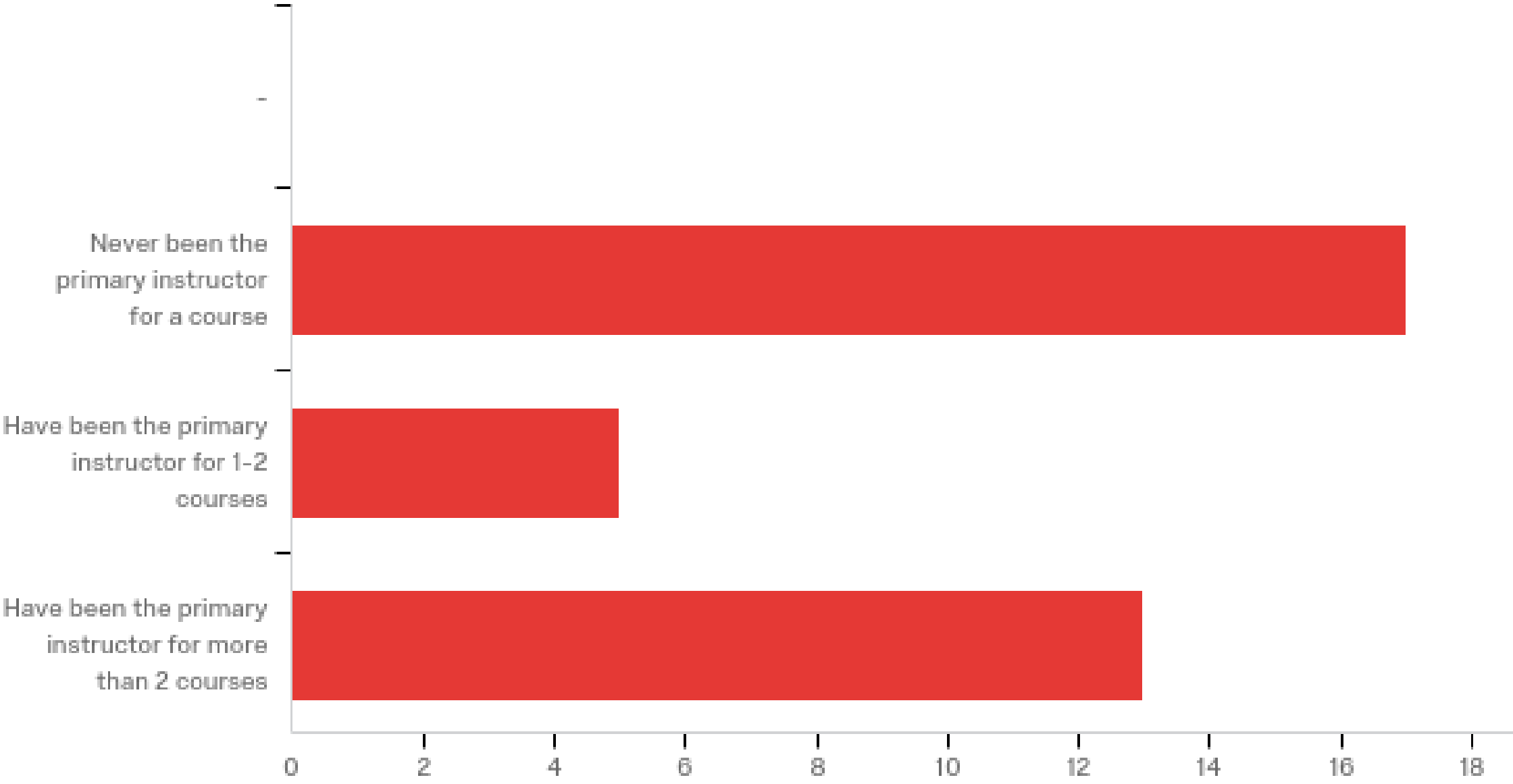