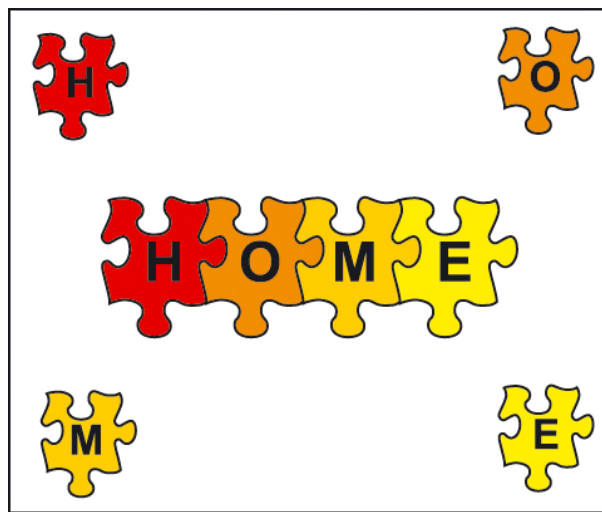


Jigsaw

Overview

This cooperative learning strategy allows a student to become an “expert” in some aspect of a topic, then return to a “home” group to share what he or she has learned. Expertise is developed, acknowledged, and shared among the members of each group as they encourage each other in the learning process.



Note: Previous work in pairs and small groups will help students to be successful with this sophisticated strategy.

Steps

1. Decide how to divide students into Home groups of no more than four.
2. Ask the students in the groups to each assign themselves a letter (A – D).
3. Have students form new groups (of all A's, B's, etc.) to become Expert groups.
4. Ask one member of each group to pick up sheets providing information and questions concerning their topic.
5. Allot enough time for students to become familiar with their topic, jot down notes, and check their understanding.
6. Have students thank their Expert group and return to their Home group. The A's present their expert information to their Home groups first, the B's do so next, until everyone has presented and shared the research on their topic, and has checked that the information has been understood.

Jigsaw (continued)

Hints and Management Ideas

- Pre-assign groups. You can incorporate letter heads (a-d) and divide the class.
- Give ample time for Expert and Home groups to gather, discuss, and share their research (15 minutes is a reasonable time).
- Make sure that your instructions are clear, and are visible for students to see.
- Monitor the discussions. It is important to listen to some of the discussions to make sure that common confusions are addressed and students are staying on track.

Benefits of Jigsaw

- When students have appropriate “think time”, the quality of their responses improves.
- Students are actively engaged in the thinking and in becoming ‘mini’ experts on the topic assigned to them.
- The activity facilitates interaction among students and gives them time to communicate and check for understanding prior to presenting to the Home group.
- Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group, and in this activity, everyone gets a chance to share.

For more detailed information, refer to Bennett, B. and Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, Ontario: Bookation Inc.