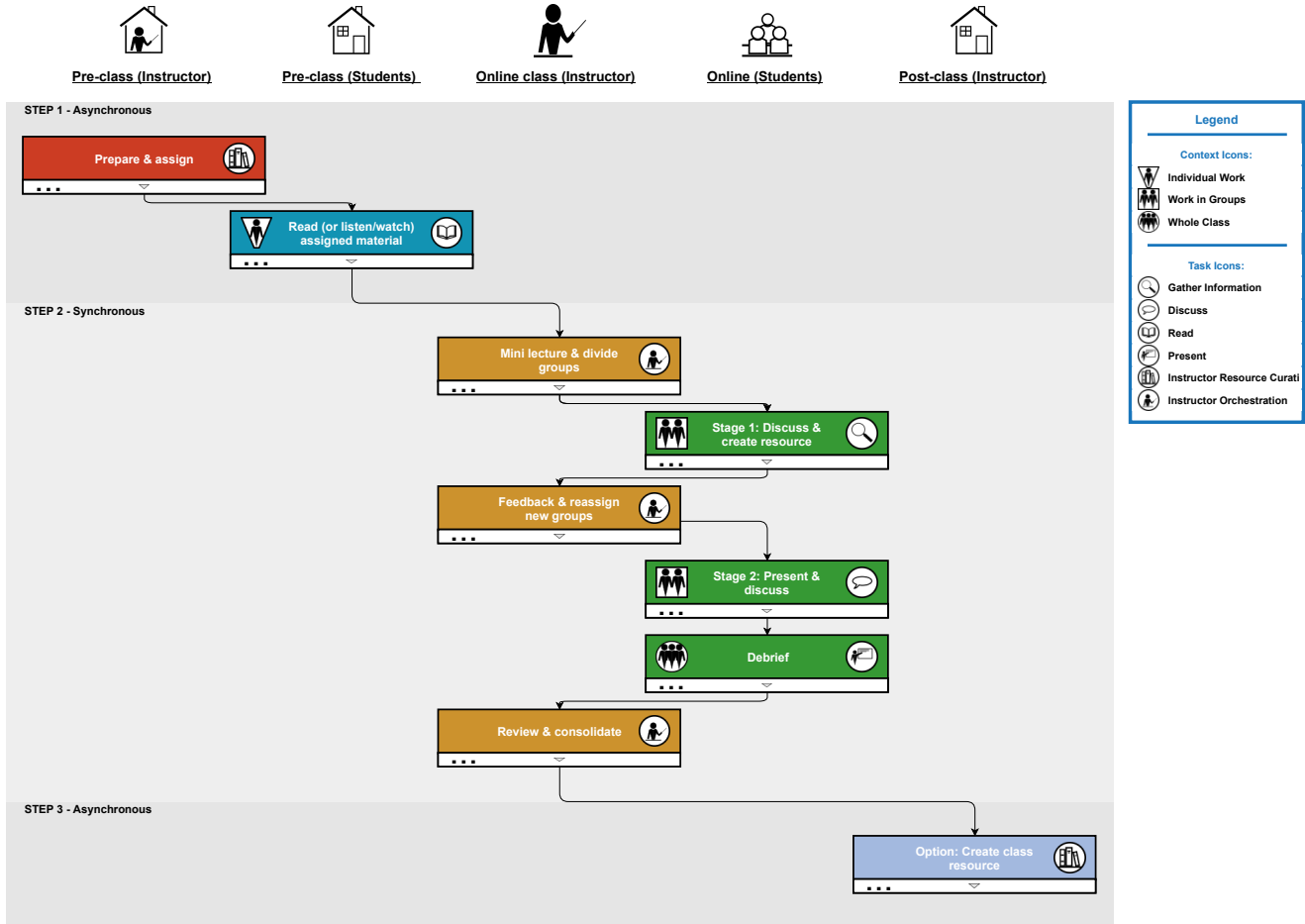


Designing engaging online classes - Jigsaw with group roles

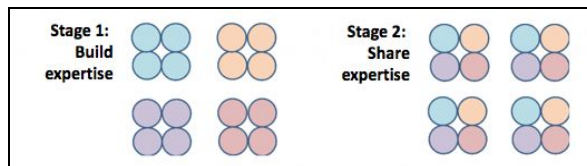
By Cory Legassic

DALC & SALTISE AL Script for Online Learning - A jigsaw with group roles



This is a *Group Work Lesson Script* to actively engage students with course material within an online format. Critical thinking involves multiple simultaneous tasks (selecting, evaluating, contextualizing, etc.) and this activity breaks down those tasks and organizes them into roles that will help students better understand and analyze assigned material.

This script demonstrates the instructional [Jigsaw Strategy](#). Consult the SALTISE website and see how other instructors in the SALTISE community use this strategy in their courses. Visit [Jigsaw Activities](#). Jigsaw has 2 stages: Stage 1 students build expertise (knowledge). Stage 2 students share expertise. See diagram.



This script is designed to:

- encourage students to develop critical thinking skills by engaging with assigned material by exploring roles;
- engage students in actively discussing and critically thinking about the content as they work in small groups
 - collaborative learning and peer-to-peer reciprocal teaching.

Lesson script overview - A jigsaw with group roles

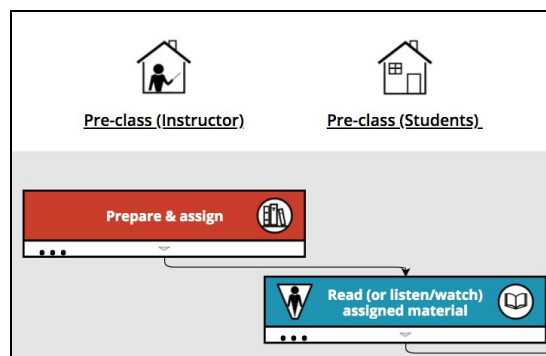
STEP 1: Asynchronous pre-class activity:

1.1. Instructor - Prepare and assign

- Prepare and assign material for students to complete prior to synchronous class.
- Assign students into groups of 4-6. Each group will be assigned a different role. See instructions and list of possible roles [here](#).
 - (Optional) Consider group dynamics when assigning groups. This is a great opportunity to get different students working together.

