

Draft Notes

July 9, 2009

***POGIL: Chemistry and Beyond***

See Activity

Dr. Geiger provided a brief overview of how moved from sage on stage to guide on the side.

Give a blueprint for action for students

There are many ups and downs of POGIL

UPS	DOWNS
Student engagement	Student resistance
Instructor feedback	Skeptical colleagues
Learning community development	Instructor focus split
Learning beyond class content	Content & process at same time

Part of the journey is recognition of personal improvement as work toward student improvement.

The presenter, Geiger, facilitated the following activity: Chemistry and Beyond (request that she email copy of handout for inclusion)

Group was organized into teams with roles of captain, recorder, reflector and spokesperson with 10 minutes to complete a task—read the activity and based on reading of Geiger’s paper, respond to the five questions in Model 1 – POGIL Review.

The teams were to record their responses on a small white board located at their tables. The facilitator monitored their work and asked them to report their answers to question # 5 at the end of the period.

Model 1: POGIL Review

Q#5: Think of your students and your teaching situation. What factors should be considered in implementing POGIL?

Responses:

1. Scaffold activities to help students grow into roles

2. Recognize and consistently address student expectations
3. Consider time needed to move to POGIL activities
4. Acknowledge that instructor giving up control will cause anxiety
5. Reassess use of SEI in evaluation of faculty in instructional change
6. Ensure that faculty development is goal oriented and incorporates peer support, coaching and mentoring
7. Emphasize availability of technical support for online courses (such as Web 2.0, Facebook) to trigger effective student response
8. Reframe learning experience by going to other questions and related activities
9. Classroom design

#### Model 2: Components of a Guided Inquiry Activity

Note: the graphic of the Learning Cycle should show the application prior to closure

Teams were instructed to read about the Learning Cycle and answer questions 8-10. At end of time period, teams reported responses to question 9

Response to Q#9: The exploration phase of Model 2 is initiated with a diagram of a POGIL activity. What other types of “models” would be appropriate for starting the exploration phase of an activity?

1. Video/Multimedia
2. Motivational Cues
3. Surveys
4. Case Study for Skills
5. Experiments
6. Presentations
7. Control volume, keeping track of energy balance (an application for sciences)

Insight – The teacher/facilitator needs to make the learning cycle explicit to students.

Team responses to Problem 1 related to Learning Cycle:

Discipline Activity

Nursing: Evidence Based practice – introduce and use with knowledge table to lay out activity

Engineering: Make oral presentation – observe video of someone while using rubric for effective presentations so students see value

New Concepts (Multiple Disciplines): observe skills, and tools- observe through multimedia; different perspectives, pooling and metacognitive aspect (vision) seeing how student learns. Opening mind to further learning. Conclusions and validation of outcome

Activity Closure using a question:

What is most important take away from activity?

- Work roles
- Transfer of skill sets via video