

Jigsaw

Purpose

This instruction process provides the opportunity for students to become experts in an area of a topic through working in a small group (Group A) and then sharing this expert knowledge with their peers in a jigsaw group (Group B). Each of the expert presentations in Group B contributes to the entire report, all the pieces of the puzzle. Through this cooperative process students are initially responsible for one segment of the information and develop detailed reports (supplementary information/diagrams, completing research and surveys, etc.). As they listen to their peer reports in the jigsaw group (Group B) they develop a gestalt of the entire topic. Each student is required to make a presentation in the jigsaw group (Group B) but they have had the opportunity to hone that presentation through interaction within their expert group (Group A). As each expert works to learn the material, they are also responsible for developing strategies to teach the information to their peers, assuming the role of teacher for this process.

The instructor needs to identify the subtopics within a topic and arrange for five to six students to participate in an expert group. Each expert group works as a team to build knowledge to present to their peer group. Each peer group must know and understand each expert report. This process can be used for major topics, used to dissect academic journal articles or segments of an article. If the topic was “Building a Green Environment,” for example, the expert groups could include 1. Buildings, 2. Recycling 3. Energy 4. Environment 5. Food. If the topic was wine production, the topics could be 1. Varieties 2. Grape Growing 3. Bottling 4. Marketing 5. Harvesting. This strategy can be used in one class period to dissect a journal article or through multiple class sessions as students build a major report.

Process

1. Instructor Preparation

The instructor needs to identify the topics and the subsections that will be assigned to each expert group. In addition, the instructor must identify the content, format and questions each expert group will address. Is the expert group to answer questions about the story or are they to locate relevant data to address the subsection inquiry?

2. In Class

The instructor divides the students into four to six jigsaw groups with about five members per team. The teacher or each group selects one member to be the leader who will be responsible for organizing the group reporting process.

Each student in the group is then assigned to one of the expert groups. Each student reads, responds to questions or completes research independently and shares with their team members. The goal is to have each student knowledgeable about the content and to be able to share and make a presentation to the jigsaw group (Group B). They can develop a concept map, a summary of their findings or notes.

The experts return to the jigsaw group (Group B) with each member sharing the information gathered. They are responsible for teaching the new information to the jigsaw group.

The jigsaw group could develop a graphic organizer to compile all the information from the expert group members.