

Developing Family Life Education Program in Japan: Practices and the Evaluations.

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AIMS

- **Various family issues have been increasingly reported in Japan these decades.**
- **Some issues such as child abuse, poverty, and domestic violence are getting more and more serious and complicated.**
- **The Division of Home Economics Education in the Japan Society of Home Economics has been working on developing a family life education program to challenge these issues since 2007.**
- **In this poster we present the first implementation of our FLE program in 2011 and its evaluation.**

METHODS



- We implemented the Family Life Support Program in Fuji City, in Nov. and Dec. of 2011, Jan. and Feb. of 2012, which offered 9 sessions (indicated with © in the next slide).
- Each session lasted 1.5 - 3.0 hours and consisted of a lecture and workshop.
- Nineteen people with different backgrounds participated.
- The evaluation was made on Instructional Design (goals, teaching strategies, etc.), Technical Design (room condition, materials, etc.), and Content (key concepts, depth, etc.) .
- General comments were requested.

METHODS: The Topics in *Theory and Practice of Family Life*

Support (Edited by the Division of Home Economics Education in JSHE, see References)



Part I Theory and Practice of Family Life Support

Chapter 1 What is Family Life Support?

◎ Chapter 2 Competence Development for Family Life Support

Part II What is the Family?

◎ Chapter 3 Families in Society

◎ Chapter 4 Human Development

Part III Issues for Development and Family

◎ Chapter 5 Family Life and Gender Issues

◎ Chapter 6 Parenting

◎ Chapter 7 Infants and Family

◎ Chapter 8 Children/Youth and Family

Chapter 9 Senior Citizen/Challenged Members and

Family

Part IV Life Skills

◎ Chapter 10 Family Life and Basic Skills

Chapter 11 Time Use and Family

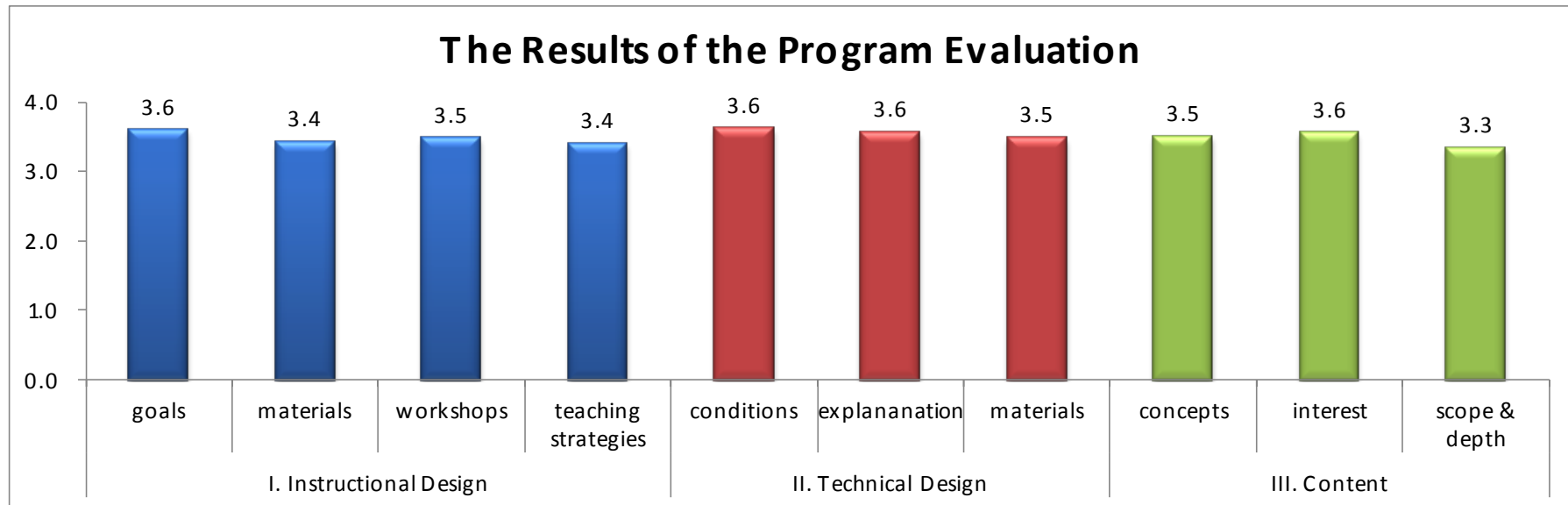
Chapter 12 Economy/Consumption and Family

