Using JiTT in my Teaching

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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)
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.