

Jigsaw + Seminar



Chantira Wongnen

School of Agricultural Technology

ANS-431 Small ruminant production, Subject : Selection and Breeding

overview

This module was replacement long lectures, the unbeneficial strategy for the learner, with seminar discussion technique in a small group. Worth (2013) said **long lectures** has the benefit of guaranteeing a specified amount of material is covered, but this is not useful for all students, while **seminar** that described in detail and discussion organized by the students have more benefit. However, the traditional seminars consistently received poor feedbacks since this were not favorite among the students (Palappallil et al., 2016), moreover, college student group projects can be problematic due to students perceiving low accountability and withdrawing their efforts when working within a group (Voyles et al., 2015). The **jigsaw classroom** has a record of successfully reducing racial conflict and increasing positive educational outcomes (improved test performance, reduced absenteeism and greater liking for school).

Objectives: Students can identify the key of selection and breeding management and can give some advice to another.

Activities

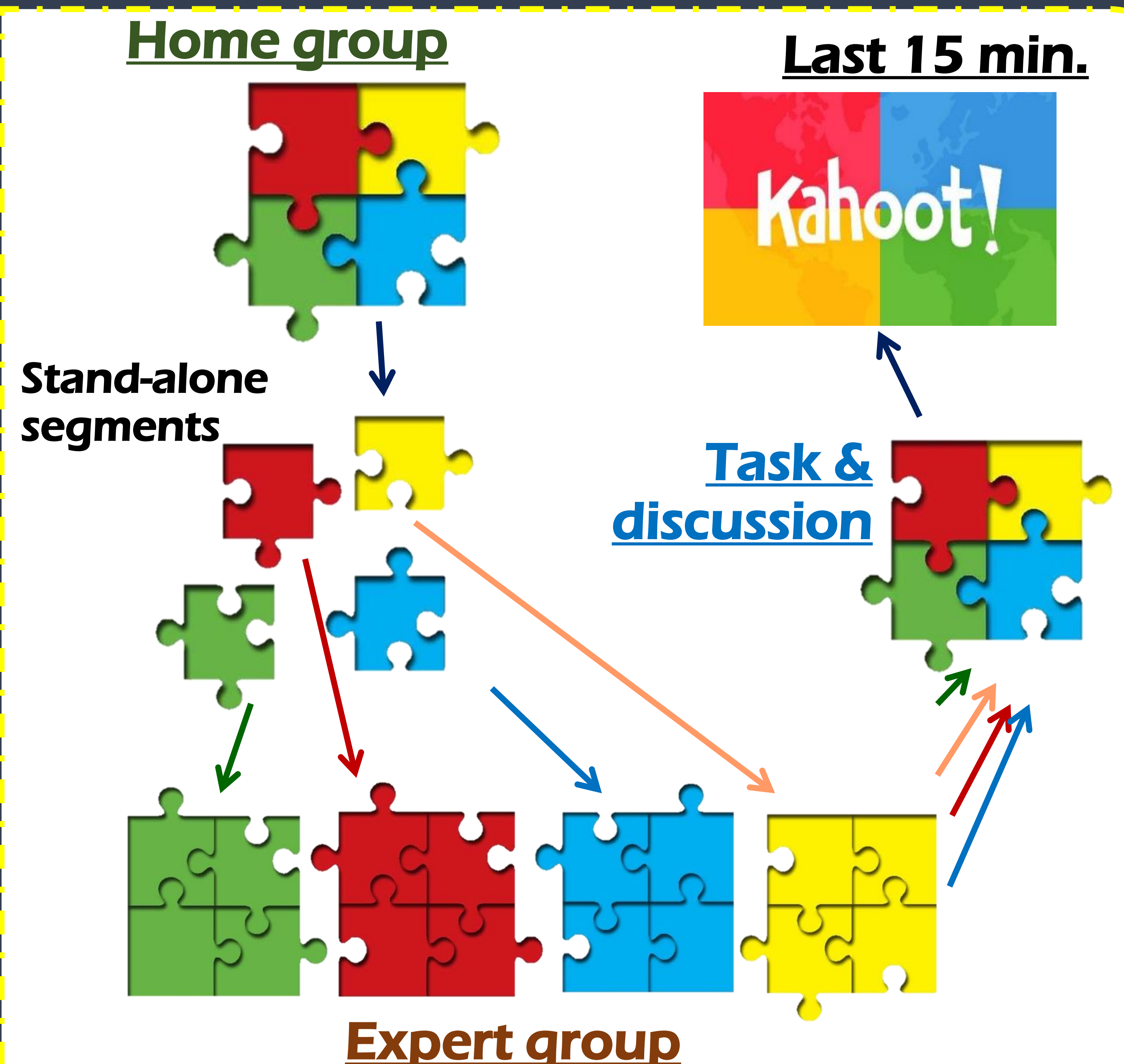
- ❖ Divide students into 3 person **home groups**.
- ❖ Appoint one student from each group as the leader.
- ❖ Form temporary "**expert groups**" by having one student from each home group join other students assigned to the same segment for 1 hr.
 - ❖ Selection
 - ❖ Sperm quality
 - ❖ Artificial insemination
- ❖ Bring the students back into their home groups.
- ❖ Let students present their task (goat/sheep management) and make a discussion like semi-seminar to the groups for 20 min. each group. Float from group to group, observing the process and give some advice.
- ❖ At the end of the session, give an online quizzes by **Kahoot** and **response**.
- ❖ Wrap up conclusion.

Outcomes

- ❖ students learn and understood the management of selecting and breeding of goat and sheep.
- ❖ Students can be able to **demonstrate** their understanding to another.
- ❖ Students can be able to **apply** knowledge of selecting and breeding of small ruminant in real situation.

Impacts

- ❖ Students got **more score** from quizzes compared with the last semester.
- ❖ After **responding** during seminar discussion and quizzes, learners will realized the truth answer.
- ❖ **Small group with small room** are more comfortable.



Future development of project

Get a **feedback** from learners, colleague and major committee and apply jigsaw + seminar classroom to **other courses** or with **other teaching strategies**.

Referent

- Palappallil, D.S., J. Sushama and S.N. Ramnath. 2016. Effectiveness of modified seminars as a teaching-learning method in pharmacology. Int. J. Appl. Basic Med. Res. 6: 195–200.
- Worth, N. 2013. Impacts Experimenting with student-led seminars. Planet, 27: 30-35.
- Voyles, E.C., S.F. Bailey and A.M. Durik. 2015. New Pieces of the Jigsaw Classroom: Increasing Accountability to Reduce Social Loafing in Student Group Projects. The New School Psyc. Bull. 13: 11-20.