treehugger.com/culture/its-time-revitalize-home-economics-class.html

Meah, A. & Watson, M. (2011) *Saints and slackers: challenging discourses about the decline of domestic cooking*, Sociological Research Online, 16 (2), 1-23. http://dx.doi.org/10.5153/sro.2341

McKenna, M. (2014, August 15). Bring Back Home Economics: Three Food Writers on Teaching People to Cook. *National Geographic*. Retrieved from http://theplate.nationalgeographic.com/2014/08/15/bring-back-home-ec-three-food-writers-on-teaching-people-to-cook/

Okanagan Institute (2014,Sept. 29 – Oct. 5). Reviving Home Economics *Freshsheet* 144, p. 2.

http://www.freshsheet.ca/sep2014.html

Parsons, G. (2014, June 22). Home ec turns 100: Some say basic skills missing in current classes. *Northeast Mississippi Daily Journal.* Retrieved from http://djournal.com/lifestyle/home-ec-turns-100-say-basic-skills-missing-current-classes/

Peregrin, T. (2010). Home Economics Makes a Comeback: Opportunities for RDs to Become Part of the Curriculum. *Journal of the American Dietetic Association*, 110(11), 1626-1629.

Phillpot, T. (2013, October 16). Why home economics should be mandatory: Forget stereotypes about training girls to be good wives. *Mother Jones.* Retrieved from http://www.motherjones.com/tom-philpott/2013/10/why-home-ec-class-should-be-mandatory

Powers, A. (2014, Sept. 16). Food for Thought: Should We Bring Back Home Ec Class? *Apartment Therapy.* Retrieved from http://www.apartmenttherapy.com/food-for-thought-should-we-bring-back-home-ec-class-208571

Renzetti, E. (2014, April, 28). Cutting home economics? Now that's out to lunch. *The Global and Mail.* Retrieved from http://www.theglobeandmail.com/globe-debate/cutting-home-economics-now-thats-out-to-lunch/article18231363/

Rhodes, J. (2011, September 7). Is Home Economics Class Still Relevant? *Smithsonian Magazine*. Retrieved from http://www.smithsonianmag.com/arts-culture/is-home-economics-class-still-relevant-70147489/?no-ist

Richards, G. (2014, Aug. 15). Put Home Economics Back on the Curriculum and See Health Improve. Huffington Post, UK. Retrieved from http://www.huffingtonpost.co.uk/geri-richards/put-home-economics-back-on-the-curriculum-and-see-health-improve_b_5678967.html

Sharma, A. M. (2010, May 14). Time to Bring Back Home Economics? *Dr. Sharma's Obesity Notes.* Retrieved from http://www.drsharma.ca/time-to-bring-back-home-economics.html

Short, F. (2006), *Kitchen secrets: the meaning of cooking in everyday life*. Oxford: Berg.

Torstar News Service (2013, April 24). *Ontario urged to bring back home economics in high schools.* Retrieved from http://metronews.ca/news/toronto/646187/ontario-urged-to-bring-back-home-economics-in-high-schools/

Traister, R. (2014, May). Feminists Killed Home Ec. Now They Should Bring It Back—for Boys and Girls. *New Republic.* Retrieved from http://www.newrepublic.com/article/117876/feminists-should-embrace-home-economics

Veit, H. Z. (2011, September 5). Time to revive home ec. *The New York Times.* http://www.nytimes.com/2011/09/06/opinion/revive-home-economics-classes-to-fight-obesity.html

Watson, B. (2013, Oct. 21). A modest proposal for curing our economic woes: Mandatory Home ec. *Daily Finance.* Retrieved from http://www.dailyfinance.com/on/mandatory-home-ec-classes-cure-americas-financial-woes/

Enhancing Research in Home Economics Education Through an On-Line Masters Program

Mary Gale Smith, PhD

Mary Leah de Zwart, PhD

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba, February 27-28 and March 1, 2015

Introduction

The Faculty of Education at the University of British Columbia is one of the few universities in Canada that offers comprehensive programming in Home Economics Education. This includes:

- a Bachelor of Education program that is a post degree program for students who have previous obtained a Bachelor's degree (typically a BA in sociology or family studies; a BSc in Food, Nutrition or Health; or a Bachelor's degree in Design, Fashion and Technology)
- a dual degree program with the Department of Food Nutrition and Health in the Faculty of Land and Food Systems where students study in both faculties for a 5 year and be granted two degrees (BSc and BEd)
- a Home economics diploma program – a package of 10 courses taken after a Bachelor of Education to specialize in home economics curriculum and pedagogy
- a Masters of Education program in home economics education – offered either as campus full or part-time study or as a completely on line program
- a PHD program in home economics economics – full time, on-campus study.

These programs have been expanding over the past 15 years with the intent of establishing the Department of Curriculum and Pedagogy (EDCP) as a leader in research in home economics education.

This paper will speak specifically to the newest program the completely on-line Master of Education in home economics. It is a cohort program with new intake every two years, commonly known as HEEL, as the sub-title is Human Ecology and Everyday Life. It is offered through the department of Professional Development and Community Engagement, a department with the mandate to expand Education programs beyond the walls of the university. HEEL is designed to attract teachers of home economics/human ecology[3], environmental educators, place-based educators, and those interested in food studies, school gardens, nutrition and health. The underlying themes include interdisciplinary inquiry, human-environment interactions, local and global communities, ecological sustainability, complexity and system thinking, researching practice and social responsibility.

The first cohort began in September of 2011 with twenty-one students. Their course work consisted of one mandated course per term and two electives taken over two and a half years. Seventeen students graduated in the spring of 2013, one in the fall of 2014, and two in the spring 2015. One student transferred to an MA and graduates in the fall of 2015.

The HEEL Program

All the compulsory courses are offered on line using the CONNECT Learning System. A wide variety of on-line courses are available for students as electives (making the degree completely on-line). Students also have the option of taking summer courses on campus or off-campus summer institutes offered at various sites throughout the province. The compulsory courses for the first HEEL cohort were:

- EDUC 500 - Research Methodology in Education
- EDUC 537 – Foundations of Home Economics Education: Historical Issues from Home Economics to Human Ecology
- EDCP 562 - Curriculum Issues and Theories
- EDCP 536 – Curriculum and Pedagogy in Home Economics: Human Ecology and Everyday Life
- EDUC 508 – Review of Research in Curriculum and Pedagogy in Home Economics/Family Studies/Human Ecology

[3] Home Economics is the name currently used in BC. In Alberta, Manitoba, and Nova Scotia university programs and some school programs use the title Human Ecology following a trend that began in the US in the late 1960s and early 1970s when Cornell and Michigan State changed the name of their home economics programs.

- EDCP 585 - Special Course in Curriculum and Pedagogy: Enacting Transformative Pedagogy
- ETEC 521 – Indigeneity, Technology and Education
- EDCP 590 - Graduating Paper or Project: Research Based

Students could choose on-line UBC courses as electives including: EDCP 491 (Curriculum & Instruction in Home Economics), EDCP 492 (Textile Studies), EDCP 493 (Food Studies), EDCP 494 (Family Studies), EDCP 498 (Inquiry into Home Economics Education) and SOCI 430 (Global Citizenship).

HEEL Contributions to Home Economics Research

In their major papers, the first graduating class of the HEEL program have contributed to home economics research. The following list gives the names of the HEEL students, their home provinces/territory, the titles of their graduating papers and a brief description of each student's research:

Gayle Abbott-Mackie (BC) - *Investigating The Use of Facebook In The Home Economics Classroom* – Gayle monitored her own practice in a high school home economics program where she used Facebook as a teaching tool. She analyzed Facebook postings, interviewed students and other teachers. She found Facebook useful in "flipped" instruction and reaching vulnerable students.

Lauren Belonio (BC) - *The Long Term Impact of Nutrition Education on Students' Food Attitudes and Food Choices* - Lauren used a snowball recruiting technique from a Facebook site to contact former students who then completed an on-line survey about what they found useful in their later lives as a result of taking Foods and Nutrition in school. Students reported that the classes had provided them with most of their current nutrition knowledge and increased their confidence in making healthy food choices.

Richard Dean Crouse (BC) - *The Evolution of "Humanities and Travel": Enhancing Curricular Connections in School Sponsored Student Funded Travel* - - researched student travel and advocated for a closer connection between student travel and school curriculum. He developed a study guide for school sponsored travel that demonstrating ways to more closely integrate humanities with student travel.

Meghan Dehghan (BC) - *Towards More Sustainable and Environmentally Responsible Practices in Teaching Cafeterias* – As a culinary arts teacher, Meghan researched the ways the food service industry was responding to calls for more sustainable and environmentally responsible practices. Then she documented sustainable practices for the food service industry and developed a handbook for Culinary Arts instructors.

Lorraine Dulder (Manitoba)- *Food and Nutrition: A Constructivist Approach* – Lorrain researched constructivist approaches to teaching and learning and then conducted an action research project where she modified her teaching and curriculum and monitored the results.

Michelle Gau (Alberta) - *The Effects of Choice in a High School Foods Lab* – Michelle conducted an action research project where she taught three units of Foods and Nutrition using different approaches to foods labs: no choice (teacher determined the recipes); limited choice (students could choose from a range of recipes or ingredients); and complete choice (students chose the recipes to demonstrate learning outcomes). She followed up with a questionnaire to investigate students' responses. Students felt they learned the most from complete choice.

Amber Hampe (BC) - *Towards an Understanding of Significance of Providing Food in an Educational Setting* – Amber completed an extensive review of the ways that serving food enhanced school climate especially among vulnerable populations. She argued that research on connectedness in schools overlooks the significance of food.

Catherine Hay (BC) - *The supportive classroom: Supporting students' progress toward meeting academic and behavioural expectations in the Home Economics classroom*- The purpose of Catherine's study was to demonstrate that a combination of standards-based assessment practices with positive behavior supports is consistent with the values of home economics education and can result in improved student learning and student behavior.

