AGENCY IN LEARNING

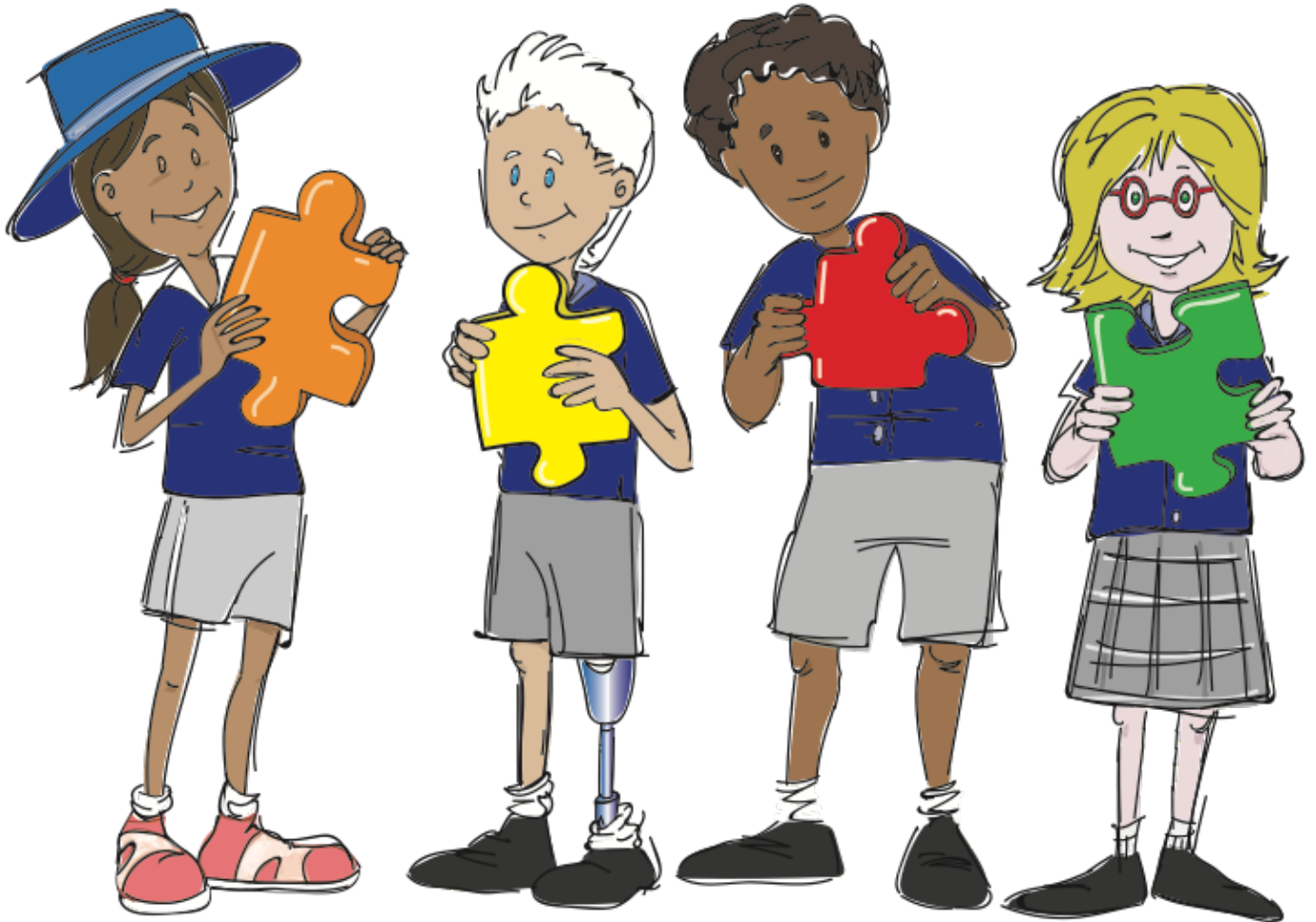## WHO CAN? YOU CAN...
JIGSAW RESEARCH

Subject links: Any subject that requires research

Included in the resource:

- Information about Jigsaw research
- Sites of agency in Jigsaw research
- Example of jigsaw research
- Specialist group template (4)
- Home group template (4)

Teaching resources that move Beyond Conventional Wisdom.

Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (*constructivist*) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

