

EDCP 391A: Curriculum and Pedagogy in Home Economics

Description:

This course provides an introduction to **home economics curriculum** and pedagogy. It includes an introduction to the history and philosophy of home economics education as a way of inquiring into curricular possibilities in the present and future.

This course focuses on making **defensible pedagogical judgments** and takes into consideration how students learn, the role of the teacher, the aims and purposes of schooling, what counts as subject matter and knowledge, and school and community context. Familiarity with knowledge issues, teaching approaches, resources and materials, and assessment and evaluation in relation to home economics education are emphasized.

This course is directed towards preparation for teaching home economics and highlights planning processes and teaching approaches. The scope of the course includes the content areas of foods and nutrition, clothing and textiles, and family studies, at both junior and senior secondary levels. This course embodies a commitment to supporting inquiry, social justice and diversity, aboriginality and new technologies.

Course Objectives:

This course will assist students with:

- Understanding alternate philosophies and multiple perspectives of home economics and its evolution in relation to changing social realities
- Articulating and defending a personal philosophy of, and orientation to, home economics education informed by professionally relevant conceptualizations
- Formulating goals and objectives for home economics education mandated curriculum
- Incorporating appropriate content knowledge and teaching strategies in course, unit and lesson planning
- Developing and critiquing assessment strategies in support of teaching.

Mark Distribution

- Platform Statement - 25%
- Teaching Strategy Presentation - 25%
- Culminating Project for Module 3 - 50% (course, unit and lessons)

Textbook

Smith, M.G. & de Zwart, M.L. (2011). **Education for everyday life: Curriculum and pedagogy in home economics**. [Available online at: <https://circle.ubc.ca/handle/2429/37154>]

Mark Distribution

- Assignment # 1 - Platform Statement - 25%
- Assignment # 2 - Teaching Strategy Presentation - 25%
- Assignment # 3 (A to E) Culminating Project for Module 3 - 50%
(Year outline, Unit Plan, 3 Lesson plans and presentations)

Course Outline

Unit 1: Guiding features in home economics teaching practice	
Topic 1	Setting the Context: A Historical Perspective of Home Economics
Guiding Questions	What meaning does the history of home economics have for the present teaching of home economics?
Reading(s)	Chapter One - Home Economics As An Area Of Study And A School Subject: An Historical Perspective
Additional References	Peterat, L. & de Zwart, M.L. (1995). <i>An education for women: The founding of home economics education in Canadian public schools</i> . Charlottetown, PEI: Home Economics Publishing Collective.
Topic 2	"What" of Home Economics: Philosophical Perspectives
Guiding Questions	What meaning does the philosophy of home economics have for present home economics practice? How is home economics articulated in home economics curricular documents and conceptual writings?
Reading(s)	Chapter Two - What is Home Economics?
Additional References	Brown, Marjorie M. (1980). <i>What is home economics education?</i> Minneapolis, MN: Department of Vocational and Technical Education, University of Minnesota. Smith, M. G., Peterat, L. & deZwart, M.L. (2004) (Eds.). <i>Home Economics Now: Transformative practice, ecology, and everyday life</i> . Vancouver, BC: Pacific Educational Press. Thompson, P. J. (1992). <i>Bringing feminism home: Home economics and the Hestian connection</i> . Charlottetown, PEI: Home Economics Publishing Collective, UPEI. Thomas, J. & Smith, G. (1994). Toward an ideal of the person education in home economics: An invitation to Dialogue. <i>Canadian Home Economics Journal</i> , 44(1), 20-25. Vaines, E. (1997), Re-visiting Reflective Practice, in E. Vaines, D. Badir & D. Kieren (Eds.), <i>People and Practice: International Issues for Home Economists</i> , 5(3).
Topic 3	"Why" of Home Economics: Providing a Rationale for the Subject Area
Guiding Questions	Why is home economics important? What is the rationale for home economics professional practice?
Reading(s)	Chapter Three - Why is Home Economics important? Developing a course rationale. Lichtenstein A.H, & Ludwig D.S. (2010). Bring back home economics education. <i>JAMA: The journal of the American Medical Association</i> , 303 (18), 1857-8.

