**Jigsaw Home Group/Expert Group**

This is a modified version of an AVID technique that is useful for inquiry, collaboration, or reinforcement in studying for exams. It’s also a useful strategy to use in place of reading quizzes or full-class discussion of an assignment. It works best if the class has enough students to form several groups of at least three students each, but more would be ideal. Best, it is a lovely antidote to the typical group-work dynamic in which one person works too hard while others work not nearly hard enough. With this technique, everyone has no choice but to contribute equally. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Begin with students sitting in groups. This initial group is the “**home group**.” Orient the class to the topic at hand.
2. Depending on the specific goal for the class, you can do any of the following at this point:
	1. Assign each group a section of text to read (or review, if it has been pre-assigned)
	2. Assign each group a section of material to review for an exam
	3. Assign the entire class the same text, but give a specific element (of grammar, punctuation, figure of speech, etc.) to each group
	4. Assign each group an entirely different text, if more than one has been assigned

Ask the groups to discuss and take notes on their assignment. Each student must produce notes to continue the task.

1. Stir up the room: **send each student away from the home group to a new group**. You can assign them by numbering off, or by handing out colored Post-It notes or 3 x 5 cards. Everyone with a green Post-It, for instance, goes to a particular table, etc. This will become their “**expert group**.”
2. In their expert groups, allow enough time **for each student to share information** produced by the home group. Each student should take notes during this part of the exercise, so that every individual possesses all of the information the expert group knows. If you have time, ask each student to combine all of the notes into an organized summary.
3. Ask students to **return to their home groups**. Each has now become an expert in one element of the overall task and can share that new knowledge with the home group. Allow time for each student to share and for the home group to combine their notes.
4. **Debrief the class and share responses**. This can be done as a full-class discussion, or by asking a representative from each group to write a list or by asking them to write their responses on butcher’s paper that can be posted around the room.