Putting the Puzzle Together

Translating the Framework into Your Current Practice: Taking the Next Step Into the Threshold Concepts

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Today’s Objectives

- Map current practice to the Framework
  - Procedural outcome
  - Affective outcome
- Design and facilitate a jigsaw activity
  - Reflective practice
  - Community
Institutional Context
What is jigsaw?

K-12 technique

- Student centered
- Cooperative, building and sharing expertise
- Chunked
- Involves physical movement

Photo Credits
Peter Wrenn, Responsive Classroom, https://goo.gl/pXASml
What is jigsaw?

Metaphor for complex systems

- Relationship between pieces and whole
- Similarities among unique pieces
Jigsaw Mechanics

1. Expert Groups
2. Jigsaw Groups
3. Whole group report out.

Photo Credits
Diana Perpich, University of Michigan
Activity Objectives

After completing this activity, you will be able to ...

- Identify how the Frames are reflected in your current instructional practice
- Identify how your colleagues currently teach the Frames
- Examine how the library as a whole is addressing the Framework
Round 1: Expert Groups

Form groups of 3 all with the SAME FRAME

(ignore the colors!)
Round 1: Share Stories

Describe a moment in which you taught this frame EXPLICITLY OR IMPLICITLY

7 minutes
Round 2: Jigsaw Groups

Form groups of 3
All with the SAME COLOR

7 minutes
Round 2: Jigsaw Groups

Take turns sharing stories from your Expert Group

7 minutes
Round 3: Big Picture

In discussing the Frames, what did you learn about your current practice, about the frames, about this community?
Reflect on today’s jigsaw

Image courtesy of http://goo.gl/8nMN2d
Recommendations

- Schedule during a regular meeting -- Time is at a premium
- Delay activity description -- Preconceptions, minimize pressure
- Create small groups -- Minimize pressure, improve communication
- Use movable furniture if you can -- Facilitates transition
- Consider strategic experts -- Can help with the more difficult Frames
- Color code the cards -- Helps with the “chaos”
Lessons Learned

- Easy to get off topic -- i.e. Defining Frames
- Hard to hear -- Use more space and/or smaller groups
- Every group isn’t perfect -- May be gaps/uniformity
- Adults like closure -- Report out to see the big picture

Broad audiences can be beneficial -- People who teach various content with a broad constituency bring different ideas to the table
Extensions

- Create an artifact (sticky notes/whiteboard) to display stories
- Engage experts that emerge from the activity
- Repeat the activity, assigning Frames to different people
- Instead of stories, share challenges the next time you jigsaw the Frames
You are on your way!
You are teaching some of the threshold concepts!

Working on the Puzzle Together

Photo courtesy of http://goo.gl/2N7mDX
Questions?

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