

## Review of Family and Consumer Sciences Education Research and Scholarly Work, 1996-2006

This information is from three journals—*Journal of Family and Consumers Sciences Education (JFCSE)*, *Journal of Family and Consumer Sciences (JFCS)*, and *Family and Consumer Sciences Research Journal (FCSRJ)*.

Research Articles					
Topic	Sub-topic	Type	Citation	Description of Article	Results and Implications or Directions for Future Research
Curriculum	Adult programming	Quasi-qualitative Delphi	Combs, S., & Hall, H. (1996). Postsecondary and adult FCS education in the year 2010. <i>JFCSE</i> , 14(1), 3-14.	The purpose of the study was to determine what experts thought the characteristics of postsecondary and adult FCS education programs and curriculum would be in 2010.	<ul style="list-style-type: none"> <li>· Program characteristics ranked highest were marketing and public relations, aging population, admission standards, and flexible class scheduling.</li> <li>· Content items ranked highest were information on problem solving and employability skills.</li> </ul>
Curriculum	Adult Parenting Programs	Empirical	Weigel, D. J., & Martin, S. (1996). Tailoring parent education programs around the knowledge and needs of novice and experienced parents. <i>JFCSE</i> , 14(1), 15-26.	The study identified the needs of novice and experienced parents.	<ul style="list-style-type: none"> <li>· Levels of experience can be distinguished by child development knowledge, parental stress, parental efficacy, information sources, and needs for information.</li> <li>· “Special attention needs to be given to providing information addressing novice parents’ misinformation about child development, sources of parenting stress, and specific information needs.”</li> </ul>
Curriculum	Aging	Empirical	McMillon, G. M., Weber, J. A., & Cooper, K. (1996). FCS teachers’ knowledge of aging. <i>JFCSE</i> , 14(1), 91-92.	Confronting one’s own view on aging is the first step to learn more about the elderly. The purpose of this study was to assess teachers’ knowledge of aging and their likelihood to teach aging concepts.	<ul style="list-style-type: none"> <li>· “As age and education level increases, teachers gain knowledge about aging from undermined sources but this knowledge does not influence teaching aging in the classroom.”</li> <li>· Revising teacher education programs to include aging, providing in-service education and encouraging the teaching of aging is recommended.</li> </ul>
Curriculum	Assessment	Empirical	Fox, W., & Van Buren, J. B. (1997). FCS Education 5 year study of the impact of curriculum reform. <i>JFCSE</i> , 15(1), 1-25.	This study assessed the effects of student participation in FCS.	<ul style="list-style-type: none"> <li>· The findings raise questions about articulating integrated life skill principles for FCS education, for developing curriculum based on the principles, and for implementing curriculum reform.</li> <li>· There is a need to focus on professional development of teachers during curriculum reform.</li> </ul>
Curriculum	Character Education	Empirical	Sewell, D. T., & Hall, H. (2003). Teachers’ attitudes toward character education and inclusion in FCS Education curriculum. <i>JFCSE</i> , 21(1), 11-17.	Teachers’ attitudes toward character education were examined and the inclusion of this subject matter in FCS.	<ul style="list-style-type: none"> <li>· A majority of the character traits were taught in the Nutrition and Wellness and Parenting curriculum.</li> <li>· “Character education can and should be integrated into FCS curriculum.”</li> <li>· Teachers have knowledge and know how to teach character traits.</li> <li>· Research is needed to determine the strategies used to incorporate character education.</li> </ul>

Curriculum	Child Care Occupations	Delphi	Couch, S., Felstehausen, G., & Webber, S. (1998). The importance of selected employability skills in secondary child care programs: A Delphi study. <i>JFCSE</i> , 16(1), 71-82.	Panel members rated the importance of employability skills across child care competency areas.	<ul style="list-style-type: none"> <li>· Basic skills, thinking skills, personal qualities, and interpersonal skills were considered the most important.</li> <li>· The least important skill was technology skills.</li> <li>· Additional important skills included professionalism, human growth, guidance, curriculum, family/community, safety/health, and program management.</li> <li>· Questions for future use included: How do secondary schools integrate SCANS? "To what extent do students who complete occupational child care programs demonstrate they possess both general employability skills and occupation-specific skills?"</li> <li>· A career portfolio model was developed as a result of the study.</li> </ul>
Curriculum	Clothing	Empirical	Werhan, C. R., & Vollmer, J. L. (2004). Finding a place for tradition in the curriculum: A case study for sewing in the Ohio FCS classroom. <i>JFCSE</i> , 22(1), 43-57.	The study was aimed at assessing the prevalence of clothing and textiles within Ohio.	<ul style="list-style-type: none"> <li>· Reasons for not including clothing were lack of adequate time, maintenance of equipment, and lack of state mandate.</li> <li>· The primary motivation for including clothing is (1) student interest, (2) personal interest, and (3) community interest.</li> <li>· Based on the amount of clothing content currently in the curriculum, "researchers conclude that sewing and other clothing content should be included in the preparation of FCS teachers."</li> </ul>
Curriculum	Clothing	Content Analysis	Freeburg, E. W., Workman, J. E., & Lentz-Hees, E. S. (2004). Rationale for student dress codes: A review of school handbooks. <i>JFCS</i> , 96(1), 77-82.	The authors describe a study which gives examples of the rationales for dress and appearance codes in school handbooks.	<p>The study revealed that in the 150 handbooks the dress and appearance regulations were related to:</p> <ul style="list-style-type: none"> <li>• students right to a non-disruptive educational environment (N=117)</li> <li>• students right to a safe and healthy environment (N=107)</li> <li>• avoiding gang activity (N=4)</li> </ul> <p>Twenty-one percent had no rationale for dress and appearance codes.</p> <p>FCS teacher can bring an important perspective to the table during the writing and approval process of these codes. It comes from the teacher's knowledge of adolescent social and psychological development immersion in the social world of students, knowledge of school/activities, and education in the social/psychological aspects of clothing.</p>
Curriculum	Community Service	Empirical	Aspras, M. (1997). Cross-age teaching + community service = enhanced self-esteem. <i>JFCS</i> , 89(2), 28-31.	This article describes a research project involving a community service project with high school students, elementary students, and senior citizens.	A survey was given to high school students to evaluate their self esteem at the beginning of the school year. Results found the scores to be the same after the project. The qualitative responses indicated benefits were gained. Ninety-nine percent of the students, however, indicated their confidence, self-esteem and responsibility toward others had improved and the project was beneficial.

Curriculum	Constructivism	Empirical & Interpretive— naturalistic observation	Rowley, M. L., Jensen, J. W., & Rowley, J. (2005). A longitudinal study of active learning in FCS classrooms. <i>JFCSE</i> , 23(1), 37-46.	Portrayals of teachers who use constructivism were used as a guide for teaching.	A study was conducted in secondary classrooms by asking the question, “Can concrete accounts be observed, documented and described to showcase implementation of active learning?” Teachers were observed and themes were developed related to the observations. Teachers used active learning but did not have constructivist vocabulary. Future research efforts will be to depict vivid accounts of active learning and constructivist practices implemented in FCS classrooms. The authors encourage other researchers/teachers to collect and write portrayals of constructivist learning environments so a larger number are available for contemplation on what it means to teach and learn.
Curriculum	Effectiveness of FCS	Empirical	Book, L. A., Bozarth, K. M., Picco, I. J., & Collins, N. (2004.) The effectiveness of FCS secondary education curriculum. <i>JFCS</i> , 96(1), 38-42.	This study examined the effectiveness of FCS in Illinois	A survey of FCS high school graduates found that taking FCS had an impact on them and their choice of a career. Subject matter was useful and they will use it in a work setting. Almost 90% would encourage others to enroll in FCS.
Curriculum	Family	Qualitative – Focus Groups	Stonely, H. M. , & Klein, S. R. (2004). Teen and parent perceptions of a secondary school family course. <i>JFCS</i> , 96(1), 56-61.	The article describes a research study designed to learn what should be included in a course about family.	Seven focus groups were used with 5-10 participants per group. Four youth groups and three parent groups were used. The semi-structured discussion revolved around prepared questions concerning family related needs, current family courses, and a proposed family curriculum. Teens learned about family in many places including school and FCS classes. Teens and parents reacted to a proposed list of topics.
Curriculum	Financial Literacy	Empirical	Klemme, D. (2002). National Jump\$Start Coalition for Financial literacy benchmarks: Curriculum inclusion and pedagogical practice in Wisconsin. <i>JFCSE</i> , 20(2), 12-19.	The National Jump\$Start Coalition for Personal Financial Literacy identified topics for youth.	<ul style="list-style-type: none"> <li>· High school programs provide more in-depth discussion on financial management topics than middle school.</li> <li>· Some respondents suggested a state requirement for consumer education.</li> <li>· A future study could assess topics using the National Standards. Also, a study could look at overlapping standards.</li> </ul>
Curriculum	Financial Management	Empirical	Varcoe, K.P., Peterson, S., Garrett, C., Martin, A., Rene, P., & Costello, C. (2001). What teens want to know about financial management. <i>JFCS</i> , 93(2), 30-34.	Teens spend a lot of money but research shows their financial literacy is low. The purpose of this study was to determine what teens want to know about financial management.	<ul style="list-style-type: none"> <li>· Focus on what teens want to know—costs of car, getting credit, low interest, helping families, savings for college, easy ways to save money, and savings accounts.</li> <li>· Provide usable materials for teachers.</li> </ul>

Curriculum	Food Science	Empirical	Goff, B. M., Wissman, J.R., & Herald, T.J. (1996). Food science students' attitudes toward science. <i>JFCSE</i> , 14(1), 27-36.	High school students' attitudes toward science changed after one semester in a food science class. It compared these two science attitudes of general science students.	<ul style="list-style-type: none"> <li>· "Students had significant gains in favorable attitudes related to (1) comfort with science, and (2) identification of different careers involving science."</li> <li>· General science students had no favorable gains.</li> </ul> <p>Future research ideas include:</p> <ul style="list-style-type: none"> <li>· Longitudinal study of students to see if they later choose additional science classes.</li> <li>· Longitudinal study to see if students choose science careers</li> <li>· Study science proficiency</li> <li>· Examine food science teachers attitudes toward science and compare with their pre-service preparation.</li> <li>· Compare food science textbooks and curricula.</li> </ul>
Curriculum	Home-school Partnerships	Empirical	Ndon, T.U., & Brun, J. K. (1998). Predictors of parent involvement practices of FCS teachers. <i>JFCSE</i> , 16(1), 27-37.	Strong home and school connections are a means to enhance children's academic performance. This study examined these practices.	<ul style="list-style-type: none"> <li>· Efficacy, attitudes, school support, in-service education, and teaching experience are predictors of home-school partnerships.</li> <li>· Increased education of teachers about this topic is recommended to increase confidence and build an environment that supports parent involvement.</li> </ul>
Curriculum	Home-school Partnerships	Qualitative Case studies	Philipsen, M. (1998). Parental involvement in school: Situated understanding. <i>JFCSE</i> , 16(1), 38-54.	The nature of parental involvement in two high schools was studied.	<p>Two central themes were:</p> <ul style="list-style-type: none"> <li>· what constitutes "good involvement" (from silent support of school work to visible and active participation in school activities.)</li> <li>· whether or not the parent community feel a sense of ownership toward the school</li> </ul> <p>The author discusses both "good" and "bad" involvement and describes the characteristics. In addition, the author gives specific conclusions and helpful recommendations. Working toward increasing productive, parental involvement should be context specific and concrete, socially situated, and responsive to the community.</p>
Curriculum	Housing program	Empirical	Emmel, J., & Cummings, M. N. (1999). An assessment of housing education in secondary FCS programs. <i>JFCSE</i> , 17(2), 1-10.	The background, information needs, and comfort levels for teaching housing, interior design and home equipment of FCS teachers was studied. Concepts emphasized now were compared with concepts considered important in 2010.	<ul style="list-style-type: none"> <li>· "Few teachers had update sessions in the last 10 years.</li> <li>· Teachers did not currently teach what they thought was important for the student's futures."</li> <li>· Teachers need updating on energy conservation and home maintenance for the future.</li> <li>· Stronger emphasis on housing for pre-service and in-service teachers is warranted. Distance opportunities should be explored.</li> </ul>

