

Narrative Approach to Home Economics Education: Interactions of “Why” questions in a Lesson

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Abstract

This research is a case study about interactions of “why” questions in home economics lesson. The content of the lesson was for students to think about children who eat alone. The objective of the current study was to find out why students were able to actively interact with each other in a classroom.

Research methods included teacher’s narratives, student’s writing and their speech protocol. These methods were combined to examine the lesson facts.

Results are as follows:

- 1) Writing helped students to better understand their thoughts.
- 2) Teaching style was flexible.
- 3) Teacher’s speech was not IRE. The teacher accepted students’ comments and encouraged them to talk.
- 4) Students were not learning just one thing, but many.
- 5) The lesson assignment was open-ended, and it was intended for students to have conflicts.

In the lesson with active interaction of students, the assignment was open-ended, students’ expressions were assured, and the teaching style was flexible.

Key words; Why Children Eat Alone, Case Study, Narrative Approach, Reflective Practitioner