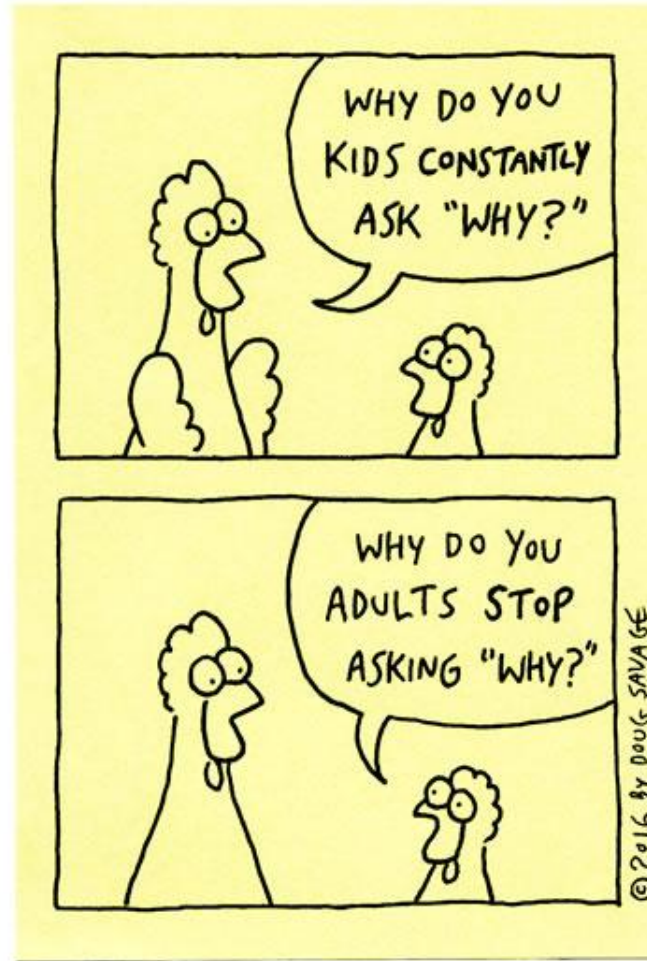


Just-in-Time Lifelong Learning

Course schedule

Date	Topics
2/5	Introduction Identify things we want to learn Learn about learning
2/12	Trust and truthiness
2/19	What have we learned so far?
2/26	Just-in-time doesn't mean instantaneous
3/5	Summing up and looking forward