JIGSAW RESEARCH
Putting the pieces together...
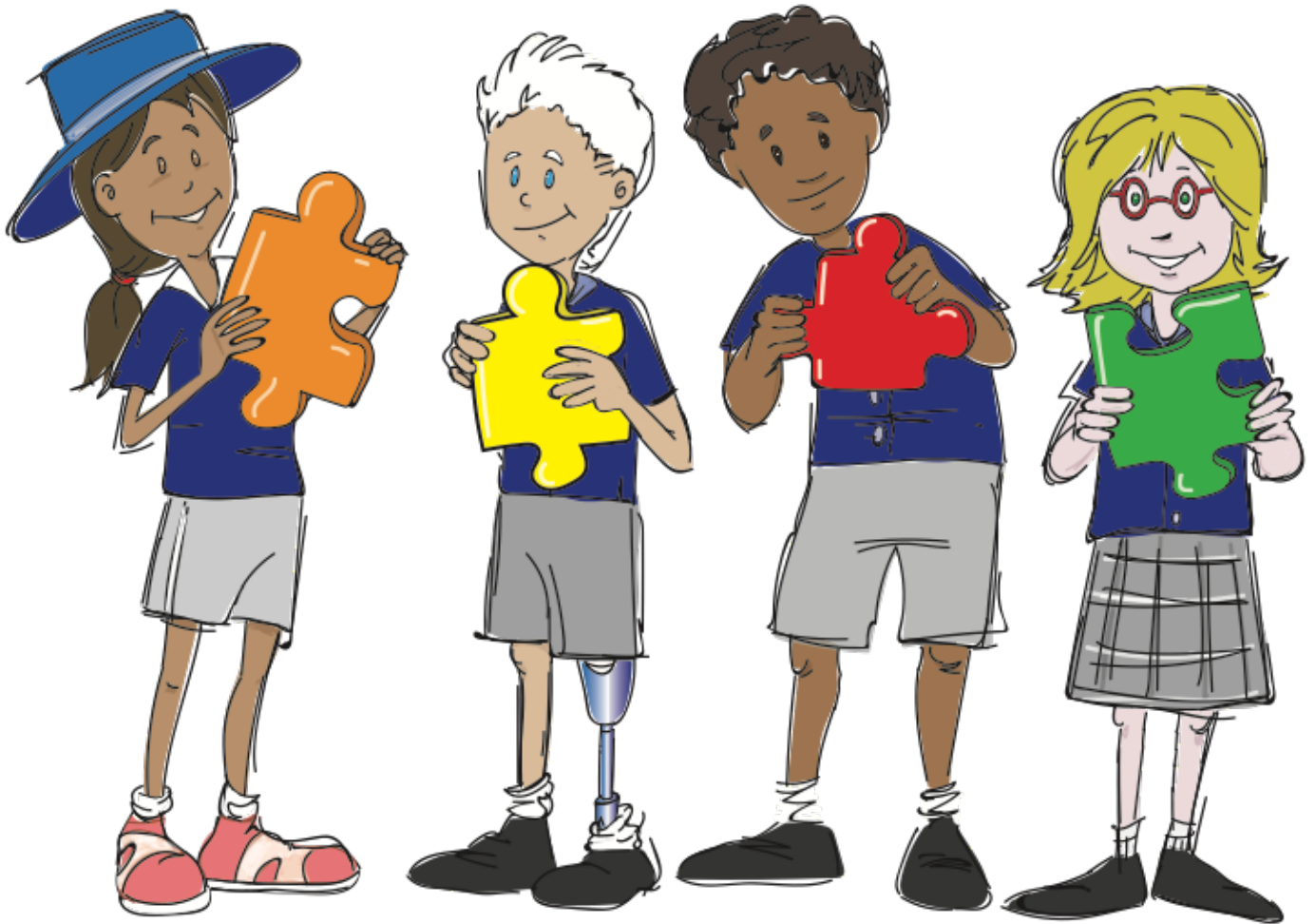
"The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards."

Anatole France

Depending on your class size you may need one or two research groups for each of the specialized areas. Try and keep your group size between 3 and 4 students. Students who are interested in a specific area form a group. If there are more than 3 or 4 students in a group, then two groups for a particular area can be formed.

SITES OF AGENCY

WHAT– RESEARCH TOPICS: Share the big idea or inquiry central idea with the students. Scaffold the breaking down of this idea into four research topics with the students. As the students get more practice at analyzing and breaking down ideas, this part of the process can be become more student driven, less teacher guided.

WHO– GROUP FORMATION: Each research group of students then conducts an inquiry into a specific area of a topic, becoming a 'specialist' in that area. Invite the students to look at the four specialist research topics available and have them decide which research group they would like to be a part of based on a personal interest, connection or even prior experience.

WHAT – RESEARCH MATERIALS: Teachers can provide the materials or sites connected to the specialized research areas or if the students have had the opportunity to be part of the resource selection process in the past, they should be given the opportunity to select and evaluate their own resources for the research.
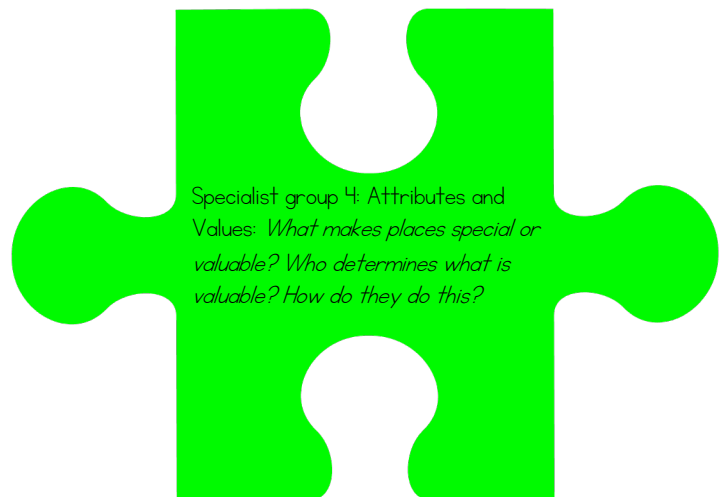
HOW – RESEARCH STRATEGIES: Students should have voice and choice in the way they do their research. Students should have a range of research strategies to call on or be able to nominate one they would like modelled and be supported in trying.

Jigsaw research is a great way to enable learners to explore complex topics and learn how to clearly share their ideas with others.

Learners will be positioned as specialist researchers for the first part of the task.

