SUSTAINABLE AND HEALTHY LIFESTYLES:
Policy, Pedagogy and Practice Conference

St. Angela’s College, Sligo, Ireland
23rd to 25th March 2017
Conference Organising Committee Welcome Note

On behalf of the Sustainable and Healthy Lifestyles Conference Organising Committee, we would like to welcome you to St. Angela’s College, Sligo. The conference is brought to you in partnership by the Home Department, St. Angela’s College and the International Federation for Home Economics (IFHE).

The conference Sustainable and Healthy Lifestyles: Policy, Pedagogy and Practice brings together professionals from around the world to engage in critical dialogue in allied areas to the conference theme. We are delighted to welcome our keynote speakers: Prof. Nóirín Hayes; Prof. Teresa Marteau; Prof. David Selby; Prof. Victoria Thoresen; Dr. Slyvia Lorek; Prof. Philip James and Prof. Donna Pendergast each of whom will explore an aspect of the key themes of the conference.

An event of this scale would not be possible without a strong team and we would like to sincerely acknowledge the hard work and dedication of the Conference Organising Committee, Dr. Taheny, and the staff and students of St. Angela’s College.

We hope that you have an informative and professionally rewarding week; and that you also have some time to meet new and old friends and enjoy the beautiful surroundings of St. Angela’s College on the shores of Lough Gill and Sligo.

Céad mile fáilte!
A hundred thousand welcomes!

Yours sincerely,

Amanda McCloat
amccloat@stangelas.nuigalway.ie

Helen Maguire
hmaguire@stangelas.nuigalway.ie

Co-Chairs of the Conference 2017 Organising Committee
IFHE President’s Welcome Note

On behalf of the IFHE, I am delighted to welcome you to the International Conference of the Home Economics Department, St. Angela’s College, Sligo. The conference will be held in conjunction with the IFHE 2017 Annual Meeting under the theme: Sustainable and Healthy Lifestyles: Policy, Pedagogy and Practice.

This conference will provide opportunities for advancing ideas related to the conference theme, examining the role policy, pedagogy and practice contribute to sustainable and healthy lifestyles. Members from all sectors (i.e. educational, academia, statutory, community, voluntary and industry) will have opportunities to present and reflect on research in the areas of healthy and sustainable living and consequent implications for policy and practice in a variety of contexts around the globe in an attempt to achieve the Sustainable Development Goals which aims to empower individuals, families and communities.

The conference will feature areas related to Home Economics vision, philosophy and literacy; education for sustainable and responsible living; food, nutrition and public health; family Education, research and practice; textiles skills and education; curriculum development / transformative education pedagogy; education and wellbeing; consumer empowerment / entrepreneurship; and partnerships for wellbeing (with government entities, national authorities, industry, CSOs, NGOs etc.). The conference will have Oral and Poster Presentations; Workshops and Textile Exhibit

I would like to give special thanks to the members of the Organizing Committees, individuals and organizations who have helped St. Angela’s College to put the programme together. I would also like to extend my gratitude to the valued sponsors for helping to make this conference successful.

Special thanks to the Home Economics Department, St. Angela’s College, Sligo for hosting the IFHE Annual meeting and organizing this International Conference.

Prof. Sidiga WASHI
IFHE President
President of St. Angela’s College Welcome Note

St. Angela’s College, Sligo is delighted to welcome the IFHE International Conference: Sustainable and Health Lifestyle: Policy, Pedagogy and Practice to Sligo in March 2017. It is an honour for the College to host this prestigious event and to be part of the ongoing wonderful work of the International Federation of Home Economics. In the past, the College hosted the IFHE Council in 1978, the IFHE European Conference on Home Economics Education in 2001. More recently in 2010, the College hosted the IFHE Council meeting with delegates from 17 different countries.

St. Angela’s College has a well-established reputation in the academic discipline of Home Economics for almost 65 years now. In 1950, the Department of Education authorised a one year Home Management Course and on Sept.25th the first 5 students arrived, followed by another 12 in 1951. The first teacher training students arrived in September 1952 to begin the new 3 year Diploma Course granting them a teaching qualification in Home Economics Instruction. This programme continued for several years and in the 1970’s there was a concerted effort by the College to get University Recognition. In 1978, the Senate of the National University of Ireland (NUI) awarded Recognised College of NUI status to St. Angela’s College and Home Economics became a subject which could now be taken to Degree Level. Thus, we had the commencement of the 4 year Bachelor of Education Degree Programme in Home Economics.

Since then a range of Elective subjects were introduced to provide a second teaching subject in the B.Ed. Programme. In the late 1980’s Biology and Religious Education were added to the programme and in 2004 Irish and Economics were added as two further elective options. In 2015, the new 5 year BA/PME Programme commenced which gives students a level 8 BA award in Education, Home Economics and an Elective subject in one of the following disciplines of Biology/Religious Education/Irish/Economics after 4 years followed by a 1 year Level 9 Professional Masters in Education (Home Economics).

In more recent years, the College has expanded and is now a recognised provider of Nurse Education Programmes in General and Intellectual Disability Nursing, Programmes in Special Educational Needs and Learning Support, Education and Training, Education Management, Pastoral Care and Chaplaincy, Theology, Food and Business Management, Textiles, Fashion and Design at Certificate, Diploma, Degree, Postgraduate Diploma and Masters Level with a student population of almost 1300 now.

On my own behalf and on behalf of St. Angela’s College, I wish the 2017 Conference every success and hope that there will be lively and inspirational debate and discussion throughout the programme. Also, I hope that you get a chance to enjoy the beauty and tranquillity of the St. Angela’s Campus during your stay here.

Cuirim fíorchaoin fáilte roimhaibh go léir agus guím gach rath ar an obair tábhachtach atá romhaibh!

Dr. Anne Taheny
President of St. Angela’s College
Organising Committee

Co-Chairs
Amanda McCloat  
*Head of the Home Economics Department, St. Angela’s College*

Helen Maguire  
*Home Economics Department, St. Angela’s College*

Events Administrative Co-ordinator
Geraldine McCloat

Committee Members
Dr. Eileen Kelly Blakeney  
*Home Economics Department, St. Angela’s College*

Ursula O’Shea  
*Home Economics Department, St. Angela’s College*

Sonya Coffey  
*Home Economics Department, St. Angela’s College*

Roisin Lydon  
*Home Economics Department, St. Angela’s College*

Breda O’Mahony  
*Home Economics Department, St. Angela’s College*

Dr. Kathryn McSweeney  
*Home Economics Department, St. Angela’s College*

Emer Maher Dowling  
*Home Economics Department, St. Angela’s College*

Aoife Moriarty  
*Home Economics Department, St. Angela’s College*

Dr. Emer Cullen  
*Student Representative, Home Economics Department, St. Angela’s College*

Website Design
Damien Kearns  
*Education Department, St. Angela’s College*

We acknowledge the support of:
Miriam O’Donoghue, Chair of IFHE Ireland Co-Ordinating Committee
Maria Hickey, President of Association of Teachers Home Economics (ATHE), Ireland
Maria Barry, Vice President of Association of Teachers Home Economics (ATHE), Ireland
# Conference Programme

## Thursday, 23rd March 2017

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<th>Time</th>
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<tbody>
<tr>
<td>14:00</td>
<td>Pre-Conference Tours</td>
<td>Virginia Henderson Lecture Theatre</td>
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## Friday, 24th March 2017

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<tr>
<td>08:30</td>
<td>Registration</td>
<td>Áras Michael</td>
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<tr>
<td>09:00</td>
<td>Welcome Plenary</td>
<td>Virginia Henderson Lecture Theatre</td>
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<td></td>
<td><em>Amanda McCloat &amp; Helen Maguire,</em></td>
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<td><em>Co-Chairs Organising Committee Conference 2017</em></td>
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<td><em>Dr Anne Taheny, President, St. Angela’s College,</em></td>
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<td><em>Professor Dr. Sidiga Washi, IFHE President</em></td>
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<td><em>Official Launch of Conference 2017</em></td>
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<td></td>
<td><em>Marcella Corcoran Kennedy,</em> <em>Minister for Health Promotion</em></td>
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<tr>
<td>09:30</td>
<td>Key Note Speaker</td>
<td>Virginia Henderson Lecture Theatre</td>
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<td></td>
<td><em>Professor Nóirín Hayes</em></td>
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<td>10:15</td>
<td>Coffee Break</td>
<td>Eist Linn 1</td>
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<tr>
<td>10:45</td>
<td>Key Note Speaker</td>
<td>Virginia Henderson Lecture Theatre</td>
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<td></td>
<td><em>Professor Theresa Marteau</em></td>
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<tr>
<td>11:30</td>
<td>Guided Mindfulness Meditation &amp; Movement</td>
<td>Virginia Henderson Lecture Theatre</td>
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<tr>
<td>11:45</td>
<td>Key Note Speaker</td>
<td>Virginia Henderson Lecture Theatre</td>
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<td><em>Professor David Selby</em></td>
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<tr>
<td>12:30</td>
<td>Lunch</td>
<td>Dining Room</td>
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<td></td>
<td><em>Poster Presentations, Textile Exhibition (self-guided)</em></td>
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<tr>
<td>13:30</td>
<td>Concurrent Session 1A, 1B, 1C &amp; Thematic Workshop 1</td>
<td>Breakout Rooms, Áras Michael</td>
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<td>14:30</td>
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<td>Eist Linn 1</td>
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<tr>
<td>15:00</td>
<td>Concurrent Session 2A, 2B, 2C &amp; Thematic Workshop 2</td>
<td>Breakout Rooms, Áras Michael</td>
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<tr>
<td>16:00</td>
<td>Plenary</td>
<td>Virginia Henderson Lecture Theatre</td>
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<td>19:00</td>
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### Saturday, 25\textsuperscript{th} March 2017

<table>
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<tr>
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<tr>
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<td>Virginia Henderson Lecture Theatre</td>
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</table>
| 09:30   | Key Note Speaker  
\textit{Dr. Sylvia Lorek}  | Virginia Henderson Lecture Theatre       |
| 10:15   | Coffee Break                                                        | Eist Linn 1                              |
| 10:45   | Key Note Speaker  
\textit{Professor Philip James}  | Virginia Henderson Lecture Theatre       |
| 11:30   | Guided Mindfulness Meditation & Movement                             | Virginia Henderson Lecture Theatre       |
| 11:45   | Key Note Speaker  
\textit{Professor Donna Pendergast}  | Virginia Henderson Lecture Theatre       |
| 12:30   | Lunch  
\textit{Poster Presentations, Textile Exhibition (self-guided)}  | Dining Room                              |
| 13:30   | Concurrent Session 3A, 3B, 3C & Thematic Workshop 2                  | Breakout Rooms, Áras Michael             |
| 14:30   | Coffee Break                                                        | Eist Linn 1                              |
| 15:00   | Concurrent Session 4A, 4B & 4C                                       | Breakout Rooms, Áras Michael             |
| 16:00   | Conference Closing – Plenary                                        | Virginia Henderson Lecture Theatre       |
Preventing the Global Burden of Disease by Changing the Current Food System

PROFESSOR W. PHILIP T. JAMES

We now have a new local and global health perspective because after the Second World War we were focused on infectious diseases and the burden from smoking. Now as immunisation programmes become ever more effective and other policies relating to malaria and HIV etc. improve the burden of infectious diseases and global problems of childhood diarrhoea and malnutrition are declining substantially only to be replaced by a new global epidemic of adult chronic diseases known technically as the non – communicable diseases i.e. heart disease, strokes, diabetes, cancer and chronic respiratory diseases. However, dramatically increasing rates of obesity are driving an unsustainable epidemic of cardiovascular diseases, diabetes and many cancers. Slowly with major new trials of diet and mathematical analyses of the causes of disease it is slowly dawning on the world that inappropriate diets are the biggest causes of disease, disability and premature death in the world.

The traditional answer is to tell people to choose a better diet but after decades of trying we have failed miserably because we have not looked at the causes of the dietary change – a massive subsidy of inappropriate foods such as meat, fats, oils and sugar with huge industrial concerns now geared to selling us totally inappropriate food by any means at their disposal. Health education has helped a few but is a total failure as the sole process for national improvements. Slowly it is recognised we need to change the whole food system and now it is crucial that the planning and presentation of foods or sale and meals in public institutions, private companies and in the everyday environment where out of home eating escalates are appropriate. We therefore need a radically new approach to the food chain based on new economic analyses of the effectiveness of different health improving options.

Professor W. Philip T. James CBE, FRSE, MD, DSc, FRCP. Hon. Professor of Nutrition, London School of Hygiene and Tropical Medicine, London, UK. Philip James trained in science and medicine in London, UK and has post-graduate training in the UK, Jamaica (with the British MRC) and the US. Prof James established and chaired the International Obesity Task Force, developed the evidence for the new 5% sugar target accepted by WHO and now works with global groups and the Middle East WHO regional Director to change through regulatory means national diets to prevent obesity and the major chronic diseases. He proposed the implemented structure of the UK Food Standards Agency for Tony Blair, the reorganisation of the EU Commission’s reorganisation to improve EU health policy making and devised the EU, now global, approach to managing food safety in relation to BSE. He chaired and wrote the UN’s Millennium Report on global nutrition and health challenges and developed the World Cancer Research Fund’s policies on future food strategies in poorer countries undergoing urbanisation. He also created the current methods for assessing individual and global food needs, the UN criteria for specifying the extra physical activity needs for preventing excess weight gain and introduced the energy deficit approach to obesity management. He developed with two other groups the criteria for using glucose/saline for dealing with acute diarrhoeal disease in children, devised the UN criteria for childhood and adult malnutrition and developed the lithium technique for assessing salt sources for preventive policy making. He wrote the 1976 UK government and the 1983 Royal College of Physicians (London) reports on obesity, chaired and developed the UK’s Coronary Prevention Group’s introduction of traffic light labelling of food in 1986, the first WHO/FAO report on dietary prevention of chronic diseases in 1990, the UK Department of Health’s first preventive strategy for obesity and the first (Scottish - SIGN) Guidelines on the management of obesity. He was chief nutrition advisor for FAO in the 1980s and helped devise the European and global WHO approaches to obesity and practical measures for chronic disease prevention.
The Role of Early Childhood Education and Care in a Healthy and Sustainable Society

PROFESSOR NÓIRÍN HAYES

Considerations about issues as weighty as healthy and sustainable societies have their beginnings in the democratic practices of quality early childhood education and care settings. This paper will examine what we mean by quality early childhood education and care and explore how we can build practices and connections that strengthen children’s sense of identity and belonging in their worlds. It will reflect on the potential of Aistear, the early childhood curriculum framework and propose mechanisms for strengthening the reach and impact of early learning environments on children, their families and communities.

Professor Nóirín Hayes, MA, MEd, PhD is a developmental psychologist. She is Visiting Professor at the School of Education, Trinity College Dublin and maintains her affiliation to the Dublin Institute of Technology, through the Centre for Social and Educational Research. Her specialist field is child development and learning, with particular interest in early childhood development and education, curriculum and pedagogy and children’s rights. She has an active research portfolio working with postgraduate students and researchers. She is the author of a number of books, reports and research articles on early childhood education, practice and policy including Early Years Practice: Getting it Right from the Start (2013: Gill and Macmillan) and is co-author of Introducing Bronfenbrenner (Routledge, 2017). She has served on a number of government advisory and working groups most recently the Better Outcomes: Brighter Futures Advisory Council (2016 - present). Prof Hayes is a founder member of the Children’s Rights Alliance, an honorary member of OMEP and a member of the board of Start Strong [2011-2016] and the National Council for Curriculum and Assessment [2012-2016].

Policy and Practice for Sustainable Lifestyles - Considering What Matters

DR. SYLVIA LOREK

Sustainable lifestyles are often perceived as something individuals could – often should – decide for. This keynote presentation indicates the shortcomings of such a view and approaches the topic instead from a governance perspective. The presenter reflects on different understandings regarding what sustainable consumption means in different settings, distinguishes between what sustainable consumption would really be and manifold suggestions resulting in ‘a bit less unsustainable consumption’. Finally, she argues to shift attention towards a strong sustainable consumption perspective.

Dr. Sylvia Lorek is working as a researcher and policy consultant for sustainable consumption since 1993. Sylvia Lorek has been project coordinator at the Wuppertal Institute for Climate, Environment and Energy from 1998-1999. Since 2000 she is based at the Sustainable Europe Research Institute and is head of SERI Germany e.V. She is working on studies and as consultant for national and international organisations und institutes (among them OECD, EU, EEA and UNEP). She holds a Ph.D. in consumer economics from the University of Helsinki. Before this she studied household economics and nutrition (Oecotrophologie) at University of Applied Science in Munster with focus on environmental and consumer consulting, as well as economics at the Open University Hagen, and the Universities of Munster and Duisburg. The combination of these two disciplines provides her with the tools - the individual micro-economic and the societal macroeconomic perspective - for a well-founded analysis of the contexts, in which the scientific and societal discourses about sustainable consumption take place. She is also an organising member of the Global Research Forum on Sustainable Consumption and Production; steering committee member of SCORAI Europe (Sustainable Consumption Research and Action Initiative); board member of the Society for the European Roundtable on Sustainable Consumption and Production (ERSCP).
**The Butterfly Emerges: Transformative Learning for Restored Earth Connection**

PROFESSOR DAVID SELBY

Within sustainability education discourse there are frequent claims made for the field's transformative potential and intent but, David Selby will argue, its policies, proposals, programs and projects stay, for the most part, within the comfortable zone of 'business as usual'. Clarity is lacking about what needs transforming, what transformation involves and how to test and negotiate tolerance for transformation. The field falls short of emancipating the learner from the trammels of ingrained assumptions, orthodoxies, habits and practices. What would be some of the frame working features of a boldly transformative sustainability education? What would practice within such a framework look like? How do we restore earth connection?

**Professor David Selby** is Founding Director of Sustainability Frontiers, an academic non-governmental organisation based in the United Kingdom and Canada. He was previously (2003-9) Professor of Education for Sustainability and Director of the Centre for Sustainable Futures at the University of Plymouth, UK, and before that (1992-2003) Professor of Education and Director of the International Institute for Global Education at the Ontario Institute for Studies in Education of the University of Toronto, Canada. He works in the broad areas of global, sustainability and environmental education but his current research, writing and action preoccupations largely lie in the areas of climate change education, disaster risk reduction education, peace-building education and transformative place-based learning. David has been involved in educational change, curriculum and pedagogical reform, teacher education, and school-based and systemwide research and development initiatives in Europe, North and South America, Asia, Australasia/the Pacific and the Caribbean. His allegiance is to participatory, inclusive pedagogies and research methodologies. He regularly serves as a consultant on climate change and disaster risk reduction education to UNESCO, UNICEF, Plan International, Save the Children and the International Federation of Red Cross and Red Crescent Societies. His most recent publications include Sustainability Frontiers: Critical and Transformative Voices from the Borderlands of Sustainability Education (Barbara Budrich, 2015), Towards a Learning Culture of Safety and Resilience (UNESCO/UNICEF, 2014), Child-friendly Schooling for Peacebuilding (UNESCO, 2014) and a Disaster Risk Reduction Education Risk Reduction Toolkit (CDEMA, 2014), all co-authored with his Sustainability Frontiers colleague, Fumiyo Kagawa. David is an Associate of the Centre for Human Rights and Citizenship Education, Dublin City University. He is also Adjunct Professor in the Faculty of Education, Mount St Vincent University, Halifax, Nova Scotia, Canada.

**Changing Behaviour to Improve Population and Planetary Health**

PROFESSOR THERESA MARTEAU

Much of our behaviour is shaped by cues in our environments often without our awareness. This paper will review evidence on changing cues in food environments that shape consumption patterns to improve population and planetary health. The acceptability of such changes will likely depend upon effective communication of this evidence to publics and policy-makers.

**Professor Theresa Marteau** is Director of the Behaviour and Health Research Unit in the Clinical School at the University of Cambridge, and Director of Studies in Psychological and Behavioural Sciences at Christ’s College, Cambridge. She studied psychology at the LSE and the University of Oxford. She is a Fellow of the Academy of Medical Sciences and the Academy of Social Sciences.

Her research interests include:

1. development and evaluation of interventions to change behaviour (principally diet, physical activity, tobacco and alcohol consumption) to improve population health and reduce health inequalities, with a particular focus on targeting non conscious processes
2. risk perception and communication particular of biomarker-derived risks, and their weak links with behaviour change
3. acceptability to publics and policy makers of government intervention to change behaviour.
SDGs and Home Economics: Serendipity at a Global Scale

PROFESSOR DONNA PENDERGAST

The Sustainable Development Goals (SDGs), officially known as Transforming our world: the 2030 Agenda for Sustainable Development, is a set of seventeen aspirational ‘Global Goals’ with 169 targets between them. The agenda sets a ‘deliberative approach’ approach involving 194 member states.

The SDGs envisage a world transformed from today where poverty and gender inequality no longer exist; where good healthcare and education are available for all; and where economic growth no longer harms the environment. The ambition is huge and every country in the world falls short on more than half of the 17 SDGs. A quarter of the world’s countries fall short on all 17 of the goals.

As the SDG agenda gains momentum, finding ways to activate change is at the core of success. It is in this context that home economics has the potential to make a contribution. According to the IFHE 2008 Position Paper, home economics is “a field of study and a profession, situated in the human sciences that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities”. It is clear from this internationally agreed definition that home economics and the SDGs are serendipitously aligned in intent and aspiration. What the SDGs courageously further do is set specific and measurable targets in relation to the 17 goals, many of which are applicable to the field of home economics.

In this presentation, an exploration of the potential role of home economics to accelerate progress towards achieving selected SDGs by 2030 is explored. Consideration is given to a home economics literacy framework which centres on the importance of wellbeing as a central concern. Enablers and inhibitors to home economics contributing to the SDG agenda are examined and an action plan for building an efficacy base for the profession is proffered.

