

## AC 2024 Proposed Schedule – Educational Sessions and Meeting/Event Requests (draft 2-12-2024)

Date	Time	Session	Presenters	Abstract	CONTENT AREAS	PRACTICE SETTING
Friday, June 7 11am – 3pm  Stage 1	11:00- 11:15am	Fostering Creativity and Collaboration: The Impact of Collaborative Learning in a Collage Art Workshop.	Angela Uriyo Cassandra Stewart	<p>This research delves into the transformative effects of a collaborative collage workshop on students' understanding of creativity, collaboration, and their influence on collage art. Grounded in collaborative learning theory, the study introduces an innovative perspective on how students develop creative and collaborative skills within the artistic realm. The significance of this inquiry lies in its potential to unveil fresh insights into the intricacies of learning processes involved in artistic collaboration.</p> <p>The research purpose is to examine closely the impact of collaborative learning in a workshop setting on students' comprehension of collage art and their collective creative abilities. The rationale derives from the escalating interest in the role of collaboration in amplifying creative and problem-solving skills, particularly in the domain of art and collage creation. The study seeks to deepen our understanding of the synergies between collaboration, creativity, and artistic expression.</p> <p>Employing a mixed-methods approach, the research integrates qualitative and quantitative data collection methods. The methodology encompasses participant observations, surveys, and content analysis of student reflections, ensuring a nuanced exploration of students' experiences and offering valuable insights into how collaboration shapes their creative processes within the workshop.</p> <p>The findings highlight the relevance of collaborative learning theory in deciphering the workshop's impact on students. Participants exhibited an elevated appreciation for diverse creative processes, engaged in experimentation with new techniques, and embraced challenges as avenues for growth. The collaborative environment cultivated a culture of sharing among students, giving rise to a sense of unity and camaraderie within the artistic community.</p>	Textiles, apparel, and design	Academic education: Higher education

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				In summary, this research not only contributes to the existing body of knowledge on collaborative learning but also illuminates its specific implications within the context of artistic expression and collage creation. The results underscore the vital role of collaborative approaches in nurturing creativity and fostering a supportive artistic community among students.		
Friday, June 7 11am – 3pm  Stage 1	11:30-11:45	PDK Session	Marthe Gullede	Need	General	Academic education: Secondary
Friday, June 7 11am – 3pm  Stage 1	12:00-1:30pm	Blocked for TOY Luncheon				
Friday, June 7 11am – 3pm  Stage 1	1:30-1:45pm	Is Entrepreneurship for you? Are you a bud waiting to bloom in the business world?	Marilyn Swierk	<p>It is amazing how many opportunities there are for family and consumer sciences professionals to develop their own business niche. We truly have lots of expertise...and people need much of what we have to offer!</p> <p>Tips will be presented to those who are contemplating entrepreneurship at some point in their lives and those who are have already began</p> <p>WHO? YOU! Is this really for you? What have you always wanted to do?</p> <p>WHAT: Decide what you want to do.....ASSESS YOUR SKILLS: What are your strengths, skills and weaknesses?</p>	Other: Personal thoughts to ponder in regard to entrepreneurship	Academic education: Secondary

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				<p>WHY: What is your motivation? Why do you want to do this?</p> <p>HOW: Mentors, potential investors, supporters? Who are your potential mentors? Who else might be able to help you, provide tips or expand your network? .Who is already doing something similar? Who is really successful at it?</p> <p>WHEN: NOW!! Start thinking each day about everything mentioned above even if you don't plan to do this for a while.</p> <p>THE FINAL ANSWER: Answer the questions to Who, What, Why and Who and then think about how you will market your product or services. What are your marketing opportunities? What's the best way to advertise?</p> <p>At first, you may need to do things for low or no cost to get your name or product out there.</p>		
Friday, June 7 11am – 3pm  Stage 1	2:00-2:15pm	"Meet the Author: Jane Enright"	Jane Enright	AAFCS Keynote Speaker, Jane Enright, will speak about her work, overcoming adversity, embracing change, and celebrating diversity.	Other: Training on Product or Service	Other: General
Friday, June 7 11am – 3pm  Stage 1	2:30-2:45pm	15min				
Friday, June 7 11am – 3pm  Stage 2	11:00-11:15am	PDK Session	Marthe Gullede	Need	General	Academic education: Secondary

