Jigsaw
Aronson
One planted “expert” on each topic teaches his new group.

Purpose:
• Focuses attention on one element of a concept
• Provides quick access to student understanding
• Allows shy students to gain confidence
• Encourages problem solving individually and in groups
• Provides forum for peer tutoring
• Increases the body of material for student response

Uses:
• When you want the students to share what they know
• When you want students to think through a problem by themselves, then share and develop the idea
• At any time during a class to break routine
• At times where students need to talk through a problem

Method:
1. Divide students into groups and assign a topic to each group to become experts on.
2. Allow time for research and discussion.
3. Assign new groupings, so that new groups contain one member of each original group.
4. Students who became experts in the original groups teach the members of their new group.

Results:
• Discuss findings from partnerships in larger plenary session
• Written results should be tabulated and recorded to check against possible misunderstanding of the material

Next Steps:
• Determine appropriate teaching technique responses to results
  ○ Large percentage understood the material or the discussion thoroughly explored the relevant concepts: move to next idea
  ○ Small percentage understood the material, or some avenues of exploration remain open: consider homework assignments, rather than class time, to explore elements of investigation now yet mastered. Alternately, focus attention on material during class by re-teaching or presenting the material differently. Groupwork and peer tutoring can assist in determining if the material has been mastered.
Future Steps:

- Keep records of results for use with student, course, and program assessments (trends begin with one result!)
- Course or program review:
  - Large percentage with misconceptions = strengthening focus of these in previous courses
  - Large percentage having no misconceptions = lessening focus or eliminating from course
  - Large percentage demonstrating poor understanding = adding concepts or skills to pre- or post- courses for necessary redundancy
  - Compare results from classroom assessments of major concepts with certification test results, graduate, and employer surveys and/or accreditation review comments; positive correlation = you are on the right assessment track and the right improvement track