1.2. Student (individually) - Read assigned material

- Read/watch assigned material to prepare for online class while focusing on instructions for their assigned role.



Step 1: Tech Tips for Asynchronous Online Learning

- To communicate and assign material use your course page (i.e., course management system e.g., [LEA](#), [Moodle](#))
- Provide students the [workflow for this lesson](#) so they can see the overall structure.
- Click [here](#) to see more.

STEP 2: Synchronous online class activity:

2.1. Instructor - Mini lecture and divide groups

- Begin class with a mini lecture: What you want students to do and what type of resource you want them to generate.
- Divide class into their pre-assigned groups based on their pre-assigned roles.
- During group work (stage 1) check in with each group to facilitate progress and group discussion (where needed).
 - (Optional) If some groups finish early, assign them another role to the group, or prompt them with further discussion questions.

2.2. Student (in groups) – Stage 1: Discuss and create resource

- Review instructions and discuss the role their group has been assigned (e.g. role of source evaluator).
- In a go-around, each student in the group shares one insight about the material (e.g., as source evaluators, one student comments on author's credibility, another student comments on methodologies used to collect data, etc.)
 - (Optional) Students do a second go-around to see if there are more insights that were not mentioned
- Consolidate expertise (e.g., what are the top 2-3 strengths and weaknesses of this source) and create a resource that includes discussion questions. Each group member becomes an expert and should have access to the record for their individual presentation during their stage 2 group work.