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Friday, June 7 11am – 3pm  Stage 2	11:30-11:45am	Explore the exciting new updates with the JFCS!	Debbie Johnson	The Journal of Family & Consumer Sciences (JFCS) is a respected source of scholarly, peer-reviewed articles and practical information tailored to professionals in the field of family and consumer sciences. It also provides updates and news from AAFCS. We invite you to engage with our journal in various capacities, such as regular readership, manuscript submissions via our state-of-the-art system, Scholastica, or even contributing to our distinguished panel of reviewers. The JFCS provides a multitude of participation opportunities for both members and nonmembers. We encourage you to attend our FAST TALK to gain comprehensive insights into the benefits offered by the JFCS.	Other: Training on Product or Service	Other: AAFCS JFCS
Friday, June 7 11am – 3pm  Stage 2	12:30-1:30pm	Blocked for TOY Luncheon				
Friday, June 7 11am – 3pm  Stage 2	1:30-2:00pm	Zwilling Culinary Education Partnerships: Starting the Next Generation of Chefs With the Best.	Dan Rothstadt	Learn about our over 290 years of experience making quality cutlery and cookware, and how we can partner with your education program to start the next generation with the best tools to hone their craft, support your program, and give back to your schools.	Food science and nutrition	Industry
Friday, June 7 11am – 3pm  Stage 2	2:15-2:45pm	Almost Forgotten Family, Inmates: Financial Education, Small Business Ownership, and Computerized Modeling.	Michael N Elonge Deon Little	This university program provides training on financial education, small business ownership, and Excel computerized modeling of small businesses for inmates with GED. Inmates learn basic economics of the market (market demand, supply, price; marginal, average, and total cost; profit and sales tax) and learn Excel to computerize their small business models. Each inmate is assigned a laptop for the duration of the program.	Personal and family finance	Community education for adults and youth, including Cooperative Extension programs

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				<p>In addition to Excel, inmates also learn PowerPoint to showcase their novice computer skills and business models.</p> <p>The program provides an opportunity for inmates to become self-employed or job creators. To educators attending this session, the program and its significant impact are easy to replicate by educators as a second chance program.</p>		
<p>Saturday, June 8 10am – 3pm</p> <p>Stage 1</p>	10:00-10:15am	“Meet the Author: Jane Enright”	Jane Enright	AAFCS Keynote Speaker, Jane Enright, will speak about her work, overcoming adversity, embracing change, and celebrating diversity.	Other: Training on Product or Service	Other: General
<p>Saturday, June 8 10am – 3pm</p> <p>Stage 1</p>	10:30-10:45am	Tips from the Orange Cup - Facebook Page	Kathy Enyart	<p>Tips from the Orange Cup launched as a Facebook Page in April of 2021. It was developed to provide weekly tips on Family and Consumer Sciences issues through social media. The project was started when we were limited on the programming we could do in person and felt this was a way we could reach audiences and provide useful, research-based information.</p> <p>The project developed after a small group of Family and Consumer Sciences Extension Educators were brainstorming ideas of how we could connect more with members of the Oklahoma Home and Community Education (OHCE) groups. The majority of our members fall into the high-risk age group for COVID, but they were also reaching out to us and wanting to stay connected.</p> <p>Our target audience was originally the OHCE members but it quickly evolved into the general public. The weekly posts are made by four Family &amp; Consumer Sciences</p>	Education and training	Community education for adults and youth, including Cooperative Extension programs

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				Extension Educators in the northeast corner of Oklahoma. We cover a variety of Family and Consumer Sciences topics. We have followers from many states and even a few from other countries. We are reaching clientele that we would not reach otherwise including males, teenagers and young adults.		
Saturday, June 8 10am – 3pm  Stage 1	11:00-11:15am	Implementing Culturally Competent Consumer Education Programs: From Controversy to Success	Aaron Lavallee	<p>This presentation will highlight the experiences, obstacles and opportunities for food safety education programs while identifying, addressing, and discussing food safety concerns and educational needs pertaining to culturally competent communications.</p> <p>Traditionally in the U.S., food safety materials, assessments, and educational campaigns have been developed in the English language, targeting primarily English-speaking, Caucasian audiences. While commonalities exist, there are fundamental differences in histories, cultures and experiences that apply to target populations. Beliefs, communication styles, and other cultural factors affect how individuals receive, understand, and respond to food safety information. A “one-size-fits-all” approach is not effective in reducing the risk of foodborne illness. Not all populations resonate with certain consumer food safety practices which may prevent food handling behavior change. Developing culturally competent communications content requires educators to evaluate factors such as language, education level, and cultural differences. USDA’s previous failures in this space led to a cultural transformation and ultimately a transformation of practice. This presentation will discuss the institutional and structural changes required to ensure a change of practice. In addition, this presentation will look at emerging risks and challenges related to culturally competent communications in the food safety space. With more diversity in our society, there is an obligation for culturally responsive, educationally appropriate, and</p>	Food science and nutrition	Government

