

Learning-Centered Teaching with The Help of the Jigsaw Method

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Abstract

Traditionally, when teaching at a university, you will find the lecturer lecturing in front of the class while the students watch, listen, and take notes (teacher-centered education). Individual assignments are given, and a lack of participation in discussions is frequent in the class. The focus in the classroom has shifted from teacher-centered to learner-centered. This means the students are now actively involved in the lesson, participating in classroom discussions, and frequently asking questions. Nowadays the students should come prepared to class to participate in classroom activities, thus increasing their understanding of the topic of the day.

When teaching creative arts, a learning-centered teaching approach works best. This paper focuses on using teaching strategies such as the jigsaw method, the flipped classroom and thinkpair-share to promote learning-centered teaching in a creative arts lecture, but specifically emphasizes the jigsaw method. The jigsaw method is a great teaching strategy that builds comprehension, encourages cooperation among students and helps improve listening, communication, and problem-solving skills.

The jigsaw teaching strategy is a great scaffolding tool to use in class to help students understand the topic more deeply. This method is typically used in smaller classes but can be adapted to suit a larger class, in this case, you will just have two or three home groups for each topic. In creative arts, we focus on four art forms: dance, drama, music, and visual arts. Students need to have the basic knowledge and understanding of what is required to teach each art form.

Keywords: creative arts; jigsaw method; learning-centered teaching; scaffolding; teaching and learning