Decide on the bigger topic to be researched or inquired into. Once this has been decided, identify four focus areas for the research within this larger topic.
For example if your class is inquiring into landscapes and places, there may be four areas to research such those shown below in the jigsaw pieces

Specialist group 1: Geographical features: *What are geographical features? How would you recognize them?*

Specialist group 2: Needs and Wants: *How have people made use of different places? What needs and wants can be met there?*

Specialist group 3: Change and Development: *How and why do places change? What is considered development?*

Specialist group 4: Attributes and Values: *What makes places special or valuable? Who determines what is valuable? How do they do this?*

Once each of the groups have done their specialist research, students will then rearrange themselves to form 'home' groups to share and peer teach others about their specialist knowledge. Each home group is made up of one member from each of the specialist groups. *Where possible it is important to let students choose the new group they want to work in.*

Each student in the group takes time to teach their* peers about their area of knowledge. The group can ask questions, clarify, compare knowledges and skills between each other, thus peer to peer teaching occurs.

Each of the home groups is given a specific topic to apply their 'area specific knowledges' to and then has to develop an inquiry project that combines their area specific knowledges and topic to develop deeper understandings of that topic.

*BCW will now use 'They, their – themself' as a singular, gender-neutral pronoun in all subsequent material generated on our website.

For example if the topic being inquired into is landscapes and places, and the specialist research areas were the ones listed on the previous page, then each home group could apply their 'area specific knowledges' about: geographical features; the needs and wants of living things that influence or impact on how a place is used; the effects natural changes or human intervention and development have had on a place; and what has been determined as of value in this place by humans and why is it considered valuable?

- Home Group One might apply their understandings to a world heritage area
- Home Group Two might apply their understandings to a city or urbanised area
- Home Group Three might apply their understandings to a rural or farming area
- Home Group Four might apply their understandings to a remote or wild space

WORLD HERITAGE AREA
You need one person from
- Specialist group 1: Geographical features
- Specialist group 2: How places are used
- Specialist group 3: Change and development
- Specialist group 4: Attributes and value

CITY/URBAN AREA
You need one person from
- Specialist group 1: Geographical features
- Specialist group 2: How places are used
- Specialist group 3: Change and development
- Specialist group 4: Attributes and value

RURAL/FARMING AREA
You need one person from
- Specialist group 1: Geographical features
- Specialist group 2: How places are used
- Specialist group 3: Change and development
- Specialist group 4: Attributes and value

REMOTE/WILD AREA
You need one person from
- Specialist group 1: Geographical features
- Specialist group 2: How places are used
- Specialist group 3: Change and development
- Specialist group 4: Attributes and value

Ideas For Jigsaw Research

Focusing ideas: Resources, Products, Services and Responsibility

Possible Specialist Groups
- *Raw materials and resources*
- *Change Process*
- *Choices and responsibilities*
- *Consumers and producers*

Possible Home Groups
- *Fossil fuel and gas products*
- *Plant products*
- *Mineral based products*
- *Animal products*

Focusing ideas: States Of Matter

Possible Specialist Groups
- *Properties of matter*
- *Shape, volume and capacity*
- *Change processes*

Possible Home Groups
- *Gases*
- *Liquids*
- *Solids*

Focusing ideas: Habitats, connections and choices

Possible Specialist Groups
- *Living things*
- *Non-living things*
- *Needs and wants*
- *Actions and Effects*

Possible Home Groups
- *School yard*
- *Home- back yard*
- *Local park*
- *Shopping Centre*

Ideas For Jigsaw Research

Focusing ideas: Innovation, Entrepreneurship, Commerce

Possible Specialist Groups
- *Raw materials and resources*
- *Supply and Demand*
- *Ideas and innovation*
- *Consumer and producer responsibilities*

Possible Home Groups (Pick a specific product or problem from each big category to investigate)
- *Home Product*
- *Entertainment and toys*
- *Conservation and Sustainability*
- *Current 'big ticket' want*

Focusing ideas: Rights, Responsibilities, Sustainable Development Goals

Possible Specialist Groups
- *Rights of the Child*
- *Sustainable development goals*
- *Types of action and support*
- *Power and choice*

