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ABSTRACT

Secondary-level home economics teachers in four Canadian provinces were surveyed regarding their views of the value of a global perspective in home economics courses. Questionnaires were mailed to a total of 292 home economics teachers who had attended a global education inservice program (44, 43, 62, and 104 teachers in Manitoba, Ontario, New Brunswick, and British Columbia, respectively). The response rates by province were as follows: Manitoba, 45.4%; Ontario, 47.6%; New Brunswick, 59.6%; and British Columbia, 36%. When asked to indicate their degree of support for a global approach in home economics on a 5-point scale, 71.3% of respondents responded with a 4 or 5. The reasons for support of a global approach clustered around the following themes: survival of home economics as a school subject; global education as a part of the mission of home economics; the need to prepare students for a rapidly changing global society; the importance of developing social and environmental responsibility; and cultural diversity. Despite their high level of consensus regarding the belief that the aims of global education can be achieved in home economics/family studies education, the home economics teachers disagreed regarding the substantive dimension of a global perspective in home economics. (Contains 35 references.) (MN)

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**Pure Home Economics or Just a Fad?
The Value of a Global Perspective**

Presented at

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Pure Home Economics or Just a Fad? The Value of a Global Perspective

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Introduction

For the over a decade home economics teachers in secondary schools in Canada and abroad have been encouraged to broaden their curriculum and instructional practices in response to the increasingly interconnected, interrelated, 'global' nature of the world in which we live (see for example: CHEA 1987, 1988; Smith, 1991, 1993; Smith & Peterat, 1992). Global education has been around for the past three decades (Kniep, 1985). As a contemporary reform movement, it has centered on making education more relevant in light of the increasingly interdependent, pluralistic, and rapidly changing, world. In the past decade global education has emerged as the study of value issues associated with development, peace, human rights and the environment (Grieg, Pike & Selby, 1987). Some have argued that essentially global education is a misnomer. Its aim is to develop in students a global perspective but because education for a global perspective was so unwieldy it quickly became shortened to global education or "global ed." (Anderson, 1979).

Since Hanvey's seminal publication, *An Attainable Global Perspective*, in 1976, various authors have contributed to the evolving conceptualization of a global perspective. Hanvey set out two aims or purposes of education for a global perspective: a) "enhanc(ing) the individual's ability to understand his or her condition in the community and the world" and b) "improv(ing) the ability to make effective judgments" (p. i). He then outlined five elements of an *attainable* global perspective: perspectiveness consciousness; 'State of the Planet' awareness; cross-cultural awareness; knowledge of global dynamics; and awareness of human choices. He used *attainable* as a descriptor to illustrate that "a global perspective may be a variable trait possessed in some form and degree by a population" (p. 2).

Pike and Selby (1986, 1988) charged that Hanvey's position was not forceful enough. They argued for an *irreducible* global perspective, contending that if the five aims they outline are not met "the school is failing to address and prepare students for contemporary reality" (1986, p. 34). The

aims of their conception of a global perspective were the development of: systems consciousness; perspective consciousness; health of the planet awareness; involvement consciousness and preparedness; and process-mindedness.

Coombs, in 1988, also examined Hanvey's work and found it lacking the necessary means to meet its second aim of improv(ing) the ability of student's to make effective judgments. He argued that for a global perspective to be a defensible educational goal it must include: 1) developing an awareness or knowledge that includes the interrelationships of the various aspects of the world, the diversity of ideas, values and practices, the history and past practices of global concerns and developments, alternatives and possibilities for the future, and the like; 2) developing the ability to engage in value deliberation and dialogue in arriving at and justifying moral judgments and in expanding the range of common moral understanding; 3) developing a commitment to work toward the establishment of a world moral community; and 4) developing the attitude and inclination to acquire and use the kinds of knowledge, abilities, sensitivities, and dispositions required for responsible deliberation and dialogue, about value issues.

