



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Home Economics

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
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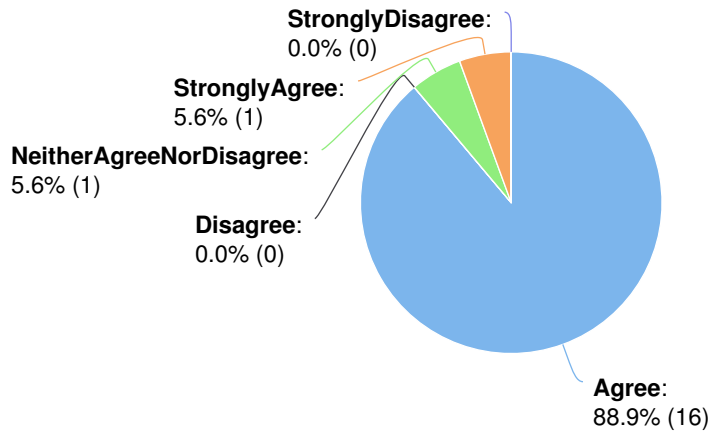


Investing in Your Future

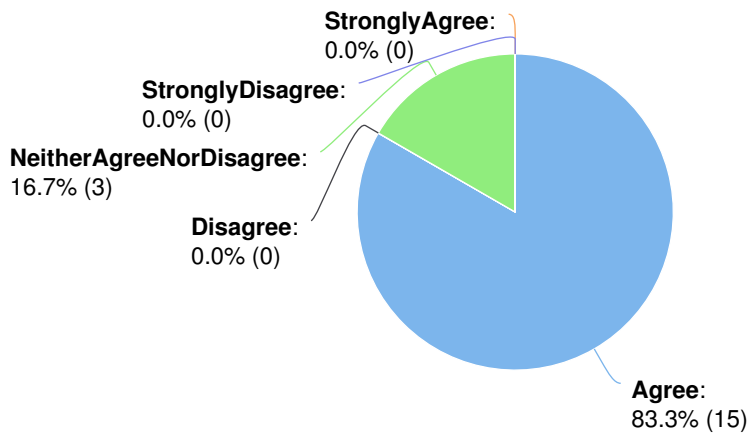
Number of respondents

Education Officers	1
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	17
University Lecturers	0
Vocational Education Training Lecturers	0