Professor Donna Pendergast is Dean, School of Education and Professional Studies at Griffith University in Queensland, Australia. Her fields of research expertise relate to initial teacher education; early and middle year’s teacher education; and home economics, also referred to as family and consumer studies. She has conducted a number of competitive research projects related to school education together valued at more than AUS$2.5 million. Donna has served on state and federal government advisory panels, including providing advice to the Director General and to the Minister for Education on issues related to school and teacher education. She has more than 120 refereed publications including 16 books of relevance to contemporary teacher work. Donna has served in many professional roles associated with the profession, including the following leadership roles: President of the Home Economics Association of Queensland; President of the Home Economics Institute of Australia; Foundation Editor-in-Chief of the Journal of the Home Economics Institute of Australia; and Foundation Editor-in-Chief of the International Journal of Home Economics. Now Dean of the School of Education and Professional Studies, Donna commenced her career as a secondary school teacher before working as an academic at Queensland University of Technology, The University of Queensland, and since 2009 at Griffith University. Donna came from a family that placed considerable value on the transformative potential of education and her aspirations have been shaped by these beliefs.
Concurrent Sessions & Thematic Workshops (Schedule)

*Presenting author listed below*

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<td><strong>Theme:</strong> Home Economics Vision, Philosophy &amp; Literacy</td>
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<td><strong>Venue:</strong> Lecture Room 1</td>
<td><strong>Venue:</strong> Eist Linn 2</td>
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<tr>
<td><em>CS1A1</em> Increasing Intention to Cook from Basic Ingredients: A Randomised Controlled Study</td>
<td><em>CS1B1</em> Establishing the Locus of Home Economics Practice in Ireland</td>
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<tr>
<td>Moira Dean</td>
<td><em>Dr. Kathryn McSweeney</em></td>
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<td>Northern Ireland</td>
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<td><strong>CS1A2</strong> When Should You Learn to Cook?</td>
<td><em>CS1B2</em> Human Support Robots</td>
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<td>Fiona Lavelle</td>
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<td><strong>CS1A3</strong> Teaching in Food and Meals with the National Danish Food Contest in Primary School as Research Field</td>
<td><em>CS1B3</em> What is the Main Concern in Teaching the Subject Food and Health in School Kitchen?</td>
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<td>Jacob Christensen</td>
<td><em>Karen Lassen</em></td>
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<td><strong>CS1A4</strong> Is Cooking on the Back Burner for Irish Parents?</td>
<td><em>CS1B4</em> Lesson Study Matters in Ireland</td>
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<td>Amanda McCloat</td>
<td><em>Dr. Kathryn McSweeney</em></td>
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<td><strong>CS1A5</strong> Food Education of Elementary School in Japan</td>
<td><em>CS1B5</em> “Being Smart at Home, (for a) Better Life”: A Home Economics Community Course in Partnership with Government Entities</td>
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<tr>
<td>Toyoko Furuta</td>
<td><em>Suzanne Piscopo</em></td>
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<tr>
<td><strong>Theme:</strong> The Role of Textiles &amp; Design in the Achievement of Sustainable Development Goals</td>
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<tr>
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<tr>
<td><em>TW01</em> The Role of Textiles and Design in the Achievement of Sustainable Development Goals</td>
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<tr>
<td><em>Gwendolyn Hustvedt</em></td>
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### Concurrent Session – CS2A

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<td><strong>CS2A1</strong></td>
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<tr>
<td>Creating a Climate Change Professional Development Program: Identifying and Implementing Best Practices for Sustainability Education</td>
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<td>Melody A. LeHew</td>
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<td><strong>CS2A2</strong></td>
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<td>Consumer Interest in Purchasing Bamboo Apparel Products</td>
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<td>Amanda Thompson</td>
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<td>Woven Textiles on the Back Strap Loom in Zinacantán, Mexico: Its Culture, Pedagogy and Practice</td>
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<td>Going Against the Tide: Sufficiency in an Age of Over-consumption</td>
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<tr>
<td>Challenges in Managing Food Allergy Reactions in Restaurants</td>
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<tr>
<td>Junehee Kwon</td>
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| Venue: Lecture Room 4                             |
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| Karin Hjälmeskog                               |
| Sweden                                        |
**CS2C3**  How Do Nutrition and Health Claims Impact on Consumer Perceptions of Food?  
*Dr. Tony Benson*  
*Northern Ireland*

**CS2C4**  The FRESH (Food Resources and Education for Student Health) Partnership: Evaluating the Impact of Point-of-Purchase Labels and Reward Cards on Food Sales at a Large Ontario University  
*Dr. Jamie A. Seabrook*  
*United States*

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**Saturday, 25th March 2017**

### Concurrent Session 3A, 3B, 3C & Thematic Workshop 3  
13:30 – 14:30

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| **CS3A1**  The Kent Road Project: A Food-Focused Intervention  
*Darren Fife*  
*Canada* | **CS3B1**  Determinants of Hopelessness Among Female Heads (Widows) Of Households and Their Hope Enhancing Initiatives: Implication for Home Economics  
*Dr. Priscilla Nnenna Ezema*  
*Nigeria* |

| **CS3A2**  Healthy Food for Life – New Healthy Eating Guidelines and Food Pyramid for Population in Ireland  
*Charmaine McGowan*  
*Patricia E. Mbah*  
*Nigeria* |

| **CS3A3**  Effect of High Protein Diets Containing Extract of Stevia Leaf on Obese Rats Suffering from Diabetes  
*Ebtesam Fath M. Omar.*  
*Egypt* | **CS3B3**  FRESH OAKRIDGE: Sustainable and Universal Food and Nutrition Education Needs to Move from Program to Policy Level  
*Dr. Paula D. N. Dworatzek*  
*Canada* |

| **CS3A4**  The South Asian Total Health Initiative (SATHI)  
*Shailja Mathur* | **CS3B4**  Recipes for Success: Home Economists developing Food Literacy Skills among Amateur Sports Players in a Community Setting  
*Roisin Lydon*  
*Ireland* |

| **CS3B5**  Designing Skills Need of Clothing and Textiles Teachers for Sustainability in Apparel Production  
*Patricia E. Mbah*  
*Nigeria* | **Concurrent Session – CS3C**  
**Theme: Education for Sustainable & Responsible Living**  
**Venue: Lecture Room 1** |

| **CS3C1**  The Teaching of Sustainable and Healthy Lifestyles in the Classroom and Its Implications on the Student-Teacher Practicum in Malta  
*Lorraine Portelli*  
*Malta* | **Thematic Workshop**  
**Theme: Consumer & Sustainable Development**  
**Venue: Lecture Room 4** |

| **TW03**  Guidelines for Sustainable Practices in Selection and Use of Textile Products  
*Hester Steyn*  
*South Africa* |
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<td>Martha Doyle</td>
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<td>Peter Daub</td>
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<td>Hanna Pikkarainen</td>
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**14:30 Coffee Break**

**Concurrent Session 4A, 4B, 4C**

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<td><strong>Hanna Kuusisaari</strong></td>
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<td><strong>CS4A2</strong> Intergenerational Learning: Collaborations to Activate Young Children’s Civic Engagement in Irish Primary School</td>
<td><strong>CS4B2</strong> The Impact of a Home Economics' Educational Program on the Development of Gender Equality Dimensions and Acquisition of Democracy Concepts for Egyptian Middle School Girls in the Light of Sustainable Development Goals (SDGs)</td>
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<td><strong>Mona Sharaf Abdelgalil</strong></td>
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<td><strong>CS4A3</strong> Effective Nutrition Education for Responsible and Sustainable Healthy Living Among Individuals and Families in Nigeria</td>
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<td><strong>CS4A4</strong> Helping Child Care Professionals Create Healthy and Sustainable Child Care Environments</td>
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<td><strong>Diane Bales</strong></td>
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*Northern Ireland* |  |
| **CS4C2** Experience of Parental Divorce in Childhood Predicts Adult Oxytocin Levels  
*Maria Boccia*  
*United States* |  |
| **CS4C3** Pregnant Women’s Perceived Constraints and Facilitators Regarding Their Intended  
*Caroline Bradshaw*  
*Ireland* |  |
| **CS4C4** Development of Empowerment Attributes and Key Skills in Social Studies  
*Karen O’Driscoll*  
*Ireland* |  |
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<td>An Investigation into Plant-based Dietary Trends and their Effect on Health and Sport Performance</td>
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<td>Upcycling Olive Green</td>
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<td>Mexicolour, A Collection of Textile Designs for the Garden and Sunroom</td>
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Oral Presentation Abstracts
Increasing Intention to Cook from Basic Ingredients: A Randomised Controlled Study

MOIRA DEAN, FIONA LAVELLE, LAURA MCGOWAN, MICHELLE SPENCE  
Institute for Global Food Security, School of Biological Sciences, Queen’s University, Belfast, Norther Ireland

LYNSEY HOLLYWOOD, DAWN SURGNOR  
Department of Hospitality and Tourism Management, Ulster Business School, Ulster University, United Kingdom

AMANDA MCCLOAT, ELAINE MOONEY  
Home Economics Department, St. Angela’s College, Sligo, Ireland

MARTIN CARAHER  
Centre for Food Policy, Department of Sociology, School of Arts and Social Sciences, City University, London, United Kingdom

MONIQUE RAATS  
Food, Consumer Behaviour and Health Research Centre, School of Psychology, University of Surrey, United Kingdom

Strategies to improve diet quality have included the promotion of home cooking. However, modern home cooking includes the use of processed food which can have negative side effects. In addition, those cooking interventions that use theoretical underpinnings tend not to explain how this informed their design and implementation. The BCT taxonomy has been successfully employed in other areas to identify essential elements for interventions. Thus, this study designed and tested the efficacy of BCTs commonly used in cooking interventions to make a dish from basic ingredients. Additionally, the role played by enjoyment, confidence and difficulty on intention to cook from basics was explored.

This dual-site study randomised a sample of mothers aged between 20-39 years (77 participants in NI, 64 participants in ROI) into one of four conditions based on BCTs (1) recipe card only [control condition]; (2) recipe card plus video modelling; (3) recipe card plus video prompting; (4) recipe card plus video elements. Participants rated their perceived enjoyment, difficulty, confidence and intention to cook again pre, mid and post experiment. Repeated one-way factorial ANOVAs, correlations and a hierarchical regression model were conducted using SPSS v22. Despite no significant differences between the different conditions, there was a significant improvement after the experiment in all conditions for enjoyment (P<0.001), difficulty (P=0.001), confidence (P<0.001) and intention to cook from basics again (P<0.001). Intention to cook from basics pre, confidence and enjoyment (both pre and post) significantly contributed to the final regression model that explained 42% of the variance in intention to cook from basics again. Cooking interventions should focus on practical cooking and increasing participants’ enjoyment and confidence during interventions to increase people’s intention to cook from basic ingredients at home.
When Should You Learn to Cook?

FIONA LAVELLE, MOIRA DEAN, LAURA MCGOWAN, MICHELLE SPENCE
Institute for Global Food Security, School of Biological Sciences, Queen’s University, Belfast, Norther Ireland

LYNSEY HOLLYWOOD, DAWN SURGNOR
Department of Hospitality and Tourism Management, Ulster Business School, Ulster University, United Kingdom

AMANDA MCCLOAT, ELAINE MOONEY
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MARTIN CARAHER
Centre for Food Policy, Department of Sociology, School of Arts and Social Sciences, City University, London, United Kingdom

MONIQUE RAATS
Food, Consumer Behaviour and Health Research Centre, School of Psychology, University of Surry, United Kingdom

Background: Cooking skills are increasingly included in strategies to prevent and reduce chronic diet-related diseases and obesity. While cooking interventions target all ages (Child, Teen and Adult), the optimal age for learning these skills on: 1) skills retention, 2) cooking practices, 3) cooking attitudes, 4) diet quality and 5) health is unknown. This research investigated the associations of the age of learning with the aforementioned five factors.

Methods: A nationally representative (NI/ROI) cross-sectional survey was undertaken with 1049 adults aged between 20 – 60 years. The survey included both researchers developed and validated measures of cooking skills (e.g. chopping) and food skills (e.g. budgeting), cooking practices (e.g. food safety), cooking attitudes, diet quality and health. Respondents also stated when they learnt the majority of their skills. The data was analysed using ANOVAs with post-hoc analysis and Chi^2 crosstabs with a significance level of 0.05.

Results: Results showed that teen learners had a higher cooking skills confidence (P < 0.005), food skills confidence (P < 0.005) and number of food skills (P < 0.005), than child learners and adult learners. The number of cooking skills was higher (P < 0.005) for both teen and child learners in comparison to adult learners. Child and teen learners scored higher than adult learners on the food safety score (P < 0.005). In the Eating Choice Index, child learners had higher scores (P < 0.05), indicating a greater interest in eating healthily compared to teen learners. Child learners consumed takeaway less frequently (P < 0.05) than both teen and adult learners.

Conclusions: This is the first study to investigate the associations between when cooking skills are learnt and current adult dietary and cooking behaviours. The result highlight the importance of learning cooking skills at an early age for skill retention, confidence, cooking practices, cooking attitude and diet quality. This study also highlights the need for further longitudinal research on the impact of age of learning on cooking skills.

Keywords: Learning, Cooking Skills, Child, Teenager, Adult, Source, Diet Quality, Disease prevention
CS1A3
Teaching in Food and Meals with the National Danish Food Contest in Primary School as Research Field

JACOB CHRISTENSEN
Aarhus University, Denmark

A research project has been performed to derive a scientific didactic perspective in the discipline of teaching the subject food knowledge in the Danish primary school. This is based on an educational development project called: The national Danish food contest which has three main parts. It is constituted by teacher courses, a teaching process and a national competition within the subject food knowledge. The foundation for this project is to develop and disseminate special didactics, with connected teaching methods. The research project investigates what characterizes these didactics? How the didactics is coupled to the subject of food knowledge in relation to teaching? How students experience this teaching? As well as which covariance can be observed between student experiences and student expected learning outcomes? The research is inspired by systems theory. On this basis the didactics is deconstructed and is described as a program with a variation of didactic elements. The elements which are selected are: innovation, student participation, competition and taste. These are constructed as analytical themes and examined by a Mixed Methods research design. The research documents predominantly positive effects of the didactics and teaching methods. But further carries forward a critical perspective that purpose, a variation of points, which are essential for teachers to reflect didactic in relation to teaching in the subject of food knowledge. Another key finding is that the didactics of the development project is radically different from the hegemonic way of teaching in relation to food and meals. The literature review of the study shows, that most research in this particular field is interested in health and nutrition. Specifically in regards to researching how to get children to eat a more healthy diet. In this context, it is predefined what constitutes a healthy diet. In the national Danish food contest there is another main purpose; which is a focus on how the students can be active participants and develop their own dishes that taste good in their own perception. In this approach, it is important to provide joy and attract the curiosity of the students, and develop the desire to learn about food and meals. The research results of this study shows that such a radically different teaching approach actually enhances students willingness to try healthy food, and many students also develops preference for this even though it is not the main purpose.

Keywords: Food education, didactics, teaching methods, health

CS1A4
Is Cooking on the Back Burner for Irish Parents? (An Island of Ireland (IOI) Study of the Food Skills, Cooking Confidence and Practices of Parents)

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Purpose: This research examined the differences in self-reported food skills, cooking confidence and practices amongst a sample of parents in the Republic of Ireland (ROI) (n=218) and Northern Ireland (NI) (n=145) in order to ascertain jurisdictional differences.

Methods: Parents (n=363) on the IOI completed a paper based questionnaire exploring confidence levels of food skills, cooking techniques executed and the identification of barriers which might impact on meal preparation. Non-probability convenience sampling was utilised.

Results: Results revealed a number of statistically significant jurisdictional differences. Cooking confidence was found to be higher in the ROI parents than NI parents when cooking from basic ingredients; following a simple recipe and preparing new foods. The majority of parents (75%) learned their basic cooking skills from their mother with home economics classes being the second most popular source of learning. Differences among cooking practices also existed among jurisdictions, for example, when preparing dinners, NI parents were less likely to enjoy cooking and more likely to use processed foods such as breaded frozen chicken and jars of sauces than ROI parents (χ²=56.167, df=1, p<.001). Similarly, parents in NI were less likely to involve family members in meal preparation (χ²=17.939, df=1, p<.001). Over half (51%) of parents identified barriers to cooking with fresh ingredients as: time, cost, busy family life and limited facilities.

Conclusion: Findings indicate that parents would benefit from exposure to practical food skills intervention focused on quick, nutritious family meals while simultaneously developing parents’ culinary skills and cooking confidence in home cooked meal preparation.
Food Education in Elementary School in Japan

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Washoku, or Japanese cuisine was registered as UNESCO intangible cultural heritage in 2013. Washoku is a healthy diet, typically rice and dishes including miso soup.

However, with the transformation of the Japanese society, the diet of Japanese people is not without problems, and in 2005, a new law named “Food Education Basic Law” was enacted. Also, the Japanese Ministry of Education, Culture, Sports, Science and Technology introduced Food Education in the 2008 revision of its Elementary School Course of Study. Food education is given in Home Economics classes, where students are required to learn that rice and miso soup is indispensable to Japanese meals. Food education also aims at deepening students’ understanding of the Japanese tradition and culture, so students also learn about various ingredients handed down from long ago. Also, elementary schools in Japan teach how to set the table and serve washoku, in order to in still in them a visual image of how a balanced meal should look like.

Aside from home economic classes, kyusyoku, or school lunch, planned by dietitians and prepared by the school, is also prescribed as part of education in Japan; in Japanese elementary schools, students and teachers eat lunch together every day. As students and teachers all share in the same diet, what they eat daily can serve as teaching materials.

At school lunch, sometimes meals related to the seasonal events are served. The Japanese climate has enabled the four distinct seasons and their corresponding traditional events and food, so handing down different seasonal food is an important part of teaching students their tradition and culture.

Overall, in Japanese elementary schools, Food Education is sought and actively practiced through Home Economic classes and school lunch, and the presenter will share the practices through ample visual images.

Keywords: Japanese Food Washoku, Japanese culture, balanced diet, Japanese elementary school, Food Education

Establishing the Locus of Home Economics Practice in Ireland

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The profession of home economics is constantly evolving. Many perspectives and theories have guided home economics practice over time including the scientific, the organismic/developmental and the contextual paradigm. There is agreement that the positivistic scientific paradigm was associated with earlier home economics practice. The organismic/developmental paradigm focuses on the relationship between family and its environment and the pursuit of family well-being. This viewpoint takes into account the exchange that occurs between families and external systems as they obtain resources and this involves the dynamics of input, throughput, output and feedback. Instead of responding to stimuli from the environment, as in the scientific paradigm, people are actively involved in shaping the relationships between themselves and their environments. The contextual paradigm integrates elements of the scientific and organismic paradigms. There are many interpretations of the contextual paradigm and writers in the field have developed different perspectives such as human ecology, critical reflection and emancipation. In this paradigm, the locus shifts from the pursuit of personal well-being and striving for familial well-being to the quest for societal well-being. This type of focus can enable the achievement of sustainable and healthy futures.

The aim of this study was to analyse home economics stakeholders’ beliefs regarding the role and practice of home economics education in the 21st century. The research design took an investigative and interpretative approach based on qualitative data. The data revealed that elements of the scientific and organismic paradigms exist in home economics practice and these paradigms are being challenged by the contextual paradigm in current times.

Keywords: Home economics, philosophy, mission of home economics, skills, values
CS1B2

Human Support Robots

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Aim: These days, human support robots are further along in development as one of the technologies to enrich people’s lives. However, the research on finding the way to increase the robots’ public acceptance has received little attention. To successfully integrate robots into a home environment requires not only robots’ technological advancements, but also needs to take home economics perspective into account. In this paper, I explore the interaction between home economics and robots through the efforts of The Robotic Society of Japan (“RSJ”) and The Society of Home Economics.

Methods: This research is based the interviews and analysis on reports from “Annual Conference of the RSJ”.

Results: The interviews and analyses show the following results and the trend of robot engineering; 1) previous development researches of human support robots tend to be based on the ideas conceived from researchers’ individual thoughts which often ruck in home environment point of view. 2) A database on interaction between human and environment were needed to be accumulated. 3) RSJ was the first to claim the importance of home economical perspectives on robots engineering. Under the purpose of increasing robots’ public acceptance, RSJ started the discussion on the theme through the organized session titled “Robotics and home economics”. 4) When it comes to coexist of human and robots, RSJ believes that human support robots can be powerful method to enrich people’s lives, since robots can provide services and supports in numerous ways. On the other hand, Society of Home Economics has yet to start discussion on the theme. Since the coexistence of human and robots can be one of the possible constructs of people’s life in the near future, more discussions and studies on human-robots interaction need to be carried out from home economic perspectives.

Keywords: Home economics, Robots, Life support

CS1B3

What is the Main Concern in Teaching the Subject Food and Health in School Kitchen?

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The Norwegian curriculum for compulsory school emphasizes competence aims and provides teachers in all subjects with freedom to determine teaching methods and organization. However, there is still a lack of research-based knowledge about “what is going on” in the school kitchen in the subject food and health. The current study is conducted among 14-year-old pupils receiving 83 hours with food and health at the 9th grade. For current teacher education, it is necessary to gain more, and in depth knowledge about how teachers promote and manage activities in their teaching. This presentation is part of a PhD project investigating practice in school kitchen. Norwegian Centre for Research Data has approved the study.

To explore the question “what is the main concern for teachers in the school kitchen” Classical Grounded Theory was considered as relevant methodology. The empirical material consists of 38.5 hours observation collected with video and field notes from 7 teachers working with 120 pupils, 2 assistants in 5 kitchens in 4 schools and 1 focus interview. Data analysis based on constant comparative analyzes, uncovered the teachers main concern as “how to take care of all tasks and duties in the school kitchen”.

Through further constant comparative analyze of 830 codes, the discovering of how teachers solve their main concern revealed in a core category as “resource optimizing” founded on the subcategories “administering and eagering” and their sub categories or properties. Routinizing is one hidden sub category in the “eagering” category.

A project using Grounded Theory methodology is supposed to develop an empirical based theory. However, when routinizing emerged as a sub category the researcher decided to convert from theory generating to deepening into the routine theme as the next step in the project. A theme that the teachers and the researcher state as a didactical challenge.

