

Pre-Congress on Home Economics Education

XXIII IFHE WORLD CONGRESS 2016

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Daejeon Convention Center, Daejeon, Korea
Sunday July 31 – Saturday August 6, 2016

Hope & Happiness:

The role of Home Economics in the pursuit of Hope & Happiness for individual and communities now and in the future

Pre-Congress Conference Theme:

Current Status and Future Directions of Home Economics Curriculum around the World



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About

IFHE

The International Federation for Home Economics is the only worldwide organization concerned with Home Economics and Consumer Studies. It was founded in 1908 to serve as a platform for international exchange within the field of Home Economics. IFHE is an International Non Governmental Organization (INGO), having consultative status with the United Nations (ECOSOC, FAO, UNESCO and UNICEF) and with the Council of Europe.

Aims of IFHE

- Provide opportunities for global networking among professionals
- Promote the recognition of Home Economics in the everyday lives of individuals and families
- Promote continuing education in Home Economics
- Provide opportunities through practice, research and professional sharing that lead to improving the quality of everyday life for individuals, families and households worldwide



About

KHEEA

KHEEA is the only nationwide non-profit academic organization concerned with Home Economics Education (HEEdu) studies. Founded in January 1989, KHEEA is under the jurisdiction of the Korean Ministry of Education.

The membership consists of individuals responsible for HEEdU in elementary, middle, and high schools, as well as universities. The purpose of KHEEA is to contribute to the development of HEEdU through research and development of the field and exchange of the professional expertise among the members.

Activities of KHEEA

- Holding of academic conferences
- Publication and distribution of Journal of KHEEA
- Implementation of special research projects
- Providing support for and suggestion toward the promotion of HEEdU
- Development and dissemination of teaching and learning materials
- Exchanging ideas and materials with other relevant associations and agencies
- Facilitating international exchange in academic research and practice

About

Daejeon

Daejeon is the fifth-largest city in Korea and its industrial heart, producing everything from tires to textiles to pharmaceuticals.

Only about 2 hours from Seoul by car, it is a major transportation hub and one of Korea's main centers for science and technology.

• Daejeon Convention Center

Address : 107, Expo-ro, Yuseong-gu, Daejeon
Tel. : +82-42-250-1100
Website : <http://www.dcckorea.or.kr/>

IFHE Pre-Congress Conference on the Home Economics Education 2016 in Conjunction with the Korean Home Economics Education Association Annual Conference 2016

THEME :

Current Status and Future Directions of Home Economics Curriculum around the World



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Welcome Message

From President of IFHE



Carol Warren

*President (2012-2016)
International Federation for Home Economics
(IFHE)*

It gives me great pleasure to welcome you to the XXIII IFHE World Congress 2016. Whether you are a passionate home economics professional or an interested allied professional, we look forward to your participation in the global conversation that is IFHE World Congress.

As indicated by our theme for 2016 – Hope and Happiness: The role of Home Economics in the pursuit of Hope & Happiness for individuals and communities now and in the future – we as home economists recognise that our profession is a key component of hope and happiness – critical for the wellbeing of individuals, families and communities. We also seek creative and innovative ways to communicate this message widely and effectively.

As the only worldwide organisation concerned with home economics and consumer studies, it is imperative that IFHE seizes every opportunity to speak in full voice.

World Congress gives us that opportunity. Since 1908, professionals, scholars and educators in home economics and allied fields have come together every four years to learn, share and inspire. Our consultative status with the United Nations and the Council of Europe gives us so much potential to extend congress outcomes and to see our resolutions put into action.

We are pleased and excited to be staging the IFHE World Congress in the Asian region for the first time since 2004. Daejeon, Korea, has built a reputation for the hosting of global conferences and is a hub for technology, education, research and development. Our host organisation, Korean Home Economics Association has organised a wonderful program of professional, cultural and social activities.

We look forward to building a conversation around home economics at the XXIII IFHE World Congress 2016 in Daejeon.

From Chairperson of IFHE 2016



Mee Sok Park

*Vice President (2014-2018)
International Federation for Home Economics
(IFHE)*

On behalf of the Organizing Committee, I am pleased to welcome you all to this XXIII IFHE World Congress 2016 which will take place from July 31 to August 6, 2016 in Daejeon, Korea. To our great delight, this is the first time the World Congress takes place in Korea since it was established in 1908.

Under the theme of "Hope & Happiness," the XXIII IFHE World Congress 2016 is organizing a wide range of programs focusing on the role of Home Economics in the pursuit of hope and happiness for individuals and communities now and in the future. Through this congress, we expect to maximize the well-being of individuals and families with hope and happiness, to bring wellbeing by enhancing the understanding and knowledge of humans and their physical and social environments. We are ready to provide a diverse array of opportunities for knowledgeable exchange and professional networking between colleagues from different parts of the world. Indeed, this year's meeting brings together all of you from across the globe to share insights and discuss current issues confronting each country.

I would like to express my sincere gratitude to participants, speakers, and invited guests who came all the way to Daejeon, Korea. And my special thanks go to our organizing committee members for their dedication and support to make this congress successful over the last four years. Your contributions greatly help us make the XXIII IFHE World Congress 2016 happen.

We believe the Congress will be a highly rewarding educational and networking experience for all participants. Also, we hope this congress will provide excellent opportunities for you to experience the culture of Korea.

From Minister of Gender Equality and Family



Eun-hee Kang

*Minister
Gender Equality and Family*

I extend my warmest welcome to all of you to the XXIII IFHE World Congress 2016, which takes place in Daejeon, Korea from July 31 to August 6 this year. We are extremely honored to host this prestigious Congress, and will make every effort to ensure that it is a pleasant and enriching experience for all participants.

Our society is going through rapid change as a result of industrialism and economic growth, and in the process, people are increasingly yearning for their own happiness. To this end, various studies and policies are being carried out with the ultimate goal of enhancing happiness for individuals. As the Minister of Gender Equality and Family, I can only hope that the source of that happiness stems from our homes and families.

In order to achieve such goals, the Ministry is putting much effort into improving family policies such as those supporting work-life balance, to enhance women's rights, protect the youth and young adults, and foster physical and emotional wellbeing for everyone.

In this regard, we expect that XXIII IFHE World Congress 2016 will not only provide an opportunity for scholars, researchers and administrative officers to share their studies and policies, but also act as a stepping stone to bettering societies all around the world. I also hope that we all take this Congress as an opportunity to share our vision, ideas, and knowledge with respected scholars in their fields from all over the world.

Thanks to the devoted efforts of all distinguished colleagues and friends, I can say with conviction that this Congress will be a huge success. It is my pleasure to spend this week with all of you, and I would like to take this opportunity to thank you for travelling far. Welcome to Daejeon, Korea!

From Mayor of Daejeon Metropolitan City



Sun-taik Kwon

*Mayor
Daejeon Metropolitan City*

I hereby sincerely congratulate the XXIII IFHE World Congress 2016 and welcome honored guests to Daejeon. It is also a privilege to hold the event where professionals and experts of home economics from all around the world gather together in Daejeon, Korea.

Home is the foundation of our life. It is a space where our tired body and mind can get healed with love and also can obtain drive for growth. No one can simply find a warmer and more comfortable place than their home anywhere in the world. Thus, when the foundation of one's home collapses, it means that their society and nation will also suffer. Any economic growth or scientific and technological development will become a castle in the sand.

The main theme of the congress is "Hope and Happiness." They can be found in many places, but those in one's home are the biggest.

I hope the congress turn out to be an opportunity to improve the awareness on homes, which is the foundation of hope and happiness, and also to suggest many different ways to enhance the happiness of all the citizens of the world. I also wish that all attendees here working in the field of home economics share their cases for more active cooperation.

Daejeon, where you are now, is located in the center of the Republic of Korea. It also is the model city that implemented the idea of 'home friendly' and 'woman friendly' among the cities in Korea. I believe that the congress will be the milestone for Daejeon to leap a step higher as a 'home friendly city'. Daejeon will keep working on making our home a healthier and happier place. We will also do our best to support and pay attention to home economics experts.

There are lots of diverse attractions in Daejeon. Although it is not a long period of time, but I hope you could make many memorable moments with colorful tastes of Daejeon.

Once again, we sincerely welcome all our honored guests here for the XXIII IFHE World Congress 2016, and I wish all of you a good health and prosperity. Thank you very much.

From President of KHEA



Hae-Kyung Chung

*President
Korean Home Economics Association (KHEA)*

On behalf of the Korean Home Economics Association, I warmly welcome your participation in the XXIII IFHE World Congress 2016. The Korean Home Economics Association is pleased to stage IFHE World Congress in Daejeon, Korea, where we will promote a successful event with the utmost sincerity.

Established in 1947, the Korean Home Economics Association has become one of the leading organizations in Korea, built on 69 years of tradition and history in Korea. We would sincerely appreciate former presidents, executive directors, and members who contributed and supported us during challenging situations to sponsor the IFHE World Congress in Korea.

XXIII IFHE World Congress 2016 is a global scholarly event for scholars and educators in the field of home economics from the world's six continents come together to transcend regions, generations, and classes. The new role of home economics has been highlighted in this era of the convergence of knowledge and information. The role of home economics in the field of human ecology is huge as the emphasis is on human life and welfare through the family. We are now witnessing a time of transition for the new paradigm in home economics. We wish to embrace this new paradigm in home economics by bringing together scholarly communications under the main theme of the IFHE World Congress: "Hope and Happiness."

We believe Korea is the ideal location for this congress as participants will be able to experience beautiful family cultures and traditions along with modernity and creativeness, creating unforgettable memories during your stay in Korea.

Again, we wholeheartedly welcome your participation in the XXIII IFHE World Congress 2016 in Daejeon, Korea.

From President of KHEEA



Jaesoon Cho

*President
Korean Home Economics Education
Association (KHEEA)*

On behalf of the Korean Home Economics Education Association, I am pleased to welcome you to the International Conference on Home Economics Education. Korean Home Economics Education Association hosts 2016 IFHE Pre-Congress Conference on Home Economics Education in conjunction with the 2016 Korean Home Economics Education Association's Annual Conference.

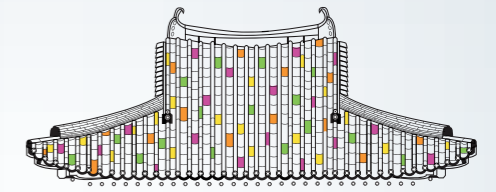
Happiness for individuals, families, and communities, which is the theme of XXIII IFHE World Congress 2016, is also what Home Economics education has pursued to practice in elementary and secondary school.

Home Economics subject has been fundamental in any human life and will be more essential to our lives, with paradigm shift from independence to cooperation, it is facing challenges in various aspects worldwide.

The Conference theme puts the spotlight on the 'Current Status and Future Directions of Home Economics Curriculum around the World'. The Plenary sessions of the Conference will address challenges and new prospects of Home Economics Education in the specific cases of each country as well as in general. Key issues of Home Economics Education, such as practical problem focused curriculum, Home Economics teacher education and teaching-learning plans, will be followed with oral and poster presentations. Also special exhibitions will showcase the activities carried out by regional research communities of Korean Home Economics teachers.

I hope you enjoy the conference.

Have a great and fruitful time!



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Program Schedule

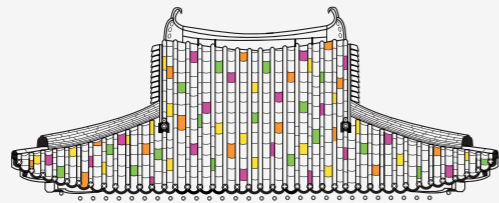


Program Schedule

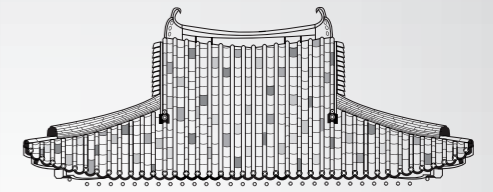
Monday August 1, 09:10-17:00

08:00 - 09:10	Registration; Poster Preparation (1F Lobby)	
09:10 - 12:10	Chairperson : Yoon-Jung Lee (Korea University) (Grand Ballroom 2F)	
	Greetings : Jaesoon Cho (President, Korean Home Economics Education Association) Congratulatory Message : Carol Warren (President, IFHE)	
	[Keynote Plenary Session]	
	[Keynote Speech 1] Challenges and Future Directions for Home Economics Education Virginia B. Vincenti (University of Wyoming)	
	[Speech 2] Current Status and Future Directions of Home Economics Curriculum in Finland Kaija Turkki (Helsinki University)	
	[Speech 3] Current Status and Future Directions of Home Economics Curriculum in Australia Donna Pendergast (Griffith University)	
	[Speech 4] Current Status and Future Directions of Home Economics Curriculum in Japan Yukiko Kudo (Yokohama National University)	
	[Speech 5] Current Status and Future Directions of Home Economics Curriculum in Korea Taemyung Yoo (Ewha Womans University)	
12:10 - 14:00	Lunch, Poster Exhibition (Poster Exhibition - 1F Lobby)	
14:10 - 15:30	[Concurrent Sessions]	
	[Session I] (Room. 101~102) Practical Problem Focused Curriculum Chairperson: Sae Eun Choi (Korea National Univ. of Education)	[Session II] (Room. 105~106) Home Economics Teacher Education Chairperson: Yhe-Young Lee (Korea University)
	1. The Challenges of Practical Problem-Based Learning of Home Economics in Japan Ayako Kuramoto (Kagoshima Prefectural College) Keiko Takahashi (Jissen Women's University)	1. Perception of the Elementary School Teachers on the School-Based Dietary Life Education Se-kyung Jeon (Gongju National University of Education) Yu-jeong Kim (Daegu National University of Education) Mi-jung Kim (Daejeon Hyeon-am Elementary School)

14:10 - 15:30	2. Integration of Practical Reasoning and Deliberation as a Mode of Inquiry Sueun Ju (Dongguk University at Gyeongju)	2. Perception of the Elementary School Teachers on the School-Based Dietary Life Education Eunhee Lee (Wonkwang University) Hyeonggi Baek (The Institute of Mind Humanities, Wonkwang University) Deokgwon Han (Moral Education Center, Wonkwang University)
	3. A Revisited Meta-Analysis of the Effects of Practical Reasoning Instruction on Students' Achievements Nansook Yu (Chonnam National University)	3. Family Life Cultural Awareness Program in Preparation for the Reunification of Korea Aimed at Pre-Service Teachers (I) : Food & Clothing Yoon-Jung Lee, Yookyung Kim, Yhe-Young Lee, Hana Lee, Soon-Hee An (Center for Human Ecology Research, Korea University)
	4. Creativity and Character Building Educational Program for Secondary School Students through Home Economics Curriculum Dong-Yean Park, Mi Sil Chung, Myung Sook Park (Dongguk University at Gyeongju)	4. Family Life Cultural Awareness Program in Preparation for the Reunification of Korea Aimed at Pre-Service Teachers (II) : Family life & Consumer life JungHa Lim, Yon Suk Lee, Soon Hwa Chung, Young Sun Han, Jieun Song, Min Young Jung (Center for Human Ecology Research, Korea University)
15:30 - 15:50	Coffee Break	
15:50 - 17:00	Reports on the Current Issues in Home Economics Education: The Active Plan for Parenthood through Public Education System (For KHEEA - Room. 105~106) Seok-Soon Wang (Jeonju University), Mi kyung Jun (Dongguk University)	
	Exhibition by the Regional Research Communities of Home Economics Teachers	
18:00 - 21:00	IFHE Welcome Dinner (Grand Ballroom 2F)	



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Keynote Plenary Session





Virginia B. Vincenti, Ph.D

Professor

Family & Consumer Sciences Department

University of Wyoming

Laramie, Wyoming, USA

Research Area

- Home economics history and philosophy
- Critical science as a foundation for family & consumer sciences/home economics
- Family Elder Financial Exploitation

Virginia Vincenti is Professor of Human Development and Family Sciences (HDFS) at the University of Wyoming from 1992 to today. Previously she was Program Director of Home Economics Education, University of Massachusetts-Amherst, 1988-1992 and was invited to teach home economics education graduate courses at The Pennsylvania State University and Iowa State University. Because of her involvement in the U.S. critical science movement, she has used practical reasoning, critical thinking, and ethical reasoning in teacher education, HDFS graduate and undergraduate courses, and journal articles and book chapters. She earned her B.S., Mansfield University, Pennsylvania and M.S. and Ph.D., The Pennsylvania State University, all in Home Economics Education. She also earned an undergraduate minor in Chemistry and graduate minor in Individual and Family Studies.

Her research has focused on the history and philosophy of home economics/family and consumer sciences and currently on financial exploitation by family members responsible for managing the affairs of elderly relatives, a growing problem globally. All her research has sought to strengthen professional practice and improve life for individuals, families and society.

Her publications include her dissertation: *A History of the Philosophy of Home Economics* and co-edited book: *Rethinking Home Economics: Women and the history of a Profession*, both translated into Japanese, and numerous refereed articles also focused on the history and philosophy and on issues, all related to strengthening the profession. She has also given keynote and numerous research presentations at national and international conferences.

Influenced by the work of Brown and Paolucci's (1979) reconceptualization of home economics, she has used a critical science approach, including practical problems, practical reasoning, critical thinking and ethical reasoning in her teaching and scholarship. She has served as president of the American Association of Family and Consumer Sciences and her state affiliate, and served in various leadership capacities. She also co-chaired numerous consumer conferences.

Challenges and Future Directions for Home Economics Education

Virginia B. Vincenti, Ph.D., CFCS

University of Wyoming

The purpose of this presentation is to provide an historical foundation for the following presentations on home economics education curriculum development in specific countries and to suggest a future direction for home economics education curriculum based on a philosophical orientation. I am humbled by this invitation to address such a broad and important topic. Although I've tried to include a few insights about the international/global development of home economics curriculum, my understanding is primarily from an U.S. perspective for which I apologize. Although, I suspect that the U.S. experience may not be unique, I look forward to hearing what my esteemed colleagues have to say.

