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The Activity Series Pogil Series

Karin Nielsen-Saines



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POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

Cooperative Learning in Higher Education Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you ve been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of

cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues

Broadening Participation in STEM Zayika Wilson-Kennedy,Goldie S. Byrd,Eugene Kennedy,Henry T. Frierson,2019-02-28 This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines

Work Integrated Learning-Directions for the Future Krishnamurthy Bindumadhavan,Nelson Lacey,2025-07-28 This book delves into the comprehensive domain of work integrated learning presenting a collection of insights and research on diverse aspects that shape its landscape With a keen focus on international perspectives and innovative approaches this book aims to foster a deeper understanding of the intersection between academia and industry This book presents a comprehensive and forward thinking exploration of work integrated learning blending international perspectives innovative pedagogies digital transformations AI leverage and a focus on the future workforce It involves sharing research findings and innovative ideas as well as discussing challenges and practical solutions in the field of Work Integrated Learning

Culturally Responsive Strategies for Reforming STEM Higher Education Kelly M. Mack,Kate Winter,Melissa Soto,2019-01-14 This book chronicles the introspective and contemplative strategies employed within a uniquely designed professional development intervention that successfully increased the self efficacy of STEM faculty in implementing culturally relevant pedagogies in the computer information sciences

Organic Chemistry Suzanne M. Ruder,The POGIL Project,2015-12-29 ORGANIC CHEMISTRY *Argumentation in Chemistry Education* Sibel Erduran,2022-06-29 Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations This book brings together leading researchers to draw attention to research policy and practice around the inclusion of argumentation in chemistry education

The Oxford Handbook of Undergraduate Psychology Education Dana Dunn,2015 The Oxford Handbook of Undergraduate Psychology Education provides psychology educators administrators and researchers with up to date advice on best teaching practices course content teaching methods and classroom management strategies student advising and professional and administrative issues

Handbook of STEM Faculty Development Sandra M. Linder,Cindy M. Lee,Shannon K Stefl,Karen A. High,2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing

external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical

colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

The Cambridge Handbook of Computing Education Research Sally A. Fincher,Anthony V. Robins,2019-02-21 This Handbook describes the extent and shape of computing education research today Over fifty leading researchers from academia and industry including Google and Microsoft have contributed chapters that together define and expand the evidence base The foundational chapters set the field in context articulate expertise from key disciplines and form a practical guide for new researchers They address what can be learned empirically methodologically and theoretically from each area The topic chapters explore issues that are of current interest why they matter and what is already known They include discussion of motivational context implications for practice and open questions which might suggest future research The authors provide an authoritative introduction to the field which is essential reading for policy makers as well as both new and established researchers

Foundations of Inorganic Chemistry Gary Wulfsberg,2017-11-02 Foundations of Inorganic Chemistry by Gary Wulfsberg is our newest entry into the field of Inorganic Chemistry textbooks designed uniquely for a one semester stand alone course or to be used in a full year inorganic sequence Foundations of Inorganic Chemistry by Gary Wulfsberg is our newest entry into the field of Inorganic Chemistry textbooks designed uniquely for a one semester stand alone course or to be used in a full year inorganic sequence By covering virtually every topic in the test from the 2016 ACS Exams Institute this book will prepare your students for success The new book combines careful pedagogy clear writing beautifully rendered two color art and solved examples with a broad array of original chapter ending exercises It assumes a background in General Chemistry but reviews key concepts and also assumes enrollment in a Foundations of Organic Chemistry course Symmetry and molecular orbital theory are introduced after the student has developed an understanding of fundamental trends in chemical properties and reactions across the periodic table which allows MO theory to be more broadly applied in subsequent chapters Use of this text is expected to increase student enrollment and build students appreciation of the central role of inorganic chemistry in any allied field Key Features Over 900 end of chapter exercises half answered in the back of the book Over 180 worked examples Optional experiments demos Clearly cited connections to other areas in chemistry and chemical sciences Chapter opening biographical vignettes of noted scientists in Inorganic Chemistry Optional General Chemistry review sections Originally rendered two color illustrations throughout

Mentoring Science Teachers in

the Secondary School Saima Salehjee, 2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning science teachers through the lesson planning teaching and self evaluation processes Observations and pre and post lesson discussions and regular mentoring meetings Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices Building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills Supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils Developing autonomous science teachers with an attitude to promote the learning of science for all the learners Filled with tried and tested strategies based on the latest research Mentoring Science Teachers in the Secondary School is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike

Surveillance, Prevention, and Control of Infectious Diseases Muhammad E. H. Chowdhury, Serkan Kiranyaz, 2024-06-30 This is a pioneering book that delves into the intersection of artificial intelligence AI and healthcare specifically focusing on the detection and prevention of infectious diseases Authored by leading experts in the field this book offers a comprehensive overview of the latest advancements challenges and applications of AI in combating infectious diseases With a unique emphasis on big data wearable data and computer vision the book presents original research works that showcase innovative approaches to leveraging AI for disease surveillance screening and severity stratification Through a combination of review chapters summarizing the current state of the field and novel applications of AI technology readers gain valuable insights into the potential of AI in addressing major life threatening infectious diseases identified by the UN Sustainable Development Goal 3 The book s structure ensures a balanced blend of theoretical foundations and practical applications making it accessible to both researchers and healthcare professionals By exploring cutting edge methodologies and case studies the book equips readers with the knowledge and tools needed to harness the power of AI in the fight against infectious diseases ultimately contributing to global efforts to improve public health outcomes With its interdisciplinary approach and focus on AI driven solutions Surveillance prevention and control of infectious diseases An AI perspective serves as an invaluable resource for researchers practitioners and policymakers seeking to stay abreast of the latest developments in this rapidly evolving field Whether exploring the role of wearable devices in disease monitoring or examining the potential of computer vision for early detection this book offers a

comprehensive overview of AI applications that have the potential to revolutionize infectious disease management and prevention strategies