www.savagechickens.com

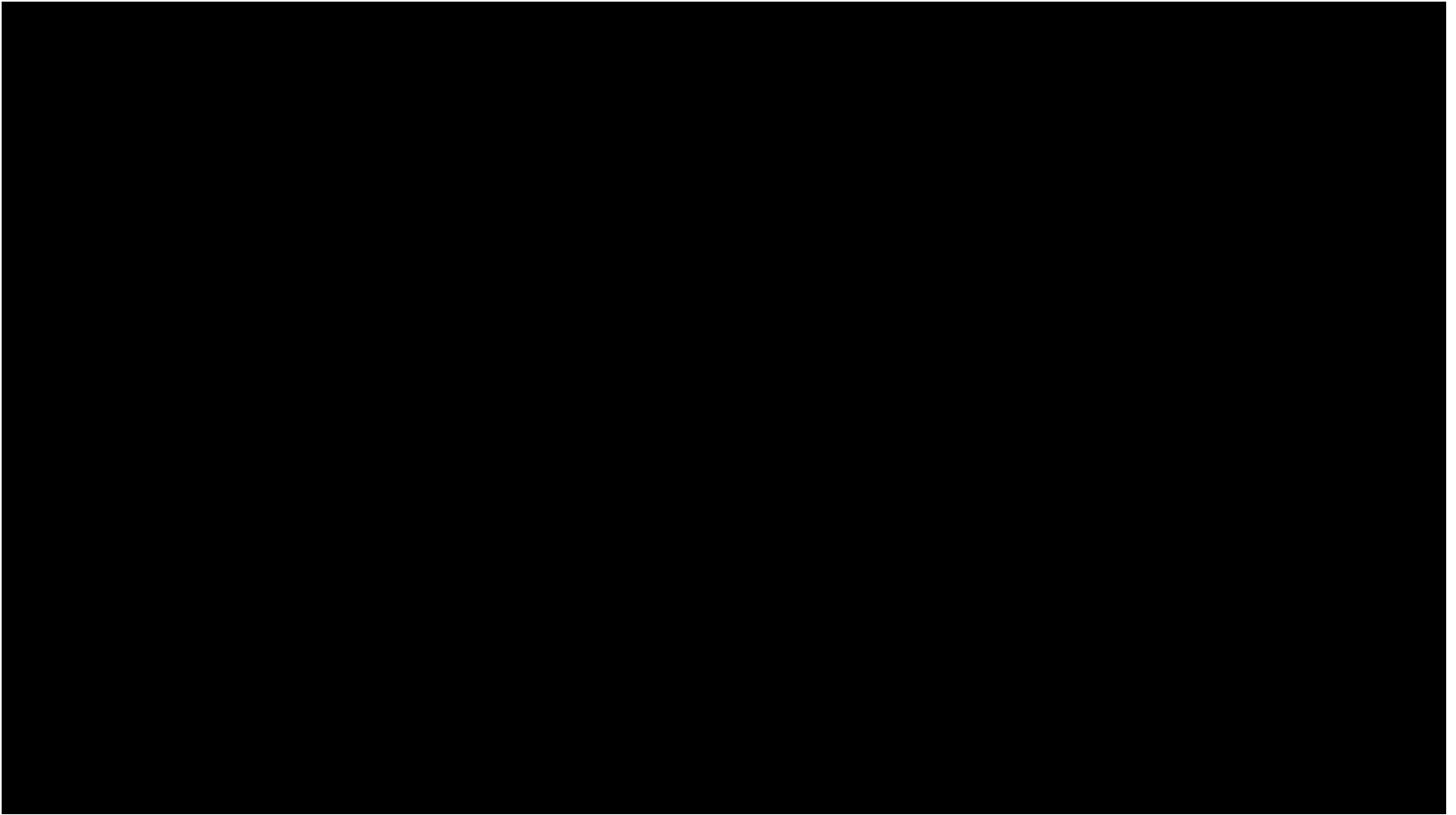
Why are you here?

