

THE JIGSAW MODEL

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DR. JUNE WYATT

This course is available for graduate (808-5) or undergraduate (EDUC. 495-5) credit.

DESCRIPTION

This course is for individuals who wish to initiate or continue professional experience in multicultural curriculum design, development and implementation, and gain intensive experience in the "jigsaw" model of curriculum.

The "jigsaw" model developed by the psychologist Aronson combines two main teaching techniques : cooperation and peer teaching. Students work in small heterogeneous groups where they are both teacher and learner. They are prepared for this with exercises which guide them in listening, teaching and helping. The long term outcomes (regardless of specific curriculum content) have been that in comparison to other children, those in jigsaw classrooms measured higher on their liking of school and their self esteem. They decreased in feelings of competitiveness and believed they could learn from other children.

The jigsaw model has been used in a wide range of settings, with a wide range of curriculum content, and as a way of enhancing interracial and intercultural relationships. It has not used multicultural content per se. A prime focus of this course will be using the model as a framework for the development of multicultural curriculum content.

PREREQUISITES

1. Familiarity with multicultural education issues and programs through completion of EDUC. 441 or EDUC. 845; or professional experiences in the schools.
2. Permission of instructor.
3. Pre-Reading: Students accepted into the course should read the first chapters of Aronson, E. The Jigsaw Classroom.

OBJECTIVES

The objectives of this course are to:

1. Broadly overview and introduce several models and specific examples of multicultural curriculum.
2. Develop a conceptual framework for comparing a variety of models of multicultural curriculum development of which the "jigsaw" is one.
3. Focus intensively on one specific model : The "jigsaw" classroom (Aronson) emphasizing cooperation and peer teaching; and use it as a framework to develop multicultural curriculum.
4. Introduce and practice (in class) the interpersonal and team building skills (listening, teaching, helping) required to implement the model.
5. Develop multicultural curriculum using the jigsaw framework.

ASSIGNMENTS AND REQUIREMENTS

1. Attendance and participation in class discussions and activities are required. The cooperative and peer teaching techniques of the "jigsaw" model will be utilized whenever possible.
2. Readings from education and social psychology on the jigsaw classroom and other models of multicultural education.
3. Development, possibly with other class members, of curriculum materials (using the jigsaw format) relating to one or more ethnic minority groups in the lower mainland. These materials may be developed:
 - a) as a supplement to the Grade 6 Social Studies Curriculum (Culture Realms of the World)

- OR -

- b) for any classroom or other educational setting (e.g. staff development) where multicultural education objectives are to be addressed.

This development process will involve:

- identification of a setting in which the curriculum may be taught.
- development (collection and assembly) of multicultural curriculum materials which can be used in a jigsaw format. (Students will have access to multicultural resource materials in the collection of the Faculty of Education, but will be responsible for identification and collection of any other curriculum resources needed to complete assignments).
- draft outline of plans for eventual implementation in setting for which the curriculum is designed.
- developing team building skills (listening, observing, peer teaching) with a group of learners for whom curriculum is designed.

CRITERIA FOR EVALUATION

- clarity of writing and organization.
- resourcefulness and independence in identifying and compiling resources.
- preparedness for, and involvement in class activities and discussions.

READINGS: DO NOT PURCHASE ANY BOOKS (with the exception of Aronson) PRIOR TO FIRST CLASS.

1. Aronson, Elliott. The Jigsaw Classroom. Sage Publications, Beverly Hills, Calif Calif. (275 S. Beverly Drive) 1978.
2. Banks, J. Multicultural Education : Theory and Practice. Toronto. Allyn & Bacon, 1981.
3. Grant, Carl. Multicultural Education : Commitments, Issues and Applications. Assoc. Supervision and Curriculum Development, Washington, D.C. 1977.

4. Kehoe, J.W. A Handbook for Enhancing the Multicultural Climate of the School. WEDGE, U.B.C. Vancouver, 1983.
5. Samuda, R. Berry and LaFerriere. Multiculturalism in Canada : Social and Educational Perspectives. Toronto, Allyn & Bacon, 1984.
6. Tiedt & Tiedt. Multicultural Teaching. Toronto. Allyn & Bacon, 1979.
7. Werner, W. Whose Culture, Whose Heritage. Centre for the Study of Curriculum and Instruction, U.B.C. 1977.