

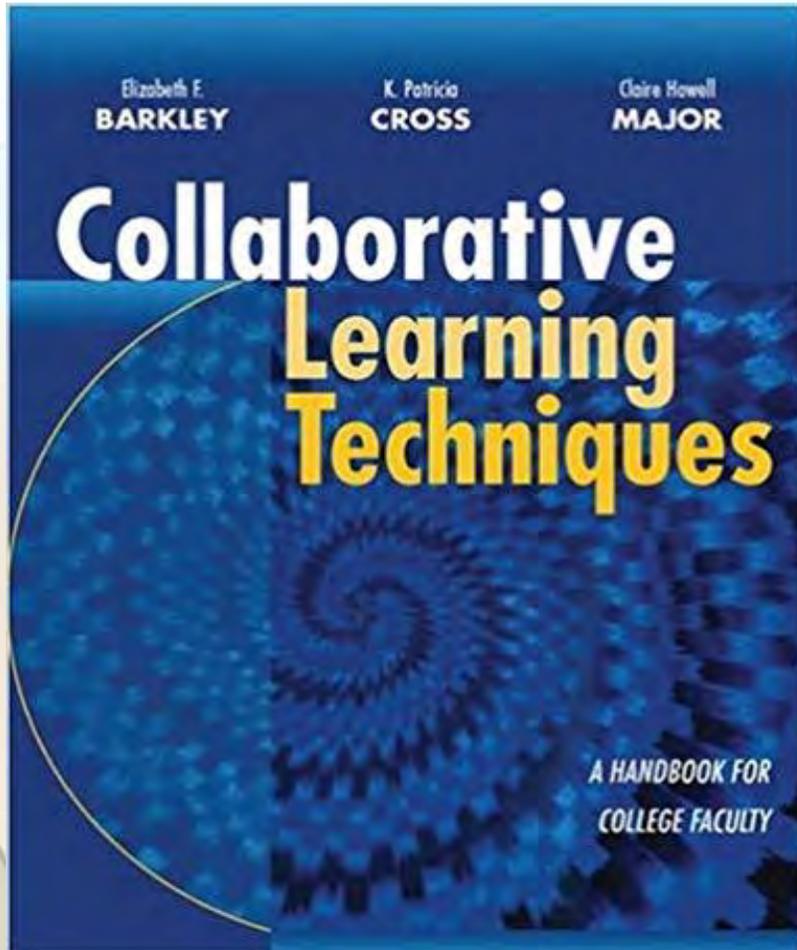
Collaborative Learning in SPAN 102: The Jig Saw Model

Carla Naranjo

Scholarship for Excellence of Teaching Fellowship

Spring-Fall 2018

Why create collaborative learning environments in the classroom?



- ✓ Students acquire knowledge and develop skills to assimilate information into their own understanding.
- ✓ Students develop productive interpersonal and teamwork skills.
- ✓ Students engage in discussions that may have different perspectives.
- ✓ Students develop skills as lifelong learners.

Why are collaborative learning environments essential at Montgomery College?



MC students with MC President Dr. Pollard

OUR MISSION: We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

MC

**MONTGOMERY
COLLEGE**

Collaborative learning environments provide opportunities for learners to *take agency* of their learning by *working together* toward academic success.

