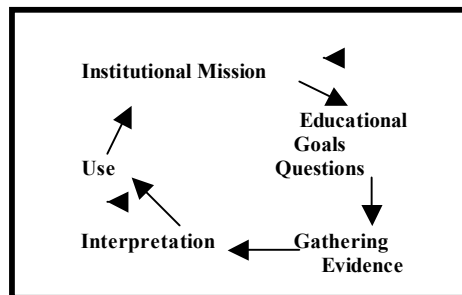
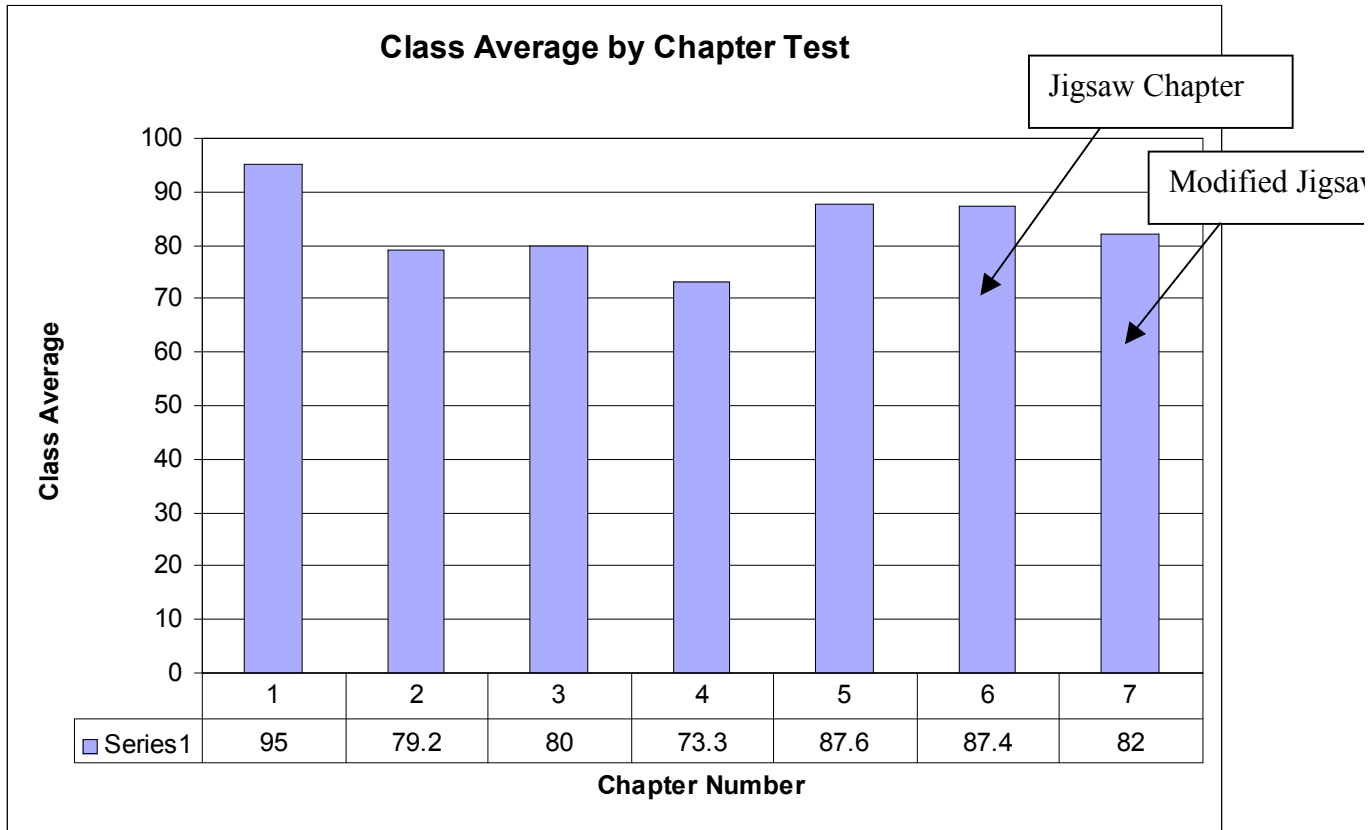


How teachers think about effectiveness in their classrooms

1. **Reflect** on learning styles, classroom activities, grading strategies, pedagogy, changing student needs, etc. (*Classroom teachers & Departments*)
2. **Define** program goals, course objectives, & student outcomes, examining how the levels interact. (*Departments*)
3. **Question** key student learning outcomes within selected programs, and design instruments for researching the questions. (*Classroom teachers & Departments*)
4. **Research** student achievement of selected learning outcomes, using formative and summative testing as well as more informal means where possible. (*Classroom teachers*)
5. **Collect**, sort, analyze, and archive results; who's learning what, how...best. (*Classroom teachers & Departments*)
6. **Report** results to relevant departments, programs, and committees, suggesting interpretations.
7. **Adjust** all the above steps in response to report, using measurement data to guide appropriate changes. (*Teachers, Programs & departments*)
8. **Plan** ongoing assessments of one or two program goals each year, incorporating above activities. (*Teachers, programs & departments*).

An example of this process in action, a excerpt from a report of results using Jigsaw in Spanish II follows.

