

# Manager

## **Make sure team starts quickly and remains focused during the activity.**

- Assign tasks for collecting and distributing materials as needed.
- Assign roles like reader, technician or significant figure checker.
- “I think we have everything, are we ready to begin?”

## **Takes care of time management.**

- Keep an eye on the clock.
- Keep team moving forward and communicate about discussion deadlines.
- “I think we need to focus on \_\_\_\_\_, so we complete this section on time.”
- “We have \_\_\_\_\_ minutes before we need to discuss this. Let’s get this done.”

## **Make sure all voices in the team are heard.**

- Address team members by name and ensure that everyone contributes.
- Encourage team members who are quiet or need more time to contribute.
- “(Name), what do you think about . . . ?”
- “I would like to hear what you think, (name).”



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## Quality Indicators for the POGIL Manager Role

- The group begins promptly.
- The group stays on task and progresses through the activity in a timely fashion.
- All members of the group are participating.

## Process Skills

### Oral and Written Communication

Exchanging information and understanding through speaking, listening, and non-verbal behaviors. Conveying information and understanding to group members during activity. Contributing to group discussion, rephrasing concepts in own words, and using scientifically correct language.

### Teamwork

Interacting with others and building on others' individual strengths and skills. Working toward a common goal, building consensus, compromising/cooperating and sharing ideas. Respecting everyone's opinions.

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### Problem Solving

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### Critical Thinking

Analyzing, evaluating, or synthesizing relevant information to form an argument or reach a conclusion supported with evidence.

### Management

Planning, organizing, directing, and coordinating one's own and others' efforts to accomplish a goal.

### Information Processing

Evaluating, interpreting, manipulating, or transforming information.

### Assessment (Self-assessment and metacognition)

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# Presenter

**Communicates team questions and clarifications with the teacher or other teams.**

**(This is the only team member designated to do so.)**

- “Our team is confused about how \_\_\_\_\_ relates to \_\_\_\_\_.”
- “Our team reached consensus that the answer to number \_\_\_\_\_ was \_\_\_\_\_.”

**Ensures all team members have had a chance to respond before asking outside sources.**

- “Does anyone in our team know the answer to \_\_\_\_\_?”
- “Before we ask the teacher, could someone clarify the answer to...”

**Ensures that everyone in the team agrees on what to ask if an outside source is needed.**

- “Does everyone agree we need to find out . . . ?”

**Presents conclusions of the team to the class, as requested.**

- “The reasoning we used to answer number \_\_\_\_\_ was . . .”



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## Quality Indicators for the POGIL Presenter Role

- Clearly communicates team questions with instructor/other groups.
- Seeks group input before consulting instructor or other groups
- Articulates questions and responses well.

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# Reflector

## **Guides consensus-building process; team must agree on responses to questions.**

- “Would you all agree that \_\_\_\_\_ is a good answer for question number \_\_\_\_\_?”
- “Could you please rephrase what you just said?”
- “Is your answer completely supported by your explanation?”
- “Would that response make sense to someone from another team?”

## **Observes team dynamics and behavior with respect to the learning process.**

- Is everyone in the team participating?
- Are team members listening carefully to each other?
- Are team members being patient and respectful of each other?

## **Reports to the team periodically during the activity on how the team performs.**

- “Let’s stop for a minute. I have a couple comments on what we are doing well and a suggestion on how we could be more productive.”
- “Let’s wait for (name) to catch up before we move on.”

## **Be ready to report to the entire class about how well the team is operating.**



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## Quality Indicators for the POGIL Reflector Role

- Regularly checks that group members' answers are consistent (not necessarily identical).
- Encourages team members to make sure answers are thorough.
- Observes and comments on team dynamics to the group and to the class as a whole.

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# Recorder

**Records the names and roles of the group members at the beginning of each activity.**

**Records the important aspects of group discussions, observations, insights, etc.**

- “This seems like an important conclusion. Let’s stop for a minute so I can get this into our report.”
- “That was a great insight. Do you mind (name) if I quote you in our group’s report?”

**The recorder’s report is a log of the important concepts that the group has learned.**



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## Quality Indicators for the POGIL Recorder Role

- Pays attention to group comments and discussion and accurately records them.
- Accurately logs the important concepts the group has learned.

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