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Emerging Trends in Teaching Home Economics Education in Master's Program

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Abstract— *Home Economics Education is experiencing a resurgence, with a focus on preparing students for the realities of modern life. This research explores emerging trends in teaching Home Economics within Master's programs. It examines how these programs are evolving to encompass a broader range of topics, including financial literacy, resource management, and entrepreneurship within the family unit. The abstract highlights the growing emphasis on interdisciplinary learning, integrating relevant fields like nutrition, psychology, and technology, as well as the challenges anchored in these identified trends. Furthermore, it discusses the importance of incorporating sustainability practices and addressing the changing landscape of teaching dynamics so as with the possible solutions to the named challenges. By analyzing these trends, the research underscores the vital role Master's programs play in equipping Home Economics educators with the necessary knowledge and skills to prepare students for success in the 21st century. Likewise, this study suggests that. Master's degrees in home economics education should consider the following important new trends: Focus on sustainability, technology integration and digital literacy, financial literacy and resource management, entrepreneurship and innovation, and social and emotional learning (SEL).*

Keywords— *Emerging methods, Strategies, Approaches, Home economics, arts of teaching.*

I. INTRODUCTION

Throughout history, home economics education has been essential in providing people with the knowledge and abilities needed for successful family life, personal well-being, and efficient administration of the home. In the past, the curriculum placed a strong emphasis on practical abilities like child development, clothing manufacture, and food preparation. Traditionally, home economics education has given people the information and abilities needed for efficient house management, personal health, and family life. However, a paradigm shift in this sector is required for the twenty-first century.

In addition to being a part of daily living, home economics is taught in the social, academic, and curriculum domains. Because it is multidisciplinary, the contents of various disciplines such as dietetics, nutrition, textiles, home, family, consumption, personal and family economics, design, and technology are included and connected. These disciplines are evaluated in terms of addressing the needs of the individual, family, and society (Erjavšek, 2021). It is also stated that literacy and home economics education are crucial for gaining knowledge and abilities that improve an individual's, a family's, and society's quality of life. The demands of the family and the individual are evolving along with society, which means that home economics education must adapt as well.

Since the educational landscape is always changing, so too must our methods of instruction. The days of lectures that fit everyone and rote memorizing are long gone. A wide range of instructional techniques are being used in classrooms today to engage students, meet their requirements, and encourage a love of learning. The commonly used teaching methods of home economics faculty are case studies, analyzing real-world scenarios related to family dynamics, resource management, or nutritional challenges allowing students to develop critical thinking and problem-solving skills needed to guide their future students. Another is problem-based learning, master's programs can present complex problems related to Home Economics education. Students work collaboratively to develop and evaluate potential solutions, preparing them to create engaging and effective learning experiences for their students. Action Research, master's programs can encourage students to conduct action research projects in real-world educational settings. This allows them to test new teaching strategies, analyze the results, and refine their approach, building valuable research and implementation skills. Seminar Discussions, master's programs often utilize seminar discussions led by faculty or guest experts. This fosters a deeper understanding of complex topics in Home Economics and allows students to exchange ideas and refine their knowledge base. Technology Integration for Curriculum Development, students delve into using technology tools like educational software, online resources, and multimedia tools to design engaging and effective lesson plans or curriculum materials for future Home Economics education. The field of home economics (HE) is broad. To comprehend its vast reach, it is important to acknowledge its different conceptual levels, which include research and academic education, school-based

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education, daily life, and societal practice (International Federation for Home Economics [IFHE], 2008).

On the other hand, in the rapidly changing educational landscape, technology integration has become a transformative force, changing conventional learning paradigms, and offering students new ways to interact with a variety of disciplines. Home economics is one of the subjects that is gaining from this digital revolution. It is a vital subject that teaches students about sustainable living, budgeting, family management, and nutrition. Teachers and legislators are starting to investigate how educational applications and online platforms might improve Home Economics education outside of traditional classroom settings as they continue to become more and more common (Asare et al, 2023).

Students' abilities, attitudes, and focus on research are other indicators of their involvement in teaching and learning. Unfavorable social and physical circumstances may have an impact on the effectiveness of instruction and education. Establishing an environment that facilitates good teaching and learning is crucial. To impart the proper knowledge to students, teachers must also possess a thorough comprehension of their subject and be adequately trained in the use of teaching tools (Ordu, 2021).

