Web-based Jigsaw

Recently I was facilitating a session that was set up as a cooperative learning activity using the jigsaw method, which is described below.

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks everyone into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. Just as in a jigsaw puzzle, each piece — each learner’s part — is essential for the completion and full understanding of the final product.

The participants were broken up into four different groups, where each had a specific task to complete. Roles were assigned within each group, a timeframe for completion was established, and accountability structures were put in place. For the latter, I used the tool [Lino](https://en.linoit.com/) where each group was assigned a different colored digital Post-It in order to report on their responses to a specific question. The combination of sound pedagogy with the purposeful use of technology replicated what the teachers and students alike could experience in the classroom. Below you can see what the participants created.

#2 Option

Jigsaw Instructions

Use the course texts, the resources provided in the research links provided and/or search for your own resources to assist you in answering questions from **one** group below (Set up groups of questions – I typically have three groups, otherwise it gets too complicated to follow).

**Groups 1-3: Some important questions?** (This will include a different question for each group with one or two subquestions and perhaps a request to share a video, image or other piece of information that demonstrates, confirms or substantiates the response.)

**Discussion Board Instructions**: (Include precise instructions for how the discussion forum will be structured.)

1. Answer questions from **ONE** of the above groups of questions. Post your answers in Week 2: Some Important Question discussion forum.

2. Write a critical response to at least **THREE** classmates, one in each question area (group). In your response, offer your insights, suggestions, further questions, praise when deserved. Your goal is to assist your peers in furthering their own learning through thoughtful reflection.