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				accessible content at the federal level. The U.S. Department of Agriculture is putting these lessons into action to create more equitable food safety and health outcomes.		
Saturday, June 8 10am – 3pm  Stage 1	11:30-11:45am	Production Of Garment Using Woven(Akwete) And Printed Fabric For Cultural Promotion And Income Generation In Abia State	Anthonia Omanebu Obeta, Sr.	The study focused on the production of garments using woven and printed fabrics for cultural promotion and income generation in Abia State. The objectives of the study were to: develop patterns for making the garment with woven and printed fabrics, produce a garment using woven and printed fabrics for cultural promotion and income generation in Abia State and to evaluate the acceptability of the garments produced using woven and printed fabrics for cultural promotion and income generation. The study adopted experimental research design. The study made use of 20 evaluators which included 20 students from Home Science Department M.O.U.A.U. The study was assessed with the aid of evaluators form. The result revealed that for both MST (Male Senator Top) and BSG (Blazzer Suit Gown). The garments made from Akwete and printed fabrics scored well in terms of suitability, appearance, texture, fitness, and general acceptability. The highest score in all categories was given to the texture of the garments, with a mean score of 9.17 for MST and 9.33 for BSG. The general acceptability of Akwete and printed fabric garments was 77.17% for MST and 87.6% for BSG. In conclusion, the products of these two fabrics were well-received and have the potential to thrive in the market. Due to the high acceptability of the fabrics, it was recommended that local garment industries and textile industries in Nigeria should actively support and promote the production of these traditional fabrics.	Textiles, apparel, and design	Academic education: Higher education
Saturday, June 8 10am – 3pm	12:00-12:15pm	Benefits of Leadership Academy	Shandi Andres, Karleah Harris	Effective leadership practice is essential and needed in today's society. Soeari et al. (2022) explained that there are many definitions of leadership and that "leadership is the capacity to persuade others to do what the leader desires" (p. 878). Soeari et al. (2022) noted that a leader	Other: Panel on Emerging Topic	Academic education: Higher education

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Stage 1				should be innovative, creative, efficient, and productive. According to Kilag et al. (2023), leadership skills can be improved by using different strategies, such as coaching and mentorship, to help individuals become better leaders. The American Association of Family and Consumer Sciences (AAFCS) Leadership Academy occurs two days before the AAFCS annual conference in the odd years. Seventy-five of the participants have completed the AAFCS Leadership Academy since the first cohort in 2013. The AAFCS Leadership Academy provides several benefits to participants to help them develop their emotional intelligence, obtain different leadership positions and leader awards, be creative and collaborative, have networking opportunities, and mentor and coach new members. Stewart et al. (2023) posited that the AAFCS Leadership Academy provides benefits that enhance participants' career goals, help participants take on leadership roles, share information with their state affiliates, serve in other organizations and others. Therefore, participating in (AAFCS) Leadership Academy has significant positive impacts on participants and has been shown to increase leadership skills and help individuals become better leaders.		
Saturday, June 8 10am – 3pm  Stage 1	12:30-12:45pm					
Saturday, June 8 10am – 3pm  Stage 1	1:00-1:15pm	FCS Education Journeys of young professionals	Sarah Rogowski Caitlin Demarest Caleigh Hewitt	Join three current Kansas State University FCS Education students as they discuss the intricacies of promoting FCS education and discover the unique journeys that led each of them to choose to be FCS Educators. Explore the impactful role that K-State's Family and Consumer Sciences student organization plays in preparing students for teaching careers and professional success.	Other: Panel on Emerging Topic	Student