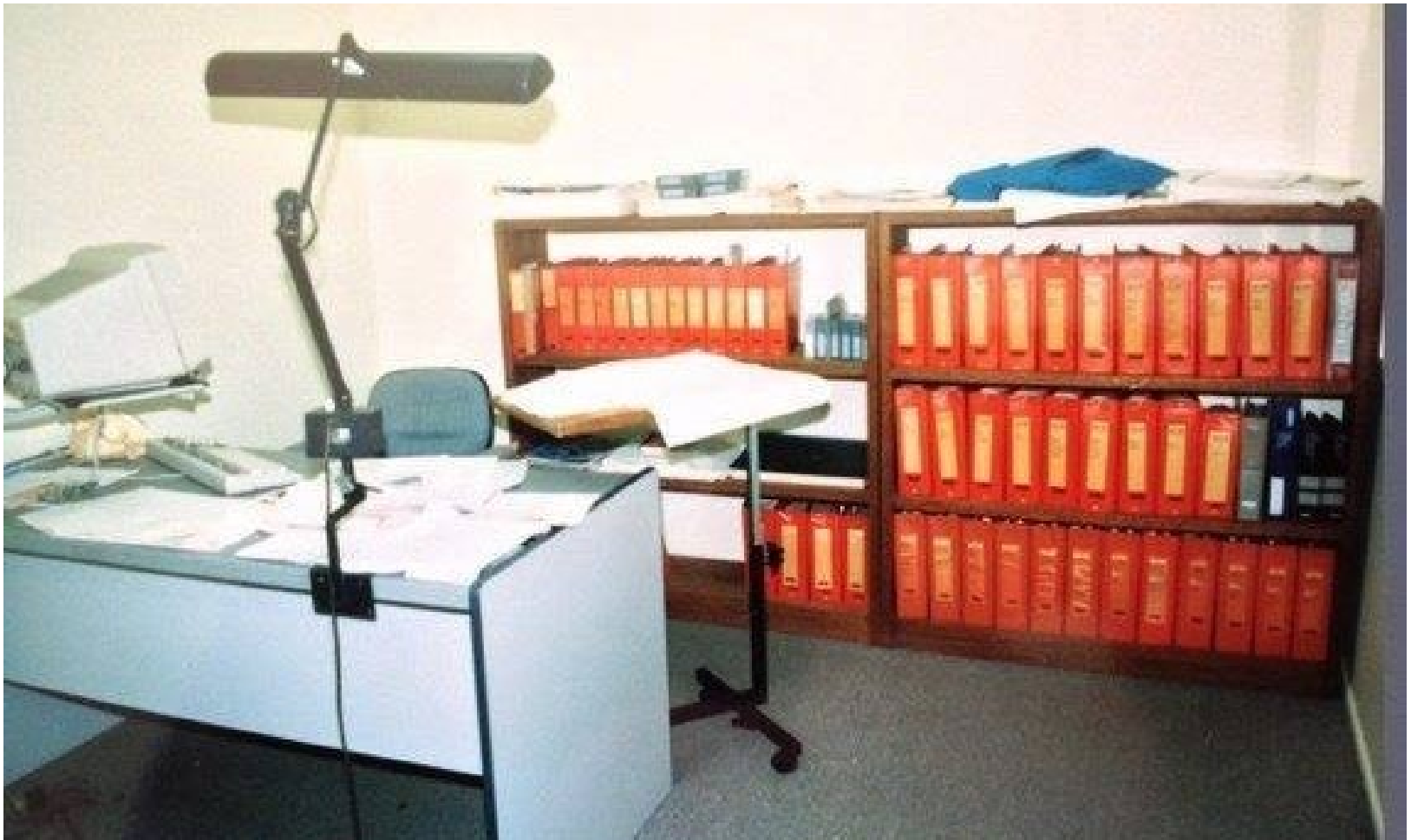
What we'll cover today

- What is Just-in-Time learning?
- The types of things we learn
- A brief discussion of current theories of education
- What do you want to learn?



How this course started





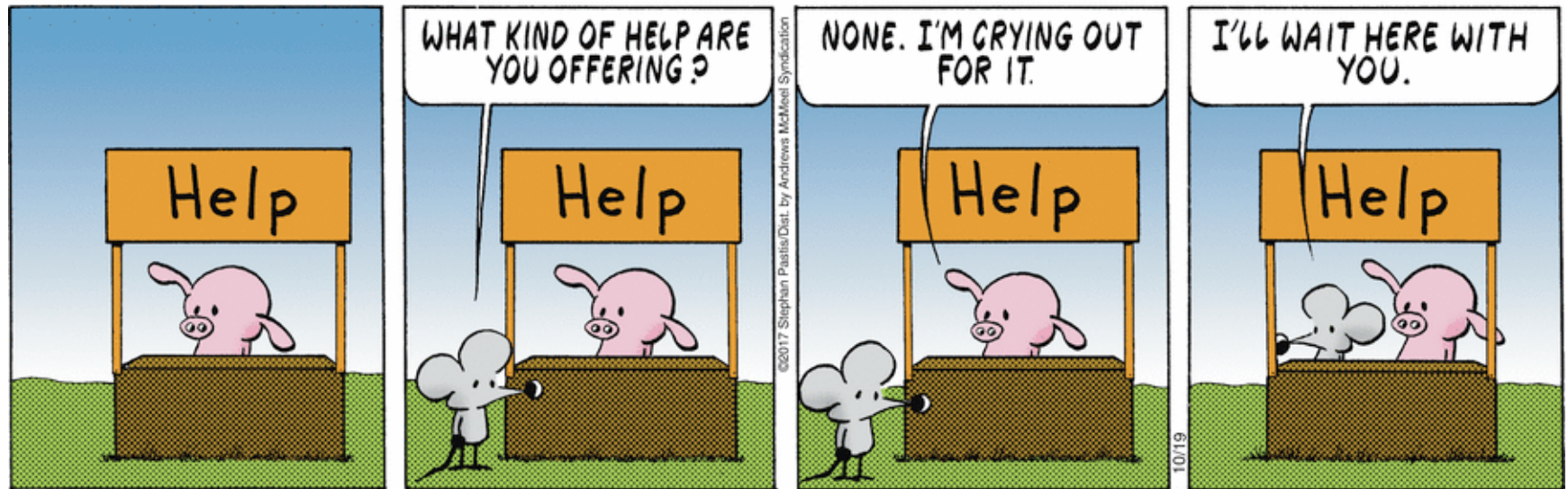
“We write the manuals for the one person in the office who’ll read them.”