	<p>Smith, M.G. & de Zwart, M.L. Home Economics: A contextual study of the subject and Home Economics teacher education, May, 2010. For the purposes of this course, pay particular attention to pages 16-21. Access at: http://bctf.ca/publications/TeacherInquirer.aspx?id=14468</p> <p>Most Ministry Mandated Curriculum documents (curriculum guides, IRP's) begin with a philosophy and rationale so they are often a good place to start.</p>
Unit 2: Home economics teaching practices	
Topic 4	Creating a repertoire of teaching practices
Guiding Questions	<p>How should teachers critique and create various models of teaching and instructional strategies?</p> <p>How should teachers determine appropriate uses of various strategies for a variety of circumstances and diverse groups of students?</p>
Reading(s)	Chapter four – What should a repertoire of teaching practices include?
Additional References	<p>Bennett, B. & Rolheiser, C. (2001). <i>Beyond Monet: The artful science of instructional integration</i>. Bookation: Toronto.</p> <p>Joyce, B., Weil, M., & Calhoun, E. (2003). <i>Models of teaching</i> (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.</p> <p>Keeley, P. (2008). <i>Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning</i>. Thousands Oaks, CA.: Corwin Press.</p> <p>Kielven, Jan. (2001). <i>Teaching masters</i>. Adapted from: Beyond Monet: The artful science of instructional integration (Barrie Bennett and Carol Rolheiser). Retrieved from: http://www.bcatml.org/POT/beyondmonet.pdf</p> <p>Love, C. (1994). <i>Teaching strategies to facilitate learning</i>. Home Economics Education Association, Central Washington University, Home Economics Department, 400 E. 8th Avenue, Ellensburg, WA 98926.</p> <p>Marzano, R. J. (2007). <i>The art and science of teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: Association for Supervision & Curriculum</p>
Assignment #2	Teaching Strategy (25%):
Unit 3: Implementation of home economics curriculum	
Topic 5	Introduction to Developing Curriculum for Home Economics
Guiding Questions	How should teachers focus on "curriculum-as-plan" and keep in mind the implications for "curriculum-as-lived"?

Reading(s)	Chapter 5: An Introduction to Curriculum Planning in Home Economics
Additional References	<p>British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Foods & Nutrition 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm</p> <p>British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Textiles 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm</p> <p>British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Family Studies 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm</p> <p>Home Economics Curriculum in Canada. http://www3.telus.net/public/leiker/CURRICULUM.swf</p> <p>Aoki, T. & Shamsher, M. (Eds.). <i>Voices of teaching</i>, Volume 2. Vancouver, BC: BCTF Print Shop.</p> <p>Connelly, F.M. & Clandinin, D.J. (1988). <i>Teachers as curriculum planners</i>. New York: Teachers College Press.</p> <p>Lampert, M. (2010). <i>Learning Teaching in, from, and for Practice: What Do We Mean?</i> Journal of Teacher Education, 61(1-2) 21-34.</p> <p>Pinar, W. F. & Irwin, R. I. (Eds.) (2004). <i>Curriculum in a new key: The Collected works of Ted T. Aoki</i>. New York:Routledge.</p> <p>Schubert W. H. (2008). Curriculum Inquiry, in Connelly F.M., He M.F. & Phillion J. (Eds.), <i>Handbook of curriculum and instruction</i>, pp 399-419. Thousand Oaks, CA: Sage.</p>
Topic 6	Gathering Evidence of Learning
Guiding Questions	How do we know that students have learned? In what ways can we gather evidence of assessment for, of and as learning?
Reading(s)	Chapter 6: In What Ways Can We Gather Evidence of Learning
Additional References	<p>Chamberlain, V. M. & Cummings, M. N. (2003). <i>Creative instructional methods for: family & consumer science: Nutrition & wellness</i>. Peoria, IL: Glencoe McGraw-Hill</p> <p>Chamberlain, V. (1992). <i>Creative home economics instruction</i>, 3rd Edition. Peoria, IL: Glencoe Macmillan/McGraw-Hill</p> <p>Smith, Bettye P. (2007). Contextual teaching and learning instructional strategies in family and consumer sciences. Ellensburg, WA: Central Washington University Family &</p>

