Jigsaw Tutorials: 
Honeychurch & Draper (2010-2011) Higher Education Academy Development Grant

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Level 1 Philosophy
- 1st semester class
- Large class: ~500 students
- Small tutorials: ~15 students
- Mixed ability
- Mixed motivation
- Assessed by 1 x 1500 word essay & 1 x 2 hour exam
- Essay grade returned week 11
- Exam in January

My Jigsaw recipe
- Students randomly allocated to group A, B or C for whole semester;
- Split topic into 3 subtopics;
- Give each group a subtopic;
- Students work in group for 20 minutes, taking notes and working out what they want to present back;
- Each week group assigns (different) spokesperson
- Reconvene as whole tutorial group;
- Groups present in turn, other groups take notes and ask questions (about 8 minutes per group);
- Summary of topic, tie up loose ends (about 5 minutes).

Virtues of Jigsaw
- Mixed motivation and ability
  - No need for preparation
  - ZPD
  - Rearticulation aids speaker understanding
  - Active teaching v passive learning
  - Social bonding
  - Early feedback (being on the right/wrong track)
  - Correct misunderstandings
  - Give confidence
- Covers a lot of material
- Essay plans and revision notes
- Appropriate language for comprehension
- Knowing who to listen to

Possible problems with model
- Students switch tutorial groups
- Unequal group sizes
- New members not familiar with Jigsaw
- Insufficient group members attend
- Non-members attend
- Topic does not divide into 3 subtopics
- Topic does not divide into 3 equally sized subtopics

References