

Experience POGIL	<h2>About POGIL</h2>
About POGIL	<i>Process Oriented Group Inquiry Learning</i>
Examples from other faculty	<ul style="list-style-type: none"> <li>• Learner centered technique</li> <li>• Self managed teams work through activities in class</li> <li>• Instructor serves as a coach</li> </ul>
Small Group	
Wrap Up	<a href="http://www.pogil.org/">http://www.pogil.org/</a>

Experience POGIL	<h2>Experience POGIL</h2>
About POGIL	Groups of 3 to 4 people:
Examples from other faculty	<ul style="list-style-type: none"> <li>• 1 <b>MANAGER</b> who keeps group on track</li> <li>• 1 <b>RECORDER</b> who fills out the group worksheet</li> <li>• 1 <b>REPORTER</b> who presents results to the class</li> <li>• Optional <b>REFLECTOR</b> who comments on the successes/issues with activity</li> </ul>
Small Group	
Wrap Up	

Experience POGIL	<h2>Debrief</h2>
About POGIL	
Examples from other faculty	
Small Group	
Wrap Up	<ul style="list-style-type: none"> <li>• POGIL activities begin with a <b>model</b>.</li> <li>• Guide the students through <b>exploring</b> the model.</li> <li>• At the next level they begin to <b>extend</b> their understanding of the concepts.</li> <li>• Students must <b>articulate</b> their understanding of concepts, not just solve a problem.</li> <li>• Activities may be followed by labs or homework to <b>practice</b> concepts or to further explore the activity.</li> </ul>

Experience POGIL	<h2>Origins</h2>
About POGIL	
Examples from other faculty	
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Wrap Up	<ul style="list-style-type: none"> <li>• Work done informally 1990's</li> <li>• 2003 NSF Award <ul style="list-style-type: none"> <li>– David Hanson, SUNY @ Stony Brook</li> <li>– Richard Moog, Franklin and Marshall</li> <li>– Others</li> </ul> </li> <li>• Award is used to train practitioners in this approach</li> <li>• Original focus on Chemistry Education, but applicable to many other disciplines</li> </ul>

Experience POGIL	<h2>Effectiveness</h2> <ul style="list-style-type: none"><li>• Common outcomes<ul style="list-style-type: none"><li>– Lower attrition than traditionally taught courses</li><li>– Student mastery of content is higher</li><li>– Most students prefer POGIL</li></ul></li><li>• ACS General Chemistry Exam<ul style="list-style-type: none"><li>– 56% average (highest 1 year was 65%) over 10 years</li><li>– 1<sup>st</sup> year of POGIL 68% average. McKnight, 2004</li></ul></li></ul> <p>Source: <a href="http://pogil.org/about/effectiveness">http://pogil.org/about/effectiveness</a></p>
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