Brief History of the Jig Saw Method

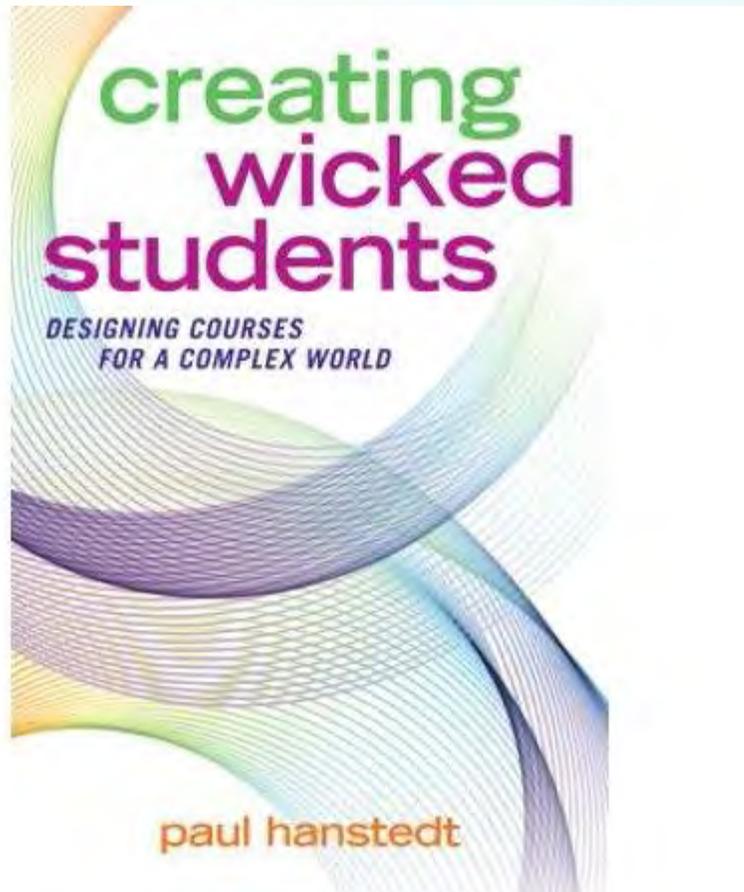


Dr. Elliot Aronson Professor Emeritus at the University of California in Santa Cruz

- ✓ Developed in 1971 at the University of Texas in Austin, Texas.
- ✓ Shift from a teacher-centered approach to a student centered approach
- ✓ The focus was to shift the emphasis from an individualistic and often competitive atmosphere to a more cooperative one.
- ✓ Young students from different ethnic backgrounds collaborated and learned from each other.

<https://www.jigsaw.org/>

The Jig Saw method can challenge students to develop agency over their learning



“Keep in mind the purpose of these techniques: to shift the responsibility for learning from the instructor to the students.

The most important feature is that (*these methods*) place students in situations where they must own the course material and work with it...”

(Hanstedt, 2018, p.115)

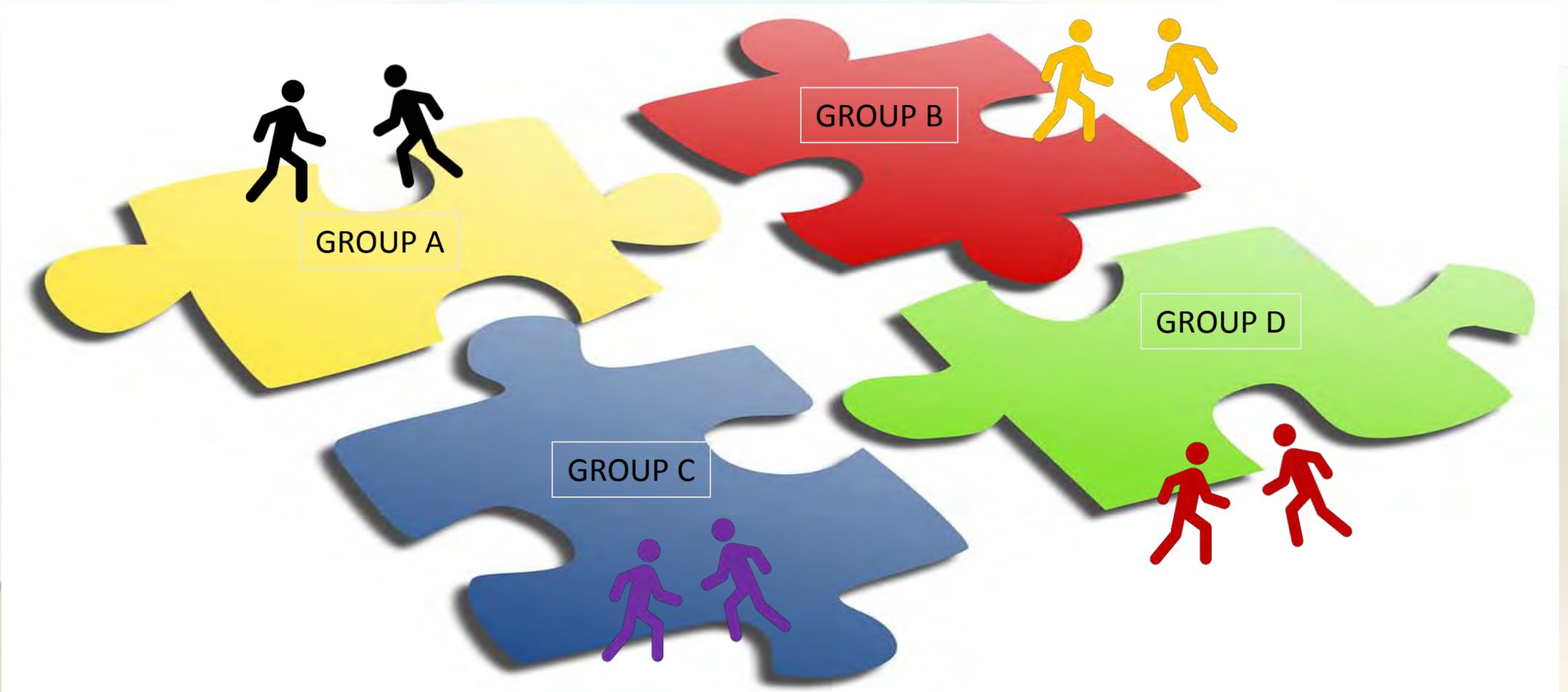
What is a Jig Saw Activity?