The purpose of this study is to identify and evaluate new methods and approaches in teaching Home Economics. Also, to determine the challenges to the delivery of innovative teaching methodologies in Master's level home economics programs. And, propose solutions to deal with these obstacles and suggest methods for incorporating new trends into the curriculum.

This study hopes to make a substantial contribution to the development and modernization of home economics education in Master's programs, equipping graduates for success in the ever-changing society. This will also ensure that future home economics professionals are tooled up with the necessary knowledge, skills, and adaptability to succeed in the ever-evolving social and professional landscape.

II. Methodology

The study employed a sequential mixed-methods research design. The primary phase is a quantitative phase, followed by the qualitative data collection and analysis. Respondents of this study were the 19 faculty members teaching and handling subjects in the Masters level across Technology and Home Economics, Master of Arts in Industrial Education with majors and specialization in technology and Livelihood Education at the two SUCs of Bicol Region, which are the Bicol University and Sorsogon State University. Purposive sampling was utilized in the study since there are two SUCs offering a Master's courses related to Technology and Home Economics.

Prior to data collection, the questionnaire was distributed via Google Form to a selected five core faculty members through pilot testing, The content of the validation checklists includes the comprehensiveness of the content, clarity of the language, usability, and general appearance. To determine its validity Cronbach's Alpha coefficient was used.

The data collection took place via google form and zoom conferencing was also employs to get detailed and personal insights into challenges and solutions. Data Analysis includes frequencies, percentages and ranks were used to summarize the quantitative part of the data, such as new methods and approaches in teaching Home Economics, challenges to the delivery of innovative teaching methodologies in Master's level home economics programs. Moreover, thematic analysis was used to determine the reasons and propose solutions to deal with these obstacles and suggest methods for incorporating new trends into the curriculum.

Concerning research ethics, the study guaranteed that informed consent was acquired from every participant. This indicates that every faculty member was thoroughly briefed on the study's nature and objectives and willingly consented to take part. Ethical considerations likely encompassed safeguarding the confidentiality and privacy of participants' responses, preserving anonymity, and guaranteeing that participation was voluntary and free from coercion. These actions maintain ethical research principles, guaranteeing that the rights and well-being of participants are respected during the entire study.

III. Results and Discussion

Emerging Teaching Methods

Innovative teaching approaches in Home Economics education are recognized according to their alignment with contemporary educational requirements. Recently, these methods have shifted to emphasize technology use, integrating diverse subjects, and equipping students with skills essential for today's world, stepping away from traditional memorization and lectures. Instances comprise employing multimedia, inviting guest lecturers, facilitating seminar dialogues, and performing action research (Johnson et al., 2016; Asare et al., 2023).

Studies indicate that these techniques enhance student involvement and understanding. Technology enhances the learning experience, while guest lectures bridge classroom concepts with real-world applications, demonstrating the effectiveness of these approaches in contemporary education (Costello, 2012; Malik et al., 2012; Swan, 2009).

These methods align with global educational trends, including personalized learning, social-emotional learning, and project-based learning. They promote adaptable, student-centered, and technology-driven instructional methods (eSchool News, 2023; SchoolThatLead, 2024).

Surveys of Master's program instructors indicate that many favor and utilize these new techniques, demonstrating their growing significance as teaching strategies in Home Economics.

These instructional approaches are termed "emerging" as they are increasingly implemented by schools, have research backing their efficacy, align with contemporary educational trends, and are being widely embraced by educators (Johnson et al., 2016; Asare et al., 2023; Malik et al., 2012; Costello, 2012).

New teaching methods have been incorporated into traditional and online classroom setting, greatly enhancing student learning and memory retention. Teaching has gotten significantly more sophisticated in today's world of fast

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change and educational institutions are increasingly using cutting-edge teaching techniques to manage students in a classroom. New teaching technologies will be the best option for educators (Dutta, et. al., 2018).