Case (1993) has continued to explore the meaning of a global perspective and has outlined two dimensions. One he calls the substantive dimension of a global perspective which includes: universal and cultural values and practices; global interconnections; present worldwide concerns and conditions; origins and past patterns of worldwide affairs, and; alternative and future directions in worldwide affairs (p. 320). This broad base of generative knowledge is essential if students are to make connections, raise questions, analyze, see ramifications, and so on, especially when considering issues. The other dimension identified by Case is the perceptual dimension. Here, he outlines five interrelated elements, namely, open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and nonchauvinism that serve as "the lens for the substantive dimension" (p. 320).

Recently the Canadian International Development Agency (CIDA, 1994), which had funded global education projects in eight provinces, offered the following explanation:

Global education is a perspective (not a subject) which underlies and shapes the teaching and learning process in schools.

Through it students develop knowledge about, and critical understanding of global issues as well as skills to enable them to address those issues. Through it, they acquire values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development. Through it they are enabled to develop the will and ability to act as mature, responsible citizens with a commitment to create acceptable futures for themselves, their communities, and the world. (CIDA, 1994)

This statement also highlights that knowledge is a significant component of a global perspective but knowledge alone is not enough.

Smith (1990, 1995a) has argued that a global perspective is implicit in the mission of home economics (Brown & Paolucci, 1979) and the conception of home economics education offered by Brown (1980). While home economics teachers have been encouraged in various ways to include the goal of developing in students a global perspective, and document analysis shows that some global content is evident in most ministry of education curriculum documents (Peterat, 1989), the view of global education articulated by the Canadian International Development Agency is not mandated in any province. As well, global education has not been a focus in teacher education programs in the past or to any great extent in the present (Theory in to Practice, 1993). Some preservice teachers have attended the CHEA programs and there is an elective course offered in British Columbia. On whole, however, most practicing home economics teachers in Canada have been introduced to global education through professional development or in-service programs. The Canadian Home Economics Association has initiated what is called the Global Leadership Development Program. It is a 'ripple out' implementation model that involves identifying lead teachers who are willing to work with their colleagues to initiate the development of a global perspective the home economics/family studies curriculum and instruction (Peterat, 1992-1993; Smith, 1995b; Ulrich, 1993; Ulrich & Smith, 1995). There have been similar initiatives in the United States (see for example: 1987 issue of *Illinois Teacher*; Williams, West & Murray, 1990).

The purpose of this paper is to examine the responses given by home economics teachers in four Canadian provinces on a survey developed for the

Canadian Home Economics Association (CHEA). While survey research has been used to investigate a global perspective in home economics in the United States (see for example: Babich, 1986; Daines & Philhal, 1990; Frazier, 1985; Morrow & Williams, 1989), it has not, to our knowledge, been used in Canada. The purpose of the survey was to gather information regarding teachers beliefs about global education and its place in home economics in order to plan further curriculum development and teacher professional development by the Development Education Branch of the International Development Program of CHEA. All the respondents had attended a global education inservice and were part of a data base of home economics teachers compiled by CHEA from registration forms from workshops. The participants ranged from pre-service teachers, to beginning teachers, to those with many years of teaching experience. For some their participation was a one hour program at a home economics conference. For others it was a longer session ranging from one half a day to two days. A previous report (Smith & Lowe, 1994) explored the factors affecting the inclusion and exclusion of global education in school programs and the professional development/in-service opportunities and curriculum resources recommended by the teachers. This paper will give particular attention to (1) what teachers believe about the importance of a global perspective in home economics and to (2) what topics teachers considered to be part of the knowledge base for developing a global perspective in home economics. Thus, the attention is on the substantive dimension or subject content knowledge of a global perspective. The survey was a combination of open-ended questions and forced choice responses using a five point Likert scale. Respondents were encouraged to explain their selection on the forced choice questions if they felt it was necessary. This qualitative data will be highlighted in this report. The survey was completed in the spring of 1994. Forty-four (44) surveys were sent to teachers in Manitoba, forty-two (42) were sent to teachers in Ontario, sixty-two (62) were sent to teachers in New Brunswick, one hundred and nine (104) were sent to teachers in British Columbia. Of the surveys that were returned and usable, the response rate was 45.4 percent for Manitoba, 47.6 percent for Ontario teachers, 59.6 percent for New Brunswick, and 36 percent for British Columbia. Overall, the response rate for the survey was 46.3. This is lower than desirable but the data analysis was completed as the results were deemed to hold interpretative

value that raised questions for dialogue and assisted in considering future directions for CHEA's global/development programs.