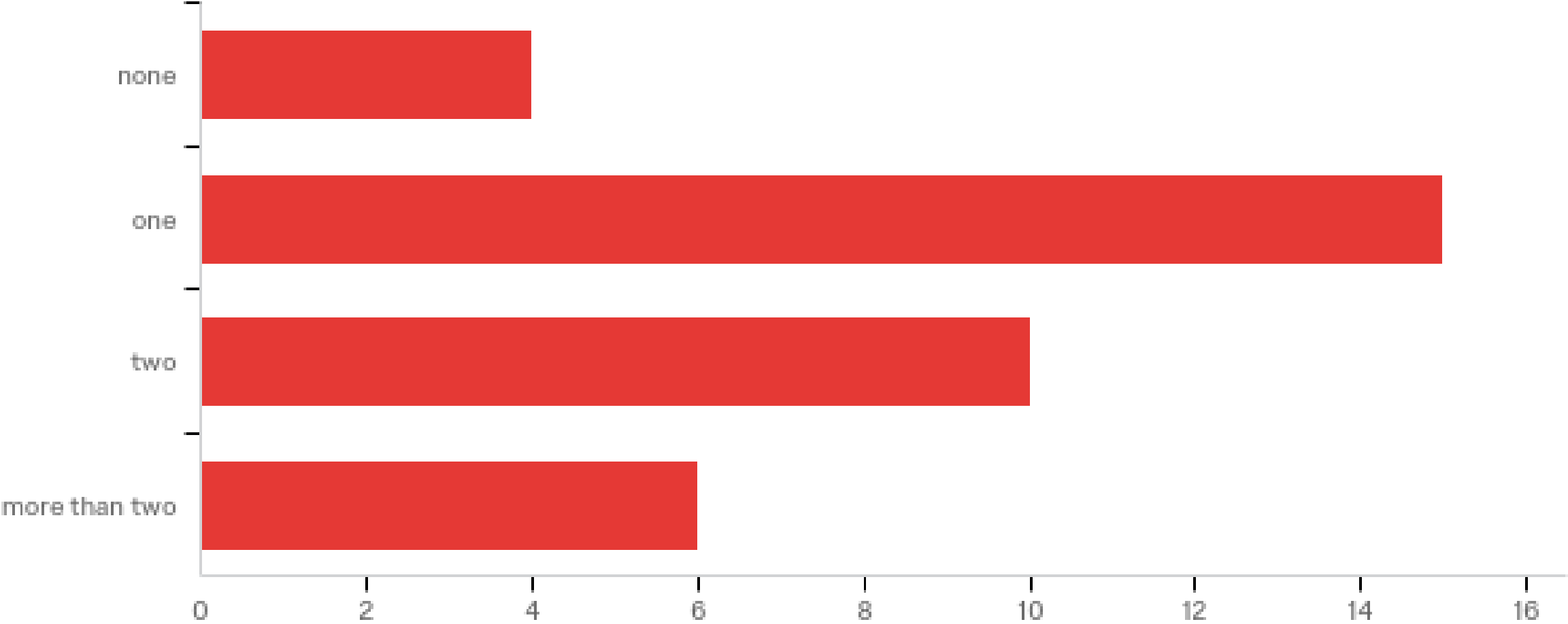# Just in Time Teaching