	<p>Consumer Sciences Dept.</p> <p>Van Manen, M. (1991). <i>The tact of teaching: The meaning of pedagogical thoughtfulness</i>. Toronto, ON: Althouse.</p> <p>Wiggins, G. & McTighe, J. (1999). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development</p>
Topic 7	Creating a Course Outline and Overview
Guiding Questions	How can we create theme-based and/or enduring questions-based course outlines and overviews?
Reading(s)	Chapter 7: In What Ways Can We Create a Course Outline and Overview?
Additional References	<p>Alexander, K. (1998). Using a process-oriented approach in teaching FCSE: A scenario. In S. S. Redick, A. Vail, B. P. Smith, R. G. Thomas, P. Copa, C. Mileham, J. F. Laster, C. Fedje, J. Johnson, & K. Alexander (Eds.), <i>Family and consumer sciences: A chapter of the curriculum handbook</i>, (pp. 101-114). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>American Association of Family and Consumer Science (AAFCS). Body of Knowledge. http://www.aafcs.org/about/knowledge.html</p> <p>Chamberlain, V. M. & Cummings, M. N. (2003). <i>Creative instructional methods for: family & consumer science: Nutrition & wellness</i>. Peoria, IL: Glencoe McGraw-Hill</p> <p>Chamberlain, V. (1992). <i>Creative home economics instruction</i>, 3rd Edition. Peoria, IL: Glencoe Macmillan/McGraw-Hill</p> <p>Laster, J. (1998). Principles of Teaching Practice in Family and Consumer Sciences Education, in S. S. Redick, A. Vail, B. P. Smith, R. G. Thomas, P. Copa, C. Mileham, J. F. Laster, C. Fedje, J. Johnson, & K. Alexander (Eds.). <i>Family and consumer sciences: A chapter of the curriculum handbook</i> (pp. 101-114). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Plihal, J., Laird, M., & Rehm, M. (1999). <i>The meaning of curriculum: Alternate perspectives</i>. In Johnson, J., & Fedje, C. (Eds.). <i>Family and consumer sciences curriculum: Toward a critical science approach</i> (pp. 2-22). Peoria, IL: American Association of Family and Consumer Sciences.</p> <p>Thomas, R. J. (1998). Family and Consumer Sciences Process-Oriented Curriculum: An Essay. In S. S. Redick, A. Vail, B. P. Smith, R. G. Thomas, P. Copa, C. Mileham, J. F. Laster, C. Fedje, J. Johnson, & K. Alexander, (Eds.), <i>Family and consumer sciences: A chapter of the curriculum handbook</i> (pp. 101-114). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Vaines, E. (1997), Re-visiting Reflective Practice, in E. Vaines, D. Badir & D. Kieren</p>

