

Literature Review
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Abstract

In this review I will summarize the articles I read and discuss the important parts of the literature. The first article is *Student Organizations: Promoting Student Development in FCS*. *Student Organizations* was written by Lindsay E. Wright and Claire Kimberly. The second article is *Leadership Through Career Education*. The *Leadership Through Career Education* was written by Angela Gott.

Literature Review: Article 1

Wright and Kimberly, both assistant professors, discuss in length the benefits of having student organization. First they list factors that have been found that directly relate to overall academic well-being. These factors are living on campus, having a sense of community through peer relationships, interacting with faculty members, and being a part of their university honors program. They add that the more active students were in their education and education related activities, the more enhanced they found their education experience to be and more prepared they were to succeed in their profession. Wright and Kimberly also write that “many organizations require some type of membership fee, but those who pay their dues and then never participate will not gain as much as compared to those who pay their dues and do become involved.” The 4-year accredited institution hosts a student organization that offers students an opportunity to enhance their professional development by attending a professional conference free of charge. According to Wright and Kimberly this opportunity created excitement and interest in post-collegiate involvement in FCS and other professional organizations. As the students joined the organization they completed a 20 questions survey about their circumstances, motivations, and perceptions related to the organization; which they completed again in subsequent semesters. Wright and Kimberly report that the majority of the students said they have thought about graduate school and virtually all have expressed concerns with local community issues. The students felt it was important to be involved. The students were also looking for community service opportunities, job training, and more student-faculty interaction. The students also reported a major obstacle was struggling with too many other obligations. Wright and Kimberly

say this student organization is an example of how within an AAFCS-accredited program can provide leadership and support for new professionals.

Literature Review: Article 2

The second article I read took a deeper look at how in just 4 years a student can feel ready and confident for their big interview. The author Angela Gott says, “FCCLA and career education go hand in hand like peanut butter and chocolate!” Gott writes this article to discuss how to develop leadership skills through career education. She admits wrestling with how to implement FCCLA into her classroom. Through developing 4-year Career Pathways she was able to set up a four-year model, and utilize this to incorporate career education using opportunities provided by FCCLA. In the first year she implements the FCCLA program called Power of One. This program is connected to an instructional unit in the entry-level course. At the end of the year she presents an award for all of the students that complete the entire project. Gott notes that this is a great recruiting tool also. In year two students create a Career Investigation STAR Event presentation and present this project to classmates. They then will have chance to compete at regional STAR Events. In the student's third year they would take on the Career Connection project which is a national program. The students are put into groups and assigned a specific unit. Projects range from career skits in primary classes to resume development sessions designed for junior and senior students. Finally, in the student’s fourth year of the pathway Gott states “they are ready for that all important job interview!” Gott has the students develop a career portfolio throughout the course and and the course by completing the Job Interview STAR Event. Gott also encourages her students to attend the state, regional and national FCCLA meetings at which they can explore more speaking and career skills development opportunities.

Compare and Contrast Articles 1 & 2

The statement from Gott “FCCLA and career education go hand in hand like peanut butter and chocolate!” is an indicator of how well she has matched the two. I have two years of advising under my belt I would have never dreamt of reading that statement. I have struggled way more than I would like to admit with implementing FCCLA into my classroom. Gott’s article has given me a renewed faith. Wright and Kimberly write about the student’s experience with a CTSO and the benefits they gain from being active. The FCS career path gets some much needed attention when students participate in an active organization too. Wright and Kimberly have reported what students said on surveys they took and I was surprised that the college students expressed frustration at having too many things going on. I was relieved at the same time actually. It’s nice to share the same sentiments. I appreciated the perspectives from articles. The broader perspective is helpful for me as an advisor because I am still developing curriculum and lesson plans. Wright and Kimberly discussed how the meetings should be held during a time in which students are already on campus so they don’t have the inconvenience of having to arrange another time to be there. I find that no matter how I rearrange my CTSO meetings the students always have a conflict. Gott wrote about using her 4-year plan to implement FCCLA lesson plans. This was an amazing revelation! Believe it or not no one has ever shared that with me. I have shamelessly asked for ideas on how to squeeze FCCLA into my curriculum but this is by far the most organized method. Not only have I found it difficult to fit FCCLA into the classroom I have found it difficult to help my CTSO members pick out a project to work on. It was genius of Gott to have the same project for all of her students for each pathway they are in. FCCLA is all about developing leadership skills and it can be overwhelming for a freshman to be

Compare and Contrast Articles 1 & 2

in a CTSO with seniors competing in the same area. A 4-year pathway would alleviate that stress the younger students feel. I picked up a new class this year which is geared towards upperclassmen. After reading Gott's article I can easily plan for those students to complete a Career Investigation project. I always consider how I can influence my students to want to investigate the field of FCS and after reading Student Organizations: Promoting Student Development in FCS I can see how a well-run CTSO will have a positive impact on the future of FCS. I know that if I had had super cool advisor in school that I would have investigated FCS before now.

During my research I read through multiple articles and I was happy about finding the two that I did my paper on. I found that they complimented each other well. Gott was able to write about how effective her 4-year plan is for implementing the FCCLA lessons into her classroom. She was able to map out how easily it is to get every pathway involved. Wright and Kimberly were able to highlight the ways that a CTSO can further students' employability skills, networking resources, and leadership. They were also effective in highlighting the reasons why student involvement in CTSO's are so helpful to the FCS profession. Both articles were well written, easy to understand, and contained helpful information. I will be picking up these journals more often.

References

- Wright, L., Kimberly, C. (2017). Student organizations: Promoting student development. *Journal of Family & Consumer Sciences*, Vol 109(Issue 2), 54-56.
- Gott, A. (2017). Leadership through career education, *The Advisor*, Vol2017(IssueWinter), 4-5.