

A Curriculum Structure for Home Economics Education and Topic Study

Sachiko AOKI

Teacher Training Course, Tokyo Kasei University

Abstract

The objective of this essay is to present the distinctive features of the topic study by examining its introduction in order to take a new look at the curriculum structure for Home Economics.

First, I analyzed the contents and the methods of 20 examples of topic study shown in *Home Economics Investigations* published in Britain. I chose one of these examples and contrasted its content with that of the high school texts in Japan. Based on this result, I report the actual state of the topic study and distinctive features of texts. Further, I present the cognitive framework of the university students and the features of the curriculum range based on the concrete examples. I also investigated the curriculum range of all topics used in Britain.

The above investigation yielded the following features of topic study;

1. Topics that are closely associated with the daily life of the students enable them to construct the positive and flexible learning activities.
2. Learning activities expand the subjects from classroom to outdoor, and to social interests, and elevate the relativity of recognition. There is no limitation that prevents the subjects from the order of recognition.
3. The shortcoming lies in the differences in range and levels of the subjects due to the biases on the part of the learners in fact recognition and attitude toward problems.

It is, therefore, necessary to attain higher goals than the ordinary level.

Given merits and demerits of topic study, it is important that the development of topics should be integrated with the curriculum construction which maintains the level of study, and secures the systematic recognition.

Key words; topics, cognitive framework, experiential learning, interest and concern, curriculum structure