The Opposite of Cheating Tricia Bertram Gallant, David A. Rettinger, 2025-03-11 In these days of an ever expanding internet generative AI and term paper mills students may find it too easy and tempting to cheat and teachers may think they can't keep up What's needed and what Tricia Bertram Gallant and David A Rettinger offer in this timely book is a new approach one that works with the realities of the twenty first century not just to protect academic integrity but also to maximize opportunities for students to learn The Opposite of Cheating presents a positive forward looking research backed vision for what classroom integrity can look like in the GenAI era both in cyberspace and on campus Accordingly the book outlines workable measures teachers can use to better understand why students cheat and to prevent cheating while aiming to enhance learning and integrity Bertram Gallant and Rettinger provide practical suggestions to help faculty revise the conversation around integrity refocus classes and students on learning reconsider the structure and goals of assessment and generally reframe our response to cheating At the core of this strategy is a call for teachers academic staff institutional leaders and administrators to rethink how we show up for students and to reinforce and fully support quality teaching learning and assessment With its evidentiary basis and its useful tips for instructors across disciplines levels of experience and modes of instruction this book offers a much needed chance to pause rethink our purpose and refocus on what matters creating classes that center human interactions that foster the personal and professional growth of our students

Chemistry Education in the ICT Age Minu Gupta Bhowon, Sabina Jhaumeer-Laulloo, Henri Li Kam Wah, Ponnadurai Ramasami, 2009-07-21 The 20 International Conference on Chemical Education 20 ICCE which had Chemistry in the ICT Age as the theme was held from 3 to 8 August 2008 at Le Meridien Hotel Pointe aux Piments in Mauritius With more than 200 participants from 40 countries the conference featured 140 oral and 50 poster presentations Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer review The selected accepted papers are collected in this book of proceedings This book of proceedings encloses 39 presentations covering topics ranging from fundamental to applied chemistry such as Arts and Chemistry Education Biochemistry and Biotechnology Chemical Education for Development Chemistry at Secondary Level Chemistry at Tertiary Level Chemistry Teacher Education Chemistry and Society Chemistry Olympiad Context Oriented Chemistry ICT and Chemistry Education Green Chemistry Micro Scale Chemistry Modern Technologies in Chemistry Education Network for Chemistry and Chemical Engineering Education Public Understanding of Chemistry Research in Chemistry Education and Science Education at Elementary Level We would like to thank those who submitted the full papers and the reviewers for their timely help in assessing the papers for publication We would also like to pay a special tribute to all the sponsors of the 20 ICCE and in particular the Tertiary Education Commission <http://tec.intnet.mu> and the Organisation for the Prohibition of Chemical Weapons <http://www.opcw.org> for kindly agreeing to fund the publication of these proceedings

Computer Supported Education Beno Csapó, James

Uhomoibhi,2022-08-20 This book constitutes selected revised and extended papers from the 13th International Conference on Computer Supported Education CSEDU 2021 held as a virtual event in April 2021 The 27 revised full papers were carefully reviewed and selected from 143 submissions They were organized in topical sections as follows artificial intelligence in education information technologies supporting learning learning teaching methodologies and assessment social context and learning environments ubiquitous learning current topics

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog,2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

Issues in Education by Subject, Profession, and Vocation: 2013 Edition ,2013-05-01 Issues in Education by Subject Profession and Vocation 2013 Edition is a ScholarlyEditions book that delivers timely authoritative and comprehensive information about Health Education Research The editors have built Issues in Education by Subject Profession and Vocation 2013 Edition on the vast information databases of ScholarlyNews You can expect the information about Health Education Research in this book to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of Issues in Education by Subject Profession and Vocation 2013 Edition has been produced by the world s leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now have a source you can cite with authority confidence and credibility More information is available at <http://www.ScholarlyEditions.com>

Creating Self-Regulated Learners Linda B. Nilson,2023-07-03 Most of our students neither know how learning works nor what they have to do to ensure it to the detriment both of their studies and their development as lifelong learners The point of departure for this book is the literature on self regulated learning that tells us that deep lasting independent learning requires learners to bring into play a range of cognitive skills affective attitudes and even physical activities about which most students are wholly unaware and that self regulation which has little to do with measured intelligence can be developed by just about anyone and is a fundamental prerequisite of academic success Linda Nilson provides the theoretical background to student self regulation the evidence that it enhances achievement and the strategies to help students develop it She presents an array of tested activities and assignments through which students can progressively reflect on monitor and improve their learning skills describes how they can be integrated with different course components and on various schedules and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives Recognizing that most faculty are unfamiliar with these strategies she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them The book concludes with descriptions of courses from different fields to offer models and ideas for implementation At a time of so much concern about what our students are learning in college

and how well prepared they are for the challenges of tomorrow's economy and society self-regulated learning provides a reassuring solution particularly as studies indicate that struggling students benefit the most from practicing it Advances in Teaching Physical Chemistry Mark David Ellison, 2008 This book brings together the latest perspectives and ideas on teaching modern physical chemistry It includes perspectives from experienced and well-known physical chemists a thorough review of the education literature pertaining to physical chemistry a thorough review of advances in undergraduate laboratory experiments from the past decade in-depth descriptions of using computers to aid student learning and innovative ideas for teaching the fundamentals of physical chemistry This book will provide valuable insight and information to all teachers of physical chemistry

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