

## Demonstrating / Practical sessions

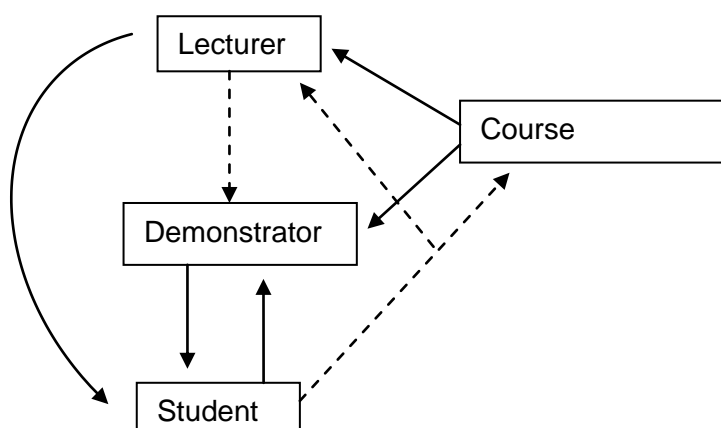
This document brings together a summary of the discussion outcomes from the session on Demonstrating in Practical Sessions, led by Morven Shearer at the event 'Teaching in the Biosciences: an Introduction for Postgraduates and Postdoctoral Teaching Fellows'.

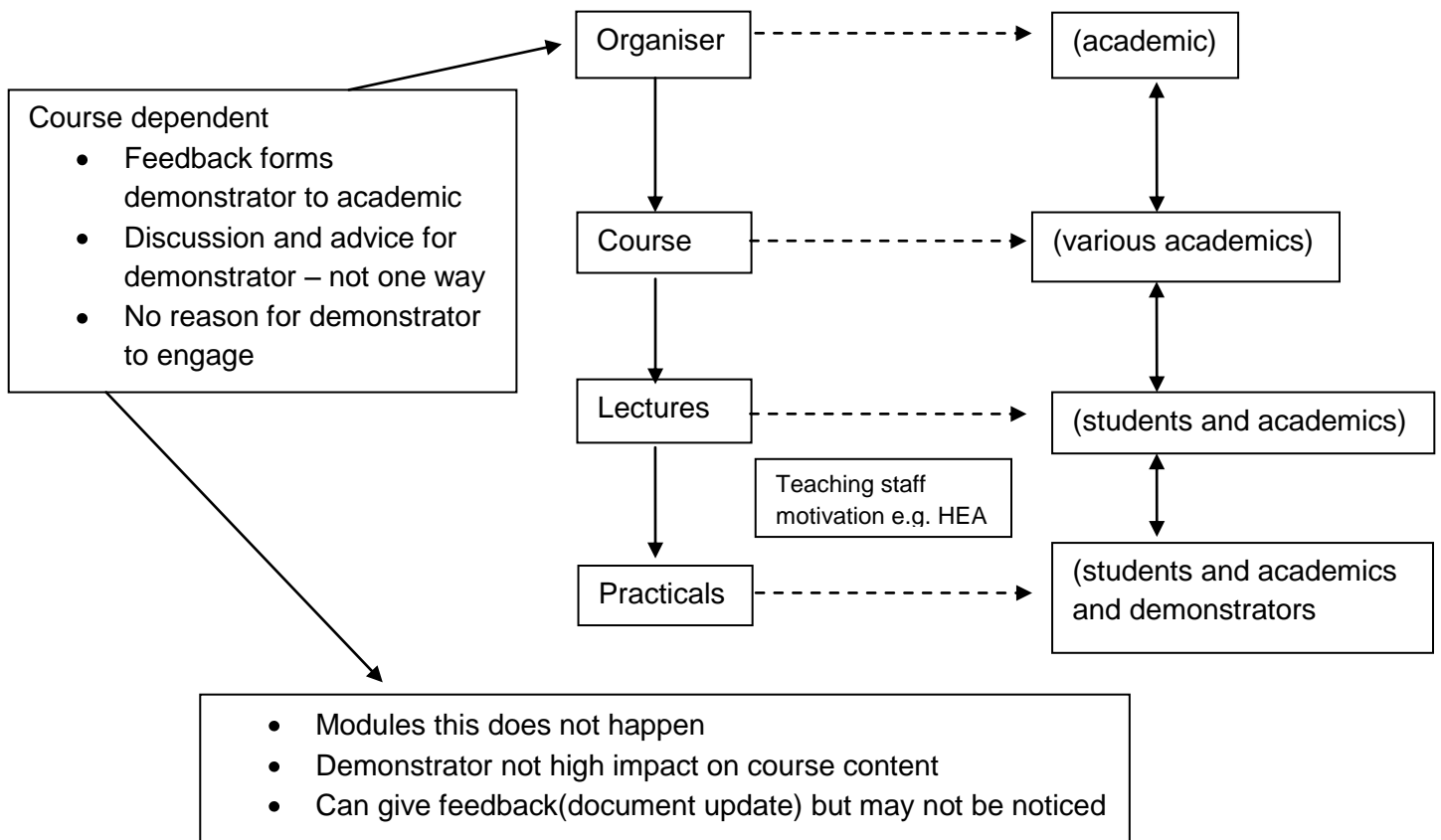
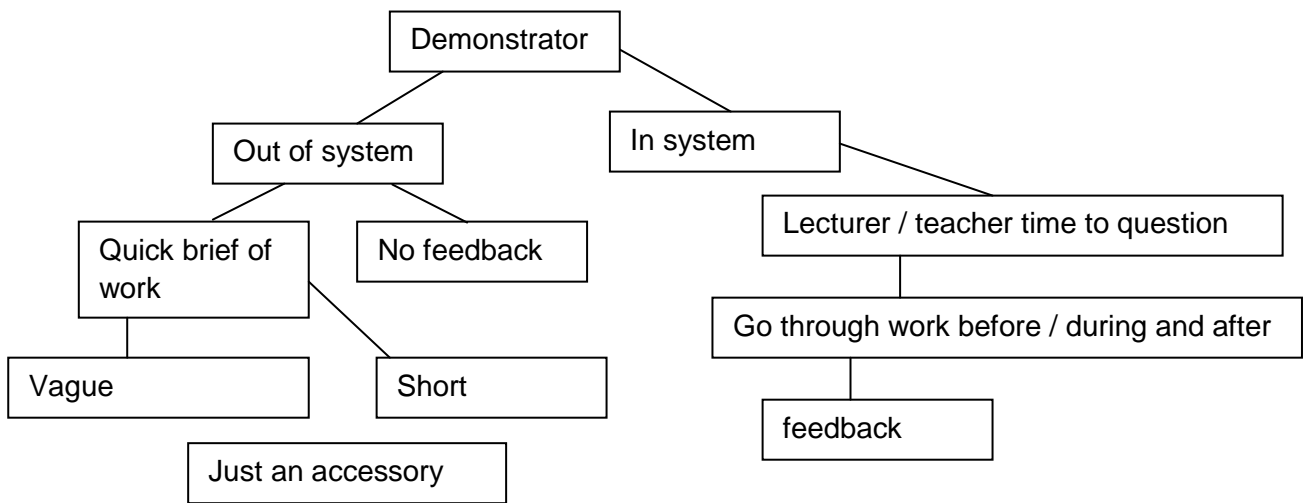
Delegates were split into three groups and considered three questions during the session

