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Artifact Title	“Applying Effective Design Overview: Just in Time Training”
Program Outcome #	1. Apply evidence-based learning and assessment by demonstrating mastery of content and specialized field-based knowledge while developing, promoting, and employing appropriate methods through the analysis of research for instructional design and technology applications.
Required Key Assessment	DL5763 (Design of Instructional Media - Module 2)
Degree Program	M. Ed. in Instructional Design and Technology

Just-in-Time Learning is a great teaching and learning method that uses interaction between web-based tools for an active learner. The just-in-time teaching format “encourages students to be well prepared for class” and promotes active learning during class time (Gavrin, 2006, p. 9). Just-in-Time Teaching (JiTT) is not only engaging and interesting for students, but that it has the learner more involved. “Although the implementation of JiTT pedagogy varies from discipline to discipline and the individual teaching approaches of instructors, it follows certain steps to make lectures more interactive and relevant to students’ knowledge and to achieve active learning by students” (Wanner, 2015, p. 156). JiTT has a clear purpose and direction so that learners are on the same page from the beginning of the presentation. This simplifies the learning process by making it clear and simple. JiTT delivers content in a well paced manner. The speed and pacing work well aesthetically pleasing visuals to walk learners through a cohesive presentation of objectives in a step-by-step process.

Applying Effective Design Overview: Just in Time Training

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Abstract

This paper looks at the Just in Time Training (JiTT) concept and demonstrates how the concept and research is used to create content for a Psychology II hybrid course, demonstrating the importance of well-designed media for instructional and informational purposes.

### Applying Effective Design Overview: Just in Time Training

Just-in-Time Learning is a great teaching and learning method that uses interaction between web-based tools for an active learner. As I looked for different just-in-time tutorials offered online, I stumbled across Northern Arizona University's collection of Tech Tips ([nau.edu/its/services/60secTech/](http://nau.edu/its/services/60secTech/)) and Tech Time ([www.nau.edu/its/learn/techttime/ep47/](http://www.nau.edu/its/learn/techttime/ep47/)). These tutorials were great as they got me thinking about how I can rework my "Tech Tuesdays" where I have been teaching students a different technology tool they could use for their projects and assignments. The Tech Time videos walk learners through such videos in a step-by-step fashion. The Tech Tips video are cool too and they have Tech Tips in 60 seconds, just to highlight something. This definitely may be something I adopt to my course as it will address the needs of the different level of tech users I have in my classroom. While the Tech Tip videos are kept to 60 seconds, the Tech Time videos are about 5 minutes but still kept to a minimum. The tutorials are specific and focused.

### Agenda and Guide

A Just in Time Training Agenda and Guide was created. The agenda was created using Keynote and can be accessed by going to <http://bit.ly/2pk2RWZ>. This training guide is intended to be paired with this video (<https://www.youtube.com/watch?v=85DQ9alRCZ4>) which serves

as a guide. This training agenda is to be used alongside the video and includes access to the video, the warm-up (pre-video questions), the learning objectives, information about the activities, along with a metacognitive approach to Just-in-Time teaching along with appropriate references.

### Conclusion

Nothing worth anything is quick and easy and JiTT fits along the same concept. It may take more time to prepare and it may mean that we need to find time for our learners; however, the modeled training that it provides is valuable as it helps learners adjust their adoption of new knowledge and understanding to their own pacing. The access they have to such material allows them to revisit as much as they need.

## References

Gavrin, A. (2006). Just-in-time teaching. *Metropolitan Universities*, 14(4), 9-18.

Wanner, T. (2015). Enhancing Student Engagement and Active Learning through Just-in-Time Teaching and the Use of Powerpoint. *International Journal Of Teaching And Learning In Higher Education*, 27(1), 154-163.