Table 1. *Emerging Teaching Methods*

Teaching Methods	Frequency (n=19)	Percentage (%)
Emphasis on independent learning	6	32
Seminar-style discussions	9	47
Incorporation of case studies and research	5	26
Utilization of technology and multimedia	12	63
Focus on research and critical thinking	8	42
Guest lectures and industry experts	12	63

Table 1 summarizes the number of preferences of each new teaching method for improving the learning experience in a master's program. Majority preferred the utilization of technology and multimedia and guest lectures, and industry experts as a new teaching method. Other preferred teaching methods include seminar-style discussions, focus on research and critical thinking, emphasis on independent learning, and incorporation of case studies and research.

Utilizing technology and multimedia as a new teaching method has revolutionized education in many ways. Multimedia has overcome the barriers of time and space and provides evidence to be accepted as an anytime and anywhere tool for educating multi-disciplinary masses. The process of knowledge acquisition becomes more efficient when the learners experience an event through a multimedia simulation (Malik et al., 2012). Multimedia elements such as videos, animations, and interactive presentations capture students' attention more effectively than traditional teaching methods. This engagement can lead to increased motivation and interest in the subject matter. Utilizing technology and multimedia is more accessible, enable interactive learning, facilitates better understanding and memory retention through visual representation, and facilitates collaborative learning.

Guest lectures and industry experts are another new trend in teaching. The learning process is expected to link theoretical and practical knowledge together (Swan, 2009). "A major expectation of students is to learn about real-world/practical applications"; therefore, it is highly recommended to use teaching strategies that facilitate the link between theories and practice; involving guest speakers is one example. Costello (2012) indicated that guest speaker events may link theory with practice by sharing guest speaker experience with students. Kamoun and Selim (2007) confirmed that a "guest speaker event can provide a means to supplement conventional teaching to expose students to recent trends and emerging technologies and practices".

Independent learning empowers students to take ownership of their education and develop crucial skills such as self-discipline, time management, and resourcefulness. Seminar-style discussions provide a collaborative learning environment where students actively engage with course material, share perspectives, and exchange ideas. Integrating case studies and research into the curriculum provides students with practical applications of theoretical concepts and allows them to analyze real-world scenarios. Emphasizing research and critical thinking skills equips students with the ability to analyze information critically, evaluate evidence, and formulate informed opinions.

Challenges to the Delivery of Innovative Teaching Methodologies

The data presented in Table 2 indicate that respondents were able to identify multiple challenges they face when delivering innovative teaching methodologies. This suggests that the responses are not limited to a single challenge per participant but rather reflect a range of barriers experienced concurrently. Such a multiple-response format is common in surveys addressing obstacles or difficulties, as it allows for a more comprehensive understanding of the complex and multifaceted nature of challenges in educational settings (Smith & Jones, 2021; Lee et al., 2020; Martínez & Patel, 2019). Consequently, the frequencies and percentages represent how many respondents reported each challenge, highlighting the diverse and overlapping issues that educators encounter (Nguyen & Brown, 2022; Osei & Clarke, 2019).

Table 2. *Challenges on the Delivery of Innovative Teaching Methodologies*

Challenges	Frequency	Percentage (%)
Limited access to technological resources	12	63.2
Resistance from colleagues	5	26.3
Resistance from students	4	21.1
Insufficient training opportunities	9	47.4
Financial constraints	13	68.4

There are certain challenges associated with these modern teaching-approaches in addition to any benefits. Challenges include limited access to technological resources, resistance from colleagues, resistance from students, insufficient training opportunities, and financial constraints (Ray et al., 2023).

Table 2 shows that financial constraints pose a significant barrier to implementing new teaching methods, particularly in resource-constrained educational settings. Budget limitations may restrict institutions' ability to invest in technology infrastructure, software licenses, instructional materials, and professional development initiatives (Habidin et al., 2020).

Another significant challenge is the limited access to technological resources, including hardware, software, and internet connectivity. Inequities in access to technology can exacerbate educational disparities, as students from underprivileged backgrounds may lack the necessary tools to fully participate in technology-enhanced learning.

Many educators face challenges related to insufficient training opportunities in implementing new teaching methods effectively. Limited access to professional development programs, workshops, or training resources can hinder educators' ability to acquire the necessary skills and knowledge to leverage technology and innovative pedagogies (Johnson et al., 2016).

Resistance from colleagues and students is another common challenge, especially when introducing unfamiliar teaching methods or technologies. Colleagues can impede the

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adoption of new teaching methods, particularly if there is skepticism or reluctance to change established practices. Students may exhibit resistance due to discomfort with change, preference for traditional instructional formats, or perceived difficulties in adapting to new learning environments (Johnson et al., 2016).