Kendra Henderson (BC) – *Project Based Learning and Home Economics Education* – Kendra research PBL and advocated its use for teaching home economics and demonstrated how it could be done by creating lessons using a lesson plan remodelling process.

Kelsey Kwong (BC) - *Service-learning and home economics: A philosophical exploration* – Kelsey's concern was that service learning be linked to curriculum. She wrote a conceptual paper arguing for service learning that is based in an ethics of care as most ethically defensible for home economics.

Karen McIsaac (Nova Scotia) - *Inspiriting Human Ecology/Home Economics and Everyday Life: Telling My Story* – This research was a narrative/self study that used three personal stories to explore the concept of "inspiriting" using a phenomenological approach to understanding curriculum.

M.E. Diane O'Shea (Ontario) - *Closing the gap: identifying issues in Family Studies teacher education in Ontario and providing a beginning solution* – Noting the decline of university programs that emphasize teaching foods courses, Diane created a handbook on managing a foods lab for beginning teachers.

Amy Parkinson (Saskatchewan) - *Empowering Students through Critical Thinking: Media Education's Role in Home Economics* – So much of everyday life is mediated that Amy explored the importance of media education in bringing more critical thinking into home economics.

AnnaLee Parnetta (Saskatchewan) – *Incorporating Agricultural Literacy in Food Studies Curriculum* – Noting that attention to where food comes from and the conditions under which it is produced, AnnaLee researched the concept of agricultural literacy and then outlined the possibilities for incorporating agricultural literacy in the Saskatchewan Home Economics Curriculum.

Diane Parr (Alberta) - *Teenage Athletes and Food Choices* – Diane conducted a survey of teenage athletes in a sports academy to determine what factors influence their food choices. She found high school students enrolled in sport academy programs who receive nutrition education that focus on enhancing their sport performance, have a better understanding of sport nutrition requirements. Students listed their coaches and parents as the primary source of sport nutrition information. Students acknowledged that having confidence in food preparation skills can improve their food choices

Jennifer Thys (Manitoba) - 1*:1 Laptop Programs and Home Economics Education* – Jennifer conducted an extended literature review on this program in order to create an resource guide for home economics teachers like herself who were faced with this program being implemented in their schools.

Joseph Tong (BC) - *Towards an authentic practice: A novice teacher's transformative journey* – Using a narrative self study approach, Joe explored three stories of personal experiences and how they have influenced his values and beliefs about teaching and learning in home economics.

Sarah Williams (BC/Nunavut) - *Seeking Wellness Through a Culturally Relevant Curriculum: Improving Student Success in Aboriginal Communities* - Sarah explored her three experiences teaching in culturally diverse settings for how they influenced her values and beliefs about teaching and learning. This was a narrative interpretive study.

Kelli Wolfe-Enslow (Nova Scotia) - *Educating Students to Become Socially Just Consumer Citizens: A Curriculum Analysis* – Kelli used content analysis and critical discourse analysis to analyze a textile curriculum document for evidence of creating socially just consumer citizens. Then she made recommendation for how social justice may be strengthen in documents where it is not significantly evident.

Conclusion

As an area of study, home economics education has been under duress for many years. While the capacity for sound educative research in home economics education has been largely untapped, the HEEL program shows its immense potential. The HEEL graduates have drawn together many significant and timely topics to present a case for the importance of bringing everyday life issues into research agendas.

A Recipe for Student Success: Adding Other School Subjects to the Human Ecology Mix

Sheila Stark-Perreault

Human Ecology Teacher, Manitoba

Presentation at the Canadian Symposium on Home Economics and Family Studies Education XIII,

Winnipeg, Manitoba

February 27-28 and March 1, 2015

My presentation may be found at http://sstarkperreault.weebly.com/recipe-for-student-success.html
It includes the following items:

- My Creative Classroom website
- Access to my Recipe for Success letter/program rationale
- The associated Prezi linked with the letter

The Authentic Teacher: Pedagogical Awareness vs. Content Awareness

Joe Paul Tong, M. Ed.

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII,

Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

"We teach who we are" (Palmer, 1998, p.2)

In my first year of teaching I was recommended to a school for the beginning of a maternity leave. The department head and I were having a conversation in the laundry room as we prepared for the afternoon's classes. As we sorted through the laundry and got to know each other, we landed on the topic of what route I took to become a home economics teacher. Before I could even begin to explain where I had come from, she interrupted, "Well, whatever it is, it was nothing like what I had to do in school. I actually learned food science, chemistry, biology, and the like – nothing like the basic nutrition courses they let people get away with to get into the program nowadays." I replied with a respectful nod and a quick synopsis of my experiences and education. Without an acknowledgment of my response, she quickly intervened, "Also, you probably don't have any knowledge of textiles, I mean back then you also had to be trained in all three areas, and the teachers nowadays don't know anything about textiles." Dumbfounded by the stark remarks, I mentioned that I quite often experimented with textiles, to teach myself some skills that I could see being important. "Well, that's just playing, you'll never get the true techniques that way – the kids won't be able to learn anything from someone who doesn't know the right way of doing things." I smiled, completed the laundry, and went on my way.

Expert content knowledge vs. Pedagogical content knowledge.

As much as I loved working at that school, that incident served as a tipping point for a shift in my pedagogical philosophy. We had already scrutinized the "teacher-as-expert" model of teaching in our undergraduate coursework, but I had not experienced any alternatives to this model as a student or teacher. Up until that point, the transmission-teacher in me still believed that I was required to be an expert: the one with the experiences, the one with the answers, the one that could tell students yes – you're right – or not. This was a problem, particularly because I also wanted to encourage more student authority and transparency in my classes. The tension that existed in this case was between expert content knowledge, where a good educator is considered to be the embodiment of content knowledge, and pedagogical content knowledge, where a good educator is one who is able know what teaching approaches are appropriate for certain content (Mishra & Koehler, 2006). The department head, in this situation, valued expert content knowledge in her practice. Although I see content knowledge as an important dimension of an educator's background, I find it rather presumptuous that one can be judged based on his or her educational background. Rather, I believe that pedagogical content knowledge is far more related to creating an authentic experience for our learners. Essentially, this aspect of education, catering my teaching practice to my students as unique individuals, serves as a priority in my practice – a priority that could make my pedagogy authentic. Pedagogical content knowledge takes into account how students can represent concepts, how much students already know, and addresses students' difficulties and misconceptions in order to further meaningful understanding (Mishra & Koehler, 2006). By having this teacher tell me that my credentials were subpar, I was pushed to think that my path was different, yes, but all paths are different – and students are all different. What makes one educator more qualified than the other? What path makes one teacher a better teacher than the other? This led me to question the current priorities in home economics and what teaching methods would impact our students holistically rather than as robotic sponges of content knowledge.

Reflecting on teacher identity: teacher as co-learner

The biggest lesson I took from this and one aspect that I considered as a prerequisite to authentic teaching had to do with reflecting on my identity as an educator. Was I an embodiment of knowledge? Was I a transmitter of content? Was I a facilitator of inquiry? Or was I a companion in learning? I believe wholeheartedly that in teaching we also teach who we are as people whether we are authentic or not. I also believe that the deep knowledge of who we are, the awareness of what influences us, and the impact we have on others is part of a hidden curriculum that is often dismissed as unimportant within the focus and scope of our course content. I would consider a contemplative reflection on who we are as people and educators, therefore, a portion of an authentic practice as it becomes part of the curriculum whether we like it or not. Researchers suggest that the unseen curriculum is a critical part of formal education (Shockley, Bond, & Rollins, 2008). Course content is more than curricular objectives, prescribed learning outcomes, and the mastery of a specific set of skills.

Students respond "affirmatively to attempts to understand their personal and private hidden curricula and are open to transforming some areas of it when such attempts are believed to be authentic" (Shockley et al., 2008, p.198). Those who neglect this humanistic part of teaching also neglect the fact that students are in tune with this hidden curriculum at all times. "Knowing [yourself] is as crucial to good teaching as knowing [your] students and [your] subject" (Palmer, 1998, p.2). In the case of my former colleague, the focus on the human aspect of teaching was neglected. My identity as an educator had been boiled down to a series of letters that made up an undergraduate degree. This point at the start of my teaching career inspired me to redefine part of my teaching philosophy from teaching students how to make an ideal product based on a recipe or follow directions to authentically exploring, with my students, how to create knowledge about aspects of everyday life and how to navigate the fast-paced digital world that offers us content and facts similar to what we encounter in the worksheets given out in home economics classes. This shift encourages me to constantly cater class activities, lessons, and explorations to students' experiences and what is currently happening in their lives. I believe that meeting students where they are in terms of content knowledge and interests is a part of my journey towards an authentic practice. At the same time, I also believe that students should have the opportunity to make their learning relevant to themselves. This creates a shift of my role as an educator from being a mentor to being what Cranton and Wright call a "learning companion" (2008). They use this term because they believe the word "mentor" implies that one is experienced and one is less experienced (Cranton & Wright, 2008). A learning companion is defined as "one who helps the learner to recognize his or her own expertise and experience and draws on that – shifting the emphasis slightly away from being the guide and opener of doors to being…[one who helps] the learner deliver their words to the world and put the learner into the conversation" (Cranton & Wright, 2008, p.35). Ultimately, the learning is a shared experience that benefits both student and educator, culminating in a shared curiosity that engages an exchange of learning

Boundaries of humanism in the classroom

The main concerns that come up in my conversations with other educators about the concept of "learning companions" have to do with the boundaries between teacher and student, the practicality of this type of teaching, and the pressures of course content and curriculum on this pedagogical perspective. Although I do not have solutions for all of these concerns, I do have guiding principles that seek to understand the curricular objectives, organization, and integrity of an educator who chooses to be a learning companion with the aim of achieving an authentic practice.

