



**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

Honeychurch, S. (2012) "Taking forward the jigsaw classroom: the development and implementation of a method of collaborative learning for first year philosophy tutorials" in *Discourse: Learning and Teaching in Philosophical and Religious Studies*, 11(2), <http://tinyurl.com/iybmkjp>