



Sweaty Betty – Which is the best antiperspirant/deodorant?

Learning Outcomes

- Students are expected to
- Differentiate between deodorants and antiperspirants show a basic knowledge how each works.
- Research the health risks of the products and discard unreliable information.
- Examine the ingredients of different brands of deodorants and antiperspirants.
- Produce a homemade deodorant.
- Investigate the functions of the deodorant ingredients.
- Create a name and advertising concept for the product.
- Design an experiment to test known brands against one another.
- Compare results.
- Suggest how the experiment could be improved.
- Present the project and findings in a PowerPoint presentation to the class.

Curriculum Content

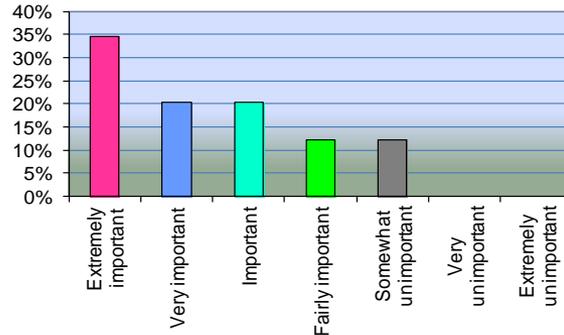
- Sweating- excretion in Biology
- Aluminium materials in Chemistry
- Pharmaceutical Science.

Activities

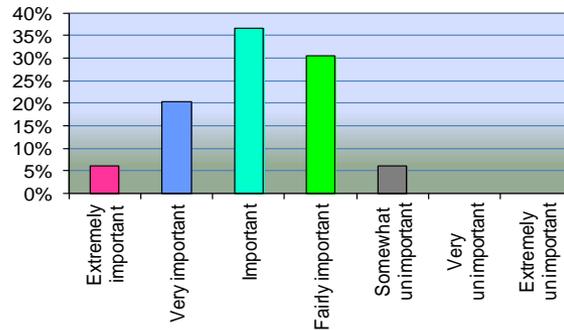
- Researching the topic
- Working as part of a team
- Designing an experiment
- Producing a home-made deodorant
- Creating an advertisement concept
- Designing a PowerPoint presentation

Results

7. For me, lessons of the above subject should be useful in my everyday life.



8. For me, lessons of the above subject should be relevant to society in general.



Conclusions

Student Attitudes

Students would prefer to be content with the subject matter than not. In their past lessons they have not experienced this. The results show that students would like everyday topics to be included in their syllabus in the future. They believe that the curriculum does not cater for this to date. Students did not rate a link to society strongly. The data highlights that wait times to questions should be increased and students should have the opportunity to give suggestions to the teacher regarding the subject matter of the lessons. Students prefer having the entire class involved rather than just one or two answering and participating.

Teacher Attitudes

The author remains convinced that an IBL or IBSE approach is beneficial to students. However for the practitioner with it comes unknown territory and pitfalls. Practice is required to refine the technique and become comfortable or to raise the "self efficacy" of the teacher as PROFILES intends. The type of inquiry can be structured, guided gently or totally open ended. Structured and guided are the two forms the author feels most confident with. This could be an evolving process with open ended inquiry the final triumph.

Recommendations

Hopefully the author will continue to practice and endorse IBSE. The author has been very fortunate to encounter IBSE whilst doing a Masters programme. There have been advisors on hand throughout the year. The hope is that without this framework IBSE will be continued.

References

- PARSEL website <http://www.parsel.uni-kiel.de/cms/>
- PROFILES website <http://www.profiles-project.eu/>