Possible Home Groups
- *Local community*
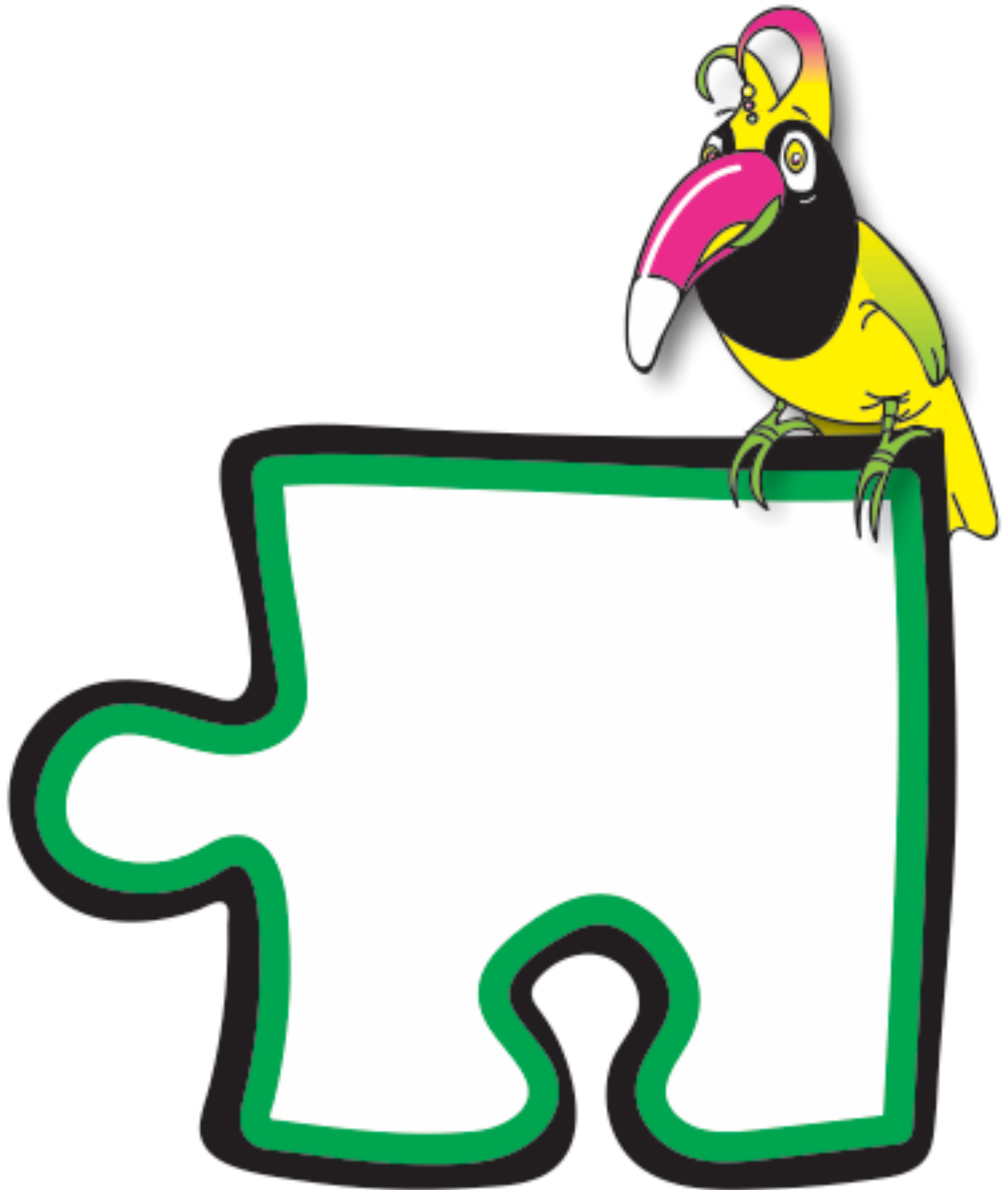- *Refugee Group*
- *Displaced Persons*
- *School Community*