Keywords: grounded theory, teacher, food and health, school-kitchen, routinizing
CS1B4

Lesson Study Matters in Ireland

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The context for teaching today is dynamic and evolving and the accelerated pace of societal change, legislative and educational reform requires that teachers are prepared for life-long learning as they face a range of new challenges and opportunities in the classroom. Within this arena, Lesson Study has emerged as an innovative alternative to conventional methods of promoting professional learning. Lesson Study is a form of teacher professional development and professional learning involving pedagogic improvement brought about by collaborative cycles of lesson design, implementation and review. The aim of the project was to assess the potential for Lesson Study to improve home economics classroom pedagogy, aspects of teachers’ professional practice and the overall attainment of home economics educational aims, e.g. achievement of sustainable lifestyles. This project focused on the promotion of a collaborative approach to professional development through Lesson Study. Four teachers were supported by two teacher educators in the enactment of collaborative cycles of Lesson Study. The teachers and teacher educators collaborated using digital platforms and identified challenging aspects for study, e.g. use of AFL-type pedagogy and use of innovative teaching methods to enhance learning. The teachers considered that the Lesson Study approach contributed to improved pedagogy and student outcomes in their chosen areas. This was accomplished through collaborative professional learning, meaningful dialogue between the teachers about pedagogy and student learning, deeper levels of reflection by the teachers and profound changes in the teachers’ understanding and learning about practice. Another constructive outcome of this work was the successful collaboration between teacher educators and educators to improve home economics practice.

Keywords: Lesson Study, professional development, communities of practice, critical reflection, home economics

CS1B5

“Being Smart at Home, (for a) Better Life”: A Home Economics Community Course in Partnership with Government Entities

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“Being Smart at Home, (for a) Better Life” is a community course delivered by members of the Maltese association Home Economists in Action (HEiA). It is a collaboration between the Ministry for the Family and Social Solidarity, the Department of Local Government and HEiA and was initiated in 2015. The goal of the course is to empower participants to become responsible consumers through making smart effective choices in everyday life and within the home. Courses run for ten sessions and focus on promoting multiple HE literacies as they relate to sustainable consumption. Participants are engaged through a variety of active learning methodologies.

A process evaluation of the course has been conducted in order to assess the short-term impact of the course on participants’ knowledge, attitudes, and practices; to review the teaching and learning strategies and complementary resources; and to improve recruitment, marketing and administrative procedures. Up to September 2016, 350 adults had attended the course. More females than males had participated, and male participants tended to be of a slightly older age. Phone interviews using a structured guide and conducted 6-12 weeks after the end of the course showed that participants had an overall positive opinion of the course and would attend a follow-up intervention. The ‘healthy food’ and ‘natural cleaning’ components of the course were highly popular. Participants differed in their attempts to apply some of the knowledge learnt, describing the various barriers and facilitators. Ongoing evaluation meetings involving the project coordinators and the facilitators have led to changes in course content and methods to better meet typical participants’ needs, as well as refinement of administrative procedures.

This example of a public-NGO partnership can offer guidance on practices to adopt in order to increase the likelihood of efficient and effective community HE courses promoting sustainable living.

Keywords: sustainable living, community course, partnership, HE literacies, evaluation
CS1C1
Exploring the Ethics of Clothing Consumption and the Implications for Home Economics Curriculum and Pedagogy: A Self Study
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This self-study is dedicated to understanding my personal struggle surrounding the authenticity of my practice when teaching about social justice issues and environmental problems in the global fashion industry. A critical incident forced a re-evaluation of personal values and ideals; inciting new found passion for ethical consumerism. The paper examines what the issues are in the industry, some of the ways companies are addressing them and how they can be addressed in the classroom. Images are used to illustrate and assist in explaining critical incidents, explorations and experiences. I provide honest insight to personal feelings and reveal behaviours that hinder my confidence in teaching controversial issues and discuss how analyzing the various situations have altered my perspectives. Finally, with this information, I consider the implication of ethical clothing consumption on home economics education.
Keywords: critical incident, care theory, action research, self-study, social justice, globalization, critical thinking, sustainability, ethical consumerism

CS1C2
Initial Steps in the Development of a Scale to Measure Environmental Sustainability Knowledge Related to Fiber and Textile Production
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Aim: The purpose of this research was to develop and begin to validate a scale measuring knowledge about environmental impacts of fiber and textile production.
Method: Following protocols of scale development, the researchers utilized a multi-step process. First, literature was reviewed to identify the environmental issues present within the production of fibers and textiles. The researchers then developed a set of scale items, which were phrased as true/false/don’t know statements. Following this, the items were reviewed by five experts who provided suggestions for items to add, eliminate, or clarify, resulting in a 24-item scale. The third stage was distribution of the scale to a sample of US textile educators. Prior to data analysis, responses were coded as “1”, “-1”, and “0” for correct, incorrect, and “don’t know” responses. The data was then analyzed for reliability, along with descriptive statistics.
Results: 133 textile educators completed the survey and 29 provided qualitative feedback on scale items that needed clarification or seemed biased/leading. Additionally, the Cronbach’s alpha was a little low at .548 – indicating the need for further refinement of the scale. An analysis of the descriptive statistics for individual scale items revealed the educators were most informed about the environmental issues surrounding chemical use in the industry, but lacked sufficient knowledge about the different environmental impacts of cotton versus polyester fibers.
Conclusion: Based on feedback provided by the educators and the reliability statistics, further revisions of scale items will occur prior to disseminating the scale to a general population for further validity testing. Additionally, the lower than expected level of knowledge of textile educators about environmental issues related to fiber and textile production indicates the need for professional development materials for educators on this topic. Once validated, this scale will be useful for a range of applications within home economics.
Keywords: scale development, environment, knowledge, textiles, sustainability
CS1C3

Employing a Practice-theoretical Approach to Explore Everyday Clothing Consumption in Ireland

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The use phase of clothing lifecycle, has come into focus recently as a ‘critical fulcrum across which more sustainable practices might be leveraged’ (Gill et al., 2016, p. 33). Various studies suggest that understanding householders routine social and experiential relationship with clothing during the use phase, as well as their capacity for adequate care, maintenance and repair, is crucial to ensuring garments are kept in continued ecological and active use. Furthermore, several EU wide projects have highlighted clothing as significant in meeting overall commitments to sustainable production and consumption. There is however, a dearth of such research in the Irish context.

This study aims to address this gap by illuminating the impact of the use phase of the clothing consumption lifecycle among Irish householders focusing on clothing wear, care, maintenance and repair and examining everyday Irish householder sustainable / unsustainable consumption practices across time utilising a practice-theoretical lens. This paper presents the innovative methodological approaches adopted in this PhD study to explore the narrated experience of householder participants. Specifically, a complex intergenerational data set is being generated using BNIM open narrative structured interviews and supported by wardrobe studies to enable detailed case and comparative analysis. This research will not only provide insights in previously undocumented sustainable / unsustainable practices in Irish householder everyday clothing active use but also have broader impact in regard to implementing education for sustainable and responsible living in Home Economics in future.

Keywords: Clothing consumption practices, Sustainment, Sustainabilities, Home Economics

CS1C4

Teaching the Repurposing Mindset: The Introduction of a Repurposing Project into an Advanced Apparel Construction Course

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In the United States, consumers dispose approximately 21 billion pounds of textiles per year (Council for Textile Recycling, 2016). According to Birtwistle and Moore (2007), consumers are unaware of the need and the importance for textile recycling and have a lack of knowledge of how and where to recycle textiles and clothing. This agrees with the suggestion made by Hawley (2000) and Domina and Koch (1997) that consumers need education, as nearly 100% of their textiles are recyclable/reusable. The reuse of textiles needs to be embraced by designers and consumers (Birtwistle & Moore, 2007; Hawley, 2000). Chen and Burns (2006) suggested that the apparel and textile industry should find alternative solutions to pre and post-consumer textile waste, although very little research regarding the recycling/repurposing of pre-consumer textile waste currently exists.

The purpose of this educational research study was introduce textile repurposing as a challenging project into an Advanced Apparel Construction course to understand student’s opinions and awareness of recycling pre-consumer textile waste. Textile scraps from previous projects and other design courses were collected and sorted by fiber type. The final project for this course was to use the collected scraps to create a garment using a purchased pattern. Part of the project grade included a reflection paper that prompted students to describe their process, opinion of project, and how the project affected their awareness of textile waste in the apparel industry. Content analysis was performed on the reflection papers and reoccurring themes were identified. The repurposing project was conducted twice in separate semesters and findings were compared. Preliminary results indicated that while the students found the project challenging, they appreciated the environmental principles learned through the process, and overall the project increased their awareness of repurposing as one solution to generated textile waste.

Keywords: Repurposing, textile waste, recycling
Clothing Disposal of Households in Benue and Plateau States: Implication for Healthy Life Among Individuals in the Society

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This paper examined disposal of unwanted clothing by households in Benue and Plateau States of Nigeria. Pre-disposing factors for disposing unwanted clothing were researched. Sample size is 1200 households (600 each from Benue and Plateau States). Three socioeconomic classes; high, middle and low income earners made up the respondents from each States. Survey research design was applied. Instrument for data collection is a questionnaire titled: Clothing Disposal Methods by Households (CDMH). Both descriptive and analytical methods were used analyze data obtained. Chi square was used to compare the responses of the methods and effects of disposal on the households in the two States. The results showed that there are no variations among households on the types of clothing items termed unwanted. There is significant difference between the methods of disposing unwanted clothing by different socioeconomic classes of respondents in the two States. The most predominant method of disposing unwanted clothing by high, middle and low income households are: give out free, sell out and keeping respectively. The results indicate that 63% high socio economic households give out their unwanted clothing free, 44% medium socio economic households sell out their unwanted clothing, while 51% low socio economic households keep their unwanted clothing. Recommendations include: Individuals should be involved in house to house collection of unwanted clothing from homes at low cost to resell, renovate or reconstruct as entrepreneurial venture. Modern technological advances in recycling especially clothing and textile waste from households should be exploited to harness existing stock piled clothing items within households.

Keywords: Unwanted clothes, clothing disposal, households, healthy life, Socioeconomic status
The path to a more sustainable future requires greater understanding of the environmental damages resulting from production and consumption of consumer products. In the case of textile and apparel (TA) products, which have very complex production system, the negative environmental impacts are not visible to most consumers. Research indicates that even TA educators, whom understand production processes, lack sufficient knowledge of the environmental consequences associated with the industry (unpublished study) and struggle to integrate environmental sustainability into courses and curriculum (Armstrong & LeHew, 2014). There is clearly a need for TA sustainability educational programming at all levels. The objective of this presentation is to highlight the research-based process used to create a professional development program to address this need.

The process for creating the program targeting TA educators included four phases. First, assessment of literature and AASHE STARS reports for key sustainability education competencies and identification of best practices by interviewing faculty and students from top USA sustainability programs. Results revealed important knowledge and skills for understanding sustainability (Author Citation, 2014a; Author Citation, 2014b). Second, hosting a conference with educators, industry practitioners and NGO representatives to generate a list of sustainability concepts and effective educational techniques. Outcomes supported findings in previous phase while bringing valuable insight to researchers which led to a narrowed focus on climate change. Third, development and delivery of a face-to-face workshop to test program framework and educational content. Post-workshop evaluation indicated participants viewed program as useful and effective, especially the teaching tools and extra resources provided for classroom use. Lastly, assimilating results and lessons learned from earlier phases into a six-module climate change professional development online program. TA educator pilot testers indicated knowledge improvement and positive response from post-secondary students who indicated a desire to learn more. The program is ready for broad dissemination.

Keywords: textile education, sustainability, climate change
CS2A2

Consumer Interest in Purchasing Bamboo Apparel Products

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Sustainable fashion has been a continuing trend in the textile and clothing industry, where a product is created and produced with consideration for its environmental and social impact. The global fiber market has been witnessing an increase because of this demand for organic and/or eco-friendly natural fibers such as bamboo. Understanding the factors that influence evaluation and adoption intention for bamboo textiles and apparel can help marketers decide on positioning and promotional advertising strategies, aid managers in the development effort, and improve the chances for American customer adoption of bamboo textile and apparel products.

The fashion adoption model proposed by Sproles (1979) was used as the conceptual framework for the investigation. The model identifies fashion-oriented consumer behavior and suggests the types of variables affecting consumer decision making with regard to apparel purchases. Considering that bamboo textile and apparel products are relatively new products in the US market, we believe that consumers may also employ these considerations in their purchase of bamboo textile/apparel products. Specifically, three factors, fashion orientation, shopping orientation, and environmental concern and behavior were examined to see how they might influence consumer’s purchase intention and adoption of bamboo textile/apparel products.

Bamboo products are relatively new to the US market; therefore college students (considered early adopters) can represent a primary target market for natural bamboo products. The sample of the study consisted of 307 undergraduate students from a large university in the south east of the USA, and we distributed a paper questionnaire to the participants during their classes. Descriptive statistics were first used to analyze demographic data and participants’ knowledge, attitudes and behaviors towards bamboo products. The exploratory factor analysis (EFA) statistical results obtained from this study indicated that fashion leadership and environmental concern showed significance in predicting consumers’ purchase intention of bamboo textile and apparel products.

**Keywords:** Bamboo, Consumer, Adoption-Intention, Sustainable Fibers, American

CS2A3

Woven Textiles on the Back Strap Loom in Zinacantán, Mexico: Its Culture, Pedagogy and Practice

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In this presentation I will examine the importance of woven textiles throughout the history of the Mexican Mayan. For the Maya it is impossible to separate cloth, costume, religion and myth. The production of textiles is a major part of a Mayan woman’s life and the gender role of women is intrinsically linked to the Mayan weaving tradition. Women hold an important social role as the producers of textiles and as the providers of cultural identity. They are in effect the visual authors of their society. The survival of the Mayan textile industry through many changes and adaptations to their society has endured because it is a living, intrinsic part of their culture. Additionally women employ this skill to make a significant contribution to their family’s economic survival.

In this paper I examine the Mayan textile skills, the transmitting of weaving knowledge through the generations, the role of passing on these skills within the extended family. The impact of the introduction of textiles into formal education on their current textile production, and how current government initiatives and the creation of a market for artisan pieces are contributing to the preservation of the tradition of back strap loom weaving in Zinacantán.

The Mayans sustainable weaving practices, which for many centuries rely on weaving the natural resources they found in their local environment have minimal environmental impact. The use of the ancient back strap loom provides the perfect tool for their zero waste weaving philosophy. This research has inspired me and influenced my philosophy and professional practice both as a textile designer and textile educator.

I am also submitting an abstract for a textiles exhibition of my woven textile work that was inspired by this research.
CS2A4

Heritage as a Source of Innovation

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Aim: Handicrafts, especially textiles, have played a vital sustainable development role for centuries. An examination of the product development processes used in handicrafts can provide valuable insight for innovation managers, regardless of the sector the target. Constraints provide a recognized spur for creativity and innovation managers often implement constraints where none exist to help product development teams identify new directions for innovation. For producers in the handicrafts sector, however, these constraints do not need to be manufactured. The lack of design education, the scarcity of materials compounded by the low prices the products command and the lack of authority within the organizations that market handicrafts all provide constraints that are difficult for many women to overcome. For this reason, very few who are engaged in handicraft production are considered, or consider themselves to be, innovators.

Method: An alternate case study is presented by the women who design and manufacture knitted products in the small Nordic nation of the Faroe Islands. The designers were interviewed following human subjects research protocols and the transcripts of the interviews were examined for themes related to innovation and heritage.

Findings: The model for this case study is that handicrafts heritage can have three aspects: materials, techniques and design. Each aspect of this heritage can present constraints. For example, heritage in design is the basis for many of the marketing strategies of handicrafts, even when the motifs become saturated, easy to imitate and out of trend. The six knitwear designers interviewed for this study found that loyalty to some aspect of heritage allowed innovation in other aspects, whether materials, techniques or designs, to produce products that would still be considered Faroese.

Conclusions: When developing policy, pedagogy and practice related to handicrafts, it is valuable to consider the role of heritage in driving rather than hindering innovation.

Keywords: Textiles, Handicrafts, Innovation, Cultural Preservation, Entrepreneurship

CS2A5

Innovative Sewing Skills for Sustainable and Healthy Lifestyles

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Skills in textiles, fashion and design are widely recognised as core components of the subject Home Economics. This presentation documents the innovative application of such sewing skills in the development of lifesaving medical devices as part of a novel partnership for wellbeing project.

‘Project Apollo’ is a unique eight week customised specialist sewing certificate programme designed to equip graduates with meticulous hand sewing skills specifically for the precision sewing of heart valves. Ireland is emerging as a global centre for medical device manufacture and development with more 18 of the world’s top 25 MedTech companies having a base in Ireland and exports of €8.5 million annually from the sector to more than 100 countries worldwide. This certificate programme was designed and developed by the Home Economics Department, St. Angela’s College, Sligo Ireland (STACS) in close collaboration with industry leaders and with the support of the Industrial Development Agency, Ireland (IDA) and the Irish Department of Social Protection (DSP). The programme has been successfully delivered a number of times both on campus in Sligo and on-site in industry in response to the specific needs of several leading medical devices firms.

This presentation will detail the development of Project Apollo in a unique collaboration between Home Economists, industry partners, government agencies, engineers, specialist stitchers and programme participants. It will outline the certificate programme structure and content and detail the pedagogical approaches employed to develop hand sewing skills in this unique context. Opportunities for further exciting industry collaborations and will also be presented.

Keywords: Partnerships for wellbeing, Specialist sewing skills, industry collaboration
CS2B1

Psychological Distress in First Year Undergraduate Students

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Background: There is evidence to suggest that rates of psychological distress in college students are higher than in the general population (Adlaf et al., 2001; Bewick et al., 2010). Cooke et al. (2006) found that anxiety increases on joining university and Lowe and Cooke (2003) found that a significant amount of students have problems adjusting to university life.

Study Design: An intervention in the form of a module of study within the first year of college was designed to address elements of health and well-being including psychological distress. A Quasi experimental study design was used to evaluate this intervention. Mixed methods of data collection were utilised in the form a psychological well-being (PWB) scoring index which measures PWB pre intervention, post intervention and at follow up (1 year on) and a focus group.

Findings: When mean psychological well-being scores were compared, on paired t testing, the intervention group showed a statistically significant improvement in psychological well-being scores between pre and post intervention (p=.019). The comparison group showed a slight non statistically significant increase in mean PWB scores between pre and post intervention and a large statistically significant reduction in mean psychological scores between post intervention and follow up.(p=.000). The seventh theme revealed within the focus group was entitled “stress of the student life”. Here, the stressful nature of college life was addressed and in particular the first semester, the demands of academic assessments and the need for coping skills and support were highlighted.

CS2B2

Happiness Pursuance Strategies Adopted by Families in Enugu Urban and Implication for Home Economics

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Introduction: Family happiness is derived from many factors. It is a vital indicator of family wellbeing which is a major concern of Home Economics. Many families pursue happiness and wellbeing against enormous odds and threats. These happiness and wellbeing often elude a lot of families.

Aim: This study focused on issues relating to the enhancement of happiness pursuance by families specifically, it determined, indicators of family happiness and wellbeing, ways families pursue happiness, extent to which families obtain happiness and wellbeing, threats to their attainment of happiness and wellbeing and ways Home economics can help families attain happiness/wellbeing.

Methods: The area of the study was Enugu state capital, Nigeria. The study was a survey. The population was made up of families (fathers, mothers, adults, young children and Home Economists). Data were collected using questionnaire and through focus group discussion. Analysis of data was through descriptive techniques.

Findings: Major finding include among others 35 indicators of family happiness and 20 ways families pursue happiness. Also, extent of attainment of happiness ranging from very low extent (15%); low/minimal extent (25%); average (52%); to high extent (8%).

Conclusion: Home Economics can help families attain happiness and wellbeing in many ways including among others, targeting evolving families’ challenges through research, documentation and teaching.

Keywords: Happiness, wellbeing, Pursuance, Strategies, Families
Home Economics and Mental Health

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Research area: Partnerships for wellbeing (with government entities, national authorities, industry, CSOs, NGOs etc.)

Objectives: To explore the ways in which the discipline Home Economics can contribute to the prevention of Mental Health problems, and add to a Recovery-Focused model of treatment of Mental Health disorders.

Background: The WHO Mental Health Action Plan (2013-2020) recognises that “in many societies, mental disorders [are] related to marginalization and impoverishment, domestic violence and abuse, and overwork and stress are of growing concern, especially for women’s health.” (1) Home Economics as a discipline aims to “achieve optimal and sustainable living for individuals, families and communities” (2). Collaboration between psychiatry and Home Economics, therefore, could be beneficial in the prevention and management of mental health problems. The researchers aimed to explore this potential collaboration through desk top review of literature.

Methods: A desk top review of academic refereed journals, medical databases and academic Home Economics sources, as well as popular articles relating to Mental Health and Home Economics, was conducted. Key search terms included life skills, well-being and mental wellness. Relevant papers were categorized into broader topics to determine areas where the two disciplines could collaborate.

Results: Literature search revealed a paucity of medical literature relating to Home Economics or life skills. However, there was a wealth of literature within Home Economics journals which could be of interest to Mental Health practitioners. These broadly fell into categories of Prevention, Psychoeducation and Research. The interrelation between mental health problems and physical health and social problems is well established, and Home Economics’ transdisciplinary approach embodies the biopsychosocial model of modern psychiatry.

Conclusions: The discipline Home Economics is a potential untapped resource for Mental Health Practitioners in the areas of prevention, psychoeducation and research. Home Economics education may prove beneficial in building resilience and reducing stress. Home Economists could potentially have an educational or even therapeutic role and could add much to evidence based practice.

