THE POGIL PROJECT

Planting Seeds for a Sustainable Future

2022 COMMUNITY REPORT
The POGIL Project

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WWW.POGIL.ORG
Dear Friends,

Over the past 10 years, we have seen a burst of activity across all areas of The POGIL Project, from book discussions and the creation of new materials, to new online and in-person workshops and alliances with other like-minded organizations. It’s simply not something we could have imagined when The Project officially became a non-profit organization.

As we reach this critical juncture, we get to do the exciting work of sustaining our continued innovation and growth by developing a new strategic plan. It is the perfect time to reflect on our past and to clarify our priorities for the future. We are always striving to make The POGIL Project more inclusive and to develop tools that measure the impact of our efforts.

While the details are still in process, one thing is for certain—the POGIL community will face the challenges of the coming years together. With our trademark enthusiasm, we’ll find new ways to make a bigger impact in our classrooms and on one another.

Last year alone, we offered 45 in-person and virtual workshops to more than 1,400 practitioners. Although we’re still finding the right mix of in-person and virtual programming, our aim is to meet the needs of a diverse and growing community of practitioners.

Virtual programming has been an important tool for reaching an entirely new set of “POGIL people,” many of whom don’t receive institutional funds for travel. We hope to continue expanding our virtual offerings for this audience, while still providing rich, in-person professional development experiences that sustain our practitioners and continue to grow The Project.

Throughout 2022, we have also taken the opportunity to reflect on what it means to be a sustainable organization for our growing and changing community of educators. We’re kicking off a second year of Learning Communities, a program designed to support new practitioners and sustain their practice, which meets a real need for support systems. We held a climate justice symposium, which helped POGIL practitioners grapple with what it means to be a good POGIL citizen and a citizen of the world. And we’re continuing our own efforts to “go green” in the national office, including holding our first paper-free POGIL National Meeting.

All of these efforts are only possible thanks to our generous donors, our sustaining partners, and the many community members who volunteer their time and talent to support our organization. Thank you for helping us grow The POGIL Project, so we stay vibrant and evergreen. I can’t wait to see what our future holds.

With gratitude,

Rick Moog, Executive Director of The POGIL Project
Your donation helps educators bloom

For every teacher who has access to POGIL's professional development workshops and webinars, entire classrooms experience better learning outcomes.

SINCE 2012, WE HAVE:

OFFERED 460+ WORKSHOPS
SERVED 14,300+ EDUCATORS
REACHED AN ESTIMATED 360,000+ STUDENTS
What a Difference a Year Makes
We believe in training educators to design learner-centered classrooms.

Professional Development Workshops
In 2022, we reached more than 1,400 educators and offered more than 45 in-person and virtual workshops. This total includes 144 brand-new practitioners who attended our Fundamentals workshops. We also welcomed 41 participants to our Classroom Facilitation and Activity Writing workshops and (virtually) hosted 8 advanced practitioners during our weeklong Writers’ Retreat. Virtual offerings are still a great way to meet educators where they are, and we’ll strive to do just that in 2023.

eSeries and Webinars
Our eSeries and webinar offerings helped 136 practitioners explore exciting new content areas, including how to design interactive POGIL models and how to integrate equity into the POGIL classroom. We’re continuing to streamline our digital offerings to reach as many practitioners as possible with high-quality, timely topics in the practice of teaching.

SPUR+ Grants
We’ve been thrilled by the way POGIL keeps expanding to new disciplines. SPUR+ grants provide up to $2,500 of seed money for projects that further this strategic goal. Congratulations to Neal MacDougall and Mare Sullivan, who plan to create and classroom-test 21 POGIL mini-activities to help students develop the basic concepts of Introductory Microeconomics.

POGIL National Meeting
After two years of virtual gatherings, The Project once again held its national meeting in St. Louis. In addition to our strategic planning sessions, we welcomed two new working groups dedicated to supporting advanced POGIL practitioners and assessing the impact of our professional development offerings. We also celebrated the contributions of three special members of our community: Laura Trout, Siobhan Julian, and Andy Aspaas (see story, page 15). We’re so excited by how far we’ve come and how much the next generation of practitioners has to offer!

Climate Justice Symposium
From June 13-15, we held the POGIL Climate Justice Symposium. This cross-curricular virtual event introduced ways for practitioners to incorporate hands-on social justice components into their courses, making classwork more relevant to students and more impactful in the community.
Most organizations approach strategic planning with hesitation, if not outright dread. It’s an expensive, time-consuming process and often a challenge to get everyone excited and on the same page. Plus, there’s no guarantee that a strategic plan will deliver results—or even be used at all.

