

Incorporating **POGIL** Activities into the **PEER** physics Learning Cycle

Use the "Why?" Box from the POGIL Activity to facilitate an initial discussion

Why?

Get students thinking about their experiences and intuitions relevant to the activity

What is the PEER Physics Learning Cycle?
 "The PEER Physics learning cycle allows students to integrate past experiences with evidence so that they can generate and internalize scientific principles."
POGIL Activities and the **PEER Physics Learning Cycle** can work together to foster student centered thinking and learning.

Initial Ideas

Students make concrete observations of phenomena and revise models to make sense of their observations

Scientific Principles

Scientific formalisms are presented only after students have developed the concepts themselves

Collecting & Interpreting Evidence

Scientists' Ideas Reading

Consensus Building

Create "Read This" summaries from the POGIL Activity

Read This!

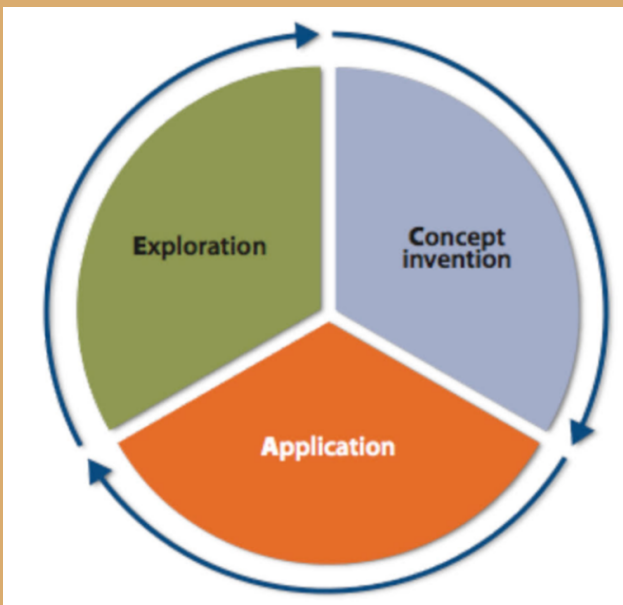
Want to learn more?
 Explore the [PEER Physics website](#).

Contact Us!

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Incorporate Extension Questions at the end of the POGIL Activity ask students to explore a concept further

POGIL Guided Inquiry Learning Cycle



Exploration

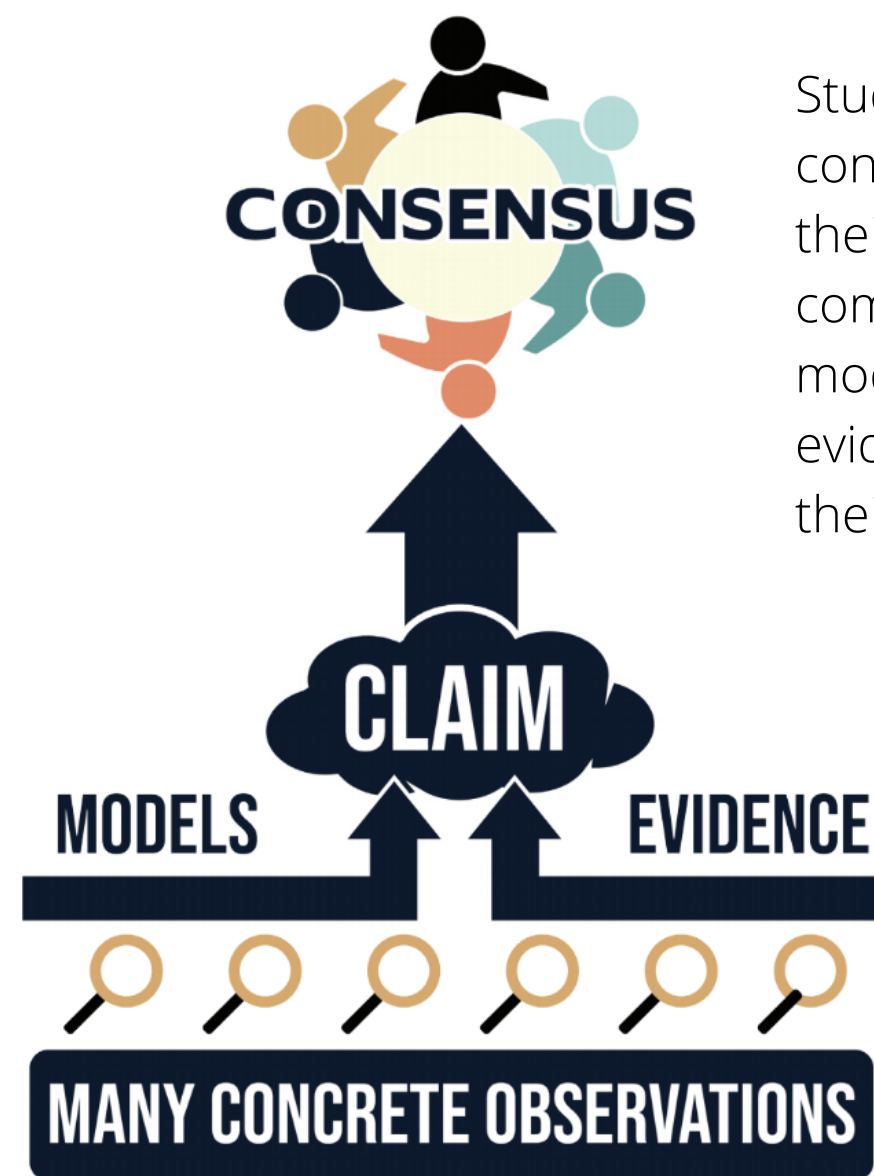
- direct questioning

Concept Invention

- students see patterns and relationships in data, terms are introduced

Application

- use of questions to get students to apply the concept in new situations



Students establish consensus within their classroom community using models and evidence to defend their ideas

Utilize Report Out strategies on questions from the POGIL Activity that students don't all agree on

References:

- <https://peerphysics.org/transforming-classrooms/>
- <https://pogil.org/educators/additional-resources>
- <https://drive.google.com/file/d/1LV8a4DFG4zjMRy0cE9tb1A3pleyFY-u0/view>