

Final Activity Series

(After 1 week from first activity postcard)

Notes:

After 1 week, students completed activity 1 and they demonstrated a chemical reaction. They reported that silver ions reacted with copper. I asked a student what happened to the silver ions. He said they were reduced. Which means they were reduced to silver metal. Which means they were reduced to silver metal. Which means they were reduced to silver metal. Which means they were reduced to silver metal.

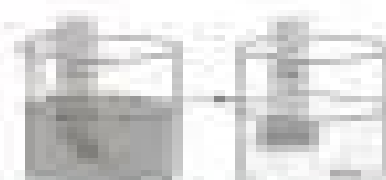
Model 1 – Reaction of Metals



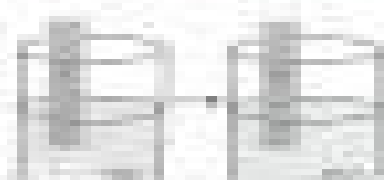
1a. $Ag^+ + Cu \rightarrow Ag + Cu^{2+}$



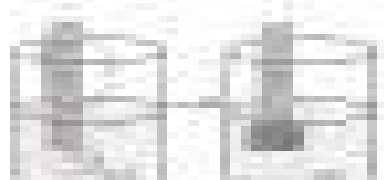
1b. $Ag^+ + Cu \rightarrow Ag + Cu^{2+}$



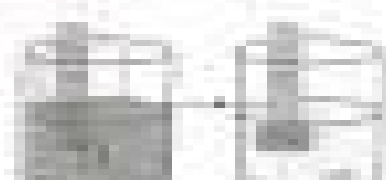
1c. $Ag^+ + Cu \rightarrow Ag + Cu^{2+}$



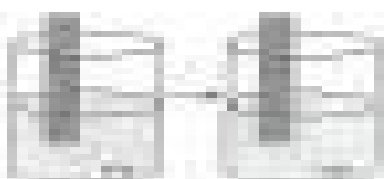
2a.



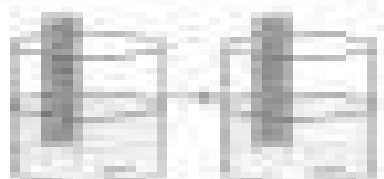
2b. $Ag^+ + Cu \rightarrow Ag + Cu^{2+}$



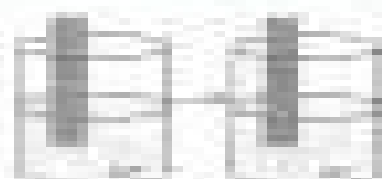
2c.



3a.



3b.



3c.

After 1 week, students reported evidence for a chemical reaction. They reported that silver ions reacted with copper.

The activity series:

The Activity Series Pogil Answers

**Kelly M. Mack, Kate Winter, Melissa
Soto**



The Activity Series Pogil Answers:

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

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 *Organic Chemistry* Suzanne M. Ruder, The POGIL Project, 2015-12-29 ORGANIC CHEMISTRY

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 **Chemists' Guide to Effective Teaching** Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry

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