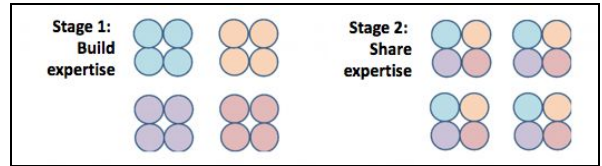


This is a *Group Work Lesson Script* to actively engage students with course material within an online format. Critical thinking involves multiple simultaneous tasks (selecting, evaluating, contextualizing, etc.) and this activity breaks down those tasks and organizes them into roles that will help students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

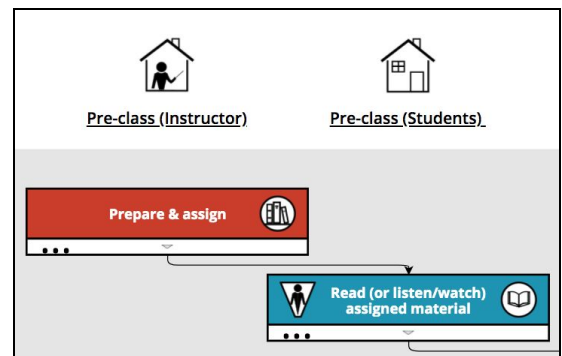
### STEP 1: Asynchronous pre-class activity:

#### 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**

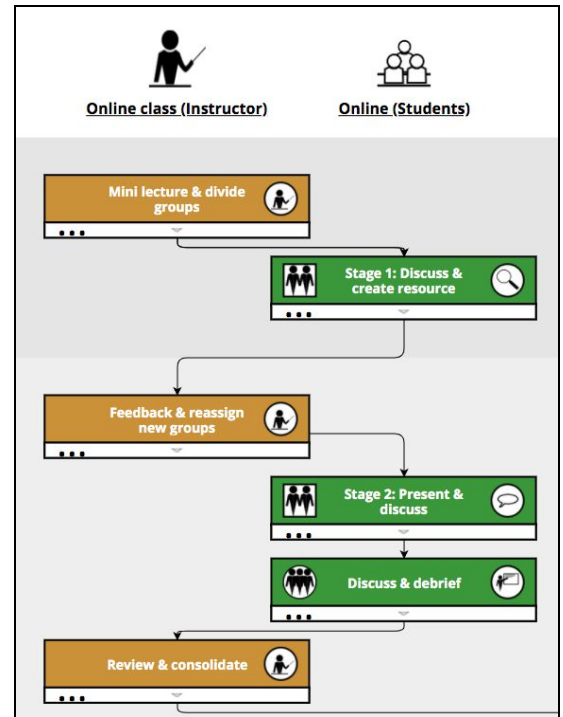
- In a go-around, each student-expert explains their role and presents their consolidated expertise on the material.
- Discuss material as a group--experts take turns posing questions to the rest of the group.
  - (Optional) Each group chooses an ambassador to report (debrief) back to the whole class.

**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.



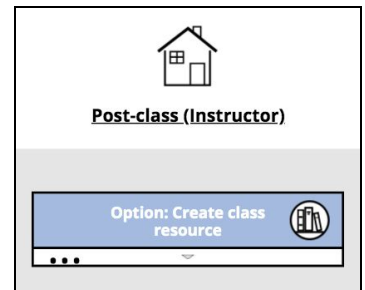
**Step 2: Tech Tips for Synchronous Online Learning**

- 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.