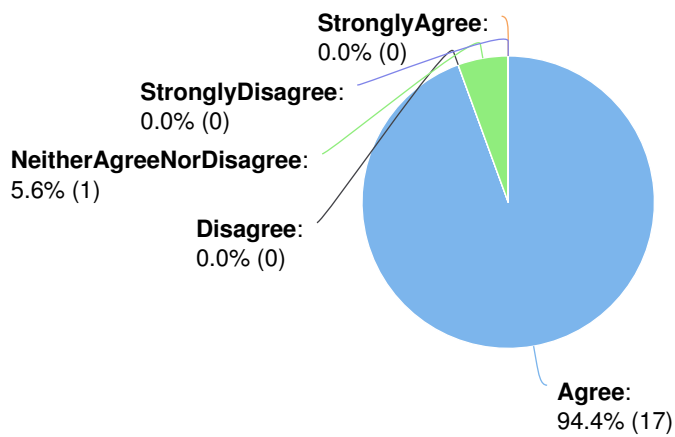
Focused on the learner



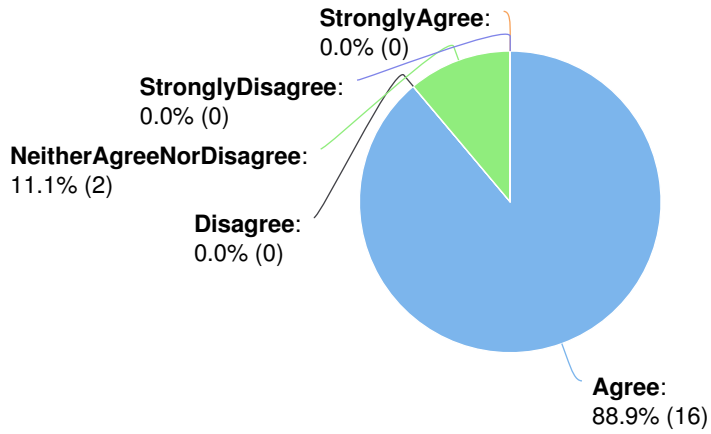
Comprehensive



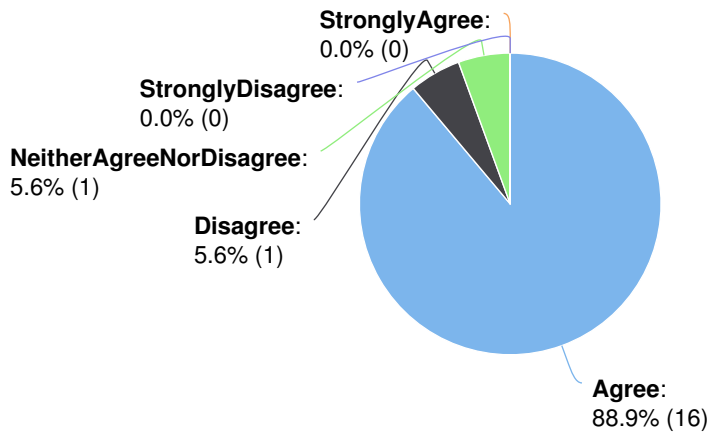
Clear



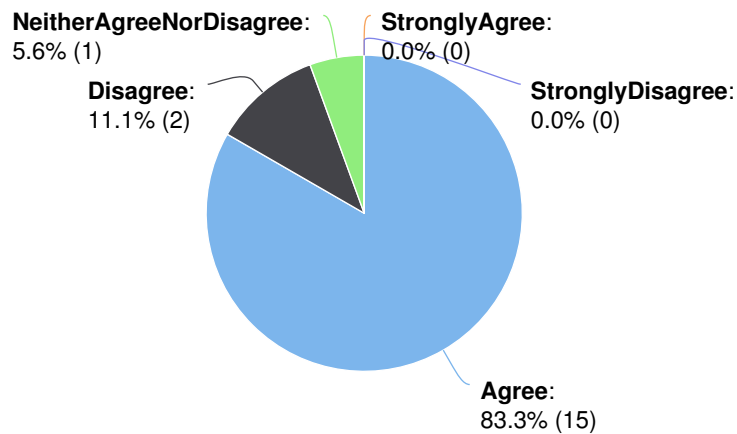
Articulate



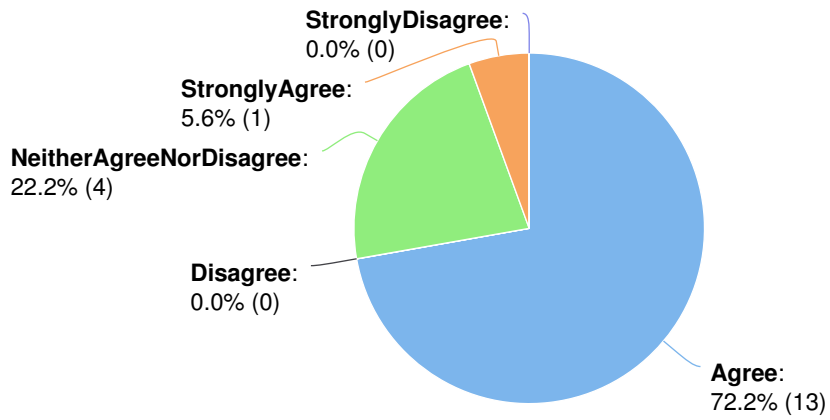
Good for providing direction for learning activities



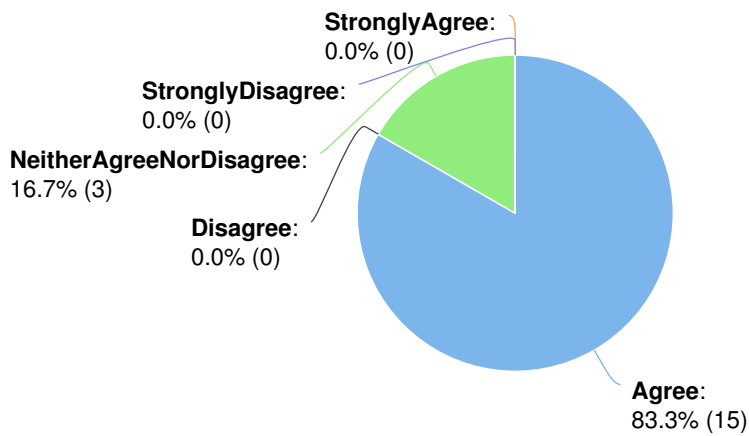
Good guidelines for teaching and assessment