Curriculum	Marriage	Empirical Program Evaluation	Gardner, S.P. (2001). Evaluation of the “connections: Relationships and Marriage” curriculum. <i>JFCSE</i> , 19(1), 1-14.	“Connections: Relationships and Marriage” is a curriculum designed to teach students to develop healthy relationships. The study evaluates the effectiveness of this curriculum.	As a result of this curriculum, students: <ul style="list-style-type: none"> <li>· improved their conflict resolution skills (used reasoning)</li> <li>· became less likely to see divorce as a good option for troubled marriages</li> <li>· Were more likely to take advantage of pre-marital and post marital programs to build better marriages.</li> </ul> Recommendations: <ul style="list-style-type: none"> <li>· Conduct the study in other settings with diverse populations</li> <li>· Conduct longitudinal studies</li> <li>· Identify active program components and thereby continue to improve the curriculum</li> <li>· Require a course for all students –choose curricula with proven effectiveness.</li> </ul>
Curriculum	National Standards	Empirical	Faircloth, E.G., Smith, B.P., & Hall, H. (2001). FCS teachers’ stages of concern regarding national standards. <i>JFCS</i> , 93(4), 29-32.	This study determined the stage of concern of teachers regarding national standards, an educational innovation.	<ul style="list-style-type: none"> <li>· Teachers were in stage 3, personal concerns, out of 7 stages. Stage 3 implies individually perceiving the innovation as a personal threat. They have self-doubts or lack confidence. Change facilitators should establish rapport and show encouragement and assurance of personal adequacy and other strategies to minimize the threat.</li> </ul>
Curriculum	National Standards	Empirical	Smith, B.P., Hall, H.C., & Jones, K.H. (2001). National standards for FCS Education: Perceptions of parents professionals, and vocational administrators. <i>JFCS</i> , 93(4), 49-57.	This study examined how individuals regarded the National Standards. They looked at if they thought the standard should be taught and if they were taught.	<ul style="list-style-type: none"> <li>· There was support for all are areas by all three groups with professionals and vocational educators were more positive than parents in all areas.</li> <li>· It is critical to continue to determine how individuals feel about FCS concepts and standards. Research in this area should continue.</li> </ul>
Curriculum	National Standards	Delphi	Neill, L. A., & Stout, B. L. (1998). Selection of evidences that assess mastery of teaching proficiencies: A Delphi process model. <i>JFCSE</i> , 16(2), 76-85.	The purpose of this study was to identify portfolio evidences that would show mastery of the proficiencies adopted by that state.	<ul style="list-style-type: none"> <li>· Evidences judged to authentically assess the proficiencies included: instructional and evaluation materials, class projects related to teaching, creative activity, lesson/unit plans, student evaluations, leadership in professional organizations, goals statements, professional development activities, use of telecommunications, computer skills, models of teaching, professional meetings, knowledge of IEPs, and parental contact during student teaching.</li> <li>· Replication of this study is needed with a larger sample size.</li> </ul>
Curriculum	National Standards	Empirical	Smith, B.P., Hall, H.C., & Jones, K. H. (2005). FCS National Standards: Do they underpin secondary curriculum? <i>JFCS</i> , 97(1), 51-56.	To what extent are national standards included in FCS curriculum? This study explores this question.	<ul style="list-style-type: none"> <li>· Block scheduling was used by 29% of the teachers.</li> <li>· The FCS content included most often were Parenting, Interpersonal Relationships, and Nutrition and Wellness.</li> <li>· Human Development and Family content was in the center group.</li> <li>· Career, Community &amp; Family Connection and Family and Community Services were in the last group.</li> </ul>

Curriculum	Needs Assessment	Empirical	Pauley, E. (1996). FCS Curriculum: What do students, parents, faculty, and community want. <i>JFCS</i> , 88(2), 11-14.	Individuals were surveyed to determine the important topics that should be in the curriculum.	<ul style="list-style-type: none"> <li>· The top three topics selected by adults were <i>family, parenting, and communicating</i>.</li> <li>· The top three student preferences were <i>banking, sewing, child care and clothing</i>.</li> </ul>
Curriculum	Nutrition	Delphi	Miller, B. J. (1997). Teachers' preferred approach to teaching foods and nutrition as a science course. <i>JFCSE</i> , 15(2), 44-54.	The purpose of the project described in this article was to identify the approach preferred to teach nutrition by FCS teachers.	<ul style="list-style-type: none"> <li>· If FCS teachers are to increase enrollments and introduce students to science-based careers in FCS, a nutrition and foods course that is science based would help. An experiential-based approach is preferred.</li> </ul>
Curriculum	Nutrition	Empirical	Stuhldrener, W.L., Zuchowski, D. Z., & Liddel, M. (1996). FCS teachers: Promote healthful eating for the year 2000. <i>JFCS</i> , 88(3), 3-8.	The study investigated whether the teachers incorporated dietary guidelines into the curriculum and whether teachers felt prepared to teach this content.	<ul style="list-style-type: none"> <li>· Most teachers implemented the guidelines and particularly <i>eating a variety of foods and especially fruits and vegetables</i>.</li> <li>· Preparation of the teachers to teach this content was very adequate.</li> </ul>
Curriculum	Nutrition	Empirical	Ellis, J. D., & Henroid, D. H. (2005). A study in Iowa - Teaching food safety in secondary FCS classes. <i>JFCS</i> , 97(2), 45-50.	Food safety is a significant issue. Teaching it in FCS would be a positive step toward educating younger consumers and the food service workforce.	<ul style="list-style-type: none"> <li>· Cooking related questions were most frequently missed than questions related to food preparation of hand washing.</li> <li>· All believed food safety to be an important issue.</li> <li>· 94% felt courses were suitable for food safety content; time and barriers were barriers to teaching food safety.</li> <li>· Resources were available for teachers; lecture was the most common teaching method.</li> </ul>
Curriculum	Nutrition	Empirical Program evaluation	Anderson, T. P., Stanberry, A. M., Blackwell, A. P., & Davidson, C. W. (2001). The effectiveness of nutrition instruction on student nutrition knowledge and food choices. <i>JFCSE</i> , 19(1), 31-37.	Student knowledge of nutrition and their food choices were examined after nutrition instruction.	<ul style="list-style-type: none"> <li>· Students who received instruction scored higher on the post test indicating greater nutrition knowledge.</li> <li>· There was no difference in food selection between the two groups.</li> <li>· Further research on ways to implement behavior change is warranted.—Using adolescents' context and developmental characteristics to motivate change is needed.</li> <li>· Nutrition curriculum needs to include motivating behavior change.—transformative learning. Adding problem solving dilemmas may be helpful.</li> </ul>
Curriculum	Orientations to Curriculum	Empirical	Smith, B. P. (2004). FCS curriculum development and the critical science perspective. <i>JFCS</i> , 96(1), 48-51.	The author describes several curriculum orientations and why critical science is preferred. She also describes a survey regarding use and preference for critical science.	State supervisors were surveyed about the use of critical science and their knowledge of it. Seven of the 16 had implemented the critical science approach. Eleven were familiar with the ASCD chapter about critical science and six used it. Kansas, Nebraska, Ohio, Oregon, and Wisconsin use materials related to critical science.
Curriculum	Parenting	Experimental	Sasso, T.K., & Williams, S. (2002). The effectiveness of <i>The Parenting Curriculum: An evaluation of high school students' questionnaire responses</i> . <i>JFCSE</i> , 20(2), 1-11.	Nearly one in five teenagers experience a pregnancy for the first time and again within a year. Parenting education is critical. This study examines a curriculum on parenting.	<ul style="list-style-type: none"> <li>· Although there were no significant differences in groups, the results indicate that the students in the experimental group, who had been exposed to the curriculum, responded more positively to the 8 units in the curriculum and had more realistic expectation of parenting.</li> <li>· Teachers should use the curriculum in its entirety and then additional research could be conducted.</li> </ul>

Curriculum	Parenting	Empirical Program evaluation	Trost, B. C., & Williams, S. K. (1998). Teachers' evaluation of an integrated parenting and language arts curriculum. <i>JFCSE, 16</i> (1), 55-70.	Teachers attended a workshop for the introduction of a new curriculum that integrated parenting and language arts. This summative evaluation provided information for future curriculum development and workshops.	<ul style="list-style-type: none"> <li>Teachers felt all units were useful to their students' lives with relationship to both parenting and language.</li> <li>Few of the teachers collaborated with language arts teachers when implementing the curriculum.</li> <li>Making parenting education a requirement seemed reasonable.</li> </ul>
Adolescent Learner	Attitude toward the opposite sex	Qualitative	Hedrich, M. A., & Voss, R. (1996). Ninth graders' views about the opposite sex and themselves. <i>JFCS, 88</i> (3), 9-12.	The study examined the view of adolescent learners on their view of the opposite sex.	<ul style="list-style-type: none"> <li>9<sup>th</sup> graders had untrusting views of the opposite sex and divergent views on whether their behaviors were desirable.</li> <li>Because the study involved small numbers, readers were encouraged to repeat the study.</li> </ul>
Adolescent Learner	Careers	Empirical	Lee, C. L. (1998). Middle school students' perceptions of FCS teaching as a career. <i>JFCSE, 16</i> (2), 95-106.	Middle school students were surveyed to determine their perceptions of teaching as a career.	<ul style="list-style-type: none"> <li>Students held positive attitudes regarding their class (more males than females.)</li> <li>52% provided a positive response to what they thought of teaching as a career. 25% were negative.</li> <li>82% did not want to be FCS teachers.(more males than females).</li> <li>The authors pose questions designed to explore the results of the study in more depth. They encourage readers to examine what is being modeled, the curriculum that is taught, and what the activities reflect about the nature of the career.</li> </ul>
Adolescent Learner	Careers	Empirical	Lee, C. L. (1999). High school students' perceptions of FCS teaching as a career, <i>JFCS, 91</i> (4), 96-99.	The purpose of the study was to determine students' perceptions of teaching as a career, their awareness of a teaching shortage, and ideas for strategies to encourage students to move toward teaching as a career.	<p>Students were positive about the FCS teaching career. Ways to encourage students included; jobs, scholarships, information from programs, visits.</p> <p>Students were negative about student discipline concerns. Teacher education programs could work on scholarships, explain the curriculum related to classroom management, publicize to school counselors, and consider marketing with our "every day business."</p>
Adolescent Learner	Development of empathy and caring	Action Research	Edstrom, C., Peterat, L., & Nicol, C. (2003). Encouraging empathy through home economics and the Buddy Project: An action research inquiry. <i>JFCSE, 23</i> (1), 28-36.	This study describes a project linking secondary students and kindergarten children.	<ul style="list-style-type: none"> <li>"Empathy and caring can be developed through explicit instruction that involves students in identifying caring characteristics in real life settings, and in practicing care giving in authentic situation with others over time and within a supportive community."</li> </ul>
Adolescent Learner	Diversity	Empirical	Allison, B. N., & Rehm, M. (2006). Meeting the needs of culturally diverse learners in FCS middle school classrooms. <i>JFCSE, 24</i> (1), 50-63.	This study examined the linguistic diversity of FCS middle school students and explored how teachers met the needs of their diverse learners.	<ul style="list-style-type: none"> <li>In the most diverse class 40% were Latino and 29% were African American, with 15% white.</li> <li>All teachers modified their practice with visual aids, peer tutoring, cooperative learning, and alternative assessments.</li> <li>Teachers remained positive and enthusiastic in the face of new challenges they faced.</li> </ul>

Adolescent Learner	Family and Work Lives	Qualitative Focus Groups	Schwartz, G., Felstehausen, G., & Couch, S. (1996). Adolescent views of the future: Multiple roles of Family and work. <i>JFCSE, 14(2)</i> , 1-12.	The study examined how adolescents view their family and work roles, their lives and the potential conflicts they see in the future.	Themes included: <ul style="list-style-type: none"> <li>· Determination to have a career goal</li> <li>· Marriage and parenting were part of their futures. Few of the boys openly admitted they wouldn't want their wife to work.</li> <li>· Adolescents had difficulty expressing their views about managing family and work roles.</li> <li>· Adolescents saw time as a potential conflict in the future (and even today). Setting priorities was a theme.</li> <li>· Skills to be learned included; standing up for self, not to be selfish, financial responsibility, decision making, time management, caring for others, patience and controlling tempers</li> <li>· Findings illustrate that family and work issues should be included in the secondary curriculum.. The authors suggested questions that will help in this leadership role.</li> </ul>
Adolescent Learner	Gender, grade level, and motivation	Empirical	Rutter, K.L., & Smith, B. P., & Hall, H.C. (2005). The effects of gender and grade level on the motivational needs of family and consumer sciences students. <i>JFCSE, 23(2)</i> , 19-26	The effects of gender and grade level on the motivation of students in FCS are explored.	<ul style="list-style-type: none"> <li>· Students enrolled in FCS regardless of gender of grade level had a higher need for achievement than affiliation, but a higher need for affiliation than power.</li> <li>· Male students had a higher need for achievement and affiliation than female, but females had a higher need for power than males.</li> <li>· Juniors had a higher need for achievement, freshman had a higher need for affiliation, and seniors had a high need for power.</li> <li>· Teachers should utilize activities to help students with need for achievement, affiliation, and togetherness.</li> <li>· Teachers should channel energies of students with a need for power in a constructive way.</li> </ul>
Adolescent Learner	Pregnant and Parenting Teens	Empirical	Smith, B.P., Jones, K.H., & Hall, H. (2001). Adolescent pregnancy and sexual behavior: Through the lenses of FCS teachers. <i>JFCS, 93(2)</i> , 35-41.	This article examined the attitudes of teachers toward adolescent parents, their degree of open-mindedness, and their knowledge of adolescent parenthood.	<ul style="list-style-type: none"> <li>· Teachers were positive toward supporting opportunities for pregnant/parenting female adolescents and unfavorable toward isolating the prohibiting their success.</li> <li>· Teachers were favorable toward males sharing responsibility for the pregnancy.</li> <li>· Teachers did not differ on their attitudes with age.</li> <li>· Research is needed on the educational inclusion of the male adolescent parent.</li> <li>· Research into dropout from prevention programs is also warranted.</li> </ul>
Adolescent Learner	Student learning and dress	Empirical	Saiki, D. (2006). Communicating effectively teaching lessons about dress for the workplace. <i>JFCSE, 24(1)</i> , 1-13.	An analysis of the relationship between students dress similarity to teachers and student learning	<ul style="list-style-type: none"> <li>· "Similarity in appearance, particularly size correlated with student learning."</li> <li>· Teacher credibility correlated with student learning.</li> <li>· Visual cues are important when relating to students.</li> </ul>