Teachers' Beliefs About Global Education and Its Place in Home Economics Education

When asked how important global education should be for home economics/family studies most teachers supported its inclusion to some extent (see Table 1).

Table 1. Teachers' Beliefs Re: Global Education

	% 1 or 2 ³	% 4 or 5 ⁴	M. ¹	S.D. ²
How important do you think global education should be for Home Economics courses?	4.3	71.3	3.9	.88

Those who felt strongly (71.3%), and who took the time to answer "why do you think this" indicated that a variety reasons influenced their belief. The reasons clustered around five themes:

1. Survival of home economics as a school subject.

For example:

- *If we don't develop a global perspective we will be left behind.*
- *Our society is changing, we must keep pace with the change in the picture.*
- *To keep courses going (budget cuts) therefore our courses need a new focus.*

2. Global education is part of the mission of home economics.

For example:

- *Home economics has always been a helping faculty. Why focus on self centeredness?*
- *As home economists we should be concerned with people and problems throughout the world.*
- *(G. E. is) critical to individual and family survival and quality of life. Pure home economics at its most relevant!*

³ Frequency data. The percentage responding 1. not at all or 2. not important.

⁴ Frequency data. The percentage responding 4. important or 5 very important.

¹ M. indicates mean scores.

² S.D. indicates standard deviation.

- *Global Education links with the focus of Home Economics - the well being of families.*

3. The need to prepare students for a rapidly changing global society.

For example:

- *It is important to gain a broader look at what is happening in other parts of the world.*
- *Every aspect of one's life is affected in some way by global political, financial and social realities.*
- *Skills for the future have to include global awareness.*
- *Students need to learn more about the global economy.*

4. The importance of developing social and environmental responsibility.

For example:

- *Everything we do affects others in other countries.*
- *Important for all global citizens to be aware of their effect on the rest of the world inhabitants.*
- *Food, clothing, shelter depend on how we treat mother earth.*
- *Because the world is interconnected and together we either make the world a better place or (end of response).*
- *We need to value people, not money.*
- *Our decisions have a global impact that has not been recognized before.*
- *We need to rethink current attitudes and habits to preserve the environment, our way of life, resources, etc.*

5. Increasing cultural diversity.

For example:

- *In an age where we are connected to the world via TV and other media it is important to understand each other.*
- *All Family Studies courses have the potential and the obligation to make students understand other people and families.*
- *To build better understanding between people of the world.*
- *Our society is not a "global" community. It important for us to know as much as we can about other people in our community.*

- *Students need to know more about the cultures of their classmates in our school.*

To a large extent these five themes--survival of the subject area, professional responsibility, preparing students for a global world, social and environmental responsibility, and cultural diversity speak to the importance of relevance in education, an argument that has been put forth as a rationale for integrating global education and home economics education (Smith, 1993; Ulrich, 1993; Smith & Lowe, 1994).

Those respondents who were neutral (24.1%) or who did not think that Global Education was very important for Home Economics (4.3%) also point to the need for dialogue and debate about what is important about home economics as a school subject and what educational goals it ought to be serving. They indicate a concern about losing other aspects of home economics that they think are important, for example:

- *I think it should be covered but not be the be all and end all of courses.*
- *As important as global education is there are other areas that require as much attention.*
- *I believe that there are other things that are equally important.*
- *Junior high students need and want basic skills. An awareness of global issues and possible problem solving is my aim.*
- *Students need some exposure to the global perspective but in the teen years it is also important for them to establish a family and community identification.*

One respondent was quite skeptical and articulated her concern this way:

- *I'm not convinced that this emphasis on globalism isn't just a fad. The students have enough to deal with in our own communities than to be concerned with what's happening on the other side of the world.*

The responses in this section call on us to ponder and engage in dialogue about such questions as: What is an adequate rationale for including the goal of developing a global perspective in home economics? For example, is survival of the subject an adequate reason? It is right to "jump on a bandwagon" for prudential reasons? Are we jumping on the bandwagon or has global education provided a way of critiquing home economics programs and reforming them? Has global education caused us to think about reconceptualizing home economics education, about re-evaluating fundamental assumptions and beliefs? Are our programs ethnocentric? In

what ways are they responsive to current world conditions? In what ways should we be shaping the future? One respondent implied the need for such discussion when she stated that:

- *Without a global or broad view of home economics, we are risking running our programs from a narrow, ethnocentric, and faulty base.*

Teachers' Attitudes And Beliefs About The Integration Of Global Education And Home Economics/Family Studies Education.