History of Challenges and Changes in Directions for Home Economics Education Curriculum

It is widely accepted that by understanding our past, we can better understand our present, and more effectively influence the future. Because we are a mission-oriented field and discipline, we integrate knowledge from our own disciplinary research with that of multiple other disciplines (e.g. physical and social sciences) and interpretive fields (e.g. arts and humanities) to take action through our practice to address today's needs and problems of our students and society to ultimately improve life in the future.

While preparing for this presentation, I reread a 1987 article I authored on a history secondary home economics curriculum¹⁾ around the time of the Lake Placid Conferences on Home Economics (1899-1908), which changed the U.S. home economics movement into a profession. Among the attendees there was much debate about conceptualizations of school curriculum. What struck me was the similarity between contextual influences on home economics school curriculum then and now. Influences included industrialization's impact on income disparity as big industry grew and small businesses failed; exploitation of laborers required to work long hours for low pay in unhealthy conditions; pollution from industry and from new technologies, e.g. gas lighting that required improved ventilation; migration for jobs from rural areas and many countries, contributing to urban overcrowding; housing, public health, safety, and sanitation issues; the population's poor health; and the impact of Social Darwinism that justified blaming those struggling as being a drag on societal progress. The early home economics leaders recognized that these conditions were negatively affecting families and shifting responsibility for children more to schools, police and boards of health. Beginning in the mid-nineteenth century, Catherine Beecher created girls' schooling to help students develop critical thinking and moral leadership they would need in their own homes as wives and mothers and in the wider community. By the twentieth century, the notion that all girls needed training was a pedagogical given (Apple, 1997, p. 80). The Lake Placid attendees agreed that home economics had an important role to play in the schools, but, like today, they didn't agree on a curriculum that would elevate and enlarge women's roles in the home and in society. Several conceptualizations were presented—science and art applied to "right living", manual training for home and possibly paid employment, and a broader preparation for home, community and civic life (Vincenti, 1987, p. 42-43). Home economics was being introduced into numerous schools, despite many educators' skepticism about its value and their belief that it was a fad that was contributing to the overcrowded school curriculum.

To address these criticisms, some home economists tried to design a curriculum that would prepare students for college and meet college entrance requirements, while others argued that instead of preparation for later advanced work, it should provide a complete program for the many not going to college. Proponents of the manual training curriculum argued that "preparing girls for their specific role as preservers of the home and family", home economics

1) "Home economics" was not the term used throughout our history, but I will use it consistently for simplicity's sake.

was supporting the industrial economy that demanded more workers with skills previously only needed by a few. These strategies prompted the question “Is there danger of sacrificing the subject in order to get it recognized?” (Vincenti 1987, p. 48). This question is relevant still today. Companies prepare teaching materials and otherwise promote curriculum that supports their interests. A home economics teacher once told me that a sewing machine company would supply computerized machines and a scholarship for a graduating senior who would be majoring in clothing and textiles or fashion merchandizing as preparation for a career in the apparel industry, if she would revise her curriculum to meet the company’s requirements which she was doing. Whose mission is this serving? “When organizations with vested interests . . . are given the opportunity to influence or determine the curriculum, then educators allow themselves and their students to be treated like human capital or pawns” (p. 48).

None of the proposals then focused on preserving or promoting democratic valued and practices that would empower citizens to critically examine false and distorted messages and values of the dominant ideologies that conceal underlying causes of social problems. What appear to be problems, such as family violence, addiction, crime, and unhealthy diets, are often merely symptoms. Again, I argue that this concern is even more relevant today in our technologically connected world flooded with professional advertising and strategic media messages from various special interests.

During the Lake Placid Conferences these contextual conditions contributed to seemingly irreconcilable controversy between child-centered and subject-centered views of school curriculum influenced by the philosophies of European educators Pestalozze, Froeble, and Herbert, and American educational philosopher, John Dewey. Despite these social conditions, some advocated for the study of classic subjects believed to discipline the mind and character, strengthen transferable intellectual abilities, cultivate a sense of duty and moral obligation, imagination, and aesthetic taste regardless of subsequent occupational pursuits. Others supported education of physical and social sciences and practical subjects.

This contributed to the curricular change around the turn of the 19th century from emphasis from religious to secular knowledge and encouraged the adoption of mandatory schooling and increased support for practical subjects in secondary schools. These changes expanded and diversified the student body and changed the purpose of secondary schooling from preparation for college to preparation for community life and production of specialized, technical workers more efficiently than through apprenticeships (Vincenti, 1987, pp. 42-43).

The expansion and diversification of the student body prompted schools to include home economics which increased the need to teachers. Early in the twentieth century, women interested in science careers were counseled into home economics higher education programs, but as teacher training became more prominent, the perceived significance of the science in the field lessened (a challenge still with us to some extent).

By the second decade of the 20th century as American education influenced by a wider range of socioeconomic backgrounds, some schools made home economics mandatory for girls. However, because girls often left school at age 12, home economics education was offered in many schools at younger ages focused narrowly on vocational skills, primarily cooking and sewing rather than creative thinking and problem solving, although some textbooks emphasized them.

The transformation of American school curricula from preparation for college to education for the masses was based on the belief in the efficacy of education to improve social problems and prepare workers for the increasing number of jobs requiring high school education. All this prompted discussion leading to the federal legislation that would fund skills-oriented courses stressing teaching of information and technique rather than thinking and judgment. This trend, already present and encouraged by middle-class male school administrators who saw women’s place in the home providing for the family, was contrary to the most prominent social vision of earlier home economists who to some extent envisioned home economics as important education for both boys and girls.

Because this bill {not mentioned yet} focused on technical training, home economists generally and the American Home Economics Association in particular did not get involved in its development, even though some home

economists supported home economics education as both the general and the vocational preparation. Despite the fact that it didn’t fund home economics at first, the Smith-Hughes Act of 1917 eventually established a relationship of home economics education with the federal government that continues to influence curriculum today. It did expand home economics education into elementary and secondary schools nationally, but it undermined the broader scientific and social reform conceptualized by earlier home economists and strengthened an administrative structure supporting pedagogical goals of the legislation and industry interests.

There are positives and negatives of these different curricular approaches. A negative was that the 1917 Act required long lab periods in secondary schools that prevented students in other learning paths such as college preparation from taking home economics classes, thus encouraging the belief that home economics was only for students incapable of going to college (Vincenti, 1987). The debate about whether home economics education is or should be vocational education or general education for all youth continues today.

As the social sciences developed, child development, parent education and family relations were added to the curriculum in the 1920s. However, even though the state and city objectives for school home economics programs emphasized “worthy home membership, health, right living and consumer information”, more than half the courses focused on foods, food preparation, clothing and sewing (Good, 1927 in Vincenti, 1980).

Throughout this century, there has been growing recognition of the importance of including boys and a broader perspective including problem solving by textbook authors, but home economics educators were slower to realize that they needed to be involved in construction of legislation that influences the curriculum (Apple, 1997, p. 92). After the 1963 Vocational Education Act eliminated a specific amount of funding for home economics education, they realized the necessity and became more active in educating/lobbying Congress for more funding support.

Home economists from three different professional organizations responded, but not with a united voice. This experience prompted them to establish a coalition to work with legislators toward agreement within political realities and social concerns. Rather than reacting to Congressional proposals, leaders from the three organizations designed sample legislation before bills were even drafted to educate legislators and increase their influence in shaping the home economics curriculum in public schools (Apple, 1997, pp. 93-94). Now home economics is for both boys and girls with a broader curriculum including consumer issues, environmental education, family relations and problem solving. The Coalition continues to lobby for a more comprehensive view of home economics education. We are not all united about what home economics and home economics education should be and what should be included and what should not and why, but we now know we need to collaborate in order to fulfill our dreams too often limited by legislative deliberations, gender stereotypes, patriarchal attitudes, curricular reforms concerned with economic and political issues, and bureaucratic maneuvers perceived as outside our control. The Family and Consumer Sciences Alliance of FCS-related 24 organizations to advocate for the profession is another example.

There is so much more that could be said about the history of home economics secondary curriculum, but time does not permit so I will fast forward to the 1970s, when a new conceptualization of home economics was developing not only in the U.S., but also in Japan (and probably elsewhere) as well. First, I want to discuss some challenges to our curriculum.

Challenges of Home Economics Curricula in Schools

The ten megatrends enumerated by Pendergast, McGregor, and Turkki (2012) include some continuing contextual forces from our early beginnings as a profession and as a school subject, while others have emerged since those early debates about school curriculum: aging population worldwide, globalization, technological development, increasing prosperity for more people globally (and continuing severe poverty for others), individualization, commercialization, health and environment, acceleration, network organizing, and urbanization. I don’t have time to discuss these, but I recommend their 2012 book, *Creating home economics futures: The next 100 years*. I will keep this section of my presentation relatively short so I can spend more time on directions for the future.

Although there are many contextual challenges that we have little control over, we need to take them into account in such a way as to maintain our purpose and integrity. Other challenges are within our locus on control, our circle of influence. This preconference, as I envision it, focuses on developing home economics curriculum with clarity, intellectual and ethical integrity, and on increasing our circle of influence so that we can increase our effectiveness.

Challenges to home economics education curriculum include the following:

- Public perceptions of home economics (Deagon, in Pendergast et al, 2012).
- Funding—federal, state, and local variations—and demands it places on curriculum
- Emphasis on vocational education, preparation for work/careers rather than education for life
- Interdependence of secondary and higher education
- Shortage of students in teacher education programs
- Need for male and female teachers to strengthen families and encourage more boys to prepare for family roles, not just careers
- Elective status of some secondary programs which may or may not apply in other countries
- Inconsistency between what we think home economics curriculum should be versus what will attract students to elective courses and gain acceptance by the school systems.
- Specialization without integration fragments knowledge and inhibits complex problem solving and weakens our effectiveness in improving the lives of individuals, families, and communities.
- Need for more critical thinking and ethical reasoning in teaching home economics content
- Need more research to determine effectiveness of programs to address and prevent problems

Directions of Home Economics Curricula in Schools

I am hoping that this preconference will not only provide a sharing of ideas, but also stimulate further discussion to ultimately create an approach that unifies us with a well-reasoned and ethically justified rationale for home economics education globally. Additionally, I recognize that external policies and realities vary around the world that need to be considered as well, but that very diversity can challenge our taken-for-granted assumptions and shake up our paradigms so that we create options we could not have generated alone. This is what a critical science approach can do.

When I was in college, I was taught with a technical, knowledge-and-skills-based approach to home economics curriculum for schools with little emphasis (as I remember) on a philosophical foundation to guide teaching. I'm grateful for the education I got, but am also immensely grateful for the historical and philosophical education that I got during my graduate work in Home Economics Education at Penn State. It was perfect timing as I mentioned earlier, to have been there when the critical science approach we being introduced threw the work of Marjorie Brown and the landmark publication by Brown and Paolucci (1979).

I was excited 25 years later to read Fusa Sekiguchi's 1977 edited book (published in English in 2004), *A philosophy of home economics: Establishing home economics as a discipline for human protection*. After home economics was first incorporated into university education in Japan after World War II, Sekiguchi became disillusioned with the conceptualization of home economics as an academic discipline increasingly aligned with the methods of the natural sciences and focused on practical skills of home management. She raised philosophical questions such as 'What is home economics?' and searched for a philosophical foundation for a more justified conceptualization (Vincenti, 2009). This book, one of her many books on home economics philosophy, described home economics in many ways similar to that of Brown's earlier, *A Conceptual Scheme and decision-rules for the selection and organization of home economics curriculum content*, and Brown and Paolucci's 1979 treatise, *Home Economics: A Definition*. Sekiguchi and her colleagues were heavily influenced over a ten year period by German philosopher and educator, Otto Bollnow; Marjorie Brown and Beatrice Paolucci drew heavily from the philosophy of another German philosopher, Jürgen Habermas. Bollnow was influential in the human science movement in German education, partly because of his book, *Human Space*, one of the most comprehensive studies of space, dwelling on the home as the primary world of human

existence and the center of security and protection from the larger world (Vincenti, 2009). His work is said to lie within and between existentialism and phenomenology.

Habermas synthesized previous theories to expand critical theory. His focus has been on societal reconstruction motivated by his examination of German lack of resistance to Hitler's ideas which allowed him to rise to power. He has dedicated his work to preventing this unreflective acceptance of abuse of power to reoccur.

Critical theory stresses the importance of reflective assessment and critique of society and culture by applying knowledge from the social sciences and the humanities. Developed at the Frankfurt School, also known as the Institute of Social Research in Frankfurt, Germany, critical theory is a social and political philosophical movement of thought designed to expose inherent incongruities related to social situations.

Brown and Paolucci (1979) first to introduced Habermas' ideas (along with those of many other scholars) into their conceptualization of our field as a family-focused profession. They advocated that curriculum be organized not by specialized subject matter, but by use of what they termed practical perennial problems. Critical science is an interdisciplinary approach to addressing complex problems, so common in our highly interdependent world. It uses practical reasoning, a dialogue-based process of choosing and implementing the best rationally and ethically justifiable course of action to address "what-should-we-do" questions all families must address at some point. It involves self-reflection and dialogue and dialectical reasoning about opposing views using open, honest, and respectful dialogue to identify relevant facts surrounding a situation. It also encourages critique of values, interpretations, social structures, and assumptions as well as injustices within our families and society at different levels. Problems are distinguished from their mere symptoms and framed as underlying practical perennial problems that families must address regardless of where and when they live. The process includes development of an ethically justifiable vision of a guiding outcome (not an alternative) for addressing a particular underlying problem. Practical reasoning also involves a diligent search to identify a wider range of alternatives well beyond what might be typically recognized, followed by rational and ethical evaluation of the option most likely to create the agreed-upon guiding vision (Brown & Paolucci, 1979). Its main goal is improvement of families for the benefit of all family members, others affected, and society. Rehm (1999) defines many of the key concepts needed to understand critical science.

Critical science is very appropriate as an orientation for developing home economics curriculum because it teaches critical thinking, ethical reasoning, situation analysis, problem identification and framing in a way that opens up dialogue, helpful in meeting family challenges throughout the lifespan. Because it is dialogue-based, it helps students learn to use critical conversations, empathy, cultural critique, self-reflection, research from different disciplines focused on problem resolution, creation of justifiable visioning of desired outcomes, creative generation of alternatives, critical evaluation of alternatives, and judgement. All these intellectual skills as well as some practical skills are needed to live an integrated, satisfying and responsible life as individuals and families that contribute to the improvement of society. Students have difficulty connecting and transferring knowledge to various problems when they are taught fragmented information and predefined problems. Critical science goes well beyond that.

I was happy to see Dr. Yoo's interest in a critical science orientation to home economics education. We are both graduates of The Pennsylvania State University in Home Economics Education, although she came after me so I did not know her then. We were both exposed to the work on Marjorie Brown. Because I was there during the introduction of Brown and Paolucci's new conceptualization of the profession, I was part of a cadre of graduate students and practicing teacher educators who struggled together to understand this new conceptualization. We, mostly teacher educators, worked for perhaps a decade or more to explore applications to that philosophy to professional practice, especially home economics education. Interest seems to have faded over time, but I never lost enthusiasm. Although my university has not had home economics education since the mid-1990s, I have continued to incorporate a critical science perspective into my courses, especially family decision making and resource management. Now I'm working on a collaborative program with Colorado State University to renew the opportunity for University of Wyoming students to become well qualified home economics teachers.

We all have to work within our own environments to negotiate what we believe is the best curriculum, but this is not an easy task, but it is extremely important that teaching be engaged in and committed to a larger philosophy so they don't lose sight of the ultimate aim while working with the many perspectives. Teachers are the primary developers of curriculum and certainly the implementers in classrooms. We can learn from each other new insights and teaching methods and support each other in being change agents. An example of a negotiated document between different curricular perspectives is the 2004 U.S. National Standards for Teachers of Family and Consumer Sciences that culminated from 2 years of discussion among educators with diverse perspectives. Those discussions "yielded a set of ten integrated standards: 4 focusing on content and 6 on professional practice" (Fox, Stewart, and Erickson (2010, p. 7). I will only mention the language of the 5th Curriculum Development and the 8th Professionalism that are most consistent with a critical science approach, not because they are perfect, but to indicate that some progress is being made:

Standard #5. Curriculum Development

- Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.
- Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.

Standard #8. Professionalism

- Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.
- Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.
- Engage in civic activities to generate reciprocal support between communities and programs.
- Advocate for public policies that support individuals and families (knowledge and skills).
- Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).
- Implement a plan to enhance professional growth.

The curriculum development standard was explained by Montgomery (2008) and in the professionalism standard was described by Rehm, Jensen, and Rowley (2009), both using a critical science approach. Despite these standards, given the policies and funding emphasis on vocational education, critical science is actually not widely used. We cannot stop here. Critical science teaches us not to accept "what is" happening as if it were therefore "what should be" happening and not to adopt a powerless position in accepting the dominant paradigm if it is not rationally and ethically justifiable. Brown and Paolucci (1979), make this point clearly for professionals and families in their mission statement for the profession:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of actions which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (p. 23).

Yes, using a critical science approach is challenging to learn at first because it is so different from the technical approach, but once you make that paradigm shift, you are changed personally and your work is transformed and I strongly believe our profession will be transformed not only in our eyes, but in the eyes of those outside the field who have held stereotypical views of our profession. Those views are not entirely unjustified since some school curricula still focuses mostly on cooking and sewing from a skills perspective. Our lack of firm commitment to this loftier vision and purpose

hurts us all, hurts our students and families struggling with the many influences in today's world that render them passive recipients of commercial and political messages that serve others' interests to their detriment and the detriment of the greater good. We can choose to be change agents or to be reinforcers of those dominant forces that would have us as home economics educators serve their narrow interests.

I want to congratulate home economics educators in S. Korea. You can be proud of having adopted the practical reasoning process and three systems of actions in the 2015 national curriculum. There are others who will share their successes as well.

