

Flipping the Classroom Without Videos

This session is designed to parallel how I currently use Just-in-Time Teaching in my classroom.

- A book chapter I wrote in 2016 is serving as the text that everyone should read before the session.
- The learning objectives for this text are provided below. As you read the text **indicate on this Perusal document (in Moodle) any questions or comments that you have about the reading**. It will also be helpful if you are able to address others' questions and comments. My students are not able to see who is making each comment, but because we are all instructors in this Moodle course you will be able to see the author of each comment.
- I will use the questions and comments you make on this document to design the Flipping the Classroom Without Videos session.

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)

After reading the chapter you should be able to:

1. [Introduction] Describe my rationale for adopting JiTT
 - a. Bloom's Taxonomy
 - b. Empirical evidence
 - c. [Distinctive Characteristics] Skill development
2. [Methods] Describe how students prepare for class sessions
 - a. Compare and contrast this to how your students prepare for class sessions
3. [Methods] Describe how I prepare for class sessions
 - a. Compare and contrast this to how you prepare for class sessions
4. [Methods] Describe the three phases of a typical class session
 - a. Compare and contrast this to your typical class session
5. [Results] Describe the evidence that JiTT is working at Wittenberg

Google slides for in-session collaboration

- *Session 3 LOs, Misconceptions, Activities* link available on Moodle and OrganicERs.org