



TI-AIE

Using demonstration: food

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What this unit is about

Teacher demonstration involves showing your students an experiment, process or phenomenon. It is a strategy that is often used in science teaching. This unit aims to help you to develop your understanding of how teacher demonstration can be used effectively, in this case when teaching about food.

You can use teacher demonstration for a variety of reasons. How you plan and conduct a demonstration will have a significant impact on how your students respond and learn from the experience. Effective demonstration is not simple to use effectively in teaching but the impact on students' learning can be immense. The unit looks at the different purposes of demonstration, the teacher's role in managing the demonstration and the implications for planning. It provides you with the opportunity to evaluate the impact of using demonstrations on your students' learning.

What you can learn in this unit

- To use demonstration for different purposes, for example, when teaching about food.
- To identify issues when managing demonstrations.
- To plan more effective demonstrations that engage students and support their learning.

Why this approach is important

When you are learning something new, such as cooking a dish or operating a machine, it can be helpful to watch someone demonstrating how to do the same task. Demonstration may appear to be a simple teaching strategy. However, the teacher plays a crucial role in involving students and maximising what they learn from it.

Teacher demonstrations are important because they:

- provide students with experiences of real events, phenomena and processes, helping them learn
- raise students' interest and motivation
- enable you to focus students on a particular phenomenon or event, such as the starch test for foods
- can be used to develop and challenge students' understanding
- can help students carry out their own practical work more effectively.