What is just-in-time learning?

- Obtaining information at the time you need it
- We learn when we need to: just-in-time vs. just-in-case
- Relies on short-term memory and/or following instructions
- Distraction may be an issue
- May or may not be needed later
- May or may not require significant previous knowledge
- Not necessarily scheduled ahead of time

Examples: Just-in-time learning

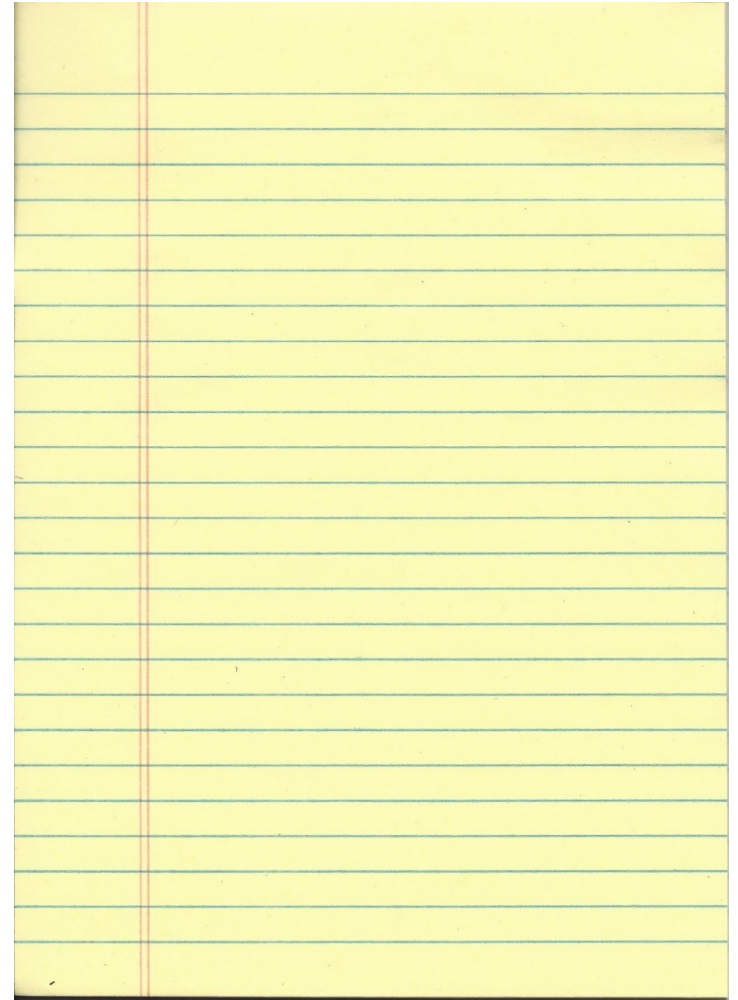
- A recipe
- A programming example
- An instructional video that shows you how to tune a banjo
- A concordance
- Standing up in an office and asking, “Does anyone here know how to find unique values in an Excel pivot table?”



