

Just-in-Time Teaching

Teaching of Tomorrow
November 2016



Objectives:

› Learners will be able to:

1. define just-in-time training for teaching of tomorrow.
2. identify teachable moments and encourage self-questions by utilizing active learning techniques.
3. use case-based teaching scenarios to implement just-in-time teaching with learners in various settings.

Teaching & Learning

—“...the student tries
to learn too much,
and we the
teachers try to
teach him too much
— neither, perhaps,
with great success.

William Osler, M.D.

Montreal Medical Journal 1899; 28: 823.

Facts Machines

Healthcare >> facts

WHAT IS JiTT?

Define JiTT for TOT

1. Clarity of expectations & understanding
2. Deliberate practice!

› Targeted
yield
relevant

high-

DTaP vs. Tdap

JiTNA



METHODS:

Deeper Learning

- › Explicit Teaching
 - General Rules
 - Approach
 - Context

- › Hypotheticals
- › Self-questions

TEACHABLE MOMENTS

“...the time at which learning a particular topic or idea becomes possible (or easiest).”

- Robert Havigurst
Human Development and
Education
1952



Remember...



Mistakes = Teaching Moments

(pssst! They also alert you to do a **Needs Assessment**)

What can JiTT offer?

- › Applying concepts → Minimize memorization!
- › Personalizing → Reconstructing ideas
knowledge and concepts
- › Building curiosity → Self-questions
 - › Developing → Reflections on learning
metacognition

Effective JiTT Questions...

- › Activate prior knowledge and experience.
- › Not easily looked up.
- › Require a response in their own words.
- › Ambiguous...require learner to supply some additional information not explicitly given.

adapted from Simkins and Maier. Just-in-Time Teaching: Across the Disciplines, Across the Academy. 2010.

LET'S TRY IT!

3rd year med student

- 2nd week
- Outpatient clinic

Patient:

9yo male with asthma history presents to clinic with cough.



CASE 2:

5yo daughter

- Home on “snow day”
- Wants to cook lunch



CASE 3

RN student doing clinical work in the ED.

Patient:

21yo college student presents to ED for dehydration. Got a bolus of IVF and is started on maintenance fluid in observation unit.



CASE 4

At pediatric morning report...

Talking about case of 12-month old infant admitted last night.

Learner reports patient's vitals, including weight:

20 kg



SUMMARY

JiTT

- › Targeted teaching of **high yield** information that is **relevant** to THIS learner at THIS time.
- › Focused, explicit teaching & encourage deeper learning.
- › This IS deliberate practice!

(...and you are modeling this for your learners!)

QUESTIONS?

peter.sell@umassmed.edu



<https://padlet.com/pjsell/TOTINov2017>