

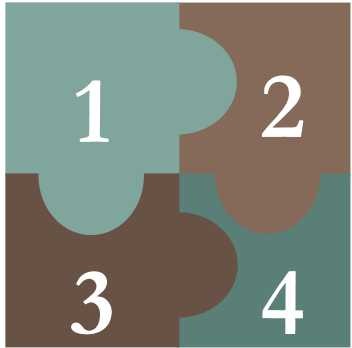


TEACHING HUMAN DIGNITY

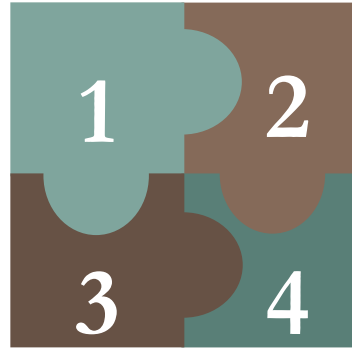
Jigsaw Cooperative Learning Activity

Human Flourishing and the
Common Good

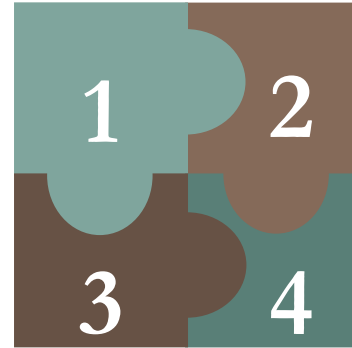
Jigsaw Method Cooperative Learning



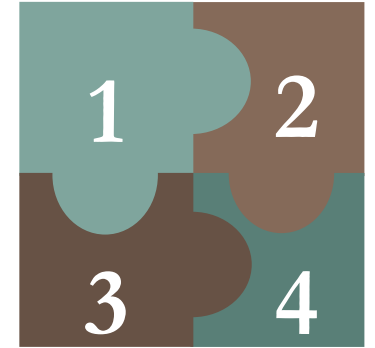
Home Group A



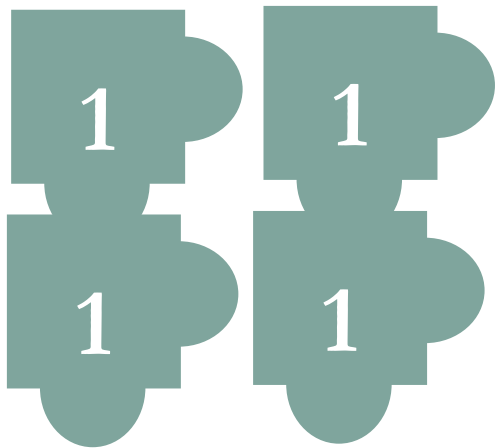
Home Group B



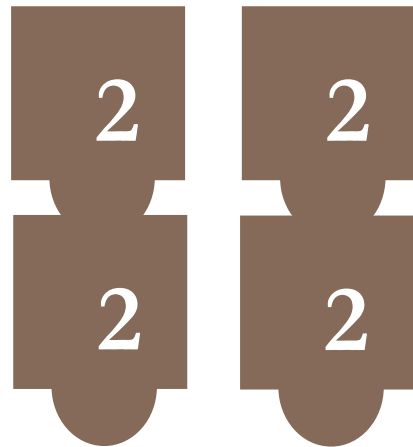
Home Group C



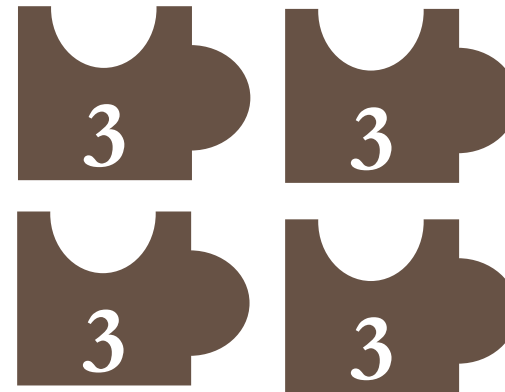
Home Group D



Expert Group 1



Expert Group 2



Expert Group 3



Expert Group 4



Expert Group Activities

- Meet with your instructor and clarify your task
- Ensure you can access
 - Content materials
 - Resources for developing teaching materials
- Learn about and develop teaching materials
- Evaluate your group members



Home Group Activities

- Teach the members of your Home Group
- Learn from other experts



Assessment Activities

- Share your understanding on the final assessment
- Reflect on the experience



Targeted Social Skills

- Supporting one another by contributing equally
- Teaching one another effectively will be expected during the lesson



Expert Groups

Attributes of the Common Good

- Inherent Dignity: STUDENT NAMES FILLED IN
- Interdependence: STUDENT NAMES FILLED IN
- Shared Conditions: STUDENT NAMES FILLED IN
- Individual Duties and Responsibilities: STUDENT NAMES FILLED IN
- Historical Variability and Structural Consistency: STUDENT NAMES FILLED IN



Home Groups

Focus on Developing Mastery of the Content

- Home Group 1: STUDENT NAMES FILLED IN
- Home Group 2: STUDENT NAMES FILLED IN
- Home Group 3: STUDENT NAMES FILLED IN
- Home Group 4: STUDENT NAMES FILLED IN



Jigsaw Cooperative Learning Model

Optional Materials

What is the Jigsaw Cooperative Learning Model?

