

# JIGSAW ACTIVITY

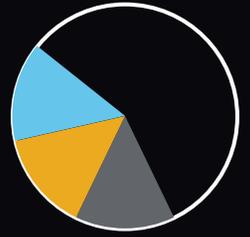
This formative assessment strategy can help learners prepare and reflect on their own learning needs. It also helps instructors gauge learner preparedness and ability to meet intended learning outcomes.

## Sources:

<https://www.youtube.com/watch?v=euhtXUgBEts>

<http://lc2.ca/item/107-tools-and-strategies-to-support-blended-learning>

CRITICAL THINKING  
TEAMWORK & COLLABORATION  
COMMUNICATION



## QUICK TIP!



To learn more about formative and summative assessment, explore other assessment tools in the Teaching Toolkit!



## TIME

**PREP:** 30 minutes or more.

**ACTIVITY:** 10-60 min Depends on complexity of assigned topics.



## MATERIALS

- No special materials needed.



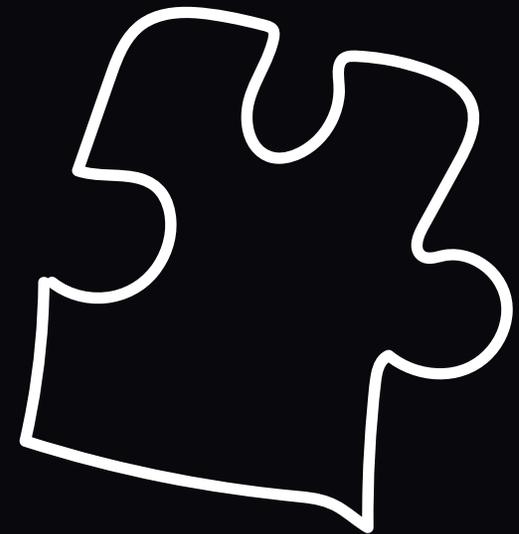
## PARTICIPANTS

GROUPS OF 4



## DIFFICULTY

1/5 EASY



# 1 CHOOSE YOUR OUTCOMES

- Review the intended learning outcome(s) learners are working towards.

# 2 DIVIDE AND CONQUER

- Develop a learning module related to the outcome(s) that can be divided into equal parts. This can include key concepts and/or skills associated with a learning outcome's body of knowledge.

# 3 EXPERT GROUPS

- Divide students into equal groups. These are the “expert” groups that will be teaching the rest of the learners about the chosen outcomes.

# 4 ASSIGN TOPICS

- Assign each expert group a topic to master. Learners will become experts on the topic by exploring all viewpoints, then develop learning materials (presentations, infographics, etc.) and formative assessments (quizzes, reflection activities, etc.) to teach and test the other groups.

# 5 JIGSAW GROUPS

- Divide learners into new “jigsaw” groups with one expert per group. Each expert teaches other groups using the learning materials they created with their “expert” groups. Experts lead the discussion on their topic and assess their peers’ understanding of the topic using their formative assessment strategies.

# 6 REFLECT

- Bring the entire class back together and ask them to reflect on what they discovered during this activity. Have them consider what they discovered about their own learning, what they would do differently to teach their topic next time, and whether they found they successfully fulfilled the learning outcome.