Respectful, open, self-reflective, and deep dialogue is always needed to be able to learn from divergent and even opposing ideas so that new and better understandings and approaches can emerge to address questions of what we should teach, why we should teach it, and how we should teach it? We cannot be afraid to question each other's ideas to gain deeper understanding, but also to determine their value and to create new ideas that we couldn't have generated without each other. This kind of reasoning is not only important for us as educators, but it is also important to be teaching our students, especially now that technological communication encourages brief communication and selection of group interactions with people we agree with and "defriending", avoiding others we do not agree with, ridiculing them, and/or even violently responding to them. Let the discussion begin leading to action that creates the future.

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Research Area

- Home economics as a philosophy, field and science
- Home economics literacy and sustainable wellbeing
- Global learning and responsible living

Dr. Kaija Turkki is a professor in home economics and has served as a Department Chair and a Vice Dean in societal issues at the Faculty of Behavioural Sciences. Her educational background is wide including studies in household technology, economics, nutrition, chemistry, microbiology, architecture, environmental psychology and education. She completed her Ms Degree in 1974 and Ph.D in 1985.

In 1988, after being recruited as a professor, she took the leadership role in establishing the Ms Programme in home economics related to teacher education and initiated PhD studies. This was a great challenge to focus the research on the basis of home economics and to extent the discussion at international level. Critical questions have been asked under research themes: Home Economics as a Discipline and Science; New approaches to the study of everyday life; and Rethinking home economics – future trends and directions. Her present research focuses on Home Economics literacy and Sustainable Wellbeing. During the last 20 years Kaija has served several roles under the IFHE and European networks as CCN/PERL (2002-15) and Family Platform (2007-10). In Finland Kaija has been an active member of The Parliamentary Support Network for Home Economics established in 1993, and was committed to the national curriculum in Home Economics in 1994 and 2004 under the National Board of Education.

Current Status and Future Directions of Home Economics Curriculum in Finland: Home Economics-Education for Life and Sustainable Wellbeing

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The aim of this presentation is to raise discussion around our daily life in changing societies, and to take a critical look and to challenge our educational and research practices related to home economics, family and consumer studies/ FCS or human ecology if they serve as best to promote sustainable wellbeing. This presentation is highly based on my research and teaching at the University of Helsinki around home economics science, subject teacher education and educational reforms, and is reflected by intensive and wide professional discussion and networking related to home economics, family studies, consumer-citizenship education, global education and futures studies. Based on these findings there is a strong confidence and lot of evidence that home economics can hold and remain as an excellent forum and specialty to support education for everyday living and promote sustainable wellbeing. However much efforts and innovative research is needed, and this challenges us how to formulate our research agendas to serve best our professional expertise, but also to result tools, practices and policies to improve sustainable wellbeing in our societies including educational settings. The focus and aim of this presentation will be to introduce and reflect the New National Curriculum for Basic Education in Finland that was recently published in English as well (NBE 2016).

My statements are based on my longstanding research around home economics as a discipline and science providing concepts and structures to generate new research questions and frameworks, and to launch resources and innovative ideas for educational and research purposes. Several concrete examples can be demonstrated as contributions to the Finnish national curriculum for comprehensive schools since 1994 and the solid grounds for the university degree programmes in home economics during last decades. International evaluations of university degrees and research have guided our renovation processes. Since 1990 three renovation periods has been completed and two international quality assessments to evaluate the programmes and/or our research. Results have been constructive and rewarding. International dialogue and communication has been intensive and multiple. We have had close connections and strong dialogue with the future proofing processes under the IFHE and the research activities behind the IFHE Position Statement 2008. Besides IFHE we have strong partnership with European networks financed by European Union or Nordic Institutes. One extensive network has been CCN/PERL (2003-2015) coordinated in Norway under the leadership of Victoria Thoresen. And the other more research oriented Family Platform (2007-10) focused on family and household research and laying grounds for the family policies in Europe. And finally this research is strongly united to my teaching in home economics courses at BA, Ms. and PhD levels under the Department of Teacher Education at the Faculty of Behavioural Sciences. Each year we are proud to notice the number of applicants for our master's programme. Less than 10% of applicants can start their studies. Students' contributions and feedback has been a rewarding and challenging resource. During the class conversations and through the written reports by students the variety in their backgrounds and experiences but also the huge innovativeness by younger generations to see their challenges and professional passions have been recorded. This documentation has provided students to be present in curriculum work and in establishing new study programmes. The dialogue between administrative work, teaching and research has been continuous.

The oral presentation is mainly focusing to provide arguments how to introduce, emphasize and structure our

knowledge base, and to discuss how each of us could create a functional toolbox as a resource to face diverse audiences and situations. It is important to clarify one's expertise in a manner that is loyal to one's background and to introduce our message in a novel manner to reach the core and to indicate our societal relevance. Based on our knowledge base and knowing we also have the capacity to see ahead and envisage the future challenges. Hope and happiness united to wisdom and future consciousness will be reflected. The presentation is highly linked to three reference books (Smith et al 2005; Pendergast et al 2012; Thoresen et al 2015) and my recent articles (Turkki 2005; 2008 2009; 2012; 2015). Those books are some highlights and examples to demonstrate new ideas, and they provide strong argumentation that home economics, FCS or human ecology can provide extremely important resources to face the realities of our changing environments and the world.

This will be my last international presentation as a permanent Professor in home economics at the University of Helsinki because of my retirement at the end of September this year (2016). I have many reasons to introduce this message just during the IFHE World Congress. One is the fact that I started my career as a full professor on the 1st of August in 1988, and was attending the IFHE World Congress Programme in the USA. It was my second IFHE Congress after Oslo in 1984 and since then I have been attending all of them.

I want to use this opportunity and highlight the importance the IFHE can contribute and has had for my career. The most valuable is the feeling that you are part of this special global and highly networked organization. In my case it has been an amazing story full of rich experiences to learn to know people during the ifhe activities but also during several regional conferences and workshop – in my case mainly in Asia, Europe and the Americas. I want to express my honest thanks for the global IFHE and it's regional organizations and members in Asia, Europe, Africa, the Americas and the Pacific having provided possibilities to meet and work with colleagues around the world, and make friendships. This has been so enriching journey and a real introduction to the profession of home economics globally. I invite you all to consider how we together can make IFHE even more meaningful in our personal and professional lives. We have an important message to the whole World.

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Research Area

- Home economics philosophy
- Curriculum development and policy
- Teacher education

Professor Donna Pendergast is Dean, School of Education and Professional Studies at Griffith University in Queensland, Australia. Her fields of research expertise relate to initial teacher education; early and middle year's teacher education; and home economics, also referred to as family and consumer studies. She has conducted a number of competitive research projects related to school education together valued at more than AUS\$2.5 million.

Donna has served on state and federal government advisory panels, including providing advice to the Director General and to the Minister for Education on issues related to school and teacher education. She has more than 120 refereed publications including 14 books of relevance to contemporary teacher work.

Donna has served in many professional roles associated with the profession, including the following leadership roles: President of the Home Economics Association of Queensland; President of the Home Economics Institute of Australia; Vice-President of the Pacific Region of the International Federation for Home Economics; Foundation Editor of the Journal of the Home Economics Institute of Australia; and Foundation Editor of the International Journal of Home Economics.

Now Dean of the School of Education and Professional Studies, Donna commenced her career as a secondary school teacher before working as an academic at Queensland University of Technology, The University of Queensland, and since 2009 at Griffith University. Donna came from a family that placed considerable value on the transformative potential of education and her aspirations have been shaped by these beliefs.

Current Status and Future Directions of Home Economics Curriculum in Australia

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Introduction

This presentation will provide an overview of the Australian context with respect to home economics education. In land area, Australia is estimated to be 7,692,024 square Kilometres and the sixth largest nation after Russia, Canada, China, the United States of America and Brazil. It has, however, a relatively small population of 22.5 million.



Figure 1: Australia's location on a world map

Australia is the only nation to govern an entire continent and its outlying islands. The mainland is the largest island and the smallest, flattest continent on Earth. Australia is the driest inhabited continent on earth. Its interior has one of the lowest rainfalls in the world and about three-quarters of the land is arid or semi-arid. Its fertile areas are well-watered, however, and these are used very effectively to help feed the world. Sheep and cattle graze in dry country. The Australian federation consists of six States and two Territories. Most inland borders follow lines of longitude and latitude. The largest State, Western Australia, is about the same size as Western Europe.

School education is similar across all of Australia but has variations between states and territories. School education (primary and secondary) is compulsory between the ages of six and sixteen (Year 1 to Year 9 or 10). School education is 13 years and divided into:

- Primary school - Runs for seven or eight years, starting at Foundation through to Year 6 or 7.
- Secondary school - Runs for three or four years, from Years 7 to 12

ACARA Australian curriculum F-10

- Sets the expectations for what all Australian students should be taught, regardless of where they live or background
- For F-10- it means that students have access to the same content and their achievement can be judged against consistent national standards
- State and territory curriculum and school authorities are responsible for the implementation of the Australian Curriculum in their schools, in line with system and jurisdictional policies and requirements. They make decisions about the extent and timing of take-up and translation of the intended Australian Curriculum into the curriculum that is experienced by students.
- The Australian Curriculum can be used flexibly by schools, according to jurisdictional and system policies and schedules, to develop programs that meet the educational needs of their students and that extend and challenge students. Schools implement the Australian Curriculum in ways that value teachers' professional knowledge, reflect local contexts and take into account individual students' family, cultural and community backgrounds.
- Progress with implementation of the full scope of the Australian Curriculum in each state and territory level is informed by, amongst other things:
 - the readiness of their systems, schools and teachers
 - the extent of change from current curriculum provision
 - available resources
- Schools develop tailored local curricula that meet the needs of their students either directly from the Australian Curriculum, in some states and territories, or from curriculum documents incorporating the Australian Curriculum, in others.

Design of the F-10 curriculum

The Foundation – Year 10 Australian Curriculum is described as a three-dimensional curriculum that recognises the central importance of:

- disciplinary knowledge, skills and understanding;
- general capabilities and
- cross-curriculum priorities.

8 Learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. The latter four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline. In each learning area or subject, content descriptions specify what young people will learn; and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years in their schooling.

7 general capabilities: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that apply across subject-based content and equip students to be lifelong learners and be able to operate with confidence in a complex, information-rich, globalised world. In the Australian Curriculum, the general capabilities are developed and applied, where relevant, through the learning areas. An icon-tagging system is used to show where this can be done. General capabilities are also identified where they offer opportunities to add depth and richness to student learning via optional content elaborations. Learning continua have been developed for each capability to describe the relevant knowledge, skills, behaviours and dispositions at particular points of schooling.

3 current cross-curriculum priorities that are to be developed, where relevant, through the learning areas. These are: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability. The priorities are not separate subjects in themselves; they are addressed through learning area content, where

appropriate, and identified by icons. A set of organising ideas that reflect the essential knowledge, understanding and skills has been developed for each cross-curriculum priority.

Where is home economics in the National Curriculum?

- 2 Learning areas: Health and Physical Education; Technologies
- 7 general capabilities
- 3 current cross-curriculum priorities
- Years 8-10 Home Economics :Lower Secondary Subject Area Guidelines

Health and Physical Education: Aims

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health and Physical Education: Food and Nutrition Focus Area

Addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about the following:

- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)
- nutritional requirements and dietary needs (including The Australian Dietary Guidelines)
- food labelling and packaging
- food advertising
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining a healthy, balanced diet
- healthy options for snacks, meals and drinks
- sustainable food choices.

Technologies: Aims

The Australian Curriculum: Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and

understand how technologies have developed over time

- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Technologies: Structure - Strands

• Knowledge, understanding and skills in each subject are presented through two related strands:

- Technologies and society - the use, development and impact of technologies in people's lives
- Technologies contexts - technologies and design across a range of technologies contexts including food and fibre production and food specialisations

• Processes and production skills ie. Creating designed solutions by:

- investigating and defining
- generating and designing
- producing and implementing
- evaluating
- collaborating and managing

Years 8-10 Home Economics: Lower Secondary Subject Area Guidelines

Rationale: The central focus of home economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Home economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

ACARA Senior Curriculum Years 11-12

- Fifteen senior secondary subjects across English, Mathematics, Science, History and Geography have been endorsed by the council of federal, state and territory education ministers as the agreed and common base for the development of state and territory senior secondary courses. English, Mathematics, Science and History subjects were endorsed in December 2012, and Geography was endorsed in July 2013.
- ACARA continues to work with states and territories to develop processes, options and timelines for further senior secondary Australian Curriculum subjects.

State and Territory Curriculum

Example - Queensland

Home Economics is concerned with developing deep understandings about the reciprocal impacts that capabilities, choices and priorities — of individuals, families, government and nongovernment organisations and local and global communities — have on each others' wellbeing through three areas of study:

- Individuals, families and communities
- Nutrition and food

- Textiles and fashion. Each area of study is underpinned by broad understandings that guide a course of study.

These broad understandings are that:

- the wellbeing of individuals, families and communities is explored through various points of view
- purposeful and informed decision making and action as citizens and consumers will help bring desired results
- a range of practical skills is essential for resourceful, creative and innovative design and production.



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Research Area

- Home economics philosophy
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- Home Economics Education

Yukiko Kudo is Professor of School of Education and Human Science at the Yokohama National University from 2013 to today. Her fields of research expertise relate to early and middle year's teacher education; home economics, family resource management and gerontology.

Previously she was the Chief Senior Specialist for Home Economics, Elementary and Secondary Education at the Ministry of Education, Culture, Sports, Science and Technology in Japan 2002-2013. As a Chief Senior Specialist for Home Economics Education, she oversees textbook examination processes for elementary, junior high school, and high school. She was responsible for ensuring all textbooks are in compliance with the national guidelines set forth by the Ministry in order to maintain and improve nationwide education standards.

She earned her B.S. and M.S. The Ochanomizu National University in Japan in Home Economics.

She started her career as a researcher at the International Longevity Center Japan. She led a number of international research projects to promote quality of life for the elderly and members of the longevity society.

Her research has included: Decline of fertility and population aging in East Asia, Living environment, health and wellbeing for the elderly: A cross national perspective, Japan-Australia partnership program in community care and World Cities Project: Comparing four mega cities in the world.

Yukiko has served in many professional roles associated with the profession, including the following leadership roles: President of division of family resource management, The Japan Society for Home Economics; Vice President of Japan Association for Home Economics Education. Since 2011 she has been a member of the Science Council of Japan and made a number of recommendations and proposals to promote Home Economics and Home Economics Education.

Current Status and Future Directions of Home Economics Curriculum in Japan

Yukiko Kudo

Yokohama National University

Introduction

Home economics was founded in 1947 as a compulsive subject for both boys and girls. After that, the subject had been required only for girls for a while; then, it has been required for both boys and girls at elementary, junior high, and senior high schools since 1989. Home economics has played a role in equally teaching boys and girls on the basic skills and literacy necessary to lead their lives, making a significant contribution to independence of individuals, coexistence in families and communities, elimination of stereotypical gender roles, as well as formation, sustainment and development of a gender-equal society.

By requiring boys as well as girls to take home economics in junior and senior high schools in a gender-equal society, we have significantly helped men to acquire basic skills to take part in housework and child care. We are seeing a number of Ikumen, meaning men who take part in child care, or Ikuji in Japanese.

Now, the environment surrounding human lives and families are about to change dramatically, such as the further empowerment of women in a society, declining birth rates and population aging, development of information technology, as well as measures to deal with limited resources, environmental problems and major disasters. In such volatile environment, people need to acquire comprehensive knowledge and skills necessary to survive and to coexist with others. Since home economics education enables people to acquire lifelong practical life skills in this kind of environment, it is such an important issue that affects not only improvement of individual living but also the future of our country. Therefore, home economics education has great significance.

Home Economics Education:

Historical Changes, Current Status, and New Agendas

After going over history and the current status of home economics education, I will discuss changing lifestyles and new agendas for home economics education from three perspectives: life skills, relationships with material things, and relationships with a society.

(1) Life skills

In the past, most people lived in the environment where parents passed their knowledge onto their children. That is no longer the case; our lifestyles are becoming more diverse. For example, among women born in 1995 (aged 20 in 2015), 20.1% will never marry, 15.5% will be married without a child (meaning that 35.6% will have no child), 18.2% will be married and have one child, 30.3% will be married and have two children, and 15.9% will be married and have three or more children.

Where and how can the future generations learn the life skills and literacy that used to be taught from parents to children in family lives?

From now on, we need to clarify the basic life skills that are needed to lead a life. Then, we need to build a system that enables everyone to acquire such skills regardless of his/her family environment, marital status or life stage. This is a new role home economics education should play.

We also need to discuss roles of education in a family, schools and a society, respectively, from a new perspective.

(2) Relationships with material things

People used to produce and process many things within a family. Now, many of them are more and more socialized. As the amount of housework decreases along with quantitative improvement of the external environment, it creates a number of problems in terms of quality of life.

While our current lives as consumers are supposed to be more convenient and efficient than before, our life skills and life satisfaction have declined. In some cases, people lose will and energy to live.

We have become so used to the comfort and convenience as a result of scientific technology. Now, we are aware of the huge loss as the price to pay for such convenience.

So far, home economics has focused on learning the methods, knowledge and skills to satisfy people's needs. From now on, we also need to provide more comprehensive support, including discussions on what kind of lives they want to lead and what kind of things they need. Through these efforts, we will enable people to be proactive in building their own lifestyles rather than being passive to socialization of life.

(3) Relationships with a society

In a modern society, we are facing a wide range of problems in our daily living. As new needs keep arising more than what we can handle, various new professionals are also emerging to support people's lives. For examples, school education is now provided by teachers, school social workers, school counselors, school assistants, educational counseling coordinators, support staff to help students go back to school, and other professionals; they divide roles to provide comprehensive education. In the care field too, over 20 professionals are involved, including clinical psychologists and certified psychologists. As we expect more specialization in the field of living support, what is particularly important is education of professional consumers. It means that we need to educate people so that they can decide on how to accept (or not accept) the increasingly specialized living support, integrate professional services, and fully develop themselves throughout their lives.