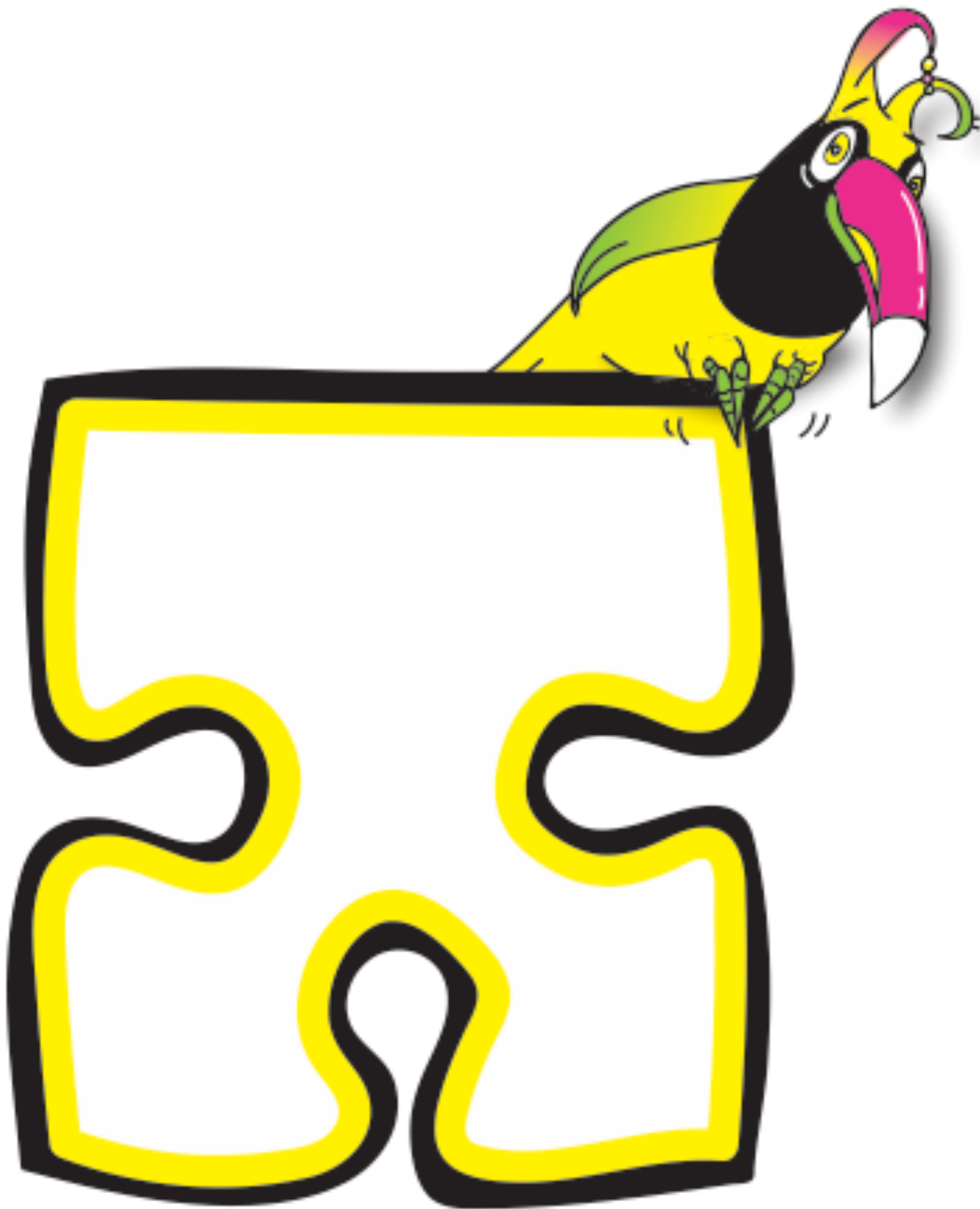## Focusing ideas: Heritage, Conservation, Identity
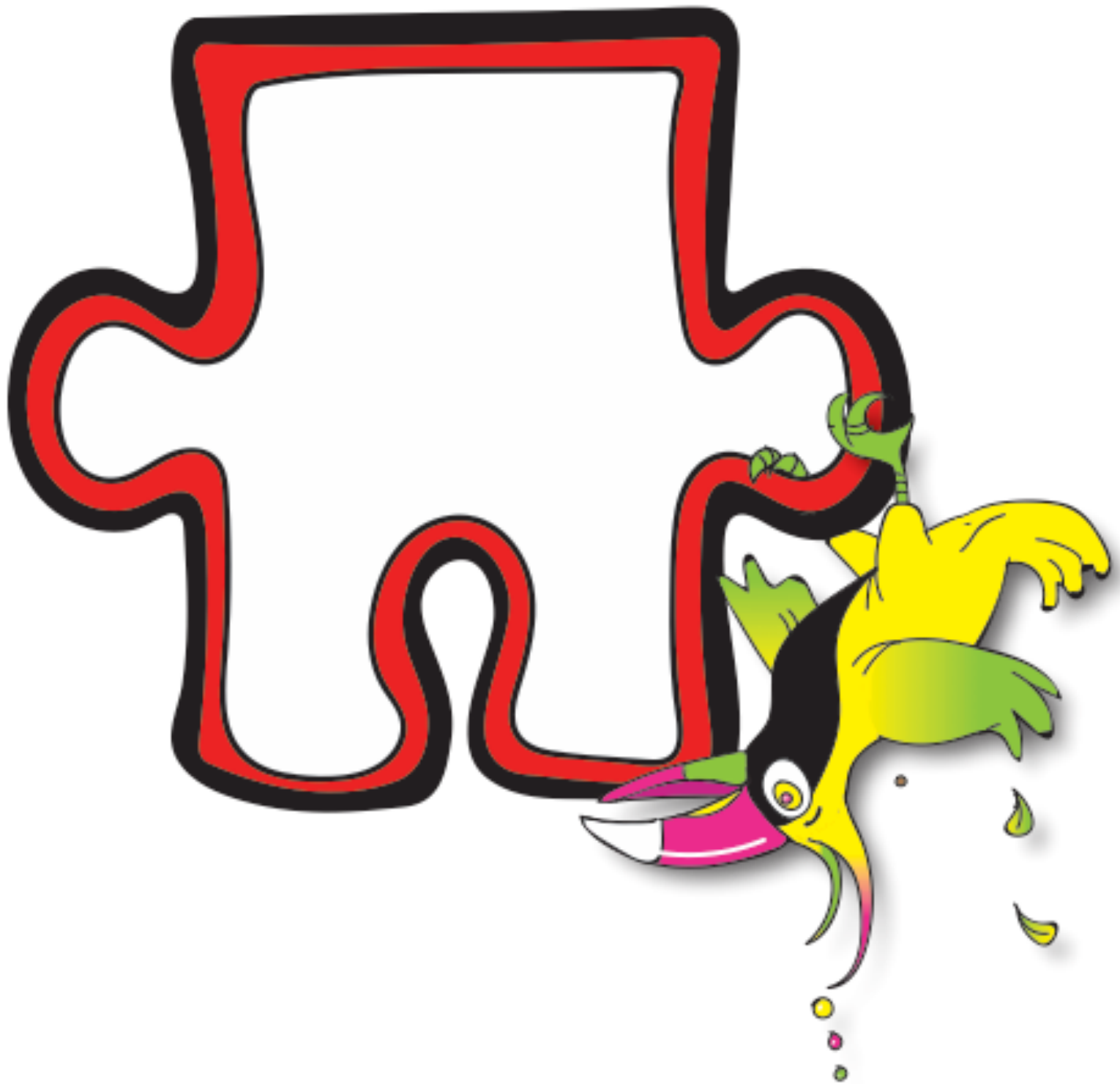
Possible Specialist Groups
- *Tangible Heritage*
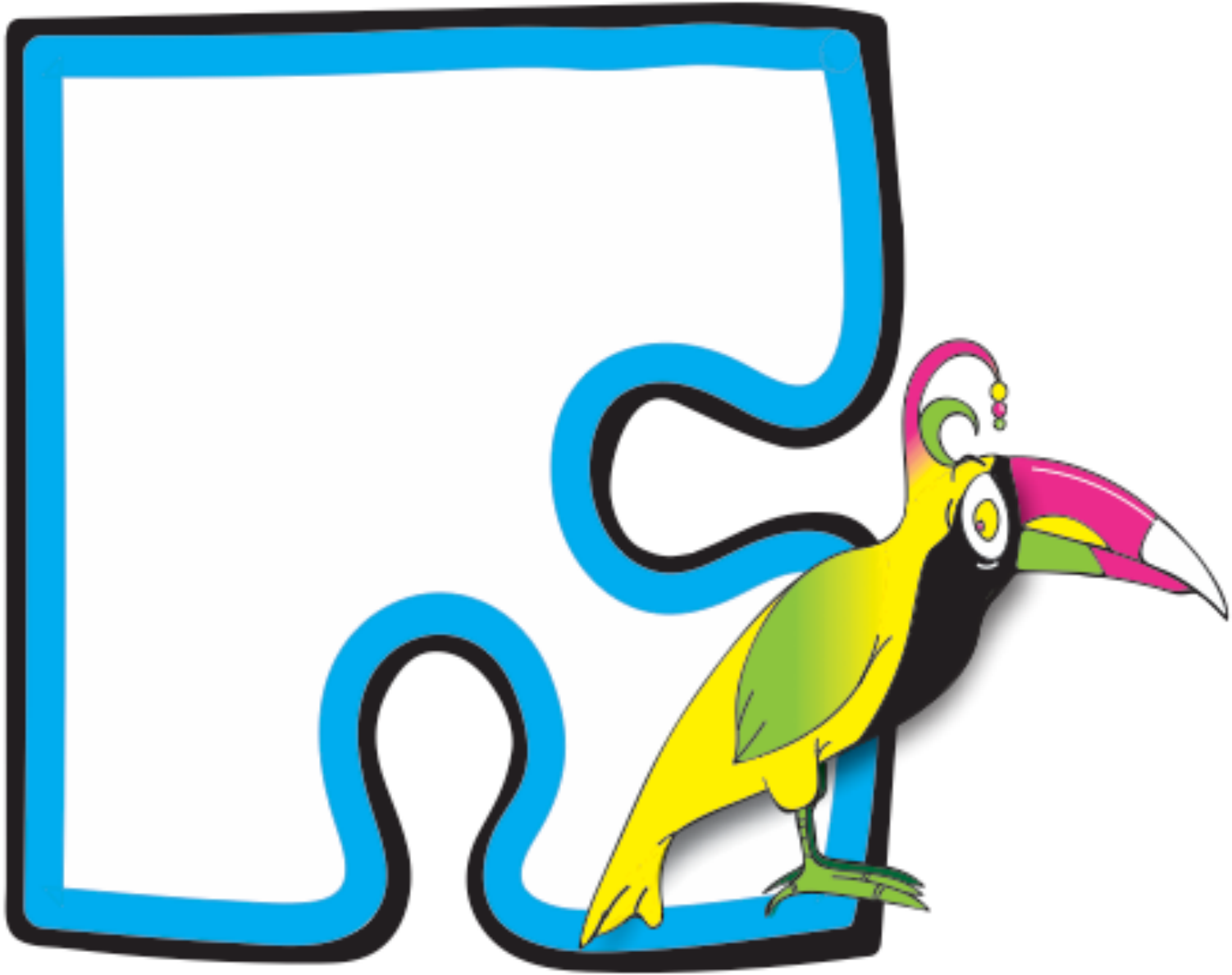- *Intangible Heritage*
- *Legacy and Identity*

