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John Hattie's meta-analyzes

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John Hattie's meta-analyzes

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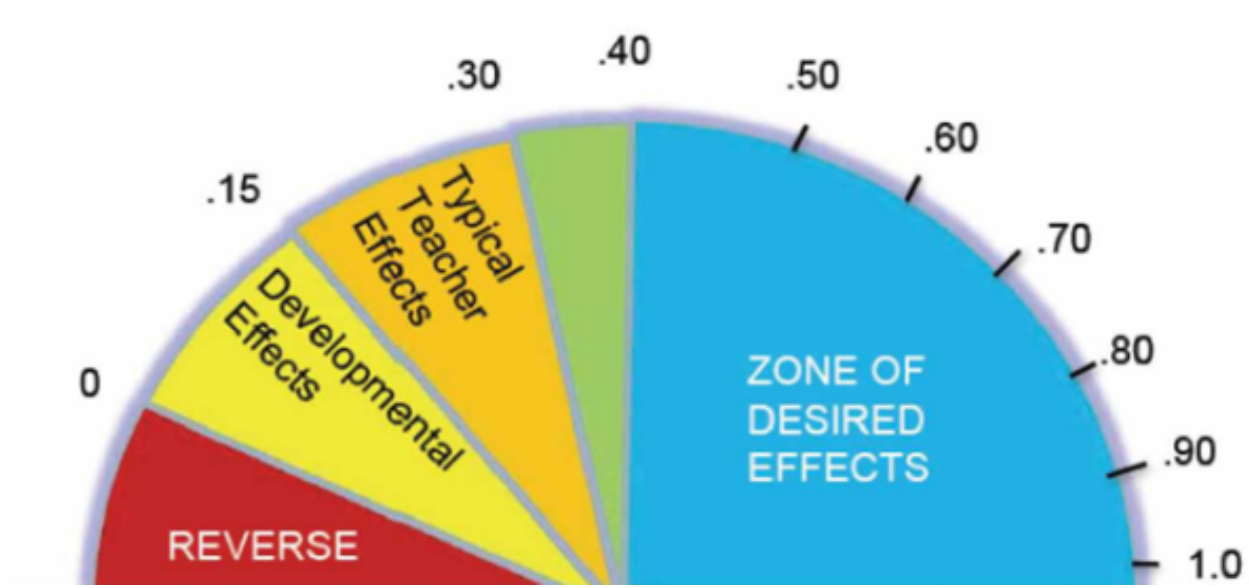

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How JIGSAW Method influences students' achievements?

John Hattie says, that **Jigsaw** Method works extremely good in education.

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How JIGSAW Method influences students' achievements?

John Hattie says, that **Jigsaw** Method works extremely good in education.

The size of effect is:

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How JIGSAW Method influences students' achievements?

John Hattie says, that **Jigsaw** Method works extremely good in education.

The size of effect is:

1.20

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Jigsaw was designed by social psychologist Elliot Aronson to help weaken racial cliques in forcibly integrated schools.

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An Account from Professor Aronson:

"The jigsaw classroom was first used in 1971 in Austin, Texas. My graduate students and I had invented the jigsaw strategy that year, as a matter of absolute necessity to help defuse an explosive situation. The city's schools had recently been desegregated, and because Austin had always been racially segregated, white youngsters, African-American youngsters, and Hispanic youngsters found themselves in the same classrooms for the first time. Within a few weeks, long-standing suspicion, fear, and distrust between groups produced an atmosphere of turmoil and hostility. Fist-fights erupted in corridors and schoolyards across the city. The school superintendent called me in to see if we could do anything to help students get along with one another. After observing what was going on in classrooms for a few days, my students and I concluded that inter-group hostility was being fueled by the competitive environment of the classroom."

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The Jigsaw Method - what is it?

"The Jigsaw Method is a teaching strategy of organizing student group work that helps students collaborate and rely on one another.
This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility."

