Jigsaw Listening and Teaching

Rationale: One of the academic tasks that you should be able to do at this level is to lead a small group discussion. On Friday, you will have a chance to work in small groups to prepare a lesson based on one of the chapters from the PBS Frontline documentary *Digital Nation*. On Monday, you will work with students from other groups to share/teach your section to a group of students, who will in turn, be teaching their sections. Although there are more chapters from the documentary, I have chosen 4 that fit together well.

Choose the section that is most interesting to you and try to coordinate a time when you and your group mates can work together to check understanding, prepare a summary, discussion questions, and vocabulary. You should plan to work together for 45 minutes to 1 hour, so schedule your midterm conference appointments with me accordingly. You can use our classroom, the open lab, or meet outside of CELOP for coffee while you work. Of course, it’s a good idea if at least one of you brings a laptop.

- Chapter 3: “South Korea’s Gaming Craze” (How S. Korea is coping with the problem of internet addiction)
- Chapter 5: “The Dumbest Generation?” (Is the internet making this generation dumber, smarter, or just different?)
- Chapter 6: “Relationships” (Does the internet alienate us or bring us closer together? *If you play “World of War Craft” or other games of this type, you may enjoy this chapter.)
- Chapter 7: “Virtual Worlds” (How are “Second Life” and other virtual environments affecting the way we play and work?)

Other guidelines
Once you have chosen your topic, you should view your chapter prior to Friday’s meeting with your group and take a few notes on it. You can access the program by Googling PBS Frontline Digital Nation From there you can easily find the option to view the program and find your chapter (Look for the dots on the top left of the view box. When you highlight them, the chapter info will appear with the play button.)

In your group on Friday, think of ways that you can present a summary (approx 5 minutes). Your summary should include the anecdotes, examples, statistics, and research studies that are used to explain the issue. You should also think of 1 to 3 questions that
you could ask the students in Monday’s class about the article. You might check to see if they understood the info, check to see if they have had experience with the issue you’re describing, etc. Finally, with your group, decide on 2 vocabulary words that you’d like to teach your classmates on Monday. Prepare your “lesson” for Monday’s class and submit it to me with all of the names of the people who worked on it by Friday or Monday*. Each person who worked on the lesson should get a copy as well.

*If you cannot join your group on Friday, you will be responsible for making up a lesson of your own. You cannot simply put your name on the group paper. If you work over the weekend, your homework will be due on Sunday evening. If you work together on Friday and finish the lesson, you won’t have any homework

This jigsaw teaching and learning activity is designed to help you make progress towards the following High D-EAP objectives:

Listening
• Understand academic discussions with multiple participants.
• Understand most of what is said when listening to recorded, unadapted materials.

Speaking
• Usually speak with a fair degree of accuracy using High D level grammatical structures.
• Usually adjust aspects of language such as vocabulary, rate of speech, and complexity of grammatical structures to maximize listener comprehension and involvement.
• Increasingly use sustained discourse on academic topics related to this concentration.

Usually express clear relationships between complex ideas.