Students work in small groups or pairs to develop knowledge about a topic. Students will also decide how *to teach it* to others.



What is a Jig Saw Activity?

Each student in the group becomes *an expert* on the topic of their group.



What is a Jig Saw Activity?

The experts then move to a new group where they *teach* the topic and *learn* from other experts about additional topics.



Elementary Spanish II (SPAN 102)

Course Objectives: *Upon completion of SPAN102 the student will be able to:*

- 1. Communicate in the target language at an advanced elementary level in the skill areas of reading, writing, speaking, and listening.**
- 2. Apply more complex grammatical structures supporting communication at the advanced elementary level of proficiency.**
- 3. Express and appropriately employ more complex language functions including the following: expressing routines, making comparisons, and requesting and giving permission.**
4. Discuss Hispanic culture and specific cultural practices at the advanced elementary level by using simple sentences.
5. Discuss the relationship between the cultural practices and products under consideration at the advanced elementary level by using simple sentences.
6. Exhibit appropriate sociolinguistic behaviors through oral presentations as these correspond to increasing linguistic ability in Spanish.
7. Produce and present a cultural project at the advanced elementary level

Elementary Spanish II (SPAN 102)

Scope and Sequence of a typical SPAN 102 course:

And then there is a lot of vocabulary and...

- ✓ Reflexive verbs
- ✓ The preterite tense
- ✓ The imperfect tense
- ✓ The differences between the preterite and the imperfect
- ✓ Object pronouns (direct/indirect)
- ✓ Com...

- ✓ Days of the week
- ✓ Days
- ✓ Biology
- ✓ Housing/home/City life
- ✓ TI

The amount of grammar covered in SPAN 102 can make this the most challenging course out of all the SPAN courses at MC



Students go at it alone...and depend on the professor for all access to knowledge of the topic.



Jig Saw Activities for SPAN 102

Jig Saw #1 Let's review the Present Indicative!

- Remember those stem-changing verbs?
- Irregular verbs?
- The verb "gustar"?

Jig Saw #3 Do it! Don't do it! Informal commands

- How do we form affirmative tú commands?
- How do we form negative tú commands?

Jig Saw #2 Making comparisons!

- What is the "formula" for equal comparisons?
- What is the "formula" for unequal comparisons?

Jig Saw #4 Let's collaborate on the Final Oral Exam!

- Each group works on one of the prompts for the oral exam and shares their strategies for responding with the appropriate present subjunctive

Example of a Jig Saw:

Let's prepare for the SPAN 102 final oral exam

Part 1: You become the expert! (20 minutes)

With your GROUP, review the assigned oral exam prompt. Discuss where to find the following in the textbook first:

- Appropriate vocabulary
- Explanation of the present subjunctive (HINT: which specific verbs or impersonal expressions will you use that will trigger the subjunctive in the second clause?)
- Use the stickies to create 3-4 complete sentences to respond to the questions from your assigned prompt.

STICKIE RULES:

- Use the GREEN sticky for the first clause (Present indicative)
- The PINK sticky for the connecting word (what is it???)
- The YELLOW sticky for the second clause (The Present Subjunctive)
- **EACH TEAM MEMBER IS RESPONSIBLE FOR AT LEAST ONE COMPLETE SENTENCE.**

Part 1: You become the expert



SPAN 102 students working on Step 1 of a Jig Saw

Example of a Jig Saw:

Let's prepare for the SPAN 102 final oral exam

Part 2: Share your knowledge! Learn from your classmates! (20 minutes)

A group will share their completed prompt with another group to receive feedback (both positive and corrective). The other group will also share their completed prompt.

