

Checklist for Focusing your Analysis

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Organization and Preparation

Do you...

- State the purpose of the class session and its relationship to the previous class?
- Present, on the board or in a handout, a brief overview or outline of the content at the beginning of the session or state the problem to be solved or discussed?
- Emphasize or restate the most important ideas?
- Make smooth transitions from one topic to another?
- Restate, at the end of class, what students are expected to gain from the session?
- Summarize the main points or ask students to do so?
- Relate the day's session to upcoming presentations?
- Include either too much or too little material in a class period?
- Seem at ease with the material?
- Begin and end class promptly?

Style of Presentation

Do you...

- Speak in a clear, strong voice that can be easily heard?
- Speak neither too quickly nor too slowly?
- Speak at a rate that allows students to take notes?
- Talk to the class, not to the board or windows?
- Listen carefully to students' comments and questions without interruption?

Clarity of Presentation

Do you...

- Define new terms, concepts, and principles?
- Give examples, illustrations, or applications to clarify abstract concepts?
- Explicitly relate new ideas to familiar ones?
- Seem to know whether or not the class is understanding you? Whether students are puzzled or confused?
- Use alternate explanations when students do not understand?
- Slow down when discussing complex or difficult ideas?
- Refrain from needlessly digressing from the main topic?
- Use handouts and audiovisual aids effectively?
- Write legibly and clearly on the chalkboard?

Questioning Skills

Do you...

- Ask questions to determine what students know about the topic?
- Ask different levels and kinds of questions to challenge and engage students?
- Periodically ask questions to gauge whether students need more or less information on a topic?
- Pause sufficiently after all questions to allow students time to respond?
- Encourage students to answer difficult questions by providing cues or rephrasing?
- When, necessary, ask students to clarify their questions?
- Ask follow-up questions if a student's answer is incomplete or superficial?
- Request that difficult, time-consuming questions of limited interest be discussed during office hours?

Student Interest and Participation

Do you...

- Encourage students' questions?
- Accept other points of view?
- Provide opportunities for students to practice what they are learning?
- Engage students' intellectual curiosity?

Classroom Climate

Do you...

- Address some students by name (and with correct pronunciation)?
- Call on men and women students in equal numbers?
- Call on students of different ethnic groups in equal numbers?
- Evenhandedly listen attentively and respond to students' comments and questions?
- Give feedback, encouragement, criticism, and praise evenhandedly?
- Avoid language patterns or case examples that exclude or derogate any groups?

Discussion

Do you...

- Encourage all students to participate in the discussion
- Draw out quiet students and prevent dominating students from monopolizing the discussion?
- Refrain from monopolizing the discussion yourself?
- Encourage students to challenge one another?
- Mediate conflicts or differences of opinion?
- Bring closure to the discussion?

