



WHAT IS IT?

Jigsaw is a cooperative learning activity, used to develop skills and expertise needed to participate effectively in group activities. It focuses on listening, speaking, collaboration, reflection, and problem-solving skills. This activity also develops the students' teaching skills. Jigsaw does require some pre-class preparation and students will need explicit instructions to understand activity requirements.

WHY USE IT?

- To structure meaningful conversation across a wide range of material.
- Jigsaw is useful in building background knowledge on a unit of study and learning about different viewpoints on a current event, trend or theory. It can also be helpful in reviewing different aspects of a unit of study to prepare for an assessment.

WHAT COULD I USE?

- Use vUWS Group tool
- Google Docs
- Learning Studio or Collaborative Learning Spaces

CONSIDERATIONS

- Timing can be challenging and a timer can be helpful to keep things on track.
- Ensure you visit each group to gauge their understanding of the topic.
- Try a flipped approach and ask students to carry out some research or reading before commencing the activity.
- Group students by letting them pick numbered or coloured pieces of paper to represent the different groups.
- During group sessions, intervention may be required if students need added direction or clarification of concepts within their segment. Encourage group leaders to manage the group ensuring they stay on task.
- At the end of the session, give students a group quiz on the segments or content to add a gaming element to this activity.

HOW DO I DO IT?

1. Prepare and divide the content into segments based on group numbers. Put students into groups of four. These groups will be the "home groups" of the jigsaw. Prepare a direction sheet with a learning goal to help students answer questions and gather information on each segment or selection e.g. identify investment options or strategies that a financial adviser may recommend to a client to assist them in achieving their financial goals.
2. Divide the class into their home groups. Explain the strategy and the topic of study. Tell students that they are going to be responsible for teaching one segment or selection to the group they are sitting with now e.g. shares, bonds, mutual funds, bank deposits, real estate.
3. Students will now leave their home group to sit with a group of students assigned to the same reading segment or selection, their "expert group." Ask students to begin reading to themselves, or have them take turns reading aloud. When students are finished reading, the group should discuss their segment, fill out their direction sheet, and decide what and how they should present to their home groups.
4. Students regroup with their home groups. Each student is responsible for teaching their reading segment or selection to their home group. All students are responsible for learning all material. Determine how you'd like students to organise and summarise all the information they've learned.

WANT TO KNOW MORE?

- [Choosing the Best Approach for Small Group Work](#)
- [Cooperative Learning Structures and Deep Learning](#)
- [Grouping: Think-Pair-Share Jigsaw](#)
- [Jigsaw Groups for Cooperative Learning](#)