

Jigsaw is a cooperative learning strategy which helps students create their own learning. Like the building of any jigsaw, each student's part in this activity is essential for the completion and full understanding of the task. The teacher will arrange students in groups with a given task to complete and each student is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. When students return to their original groups, they should be experts on their assigned area of learning and groups can piece together a clear picture of the task that had been originally assigned.

Learning Outcomes

By choosing to engage in this activity, the following learning outcomes will naturally be encountered:
OL1, OL2, OL3, OL4, OL8, OL10, OL11 R2, R3 W2, W3, W10

Key Skills

Communicating
Working with Others
Managing Information and Thinking
Literacy

Student Friendly Learning Intentions: Students will...

Work independently
Work together to gain a deeper understanding/meaning of a given task
Listen to views of others and refine their own thinking by appreciating a range of opinions
Gain confidence to speak to others about their experiences

Preparation

Explain to students that they will be reading the same text in groups focusing on different areas of the content.

Instructions

- Divide the students into small groups of three or four.
- As with any strategy, the teacher should first model it for the students.
- The students will work in different cooperative learning groups to learn the assigned content. Each group will be called a 'Home Group' and the students in each home group will read different texts or different aspects relating to the given text. The teacher will share the learning goals with each group. These goals may be decided by the teacher or by agreeing shared success criteria.
- Once the initial reading of the materials has been completed in the home groups, students will move and form 'Expert Groups' comprising of those students who have read the same material. These expert groups will interrogate their information and become experts on their studied/read content.
- Members from each expert group will then return to their home groups and report/share their information with the other members of the group.
- Throughout the entire process, the teacher will move around the room, visiting each home and expert group and observe the groups as they read and discuss. If issues arise in any group, the teacher will guide the individuals from the group into finding a resolution to the issue and thus keeping responsibility with the students to take charge of their own learning. This is an important feature of cooperative learning.

Assessment

Self-assessment; peer assessment; teacher observation; self-reflection