

Significance of Study about Food Production on a Farm in Fostering of Home Economics Teachers

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Abstract

The objective of this study was to clarify the change in knowledge, technique, and recognition of types of food production in university students who are pursuing a home economics teacher's license. Specifically, we studied what changes occurred after students attended lectures and completed practical work in dairy husbandry and horticulture, and we also examined the significance of the class itself for students pursuing teacher education in home economics.

For dairy husbandry, students attended a one-hour lecture and did six-hours of practical work, and for horticulture, a one-hour lecture was attended and two and a half hours of practical work were completed. The effectiveness of these lessons were assessed by asking students to write post-lesson descriptions on seven themes, with the focus on analyzing the contents by classifying their descriptions in categories.

The primary results were as follows:

1. Students gained a lot of new knowledge and some new techniques in food production, and became aware of essential attitudes toward food (food is animate thing), and social values surrounding food production. That means they gained deep knowledge about food production as future home economics teachers.
2. Students demonstrated concrete teaching methods and knowledge of content to be taught regarding food production, on the assumption that they would become home economics teachers in the near future.
3. Especially in the dairy husbandry class, the combination of lectures and practical work enhanced learning effect.

Key words: food education, food production, farm, home economics, teacher training