I. Purpose
The Japan Association of Home Economics Education (JAHEE), established in 1958 to promote theoretical and practical investigative activities on home economics education, has 1086 members including 87 students. The purpose of this report is to analyze "The Research Projects on Contemporary Issues" organized by JAHEE, an attempted relationship of investigative activities among members, and to examine how to empower investigative activities of JAHEE in the future by reflecting on the effects and outputs of this trial.

II. Method and Process
The analysis involved inspecting each project activity and examining the process and outputs of the research projects. In September 2008, "The Research Projects on Contemporary Issues", and requested members to join the project. JAHEE advertise the theme of the project for members and following three themes were focused: ①contemporary issues on food and possibility of food education in home economics, ②home economics education based on the community, ③significance and role of home economics education in senior high schools under the evolution of educational diversity.

The investigative period was two years from November 2008 to December 2010 and the obligations for the project were to submit the research plan and to present the findings at the annual meetings of JAHEE.

III. Research on Working Group

WG 1-1

Examination of Home Economics Classes for Changing in Eating Behavior and the Attitudes of Home Economics Teachers

Objective: The purpose of this research is to clarify the effects of food preparation and the attitudes of home economics teachers.

Methods: We conducted the study in Junior high school students, and the results were presented. The table shows the effectiveness of the three classes.

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Number of Classes</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation</td>
<td>154</td>
<td>80%</td>
</tr>
<tr>
<td>Attitudes of Teachers</td>
<td>154</td>
<td>20%</td>
</tr>
<tr>
<td>Significance of Role</td>
<td>154</td>
<td>40%</td>
</tr>
</tbody>
</table>

Conclusion: The effectiveness of food preparation classes focusing on eating habits, the number of classes focusing on eating habits, and the attitude of home economics teachers were similar to those revealed by a survey that was conducted ten years ago.

WG 1-2

The Present Situation with Regard to Food Preparation and the Attitudes of Home Economics Teachers

Objective: We examined the present situation with regard to food preparation and the attitudes of home economics teachers.

Methods: We analyzed questionnaire filled out by 103 teachers from 4 junior high, 2 senior high and 6 higher schools.

Effects and Findings:
1. The teachers mostly devoted 30% of home economics classes focusing on eating habits.
2. The average number of classes focusing on eating habits is 15.9 (3.9 times).
3. The common learning objectives at all schools are "learning basic cooking methods and handling cooking utensils," "safety and hygienic cooking," and "experiencing happiness from cooking." Additionally, although the present survey reveals 30% of the teachers selected the "tasting" goals, (Fig. 1)
4. About 30% of the teachers attached greater importance to the experience of making meals when studying food than to the instruction of skills, although in the previous survey, 30% of the teachers selected the "tasting" goals, (Fig. 1)
5. Many teachers pointed out the limited number of hours allotted to food preparation classes.

WG 1-3

Home Economics Credits Reduction and Teachers' Views on the Curriculum: The Case of Japanese Senior High Schools

Objective: The purpose of this research is to clarify the effects and problems of the reduction in home economics credits at the senior high school.

Methods: We analyzed questionnaires sent to 331 Senior high schools in Japan and 621 replies were analyzed.

Effects and Findings:
1. About 70% of teachers had experienced the decrease of credits in home economics classes at the senior high school.
2. The teachers pointed out the decrease of credits in home economics classes at the senior high school.
3. About 70% of teachers had experienced the decrease of credits in home economics classes at the senior high school.

IV. Reflection of the Project Activity
The research project involved 52 members over six working groups under the three themes. Members were largely university’s researchers and school teachers from all over Japan. Each group conducted two or three meetings twice a year during the entire period, and presented their findings at the annual research meetings in Japan, by means of a research presentation in 2009, and by means of a poster presentation accompanied by attending the symposium in 2010. The research reports were available on the home-page of the JAHEE website, and were widely shared.

V. The Effects and Findings
The research reports were available on the home-page of the JAHEE website, and were widely shared. Most groups were very active in performing their investigative tasks, such as obtaining the government budget to conduct detailed studies on their topics, writing treatises in the journals of JAHEE, publishing books, and so on. As a result, their activities were far exceeded the expectation of JAHEE. From these facts, it can be concluded that the trial was a success in terms of facilitating investigative activity among members. The following are the two main reasons for, the success of this project:

1. The group members are motivated to work on this activity, and independence and freedom that facilitates creativity for active investigation among project members, and sharing of the process and outputs of the project with all members with information open to everyone.

Survey of Japanese Junior High School

Examination of the Actual Conditions of Home Economics Teachers in Japanese Junior High Schools

Objective: The purpose of this study is to clarify the present conditions of Japanese junior high school home economics teachers. We aim to introduce an educational reform in order to improve home economics education.

Methods: Using a questionnaire administered to Home Economics teachers of junior high schools, we collected data on the situation and demand of home economics education.

Findings:
1. Of the Home Economics teachers in junior high school, 75% were full-time and 16% were part-time.
2. More than 24% of teachers did not have a license to teach Home Economics in junior high school.
3. The teachers selected various courses and topics, and were not independent in their decision making.

WG 2

Home Economics Learning Based on the Community

Project Member: Katsutoshi Miyake, Takashi Arao (University of Education), H. Miyake (former professor of the practical high school in Yamanashi), Y. Sato (Nagano University), M. Saito (Tokyo Gakugei University), K. Takasaki (Yoshino Kosen University), K. Nakamura (Tokyo Metropolitan University), Y. Tai (Nagano University), T. Tsuchiya (Nagano University), Y. Toda (Yamanashi Kosen University), Y. Kamada (Meijo University), K. Kato (Meijo University).

Objective: The home economics curriculum typically takes place in the classroom, but home economics learning is often affected by the students' daily life. The purpose of this study is to clarify the effects of home economics learning based on the community.

Methods: The concept of community was defined as the living field, on human existence and the creation of a specific environment that supports learning activities. Among the projects, home economics teachers were instructed by the members in a learning community.

WG 3-2

Home Economics and Education Reforms in Japanese upper secondary schools: The Focus on Vocational Education

In Japan, due to the upper secondary school reform, most students are enrolled in general education, and some students are enrolled in vocational education. The authors of this report analyzed the data of the projects that belong to the two main reasons, for the independence and freedom that facilitates creativity. The two main reasons, for the independence and freedom that facilitates creativity.

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WG 3-3

Home Economics Curriculum Development and Practice focusing on Poverty Issues Related to Work and Welfare

Objective: The purpose of this research is to develop a home-management learning program that will provide home economics teachers and students with an opportunity to develop skills in performing everyday life. The process and the context of the present "income-gap society".

Methods: The research team employed a qualitative method in this study.

Findings: 1. A number of research based on the following conditions and purposes.

IV. Reflection of the Project Activity
The research project involved 52 members over six working groups under the three themes. Members were largely university’s researchers and school teachers from all over Japan. Each group conducted two or three meetings twice a year during the entire period, and presented their findings at the annual research meetings in Japan, by means of a research presentation in 2009, and by means of a poster presentation accompanied by attending the symposium in 2010. The research reports were available on the home-page of the JAHEE website, and were widely shared.

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