2.3 Instructor - Feedback and reassign new groups

- Reconvene class, provide feedback on how 1st breakout groups worked, outline stage 2 expectations.
- Reassign students into new groups for stage 2. Ensure new groups are composed of different role experts.
- During group work (stage 2) check in with each group to facilitate progress and group discussion (where needed).
 - (Optional) Ask each group--as a roundtable of experts--to come up with arguments/positions/recommendations related to topics based on the material.

2.4. Student (in groups) – Stage 2: Present and discuss

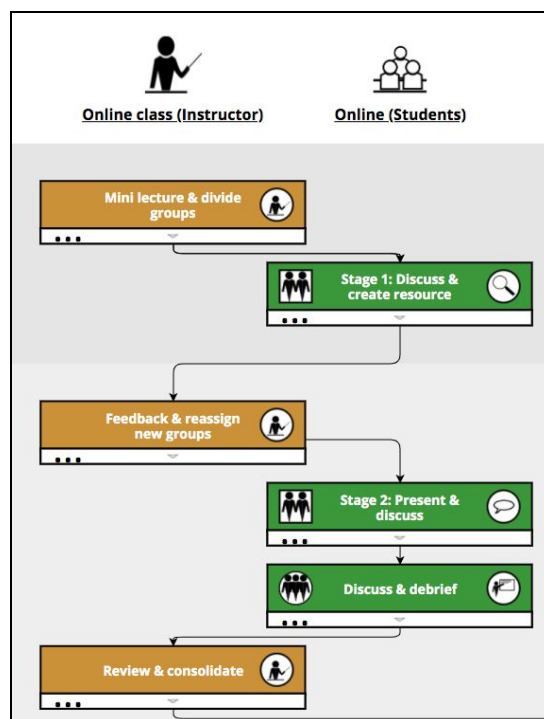
- In a go-around, each student-expert explains their role and presents their consolidated expertise on the material.
- Discuss material as a group--experts take turns posing questions to the rest of the group.
 - (Optional) Each group chooses an ambassador to report (debrief) back to the whole class.

2.5. Student (whole class) – Debrief

- Class is reconvened - Instructor facilitates students sharing and debriefing highlights, conclusions, challenges or further questions.

2.6. Instructor - Review and consolidate

- Review material, connect back to learning goals, draw important links and consolidate the top 3-4 central ideas that students are expected to walk away with from the lesson.
 - (Optional) Use a [concept map](#) this could visually help bring together all of the ideas emerging from the groups.



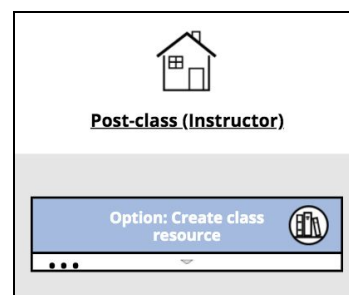
Step 2: Tech Tips for Synchronous Online Learning

- Use a web conferencing tool (i.e. [Zoom](#)). Zoom can work as a stand alone or within a LMS (e.g., Moodle, LEA). Students can be assigned to [breakout rooms](#) for group work. Demos: [Lecturing with ZOOM](#); [Video breakout rooms](#); [Managing Breakout Rooms](#); and [Zoom for students](#)
- Students can collaborate and consolidate with online collaborative tools: Google doc, [Span workspace canvas](#), or [Smart Notebook](#). If assigning PDF materials, consider using [Persusall](#)--a free online tool allows groups to collaboratively annotate a PDF. Demo: Perusall: [An Overview](#)
- Use a whiteboard to create a concept map with your students (e.g. [Zoom whiteboard feature](#))
- Click [here](#) to see more.

STEP 3. (Optional) Asynchronous post-class activity:

3.1. Instructor - Create class resource

- Compile all created resources by Stage 1 groups into one master resource and post it on the course management system for students to review and use for study.