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Saturday, June 8 10am – 3pm  Stage 1	1:30-1:45pm	Strategies for Engaging Learners in Online Family Studies Courses	Rachel Jumper	<p>This presentation will cover several strategies that our fully online program in human development and family studies has implemented to ensure that our students get experiential learning opportunities in our classes. Strategies discussed will include:</p> <ol style="list-style-type: none"> <li>1.Implementing field trip opportunities that are program wide rather than course-based. In these field trips, students can “trade” an experience for a grade in the course.</li> <li>2.Infographics developed for a specific agency or organization where the leader of that organization asks the students to create an infographic in response to a real need that the agency has.</li> <li>3.Discussions that are designed to be social media postings of important people in the field. Examples include tweeting like your favorite theorists, developing a LinkedIn page for someone famous in the field (Ellen Swallow Richards, etc.)</li> </ol> <p>Our program also includes courses that require service learning and a practicum, but we have looked for purposeful ways to connect our students in meaningful ways with both their communities and the history of the field. The ideas presented are just some of the ways that we have developed to make sure that our students have opportunities to be creative and think critically about the field.</p>	Education and training	Academic education: Higher education
Saturday, June 8 10am – 3pm  Stage 1	2:00-2:15pm	Introducing Realityworks’ Child Care Experience™: A Next-Level Child Care Simulation	Denise Bodart DuBois	The future of child care simulation is now! Realityworks is excited to announce the launch of our brand-new Child Care Experience. This interactive program is a complete child care teaching solution involving simulation, software, occupational tools of the trade and curriculum. The resulting experience is hands-on and fully immersive, giving students true-to-life, in-class experience caring for multiple infants simultaneously. Join us to learn more about this unique program! Attendees will: 1) See how our Child Care Experience enables students to experience a “day in the life” of a child care worker 2) Learn how to use	Education and training	Business and industry

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				our Child Care Experience to create a “pop-up daycare” in your own classroom and 3) Discover how this innovative child care simulation program uses curricula, software and real child care tools to offer hands-on experience in an in-demand pathway. Participants will see the new ChildCare Babies in action with a brief demonstration.		
Saturday, June 8 10am – 3pm  Stage 1	2:30-2:45pm					
Saturday, June 8 10am – 3pm  Stage 2	10:00-10:30am	Banzai: Teach the Value of A Dollar	Audrey Tenney	<p>Learn the ins and outs of game-based learning and its positive impact on student engagement and outcomes. Game-based education is increasingly popular with students and teachers because of its ability to boost student engagement. This presentation discusses the merits of gamified education to:</p> <p>Promote Active Learning: In game-based learning, students work toward a specific goal and receive immediate feedback, often in the form of rewards, badges, and more. These awards motivate students to stay engaged with the game until they complete all learning objectives. Unlike traditional methods like textbook reading assignments, oral instruction, or even watching video clips, game-based education tools make the student an active participant.</p> <p>Improve Critical Thinking &amp; Problem-Solving Skills: Students learn from mistakes in a simulated but safe environment. They hone their critical thinking skills to advance and complete objectives. If all else fails, they can always play—and learn—again! These games connect theoretical concepts with real-world scenarios.</p> <p>Appeal to Different Learning Styles:</p>	Personal and family finance	Academic education: Secondary

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				<p>No two learners are alike, and gamified education offers an inclusive learning environment with kinesthetic, visual, auditory, reading, and writing tools. Engaging students in multiple ways can boost student participation, focus their attention, enhance comprehension, and more.</p> <p>Implement in Multiple Subjects: Many gamified experiences can be used across a spectrum of K-12 classrooms, including math, computers, economics, consumer sciences, and more.</p> <p>Align with State Standards: Covering state standards for financial literacy is an important touchstone for any gamified learning platforms. Learn how to quickly assess a program's curriculum alignment.</p> <p>This presentation includes a demonstration of Banzai's award-winning platform that covers budgeting, internet safety, career planning, and more. Banzai simulates real-life scenarios with our expanding library of interactive courses. Banzai meets all finlit state curriculum standards and provides free online curriculum and printed workbooks for teachers, thanks to the sponsorship of local banks and credit unions.</p>		
Saturday, June 8 10am – 3pm  Stage 2	10:45-11:15am	CCHS Undergraduate Research Award	Melissa Martin & the CCHS Undergraduate Research Award Winner	The Coordinating Council of Honor Societies (CCHS) in the Human Sciences is composed of Kappa Omicron Nu (KON) and Phi Upsilon Omicron (Phi U). The undergraduate research paper award is presented at the annual conference of the American Association of Family and Consumer Sciences (AAFCS). The award is supported by KON, Phi U, and AAFCS. The undergraduate student recipient will share their award-winning research paper.	Education and training	Academic education: Higher education
Saturday, June 8 10am – 3pm	11:30-12pm	3 Critical Employability Skills that ChatGPT Will NOT Teach Your Students	Danny Hyman Rubin	ChatGPT is sweeping the country to help people do research and write emails and essays. But artificial intelligence has its limits, and there is no substitute for authentic, human interaction.	Other: Employability skills training	Business and industry