On the topics of curricular objectives and practicality, educators are often concerned that they have tests to teach toward, or that they have prescribed learning outcomes that hinder them from allowing students to explore content on their own. Essentially, the common assumption is that a class that sees an educator as a learning companion is a class with no structure and direction, and that students are not able to fulfill their own curricular needs without the authority of an educator. My perspective after researching this topic is this: an educator that makes personal and ministry objectives (e.g. in British Columbia, the Ministry of Education publishes Integrated Resource Packages (IRPs) and Prescribed Learning Outcomes (PLOs) for teachers) transparent to students has the ability to scaffold a student's personal inquiry to levels that allow students to find authentic connections with a topic. This transparency is all part of the seamless integration of research, teaching, and learning that can be woven with reflexivity, emotional engagement and relationship accountability (Tanaka, Nicholson, & Farish, 2012). The ministry guidelines exist and respecting the guidelines is a given part of being a public educator. Where educators can be more resourceful and creative is in the way that they offer and present their courses. In order to make course content relatable, researchers recommend that educators be flexible and vulnerable with students, be honest about items that they do now know, model reflexivity, share emotions, be transparent in their practice, and welcome learner autonomy (Tanaka et al., 2012). I believe that this vulnerability could be misconstrued as a chaotic as some educators may see vulnerability as a stripping of control and all authority – however, the aim is not to lose control of the curriculum; it is to control the walls that may be preventing students from seeing how educators engage with content as reflective humans.

On the topic of professional boundaries, some of my colleagues have expressed that they do not believe a student's ability to perform in class has anything to do whether or not his or her teacher has taken the time to get to know him or her. Rather, they attribute factors such as genetics, family background, and special education designations to rationalize a students' ability to concentrate, engage with course material, and learn. In my classroom, my overarching mantra has become “relationships first.” I believe that creating strong rapports with students eliminates the qualities we may project onto students and allows us to teach authentically and individually. In foods and nutrition classes, my students and I spend much of the first two weeks of classes establishing a rapport with each other, creating a safe environment for risk-taking, and pushing our social boundaries by partaking in brief icebreakers to break up lessons. As much as this may sound like a summer camp, the feel-good aspect of these two weeks not only introduces my students to the course content, the physical environment, the classroom culture, and the other learners that they will be interacting with for the semester, but also introduces them to me as a human being. I have developed a comfort in lowering a wall that used to stand between my students and me – a wall that formerly did not allow me to show my vulnerabilities, a wall that separated “student work” and “teacher work,” and a wall that separated my life from theirs.

Palmer suggests that students “quickly sense whether you are real, and they respond accordingly” (1998, p.7). Byrnes also states that “teachers who are open to bringing their whole selves to their work with learners connect their inner life with their roles as a teacher” (2012, p.24). There is power in being genuine, and with this also comes the ability to increase comfort and authenticity in the classroom. There is little power, as Palmer suggests, with law or technique – true connections and learning do not exist because of rules and coercion (1998). This prioritization of connections with students and the subject area opens up avenues for educators to also connect with their subject areas in different ways to which they may be accustomed. When educators find coherence between their methods and themselves, only then can they show that they have power in the classroom (Palmer, 1998). One question that I constantly ask myself is, “Who am I as an educator?” I admit that I am still searching for an answer to this question, and I don’t expect to find it soon. What I want to search for, however, is my authenticity as an educator – what part of my inner life can I bring to my work in the classroom? Byrnes asserts that “teaching with integrity involves congruence between a person’s inner life and their external role as a teacher” (2012, p.24). My aim is to connect with students as a human who cares about making authentic connections with them and their communities. My aim is also to be an educator who cares about knowing who I am so I can know who my students are. Finally, I want the passion I have for my subject area to fuel passion in my students’ work.

References

Byrnes, K. (2012). A portrait of contemplative teaching embracing wholeness. *Journal of Transformative Education*, *10* (1), 22-41.

Cranton, P., & Wright, B. (2008). The transformative educator as learning companion. *Journal of Transformative Education*, *6* (1), 33-47.

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *The Teachers College Record*, *108* (6), 1017-1054.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons.

Shockley, K. G., Bond, H., & Rollins, J. (2008). Singing in my own voice: Teachers' journey toward self-knowledge. *Journal of Transformative Education*, *6* (3), 182-200.

Tanaka, M. T., Nicholson, D., & Farish, M. (2012). Committed to transformative inquiry: Three teacher educators' entry points into the mentoring role. *Journal of Transformative Education*, *10* (4), 257-274.

Japanese Junior High School Students' Online Shopping Usage and Lesson Study Effects

Akiko Ueno, Ph.D., Kinjo Gakuin University

Motohiro Hasegawa, Ph.D., Kinjo Gakuin University

Yosuke Araya, National Institute of Special Needs Education

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII

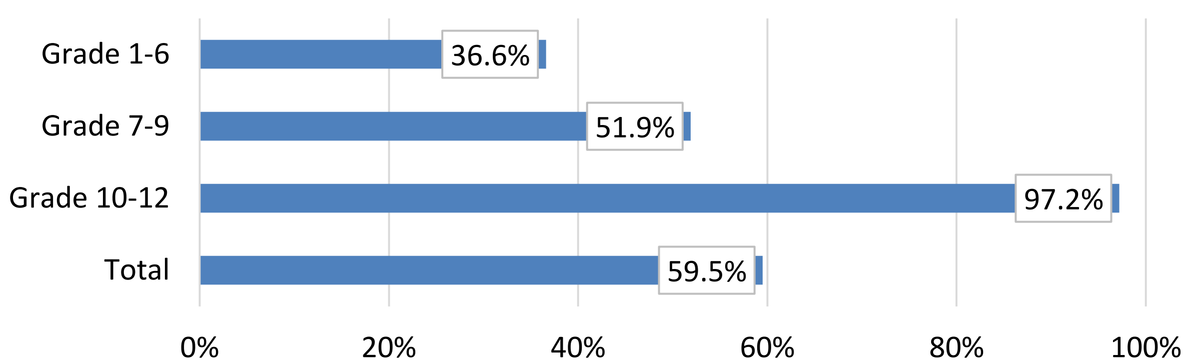
Winnipeg, Manitoba

February 27-28 and March 1, 2015

Introduction

According to a survey regarding children and adolescents' Internet use in 2013 (Cabinet Office, 2014), Japanese youth's smart phone and cell phone ownership increased in accordance with the grade (Chart 1). As Chart 1 shows, over half of Japanese junior high school students (Grade 7-9) and almost all senior high school students (Grade 10-12) had cell phones.

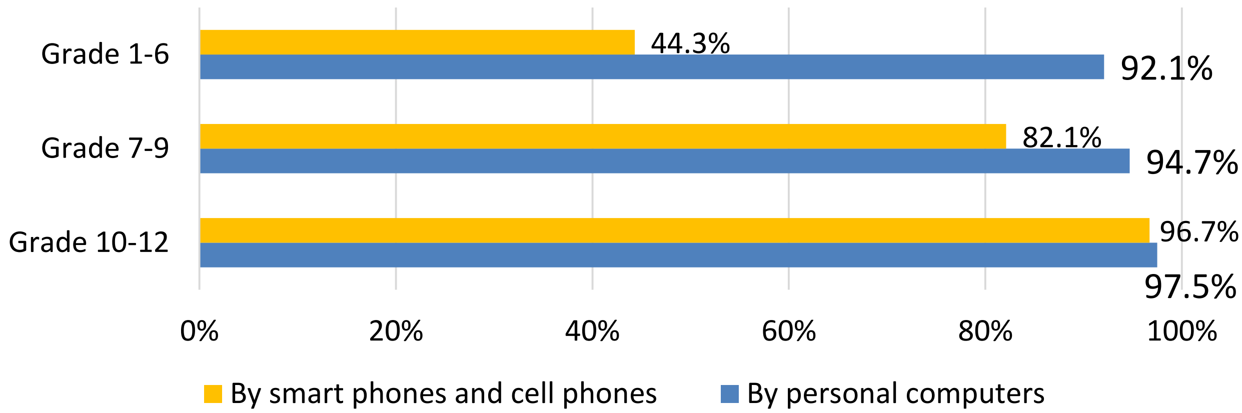
Chart 1: Japanese Youth's smart phone and cell Phone ownership



- ▶ Extracted data from "2013 Seishounen no Internet riyou kankyo jittai chousa kekka sokuho" [2013 Brief report on adolescents' Internet usage environment survey] By Japan Cabinet office

The survey also indicates that over 90 % of all grade students use the Internet by personal computers, and 82.1％ of the junior high school students and 96.7 % of the senior high school students accessed the Internet with their cell phones (Chart 2). It can be said that owning a smart phone or cell phone leads to use the Internet.

Chart 2: Japanese youth's Internet use



- Extracted data from "2013 Seishounen no Internet riyou kankyo jittai chousa kekka sokuho" [2013 Brief report on adolescents' Internet usage environment survey] By Japan Cabinet office

As Internet use has been increasing rapidly among young people, some of those children use online shopping. Again, Japanese youth's online shopping use increased in accordance with the grade (Chart 3 & 4).