Table 2 shows the results for the five statements that related to teachers' attitudes and beliefs about the integration of global education and home economics/family studies education. Responses to these statements show that those responding actually support the integration of global education to a greater extent than their initial statement of belief about global education indicated.

Table 2. Integration of Global Education and Home Economics Education

	% 1 or 2 ⁵	% 4 or 5 ⁶	M.	S.D.
A. The aims of global education can be achieved in home economics/family studies education.	3.7	82.5	4.3	.85
B. A responsibility of home economics/family studies teachers is to develop an awareness of everyday life of families, locally and globally.	1.8	92.0	4.5	.73
C. Home economics/family studies teachers should assist students in assessing the global consequences of their consumer choices.	4.4	90.2	4.5	.79
D. Home economics/family studies teachers should assist students in the development of a globally responsible lifestyle.	5.4	86.5	4.4	.81
E. A global perspective should be integrated in all home economics/family studies courses at the school level.	3.6	85.5	4.3	.86

⁵ Frequency data. The percentage of responses 1. strongly disagree or 2. disagree.

⁶ Frequency data. The percentage of responses 4. agree or 5. strongly agree.

There was a provision for comments to be made if the participants felt the need to explain their response. Only a few chose to do so. Those relating to the statements in Table 2 are as follows:

In support of Statement A

- Especially if they also occur in Socials.
- Better than any other social science because we have FAMILY as focus.
- Other subjects/teachers must be involved.
- We can work towards those aims.
- What a better place.

Neutral on Statement A

- If time permits.
- Yes, but how can it all fit in. It has a great affect on health, the food chain, etc. but other courses could help with this.

In disagreement with Statement A.

- No - it has to be covered in other courses as well. Family Studies should not take sole responsibility.

In support of Statement B

- Especially if they also occur in Socials.
- We must educate ourselves first - build on kids innate awareness just to bring it to the surface.
- In isolated, Northern areas this can be a challenge.
- This allows for cultural enrichment.

Neutral on Statement B.

- When they are related to curriculum objectives.

In disagreement with Statement B.

- [circled globally and indicated that this was] Social Studies
- Need to go deeper than these activities or stereotypes will be reinforced.

In support of Statement C:

- If only it were as easily as it is said.
- Start with SELF, our economic power affects the poor of other countries.
- Important for students to realize what their dollars are supporting.

In support of Statement D:

- What good is knowledge if we don't apply it? or life without a future?
- This encourages commitment for global interdependence.

In disagreement with Statement D

- [responsible] *This sounds like morality - should we be presenting this as an either/or issue?*

In support of Statement E

- *Only if teachers are also globally minded, coercion would not be good.*

Neutral on Statement E

- *"Should" should be replaced with could.*

The variation in responses to global education by home economics teachers is not unexpected. Tye and Tye (1993) offer this explanation:

Since the meaning attributed to a thing or event determines one's behavior to it, inevitably those responsible for coordinating a global education in-service effort will encounter a range of responses...from very receptive to very resistant. Global educators need to recognize that reluctant teachers may act that way for deeply felt and carefully thought-out reasons, and work to understand the assumptions that shape those attitudes. (p. 59)

Thus, even though those teachers who responded to the questionnaire appear to be fairly positive, it is important to incorporate into home economics professional development programs opportunities for participants to express their beliefs about the change. There also appears to be a need to engage participants in dialogue about the goals and purposes of the subject area, how they contribute to a student's general education and what distinguishes subject areas and questions such as: What is the difference between social studies and home economics as high school courses? Are there ways to think about subject areas that are able to avoid being territorial? In what ways can the knowledge base of teachers be increased? Is it necessary to include the concepts of collaboration and integration in a conception of global education? In what ways can we ensure that developing a global perspective is a thread running through courses and not an "add on"? How do teachers ensure educational defensibility if they are reluctant to use "should" or "ought"? It is necessary to educate teachers on forms of pedagogy that are not tied to technocratic rationalities?