◎ Chapter 13 Communications and Family

Chapter 14 Family Law and Public Policy

RESULTS

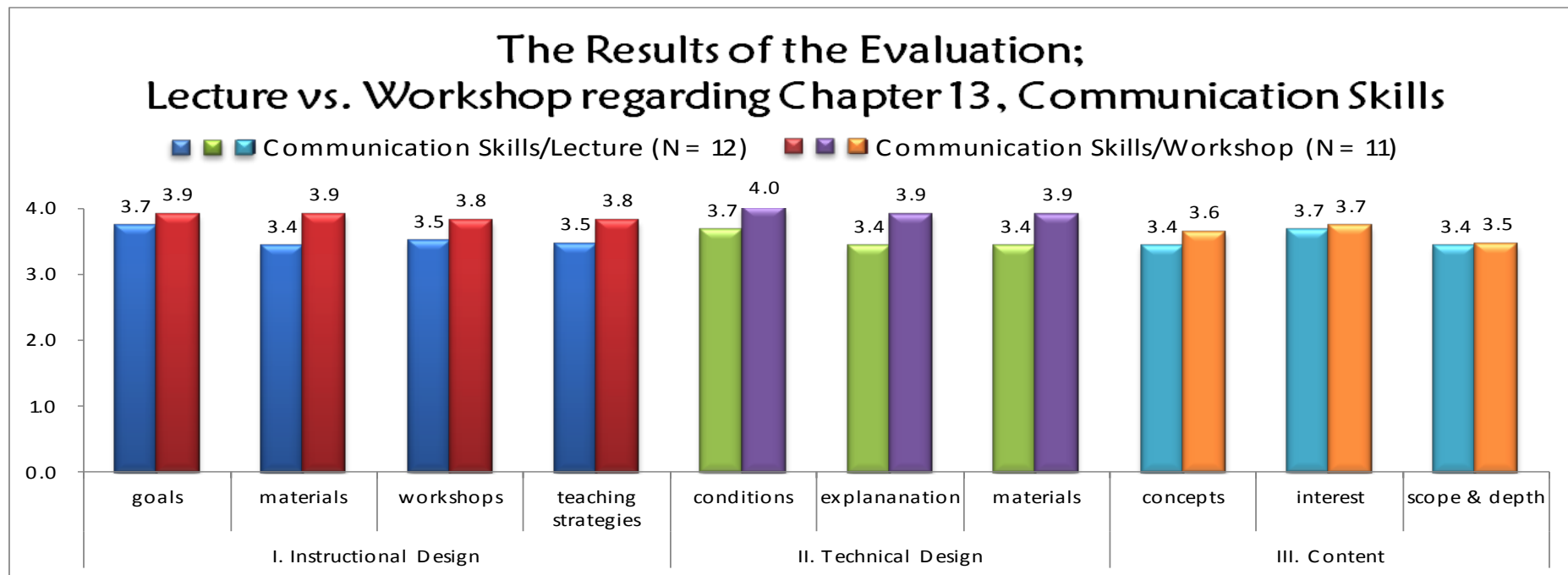
- The program was evaluated on 10 items by using 4-point Likert-type scales.
- The scores were
 - 3.4-3.6 regarding Instruction Design, 3.5-3.6 regarding Technical Design, and 3.3-3.6 about Content.



***Scales: Excellent 4, Good 3, Fair 2, Need Improvement 1**

RESULTS...continued

- We compared the lecture evaluation and the workshop evaluation regarding Chapter 13, Communication Skills.
- The workshop evaluation scores were higher than the lecture evaluation scores.
- It means the workshop was more effective than the lecture.



***Scales: Excellent 4, Good 3, Fair 2, Need Improvement 1**

RESULTS...continued

- The participants' comments also showed how they satisfied with;
- **New knowledge**
 - I was very surprised at the huge gender gap in Japan compared to the other countries in the world.
 - I found out differences in opinions and feelings among the participants through the group discussion.
- **Effectiveness of the Workshops**
 - The workshop was helpful to understand the concepts.
 - The active conversations were my first big step to put my feet into other's shoes, and to see his/her situation from different points of view.
- **Good Opportunity to Reconsider**
 - Although I have used life skills automatically, the life skills' session was a good opportunity to reconsider the meaning and importance of them.
- **Others**
 - It was better to have more time for workshops to make discussions deeper.

CONCLUSIONS & REFERENCES

- Although it was the first implementation of our Family Life Education program, the participants were fairly satisfied with the program.
- However, their evaluations suggested some important issues that we need to work on, such as lesson plans, duration of sessions, and evaluation measures.
- Moreover, the program needs to be carried out for various groups of people in different settings to improve the program and the evaluation.
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