Adolescent Learner	Theft	Empirical	Crutsinger, C. A., Forney, J. C., & Arnold, E. R. (1998). Teachers' perceptions of teen theft in schools: Implications for FCS educators. <i>JFCSE</i> , 16(1), 1-15.	The study described the perceptions of theft by FCS teachers (clothing and general theft).	<ul style="list-style-type: none"> <li>· The teachers perceived theft to be a serious problem in their schools with "game or sport-like" reasons given by students for the theft. (Fun, exciting, an element of risk). Economic reasons were 3rd.</li> <li>· Consequences can be severe, however, some are not reported and sometimes no action was taken.</li> <li>· FCS teachers can encourage the reporting of theft and take a pro-active stance toward it.</li> <li>· Curriculum should be developed redirecting teens toward more socially acceptable behavior.</li> <li>· Faculty and staff development is needed.</li> <li>· A parental awareness program is also warranted.</li> <li>· Future research– hidden curriculum teaching values and morals, socialization process, actual incidents of theft, role of parents in thefts, consequences of theft to child and parent.</li> </ul>
Adolescent Learner	Thinking	Empirical	Smith, F., & Bigilaki, L.N. (1996). Early adolescents' view of themselves as thinkers. <i>JFCSE</i> , 14(1), 62-73.	Is there a relationship between adolescents' concepts of themselves as thinkers and their at-risk status?	<ul style="list-style-type: none"> <li>· Students who were not at-risk were more likely to reject "I am a lazy thinker." However, the at-risk students did think "I can work things out for myself."</li> <li>· Developing positive self perceptions should be a goal for curriculum in FCS.</li> </ul>
Instruction	Active learning	Mixed design -- Empirical/analytical and Interpretive	Rowley, M. L., Jensen, J. W., & Rowley, J. (2005). A longitudinal study of active learning in FCS classrooms. <i>JFCSE</i> , 23(1), 37-46.	Constructivist learning has become a dominant view. Learning is something a student does, not something done to the learner. The study used empirical methods to determine teachers using constructivist methods and then uncovered accounts of teachers using these methods.	<ul style="list-style-type: none"> <li>· Teachers did not "think" about lesson planning in terms of theories, assumptions, or paradigms. Teachers were more cognizant of the use of a variety of methods directed at learning styles.</li> <li>· Constructivist theory did not become a basis for instructional procedures for teaching or learning because they did not link the vocabulary with their experiences.</li> <li>· Teachers relied on state curriculum guides as well as what worked for other teachers.</li> <li>· Vivid accounts of teachers using constructivist approaches are needed.</li> </ul>
Instruction	Block Scheduling	Empirical	Lee, C. L. (1996). Block scheduling: FCS teachers' perceptions of its impact on their programs. <i>JFCSE</i> , 14(1), 37-51.	The impact of block scheduling was examined.	<ul style="list-style-type: none"> <li>· Most teachers had positive attitudes about block scheduling and preferred not to return to 6-7 period days.</li> <li>· There was an increase in enrollment with block scheduling.</li> <li>· FHA membership had declined with this innovation and teachers had less time to incorporate it.</li> </ul> <p>Recommendations include;</p> <ul style="list-style-type: none"> <li>· evaluate and revise curriculum time frames</li> <li>· staff development on pacing</li> <li>· ideas should be explored on missed instruction</li> <li>· further study on block scheduling and the impact on FHA</li> <li>· Undergraduate programs should include information and assistance with block scheduling.</li> <li>· Studies should be conducted about the effectiveness of block scheduling.</li> </ul>

Instruction	Critical Thinking	Ethnographic case study	Kienzler, D., & Smith, F. M. (2003). What our students have taught us about critical thinking. <i>JFCSE</i> , 21(2), 43-50.	This article shares student perspectives from a class that attempted to expand students' thinking about family social issues through critical thinking.	Six critical thinking lessons learned included: <ul style="list-style-type: none"> <li>· Critical thinking is hard. It requires students to work on content and process.</li> <li>· The environment was not ideal. More time and issues of equal interest would be ideal. Group members were not always compatible.</li> <li>· Students cannot do this by themselves but need other classmates.</li> <li>· Students need to get past personal discomforts. Critical thinking can be emotional.</li> <li>· Role playing took the pressure off students.</li> <li>· Self assessment is hard.</li> </ul> Students need practice. Longer class periods should be explored. Cooperative learning is important to include. Students need ways to self evaluate.
Instruction	Interior Design	Empirical (Curriculum evaluation)	DeBates, D. (2005). An innovative method of teaching interior design within FCS Education curriculum. <i>JFCSE</i> , 23(1), 21-27.	A two week course was developed and pre-post tests were given to participants.	<ul style="list-style-type: none"> <li>· "Students made improvements in their understanding of interior design."</li> <li>· Enrollment increased the following year.</li> <li>· Suggestions were made to improve instruction.</li> </ul>
Instruction	Pre-reading strategies	Empirical	Bell, L., & Lee, C.L. (2005). Using reading in content area strategies to improve student understanding in FCS. <i>JFCSE</i> , 23(2), 1-6.	Effectiveness of a pre-reading strategy in a high school foods & nutrition class	<ul style="list-style-type: none"> <li>· Lack of reading &amp; comprehension of students is a concern</li> <li>· More research is needed to determine the effectiveness of reading strategies.</li> </ul>
Instruction	Problem-based	Experimental	Ward, J. D. , & Lee, C. L. (2004). Teaching strategies for FCS: Student achievement in problem-based learning versus lecture –based instruction. <i>JFCS</i> , 96(1), 73-76.	This study compared the effectiveness of problem-based learning (PBL) with lecture-based instruction (LBI) in high school foods and nutrition classes.	PBL was as effective as LBI in facilitating students' acquisition of foods and nutrition content. Student questions showed greater understanding of the connections between content, the work world and their lives. PBL students demonstrated improved critical thinking skills as compared to LBI students.
Instruction	Reading Strategies	Empirical	Bell, L., & Lee, C.L. (2005). Using reading in content area strategies to improve student understanding in FCS. <i>JFCSE</i> , 23(2), 1-6.	This experimental study used pre-reading strategy (anticipatory guide) with one group of students and not with another.	<ul style="list-style-type: none"> <li>· This research assumed improved reading skills would lead to improved test scores. No test was given to determine if the students improved in their reading.</li> <li>· There was no difference in post test scores of those students using the pre-reading strategy and those that did not.</li> <li>· Research about the effectiveness of different types of reading strategies would be important.</li> <li>· Improvement in reading also needs to be researched.</li> <li>· Teachers need workshops on reading strategies that can be used.</li> </ul>

Instruction	Small group methods	Mixed Design-Descriptive (concept mapping, naturalistic inquiry)	Jensen, J. W., & Rowley, M. L. (2004). Instructional environment and learning: Exploring knowledge growth in pre-service FCS Education. <i>JFCSE</i> , 22(1), 29-42.	The purpose of the study was to determine what the teacher candidates learned in one instructional environment. Strong evidence indicated that the instruction influenced candidate's learning.	<ul style="list-style-type: none"> <li>Teacher educators must help teacher candidates connect declarative and procedural knowledge (the how and why of teaching).</li> <li>To construct a theory of learning environments, more studies are needed to determine what students learn in various learning environments.</li> </ul>
Instruction	Technology	Empirical	Croxall, K., & Cummings, M. N. (2000). Computer usage in FCS classrooms. <i>JFCSE</i> , 18(1), 9-18.	This study examined computer usage in FCS classrooms.	<ul style="list-style-type: none"> <li>Most respondents had one computer in their classroom. Few had Internet access.</li> <li>Teachers did not regularly incorporate computers into their curricula but used home computers regularly.</li> <li>Frequency of use was related to hours of training, availability, and level of education.</li> <li>Barriers included: lack of software and hardware, more computer training.</li> <li>Teacher educators need to include computer training and teaching using computers in their methods classes.</li> </ul>
Instruction	Technology	Empirical	Manley, K.S., Sweaney, A. L., & Valente, J. S. (2000). Internet usage among FCS Education professionals. <i>JFCSE</i> , 18(2), 24-31.	The exposure to and use of the Internet were explored in this study.	<ul style="list-style-type: none"> <li>The majority of FCS educators were using the Internet and e-mail, with significant differences between those over and under 60 years of age.</li> <li>More than half used the Internet for: research, getting news, updates, weather, gathering information on goods and services, surfing to explore new websites, education, information and communication. Less than half used it for games, financial management, purchasing, chat groups, obtaining software, entertainment, hobbies, and business.</li> <li>Teachers can impact student attitudes about technology.</li> <li>Future research could include obtaining more information about professionals' computer literacy.</li> </ul>
Instruction	Technology	Empirical	Harrison, B. C., Redmann, D. H., & Kotrlík, J. W. (2000). The value and usefulness of information technology in FCS Education as perceived by secondary FCS teachers. <i>JFCSE</i> , 18(1), 1-8.	The purpose of the study was to determine the value of information technology in FCS Education.	<ul style="list-style-type: none"> <li>The teachers in the study valued information technology, however, it is of moderate usefulness to the FCS teachers.</li> <li>Half of the teachers have internet connections.</li> <li>Teacher preparation needs to consider demographic information as they plan training for teachers. Information technology should be foundational for all teachers.</li> <li>Schools need to add Internet capabilities in classrooms.</li> </ul>
Instruction	Technology Interactive TV delivery Adult programs	Empirical	Taylor, D., Torrie, M., Hausafus, C., & Strasser, M. J. (1999). Interactive technology-based television delivery. <i>JFCSE</i> , 17(2), 31-38.	Iowa Communications Network (ICN) uses 2-way interactive, fiber-optic telecommunications for adult programming. The study assessed the adult educators' attitudes and their knowledge and interest in distance education.	<ul style="list-style-type: none"> <li>Inservice providers should provide additional ICN experiences to attendees with little experience to increase knowledge and interest. Others need to increase their proficiency.</li> <li>There was a difference in knowledge between those specializing in FCS Education and Food &amp; Nutrition and between Food and Nutrition and Child Development and Family Resources. There was no difference in attitude and interest.</li> </ul>

Instruction	Technology	Experimental	Serrano, E.L., & Anderson, J.E. (2004). The evaluation of <i>Food Pyramid Games</i> , a bilingual computer nutrition education program for Latino youth. <i>JFCSE</i> , 22(1), 1-16.	The purpose of the study was to evaluate a bilingual nutrition game. The game was designed to introduce children to nutrition topics and the Food Guide Pyramid and apply it to meals and snacks.	<ul style="list-style-type: none"> <li>· “The game was effective in strengthening knowledge, skills, and attitudes about nutrition, regardless of cultural orientation.”</li> <li>· The game with the challenge had a greater impact than the game with a story.</li> </ul>
International	Finland-Science & math integration	Empirical	Rauma, A. Himanen, R., & Vaisanen, P. (2006). Integration of science and mathematics into home economics teaching – a way to improve the quality of learning? <i>JFCSE</i> , 24(1), 27-36.	The purpose was to examine Finnish integration and teaching practices	<ul style="list-style-type: none"> <li>· Math was integrated more often than sciences.</li> <li>· Uncertainty and inadequate knowledge as well as a lack of supporting materials and time were limiting factors. Science teaching methods in teacher training were also a factor.</li> <li>· Another limiting factor was the teacher’s opinion of the importance of various content areas.</li> </ul>
International	Teacher Efficacy – Global education	Empirical	Mumaw, C.R., Sugatvara, A.I., & Pestle, R. (1995). Teacher efficacy and past experiences as contributors to global attitudes and practices among vocational home economics teachers. <i>FCSRJ</i> , 24(1), 92-109.	The purpose of the study was to assess the contribution teacher efficacy and past experiences had on the global education attitudes and practices of home economics teachers.	<ul style="list-style-type: none"> <li>· Aspects of the teachers’ efficacy was associated with teaching students about people from other cultural groups are important to their global education attitudes and practices.</li> <li>· Future studies should focus on developing teacher efficacy in pre-service and in-service education.</li> </ul>
International	Zimbabwe Curriculum change in teacher preparation	Historical	Mberengwa, L. R., & Johnson, J. (2004). Curriculum change in home economics education at Gweru Teachers College, Zimbabwe, 1975-1995. <i>JFCSE</i> , 22(2), 1-11.	The authors trace the changes made in one teacher training institution in Zimbabwe.	<ul style="list-style-type: none"> <li>· “Structural and administrative changes were found to be more fundamental than conceptual changes.</li> <li>· Political and economic crises prompted program changes more than professional concerns for the subject.” Changes in the program were closely tied to the prevailing political conditions–the government in power.</li> <li>· Does real change occur in the nature, scope and practice of home economics worldwide? Some ideologies may resist change.</li> <li>· As knowledge grows, it is difficult to incorporate new knowledge, change is critical.</li> <li>· How does this apply to American programs and those of other countries?</li> </ul>
Profession	Change	Empirical	Quilling, J. I. (1997). Measuring change. <i>JFCSE</i> , 15(2), 18-28.	There were two purposes for this study. One was to develop an instrument to measure selected theoretical perspectives of change and secondly to use the instrument on a large population of FCS educators.	<p>The instrument served to clarify theories of change and provide contexts to examine change. As educators better understand change, they may be able to respond more effectively.</p> <ul style="list-style-type: none"> <li>· Those with masters degrees appear to view change more positively.</li> <li>· The greater the degree of commitment the greater the ability to change.</li> </ul>

