THE DEMONSTRATION METHOD OF PRESENTING

The demonstration method is best used in teaching learners how to perform manipulative operations. This method has several advantages: (a) saves time in presenting, (b) concentrates attention of learners on relationships to be understood, (c) makes efficient use of "power of observation," (d) is a means of strong motivation, and (e) can be used in training groups or individuals.

In other words, the best way to teach "how" is to "show how".

A demonstration is "any planned performance by a presenter of an occupational skill, scientific principle or experiment". An effective demonstration follows three steps of the "learning cycle".

1. The stimulus step (introducing the problem).
2. The assimilative step (demonstration and development of the understanding by the learner).
3. The application step.

The demonstration method should not be confused with the illustrated lecture method of teaching. An illustrated lecture involves the use of pictures or other materials to illustrate relationships. Slides, moving pictures, charts, specimens, or models are often used. No tools, physical materials, machines, or appliances are manipulated in the teaching process.

In teaching manipulative skills by the demonstration method, the presenter is concerned that the learner understands the logical step-by-step procedures in doing the job, the principles that apply, and the related information.

Planning the logical step-by-step points or activities is the key to a successful demonstration. These points must be carefully demonstrated and explained to the learner. Only by developing and using a lesson plan can the presenter hope to do an effective job of teaching.

HOW TO GIVE A DEMONSTRATION

1. Preparing to give a demonstration

   A. How to get ready to instruct learners:
      1. Select suitable jobs, considering:
         a. jobs to be done, complexity, risks, and frequency.
         b. ability of the learners.
         c. need to learn skill.
      2. Set up objectives for teaching - abilities pupil should develop.

   B. Break down the job:
      1. Select important steps.
      2. Pick out key points.
      3. Select the information associated with the steps.
C. Think through how to give a demonstration to determine:

1. How you will prepare the student.
2. How you will teach them.
3. How you will try them out.
4. How you will follow them up.

D. Have in readiness:

1. Proper tools, equipment, and materials.
2. A work place for comfort and efficiency.

II. Giving the demonstration

A. Step 1 - Prepare the learner:

1. Put them at ease.
2. Find out what they know about the job.
3. Explain importance of job.
4. Get them interested in learning job.
5. Place them in correct position to observe job.

B. Step 2 - Teach them the job:

1. Tell, show, illustrate, explain, and question carefully and patiently.
2. Take one step at a time.
3. Stress key points.
4. Present information associated with and related to job.
5. Emphasize safety factors.

C. Step 3 - Try them out:

1. Have them do job--guide them if necessary.
2. Have them do job again, explaining steps, key points, and safety factors.
3. Ask questions and prevent errors.
4. Repeat until you know they know.

D. Step 4 - Follow them up:

1. Put them to work.
2. Check often -- encourage questions.
3. Tell them where to get help.
4. Explain what to do in an emergency.

Additional tips: An effective demonstration should be given in a minimum of time--no longer than about 15 minutes. During the practice period, the presenter should be aware of the activities of each member of the workshop/class. As the learners work individually, the presenter should move quickly from one learner to another. Periodically, the presenter will want to station himself/herself at a location from which they can observe the entire group of learners. This will permit effective supervision as well as to allow learners to come to them for help. If a number of learners are having difficulty in learning a skill, the demonstration should be repeated. The learners who have mastered the skill may assist the presenter with those who have not.
The presenter should try a "DRY RUN" on any demonstration prior to actually giving it. The "dry run" should follow the steps to be used in the actual demonstration.

1. Orient the learners to the demonstration. - Explain what is to be demonstrated and how it relates to the instructional program. The purposes of the demonstration should be discussed.

2. Show the learners, if possible, what the demonstration is to produce or achieve. - Having the finished product available for inspection will make it easier for the learners to understand the demonstration.

3. Show and describe the equipment and materials to be used. - The group can be asked to name and describe equipment and materials needed with the presenter producing the items as they are named. The presenter can finish by showing items not named by the group.

4. Emphasize safety. - If goggles are required, learners and presenter should be wearing them. The presenter should point out steps where accidents may occur and emphasize safe work habits at all times.

5. Give the demonstration. - Each step and important point should be identified and listed. Care must be taken to show and explain each step in a way learners can see and understand. To the extent possible, the learners can be asked to discuss the demonstration as it is being given. If additional time is available, related information may be injected into the procedures by the presenter. The amount of time to be used in this way should be estimated during the "dry run" so that appropriate preparation can be made.

6. Summarize as needed. - Depending on the situation and learner objectives, the presenter may summarize, a learner may be called on to perform the demonstration, or the entire group may be directed to perform the activity demonstrated.