

**ST.CHARLES COLLEGE OF EDUCATION, MADURAI-06**

**Demonstration Record**

**Exercise:1**

**Introduction:** Demonstration is a planned performance given by an expert teacher to teach skills, scientific principles, experiments etc. Demonstration is a direct means of explaining things to the learners. Demonstration is a method where the teacher shows how something is done by actually doing it.

There are two types of demonstration namely step by step demonstration and the whole process demonstration. In the whole process of demonstration, the teacher demonstrates the full process from the beginning to the end without interruption by the learner's participation. Step by step demonstration takes place when the process is presented in stages that are inter-spaced by the learner's participation. It involves the learners in the teaching learning process. It develops interest in the learners.

Demonstration method makes easy to understand even the difficult concepts. The student teacher observes carefully the class taught by the teacher educator and the student teacher to her peer group. These demonstration classes serve as models for her to emulate the techniques and to be inspired to develop other suitable techniques. The discussion that follows the observation of the demonstration classes enables her to view critically the various aspects of a good teacher. Thus she develops confidence to step into the classroom of her teaching practice.

**Demonstration as teaching strategy:** The word demonstration means to give demos as to perform the particular activity or concept. In demonstration method, the teaching and learning method is carried in a systematic way. Demonstration often occurs when students have hard time in connecting theories to actual practice or when students are unable to understand applications of theories.

In order to give a meaningful demo these things are necessary

- The object being displayed during demonstration should not be so small.
- During the demonstration, clear language should be used so that pupils may understand the concepts easily.
- The pupils should be able to clarify their doubts with the teachers.

### **Characteristics of demonstration method**

- Visual and Practical: Demonstrations use visual aids and practical examples to illustrate concepts.
- Step-by-Step: Processes are shown in a clear, sequential manner to ensure understanding.
- Interactive: Encourages student participation and immediate feedback.
- Clear Instructions: Provides simple, concise, and easy-to-follow instructions.
- Performance-Based: Focuses on students' ability to replicate demonstrated skills for assessment.

**Steps in Demonstration Method:** There are six steps in demonstration process

#### **Planning and Preparation:**

Proper planning is required for good demonstration. For this following point should be kept in mind:

- Thorough preparation of the subject matter
- Lesson planning
- Collecting the material related to the demonstration
- Rehearsal of demonstration

#### **Introducing the lesson:**

The teacher should motivate the students and prepare them mentally for the demonstration. The teacher should introduce the lesson to students keeping in mind the following things

- Individual differences
- Environments
- Experiences

#### **Preparation of the subject matter:**

The principles of reflective thinking should be kept in mind. The teacher should teach the students in such a way that their knowledge can be attached to their new knowledge

#### **Demonstration:**

- The performances in the demonstration table should be ideals for the students.
- The demonstration should neat and clean

**Teaching aids:**

The teacher can use various teaching aids like models, black board, graphs etc during demonstration

**Evaluation:**

In this last step, evaluation of the whole demonstration should be done so that it can be made effective

**Merits of demonstration method:**

- It helps a student in having a deeper understanding of topic
- It helps students remain active in teaching learning
- It leads to permanent learning
- It accounts for the principles of reflective thinking
- It helps to create interest for topic among students
- It helps in arousing spirit of discovery among students. It imparts maximum learning to students

**Demerits:**

- Demonstrations can be time-consuming, limiting the amount of content covered.
- Requires significant preparation and materials, which may not always be available.
- Can lead to passive learning if students are not actively involved.
- Relies heavily on the teacher's expertise and may not address diverse student needs.
- Difficult to manage effectively with large groups, affecting visibility and understanding.

**Conclusion:** It is the most suitable method for teaching the secondary classes. The demonstration method is a valuable teaching strategy that enhances understanding through visual and practical examples, step-by-step processes, and interactive engagement.

## **Exercise: 2**

### **Guidelines for Demonstration Method**

Guidelines for writing demonstration record in B. Ed classes are essential to ensure clarity, accuracy, and uniformity. They help in documenting lesson plans, observations, and reflections systematically, which aids in tracking progress and areas needing improvement. Proper guidelines ensure that records are comprehensive, including objectives, methods, materials used, student responses, and evaluation of the teaching process. This structured documentation not only enhances the learning experience for student-teachers but also serves as a valuable resource for future reference and professional development.

#### **Initial Preparation:**

- How well has the teacher prepared the lesson plan?
- Did the teacher prepare thoroughly for the content delivery?
- Is the content well-organized and relevant to the objectives?
- How effectively has the teacher gathered and organized the necessary materials?
- Are all resources and materials ready and appropriate for the demonstration?

#### **Aims of the lesson:**

- What are the objectives the teacher is going to achieve at the end of the class?
- Were the objectives understood by the students?

#### **Introducing the lesson:**

- How engaging was the lesson introduction?
- How relevant was the introduction to students' prior knowledge?
- How did the teacher motivate the students to enter into the lesson?
- How effectively was teacher introduced the lesson?

#### **Explanation:**

- Write the content that is planned by teacher?

#### **Usage of Instructional Materials:**

- What are the instructional materials used by the teacher?
- How relevant were the materials to the lesson objectives?

- How well did the materials enhance student understanding?
- How did the teacher manage any issues with the materials during the lesson?

**Participation of the students:**

- How actively did the students engage in the lesson activities?
- How effectively did the teacher encourage and facilitate student participation?
- How well did the students contribute to discussions and group work?
- How did the teacher address varying levels of student participation?

**The classroom Environment and Maintenance:**

- How well did the teacher maintain a positive and respectful classroom atmosphere?
- How effectively did the teacher manage classroom organization and layout?
- How well did the teacher handle disruptions and maintain focus during the lesson?
- How clean and orderly was the classroom environment throughout the lesson?

**Impact of the lesson:**

- How well did the lesson achieve its stated objectives?
- How effectively did the lesson enhance student understanding of the key concepts?
- How did the lesson influence student engagement and motivation?
- How did students apply or demonstrate their learning after the lesson?

**Conclusion:**

- How clearly did the teacher summarize the key points of the lesson?
- How effectively did the conclusion reinforce the lesson objectives?
- How well did the teacher address any final questions or concerns from students?
- How did the conclusion transition students towards the next lesson or activity?

**Format for Demonstration record**

**Exercise: 3**

Name of the Teacher Educator:

Name of the College:

Subject:

Class:

Unit:

Topic:

Duration:

**Initial Preparation:**

**Aims of the lesson:**

**Introducing the lesson:**

**Explanation:**

**Usage of Instructional Materials:**

**Participation of the students:**

**The classroom Environment and Maintenance:**

**Impact of the lesson:**

**Conclusion:**

Exercise 4: Demonstration: 2

Exercise 5: Demonstration: 3

Exercise 6: Demonstration: 4

Exercise 7: Demonstration: 5