

Lesson Activity

Introducing referencing using the Jigsaw cooperative model in tertiary classrooms.

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I-Introduction

The best way for students to learn is to be actively engaged during their classes. Many research findings report that students working in groups learn better than those who are taught in traditional ways (Dickerson, Jarvis & Stockwell 2016). The students also seem to be happy and satisfied when they collaborate to accomplish a task. On the other hand, according to Bowman-Perrott, Mahadevan & Etchells (2016) to measure the success of any learning experience, the learning outcomes must be met. Therefore, teachers always search for new techniques and models to make sure their students achieve what is required, enjoy their time in class and meet the learning outcomes. One of those interesting models is the Jigsaw cooperative model.

The Jigsaw Model

The Jigsaw cooperative model was developed in the early 1970s by Elliot Aronson and his students to encourage collaboration among students and to prevent hostility and aggressive behavior in schools (Aronson 2004). Since that time, a huge number of classes have been using this model in their classroom. The concept of cooperative learning represents the essence of the Jigsaw model; Sulisworo, Ishafit & Firdausy (2016) state that “cooperative learning can be said as a set of teaching strategies designed to promote teamwork teaching and student- student interaction”. There are several variations of the Jigsaw model; however, the core model remains the same.

Jigsaw I

The model starts by dividing the students into two groups; home group and expert group. In the home group, the students are assigned a different topic, then when they identify the topic, they form expert groups joining students who are assigned a similar topic. After they learn the material, they go back to their original group and they teach their assigned topic to other members of the home group (Schul 2011).

Jigsaw II

In the second variation of the Jigsaw model created by Slavin (1980), the students are also assigned different topics but these topics are further divided into separate portions. Each member should become an expert in his assigned portion and teach the rest of the members of the home group (Schul 2011). Students also should spend enough time to study the material and find ways to present their findings to the class.

Reverse Jigsaw

This version of the Jigsaw model was created by Hedeem (2003) and it is different from the first Jigsaw model. In this variation, students are asked to form expert groups first, discuss the material and understand it then they teach the entire class not only their home groups.

Context

In my classes, I found out that learning how to write proper references can be problematic sometimes and even boring for college students; students were unable to identify the different types of citation styles or use the assigned style in creating a proper reference list. Students also did not know how to write in-text citations in different ways. Moreover, they were always confused when it came to writing the end of text citations. They seemed to make mistakes if the traditional approach was used. Showing them videos or explaining with examples in class was fine. But when they came to the actual practice; most of them could not cite sources properly without making mistakes. They also depended heavily on word documents or software to create the citations but they could not write them manually.

Therefore, it was a good idea to turn this lesson into a fun activity. I used the Jigsaw II model in my own classes, and it was a successful experience. The students also enjoyed working with each other and they were able to answer referencing questions successfully. However, it is worth mentioning that such cooperative models need to be highly structured and well prepared to ensure its success when implemented in the classroom.

II-Timeframe & level:

Preparation time: 60 Minutes

Task Time: 110 Minutes

Level: Tertiary level (Beginners in research)

III-Learning Outcomes

- 1-To introduce the students to referencing and its purpose.
- 2-Identify the difference between end of text citations and in-text citations
- 3-Learn the difference between direct quotes, block quotes and indirect quotes.
- 4-Learn the difference between primary and secondary sources.
- 5-Identify the difference between sources types.
- 6-Identify the difference between citation styles (MLA and APA).

IV-Resources

a- Colored paper cards (or electronic copy) Cards Specifications:

- 1-Four or five cards sets (similar sets) depending on the students' numbers.
- 2-Each color covers a certain topic (with a hint). The topics covered in cards:
 - Blue: In-text citations (Hint: Different styles, more than three authors)
 - Pink: End of text citations (Hint: Different sources/different ways of writing)
 - Green: Block quote (Hint: Features of a block quote, difference in direct quotes)
 - Black: Types of references (Hint: Journals/ books, etc.)
 - Brown: Electronic vs non electronic sources (Hint: DOI/website/without URL)
 - Yellow: Secondary reference (Hint: Quote within a quote)

b- Two different articles. Articles' specifications:

1-Two citation styles: APA/MLA

2-Academic articles (Preferably Journal articles)

3-The articles should include different in-text citations in different styles.

4-The articles should include direct quotes and block quotes.

5-The articles should include several resources in the reference list. (Journal articles-books-electronic sources, etc.)

6-The articles should include secondary references.

c-Electronic Devices

1-Projector and projecting screen.

2-Laptop.

3-Students' mobile device such as mobile phone, iPad/Tablet, or laptop.

V-Lesson procedures

Step One

- The students are asked to form “learning groups” of four or five members each (Depending on the number of students in class).
- Each group is assigned a team leader (The team leader is to be chosen by group members).
- Each team leader is given a set of colored cards and copies of the two articles.
- The team leader gives each member one card and copies of the two articles.
- Each member works on researching the question in the card with reference to the two articles.
- The facilitator should allow enough time for guidance, discussion and brainstorming.

Step Two

- Students are asked to change groups and form “Expert groups” depending on their cards’ colors.
- Students start to discuss the given topic and make use of the hint.
- Each group will focus on one topic, for example: In-text citations.
- The hint(s) in each card plays an important role in guiding the students.
- The students are supposed to compare the two articles to see the difference between MLA and APA in regards to their specific topic.
- The students research their topic thoroughly and come to a conclusion.
- The experts groups’ members discuss their findings with each other.
- Members take notes to make sure they record important information.
- Members discuss how to present their findings to the original groups.
- The facilitator should allow enough time for guidance, discussion and brainstorming.

Step Three

- The expert members return to their original groups and the team leader asks each expert to share his/her findings with the group.
- The expert members also learn about the findings of other members.
- The facilitator should allow enough time for guidance, discussion and explanation.
- The students now are loaded with the required knowledge.

Step Four

- The facilitator sets a Kahoot game in the team mode (or any type of quiz) and the students play/answer questions, so their knowledge about the researched referencing topics will be tested.
- The winning team can receive a small gift (Optional).

VI-The role of the facilitator:

- Before the class, the facilitator should prepare the required cards, articles and prepare a Kahoot game or any other type of quiz to cover the target topics.
- During the class, the facilitator should follow up with each group to ensure they are on the right track. Intervention should be kept to a minimum.
- The students are expected and encouraged to learn from each other, explain to each other and discover the difference between the MLA style and the APA style together.
- They are allowed to use the internet to research the answers and to get additional information.
- Students can be distracted by the internet sometimes, so the facilitator should make sure they are not.

References

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