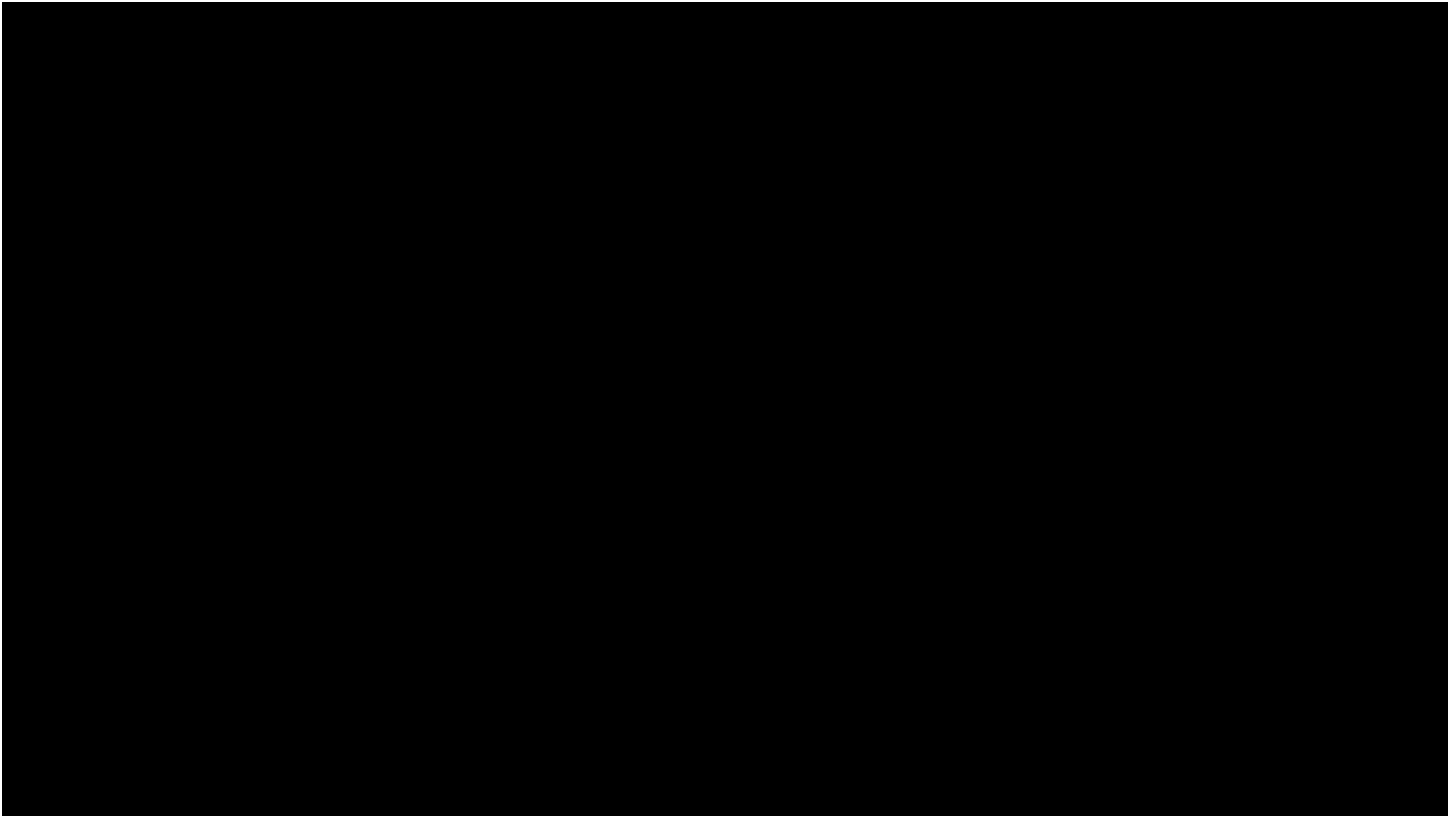
What do you do when you don't know what to do?

Describe a problem you recently solved where you weren't an expert

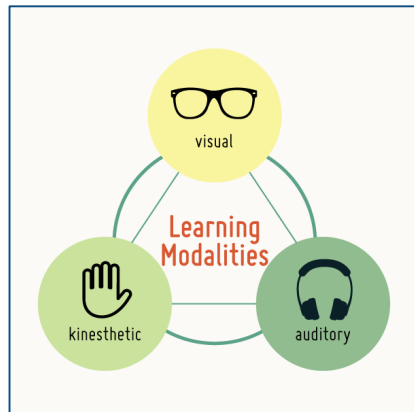
- What was the problem?
- How did you learn what you needed to know?
- How did you help yourself remember what you'd learned?



Learning styles



Learning styles



VAK – Visual, Auditory, Kinesthetic



VAKT – Visual, Auditory, Kinesthetic, Tactile



Visual Auditory Read/Write Kinesthetic (VARK®)

VAK/VAKT/VARK

- **Visual** learners prefer to read a lot, which requires concentration and time spent alone. Visual learners need the visual stimulation of bulletin boards, video and movies. They must have written directions if they are to function well in the classroom.
- **Auditory** learners typically require only oral directions. They want to engage in discussions, conversations, and group work. (Oxford, 1995, p. 36)
- **Kinesthetic** learners are those who "imply total physical involvement with a learning environment such as taking a field trip, dramatizing, pantomiming, or interviewing".
- **Tactile** learners learn with one's hands, such as writing, drawing, building a model, or conducting a lab experiment.

