

## LABORATORY DEMONSTRATION (EVALUATION)

<b>name</b>	<b>topic</b>	<b>grade</b>

(I) PRESENTATION	+ / -	COMMENTS
(a) <u>Content/Concept</u> : Was the content significant (important)? Was it explained correctly?		
(b) <u>"Need to know"</u> : Did you generate student interest and spark a "need to know?"		
(c) <u>Visibility</u> : Were all students able to see what was being demonstrated?		
(d) <u>Relevancy/Significance</u> : Did you relate the concept discussed to other important phenomena?		
(e) <u>Engagement of Learners</u> : Did you engage students in the learning process, or were they merely casual observers.		
(f) <u>Clarity</u> : Was speech and delivery clear? Was your presentation easy to follow and concise?		
(g) <u>Use of Diagrams/Visuals</u> : Did you use diagrams and data tables where necessary? Did you write down key information.		
(h) <u>Understanding</u> : Was the principle communicated or did you just perform a magic trick? Did you test for student understanding?		
(i) <u>Applications to Everyday Life</u> : give examples of at least two other phenomena which can be explained knowing this principle.		
(j) <u>Time Management</u> : Do you use your time well and stay within the allotted time?		
(i) <u>Assessment/Closure</u> : Did you effectively summarize the major points.		
<b>(II) HANDOUT The handout should include:</b> (1) <u>Title</u> (2) <u>Principles Illustrated</u> (3) <u>Procedure</u> (4) <u>Explanation</u> : Give a solid explanation for the phenomenon. (5) <u>Questions &amp; Answers</u> : Give three thought-provoking questions that may be raised by this activity. (6) <u>Applications to Everyday Life</u> : give examples of at least two other phenomena which can be explained knowing this principle. (7) <u>References</u>		