Cooperative Jigsaw Objectives

- Participants will be able to list and describe constructive controversy research outcome
- Participants will be able to elaborate on process of controversy
- Participants will identify features to implement in their own rationale statements
Jigsaw Procedure (Adapted from Johnson, Johnson & Smith, 1998)

When you have information you need to communicate to students, an alternative to lecturing is a procedure for structuring cooperative learning groups called jigsaw (Aronson, 1978).

Task: Think of a reading assignment you will give in the near future. Divide the assignment into multiple (2-4) parts. Plan how you will use the jigsaw procedure.

Procedure: Positive Interdependence is structured in the jigsaw method through creating resource interdependence. The steps for structuring a "jigsaw" lesson are:

1. Cooperative Groups: Distribute a set of instructions and materials to each group. The set needs to be divisible into the number of members of the group (2, 3, or 4 parts). Give each member one part of the set of materials.

2. Preparation Pairs: Assign students the cooperative task of meeting with someone else in the class who is a member of another learning group and who has the same section of the material to complete two tasks:
   a. Learning and becoming an expert on their material.
   b. Planning how to teach the material to the other members of their group.

3. Practice Pairs: Assign students the cooperative task of meeting with someone else in the class who is a member of another learning group and who has learned the same material and share ideas as to how the material may best be taught. These "practice pairs" review what each plans to teach their group and how. The best ideas of both are incorporated into each presentation.

4. Cooperative Group: Assign students the cooperative tasks of:
   a. Teaching their area of expertise to the other group members.
   b. Learning the material being taught by the other members.

5. Evaluation: Assess students’ degree of mastery of all the material. Recognize those groups where all members reach the preset criterion of excellence.

JIGSAW SCHEDULE

COOPERATIVE GROUPS

PREPARATION PAIRS

CONSULTING/SHARING PAIRS

TEACHING/LEARNING IN COOPERATIVE GROUPS

WHOLE CLASS REVIEW
Theory-Research Jigsaw

- Outcomes • A:3 – A:10
- Process 1: Steps 1, 2, 3 • A:10 – A:17
- Process 2: Steps 4, 5 • A:18 – A:24

Preparation Pairs

TASKS:
   a. Master Assigned Material – Skim Article/Chapter
   b. Plan How to Teach It To Group

PREPARE TO TEACH:
   a. List Major Points You Wish to Teach – 3 – 5 points
   b. List Practical Advice Related to Major Points
   c. Prepare Visual Aids/Graphical Organizers
   d. Prepare Procedure to Make Learners Active, Not Passive

COOPERATIVE: One Teaching Plan From The Two or Three Of You, Both Of You Must Be Ready to Teach
Preparation – ~ 10 min

Teach & Learn – ~ 15 min
  Outcomes ~ 5 min
  Process 1 ~ 5 min
  Process 2 ~ 5 min

Processing

Please complete the sentence:

One thing you did that helped me learn was . . .
Consulting/Practice Pairs

**TASKS:**
1. Find Someone Who Prepared To Teach the Same Section
2. Prepare Your Teaching Plan
3. Listen Carefully To Other’s Teaching Plan
4. Incorporate Other’s Best Ideas Into Your Plan

**COOPERATIVE:** Ensure Both of You Are Ready to Teach

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**Teach and Learn Group**

**TASK:** Learn ALL the Material (All three sections)

**COOPERATIVE:**
- **Goal:** Ensure All Group Members Understand All Sections of Material
- **Resource:** Each Member Has One Part
- **Roles:** Teach, Learn

**EXPECTED CRITERIA FOR SUCCESS:** Everyone learns and teaches an area of expertise, Everyone learns others' area of expertise, Everyone summarizes and synthesizes

**INDIVIDUAL ACCOUNTABILITY:**
- Professor Monitors Participation of All Learners
- Individual Oral Exam
- All Take Test Individually

**EXPECTED BEHAVIORS:** Good Teaching, Excellent Learning, Summarizing, Synthesizing

**INTERGROUP COOPERATION:** Whenever it is helpful, check procedures, answers, and strategies with another group.
Jigsaw -- Role of Listening Members

Clarify material by asking questions
Suggest creative ways to learn ideas and facts
Relate information to other strategies and elaborate
Present practical applications of information
Keep track of time
Appropriate Humor

JIGSAW SCHEDULE

COOPERATIVE GROUPS
PREPARATION PAIRS
CONSULTING/SHARING PAIRS
TEACHING/LEARNING IN COOPERATIVE GROUPS
WHOLE CLASS REVIEW
### Cooperative Learning

Cooperative Learning is instruction that involves people working in teams to accomplish a common goal, under conditions that involve both positive interdependence (all members must cooperate to complete the task) and individual and group accountability (each member is accountable for the complete final outcome).

#### Key Concepts

- Positive Interdependence
- Individual and Group Accountability
- Face-to-Face Promotive Interaction
- Teamwork Skills
- Group Processing

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<table>
<thead>
<tr>
<th>Jigsaw Processing</th>
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<tbody>
<tr>
<td><strong>Things We Liked About It</strong></td>
<td><strong>Traps to Watch Out For</strong></td>
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</tbody>
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**Positive Interdependence**

**Individual and Group Accountability**

**Face-to-Face Promotive Interaction**

**Teamwork Skills**

**Group Processing**
Professor's Role in Formal Cooperative Learning

1. Specifying Objectives

2. Making Decisions

3. Explaining Task, Positive Interdependence, and Individual Accountability

4. Monitoring and Intervening to Teach Skills

5. Evaluating Students' Achievement and Group Effectiveness
Cooperative Lesson Planning Form

Grade Level: __________ Subject Area: ____________________ Date:__________

Lesson: ________________________________________________________________

Objectives

Academic: ______________________________________________________________

Teamwork Skills: _______________________________________________________

Preinstructional Decisions

Group Size: ______ Method Of Assigning Students: ________________

Roles: _________________________________________________________________

Room Arrangement: ____________________________________________________

Materials: _____________________________________________________________

◊ One Copy Per Group  ◊ One Copy Per Person
◊ Jigsaw  ◊ Tournament
◊ Other: ______________________

Explain Task And Cooperative Goal Structure

1. Task: _______________________________________________________________

2. Criteria For Success: _______________________________________________

3. Positive Interdependence: ___________________________________________

4. Individual Accountability: ___________________________________________

5. Intergroup Cooperation: ___________________________________________

6. Expected Behaviors: _______________________________________________

Monitoring And Intervening

1. Observation Procedure: ______ Formal     ______ Informal

2. Observation By: ______ Teacher     ______ Students     ______ Visitors

3. Intervening For Task Assistance: _________________________________

4. Intervening For Teamwork Assistance: _______________________________

5. Other: ______________________________________________________________

Evaluating And Processing

1. Assessment Of Members’ Individual Learning: _________________________

2. Assessment Of Group Productivity: _________________________________

3. Small Group Processing: __________________________________________

4. Whole Class Processing: __________________________________________

5. Charts And Graphs Used: __________________________________________

6. Positive Feedback To Each Student: _________________________________

7. Goal Setting For Improvement: ___________________________________

8. Celebration: _______________________________________________________

9. Other: ______________________________________________________________