While people can rely on professionals regarding the know-how, each individual needs to make his/her own decisions on what he/she would like to do and who he/she would like to be. Home economics education is expected to enhance that capacity among people.

Conclusion

Currently in Japan, we are revising the Course Study, the official national curriculum standards and content set forth by the Ministry of Education. We are expected to take this opportunity to further enhance home economics education.



Taemyung Yoo, Ph.D

*Invited Professor in Home Economics Education
Graduate School of Education
Ewha Womans University
Seoul, Korea*

Research Area

- Home economics philosophy
- Curriculum development
- Teacher education

Taemyung Yoo is an invited professor in home economics education at Ewha Womans University from 2016 and a professor emeritus at Gyeongsang National University, where she previously worked in home economics education during 1995-2016.

Her research interest areas are philosophy of home economics as a critical science, practical problem focused curriculum development, and practical reasoning teaching-learning method.

She is an author of several books on practical problem focused curriculum and 60 journal articles from a critical science perspective.

Dr. Yoo has served as an editor of the Journal of Korean Home Economics Education, and an editorial role with several international journals including the International Journal of Consumer Studies and the International Journal of Home Economics of IFHE.

She is a recipient of Outstanding Research Article Award by Korean Federation of Science and Technology Societies in 1996 and a current vice president of Korean Home Economics Education Association.

**Current Status
and Future Directions**
of Home Economics Curriculum in KOREA

Taemyung Yoo
Ewha Womans University

1. Evolution of Korean Home Economics Education

1. Inception

A. Formal secondary level home economics education began in 1896 at Ewha Hagdang(Academy, 學堂)

- Founded in 1886 by Ms. Scranton, a missionary
- Started with one student, later named as Ewha Womans Univ. instead of Women's Univ.
- First student, English
- 1889, Korean, Physiology
- 1892, Chinese, Math, Geography, History, Science
- 1896, Home Economics (Sewing & Embroidery)
- 1909, Clothing construction
- 1912, Home management, Knitting
- Cooking was not a regular subject due to the lack of laboratory, cooking facilities, taught through dormitory living



Ewha Hagdang and Ms. Scranton

B. Formal college level home economics began in 1929 at Ewha Womans University

- 1923 Dean Ava Milam from Oregon State University visited Korea and helped to develop curriculum of Home Economics Program
- 1929 Dept. of Home Economics opened (32 students enrolled)
- * Curriculum area: Clothing, food, health, entrepreneur, housing, science

Source: College of Home Economics(1979)

2. History of National Curriculum Revision

A. 1st - 2015 Revision

								current	
1955	1963	1973	1981	1987	1992	1997	2007	2009	2015
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	2007	2009	2015
									will be implemented from 2018 for secondary level

1. Inception



1930's

1970's

Present

Source: College of Home Economics(1979).

2. History of National Curriculum Revision

B. Changes in "Vision of an Educated Person" in National Guideline

<ul style="list-style-type: none"> • person who contributes to national development • person who develops anticommunist spirit 	4th, 5th Revision*	<ul style="list-style-type: none"> • healthy person • autonomous person • creative person • moral person 	2007 Revision	<ul style="list-style-type: none"> • self-directed person • creative person • cultivated person • global-minded person
1st~3th Revision*	<ul style="list-style-type: none"> • whole person from rounded education • person who develops sense of national community 	6th, 7th Revision	<ul style="list-style-type: none"> • person who develops one's individuality as a whole person, • person who exerts one's creativity • person who explores one's career • person who creates new values • person who contributes to the community 	2009, 2015 Revision

* Not stated in the curriculum guideline but can be speculate from goals of curriculum

Source: Yang(2016)
NCIC : <http://ncic.kice.re.kr/>

3. Historical Changes of Home Economics Curriculum

▪ Changes in “Characteristics” of Home Economics

Technical	6th, 7th Revision	Critical
1st~5th Revision	Practical	2007, 2009, 2015 Revision

3. Historical Changes of Home Economics Curriculum

▪ Changes in “organization of curriculum contents”

1st~7th Revision	Concept based and practical problem focused curriculum in part	2015 Revision
Concept based curriculum	2007, 2009 Revision	Key concept, competency based, and practical problem focused curriculum in part

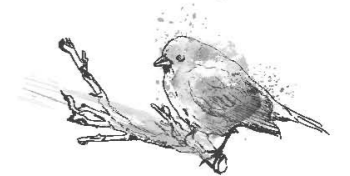
3. Historical Changes of Home Economics Curriculum

▪ Changes in “Goals” of Home Economics

-Improvement of family life -Scientific effectiveness -Volunteer to the nation	2nd	-Knowledge and skill for family life -Contribution to the economics development	5th	-Knowledge and skill for family life -Wellbeing of individual & family, social welfare -Career exploration,	7th	-Build competence, knowledge, and value-judgment skills in family life -Sustain independent life by solving practical problems -Competency to lead future
1st	-Development of individual and society -Improvement of home life	3rd, 4th	-Understanding modern industry -Knowledge and skill for family life -Improving quality of life -Career selection	6th	-Experiencing work in the family life -Build basic ability for life -Positive attitude for work, occupation -Rational planning and preparation for future	2007, 2009, 2015 Revision

NCIC : <http://ncic.kice.re.kr/>

2. Current Status of Korean Home Economics Education



1. Korean Education Today

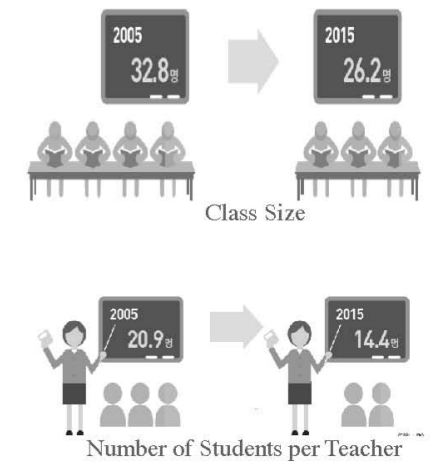
A. National Curriculum for elementary and secondary education

- Educational System: 6+3+3+4
- Korea runs a national curriculum system for 1st to 12th grade.
- Free education is till 9th grade, middle school years.
- The national curriculum consists of the common curriculum from the 1st grade in elementary schools to the 9th grade in middle schools, and the electives-centered curriculum from the 10st grade to the 12th grade in high schools.

1. Korean Education Today

C. Statistics(2015)

- Class Size
 - Elementary school: 22.6 (OECD Average: 21.2)
 - Middle school: 28.9 (OECD Average: 23.6)
 - High school: 30.0
- Number of Students per Teacher
 - Elementary school: 14.9 (OECD Average: 15.2)
 - Middle school: 14.3 (OECD Average: 13.4)
 - High school: 13.2 (OECD Average: 13.3)



Source: <http://kess.kedi.re.kr/index>
Ministry of Education(2015). Education Statistics Report.
OECD(2015). Education at a Glance 2015: OECD indicators.

1. Korean Education Today

B. Statistics(2015)

- Population: 50,801,405
- Number of Schools (Total: 11,526)
 - Elementary School: 5,978
 - Middle School: 3,204
 - High School: 2,344
- Number of Students (Total: 6,819,929)
 - Elementary school: 2,714,610
 - Middle school: 1,585,951
 - High school: 1,788,266
- Number of Teachers (Total: 489,515)
 - Elementary School: 182,658
 - Middle School: 111,247
 - High School: 134,999
- Number of Home Economics Teachers: 5,753

1. Korean Education Today

D. Teacher Education Programs

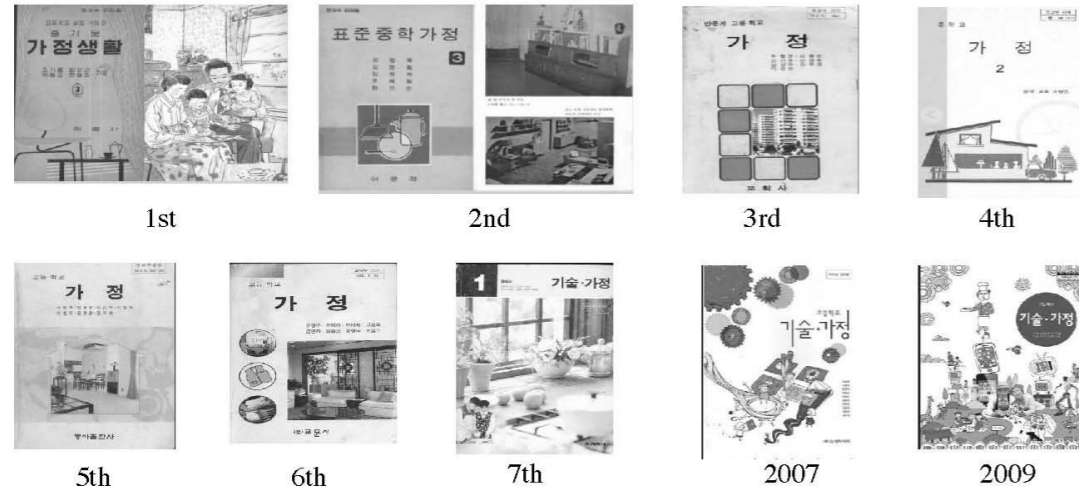
- Certification is required and is issued at:
 - College of Education(13 Universities offering Home Economics teacher certificate)
 - Affiliated teacher education program in College of Home Economics
 - Graduate School of Education

E. Teacher Supply System

- For public school employment: Teacher appointment examination administered by 16 State Office of Education & KICE(Korea Institute for Curriculum and Evaluation) (132 recruited: 767 applied, Competition rate, 5.8:1 case of 2015)
- For private school employment: Recruiting by each hiring school/Commissioned to the State Office of Education

1. Korean Education Today

F. Change in Textbooks by Revision



2. Most Recent Korean National Curriculum Applying for all subjects (2015. 09. Revision is proclaimed)

A. Background of Recent Revision

- Increased necessity of an educational paradigm for societal change
- Consideration of national and societal needs for a creative and integrative learner with moral character
- Integration of academic clusters of natural sciences and liberal arts

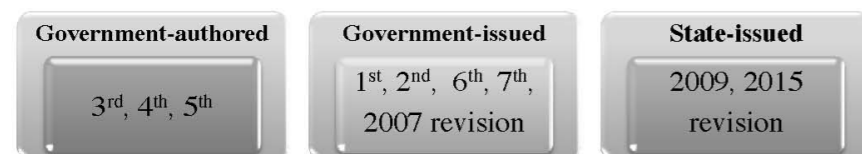
Source: Lee, K.W.(2015)
Ministry of Education : <http://english.moe.go.kr/enMain.do>

1. Korean Education Today

G. Textbook Authorization System

- 3 Levels of Authorization:

- Government-authored textbook: Authored by Ministry of Education, nationally uses same textbook, school has no right of selection
- Government-issued textbook: Published by private textbook company, Approved by Ministry of Education, school has a right of selection
- State-issued textbook: Published by private textbook company, Approved by State Office of Education, school has a right of selection



2. Most Recent Korean National Curriculum Applying for all subjects

B. Structure of National Guideline for Elementary and Secondary Curriculum

I. Vision of the National Curriculum

1. Vision of an Educated Person
2. Principles of Curriculum Design
3. Educational Goals for Elementary and Secondary Schools

II. Standards for Curriculum Organization and Implementation by School Levels

1. Basic Guidelines
2. Elementary School
3. Middle School
4. High School
5. Curriculum Organization and Implementation for Non-regular Schools

III. Organization and Implementation of School Curriculum

1. Basic Guidelines
2. Teaching and Learning
3. Assessments
4. Equal Opportunities for All Students

IV. Support for School Curriculum

1. Support from the Central Government
2. Support from the Metropolitan and Provincial Offices of Education (MPOE)

Source: Ministry of Education(2016)

2. Most Recent Korean National Curriculum Applying for all subjects

C. Vision of an Educated Person

: Hongik Ingan, 弘益人間

- Education in Korea, based on the ideal of “Hongik Ingan” aims to enable every citizen to lead a life worthy of human dignity, contribute to the development of a democratic state, and support the realization of an ideal of shared human prosperity, by ensuring cultivation of character, development of abilities for independent life and necessary qualities as a democratic citizen under the humanitarian ideal.
- The founding spirit of the first kingdom in Korea, which has the meaning of

"contributing to the overall benefit of humankind"

NCIC : <http://ncic.kice.re.kr/english.index.do>

2. Most Recent Korean National Curriculum Applying for all subjects

D. Key Competencies

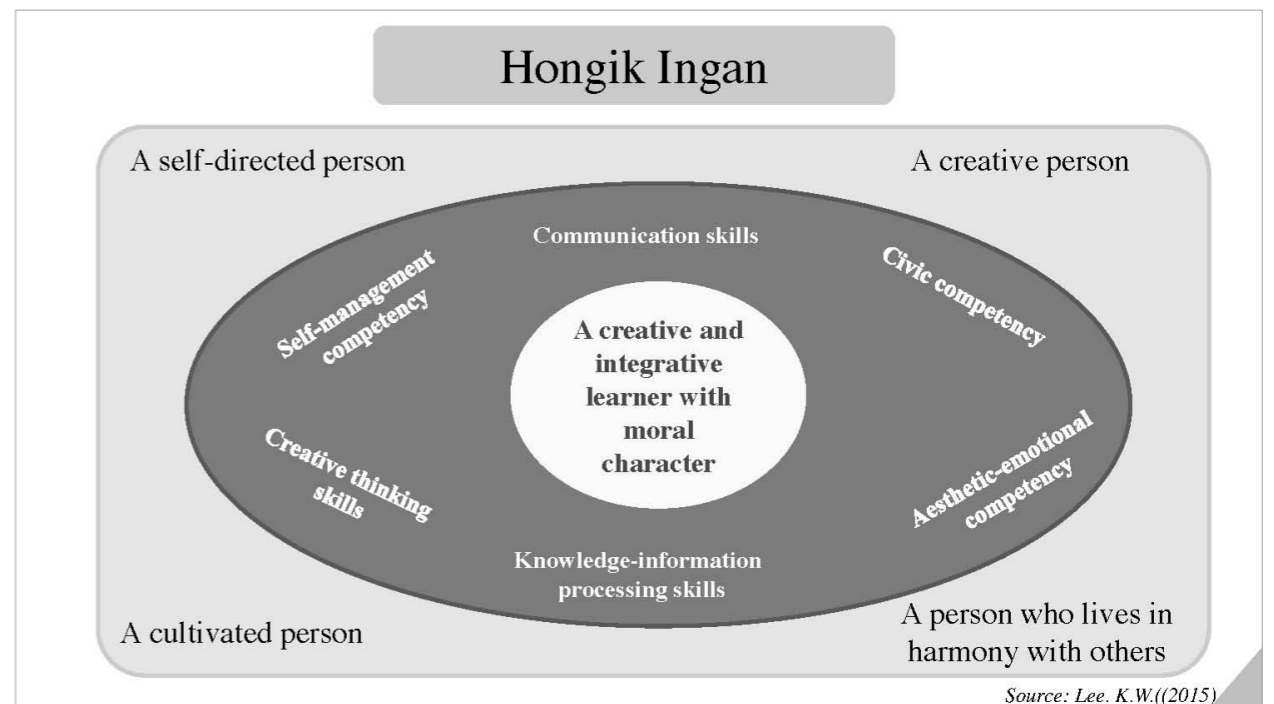
- Self-management competency to lead one’s life with self-identity and confidence based on basic abilities and qualifications necessary for life and career.
- Knowledge-information processing skills to process and utilize knowledge and information from diverse fields to solve problems in reasonable ways.
- Creative thinking skills to discover something novel by integrating knowledge, skills, and experiences from diverse professional fields on the basis of broad foundational knowledge.
- Aesthetic-emotional competency to find and appreciate the meanings and values of life, based on an empathetic understanding of others and cultural sensitivities.
- Communication skills to respectfully listen to opinions of others and effectively express one’s thoughts and feelings in diverse situations.
- Civic competency to actively participate in improving the community with values and attitudes required to be a member of local, national, and global communities.

NCIC : <http://ncic.kice.re.kr/english.index.do>

2. Most Recent Korean National Curriculum Applying for all subjects

Continued~

- Based on the ideal and aims of education, the vision of an educated person in this curriculum is specified as follows:
 - self-directed person who builds a self-identity and explores a career and life on the basis of holistic growth.
 - A creative person who discovers something novel by means of diverse challenges and ideas based upon basic abilities.
 - A cultivated person who appreciates and promotes the culture of humankind on the basis of cultural literacy and understanding of diverse values.
 - A person who lives in harmony with others, fulfilling the ethics of caring and sharing, as a democratic citizen with a sense of community and connection to the world.



3. Home Economics in Korean National Educational System

A. Curriculum Organization

- Compulsory for both male and female students for 5th~9th grade (Implemented from 1995, 6th revision)
- Home Economics is one of 10 Common subjects: Korean language, social studies/moral education, mathematics, science/**practical arts(Technology·Home Economics)**, physical education, arts (music/fine arts), and English
 - Elementary School:
 - Practical Arts, 5th and 6th grade, compulsory
 - Middle School:
 - Technology·Home Economics, 7th ~9th grades, compulsory
 - High School:
 - Technology·Home Economics, 10th grade, elective
 - Home Science 11th and 12th grade, elective

3. Home Economics in Korean National Educational System

B. Time Allocation

Middle School



Categories		Instructional Hours for 3 Years
Subjects (Subject clusters)	Korean Language	442
	Social Studies(including History)/Moral Education	510
	Mathematics	374
	Science/Technology Home Economics /Informatics	680
	Physical Education	272
	Arts(Music/Fine Arts)	272
	English	340
	Elective Subjects	170
	Subtotal	3,060
	Creative Experiential Activities	
Total Instructional Hours		3,366

3. Home Economics in Korean National Educational System

B. Time Allocation

Elementary School



Categories		Grades 1-2	Grades 3-4	Grades 5-6	
Subjects (Subject Clusters)	Korean Language	Korean Language 448	408	408	
	Social Studies/Moral Education	Mathematics 256	272	272	
	Mathematics	Moral Life 128	272	272	
	Science/ Practical Arts	Inquiring Life 192	204	340	
	Physical Education	Pleasant Life 384	204	204	
	Arts (Music/Fine Arts)	English 192	272	272	
	English	Subtotal	1,408	1,768	1,972
	Creative Experiential Activities	336 Safe Life (64)	204	204	
	Total Instructional Hours		1,744	1,972	2,176

① The instructional hours for Practical Arts are only applied to Science/Practical Arts for grade 5 and 6.