Keywords: Home Economics, mental health, psychiatry, collaboration, life skills, well-being
CS2B4

Influence of Fashion Trends and Life-style on Students’ Perceived Well-being in Tertiary Institutions in Imo State, Nigeria

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This study investigated the influence of fashion trends and life-style on the well-being of students in tertiary institutions in Imo State, Nigeria. Based on the purpose of the study, three research questions and two hypotheses guided the study. Survey research design was adopted in carrying out the study. The population comprised all undergraduate students in tertiary education institutions in Imo State, Nigeria. Multistage sampling technique was used to select 180 final year students (respondents) for the study. Structured questionnaire was used for data collection. Descriptive statistics (mean, and standard deviation) were used for data analysis. The hypotheses were tested using Analysis of Variance (ANOVA). Results showed that the life styles and fashion trends of students were influenced by life/role models, advertisements, peer group, desire to belong to ‘happening class’, among others. Results also showed that fashion style preferences of the students include dressing in tight clothing that reveal body shape and clothes that are prone to sexual attraction, among others. Furthermore, results showed that consequences of fashion trends and life style on students include spending less time on their education, but more time and money on fashion related issues, and use of fashion items that can lead to grievous health challenges, among others. The study concluded that there is need to sensitize students and young people on the need to tread cautiously with respect to fashion and life-style in order to promote well-being and sustainable healthy future.

Keywords: Fashion trends, Life-style, Well-being, Undergraduates, Sustainable future

CS2B5

Going Against the Tide: Sufficiency in an Age of Over-consumption

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Increasing production and consumption is the expressed goal of most countries today. Driven by the promise of intensified economic growth and steered by powerful multinational companies seeking greater profits, consumption dominates people’s daily choices and has become an axis around which many construct their lives.

What motivates people to become preoccupied with “buying”, to the exclusion of other activities? What consequences does excessive overconsumption have in terms of life-style related illnesses, mental health and financial stability? How do the concepts of “sufficiency and sharing” provide a basis for alternative behavior and healthier ways of living? What is needed to develop sufficiency and sharing as lifestyle models? Most importantly, how can such alternative lifestyle models be taught in ways that inspire young people to dare to go against the norm and invest in new directions for individual and collective development?

The research behind this presentation has examined recent research into consumer behavior. It has compared historical and contemporary examples of sufficiency and sharing economies. Pedagogical methodologies such as the PERL/UNITWIN Values-based Learning with Indicators and the Active Learning Using Images and Objects have been analyzed in light of the need for transformative learning related to responsible and sustainable lifestyles. The newest PERL/UNITWIN learning material for teachers and students, “Why Buy”, is a concrete outcome of this research and will be presented as an example of a possible approach to teaching about sufficiency and sharing lifestyle models.

Keywords: transformative education, overconsumption, sufficiency, responsible lifestyles
CS2C1

Cost of a Healthy Food Basket in Northern Ireland and the Republic of Ireland

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Introduction: For low income households, food is often a flexible component of their budget as they can satisfy their hunger with cheaper, less nutritious food putting themselves at risk of disease and obesity.

Aim: To cost a Minimum Essential Food Basket in 2016 for a range of households on the island of Ireland (urban and rural settings). The study also estimated the % spend on food relative to other items of expenditure.

Results: The cost of the food Basket was more expensive for the majority of rural households compared to urban. Food was found to be the biggest area of expenditure in both rural and urban households: the food basket accounted for up to 44% of total income.

Conclusion: One in ten people are experiencing food poverty in Ireland. This research highlights the cost of a healthy food basket and the need for adequate income to meet basic nutritional requirements.

Keywords: low-income households; food costs

CS2C2

Challenges in Managing Food Allergy Reactions in Restaurants

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Food allergy has become significant public health issues in the U.S.A. with over 12 million adults (1 in 25) and 3 million children (1 in 17) are allergic to one or more common food. More than 30,000 food-induced anaphylaxes and 100-200 deaths occur annually. Over 90% of food allergic reactions are caused by Big 8 allergens in the U.S.A., although each country has different food items that cause the majority of allergic reactions. Food allergy reaction occur most commonly in restaurants. Therefore, this presentation aimed to explore challenges in managing food allergy reactions in restaurants by comparing knowledge, attitudes, and behaviors of customers with food allergies (n=320) and current/former restaurant employees (n=186). Results showed that customers with food allergies had greater knowledge (24.7±3.8) than restaurant employees (21.6±3.0). Customers perceived that restaurant employees' lack of knowledge (6.3±1.3), cross-contact (6.3±1.2), and poor communication between servers and other staff (6.3±1.4) were major reasons for allergic reactions in restaurants. Restaurant employees, however, perceived ingredients not fully reported on menus (5.7±1.5), cross-contacts (5.6±1.4), and poor communication (5.5±1.7) as the top three reasons. To prevent food allergy reactions, customers frequently read the menus to identify allergens in the food (4.71± 0.58), communicated with the restaurant employees about their food allergies (4.58 ± 0.84), and ordered menu items that were eaten previously without allergic reactions (4.32 ± 0.86). While these are good strategies, experts suggest not to assume existence of allergens from the list of ingredients or previous experiences, because there could be a hidden allergen or cross-contacts while handling food for allergic individuals. Results showed that customers need education to clearly communicate their special needs to alert employees to follow safe handling. Employees also needs training on how to prevent cross-contacts and existence of hidden allergens and how to clearly communicate with customers and other staff.

Keywords: Food allergy, restaurant, employee training, consumer education, challenges
How Do Nutrition and Health Claims Impact on Consumer Perceptions of Food?

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Aim: Nutrition and Health Claims (NHC) on foods (such as low in fat, high in protein) have been found to affect the amount of food that individuals consume. Research has examined consumer understanding of and attitudes towards NHC, but less is known about how claims may alter perceptions of food, which may underlie consumption behaviour.

Method: Ten focus groups (five NI, five ROI), involving a total of 86 participants, were conducted to explore perceptions and effects of NHC. A semi-structured topic guide was used to understand how claims affect perceptions of foods. Products with NHC were used as prompts for discussion. Audio from the focus groups was transcribed and analysed using thematic analysis.

Results: NHC influence consumer perceptions of food, particularly in relation to taste and healthiness. The effect of NHC on taste depended on the product, chocolate with NHC was viewed as ‘bland’ and ‘tasteless’, while the perceived taste of healthier products with NHC such as cereals and yoghurts was less likely to be affected. NHC affected perceived healthiness to the extent that many perceived a product with an unfavourable nutrient profile carrying NHCs as being healthy. Some individuals were also consciously aware that they increase their consumption behaviour due to NHC. Despite scepticism about NHC and their potential to mislead, participants also identified advantages to having claims on packages for those with certain health conditions, convenience, and knowledge.

Conclusions: NHCs can influence perceptions of food, particularly in relation to taste and perceived healthiness, which may in turn influence consumption behaviour. The type of food product carrying NHC is an additional influential factor. Future research should examine the associations between these perceptions and consumption behaviour.

Keywords: Nutrition, health, claims, packaging, perceptions
The FRESH (Food Resources and Education for Student Health) Partnership: Evaluating the Impact of Point-of-Purchase Labels and Reward Cards on Food Sales at a Large Ontario University

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Introduction: FRESH is a peer nutrition education partnership between Brescia University College Food and Nutrition faculty/students and Western University campus food services. FRESH involves multiple strategies that promote healthy food choices among university students. Study objectives were to evaluate the impact of FRESH Approved point-of-purchase (POP) labels and FRESH Reward Cards (FRC) on food sales in residence dining halls.

Methods: Sales data from four academic years (2011-2015) of FRESH Approved vs. non-FRESH Approved menu items were analyzed for quantity of items sold, price of items, and number of times an item appeared on the six-week menu cycle. Fruit and milk item and net sales, and the cost of free fruit and milk redeemed through the FRC program, were also analyzed.

Results: FRESH Approved items sold more often than non-FRESH Approved items in the latter two years (p=0.01). The prices of FRESH Approved menu items were significantly lower than non-FRESH Approved items for all years (e.g., $1.52±$0.94 vs. $2.21±$1.02 per serving in 2014-2015; p<0.001). Across all FRESH implementation years, FRESH Approved menu items were found more often on the six-week menu (p<0.05). The number of fruit items sold increased from a baseline of 143,052 to 170,954, and net sales increased from $135,450 to $154,248 after three years of FRC implementation.

Conclusion: FRESH Approved items were less expensive, available more often, and had higher sales, indicating the success of a POP labeling initiative in student dining halls. The FRC increased net fruit sales despite the cost of free fruit. Strategies to highlight and reduce the cost of healthy foods are promising practices to improve campus food environments. There is additional value in an academic-industry partnership because it supports the sustainable and evidence-based implementation of population health strategies to promote healthy lifestyle development among students.

Keywords: partnership, point-of-purchase labelling, reward program, students, food environments
The Kent Road Project: A Food-Focused Intervention

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Contextualization: The development of nutritional sciences has promoted us to think of food in regards to nutrition composition and its influence on our health, in particular obesity and chronic disease prevention. After decades of this approach developed countries are still facing a crippling obesity epidemic, assisted by a globalized food system that promotes ultra-processed foods. This approach begs the question: “Does a focus on ‘nutrition’ improve our diets, our health and our overall wellbeing?”. Through this process of nutritionism we have neglected our most basic interaction with the food we eat: cooking. In order to foster the latter, a food-based intervention was implemented with students and their parents at an elementary school in the Canadian province of Manitoba.

Objective: ‘The Kent Road Food Club’ was a 10-week afterschool program, developed by three undergraduate students in the department of Human Nutritional Sciences from the University of Manitoba. The project promoted healthy eating by: a) improving cooking & food knowledge, b) increasing cooking confidence and promoting being in a kitchen, and c) familiarizing participants with healthy food options.

Methods: Our objectives were created through examination of scientific literature that evaluated community-based cooking, food, and nutrition programs. Criteria for recipes include using inexpensive, common ingredients, the ability to practice a specific food skill, and cooking from ‘scratch’. Activities were structured to promote child-centred food preparation, as well as family style dining afterward.

Results: By the end of the sessions, participants were comfortable eating foods with vegetables and whole grains. Participants displayed minimal resistance when presented with an unfamiliar food. The program allowed children to have maximum interaction with whole foods, experience food preparation as a social activity, and reflect on their own eating patterns and habits. A food-focused nutrition intervention is an appropriate method to creating a healthy relationship with food.
CS3A2

Healthy Food for Life – New Healthy Eating Guidelines and Food Pyramid for Population in Ireland

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safefood
U. O’DWYER
Department of Health

Introduction: The Department of Health keeps dietary recommendations under review as part of its role in promoting evidence based public health.

Aim: As part of this review, the new Healthy Food for Life – the Healthy Eating Guidelines and Food Pyramid have been developed by the Department of Health working in partnership with other experts in nutrition in Ireland.

Results: Although there are many similarities between the existing pyramid and the new pyramid, there are also some distinct differences:

- Separating the top shelf from the lower shelves
- Moving the vegetables, salad and fruit shelf to the base of the pyramid
- Moving the wholemeal cereals and breads, potatoes, pasta and rice shelf up
- Increasing the serving size for the wholemeal cereals and breads, potatoes, pasta and rice shelf
- Changing the range of servings from the wholemeal cereals and breads, potatoes, pasta and rice shelf
- Addition of average daily calorie needs.
- Addition of serving size guide illustrations

The three key messages are:

- Limit high fat, sugar and salt foods from the top shelf of the Pyramid to no more than once or twice a week
- Eat more fruit and vegetables, at least 5 to 7 servings a day
- Use the Pyramid as a guide for serving sizes and remember that portion size matters

Conclusion: Healthy Food for Life is a toolkit which includes a new Food Pyramid and guidance materials to help people makes choices to maintain a healthy, balanced diet. The resources reflect best national and international evidence and advice. The guidance applies for everyone from 5 years of age upwards. Teachers of home economics are a key channel for communicating healthy eating guidelines to young people and their families.

Keywords: new, healthy, eating, guidelines, Ireland

CS3A3

Effect of High Protein Diets Containing Extract of Stevia Leaf on Obese Rats Suffering from Diabetes

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This study aimed to investigate the effect of three levels from (Stevia leaf extract) in the presence of normal and high protein diets on obese rats suffering from diabetes. 55 male albino rats used in this study, the rats divided into two main groups. The first main group (6 rats) fed on basal diet, as a negative control group. The second main group (48 rats) was fed eight weeks on high fat diet HFD, to induce the obesity. The rats in the second main group injected with alloxan to induce diabetes, and divided into eight subgroups as a following: Subgroup (1& 2): fed on high fat diet “HFD” and HFD containing 25% protein, as control positive groups, respectively. Subgroup (3, 4 and 5): fed on HFD (containing 1%, 2% and 4% Stevia leaf extract), respectively. Subgroup (6, 7 and 8): fed on HFD and high protein diet (containing the same amounts of Stevia leaf extract), respectively. The experimental period lasted 8 weeks. Results showed that, the (control positive groups) recorded significant increase p˂0.5 in body weight gain%, liver weight/body weight%, lipid profile “except HDL-c”, liver enzymes, leptin hormone and glucose, as compared to (control negative group). Feeding diabetic obese rats on HFDs or high fat high protein diets containing the three levels from (Stevia leaf extract) improved these parameters, especially the groups treated with high protein. High consumption of protein in the presence of Stevia leaf extract is very important in weight loss and reduces the complications resulting from obesity and diabetes.

Keywords: diabetes, obesity, rats, Stevia, weight loss
CS3A4

The South Asian Total Health Initiative (SATHI)

SHAILJA MATHUR

The South Asian Total Health Initiative (SATHI) was established at Robert Wood Johnson Medical School, its mission is to improve health outcomes in South Asians living in the United States. New Jersey has the third largest statewide population of South Asians and the SA immigrant population is one of the fastest growing racial minority groups in America. South Asian Health Awareness about Stroke (SAHAS), a part of SATHI, is a study being conducted by Rutgers Medical School in collaboration with Rutgers Cooperative Extension and funded by the New Jersey Department of Health. Although stroke incidence appears significantly higher in SAs compared to caucasians, few stroke prevention efforts in the US are targeted at this high-risk group. SAHAS is in its third year of piloting a two-session culturally tailored curriculum of stroke awareness and prevention strategies targeting the South Asian population. The purpose of SAHAS is to increase knowledge regarding stroke and its prevention while promoting healthy lifestyle changes in a culturally competent manner. A Registered Dietitian Nutritionist (RDN) and a Stroke Nurse teach both sessions. Participant’s complete pre and posttests that evaluates knowledge change, and data from the last three years concludes an increase in awareness. Several studies have concluded that educating the public about stroke could be the key in primary and secondary stroke prevention.

CS3B1

Determinants of Hopelessness Among Female Heads (Widows) Of Households and Their Hope Enhancing Initiatives: Implication for Home Economics

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Single female headed households have become a fairly common phenomenon that is occasioned by some factors including widowhood. In some part of the developing world, including Nigeria, culture and traditional practices impose enormous challenges on female heads (widows) of households. In some situations, these women are dispossessed of their husbands’ property even those that were jointly acquired and owned. Thus, these women find it difficult to eke out living and care for their children. Many thus, wallow in hopelessness. They need to be helped to have hope. This study therefore,

i. Identified determinants of hopelessness among widows in rural areas of Ebonyi State.
ii. Determined hope enhancing initiatives the women presently adapt.
iii. Determined any novel initiatives the women could be helped to further adopt and
iv. Ascertain the implication of (ii), (iii) for Home Economics practice in Nigeria.

The study was a survey which was carried out in rural areas in Ebonyi State, Nigeria. Data was collected with questionnaire and through focus group discussion. 10 determinants of hopelessness among widows in the study, 7 hope enhancing initiatives presently adopted by the widows, 5 novel initiatives the women could be helped to further adopt and practice that can be adopted by Home Economics. The achievement of the above will in no small measure enhance the well-being of these widows and their children and also X-ray the areas of focus of Home Economics.

Keywords: Determinants, Hopelessness, Female Heads, Households, Initiatives, Traditional Practices
CS3B2
Balancing Daily Food Consumption Practices among Rural Households in Umuahia Environment in Abia State Nigeria

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Daily consumption practices of healthy foods and life styles reduces the risk and the burden of communicable and non-communicable diseases. The practice of consuming adequate qualities of safe and good quality foods make healthy meals and promotes good life. The paper examined balancing daily food consumption practices among rural households in Umuahia Environment. The objectives of the paper was to examine, the daily food consumption practices among rural households, factors that influences the food consumption practices among rural households and socio-economic status of those households. The population of the study comprises all the five clans in Umuahia environment. Six households from each clan, making a total of thirty households were selected as the sample for the study using cluster and stratified sampling techniques. The instrument for data collection was a focus group discussion, food frequency questionnaire and interview. The data collected was coded using adapted food frequency table and diet records. Analysis of statistics was done using ANOVA and t-test to answer the hypothesis on purpose of study 2 and 3, at significant of 0.05 alpha level. While mean and standard deviation were used to answer research question 1. The findings revealed that there was no significant difference in the food consumption practices among the rural households. It was also revealed that socio-economics status of the households influence their food consumption practices. The study therefore recommended that these households be enlightened on adequate food balancing procedure and also encourage basic household agricultural production of most of the foods needed in the family. Thus, this will encourage sustainable development goal amongst the rural households in Umuahia environment.

Keywords: Food, balancing, consumption, practices and households

CS3B3
FRESH OAKRIDGE: Sustainable and Universal Food and Nutrition Education Needs to Move from Program to Policy Level

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Background: Food preparation is associated with better diet quality; however, many young adults have reported inadequate food skills. Teaching food skills to youth, therefore, can contribute to health promotion and disease prevention. Unfortunately, few students have the opportunity to learn food skills in Canadian schools.

Methods: We adapted, implemented, and evaluated FRESH (Food Resources & Education for Student Health), an evidence-based, multi-strategy, university peer nutrition education program, for secondary school students. Peer education, based on Social Cognitive Theory and Experiential Learning Theory, has been shown to be a cost-effective and empowering health promotion strategy. Using participatory action research, we established a FRESH Club and, together with these secondary school Peer Educators (as well as our university FRESH Peer Educators), we designed an extra-curricular food and nutrition program.

Results: FRESH Oakridge engaged the student body in 10 interactive displays (e.g., guess the herb/spice) and 7 interactive events (e.g., veggie tasting/identification). Formative and summative evaluations were conducted through focus groups and pre- and post-surveys, and process evaluation data were collected throughout the year. The average number of participants at interactive displays and events was 120±41 and 302±172 students, respectively. Post-survey results suggested 93% of students who participated in the interactive displays/events believed that they had learned about food/nutrition. In fact, respondents’ level of participation correlated strongly with their level of learning (r=0.95; p<0.001).

Conclusions: This was deemed to be a successful program to engage students, increase awareness, develop food skills, and enable them to make healthier food choices; however, the program was not sustainable without ongoing funding. Moving upstream to the policy level, food skills could be taught to all students by making food and nutrition education mandatory. If this is implemented, however, then the insufficient number of qualified teachers to teach evidence-based topics in food/nutrition must be addressed.

Keywords: Peer education, students, policy, food skills, food and nutrition education
CS3B4
Recipes for Success: Home Economists developing Food Literacy Skills among Amateur Sports Players in a Community Setting

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Current research demonstrates that despite having a positive attitude towards nutrition and health and an increasing desire for optimum sports performance, unhealthy dietary practices remains evident among athletes. This study sought to evaluate the effectiveness of an intervention aimed at developing food literacy skills among young amateur Gaelic Athletic Association (GAA) football players across the Island of Ireland.

The intervention entailed the development and publication of a ‘Recipes for Success’ toolkit targeted at GAA players which set out nutritional guidelines, healthy recipes and menu plans. The toolkit was employed as the key resource in a series of community – based practical Cookery Workshops, preceded by an interactive nutrition information session. GAA clubs (n=24) recruited players (n=330) to participate in the Workshops which were led by Home Economics (HE) teachers in a school setting. Pre and post- intervention questionnaires were completed by teachers and players. This paper reports the preliminary findings from the players’ survey.

Findings indicate the majority of players had not studied previously HE however, a positive attitude towards learning about nutrition and developing cooking skills were apparent. Players reported their HE classes and mothers as the main sources of learning food skills. Although the majority reported confidence in following a simple recipe, post-intervention, reported levels of confidence had significantly increased. Most participants noted that the workshop clarified and consolidated their understanding of sports nutrition and food preparation techniques, which was corroborated by post-intervention knowledge scores.

Results demonstrate that combining a hands-on cookery session which focuses on the development of transferable food skills along with tailored nutrition information and practical dietary advice has the potential to positively impact on the food literacy skills and dietary practices of Amateur Sports Players. Results from this food based nutrition education intervention can act as a learning model for similar interventions.

CS3B5
Designing Skills Need of Clothing and Textiles Teachers for Sustainability in Apparel Production

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An investigation of the skills need of clothing and textiles teachers in apparel production for sustainability in Akwa Ibom State of Nigeria was carried out. Specifically, this paper analyses the skill needs of Apparel design as a major component of apparel production. The research adopted a descriptive survey approach using a researcher designed questionnaire titled Skills Need of Clothing and Textiles Teachers in Apparel Production for Sustainability Questionnaire (SKILNCLOTEX) with reliability coefficient of 0.852. Data was collected from 130 respondents from 101 secondary schools in Akwa Ibom State where clothing and textiles is taught as a subject. Independent t-test was used to analyse the research hypothesis at .05 alpha level. The result of the study revealed that there is a high need for designing skills for sustainability in apparel product development by clothing and textiles teachers in Akwa Ibom State. Moreover, the study revealed that urban and rural clothing and textiles teachers in Akwa Ibom State differed in their need for apparel designing skills for sustainability in apparel product development. The study recommended among others that clothing and textiles teachers should obtain training from recognized training Institutions on their skill deficient areas to increase their competence in designing and educating for sustainability in apparel production.

Keywords: Design, Education, Sustainable Development, Textiles, Training
CS3C1
The Teaching of Sustainable and Healthy Lifestyles in the Classroom and Its Implications on the Student-
Teacher Practicum in Malta
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Sustainability has been gaining ground in the Maltese school curriculum in recent years, as shown by the inclusion of ‘Education for sustainable development’ as a cross-curricular theme in the Learning Outcomes Framework document published in 2015. For many decades, the Home Economics curriculum in Malta has included sustainability in its various topics, particularly in areas concerning the management and effective use of resources, and the family well-being. This has an effect on the practicum that student-teachers undergo during their university undergraduate course, since they have to take sustainability and well-being into account when preparing the lessons they give to pupils and on which they are assessed by their tutors, especially in the practical interventions. The paper discusses the issues and challenges deriving from this requirement for the student-teachers in the classroom, who are faced with constraints due to the expectations of tutors, class teachers, school policy, pupils and parents alike. It will be based on the experiences of tutors, student-teachers, class teachers and administrators who have been involved in the teaching of Home Economics in Maltese schools over the past decade. Student-teachers have to strike a balance between the conflicting expectations by the other parties concerned, and resort to creative ways how to overcome the obstacles these challenges pose to them. On the other hand, tutors need to take these circumstances into consideration when assessing the overall performance of the students.