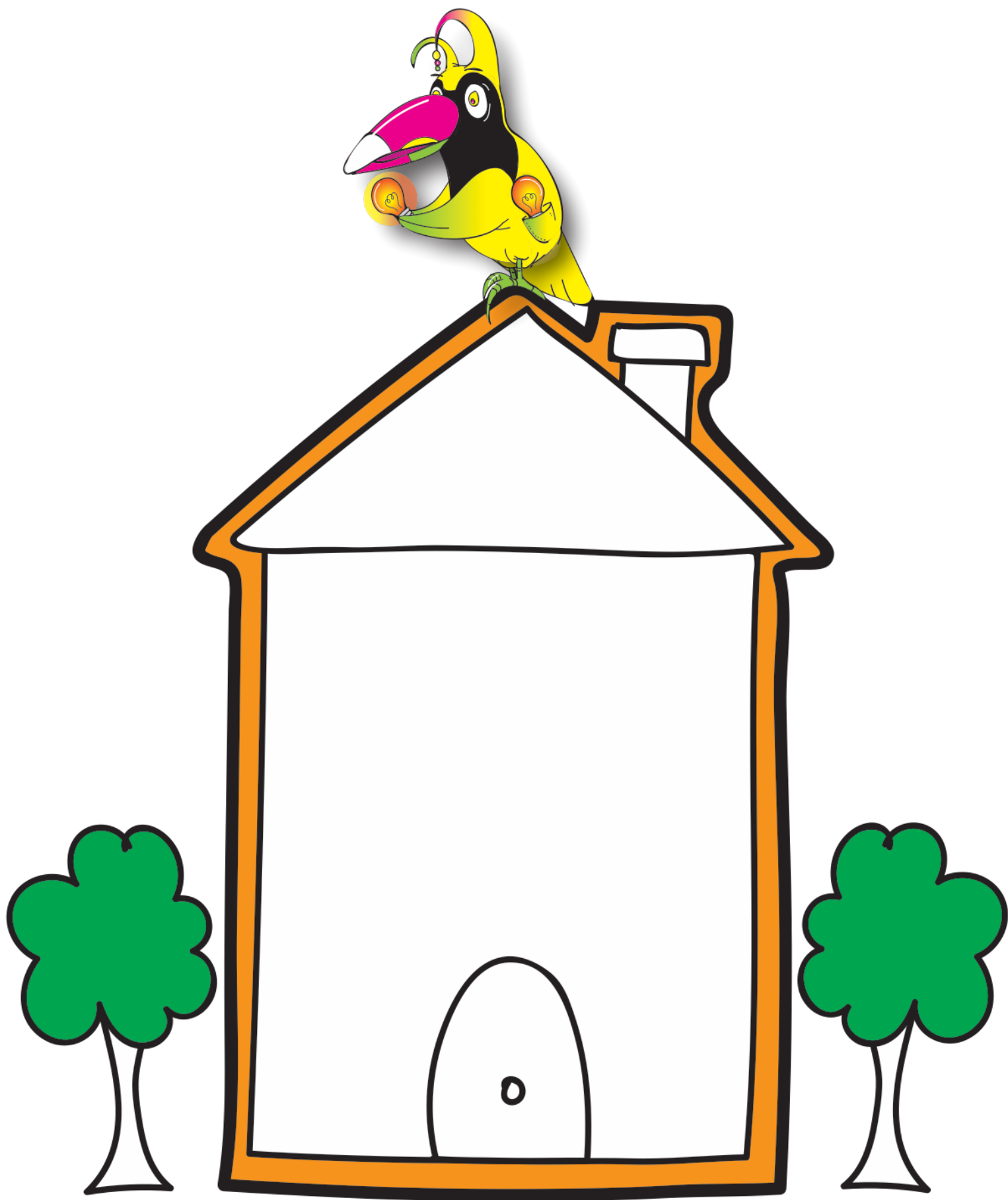Possible Home Groups (Pick a specific site or practice from each big category to investigate)