Relationship between VAK Learning Styles and Problem Solving Styles



Expect that there will be distractions

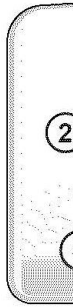
The Source of the Term Molotov Cocktail by David Landau

“Writing about music is like dancing about architecture.”
- Martin Mull *

The problems with learning styles

Learning Styles: Concepts and Evidence Author(s): Harold Pashler, Mark McDaniel, Doug Rohrer and Robert Bjork Source: Psychological Science in the Public Interest, Vol. 9, No. 3 (December 2008), pp. 105-119

Rail



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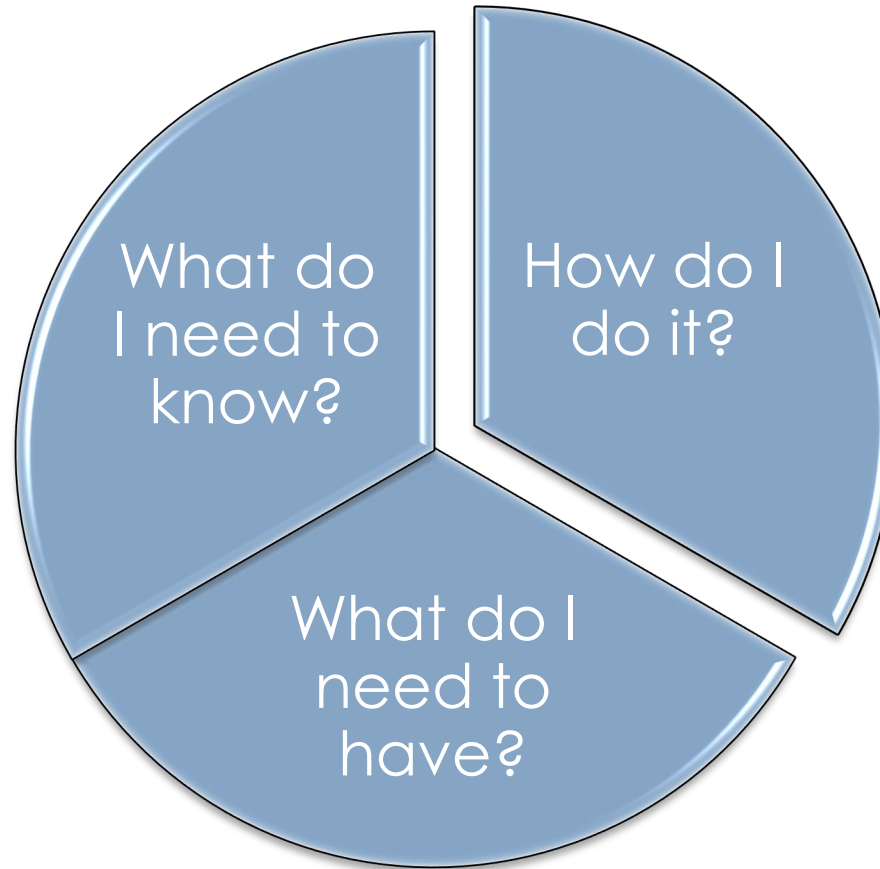
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Spring Forward

Information types: Task, Concept, and Reference





GARLIC SALMON LINGUINE

Recipe by Naner

CHEF'S NOTE

"Loved this recipe I found in "Quick Cooking". I reduced the amount of olive oil in the original recipe, and this turned out to be quick weeknight meal for the family. I served this with broccoli and bread."



READY IN: 20mins

SERVES: 4

UNITS: US

INGREDIENTS

1	(16 ounce) package linguine
3	cloves garlic, minced
$\frac{1}{4}$	cup olive oil
1	(15 ounce) can salmon, drained and deboned
$\frac{3}{4}$	cup chicken broth
$\frac{1}{4}$	cup minced fresh parsley
$\frac{1}{2}$	teaspoon salt
$\frac{1}{8}$	teaspoon cayenne pepper

DIRECTIONS

Prepare linguine according to pkg directions, drain and set aside.

