

Analysis of Teaching and Learning Cooking Practice in Home Economics Lesson of Student Teachers

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Abstract

Focusing on teacher and student actions, the purpose of this paper is to describe issues found in four cooking practice lessons conducted by student teachers. The lesson plans and the videorecorded lessons were analyzed by using the check-sheet that consists of categories for teaching and learning activities. Teaching activities were classified into four teaching skill groups (T1-T4) and learning activities were classified into five learning skill groups (S1-S5).

The results are summarized as follows;

- 1) In the four cooking practice lessons, it was found that the time spent in both teaching and learning skills groups were similar. It is speculated that the lesson plans in the cooking practice lessons followed a set pattern.
- 2) The following four points illustrate the shortcomings of the student teacher lessons.
 - Composition of the real activity plan in its planning stage.
 - Expectation of the time needed for learning activities and promote teaching strategy for students.
 - A close examination for explanatory words.
 - Setting of the appropriate conditions to observe the cooking material.

It seems that these shortcomings are commonly found in other subjects taught by the student teachers.

Key words; student teacher, home economics lesson, teaching and learning process