

Issues on Learning About Family

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Abstract

In this article, several research outcomes related to learning about family are reported. It is reported about issues related to four viewpoints of self, social perspective, teaching method and moralism based on my previous research.

The subject of “knowing oneself” in home economics textbooks published in the U.S.A. was analyzed. Learning about self was positioned prior to learning about family, in which it was described that what had great influence on self human formation were families, friends and others.

“Family relations” in Ohio State curriculum guide “Work and Family Life Program” was analyzed. It was aimed to develop competency to analyze prejudices and various social factors influencing families such as law, policy, economy, work, global problem and ethical issues. In the U.S.A. it was aimed to analyze and inquiry repeatedly asking questions such as “what does it mean”, “why”, “what action should be taken”, “how will it be affected”, on the other hand, in Japan it was aimed to recognize the correct answers such as important matters and value of corporation.

41 reports of teaching practice learned about family were analyzed based on “practical reasoning process”. As a result, teachers did not pay attention to the process of learning and the development of critical literacy by thinking on different viewpoints.

Senior high school students’ image, consideration and concern for the elderly were investigated by questionnaire. It was founded that previous experience in contact with the elderly did not have relation to increase concern for the elderly and the aged society, but was related to enhancing good images and consideration. And experience in learning about the elderly such as reading books and articles, analyzing and discussing was related to increase concern for them.

An analysis of lesson on early childhood using psychodrama showed the importance of the position of activities in learning process and the learning before and after activities.

In the educational reform since 1980, family and home have been emphasized. It also has had an impact on home economics education. Moralism and emotionalism have been emphasized in describing family within the home economics course of study. It is presumed that it has caused teachers the difficulty of teaching family education.

Key words; home economics education, learning about family, self, social perspective, teaching method, moralism