

Teaching carbohydrates in lower secondary school using the TASC method

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Abstract

This paper is devoted to the verification of the benefits of the TASC method to the gymnasium. The name of the method is derived from the initial letters "Think Actively in a Social Context" . The TASC method is a globally used method to develop students' key competences across the curriculum. The method is based on pupils' critical thinking and their active involvement in learning. Pupils become active co-creators of the teaching process and are not merely passive receivers of information.

The method was tested in the fourth year of lower secondary school (corresponding to grade 9 of primary school) in the teaching of the thematic unit Carbohydrates. A structured questionnaire was chosen as the research method, which was completed by the students after the final colloquium. The results of the research show that the TASC method is another activation method that should be included in chemistry teaching, as it increases students' activity in the classroom and develops their creativity.

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Keywords

TASC, research experiment, questionnaire, carbohydrates