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Stage 2				<p>Join Chelsea Caputo from Rubin, the leading provider of online instruction for employability skills, as she leads a workshop to help students make deep, lasting connections for college and career opportunities.</p> <p>Chelsea will cover:</p> <ul style="list-style-type: none"> <li>- How to use listening skills to hold a face-to-face conversation</li> <li>- How to conduct internet research to prepare for a career fair or internship/job interview</li> <li>- How to tell an unforgettable story of overcoming a challenge as the basis of a cover letter</li> </ul> <p>AI writing tools may be the wave of the future, but classic people skills will never go out of style -- and they mean even more today with the rise in hi-tech. Chelsea's workshop is one you do NOT want to miss!</p>		
Saturday, June 8 10am – 3pm  Stage 2	12:15-12:45pm					
Saturday, June 8 10am – 3pm  Stage 2	1:00-1:30pm	Teens As Teachers	Carol E Birgen	<p>Teens As Teachers offers an opportunity for high school students to gain real world experience in teaching as a profession and promote education in Character and Healthy Living. High School Students who participate receive training and curriculum to teach elementary students in their local community. Upon completion of Teens As Teachers experience, high school students receive a scholarship. This leadership and scholarship program relies on the power in high school students to mentor and model to younger students. This session will share the impact of</p>	Education and training	Academic education: Secondary

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				the Teens As Teachers program and outline its framework and the research basis for the program. Participants will be able to preview the curriculum and Implementation Toolkit. Teens As Teachers is a program of the South Dakota Youth Foundation, Inc. The program and scholarships are funded by the South Dakota Youth Foundation and its donors.		
Saturday, June 8 10am – 3pm  Stage 2	1:45-2:15pm	Dining IN and Loving It— Extension Educators and FACS teachers In Partnership with the Family Dinner Project	Joyce B. Miles	<p>The Center for Families at Purdue University College of Health and Human Sciences is celebrating 30 years of research strengthening families. As chair of the Advisory Council, I proposed a partnership with Indiana/Purdue Cooperative HHS educators, the FACS a teachers in Indiana and The Family Dinner Project with its many resources. With the sciences-backed materials from the Family Dinner Project, along with additional paid resources, the Center for Families was able to offer a complete package to assist professionals across the state to encourage more families to eat dinner together— similar to the AAFCS Dine In for Healthy Families Initiative. Research has shown when families eat together several times a week, student grades are better, better nutrition is offered, fewer teen addictions occur and communication and mental health improve significantly.</p> <p>One of the goals of the partnership was to provide an avenue to publicize the Center for Families and especially the 30th Anniversary, along with strengthening Indiana families.</p> <p>The partnership is also a match for FCCLA and their “ AT THE TABLE” initiative. The Family Dinner Project resources are appropriate for use by FCCLA members.</p>	Human/child development and family relations	Academic education: Secondary
Saturday, June 8 10am – 3pm	2:15-2:45pm					

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Stage 2						
Sunday, June 9 10am – 3pm  Stage 1	10:00-10:15am	USDA NEXTGeneration Inclusion Consortium: Building the Human Sciences Pipeline	Barbara L. Stewart	<p>Development of the Human Sciences professional pipeline is a core component of a \$19M USDA grant focused on developing leadership and educational pathways in Food, Agriculture, Natural Resources, and Human Sciences (FANHP). Seven higher education institutions form the Consortium: Tennessee State University – lead: Alcorn State U, Ft. Valley State Univ (GA), Chief Dull Knife College (MT), Virginia Tech, Vanderbilt, Middle Tenn Stat, U of Tenn Martin.</p> <p>This project establishes an inclusive consortium of institutions to build and sustain the future of the workforce in food, agriculture, natural resources, and human sciences. Consortium objectives include:</p> <ol style="list-style-type: none"> <li>1. Attract and engage youth through leadership and experiential learning</li> <li>2. Attract and engage high school and college learners through research, work experiences, and study abroad experiential learning opportunities</li> <li>3. Fund high quality underserved students through FANHP scholarships and cultivate innovative underserved student recruitment and retention strategies</li> <li>4. Attract underserved learners through outreach and engagement</li> </ol> <p>This presentation will share opportunities for FCS students and teachers to benefit from Consortium projects at the University of Houston. These include:</p> <ol style="list-style-type: none"> <li>1. Bolster existing youth programs via UH Coogs Engage in NRF Student Organization. This includes preparation in career pathways and leadership development.</li> <li>2. Support Youth Development Organizations. Family, Career, and Community Leaders of America (FCCLA).</li> <li>3. Careers curriculum Dissemination via the American Association of Family and Consumer Sciences (AAFCS).</li> </ol>	Education and training	Academic education: Higher education

