

Just-in-Time Teaching Learning Objectives

Read Houseknecht, J. B. Just-in-Time Teaching Organic Chemistry with iPads. In *The Flipped Classroom*; Muzyka, J. L., Luker, C., Eds.; ACS Symposium Series; American Chemical Society: Washington, DC, 2016, 81-92. (<https://pubs.acs.org/doi/abs/10.1021/bk-2016-1228.ch005>, text available within workshop Moodle course)

Be sure that you can:

1. Describe my rationale for adopting JiTT
 - a. Bloom's Taxonomy
 - b. Empirical evidence
 - c. Skill development
2. Describe how students prepare for class sessions
 - a. Reading and videos
 - b. Online homework
 - c. Muddiest point question
3. Describe how I prepare for class sessions
4. Describe the three phases of a typical class session
5. Describe the evidence that JiTT is working at Wittenberg

Pre-session reflection on Google forms

- *JiTT at Witt Reflection* link available on Moodle and OrganicERs.org
- Submit by 5 am, Tuesday June 14th
- Do you find the rationale for JiTT compelling? Why or why not?
- How do these pre-class assignments compare to how your students prepare for class?
- How is the preparation you are being asked to do for this workshop session different from what my students do to prepare for class?
- What about this chapter do you have questions about / would you like clarified?

Google slides for in-session collaboration

- *LOs, Misconceptions, Problems* link available on Moodle and OrganicERs.org