3. Home Economics in Korean National Educational System

B. Time Allocation

High School



		Subject Areas	Subjects (Subject Clusters)	Common courses(Units)	Required Units	Autonomous Implementation Units
Subjects (Subject Clusters)	Foundation		Korean Language	Korean Language(8)	10	Individual schools construct the curriculum in consideration of students' aptitudes and career plans
			Mathematics	Mathematics(8)	10	
			English	English(8)	10	
			Korean History	Korean History(6)	6	
	Inquiry		Social Studies(including History/Ethics)	Integrated Social Studies(8)	10	
			Natural Sciences	Integrated Sciences(8) Science Laboratory Experiments(2)	12	
	Physical Education·Arts		Physical Education		10	
			Arts		10	
	Life·Liberal Arts		Technology· Home Economics / Second Foreign Language/ Chinese Characters/ Liberal Arts		16	
	Subtotal					
Creative Experiential Activities						24(408hours)

4. 2015 Korean Home Economics Curriculum (Ministry of Education, 2016)

A. Organization of Home Economics National Curriculum

I. Characteristics

II. Goals

1. General Goals
2. Specific Goals

III. Content Structure and Achievement Standards

1. Content Structure
2. Achievement Standards
 - (1) Human Development and Relationships
 - (2) Family Life and Safety
 - (3) Resource Management and Independence

IV. Teaching · Learning and Evaluation

1. Directions for Teaching · Learning
2. Directions for Evaluation

Source: Ministry of Education : <http://english.moe.go.kr/enMain.do>
 NCIC : <http://ncic.kice.re.kr/english.index.do>

4. 2015 Korean Home Economics Curriculum

D. Key Concepts, Content Structure

Category	Key Concepts	Contents		
		Elementary	Middle	High
Human Development and Relationships	Development	- Characteristics of Child development - Sexual development of childhood	- Characteristics of Adolescent development - Sexual development of Adolescent and friend relationship	- Love and marriage - Parenting preparation - Pregnancy and delivery
	Relationships	- Relationship of me and my family - Family needs and caring	- Family changes and healthy family - Family relationship - Family communication and conflict management	- Child care - Family culture and intergenerational relationship

Source: Ministry of Education(2016)

4. 2015 Korean Home Economics Curriculum

B. Goals

- Build competence, knowledge, and value-judgment skills in family life
- Sustain independent life by solving practical problems
- Sustain happy and healthy family life through now and future

C. Key Competencies

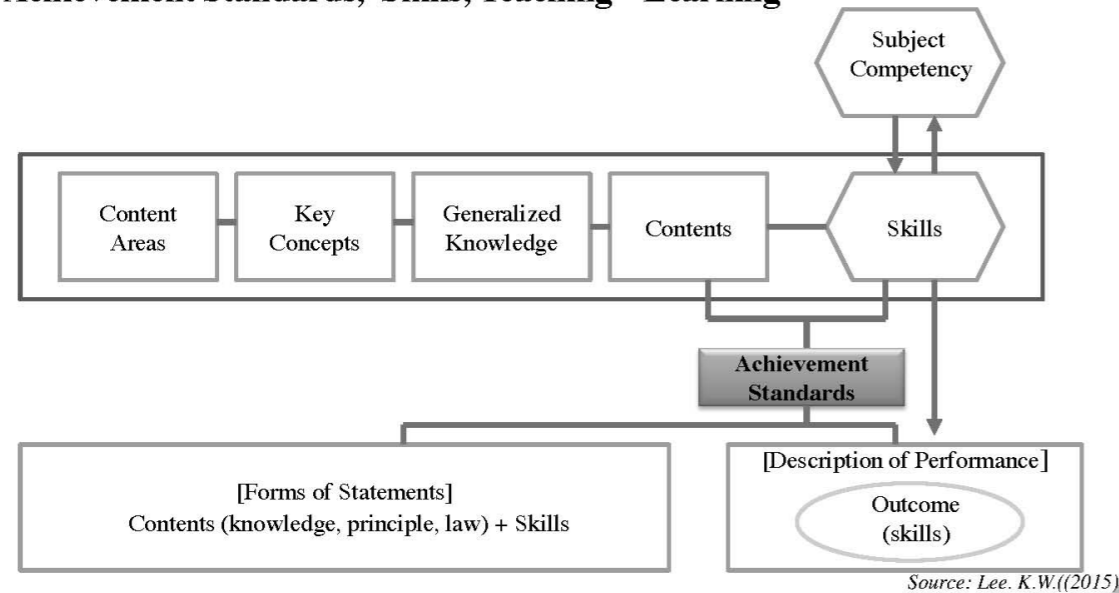
- Practical Problem Solving (Practical reasoning) skills
- Independent Living skills
- Interpersonal Relationship skills

Source: Ministry of Education, 2016)

Family Life and Safety	Living Culture	- Well balanced diet - Food materials and tastes - Dressing and attitude for clothing life - Making living product	- Nutrition and Dietary behavior of Adolescent - Meal planning and choosing - Dress and clothing preparation - Housing culture and space utilization	- Korean food and healthy food life - Korean clothing and creative clothing life - Korean housing and eco-friendly housing life
	Safety	- Safe clothing - Safe life accidents prevention - Safe food selection and cook	- Adolescent life problem and prevention - Sexual violence and prevention of family violence - Food selection and safe cooking - Housing environment and safety	- Family life span and safety - Family healing and restoration
Resource Management and Independence	Management	- Time and Allowance management - Clothing arrangement and storage - Cleaning and recycling	- Adolescent self-management - Clothing management and recycling - Adolescent consumption	- Family welfare service and application - Financial independence - Sustainable consumption practices
	Life planning	- Family life and work - Sharing household labor and practices	- Low fertility and aging society/ Work and family life - Life and career planning	- Family life span planning - Independent aged life

4. 2015 Korean Home Economics Curriculum

E. Achievement Standards, Skills, Teaching · Learning



1. Perspectives on Future

A. Megatrends & Countertrends

- Need to critically reexamine the flaw of reasoning: The educational planning is based on the megatrends illustrated by numerous future studies
➔ Is this approach still OK?
- Need to be able to argue about megatrends & countertrends
➔ Any possible/preferred future instead of probable/predictable future?
- Pendergast, McGregor, & Turkki(eds.)(2012)
- Need a perspective/approach to put forth of an educational vision and action plans to actualize possible/preferred future through home economics education
➔ A Critical Science Perspective is needed!

1. Perspectives on Future

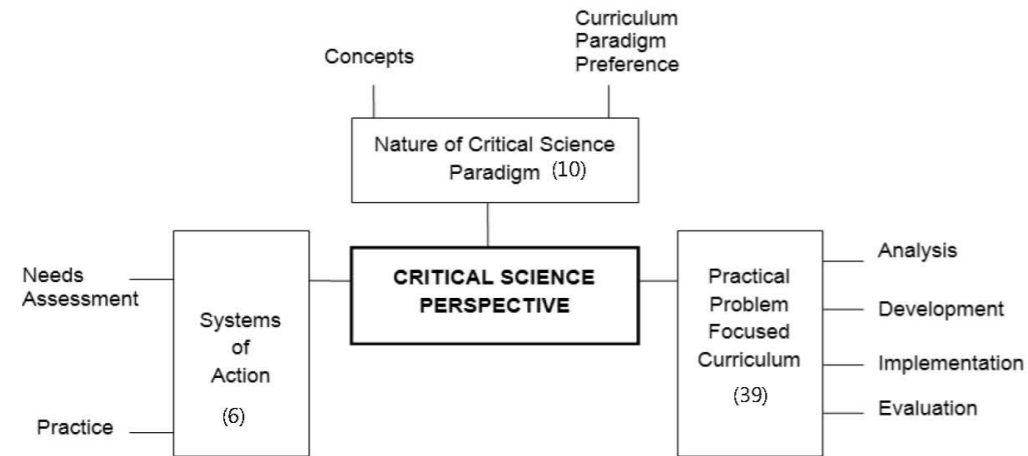
B. Future studies in educational field

- Learning futures: Education, technology and social change (Facer, 2011)
- Education 2035: Where'd the schools go? (Cagle, 2014)
- New school in 2030: How can we make learning and working attractive? (The Learning and Redesign Lab, 2014)
- Mapping major changes to education and training in 2025 (EU, IPTS, 2010)
- A land of people who love to learn (Sitra, 2015)

Source: Lee(2016)

3. Future Directions

2. Critical Science Perspective in 55 Korean Home Economics Research (1993~2011)



Source: Yoo & Lee(2014)

3. Critical Science Perspective in Korean Home Economics Curriculum

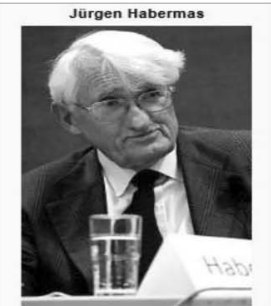
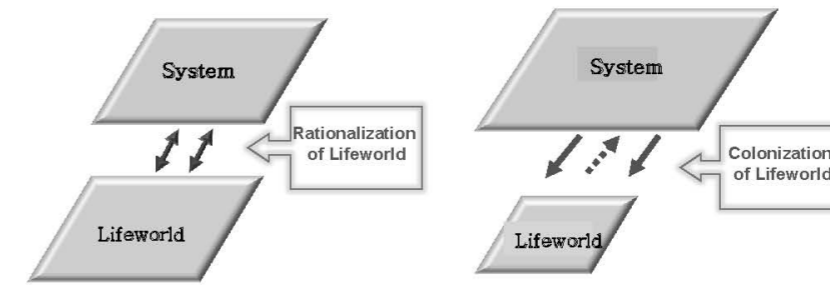
- Home Economics curriculum adopted concepts central to the Critical Science Perspective

- 2007 Revision: Practical reasoning competency
(In Teaching-Learning methods & Content structure sections, Background of the revision)
- 2009 Revision: Three systems of actions
(In Teaching-Learning strategy section)
- 2015 Revision: Practical problem solving skills, Three systems of actions
(In Characteristics, Goals, Achievement Standards sections)

4. Critical Theory of Jürgen Habermas

A. Key Concepts (Habermas, 1984, 1987)

- Rationalization of the Lifeworld
- Colonization of the Lifeworld
- ➔ Role of Critical Science: Decolonization of Lifeworld



Jürgen Habermas
 Born 18 June 1929 (age 87)
 Düsseldorf, Rhine Province, Prussia, Germany
 Spouse(s) Ute Wesselhöft
 Era Contemporary philosophy
 Region Western Philosophy
 School Continental philosophy · Critical Theory
 Main interests Social theory · Epistemology · Political theory · Pragmatics
 Notable ideas Communicative rationality · Post-metaphysical philosophy · Discourse ethics · Deliberative democracy · Universal pragmatics · Communicative action · The structural transformation of the public sphere · The system-lifeworld distinction · Critique of subject-centered reason · Performative contradiction · Constitutional patriotism

Source: https://en.wikipedia.org/wiki/J%C3%BCrgen_Habermas

4. Critical Theory of Jürgen Habermas

A. Key Concepts (Habermas, 1984, 1987)

▪ Lifeworld

- Individual & Family
- Public



▪ System

- Economics
- Political
- Administrative

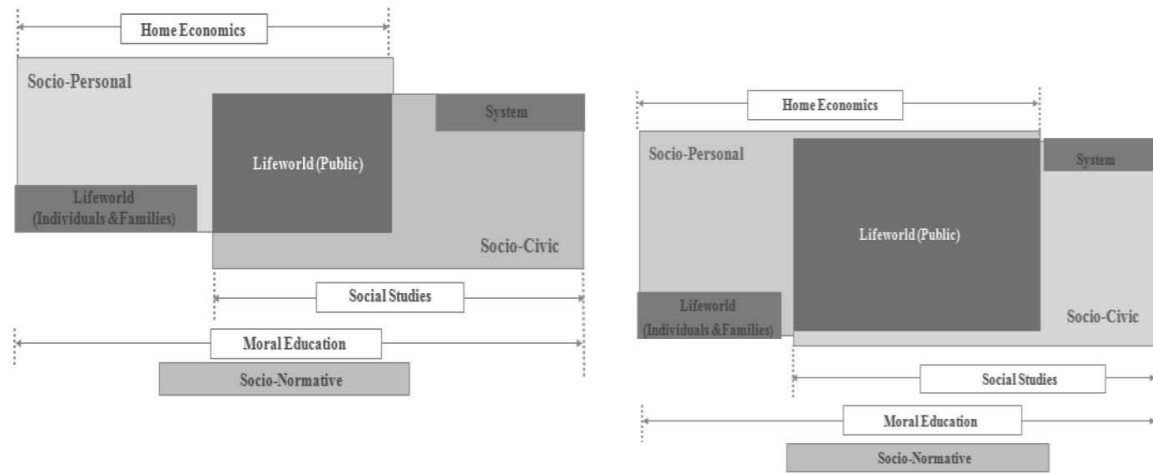


➔ Role of Home Economics Education: Empowering individual, family, public

- Individual Empowerment (McGregor, 2009)
- Family Empowerment (Baldwin, 1990)
- Collective Empowerment (Magee, Yoo, Mok, Washi, 2010)

4. Critical Theory of Jürgen Habermas

➔ Expanding realm of “Public Sphere” in Home Economics Education
- What action should we take?



Source: Yoo (2006)

5. Action for Transformation(1):

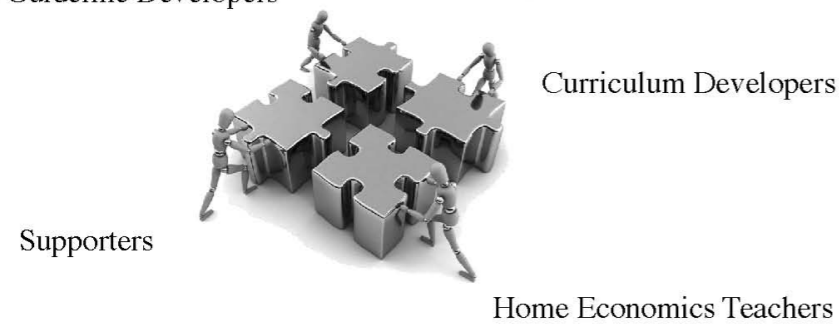
Home Economics Curriculum Developer

- Rethinking the role of Home Economics education – Balancing three systems of actions; empowering competence of praxis and its continuity; practical judgement regarding what to do with family, society, and culture; considering individual autonomy/moral action & social norms/ethical action
- Understanding teaching practice and curriculum perspective of teacher and classroom culture
- Reaching a consensus on focus, concern, direction – fostering caring, creative and critical thinking, putting forth of valued ends (e.g., Ju(2014)’s model of a practical problem focused curriculum)
- Specifying a vision of an educated person – A person who can take autonomous action with continuity in the technical, communicative, and emancipatory systems of actions in lifeworld (Yang, 2016)

5. Action for Transformation:

Cooperation of Curriculum Developers, Teachers, & Supporters

Educational System/
National Guideline Developers



Valued Ends /Perennial Problems	Practical Problems	Valued Ends
Self-formation What should we do about Self-formation?	* What to do to enhance self-esteem?	Positive ego-identity /Moral personality /Mature career awareness
	* What to do to enhance self-management?	Independent spirit
	* What to do to cultivate leadership?	Transformative leadership /Creative challenge
Inter-subjectivity What should we do about inter-subjectivity?	* What should we do about sexual behavior?	Responsible sexual behavior
	* What should we do about human relationship?	Communication and human relationship/Close family relationship
	* What should we do about role performance?	Democratic role performance/ Overcome crisis/ Interaction between work and family
Life skills What to do to cultivate life skills?	* What should we do about culture of equality?	Equality culture/ Cooperation for equal opportunity
	* What should we do about fundamental habits?	Autonomous fundamental habits/ Life for safety and human protect
	* What should we do about life design?	Life design for value
Social action What should we do about social action?	* What should we do about management of lifestyle?	Healthy life style and management
	*What should we do about consumption behavior?	Ethical consumption/ Life for environment
	* What should we do about advocacy?	Advocacy/ Participation for the realization of a just society
	* What should we do about donation?	Donation and volunteer
	* What should we do about	Culture creation
	* What should we do about living with cosmopolitan?	Global concern and Citizenship

Source: Ju (2014)

5. Action for Transformation(2):

Home Economics Teacher

- Understanding the perspective of curriculum developer
- Improving curriculum development competence
- Reinforcing teaching competence and transformative practice
- Participating in Professional Learning Community (PLC) (e.g., Lee, 2015)



PLC session of Jinju area home economics teachers
Courtesy of G.S. Lee

● Learn more about 2015 Korean National Curriculum at~

- Youte.be : <https://youtu.be/VzYNgntSQAI>
- Facebook : <https://www.facebook.com/ourmoekr/videos/vb.146753658719968/946430542085605/?type=2&theater>
- Naver Blog: <http://blog.naver.com/moeblog/220488826941>

5. Action for Transformation(3) :

Supporters

- Role of home economics professionals
 - Setting goals of school education(e.g., enabling students to continue praxis in daily lives)
 - Integrating theory and practice
 - Integrating global concerns(e.g., MDG, ESD, 17 Goals of SDG)
- Role of administrators
 - Creating school culture
 - Supporting PLC



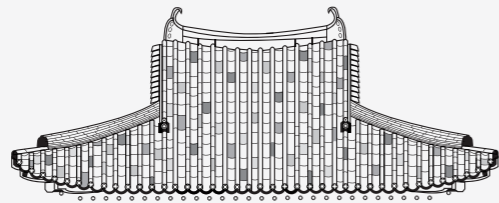
Source: <http://www.unesco-school.mext.go.jp/eng/esd/>



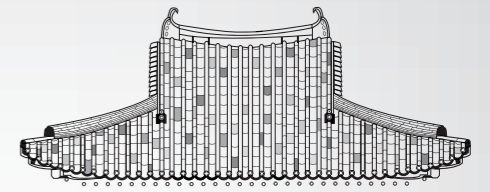
Source: <http://portal.unesco.org>

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Concurrent Session I



The Challenges of Practical Problem-Based Learning of Home Economics in Japan

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Keiko Takahashi

Human Life Sciences, Jissen Women's University

1. Issues of Living in Japan

There are many living issues in Japan. At the individual level, we have the issues, e.g. truancy, nowhere kids, juvenile delinquency, criminal, prostitution, drugs, suicide, health problems, HIV/AIDS and etc. On the family level, we are facing the problems, e.g. gender inequality, child poverty, care for the elderly, domestic violence, etc. On the community or society level, we have the problems, e.g. consumer affairs, pension system, sexual harassment, volunteer work, etc. The Better Life Index of OECD looks at people's material circumstances and quality of life across the population in eleven dimensions, e.g. income and wealth; jobs and earnings; housing; health status; work-life balance; education and skills; social connections; civic engagement and governance; environmental quality; personal security; and subjective well-being. Japan is located in 23 among 38 countries. The reasons for the low rank is that the low rank of housing, civic engagement, subjective well-being, work-life balance and health status. Japan is also ranked in 156 in Proportion of Women in Parliament (2016). It shows the unequal status of women in Japan.

