



# Advantages and Challenges of Implementing Jigsaw Classroom in Medical Education

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Dear Editor

As more and more innovative methods are being implemented to improve student engagement and learning outcomes in medical education, the challenge lies in identifying and incorporating the most appropriate strategy in terms of its feasibility and educational impact. A recent article by Chopra et al., has presented yet another unique way of learning through the “Jigsaw classroom” approach [1]. The purpose of this letter is to provide an outline of the potential advantages and challenges of Implementing the Jigsaw Classroom in Medical Education.

Jigsaw classrooms provide a cooperative learning environment thereby fostering positive interdependence, collaboration, and mutual learning among students in a diverse classroom setting. As mentioned in the article, there is a “parent group” and an “expert group”. In this study, each student in the parent group was allotted a subtopic and those with the same subtopics formed an expert group. Later, the students get back to their parent group for elaborative peer learning and teaching. This method facilitates a deeper understanding of the subtopic with views from multiple learners. Alternatively, “jigsaw groups” could also be formed with different students with different subtopics such that the “jigsaw group” is a group of learners with expertise in different areas.

In this type of teaching and learning methodology, sharing of knowledge ensures that each student learns about all the subtopics covered by the experts in the class. As teaching to peers requires a higher level of understanding. Students in the Jigsaw Classroom often develop a more profound and comprehensive grasp of the

topics they study. In this type of learning, students take responsibility for their actions, become more invested in the learning process, and develop leadership qualities. Most importantly, students develop important social skills, such as active listening, effective communication, empathy, and conflict resolution.

However, this process is often time-consuming, and some students may be more dominant or shy in group settings, leading to unequal participation. Teachers need to ensure that the activity is well-planned with specific learning objectives and that all students have an opportunity to contribute actively. Also, planning appropriate and valid assessments is a prerequisite. Thus, discussions should involve teachers and students in making this approach a successful reality with a high educational impact in medical education.

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## Declarations

**Conflict of Interest** Nothing to declare

## Reference

1. Chopra D, Kwatra G, Bhandari B, et al. Jigsaw Classroom: Perceptions of Students and Teachers. *Med Sci Educ.* 2023. <https://doi.org/10.1007/s40670-023-01805-z>.

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