In skillet, saute garlic and olive oil.

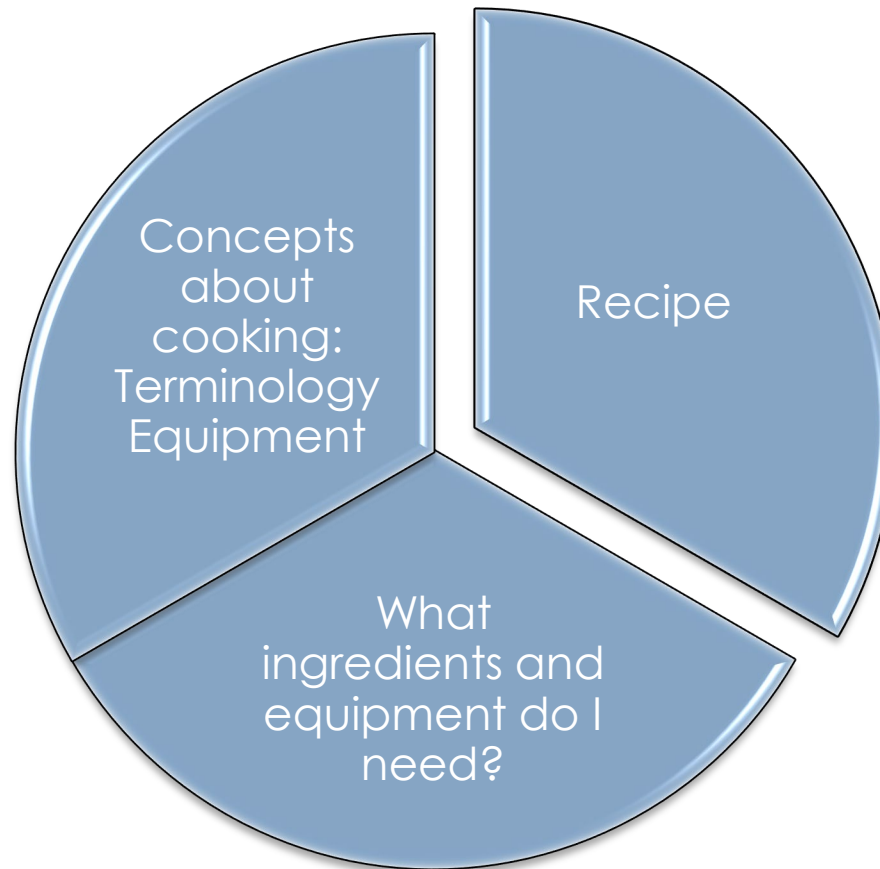
Add salmon, chicken broth, parsley, salt and cayenne pepper.

Cook over medium heat until heated through.

Add linguine to salmon mixture in skillet, and toss to coat.

How much do you need to know?

Information types: Task, Concept, and Reference

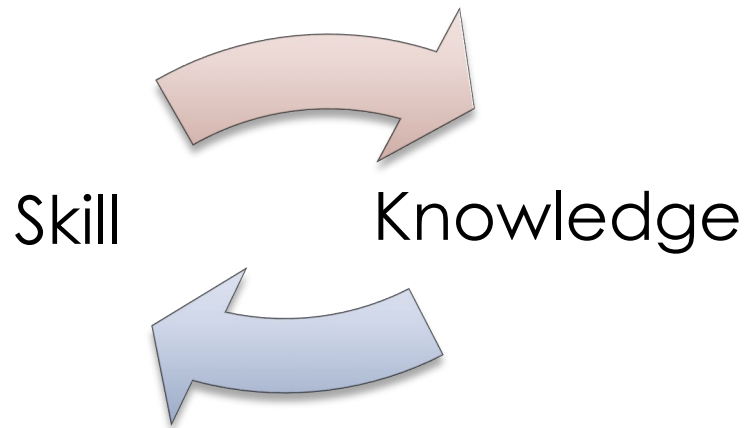


History is a body of evidence and a method of inquiry.

