

TITLE: The impact of Cooperative learning, the Jigsaw technique on the achievement and attitudes of students

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ABSTRACT

This action research studied the impact of Cooperative learning, the Jigsaw technique, on the academic performance and attitudes toward the subject of 35 Form 2X Science students over a five to six week period.

Post-test scores revealed that mostly weaker students were able to improve in their performance as a result of the intervention. Compared to benchmark scores, the intervention had no impact on the academic achievement of the majority of students. Questionnaires revealed that the intervention not result in any significant change in students' attitudes toward Science. Journals showed that some students enjoyed the strategy implemented during the study while other felt either pressured or overburdened in their Jigsaw groups.

The use of cooperative facilities the needs of diversified students but must be carefully planned if it is to be a successful instructional tool in the classroom.