Keywords: Sustainability, Healthy Lifestyle, Home Economics, Practicum, Student-Teachers

CS3C2
The Application of Pedagogical Innovation and Simulation Methods to Facilitate Students’ Understanding of the UN Sustainable Development Goals
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Aim: To explore the benefits, challenges and practicalities of utilising simulation as a pedagogical tool to further students’ understanding of the UN sustainable development goals, most notably, Goal 5.4 on the importance of domestic work and care.
Method(s): Over a 12 week period a group of 36 undergraduate Early Childhood Care and Education students undertook a module on European Social Policy which culminated in the hosting of a formally assessed simulated European Commission consultative forum exploring the ability of the EU to formulate a set of policy instruments on domestic work and care. The assessment strategy sought to maximise experiential learning by allowing students to self-select their identity as either a lobbying organisation, political entity or representative of a European Union institution. Through a supported process of peer and individual class-based student-led research, students were required to formulate a position on Goal 5.4 of the UN SDG and justification of what position the EU should assume in relation to the goal. Evaluation of the process was explored via student focus groups and lecturers’ self-reflections of students’ engagement and learning.
Results/findings: Students required extensive support to successfully understand the complexities of both the substantive issues addressed in Goal 5.4 of the SDG and the policy-making process at the EU level. This challenge, however, was outweighed by the benefits of the overall learning outcomes and their ultimate engagement with the subject area in the culminating simulation event.
Conclusion: The success of the pedagogical method is dependent on a number of factors, inter alia, the extent to which the learner population is supported, feedback on progress given, the inclusions of a formative interim evaluation of learnings and the different capabilities/interests of students.
Keywords: Pedagogy, Sustainable goals, teaching methods, simulation, social policy
CS3C3

Consumer360Manager - Toolkit for Planning and Lifelong Learning

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Consumer360Academy, The Netherlands

Consumer360Academy is preparing to launch an agenda, planner, financial manager and information handbook all-in-one called Consumer360Manager. To be used by kids 12-18 and adults as well for preparing daily decisions about what to buy or not to buy, finding essential information, searching for arguments. For planning and agenda of visiting days and annual meetings for dialogue with producer government or consumer organization. Proposal is sent to biggest editor for education books in the Netherlands (Malmberg). To be of help for kids, youngsters and adults as well we are going to publish an agenda/planner/manager360 based on the 12 necessities of life and the 7 aspects about trade and dialogue.

Marketing via education sector (IFHE / consumers international / education International / consumer classroom etc.) and online worldwide via wikiversity. The website consumer360.org already contains most of the information for the Textual part / a first pilot small agenda some years ago will give a first impression for the editor there are also agendas in the market with similar lay out but consumer360manager is completely unique because of the scope on the 12 necessities of life and the 7 aspects about trade and dialogue. Because of the twelve necessities of life which are all daily needs like a circle in 360 degrees or the zodiac with 12 windows between macrocosmos and microcosmos it is in fact the 100% overview for every management issue about consumption production trade and money! Like every human being with head heart and hands and like every management Book consists of three parts: planning organizing and realization, or strategy tactics and operational or for the consumer making a list, go shopping and buy or not buy but save or give away your money. The consumer360manager is the most complete toolkit for planning and learning about sustainable and responsible lifestyles a little companion for lifelong learning! To be lifelong learning ourselves we think it is necessary to cooperate with other organizations working in this field of education, home economics and consumer research.

CS3C4

Healthy and Sustainable Lifestyles for Finnish Youth at Home Economics Workshops of The Martha Association

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Finnish Martha Association

Background: The Finnish Martha Association is a home economics extension organization open for all kinds of target groups. Among other groups, it promotes the wellbeing and healthy and sustainable lifestyles of youth between the ages of 15 and 28.

Goals: To provide opportunities for the youth to learn how to cook and eat nutritious, good and inexpensive food. Teach the youth how to take care of their homes (for instance cleaning and laundry) and their own finances. Help the youth understand how their everyday choices regarding food, detergents and other products needed in their homes affect our environment as well as their own wellbeing. The classes also provide the youth opportunities for social encounters.

What we’ve done: For years, the Marthas have organized classes for young athletes, prisoners, youth who are in some way marginalized or have mental or drug related challenges. The classes have been organized in cooperation with for instance other associations (youth work, athletic assoc.) prisons and psychiatric hospital wards.

Our hope is to meet the same group at least three times. Each class lasts from two and half hours up to six hours at a time depending on the purpose, the possibilities and the resources. The classes in general consist of parts such as planning the menu and doing the grocery shopping together, the cooking, the cleaning or laundry or money related workshops, eating together and cleaning the kitchen.

Results: On a yearly basis 320 trainings have been organized with 4500 youth. Feedback from the youth, their parents, their coaches, the teachers and social workers and the home economics experts’ own evaluations all tell us of the number one fact that doing together in practice is the most liked and most effective way of learning home economics through which the youth can promote their wellbeing and sustainable and healthy lifestyles. Succeeding in the classes help the youth to trust themselves that they can do these things for their own wellbeing and for the good of their home. The youth are in general quite interested in healthy and sustainable way of living but many with their own challenges find they need help in making the right choices nutritiously, economically and environmentally friendly.

Keywords: Youth, wellbeing, healthy and sustainable lifestyles, home economics
CS4A1

Exploring Intersectional Identity and Media Literacy Through Instagram

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As social media becomes more embedded in the lives of digital natives it is important to provide opportunities to learn about social media literacy. The AAFCS (2009) body of knowledge indicates bodily, social, and psychological-well being as core concepts. The Pew Research Center (2015) reported that 92% of teenagers 13 – 17 are “online” everyday with 24% reporting they are online “almost constantly.” Much of this online engagement happens via social media including Facebook, Instagram, Twitter, and Snapchat. 79% of America adults were on Facebook and 32% of adults use Instagram (Social Media Update 2016, 2016). Studies have shown that “likes’ via social media foster a sense of either positive or negative self-esteem (Steinfield & Cliff Lampe, 2008). Kilborne (2010) notes advertising effects the way we feel about ourselves, young men and women are particularly vulnerable. Understanding how to appropriately consume social media falls within the spectrum of the AAFCS of the body of knowledge (2009).

Students completed qualitative research on a person of interest via Instagram. Through content analysis students identify and deconstruct what they view. Students write up their analysis using theoretical frameworks and present their findings to one another. Through this project, students are required to take a critical view of the social media. The goal of the “Instagram Project” for a social-psychology of appearance course, is to explore the meaning of appearance, dress, clothing, and fashion. Over 5 semesters 133 students have completed the project. Emergent outcomes from the project include imbalanced racial representation in the fashion industry, unrealistic and unattainable body images for both men and women, over consumption of fashion goods, and objectification of young women and girls.

Students reported feeling empowered to share information with peers about how to view, consume, and deconstruct social media. The primary limitation to the project is teaching qualitative research methods to undergraduate students in a 15-week semester. Future iterations of this project would focus on engaging students outside of the fashion major and engage students from multiple institutions throughout the United States. Teaching students to live healthy and well-balanced lives includes all forms of consumption, including social media.

Keywords: fashion literacy, self-esteem, social media

CS4A2

Intergenerational Learning: Collaborations to Activate Young Children’s Civic Engagement in Irish Primary School

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The doctoral research on which this presentation is based investigated the potential of intergenerational learning collaborations to activate young children’s civic engagement in Irish Primary School. Civic engagement was mediated through the civic literacy concept, namely by developing in pupils aspects of personal and civic responsibility and positive leadership actions. The empirical study, involving primary school children (n=73) and older volunteers (n=34), used a mixed-methods embedded design. It found that, across a range of curriculum-related collaborations, student self-reported civic literacy ratings, substantiated by teacher checklists, showed significant improvement (p≤0.01) over an academic year. Such improvement was conceptualised as young children’s civic engagement.

KEYWORDS: Civic literacy, youth civic engagement, social learning, intergenerational practice
CS4A3

Effective Nutrition Education for Responsible and Sustainable Healthy Living Among Individuals and Families in Nigeria

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Inadequate nutrition is a major setback among individuals and families in Nigeria. This is usually as result of ignorance (lack of knowledge), poverty and modernization. This paper examines the concept of Nutrition, nutrition education, responsible eating and physical activities for sustainability of healthy living. Nutrition is the science that links food to health and diseases. Foods eaten have much to do with the quality of life, when people eat healthy, many diseases and disorder can be prevented. Research has shown that there is great relationship between physical activities, diet and health. This paper portrays nutrition education as a tool for initiating changes of behavior, development of attitudes, skills and confidence people need to improve their nutrition practices. However, most people’s feeding habit is determined by geographical location, cultural practices, and socio-economic factors than health reasons. In Nigeria with rich cultural diversity, food and eating are ways of expressing culture and social identity. The paper suggested that for nutrition education to be effective, it must be delivered through suitable approaches such as understanding the cultural background of the people, concepts must be clearly understandable, adequate dietary messages must be consistent and emphasize the benefits of change. Recommendations such as innovate ways of enhancing nutrition and consumer education in schools across all levels that would make nutrition education, meaningful and sustainable to recipients should be provided.

Keywords: Effective Nutrition Education, Physical Activities, Healthy Living, Sustainability

CS4A4

Helping Child Care Professionals Create Healthy and Sustainable Child Care Environments

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Almost 90% of U. S. children under age 5 (more than 20 million children) spend time in out-of-home child care each week (Laughlin, 2013). Because children under age 5 spend an average of 36 hours per week in child care, creating safe and healthy environments by identifying and reducing hazards is essential for their healthy growth and development. Because children are naturally curious about their world, and because their organs and nervous systems are still developing, child care environments need to encourage exploration and play while keeping children safe from environmental hazards. With an increased emphasis on sustainability, child care professionals must balance adopting “green” cleaning practices with infection control regulations for child care.

The proposed oral presentation will describe a multi-faceted initiative to help child care professionals use sustainable environmental practices in child care, while also eliminating environmental hazards and meeting state regulations. These sustainable practices directly affect young children’s health by reducing children’s exposure to dangerous substances like toxic cleaning products and pesticides, substances that exacerbate asthma and other diseases like mould and volatile organic compounds, and potential poisons such as radon and lead. The presentation will include the following components: (1) principles of a healthy and sustainable environment in child care; (2) action steps to use sustainable practices to reduce hazards to children’s health; and (3) strategies used to educate child care professionals about health hazards and sustainable practices in child care. The authors will share curriculum, activities, evaluation tools, and results of ongoing evaluation, will discuss similarities and differences in U. S. and European health and safety regulations, and will discuss challenges and successes in educating child care professionals about this topic.
CS4A5
Practice for University Students to be Aware of ESD Contents in Housing in High School Home Economics
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Objective: This practice aims to make university students aware of the ESD perspective in the housing unit in high school home economics.

Methodology: An analysis of the content unit on housing from the home economics textbook used in high schools was conducted from the viewpoint of the six ESD concepts. Through group discussion, twenty university students, who are studying to become home economics teachers, identified the ESD content from the housing description found in the high school home economics textbook commonly used. The six ESD concepts to be identified were those defined by the National Institute for Educational Policy Research. These six concepts were ‘diversity,’ ‘interaction,’ ‘finiteness,’ ‘fairness,’ ‘cooperation,’ and ‘responsibility.’

Results: All of the six ESD concepts were included in the housing unit in the textbook. The concept of ‘diversity’ refers to areas such as lifestyle and zoning. ‘Interaction’ refers to barrier-free housing and universal design housing. ‘Finiteness’ and ‘responsibility’ fall under the subtopic of ecological housing. And ‘Fairness’ and ‘cooperation’ fall under the subtopic of cooperative housing and collective housing. After the lesson, the students commented that they were now aware of the ESD concepts in housing which are very important for sustainable living. The results suggest that teachers will be able to further explore and teach the contents already in place in the curriculum simply by being aware of the ESD concepts already contained within the study of home economics.

Keywords: Education for Sustainable Development, housing, high school, home economics

CS4B1
Engaging Home Economics Teachers in Knowledge Creation for Developing Home Economics Teaching
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In-service education is a way to bring teachers together and offer social context for development of teaching. Therefore, an in-service education related to curriculum changes was developed for the members of Home Economics teachers’ society of Helsinki between Autumn 2016 and Spring 2016. Extensive data was collected from the in-service education.

In Finland, a new national curriculum will be gradually implemented in schools starting from Autumn 2016. In addition to the challenges posed in the new curriculum, societal changes affect home and social life. Home Economics (HE) as a school subject aims to develop pupils’ everyday life skills and competencies for sustainable and healthy lifestyles. Beside these challenges, HE subject teachers at local schools in Helsinki share local curriculum emphasis to develop progressive inquiry learning for HE as well as integrative teaching themes together with other school subjects.

The aim of the in-service education was together with the teachers collaboratively develop topical teaching contents and pedagogy of HE and design integrative teaching themes that comply with the latest curriculum and needs to technology-enhanced teaching-learning processes in schools.

The in-service education was organized in the theoretical framework of Design Experiment (DE). Educational design experiments represent a highly-regarded research strategy of the learning sciences that pursues educational innovations through iterative technology-enhanced inquiry and design projects.

Preliminary research ideas are: 1) To what extent are HE teachers able to participate in collaborative processes of knowledge creation? 2) How does participation in collaborative development of HE teaching facilitate teachers’ mastery of scientific practices? 3) How does the concept of collaborative development facilitate organizing and conducting successful developing of teaching practices? 4) How the teachers connect and apply information and communication technology as a means of developing teaching-learning process of pupils?

Keywords: In-service education, Home Economics, Knowledge Creation, Pedagogy
CS4B2
The Impact of a Home Economics’ Educational Program on the Development of Gender Equality Dimensions and Acquisition of Democracy Concepts for Egyptian Middle School Girls in the Light of Sustainable Development Goals (SDGs)

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Recognizing of the principles of democracy and human rights in the human societies, reinforcing the system of democratic values and elevates the status of good citizen who knows his rights and duties, it helps in building a democratic culture producing the values of tolerance and acceptance of the others. Therefore the study aims to identify the impact of a program in Home Economics education on the development of equality dimensions and the acquisition of the concepts of democracy for the middle school girls in the light of the principles of democracy and human rights and the Sustainable Development Goals (4th, 5th, 10th). The research is a quasi-experimental study, the sample consists of a control group (25 students) and experimental group (25 students) of the first grade of middle school, in the Tala educational administration in Monufya Governorate. Students were chosen randomly. The dimensions of the human rights & equality scale, and, the test on the concepts of democracy was used in the study. The results showed that:

- A significant difference between the mean scores of students in the experimental and control groups especially in the dimensional measurement of the dimensions of the human rights of equality and the overall total for the benefit of students in the experimental group.
- A significant difference between the mean scores of students in the experimental group in the two measurements prior and after the program.

The study recommends developing the middle school curriculum of Home Economics in accordance with the principles of democracy and human rights, and to include those principals and skills in the Home Economics’ teacher preparation program.

Keywords: Home Economics- democracy principals- human rights – Gender equality – democracy concepts- SDGs

CS4B3
Transformational Teaching to Promote Learners’ Healthy Lifestyles: How Empowered Home Economists Reflect on Their Practice

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With research in Ireland reporting ever – increasing statistics for lifestyle related health disorders, the role of the Home Economist in working to reverse these trends is brought under the spotlight. Transformational teachers emphasise inquiry, critical thinking, the development of higher-order thinking and effective communication skills in their classrooms.

This study sought to capture the beliefs, values and assumptions Home Economists hold about their practice. It aimed to analyse their sense of self-efficacy as transformational teachers with regard to positively impacting on adolescents’ health and lifestyle behaviours. A constructivist paradigm underpinned this study. It was primarily concerned with understanding the content of Home Economists’ reflections on their practice. The first phase of the research consisted of The Teacher Sense of Efficacy Scale which was administered to 40 teachers. The second phase involved the use of semi-structured interviews with 15 teachers identified as high and medium efficacy teachers in the self-efficacy scale. This dialectic process enabled the interviewees to articulate the challenges they encountered, their feelings, emotions, values and beliefs and perceptions regarding their sense of self-efficacy as they reflected on the content and pedagogical approaches employed whilst developing positive attitudes towards healthy lifestyles in adolescents.

Research findings revealed enhanced self-awareness, greater openness to discussing with a ‘critical friend’ the challenges which they encountered in addressing adolescents’ lifestyle behaviours. The teachers sought to promote a culture of inquiry and problem solving in their classrooms and worked collaboratively with learners and colleagues to design interventions to monitor learners’ dietary beliefs and behaviours over time. This development had a significant impact on teachers’ sense of self-efficacy and empowerment and developed the capacity for leadership.

Keywords: critical reflection, empowerment, self-efficacy, leadership, learner empowerment
Homework is seen as an important part of the daily routine of students. It can be defined as any activity which students are asked to do in their own time with the intended purpose of improving student learning. Good quality homework can act as an extension of the classroom by providing practical opportunities for the development of independent learning, higher-order thinking and research skills. Home economics education aims to develop individuals who are adept at learning new things and this is important given the rate of societal and technological change. The development of knowledge and skills in home economics can empower students to make informed choices which influence their health and physical environment. These choices can lead to the realisation of healthy and sustainable lifestyles which can benefit individuals and society as a whole.

This study was prompted by an interest in the learning value of homework and how homework practice can be improved so as to enhance the attainment of home economics educational aims. A mixed method approach was used involving interviews with ten home economics teachers and content analyses of over 400 homework questions and tasks from home economics textbooks, examination papers and teachers’ assigned homework. The results indicate that home economics homework questions mainly require the recall and understanding of conceptual and factual knowledge, thus reducing the capacity for the development of higher order thinking skills. In addition, there is evidence of a ‘washback’ effect on pedagogy in which teachers tend to concentrate their teaching on supporting test-taking. Such a situation bodes ill for the quality of student learning and points to a clear need for teacher professional development in the area of assessment design.

**Keywords:** Homework, summative assessment, formative assessment, key skills, home economics
CS4C1

Weaning and the Parameters Affecting the Decision-making Process in Developed Countries: A Systematic Review

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Background: The transition from milk (breast milk or formula) to solid foods is a crucial stage in a baby’s life. Albeit exciting, it can be the cause of anxiety and frustration for parents, particularly for first-time mothers. The vast spectrum of existing information sources can confuse them in the decision-making process in relation to different aspects of complementary feeding e.g. timing, choice of foods etc.

Methods: A systematic review was conducted to identify studies exploring parental knowledge and strategies in infant feeding. 4 electronic databases were searched (PubMed, EMBASE, Scopus, Web of Science) followed by a hand search of reference lists. Studies with a qualitative approach were primarily included and when feasible, their findings were supported by data from cross-sectional research. Eligibility criteria include age (≤ 2y), health status (healthy, full-term infants) and setting (developed countries).

Results: Five main themes emerged: (1) sources of information on complementary feeding, (2) knowledge of and views on guidelines for timing of introduction, (3) factors determining choice of foods, (4) commercial vs home-made foods and (5) strategies to form taste preferences. The majority of mothers interviewed were aware of the WHO recommendations regarding timing of introduction of solid foods. Family members and health professionals were the most trusted influencers on decisions regarding infant feeding practices. Only a minor proportion of the mothers viewed complementary feeding as having a major role in their baby’s overall health. A preference to home-prepared complementary foods was expressed by most participants.

Conclusion: The present review addresses the confusion that new parents face in relation to the information sources they can trust when feeding their infants. It also highlights the gap in the current literature focusing on the practical difficulties that prevent parents complying with international or national recommendations. More studies are needed to explore the development of taste preferences during weaning.

Keywords: complementary feeding, solid food introduction, information sources, knowledge
Experience of Parental Divorce in Childhood Predicts Adult Oxytocin Levels

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Aim: Oxytocin (OT) has been shown in animal studies to be important for sexual and maternal behavior, and may mediate effects of early experiences on social motivation in adulthood. In animal models, early maternal separation results in alterations in the oxytocin system, with effects on sexual, maternal and stress reactivity behaviors in adulthood. We have previously reported oxytocin receptors in human brain areas associated with attachment, sexual behavior, and emotional responsivity. In the present study, we examine the effect of early parental separation in humans, operationalized by divorce, on adult oxytocin levels.

Methods: 129 individuals, aged 18 to 62, were asked to complete a battery of questionnaires on attachment style, parental history of divorce, and other measures. Subjects voided prior to completing the task and at the end of the task, provided a sample of urine, which was assayed for OT, by standard ELISA procedures in our laboratory.

Results: Individuals who experienced parental divorce had lower levels of oxytocin than those who did not (M = 3.19 vs M = 10.27; t=2.476, 30.6 df, p=.019). We will also report relationships between OT and information obtained from the questionnaires, regarding attachment and caregiving styles.

Conclusions: The results of this study suggest that divorce may be used as a marker for parental loss or separation, and that oxytocin levels are adversely affected by parental loss in humans. This confirms in humans the results of research conducted with rodents and non-human primates, linking oxytocin to the mediation of early social separation with later maternal, sexual and other behaviors. Parental divorce has been linked to increased rates of depression & anxiety disorders, as well as insecure attachment styles in adulthood. Oxytocin may be an important mediator of these long-term consequences of divorce.

Supported by PHS NIH grant MH61995 (MLB)

Keywords: divorce, maternal separation, oxytocin, attachment
CS4C3

Pregnant women’s perceived constraints and facilitators regarding their intended method of infant feeding within Community Healthcare Organisation 1, in Ireland

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Background: The recent National Maternity Strategy in Ireland report ¹ has identified that ‘a health and wellbeing approach is adopted to ensure that babies get the best start in life’. Despite the evidence of the importance of breastfeeding (BF), rates in Ireland remain amongst the lowest in the Organisation for Economic Co-operation and Development (OECD) ². Early initiation of breastfeeding within 1 hour of birth and exclusive breastfeeding for the first 6 months of life is recommended ³. BF rates have improved from 38.4% (exclusively BF) in 2000 ⁴ to 46.3% of babies in Ireland reported being BF exclusively on discharge from maternity hospitals in 2013 ⁵. Ireland’s Community Healthcare Organisation 1 (CHO1) (Counties, Sligo Leitrim Donegal and Cavan and West Monaghan) has been identified as an area with low rates of BF ⁶, leading to concern from a public health perspective.