Chart 3: Japanese youth's online shopping experience of purchasing products and tickets

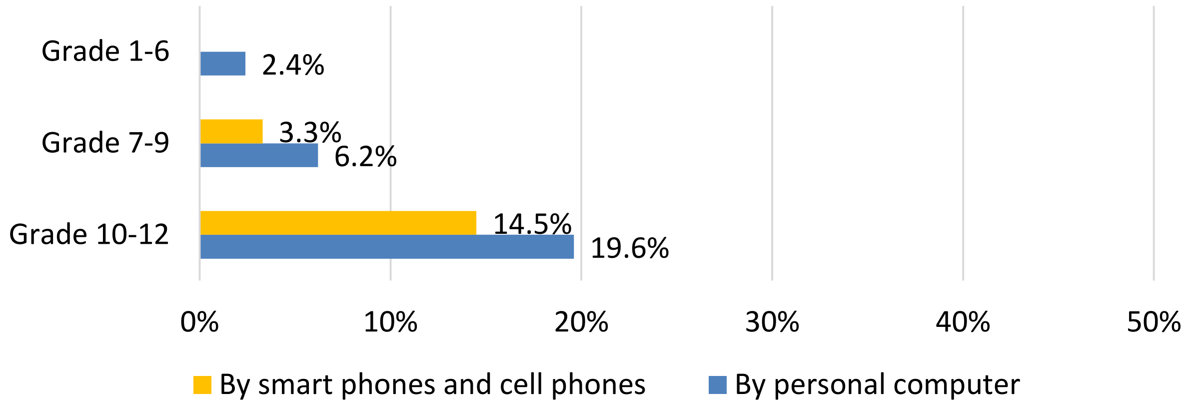
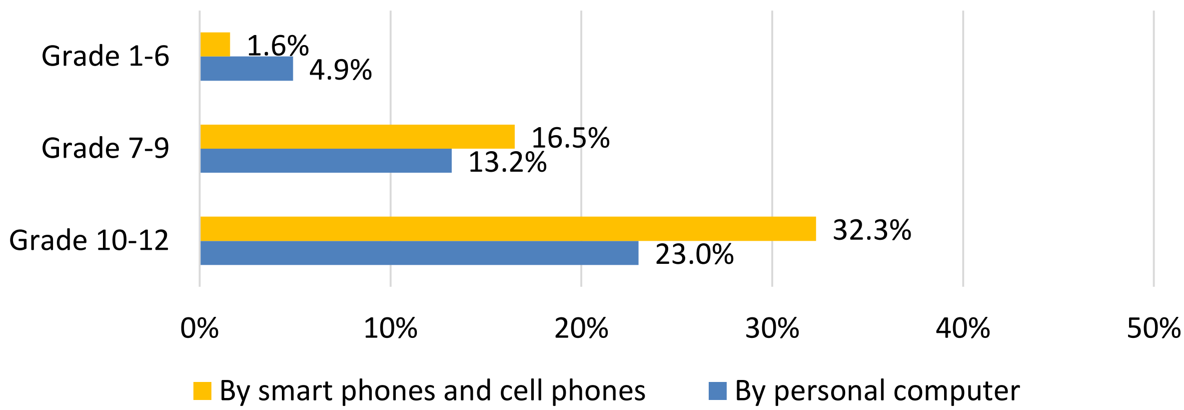


Chart 4: Japanese youth's online shopping experience of downloading music and movies



- Extracted data from "2013 Seishounen no Internet riyou kankyo jittai chousa kekka sokuho" [2013 Brief report on adolescents' Internet usage environment survey] By Japan Cabinet office

Further, it has been reported that young people have become victims of consumer issues with online shopping (National Consumer Affairs Center of Japan). Chart 5 shows example problems reported to the National Consumer Affairs Center of Japan. This means that online shopping consumer affairs are immediate problems for young people.

Example problem A:

A high school girl purchased dietary juice using online shopping. She thought she just became a one-time user of the product. But, the product is sold by subscription. She wants to stop the subscription, but the seller's phone number does not connect.

Example problem B:

A high school boy used his parent's credit card and played online games. Later, the billed amount was very large.

Therefore, we developed an online shopping simulation web site (http://rainbow.oct-kun.net/), with pseudo credit cards, and lesson plans in order to offer consumer education for online shopping use. The outlines of the two lessons were as follows.

The 1st lesson:

- How a credit card works: credit history screening to get a card and money flowing through the consumer, store and credit card company.
- How to use a credit card for online shopping by using the online shopping simulation web site and a pseudo credit card.
- Good points and caution points for online shopping credit card use.

The 2nd lesson:

- Showing survey data of how many students in class using online shopping and having experienced problems.
- How to use a credit card for online shopping safely: comparing item prices, secured communication, legal compliance and return policy of the online shops.
- Information of online shopping trust signs used for actual online shops and consumer affair centers to get help in case of problems.

We implemented a lesson study project with the following objectives.

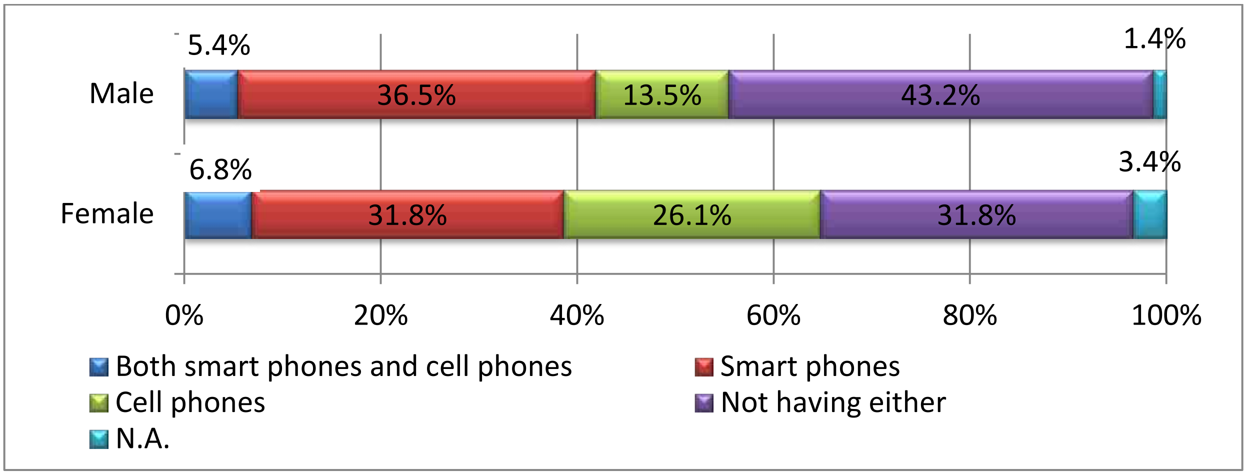
1. To assess the participants' online shopping use.
2. To clarify effects of the developed lessons by comparing the participants' knowledge and attitudes toward online shopping before and after the lessons.

In order to prove the effectiveness of the lessons, in December 2013 we conducted a survey before implementing the developed lessons. We followed up with another survey after the lessons in January 2014. The project participants were 162 Grade 9 students in two Home Economics classes at a public junior high school in Aichi Prefecture, Japan.

Findings:

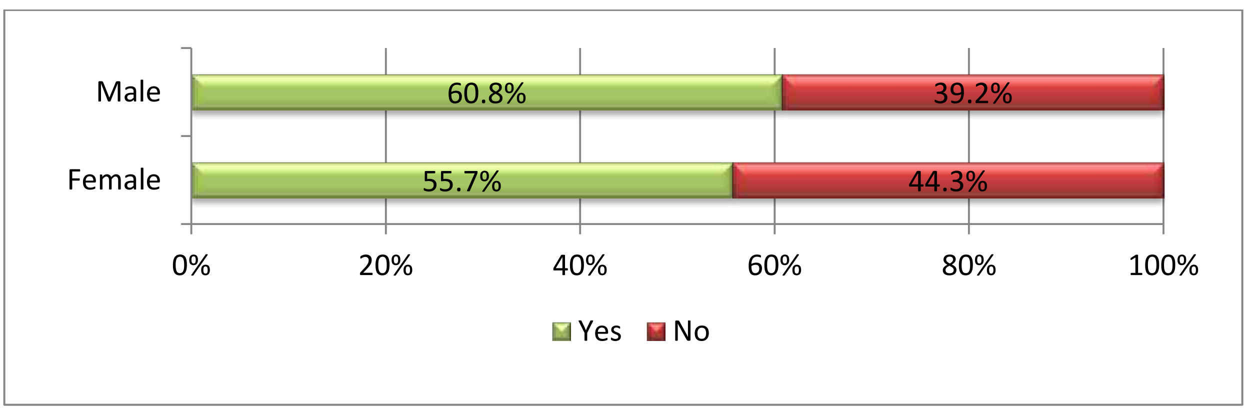
About 60% of the male students and about 70% of the female students had cell phones (Chart 5). Further, 31.8% of the female students were using cell phones for an hour or more per day.

Chart 5: Smart phone and cell phone ownership



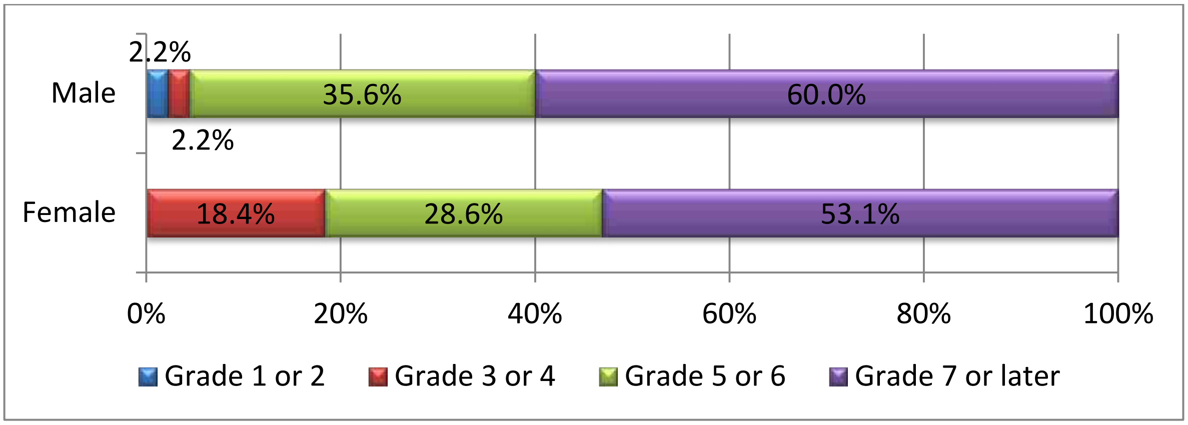
Regarding online shopping experience, about 60% of the students had used online shopping (Chart 6). Among those online shopping users, 31.5% had bought music data, 16.0% paid for online game items, and 13.6% of them purchased other items from online stores.

