



# Jigsaw Classroom and Law Teaching

Theoretical Aspects and Practical  
Implications of Modeled Lecture with  
Jigsaw Classroom

Kire Jovanov, LL.M.  
Ph.D. Candidate and Lecturer at Leibniz University Hanover  
Research Student at anchor Lawyers

# Introduction



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# Agenda

A. Is Law Teaching Old-Fashioned?

B. The Jigsaw Classroom

C. The Jigsaw Classroom in the Law School Classroom –  
Modeled Lecture (Introduction to Legal Writing)

D. Results

## A. Is Law Teaching Old-Fashioned?

- I. Centralisation in its rigid form (with minor exceptions following the Bologna Process (Sic! European context) and introduction of Moot Courts)
- II. Shift from ‘passive transmission of static knowledge’ towards a ‘much more active engagement with ideas’ (*Coper, 2010*)
- III. Harvard Professor *Langdell*– Introduction of methods of law teaching i.e. ‘casebook’ and ‘Socratic method’ in the 19<sup>th</sup> century
- IV. Problem-solvers versus advocates for rule of law?

## B. The Jigsaw Classroom

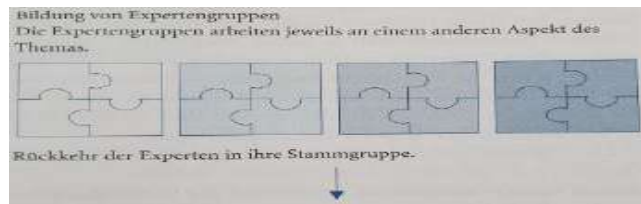
- I. Developed and implemented by American psychologist *Elliot Aronson* at the University of Texas
- II. Primary goal – Combating ‘hostility among group of students [whites, African-Americans and Hispanics] who found themselves in the same classroom for the first time’ (*Reese, 2009*)
- III. Shift of paradigms in the classroom - from competitiveness to cooperation
- IV. Passive listener versus active thinker

## C. The Jigsaw Classroom in the Law School Classroom – Modeled Lecture (Introduction to Legal Writing)

First phase

Plenum (Introduction)

Second phase



Third phase



Fourth phase

Joint Discussion

## D. Results

- I. Team work on specific problem (discussions between students in the expert groups)
- II. Pursuant to the additional assignment (finding five keywords) students abstract the purpose of the problem themselves
- III. Joint discussion means “puzzle pieces fit together”
- IV. Flexibility of method (especially regarding the input from lecturer)
- V. Sense of responsibility



*Quod est rectam?*

[kirejovanov22@gmail.com](mailto:kirejovanov22@gmail.com)