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				<p>The careers curriculum created by TSU will be shared with AAFCS by UH.</p> <p>4. UH University YOU! Bootcamp. UH will create and deliver Bootcamp workshops to entice and encourage students to continue their education, especially via the UH BS and MS RCS degrees.</p> <p>5. ResearchYOU! UH will offer a certificate of completion to students following a paid semester or year-long work experience in research.</p> <p>6. Scholarships. To encourage students to enroll and persist in degree attainment</p>		
<p>Sunday, June 9 10am – 3pm</p> <p>Stage 1</p>	10:30-10:45am	Fashion Merchandising Capstone: Developing a Culminating Experience for AAFCS Accreditation.	Clair McClure	<p>After the most recent AAFCS accreditation of the College of Family and Consumer Sciences at University of Georgia, a point of feedback was that all programs of study should include a culminating experience such as internships, field experiences, practica, and/or service learning projects. It was identified that students in the department of Textiles, Merchandising and Interiors (TMI) pursuing a degree in Fashion Merchandising (FM) did not have a required “culminating experience” to demonstrate their mastery of skills and knowledge built across the curriculum. While FM students are encouraged to complete fashion industry internships, it is not a requirement and there is no discipline specific capstone course required for FM majors.</p> <p>Because of this feedback, progress has been made on developing a culminating experience in the form of a Fashion Merchandising Capstone course within the TMI department. A version of this course is being piloted during spring 2024 as a special elective course. The overarching purpose of this course is for students to collaborate in industry representative cross-functional teams demonstrating a well-rounded contribution from the design and merchandising perspectives. Students are tasked with developing a market analysis, apparel line, and merchandising assortment plan. Students are also asked to</p>	Textiles, apparel, and design	Academic education: Higher education

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				articulate their knowledge and skill building through this capstone course as it relates to their future career plan. The purpose of this session is to introduce the development of the capstone project, but also encourage and elicit feedback and suggestions for future success as the Fashion Merchandising Capstone course is developed.		
Sunday, June 9 10am – 3pm  Stage 1	11:00-11:15am					
Sunday, June 9 10am – 3pm  Stage 1	11:30-11:45am	Role of Home Interior Textiles for Older, Low-Income Homeowners Aging in Place	Elizabeth Newcomb Hopfer	<p>FCS and Kinesiology faculty at North Carolina A&amp;T State University are collaborating on a multi-year research project entitled: A Person-Environment Fit Perspective: Aging in Place (AIP) of Older, Low-Income Homeowners in North Carolina (US Department of Agriculture, 2021). The project focuses on the interaction between home environment (universal design and interior textile features) and personal competence (physical activity levels).</p> <p>This presentation introduces a part of the project, the role of interior textiles (a co-PI's research specialty) in AIP. Over the years, researchers studying the people-home textile interaction of older adults have largely addressed the role of flooring (i.e., unsecured or damaged carpets or front entry systems) in causing or preventing falls (Bamzar, 2018; Gill et al., 2015; Keglovits et al., 2020; Simpson et al., 2004; van Hoof et al., 2010). In this project, in-home and personal interviews with 11 urban low-income, older homeowners (M =73 years old) in community-dwelling units along with subsequent preliminary qualitative data analysis, showed that some homeowners had poor interior textile conditions and possible impacts beyond fall hazards. Observed conditions included old, uncleaned or wrinkled carpets, and floors and rooms with dust. Textile soiling</p>	Housing and interior design	Academic education: Higher education