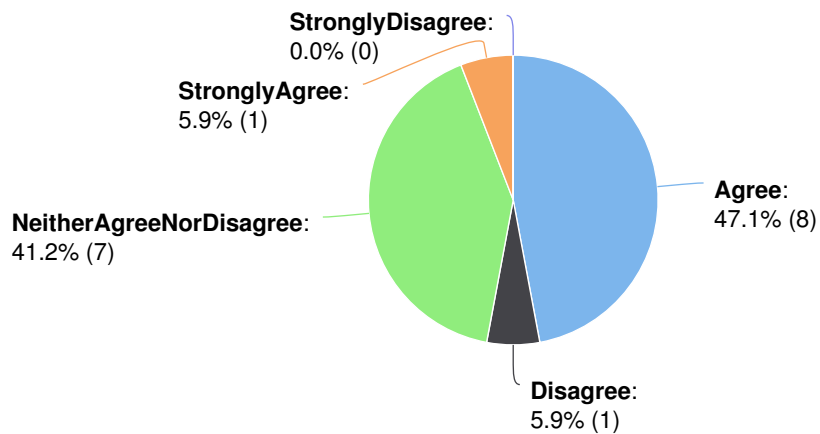
Measurable



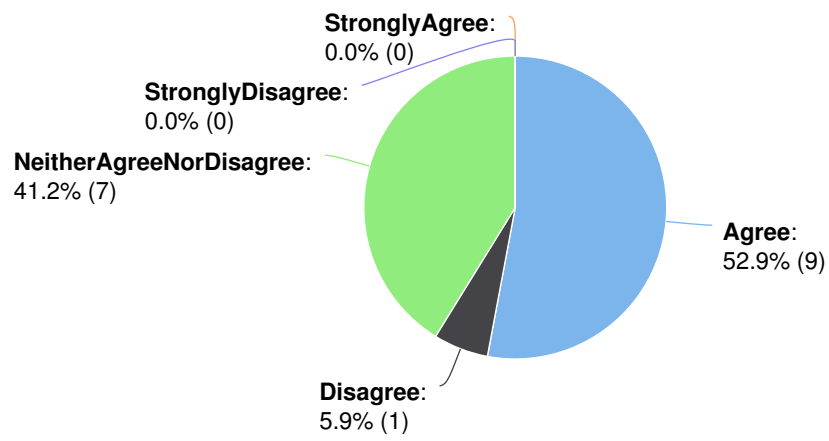
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#57

teacher home-economics secondary church_school

General comments or concerns about the subject:

"National benchmarks of excellence for all schools". This statement inhibits autonomy of schools within certain learning areas and discourages progress within groups that are more able.

We disagree with the aim stated: "of the LOF is to free schoolslearners in Malta."Particular disagreement lies within the statement that the LOF will "eventually lead to more curricular autonomy of colleges and schools, so as to ... of their students". We actually believe that the LOF will hinder the teaching/learning process based on the different abilities of the students. "The material presented in the website is all 'work in progress'". We believe that there should have been better groundwork before presenting this to educators to give feedback on. Time frame given for feedback is too short. There is no key to the given symbols/icons next to each LO. How can one expect general feedback when not all subjects' LO were finalised?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#124

teacher None secondary church_school

General comments or concerns about the subject:

I do not teach at this level.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I believe the following should be at a higher level i.e. level 8 where the students would have a good foundation and understanding of the subject. They will also be more mature to carry out the challenging tasks: 20. I can research, collate, interpret data collected as part of a given task.

21. I can create and evaluate according to a set of criteria.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#125

teacher home-economics secondary church_school

General comments or concerns about the subject:

I needed more than 150 characters to carry out a proper analysis in the next box. Why the limitation if we need to explain ourselves?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Remove the following; I can explain some simple biotechnology uses in food, such as in cheeselets. The students have not reached maturity to understand this concept. I can list and discuss the different forms of advertising. Students already cover this in other subjects and the H.E. curriculum is already very loaded. I can demonstrate basic First Aid procedures for various simple injuries. To demonstrate the students have to undergo a fully first aid course and be given certification. On the other hand, the student can know in theory what one should do in case of common accidents/injuries. I can plan, prepare, serve and evaluate a healthy breakfast. This should be covered at level 7 or even at lower levels as the importance of breakfast should be instilled from an early age to become part of their healthy lifestyle. I can identify the physical, psychological, emotional and social development. The Intellectual?