Casey H. Londergan

Haverford College
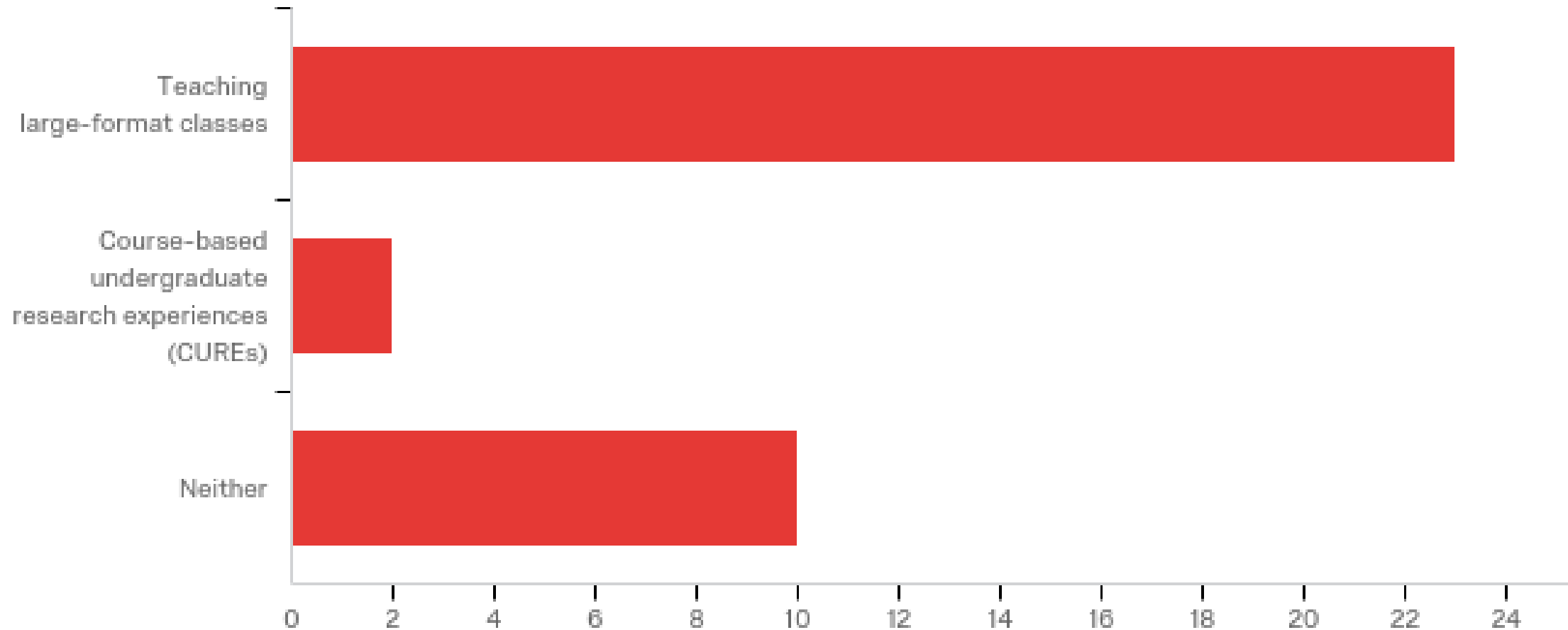
Q. What is your experience (before this term) with being the primary instructor for a course?

Q. How many different courses are you teaching as the primary instructor during this current term? (please count courses in the way that makes the most sense to you)