Chart 6: Over all online shopping experience



There were a few male students who started online shopping at grade 1 or 2, and more than half of the online shopping users started online shopping from Grade 7 or later (Chart 7).

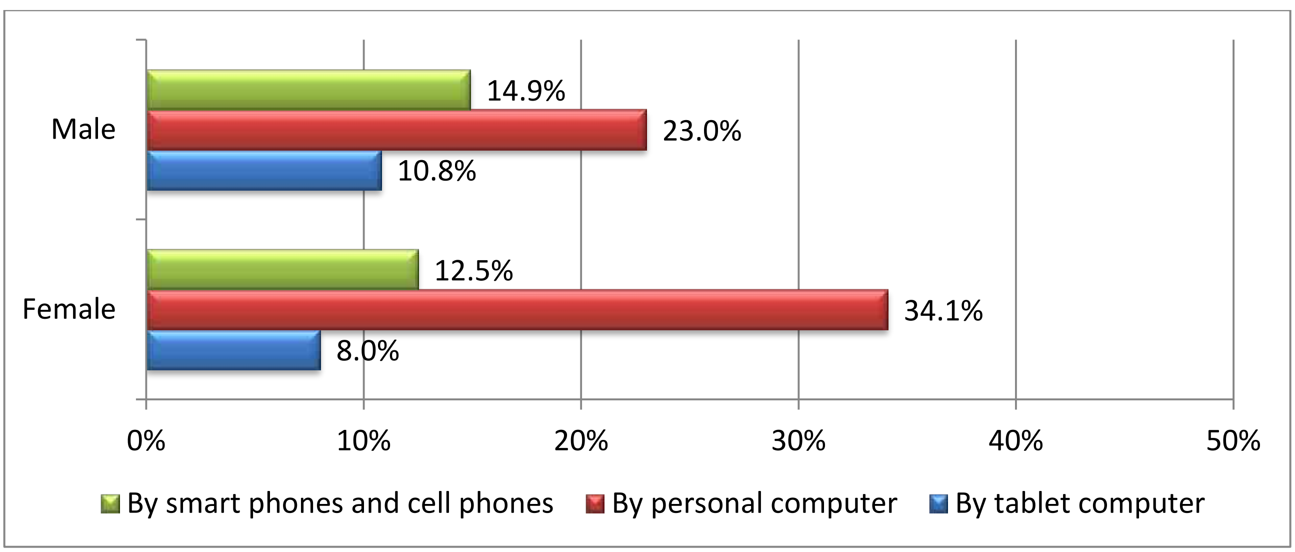
Chart 7: When students started online shopping



For example, they had bought books, application software, and tickets by smart phones and cell phones. And they used personal computers to purchase computers, tablet computers, games, DVDs, bags, smart phone cases, head sets, speakers, books, clothes, shoes, and tickets.

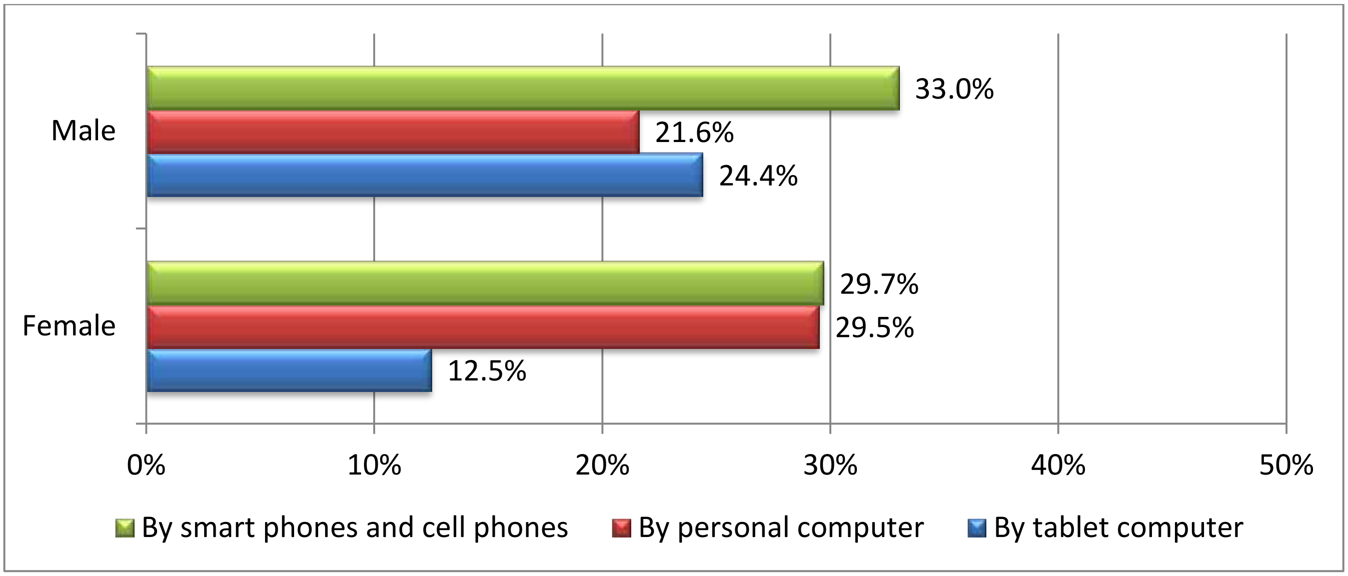
For purchasing products, the participants were using personal computers the most instead of smart phones, cell phones or tablet computers (Chart 8).

Chart 8: Online shopping experience (Purchasing products)



For downloading music, smart phones and cell phones were used the most. The male participants seemed to use tablets more, and female participants seemed to use personal computers more for downloading music (Chart 9).

Chart 9: Online shopping experience (Downloading music)



There were 3 out of 162 participants (2%) who had experienced problems with online shopping such as "I paid money, but did not get game items."

The survey was conducted before and after the lessons. The following true or false questions were included in the survey.

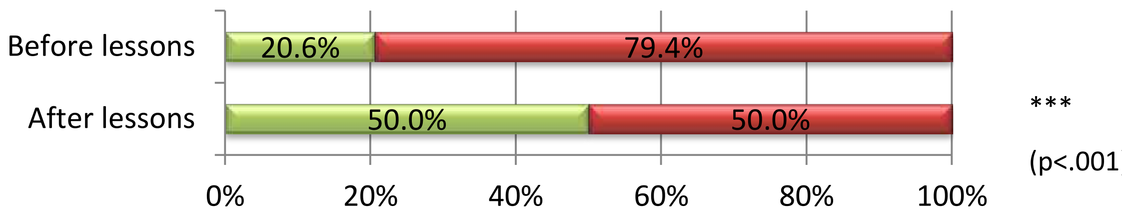
A) Credit history screening is used before getting a card.
B) Paying by credit card is having a debt till you pay the bill.
C) Cooling-off return policy cannot be legally applied to mail-order companies including online shops. It's up to the seller whether or not to have a return policy.
D) Mail-order companies, including online shops, have legal responsibility to indicate company names, mailing addresses, contact information, and postage and how to pay etc.
E) The security lock sign is indicated if an online shop has "Secure Sockets Layer" to protect personal information.

(These questions are all "True".)

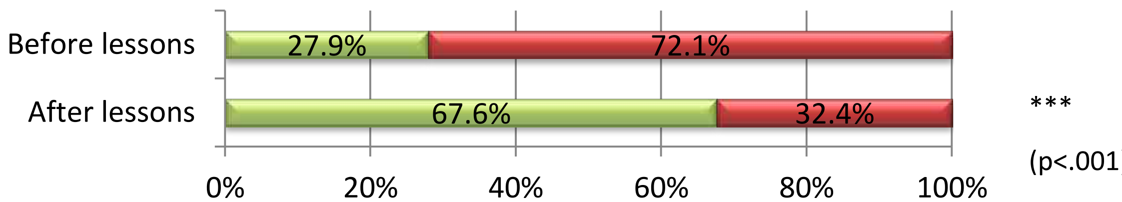
Comparing the percentages of the participants' correct answers between before and after the lessons, there were significant differences. It was shown that more students gained appropriate knowledge to use online shopping safely after the lessons (Chart 10).