Teachers' Beliefs About the Content of Home Economics Education for a Global Perspective.

There is general agreement in the global education literature that education for a global perspective begins with gaining awareness/knowledge/understand of global issues (Hanvey, 1976; Pike &

Selby, 1986, 1988; Kniep, 1985; Coombs, 1988; Case, 1993) The issues in global education include, but are not limited to, those associated with peace, development, human rights, and the environment. Grieg, Pike, Selby (1987) refer to global education as a proliferation of educations. They identify those educations as peace, development, human rights and environmental education as the main four. In order to determine home economics teachers' beliefs about how these four areas relate to home economics course content, they were asked to respond to statements that related to each. Those related to development and development education are presented in Table 3, environmental education in Table 4, human rights in Table 5, and peace and security in Table 6. A few of the teachers offered comments to explain their answers. All the comments are included here.

Table 3. The Content of Home Economics Education for a Global Perspective: Development Issues

	% 1 or 2	% 4 or 5	M.	S.D.
A. The problems related to world hunger should be addressed in home economics/family studies courses.	3.6	87.4	4.4	.80
B. The problems of poverty should be addressed in home economics/family studies courses.	0.9	90.1	4.5	.69
C. Global development issues, such as cash cropping and appropriate technology, relate to home economics/family studies subject matter content.	5.4	77.3	4.0	.93

Comments related to the statement in Table 3 were as follows:

In support of Statement A

- *Our actions affect poor countries debt which means the poor go hungry to pay off debt*
- *Our efforts have been futile due to lack of knowledge.*
- *So students can realize the abundance they have.*
- *Students need to have a balance between world issues and basic food preparation and nutrition for themselves and their family.*
- *Our food choices affect what others in the world have or don't have access to.*

Neutral on Statement A

- *Have to tie in world/local.*
- *As well as Foods and Nutrition.*

In support of Statement B

- *Families can grow strong when facing problems with HOPE but poverty is devastating.*
- *We have too much (poverty) in this area.*
- *No one is immune to poverty.*

Neutral on Statement B

- *I am not convinced that most high school students can deal with this subject with maturity.*

In support of Statement C

- *Roles of male and female children are connected to work status, production, fulfillment*
- *But may be better covered in geography.*
- *There is no point in sugar coating these issues.*

Neutral on Statement C

- *Both view points must be given not just a biased opinion.*

In disagreement with Statement C.

- *More to Social Studies.*
- *Insufficient information can be provided to make judgments - need to visit an area and know the political situation first.*

Table 4. The Content of Home Economics Education for a Global Perspective: Environment Issues

	% 1 or 2	% 4 or 5	M.	S.D.
A. Global environmental issues, such as pollution and deforestation, relate to home economics/family studies subject matter content.	5.4	77.7	4.1	.93

Comments related to the statement in Table 4 were as follows:

In support of Statement A

- *Management of our resources is critical to our daily living and survival.*
- *These issues should be integrated because it affects the students' future here on the planet.*

- *As related to hunger.*
- *But may be better covered in geography.*

Neutral on Statement A

- *These are more difficult to include.*
- *Should be part of food security, etc.*

In disagreement with Statement A.

- *Neither should be studied without fully scientific information. In fact no teachers have adequate training.*

Table 5. The Content of Home Economics Education for a Global Perspective: Human Rights

	% 1 or 2	% 4 or 5	M.	S.D.
A. Global human rights issues, such as exploitation of women and children, relate to home economics/family studies subject matter content.	2.7	88.3	4.4	.81

Comments related to the statement in Table 5 were as follows:

In support of Statement A

- *Connected to our intimate environment - medical and law enforce personal rights.*
- *This is especially addressed in OAC (Ontario Academic Credit Course) - Family in Perspective.*
- *I include this a lot in Family Studies curriculum.*
- *A sensitive areas and depends on grade level.*
- *We are educating tomorrow's population. Who else can make a difference?*

In disagreement with Statement A.