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				<p>with dust or other staining can contribute to mold or bacteria growth and reduced air quality, which have negative impacts on lung and skin health.</p> <p>Residing in an older home for a long period increases upkeep requirements for interior textiles. Additionally, physical challenges associated with the aging process can make textile cleaning and care more difficult for older, low-income homeowners. To support the AIP goals of these adults, FCS professionals, educators, and agencies may need to consider services, e.g., replacing carpet or room cleaning services, to address interior textile concerns beyond those associated with falls. Photos of indoor home environments and qualitative comments from interview participants will support this research presentation.</p>		
Sunday, June 9 10am – 3pm  Stage 1	12:00-12:15pm	The Impact of Food Insecurity in the United States: Access to Healthy Foods	Karleah Harris, Charline Harris, Desheryl Alexander	<p>Food insecurity exists and is a health problem that negatively affects children. Tariqujjaman et al. (2023) explained that people from middle-and low-income countries experience food insecurity, and 805 million people faced food insecurity worldwide from 2012 to 2014. Li et al. (2023) posted that US minority children experience food insecurity, which increased more during the Coronavirus (COVID-19) pandemic. Brochier et al. (2022) mentioned that during the COVID-19 pandemic, "more than 1 in 6 children remain food insecure" (p.6). Kim et al. (2023) noted that food insecurity is related to child maltreatment and impacts communities and people. Food insecurity is linked to parental behavioral, mental, and physical problems (Kim et al., 2023). Thomas et al. (2019) explained that children who live in households that have food insecurity experience depression symptoms and asthma. Jackson et al. (2018) found that violence against children at home is connected to food insecurity. According to Brown (2020), food insecurity refers to the "limited or uncertain availability of safe, nutritious foods, or the ability to acquire them in socially acceptable ways" (p. 2). Brown (2020) argued that food insecurity should be</p>	Human/child development and family relations	Academic education: Higher education

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				improved and that it is a national health goal to help eliminate health disparities which have impacted the United States households. This study aims to explore young children's understanding of mung beans and their association with eating healthily and food insecurity. This current study used an inquiry approach to investigate Per-k children's (N=21) understanding of mung beans and how they can grow their own food inside to help combat food insecurity. The study uses a qualitative approach, and each lesson was videotaped. These findings suggest that young children can understand the impact of food insecurity and be involved in ways to help them eat healthily and grow their own food.		
Sunday, June 9 10am – 3pm  Stage 1	12:30-12:45pm					
Sunday, June 9 10am – 3pm  Stage 1	1:00-1:15pm	Exploring the Textile Production Pipeline on a Budget	Amber Nicole Roth	To engage students via experiential learning, multiple laboratory assignments were incorporated into a textiles class beginning Fall 2016. Due to a limited budget, household products were utilized for fiber testing, and simple, easily obtainable supplies were utilized for fabric construction (i.e., weaving, knitting), dyeing, and printing. This presentation will share how instructors can engage Textile students through experiential learning in the exploration of the textile production pipeline on a budget. Descriptions of the textile lab projects are provided as well as examples of student work.	Textiles, apparel, and design	Academic education: Higher education
Sunday, June 9 10am – 3pm	1:30-1:45pm					

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Stage 1						
Sunday, June 9 10am – 3pm	2:00-2:15pm					
Stage 1						
Sunday, June 9 10am – 3pm	2:30-2:45pm					
Stage 1						
Sunday, June 9 10am – 3pm	10:00-10:30am	Engaged Pedagogy-Using Vulnerability to Support Students	William Wilton	In FCS, the curriculum in our classes expands beyond simply what can be found in a textbook and includes all of the learning our students do about our subject area, both inside and outside the classroom. Engaged Pedagogy recognizes the importance of teachers being mutually vulnerable with their students and seeing curriculum as a tool that can empower and connect students to each other and the world around them. The principles of engaged pedagogy can help bridge the gap between the world of critical theory with the work that FCS teachers do in the field of critical science. Engaged pedagogy is a practice that helps teachers reach students from diverse backgrounds and unique lived experiences to invite them into the learning experience and allow them to feel valued in our classrooms. At the University of Nebraska-Lincoln, pre-service FCS teachers in a teaching methods course were able to explore the concepts of engaged pedagogy and examine their own academic experiences and teaching experiences to see how this pedagogical practice fits into their understanding of the role of teaching and learning.	Education and training	Student
Stage 2						