Chart 10: Knowledge change

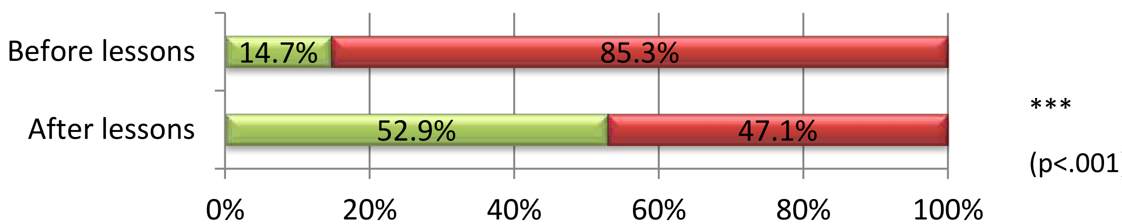
A)



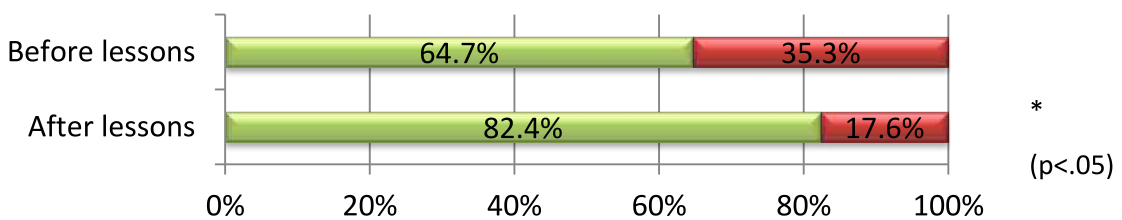
B)



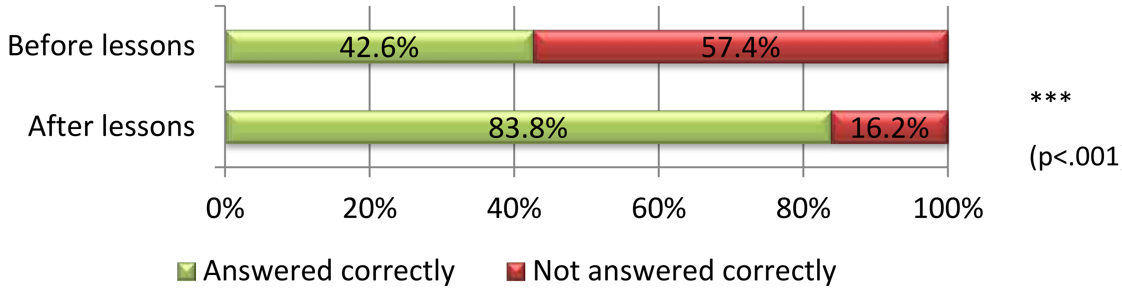
C)



D)

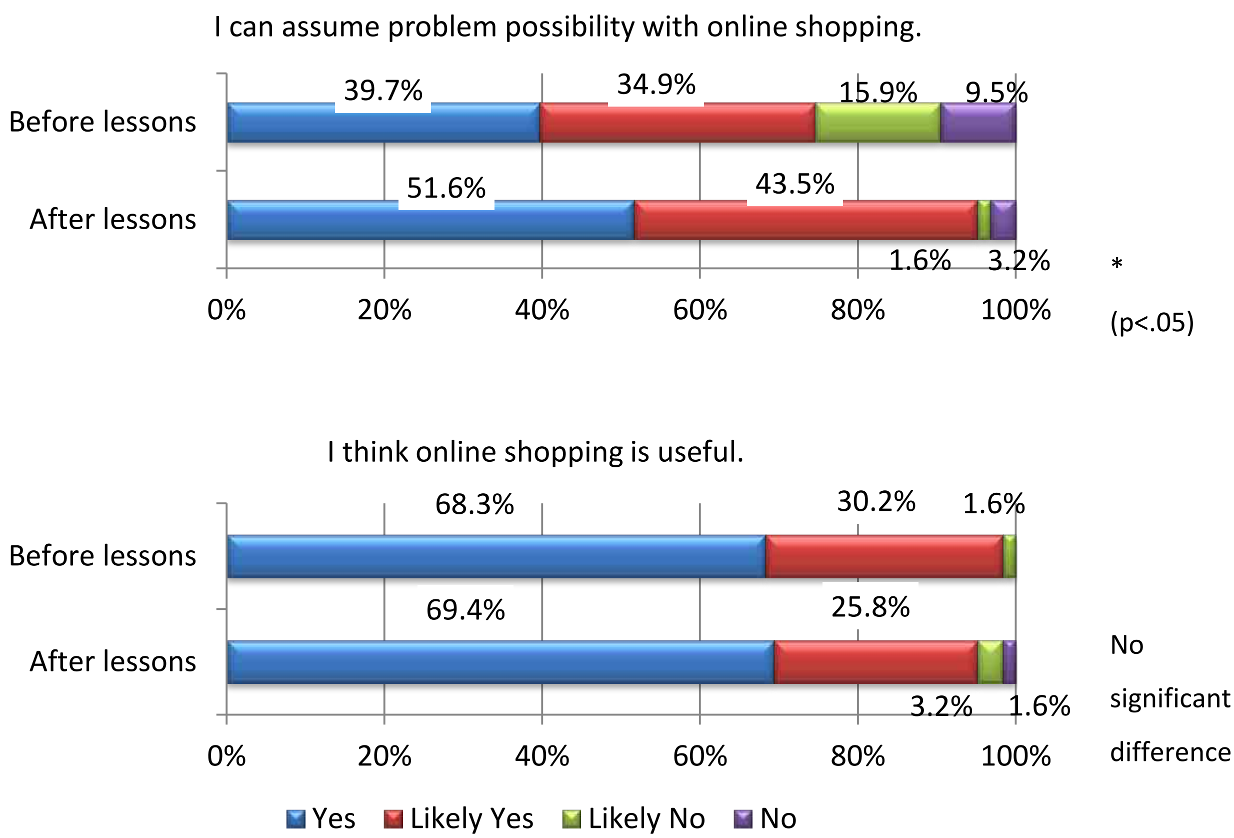


E)



By looking at their attitude change, it was revealed that the students' assumption of problem possibility with online shopping improved after the lessons. However, they still thought that online shopping was useful (Chart 11).

Chart 11: Attitude change



The students also learned that they could ask public consumer centers for help if consumer issues happened to them at the end of the lessons.

Summary and discussions

The Japanese national survey had shown that cell phones and smart phone ownership and Internet and online shopping use among young children had been growing in accordance with the grade. The junior high school student participants of this project indicated higher rates of cell phones and smart phone ownership, and Internet and online shopping use, than the national survey results. There were even a few victims of consumer issues with online shopping among the participants.

It can be said that implementing the developed online shopping lessons assisted the participants to understand how to use online shopping safely. And, the acquired knowledge enabled them to be aware of problem possibility, but did not make them refrain from thinking that online shopping is useful. It is assumed that the students had gained confidence and proper online shopping manners with their learning.

Canadian Internet Use Survey shows that more and more young people use the Internet and individuals purchase a variety of goods by Internet shopping (Statistics Canada). It is assumed that Canada and Japan share the same concerns for Internet shopping among the younger generations. Hopefully, this paper can offer a discussion to deem what kind of consumer education should be offered to the youth in both countries.

References

Cabinet office, 2013, Seishounen no Internet riyou kankyo jittai chousa kekka sokuho [Brief report on adolescents' Internet usage environment survey]. Retrieved December 7, 2014 from http://www8.cao.go.jp/youth/youth-harm/chousa/

National consumer affairs center of Japan, Kodomo no shouhisha torabulu [Consumer affairs of children] Retrieved December 9, 2014 from http://www.kokusen.go.jp/soudan_topics/data/kodomo_trouble.html

Statistics Canada, Canadian Internet Use Survey (Individual Component) – Public Use Microdata File (56M0005X), Retrieved December 12, 2014 from http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=56M0005X&ObjType=2&lang=en&limit=0

Acknowledgement

This project was funded by 2012-2013 Kinjo Gakuin University Special Research Subsidy.

Experiential Learning through A/r/tography

Robyn Ummard

University of British Columbia

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba,

February 27-28 and March 1, 2015

Introduction

"Rather than asking what an art education practice means, the question becomes what does this art education practice set in motion do?" (Irwin, 2004, pg. 198)

As a research methodology, a/r/tography seeks the pedagogy that exists in the rhizomatic practices or interconnections that develop with the liminal spaces during the creative process (Irwin, 2004, pg. 198). Essentially, this method helps us to complicate and enrich our understanding and leads to questions and ideas that could be overlooked, had more conventional methods been employed. In *Art as Experience*, Dewey notes that the ratification of the arts, promoted quantifiable research and assessment methods in education which, in turn, also created its separation from the everyday lived experience (Siegesmund, 2012, pg. 100). Considering that home economics or human ecology, at its very essence, is the study of the everyday, then a/r/tography is a logical option as a research method for exploring a 'live(d) curriculum' (Aoki, 2005).

The 'everyday' is inevitability for every person and learning how to negotiate its routines and impediments requires innovation, flexibility, ingenuity and problem solving., all of which are rooted in creativity and the development of a creative identity. Runco points out that creativity is fast becoming a necessary skill for our students' future, with rapid changes in technology and it is crucial for their adaptability and development of "optimal human functioning" (Runco, 2004, pg. 659). It could be considered the zeitgeist of our time where we must tap into this natural human resource with the inclusion of art in the classroom, instead of educating it away. Healthy, creative imaginations are essential to keep up and progress in modern society. The inherent duality of creativity allows individuals to react to problems, as well as, to imagine potential obstacles, in order to take a proactive approach to avoiding them (Runco, 2004, pg. 660-661).

The qualities of a creative person, as Runco summarized from Barron & Harrington, include the following:

> …a "high valuation of aesthetic qualities in experience, broad interests, attraction to complexity, high energy, independence of judgment, autonomy, intuition, self-confidence, ability to resolve antinomies or accommodate apparently opposite or conflicting traits in one's self concept, and finally, a firm sense of self as 'creative'". (Runco, 2004, pg. 661)

These qualities may not clearly present themselves in a standard classroom; they may only emerge through the live (d) experience of the arts.

Project Objective and Goals

I view myself as a creative person and believe that I possess many of the qualities listed by Barron & Harrington; however, I struggle with a conservative aesthetic that I feel hinders my ability to take risks to develop original concepts. I worry that what I will produce might not be deemed 'pretty', so I tend toward maintaining a conservative aesthetic. Therefore, I opted to create a wearable art piece that uses unconventional materials, in order to limit my ability to create my standard work. My hope is that this will help open me up to new possibilities and risks, minimizing my fear of making mistakes or 'getting is wrong'.