Profession	Change	Qualitative	Montgomery, B., & Way, W.L. (1997). The nature of curriculum change as experienced by Wisconsin Family and Consumer Education teachers. <i>JFCSE</i> , 14(2), 31-43.	The purpose was to examine experience of teacher involved in a change initiative—moving from an empirical science to a critical science based model. How do teachers conceptualize FCS? How do teachers conceptualize curriculum change? What facilitates or inhibits?	Themes were organized using Shulman’s types of content knowledge. <ul style="list-style-type: none"> <li>· Developing new understandings was a personal process. This was experienced related to subject matter, curriculum, and pedagogy.</li> <li>· Teachers experienced discontinuities among personal understandings of concepts, practice and curriculum. These were barriers for some.</li> <li>· In-service education might give teachers time to make personal connections.</li> <li>· Teachers need time to learn about and practice teaching from a critical science perspective.</li> </ul>
Profession	Diversity	Mixed methods	Rehm, M., & Allison, B. (2006). Cultural diversity in FCS: Teachers’ beliefs and recommendations for teacher education. <i>JFCSE</i> , 24(1), 70-84.	The research study examined FCS teachers’ beliefs about teaching culturally diverse classes and their recommendations for teacher education.	<ul style="list-style-type: none"> <li>· Students need technical skill in English.</li> <li>· “Teachers need technical knowledge about cultures and adaptive teaching approaches.”</li> <li>· Recommendations for teacher education include a technical study of cultures, teaching adaptations, and direct experience working with culturally diverse students.</li> <li>· Because of the positive interest shown by FCS teachers, they have the potential to become leaders in their schools in working with diverse learners.</li> </ul>
Profession	Diversity	Empirical	Rehm, M., & Allison, B. (2006). Positionality in teaching culturally diverse students: Implications for FCS teacher education programs. <i>FCSRJ</i> , 34(3), 260-273.	The study was designed to identify FCS teachers’ beliefs about their experiences with cultural diversity.	<ul style="list-style-type: none"> <li>· More than 70% adapted teaching strategies, time/instructions, grouping, &amp; communication.</li> <li>· Fewer than 20% adapted teaching goals, texts, and classroom rules.</li> <li>· Teacher education programs need to provide encompassing study of cultures, teaching adaptations, reflective and critical thinking, and experiences with culturally diverse youth.</li> </ul>
Profession	Diversity	Qualitative	Rehm, M.L., Allison, B.N., Darling, C.A., & Greenwood, B.B. (2002). Insights and understanding of diversity: FCS educators’ life experiences. <i>JFCS</i> , 94(2), 48-57.	The study examined how FCS professionals develop insight, understanding and wisdom about diversity and their role in promoting it. The study shared the personal insights of professionals.	<p>Concepts explored included:</p> <ul style="list-style-type: none"> <li>· Personal and family experiences (early limited exposure</li> <li>· Varied meanings and values</li> <li>· Professional experiences (time to build history together)</li> <li>· Educational settings are sites of tension due to diverse voices, values and ideas.</li> </ul> <p>Implications:</p> <ul style="list-style-type: none"> <li>· Courses and workshops based on critical theory should be offered.</li> <li>· Professionals should reflect on personal histories.</li> <li>· Students should be required to reflect on past and recent experiences with diversity.</li> <li>· Work should be done in multi-cultural settings where possible.</li> <li>· Interpretive studies and other research needs to continue.</li> </ul>

Profession	Diversity	Qualitative	Harding, K.A., & Darling, C.A. (2003). Understanding Inclusion: the perspectives of FCS teachers. <i>JFCS</i> , 95(1), 38-46.	The knowledge, attitudes, and behaviors of FCS teachers who were involved in inclusive classrooms were studied.	<ul style="list-style-type: none"> <li>· The teachers had no in-service education regarding inclusion.</li> <li>· While there were some negative feelings, all teacher expressed primarily positive attitudes toward ESE students.</li> <li>· Teachers believed their subject matter was critical but were also concerned with safety issues.</li> <li>· Teachers interacted with all students and provided a positive atmosphere.</li> <li>· Teachers ignored misbehavior.</li> <li>· More research is needed (qualitative and quantitative) concerning inclusion. Teacher education needs to include this topic.</li> <li>· Some strategies were given to assist teachers.</li> </ul>
Profession	Diversity	Empirical	Adams, E., Sewell, D. T., Hall, H.C. (2004). Cultural Pluralism and diversity: Issues important to FCS Education. <i>JFCSE</i> , 22(1), 17-28.	Teachers' attitudes are critical to planning and implementing education programs. The study investigated FCS teachers' attitudes toward issues related to multi-cultural education.	<ul style="list-style-type: none"> <li>· FCS teachers reflected positive attitudes about the issues examined.</li> <li>· They "express resistance to classroom implementation of cultural pluralism and diversity."</li> <li>· They also has uncomfortable feelings about diversity.</li> <li>· These findings should influence teacher preparation.</li> </ul>
Profession	Diversity	Empirical	Burdette-Williamson, P. (1997). The relationship of intercultural sensitivity to teachers' cross-cultural experiences and other factors. <i>JFCSE</i> , 15(1), 36-48.	The purpose of the study described in this article was to determine the sensitivity of FCS teachers.	<ul style="list-style-type: none"> <li>· The best single predictor for sensitivity was the item, "I go out of my way to meet people from other cultures."</li> <li>· The average teacher is at the acceptance state of ethno relativism (not ethnocentric–The first of 3 stages of this state.)</li> </ul> <p>Recommendations include that teachers: commit to becoming more aware and to celebrate diversity, incorporate international concepts, utilize resources with diverse perspectives, discuss the importance of living in diversity, develop meaningful relationships with culturally diverse students and their parents.</p> <p>Further studies could look at personality traits associated with openness to diversity and the factors contributing to the development of intercultural sensitivity</p>
Profession	Diversity	Empirical	Burdette-Williamson, P., & Lance, R. (1996). Attitudes of vocational FCS teachers about mainstreaming learning disabled students. <i>JFCSE</i> , 14(1), 74-84.	The purpose of this study was to make suggestions regarding professional development of teachers and determine the relationship between their attitudes and demographic variables.	<ul style="list-style-type: none"> <li>· Special education teachers notified FCS teachers of students in the classroom. Teachers also know from reading school records, and being notified by parents.</li> <li>· Many teachers made modifications in teaching learning disabled students. Almost 3/4 of the teachers had not had any instruction in special education.</li> <li>· More information is needed to learn more about learning disabled students.</li> <li>· Research is needed about teacher's attitudes of learning disabled students, availability of support services, resources in the school, and whether or not teachers had successful teaching experiences with learning disabled students.</li> </ul>

Profession	History	Visual Photographs	Genztler, Y.S., & Bell, T.P. (1997). A visual analysis of the farm security administration photographs of Domestic Science and Home Economics. <i>JFCSE, 15</i> (1), 58-64.	The authors analyzed whether or not they could see an accurate picture of the field.	The pictures merited analysis, regardless of their intent (political purposes). The photographs were not necessarily reality, but an interpretation of the classrooms at the time of the pictures. There were no men or boys in the photos. The subjects were engaged in hands-on activities. The analysis suggested the profession valued cleanliness, organization, and personal appearance. Photographs should continue to be analyzed and taken for the future.
Profession	History	Qualitative -- Personal interviews	Navratil, B. K., & Johnson, J. M. (1997). Voices from the past: The lives of home economics teachers in 1935-1945. <i>JFCS, 89</i> (2), 61-64.	This study explores the lives of teachers between 1935 and 1945.	The Great Depression, World War II and the drought were events that impacted teaching during this time period. Teachers recalled rationing gas, tires, and food. Resource conservation was important. Many listened to the radio when Hitler invaded Europe. Former students have become active citizens, frugal, creative, persistent, industrious, and independent who can manage well.
Profession	Job Satisfaction	Empirical	Smith, B.P., & Gritzmacher, J. B. (1998). Job satisfaction of FCS teachers: Implications for teacher shortage, teacher education, and in-service education. <i>JFCSE, 16</i> (2), 85-94.	This article described a study designed to examine and compare the job satisfaction of FCS teachers and Job Training teachers.	<ul style="list-style-type: none"> <li>Both groups of teachers were satisfied with teaching with the Job Training teachers the most satisfied.</li> <li>Additional research could be done.</li> </ul>
Profession	Job Satisfaction --demographic profile	Empirical	Bartley, S. J., & Sneed, C. T. (2004). A profile of FCS teachers. <i>JFCS, 96</i> (1), 83-88.	The authors describe a survey and the results of middle and secondary FCS teachers in a southern state.	The typical teacher was 46 years old, licensed, had six years of experience, of European American ancestry, satisfied with her profession, way of life, leisure activities, her home and her health. Implications for recruiting and good questions related to the profession and the future are included.
Profession	Leadership	Empirical	Jackman, D. H., & Swan, M. K. (1996). FCS teachers' leadership perceptions. <i>JFCSE, 14</i> (2), 40-53.	This study identified the leadership abilities and needs of FCS teachers.	<ul style="list-style-type: none"> <li>“Teachers hold similar leadership ability perceptions regardless of teaching assignment, vocational/non-vocational program or amount of formal education of the teacher.”</li> <li>Although teachers perceived a need for leadership less than half were willing to attend leadership development activities.</li> </ul>
Profession	Professional development	Nutrition Program evaluation	Cohen, N. L., Beffa-Negrini, P., Laus, M. J., Volpe, S.L., Dun, A.T., & Sternheim, M. M. (1999). Nutrition science online: Professional development of secondary school teachers using the internet. <i>JFCSE, 17</i> (1), 22-29.	An Internet course was designed for FCS teachers to increase the knowledge of nutrition science and comfort of computer use and the Internet.	<ul style="list-style-type: none"> <li>“Nutrition knowledge, self-perceived competence, and comfort using the Internet increased significantly as a result of the course.”</li> </ul>

Professional	Professional Development	Empirical	Lokken, S. L. , Cheek, W. K., & Hastings, S. W. (2003). The impact of technology training on FCS teacher attitudes toward using as an instructional medium. <i>JFCSE</i> , 21(1), 18-32.	The purpose of this study was (1) to determine the characteristics of FCS teachers related to their attitudes toward technology, (2) assess whether there was a change in teachers' attitudes toward computer post test scores.	<ul style="list-style-type: none"> <li>Higher frequency of computer use by teachers is correlated with less computer anxiety prior to technology training.</li> <li>Computer confidence was lower for older adults.–Older teachers had the highest levels of computer anxiety and less confidence. Training should be based on best practices for adult learners.</li> <li>Practice time is important in training.</li> <li>Teacher training programs need to assure adequate technology education and experiences for pre-service teachers.</li> </ul>
Profession	Professional development- Critical thinking; problem-based approach	Qualitative- Teacher reflections	Mimbs, C. (2005). Teaching from the critical thinking, problem-based curricular approach: Strategies, challenges and recommendations. <i>JFCSE</i> , 23(2), 7-18.	This article describes the professional development of FCS teachers aimed at enhancing their critical thinking, problem-based approach.	<p>Four themes were evident:</p> <ul style="list-style-type: none"> <li>Developing critical thinking is a learning process.</li> <li>Critical thinking is a skill for life.</li> <li>Critical thinking helps in decision making and problem solving.</li> <li>Student use of critical thinking is not a given.</li> </ul> <p>Flexibility and modeling is important for teachers. Challenges for teachers included: motivating students, time, assessing student thinking.</p>
Profession	Program Change	Mixed – Interviews	Gritzmacher, J. (1997). An informal survey of FCS teacher educators. <i>JFCSE</i> , 15(1), 65-75.	The purpose of the informal study was to identify and describe FCS Teacher Education programs and to investigate the current concerns and visions for the future.	<ul style="list-style-type: none"> <li>Most programs had a 4 year program.</li> <li>Enrollment was extremely important(for administrative decisions regarding program continuance and to address the teacher shortage.)</li> <li>Programs had a high demand for postbac certification.</li> <li>Increasing diversity was a challenge.</li> <li>Mergers were common and limited resources inhibited growth.</li> <li>“A specialized pedagogy was identified as a mechanism for maintaining a strong identity.”</li> </ul>
Profession	Recruitment Career Choice	Empirical	Mimbs, C. A., Stewart, D.L., & Heath-Camp, B. (1998). Career choice decisions of FCS education recent graduates: Recruitment implications. <i>JFCSE</i> , 16(2), 45-59.	This study examined the career motivations of graduates to determine the target audience and marketing strategies to address the teacher shortage.	<ul style="list-style-type: none"> <li>There are two targets– first career and second career individuals.</li> <li>Interest in FCS subject matter, working with youth, interest in families, helping people, professional satisfaction, and creativity were most often stated as motivations.</li> <li>Five clusters of influences were: “altruism; interest, flexibility and variety of career; secondary school experience; social consciousness and friendships; and college experience.”</li> </ul>
Profession	Supply and Demand of Teachers and Extension Educators	Empirical	Miller, S. H., & Meszaros, P. S. (1996). Study of national incoming supply and demand for FCS teachers and extension educators. <i>JFCS</i> , 88(1), 51-54.	A study was conducted to determine the supply and demand for FCS teachers and extension educators.	<ul style="list-style-type: none"> <li>Over the next 5 years [2001], 77% cannot be filled, resulting in a severe shortage.</li> <li>The number of institutions offering the programs had declined as did those who chose to major in FCS Education.</li> <li>Effective recruitment is needed.</li> </ul>