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#127

teacher home-economics secondary church_school

General comments or concerns about the subject:

I think that level 9 is lacking from practical sessions whereas level 8 is overloaded. Some of this overloading should be split between level 7 and level 9.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#158

teacher home-economics secondary church_school

General comments or concerns about the subject:

Since we alternate between 2 groups it is rather difficult to cover all the syllabus and criteria designed. We select a set of objectives and plan out lessons accordingly. There is too much to cover in just 1 hour 20 mins of a double session of 40 mins single session.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Convenience food is a topic well investigated in form 5, the mention of them is enough in the lower forms. To focus on waste separation, and the environment as well is a bit impossible in our case as we can't fit in so many topics in our lessons. Some of the topics are overlapping like safety and the first aid box- done in form 2 and part of form 3 syllabus- too boring, so we opt to do them in form 3.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

It would be ideal to have less topics in order to be able to include some crafts ex made from recycled waste if need be and more focus on understanding each topic- ex 2 practical session involving the pastry.

#159

teacher home-economics secondary church_school

General comments or concerns about the subject:

Once again in form 3 and form 4 option HE there are so many topics to cover (theory especially) that it leaves us with little space for creativity and innovations. Syllabus is too vast considering school outings, holidays and distractions. Perhaps some of the unit need to be revised in order to allow some time for students to really enjoy the subject freely- example sow their own herbs, crafts from wasted items, art of photography of food they do in practicals, more in depth practical sessions.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

kindly refer to general comments

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

more student friendly lessons (can be done by them) if we are provided with a shorter syllabus

#160

teacher home-economics secondary church_school

General comments or concerns about the subject:

Form 5 is the craziest year to teach, too much to do in such a short period, basically 1 term and then we have Mock exam (which according to me should reflect the Matsec Exam- but it's not) since lots of topics are not covered by then. It's a bit too much to explain techniques for investigation (considering most of us have low ability students) and cover all the topics in 1 term.

I believe 1 technique is more than enough and perhaps a the whole project idea is deleted and replaced with presentations done in class, school activities ex cooking competitions, poster presentations, leaflets designed... created over the period of 3 years. Less stressful and much more fun for students.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

The topics on the washing machine and how it works are a bit too much at times esp for girls. Floor and wall covering and lighting also are a bit boring for the students. Pity that in form 5 we only have time to cook 2 times!!! Some students complain big time on this.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#268

teacher home-economics secondary church_school

General comments or concerns about the subject:

I think it is good. I'm not sure about the finance part, whether it is good for forms 1 and 2 or not.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I would take out the finance part, as they will do it later on the the syllabus.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would include more personal hygiene, the importance of washing your hair, brush your teeth twice a day etc. This is because some of the students still do not know how much personal hygiene and care is important.

#350

teacher home-economics secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

In our school, Home Economics is offered to Level 7 students for half a year only as it is joint with another subject. Therefore not all Learning Outcomes can be reached. The following are what I feel are most important for students who take Home Economics for half a year only:

Food, Nutrition and Health: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17.

Practical Interventions: 1 - 19

Home and Family Well-Being: 1

Sustainable Management and Effective Use of Resources: 1-4

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Yes, Learning Outcomes related to the functions and sources of the 5 Nutrients, especially Carbohydrates, Proteins, Fats. The importance of Water and Fibre in the diet.

#351

teacher home-economics secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I would cover the following at Level 9:

Financial Literacy: 15.

Safety and Risk Management: 1-3

Home and Family Well-Being: 1-6, 10-15

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher home-economics secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I would cover the following at Level 8:

Food, Nutrition and Health: 1-11

Sustainable Management and Effective Use of Resources: 1-5

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher home-economics secondary church_school

General comments or concerns about the subject:

In my opinion it would be best if the subject's name had to be changed, with so many subjects now overlapping with HE, changing the name to something more modern and attractive would help the subject not to become redundant, as students choosing it are already becoming less and less each year.

