

## TRENDS AND CONTEMPORARY ISSUES IN HOME ECONOMICS

**Course code: EDBEE358**

**Credit Hours: 3**

### **Course Description**

This course presents educational processes and techniques that have transformed home economics. The course also shows how the family system has been changed to be adjusted itself to the changes in the complex civilization that forms its environment in which it functions. The increasing use of Information Communication Technologies (ICTs) in the form of smart phones, Tablets, and laptops has not only brought about cultural, social, and economic changes but also called for the attention of policy makers, academic administrators and educators to transform educational process. One of the biggest and most difficult problems in combating these changes is the training of young children who are vulnerable due to the increasing use of processed food. Since, technology, food and biology have merged first time in the history of the world in such a way that has caused a paradigm shift, the significance to understand these disciplines with respect to the tendencies of home economics cannot be denied. Thus, ever greater attention is needed to address the emerging issues and challenges related to bio-technology, food processing, human relationships, and home economics.

The understanding of above mentioned challenges, issues and tendencies is indispensable for prospective teachers. This course is designed to provide the teachers with opportunities to learn the best practices, critical factors and potential emerging challenges that shape the future of home economics. Additionally, the prospective teachers will have the opportunities to have a fresh understanding of family, food technologies, nutrition, health, and food preparation. Thus, this course caters the needs of present prospective teachers' preparation.

### **Course Outcomes**

After completion of the course, the students will be able to:

1. Have a sound knowledge on the history and present status of the subject of home economics
2. Identify the critical factors that help regain the image of home economics and promote it
3. Have technical knowledge in integrating ICTs with teaching methods of home economics

4. Devise best strategies in combining the relevant stakeholders (students, family, community and experts) to play their role efficiently
5. Have deep understanding on nutrition, technology, fashion and textiles by transferring the cultural heritage for well-being of individual, family and society
6. Plan and implement mechanism to include individuals, families and society as a whole for collective human development
7. Have sound knowledge of emerging trends in teaching and learning of home economics
8. Develop an attitude of conducting quality assessment
9. Critically analyze the role of national, cultural, and social forces/factors that can advance home economics in future

### **Contents**

#### **Understanding Contextual Factors that Influence Home Economics**

- 1.1 Understanding the History of Home Economics
- 1.2 National efforts in Helping or Hindering Home Economics
- 1.3 Critical Factors that Diminish the Image of Home Economics
- 1.4 Taking Initiatives to Regain the Image of Home Economics
- 1.5 Review of the Unit

#### **2: Role of ICT, Genetically Modified Food and Processed Food**

- 2.1 How does ICT influence Home Economics?
- 2.2 What is genetically modified food?
- 2.3 How does genetically modified food affect human health?
- 2.4 What is processed food?
- 2.5 When processed food or genetically modified food is recommended?
- 2.6 Ways to combat with disastrous consequences of genetically modified food using ICT
- 2.7 Review of the unit

### 3: Collaboration: the Nee of the Time

- 3.1 Rationale to collaborate with family and community
- 3.2 How can family and community be trained in understanding basic nutritional and health problems?
- 3.3 How can family and community be trained for inclusive human development?
- 3.4 How can family and community be included in home economics course?
- 3.5 Review of the unit

### 4: Trends in Methods of Teaching Home Economics

- 4.1 Progressive versus Functional approach
- 4.2 Learner-centred versus teacher-centred approach
- 4.3 Problem-solving or eclectic teaching (combination of a number of methods— demonstration, discussion, counselling, lecturing, visual material or any other that suits with the situation)
- 4.4 Understanding learning strategies of home economics
- 4.5 Review of the unit

### 5: Issues in Assessment of Home Economics

- 5.1 Aligning Instruction with Outcomes
- 5.2 Practical versus theoretical (written) assessment
- 5.3 Assessment (Formative assessment, Summative Assessment, content of assessment, reliability, validity)
- 5.4 Tools of Assessment
- 5.5 Review of this unit

### Assessment and Examinations

Examination	Marks
Mid-Semester	35%
Sessional Work	25%
Final Semester	40%

### Suggested Readings

- Anderson, E., Clark, V. L., & Section, A. H. E. A. T. E. (1993). *Marketing home economics: issues and practice*: Teacher Education Section, American Home Economics Association.
- Cumming, C., Foley, R., Long, A., & Turner, E. (1986). Developing assessments in home economics. *Journal of Curriculum Studies*, 18(2), 215-218.
- Grossbard-Shechtman, S. (2001). The New Home Economics at Colombia and Chicago. *Feminist Economics*, 7(3), 103-130.
- M.O., A., & J.O., U. (2010). Impact of technology and culture on home economics and nutrition science education in developing countries. *Multicultural Education & Technology Journal*, 4(1), 4-16.
- Nickols, S. Y., & Kay, G. (2015). *Remaking home economics: Resourcefulness and innovation in changing times*. Georgia: University of Georgia Press.
- Pendergast, D., McGregor, S. L. T., & Turkki, K. (Eds.) (2012). *Creating home economics futures: The next 100 years*. Queensland, Australia: Australian Academic Press.
- Shommo, M. I. (1995). Teaching home economics by a problem-solving approach in sudanese secondary schools for girls. *British Journal of In-Service Education*, 21(3), 319-330.
- Tobin, D. (1989). The teaching of home economics — myths, methods and reality. *British Journal of In-Service Education*, 15(3), 197-208.