



AMALA COLLEGE OF NURSING

(An undertaking of Amala Cancer Hospital Society)

Amala Nagar P.O., Thrissur-680 555, Kerala, India.

Website : www.amalanursingcollege.org

FIRST CYCLE NAAC ACCREDITATION 2022

CRITERION 2

TEACHING – LEARNING AND EVALUATION

2.3. Teaching Learning Process

2.3.1 Jigsaw Learning

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

REPORT ON JIGSAW- METHOD OF TEACHING


Name of faculty : Tincy Abraham
Subject : Medical nursing
Topic : Nephrotic syndrome
Number of participants : 7
Date : 30/11/20
Time : 4-5pm

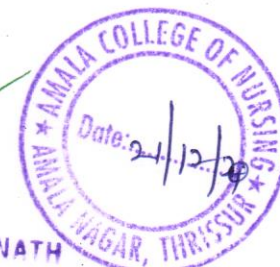
JIGSAW- METHOD OF TEACHING

JIGSAW technique is a cooperative learning approach increases student engagement, encourages collaboration and it helps students to create their own learning.

In order to advance the learning capacity of slow learners, gave an assignment on "NEPHROTIC SYNDROME" to the students. Instructed the students to study well and take a video of answering the question and upload the same in Google classroom. All students responded very positively. These videos shared in the whatsapp group for mutual learning. Feedback forms were collected through Google form it shows, this method is useful for learning.

Reference: Hinkle, J.L. & Cheever, K.H. (2018). **Brunner & Suddarth's Textbook of Medical-Surgical Nursing** (14th ed.). Philadelphia: Wolters Kluwer.


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AMALA COLLEGE OF NURSING, THRISSUR
SECOND YEAR BSC NURSING 2019 BATCH

MEDICAL NURSING

UNIT- CARDIOVASCULAR SYSTEM

DATE: 03 DECEMBER 2020

TIME: 4.00PM

TEACHING METHODOLOGY ADOPTED: JIGSAW

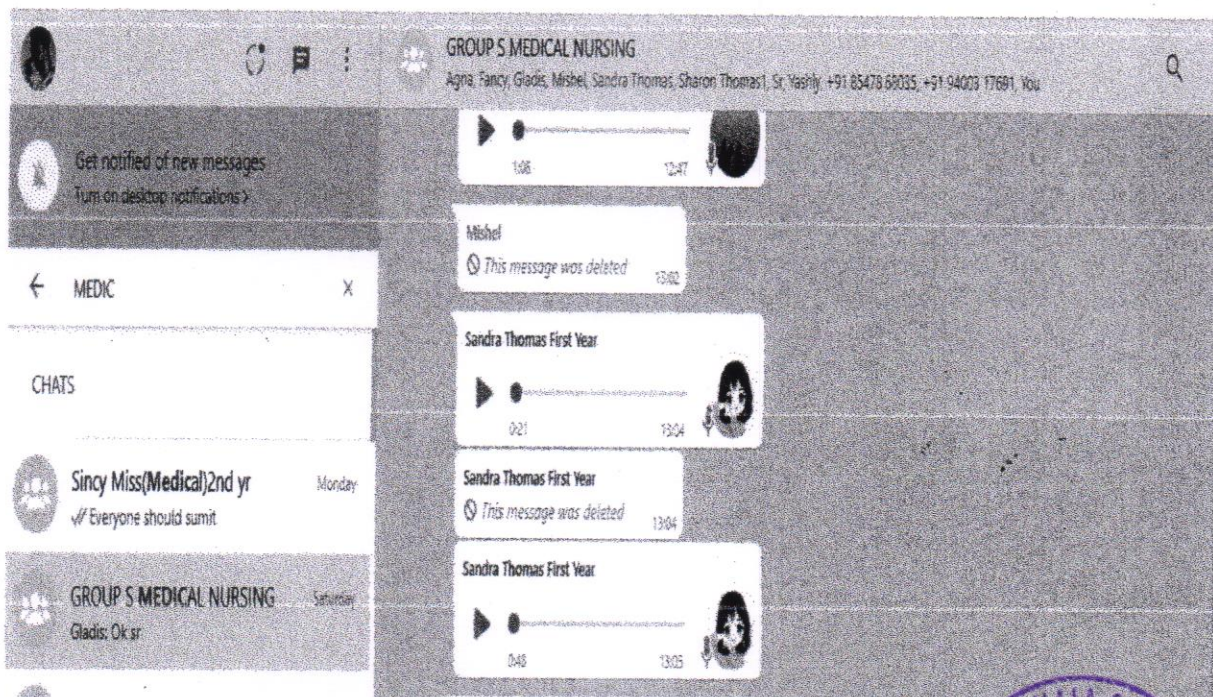
TOPIC COVERED: ANGINA PECTORIS

FACULTY RESPONSIBLE: MS. SINCY PAUL

OUTCOME EVALUATION: GOOGLE FORM

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic. The group-task that follows individual peer teaching promotes discussion, problem-solving, and learning. Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.

Separated slow learners from second year batch students and subdivided the group to start JIGSAW. Exam based topics were given to study and to send voice clips to groups. Therefore, others can listen and learn the same. Feedback collected from the students showed that the teaching methodology was very effective and helpful for slow learners.



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