2. National Curriculum Guidelines of Home Economics in Japan

The latest National Curriculum Guidelines 2008 & 2009, 3 goals of education were set, e.g. to facilitate the students to become independent human beings with balance of knowledge, virtue and healthy body and develop themselves for lifelong self-realization; citizens who proactively participate in construction of the country and society with respect of public-mindedness; Japanese nationals who live within an international society on the basis of Japanese heritage and culture. The core of the 2008 & 2009 Guidelines is "Zest of Living", which is constructed by 3 dimensions (solid academic abilities, rich humanity, and health & fitness).

Home Economics as a curriculum aims at the High School level, is to enable students to gain a comprehensive view of lifelong development of human beings and life management, to identify the meaning of family and home and the relation between families and the society, to acquire necessary knowledge and skills for life, and to develop creativity and positive attitude for proactively engaging in family life and community life cooperating in gender equal framework. The efforts of home economics education raise the outcomes as follows; Co-education of Home Economics in High School from 1994, high interests & usefulness of Home Economics Education at 3 schooling systems, students' abilities to respond to social changes. Most students responds to Home Economics Education in positive manner.

3. Survey of the Articles on Practical Problem-based Learning of Home Economics in Japan

Practical problem-based learning of home economics has introduced just after PISA shock in 2003. PISA is based on the DeSeCo (Key Competencies) 2003 by OECD. Three dimensions of Key Competencies have been used as tools interactively, to act autonomously and to interact in heterogeneous groups. From this point of view, PISA assesses reading literacy, mathematical literacy, scientific literacy, and problem-solving literacy. Some of the scholars of introducing these ideas were Noriko Arai and her colleagues who wrote some important articles and literatures on the

matter. After their works, other scholars focused on it. Keiko Takahashi and I also introduced the practical reasoning process through the translation of Korean book called, "Practical Reasoning Process in Home Economics Education: Theory and Practices" (2012, Book Korea, in Korean) by Yoo Tae-Myung and Lee Soo-Hee.

We tried to map the articles on the matter in Japan. We chose 2450 by key words in Google Scholar. The number of articles has been increasing gradually. These ten years, the number exceeded 100, and increasing rapidly. Those were categorized by key words into 7 aspects;

home economics concepts, educational concepts, curriculum guidelines, content areas, classes, and teachers. Content areas, classes, and information were referred in most of the articles, but home economics concepts and educational concepts were only referred in 6% and 11% of those articles. Content areas were divided into main areas; food, family relations, housing, clothing, information and others. Family relations and food and nutrition were the largest areas, and those were overlapped about a half of them. Other content areas were also overlapped to other areas. It shows the practical problem-based learning is considered as complex conditions.

4. Challenges of Practical problem-based learning of home economics in Japan

In spite of these achievements, home economics in Japan is facing some challenges now, e.g. limitation of class hours/credits, lack of expenditure on education, bigger class size than other countries, little consideration of home economics concepts and educational concepts, deviation of content areas, significant declining of teachers.

In addition, university & college entrance examination system change of 2020 and other related reforms have occurred. For this change, deep active learning is introduced to the classes, and it will have the impact on curriculum guidelines, content areas, learning methods and etc.

We can say practical problem-based learning of home economics in Japan only just begun.

Integration of Practical Reasoning and Deliberation as a Mode of Inquiry

Sueun Ju

Dongguk University at Gyeongju

In Korea, the practical problem based curriculum perspective is adopted from 2007 revised Home Economics curriculum. Curriculum deliberation is regarded as an alternative to the technological and rational approaches to curriculum by the deliberative curricularists.

For developing practical problem focused Home Economics curriculum, this study proposed the model built on the deliberation method of Schwab(1969), Walker(1971), and Reid(1979) that inherited intellectual tradition of curriculum deliberation and the practical reasoning of Brown and Paolucci(1979) representing the most typical deliberation of Home Economics to reflect critical science perspective. Specifically, this study was based on the perspective typified by the reality of Schwab(1969) and applied the platform, deliberation, and interactive process of design which were presented in the naturalistic model of Walker(1971). Moreover, this study set the assumption for curriculum development on the basis of the assertion made by Reid(1978) that the matter of handling the curriculum was a practical problem which should be resolved through practical reasoning. The contents of each curriculum were prepared by incorporating the elements of practical reasoning of Reid(1978), Brown, and Paolucci(1979). As a result, the platform stage covered valued ends and brings forward the opinion on what the curriculum presented in this study should pursue. And it explores the basis of consensus for the curriculum development through discussion and interaction, and laid foundation for curriculum development based on the consensus in connection with the level of curriculum development, perspective of curriculum, curriculum goal, and principles related to the selection and structure of curriculum contents. Second, the deliberation stage covered the elements of context, alternatives, and consequences. The design stage presented the three specific design plans as specified below based on the alternatives presented in the deliberation phase and their consequential ramification and discussed the methods for applying and supporting such design plans.

A Revisited Meta-Analysis of the Effects of Practical Reasoning Instruction on Students' Achievements

Nansook Yu

Chon nam National University

This purpose of this study was to analyze the effect of Practical Reasoning Instruction (PRI) on student outcome in Home Economics education in Korea using the meta-analysis method. In order to achieve this purpose, 34 studies with 48 effect sizes were analyzed. The results of this meta-analysis indicated that PRI was more effective than traditional instruction on student outcomes.

A medium and significant mean effect was 0.59 (SE=.08). Categorical and regression analyses were employed to find the sources of variance and moderators that predict the effects of PRI. The moderator analyses revealed no statistically significant effects of publication status, study design, student outcome, school location, and duration. Content area, school level, and the interaction of school level and duration were revealed to be moderators. Mean effect sizes of the content area were as follows: clothing 1.09, food and nutrition .51, family relation .35, housing .45, resource management .58, and other .70. Mean effect sizes of the school level were as follows: elementary school .88, middle school .38, and high school .60. As the duration increased, the effect sizes for elementary and high school increased, whereas the effect size for middle school decreased after the 11 periods(average). It was concluded that PRI was effective in improving student outcomes regardless of publication status, study design, student outcome, school location, and duration.

Creativity and Character Building Educational Program for Secondary School Students through Home Economics Curriculum

Dong-Yean Park

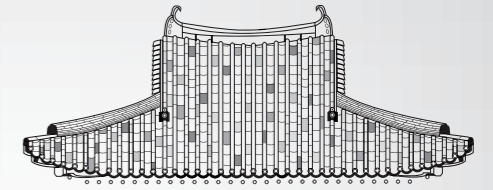
Mi Sil Chung

Myung Sook Park

Department of Home Economics Education, Dongguk University at Gyeongju, Korea

Creativity and character-building education is an essential component to future education for educating capable person who can develop value and live together with others.

Home Economics is the subject which seeks for meaning in job and life in family through focusing on cultivation of character and creativity. This presentation is intended to introduce the creativity and character-building education programs for secondary school students. More programs were being developed for middle school students than those for high school students. The theme of the programs was work and life balance, the aging society, self-understanding, organizing menu, planning the living space in their own houses, communication, clothing reforms, consumer behaviours, and etc. Core competencies which aimed to achieve through these programs were ability to problem-solve, self-discipline, level of cooperation, respect for others, ability to negotiate(flexibility), creativity, aesthetical thinking, etc



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Concurrent Session II



Perception of the Elementary School Teachers on the School-Based Dietary Life Education

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Daegu National University of Education

Mi-jung Kim

Daejeon Hyeon-am Elementary School

This study aims to identify the interest, satisfaction, and problems of elementary school teachers by investigating the current status of the dietary life education recognized by the teachers who provide dietary life education in schools. 580 elementary school teachers across the nation were surveyed, and a focus group interview(FGI) was given to four elementary school teachers who have had at least 10 years of experience in teaching dietary life education to fifth and sixth grade students. Through the survey, the overview of the school based dietary life education, such as the teaching materials and facilities, curriculum management, learning process and evaluation, were analyzed. Through the FGI, elementary school teachers' opinions and requirements for dietary life education, which could not easily be found through the survey, were investigated. The research findings were as follows.

The item that received the highest score in regards to the current status of the dietary life education in schools was, "The content of practical lessons for the dietary life education is usually selected from the curriculum based on students' interest and needs or teachers' decision," followed by the item "Cookware and plates for practical lessons for the dietary life education are mostly prepared by individual students or in groups of students." These results showed the difficulty in selecting the contents of the practicals lessons for the dietary life education and running the class. Furthermore, the results indicated that a review and provisions need to be made for the practical lessons in the dietary life education in schools. In particular, when considering the difference in years of teaching experience, teachers with many years of teaching experience had higher average value with regard to the current status of the dietary life education in schools, which means that effective provisions are needed for teachers with less teaching experience.

The main recommendations from the elementary school teachers who teach dietary life education from the FGI analysis are as follows:

First, teachers feel significant pressure in providing practical lessons in dietary life education, 'Practical lesson lab' facilities need to be established. Most schools find difficulty in providing dietary life education is due to a lack of lab facilities, such as safety issues while running the class.

Second, the quality of dietary life education should be improved by providing teachers with more teaching resources on dietary life education.

Third, a proper dietary life education should be provided in the practical arts education class as well as during lunch time and at home. The interest and support from the officials in the education sector and school administrators are also required in ensuring better delivery of the dietary life education.

Character Education and Moral Principles Practice Program for Home Economics Pre-Service Teachers

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Wonkwang University at Iksan, Korea

Hyeonggi Baeki

The Institute of Mind Humanities

Wonkwang University at Iksan, Korea

Deokwan Han

Moral Education Center Wonkwang

University at Iksan, Korea

The purpose of this study was to investigate home economics pre-service teachers' perceptions in character education and moral principles practice program with the aim to increase teaching competency in teacher education and teacher training course. This study was conducted quantitative research and qualitative research at the same time. The study was conducted a program from the second semester 2015 to 1st semester 2016. The respondents consisted of 150 pre-service teachers who answered a survey which was then analyzed using SPSS 19.0 for Windows. The program was conducted mainly practical information on character education and moral principles practice program for 16 weeks were conducted to verify the educational effect. Each program is teaching-learning plan was included. As a result, character education has increased awareness of pre-service teachers. In particular, this higher consciousness for humanity practiced the virtues of pre-service teachers in moral principles practice program. As a result, home economics pre-service teachers have had the character education competencies. Based on these results, there should be systematic character education programs for both pre-service at the college level and for in-service teachers in order to raise character education awareness and teaching competency. In addition, training programs should be carried out to increase the awareness of the moral principles practice program.

Family Life Cultural Awareness Program in Preparation for the Reunification of Korea Aimed at Pre-Service Teachers (I) : Food & Clothing

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Yhe-Young Lee

Dept. of Home Economics Education, Korea University

Yookyung Kim

Dept. of Home Economics Education, Korea University

Hana Lee

Dept. of Home Economics, Graduate School of Korea University

Soon-Hee An

Dept. of Human Ecology, Graduate School of Korea University

Mutual understanding between South and North Korea is crucial for the social integration, yet little is known to South Korean students about the family life in North Korea.

This program aimed at preparing the pre-service teachers to teach about North Korean family life culture to secondary school students.

The program consists of 12 units of 75-minute sessions that deal with various domains of family life: consumption and leisure, family and child-caring, food and dietary life, housing and neighborhood life, and clothing/fashion. The program was implemented in Spring 2016, with 35 undergraduate students in a home economics teacher education program.

Two of the sessions dealt with food and dietary domain of life. The sessions introduced variety of kinds of North Korean food, according to different situations, such as geographical and political reasons. Nutrition problems and policies of food and dietary life in North were also explained. Two sessions were related to Clothing/Fashion. The sessions reviewed how clothing culture in the North was developed since the division, particularly focusing on how regulations related to clothing or personal appearance have changed. Media portrayal and actual accounts from North Korean defectors were also introduced.

The generally low prior knowledge of pre-service teachers related to the food ($m=2.34$, $s.d.=0.57$) and clothing life ($m=1.59$, $s.d.=0.53$) in North Korea was significantly improved after the program (food $m=4.26$, $s.d.=0.65$, paired $t=14.97$, $p<.001$, clothing $m=4.14$, $s.d.=0.69$, paired $t=18.52$, $p<.001$).

Family Life Cultural Awareness Program in Preparation for the Reunification of Korea Aimed at Pre-Service Teachers (II): Family life & Consumer Life

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Yon Suk Lee

Dept. of Home Economics Education, Korea University

Soon Hwa Chung

Dept. of Home Economics Education, Korea University

Young Sun Han

Center for Human Ecology Research, Korea University

Ji eun Song

Dept. of Human Ecology, Graduate School of Korea University

Min Young Jung

Dept. of Human Ecology, Graduate School of Korea University

Objectives: The goal of this study was to develop and evaluate the effects of a couple of training sessions on 1) family and child-caring and 2) consumption and leisure activities carried out in family life in two Koreas for pre-service teachers in South Korea. This was a part of a larger family life and cultural education program in preparation for unification of Korea. These training sessions were developed to promote understanding and accepting cultural differences between two Koreas for pre-service teachers of home economics education.

Methods: Based on literature reviews, invited lectures and interviews of North Korean defectors, four topics were selected by home economics education experts. Four sessions (150 minutes for each) were administered in a class to a sample of 31 pre-service teachers. Pre and post session scores on general teaching efficacy and understanding of cultural differences were compared using paired t-tests.

Results: First, the selected topics were marriage and family relations, parenting, consumer behavior and family life, and leisure culture. The contents of the sessions included cultural similarities and differences in two Koreas. Second, the sessions were successful in promoting general teaching efficacy and understanding and accepting cultural differences between two Koreas of pre-service teachers.

Conclusion: These sessions were expected to help pre-service teachers develop personal confidence and professional competence in teaching family life and cultural similarities and differences between two Koreas in preparation for unification.

The Active Plan for Parenthood through Public Education System

Seok Soon Wang

Jeon Ju University

Mi kyung Jun

Dong guk University

The Korean government recently announced the Active plan of Parent Education in March, 2016 and it was represented as a cooperation between the relevant Ministries: mainly by Ministry of Gender Equality and Family, the Ministry of Health and Welfare, the Ministry of Education and the Ministry of Justice.

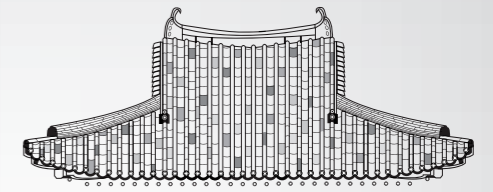
Recent incidents of child abuse perpetrated by their own parents were the main causes of this initiative. It is generally thought that the child abuse usually comes from immature parenthood and mistaken views of childbearing. Also child abuse is likely to pass-down to the next generation. Thus, it is certainly true that parent education should be promoted and improved to eliminate the child abuse, and eventually to increase the number of well-informed community members. While parenthood education is an ongoing process of learning through a lifespan, in adolescence it can be the most effectively promoted by the school curriculum of Home Economics. Unlike extracurricular teachers (for example, a nurse-teacher or counsellors etc.), who do not teach a certain class, Home Economics teachers can surely realize the parenthood education through 'school lectures' and 'class of creative activities'. It is effective to appoint them in terms of cost-effectiveness and level of competency because they attended sufficient education about parenthood education as part of their training components. As a result, Home Economics teachers are expected to reduce the expenses of training new teachers and developing new resources.

The government traditionally have carried out pre-parenthood education for adolescence in public education on the subject of Home Economics. However, a problem of conducting parent education was brought due to integration of the subject of Home Economics and the subject of Technology in the Seventh Curriculum(1997). Moreover, parent education for middle-highschool students was completely reduced its scale because the subject of Technology-Home Economics which used to be a required subject by the first grade in highschool, was reformed as an optional subject in 2009 Reformed Curriculum.

To activate the parenthood education for the adolescence, the public education curriculum of the country only focusing on University entrance examinations needs to change. It could start from providing minimum school hours to cover the class lesson on the parenthood through the Home Economics. Particularly the role of the Home Economics curriculum in high school curriculum needs to be taken with more weight, that is, by making the subject as mandatory rather than optional curriculum, since it is vital to have more responsible and informed community members.