Profession	Supply and Demand	Empirical	Tripp, P. J. (2006). A profile of California's secondary FCS teachers. <i>JFCS</i> , 98(1), 60-64.	This study collected information on personal and teaching characteristics, school information, and projected needs.	<ul style="list-style-type: none"> <li>· Nearly 66% were very satisfied with their FCS teaching assignment.</li> <li>· Nearly 62% plan to leave their position within 10 years.– The reason for leaving was retirement.</li> <li>· There are many opportunities in this field because of the supply and demand.</li> </ul>
Profession	Supply and Demand of Teachers and Extension Educators	Empirical	Werhan, C., & Way, W. L. (2006). FCS programs in secondary schools: Results of a national survey. <i>JFCS</i> 98(1), 19-25.	A national survey is described that provided descriptive information about secondary FCS programs. They examined (1) number of students in FCS secondary programs, (2) number of teachers, (3) supply and demand of teachers, and (4) the number of states requiring FCS courses.	<ul style="list-style-type: none"> <li>· 5,517,976 students were enrolled taught by 37,500 teachers.</li> <li>· FCS program enrollments and staffing patterns suggest that FCS program offerings are a vital part of secondary education in the US today.</li> <li>· 3 states had state requirements for an FCS course.</li> <li>· FCS continues to experience a serious shortage of qualified teachers.</li> <li>· FCS, as the name, continues to pose reporting problems.</li> </ul>
Profession	Supply and Demand	Focus Groups	Stout, B., Couch, S., & Fowler, D. (1998). The demand for FCS educators: Call to action. <i>JFCS</i> , 90(2), 7-11.	This article reports the results of a dialogue at AAFCS and others about the supply and demand for educators.	<ul style="list-style-type: none"> <li>· The shortage is a reality.</li> <li>· The shortage may have a negative impact on secondary programs (possible program elimination, unqualified teachers, and teachers with old degrees).</li> </ul> <p>Things that professionals can do</p> <ul style="list-style-type: none"> <li>· Promote the positive aspects of teaching</li> <li>· Mentoring and peer support</li> <li>· Alternative certification</li> <li>· Collaboration with higher education and others</li> </ul>
Profession	Teacher certification	Empirical	Lee, C. L. (1998). Irregular certification: A potential solution to the critical shortage of FCS teachers. <i>JFCSE</i> , 16(2), 33-44.	The purpose of this study was to determine factors which influenced irregular certification. Respondents were those with degrees in FCS but not education.	<ul style="list-style-type: none"> <li>· Respondents indicated difficulty in scheduling college classes. Compressed courses were appealing (summer, 2-week). Evening and correspondence courses were also appealing.</li> <li>· They were encouraged by helpful faculty, acceptance of community college courses, off-campus courses, convenience to home, credit for life experience, and support from school administrators.</li> </ul>
Profession	Teacher Change	Empirical	Smith, B., & Hall, H.C. (1999). Explanatory style of FCS teachers. <i>JFCSE</i> , 17(1), 34-42.	Curriculum in FCS has changed due to the influence of Marjorie Brown's work. The success of this change depends on the teachers' attitude toward change and adaptability. This study examines the individual's style of thinking: pessimistic or optimistic.	<ul style="list-style-type: none"> <li>· The teachers had an optimistic explanatory style (characterized by attributing negative events to external (someone else), unstable (short-lived), and specific (not pervasive) causes rather than internal, stable and global causes.</li> <li>· The teachers will view change as a challenge rather than a threat.</li> </ul>

Profession	Technology	Empirical	Rehm, M. L., Allison, B. N., & Johnson, L. D. (2003). The Internet and critical issues for families. <i>JFCSE</i> , 21(2), 33-43.	This article reports how FCS educators perceive how the Internet positively or negatively affects issues important to families.	<p>“Issues identified as most positively affected by the Internet included:</p> <ul style="list-style-type: none"> <li>· access to knowledge</li> <li>· personal empowerment</li> <li>· understanding diversity</li> <li>· economic success</li> </ul> <p>Issues identified as most negatively affected included</p> <ul style="list-style-type: none"> <li>· development of values</li> <li>· family unity and strength</li> <li>· emotional development</li> <li>· sense of community”</li> </ul> <p>Results imply FCS educators must promote reflective and critical thinking skills.</p> <ul style="list-style-type: none"> <li>· Interpretive studies would reveal the meanings involved when the Internet is introduced into the student’s family, the nature of the Internet experience, and what it is like to experience positive and negative effects.</li> <li>· Critical studies would illuminate how the Internet is transforming power relationships among families and within society.</li> </ul>
Profession	Technology	Empirical	Daulton, M. (1997). Microcomputer adoption by FCS teachers: An historical perspective. <i>JFCSE</i> , 15(2), 55-60.	The process of adoption of microcomputers by FCS teachers is described.	<ul style="list-style-type: none"> <li>· The adoption process was similar to that of Rogers (1983) which began slowly in 1982 with only 5%. By 1993, 83% were adoptors.</li> <li>· The factors which inhibited adoption did not remain over time. Funding appeared to be the only factor that still remained over time.</li> <li>· Further study over time and with new technologies was suggested.</li> </ul>
Research	Focus Groups	Qualitative Focus Groups	Johnson, J., Carlson, S., & DeLay, L. (1996). Focus groups: A unique approach to identifying in-service education needs. <i>JFCSE</i> , 14(1), 52-60.	Focus groups can be used to identify in-service needs of teachers. The focus group method is described and procedures are shared. An example is given.	<ul style="list-style-type: none"> <li>· Themes were identified as priorities: restructuring education, updating subject matter, philosophical base, intellectual skills, management/coping skills, special groups, and evaluation.</li> <li>· Focus groups allow for group interaction and the synergistic reaction possible from that interaction.</li> </ul>
Teacher Preparation	Assessment of student teachers	Action research	Pickard, M. (2004). Action research: Holding up the mirror to examine FCS teacher preparation. <i>JFCSE</i> , 22(2), 12-46.	An evaluation tool was used to assist mentor teachers to identify teaching skill areas the pre-service teacher should target for development.	<ul style="list-style-type: none"> <li>· Changes were made in the teacher preparation program based on input from the action research.</li> <li>· Developing a cadre of mentor teachers is an important goal.</li> </ul>

Teacher Preparation	Classroom Management	Qualitative Content Analysis	Orr, B., Thompson, C., & Thompson, D. (1999). Pre-service teachers perceived success of classroom management strategies. <i>JFCSE</i> , 17(1), 43-55.	This study looked at behaviors pre-service teachers viewed as inappropriate classroom behaviors.	<ul style="list-style-type: none"> <li>Types of misbehavior included: talking, disruptive behavior, disrespect, inattention, not doing work or refusal to do work.</li> <li>The most successful strategy was verbal reprimand.</li> <li>The least successful strategy was ignoring the behavior.</li> <li>Teacher preparation programs can use examples from this study.</li> <li>The study could be replicated after students take a course on classroom management.</li> </ul>
Teacher Preparation	Competencies	Empirical	Yahnke, S.J., & Love, C. T. (1997). Critical teaching competencies for beginning FCS teachers. <i>JFCSE</i> , 15(1), 49-57.	What are the competencies needed by beginning teachers? This study examined current teachers and teacher educators' perceptions.	<ul style="list-style-type: none"> <li>The most important competency was creating a positive learning environment.</li> <li>Other competencies examined included: planning, facilitating critical thinking, providing for diversity, assessing, managing, communicating, mastering subject matter, being a reflective learner, using professional relationships, and modeling life long learning.</li> </ul>
Teacher Preparation	Competencies	Empirical	Nichols, L.S., & Mundt, J. P. (1996). Surviving the first year of teaching: Perceptions of critical competencies from four educational perspectives. <i>JFCSE</i> , 14(2), 23-39.	This article describes and compares perceptions of critical competencies of first year agriculture and FCS teachers. Authors also created a joint induction program.	<ul style="list-style-type: none"> <li>Classroom management and facilities management are critical competencies for beginning teachers.</li> <li>Beginning teachers need to be able to create a positive learning environment, define student expectations and administer discipline.</li> </ul>
Teacher Preparation	Nutrition Education	Empirical	Martin, R. E., Hoover, L. C., Fox, E. A., & Lan, W. Y. (1998). Assessment of nutrition education of secondary Texas teachers. <i>JFCSE</i> , 16(2), 60-75	The objectives of the study included identifying the knowledge, attitudes and behaviors of the teachers, assess the resources used, and determine the need for continuing education.	<ul style="list-style-type: none"> <li>Teachers answered 60% of the knowledge questions.</li> <li>Teachers perceived nutrition education positively.</li> <li>Teachers did not reach the 70% score for behavior (food choices).</li> <li>Teachers were aware of some, but not all of the resources available.</li> <li>Teachers were interested in learning more and preferred video cassettes for learning.</li> </ul>
Teacher Preparation	Student Teaching	Phenomenology	Kvaska, C., & Lichty, M.E. (2004). Up close and personal: Weekly reflective journaling reveals perceptions of FCS student teachers. <i>JFCSE</i> , 22(2), 53-66.	The perceptions of FCS student teachers were examined as they experienced student teaching.	<ul style="list-style-type: none"> <li>Prior literature indicated common feelings were being overwhelmed, frustration, anger, pressure, fear, tension, self-confidence, anxiety, motivation, and enthusiasm.</li> <li>This study indicated events and experiences were difficult with feelings of overwhelm, disappointment, discouragement, and concern. Later, the difficult events generated satisfaction, happiness, self-confidence and excitement.</li> <li>Recommendations include more time on classroom management, student motivation, communication with administrators, and stress management.</li> </ul>

Teacher Preparation	Student Teaching	Phenomenology	Montgomery, B. (2000). The student and cooperating teacher relationship. <i>JFCSE</i> , 18(2), 7-15.	The purpose was to examine the nature of student teaching in FCS, i.e. relationship, patterns of knowledge, and social construction of knowledge.	<ul style="list-style-type: none"> <li>· Friendship seemed closest to that of a collegial relationship, if none, then more hierarchical. Collegial relationships appeared to facilitate development.</li> <li>· Students may need help communicating the critical science perspective.</li> <li>· More research is needed regarding critical science and relationships and the transition from an empirical science to critical science.</li> </ul>
Teacher Preparation	Teacher competencies	Empirical	Lee, C. (2002). Competencies in clothing and textiles needed by beginning FCS teachers. <i>JFCSE</i> , 20(1), 27-31.	Beginning teacher education competencies in clothing and textiles were revised. The process used was reported in this article. Some competencies which appeared irrelevant for contemporary programs were examined.	<ul style="list-style-type: none"> <li>· Clothing construction skills appeared to be over emphasized for contemporary programs. Less home construction is done and sewing was ranked lowest of 12 areas.</li> <li>· Teachers when surveyed, however, felt clothing construction was the most important so the competency was retained.</li> <li>· Teacher preparation programs are now required to achieve the revised competencies.</li> </ul>

## Review of Literature/ Position Paper Articles

Curriculum	Clothing	Montgomery, B. (2006). Redefining sewing as an educational experience in middle and high schools. <i>JFCS</i> , 98(1), 47-52.	This article contrasts a traditional curriculum model with a critical science model (related to clothing) and proposes the critical science approach is more relevant.	The author indicates it is tie to redefine the priorities of sewing, clothing, textiles in FCS classrooms. Teachers need to examine the enduring concepts and move away from an emphasis on sewing.
Curriculum	Orientation - Critical Science	Fedje, C. G. (1999). Program misconceptions: Breaking the patterns of thinking. <i>JFCSE</i> , 17(2), 11-19.	FCS is experiencing change and re-examination. This has resulted in an attempt to move toward a critical science perspective. The article examines misconceptions and explores strategies to overcome them.	<ul style="list-style-type: none"> <li>· The new generation of FCS teachers will illuminate the new focus of the program.</li> <li>· Persons tend to hold on to their existing set of beliefs while learning a new set. Learners must have the opportunity to gain an in-depth knowledge of the new belief and apply it to real life settings.</li> <li>· Questioning each other's ideas will contribute to the development of a curriculum that will reflect the needs of our changing culture.</li> </ul>
Curriculum	Orientation – Critical Science	Vincenti, V., & Smith, F. (2004). Critical science: What it could offer all family and consumer sciences professionals. <i>JFCS</i> , 96(1), 63-70.	This article proved an overview of critical science, a review of the discipline of FCS and examples that could be integrated into the discipline.	Brown envisioned critical science as a tool to help professionals form a framework to critique their work and make informed decisions. For the most part, most professionals have not taken this challenge. The authors explore works of Habermas and the importance of dialogue and discourse. She proposes applying this approach to education and to research.
Curriculum	Orientation – Critical Science	Montgomery, B., & Davis, S. (2004). Building strong families and communities. A critical science rationale for FCS. <i>JFCS</i> , 96(1), 52-56.	The author builds a case for using the critical science perspective for developing a rationale for justifying the existence of FCS.	“The critical science perspective focuses on practical, recurring concerns of the family.” (What should be done about obesity?) Questions are never answered once and for all, people continue to work on them. The author describes issues and questions that need to be addressed and helps the reader develop a cohesive rationale for FCS programs.