Please share the following as well:

1. Where did you find the vocab?
2. Which specific verbs or impersonal expressions did you use that will trigger the subjunctive in the second clause and *why*?

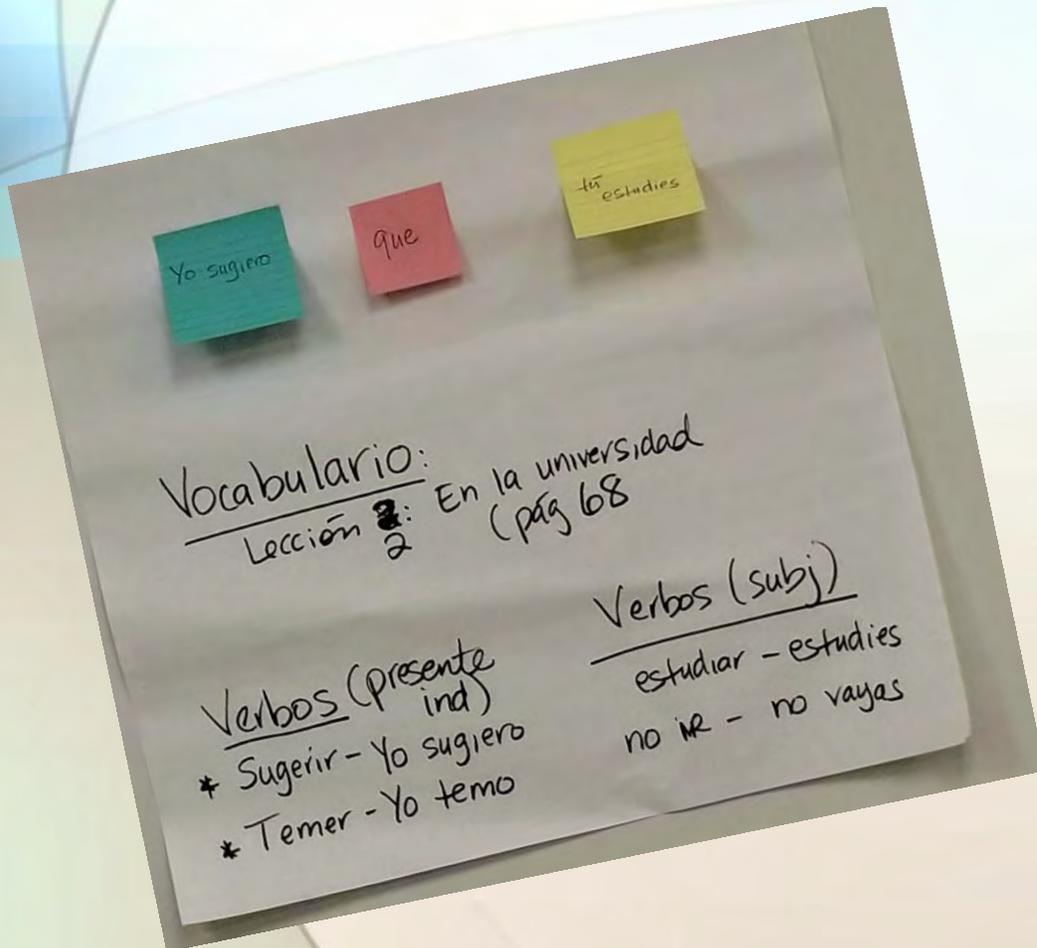
PART 3: Please have one of your team members POST your sample completed prompt via the course Bb site/ORAL EXAM/BLOG. That way all SPAN 102 students will have access to this collaborative work.

Part 2: Students share their knowledge and teach each other



SPAN 102 students working on Step 2 of the Jig Saw

Step 3: Collaborative work posted on Blackboard



201920 - SPAN-102-23841

- Home Page
- My Grades
- Syllabus and VHL Panorama info
- Tutoring and Office Hours
- Course Content
- Announcements
- Discussions
- Course Mail
- Tools
- Blackboard Collaborate
- Library Course Reserves
- MC Resources
- Help

ORAL EXAM JIG SAW

Tuesday, December 4, 2018

Pregunta 4 (Josh and Alexandra)

Posted by  Joshua Gayle at Tuesday, December 4, 2018 10:26:44 AM

Le recomiendo que haga la cama. (I recommend that he makes his bed.)