- Dr. Jill Lepore

We need facts and a process for collecting and analyzing facts

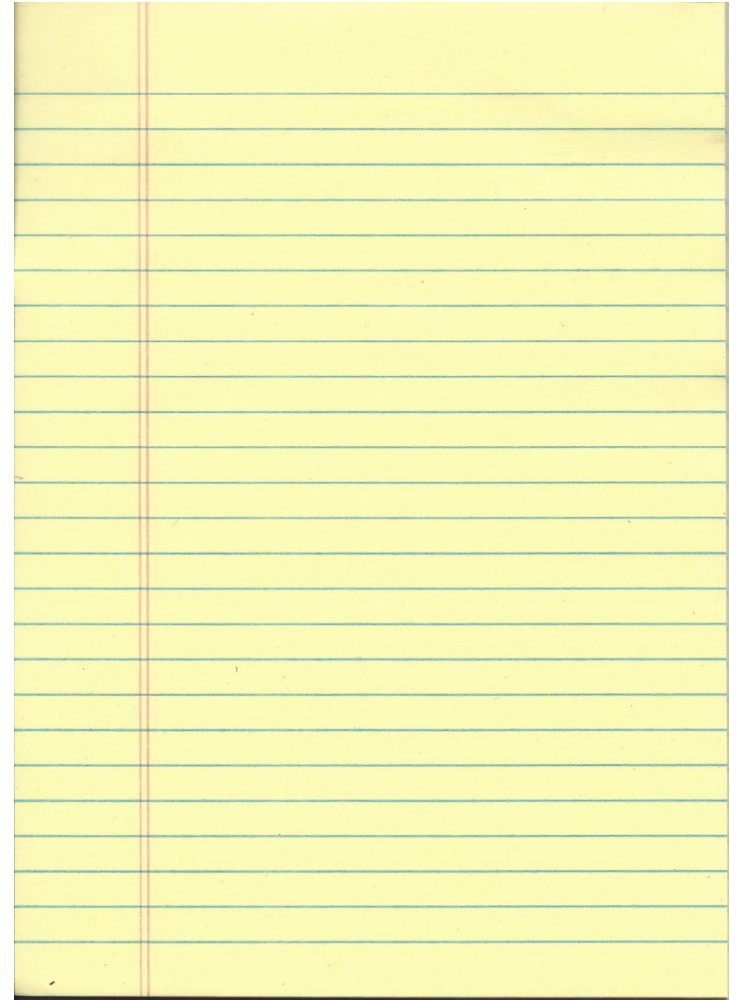
Skill depends on knowledge which depends on skill which ...



Louisiana's Remarkable Reading Test – Robert Pondiscio, Senior Fellow and the Vice President for External Affairs at the Thomas B. Fordham Institute

About learning styles

- Write two or three sentences about learning styles.
- Why was the chainsaw video effective?
- It's ok if you don't remember everything (or anything).



How much do you want to know?

Why	Example
To do something once	Make a special dinner
To do something repeatedly	<ul style="list-style-type: none">• Tighten a chainsaw• Download audio books from OverDrive
To know something once	<ul style="list-style-type: none">• What other movie was this guy in?• What is the morning star?
To know something well	Understand statistics
To know something well enough to do something else	Understand statistics well enough to analyze a set of property values and taxes in your community

Lifelong learning is self-directed learning

	Traditional Time- based Education	Competency-based Education
Goal of educational encounter	Acquisition of knowledge	Application of knowledge
Responsible for driving educational process	Teacher	Learner
Responsible for learning	Teacher	Learner and teacher
Timing of assessment	Emphasis on summative	Emphasis on formative
Typical assessment context	Proxy on a single subject	Authentic in mimicking real tasks of professional work/multiple assessments into evaluation portfolio
Evaluation standards	Relative to peers	Relative to objective measures
Program completion	Fixed time	Variable time

Neil Hamilton, LEADERSHIP OF SELF: EACH STUDENT TAKING OWNERSHIP OVER CONTINUOUS PROFESSIONAL DEVELOPMENT/SELF-DIRECTED LEARNING, 58 Santa Clara L. Rev. 567 (2019). Available at: <https://digitalcommons.law.scu.edu/lawreview/vol58/iss3/7>



The first iPhone

Steve Jobs: "Your thumbs will learn."