Curriculum	Problem-based learning	Ward, J. D., & Lee, C. (2002). A review of problem-based learning. <i>JFCSE</i> , 20(1), 16-26.	An examination of problem-based learning suggests advantages and disadvantages to this method and barriers to implementation.	<ul style="list-style-type: none"> <li>· Research is lacking on the effectiveness of problem-based learning.</li> <li>· Research indicates that the role of the teacher changes with problem-based learning and teachers will need skills in Socratic inquiry, conflict resolution, and classroom management. They will need to rethink their classroom arrangements, resources, and modes of assessment but their efforts will be worthwhile.</li> <li>· Continued research and development of ill-structured problems, as well as valid assessment tools are needed.</li> </ul>
Adolescent Learner	Resolving conflict-practical problem solving	Allison, B.N. (2000). Parent-adolescent conflict in early adolescence: Research and implications for middle school programs. <i>JFCSE</i> , 18(2), 1-6.	Parent conflict increases during middle school years and involves everyday events.	<ul style="list-style-type: none"> <li>· This has direct implications for middle school programs, presenting an opportunity to address real life problems and student concerns.</li> <li>· Students can learn the practical problem approach to resolve conflicts with parents in more effective ways.</li> </ul>
Adolescent Learner	Childhood Obesity	Elliott, C. D. (2005). Childhood obesity and our “toxic environment”: Suggestions for future research. <i>JFCSE</i> , 23(1), 47-51.	Many factors contribute to childhood obesity. Educators need to understand the marketing of fun foods in the retail environment.	<ul style="list-style-type: none"> <li>· Bans of junk food are a shaky solution and cause educators to overlook other messages.</li> <li>· Supermarket food and the packaging of “fun” is targeting children and encouraging consumption.</li> <li>· Children influence up to 80% of a family’s food budget.</li> <li>· We need to educate adults beyond awareness of good nutrition to awareness of the food environment.</li> </ul>
Instruction	Technology	McFadden, J. R., Croxall, K. C., & Wright, C. B. (2001). The place of computers in FCS classrooms. <i>JFCSE</i> , 19(2). 11-18.	This article reviews many of the online resources available to assist the teacher.	<p>Topics reviewed included:</p> <ul style="list-style-type: none"> <li>· reasons for non-use of the computer</li> <li>· how to increase computer use</li> <li>· factors affecting FCS teachers use, barriers and contributors to success</li> <li>· computer training impact</li> <li>· Internet sites and computer programs for classroom use.</li> </ul>
Instruction	Technology	Keane, K. (2002). Computer applications in the field of FCS. <i>JFCSE</i> , 20(2), 37-44.	Technology has a wide range of uses in FCS. Teachers can enhance their lesson plans through Internet research and related activities.	The article discusses the history of use of technology and gives current applications for use in the classroom. Teachers need to keep current and administrators can help in this regard. Using technology will keep FCS on the cutting edge and help to insure our future.
Profession	Developing Professionals	Montgomery, B. (1999). Beliefs guiding practices: Developing professionals in FCS. <i>JFCS</i> , 91(2), 88-99.	The author poses questions about the internships. What is the purpose? What is the role of the on-site professional? What is the relationship of knowledge and practice in the real world?	The author identifies alternative perspectives on the questions—traditional, hands-on, experiential. She explains conflicting concepts, such as work vs. learning, fixed vs. flexible knowledge, and site supervisor vs. on-site professional.

Profession	Diversity - changing demographics on schools	Forrest, M., & Alexander, K. (2004). The influence of population demographics: What does it mean for teachers and teacher education? <i>JFCSE</i> , 22(2), 67-73.	The changing demographics require changes in the educational system.	<p>Steps to consider:</p> <ul style="list-style-type: none"> <li>· Acknowledge personal biases</li> <li>· Develop a clear sense of personal identity</li> <li>· Promoting diversity in the school and recognizing commonalities</li> <li>· Identify and plan for learning styles</li> <li>· Change the curriculum and materials that reflect multiple perspectives and more than European lifestyles.</li> </ul> <p>Barriers include:</p> <ul style="list-style-type: none"> <li>· Lack of interest among teachers, administrators and students</li> <li>· The organizational culture of the school</li> </ul>
Profession	Effectiveness of Programs	Browne, L. B., Myers, L., Gentzler, Y.S., & Hausafus, C. O. (2006). Effectiveness of secondary FCS programs (1985 -2004). <i>JFCS</i> , 98(1), 26-32.	The article highlights a review of literature to substantiate the effectiveness of FCS secondary programs.	<p>Recommendations include:</p> <ul style="list-style-type: none"> <li>· Establish a central database to facilitate access to research conducted with FCS programs.</li> <li>· Work to have FCS listed as the official subject heading with the US Library of Congress.</li> </ul> <p>The review substantiated the impact of programs in several areas. More research is recommended.</p>
Profession	Effectiveness of programs	Kennedy, M. J. (2004). Today's FCS Classroom prepared youth for life. <i>JFCS</i> , 96(1), 92.	The author describes how FCS classes are so fundamental to life that all should take them.	The author indicates others ask her why her classes are not required for all because they are so basic to everyone. She gives several examples. Those who are college bound or not should take FCS classes.
Profession	Gender	Jerpbak, J. (2005). Family education: Who are we serving, family or political economy? <i>JFCSE</i> , 23(1), 9-20.	The analysis begins by questioning gender ideology in public education. A cross cultural comparison comparing Sweden and the US.	<ul style="list-style-type: none"> <li>· Why is there a gender disparity among family educators?</li> <li>· How has the political economy influenced family education?</li> <li>· Family educators are encouraged to critically assess who they are serving, why there are few men in the field, and take action toward representing equality.</li> </ul>
Profession	Mission	Fox, W. S. (1996). A call to explicate the vision and mission of FCS education. <i>JFCSE</i> , 14(1), 85-89.	The purpose of the article was to explain how additional understanding of the vision and mission will enable the professionals to address key issues facing the field.	<p>Four specific issues are discussed:</p> <ul style="list-style-type: none"> <li>· Standards development</li> <li>· Curriculum reform</li> <li>· Teacher education and licensure</li> <li>· Research</li> </ul>
Profession	Professional development and growth	Thompson, N. E. (2000). The teaching process: An interaction of experience, theory, and reflection. <i>JFCSE</i> , 18(1), 50-56.	One professional shares her reflections upon her teaching practice and the theory related to these reflections.	<ul style="list-style-type: none"> <li>· Teachers grow as they examine their teaching through critical reflection and the application of theory.</li> <li>· There was little difference in achievement of students when less time was spent on technical instruction and more on problem solving.</li> <li>· Students developed self confidence, leadership, empathy, and caring when they worked on community projects. Students made life changing positive decisions as a result of their work.</li> <li>· The teacher felt emancipated and discovered the power and effectiveness of teaching for critical action.</li> </ul>

Research	Review–FCS Education	Felstehausen, G., & Couch, S. (2001). Analysis of the Journal of FCS Education, 1995, 1998. <i>JFCSE</i> , 19(1), 23-29.	Volumes 13-16 of the JFCSE were reviewed to determine the type of articles published, research problems address, methodologies utilized, and the degree which research and theory interact, the extent of graduate student involvement and the extent of interdisciplinary work.	<ul style="list-style-type: none"> <li>· The authors describe the types of research articles including research design, the field of FCS, programming, and priority issues.</li> <li>· Empirical/analytical and interpretive methodologies were used with a trend toward qualitative work.</li> <li>· 29% of the studies used a strong theoretical or conceptual framework.</li> <li>· There was an increase in authors outside FCS and in interdisciplinary work.</li> <li>· Changes in academia reinforce the need to support new researchers.</li> </ul>
Research	Review–FCS Education	Couch, S., & Felstehausen, G. (2001). Research in FCS Education, 1985-2000. <i>FCSRJ</i> , 30(2), 256-270.	The review addresses major publication outlets, leading researchers, problems studied, methodologies used, and a summary of theses and dissertations. 75% of publications were published in JFCSE.	Topics included: professional roles, characteristics of FCS educators, program evaluation, priority issues, and the need for teachers. Strengths were collaborative research efforts, focus on critical issues in FCS education, use of interpretive frameworks and qualitative methods, and progress in using theory. Challenges “include avoiding over-reliance on empirical and survey methods, strengthening interaction between research and theory, increasing number of individuals engaged in research,” and “strengthening graduate student research.”

### Best Practice Articles

Curriculum	Basic Skills – Integration of Core Subjects	Card, B. (2004). No child is left behind in the FCS classroom. <i>JFCS</i> , 96(1), 8-10.	The purpose of the article is to give examples of how FCS incorporates the core subjects of reading, writing, math, and science into the curriculum.	Examples are given of how the core subjects are integrated in FCS. In addition, FCS integrates communication, critical thinking, and problem solving skills, as well as character education.
Curriculum	Basic Skills –Integration of Core	Newell, B. A. (2004). An overview of how FCS integrates the core academics. <i>JFCS</i> , 96(1), 13-14.	The article describes how math, science and other core academics are met in FCS.	Examples are given of integrating the core academics into FCS classes.
Curriculum	Basic Skills –Math	Sanden, J. (2004). Math/FCS Class boosts test scores. <i>JFCS</i> , 96(1), 18.	The authors describe an FCS class that incorporates math.	Math was learned in an FCS class which helped to boost math test scores.
Curriculum	Basic Skills -- Math and Science	Duffrin, M. W., Cuson, D., & Phillips, S.K. (2005). Using food to boost math and science skills. <i>JFCS</i> , 97(1), 64-65.	The article describes the FoodMASTER Initiative which includes math and science concepts.	Food is used as a teaching tool conducive to hands-on lessons which allows for an “interdisciplinary approach to learning microbiology, chemistry, biology, nutrition, and health science in addition to math.”
Curriculum	Basic Skills – Writing	Bye, E., & Johnson, K.K.P. (2004), Writing-to-learn in the apparel curriculum. <i>JFCS</i> , 96(1), 43-47.	The article presents a rationale for using writing in any curriculum and gives suggestions about how to develop assignments using writing.	The authors give specific ideas related to helping students write through assignments in an apparel class. They describe a double-entry notebook, voices or points of view assignment, mini-cases, mini-papers and other ideas.

Curriculum	Careers	Steiner, J. E. (2004). FCS courses on careers now a graduation requirement. <i>JFCS</i> , 96(1), 21-22.	The author describes a course designed to look at Indiana careers.	The course included “dressing for success, business etiquette, interview techniques and resume and job application skills” in addition to presentations from all career clusters. Interactive video conferencing is only one of the technologies used in the classroom.
Curriculum	Charter School	Stewart, B. (2001). Extension of FCS through a charter school initiation. <i>JFCS</i> , 93(4), 66-70.	Charter schools can use innovations as a focus for the school. This article describes a FCS charter school.	Charter schools can model excellent practices. They can develop linkages with other interested groups. They could provide an opportunity for research.
Curriculum	Classroom	Roberts, J. (2004). Creative design makes life skills classroom fun. <i>JFCS</i> , 96(1), 30.	The author describes the theme she used for her classroom.	The theme chosen was Park Place: A Virtual Town Teaching Skills for Life. She placed awnings and signs inside and outside of the room, crating the illusion of a town. It includes an “interior design studio, boutique, hardware store, art gallery, and café.”
Curriculum	Clothing	Meyer, D.J.C., Kadolph, S.J., Cosbey, S., Hillery, J., Haar, S., Day .M., Keiser, S., Brandes, K. (2001). Integrating quality into the textile and apparel high school curriculum. <i>JFCS</i> , 93(4), 84-87.	The authors suggest teachers include basic information about quality assurance in their curriculum. Strategies are also included.	The concepts included in the curriculum include teamwork, continuous improvement, customer, focus and empowerment. Students with these skills are better able to enter the workplace.
Curriculum	Clothing	Brandes, K., & Garner, M. (1997). The case for high school clothing construction classes. <i>JFCS</i> , 89(1), 62-65.	This article presents a number of points directed at keeping clothing construction in high school courses.	The main points to support clothing includes: There are a number of careers that exist that need clothing construction. Employment is apparel careers are in a number of states. Trends indicate there is insufficient time to teach construction skills at the college level. Careers were also identified in Textiles, Clothing, and Design.
Curriculum	Consumer Education	Norquist, K. (2002). Teenagers and money-a powerful and enticing combination. <i>JFCS</i> , 94(1), 35-36.	The article describes an 8 <sup>th</sup> grade, 9 week course.	The article describes activities related to the following concepts: decision making, how to spend money, needs and wants, banking, food costs. It includes using simulations, “The Price is Right”, “Food at the Movies” and other fun activities.
Curriculum	Curriculum Frameworks and Reform	Pickard, M. (2003). Using curriculum frameworks to implement reform. <i>JFCSE</i> , 21(2), 10-18.	Curriculum frameworks can be reviewed as a vehicle for reform. Public input is important to this process.	The article describes a process used to develop a new conceptual framework for FCS curriculum. The framework can serve as a resource to misassigned teachers, pre-service education and professional development, and provide education about the curriculum for parents and students.
Curriculum	Diversity	Caya, B. A. (2005). Dual class develops “taste” for other cultures. <i>JFCS</i> , 97(1), 58.	<i>Foods and Literature of the World</i> is a dual class through collaboration with English and FCS teachers.	Culture is explored through class discussion, essay writing, research, and oral reports as well as the reading of a novel. Several examples are given.
Curriculum	Decision Making Curriculum	Cheek, W.K., Hastings, S.W., & Lokken, S.L. (2001). Preliminary impacts of an innovative FCS curriculum. <i>JFCS</i> , 93(4), 58-62.	The development and impact of a curriculum aimed at decision making is explored in this article.	The courses having the greatest impact among students were Nutrition and Wellness. Child Development was cited second most frequently. Some reported pregnancies had dropped The curriculum was positively received and showcased.