The learning outcomes need to be more specific to allow for the teacher to know how much detail she/her has to get into and to ensure that all schools are as uniform as possible - E.g. how many moral, psychological and emotional needs must a student know? it would also be advisable if a book would be available for students to follow, based on local law and statistics. The teacher would be able to add on to the book using various activities and pedagogies, and the teacher's own worksheet, but reliability and quality would be assured throughout.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

None, I would leave all of them

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would add the topic of child care and development as it is a topic which the students really enjoy, even boys and which is beneficial, especially with the rise of teenage pregnancies.

teacher home-economics secondary church_school

General comments or concerns about the subject:

- 'I can defend the role of milk and fruit in the diet' - It is not clear.
- Difficult to find time to explain and prepare a preparation sheet with Year 7. An order of work would be enough.
- Certain learning outcomes are not covered by topics in the syllabus.
- 'I can apply basic cake-making method to prepare simple dishes- it is not clear.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

- Learning outcomes dealing with financial literacy. With the exception of 'distinguishing between needs and wants this is not covered by the syllabus.
- 'I know how to minimise food waste and safely make use of left-overs' since not covered by the syllabus.
- Point 3 and 4 'Sustainable management and effective use of resources' since not covered by the syllabus.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

General comments or concerns about the subject:

• Food, Nutrition and Health

number 6: usually we don't emphasise on portion size. Are we to refer to the food guide pyramid which states amount of servings from each food group.

- Number 12: local situation is not taken into consideration in the syllabus.
- Number 14: exact energy values of food is not taught but only the food groups which are high in carbohydrates and fats.
- Number 28: biotechnology is not covered by the syllabus.

Learning area: Financial Literacy:

- Number 7: it is not covered by the syllabus and we don't have time.
- Number 11& 14: with what is covered in the syllabus the students are not prepared to compare products in terms of quality, quantity etc... and to use credit responsibly.

Learning: Practical Interventions':

- Number 14: Healthy breakfast has been removed from Form 3 syllabus.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning area: Financial Literacy

- Number 7: it is not covered by the syllabus and we don't have time.
- Number 11& 14: with what is covered in the syllabus the students are not prepared to compare products in terms of quality, quantity etc... and to use credit responsibly.

Learning area: Home & Family Well-Being

- Number 9: not covered by the syllabus.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#434

General comments or concerns about the subject:

Learning area: Food, Nutrition and Health

- Number 1: the impact of seasonal and sustainable food choices is covered throughout the three years.
- Number 8: only salmonella food poisoning is covered.
- Number 10: what to do if food poisoning occurs is not covered by the syllabus.
- Number 11: this is covered in Level 8 when dealing with vegetarianism.

Learning Area: Financial Literacy

- Number 3: covered in Level 8 when teaching budgeting.

Learning Area: Safety and Risk Management

- Number 1: covered when dealing with senior citizens in Level 8.

Learning Area: Home & Family Well-Being:

- Number 3: Relationship between human activity and functional layout and design of a kitchen and not of a home is covered by the syllabus.

Learning Area: Sustainable management and effective use of resources.

- Number 2 & 5: covered in level 8.
- Number 6: not covered by the syllabus

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.**Are there any Learning Outcomes you (respondants) would include? Specify which and why.**

#435

teacher home-economics secondary church_school

General comments or concerns about the subject:

Learning Area: Food, Nutrition & Health

- Number 2 & 3: may be covered only if chosen as part of the investigation.
- Number 4: same as 2 & 3 when it comes to the use of certain enzymes in food preparations.

Learning Area: Home & Family Well-Being

- Number 1: they are only prepared to plan for the kitchen.

Learning Area: Sustainable Management and Effective Use of Resources

- Number 4: water pollution, treatment of water and sewage is discussed but we do not go into detail about microbiology.
- Number 6: we do not go into detail on how they are generated.
- Number 11: not covered by the syllabus.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning Area: Sustainable Management and Effective Use of Resources

- Number 11: not covered by the syllabus.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#436

teacher home-economics secondary

General comments or concerns about the subject:

Learning area: Home & Family Well-Being:

- Number 3: Only psychological and intellectual development of children and senior citizens is covered.
- Number 4: not really covered by syllabus.
- Number 8: not very clear.
- Number 9: not covered by the syllabus.
- Number 10: Syllabus only covers responsibilities towards family and community.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#461

education_officer None

General comments or concerns about the subject:

The objectives are clear. However, some improvements can be made as follows: - Some objectives need to be more specific, eg 4. 'I am familiar with current dietary guidelines and food guides', should be phrased as 'I can list the current national dietary guidelines and explain or draw the local food guides. The terms 'I am familiar' and 'I am aware of' in my opinion should not be included in Learning outcomes, as they are not so specific and measureable. Some points about the Practical Interventions: Quite an extensive list of practical skills are included. Some improvements can be made by: - listing the different types of skills to be used in food preparation (give a list not only examples) - Why is cake-making taught at this level? We should be more pushing students towards healthy fruit options rather than cakes, to be in line with the national health policy.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.