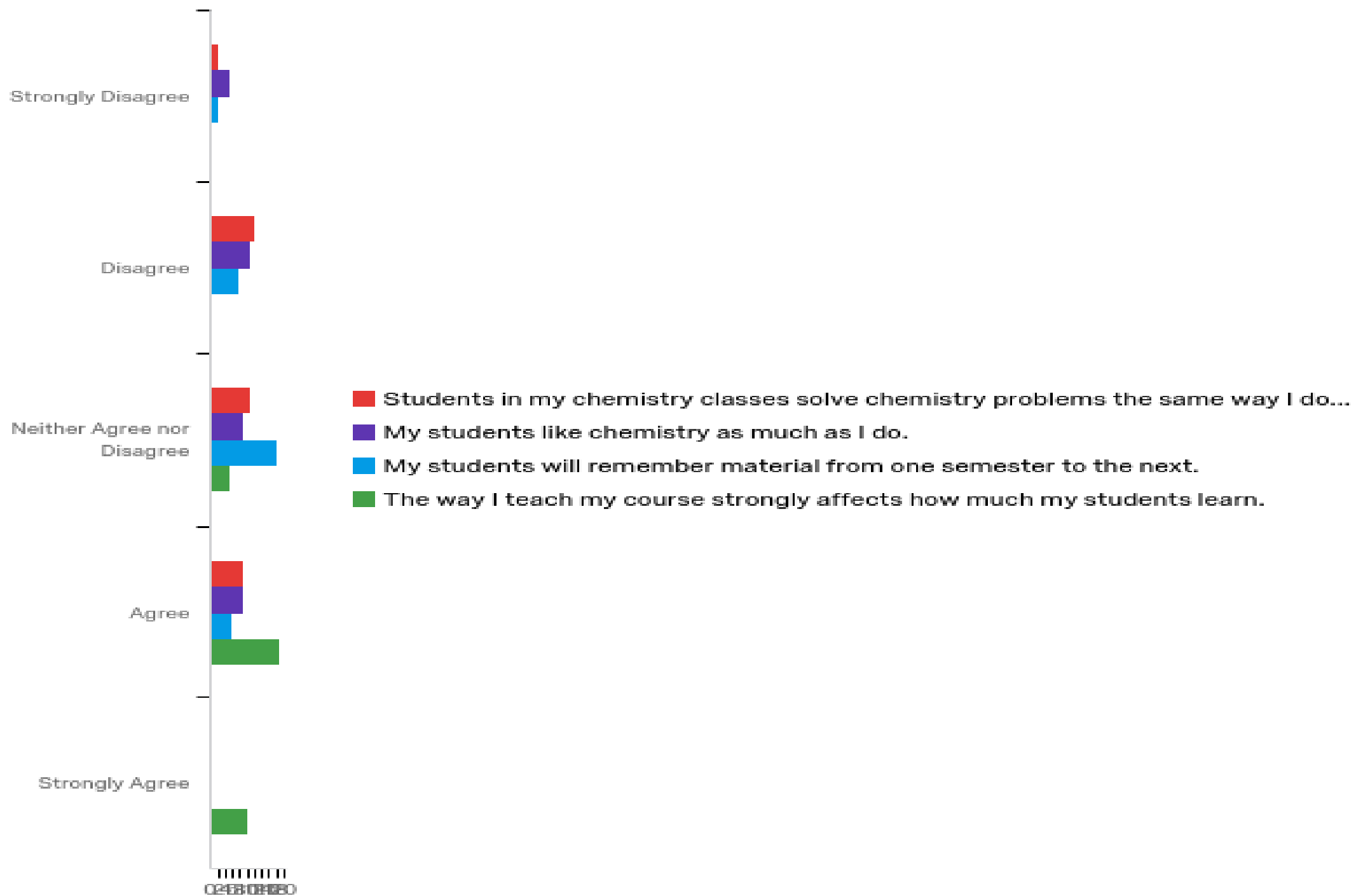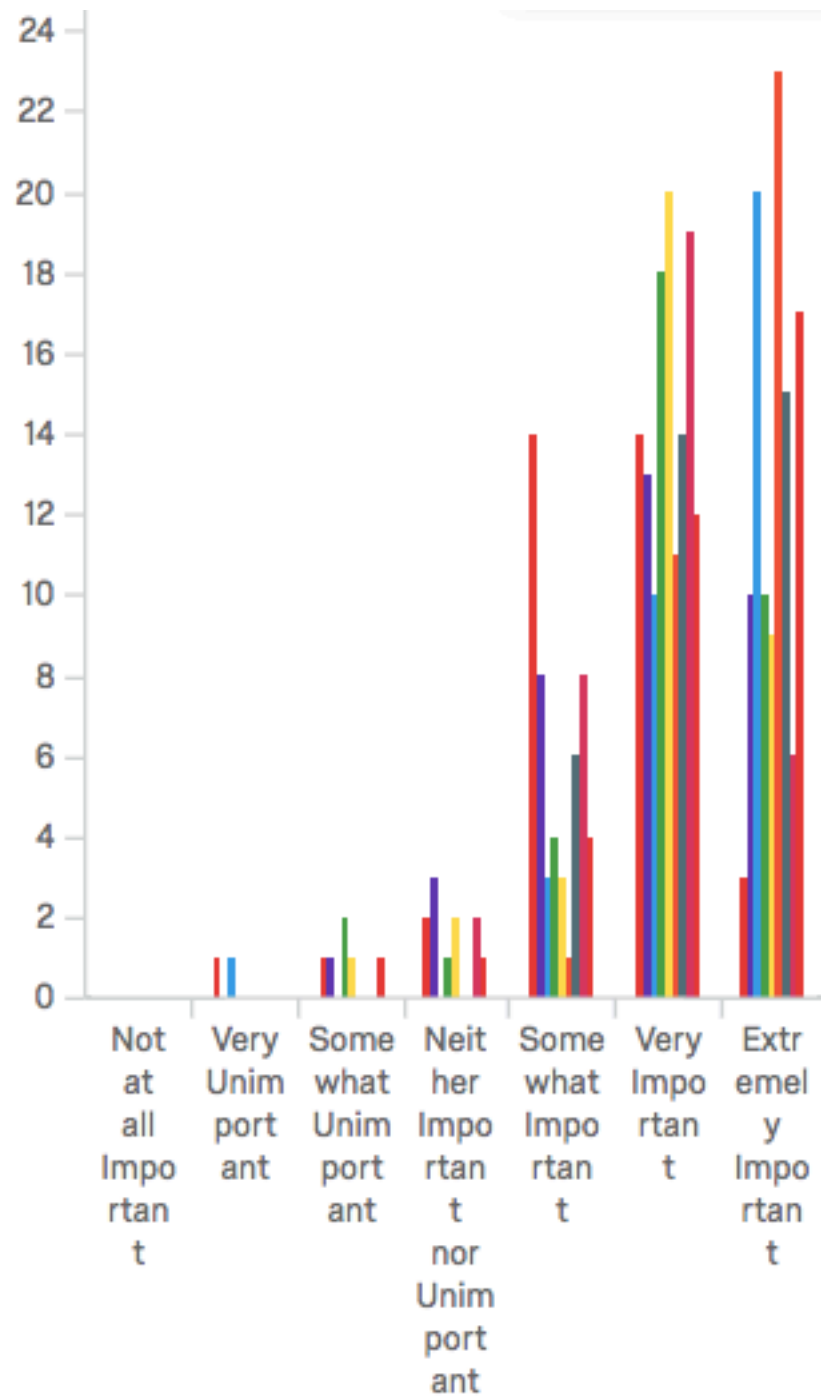# Q14 - Which of the following topics is more relevant to your own teaching in the upcoming academic year?