Curriculum	Entrepreneurial – Clowns	Fairchild, S. (2004). Clown troupe used in dropout prevention. <i>JFCS</i> , 96(1), 20-21.	The author describes a program designed to prevent dropouts.	A clown troupe was used in a FCS class to excite the students about learning. They used financial management, business, and math. All of the students remained in school.
Curriculum	Entrepreneurial – Charity	Blanton, D. (2004). Character education – Students develop the Kindness Company to benefit local charities. <i>JFCS</i> , 96(1), 31-32.	The author describes a simulated company that produces items for donation to local charitable organizations.	Students get management experience by working in product development and production and in six departments— human resources, planning, design, finance/public relations, engineering, and materials management.
Curriculum	Entrepreneurial – Student run business	Miller, S. (2004). Students create real businesses. <i>JFCS</i> , 96(1), 28-29.	The author describes a course where students run a business.	A collaborative partnership is formed so students can learn about business. Five companies have been developed (blankets, pillows, pies, cookies). Basic skills are incorporated into the businesses. Students create a power Point, a newsletter, a Web page, magnets, and window clings to advertise. Basic skills are incorporated.
Curriculum	Ethics	Norquist, K. (2005). Teaching ethics in junior high. <i>JFCS</i> , 97(3), 63.	Teachers teach values, respect, decision making and ethics every day.	When teachers teach ethics, they prepare students to live ethical lives. Junior high is not too early to teach ethics.
Curriculum	FCCLA	McNabb, T. (2004). FCS students learn how to achieve a balance. <i>JFCS</i> , 96(1), 15-16.	The author describes a couples life and the impact of FCCLA	A couple has learned leadership and many skills through FCCLA involvement.
Curriculum	FCCLA	Carpenter, B. (2006). FCCLA program tackles youth violence. <i>JFCS</i> , 98(2), 55-56.	A program is described to <i>STOP The Violence</i> .	Family violence, bullying, and girlfriend/boyfriend violence were identified as the most common.
Curriculum	FCCLA	FCCLA website www.fcclainc.org. (2004). FCCLA program tackles school issue. <i>JFCS</i> , 96(1), 32.	The brief article describes the Stop the Violence program through FCCLA.	Violence is in the headlines. This FCCLA program is designed as a preventative tool.
Curriculum	FCCLA	FCCLA website www.fcclainc.org. (2004). Put FCCLA into your FCS program. <i>JFCS</i> , 96(1), 33.	This brief article describes how FCCLA can fit into FCS programs.	Teachers see rewards when incorporating FCCLA into their programs.
Curriculum	Financial Literacy	Franklin, I. E. (2004). Financial literacy program prepares youth for living on their own. <i>JFCS</i> , 96(1), 22-23.	The author describes a Life Management course which supports the math and language arts curricula.	A team from a local bank makes technology available and gives live demonstrations of banking services. The course teaches students to make wise choices with their money.
Curriculum	Gerontology	Doyle, C.Z., & Strehle, S. L. (2004). Gerontology unit touches local seniors. <i>JFCS</i> , 96(1), 27-28.	The authors describe a course that integrates the needs of students with the seniors in the community.	The unit introduces 9 <sup>th</sup> graders to aging through themes in children’s literature, music, and music videos. They create an educational pamphlet through the Internet and learn the physiological and nutritional changes of the aging.
Curriculum	Globalization	Billings, N. C. (2006). Bring globalization into the classroom. <i>JFCS</i> , 98 (3), 48-50.	This article explains five ways to bring globalization into the classroom.	Five ways to bring globalization to the classroom: Highlight the teacher’s experiences Engage students who are from diverse global cultures Involve guest speakers with global backgrounds Living in a global village and incorporate resources The article gives examples of strategies to use related to values, family culture, tolerance, nutrition, career and business.

Curriculum	Globalization	Nelson, D. J. (2006). Bringing the world to high school FCS classes. <i>JFCS</i> , 98(3), 50-51.	FCS classrooms are a good place to learn about the effects of global issues. This article gives illustrations.	Students can learn about entry level positions around the world. In a foods class, these questions can be asked? Why are the foods common in this culture? Have the foods been Americanized-how? How did the foods get to the US? Globalization can also be brought into the classroom in discussions about parenting, relationships, decision-making, money management and technology.
Curriculum	Globalization -Social Responsibility	Koch, M. (2006). Social responsibility learned in Wisconsin High School. <i>JFCS</i> , 98(3), 52-53.	The article describes some examples of helping students understand the meaning of social responsibility and their relationship to global concepts.	Posing social questions can lead to lively discussions. In this classroom, students are given a simulation to think about (a food pill has been developed). Students think about how this will change their life. They discuss food norms, economics, relationship to underdeveloped nations, those in crisis. What impact would this have on their local economy, grocery stores, restaurants and trucking industry.
Curriculum	Health	Gifford, K., & Kropp, K. (2004). FCS tackles shortage of healthcare workers in Nebraska. <i>JFCS</i> , 96(1), 17.	The authors describe the process of curriculum development related to health.	A shortage of healthcare workers in Nebraska prompted a school to have FCS teachers develop curriculum to meet the need.
Curriculum	Health	Barker, J.M. (2002). Wyoming allows FCS classes to meet health requirements. <i>JFCS</i> , 94(4), 65-66.	The author describes how FCS meets the health requirement in her state.	FCS professions had to continually educate the parents, teachers, school board and others as to what FCS could do. Nutrition is one concept and one skill is advocacy in the program they offer.
Curriculum	Health Care and Public Policy	Montgomery, B. & Rider, M.E. (2001). Health care and FCS education: an integrative approach. <i>JFCS</i> , 93(1), 42-45.	The authors suggest using ecological systems theory as a foundation for incorporating health and public policy into the curriculum.	Even though health care is currently incorporated in FCS, the article proposes an alternative foundation for the curriculum.
Curriculum	Home Equipment	Chase, M. W., & Emmel, J. (2003). Meeting National Standards for FCS through home equipment education. <i>JFCSE</i> , 21(1), 44-55.	This article provides information about how FCS teachers can integrate home equipment concepts into their courses while fulfilling the National Standards. It will also provide sources for materials and lesson plan ideas.	Today's youth are using home equipment more than ever, but they are seldom a part of FCS curriculum. Three textbooks were reviewed for home equipment content. Important lesson concepts can be incorporated into (1) Housing, Interiors, & Furnishings, (2) Early Childhood, Education, & Services, (3) Consumer and Family Resources, (4) Textiles and Apparel, and (5) Food Science, Dietetics, and Nutrition. Teachers can approach this topic in an interdisciplinary manner with language arts, math, and science. Resources are also identified.
Curriculum	Interior Design	Kuhse, K. (2004). Students redesign living room for seniors. <i>JFCS</i> , 96(3), 60.	An interior design project is described.	Students enjoy home decorating television shows. A unique inter-generational project is described. Students redesigned the living room at Heartland Senior Services. FCCLA members and parents assisted with the completion of the project.

Curriculum	Interior Design	Katz, S. H., & Smith, B. P. Interior design standards in the secondary FCS curriculum. <i>JFCS</i> , 98(4), 56-57.	This article is a report of interior design curriculum developed in Georgia with input from a survey of teachers.	The article reports on the development of interior design curriculum by two Georgia teachers. A survey was sent to teachers to identify the importance of standards related to interior design and other concepts and the information was used to develop the interior design curriculum
Curriculum	National Standards	Kister, J. (1997). Overview of standards-based education reform FCS research pre-session, AVA-Cincinnati, December 3, 1996. <i>JFCSE</i> , 15(1), 76-86.	This is an edited version of the opening remarks at the standards session at AVA.	A rationale for standards-based education reform was given. Key dimensions to the issue, questions to ask, barriers, challenges, and current issues were identified. Once standards are set there is the implementation which will bring the standards to life.
Curriculum	National Standards	Purcell, R. (2001). Commentary on National content standards in FCS: Perceptions of parents, professionals, & vocational administrators. <i>JFCS</i> , 93(4), 57.	The author comments on the study to determine the perceptions of the standards.	Suggestions are made to make the public more aware of the content of FCS. It is important that FCS educators do a better job of assuring FCS is serving a vital role in secondary education.
Curriculum	National Standards	Handy, D. J., & Wyatt, M. (2005). FCS Curriculum: Learning a new process collaboratively. <i>JFCS</i> , 97(1), 45-50.	This article describes the process used to develop curriculum collaboratively in an effort to implement state standards.	The process assisted teachers to help each other with learning a new system for reporting. Collaborative groups developed frameworks using the input and expertise of many teachers.
Curriculum	National Standards	Wild, P. (2004). National standards shape today's FCS curriculum. <i>JFCS</i> , 96(1), 11-12.	The article explains the process of developing standards for secondary FCS education.	The plan is described to develop standards and the new standards shift from homemaking skills to life skills. The next phase of development will be to develop assessment and instruction.
Curriculum	National Standards	Handy, D. (2004). Implementing the national standard in a local-autonomy state. <i>JFCS</i> , 96(1), 48-49.	The author describes how standards are implemented when decisions are made locally.	A common format was used for all Career & Technical programs. The national standards are used with the common format for their state.
Curriculum	Nutrition – Food Science	Ward, J. D. (2004). Principles of food science class sheds light on chemistry. <i>JFCS</i> , 96(1), 23-24.	The author describes a course designed to make science more interesting and motivating to students.	The course described covers the basic principles of chemistry, organic chemistry, biochemistry, microbiology, and physics through the study of food production, processing, preservation and packaging. Science principles relate to food and the lab requires using the scientific inquiry methods.
Curriculum	Nutrition – School Lunch	Lindquist, M. (2004). Students develop new foods for school lunch. <i>JFCS</i> , 96(1), 25-26.	The author describes the Food Innovations course, which fulfills the Minnesota graduation requirement for Inquiry.	The students demonstrate an understanding of nutrition food safety, product development, marketing, and packaging and create a business portfolio for the food prototype they developed.
Curriculum	Nutrition – School Cafeteria	Jones, G. R. (2004). Science and math on the cafeteria menu. <i>JFCS</i> , 96(1), 26-27.	The author briefly describes curriculum that connects the cafeteria with nutrition and other important concepts.	Math and science are incorporated into the curriculum in addition to problem solving and language arts. This curriculum ties the school cafeteria to learning in the classroom.
Curriculum	Nutrition - Problem Based	Smith, B. P., & Katz, S. H. (2006). Problem-based learning in foods and nutrition classes. <i>JFCS</i> , 98(4), 36-37.	The article focuses on the use of problem-based learning in foods and nutrition.	Students are confronted with a real or simulated problem. The strategy promotes active learning. Sometimes students must collaborate or think differently. An example was given related to salad greens.

Curriculum	Parent Education	Abell, E., & Ludwig, K.B. (1997). Developmental considerations in designing parenting education for adolescent parents. <i>JFCS</i> , 89(2), 41-44.	Life situations of adolescents differ from typical parents; therefore, parenting education requires differences. This article explains this and gives examples.	Adolescence is a time of many changes in making the transition to adulthood. Important developmental tasks include identity and the development of autonomy and independence. Helping student parents develop an understanding of their own developmental needs is important in a parenting class. Assessing their competencies is also important. The student parent needs to build a bridge between their development and their development as parents.
Curriculum	Radon – Evaluation of program	Tremblay, K. R., Vogel, M.P., & Drennan, N. H. (2004). Educational efforts to reduce radon levels in the home. <i>JFCSE</i> , 22(2), 74-79	This article describes an extension program on radon and the impact of that program.	Teachers can contact the county extension office for information on this program.
Curriculum	Reform	Smith, B. (1998). Innovative programs in FCS. <i>JFCSE</i> , 16(1), 91-95.	There have been many exemplary programs which are unknown to many professionals. This article highlights some of the programs.	An informal survey was conducted to determine innovative projects and programs in FCS. These are briefly described in the paper.
Curriculum	Sexual Harassment	Johnson, K.K.P (1997). Sexual harassment in the schools: Strategies for prevention. <i>JFCS</i> , 89(2), 20-24.	This article gives the meaning of sexual harassment and the reasons.	The courts have defined sexual harassment as vulgar or sexually explicit name calling, teasing about genitalia, and including the victim on a list indicating promiscuity, taunts or pinching the chest, groin or buttocks, holding someone down and kissing or hugging, making sexually suggestive comments, or engaging in inappropriate touching. It can also be defined through the literature. Reasons for harassment are given as well as the effects and strategies for eliminating this harassment.
Curriculum	Teaching as a career	Kamin, K. (2004). FCS helps high school student explore teaching as a career. <i>JFCS</i> , 96(1), 19.	The author describes a Texas program given students an internship in teaching	Students learn developmental stages and interact with elementary school children. They also do an internship at the elementary school
Curriculum	Technology Web Sites	Friesen, C. A., Chezem, J.C, & Beals, K. (2001). Using the electronic superhighway to “drive” your foods and nutrition educators. <i>JFCSE</i> , 19(2), 19-25.	It is imperative that nutrition educators become familiar with Internet resources.	The validity of information should always be questioned. The authors identify a reliable clearinghouse for nutrition information; government references; nutrition listservs; diet calculation programs and other nutrition resources.
Curriculum	Technology	Kato, S.L., & Hackman, E. (1997). “Surfing the net” to better learning. <i>JFCS</i> , 89(2), 6-9.	This article explores ways the Internet can be used.	Although this article was not written for secondary FCS it is applicable. It gives examples to increase communication between instructor and students, encourage collaboration, keeping current, and ways to apply practical knowledge.