Alternative to expert roles

- ➔ Instead of roles, you can assign each group different material on one topic: videos, articles, chapters, or websites, etc.
- ➔ [Using Jigsaw With Texts](#) – Harvard University, Derek Bok Center for Teaching and Learning, Social sciences discussion.

ONLINE AL SCRIPT #2: DALC ONLINE STRATEGY SUMMARY TABLE - JIGSAW AND ROLES

What?		Who?	Why?	How?	
Step	Action			Pedagogy & Orchestration tips	Tech tips
Pre-class asynchronous					
1.1	Prepare and assign	Instructor	Reading before class streamlines what needs to be covered in class and activates students’ prior knowledge ,which is an important first step in learning. (<i>ref</i>)	Consider group dynamics in the class when assigning groups. This is a great opportunity to get different students working together.	Use your course page (i.e., course management system – e.g., Moodle or Lea) If assigning PDFs of materials, consider using Persusall -- online tool allows groups to collaboratively annotate a PDF. Consider creating and linking each group to a separate google doc so they can begin their collaboration before class (with a description of their group’s assigned role). Demo: Perusall: An Overview by Carmen Leung
1.2	Read (or listen/watch) assigned material	Students			
Online class synchronous activity					
2.1	Mini lecture and divide groups	Instructor	The mini lecture contextualizing and outlining how your activity aligns with both the cognitive and metacognitive outcomes of the course. Using and discussing the benefits of jigsaw in the context of collaborative learning and peer instruction)can motivate and engage students in the activity. It is another way to cultivate a culture of collaboration (instead of competition). Jigsaw builds self-esteem and accountability towards peers.	Consider sharing the workflow for this activity so students see the overall structure.	Web conferencing_synchronous tool (ie Zoom) - Students can be assigned to “ breakout rooms ” for group work. Zoom can work as a stand alone or within a LMS (e.g. LEA , Moodle) Demo: Lecturing with ZOOM by Martin Namour Demo: Video breakout rooms

ONLINE AL SCRIPT #2: DALC ONLINE STRATEGY SUMMARY TABLE - JIGSAW AND ROLES

What?		Who?	Why?	How?	
Step	Action			Pedagogy & Orchestration tips	Tech tips
2.2	Stage 1: Discuss and create resource in groups	Students	<p>Working within their assigned groups, students develop expertise by comparing and contrasting their individual out-of-class work and their approaches to taking on the assigned roles.</p> <p>Students can help each other and communicate what they have learned/understood in ways that often bridge the gap that exists between teachers (the expert) and students (the novice). By becoming peer tutors, students can often begin to understand more deeply because they are required to explain their thinking explicitly. By sharing the tasks among the group, students share the cognitive load required to complete complex tasks, thereby lowering the cognitive demands on any one individual.</p>	<p>Prompt students to discuss: how they each went about their roles, what tools/strategies/methods did they use and were there challenges that came up?</p> <p>If some groups finish early, assign another role to the group, or prompt them with further discussion questions.</p> <p>To help reassign groups for stage 2, assign students in each stage 1 group with a different number. If there are 5 different roles assigned throughout the class, instructor numbers students off 1 to 5. If they are more than 5 in the group, two students can share the same number. This helps redistribute students evenly ensuring each stage two breakout group gets at least one expert of each role.</p>	<p>Students can collaborate and consolidate their expertise with an online collaborative tool: google doc, span workspace canvas, or Smart Notebook.)</p> <p>Web conferencing: If using Zoom, check out "Managing Breakout Rooms" on the Zoom website.</p>
2.3	Feedback and reassign new groups	Instructor	Evenly distributing each student from their Stage 1 groups (experts) into new Stage 2 groups makes them "the expert" of a particular idea in their newly formed group		
2.4	Stage 2: Present and discuss in groups	Students	Peer teaching provides students with opportunities to tutor and explain to others thereby developing deeper understanding and insights.		
2.5.	Debrief	Students	It is very important that students get confirmation from the instructor that what they have learned is valid/correct. Without this consolidation, students may end up reinforcing false conceptual frameworks and/or have anxiety about the process and what they learned.		

