

Basic POGIL Classroom Implementation

There is no single way to implement POGIL. Every classroom implementation of POGIL has unique characteristics that can influence how and whether particular goals are achieved. However, there are four core characteristics that *must* be present in order for a classroom environment to be considered a POGIL implementation:

1. Students are expected to work collaboratively, generally in groups of 3 or 4.
2. The activities that the students use are POGIL activities, specifically designed for POGIL implementation.
3. The students work on the activity during class time with a facilitator present.
4. The dominant mode of instruction is not lecture or instructor-centered; the instructor serves predominantly as a facilitator of student learning.

In addition, there are some common attributes of many POGIL classroom implementations and facilitation strategies that, when combined with the required characteristics above, provide a good starting point for any POGIL implementation:

5. Students have assigned roles within their groups.
6. The activity is designed to be the first introduction to the topic or specific content.
7. The students are not expected to have worked on any part of the activity prior to class meeting time.
8. Groups are expected to complete all of the Critical Thinking Questions (or equivalently designated questions) during class (in no more than about 40 minutes of actual working time), but they are not expected to work on any of the Exercises or Problems.

The eight characteristics listed above define the *Basic POGIL Classroom Implementation*.

One of the main purposes for this definition is to provide a “baseline” for describing an individual’s unique implementation to others in the POGIL community. It is very important to reiterate that every POGIL implementation is unique and is customized to best serve the goals of the instructor in the context of the specific collection of students and institutional circumstances that are present. Many effective POGIL implementations do not adhere to all of points 5 – 8 mentioned above. However, this combination of attributes has been found to be effective in a wide range of settings. Implementers should consider the Basic POGIL Classroom Implementation structure as a starting point for their analysis of how they will decide to implement POGIL materials in the classroom.