

TEACHING ELEMENTS FACILITATING A POGIL SESSION

VERSION 1.0 | 5/27/14

To ensure students require the maximum benefit from your POGIL exercise design, consider the following facilitation guidelines (Johnson, 2011):

1. If you have not already introduced the POGIL model with a fun exercise at the beginning of the first class, review the intent and benefits of POGIL and the team roles.
2. Explain the objective for the POGIL exercise.
3. Provide the POGIL materials, including the model, if any, and the question(s) the small group must address.
4. Provide a timeframe for groups to work.
5. Ensure students are filling the team roles in each group and that the roles are being switched among team members on a regular basis.
6. Students are likely to look to you for help in arriving at the answers. Rather than directly answering students or providing clues or the answer, encourage them to continue to explore their shared knowledge and to persevere.
 - Circulate with some regularity rather than staying on one spot. This will let students know you are available. Do not “hover” near the teams or students will rely too heavily on you.
7. When the time limit is up, ask each group’s Presenter to report to the entire class.
8. Do not “correct” any group, rather wait until all groups have reported and then depending on the results, provide information as needed to fill in missing pieces, correct misunderstandings, and summarize the key points.
9. If a follow-up POGIL exercise has been designed for the same content area/objective, the exercise should be provided at this point, or assigned as homework. Students will be able to apply the additional information and insights from your summary to the follow-up exercise.
10. Again, circulate to ensure students are filling the POGIL roles and resist the temptation to give students the answers, even if they appear to be headed in the wrong direction. If given time, one of the group members will usually see the error and get the group back on the right track.
11. At the end of the POGIL exercise, collect the materials from the Recorder. These materials provide the opportunity for offering more detailed feedback, and for applying grades.
 - You may consider indicating errors only, and allowing the groups time in the next class to review and revise their work.
 - Because these materials also serve as students’ class note, it is important to return them quickly.

- As an alternative, the *follow-up exercise* can be collected from each student and used for grading.

Some suggestions for grading POGIL exercises (Johnson, 2011):

- If **class participation** is a component of the course grade, individual groups can be graded based on how much material they record during the group work.
- To assign **individual grades**, after students have worked on a POGIL activity in groups, they could be given a similar activity as an individual quiz or assignment during the next class period, for which they are graded. Consider including their team behaviors/participation as a component of their individual grade to encourage them to fully engage in the POGIL process.
- **Extra credit** can be given to groups with an average score above 90% on follow-up quizzes or assignments. Groups are not penalized for having members with average scores below 90%. If you provide this type of extra credit, emphasize the importance of working together to ensure that everyone understands each POGIL exercise. If one group has a significantly low average because one person really did not understand the concept, the other members will be more motivated to help that person so that the group will do better on the next individual; assignment. This type of cooperative competition fosters better group interaction and ensures that the weakest students do not fall far behind.

References

Johnson, C. (2011). Activities using process-oriented guided inquiry learning (POGIL) in the foreign language classroom. *Die Unterrichtspraxis* 44(1), 30-IV. Retrieved from <http://search.proquest.com.ezproxy.rit.edu/docview/878895308?accountid=108>