Le sugiero que pase la aspiradora. (I suggest that he vacuums the floor.)

Dudo que su dormitorio este organizado. (I doubt that his room is organized)

Vocab: Leccion 12 (Pg. 376)

Indicative Verbs: Recomendar (to recommend -> recomiendo), Sugerir (to suggest -> sugiero), Dudar (to doubt -> dudo).

Subjunctive Verbs: Hacer (to do, -> haga), Pasar (in this case, to vacuum -> pase), Estar (to be, -> este).

Comment

Assessment tools used in conjunction with the Jig Saw activities

- ✓ One minute paper after each Jig Saw
- ✓ Muddiest point reflection after Jig Saw
- ✓ Weekly quizzes
- ✓ Final Oral exam results
- ✓ Compare final grades from Fall 2017 and Fall 2018

Student comments on the one minute paper (Jig Saw #2: Making Comparisons)

Collaborating with my fellow classmates is:

“Beneficial because it helps me expand different learning techniques that other students use.”

“A good way to learn two things in one class period!”

“This was fun because I got to meet new people here.”

“Different...kind of stressful at first but enjoyable. It feels like I’m learning the material more hands on with more understanding than if I was lectured by the professor.”

**18 out of 20 students
completed the one
minute paper**

Student comments: what I understand/what is still a muddy point (Jig Saw #4: Preparing for the oral exam)

After this Jig Saw, I understand that...

- ✓ “The present subjunctive has a structure.”
- ✓ “The present subjunctive is used to do more than just *I hope*.”
- ✓ “There is a difference between the subjunctive and regular present tense.”
- ✓ “I need to study more! Especially the irregular verbs.”
- ✓ “That (the verb) *organizar* becomes *organice* in the subjunctive.”
- ✓ “There are two parts to the subjunctive and that ‘que’ is in the middle.”

16 out of 20 students
completed this mini-
assessment

**Student comments: what I understand/what is still a muddy point
(Jig Saw #4: Preparing for the oral exam)**

Muddiest point: What is one aspect of the present subjunctive that still not clear to you?

- ✓ “What does ‘mood’ mean?”
- ✓ “Why can’t I just use (the verb) *deber* instead of the subjunctive?”
- ✓ “I still don’t know the irregular verbs that change in the subjunctive.”
- ✓ “The opposite endings. I need to review them.”
- ✓ “I still don’t understand why some verbs don’t get the subjunctive, like *pensar*.”