- *What is right in Canada can't be easily transplanted in other countries.*

Table 6. The Content of Home Economics Education for a Global Perspective: Peace and Security Issues

	% 1 or 2	% 4 or 5	M.	S.D.
A. Global peace issues, such a military spending, relates to home economics/family studies subject matter.	15.3	54.9	3.6	1.1

Comments related to the statement in Table 6 were as follows:

In support of Statement A

- *Knowledge base is poor.*
- *Effects of war on families.*
- *Conflict management, anger, cooperation are learned at home and used in the larger world.*

Neutral on Statement A

- *Yes. Where it takes away from good social programs*
- *Perhaps as an influencing factor.*

In disagreement with Statement A.

- *A political issue. Not suitable for the classroom.*
- *Science and Technology is a better subject area.*
- *Social Studies content.*

In addition to the four main issues associated with global education is the close link to multi-cultural or cross-cultural education. For many, education for a global perspective is intimately linked to understanding cultural diversity (e.g., Mumaw, 1988). Therefore several questions on the survey related to teachers' beliefs about the inclusion of culture in as part of home economics subject matter. These are summarized in Table 7.

Table 7. The Content of Home Economics Education for a Global Perspective: Cultural Diversity

	% 1 or 2	% 4 or 5	M.	S.D.
A. Subject matter content in cultural diversity is an essential part of home economics/family studies education.	0.0	85.1	4.3	.72
B. Including the festivals, foods, costumes, and ceremonies of other cultures is a way of globalizing home economics/family studies courses.	4.5	86.4	4.1	.85
C. A consideration of racism, prejudice and stereotyping is an important part of studying other cultures.	3.6	88.3	4.3	.82
D. Foreign foods is an example of globalizing home economics/family studies curriculum.	12.6	65.6	3.8	.99
E. Travel to other countries plays an important role in developing a global perspective.	7.2	75.0	4.0	.97

Comments related to the statements in Table 7 were as follows:

In support of Statement A

- Food, clothing, housing, child rearing practices, etc. are integral to family.
- "Canada" isn't one pure culture.
- Schools are very ethnically and culturally diverse, therefore so should our class content.

In support of Statement B

- Only when the global concerns and world issues in present day are also dealt with.
- Their daily life is more important.
- It is a beginning only.
- It is a first step but to stop here is stereotypical - must show the beauty and history and avoid exotica/weirdness - needs a context.
- If done with a "global" rather than a "tourist" view.

Neutral on Statement B

- Special events CAN help some, but others need daily life examples.
- An easy "out"; can easily become a tourist approach.
- Very superficial.

In disagreement with Statement B.

- Depends upon teaching contexts.

In support of Statement C

- To be honest and meaningful must include reality and how to respect each other and how to fight theses
- A crucial first step.
- The students so often make comments that lead into these issues.
- Yes!
- The teacher must be sensitized/educated on these issues otherwise great damage can be done inadvertently.
- An absolute must! We all have biases and must be aware of how these biases affect our interactions with other cultures and peoples.

In support of Statement D

- (Circled foreign and wrote) I don't like this term.
- It could if done right.
- It's a way to get the students attention!
- If tied to culture and why these foods are important in this culture.
- Yes if global issues, concerns are included not just "ethnic" food.
- Only if made relevant.

Neutral on Statement D

- It depends on how it's taught - omit "foreign", "ethnic" - its just food.
- Only if you teach "average" culture and customs.
- Terminology poor. Food and culture are not longer "foreign".
- Depends on the focus.
- I don't like the word "foreign to describe food from other countries. Many "foreign" foods are eaten in Canada everyday.

In disagreement with Statement D.

- Not quite!
- The word "foreign" is inappropriate.
- "Foreign" to me means different, strange, it is not in anyway "global".
- To many of my students these foods are not "foreign" at all.
- In the traditional sense "foreign food" isolates and objectifies culture.
- Implies that other culture's foods are strange and different - possible creating a bias.

