

Empowering Problem-Solving Literacy within Home Economics Teachers: The Development of a Teacher Training Lesson Program and its Evaluation in the framework of “The Teacher License Renewal Program”

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Abstract

The current urgent task facing school education is to nurture the literacy of critical thinking, expressiveness and problem-solving skills among students to enable them to survive in the rapidly changing society. Teachers are required to empower themselves and their own abilities to cope with these missions; that is, to support students' developing such new scholastic literacy.

In this research, a twelve-hour program of lessons for home economics teachers was developed and implemented for three years from 2009 to 2011, within the framework of “the Teacher License Renewal Program” organized by the University of Fukui. The program contained collaborative learning and problem-solving activities, aiming to nurture teachers' (i.e. the attendees') literacy of problem-solving and their lesson-planning skills.

The effectiveness of program was analyzed by using teachers' work such as illustrations and lesson plans, descriptions and other evaluation data over the three years. Through data analysis, teachers' enthusiastic approaches towards, and deeper understanding of, the collaborative activities and problem-solving learning became apparent, and the program received high evaluations from the attendant teachers. Based on all of the analysis, the effectiveness of the program was indicated.

Key words: problem solving literacy, teacher training,
empowerment of teachers' literacy, home economics education