Solutions to Deal with the Obstacles and Methods for Incorporating New Trends into the Curriculum

The dynamic nature of information and skill acquisition demands an approach to education that is dynamic as well. Although well-established curricula offer a solid basis, integrating new trends might be hampered by issues like instructor opposition and scarce resources. This conversation offers strategies for overcoming these obstacles and promoting a curriculum that is thorough and flexible enough to adapt to students' changing needs.

Limited Access to Technological Resources. Technology is being used more and more in every aspect of life, and education is no different. However, each student or school has equal access to these tools. This discussion will explore the challenges of incorporating technological trends into the curriculum when faced with limited access and propose solutions for creating a more inclusive learning environment.

Focus on Low-Tech Alternatives, Project-based learning that utilizes physical materials and encourages collaboration can be just as effective as tech-focused projects. Also, exploring unplugged coding activities that teach problem-solving and computational thinking without computers can be practiced. Likewise, utilizing free, open-source educational resources whenever possible is also highly recommended as a solution to this gap. Community Partnerships, when it comes to community partnership as another option, collaborating with libraries, community centers, or businesses to provide students with after-school access to computers and the Internet could also be an option. Partnering with organizations that offer free or discounted educational software or hardware is highly advised to incorporate new trends in the teaching methodology. Professional Development for Educators, along with professional development for educators, investing in workshops and training programs to equip teachers with the skills and knowledge to integrate technology effectively, even with limited resources is also a good option. Encouraging peer learning and knowledge sharing among teachers who are comfortable using technology in the classroom is effective in overcoming this challenge. Equity in Curriculum Design, in terms of equity in curriculum design, it is advised to design assignments with options for students with and without access to technology. Focusing on developing critical thinking, research, and communication skills that are applicable regardless of technological resources could be effective in acquiring success in this area. Possibly the most influential aspect influencing today's educational scene is technology. By offering devices like PCs and tablets, improving internet connectivity, and other measures, many school districts are demonstrating their support for using more technology in the classroom. putting into practice initiatives aimed at raising teacher and student computer literacy (Johnson et al, 2016).

A key element of the 2030 Sustainable Development Agenda of the United Nations is high-quality education. It seeks to guarantee all students receive high-quality, inclusive education. Digital technology has become a vital instrument in accomplishing this objective. With the use of these technologies, one may easily identify the sources of emissions, stop further harm from occurring by using energy-efficient alternatives to fossil fuels and reducing their carbon footprint, and even eliminate excess greenhouse gas emissions from the atmosphere (Haleem et al, 2022). Likewise, they also stated that the educational system has been significantly impacted by these technologies. The current COVID-19 pandemic has solidified the use of digital tools in education even further. The entire educational system has undergone a paradigm shift because of these digital technologies. It serves as a knowledge provider, an assessor, and a co-creator of information in addition to imparting knowledge. For learners, technological advancements in education have made life easier.

A knowledgeable and well-resourced leadership team in schools can encourage teachers to approach their work with a feeling of purpose and ownership. Granting professional independence to educators will increase the appeal of the profession as a choice for employment and will raise the standard of instruction in the classroom. Because they feel appreciated and encouraged at work, teachers who collaborate meaningfully and purposefully are more likely to stay in the field (Mulford, 2003).

Resistance From Colleagues. Since the nature of education is always changing, introducing new ideas into the curriculum can be a very effective method to get individuals interested and help them get ready for the future. However, resistance to change might come from colleagues who are reluctant to change their tried-and-true teaching strategies as well as those who have little access to technology. This talk will look at ways to get past these barriers and successfully incorporate fresh ideas while promoting a cooperative learning atmosphere.

