THE JIGSAW: AN OLD GAME AS A NEW MODEL OF INTERACTIVE LEARNING

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AGENDA

- Abstract
- Benefits
- Overview of Jigsaw Process
- Reading, Comprehension, Accountability
- Bloom’s Taxonomy
- Activity
- Summary
ABSTRACT

Faculty challenges -

• finding a means by which to encourage and hold students accountable for reading course materials
• determining their level of comprehension

The Jigsaw method of instruction -

• creates an environment in which the students become the subject matter experts
• they ensure others in the class comprehend the course readings
The best way to master pedagogy is to teach it to another individual.

It is rewarding when students take ownership of their learning.
BENEFITS

• Tried and true –
  – Data to support findings

• “Three-decade track record of successfully reducing racial conflict”

• Increased positive educational outcomes

• Simple to implement

• Efficient way for students to learn course material
OVERVIEW OF THE JIGSAW PROCESS

• Students work in small groups
  – One subset is the base/home group
  – Second subset is the “expert” group

• Students become the “experts” on a portion of the subject matter and check their understanding with other experts
• Students share their knowledge with others in the class through small group discussions

• Material is reviewed immediately after it is presented

• A short quiz confirms understanding/comprehension
READING, COMPREHENSION AND ACCOUNTABILITY

- Interactive and engaging

- Students take ownership of the learning process

- Students become the “experts” and thereby develop confidence in their own ability to master the course content, as well as teaching others
• Students hold each other accountable for knowing the course material and being prepared

• Learning shifts from a competitive to a cooperative model

• Complex material is discussed from multiple perspectives and with examples which improves comprehension and retention
BLOOM’S TAXONOMY

• Bloom’s Taxonomy of learning domains correlates with the various types of Jigsaw activities

• Process involves various degrees of understanding, application, analysis and evaluation
ACTIVITY

• Base groups identified -

• Readings assigned to base groups –
  – Take notes – highlighting and writing on the articles
  – Think of examples to improve understanding
• Shift to expert groups
  – Verify key concepts within the articles
  – Identify examples to increase understanding

• Return to base groups
  – Discuss the articles (recommend in order by article number)

• Review and quiz
T/F  The jigsaw method was first introduced as a means to address violence in the schools

T/F  Observed the process of teachers calling on students and the range from waving hands by those desiring to respond to relief by others when they were not called

T/F  The first “scientific” method of evaluation of the process showed no change in absenteeism of students and limited to no improvement in academic progress

T/F  Dominant and extrovert students tend to control groups and impact the learning of others

T/F  The jigsaw works best when all students are at the same level of comprehension and reading ability
ANSWERS

True - The jigsaw method was first introduced as a means to address violence in the schools

True - Observed the process of teachers calling on students and the range from waving hands by those desiring to respond to relief by others when they were not called

False - The first “scientific” method of evaluation of the process showed no change in absenteeism of students and limited to no improvement in academic progress

False - Dominant and extrovert students tend to control groups and impact the learning of others

False - The jigsaw works best when all students are at the same level of comprehension and reading ability
SUMMARY

Basic Process

• Create the base/home groups of 3 to 4 students
  – Maximize diversity in terms of identity, skills, and mastery of the subject

• Each person in the base group is assigned a reading or topic to review
  – Long/detailed readings should assigned in a manner in which allows for reading and taking notes outside of the classroom setting

• Regroup into “expert groups” of students reading the same article
  – Group discusses the concepts, identifies the main points of the segment and prepares to present the material to their base group

• Return to base group for individual presentations
  – Encourage others to ask questions

• Give a quiz over the topics discussed
  – May be in group format; possibly allow the use of notes
  – Consider having the experts do the quiz individually, without notes
ADVANCED PROCESS

• Base groups (3 to 4 students) given a topic to research outside of class
  – Each base group is assigned a different topic
  – Individually, the members research the topic and must print peer-reviewed journal articles and other professional sources
  – Each person brings their articles with highlighting and notes to the class

• Base group meeting in class
  – Become the experts on their topic
  – Analyze the sources gathered and identify the main points from multiple sources
  – Organize the information into a comprehensive working outline
• Discussion leaders - presentations
  – The class is re-divided into a total of 3 to 4 groups; with 1 member of each base group moved into 1 of the reformed learning groups
  – Each person from the base/expert group is responsible for presenting the material to a new learning group
  – Depending on the amount of material, the presentation may take up to 20 minutes

• Review and Quiz
  – Learning groups are dismantled as everyone returns to their base group
  – Allow 10 minutes to review the material and call any expert back for clarification of the content
  – Base group members take the quiz individually, using their notes
  – Immediately following, the group takes the quiz as a group, using notes
  – The “experts” must take the quiz individually and as a group without the benefit of notes
  – Once everyone is finished with the quiz, report out the correct responses
• Repeating the process
  – Only 1 or 2 expert groups will be able to complete the process of leading a discussion within any given class period
  – The expert discussion leading groups changes as the semester progresses
BIBLIOGRAPHY


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