A structure for learning that simultaneously helps students build collaborative/social skills while developing academic content mastery and building a learning community.



Steps in the Jigsaw Cooperative Learning Model

Jigsaw Cooperative Learning Model Steps	Teacher Role	Student Role
Introduce Jigsaw Model	The teacher explains to students what the Jigsaw model is, how its name illustrates the interdependence of students working together in the model, and the goals for using it. Steps in the learning process are described and explained.	Students listen and ask clarifying questions.
Name, teach, and practice targeted social skills	Teacher names a social skill that will be the focus of the lesson. A method for observing the social skill and assessing it is derived (possibly with input from students).	Students define and practice the social skill and contribute to making plans for assessing the skill.
Assign heterogeneously grouped students to expert and learning groups	The teacher forms expert groups (which focus on a topic) and home groups (which include one member from each expert group).	Students form assigned groups.

Figure 12-3: Teacher and Student Roles in the Jigsaw Cooperative Learning Model

Steps in the Jigsaw Cooperative Learning Model

Jigsaw Cooperative Learning Model Steps	Teacher Role	Student Role
Introduce Jigsaw Model	The teacher explains to students what the Jigsaw model is, how its name illustrates the interdependence of students working together in the model, and the goals for using it. Steps in the learning process are described and explained.	Students listen and ask clarifying questions.
Name, teach, and practice targeted social skills	Teacher names a social skill that will be the focus of the lesson. A method for observing the social skill and assessing it is derived (possibly with input from students).	Students define and practice the social skill and contribute to making plans for assessing the skill.
Assign heterogeneously grouped students to expert and learning groups	The teacher forms expert groups (which focus on a topic) and home groups (which include one member from each expert group).	Students form assigned groups.

Figure 12-3: Teacher and Student Roles in the Jigsaw Cooperative Learning Model

Steps in the Jigsaw Cooperative Learning Model

Jigsaw Cooperative Learning Model Steps	Teacher Role	Student Role
Assemble expert groups and set task	Teacher meets with the various expert groups and provides them specific instructions about their task navigating the topic. The teacher provides resources and materials students need to complete their task.	Students make sure they understand their task and their role in completing it in the expert group.
Experts teach in their learning groups	Teacher supports students completing their assigned expert group tasks.	Students complete assigned tasks to research, learn, and make materials for teaching home group.
Measure group and individual accountability	The teacher facilitates the process of measuring individual and group accountability. This might involve asking students to complete a reflection or questionnaire.	Students reflect on their own behaviors and contributions as well as those of their peers.
Evaluate and provide team recognition	Teacher implements assessment and identified highest performing group. Recognition is provided.	Students conduct assessment of the different groups—in many cases, teachers use these actual scores as part of each team's score.

Figure 12-3: Teacher and Student Roles in the Jigsaw Cooperative Learning Model

Steps in the Jigsaw Cooperative Learning Model

Jigsaw Cooperative Learning Model Steps	Teacher Role	Student Role
Assemble expert groups and set task	Teacher meets with the various expert groups and provides them specific instructions about their task navigating the topic. The teacher provides resources and materials students need to complete their task.	Students make sure they understand their task and their role in completing it in the expert group.
Experts teach in their learning groups	Teacher supports students completing their assigned expert group tasks.	Students complete assigned tasks to research, learn, and make materials for teaching home group.
Measure group and individual accountability	The teacher facilitates the process of measuring individual and group accountability. This might involve asking students to complete a reflection or questionnaire.	Students reflect on their own behaviors and contributions as well as those of their peers.
Evaluate and provide team recognition	Teacher implements assessment and identified highest performing group. Recognition is provided.	Students conduct assessment of the different groups—in many cases, teachers use these actual scores as part of each team's score.

Figure 12-3: Teacher and Student Roles in the Jigsaw Cooperative Learning Model



Characteristics of Cooperative Learning

- Positive Interdependence
- Individual Accountability
- Group Processing
- Promotive Interaction
- Interpersonal and Small Group Skills

Materials in this presentation are from:
Kilbane, C.R., & Milman, N.B. (2014). *Teaching Models:
Designing Instruction for 21st Century Learners*. Boston: Pearson.

The McGrath Institute for Church Life partners with Catholic dioceses, parishes, and schools to address pastoral challenges with theological depth and rigor. By connecting the Catholic intellectual life to the life of the Church, we form faithful Catholic leaders for service to the Church and the world.



mcgrath.nd.edu