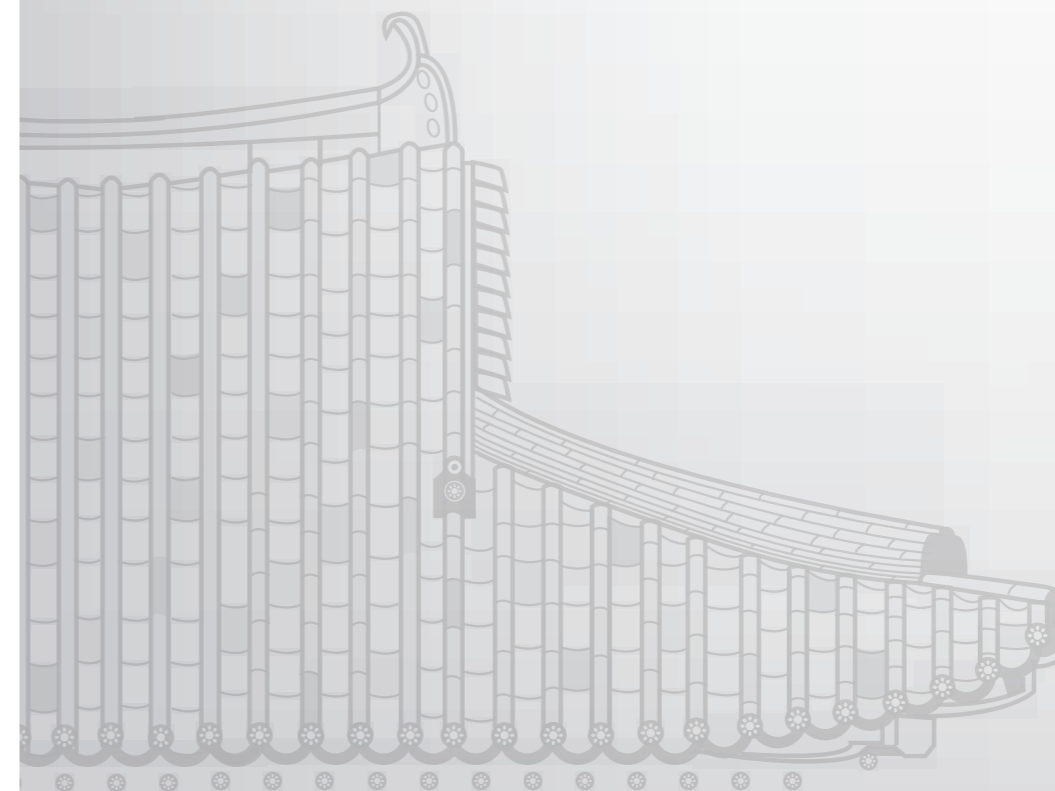


[Figure 1] The Active plan for the Parenthood Education based on the subject of Home Economics in public education



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Poster Session



Poster Presentation List

No	Presenter	Theme
1	Ah Ra Ko / Yongin middle school Sae Eun Choi / Dept. of Home Economics Education, Korea National Univ. of Education	A Study on Adolescent Bystanders Who Have Witnessed Cyberbullying -Focused on Empathetic Ability-
2	Jimyeong Na / Seongdeok Middle School, Gwangju Jaesoon Cho / Dept. of Home Economics Education, Korea National Univ. of Education	Developing and Application of the Plan for Senior Cohousing in the Independent Later Life through Their Teaching-Learning Process -Focusing on the High School Technology and Home Economics Curriculums-
3	Ji Wook Kim / Dept. of Child Development & Family Studies, Dongguk University Mi-Kyung Jun / Dept. of Home Economics Education, Dongguk University	Life Management Education Program Using Home Works Subject for Female Marriage Migrants: An Analysis on In-House Life Competency Reinforcement
4	Hyo Shick Shin / Dept. of Home Economics Education, Chonnam National University Seon Jeong Lee / Dept. of Home Economics Education, Chon nam National University Yeong Mun Yang / Yeomju Elementary School	The Effect of Emphatic Ability and Family Strengths on Happiness in Adolescents
5	Ga Ryeong Kim / Dept. of Home Economics Education, Korea National Univ. of Education. Huen Sup Shim / Dept. of Home Economics Education, Korea National Univ. of Education.	The Ethical Consumption Consciousness and Clothing Consumption Behavior in Adolescents
6	Hong Soon Im / Miho Middle School Affiliated with K.N.U.E	Developing a Happiness Education Teaching Plan for Family Life Education Aimed at Middle School Students
7	Eun Hah Wee / Dept. of Home Economics Education, Chonnam National University Jisoo Choi / Gwangju Shinchang middle school Sola Kim / Gwangju Sungui middle school Indeok Bae / Gwangju Bongsan middle school	Developing a Career Education Program in Fashion Industry for Free Semester System

No	Presenter	Theme
8	Jung-Hyun Chae / Dept. of Home Economics Education, Korea National Univ. of Education Ja-Young Bae, Seung-Hee Kim, Gisen Lee, A-Reum Cho / Korea National Univ. of Education	The Identity and Values of Home Economics Education through Analyzing the Studies Related to the Philosophy in the Last 20 Years -Focused on the Journal of Korean Home Economics Education-
9	Young Hoon Moon / Sookmyung Women's University Sang-Hee Sohn, Soo Hee Lee / Seoul National University	Research on Consumer Education Perspective Reflected in Middle School Home Economics Textbooks
10	Lan Hee Jung / Dept. of Home Economics Education, Chonnam National University Hyang Sug Kim / Graduate School of Education, Chonnam National University	Study on the Allergic Disease According to the Health Behavior of Multicultural Families Youth
11	Nam Eun Kim / Busan Keo-Je Girl's Middle School	An Analysis on the Research Trends in Safety Education for Home Economics Education
12	Sae Eun Choi / Korea National University of Education Su Jin Choi / Korea National University of Education Min Ji Choi / Korea Research Institute for Vocational Education and Training	The Analytical Review on Studies of Happiness in Home Economics
13	Gyeongsuk Lee / Department of Home Economics Education, Graduate School, Gyeongsang National University Taemyung Yoo / Department of Home Economics Education, Graduate School, Gyeongsang National University	The Operating Experience in Performing Action Research for a Home Economics Teacher Professional Learning Community Activity
14	Shohee Yoon / Ewha Graduate School of Education Soomin Kim, SeaHwa Park, SeoA Choi, GyeongSuk Lee / Ewha Graduate School of Education	Development of Practical Reasoning Teaching and Learning Lesson Plans for the 2015 Revised Korean Middle School Home Economics Curriculum -Focused on Core Concepts of 'Relationships, Safety, Life Design's

A Study on Adolescent Bystanders Who Have Witnessed Cyberbullying -Focused on Empathetic Ability-

Ah Ra Ko	Yongin middle school
Sae Eun Choi	Dept. of Home Economics Education, Korea National Univ. of Education

As cyber space became a significant living space for youths, cyber-bullying is increasing noticeably. As cyber bullying is related not only to the bully and the victim but also to the bystanders who witnessed the bullying, we should take the witness of cyber bullying and their behaviors into consideration. This research aims to study the reality of the middle school students who have witnessed cyber bullying and their type of behavior after witnessing the incidents. Also, we have explored how middle school student's perception and emotional empathizing ability affects the behaviors of the bystanders of cyber bullying. For this research, we conducted a survey subjected to 595 middle school students across 11 schools in Gyeong Gi province region and analyzed. The research result is as follows. First, the 61.2% of the subject responded they have had witnessed 5 types of cyber bullying. The bystanders who witnessed cyber bullying showed behaviors such as spectating, defending, agreeing and playing no role. Second, the "empathic concern" and "personal pain" which are part of emotional empathy ability that affects behaviors of cyber bullying bystanders. Considering these research results, there is a need for the Home Economics in its education to widen the understanding of seriousness of cyber bullying as 2/3 of the respondents have witnessed cyber bullying. The behaviors of bystanders who witnessed cyber bullying differ by their gender, age, contentment with the relationship with their parents, and degree of witnessing cyber bullying, which implies preventing cyber bullying needs various approaches not only to an individual, but the family and cyber environment. Second, we have confirmed emotional empathy ability is very important when bystanders who have witnessed cyber bullying try to defend the victim, and when they witnessed the bullying, the more they feel negative emotion, the more they are likely to avoid others' pain, which implies emotional empathy education is needed along with education on emotion control.

Developing and Application of the Plan for Senior Cohousing in the Independent Later Life through Their Teaching-Learning Process -Focusing on the High School Technology and Home Economics Curriculums-

Jimyeong Na	Seongdeok Middle School, Gwangju
Jaesoon Cho	Dept. of Home Economics Education, Korea National Univ. of Education

The purpose of this study was to develop and evaluate the teaching-learning process plan of the senior cohousing to improve understanding of active and independent living in later life through Home Economics subject. The plan consisting of 5 lessons has been developed and implemented according to the ADDIE model. Various activity resources (28 individual activity sheets, 2 working sheets, and 26 teacher's reading texts) and visual materials (4 sets of pictures & photos and 10 moving pictures) as well as questionnaire were developed for the 5-session lessons. The plans were implemented to 6 classes 150 freshmen of P high school in Jeju-do during August 17th to 3rd of September, 2015. Students were highly satisfied regardless of gender with the entire 5-lessons in the aspects such as the level of participation in the lesson, understanding of the contents, adequacy of materials and activities, and usage in their future life. Students also reported that they highly accomplished the goal of each lesson to reinforce the understanding on necessity of preparing later life, senior cohousing, and senior friendly business. It can be concluded that the teaching-learning process plan for senior cohousing would improve understanding and practical competency of active and independent living in later life with senior neighbors through the home economics subject.

Life Management Education Program Using Home Works Subject for Female Marriage Migrants: An Analysis on In-House Life Competency Reinforcement

Ji Wook Kim	Ph.D. Candidate, Dongguk University Child Development and Family Studies
Mi-Kyung Jun	Professor, Dongguk University Department of Home Economics Education

This research aims for life management education program development for reinforcement of in-house life competency for female marriage migrants, using Home Economics subject. Life management education, in this study, refers to self-management of the life of oneself, including rationality of household labor and enhancement of efficiency. In addition, life management education program aims at amplifying of quality of life and in-house life competency of the female marriage migrants, through efficient self-management.

Contents of life management education program were extracted from the 'self-management of adolescents' section of 7th grade Technology & Home Economics textbooks.

Key results are as shown below.

First, life management education program was organized as a course of 2 hours per time, once a week for six weeks, 8 sessions in total (12 hours). Second, the goals of life management education program were formed as follows:

① Enhancing self-management capacity of female marriage migrants. ② Enable people to design one's own life and household living. ③ Improvement in quality of life in multi-cultural families through in-house life competency reinforcement. Third, sub-contents and aims of life management education were programmed as below, centrally formed with contents related to arrangement and organization.

- I. ①Program summary introduction ②Program participation agreement ③Conduct pre-examination
- II. ①Meaning of life management
 - ②Understanding my current life environment and identifying problems
- III. ①Significance of life management ②Establishing goals of life management
- IV. ①Drawing a life cycle curve ②Time and stress management for healthy family relationship ③Future construction for my family
- V. ①Acquisition of rational life management skills
 - ②Planning and practices of efficient life management
- VI. ①Learning in-home organizing methods and division of household labor among family members
- VII. ①Respecting life management approaches in other countries ②Sharing of diverse practices
- VIII. ①Program evaluation ②Conduct post-examination

The contribution of this research lies in its construction of basic contents of enabling rational self-management functions of female marriage migrants, using Home Economics subject.

The Effect of Emphatic Ability and Family Strengths on Happiness in Adolescents

Hyo Shick Shin	Dept. of Home Economics Education, Chonnam National University
Yeong Mun Yang	Yeomju Elementary School
Seon Jeong Lee	Dept. of Home Economics Education, Chonnam National University

The purpose of this study was to explore ways to help improve adolescents' happiness by exploring the influences of emphatic ability and family strengths on happiness.

This subjects were 590 middle school students living in Gwangju. Data were collected from self-report questionnaires and analyzed with SPSS 18.0 program. The major findings were as follows;

First, the adolescents' emphatic ability, family strength and happiness scores were higher than the median(3.00).

Second, the adolescents' happiness was influenced by 'family respect and affection', 'role sharing and problem solving', 'financial stability', 'personal suffering', 'identity' and 'emphatic interest'. Adolescents' happiness was explained about 38% by these variables. In other words, the higher family respect and affection, both higher role sharing and problem solving and higher financial stability, with lower personal suffering and higher identity and higher emphatic interest showed the higher happiness.

These findings demonstrate the emphatic ability and family strengths in adolescents influence on the level of happiness. As such, in order to improve the happiness of adolescents, it is necessary to energize those programs focus on the forming healthy family relationships and to design finance assistance programs that could attempt to minimise financial gap. Additionally, it is necessary to develop programs aimed to enhance emphatic ability and continue such programs in homes as well as at schools. Finally, it is necessary to implement curriculum that may improve family strengths and emphatic ability, which have influenced on the happiness in adolescents. Since the subject "Technology & Home Economics" helps to enhance family strengths, emphatic ability and eventually amplifies the happiness, it is necessary to expand and reinforce it as well as to make it a mandatory subject.

The Ethical Consumption Consciousness and Clothing Consumption Behavior in Adolescents

Ga Ryeong Kim	Dept. of Home Economics Education, Korea National Univ. of Education
Huen Sup Shim	Dept. of Home Economics Education, Korea National Univ. of Education

With the improvement of living standard, the fashion industry had an exponential growths and fashion cycle became shorter. Clothing consumption per head has been increasing which resulted in the increase of disused garments. The fashion industry has been considered as one of the major factors for environmental pollution. Recent growing trend of the ethical consumption has increased awareness in consumers and has influenced their consuming behaviors. Ethical consumers started to recognize the problems of the fashion industry not only as environmental problems but also as the obstacles to the sustainable life in the 21th century, such as workers' human rights, animal protection, and fair trade. Even with increasing purchasing experience and purchasing power of adolescents, they are sensitive to the influence of peers that often result in the impulsive and unplanned consumption. Since they are potential consuming subjects, it is necessary to investigate their consumption consciousness that validate the relationship with the clothing consumption behavior. The purpose of this study is to investigate the ethical consumption consciousness and the effects of clothing consumption behavior in adolescents. The questionnaire consisting 48 questions has been developed on ethical consumption consciousness, clothing consumer behavior, and educational experiences on ethical consumption. The data are collected from male and female middle/ high school students located in Gumi city. This study is expected to provide basic information for the curriculum development and the educational program development to induce adolescents a desirable consumption behavior in aspects of ethical consumption consciousness.

Developing a Happiness Education Teaching Plan for Family Life Education Aimed at Middle School Students

Hong Soon Im	Miho Middle School Affiliated with K.N.U.E
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The aim of this study is to develop a teaching plan for middle school's student family life. Through a suitable home economics education, we hope to improve student's individual happiness as well as develop their positive attitudes toward family life.

This research was focused on developing the happiness and positive family relationships of 3rd year middle school students (9th grade) and used the Revised 2009 Home Economics and Technology Curriculum as well as the "Understanding the Family" lecture.

The curriculum units were analyzed based on the 9 Subcategories of Happiness Program from the Center for Happiness Studies at Seoul National University, then developed into a curriculum. The curriculum consisted of 15 class periods based on the direction and objectives of the Revised 2009 Home Economics and Technology Curriculum. The classes included lessons focused on findings the meaning of happiness with one's family, developing a positive outlook towards one's own family, discovering and being thankful for strong family ties, making a bucket list for the different stages of life, and planning a family gratitude event. "Happiness Practice" in each period was planned to improve students' happiness capacities through learning about what happiness is, their attitudes, and techniques for nurturing happiness. This study hopes to develop a happiness education plan that can be used at schools and contribute to a diverse learning curriculum.

Developing a Career Education Program in Fashion Industry for Free Semester System

Eun hah Wee	Dept. of Home Economics Education, Chonnam National University
Jisoo Choi	Gwangju Shinchang middle school
Sola Kim	Gwangju Sungui middle school
Indeok Bae	Gwangju Bongsan middle school

The Ministry of Education implemented Free Semester System at 7th grade in order to give teenagers a chance to find their talents and dream jobs. However, the resources and programs needed for Free Semester System are in shortage and also the teachers who have taught in about this style of education are scarce.

During Middle school stage, students are given opportunity to explore in careers, that between the career recognition stage in the elementary school, and high school, career preparation stage. For students who are in the career exploration stage we must, first, let them search for a job type that can use the students' interest and aptitudes, then, help them realize factors that are related to their choices. Next, let them have a chance to make a meaningful choice, and finally, provide a chance to choose and improve their career plan.

Therefore, our research team wanted to make a self-directed fashion related career education program that can improve middle school students' career searching and self-efficacy about careers and verify its effect.

first, we invented a program and extracted topics considering career research, self-research, job information research, career decision-making, and career planning. We came up with 10 topics as the result and organized 3 hours for each of the topics. The 10 topics are 'I am a coordinator', 'Fashion-related job searching', 'Image map creation based on styles', 'Makeup coloring', 'Fashion style coloring', 'Drawing of fashion style', 'Corsage fashion Bracelet', 'Making Eco Bags', 'Styling using Fashion Items', 'Portfolio making', and 'Design your dream. A teaching plan, worksheets, and samples for training for each of the topics are made.

For the next step, we are planning to measure and compare the differences of career self-efficacy prior and after we used this program.

The Identity and Values of Home Economics Education through Analyzing the Studies Related to the Philosophy in the Last 20 Years

-Focused on the Journal of Korean Home Economics Education-

Jung-Hyun Chae	Dept. of Home Economics Education, Korea National Univ. of Education
Ja-Young Bae	Korea National Univ. of Education
Seung-Hee Kim	Korea National Univ. of Education
Gisen Lee	Korea National Univ. of Education
A-Reum Cho	Korea National Univ. of Education

The purpose of this study was to explore the identity and values of Home Economics Education(HEEdu) through analyzing the studies related to HEEdu philosophy. A total of 14 studies were selected in the area of HEEdu philosophy dealing with the topics of characteristics or image(6), purposes(3), history(2), and directions(3) of HEEdu which had been presented in the Journal of the Korean Home Economics Education during last 20 years. In the 10 researches, the qualitative methods were used such as literature reviews (6), content analysis (2), and interviews (2). In 4 researches, the quantitative method was used such as a survey. The contents of a total 14 studies were analyzed according to HE characteristics(image), purposes, history, and directions. The analysis results were confirmed by the 5 experts' discussion. And then, the identity and values of HEEdu were determined through 5 researchers' group discussions. The results of the study were as follows: First, regarding to HEEdu identity, HE is a subject matter to have practical-critical, mission oriented, and integrative in characteristics. HE is a subject matter to pursue HE mission through education.

