**Jigsaw:**

**A Cooperative Learning Strategy**

**What is Jigsaw?**

Jigsaw is a learning strategy developed by Aronson (1978) and modified by the facilitators of this Institute. Jigsaw refers to the notion that each student group (or, in some cases, each member of a group) has a piece of the whole material to be learned. Although different groups are given different sections to read, every student in the class is responsible for having learned all of the different sections or material presented.

**What are the Component Parts of Jigsaw?**

* Each student base group is given a different section of the material to be learned.
* The material is discussed among base groups members until the members have mastered the material and can share it with others.
* Then, student pairs from each base group separate in order to form new groups in which all sections of the material (in our case, all the educational philosophies) are shared.
* In this way, each student learns about all of the material from peers without having had to independently read all of the material him or herself.

**What are the Benefits of Jigsaw?**

As opposed to independent student reading and teacher-centered lectures, Jigsaw provides an alternative way to introduce students to new material. Interdependence is created among students because they are dependent on each other to learn about and master the material. Base groups provide support for students in that they can verbally rehearse and elaborate upon the information being learned. Students are also more accountable to learning the material since they are responsible for teaching or sharing pieces of the material with their peers.

Adapted from the following source:

Johnson, D., Johnson, R. & Holubec, E. J. (1990). Cooperation in the classroom. Edina, MN: Interaction Book Company.

Aronson, E. (1978). The jigsaw classroom. Beverly Hills, CA: Sage Publications.