Methodology: This cross-sectional study explored the perceived constraints and facilitators amongst a cohort of pregnant women (n=309), within the CHO 1 in Ireland, regarding their intended infant feeding method. Ethical clearance was obtained from the ethics committees within the 3 maternity Hospital sites where data was gathered; Cavan, Letterkenny and Sligo hospitals. Data was collected by means of a self-administered questionnaire which contained open and closed questions. The questionnaire was distributed to consenting pregnant women when they presented for their first appointment with the obstetric services at their maternity hospital located within the CHO 1.

Results: Choice of feeding can be an emotive issue for mothers and their views will be presented from a variety of perspectives including mothers who intend to; BF exclusively, formula feed only, intend to mix/combine methods and pregnant women who are undecided about their intended infant feeding choice.

Keywords: Pregnant women, Infant Feeding, Public Health Nutrition, Perceived constraints & facilitators

CS4C4

Development of Empowerment Attributes and Key Skills in Social Studies

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The aim of the research project was to explore the role of home economics in the promotion of learner empowerment. The development of key skills and empowerment attributes in learners can enhance quality of life for themselves and their families. The study examined the development of key empowerment attributes and the application of key transferable skills in social studies classes at senior cycle. A mixed-methods approach was used. An empowering approach was enacted as strategies were designed to give ‘voice’ to both teachers and learners involved in the study. The research involved the use of teacher interviews, pre-test questionnaires, intervention and post-test questionnaires with students. An intervention designed to enhance the development of empowerment attributes and key skills promoted by the National Council for Curriculum and Assessment (NCCA) was enacted with three senior cycle social studies classes and their home economics teachers. The findings reveal that innovative approaches to the teaching of home economics and the development of key transferable skills can generate teacher and learner empowerment. However, the level of student empowerment was dependent on the belief-set and teaching methods used by individual teachers. In order to effectively empower individuals and families, teachers who are willing to critique, challenge the status quo, experiment and remain open to challenging their values and beliefs as professionals are needed. In order for home economics teachers to empower learners and become change agents, they too need to experience empowerment.

Keywords: Home economics, key-skills, empowerment, change agency, teacher beliefs
Thematic Workshop Abstracts
TW01

The Role of Textiles and Design in the Achievement of Sustainable Development Goals

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As areas of policy, pedagogy and practice, textiles and design are not usually the aspects of home economics to be considered as essential for the achievement of the Sustainable Development Goals, however, much like foods, these areas represent the intersection between the home lives of families and massive global industries with profound implications for environmental and cultural preservation and social responsibility. This workshop will focus on how textiles and design educators and practitioners can contribute to sustainability by driving policies that reduce over-consumption, pollution, and labor exploitation related to the production of textiles, apparel and home goods. Discussion will also include the role of pedagogy in preparing young professionals who will impact the sustainability of the textiles, apparel and design industries in a wide variety of capacities, including as home economics educators. Examples of sustainability pedagogy including natural science, social science and design will be shared with workshop participants who are encouraged to share examples of their own pedagogical innovations related to sustainability development. The workshop will conclude by examining how to expand the role that IFHE plays for textile and design practitioners who are working for sustainable development around the world. Questions for discussion by workshop participants include: Does sustainable development provide the focus that will allow IFHE to increase the involvement of both educators and practitioners? How should the Textiles and Design Programme Committee engage with sustainability going forward? Given the variety of well-organized activities already underway related to sustainability in textiles and design, what is the most efficient and productive role for IFHE membership to play in supporting this world-wide effort to increase sustainable development in textiles and design?

TW02

Cooking for Sustainability

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Cooking, or the broader area of foodwork, has been an important part of Home Economics education worldwide throughout history. In some countries, it still is. In present times, it is not only cooking skills that are at stake but foodwork in relation to sustainability. In this workshop the aim is to discuss how foodwork including cooking in Home Economics in school can be used as a tool to promote sustainable and responsible living. How can we plan the cooking lessons to include sustainability issues? How can we meet the student’s interests in sustainability and climate change in cooking lessons? How can a pluralistic approach be favoured over a normative and instrumental approach? Some examples from Swedish research are used to introduce sustainability education in Home Economics.

Keywords: foodwork, cooking, sustainable and responsible living, Home Economics education
Guidelines for Sustainable Practices in Selection and Use of Textile Products

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Introduction: The damage textiles do to the environment happen mainly (75-85% of it) in the hand of the consumer after purchase (Blackburn, 2009). It is therefore extremely important that consumers are informed to make responsible decisions in purchasing, use, maintenance and disposal of textile products.

Aim of the workshop:
1. To discuss the proposal set for the guidelines for sustainable practices in selection and use of textiles.
2. To decide on a template for setting up guidelines for sustainable practices.
3. To encourage more members to take part in setting up guidelines for sustainable practices.

Methodology: Review of related literature. Analysis of the literature for research results on energy consumption, water consumption and risk of water pollution, air pollution, use of natural resources (both renewable and non-renewable) of textiles in production, manufacture, transport, care and disposal. Development of a set of guidelines for sustainable practices on this background.

Results and discussion:
Set guidelines for evaluation of textiles in terms of sustainability before purchase.
Set guidelines for sustainable use of textile products.
Set guidelines for sustainable care and maintenance of textile products.
Set guidelines for sustainable practices in disposal of unwanted or spent textile products, including re-use and recycling options.

Conclusions: No textile or textile product is completely sustainable but thoughtful selection and use of textiles and textile products can improve the current unsustainable practices largely with reliable and practical information to guide consumers.
Poster Abstracts
P01
Effect of Socio-Economics Status by Exposure to Pictorial Nutrition Education on Dietary Practices of Students in Edo South Senatorial District: Implication for Healthy Living

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This study developed pictorial nutrition education packages (PNEP) and examined the effect of socio-economic status on Nutrition knowledge and dietary practices of senior secondary school students in Edo South Senatorial district for responsible living and sustainability. Four research questions were raised and four corresponding hypotheses formulated and were tested at 0.05 level of significance. The non-randomized pre test – post test control group design (quasi experimental research design) was employed to test the effectiveness of the PNEP. A multistage random sampling technique was used to sample 245 students from four public schools in two local government Areas within Edo South Senatorial district. Two (2) instruments (questionnaire and achievement test) were used for collecting data. The demographic data, dietary practices (DDPSESQ) was used to obtain information on their dietary practices while the pictorial nutrition achievement test (PNAT) consisted of the pre-test and post-test. The treatment package comprised of planned lessons of 40 minutes each for six (6) weeks. The data collected were analyzed using inferential statistics; hypotheses 1 and 2 were tested using one-Way ANOVA statistics while hypotheses 3 and 4 were tested using 2-Way ANOVA statistics.

The study revealed that there is no significance difference in nutritional knowledge and dietary practices of students of high, medium and low socio-economic status as a result of exposure to pictorial nutrition education. Findings also revealed that there was no significant interactive effect of treatment in nutritional knowledge by socio-economic status by group. However, there was a significant interactive effect on students’ dietary practices by socio economic status by group. The study concluded that pictorial nutrition education can be used for students from both high, medium and low socio-economic background to achieve same nutrition knowledge and dietary practices for responsible living.

Keywords: Socio-economic status, Pictorial nutrition education, nutrition Knowledge, adolescents and sustainability

P02
Case Study of the Influence of Social Relationships on Community-based Volunteers: A Study of Life Support for the Elderly Living at Home through Performing Community Work

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Japan is becoming a full-blown aged society that faces the challenge of building communities which support the lives of the elderly. However, it is said that neighbour-to-neighbour community relationships are becoming weaker and that retired men feel it increasingly difficult to get involved in their community. Several studies have found that volunteering makes older people happier and healthier.

This study examines how the difference in the base of a volunteer group affects the daily living and later life of elderly volunteers. Two types of volunteer groups, labelled Group K and Group T, were interviewed in March and July of 2013. Eight elderly volunteers from Group K and 10 elderly volunteers from Group T were interviewed. The interview survey gathered data regarding basic attributes of the volunteers, their frequency of volunteering, the influence of volunteering on their daily life, their awareness of the community, and their anxieties about growing old.

Group K’s membership consisted of volunteers from various towns; Group T’s members were all residents of the same community. Group K’s members volunteered at a town’s library, but they were not residents of the town. On the other hand, Group T’s members volunteered in their local community and all were long-time residents there. They were involved in community work.

The volunteers in both groups expanded their social engagement and social interactions through their volunteer work. However, volunteering in their community helped these individuals establish a wide range of local acquaintances. Connecting to the community is particularly important for men after retirement. It is presumed that community-based volunteering is beneficial to participants as it allows them to connect with their community and build relationships that will continue well after they stop volunteering. This makes people feel more secure as they age and enables them to stay longer in their homes.

Keywords: Volunteer activity, Life after retirement, Community life, Social interaction, Aging in place
Making the Teaching-materials DVD Regarding School Lunch Instruction for the Students of Teacher Training Course

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Since, school lunch is treated as extracurricular activities in the government course of study, school lunch is positioned as part of education in Japan. School lunch time is evaluated as useful time of food & nutrition education. Children learn the proper way of eating and suitable or good human relationships through the school lunch. In school lunch time, children dish up to a meal plate, set the table and eating a well-balanced diet while having fun together. In this way, children can learn to live healthily. School lunch is a core of food & nutrition education. Food & nutrition education is important for the sustainable and healthy lifestyles. In order to enrich food & nutrition education and home economics education, school lunch instruction is important.

Then, in order to deepen the necessity for school lunch instruction and an understanding, teaching-materials DVD for students was made in this report. For making DVD, the questionnaire was performed to the teachers and the students who experienced practice teaching. The students were asked about difficult contents by school lunch instruction. The teachers were asked about contents required for students. Investigation showed that a DVD about sanitation, safety or dishing up was desired. Therefore, a DVD was produced that showed hygienic dress and how to pour skillful soup.

This study was supported by JSPS KAKENHI Grant Number JP15K04500.

Keywords: school lunch instruction, teaching-materials DVD, food & nutrition education, sustainable, healthy lifestyles

Effects of Japanese Fathers’ Participation of Child Care and Household Work on Their Own Marital Satisfaction and Psychological Well-being

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Aim: With a growing number of working married women, how to share the family responsibilities between husband and wife is one of a significant concern for dual earner couples. Research focusing on the determinants of married men’s participation of child care/ household work has been accumulated, yet less attention has been given to the outcome of fathers’ subjective variables, such as satisfaction and well-being by participating family domain. The purpose of this research was to examine the effects of fathers’ participation of child care and household work on their marital satisfaction and psychological well-being by employing Structural Equation Modelling.

Methods: The data was collected through questionnaire survey, targeting parents with a child under 6 years old in August 2014, Niigata city. The majority of this participants were as follows: average age was 38.2 years for fathers, and 36.1 years for mothers, and the ratio of full-time employees was 69% and 36%, respectively.

Results & Conclusion: SEM analyses have revealed that husbands’ participation of child care and household work have a statistically significant positive effect on their own feeling of contribution to their family, and this feeling also has a statistically significant positive effect on their marital satisfaction and psychological well-being at the same as wives’ marital satisfaction. As for husbands’ household work, only doing deferral inability household, something like cooking and grocery shopping, has a statistically significant effect, and doing deferral ability household work like room cleaning, take out garbage do not have a statistically significant effect on their feeling of contribution to their family.

This results indicate the importance of doing deferral inability household work to be able to spend the responsible living for Japanese couples. Toward this particular goal, Family Life Education at workplace or community is required in addition to Home Economics education at school to improve cooking ability for men.

Keyword: Japan, fathers’ participation, child care, household work, psychological well-being
P05  
An Investigation into Plant-based Dietary Trends and their Effect on Health and Sport Performance

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This study aims to examine relevant research surrounding plant-based dietary trends and their impact on sport performance and health. Plant-based diets are popular in current times and there is growing awareness of the positive impact of fruit, vegetables and seeds etc. on health. This study aims to identify trends pertaining to plant-based foods, to expose the health benefits of a raw plant-based diet and to investigate whether athletes can maximise performance on a plant-based diet. A qualitative research design was considered appropriate for this study. A non-probability sample of people who habitually follow a plant-based diet was selected and they were requested to complete a one-week food diary log. Interviews were conducted with plant based enthusiasts/café owners to get an understanding of why they were motivated to invest in this contemporary food trend. For example, the plant based café ‘Sweet Beat’ Co. Sligo, ‘The Happy Pear’ vegetarian café, Co. Wicklow and the ‘Irish School of Natural Healing’, Co. Laois. The literature review provided evidence of the value of a plant-based diet in enhancing performance in athletes as well as the general population in terms of getting high energy levels, vitality, fast recovery, more sustainable living practices and premium health. The food diary logs provided rich data on plant-based dietary trends. Moreover, interviews with café owners provided insight into trends and plant-based dietary practices. The results of the study have the potential to inform the development of home economics curricula and contribute to its overall relevance in contemporary society.  

Keywords: Plant-based diets, sports performance, sustainable living, energy balance, nutrition

P06  
Reasons for Non-Mandated Evacuation Plans After the Great East Japan Earthquake: Focusing on Mothers with Children at Home

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The Great East Japan Earthquake (GEJE) caused personal anxiety for families living outside of the 20km radius of the mandated evacuation area. Their personal evacuation plans were based on the self-assessed need to move their families to a safer area. This study used interviews with a twofold purpose. First was to clarify the primary reasons why mothers who were raising children did or did not have a personal evacuation plan in response to the radioactive contamination that resulted from the nuclear power plant accident during the GEJE. Second was to clarify how these mothers were affected by their decision to independently evacuate, which didn’t include government support. The results demonstrate that the primary reasons for evacuating were based on the family’s economic situation and the husband’s job, and whether families and relatives of the family also evacuated. Moreover, once the evacuation occurred, there were cases in which people returned to their homes because of requests from the family, and economic anxiety resulting from the anticipation of prolonged displacement. However, in cases in which people evacuated without the aid of acquaintances or friends, there was a tendency not to return and to strongly hold to the determination to move away that had accompanied the initial evacuation plan. The mothers with families who chose to evacuate made positive self-validating statements; however, there was economic anxiety in the cases of mothers with only children. Responses during the interviews showed that the mothers who chose not to personally evacuate perceived their own actions either positively or negatively. The mothers who viewed their actions in a positive light had the tendency to have faith in government information and were not nervous, while the mothers who regarded their choice in a negative light paid close attention to the source of their foods based on safety regulation.  

Keywords: The Great East Japan Earthquake, interview research, mothers, nuclear power plant accident, personal evacuation plan
How Food and Health (Home Economics) is Operationalized at the Primary Level

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The formal curriculum is approved as a pedagogical and educational policy document in the Knowledge Promotion Reform 2006. The purpose of the curriculum in Food and Health is to guide teachers on how they should plan the training of the students. The project aim is to elucidate how Food and Health is operationalized at primary school. There are few empirical studies within the Food and Health subject and this study will contribute with new didactical knowledge within this field.

In Spring 2016, a comparative case study was carried out in three primary schools to examine whether there exist variations between the different schools. The selection criteria for choosing schools were 1) that they are fullsplit 2) that they have different owners and 3) that they teach Food and Health in the 6th grade. The informants were teachers that teach the subject in the 6th grade.

The data consists of observations of the teaching sessions and individual interviews with Food and Health teachers. The data is categorized using the didactical relation model in the analysis program NVivo as starting point.

The results show that the Food and Health teachers to a minor degree prioritize their planning and execution of teaching lessons in accordance with local or formal curriculum. The teachers’ personal preferences are central in the operationalization. The results also demonstrate how organization of didactical knowledge and the framework for the execution varied between the schools. Furthermore, it was found that the operationalization of the teaching to a small extent makes the students aware of the purpose the teaching sessions.

In conclusion, the teaching tradition in the Food and Health subject appears to be largely unaffected by changes in the curriculum.

Keywords: teacher, framework, curriculum

Educational Significance of Learning Cooking as Culture

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Objective: In modern Japan, education institutions have begun teaching cuisine systematically and scientifically. Moreover, various sources such as diaries, magazines and newspapers reflect the existence of cooking classes for girls who do not have a clear purpose. We studied the educational significance of learning cooking without focusing on the actual practice of cooking.

Method: We gathered information on cooking classes through a diary from the end of the Meiji era, as well as from a newspaper, and compared this information with previous studies on cooking education.

Results: In Japan, in the late Meiji era, cuisine was a part of girls' education under the category of "okeiko-goto." Classes were not systematized, and it seems that they did not apply what they learned in their lives and occupations. Learning to cook Western food was considered valuable. Learning cooking improved intellectual curiosity and insight into an unknown culture.

Keywords: Okeiko-goto, Culture, Intellectual curiosity
The Partnership for Education and Research about Responsible Living (PERL) is a global network encompassing Partners from 140 institutions in 50 countries around the world. Partners include educators, researchers and practitioners cooperating to advance education and learning for responsible and sustainable living. This network was initiated in 2003 as the Consumer Citizenship Network (CCN) and changed its name to PERL in 2009. More recently, in 2015 the network joined UNESCO’s University Twinning and Networking programme, coinciding with the formation of a UNESCO Chair on Education for Sustainable Living at Inland Norway University of Applied Sciences (HINN) in Norway. In 2016, the university also launched a new Center for Collaborative Learning for Sustainable Development.

The poster provides an overview of the activities that HINN (previously known as Hedmark University College) has been leading on the topics of education and learning for responsible and sustainable living. Two decades ago, HINN was at the center of an initiative to promote a holistic and creative framing in education that would engage students in examining their responsibilities in relation to their consumption, behaviors and lifestyle choices toward the reimagining of living in manners that would be more fulfilling and sustainable. This initiative led to the building of an international partnership in research and teaching that two decades later is still dealing with challenges that are now globally recognised to be some of the most pertinent of our time.

As networks and partnerships, CCN and PERL have made numerous impacts by: collecting and sharing “Best Practices” where compendiums of best practices in consumer citizenship education, education for sustainable consumption and practices for sustainable/responsible living are collected; developing pedagogy, teaching approaches and curriculum by promoting and creating student-centred, active and experimental methodologies; training teachers in progressive pedagogies and teaching approaches through seminars, workshops and training sessions around the world for both in-service and pre-service teachers; innovative research projects and knowledge on responsible living to explore how we may create more sustainable approaches to everyday living and to inspire imagination on such topics and drawing out unique solutions from different cultures and contexts; redefining the role of the social and political in shaping sustainability by exploring and researching value-based learning and lifestyle/behaviour choices; strengthening policy for advancing consumer citizenship, sustainable consumption and ESC through the development of national guidelines for a number of countries in Europe, Asia, Latin America, and Africa. While advocacy work at the international level influenced the framing of education for consumer citizenship, sustainable consumption, and sustainable development in global initiatives, programmes and agreements; and most importantly building bridges and creating a space for collaborative learning by connecting people from a diversity of backgrounds and disciplines, and to create a space for collaborative learning.
P10

A New Practice for Home Economists: Training Social Workers to Provide Financial Education to Low-income Families

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Many families live in poverty, in part, because they lack financial literacy skills needed to build and sustain financial health and self-sufficiency across the lifecycle. Financial illiteracy negatively affects not only individuals and their families, but also the social and economic sustainability of their communities and even nations.

**Aim:** Equip social service case workers to financially empower low-income clients through just-in-time, personal financial education.

**Methods:** I implemented a train-the-trainer financial literacy program for social service case workers using the *Your Money, Your Goals Toolkit* (YMG) developed by the US Consumer Financial Protection Bureau (available for free download in English and Spanish). Training provided case workers with personal financial knowledge and tools to help their low-income clients when they face specific issues, such as how to budget limited income, save for emergencies, pay bills on time, pay down debt, improve credit scores, or select appropriate financial products and services. The evaluation used a pre-test/post-test design, and follow-up data will be collected in December 2016.

**Results:** I conducted 10 trainings for 225+ social workers between April 2015-November 2016. Preliminary analysis of pre-test/post-test training scores indicated YMYG training and tools increased social workers’ self-confidence in their abilities to address clients’ financial issues; they anticipated that YMYG would improve their abilities to meet client needs; and many planned to use the tools and resources with their clients.

**Conclusions:** Social workers have ongoing relationships with low-income families who trust them and the information they provide, and are well-positioned to contribute to improving the financial capability of families they serve. Improved adult financial capability has the potential to lift families out of poverty, build economic resiliency, contribute to local business development, and increase economic growth of local and state economies.

P11

An Investigation into the Contribution of Home Economics Education to Eliminating Food Poverty in Ireland

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Despite economic stabilisation, food poverty remains a prominent social issue with 1 in 8 Irish people currently experiencing food poverty. A multi-dimensional issue, food poverty encompasses key factors which include accessibility, awareness, availability and affordability. The multifaceted role of Home Economics in the eradication of food poverty warrants consideration due to the grounding of its mission and philosophy in the praxis of application for social betterment for both current and future generations. The applied nature of the subject in terms of both practical skills and knowledge demonstrates its value for wellbeing and human betterment on both individual and social levels.

A mission-oriented rather than content-focused discipline, home economics is ideally suited to the solution of practical, perennial problems in a way which is both morally defensible and socially responsible. It’s use in tackling and preventing food poverty empowers individuals with lifelong skills to become competent, discerning individuals who are food and finance literate and capable of effective food and resource management. Evidence repeatedly suggests the importance of these skills with poorer people tending to make uneducated food choices yet spending more money on food. The use of compulsory Home Economics to combat health and cultural issues in Japan demonstrates the successful application of the subject as a tool for effective change in health and social wellbeing. With a mission embedded in values of social responsibility and the empowerment of individuals and communities for human betterment, the potential of the subject as a tool for effective social change must not be overlooked or underestimated. The social value of Home Economics must be carefully considered as a topic of discourse at this time of curriculum reform. Home Economics has the ability to shape the future and exploiting its contribution can benefit the whole of society.