In support of Statement E.

- It helps put our life in perspective and develop empathy and connects for classes to write to.
- I travelled for a whole year and volunteered in Kenya for two months and India for one month.
- It really helps to "open your eyes"!
- It certainly broadens one's outlook.
- Important but not absolutely necessary.

Neutral on Statement E.

- Travel by who? when?
- It's nice but not essential.
- It often is the catalyst to see a need for personal change but it depends on the type of travel.
- Can have a global perspective without travel.
- It depends on what countries you visit.
- Not practical.

In disagreement with Statement E.

- Can gain insight from other who have visited other countries, through videos, articles.
- I have never had the opportunity to travel, yet I would like to think that I am developing a global perspective.
- It is not necessary, however, culturally sensitive/ecotourism/socially responsible tourism can definitely enhance/speed the development.

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Questions raised by the teachers' responses related to the subject matter of home economics programs that include the goal of developing in students a global perspective include: Do teachers really want to deny the political nature of education? Is neutrality acceptable? How do we, or how should we, deal with controversial issues such as those of peace and security? In what ways can teachers be informed about global issues? In what ways can the accuracy and comprehensiveness of background information be enhanced? Whose responsibility it is to provide the information? teacher education programs? special interest groups? boards of education? individual teachers? How can materials be assessed for bias, lack of balance, particular agendas? In what ways can we approach culture that are not static, museum approaches? Is the knowledge base essential or is it more important to explore the other aspects of a global perspective (i.e., the perceptual dimensions such as inclination to empathize, and anticipation of complexity and the development of critical thinking/practical reasoning)? If a global perspective is to be adopted as an educational goal do we need to re-think the role of the teacher? Perhaps the teacher becomes less a dispenser of information and more of a mentor leading students in their quests for understanding. Do teachers need to demonstrate or model critical thinking/practical reasoning in their pedagogical approach to teaching? If so, in what ways can this be developed and fostered?

Conclusion

The title of this paper was taken from the comments of two respondents. One said a global perspective was important for home economics courses because:

(it is) critical to individual and family survival and quality of life. Pure home ec at its most relevant!

Another said

I'm not convinced that this emphasis on globalism isn't just a fad.

Two voices from either end of the spectrum. Both voices speaking to us about home economics and the value of a global perspective. The first voice speaks of relevance highlighting individual and family survival and quality of life as what is important to home economics. Use of the term relevant or any of its derivatives implies a traceable, significant, logical connection (Webster's, 1987 p. 995). To speak of relevance is to make the claim that

developing a global perspective is logically connected both to the mission of home economics, to the goals of home economics education, and to the everyday lives of students and families in today's global society.

The second voice also highlights relevance because this voice reminds us not to jump on the bandwagon without careful thought and consideration and without adequate preparation. It reminds us to establish that logical connection and to engage home economics teachers in the dialogue about the meaning and importance of a global perspective. Several years ago Popkewitz (1980) made the same warning when he expressed concern that global education was a slogan system used by educators without a clear articulation of underlying values and assumptions. Global education has been controversial in some jurisdictions (see Schukar, 1993) where careful attention to educational defensibility was overlooked and it was seen as supporting particular political agendas or particular points of view.

This study indicates that there is considerable support among home economics teachers for recognizing the importance of a global perspective. But, many questions have been raised that require further dialogue and elaboration. For example, there is still a need for information and deliberation around what Case's (1991) calls the substantive dimension of a global perspective in home economics. Paraphrasing his account to relate to home economics this would include a knowledge of: universal and cultural values and practices of families; global interconnections affecting individuals and families; present concerns and conditions which impede the fulfillment of our mission; the origins and past patterns of home economics; and alternatives and future directions for professional practice. Determining the substantive dimension is just the beginning. What has not been discussed in this report is how to develop the perceptual dimension (Case, 1991), the dispositions required for the critical thinking/practical reasoning requisite to dealing with the controversial nature of the issues studied in global education.

In these days and times, education for a global perspective could be "just a fad" in home economics education or it could be "pure home economics at its best". If it is an important implied aspect of our mission, it must be clearly articulated, well understood, and lived in professional and personal practice.

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