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				The session will begin with an overview of mutual vulnerability and the theoretical and practical application of bell hooks' 'Engaged Pedagogy' and its connection to Family Consumer Science Education. We will conclude with reflections from the pre-service teachers who applied the concepts of engaged pedagogy to their practicum teaching experience and discuss ways in which current in-service teachers can begin to think about using engaged pedagogy in their classrooms.		
Sunday, June 9 10am – 3pm  Stage 2	10:45-11:15am	Why don't you join us? Reflections on a AAFCS Membership Growth Grant in Arkansas	Rebekah Rose Luong, CFCS Carroll, Kathryn	Like many affiliates, Arkansas has struggled to retain and grow their professional membership. Over the past five years, ArAFCS typically has had anywhere from 38-57 professional members at any given time. Potential factors contributing to low rates of ArAFCS professional membership may include: 1) those working in FCS practice settings may be unaware of our organization, and/or 2) professionals may be unsure of the benefits becoming a member provides (or perhaps we are providing the wrong benefits). To help uncover potential barriers to professional members, beginning in 2019, ArAFCS launched a statewide membership growth initiative. Funded by a AAFCS Membership Growth Grant, and an Academic Mamas Foundation grant, the Professionals Say Yes to FCS in Arkansas: A Statewide Recruitment Toolkit and Value-Added Effort initiative included several components. These activities included the creation of ArAFCS recruitment toolkits, the establishment of two new professional awards, a conference childcare stipend, and a statewide survey with FCS professionals. Although impacted by COVID-19, the recruitment toolkit was used at several promotional events in Arkansas. Five first-time attendees to the Annual ArAFCS conference received childcare stipends to help cover the cost of conference attendance. The establishment of new professional awards has been received positively by FCS professionals in Arkansas, and continues to be an important aspect of our affiliate's scholarships and awards committee. Survey	Other: Programming Updates	Academic education: Higher education

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				respondents ranked the following as important when joining an organization: 1) opportunities for continuing education (84.6%), 2) networking opportunities with peers and/or established professionals (76.9%), 3) professional certification/licensure (69.2%), 4) opportunities for collaboration (65.4%), and 5) awards/opportunities for professional recognition (61.5%). This FCS Fast Talk will share with attendees both the successful and challenging aspects of this membership growth initiative, with an opportunity for open dialogue with those experiencing similar membership concerns.		
Sunday, June 9 10am – 3pm  Stage 2	11:30-12pm	Integrating a Public Health Investigation to High School Human Development Courses	Sarah Hubel	Public health efforts impact individuals of all ages. Human development teachers educate students about the health and wellbeing of individuals through the lifespan with a focus on physical, intellectual, and social-emotional health. A public health oriented-project provides an opportunity to determine health issues faced by individuals. Through a public health approach, teachers can encourage students to use family and consumer sciences skills and knowledge to explore ways to improve physical, intellectual, and/or social-emotional health. This session will equip teachers with the skills and knowledge to explore public health databases with students, identify prevalent health issues, explore current efforts to improve health, and develop new ideas to address concerns.	Human/child development and family relations	Academic education: Secondary
Sunday, June 9 10am – 3pm  Stage 2	12:15-12:45pm	Using the Money Habitudes Workbook to engage your participants.	Cara Macksoud	Using the Money Habitudes workbook to engage participants in a session offers a dynamic approach to exploring personal finance behaviors and the origins of their money messaging. This interactive session begins with an introduction to the concept of Money Habitudes, explaining how our habits and attitudes towards money shape our financial decisions. Participants are then guided through the workbook, which is designed to reveal individual financial personalities and the subconscious beliefs influencing their financial choices. This process goes beyond traditional financial literacy; it's an introspective journey that uncovers the why behind their	Personal and family finance	Business and industry

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				financial actions, tracing back to influences from their upbringing, cultural background, and personal experiences. The emphasis is on the importance of self-awareness in financial health, encouraging participants to discuss and reflect upon their discoveries in a supportive group setting. This dialogue fosters a sense of community and shared learning, as participants realize they are not alone in their financial struggles or aspirations.		
Sunday, June 9 10am – 3pm  Stage 2	1:00-1:30pm	Formative Assessments in the FCS Classroom	Elizabeth Susan Hagan	In Formative Assessments in the FCS Classroom, we will address what formative assessments look like and how to best use them in your FCS classroom. In the past, assessments were viewed strictly as the result after a unit or lesson. The results indicated what the students have learned and how well the students learned the information. Over the years, assessments have evolved to include both formative and summative assessments. Formative assessments refer to the interactions between a teacher and student throughout the instructional process that provide feedback which indicates whether the instructional objectives were met (Clark, 2011). Examples of formative assessments include discussions, homework, or questioning. For many teachers, formative assessments guide and lead up to the summative assessment (Taras, 2008). Assessments are now viewed as part of the learning process. Currently, assessments are considered a tool teachers use to judge attained knowledge and skills (Houston, 2017). High quality assessments enhance curriculum and improve student outcomes. Quality career and technical education curriculum, which includes assessments, provides students the opportunity to achieve their long-term goals (Saeger, n.d.).	Education and training	Academic education: Secondary
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Stage 2						
Sunday, June 9 10am – 3pm  Stage 2	2:15-2:45pm					