**Keywords:** Home Economics, Food Poverty, Food literacy, Empowerment, Curriculum reform

P12
Students Learn how to Choose a Picnic Snack for Sustainable Development and Healthy Living

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Aim: In a highly-developed economy there are many cases of wasteful resource use. More than what is necessary is purchased, not completely used, and thrown away. The aim of this research is to understand how consumer behavior based on “needs,” not on “wants,” is connected to sustainable development and healthy living.

Method: Pupils in their fifth year of elementary school (1,244 persons) were surveyed. It was found that 44.6% purchased stationery and 55.6% purchased snacks and/or juice. At the surveyed school, groups comprised first to sixth year pupils went on a picnic. They exchanged snacks as a method of communication, often purchasing snacks without the purpose of eating them. The study evaluated purchasing behavior in terms of “needs” and “wants,” by considering snack purchases familiar to children.

Pupils were handed bags of potato chips with and without freebie cards, and were asked to decide which to purchase. The result was to understand the company’s aim of persuading customers to purchase high-priced chips by attracting them with popular cards.

Each group was required to select what would be suitable for taking on picnics from 21 types of snacks. There was discussion of the issues to do with the snack pack choices made by each group, and evaluation of the purchases.

Result: The study resulted in learning about the need to make purchasing decisions by considering sustainable development and healthy living implications; groups included those that overbought for exchange purposes, those that realized the need to consider health e.g., allergies, and those that understood the need to limit snack quantities to the amount that could be eaten, in keeping with the purpose of taking snacks.

P13

The Current Situation of Dietary Life in Japan: Differences by Age

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The purpose of this study is to clarify differences in age groups in relation to dietary life.

This study is based on a survey of graduates of two women’s colleges. The questionnaire, which looked into the actual condition of the eating habits, was conducted on 582 women of different age groups in December 2014 by mailing method. The effective response rate was 27.7%.

The results were as follows;

1. The younger women tended to depend on processed food, take a short time for cooking, have poor cooking ability, few family meals; few were conscious of their dietary life.
2. Those in their 40s and 50s had a high frequency of going shopping for daily foods. When shopping for the foods, those in their 20s placed importance on price of food; those in their thirties and forties placed importance on the taste of food.
3. The majority of those who answered that they remembered what they learned in Home Economics were in their fifties. Those in their 20s tended to often use the cooking books; those in their thirties answered mostly that they cooked the dish taught by their mothers.
4. Processed foods to save the time making Miso Soup were used most frequently. The use of processed food decreased with age.
5. The older women had much more cooking ability related the cookware and cooking of fishes. Few respondents answered that they could cut the fish into three pieces.
6. Those in their 30s tended to focus on “deliciousness”, “preference”, “time and effort on saving”, and “conversation while eating” in their dietary life. On the other hand, those in their 70s and 80s placed importance “health”, and 60s cared about “food safety”.

Keywords: Dietary Life, Japan, Age, Women, Questionnaire
P14

Health Worker's Approach to Migrant Women with Diabetes II

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Background: Norway’s national strategy aiming to reduce premature death due to lifestyle change. In this strategy Diabetes 2 is seen as one of the countries major challenges. From a major national survey (HUBRO) we see that Diabetes 2 has both a high prevalence and incidence among immigrants from South East Asia. The survey shows further that the age at onset is lower for immigrants than for the population in general. In Norway people with Diabetes 2 are treated by their general practitioner but are also in contact with other health professionals. Oslo and Akershus University College educates future teachers for various health professions. And it is here where we became aware that teacher students request more information on the topic and approaches to assist patients. Data in this article present the results of our pre study and this background information is now base for a PhD project in the field of Public Health.

Aim of the article is to explore areas of challenge health workers meet during their work with ethnic minorities from South East Asia with diabetes 2.

Methods: As the study is situated in Norway the data gained are describing local challenges. Within a structured literature search in Ovid we obtained 125 peer reviewed articles whereof 19 are included in this study. In depth interviews with key representatives (two supervising health personnel and two leaders of immigrant organizations) and the data gained from the literature search were analyzed by a phenomenogical approach.

Results: Our preliminary results show that today’s health workers often lack information, knowledge and cultural sensitivity. Migration health and diet behavior are areas of interest. Especially gaining cultural sensitivity necessary with unfamiliar cultures are highly required and desired. Our preliminary results show further that diversity and dietary preferences need to be thought by using examples based on authentic situations.

Conclusions: There has to be an increased focus on the topics nutrition and dietary low and practice by using authentic situations during education.

P15

The Acquisition, Advancement, Application and Achievement (4A) Model of Domestic Cooking Skills

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Background: Diet quality has been highlighted as a modifiable risk factor to obesity. Recent research showed that those who used a greater number of cooking skills reported a higher diet quality. There has been a reduction in time spent and the number/level of cooking skills used to prepare a meal and an increase in the use of convenience foods. Convenience and take-away foods have been associated with an increase in BMI. As a result, there has been an increase in interventions targeting cooking/food skills to counteract this. Due to their design, it is difficult to explain why participants in interventions are not implementing the cooking skills learned and what processes they undertake to prepare a new meal.

Aim: Gain an understanding of the processes people undertake to produce a new meal.

Methodology: Twenty-seven participants (15 from NI; 12 from ROI) completed semi-structured interviews. Grounded Theory was used to analyse the transcripts with two coders. After examination of the codes and triangulation with 3 of the authors the 4A conceptual model of domestic cooking skills was generated.

Results: The model maps the processes participants undertook in the production of a new meal in the home environment and highlights the different available pathways. The proposed 4A model maps to two common theoretical frameworks, COM-B behaviour change theory and Social Learning Theory (SLT).

Conclusions: The 4A model may provide a framework for researchers, health practitioners and Government bodies on the design of cooking interventions, as well as assessing their outcomes and validity. It also highlights different pathways that lead to the use of convenience food which shows areas to be targeted to prevent individuals following these pathways. Finally, explicitly mapping different phases of the 4A model to SLT and COM-B provides theoretical support for cooking skills acquisition and advancement.

Keywords: Model, Cooking Skills, Grounded Theory
High salt intake (SI) is an established risk factor for several chronic diseases including hypertension, stroke and cardiovascular disease. Less well documented is evidence reporting salt as a potential risk factor for the development of obesity. Whether or not the relationship between salt and obesity is dependent or independent of energy intake (EI) remains unconfirmed. Consequently, this study aimed to investigate the association between SI and adiposity measures amongst a representative sample of UK adults aged 19-64 years using National Dietary and Nutritional Survey data (NDNS, 2014). Dietary intake from 4-day estimated food diaries and anthropometric measurements (body mass index (BMI), waist circumference (WC), waist-hip ratio (WHR) and % body fat) were examined in relation to measured SI's from 24-hour urinary sodium excretion (NaEx) (n 605; 279 males; 326 females).

A significant positive correlation was found between SI and all measures of body composition available, with the strongest correlation for BMI after adjusting for age, gender, smoking, alcohol, misreporting, EI, ethnic group and socioeconomic status (P <0.001, r =.201). BMI and WC increased significantly across quartiles of sodium density (salt intake/kJ) for both males and females after controlling for misreporting of EI and age.

The current findings suggest that high SIs are associated with an increased risk of obesity, irrespective of EI. The relationship between adiposity and SI may only be possible to address via randomised controlled trials comparing response to varying SIs in lean versus obese participants. Meanwhile, the current findings may provide scope for public health interventions to focus particularly on reducing SI in overweight/obese individuals.
P17

A Study of the Development of New Home Economics Classes from the Perspective of ESD Incorporating "Making Toddlers’ Clothes by Stripping Old White Shirts and Reforming them": From Practical Results in Junior High School

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Purpose: Education for sustainable development (ESD) is a major challenge worldwide. Taking “old white shirts no longer worn at home” as teaching material, a curriculum for the learning of clothing with the perspective of ESD (17 hours in total) was developed. Moreover, this study examines the contents of “Garment Making: Making Toddlers’ Clothes by Stripping and Remodeling Old White Shirts” classes (8 hours) in the curriculum and their practical results in a junior high school, as well as their effectiveness, based on an analysis of the results.

Method: We used the “Development and Practical Research” methodologies of Curriculum Research and Development Studies.

1. Class Development: Using a toddler smock as a case study, we constructed the following four components based on the theory of inquiry learning. This was done so that the students could change the form of the theme to explore it three times (intuitively, analytically, and comprehensively) through the following four components: (1) Garment Making — stripping the old white shirt, (2) reason why toddlers wear smocks, (3) ways to make a smock from an old stripped white shirt, and (4) the significance of remodeling garments no longer in use.

2. Teaching Practices: The curriculum was implemented in 2015 for 160 Grade 2 students of the Okayama Prefectural Okayama Daianji Secondary School.

Results and Conclusion: The classes were conducted along with childcare learning. The students made aprons as presents for the young children and visited the nursery and interacted with them. In addition, in 2016, the students participated in the company-sponsored “Clothing the World” Project and sent the aprons they had made. Consequently, the classes were established with the cooperation of the home, school, and local community (nursery) and became an ESD practice worldwide.

Keywords: developmental and practical research, new home economics classes, from the perspective of ESD, stripping old white shirts and reforming them, junior high school

P18

Development of Life Cycle Inventory Analysis for Sustainable Wardrobe Management: Required Conditions of Foreground Data

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Aim: Our advancement towards building a more sustainable society has increased our possession of superfluous clothing that wastes resources and energy; further, it impacts our environment. Therefore, this study develops an LCI for solving this problem of consumerism from a home economics perspective and inspect the effectiveness of this LCI.

Methods: First, consumers calculated the energy consumption and resource energy used in manufacturing and disposing/recycling (1) their wardrobe’s entire contents and (2) those clothing items that are not in use. Second, they calculated the energy consumed, amount of water and detergent used and environmental burden (BOD) of washing their entire wardrobe. I compared the results of the two groups. An experimental group comprising 21 university students is using a person’s foreground data (FD) and a control group comprising 12 students is using FD of model data.

Results: The experimental group’s understanding regarding their owned clothing enabled them to gain a quantitative grasp on the energy consumption and environmental burden of their clothing. In terms of their clothing's shelf life, the participants realized that their wardrobe-management was ineffective, and they recognized that owning excess clothing was a problem, which depended on their decision-making while purchasing. Conversely, the control group could not arrive at the condition of excessive maintenance from model data. Therefore, problems included failure and expired stock while purchasing; further, individual remedies and not the basic remedy were provided. LCI was not to use a person’s FD for it was thought to be difficult to derive a remedy from causation.

Conclusion: The LCI that was developed was effective for improving the shelf life of the consumers’ clothes, but it was revealed that it was a required condition to use FD.

Keywords: LCA, sustainable wardrobe management, foreground data, a required condition
P19

Exploration of Surface Design Techniques

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There are many surface design techniques documented in literatures such as dyeing, embellishment, embroidery, fabric and fiber manipulation, printing, and staining fabric. The formal instruction and experience on these surface design techniques vary by designers. My experience with surface design techniques is limited to one silk painting project and an embroidery beading project during my postsecondary education; fiber art and couture techniques courses. Recognizing my limited experience with, I began exploring the different surface design techniques as part of my professional development as a fashion design faculty. The Brushstrokes series explores diverse surface design techniques including embroidery, silk painting, fiber manipulation, yarn couching, and dyeing.

As a fashion designer, my creative practice is scholarship initiated from an inspiration. I have been inspired by Van Gogh’s fascination with cypress trees. Van Gogh’s paintings suggest he found cypress trees to be a captivating and challenging subject. His paintings such as Cypresses, Wheat Field with Cypresses, and the well-known Starry Night reflect his captivation with cypress trees. The Brushstrokes is a self-study exploration of surface design techniques inspired by Van Gogh’s cypresses. The main objective of Brushstrokes was to demonstrate the visual connection between artistry and the interpretation of renowned artwork translated into expressions of fashion design.

Brushstrokes series consist of five garments that have been shown at juried international or national exhibitions, with one design being awarded first place in the fiber art category. The garments will be presented for their inspiration, exploration and sampling, materials used, application methods, and problems and solutions in the execution processes.

Techniques: Ribbon embroidery Dyeing, Nuno felting, Needle felting, Slipstitching, Silk painting, Draping, Silk painting Draping, Couching

Keyword: surface design, creative scholarship, dyeing, embroidery, felting

P20

Patchwork Imperfections

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A new fashion is created through blending new and old, ethnic and urban, and digital and traditional art in modern culture. The purpose of this project is to combine cultural design components, construction techniques, and highlight sustainable practices of using natural dye to create a contemporary look.

Materials: The motivation of this project was to use the traditional textiles acquired as family heirloom. The textiles were ramie and hemp made by family 80 years ago. The fabrics had imperfections in the thickness of yarns and regularity in weaving. The fabric deteriorated with aging and was damaged by insects over time. After examining fabric, patchwork technique was selected to showcase the salvageable pieces. The naturally speckled hemp added rustic interest to the fabric. In order to collaborate with rustic look of the plant fibers, silk dupioni was chosen as the skirt material.

Inspiration: The inspiration of this garment is derived from Jogakbo, a patchwork wrapping cloth or tablecloth that was commonly used in Korean traditional society. The main design elements were line and shape with a strong modernity in geometric plane partition of the jogakbo borders. The geometric shapes of jogakbo reflect unique sentiment and rhythmic sense of Korean culture and the aspect of time and space by mixing subdued colors.

Techniques: Natural dyeing: The ramie and hemp are dyed with gardenia, alkanet, cutch, madder, and lac. And, silk dupioni was dyed with madder.

Jogakbo patchwork: Traditionally, the seam technique for jogakbo is hand-stitched fold over seams, therefore, flat-felled seam technique was used.

This design piece creates rhythmic characteristics with a unique interpretation of jogakbo and with the colors obtained by sustainable practice of natural dye.

Keywords: Sustainability, natural dye, flat-felled seams, Korean Jogakbo
P21  
Service-Learning Projects with Local Apparel Businesses Integrated into Various Apparel Product Development Classes  
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In recent years, the importance of service learning with the goal of educating students about their public responsibilities and their roles as citizens has fast grown. Studies revealed numerous benefits that service learning offers both to students and to the organizations served. I require various service-learning projects with local apparel businesses in my classes. I developed and am currently teaching the Trend Analysis and Forecasting (TAF) course at the undergraduate level and the Product Innovation and Management (PIM) course at the graduate level at a large university in the United States. Both classes are currently offered as a combination of lecture and lab components covering Lectra Kaledo program (Print, Weave, Knit, and Style). In TAF class, students complete a short-term forecasting paper project for Venus, an American apparel business, and create a trend board. In PIM class, students write two papers and create presentation boards for each of an e-commerce small business BevShots and a non-profit, fair trade organization Ten Thousand Villages. The purpose of the projects are to identify and develop a successful new product for the business or non-profit organization. In both classes, guest speakers from the industry partner visit the class at the beginning of the semester, and students learn about various aspects of the creative business. They visit the class again to serve as guest judges at the end of the semester. Written reflection is conducted after students have competed the projects. Post-project evaluations completed by both the students and the community partner in the previous semesters clearly demonstrate its success. I believe that students’ participation in community service has a significant effect on their personal values, and students’ academic learning is also enhanced.  

Keywords: community, forecasting, industry, innovative-product, service-learning

P22  
Negotiations of Modesty: Significant Meanings of Dress among Iranian Muslim  
ALEXANDRA HOWELL  
Meredith College, Raleigh, North Carolina, USA  

The Islamic faith is a growing religion; the Pew Forum on Religion and Public Life (2011) estimates that globally the Muslim population is 1.6 billion and will increase to 2.2 billion by 2030. In the United States, specifically there are 2.6 million practicing Muslims, and that number is projected to increase to 6.2 million by 2030 (The Future of the Global Muslim Population, 2011). Despite the projected growth of the religion, Islam is continually misunderstood and misrepresented in the Western media (Gottschalk & Greenberg, 2008). One of primary misunderstandings of the faith is the hijab or veil worn by some Muslim women. The AAFCS (2009) body of knowledge indicated “individual well-being” as a core concept. Satisfaction and comfort in both dress and appearance impact one’s sense of self (Kaiser, 1990). In this study researchers address the complex issue of modesty in dress among an immigrant Muslim population in the United States. Discussions and rhetoric surrounding modesty and dress are important to an interdisciplinary landscape including home economics because culture, and to some degree policy, are effected by understanding modesty in dress among the Muslim population in the Western world. The aim of this study is to understand negotiations of modesty in dress and veiling among a sample (n = 10) of first generation Iranian Muslim immigrant women living in the United States. 10 women were interviewed using McCracken’s (1988) long-interview. Results indicated that the women, regardless of religious view, chose to dress in a way that they had defined as modest. Parameters of modesty shifted over their lifecycle with a singular notion of choice and control over what was deemed modest or immodest. This study was limited in that the sample was homogenous, seeking out women from multiple Islamic countries would better serve a more generalized picture. Future iterations of this work will focus on diversity of sample to better gauge how the Islamic community in the Western world views and practices modesty inside and outside of the religion.  

Keywords: choice, dress, Islam, modesty, women
Textile Exhibit Abstracts
EX01

Seasonal Timing

KATLEEN AMAZONAS, EADAOIN MC GOURTY, EMMA HELBERT
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We are a group of final year Bachelor of Arts in Textiles, Fashion and Design with Business Management students who are passionate about sustainable design. One of the major challenges facing society is the achievement of the sustainable lifestyle. What we wear is one way we can contribute to improve global sustainability, which in turn can empower individuals, families and communities. We have tackled some of the sustainability issues that challenge the fashion and textile industry today through the brief ‘Reimagined Design’. Each responding with an individual design aesthetic to create unique upcycled garments. We have employed new Sustainable work practices in both the designing and making of innovative and contemporary sustainable fashion wearables, which can help contribute to a wholly sustainable lifestyle.

The materials we used are all either upcycled post-consumer fashion and textile waste, or pre-consumer cutting room waste. We sourced fabric from second hand clothing stores; design room cut offs and discarded textiles. We employed sustainable textile techniques such as minimising waste, manipulated textile processes, embellishment processes and dyeing processes. These ethical and sustainable processes in turn inspired part of our design process alongside initial sources of visual inspiration such as the natural environment, antiquity.

We are collectively inspired by the concept of sustainability and the blend between the creative and natural cycles. Sustainability being such an essential feature of today’s fashion producing world. We are inspired to show that Instead of damaging the environment fashion can help prevent environmental impact.

EX02

Falling Water – Sustainable Design & Making Practice

M. JO KALLAL, PROFESSOR EMERITA
University of Delaware, Newark, Delaware, USA

Falling Water incorporates alternative approaches to designing, cutting and assembling apparel. The goal was to produce a wearable garment design with zero fabric waste using alternative assembly processes. The pattern shapes led to the design, rather than the reverse. A “wave” shape facilitated zero-waste and fit while needle-felting offered an alternative assembly method.

Materials: 1.32 meters (1.44 yards) wool boucle knit; zipper, hooks, roving (wool, wool blends)

Inspiration: Waves similar to those depicted in Hokusai’s waterfalls led to the pattern shapes.

Techniques: Playful explorations of atypical pattern cuts led to the application of a sinusoid-like wave as the primary pattern contour for a woman’s garment.

The “wave” was cut randomly from folded paper and experimentally draped in different scales. A stronger relationship with the 3D body than anticipated resulted. Twenty-two wave panels create the suit; the remaining ellipses and triangles manage fit, shaping, and details—and were layered to produce a subtle bas-relief.

The suit features a skirt and jacket. The 8-panel raised-waist skirt features an open wave slit and an ellipse tab overlapping the zipper along the back waist. The jacket includes a standing collar, 3/4raglan bell sleeves, inseam pockets with flaps and an asymmetrical hidden closure. The ellipse shapes and small triangles from the fallout were layered above or below the wave seams and provided concave and convex shaping. They also improvise as gussets or detailing in locations such as the underarm and hemlines. Some pieces became facings. With the exception of a hidden zipper and hand-applied hooks, the suit is assembled via needle felting. Overlapping seams minimize waste.

Garments designed for zero-waste are often less fitted than those produced using traditional patternmaking principles, so it was surprising to derive a rather classically fit suit appropriate to a broader range of professional, semi-professional, and personal celebratory occasions.

Keywords: sustainable design, patternmaking innovation, zero-waste, needle-felting, slow design
EX03

In the Spirit of Otsuzure—Sustainable Design and Making Practice

M. JO KALLAL, PROFESSOR EMERITA
University of Delaware, Newark, Delaware, USA

Although the primary goal was to explore economy of materials via extant Japanese *otsuzure/workwear as a source for technical and cultural insights, this slow approach to sustainable practice also enables self-reflection that may lead to meaning-making, a form of personal growth, through skill development and materials knowledge.

**Inspiration:** Heavily tattered, patched, and mended Japanese *boro* garments characterize the extreme methods of frugality employed to sustain garments over lifetimes. Indigenous *otsuzure* (*sodenashi/vest; *mompe/pants*) were examined for clues to efficient material usage, aesthetics of wear, and methods of reuse, reinforcement, and repair that may be applied to designing and making sustainable contemporary apparel.

Principles of *wabi-sabi* influencing the designs include simplicity of form and closure, materials transformation (aging), visual balance, coarse and uneven textures, and hard-to-describe hues. The 2-piece look incorporates this aesthetic in: no-waste top from one piece of fabric and pants with angularly shaped parts that improve material utilization.

**Materials:** Materials were on-hand and slightly damaged. They evoke the cultural research through fiber content, texture, hue, or hand.

- **Top:** Wiry yarndye with twisted 1/8” cellulose weft reflecting *shi-fu* paper yarns.
- **Pants:** Hair canvas (hair and synthetic fibers).
- **Both:** Leftover fabrics/fallout; 1-yard twill tape cuts; sashiko thread; gima yarn.

**Techniques.** Sashiko hand quilting stabilizes the fabrics while adding visual relief. Location of damage and areas of wear determined initial quilting placement.