**1. Thinking back to your own time at university, which of your demonstrators stood out for you as being particularly helpful? What made them so helpful? What were the characteristics of their approach and teaching style? In other words, what makes a good demonstrator?**

- Approachable – making students feel comfortable
- Willing to help / enthusiastic / offering help
- Guide – not feeding students the answers
- Patient
- Body language, facial expression, eye contact, voice tone
- Doesn't discriminate
- Good banter
- Attentive
- Patient
- Positive attitude
- Make eye contact
- Knowledgeable
- Good subject knowledge
- Friendly
- Seem interested
- Empathetic
- Non-judgemental
- Make the first approach but not overbearing
- Good practical ability
- Explains in simple clear terms
- Will give advice if asked

**2. What do you think the role of the demonstrator is, and in what ways do they (and in what ways should they) interact with the rest of the teaching team and contribute to the design and delivery of the overall module teaching?**





**3. Think up 3 typical problematic students - give a short description of their attributes/attitudes and discuss ways in which we can best deal with them in class.**

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<b>Type of student</b>	<b>How to deal with them</b>
<b>The disruptive student:</b> <ul style="list-style-type: none"><li>• Talk constantly</li><li>• Don't listen to instructions</li><li>• Don't care</li></ul>	Ask them to be quiet Be more firm
<b>The know-it-all who...</b> <ul style="list-style-type: none"><li>• Doesn't listen at all</li><li>• Pretends / think they know more</li><li>• Influences other students</li></ul>	Steer them in the right direction Give them extra things to do
<b>The poor / lazy student:</b> <ul style="list-style-type: none"><li>• Doesn't try to understand</li><li>• Won't participate</li><li>• Does their own thing</li></ul>	Try harder with them Be more patient
<b>The know it all who doesn't</b>	Wait for fall, then support Be patient
<b>The know-it-all who...</b> <ul style="list-style-type: none"><li>• Is a demonstrator-in-training</li><li>• Distracts others; gives the answers so others can't benefit from working things out</li></ul>	Draw others into the discussion Freeze them out for a question or two
<b>The demanding student:</b> <ul style="list-style-type: none"><li>• Suck up to the demonstrator</li><li>• Want you to guide them through it all</li><li>• Don't read the lab book / instructions</li><li>• Panic or just want to be given answer</li></ul>	Say "try this – I'll come back in 2 minutes"
<b>The shy, insecure student</b>	Try to draw them into discussions Be patient
<b>The chatty / talkative student:</b> <ul style="list-style-type: none"><li>• Takes too much of your time</li><li>• Stops you from helping others</li></ul>	Deflect them into a group discussion Be honest; direct them to other resources
<b>The work-shy student:</b> <ul style="list-style-type: none"><li>• Unable to focus or handle equipment</li><li>• Unwilling to get through the work</li></ul>	Concentrate on other students and let them know they can't keep getting away with it

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