**Home Economics Course Program Design**

Ezgi, Şan1, Nilcan, Dönmez2, Yeliz, Çimen Türkmen3

1 Celal Bayar University, Institue of Social Sciences, Manisa, Turkey;

ezgiaydinsan@gmail.com,

2 Celal Bayar University, Institue of Social Sciences, Manisa, Turkey;

 nilcan.donmez@gmail.com,

3 Celal Bayar University, Institue of Social Sciences, Manisa, Turkey;

yelizcimen35@gmail.com

Correspondence: ezgiaydinsan@gmail.com

**Abstract**

The aim of this study is to prepare a home economics program for students at the second level of primary education in Turkey, which includes the skills that will ensure the development and continuity of the family and society, and to generalize this program. The home economics program design was prepared in accordance with the problem-centered design approach and the document analysis technique, one of the qualitative research methods, was used in the design. In the teaching process of the program, a teaching strategy through research and analysis which centered problem solving and student was chosen. In the evaluation part of the program while measuring learning outcomes, a process-based approach, not an output-based one, was adopted. As measurement and evaluation tools, assignments and projects, observation forms, evaluation scales, checklists and portfolios were used. According to the findings of the program, with the home economics course, students are expected to gain the ability to solve the problems they encounter in their family and community lives and to grow up as self-confident students who can offer ideas and experiences that make life easier for themselves and those around them. As a result, the dimensions of knowing the responsibilities of the students in the family and society, acting appropriately for improving family welfare, learning sustainability for the continuity of the family and society come to the fore among the achievements given on a level basis in this program design.

**Keywords:** family and society, home economics, program design, teaching