The top was developed via 2- and 3-dimensional heuristic sessions. Using the *mompe* as a guide to drafting the pants also led to a solution for shaping the collar and enabled the 1-piece, zero-waste pattern. The sleeveless, flared top features shoulder seams, collar, back pleat, angular hems, and tie closure. The cropped pants feature a rectangular front panel that angles over the rear panel, 2-piece crotch gussets, and pocket design that provides an adjustable tie waistline closure without side gaping.

**Keywords:** Materials efficiency, sustainable design, cultural preservation, pattern innovation, slow design
Upcycling Olive Green

MAY CHAE

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How can we make trash into a trend? Upcycling is defined as the act of turning waste materials into a desirable and usable quality objects (Oijala, 2013).

**Inspiration:** A bag was full of discarded military clothing, including cotton jersey T-shirts and a cold-weather wool sweater. Those items had apparently reached the end of their lives for the consumer who had served in the United States Marine Corps (USMC) for 22 years. Once I saw those discarded military clothes, I wanted to give new life to them by turning them into a sophisticated ensemble for younger private clients.

**Materials and Techniques:** First, I turned a cold-weather military wool sweater into a stylish vest inspired by a military jacket. In order to create an aesthetically pleasing look of the vest, I made a Bias-tape binding by cutting the T-shirts into long strips and decorating the binding with machine embroidery, using yellow thread to add an accent color to the plain dark olive green. I hand-sewed the binding all around the vest to enhance the aesthetics of the ensemble. To mimic epaulettes, I cut two rectangular shapes from the sweater’s elbow patches and sewed the gold trimming tape on top of each “epaulette’ to add a decorative touch, which imitated a military braid. I also added small gold star-shaped studs to the collar of the vest to complete the military look.

Next, I used the T-shirts to create a tube dress to go with the vest. I inserted a long cord and sewed it around onto the T-shirts to create a piping effect. I then added clear elastic tape to create naturally wavy curve lines for the top and waistline of the dress. I cut one of the USMC mottos, “No better friend, no worse enemy” from the T-shirt and sewed it onto the front of the dress to create an eye-catching decoration trimmed in gold.

Designing of Upcycling Olive Green demonstrated how to reuse discarded military clothing in such a unique way to create the new look of the ensemble for younger ones.

**Keywords:** Upcycling, Military, T-shirts, Sweater

Memories

SUSANNA DONOHUE

Home Economics Department, St. Angela’s College, Sligo, Ireland

As part of my 2nd year B.Ed. in Home Economics Textiles and Design module, I was asked to design and construct an innovative interior textile product utilising a craftwork technique of my choice. It had to address the changing needs of the identified person/client and be suitable for functional and/or decorative use in a specific room of my choice.

I chose patchwork and quilting as my craft processes. The item chosen was a quilt suitable for an elderly person suffering from dementia. The quilt resembles a life-story or memory book. Life story books are often used by families, friends and care workers involved in the care of people with dementia. The life story book and quilt in this case recognises the experiences, achievements and history of a person’s life in a visual format.

The quilt design was inspired by my late grandmother who suffered from dementia and incorporates a range of family photos which were ink jet printed onto 100% cotton and patchworked with a variety of other printed cottons to help her recall her loved ones.

The photos in ‘Memories’ were very carefully chosen to help my grandmother remember her family members at particular times or events in their lives. There are five diamonds on the quilt with memories from a particular member of the family in each one. A simple machine quilted design gives definition to the piece.
EX06

Mexicolour, A Collection of Textile Designs for the Garden and Sunroom

EMER MAHER DOWLING
Home Economics Department, St. Angela’s College, Sligo, Ireland

This vibrant collection of textiles was inspired by a research trip to Mexico - a land of contrasts where every colour, seems to sit well with every other colour, as if it is an adventure of disorder. I feel that colour is an all-pervading spirit, almost a religion in Mexico. It is this visual brilliance of the contrasting combinations of colour, in their vibrant energy, that one sees in a typical Mexican streetscape, that inspired this contemporary textile collection.

These textiles celebrate the joy and vibrancy of the Mexican aesthetic, and create a vibrant, colourful, varied look, with coordinates that can be mixed and matched. These quirky textile products don’t follow the trends of fast fashion, but instead, offer a story and possess an emotional durability.

I designed and hand wove this collection of fabrics using sustainable methods of manufacturing and a practice of minimum waste, incorporating techniques that cannot be copied on a mass production scale, giving these textiles a unique value and integrity. This method was inspired by the production of textiles by indigenous Mexican Mayan weavers on the back strap loom, an ancient and simple loom that today’s indigenous weavers still use, bearing in mind the way they value the woven cloth. The yarns used are 100% cotton and 100% wool and all yarns are hand dyed to represent the visual combination of colours experienced in my research.

My philosophy is to use eco-friendly materials wherever possible, and to pursue a policy of socially conscious, sustainable manufacturing.

EX07

Harvest Moon

EUNDEOK KIM (Ph. D.)
Department of Retail, Merchandising and Product Development, College of Human Sciences, Florida State University, Tallahassee, Florida, USA

Inspiration: In this design, we particularly attempted to create the serene, sentimental mood of late fall with a sophisticated feminine look. Our inspiration stemmed from images of nature that one of the designers collected from a local garden. The below-knee-length one-piece dress consists of a fitted bodice with spaghetti straps and a wide v-neckline and a wide skirt with asymmetrical hems. The design features the bold colour contrasts of the red, orange, and black cotton/rayon blend with the light green suede stripes and hem section. This garment may be worn both for everyday and special occasions by a wide range of women from their 20s to 40s. It is an excellent example of a sustainable design enhancing a wearer’s individuality through its originality and rich blends of colour and textures.

Materials: The goal for this design was to create an artistic feminine dress using sustainable materials and process. The colourful hand-printed and painted fabric is a cotton and viscose rayon blend and the light green fabric is faux suede to avoid the use of real suede. This design is the eighth piece in a series of sustainable designs of one of the designers.

Techniques: The colourful fabric (a cotton and viscose rayon blend) was created with a combination of hand paint, block printing, and wax-resistant batik. After wax was carefully stamped on the fabric with leaf stamps, the fabric was hand-dyed black, and the wax was dissolved. After the fabric dried from that process, the leaves were hand painted with a brush. The dyes were environmentally friendly cold-water, long-lasting dyes, which hold their colour. For the garment design, draping method was used.
EX08

Autumn Garden

EUNDEOK KIM (Ph. D.)
Department of Retail, Merchandising and Product Development, College of Human Sciences, Florida State University, Tallahassee, Florida, USA

Inspiration: In this design, we particularly attempted to create a sophisticated feminine look. Our inspiration stemmed from images of nature that one of the designers collected from a local garden. It may be worn by women in a wide range of ages from their 20s to 50s. The above-knee-length garment with a mandarin collar and raglan sleeves has unique, asymmetrical curved lines from below the collar to the hems, creating asymmetrical hems. The lines, concentrated on the left side, are visually balanced with the pointed pocket on the left side. The design features the bold color contrasts of red, orange, and black cotton/rayon blend with light green. It is an excellent example of a sustainable design enhancing a wearer’s individuality through its originality, unique lines, and rich blends of colors and textures.

Materials: The goal for this design was to create an artistic but practical garment using sustainable materials and process. The light green fabric is made of 100% cotton and the colorful fabric used for the collar, sleeves, and pocket is a cotton and viscose rayon blend. This design is the ninth piece in a series of sustainable designs of one of the designers.

Techniques: The colorful fabric (a cotton and viscose rayon blend) is created with a combination of hand paint, block printing, and wax-resistant batik. After wax was carefully stamped on the fabric with leaf stamps, the fabric was hand-dyed black, and the wax was dissolved. After the fabric dried from that process, the leaves were hand painted with a brush. The dyes were environmentally friendly cold-water, long-lasting dyes, which hold their color. For the garment design, flat pattern making method was used.

EX09

Mirror Lake Mosaic

ERIN IRICK
University of Wyoming, Laramie, Wyoming, USA

Inspiration: The purpose of this project was to create a mosaic effect using collected pre-consumer textile waste. The inspiration for this piece was taken from a photograph of Mirror Lake in the Snowy Mountain range of Wyoming. The scraps of fabric appliqued on to the base were meant to replicate the value shifts and color scheme of the photograph. The silhouette was inspired by the peaks of the mountains and trees as they reflected off of the lake. Even the shapes of the scraps were considered depending on the section of the photograph they represented. The end result was an all-over pattern mosaic created by the appliqued scraps. The bodice is visually impactful from all views and all-over pattern is balanced by the simplicity of the skirt.

Materials: This design was created 100% from pre-consumer textile waste. Scraps of fabric were collected from the apparel construction courses and pattern-making courses. The bodice base is constructed from denim scraps and the skirt was made from an end-of-roll piece of fabric. Scraps of various types of fabrics were appliqued onto the denim bodice to replicate the colors of the inspiration image. The bodice is fully lined with pre-consumer waste lining fabric.

Technique: The bodice was draped and constructed of collected denim scraps. The applique scraps were cut into the selected shapes and pinned to the base. Once the arrangement of the scraps was decided on, each individual scrap was machine appliqued using invisible thread and a zig zag stitch. The lining was constructed and attached once all the scraps had been appliqued. An invisible zipper was then inserted into the left side and the lining hand-stitched to the opening. Finally, the skirt was draped and constructed with a waistband and zipper on the right side (so to be covered by the bodice).
The fiber, textile, and clothing (FTC) industry has been primarily focused on low production expenses that encourage overconsumption. Products are designed and produced according to rapid-cycling trends that support quick profit, rather than offering FTC goods based on sustainability and consumer needs. Niinimäki & Hassi (2011) called for a new mindset to achieve sustainable apparel products and processes. One design method that addresses sustainability in the FTC industry is the “slow design” (Brown, 2010; Fletcher, 2008) or “slow culture” (Clark, 2008) approach. The slow design/slow culture approach aims to prolong a product’s life and to deepen product satisfaction—by creating an emotional attachment to the empathetically designed item (Niinimäki & Hassi, 2011).

Materials of Martha’s Thread consist of 100% Peace Silk. The base of the dress is a finely woven plain weave made from ‘Eri’ wild-crafted silk worms. Overlay sections are made from 100% ‘Light and Bright’ Tussah silk. Seaming is performed using silk thread.

Techniques include environmentally friendly/non-toxic digital textile printing using a YuhanKimberly DTP Link printer, and patterning techniques inspired by Tomoko Nakamichi (2005).

Martha’s Thread embodies the slow design approach to tell the ancestral story of Martha Heisterkamp. Interviews and historical photos provided inspiration for digital print design. The design is meant to tell her journey from immigrating to the US from Germany, marriage in 1923, and her role in shaping her children, and their children, present-day. The silhouette of Martha’s Thread is inspired by 1920-1940’s utility-wear, as Martha was a homemaker on a rural farm, but contemporized within creative pattern-making techniques.

From an educational perspective, Martha’s Thread serves as a learning tool for students to see how research-based slow design may be executed in garment form - as opposed to solely reading about how FTC companies are interpreting and implementing sustainable approaches (Siemens, 2014).

Keywords: Sustainability, slow design, ancestry, education

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**EX11**

**Dragonfly**

GWENDOLYN HUSTVEDT (Ph.D.)

*School of Family and Consumer Sciences, Texas State University, San Marcos, Texas*

**Materials:** Silk, Acid dyes

**Inspiration:** Filling the air above the surface of the water with their darting exploration, the dragonfly is a harbinger of summer as well as a signifier of ecological balance. While the species of dragonfly that call the San Marcos River home are not among the seven endangered species that allow the local council to protect the river from human consumption, the wild rice that the dragonfly clings to is a species found only in this small portion of the river and nowhere else in the world. Recognizing the small details that ripple through the natural world around us is an important step in creating sustainability.

**Techniques:** This textile was created with both the freehand and the Serti method of silk painting using acid dyes. Freehand painting of dyes includes the use of alcohol to slow the spread of the dye in some areas and water to speed the spread of the dye in others. For the resist portions of the design a water based resist was chosen to allow for low impact finishing using steam setting of the dye and a cold water rinse to remove the resist, rather than the dry cleaning required for the gutta resist (latex based).
EX12

Soul Wings
GWENDOLYN HUSTVEDT (Ph.D.)
School of Family and Consumer Sciences, Texas State University, San Marcos, Texas

Inspiration: The San Marcos Riverhead is the oldest continuous inhabited location in North America, based on archeological remains found on the riverbed from every epoch of human habitation on the continent. Prior to damming in the 20th century, the geyser created by water shooting from a crack deep in the limestone aquifer was visible for kilometers in every direction. This garment uses a multilayered circle motif floating above ribbons of river grasses to explore how the soul of the river calls us to protect the endangered species in this ancient water source. “Wearing our hearts on our sleeves” is an English expression that means being vulnerable in our love for something or someone. This garment speaks to how the love of a natural resource can lift our artistic efforts far beyond human inspirations.

Materials: Recycled garment made from Lyocell/Cupra blend with added Silk sleeves

Techniques: This garment was made using Upcycling design that utilized all portions of the recycled garment in a new garment that resolved fit and styling issues. The original garment featured small bands for sleeves that were unbalanced compared to the size and shape of the garment. Removing these bands and reusing them as side insets resolved the fit issues created by the boxy design in a plus size. The new, more voluminous sleeves were made using the Serti method of silk painting using acid dyes. The water based resist was chosen to allow for low impact finishing using steam setting of the dye and a cold water rinse to remove the resist, rather than the dry cleaning required for the gutta resist (latex based). The sleeves and insets were assembled using French seams and the edges of the sleeves were hand-rolled in the same fashion used for silk scarves.

EX13

Russet Re-Style
LINDA KERLIN
Home Economics Department, St. Angela’s College, Sligo, Ireland

Inspiration: My inspiration arose out of necessity, I had a black-tie function to attend and wanted to make a dress that I knew no one else would turn up in. I find the main benefit of making my own occasion wear is knowing that what I’m wearing is a one off and as it’s made to measure it feels good to wear. I enjoy the creating and sewing process, I take great pleasure from it and it gives me a great feeling of accomplishment. As for the actual design of this dress I decided to go with the current trend of applied floral embroidery in turquoise which contrasts well on the russet silk dupion fabric.

Techniques: I adapted a simple shift dress pattern that I have used before. This aspect also lends itself to being sustainable. Whilst partly constructed I used a Personal Embroidery machine to apply the flowers, this made the placement of the much embroidery much easier. I completed the dress with a nylon zip and a combination of complimentary polyester ribbons I had bought previously.

Materials: As a keen dressmaker, I have a little stash of materials which I pick up in sales or remnant bins. I decided to use a tab top curtain I had bought inexpensively in a sale. It and was 100% silk dupion which was lined with 100% cotton. I used the cotton to make the lining for the dress also. This was more environmentally sound than going out to buy new fabric, as I simply repurposed an existing textile product. For less than €20 I have created a unique bespoke dress, a comparable garment in a store would have been considerably more!
EX14

The Sustainable Aran Jumper

URSULA O’SHEA

Home Economics Department, St. Angela’s College, Sligo, Ireland

Inspiration: The Aran jumper or geansai takes its name from the Aran Islands where it originated off the west coast of Ireland. The islands lie off the mouth of Galway bay in the Atlantic Ocean and were originally inhabited by fishermen and farmers in a closely intertwined community. The first Aran jumpers were knitted by the wives of the islanders and were handed down from generation to generation. The intricate stitches were designed by the local knitters and are very complex (Thompson 1979). They can represent the family name and/or symbolise important elements of the local environment, such as fishing nets, blackberries and baskets. Each family had a unique combination of stitches in their jumpers. They were often used to identify the bodies of drowned fishermen.

Techniques: The Aran jumper symbolises a sustainable lifestyle which we are striving to return to today. My design incorporates stitches identified with my O’Shea family name including, ropes for good luck, honeycomb symbolic of the hardworking bees and diamonds which are a tribute to the shape of the fishing net mesh all which represent the generations of my family gone before me. I have upcycled old Aran jumpers and woven them into the wheatear cables on the back and plaited the cables together and stitched them onto the front of the jumper showing the interwoven nature of our families lives. I hope to hand this geansai down to the next generation for to be worn in future years.

Materials: Having experimented with a variety of materials the jumper was made using a mixture of wool and alpaca. Wool is a natural insulator and is waterproof and is the traditional yarn used in Aran jumpers, however here I have used a mixture of wool and Alpaca. Alpaca is made from the fleece of the South American alpaca which is softer than sheep’s wool and hypoallergenic (Lewin & Pearce 2007). It requires no pesticides or antibiotic treatment when raised for wool making it naturally organic and sustainable.

Keywords: Sustainable, Upcycled and Organic

EX15

Retro Chic, Naturally

MIA (MIKYOUNG) WHANG

Centenary University, Hackettstown, New Jersey, USA

Inspiration: The purpose of this project was to create an environmentally friendly ensemble comprised of a coat and matching skirt using natural dyeing. This ensemble is geared towards young professional women approximately 25 to 35 years old who are fashion, as well as environmentally conscious. 50s’ romantic flair was utilized for the design in the empire cut with A-flared gored skirt, modified yoke raglan sleeves, and wide mandarin collar. Inspiration for the textile design came from nature; the varying colors and shapes of the clouds of the sky, which changes every direction and each season, and autumn leaf colors and motifs.

Techniques: After sketches were drawn based on the inspiration, patterns were created using flat pattern making methods. Double welt pockets were made on the coat at an angle, and bound buttonholes were made for the closure of the coat. The skirt is a low-waisted, slight A-line silhouette that has a wide yoke with embroidery top stitches on it. The coat and skirt are fully lined with rayon material, which was also dyed in the natural Indigo exhaust bath.

Materials: In order to create the image of the sky on the surface of the fabric, a scrunching physical resist surface design technique was employed using natural indigo dyestuff. Leaf shapes were free-motion stitched on the back of the coat for the focal point using various autumn colors (i.e., golden amber, brown, yellowish beige, etc.) of Alpaca yarns along with embroidery threads. 100 % wool gabardine for the outer garment and 100% Bemberg rayon for the lining were used.

Keywords: Sustainability, Natural dyeing, nature inspiration, retro fashion
EX16

Reminiscence of Redingote, Versatile Coatedress

MIA (MIKYOUNG) WHANG  
Centenary University, Hackettstown, New Jersey, USA

Inspiration: The purpose of this project was to create a versatile design that implements sustainable strategies through natural dyeing and multifunction. Versatility in this coatdress was achieved with its detachable sleeves, which is more exciting because it reduces the need for additional dresses. Consequently, it induces less consumption, reducing environmental impact that promotes human well-being and natural integrity. A large notched collar and a single-breasted front closure of the redingote dress, worn by women in the late 18th century, were incorporated with a modern take of unbalanced skirt and lantern sleeve designs. For the textile design, an inspiration came from The Water Lilies: Setting Sun by Claude Monet.

Techniques: The pleated cowls and flare of the skirt were draped. The classic princess seams were also draped for the fit of the bodice. The lantern sleeve was developed using the flat patternmaking technique. Most seams were finished with the French seams. A self-fabric covered button was free motion stitched with the shapes of tree roots using 100% variegated cotton thread. Finally, natural hemp cord, dyed in an exhaust dye bath, was prepared to complete this versatile coatdress.

Materials: To recreate the Monet’s dappled brushstrokes and the color schemes of toned down blush pinks and variegated browns in the painting, physical resist techniques (i.e., twisting, tying) and natural dyeing were used for the surface design of the fabric. The pattern pieces were cut before they were resisted and mordanted with the mix of aluminium sulphate, soda ash, and soymilk at 50% weight of fabric. Afterwards they were dyed, first, with the mix of Sandalwood and Annatto, and then the mix of Cutch and Alkanet only at the bottom areas in the simmering pot, to create gradient effect. The crinkle effects of texture were achieved due to the characteristics of the 100% linen fabric.

Keywords: Sustainability, Natural dyeing, versatility, Redingote, Monet

EX17

Winter Blooms

KATIE NYHAN  
Home Economics Department, St. Angela’s College, Sligo, Ireland

My inspiration came from the harsh weather of the winters we have in Ireland. Very few flowers bloom during the winter but those that do are much more noticeable amidst their dreary surroundings. I wanted to capture this in my finished piece. The colour of the grey background and the pop of pinkish colours also reflect the beauty of the rare winter flowers. During the winter months, wrapping up is essential; and a woolly jumper is a winter must.

The materials used in the production of this jumper include; wool (20% wool and 80% acrylic), felt (100% wool), beads, sequins and crewel embroidery floss. The wool was sourced online from a clearance section as I did not want to spend too much on the entire project yet I wanted to create something that was unique and beautiful. All of the beads and sequins were recycled. The beads were ripped off an old bag that was heavily embellished and the sequins came as spares with a dress I bought. The tops for the felted flower I had already from a previous project and some of the embroidery floss came from my aunt’s collection that she was throwing out. Some of the embroidery thread was purchased at a local shop in Sligo. The total cost of the jumper came to approximately €25.

The techniques used were hand knitting using stocking stitch and rib stitch. For the neck of the jumper I used a technique known as grafting. This was a new technique for me. The embellishing involved feting a flower and the centre of the flower is composed of 3 felted balls. The embroidery was worked with crewel embroidery floss and as it was being worked onto a knitted garment it required many practice attempts. It was stabilised with tear away interfacing to strengthen it. The beading added an extra dimension to the garment. The processes used are very suitable for to upcycle a plain sweater and are sustainable.
Traditionally Jacobean crewel designs combined flowers, foliage and animals which were usually out of proportion to one another and grown from the tree of life. Jacobean crewelwork reached its peak in the 17th century in England and later in America. This crewel embroidery piece was inspired by a Royal School of Needlework Collection leaf design. The design was modified to make a composition. It includes traditional elements such as a main stem worked in stem stitch and laid work, and entwining stem worked in rows of raised stem stitch. The outer part of the leaf is created using long and short shading and filled with rows of chain stitch. The upper shaded section is overlaid with trellis stitch. The inner leaf section is filled with satin stitch and bullion knots. The foreground features French knots, stem and seed stitch. It is worked using traditional linen twill and 100% crewel wool. In keeping with a sustainable focus, remnant wool was used in this piece.
## Conference Delegates

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<tr>
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