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Description:

Demonstrations show adults how something works and the procedures necessary in doing it. Conversely, the demonstration of that skill, procedure or behavior by the learner is necessary to show or obtain mastery of that skill. From an outcomes standpoint, demonstrations are a key strategy to adopt, as they are any well-chosen example of something the learner should be able to **do**. Moreover, a demonstration peaks interest, increases the motivation, and directs student attention to the skill to be learned.

Uses:

Demonstrations are used to provide a model of a skill or support an explanation of an idea, theory, belief or concept. Demonstrations can be effective in teaching difficult subject matter in a short period of time. They also provide an effective way to teach procedures that require an intricate step-by-step process. In addition, demonstrations provide an effective strategy to reach a variety of learning styles.

Materials:

Materials will vary depending upon the particular demonstration. Choose materials that provide for an effective presentation and can easily be seen by all the participants. Position and scale the model as necessary.

Instructions:

- Decide the process or skill that effectively matches your learning outcome.
- Break down the process you are going to demonstrate into small sequential steps.
- Gather and arrange all the necessary materials for your demonstration and have them placed in the proper order and area.
- Rehearse, rehearse, rehearse...
- Check all of the equipment again prior to the demonstration.
- Explain the desired outcomes of the demonstration up front.
- Present the demonstration, as rehearsed, explaining each step as you go.
- Allow learners to demonstrate their own skill, procedure or behavior as soon as possible to increase learning effectiveness.
- Praise learners for the correct demonstration of their skills.

Tips:

A demonstration requires a lot of time for planning and preparation. Also, mastery of the instructor is usually required for demonstration to be an effective teaching strategy. In order to model effectively you must demonstrate the correct procedures, at the right times, and in the proper sequence. Make the demonstration a collaborative learning process. Have fun!

References:

Galbraith, M.W. *Adult Learning Methods 2nd Ed.*, Florida, Krieger Publishing, 1998.