



General Instructions - The Jigsaw Model

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We learn 90% of what we teach others

General overview from "official" [Jigsaw Site](#)

Directions: Originally, the jigsaw concept was developed in the 1960's to facilitate racial integration through collaborative instructional settings in schools. It can be classified as part of the "social family" of teaching and learning models. There are several variations of the Jigsaw Model. Here is the one highlighted here and in the sample plans on this site.

Procedures: Specific subject area content, processes, or information is divided so that collaborative groups can be formed. The class is divided into two assigned sections -- **an expert group** - which investigates their portion of the assigned materials and prepares to teach that portion in their instructional groups. And they are also assigned **instructional groups**. Here the pieces of the assigned lesson come together as each member from a different expert group teach peers about their assigned content. Different people must be in each group.

In the expert group students read, discuss, and develop assigned materials or concepts into a teaching presentation for their peers. After the preparation period, an expert from each group is assigned to an instructional group. Here each expert teaches his or her portion to the others in the instructional group.

While there are a myriad of arrangements that can be devised for the jigsaw, please, remember that the intent is to encourage retention of at least a portion of material being taught. Another intention is to encourage collaboration among participants. If you choose to use this model, you will want to assure that all participants:

- 1) carry their weight in the preparation of materials and expertise, and
- 2) are generally compatible with members, both in the expert group and in the instructional group.



Grading and behavioral rubrics are helpful in spelling out expectations.

You want groups divided as evenly as possible. Instructional groups usually consist of smaller numbers than expert groups. Students should have set time limits for teaching presentations in their instructional groups.

Evaluation: You can evaluate lessons in different ways:

Through a test on assigned materials, this can be teacher or student constructed with the students from the expert groups devising questions for their portion of the materials.

Also, collaborative and academic behaviors, and preparation can be peer-reviewed and evaluated. These reactions can be shared with participants in a debriefing session after the instructional portion of the jigsaw presentation. If students engage in debriefing, they need to be coached on appropriate responses and collegial behaviors. Debriefing can be conducted in expert groups discussing what worked and what didn't, and/or in instructional groups discussing presentation strengths, methods and weaknesses. Or, debriefing can take place as a whole class discussion mapping collectively what was learned, and/or how the performances can be improved.

If desired, teachers can evaluate students' teaching performances too. Students can evaluate, reflectively, their own performances in both groups so that ultimately evaluation is triangulated between peers, each student, and the teacher.

This can be a very powerful model, especially if the evaluation portion is not focused on minutia learned but on how students can improve in collaborative skills, presentation methods, and reflective behaviors.