

3. JIGSAW

Approx. duration: 45-60 min

Groups of: 4-5-6

Competencies involved: S, L, W, R

Level: All

Required Material

- Notebook or piece of paper and pen
- Whiteboard and marker (optional)
- Laptop for research (optional)

Activity Description

Jigsaw is a twist on classic peer teaching tasks. It's a cooperation-based activity that encourages students to collaborate on a shared goal, which is teaching a concept or a lesson as expertly as possible. Jigsaw "encourages students to actively listen, engage with others and [...] practice their communication skills, teamwork skills and critical thinking skills" [1]. In this version, the students don't have to start studying their subject or prepare at home. The teacher selects the topic and the subtopics that each team will focus on and assigns them in class.

The first step of this activity is to create expert groups. The teacher should divide the students into evenly sized expert groups of 4-6 students. The number of subtopics will be determined by the number of groups.

Next, each group is assigned its sub-topic. Topics can vary greatly, but can include a social, scientific, or literary concept, a grammar notion, a portion of a reading, etc. In this first step, team members "[...] collaboratively research, discuss, or develop their subtopic with their expert group, allowing the students enough time to become experts on it." [2]

Then, when the students feel ready to teach their topic, the teacher reorganizes the teams to ensure that there is one expert from each expert group in each new group. Taking turns, expert students teach their subtopic to the other students until each group learns about each subject, ideally using a whiteboard. [2] It's possible and recommended to provide the students with a template so they can take notes about each topic. [2] This template can serve as the wrap-up activity, or the teacher can decide to do a follow-up reinvestment activity. [2]

TEACHER

- Topic and subtopics selection
- Wrap-up template document preparation (if applicable)
- Assessment and/or feedback tool preparation (optional)
- Activity instructions
- Team formation

STUDENTS

- Review of the evaluation criteria (if applicable)

Preparation

TEACHER

1. Gives the activity instructions.
2. Assigns sub-topics to each expert group.
3. Walks around the classroom to verify the students' progress.
4. Ensures transitions between group formations (expert group -> mixed group).
5. Proceeds with a collective recap.

STUDENTS

1. Select a timekeeper (if applicable).
2. Prepare their lesson with other experts.
3. Change groups and teach their lesson to other students.
4. Fill out their notes template.
5. Take part in the final collective recap.



Workflow

Evaluation options

TEACHER

- Assessment of the presentations using evaluation criteria that have previously been shared with the students or that are shared during the activity, e.g. based solely on presentation skills
- Assessment of the notes template document

STUDENT

- Formative or summative assessment of other students' presentations based on the teacher's criteria

Tips

- It's recommended to "select a leader for each group who will ensure each member is involved equitably". [1] ·Alternatively, the teacher can ask the students to choose the leader themselves.
- Teachers can divide the teams "[...] to promote differentiation in the classroom. Teams can be designed according to students' strengths and weaknesses, or their interests." [2]

[1] Tomaswick, L. (2017). Active Learning – Jigsaw. Kent State University Center for Teaching and Learning. <https://www-s3-live.kent.edu/s3fs-root/s3fs-public/file/Teaching%20Tools%20In%20a%20Flash%20-%20Jigsaw%20-%20Final.pdf?VersionId=XoIUioQ6pZZKW7gjubXcgF34uP1wRlFh>

[2] Drolet, V. (2024). The Jigsaw Method: Transforming Students into Experts to Enhance Their Learning. Eductive. <https://eductive.ca/en/resource/the-jigsaw-method-transforming-students-into-experts-to-enhance-their-learning/>