Secondly, regarding to the values of HEEdu, HEEdu contributes to students and families through helping students ① solving practical problems and ② achieving self-formation, inter subjectivity, social action, life skills and ③ having dreams to be mature parents and to build a strong family.

HEEdu contributes to society through ① educating individual and family to maintain autonomous lives free from distorted family ideology, ② encouraging students to have the characteristics of respect, caring, and altruism for others and ③ educating students to develop a competence as a citizen to be critical of family ego-centric ideas and to participate and support communal life to be critical of social discrimination and suppression for a free, equal, just, and democratic family and society. These competencies cannot be cultivated without HEEdu.

Key Words: identity, values, Home Economics Education, philosophy

Research on Consumer Education Perspective Reflected in Middle School Home Economics Textbooks

Young Hoon Moon	Sookmyung Women's University
Sang-Hee Sohn	Seoul National University
Soo Hee Lee	Seoul National University

The purpose of this study is to identify trends in terms of the perspective and paradigm shift of consumer education, and whether these trends are reflected in consumer education in schools. The textbooks analyzed were selected home economics textbooks that are included in consumer education at secondary-level schools. Home economics education is part of the mandatory curriculum as stated in the 2007 Revised National Curriculum. In this study, to look at the current perspectives, analytical standards were prepared to classify the consumer education perspective reflected in the textbooks. Consumer education in schools contents such as Ideological Maps of Consumer Education (McGregor, 2008) were selected.

The results of the analysis on the perspectives, reflected in the home economics textbooks showed that, the traditional perspective was stronger than the critical perspective. The traditional perspective appeared stronger among consumer education areas, while the critical perspective appeared somewhat stronger it was limited to the areas of consumerism and consumer participation.

More effort is needed to switch the perspective of home economics textbooks. When dealing with critical consumer education in the textbooks, the contexts of consumer education topics should be addressed with more weight. This study suggests ways that the new perspective and its link to teaching and learning strategies are shaping the direction of future consumer education.

This study suggests ways that the new perspective and its link to teaching and learning strategies are shaping the direction of future consumer education. In particular, this analysis identifies aspects of consumer education that are significant for presenting a new perspective and method of study.

Key words

Consumer education, Consumer education perspective, Home economics textbook, Traditional consumer education, Critical consumer education

Study on the Allergic Disease According to the Health Behavior of Multicultural Families Youth

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Hyang Sug Kim	Graduate School of Education, Chonnam National University

The purpose of this study was to identify the factors related to allergic disease according to the health behavior of the youth in multicultural families based on the data from the Tenth Korea Youth Risk Behavior Web-Based Survey 2014. The subjects from 712 multicultural adolescents are analyzed by the SPSS program. For the characteristics of health behavior of the multicultural youth, 267 students (37.5%) had experienced drinking alcohol, 164 students (23.0%) had experienced smoking, and 35 students (4.9%) had experienced using drugs. In terms of the weight of the youth from multicultural families, the normal-weight group has the highest proportion with 309 students (49.2%), while the low-weight group has 186 students (29.6%) and the overweight group has 133 students (21.2%). According to the survey, 198 students (27.8%) were depressed, 259 students (36.3%) felt stressed a lot and 286 students (40.2%) failed to fully relieve fatigue, which was the highest percentage. Among the allergic disease of the multicultural youth, 46 middle school students (10.9%) and 35 high school students (12.0%) had asthma, 95 middle school students (22.6%) and 87 high school students (29.9%) had allergic rhinitis and 67 middle school students (15.9%) and 53 high school students (18.2%) had atopic dermatitis. In terms of the allergic diseases depending on the general characteristics of the multicultural youth, the middle and high school students had a statistically significant relationship with allergic rhinitis ($p < 0.05$).

Allergic diseases from the health behavior of the multicultural youth, alcohol experience ($p < 0.05$), drug experience ($p < 0.05$), depression ($p < 0.001$), health recognition ($p < 0.05$), body type recognition ($p < 0.05$) and happiness recognition ($p < 0.05$) had a statistically significant relationship with asthma while stress recognition ($p < 0.05$), fatigue recovery recognition ($p < 0.001$) and health recognition ($p < 0.001$) had a statistically significant relationship with allergic rhinitis. Depression ($p < 0.05$), fatigue recovery recognition ($p < 0.05$), health recognition ($p < 0.05$), body type recognition ($p < 0.01$) and happiness recognition ($p < 0.05$) had a statistically significant relationship with atopic dermatitis.

An Analysis on the Research Trends in Safety Education for Home Economics Education

Nam Eun Kim Busan Keo-Je Girl's Middle School

The purpose of this study is to suggest the basic information for diverse and balanced research and develop an understanding research trends related to safety education in Home Economics Education. This study makes population and sampling by targeting cases 244 papers by 15 papers of academic journals and 179 master and doctorate thesis by searching keyword as 'safety' from 2001 to 2015. Analysis contents are research trends of papers related to safety education by year and by subject and research trends of safety education by area and by research method.

As a result first, the number of research papers related to safety education by year on home economics curriculum repeated increase and decrease and with consistent studies conducted on safety education with 14-52 papers per year and the yearly average 28.2 papers. On the other hand, the most number of studies conducted in 2015 with 52 papers which are twice as many as of 26 papers in 2014.

Second, with regards to research trends by topic, 137 papers are related to safety education (29%), 336 papers are related to safety actual condition (71%). Accidents and recognition had a greater percentage in a paper before the year 2009 (74.4%) and studies are increased after 2009 (from 21 papers to 53 papers) in terms of development or evaluation of safety education program, development of education materials, development of education method etc. Subject area dealt with the most on the research of the actual condition on the safety is regarding safety accidents or effective variables (23.2%). Next, researches related to safety recognition (13.9%), safety knowledge and attitude (7.4%), safety behaviors (6.3%), safety consciousness (2.3%) show in sequence.

Third, with regards to eight areas of safety education, there are 143 papers regarding public safety (33.8%), 106 papers regarding violence and personal safety (25.1%), 93 papers regarding general subject on safety or whole safety area (22%) and 58 papers regarding drug and internet addiction (13.7%) in sequence. And there is no paper related to first aid and 1 paper is related to occupational safety (0.2%).

Forth, with regards to research trends by research method, quantitative research (89.1%) is mostly used and both research study (70.4%) and experimental research (18.7%) are used the most frequently. In particular, researches on the actual condition of safety education and experimental studies for effectiveness verification take most of research method. As qualitative studies, there are phenomenological study (3.1%) and case study (3.1%) related to actual conditions of safety accidents. 10 papers (2.4%) are mixture of quantitative and qualitative research and some research conducted research study and experimental research at the same time (0.9%).

As results shown from the study, there is need for research on evaluating safety education, occupational safety and lifelong education should be conducted. In addition, the object of study should be encompassing to both human environments in terms of entire life and physical environments for home. An in-depth qualitative research is also needed by observing and meeting with each student.

The Analytical Review on Studies of Happiness in Home Economics

Saeun Choi	Korea National University of Education
Su Jin Choi	Korea National University of Education
Min Ji Choi	Korea Research Institute for Vocational Education and Training

This study aims to review the literature on happiness analytically in Home Economics. 39 studies on happiness were reviewed among 4,662 articles published in NRF registered journals of Home Economics between 2005-2015. Findings show that a few of studies on happiness per se were conducted but have been recently increasing. Research sample of studies were primarily drawn from children and married couples, and the elderly, adolescents, or unmarried adults were relatively less examined in studies of happiness. Conceptualization of happiness tended not to be explicitly suggested. The concept of happiness was mainly operationalized with a focus on cognitive and evaluative traits of happiness. Most studies on happiness employed quantitative methods. Main research topics of happiness were associated with family strength, marital life and leisure time. As a future direction of studies on happiness in Home Economics, authors suggest that more qualitative research and longitudinal studies should be conducted.

The Operating Experience in Performing Action Research for a Home Economics Teacher Professional Learning Community Activity

GyeongSuk Lee	Gyeongsang National University
Taemyung Yoo	Gyeongsang National University

The purpose of this research is to illustrate and share the story of the Home economics professional learning community (PLC) facilitator and to participate and to participate home economics teachers' experiences during the reflective practices and to draw some implications regarding activity of a PLC. All conversation in the PLC activity for 18 times to tally from May31st 2013 to May19th 2014 was recorded and transcribed, all materials of PLC activity were qualitatively analysed. Its themes were grounded on its coding and categorization scheme. Findings and conclusions of this study are as followings. First, professional learning community activity for one year started with vague expectations, anxieties, and excitements. It was a reckless challenge but enthusiastic participations of participants and voluntary leaders made every participant have new expectation and hope and research on their own. It could be evaluated that I, as a facilitator, did not consider participants' different interests as well as a program for a new round from a lack of management experience so that there were low participations in latter sessions of PLC. Second, there are solutions to improve these problems; (1)grouping them by according to the school levels (middle and high school) when gathering participants, (2) setting operation period and program applying participants' opinions temporarily, and (3) operating short-term learning community with certain themes to immerse in short time for reaching goal and satisfaction.

Development of Practical Reasoning Teaching and Learning Lesson Plans for the 2015 Revised Korean Middle School Home Economics Curriculum

-Focused on Core Concepts of 'Relationships, Safety, Life Design's

ShoHee Yoon	Ewha Graduate School of Education
SooMin Kim	Ewha Graduate School of Education
SeaHwa Park	Ewha Graduate School of Education
SeoA Choi	Ewha Graduate School of Education
GyeongSuk Lee	Ewha Graduate School of Education

The purpose of this study is to develop practical reasoning teaching and learning lesson plans for the revised middle school Home Economics curriculum 2015. First, we have analyzed based on the revised national curriculum handbook 2015 for secondary processes. This study sets a target of analyzing the core concept of 'relationships', 'safety', 'life design'. The practical problems were 'What should we do for healthy relationship with friends?', 'What should we do in a family violence situation?', 'What should we do regarding the role of balancing work and family?'. Problems were derived from previous studies on problem focused teaching and learning plans. In this study followings are organized around each problem: problem recognition, context / background understanding, valued ends, alternative action, and its consequences. The basic structure of the stages of judgment, behavior assessment for the best of the problem by, and common to learners and the group work also considered. Moreover, each teaching and learning plan incorporated the various activities such as the discussion, storytelling, and knowledge market. Thus, the effect of the present study are as follows. First, it can lead to systematic teaching for a newly developed curriculum which will be implemented in 2018. Second, it may suggest the direction for the textbook development present and future. Third, by developing practical problem focused teaching and learning plans, as it helps us to clarify the nature of home education as 'a practical subject' and its characteristics.

Exhibition by Regional Research Communities of Home Economics Teachers

1. Exciting And Fun Chungbuk Home Economics Teacher's Association

Participants:

- Ho-Soon You, Seowon high school
- Hong-Soon Im, Miho middle school affiliated with K.N.U.E
- Jung-Gyu Lee, Gagyong Middle School
- Ye-In Oh, Eumseong Girls Middle School
- Yeun-Hee Kim, Cheongwon High School

List of Exhibits:

- Free Semester System Program
- Home Economics Teaching Plan and Students' Activity Sheets for Happiness Education.
- Traditional Living Culture Education
- Home Economics Education for Character Development.
- Home Economics Education for Practicing Environmentally-Friendly life.

2. Daejeon Home Economics Teachers' Association (Develop the creativity and personality)

Participants:

- Bo Young Lee, Byeondong middle school
- Eui-Jung Hong, Chungnam high school
- Eun Sil Shin, Dongdaejon middle school
- Jin Young Lee, Daejeon gil's high school
- Jong Lim Yeh, Hanbat-girl middle school
- Kim In Uk, Daejeon munjeong middle school
- Seung Hee Baek, Jijok high school
- Woo Hyeun Park, Gayang middle school
- Young Ran Lee, Songgang middle school
- Yu Suk Kang, YongJeon middle school

List of Exhibits:

- Teaching and Learning Curriculum for Creative Problem Solving Capability Upgrade(2013)
- Teaching and Learning Curriculum for Class People Feel Empathy Just Better Life(2015)
- Training Programmes for Home Economics Teachers(2013-2016)
- Student Activities such as Data(2013~ 2016)
- Picture of Student Activities(2013 ~2016)
- Video on Teacher Training (2013~2016)
- Poster of Research Activities (2013, 2015)
- Special Gift (Korean traditional lucky bag and Korean cookies "Yakgwa")

3. Daegu Secondary Home Economics Teachers' Association

Participants:

- Myeong sook Choi, Wolseo Middle school
- Hye Kyung Lee, Daegu Dongbu Middle school
- Gun Hee Lee, Maeho Middle school
- Sun Young Choi, Maeho Middle school
- Min Kyung Oh, Chunnae Middle school
- Su Jung Lee, Kyungbuk University's Attached Middle School

List of Exhibits:

- Case study of Flipped Learning at Home Economics Education
- Case study of Visual Thinking at Home Economics Education
- Education on Traditional Clothing Culture (Hanbok UCC, Hanbok Origami)
- Teaching and Learning Curriculum for Healthy Eating Lifestyle
- Teaching and Learning Curriculum on Universal Design Dwelling (Problem Based Learning)
- Case Study of Poster Making Activities for Designing the Living Space
- Career Education as a Part of Home Economics Curriculum
- Group Activities of Home Economics Education

4. Gyeonggi Research Association of Home Economics Education in Secondary Schools Growing up Together through Sharing and Communication

Participants:

- Kang young Cho, Unjung high School
- Heeja Jeung, Cheongduk middle School
- Youngmi Lee, Burim middle School
- 23 Other Home Economics Teachers

List of Exhibits:

- < Research Material >
- The Development of Materials for Practical Problem-Centered Learning
- The Development of Materials for Teaching and Learning of ICT in Home Economics Education
- The Development and Application of Materials for Creative Humanistic Teaching and Learning in Home Economics Education
- The Class Design and Development of Assessment Items for Creative Intellectual Education in Home Economics Education in 2012
- The Development and Application of Descriptive Problems and Essay Problems through Learning-Centered Teaching and Learning
- The Development and Application of Teaching and Learning Curriculum for Home Economic Education to Nurture Dreams and Talents during Free Semester
- The Development and Application of Student-Centered Teaching and Learning Methods for Education of Humanism and Methods for Affective Assessment in Home Economics Education

< Teaching Material >

- Health Family and Gender Equality
- Teaching Plans for Culinary Training using Mini Books
- Career Navigation Strategy for Exploring Future Dream
- Making Pin Buttons
- Traditional Food of 16 Different Nations in Cards
- Korean Traditional Food in Cards
- Making Environmentally-Friendly Bags

5. Jeonnam Home Economics Teacher Group

Participants:

- Hyungja Kim, Singwang middle School
- Jeongsun Yim, Namak middle School
- Kounjin Do, Jangheung girls middle School
- Youngsoo Han, Yeongsanpo girls middle School and 5 other teachers

List of Exhibits:

< Research Material >

- 2014 Jeonnam Home Economics Teacher Group Report: Reconstruction of Home Economics Curriculum and Theme-Integrated Curriculum
- 2015 Jeonnam Home Economics Teacher Group Report: Analyses of Home Economics Classes for Theme-Integrated Curriculum.
- 2016 Jeonnam Home Economics Teacher Group Journal: Ongoing project

6. Kang-Won Secondary Home Economics Teachers' Association

Participants:

- Eun Kyeong Lee, Chun-Cheon HanSaem High School
- Hwa Jin Shin, Hu-Pyeong middle school
- Hyun Jung Lee, Chi-ak High school
- Il Goung Park, Dae-ryong middle school
- Ju Han, Chun-Cheon HanSaem High School
- Miyoung Cho, Bong-eui middle school
- Yeongeun Jo, Ju-Cheon middle school

List of Exhibits:

- Action Plan for Flipped Classroom
- Overview of the Educational Activities on Kang-Won Secondary Home Economics
- Teachers' Association
- Students' Learning Activity Outcome
 - Discussion and Debate Activity Students outcome

- Flipped Learning Students outcome
- Visual Thinking Students outcome
- Figurines in Korean Traditional Clothing : Hanbok(on display)
- Pictures of Students Learning Activities
- Students Class Activity Outputs(student work)
 - Models of Houses
 - Sock Stuffed (animal) Toys
 - Crochet Knitted Scrubbies
 - Small Pin Loom and Fabrics(coasters)
- UCC Video for Family Relations (made by students)

7. Kyeongsangbukdo Secondary Home Economics Teachers' Association

Participants:

- Aekyung Min, Gyeongbuk Domestic Science High School
- Hwajeong Jeon, Indong Middle School
- Sunggyo Kim, Gyerim middle school
- Younok Lee, Dosong middle School

List of Exhibits:

<Free Semester Program & Outputs>

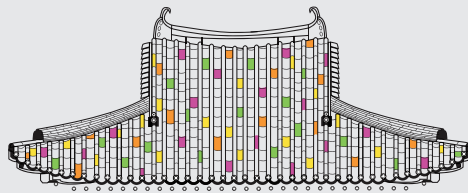
- Nutrition Education & Outputs
- Clothing and textiles education & Outputs
- Free Semester Program (Nutrition Book)
- Education on traditional living culture(Traditional Korean clothes a publicity booklet)
- Nutrition Education & Outputs
- Teaching and Learning Curriculum on Home Economic for Caring and Sharing Model House(I want to live at home)
- Clothing Design

<Method to Implement Convergence Education in Home Economics Education in Middle Schools & Outputs>

- Online Etiquette (in English)

<Career Education as a part of Home Economics Education & Outputs>

- Roadmap of My Life



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