

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 question on Moodle - *JiTT at Witt Muddiest Point*

- Submit by 5 am, Thursday June 3rd
- 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

Upload 1-2 finished, separate documents per team after this session using the *Session 2 Artifacts* google form. Each document should contain:

- The detailed learning objectives for a day of class
- The expected student misconceptions for that learning objective
- The problem(s) students would work through to reveal and clarify the misconceptions. (We will develop these later in Session 2.)
- Files available at <https://drive.google.com/drive/folders/1x2m2spGfZFgdnDugfyKHmXQGNZXKDvWv?usp=sharing>