

POGIL Activity Guide

Use the steps below to conduct a POGIL activity in class.

Preparation

1. Print out POGIL worksheets

Implementation

1. If it is the first time you are conducting the POGIL activity, it is good to introduce the reason for using it. Here are some suggested talking points
 - a. This activity will ask you to work as a team to complete a worksheet on the topic we will cover today. The worksheets are designed to help you learn from examples (called a Model) through a series of questions and aim to help you gain a deep understanding of the topic.
 - b. The worksheet may seem difficult, but that is ok. You will work as a team, and you are encouraged to discuss so you can find answers together. You can ask the instructor if you have trouble answering any questions.
 - c. We will discuss the answers after doing the worksheet so you have a chance to ask more questions and clarifications.
2. Ask students to form a group of 4 students and sit together. If there are people that don't have 4 members, you can split them to have at least 3 students per group.
 - a. Groupings can be done randomly, based on proximity, or if students know who they want to work with.
 - b. There does not seem to be a perfect way to group students, so usually, what is easiest is best.
3. Distribute the worksheets and give one copy per group. If you have enough copies, you can provide two or more copies. To conserve paper, you can create a slide that shows a link or a QR code to the worksheet. See slide 5 from this [slide deck](#) as an example.
4. Ask students to choose one of the four roles. Each one has its own responsibilities that you can read in front of the class.
 - a. Manager. Keeps track of time and makes sure everyone contributes appropriately.
 - b. Presenter. Talks to the facilitator, and answers questions on behalf of the team.
 - c. Recorder. Writes all answers on the worksheet.
 - d. Reflector. Considers how the team could work and learn more effectively. Answers the reflection questions on the worksheet.
5. Instruct students to work on the first model and remind them of the time allotted for the activity.
6. Once done, call the students' attention and start the discussion. There are different ways to conduct the discussion, but here's one suggested way to do it.

- a. Tell students you will call on the presenters of each group to answer the questions on the worksheet. It is good to tell them where you start and who will go next (for example, start with the group seated on the front left side of the room; then you will go to the next group from front to back and left to right)
 - b. Tell students to ask questions if any of the answers are unclear or they have questions about the answers or a related matter.
 - c. Ask the first presenter to answer the question. The teams should have answers ready, so it will be very quick to go over answers.
 - d. It may be a good idea to spend some time on open-ended questions and asking other student groups to share their answers. Discussions may be interesting if students see variations to answers on the question.
7. Repeat the process for the rest of the models
 8. Ask students to work with the reflector to answer the reflection questions.
 9. Ask students to submit the worksheet.