Curriculum	Technology Distance Education	Reiboldt, W. (2001). Distance education: A place for FCS. <i>JFCSE</i> , 19(1), 15-22.	The history, current applications, benefits, and limitations of distance education are described.	Economics will play a role in promoting distance education as universities look toward profit making endeavors. Time and convenience are important to students and are benefits of distance education. Classroom interaction may be enhanced through distance education. Distance education may enable FCS educators to reach a larger audience. Distance education can provide a written record of learning.
Profession	History	Moyer, R. H. (1998). Journal of Vocational Home Economics Education: The beginning. <i>JFCSE</i> , 16(2), 1-2.	A brief description of the journal is described.	The need for more and better research in home economics education resulted in the development of the journal in 1981. Formal steps were initiated in 1977. Betty Ray was the first editor; Twyla Shear, associate editor; Aleene Cross, managing editor. The "old guard" was asked to contribute \$100 which resulted in \$2,845 and dues were raised to \$15 for a subscription to the journal.
Profession	Professional Development	Sikora, D., & Alexander, K. (2004). Creating meaningful professional development for new FACS teachers through collaborative action research. <i>JFCSE</i> , 22(2), 47-52.	A workshop was planned for new and returning teachers. To enhance the planning, action research was used throughout the process.	Six factors that establish the context for successful professional development was used to guide planning (form, duration, participation, content focus, active learning, coherence). Goals for the future include becoming an official professional development service provider, create a summer institute, graduate credit will be available, and distance education will be explored.
Profession	Professional Development - Diversity	Allison, B. N. (2003). Multicultural Classrooms: Implications for FCS teachers. <i>JFCS</i> , 95(2), 38-43.	The literature can inform teachers on how to better prepare themselves for diversity in the classrooms. Strategies and factors to consider are included.	Develop a sense of cultural identity. Learn about cultural backgrounds and experiences of students. "Learn how to be competent and effective cross-cultural communicators." "Become cognizant of the divergent styles of thinking and learning of diverse populations." "Implement sound, research-based strategies that recognize the needs, strengths, and experiences of students from diverse backgrounds and cultures." Incorporate culturally relevant curriculum. Utilize multiple modes of assessments to accommodate learning styles. Have positive expectations for all. Encourage parents to be actively involved. Encourage participation in FCCLA.

Profession	Sustaining the Profession	Gentzler, Y. S., Hausafus, C. O., Keino, L., & Kruempel, B. J. (2005). Emerging leadership: Conceptualizing a solution to sustain the profession. <i>JFCS</i> , 97(4), 47-50.	The FCS Leadership Academy is described.	The FCS Leadership Academy was developed to address the declining availability of graduate education in FCS education. Reasons include: "(1) decline in programs preparing FCS educators, (2) potential students selecting one of a wider array of career options available to them, and (3) decrease interest in becoming an FCS educator." Leadership is the cornerstone of the program. An advisory board is comprised of leaders throughout the US and Canada.
Profession	Sustaining the Profession	Riley, V. (2004). Views from and administrator. What it takes to support FCS in a cost-cutting era. <i>JFCS</i> , 96(1), 35-36.	The administrator author supports FCS and explains why.	Administrators must justify their support of the program and teachers should ask these questions. Do students, parents, and community leaders believe the content is relevant to today's issues? "Have students & supporters provided input?" Are standards evident? Does the program focus on ALL families? Is it inclusive? Do students use evidence, analysis, and critical thinking about societal issues? Does it serve diverse students Do teachers use current technology? Do students evaluate information? Do students get a variety of methods, some hands-on? Are there provisions for students from ELL? Is the teacher sensitive and understanding? Is the course helping students stay in school? <i>Other important questions are given in the article</i>
Profession	Sustaining the Profession	Madsen, L. (2004). Views from an administrator. FCS must take part in the political dialogue. <i>JFCS</i> , 96(1), 37.	The administrator describes what FCS teachers must do to be part of the future.	To continue offering courses, astute teachers will: Provide quality programs Reinforce or teach math, science, & reading Become politically active at all levels to communicate the strengths and benefits of FCS.
Instruction	Authentic Assessment Portfolios	Felstehausen, G., Couch, S., & Webber, S. (1998). Authentic assessment in child care preparation programs. <i>JFCSE</i> , 16(1), 83-90.	Portfolios can be used for authentic assessment of secondary FCS students. These document the history of student achievement, experience and performance.	Teachers report that portfolio development was a positive experience for students. They were seen as effective for employability skills as well as occupation-specific skills. Suggestions for making them work are included.
Instruction	Case Studies	Lee, C.L. (1997). Sources for the selection and development of case studies for teaching ethics in FCS education. <i>JFCSE</i> , 15(1), 26-35.	Case studies can be developed by using a number of sources which are described in this article.	Sources include: Books— a number of books offer case studies that pose ethical dilemmas related to business, psychology or medicine. These can be adapted. Contemporary news events Personal experiences Research

Curriculum	Clothing	Johnson, D., & Rolling, P. (2004). Linking today with the past: The history of clothing. <i>JFCS</i> , 96(1), 62.	The authors describe a lesson in family stories/history used in an online course on history of costume (but it could be used in secondary FCS).	Students “write a paper documenting the history of a garment that was 30 years old and owned by a family member or friend.” They interviewed the garment’s owner, learned about the background, when it was acquired, the occasion, and when. If there is a photo of the original owner wearing it, they use it also. Many students used it to tell family stories. Other versions of the project could begin dialogue about family history and the meaning of clothing.
Instruction	Consumerism	Wheeler, J.P., & Thompson, N.E. (2001). Consumerism in the classroom: Effective strategies for today’s teenage consumers. <i>JFCSE</i> , 19(2), 26-31.	A description of five successful learning strategies related to consumerism/money management	Teens have a large amount of disposable income but are not always good consumers. Students need to be motivated to learn about money. The strategies promote active learning.
Instruction	Consumer Economics	Fabian, C. (2004). A new look at consumer economics curriculum—Practical reasoning. <i>JFCS</i> , 96(1), 70-71.	The author describes the basis of a module in the semester course for senior on consumer economics.	The basis of the course is guided by four questions: “What is the current state of affairs regarding consumer economics?” “What are the reciprocal relationships in the economic system?” “What consequences does consumer action have on the economic system?” “How does financial literacy empower consumer action?” Students use practical reasoning regarding their actions of using economic resources. A sample format and a concept map are given.
Instruction	Diversity	Rehm, M., Allison, B., Darling, C., & Greenwood, B. (2002). Multi-cultural and diversity perspectives: Toward transformation and action in FCS Learning experiences. <i>JFCS</i> , 94(2), 66-68.	Family professionals can take a transformative and action approach rather than an additive approach to multi-cultural education.	Examples included: Thinking about their culture’s standards of beauty Organize meals for the homeless with collaboration among agencies Developing actions that will result in changed communities
Instruction	Family interviews	Adams, R. A., & Harden, A. J. (2001). Theoretically-based family interview project transcending FCS disciplines. <i>JFCSE</i> , 19(2), 1-10.	Family interviews can help students understand family theory. The development, guidance, assessment and outcomes are described.	Assignment is guided by Bronfenbrenner’s ecological model. Sample questions are described as well as ways to integrate theory.
Instruction	Literature	Smith, F. M., & Kienzler, D. (1998). Learning about ethical dilemmas through literature. <i>JFCSE</i> , 16(2), 18-32.	Much of the content of FCS has an ethical dimension. Three examples of ethical theories are given.	Stories can be used to reflect on students’ ethical principles, develop skills in questioning and dialogue, critical thinking, and the ethical reasoning process. Examples of stories are given.
Instruction	Literature	Croxall, K. C., & Gubler, R. R. (2006). Everyone loves a good story. <i>JFCS</i> , 98(4), 48.	The article describes the reason to use a story in intermediate and secondary classrooms.	Literacy is encouraged when students are exposed to books and stories. Stories can introduce a topic, encourage discussion of a difficult subject, or provoke interaction. Examples of stories are given and a website with a comprehensive book list is shared.

Instruction	Motion Pictures	Miller, K., & Adams, R. A. (2001). Let's go to the movies: Using motion pictures to teach healthy dating and marital relationships. <i>JFCSE</i> , 19(2), 32-25.	Movies are fictional and students can use critical thinking skills to identify healthy and unhealthy relationships. Students will also identify abusive relationship and family of origin factors.	Authors describe aspects of 7 movies related to the following relationship factors: Functions of dating Love styles Gender roles Same sex relationships Family of origin; marital myths; expectations Previewing films are of critical importance.
Instruction	Nutrition	Nelson, D. (2005). Building nutrition skills with the <i>Breakfast Café' WebQuest</i> . <i>JFCS</i> , 97(2), 59-60.	An assignment for 8 <sup>th</sup> graders is described, the use of a WebQuest.	During the activity, students use the Internet, mini-lessons, how to sheets, a rubric, handouts, and videos to gain information about planning a healthy, tasty breakfast menu.
Instruction	Poetry	Ingram, M.A., & Word, C.L. (2002). Using sociocultural poetry to build civic engagement: A teaching strategy for Consumer and Family Sciences. <i>JFCS</i> , 94(3), 27-36.	Ways to build empathy are described by using poetry.	The empathy model was used to explore civic engagement build cultural competence help develop empathy and enhance awareness of one's civic self in relation to the world. The article discusses diversity concepts– respect, dignity, values, integrity, and equality.
Instruction	Practical Problem-Solving Approach	Fox, C. K., (1997). Incorporating the practical problem-solving approach in the classroom. <i>JFCS</i> , 89(2), 37.40.	A personal account is given of one professor's successes and struggles as she redirected courses from a technical to practical realm.	A major component to practical problem-solving is moral reflection. Modeling appropriate behaviors is one way to help students understand the critical science perspective. The author used housing as the example and includes a think sheet and case study that was used in the classroom.
Instruction	Service Learning (Engagement)	Martin, A. (2001). The many faces of engagement, learning goals, and the principles of good practice in service learning. <i>JFCSE</i> , 19(1), 38-41.	Scholarship includes application and dissemination of knowledge. Potential learning goals and principles of good practice for service learning.	Service learning is an effective and desirable pedagogy, consistent with Boyer's ideas. The academy should become a partner in searching for answers to pressing social, civic, economic, and moral problems.
International	Trinidad Tobago	Rehm, M. L. (1999). Implications of a workshop to develop a rationale for computers in Trinidad & Tobago in home economics classrooms. <i>JFCS</i> , 91(5), 47-51.	This paper described a one day workshop in Trinidad. It described the country and home economics program.	Topics were centered on those relevant ideas to a rationale for obtaining computers. Access to a world of knowledge Knowledge exchange Knowledge creation Active and interactive approaches to learning Teaching management functions A need for a critical approach–the Internet is often “Americanized”
International	Zimbabwe	Mberengwa, L. R., & Johnson, J. (1997). Teaching FCS in Zimbabwe and the US: A comparative examination. <i>JFCSE</i> , 15(2), 61-70.	The historical and philosophical development of FCS in Zimbabwe and the US was traced in this paper and compared.	Differences of emphasis were noted with Zimbabwe being more skills based. Zimbabwe had a national curriculum with the US having more local control. Similarities included efforts to teach cultural perspectives, integration of academics, and a need for staff development.

Teacher Preparation	Professionalism and Ethics	Lee, C. L. (1996). Professionalism and ethic: An undergraduate course in the FCS curriculum. <i>JFCSE, 14</i> (2), 13-22.	A professionalism and ethics course was added to the undergraduate curriculum. Key components of the course are reviewed.	“The majority of students felt the class had helped prepare them to make ethical professional decisions.” Case studies are an effective appropriate methodology for presenting ethics instruction.
Teacher Preparation	Reform	Miller, S. (1997). A new teacher education program paradigm. <i>JFCSE, 15</i> (1), 87-91.	A new program design where vocational education is structured as a broad field rather than separate specialties is described.	Enrollment has declined as well as university resources. This has resulted in collaborations and new paradigms of teacher education. Program challenges include reformulation of course content and maintenance of some area identity but the new programs have seen some success.
Teacher Preparation	Teacher Certification	Miller, S. W. (1996). Performance-based assessment for beginning FCS teachers. <i>JFCSE, 14</i> (2), 54-59.	The author describes a beginning teacher certification system that includes performance-based assessment.	The performance measures include portfolios and on-demand tasks. This approach may encourage authentic assessment in middle and high school programs. It seems to fit well with new process oriented FCS curriculum.
Teacher Preparation	Teacher Certification	Pickard, M. J. (2005). Distance learning now an option-Consortium tackles FCS teacher shortage. <i>JFCS, 97</i> (1), 63-64.	The author describes an Internet clearinghouse for FCS teacher preparation.	Courses are listed on the web site that can be taken to meet teacher certification requirements.

*This review chart was developed by*

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August, 2007*

*Most of the text was written by summarizing and paraphrasing each article described; some text, however, was taken verbatim from the article.*