

## 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

Time	Description of Activity
10 minutes before class	
0-15 minutes	
15-30 minutes	
30-45 minutes	
45-60 minutes	
60-75 minutes	
10 minutes after class	