	<p>(Eds.), <i>People and practice: International issues for home economists</i>, 5(3).</p> <p>Vaines, E. (2004). Postscript, in Smith, M. Peterat, L. & de Zwart, M. (Eds.) <i>Home Economics Now</i>, (pp. 133 -136), Vancouver, BC: Pacific Educational Press.</p> <p>Wiggins, G. & McTighe, J. (1998). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Assignment #3-A	Culminating Assignment (50%): Develop a course outline for a home economics course using either the theme-based or enduring question approach. Ideally this will be a course that you will teach on your practicum.
Topic 8	Creating a Unit Outline
Guiding Questions	How will we engage the learners? How will we arouse interest in, and create wonder about, the topic? How will we find out what students already know about the topic? How will we decide what activities to include? How will we assess learnings?
Reading(s)	Chapter 8 In What Ways Can We Create a Unit Outline
Additional References	<p>Chamberlain, V. M. & Cummings, M. N. (2003). <i>Creative instructional methods for: family & consumer science: Nutrition & wellness</i>. Peoria, IL: Glencoe McGraw-Hill</p> <p>Chamberlain, V. (1992). <i>Creative home economics instruction</i>, 3rd Edition. Peoria, IL: Glencoe Macmillan/McGraw-Hill</p> <p>Smith, Bettye P. (2007). Contextual teaching and learning instructional strategies in family and consumer sciences. Ellensburg, WA: Central Washington University Family & Consumer Sciences Dept.</p> <p>Van Manen, M. (1991). <i>The tact of teaching: The meaning of pedagogical thoughtfulness</i>. Toronto, ON: Althouse.</p> <p>Wiggins, G. & McTighe, J. (1999). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Assignment #3-B	Review the course outline that you created last week and select one of the units to develop. Ideally this will be a unit that you will teach on your practicum.
Topic 9	Developing Demonstration Lessons for Technical/Instrumental Action
Guiding Questions	In what ways can we plan lessons for home economics curriculum? How should we plan an effective demonstration lesson?
Reading(s)	Chapter 9: In What Ways Can We Plan Lessons for Home Economics Curriculum? - The Demonstration Lesson.
Additional References	<p>Chamberlain, V. M. & Cummings, M. N. (2003). <i>Creative instructional methods for: family & consumer science: Nutrition & wellness</i>. Peoria, IL: Glencoe McGraw-Hill</p> <p>Chamberlain, V. (1992). <i>Creative home economics instruction</i>, 3rd Edition. Peoria, IL:</p>

	<p>Glencoe Macmillan/McGraw-Hill</p> <p>Crouch, C., Fagen, A., Callan, J. & Mazur, E. (2004). <i>Classroom demonstrations: Learning tools or entertainment?</i> American Journal of Physics, 72(6), pp. 835-843.</p> <p>Katz, D. (2002). The art of effective demonstrations. www.chymist.com/THE%20ART%20OF%20EFFECTIVE%20DEMONSTRATIONS.pdf</p>
Assignment #3-C	Review the course outline and unit plan you have developed. Determine a topic that would be suitable for a demonstration lesson and develop a complete lesson plan for the topic.
Topic 10	Developing Lessons for Interpretive/Communicative Action - Questioning and Discussion Lessons
Guiding Questions	In what ways can we plan lessons for home economics curriculum?
Reading(s)	Chapter 10: In What Ways Can We Plan Lessons for Home Economics Curriculum? - The Discussion Lesson.
Additional References	<p>Bond, N. (2008). <i>12 Questioning strategies that minimize classroom management problems</i>. Kappa Delta Pi Record, 44 (Fall), 19-21.</p> <p>Paul, R. (1992). <i>Critical thinking: What every person needs to survive in a rapidly changing world</i>. Santa Rosa, CA: The Foundation for Critical Thinking.</p> <p>Paul, R., Binker, A., Jensen, K. & Johnson, H. (1990). <i>Critical thinking handbook: a guide for remodeling lesson plans</i>. Rohnert Park, CA: Foundation for Critical Thinking.</p> <p>Saskatchewan Education. (1997). <i>Discussions in English Language Arts: A Curriculum Guide for the Middle Level (Grades 6-9)</i>. Regina, SK: Saskatchewan Education. Access at: http://www.sasked.gov.sk.ca/docs/mla/speak012.htm</p> <p>Simon, K. G. (2002). The blue blood is bad, right? Schools can encourage powerful learning when they structure the curriculum around the questions students care about the most. <i>Educational Leadership</i>, 60 (1), Vol. 60 Issue, pp. 24- 29.</p>
Assignment # 3-D	Review the course outline and unit plan you have developed. Determine a topic that would be suitable for a discussion lesson.
Topic 11	Designing Lesson Plans for Various Objectives - Developing Critical Thinking Skills and Emancipative Action
Guiding Questions	In What Ways Can We Plan Lessons For Home Economics Curriculum? - Lessons For Critical Thinking/Emancipatory Action
Reading(s)	Chapter 11 - In What Ways Can We Plan Lessons For Home Economics Curriculum? - Lessons For Critical Thinking/Emancipatory Action
Additional References	Brown, M. M. (1980). <i>What is home economics education?</i> Minneapolis: University of

