**How People Learn Jigsaw**

For this activity, you will divide into two groups: an “expert” and “home” group. Your expert group will be randomly chosen, and your home group will be your disciplinary group (math, physics, computer science, and engineering).

1. (10 min) In your expert group, read your assigned section of How People Learn:

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| --- | --- | --- |
| **Groups** | **Reading** | **Pages** |
| 1, 4 | “Pre-existing Knowledge” section, Fish Is Fish box | 10-12 |
| Key Finding 1 | 14 (bottom) -16 |
| 2, 5 | “Learning with Understanding” section | 8 (bottom) – 9 |
| Key Finding 2, Throwing Darts Underwater box | 16-17, box 1.3 on p. 18 |
| 3, 6 | “Active Learning” section,  | 12-13  |
| Key Finding 3 | 18-19 |

2. (10 min) Individually respond to the following prompts:

* Summarize your key finding.
* What was new or surprising to you about the research described in your science of learning section? What aspects are particularly compelling to you?
* What implications for student learning were described in your key finding?
* What are the implications for your practice regarding this key finding?
* How was this key finding reflected in the content immersion this morning?

3. (20 min) Share your responses with your expert group. As a group, decide on the most important points and implications of your reading to share with your home group and record below.

4. (40 min) Move to your home group.

a) Share the findings of your expert group and listen to the findings of the other expert groups. Take notes in the first column of the table below.

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| Reading | a) Findings from expert groups | b) Discipline-specific issues |
| Key Finding 1: Prior knowledge |  |  |
| Key Finding 2: Connected understanding |  |  |
| Key Finding 3: Metacognition |  |  |

**If time** b) How does this key finding help you better understand student learning issues in introductory courses in your discipline?

c) Prepare a whiteboard to illustrate your group’s findings for part (b).