

Jigsaw Procedure

1. Prepare the Activity

Decide how many teachers you would like to work together in each “expert” group. For this text, 4 groups is ideal -- one for each section. Sometimes it makes sense to form groups randomly (e.g., by counting off), while other times you might want to divide teachers in advance by grade levels, content, etc. You can assign the same material to more than one group if the group is large. Everyone will need a copy of the text or at least a copy of the section of the text they will be assigned to.

2. Teachers Work in Expert Groups

In this step, small groups of teachers (“experts”) are responsible for reviewing a specific section of material so that they can share this information with their peers. “Expert” groups work best when teachers have clear expectations about the type of information they are supposed to present to their peers. Therefore, it is often helpful to provide a series of questions that teachers answer together in their expert groups (What is this section mostly about? Why is it important to digital instruction? What are some tools we may want to explore further?). It is important that all group members understand the material they are responsible for presenting).

3. Students Meet in Teaching Groups

After “expert” groups have a solid understanding of the material they will be presenting, assign teachers to “home” groups. “Home” groups are typically composed of one or two members from each expert group. Experts take turns presenting information. Often discussion leaders ask teachers to take notes while the experts present. For greater accountability, it is best if students are required to synthesize the material presented in some fashion like Very Important Points. A handout could be provided for this purpose.

4. Students Synthesize and Reflect

“Home” groups can be assigned a task that requires them to synthesize the information that has been shared, such as answering a larger question, or generating a plan of action. Teachers could also synthesize information individually or in pairs. It is appropriate to structure a staff discussion that asks teachers to draw on the material they just learned to determine strengths and weaknesses in current approaches or next steps.





Created in partnership with the Rhode Island Department of Education Literacy Ambassadors 2020