Practice and Evaluation of the Consumer Education
in Home Economics Classes

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Abstract

The purpose of this study is to explore evaluation methods of consumer education in home economics. The lessons were designed for 115 2nd grade female students in a junior high school. The contents of the lessons included students' decision making about consumer behavior when purchasing a shampoo. We evaluated students' ability to choose goods after these lessons. Students participated in workshops and group discussions to talk about consumer behavior when they selected a shampoo.

At the beginning and the end of a series of these lessons, students wrote the chart about their decision making processes in selecting a shampoo. After these lessons, students wrote their opinions about what they wanted to do when they selected a shampoo. The opinions and the two charts were compared and analyzed by considering sustainable consumer environment.

Most of students wrote that it was important to think about environmental issues when they purchased shampoos. Students, however, did not pay attention to refill the shampoo in a returnable container. There was a gap between students' opinions and the concrete decision making in their consumer behaviors.

The self-evaluation of the students who had critical perspectives toward their former decision making tended to report low scores compared to the students who did not engage in greater level of self-reflection. The results suggested that teachers should not trust only written findings of students' opinions after the lessons. Teachers must be aware of the meta-cognition of the students' learning processes.

Key words: consumer education, practice, evaluation, junior high school student