

SATURDAY MAY 29

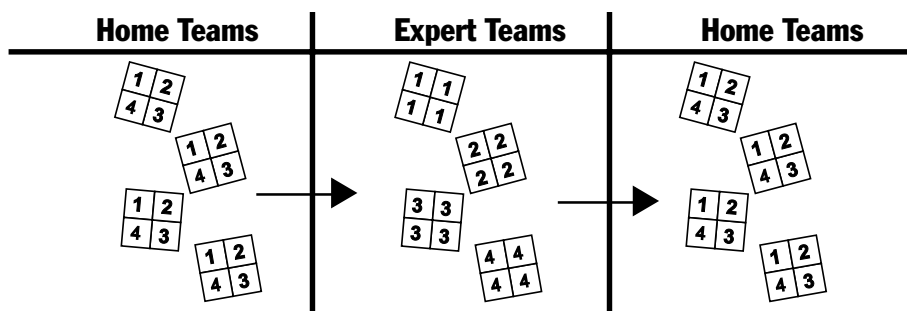
SUNDAY MAY 30

Strategy 19 JIGSAW

Background

This is a most effective strategy to allow learners to take control of research, discussion and solution finding or simply to report their deliberations. It employs most of the Multiple Intelligences and usually all levels of a cognitive taxonomy.

Process



In Expert Jigsaw, students in each team are given specific responsibilities. To implement this structure:

1. Form students into Home Teams of four members, and number them from 1 to 4.
2. Introduce the project or activity to the Home Teams, e.g. 'Design a future home'.
3. The Home Teams are then re-formed into Expert Teams, which means that all of the Home Team No.1's move to Expert Team No.1, Home Team No.2's into Expert Team No.2, and so on.

The specific functions of the Expert Teams are outlined as follows:

Expert Team 1: Basic design layout of the future home.

Expert Team 2: The furniture.

Expert Team 3: The entertainment facilities.

Expert Team 4: The food preparation process.

4. The Expert Teams then research their specialised area, and develop a range of ideas. It is a good idea to organise a range of research material at each of the Expert centres or desks which reflect that area of Expert deliberation. Discussion and research could take anything from 5 minutes to one or two lessons. Students should be encouraged to record their findings.
5. Expert Teams then split up, with all members returning to their original Home Team. At this stage, there then will be an 'expert' on each of the areas, such as 'furniture', within each of the Home Teams. Each 'Expert' will then reveal what he/she has learnt and contribute to the final product of the 'Home Team'. This product can then be presented to the rest of the class at an appropriate stage.

Observation

As an extension exercise, students can then subject each of the products to the scrutiny of the Decision-Making Matrix, attempting to determine which is the 'best' solution. Refer to the **Decision-Making Matrix** (Strategy 5, page 36) for details. This final step offers real purpose and an excellent example of 'higher order thinking'