



## Jigsaw Method

The jigsaw instructional strategy is an effective way to cover a large amount of material in a short amount of time. It is a unique learning activity where students are members of two different groups, an **expert group** that examines the content/skill to be learned, discusses the best way to relay that information and a **home group** that shares the new knowledge in a round robin format.

Here is a sample:

Expert Groups 	Home Groups 	A	B	C	D	E
	Articles					
1.	Valzez	Joe	John	Wanda	Donna	Linda
2.	Bennett	Elaine	Lucille	Joanne	Lynn	Tom
3.	Schmidt	Theresa	Lori	Milo	Lois	Kelly
4.	Froese	Butch	Don	Phyllis	Fred	Stella
5.	Mehra	Cheryl	Kyra	Merill	Kay	James

### Step 1:

In the sample above, there are five articles to be covered, numbered 1 to 5 with the author's names given in the second column. The groups going across the grid are called expert groups. For example, Joe, John, Wanda, Donna and Linda will be assigned the Valzez article to become "experts" on. Those students will read and discuss the key points of that article and be ready to tell the other members of their home group about the Valzez article. The other numbered expert groups will do the same with their assigned article.

### Step 2:

Students will meet in their home groups A to E to share the information on their various articles. Group A of Joe, Elaine, Theresa, Butch and Cheryl have all read different articles and they will take turns sharing the key points of the articles. In this way all students do not have to read all articles but get the key points of each of them from others. This is an easy way to cover articles or chapters of a text.

Depending on your students, it may be helpful to have the home groups meet first and take an oath that they will do their best in the expert groups to bring back the information. This will add a layer of commitment to the task.

It is easiest if the entire process can occur within one classroom meeting. This evades the problem of students missing class when it is time to share in the home groups. If you are drawing the process out over a longer time period due to the amount of material to become experts on or the length of your class time, then it may be helpful for each expert group to prepare a one-page summary that could be provided to the groups that have a missing presenter. These one-page summaries could be assessed or just used as student notes.

Usually the instructor will circulate amongst the expert groups to make sure the important concepts are going to be shared. Alternatively, if you use the one page summary, the instructor can review it prior to it being shared in the home groups.

This process could be assessed or it could just be another learning strategy and not assessed. You could assess on the basis of content coverage and/or on group skills like communication, dependability, listening, etc.

This is one example of cooperative, group learning.