Additionally, I considered the potential of this project for the classroom. I see it as an opportunity for students to have autonomy over what they are learning and to challenge their own ideals and/or express themselves through their own vision. I view art as the truest expression of one's self where onlookers get a glimpse into the truths and lies that we tell ourselves. I want my students to embrace who they are and to find alternative forms of communication. Perhaps a project like this will give a voice to a student who has yet to find theirs.

Focusing on the diversity of home economics and its connection to the 'everyday', I chose to use materials that are often found in the home. I collected various materials including cutlery, bedding, decorative beads, pot scrubbers and diapers. My initial plan was to create a cohesive outfit and structure that exhibited strength, power and beauty.

Challenges and Successes

The challenges I faced surprised me. I fully expected all my plans to work perfectly and believed that the original materials would no longer be identifiable and would seamlessly fit into the garment. However, expectations and vision do not always manifest themselves in the way one anticipates.

The Dress.

Due to my textile background, this component of the project held few constructive challenges for me. The only significant challenge was the diapers because of their weight and awkwardness to manipulate. Moreover, they contained an adhesive that left a gummy, sticky residue on the needle of my sewing machine causing thread breakage and skipped stitches. Aesthetic concerns were generated from the repurposing of existing material and time constraints that my initial concept for the dress. In hindsight, I recognize that the new and original plan for the dress was not congruent with the style of the decorative art piece. I choose to view this failure as an opportunity to gain invaluable knowledge on styling and structure for future projects.

Cutlery Art.

The flatware art section provided the greatest number of obstacles in this inquiry assignment. My vision of a strong, rigid and intricate structure was shatter when we were unable to weld the cutlery securely together. Perhaps a different type of welder would have worked, but without access, other options had to be explored. Riveting the silverware was a functional solution but it did come with its own set of problems. We discovered that knives are extremely dense and difficult to drill through without destroying the drill bit; whereas, forks and spoon had less resistance and therefore, comprised the majority of the structure. Each utensil required multiple drill holes to be able to attach it to another piece and once riveted to the main structure it became difficult, but not impossible, to drill or change things. Able to only work a piece at a time, considering the current and future connections established sense of forced ‘flâneur’ (Van Halen-Faber, 2008), like a curious stroll through a concept to an unknown destination and a visual manifestation of the journey.

The Learning

Much of the learning that I experienced through this process was easily identifiable and important when I consider applying the project to a classroom situation. Communication, collaboration, time, equipment access and cost are key elements for a successful a/r/tography learning project. The artist, if they need help, must be able to clearly convey their intentions with a collaborator in order to execute their design and enable the expert to accurately determine the knowledge, material and tools needed for its completion. Additionally, time is an enormous consideration and there is a fine balance between having enough time to work fully through the process verses experiencing the positive and negative pressure of a deadline. Finally, access to appropriate equipment and the cost limitations must be measured when the artist designs their creation.

The understanding and knowledge that emerges from within the liminal experience can often be surprising and unexpected. In the sensory threshold, learning and comprehension can be evident to the artist only upon careful rumination; or as in my case, the observation expressed by a third party. A rather unflattering review! She said, “You didn’t complain once about having to do this project.” This launched me into and untapped journey of self-discovery that garnered enlightening results. What I discovered is that the written word is my most difficult form of communication; but, being able to express myself and create things with my hands is a natural fit. Not necessarily a surprise for those who know me. However, the realization about how this project affected other areas of my life is. My stress level greatly decreased over the past month and I found myself to be more amiable, confident, and less irritated by unrelated situations and people, thereby creating a healthier, emotionally balanced life. Furthermore, the project sparked excitement in learning and a desire for more. Even now, I often think about how I could improve the work or what I want to try in the future. I wonder if the effect would be similar for students who are constantly bombarded with mountains of information during an emotionally charged time in their lives. Would it generate a calmness and peace in them or generate fear and anxiety?

Conclusion

Eisner asks, “Are the arts merely ornamental aspects of human production and experience or do they have a more significant role to play in enlarging human understanding?” (Eisner, 2008, pg. 3) I believe that they play a critical role in our understanding of others but more importantly they play a part in our understanding of ourselves and they are an outlet for our emotions when we are unable to find the words. Is Art the words?

After having completed this project I foresee, with revision, definite potential for this in the classroom. The essential components are: student autonomy over ideas, an adequate time frame for working and access to materials, tools and expert guide. Art is emotional; therefore, a clear defined understanding and trust between instructor and students needs to be established. They need to agree on the parameters of assessment, only the process and associated learning will be accessed, not the final outcome. This allows students the freedom of experimentation and to open up to the overt and liminal learning spaces with less trepidation.

Overall, my foray into a/r/tography was successful. Even though my final product was not an exact replicate of the vision in my mind’s eye, the true value came from the experience and learning in the process.

References

Aoki, T. (2005). Inspiriting the curriculum. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key* (pp. 357-366). NJ: Erlbaum.

Aoki, T. (2005). Spinning inspirited images in the midst of planned and live(d) curricula. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key* (pp. 413-423). NJ: Erlbaum.

Irwin, R., (2013) Becoming A/r/t/ography. *Studies in Art Education, 54* (3), 198-215.

Eisner, E. (2008). Art and Knowledge. In G. Knowels & A. Cole (Eds.), *Handbook of the arts in qualitative research* (pp. 3-12). Thousand Oaks, CA: Sage.

Runco, M. A. (2004). Creativity. *Annual Review of Psychology*, *55*(1), 657-687. doi:10.1146/annurev.psych.55.090902.141502

Siegesmund, R. (2012). Dewey through A/r/tography. *Visual Arts Research, 38*(2), 99-109.

Turniansky, B., & Hare, A. (1998). *Creativity*. London: SAGE Publications Ltd. doi:10.4135/9781446280218.n6

Van Halen-Faber, C. & Diamond, P. (2008), A history of the arts in educational research: A postmodern guide for readers-flâneurs. In G. Knowels & A. Cole (Eds.), *Handbook of the arts in qualitative research* (pp. 13-25). Thousand Oaks, CA: Sage.

Improving the capabilities of in-service home economics teachers:

Focusing on the practice of consumer education

Noriko Watase

Paper presented at the Canadian Symposium on Home Economics and Family Studies Education XIII, Winnipeg, Manitoba,

February 27-28 and March 1, 2015

Introduction

Recently, the number of consumer issues have increased and become more complicated because of various factors. In Japan, the "Consumer Affairs Agency" was established on September 1, 2009. The idea of creating a brand new organization equipped with powerful authority and staffed with sufficient personnel has been deliberated with the aim of eliminating the section-by-section approach of the past and achieving the integration of the consumer agencies and departments in the administration (CAA 2014).

The Consumer Education Promotion Council and the Basic Policy on Promotion of Consumer Education were established in accordance with the Act on Promotion of Consumer Education, which was enacted in 2012.

The Basic Policy on Promotion of Consumer Education mentions that national governments and local governments should provide opportunities for anyone to access consumer education in various settings, including the school, home, community, and workplace. The fundamental principles are "to guide consumers so that they can acquire knowledge and skills associated with their consumption life and link them to appropriate behavior so as to develop abilities to lead a safe and prosperous consumption life on their own", and "to implement consumer education systematically appropriate for each life stage"(from early childhood into adulthood) . Furthermore, the realization of a "society with consumer citizenship" is one of the set as a goals outlined in Article 3 of the *Act*.

> A “society with consumer citizenship” is a society where consumers—each and every one of them—respect differences among themselves and their diversity as a group, and lead their daily lives with a mindset of caring not only about themselves but also about people around them, people yet to be born, and socio economic and environmental conditions within and outside of their country. (Act on Promotion of Consumer Education, Article 3)

In the international context, the 10- year Framework of Programs on Sustainable Consumption and Production (10YFP) was adopted at the Rio+20 Earth Summit. Education for Sustainable Consumption (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more sustainable consumption behaviors. The objective is to ensure that the basic needs of the global community are met, quality of life for all is improved, and inefficient use of resources and environmental degradation is avoided. ESC is therefore about providing citizens with the appropriate information and knowledge on the environmental and social impacts of their daily choices as well as workable solutions and alternatives (UNEP 2010).

As just described, to achieve this situation nationally and internationally, it is important to enhance consumer education in every setting. The Act on Promotion of Consumer Education is expected to support school consumer education in cooperation with local consumer affairs bureaus and other relevant agencies. This year, a structured approach was adopted toward enriching consumer education by training in-service teachers from elementary schools to high schools in every prefecture in Japan.

In this study, I discuss the implementation of consumer education workshops for teachers in Japan. In addition, I will examine what teachers consider to be skills and competencies that are required by students to live in today’s world as a consumer citizen. The primary issues covered in this presentation are as follows:

(1) The characteristics of consumer education in the Japanese home economics curriculum compared with the National Standards for Family and Consumer Sciences (FCS), United States

(2) A consideration of issues pertaining to consumer education for home economics teachers.

Home Economics Education in Japan

In Japan, home economics education (including consumer education) is mandatory for boys and girls from Grade 5 to Grade 12. There is a framework with four categories (A. Family and family life, B. Daily Meals and Basics in Cooking, C. Comfortable Clothing and Housing, D. Daily Consumption and the Environment) that are used for Home Economics education in elementary and junior high schools. In the elementary school level course of study, with regard to category D, one is required to be able to select and purchase everyday goods and services effectively and to understand the relationship between one's own life and the environment, and be able to make better use of the items associated with one's daily life as a result (Table1).

Table 1: *Teaching Contents and Competencies of Elementary School (Grade5 and 6) Home Economics in the Course of Study: Category D (2008)*

(1)The following items should be targeted in instruction regarding how pupils can make good use of things and money and do shopping:

a. To become aware of the values of things and money and to consider ways to use them in a planned manner.

b. To be able to make purchases properly considering how to select everyday goods and how to buy them.

(2) The following item should be targeted in instruction regarding how pupils can lead earth-friendly ways of living.

a. To discover the relationship between their lives and the environment and to be able to make better use of things.

