

Steve,

My colleague Adrienne Williams and I have been discussing demos and how to make them most pedagogically useful. In our recent iterations, we have been trying to answer the following questions about our demos to evaluate why we are doing them and what the effect is. In doing this it made us reexamine some and adjust others. I think with these questions answered clearly it is likely to be useful to faculty who identify similar concepts that need addressing and give them ideas about how to implement and evaluate that go beyond what one can see from just watching the demo.

Let me know what your answers to these are for the video link you sent me.

- 1) What is the concept addressed in the demo that you have not been able to convey in didactic lecture
- 2) Articulate at least 3 learning goals using the following format: Students should be able to.... describe, predict, draw, connect.....
- 3) What pedagogy is used to engage the class (instructor questions to the class required to move demonstration forward, or....?)
- 4) What instructions are given to students during the demo to help them focus on the important aspects
- 4) How was effectiveness of demonstration in achieving learning goals assessed (examples of pre post questions and change in % correct, exam questions related to demo and change in % correct with/without demo.)
- 5) How did this affect student attitude (survey, comments on course evaluations..)

Thanks

Diane O'Dowd