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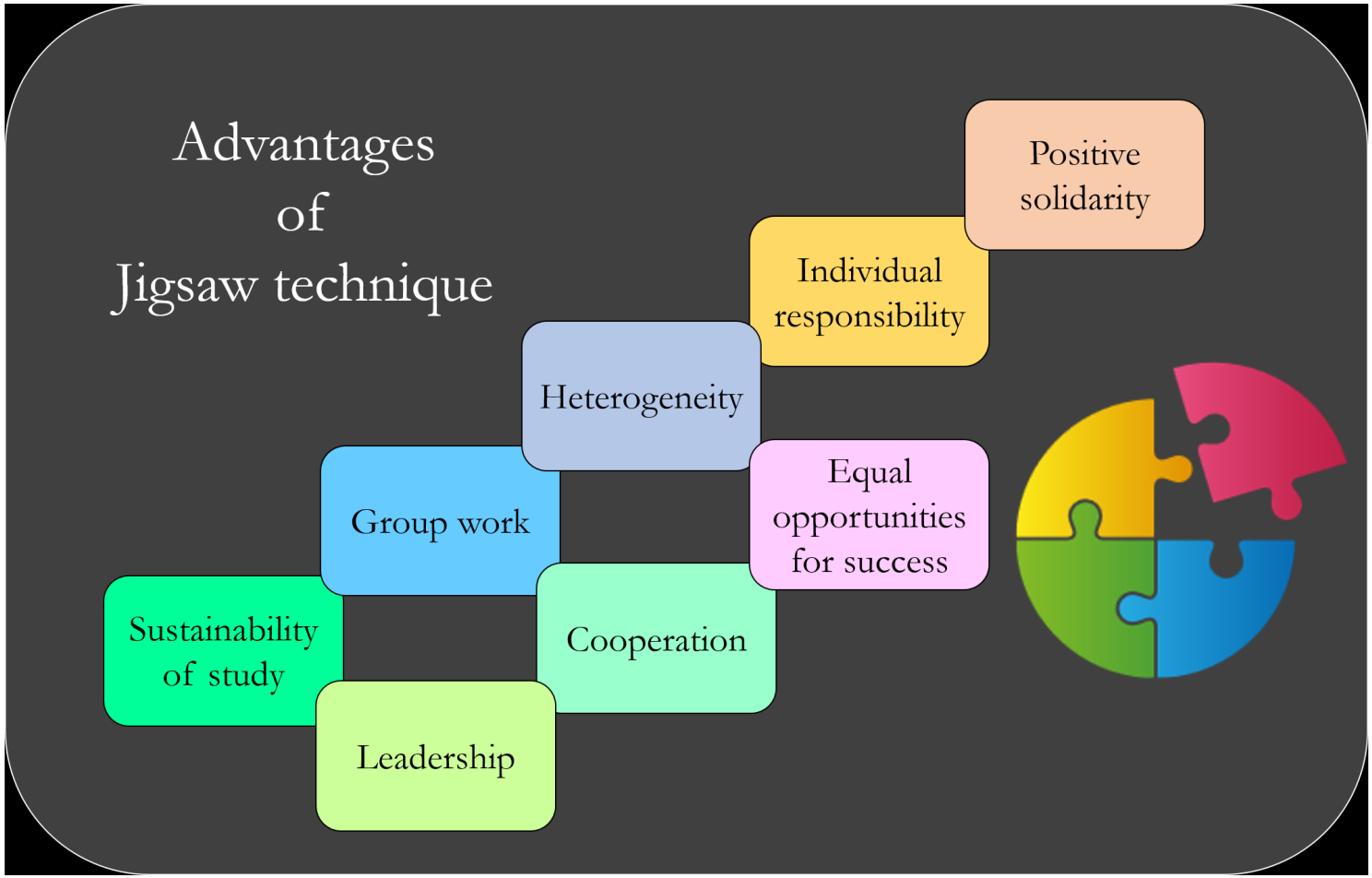

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All you need is to follow ten steps:

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The Jigsaw Method - how do to this?

All you need is to follow ten steps:

STEP ONE

Divide students into 5- or 6-person jigsaw groups.

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The Jigsaw Method - how do to this?

All you need is to follow ten steps:

STEP ONE

Divide students into 5- or 6-person jigsaw groups.
The groups should be diverse in terms of gender, ethnicity, race, and ability.

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All you need is to follow ten steps:

STEP ONE

Divide students into 5- or 6-person jigsaw groups.
The groups should be diverse in terms of gender, ethnicity, race, and ability.

STEP TWO

Appoint one student from each group as the leader.

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All you need is to follow ten steps:

STEP ONE

Divide students into 5- or 6-person jigsaw groups.
The groups should be diverse in terms of gender, ethnicity, race, and ability.

STEP TWO

Appoint one student from each group as the leader.
Initially, this person should be the most mature student in the group.

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STEP THREE

Divide the day's lesson into 5-6 segments.

Segments should match logically and be different pieces of the same topic.

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Divide the day's lesson into 5-6 segments.

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Assign each student to learn one segment.

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STEP THREE

Divide the day's lesson into 5-6 segments.

Segments should match logically and be different pieces of the same topic.

STEP FOUR

Assign each student to learn one segment.

Make sure students have direct access only to their own segment.

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Divide the day's lesson into 5-6 segments.

Segments should match logically and be different pieces of the same topic.

STEP FOUR

Assign each student to learn one segment.

Make sure students have direct access only to their own segment.

STEP FIVE

Give students time to read over their segment at least twice and become familiar with it.

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STEP THREE

Divide the day's lesson into 5-6 segments.

Segments should match logically and be different pieces of the same topic.

STEP FOUR

Assign each student to learn one segment.

Make sure students have direct access only to their own segment.

STEP FIVE

Give students time to read over their segment at least twice and become familiar with it.

There is no need for them to memorize it.

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STEP SIX

Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

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Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

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Bring the students back into their jigsaw groups.

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Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

STEP SEVEN

Bring the students back into their jigsaw groups.

STEP EIGHT

Ask each student to present her or his segment to the group.

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STEP SIX

Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

STEP SEVEN

Bring the students back into their jigsaw groups.

STEP EIGHT

Ask each student to present her or his segment to the group.

Encourage others in the group to ask questions for clarification.

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Float from group to group, observing the process.

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STEP NINE

Float from group to group, observing the process.
If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

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STEP TEN

At the end of the session, give a quiz on the material.

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