

Implementing the Jigsaw Method in Higher Education

- And investigating its interdisciplinary effects

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What have you done and why?

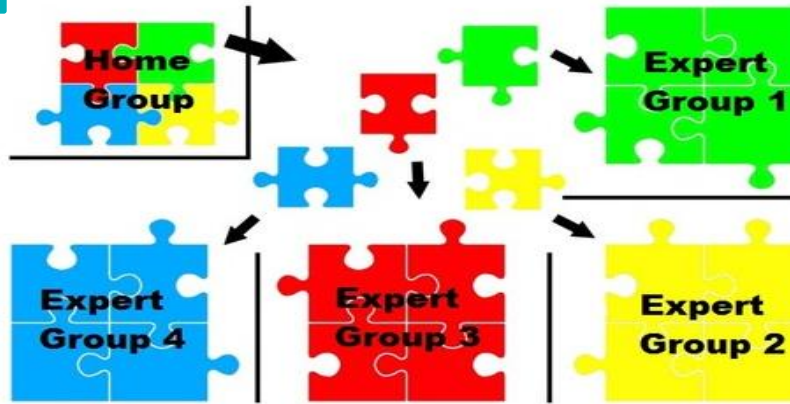
We implemented the Jigsaw method, a collaborative learning strategy, to enhance student engagement, knowledge retention, and interdisciplinary collaboration. The method fosters active learning, requiring students to teach and learn from each other.

What is the intervention?

- **Method:** 22 students were divided into groups (5x4/5), each responsible for learning and explaining a specific topic. This approach promotes teamwork, critical thinking, and peer teaching, leading to deeper understanding.

How has the intervention been evaluated?

- **Evaluation:** A qualitative survey(forms) was conducted among students to assess their experiences.
- *Students reported increased engagement and ownership of their learning due to the responsibility they had in expert groups using the Jigsaw method. However, many felt they learned little from their peers' presentations in the home groups, citing a lack of structure and supporting materials. The method was also perceived as demanding to understand and execute without sufficient preparation. While Jigsaw showed potential for interdisciplinary learning, the dialogue was often experienced as superficial*



Recommendations:

- Clearer instructions, more time and structured reflection tasks.
- Combining Jigsaw with complementary learning strategies is necessary
- Further research on its long-term impact on interdisciplinary learning needed

What have you learned

- Jigsaw promotes active learning and collaboration, and thereby possibly has a positive interdisciplinary effect on the group
- The method also gives the students in-depth learning and possibility of reflections upon the others perspective of understanding, but the methods also require structured guidelines, enough time and preparation
- Time management and preparation levels are crucial for the learning outcome