

Elements of Effective Class Preparation

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Learning Objectives

1. What are the two or three principal learning objectives for this class?
2. What role does this class play within the course module?
3. What impact do you expect the class to have on students' depth of knowledge, development of judgment and analytical skills, and leadership capabilities?

Teaching Opportunities and Challenges

1. What compelling topics, points of tension, or potentially surprising or counterintuitive insights stand out in the case? How will you leverage these to engage your students in high-quality discussion and debate?
2. What in the case might this audience find difficult or confusing? How will you manage the discussion of these issues?
3. At what points in the discussion is the class at greatest risk of going off-track? How will you manage such contingencies should they arise?
4. How might you draw upon relevant connections between this class session and your own research or business experience?

Class Design

Structure

1. What issues or pieces of analysis should be covered during the discussion?
2. How will you sequence the discussion pastures and how much time should be devoted to each? What is the logic underlying each transition from one pasture to another?
3. How will your board plan support the class design and facilitate student learning?

Opening

1. What comments, if any, will you make to introduce the discussion? Why?
2. What is the rationale behind your opening question?
3. Which student will you select as the opener? Why?
4. How do you expect the discussion to emerge following the opener's initial response?

Discussion Leadership

1. What follow-up questions within each pasture will motivate students to think beyond their initial contributions?
2. How will you phrase the transition between each pasture?
3. What question will you use to introduce each pasture following the opening discussion?
4. How will you incorporate student backgrounds into the discussion? Are there specific students who should/should not be encouraged to contribute during particular pastures?
5. How might you stimulate students to think beyond this class and develop insights through linkages across classes, modules, and courses?

Closing

1. How do you plan to close the class discussion? Why?
2. What are the risks of providing too much closure at the end of this class? Too little?