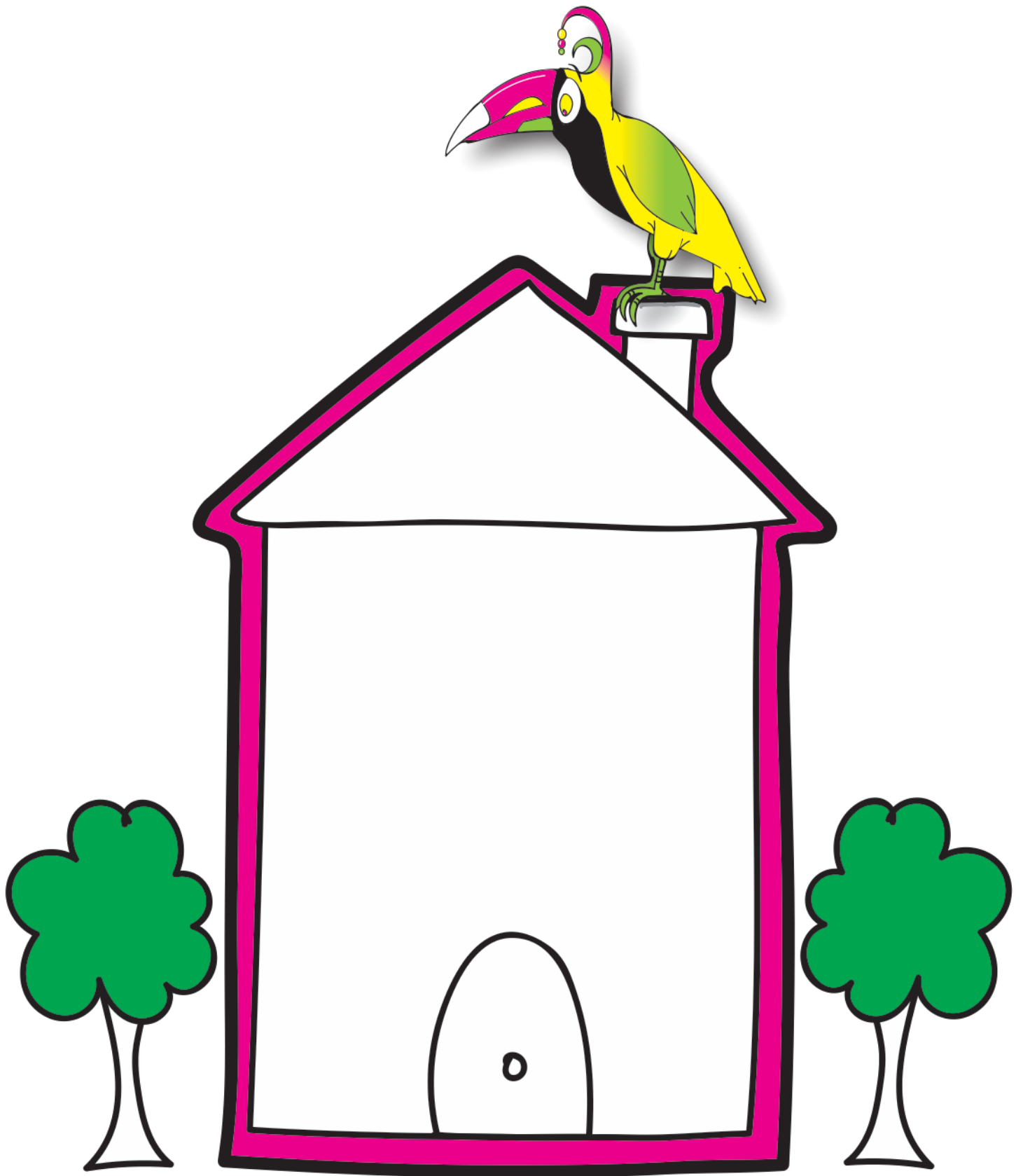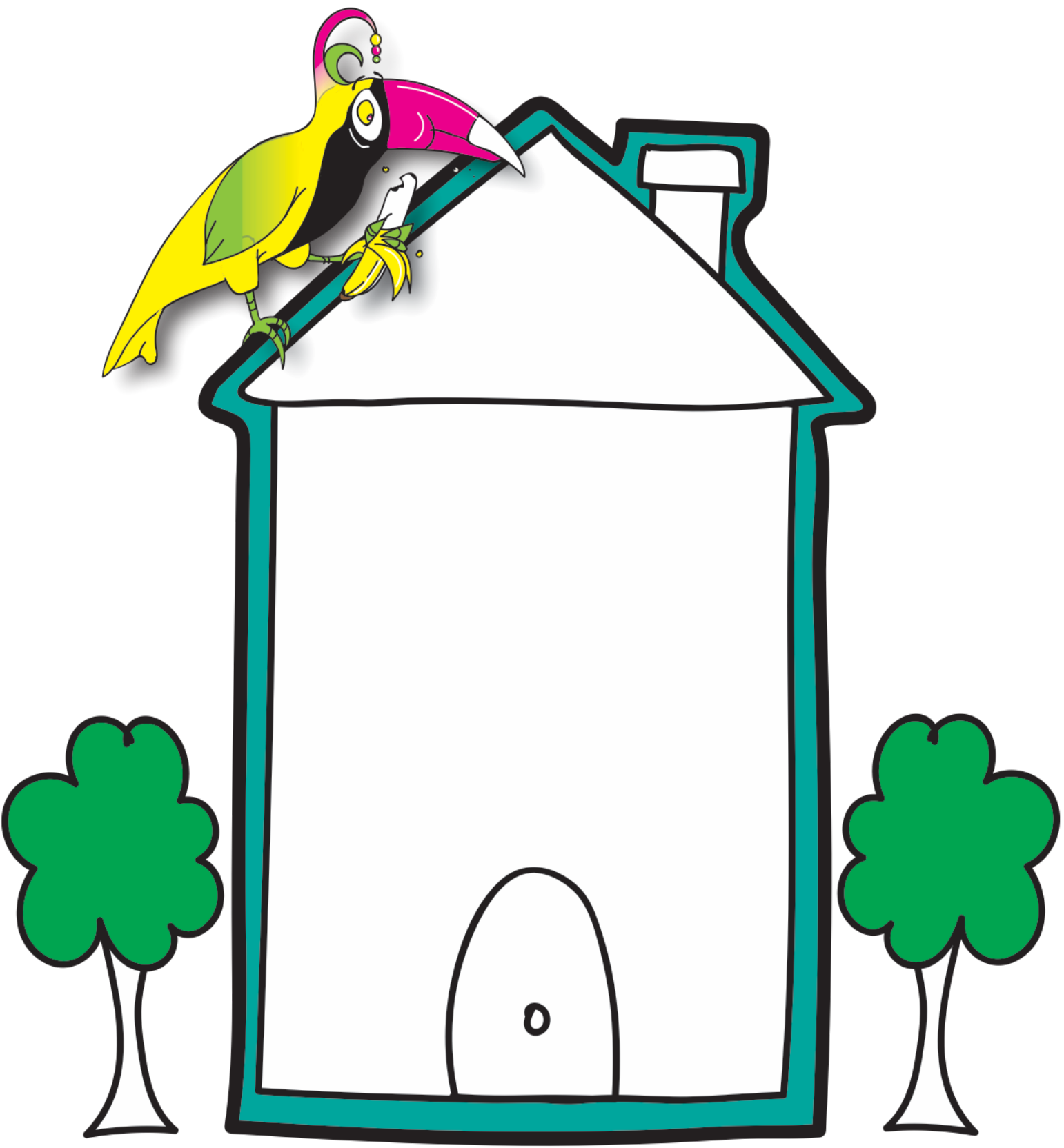- *Personal*
- *Local*
- *National*
- *Global*