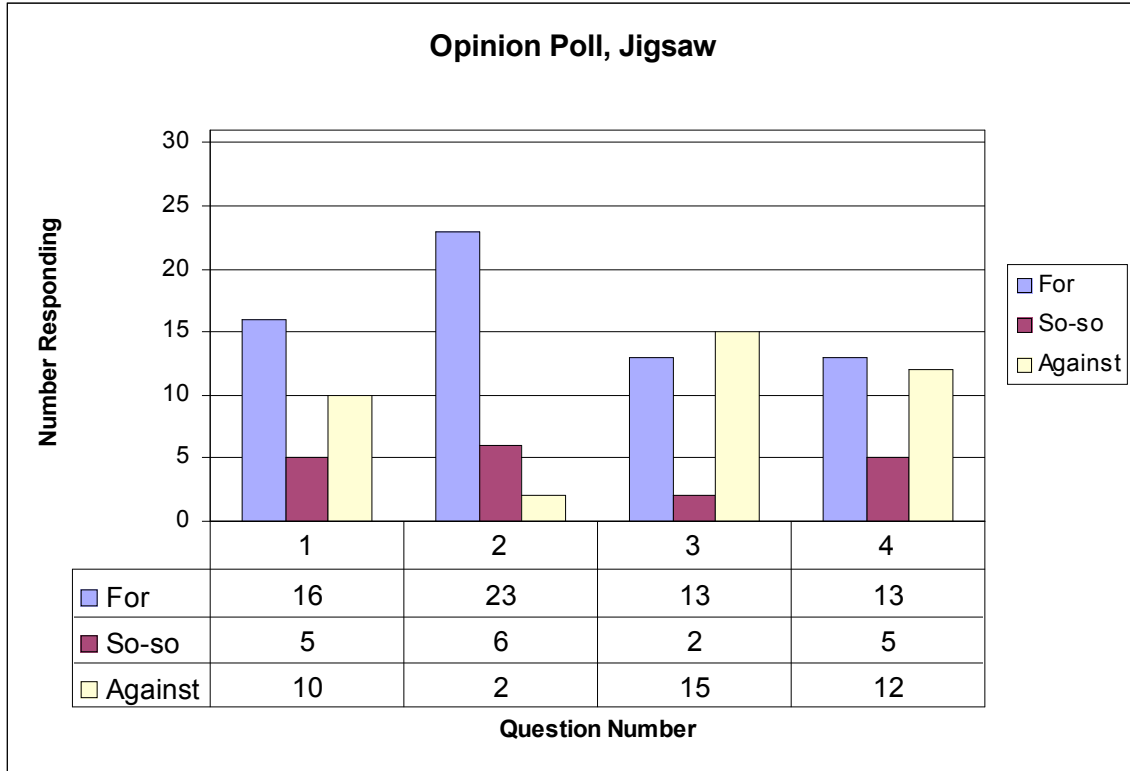




Note: There are 31 Students with diverse skill sets in Spanish II.

- Chapters 1 and 2 were taken in the first grading period. Chapter 1 was a review of Spanish I. Lots of class time was spent in preparation. On average, we spend three weeks on each chapter.
- Chapters 3 – 5 were taken in the second grading period. Which leads to the next point,
- the Chapter 5 test was given as a final grade for the second grading period. Motivation was high in preparation for the test. Many needed a good grade to end the 9-weeks.
- the Chapter 6 test was the first chapter test of the third grading period. Intrinsic motivation is usually low at the beginning of a period. The class average was supported by an increase number of students achieving a C or D with only one student failure.
- The Chapter 7 test was given on the Friday before the Mardi Gras holiday. I modified the method to eliminate the ‘teaching’ aspect. Essentially, I taught and

the students then supported learning in group. As you can see, it was less effective.



This poll was taken by the students after the Chapter 6 test.

Question 1 - Your overall opinion of the method of Jigsaw.

Question 2 – Your opinion of the Master Group experience

Question 3 – Your opinion of the Home Group Experience

Question 4 – Your feelings of preparedness for the Chapter Test, ‘For’ indicates a feeling of being better prepared and ‘Against’ a feeling of being less prepared.

Miholic’s Notes:

This type of classroom research is what teaching is all about! This is what is meant by “the classroom is a crucible.” Consciously, taking a look at what’s going on and making some decisions about instruction, trying new tactics, modifying or throwing out old ones, toward the ends of including the most effective modes (this, of course, can constantly shift depending on the student body). Usually, we’ll do this informally and make some

mental notes to ourselves, but Ms. Lancon has gone out of her way to document the use and results of the method. Finding? The JIGSAW technique (<http://www.jigsaw.org/>) WORKS, and any teacher worth their salt should be using it! Third, the student feedback is fairly typical for collaborative or group learning. The most important, and the easiest for teachers not to monitor, is to assure that everyone is accountable. Ideally, heterogeneous groups should be used (each student works on his or her own level), but the teacher has to monitor and facilitate to assure that each student is accountable and that even the “less able” bring value to the table. With jigsaw there’s less problems with accountability (each person having a role) since they all must bring some knowledge, thinking, findings or research to bear on the question, but the teacher still has to keep a keen eye on participants, sometimes in steps by requiring displays of prerequisite work.