Planning My Class Session: A Checklist by Dr. Javier Hidalgo

Note: I have adapted most items on this list from Christine Harrington, Todd D. Zakrajsek, and José Antonio Bowen, Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness, 1st Edition (Sterling, Virginia: Stylus Publishing, 2017). You can click on the links to see descriptions of each practice.

What are the main learning objectives for this class session?

☐ I have identified a few big ideas for the class session:

Big Idea:

Example(s):

Critical Thinking Question(s):

Big Idea:

Example(s):

Critical Thinking Question(s):

Big Idea:

Example(s):

Critical Thinking Question(s):

☐ I have come up with ways to connect new content to prior knowledge/practice spacing:

☐ Pretest
☐ Dusting off the cobwebs
☐ What do I know? Turn and talk
☐ Explicit links
☐ Teach mini-lesson before assigning reading
☐ Other:

☐ I have selected multimedia tools or images to best help students achieve my learning objective:

☐ Identify relevant images, graphs, or charts
☐ Create a PowerPoint with a minimum of text and extraneous details
☐ Use video clips to emphasize big ideas
☐ Use polling techniques
☐ Use asynchronous chats
☐ Other:

☐ I have come up with ideas for capturing attention and emphasizing important points:

☐ Identify the big ideas
☐ Use a hook or attention-getter
☐ Be passionate and use my voice
☐ Use gestures and symbols
☐ Tell a compelling story that illustrates a big idea
☐ Explain why this idea is interesting and/or useful from the students’ perspective
☐ Other:

☐ I have planned at least one opportunity for students to engage in retrieval practice and/or reflection:
  ☐ Traditional quizzes (including non-graded quizzes)
  ☐ Polling quizzes
  ☐ Students’ creation of example tables
  ☐ Brief presentations
  ☐ One-page summary or one-minute paper
  ☐ Index card fast pass conservation exercise
  ☐ News report
  ☐ Reflective journal
  ☐ Cold calling after giving students the chance to think/write
  ☐ Other:

☐ I have selected at least one active-learning exercise for the session:
  ☐ Think-pair-share
  ☐ Small-group discussions of case studies
  ☐ Small-group debates
  ☐ Whole-class walking debate
  ☐ Whole-class silent debate
  ☐ Chalk walk
  ☐ Complete turn-taking
  ☐ Peer review of writing
  ☐ Summarize, entertain, challenge
  ☐ Group-text reading
  ☐ Argument outlines
  ☐ Respond, Reacting, Reply
  ☐ Other:

Timing and Sequencing

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes before class</td>
<td></td>
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<td>0-15 minutes</td>
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<td>15-30 minutes</td>
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<td>30-45 minutes</td>
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<td>45-60 minutes</td>
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<td>60-75 minutes</td>
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<tr>
<td>10 minutes after class</td>
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