Building Consensus and Addressing Concerns, organizing department meetings to discuss the new trend and its potential benefits, and address specific concerns, therefore open communication is also advised. Similarly, starting small-scale pilot programs with a few willing colleagues to showcase the effectiveness of the trend and demonstrate its feasibility with limited resources is another means to execute this target area. Sharing examples of successful implementation from other schools facing similar limitations is a good technique to facilitate a good impression in line with this target. Likewise, emphasizing how this new trend can enhance student engagement, improve learning outcomes, and prepare students for the future is also of good impact to overcome this barrier. Collaboration and Shared Expertise, collaboration and shared expertise such as creating a system where colleagues with strong technology skills can mentor those who are less comfortable is also another key to implementing this new trend, this could be called peer mentorship. Resource sharing such as developing a collaborative system for sharing activity plans, activities, and resources related to the new trend is another step. Focus on Flexibility also offers different levels

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of adoption to accommodate different comfort levels with technology. Addressing Limited Resources, addressing limited resources is also a big challenge, But low-tech alternatives are the solution, exploring unplugged activities that achieve similar learning goals without relying heavily on tech could address this issue. Grant Opportunities are another key option, research and apply for grants that can help acquire necessary hardware and software. Furthermore. community partnerships of big consideration, connecting with local libraries, businesses, or organizations for potential technology donations or after-school access for students is of vital role.

Employee collaboration and internal knowledge exchange can provide greater value at a lower cost. This is evident from the vast quantity of cumulative tacit knowledge that highly skilled employees acquire while employed by the company. With that expertise, he or she may quickly address a real-world problem by offering a thorough, already-tested solution (Atkenso,2007).

Resistance From the Students. Educational trends can be exciting and dynamic, but at some point, students can resist change. This discussion focuses on the reasons behind student resistance, delves into strategies for overcoming it, and generates ways to incorporate new and engaging trends into the curriculum.

Student Choice and Ownership, offer students options within the trend to personalize their learning experience. Encourage students to research and present specific aspects of the trend that pique their interest. Also, Focusing on Engagement and Fun is another good aspect to consider. Design activities that are interactive, gamified, or utilize creative applications of the trend. Frame the trend as an opportunity to explore, experiment, and showcase their skills in a new way. Transparency and Collaboration, it is highly advised to openly discuss the reasoning behind incorporating the trend and its potential benefits for student learning. Also, collaborate with students on the creation of tasks and activities related to the trend to little by little introduce the emerging strategy. Likewise, Bridging the Gap Between Trend and Curriculum is also a substantial part of solving these challenges. Along with bridging the gap between trends and curriculum, it is necessary to demonstrate how the trend connects to the core concepts and objectives of the course. Similarly, highlighting real-world applications of the trend to make its relevance readily apparent is also of good advantage. Like this, Addressing Technical Issues Proactively is also needed. Providing clear instructions and troubleshooting tips for any technology involved in the trend is one way of addressing technical issues proactively. Offer alternative approaches within the trend for students who encounter technical difficulties. It is necessary to identify and address affective issues that have the potential to negatively impact both teachers and students in a learning setting. Student resistance behavior is an effective issue that arises in educational settings and has a largely detrimental impact on all aspects of the teaching-learning process (Srver, 2018).

Insufficient Training Opportunities. The field of education is always changing, with fresh and intriguing trends appearing regularly. Nonetheless, a major obstacle that many teachers have is the lack of opportunities for professional development that would enable them to properly incorporate these trends. This conversation examines the challenges caused by inadequate training and comes up with ideas for how to include worthwhile new trends into the curriculum even in the absence of a lot of official training materials.

Leveraging Collaborative Learning, one solution in this area is Peer Coaching, it could be achieved through organizing peer-to-peer learning sessions where experienced teachers can share their knowledge and best practices. Related to this, Professional Learning Communities (PLCs) are also suggested. Facilitate Professional Learning Communities where teachers can discuss strategies, share resources, and support each other in implementing new trends. Focus on Micro-Learning, another solution to this is simply breaking down complex topics into smaller, manageable chunks that can be learned quickly and efficiently during free periods or planning time. Also, utilize online resources that offer short, focused instructional videos or modules on the new trend. Building on Existing Skills, Identify areas where teachers' existing skills can be applied to the new trend, minimizing the need for extensive training from scratch. Also, it frames the new trend as an extension of existing teaching strategies, promoting a sense of familiarity and fostering confidence. And, School-Based Training Initiatives, consider allocating days during breaks or in-service days for school-based training workshops on the new trend, led by experienced colleagues or external experts. Pair experienced teachers who are comfortable with the trend with colleagues who are new to it, facilitating knowledge transfer within the school itself or the so-called mentorship program.

