



Digital Promise

Accelerating Innovation in Education

Jigsaw

Educator leverages collaboration with differentiated, independent student mastery of specific concepts or subtasks to achieve greater overall understanding.

Key Method

Implementation of the jigsaw technique

Method Components

The educator leads students through a guided activity in which each student focuses on mastery of a predetermined subtask or concept. Students then combine their individual mastery with that of their peers by working collaboratively to achieve greater overall understanding.

What is the jigsaw technique?

The jigsaw technique is a method of organizing a classroom activity that requires students to depend on each other to succeed. The educator divides students into groups and breaks assignments into parts that the group assembles to complete the (jigsaw) puzzle. This technique was designed by social psychologist Elliot Aronson to help weaken racial cliques in forcibly integrated schools (Lestik and Plous, 2012).

Suggested implementation

Planning

- Instructor drafts an activity plan that defines the learning objectives and describes how each of the supporting tasks will be divided, how students will combine their individual skills to gain a better understanding of the learning objective, and how the learning objective will be evaluated.

Instruction

- Each student works independently to master a portion of a topic or skill.
- After each student has finished mastering his or her portion of the content, the students come together as a class to share what they've learned.
- Students synthesize the information their classmates introduce and use that information to address an overall learning goal/objective.
 - Suggested implementation: *Gallery Walk*

Supporting Research

The purpose of the jigsaw technique is shared learning; it may also be used when a large amount of learning needs to happen in a short period of time. Members of a group become "experts" in a particular area of a mutual pursuit and share their learning with other group members. Students divide up chapters of books, research various approaches to the same outcome, conduct different experiments with the same materials, or study different viewpoints on the same issue, and share the results. This technique has been shown to be effective for both children and adult learners.

- Aronson, E., Blaney, N., Stephin, C., Sikes, J., & Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills, CA: Sage Publishing Company.

- Kagan, Spencer. "Jigsaw Description." Harmony Education Center, National School Reform Faculty http://www.nsrfharmony.org/system/files/protocols/jigsaw_0.pdf
- Swain, Merrill, & Lapkin, Sharon. (2001). "Focus on Form Through Collaborative Dialogue: Exploring Task Effects." *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*, 99–118.
- Lestik, M., & Plous, S. (2012). "Jigsaw Classroom." Retrieved October 24, 2012 <https://www.jigsaw.org/>

Resources

- Aronson, Elliot. "The Jigsaw Classroom." Social Psychology Network, n.d. Accessed Apr 17, 2015. <https://www.jigsaw.org/information/>
- McDonald, Joseph P., Mohr, Nancy, Dichter, Alan, & McDonald, Elizabeth C. (2013) "Abbreviated Protocols." *The Power of Protocols*, 3rd ed, (Teachers College Press), 7–8 http://www.tcpress.com/pdfs/9780807754597_protocols.pdf

Submission Guidelines & Evaluation Criteria

Following are the items you must submit to earn the micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must receive a passing evaluation for Parts 1, 3, and 4 and a "Yes" for Part 2.

Part 1. Overview questions

(200-word limit for each response)

- **Activity Description:** What kind of project activities did you and your students engage in to become more proficient in using the jigsaw technique to achieve an overall learning goal/objective? Please describe the learning activities and strategies you used.
 - **Passing:** Activity description is clear with sufficient detail to illustrate what the students did to gain competencies.
- **Activity Evaluation:** How do you know your students increased their proficiency by engaging in the jigsaw activity and what evidence did you collect that demonstrates these learning gains?
 - **Passing:** Activity evaluation process and evidence are clear, appropriate, and sufficient to illustrate students' progress toward the competencies.

Part 2. Evidence/artifacts

Please submit work examples from two students (such as links to writing, audio, images, video, or other media) that demonstrate progress toward achieving a larger overall learning goal/objective through the use of the jigsaw technique.

"Yes"	"Almost"	"Not Yet"
<p>Student work examples show conclusive evidence of what the assigned task was and how the jigsaw activity reinforced the learning objective.</p>	<p>Student work examples show some evidence of what the assigned task was and how the jigsaw activity reinforced the learning objective.</p>	<p>Student work examples include little to no evidence of what the assigned task was or how the jigsaw activity reinforced the learning objective.</p>
<p>Work examples include evidence of collaboration and clearly show how that collaboration affected overall learning gains.</p>	<p>There is some evidence of collaboration, but it is unclear how that collaboration affected student understanding.</p>	<p>There is no evidence of collaboration, and it is unclear how student understanding was affected by the jigsaw activity.</p>

Part 3. Student reflections

For the two students whose work examples were included above, submit student-created reflections on their experience of the jigsaw activity. Use the following questions as a guide (200-word limit for each reflection):

- How did using the jigsaw technique help you and your group better understand the overall lesson content/learning objective?
- How did the jigsaw activity change how you might use independent work and group work more strategically to reach a greater goal/objective?
 - **Passing:** Student reflections clearly indicate how the jigsaw activity affected their understanding of the lesson content, and clearly show how the activity changed their views of individual mastery and teamwork.

Part 4. Teacher reflection

Provide a reflection on what you learned, using the following questions as a guide (200-word limit):

- What was the impact of engaging your students in the jigsaw activity?
- How will experiencing these project activities shape your daily teaching practice in the future?
 - **Passing:** Teacher reflections clearly indicate how the activity affected both the students and the teacher and clearly state how the experience will affect the teacher's future practice.