At the junior high school level, students need to understand marketing methods, and be able to appropriately select, purchase, and use goods and services necessary for life (Table 2).

Table 2: *Teaching Contents and Competencies of Junior High School Home Economics in the Course of Study :Category D (2008)*

(1)The following items should be targeted in instruction with regard to domestic life and consumption: a. To take an interest in one's personal and family's consumption, and understand the basic rights and responsibilities of consumers. b. To understand characteristics of marketing methods, and be able to appropriately select, purchase and use goods and services necessary for life. (2) The following item should be targeted in instruction with regard to domestic life and the environment: a. To think about the impact that one's personal and family's consumption has on the environment, and to be devise and practice a consumer life that takes the environment into consideration.

In high school, students are required to understand financial planning, consumer issues, and the rights and responsibilities of consumers, and to proactively create a sustainable lifestyle with consideration given to resources and the environment. On the whole, the point is to set and fulfill educational objectives from the "consumer" standpoint (Table 3).

Table 3: *Teaching Contents and Competencies of Senior High School Home Economics in the Course of Study (2009)*

(Comprehensive Home Economics) (3) Financial Planning and Consumption in Life(Financial planning in life, Consumption behavior and decision making, Rights and responsibility of consumers) The teacher will instruct students, to understand financial planning, consumer issues, and rights and responsibilities as consumers, to recognize current challenges of consumption, and to act

responsibly with appropriate decision making as consumers.
(4)Life Science and the Environment(Life style establishment for sustainable society)
The teacher will instruct students, to examine safe and comfortable living and consumption, to inherent the culture and new culture, and to proactively create a sustainable lifestyle with consideration of resources and the environment.

There are some descriptions of "consumer-citizen (ship)" in home economics textbooks for junior high and senior high school students. For example, a senior high school textbook contains the following description

.

> Towards Consumer Citizenship: Each of us is required to become not only a consumer but also a person who has the right to speak as a member of society. By involving consumers in society more actively, you will achieve a society with consumer citizenship, which will lead to a society of consumer citizens. On the other hand, there are various issues (environmental loads, industrial development in local community, and working conditions in the producer countries) relating to consumption in modern society. Therefore, a consumer citizen needs the ability to choose goods and services ethically, socially, economically, and environmentally. (Otake & Tsuruta 2014).

The Comparison between National Standards in the U.S. and Japan

Next, I examine the characteristics of consumer education in the Japanese home economics curriculum as compared with the National Standards for Family and Consumer Sciences (FCS) in the United States, with a focus on educational goal-setting similarities and differences. The reason I chose to analyze the FCS is because it is a unified national standard. There are several important differences between FCS and home economics as practiced in Japan; one important difference is that FCS is an elective subject and for secondary school students only.

National Standards for FCS were revised in 2008 and the process has been addresses in two ways. One is "Reasoning for Action" standard, which is an overarching, process-oriented standard that delineates knowledge and skills for high-quality reasoning. The second is through questions related thinking, communication, leadership, and management process areas that are provided for each content standard in the 16 Areas of Study. The process framework is structured to these process areas and types of action (technical, interpretive, and reflective).

As I mentioned earlier, the main consumer education content in home economics education in Japan relates to daily consumption and environmental awareness. I identified educational objectives related to these two areas from the16 FCS content standards and competencies. In Table 4, you can see asterisks and circles; asterisks mean a description of the educational objective from the “consumer” perspective, and circles, from the “producer or service provider” perspective.

Table 4: Teaching Contents and Competencies related to consumer education in FCS national standards

Areas of Study	**Daily Consumption**	**the Environment**
1.Career,Community and Family Connections		
2.Consumer and Family Resources	∗○	∗○
3.Consumer Services	∗○	∗○
4.Education and Early Childhood	○	
5.Facilities Management and Maintenance	∗○	○
6.Family		
7.Family and Community Services	∗○	
8.Food Production and Services	∗○	∗○
9.Food Science, Dietetics and Nutrition	○	
10.Hospitality, Tourism and Recreation	○	∗○
11.Housing and Interior Design	∗○	○
12.Human Development		
13.Interpersonal Relationship		
14.Nutrition and Wellness	∗○	
15.Parenting		
16.Textiles, Fashion and Apparel	∗○	∗○

* Consumer perspective, ○Producer/ Service Provider perspective

For example, under “3.0 Consumer services,” are listed the following competencies: “analyze the effect of consumer credit in long-term financial planning” and “examine roles of government, industry, and family in energy consumption.” As this shows, FCS standards state competencies not only from the consumer side but also from the perspective of developing skills for producers and sellers, such as marketing, product development, and sales strategy. It also explicitly includes pro-environmental behavior (Table 5). In Japan, lesson practices related to consumer education from the viewpoints of producers and sellers are included, though it is essential to consider daily living and consumption from various perspectives.

Table 5

Content standards and Competencies in FCS national standards (Content Standards 3.4: Analyze resource consumption for conservation and waste management practices.)

Competencies	***Consumer ○Producer**
3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issue.	* ○
3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.	*
3.4.3 Explore strategies and practices to conserve energy and reduce waste.	* ○
3.4.4 Examine waste management issues.	* ○
3.4.5 Examine roles of government, industry, and family in energy consumption.	* ○

In-service Training for Home Economics Teachers in Japan

As I mentioned earlier, from the start of this fiscal year, a structured approach was adopted to enriching consumer education in cooperation with local consumer affairs bureaus and other relevant agencies in Japan. Consumer education workshops were conducted for home economics high school teachers in

Iwate prefecture (Figure 1). The theme was the development of "games for learning" teaching materials related to scams in consumer education. As the report of PERL (Partnership for Education Research about Responsible Living) states, "a basis for active learning and teaching methodologies are the transformative approaches which offer opportunities for interaction between educators and learners, learners themselves and learners and the topic studied. Transformative approaches help learners to actively construct their own understanding, meaning and values. Games can involve learners working alone or in teams. They can facilitate familiarization with new terms and concepts, as well as promote critical and complex thinking, weighing of evidence, goal-setting and solution-seeking" (PERL 2011).

Figure 1. "Games for learning" workshop

In the consumer education workshop depicted here, games were evaluated with respect to enhancing learners' motivation using this teaching material. At the same time, teachers suggested several improvements, for instance, "The content of this board game is unrealistic and too tragic. I would like to know actual cases and change some cases in this board game. And I would also want to change the rules of the game to fit my style," and "We need to be aware of the learning objectives. I'm afraid that students play this board game simply for enjoyment. Through active learning, I intend to devise ways of communicating effectively with students."

In discussions in the workshop, teachers expressed anxiety about the appropriateness of their educational materials and about promoting student interest. Additionally, among teachers' concerns were that "Consumer-related information quickly goes out of date" and that "Students make wonderful eco-friendly comments in class but their real-life behavior is different." To support teachers, good practices, classroom visitations, and information-sharing for home economics teachers should continue to be provided.

Conclusion

In this presentation, I discussed the implementation of consumer education workshops for teachers. Some key points are as follows.

(1) Japanese curriculum guidelines emphasize consumer education and environmental awareness in daily life. Familiar examples are used to provide opportunities for learning through hands-on problem solving in consumer education. In the United States, the FCS standards contain many articles related to consumer education; in this presentation the viewpoints of both the consumer and of the producer as expressed under FCS were compared with the content presented under Japanese curriculum guidelines.

(2) To acquire the ability to become a consumer citizen is one of the central issues in consumer education in Japan. However, teachers have little confidence in about their knowledge in this area, because they believe that they cannot obtain the latest information and understand the concept of consumer citizen (ship).

(3) In the consumer education workshop, teachers were anxious about the appropriateness of their educational materials and about promoting student interest.

In the roadmap for achieving education for sustainable consumption (ESC) published by UNEP, there are 10 suggestions for achieving education for sustainable living, which is closely associated with the concept of consumer citizenship and consumer education. For instance, “enhance cooperation between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption”, “foster intergenerational learning as an integrated aspect of education for sustainable consumption”, and “provide opportunities for practical application of theoretical study through social involvement and community service”(UNEP 2010).

To overcome these issues as I mentioned earlier, one major solution will be to work together with local consumer affairs bureaus and other relevant agencies. Overall, collaborations between schools and local government will prove effective in improving the implementation and assessment of educational practices in consumer education.

References

Consumer Affairs Agency. (2014). *Towards a Safe and Prosperous Life with Consumers' Peace of Mind*. http://www.caa.go.jp/soshiki/pdf/00booklet_en.pdf

Japan Association of Home Economics Education. (2012). *Home Economics Education in Japan*. Tokyo

Lorek,S.,& Wahlen,S. (2012). Sustainable consumption Though an Environmental Lens: challenges and Opportunities for Home Economics. In D. Pendergast, S.L.T. McGregor, & K. Trukki (Eds.), *Creating Home Economics Futures The next 100 years* (pp.170-181). Australia: Australian Academic Press

Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2008a). Shogakkou-gakushu-shidouyouryou [Course of Study for Elementary School].Tokyo

MEXT (2008b). Chugakkou-gakushu-shidouyouryou[Course of Study for Junior High School].Tokyo

MEXT (2009). Koutougakkoku-gakushu-shidouyouryou[Course of Study for Senior High School].Tokyo

NASAFACS (2008). *National Standards for Family and Consumer Sciences Education*.

Otake,M.,& Tsuruta,A. (Eds.). (2014). Katei-Sogo [Comprehensive Home Economics]. Tokyo: Kairyudo

PERL (2011). *Financial Literacy : Personal finance management*.

http://www.perlprojects.org/perl/resources-and-publications/teaching-guidelines -methods-and-materials/teaching-learning-methods-and-materials/financial-literacy-toolkit

UNEP (2010). *Here and Now! Education for Sustainable Consumption.*

http://www.unep.org/pdf/Here_and_Now_English.pdf