16 out of 20 students
completed this mini-
assessment

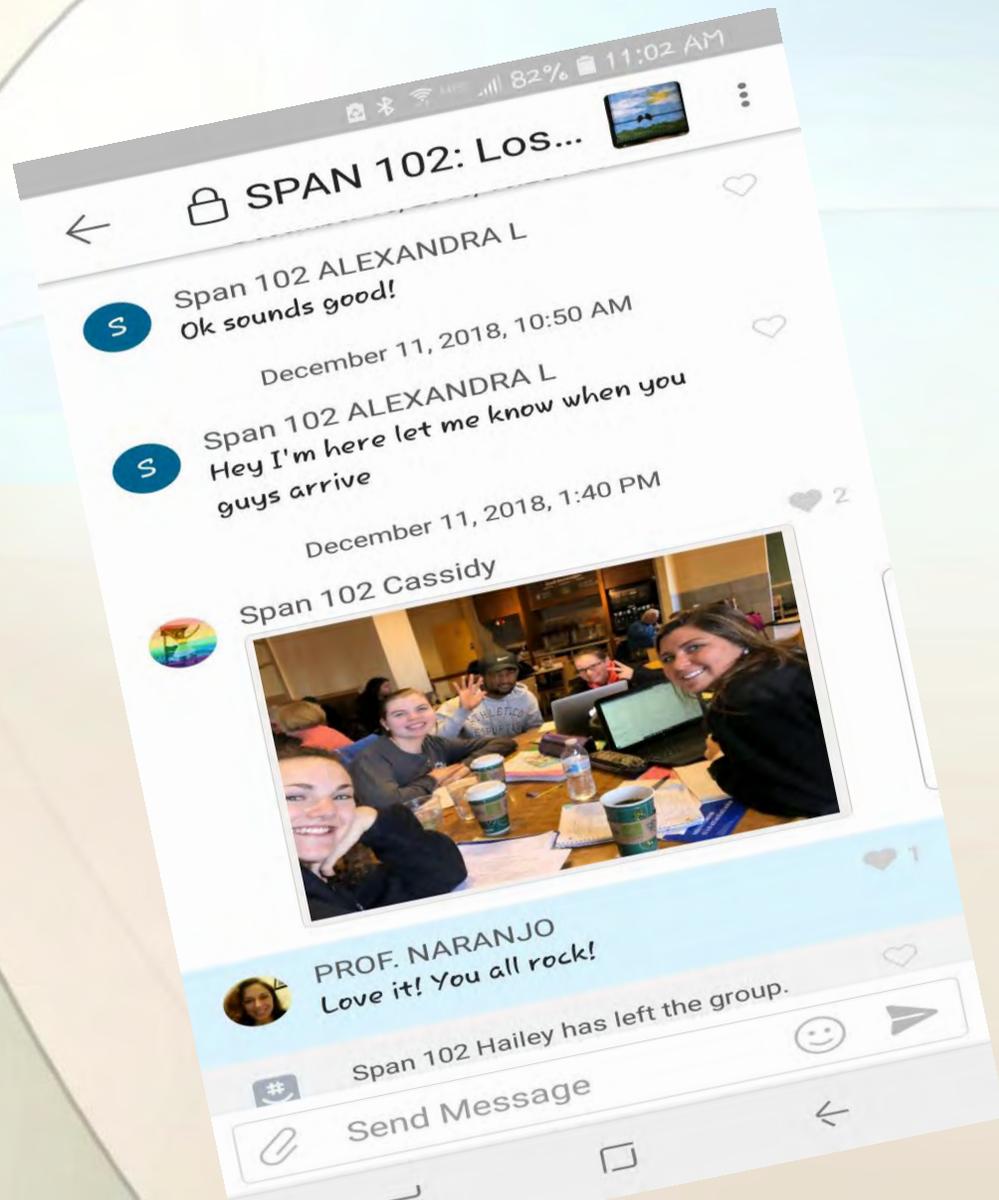
SPAN 102 Fall 2017-Fall 2018 comparison

SPAN 102 fall 2017 class size: 19 SPAN 102 fall 2018 class size: 20

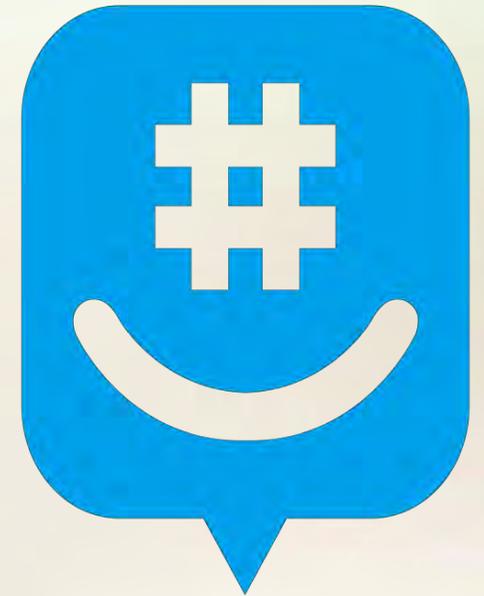


The results show improvement in average scores on three assessments: Quiz #2 (Making comparisons), Final Oral Exam, & Final grade. It is important to note that other factors may have played a role in the percentages as well.

Other examples of collaborative learning in SPAN 102



SPAN 102 students used the app GROUP ME to text questions, get reminders, and set up study groups on their own.



References

Barkley, E., Cross, K., & Major, C. (2005). *Collaborative learning techniques: a handbook for college faculty*. San Francisco, CA: Jossey-Bass Publishing.

Hanstedt, P. (2018). *Creating wicked students: designing courses for a complex world*. Sterling, VA: Stylus Publishing.

Montgomery College. (n.d.). Our mission, vision and values. Retrieved from: <https://www.montgomerycollege.edu/about-mc/mission-values>

Social Psychology Network.(2000). The Jig Saw Classroom
Retrieved from: <https://www.jigsaw.org/>

Collaborative Learning in SPAN 102: The Jig Saw Model

Carla Naranjo

Scholarship for Excellence of Teaching Fellowship

Spring-Fall 2018