



IMPACT OF JIGSAW TECHNIQUE ON KNOWLEDGE REGARDING FIVE YEAR PLANS AMONG NURSING STUDENTS

Nursing

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ABSTRACT

Background: Learning process has to generate interest in the students and motivate them to set goals with the optimistic approach. Learning should become enjoyable experience rather than strenuous regressive task. The Jigsaw technique is designed for cooperative learning in small groups. Students are provided the opportunity to become "experts" in a particular subject, and share that knowledge with their peers. This technique promotes both self and peer teaching which requires students to understand the material at a deeper level and engage in discussion, problem solving, and learning. **Aim/objective:** The Jigsaw technique can help students to Develop expertise in a concept, topic or principle, Practice self and peer teaching. **Method:** Descriptive Study. **Results:** Majority of the students (52%) opined that Jigsaw method was excellent, (30%) polled for Good, (13%) polled for Very Good and (4%) for Average score on Mentimeter Refection scale.

KEYWORDS

Jigsaw technique, five-year plans, Mentimeter, Nursing Students

INTRODUCTION

The Jigsaw teaching method has an interactive approach where learners with learning strategies in small groups try to achieve a common goal, i.e., learning for themselves and other group members. The present review showed that most of the studies reported the positive effects of the Jigsaw and the high satisfaction of learners. Teaching through the Jigsaw method improves learning, enhances knowledge, and better students' performance. A survey about teaching methods showed a positive view of students on the puzzle teaching methods on their participation in the class, creating interest and motivation in study topics, establishing effective communication with classmates, and deep learning. Jigsaw teaching, due to the active involvement of students in a desirable way, significantly enhances learning and understanding and the students' learning environment

PROBLEM STATEMENT

OBJECTIVES:

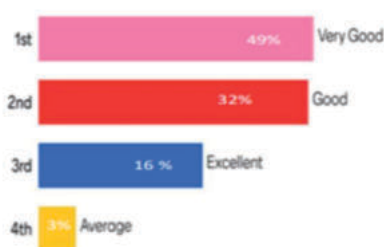
- To compare the pre-test and posttest Mentimeter score regarding Five-year Plans among the nursing students in a selected college of nursing, Mumbai.
- To determine the association of pre-test Mentimeter scores regarding Five Year Plans with selected baseline variables of nursing students.

Research Design: Cross-Sectional Descriptive study, Survey

METHOD

Investigator conducted Mentimeter quiz after lecture method on Five Year Plans

Lecture cum discussion on five year plan



Then Investigator divided the first batch of 30 students into 6 groups (A, B, C, D, E, F) which is known as the home groups.

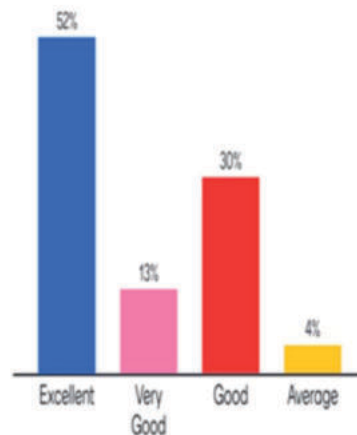
A Group...A1, A2, A3, A4, A5, A6
B Group...B1, B2, B3, B4, B5, B6
C Group...C1, C2, C3, C4, C5, C6
D Group...D1, D2, D3, D4, D5, D6
E Group...E1, E2, E3, E4, E5, E6

EXPERT GROUP

A1, B1, C1.D1, E1,	A2, B2, C2, D2, E2	A3, B3, C3, D3, E3	A4, B4, C4, D4, E4	A5, B5, C5, D5, E5	A6, B6, C6, D6, E6
Five Year Plan I & II	Five Year Plan III & IV	Five Year Plan V & VI	Five Year Plan VII & VIII	Five Year Plan IX & X	Five Year Plan XI & XII

Investigator conducted post Mentimeter rating scale after Jigsaw technique on Five Year Plans.

Jigsaw method of teaching for five year plan



RESULT

Nevertheless, majority of the students (52%) opined that Jigsaw method was excellent, (30%) polled for Good, (13%) polled for Very Good and (4%) for Average score. The method has shown to foster communication skills with a transition of students from passive learners to active learners. The students also perceived that this method improves analytical and comprehension skills, and retains knowledge for a longer period of time

CASE STUDY:

In this study, we took the Nursing students feedback with the help of Mentimeter. Which was shown significance change in level of Excellent, very good, good and Average score compare to pre-test level score. Nursing Students had taken this interventional approach with a positive attitude. Through the group activity, the students not only gained academic knowledge but also learned how to work in collaboration in a group and how each student functions as an individual member of the group, and how other members behave and work in groups. The benefits of using Jigsaw for reading comprehension

is it encourages students to share ideas and increased their learning through the communication and discussion with others. It teaches students cooperation, responsibility, teamwork, critical thinking and social skills, which are all skills that students need to be successful in the twenty-first century.

CONCLUSION:

Based on the participants' opinions and positive approach, Jigsaw Technique more effective than Lecture method can contribute to better understanding and comprehension of the concepts, improvement in communication, and analytical skills, making learning an enjoyable experience for the students. Based on the participants' opinions and positive approach, Jigsaw Technique can contribute to better understanding and comprehension of the concepts, improvement in communication, and analytical skills, making learning an enjoyable experience for the students. Therefore, it can be utilized regularly where faculty time for teaching is limited.

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