A lot of businesses spend money on human resources to become more profitable and competitive. Education is one of these investments. But, corporations could find it difficult to train employees who leave the company. Thus, it is becoming increasingly important for all workplaces to hire individuals who can learn new skills and apply them to create value for the company (Dönmez et al, 2022). Occasionally, peer coaching is ineffective. For it to have a developmental influence, it must be done correctly. accelerating the learning process for actors in their careers. Peers may go through a transformational phase that fosters their overall development, on the other hand, Peer coaching is a reflexive process that requires engagement and takes time, practice, ongoing dialogue, and debriefing continuously to hone the prerequisite skills (Parker, 2008).

Financial Constraints. Exciting new trends are presented by the constantly evolving educational scene, yet these developments are frequently expensive. Financially strapped schools may feel left behind because they cannot afford the materials or technology needed to incorporate these trends into the curriculum. This talk examines the challenges caused by limited funding and comes up with ideas for useful trends that may be economically added to the curriculum.

Focus on Free and Open-Source Resources, exploring a wealth of free, high-quality educational resources available online, including open-source software, educational games, and curriculum materials aligned with the trend is a good

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consideration like encouraging collaboration among faculties to share their discoveries and create a collective repository of free resources. Creative Use of Existing Technology, The Creative use of existing technology talks about Considering how existing technology in the school (projectors, computers, tablets) can be repurposed for activities related to the trend. Explore free apps and online tools that can be utilized with minimal or no additional hardware investment. Grant Writing and Fundraising are also helpful, research grants specifically focused on technology integration or professional development related to the new trend are highly advised. Connected to this, organizing school fundraising events to raise additional funds for resources or professional development opportunities is a good way of solving this gap. It will take a great deal of extra effort to shift perspectives about online learning. But it is clear that new approaches yield fresh outcomes, therefore this process needs to pick up speed. Professional software utilization adds more didactic value to instruction, but it's not a foundation for the foundation of its planning. Software should assist users in achieving their educational objectives as much as feasible, and should consequently be easy to operate (Terbuc, 2006).

IV. Conclusion and Recommendation

Fascinating changes are taking on in the world of home economics education. Master's degrees are essential for providing teachers with the information and abilities they need to deal with these new developments. This study has investigated important emphasis areas, including emerging trends in teaching home economics, determining challenges in the delivery of innovative teaching methodologies at the master's level, and proposing solutions to the identified challenges. Based on the results, the primary identified emerging trend in teaching home economics is the utilization of technology and multimedia and guest lectures and industry experts which got the highest percentage followed by seminar-style discussions, and a focus on research and critical thinking. Along with the challenges of innovative teaching methodologies, the financial constraints got the highest percentage followed by limited access to technological resources and insufficient training opportunities. In line with the solutions to deal with the obstacles and methods for incorporating new trends into the curriculum, the identified solutions for Limited Access to Technological Resources are Focus on Low-Tech Alternatives, Community Partnerships, Professional Development for Educators, and Equity in Curriculum Design. With regards to Resistance from Colleagues, the solutions are, Building Consensus Addressing Concern, Collaboration and Shared Expertise, and Addressing Limited Resources. With the Resistance from the Students, the solutions are Student Choice and Ownership, Focus on Engagement and Fun, and Transparency Collaboration, Bridging the Gap Between Trend and Curriculum, and Address Technical Issues Proactively. For the next identified challenge which is the Insufficient Training Opportunities, the possible solutions are Leveraging Collaborative Learning, Focus on Micro-Learning, Building on Existing Skills, and School-Based Training Initiatives. Along financial constraint to resolve this it is advised to, Focus on Free and Open-Source Resources, Creative Use of Existing Technology, and Grant Writing and Fundraising.

This study suggests that future educators should be prepared to meet these modern challenges and successfully prepare learners for success in the twenty-first century through a master's program in this area. Master's degrees in home economics education should consider the following important new trends: Focus on sustainability, technology integration and digital literacy, financial literacy and resource management, entrepreneurship and innovation, and social and emotional learning (SEL). Master's degrees in home economics education can produce a new generation of teachers who are prepared to teach students about the realities of 21st-century life by embracing these rising trends. Graduates of these programs will be equipped to positively influence their students' lives and give them the tools they need to succeed in a world that is dynamic and constantly changing.

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