

JIGSAW

Comparative analysis of tools and techniques

Jigsaw is a cooperative learning method that allows participants to share the responsibility for each other's learning. It encourages participants to develop their understanding of a specific aspect of a given topic and extend this understanding with others in small groups in rounds of reflection and discussion and with more pieces of information. These rounds support participants in acquiring a holistic view of the various aspects that impact the discussed issue. Participants start with a specific puzzle piece and jointly complete the puzzle.

Purpose: Online socialization, Knowledge construction

Group size: < 20, 21 - 50

Duration: 30 min - 1 hour

Multilanguage fit: no

USE THIS METHOD:

- Facilitate peer-to-peer learning and encourage participation.
- Perform critical analysis and comparative thinking.
- Examine complex systems in manageable pieces.
- Learn new theory and relate contexts

Level of interaction: high

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STEPS TO APPLY THE METHOD: _____

Preparation

1. Define the purpose of the learning activity and the main topic for the online session. For example, the evaluation of a project in particular.
2. Create and prepare the learning material for the learning activity. Consider revising the Case Study method to create a realistic scenario.
 - Create a list of all the possible puzzle pieces' of the session's main topic.
 - Consider collecting various sources of information and in multiple multimedia formats to enrich participants' learning experience.
 - Create a set of reflection questions for each piece of the puzzle for Rounds 1 and 2 (see the learning activity's procedure under point 5).
 - Write a summary of the case or scenario, putting all elements into context (include background information, actors, problems, consequences, etc.).
3. Define the technological tool that you will use and familiarize yourself with its functionalities.
 - Design and prepare the online space for participants to work in small groups.
 - Create as many breakout rooms as the available puzzle pieces.

Delivery

1. Brief participants on the purpose of the learning activity and present the roles.
2. Explain the procedure of the learning activity:
 - Participants familiarize with the material.
 - Variation 1: All participants receive the summary of the case and collectively identify the puzzle pieces.
 - Variation 2: Participants are distributed randomly into groups and receive the summary of the case, information specific to a puzzle piece, and reflection questions.

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- Participants work in groups on the reflecting questions (Round 1). For example, if the puzzle pieces regard specific stakeholders, then groups are asked to impersonate that stakeholder, to think and act as such and follow the guidelines.
 - For variation 1: distribute participants randomly into groups provide them information specific to a puzzle piece, and the reflection questions.
 - For variation 2: participants are already working on their puzzle pieces.
 - All participants gather in the main room to discuss the results of the reflection questions.
 - Representatives of each group present the results.
 - Participants are redistributed into new groups. This time each group has a representative of each puzzle piece.
 - Groups work on a new series of reflection questions, bringing information and insights from the previous phases (Round 2).
 - All participants gather in the main room to discuss the results of the round.
 - Representatives of each group present results.
 - 3.** Distribute the information and learning materials based on your variation (1 or 2), and invite participants to get familiar with them (variation 1: 10 min, variation 2: 10 min).
 - 4.** Assign participants to groups and distribute them into breaking rooms to start the first round of reflections (Round 1). Note: Check on each group during the round.
 - For both variations, ask the groups to elect a note-taker, a timekeeper and a group representative.
 - 5.** Bring all participants to the main room and invite the group representatives to share the results of their group work (30 min).
 - Cameras and microphones are enabled only for the facilitator and the representatives of each group.
 - 6.** Redistribute participants into new groups and break rooms to continue with the second round of reflections (Round 2). This time each group has a representative of each puzzle piece.
 - Groups to elect a note-taker, a timekeeper and a group representative.
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7. Repeat procedure as in point 8 (30 min).
8. Open a final discussion with all participants (15-20 min).
 - Consider documenting the most important points of the discussion and sharing your screen while moderating this part of the session.
9. Conclude the learning activity by acknowledging the active participation and informing participants where co-created information can be found.

Notes: Instruct the working groups to use visual debriefing resources (e.g. pictures, diagrams, keywords used as speaking notes). A double debrief can be effective: in a second debrief, an expert is present to make any corrections or additions to the discussion

TOOL TIPS: _____

Online timer <https://www.timeanddate.com/timer/>

Mural, collaborative note taking template <https://www.mural.co/templates/collaborative-note-taking>

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