Q - What was memorable about (your favorite professor's) teaching?

Q4 - My single biggest concern related to teaching is...

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

- Students in my chemistry classes solve chemistry problems the same way I do...
- My students like chemistry as much as I do.
- My students will remember material from one semester to the next.
- The way I teach my course strongly affects how much my students learn.

0 2 4 6 8 10 12 14 16 18 20

Legend:
- The ability to draw an organic reaction mechanism
- The ability to do independent research
- The ability to be an ethical scientist
- The ability to explain the nature of matter
- The ability to enunciate how chemistry impacts daily life
- The ability to analyze experimental data
- The ability to solve quantitative problems
- The ability to design experiments
- The ability to communicate about science to people from many backgrounds

Q - Identify one additional competency (not in the list above) that every chemistry major should have when they complete a chemistry major.
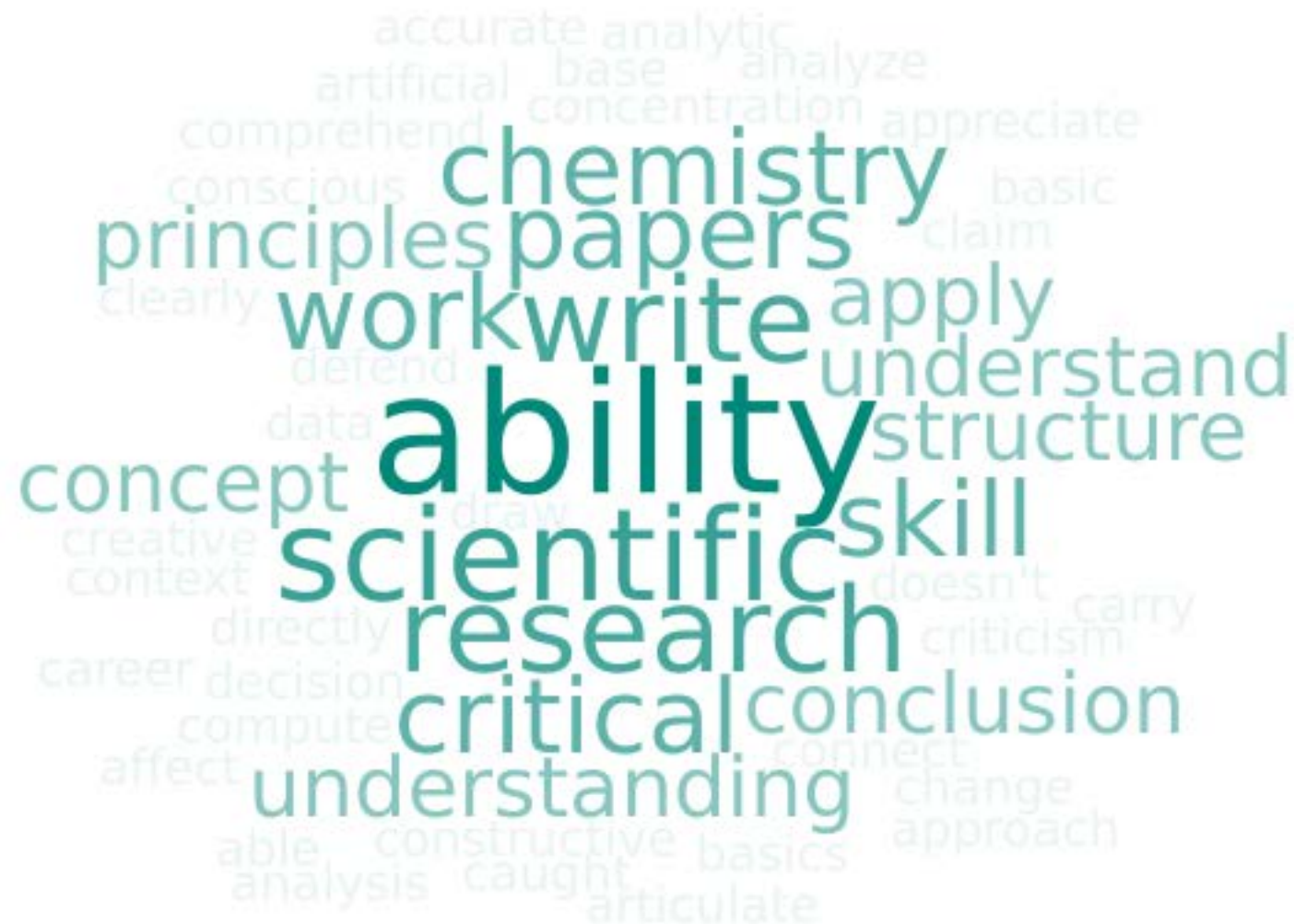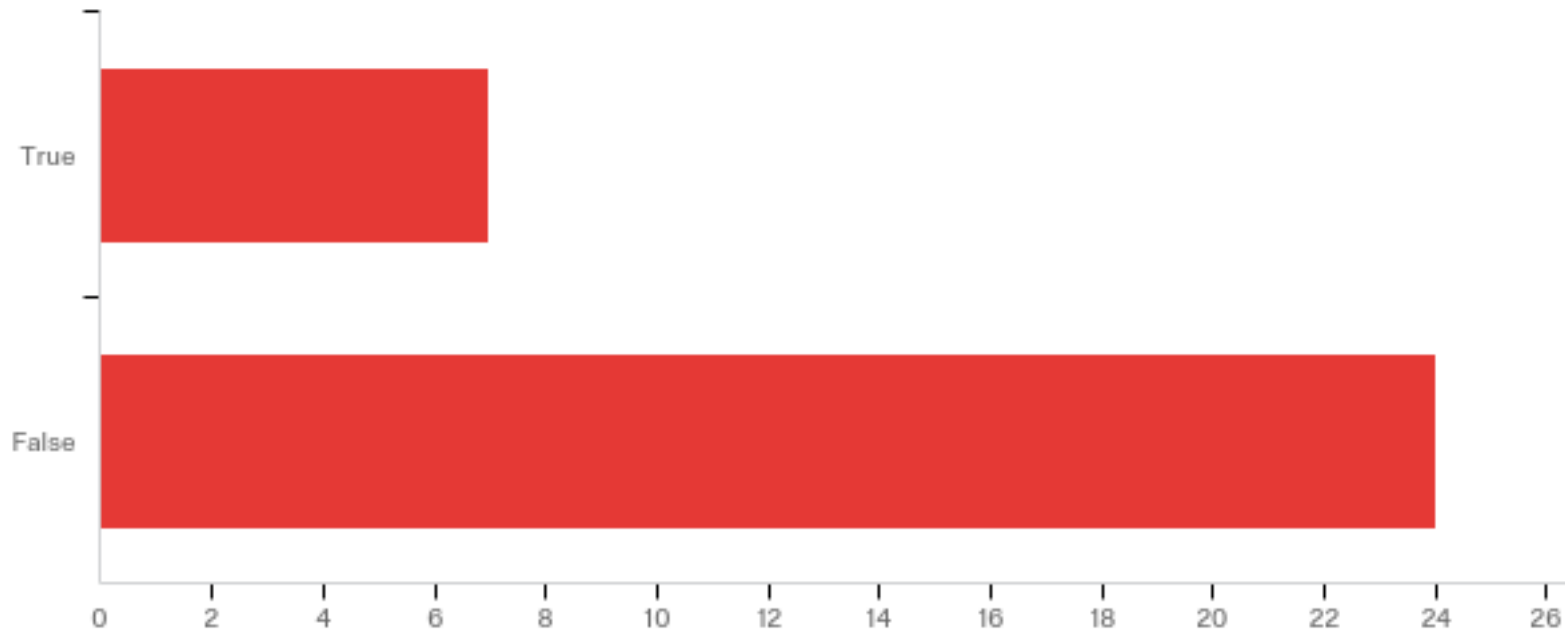
MOST IMPORTANT QUESTIONS for JIT

Q - What questions or comments do you have about this exercise? Is there anything methodological here that is unclear to you, or that you would like to discuss briefly?

Q - What questions do you have about this workshop in a general sense? Is there one particular burning topic that you hope we will cover?

LAST NIGHT:

Q - True or False: Teaching and Learning are the same thing.

Q - Please briefly explain your answer to the last question.

MOST IMPORTANT QUESTIONS from last night

Q - What operational questions do you have right now that are related to your nascent tidbit?

Q - What single topic (not directly related to teaching and learning) are you most interested in hearing addressed on Saturday?

How I use JITT exercises

- Before every class
- For credit (small credit goes a long way): credit for completion, not correctness
- To force at least some interaction with text/video materials
- To pre-assess upcoming learning objectives
- To assess already covered objectives

- To encode post-class metacognitive activity
- To generate student writing about their scientific work