	<p>Minnesota.</p> <p>Brown, M. M., & Paolucci, B. (1979). Home economics: A definition. Washington, DC: American Home Economics Association.</p> <p>Critical Thinking Community and The Foundation and Center for Critical Thinking http://www.criticalthinking.org/index.cfm</p> <p>The Critical Thinking Consortium (TC²). http://www.tc2.ca/wp/</p> <p>Johnson, J., & Fedje, C. G. (Eds.). (1999). <i>Family and consumer sciences curriculum: Toward a critical science approach</i>. Peoria, IL: Glencoe/McGraw Hill.</p> <p>Peterat, L., Slocum, A., & Jones, R. (1986). Defining critical thinking to facilitate the continuing development of undergraduate programs, Paper presented at Annual Meeting of American Home Economics Association, Indianapolis, IN.</p> <p>Redick, S. S. (1995). The family and consumer sciences curriculum. In A.A. Glatthorn (Ed.), <i>Content of the curriculum</i> (pp. 123-153). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Redick, S. S. et al. (1998). Family and consumer sciences curriculum guidelines. In Association for Supervision and Curriculum Development (Author), <i>Association for supervision and curriculum development curriculum handbook</i> (pp. 1-120). Alexandria, VA: Association for Supervision and Curriculum Development Curriculum.</p> <p>Thomas, R. (1998). Family and consumer sciences process-oriented curriculum: An essay. In S.S. Redick et al. (1998). <i>Family and consumer sciences curriculum guidelines</i> (pp. 21-35). Alexandria, VA: Association for Supervision and Curriculum Development Curriculum.</p> <p>Thomas, R., Baum, S., Laster, J., & Fedje, C. (1999). Emerging practices: A view from three states. In J. Johnson and C. Fedje (Eds.), <i>Family and consumer sciences curriculum: Toward a critical science approach</i> (pp. 238-258). Peoria, IL: Glencoe/McGraw Hill.</p> <p>Utah Education Network. http://www.uen.org/ (input "Practical Reasoning" in the search).</p>
<p>Assignment #3-E</p>	<p>Review the course outline and unit plan you have developed. Determine a topic that would be suitable for a critical thinking teaching activity. Use one of the formats in Chapter 11 and develop a teaching activity for one of the topics covered in your course outline or unit plan. Remember that the topic should be a controversial issue or a perennial practical problem for which there is no one right answer. You want students to explore options and come to a reasoned judgment.</p>
<p>Class Presentations will be interspersed throughout entire course</p>	

Key Readings

British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Foods & Nutrition 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm

British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Textiles 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm

British Columbia Ministry of Education, Skills, and Training (2007). Home Economics: Family Studies 8 to 12 IRP. Victoria, BC: Author. http://www.bced.gov.bc.ca/irp/irp_appskills.htm

Chamberlain V. M. & Cummings, M.N. (2003). *Creative instructional methods for family & consumer science; nutrition & wellness*. Peoria, IL; Glencoe McGraw-Hill.

Lichtenstein A.H, & Ludwig D.S. (2010). Bring back home economics education. *JAMA: The journal of the American Medical Association*, 303 (18), 1857-8.

Smith, M.G. & de Zwart, M.L. (2011). Education for everyday life: Curriculum and pedagogy in home economics. [Available online at: <https://circle.ubc.ca/handle/2429/37154>]

Smith, M.G. & de Zwart, M.L. Home Economics: A contextual study of the subject and Home Economics teacher education, May, 2010. For the purposes of this course, pay particular attention to pages 16-21. Access at: <http://bctf.ca/publications/TeacherInquirer.aspx?id=14468>

Thomas, J. & Smith, G. (1994). Toward an ideal of the person education in home economics: An invitation to Dialogue. *Canadian Home Economics Journal*, 44(1), 20- 25.

Vaines, E. (1997), Re-visiting Reflective Practice, in E. Vaines, D. Badir & D. Kieren (Eds.), *People and Practice: International Issues for Home Economists*, 5(3).

