



IO5: DECISION - MAKING BASED ON CONFRONTING SCIENTIFIC POSITIONS

Decision-making based on confronting scientific positions on the example of food provision for the world

Learning Outcomes

- · Different strategies for decision-making
- Understanding of decision-making process
- Examples of decision-making strategies connected with food-world
- Reflection on specific characteristics of decisionmaking strategies and their relation to STEM
- Beliefs on decision-making in relation to food market and their influence on human being
- Examples of own decision-making cases from everyday life connected with food consumption
- Skills to compare different ways of dealing with decision making

- Reasons for including decision-making in science education
- Experience in decision making in classroom teaching: an example with food topic for use on secondary level
- Reflections on what students learn when dealing with such a task
- Readiness to include decision-making in day-to-day teaching
- First introduction into pedagogical concepts for dealing with topic decision making



Bio-fruits https://www.freshbedynky.cz/banany-nasmoothie-bio-pN0502266



Food overproduction and waste https://en.wikipedia.org/wiki/File:Trashed_vegetables_in_Lux embourg.jpeq



Type of activities

- Working with information sources
- Brainstorming and brain writing activities
- Story telling as support of communication
- Role playing as support of communication
- Practical (incl. experimental) activities as evidence based (science) communication



Food in context

(choice one of next context: (1) Sensory assessment, (2) Content assessment, (3) Tradition in use, (4) Advertising influence, (5) Following the leaders, (6) Packaging and Branding, (7) Costs limits and (8) Own beliefs about



raim oii producion (https://www.czechcrunch.cz/2020/05/plantaze-palmovehooleje-decimuji-zemi-bill-gates-proto-investuje-do-olejovenahrazky-jiz-lze-vyrabet-laboratome/#gallery-132549-1



Molecular food (https://gastrostar.cz/molekularni-gastronomie