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What?		Who?	Why?	How?	
Step	Action			Pedagogy & Orchestration tips	Tech tips
2.6	Review and consolidate	Instructor	Modeling how to consolidate key points helps students sort, organize and internalize (committing to long-term memory by “chunking”) the information from the activity.	A concept map could help acknowledge all of the ideas emerging from the groups while pulling out the 3-4 central ideas that you want students to walk away with.	Use a whiteboard to create a concept map with your students (e.g. Zoom whiteboard feature)
Post-class asynchronous					
3.1	(Optional) Create class resource	Instructor	<p>This step provides additional consolidation by providing students with an artifact that is more permanent in nature and that they can use to solidify their knowledge construction.</p> <p>It is very important that students get confirmation from the instructor that what they have learned is valid/correct. Without this consolidation, students may end up reinforcing false conceptual frameworks and/or have anxiety about the process and what they learned. The instructor can assess and address any lingering misunderstandings and alternative conceptions (i.e., misconceptions that interfere with future learning).</p>	<p>Ensure all sources are properly cited in the master resource you compile for the students.</p> <p>Demonstrate how you students can cite this class resource in future assignments.</p>	Post on course management system (e.g., Moodle, LEA)

INSTRUCTIONS for students

Critical thinking involves multiple simultaneous tasks (selecting, evaluating, contextualizing, etc.). This activity breaks down and critical thinking into different tasks and organizes them into roles that will help us better understand and analyze assigned material.

Students in the class are divided into groups and each group is assigned a different role.

In preparation for class, you will work individually on the assigned material for this through one assigned role. (e.g., students who are assigned to the group charged with being “source evaluators” will focus on evaluating the strengths and credibility of the sources in the material.)

Your group’s role is the _____ and your task is to _____.

List of possible ROLES.

KEY ROLES

Reporter: Prepare a brief summary of the assigned material including the top 4-5 main ideas (i.e., like a cheat sheet)

Biographer: Research the author and choose 4-5 interesting facts and a few images to share.

Researcher: Research and dig deeper into certain aspects of the material-- such as historical events, key figures (not author), places, cultures, belief systems, or other useful aspects of the content.

Source evaluator: Evaluate the strengths and weaknesses of source(s): Is it timely, relevant, accurate, well supported? What makes the author an authority and what is the purpose of the material (inform/argue /entertain/sell)?

Devil’s advocate: Look for possible criticisms of some aspect of the material: the author, methods, form, style, argument, or approach of the material. Document, cite and summarize the source.

Close Reader: Choose a few significant passages from the material that are important or thought-provoking. Record and cite them properly.

SUPPORTING ROLES

Visualizer: Record the key ideas you discovered in a visual format--possibly a chart, graph, sketch, web, cartoon, diagram or a combination of visual formats.

Everyday connector: Find connections between the material and everyday life (school, friends, family, home, the community, pop culture, etc.)

Course connector: Find meaningful and interesting connections to previous content in the course (and possibly other courses).

Wordsmith: Record important and challenging words (page number) and be ready to teach their definitions with examples.

Mapper: Record a timeline and map where the major shifts in action or location take place in the material and their relevance, or the relationship between important figures.

Provocateur: Be ready with challenging and productive discussion questions that help dive deeper into the material.

Presenter: Be ready to share highlights, conclusions, challenges and questions with the whole class.

Some advice

- Encourage each student in their role to generate interesting discussion questions.
- Consider pairing up a few roles if you want to distribute the work more evenly.
- Encourage students to document (and cite) their sources.

Helpful references

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, Maine: Stenhouse Publishers, 1994. Print.

Wikipedia contributors. "[Literature circle](#)." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 16 Mar. 2020. Web. 1 Apr. 2020.