TERMS AND CONDITIONS of using beconwiz.com products

LICENSE TO USE PURCHASED INDIVIDUAL CLIP ART
The clipart purchased on this site may only be used for personal or class use. It can not be used in the production or publication of any materials, resources or other related goods that are to be sold onto others or for commercial use.
Schools wishing to buy clip art for across school use or in school publications must contact the BeConWiz team for a price for this option.

LICENSE TO USE PRODUCTS
Any products purchased from BeConWiz are purchased by you for your personal use and not for distribution or resale. BeConWiz download resources are able to be printed for personal use by the purchaser (a given single educator) only. They can be used to teach your class of students, and are intended to be used in this way. *Schools wishing to use product packages or negotiate tailored deals or teaching teams must contact BeConWiz directly and negotiate separate terms and conditions.* Any workshop or consultancy work will be negotiated and tailored to meet individual client needs and as such, the terms and conditions of such purchases or contracts will be issued and delivered in separate documentation.

ELECTRONIC DOWNLOAD DELIVERY
Download products are immediately available to holders of a product package of BeConWiz. If you have any problems with an immediate download, please contact us at beconwiz@beconwiz.com

DOWNLOAD PRODUCTS AND MATERIALS
We provide no guarantee that you will be able to use school computers to download BeConWiz materials. We will endeavor to do our best to ensure downloadable material is accessible on a variety of computers, tablets or devices. If you are experiencing issues with download or printing of materials please contact us, so we can improve our service to you.

"BCW will now use 'they - themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they – themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he – man' disappeared women's voice and identity, use of the binary 'she – he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he –she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they – themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "