



Using JiTT in my Teaching

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Problem?



- ✦ There is an expectation in my course that students read the assigned material. I do not “lecture” on the assigned readings but engage students in discussions, debates, zigsaw work and other engagement strategies. The goal of these activities is to ensure essential learning was happening.
- ✦ However, still students often do not read the assigned materials to the level of understanding. And, sometimes they do not read the material at all.
- ✦ So, I have a problem...too much class time spent bringing students up to speed when they might have come better prepared.

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Just-in-Time Teaching (JiTt)



- ✦ According to Dr. Scott Simkins, JiTT promotes student **preparation, engagement, and motivation** by –
 - ✦ Structuring student learning
 - ✦ Emphasizing formative feedback
 - ✦ Helping students connect abstract concepts and principles to their lives, experiences, and prior knowledge
 - ✦ Focusing classroom activities on observed student difficulties (before the test)
 - ✦ Encouraging reflective learning (meta-cognition)

What is JiTT?



- ✦ JiTT is a teaching and learning strategy that blends the following –
 - ✦ **Out-of-class, web-based assignments** used to assess student learning and inform classroom teaching
 - ✦ **Classroom activities** linked to students' JiTT responses that promote active and cooperative learning

• Dr. Scott Simkins (April, 2010)

Question?

- ✦ Could the use of JiTT help me with my problem and improve teaching and – more importantly - learning?



What did I do?



- ✦ I assigned the regular reading and told students I would be posting a question on D2L for them to respond to by a specific time. I told them they could get 5 points and that I would be using their responses to prepare for class.
- ✦ I posted a question intended to have students make use of or apply the content within the reading assignment.
- ✦ Students posted their answers and I pulled a variety of responses showing different degrees of understanding.

What did I do?



- ✦ Based on the student responses, I could determine what to focus on during the next session and prepared for that.
- ✦ However, I shared the student responses and small groups discussed them. Each group chose the best answer and could describe why.
- ✦ By the end of the short session, it was clear that each student more fully understood the content.
- ✦ I asked students to fill out a slip to indicate whether they had additional questions – they did not.

JiTT and Good Teaching

- ✦ The following list was provided by Dr. Simkins as good practices in undergraduate education – the ✓ indicates that I found this to be true...
 - ✦ Encourages contact between students and faculty ✓
 - ✦ Develops a reciprocity and cooperation among students ✓
 - ✦ Encourages active learning ✓
 - ✦ Gives prompt feedback ✓
 - ✦ Emphasizes time on task ✓
 - ✦ Communicates high expectations ✓
 - ✦ Respects diverse talents and ways of learning ✓

Reflections



- ✦ This was a great strategy that I will continue to use in my teaching. It provided me with wonderful information about each student's learning while increasing their engagement during class and, I believe, with the reading assignment.
- ✦ Students agreed that it was a better approach than just using small group discussions. They liked sharing their ideas and getting immediate feedback.
- ✦ I found that in order to create a meaningful question to be used with JiTT, I became more thoughtful.