Spring 2015

Just-In-Time Teaching

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Learning technologies should be designed to increase, and not to reduce, the amount of personal contact between students and faculty on intellectual issues.


JiTT resources span the spectrum from web and classroom items to books and articles on effective teaching and assessment of learning. Here is a sampling.

I. A Sampling of Web Materials

a. WarmUps

Warmups are the core of the JiTT method, providing the feedback loop between in-class and out-of-class involvement. The examples provided here will encourage you to create your own, warmups that reflect your personality and your style and take into account the strengths and weaknesses of your students.

BIOLOGY (by Kathy Marrs) CHEMISTRY (by Bob Blake) ETHICS (by Kari Thyne)

b. “GoodFor” Essays

The essays that we now call “GoodFors” were originally developed for introductory physics in response to students comments about “the lack of usefulness of this old stuff.” It has been picked by other disciplines. They are there to be shared. To prepare these is a time consuming task. “GoodFors” should not be a high priority item in a JiTT course.

BIOLOGY (by Kathy Marrs) CHEMISTRY (by Bob Blake)

c. JiTT Mathematics Resources* by Jeff Watt. Included are warmups, puzzles and GoodFors.

d. JiTT Physics Resources* by Gregor Novak and Andy Gavrin. Included are warmups, puzzles and GoodFors.

*Please note: Some of the resources are actual web page that were presented to the students and include a navigation bar with links to other course resources. Some of those links are not operable.

e. JiTT Psychology Resources by Jim Benedict

f. “What’s New in the Course” Web Pages

Another useful but time consuming JiTT feature is a News page. It provides a drum beat and shows the students that the instructor has a continuing interest in the course. It only works if it comes out regularly, despite the instructor’s heavy schedule. Note that this is in addition to the usual web postings such as the syllabus, office hours and other housekeeping information.

“This Week” page from the Air Force Academy.

II. Building a JiTT Community

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III. JiTT as Scholarly Activity

Faculty treat JiTT as scholarly activity in addition to, or instead of, disciplinary research.

a. A JiTT paper by Eileen Cashman and Beth Eschenbach.


IV. Bibliography