At The POGIL Project, however, these clichés go out the window. Strategic plans aren’t just documents created by leadership and passed down to staff to implement. Instead, members of the POGIL community collaborate on setting priorities and goals for the future.

When it comes time to get work done, practitioners participate in working groups dedicated to realizing The Project’s strategic goals. It’s a highly participatory, dynamic, and creative process, driven by dedicated volunteers. Dare we say, it’s even...fun?

After four years of working toward the goals of the last strategic plan, it’s time to begin again. This year’s planning efforts kicked off at the POGIL National Meeting in St. Louis, where 60 members of the POGIL community collaborated on a series of generative exercises led by Susan Shadle, Distinguished Professor of Chemistry and Vice Provost for Undergraduate Studies at Boise State University.

Using The Project’s current strategic plan as a starting point, the group reflected on its strengths and areas for improvement. How well has The Project tackled its goal to make the organization more diverse and inclusive? What strides has it made to develop assessments for POGIL learning environments? The planning group even spent some time envisioning the future of The Project, looking ahead five years or more.

The goal was to take the collective knowledge of The Project, build a general awareness of where we are, and consider what we need as we’re moving forward.

SUSAN SHADLE
STRATEGIC PLAN LEADER
For Shadle, who also led The Project’s first strategic planning process in 2012, this approach was the right way to honor the history of the organization while leaving room to grow into something new. “Because the current strategic plan, and how it gets implemented, is so deeply embedded in the community, you can’t ask people who are deeply involved in that work, and care about it a lot, to start from scratch,” Shadle explained.

“The goal was to take the collective knowledge of The Project, build a general awareness of where we are, and consider what we need as we’re moving forward,” she continued.

After a series of reflective exercises focused on the current strategic plan, participants moved on to the brainstorming phase. “You can imagine, in a room full of really passionate, dedicated, committed, and smart people, there are lots and lots of ideas,” said Shadle.

“We often get mired in the day-to-day,” she added. “Okay, we’ve got this task, we have to develop this rubric, we’re figuring out how to better curate the Facebook page.’ It was, I think, helpful for people, and helpful for the process, to step back and think broadly.”

“It’s satisfying that The Project listens to, and is interested in, what the membership wants to do,” said Nick Roster, a Biology instructor at Northwestern Michigan College who participated in the planning process.

Roster was most impressed by discussions about how to ensure “POGIL activities addressed equity and inclusion.” He added, “I think this is really important, not only for the future of POGIL, but for education as a whole.”

Over the next year, the Steering Committee will take the many passionate, dedicated, and smart ideas discussed at the PNM and transform them into a full draft of a brand-new strategic plan. Then, the real fun begins.
Season Two of The POGIL Podcast provides a deep dive into our current strategic plan. (It's interesting—we promise!) Follow along wherever you listen to podcasts or at https://rss.com/podcasts/thepogilpodcast.
One of the biggest barriers for new POGIL practitioners is adopting a classroom strategy that other educators in their grade or department might not use. Who can they talk to about student roles? Which activities work best? What should they do when students who are used to passive lectures revolt at the thought of group work?

Last year, The POGIL Project launched a new initiative called POGIL Learning Communities as an effort to overcome these challenges. Eleven participants from across the country attended a one-day POGIL workshop, then met monthly in small groups to share challenges and celebrate wins in the classroom. Participants who attended 75% of the meetings received a scholarship to pay for registration at an advanced POGIL workshop.

According to Teresa Bixby, co-chair of the Addressing Equity strategic working group, the results have been exciting. “The feedback from participants was super positive,” said Bixby. “They felt supported, and they felt it was great to be able to talk to experts. It’s one thing to go to a three-day POGIL workshop and be immersed. Then you go home, and you’re like, ‘Well, now how do I actually do this?’”

For Zarraz Quick, who taught Earth and Space Science and Biology at Raffles American School in Johor, Malaysia, the support from her Learning Community was essential to using POGIL in the classroom. “I was surprised and comforted that other practitioners were having similar issues,” said Quick of discussing classroom activities with her cohort, including leader Shannon Wachowski.

“I liked that Learning Communities was not a one-time instructional workshop on ‘how you should teach,’ which is what I have experienced in many professional development courses,” Quick continued. “The POGIL Project helps educators grow through demonstration and mentoring.”

After a year of targeted support, Learning Community members like Quick have
decided to stay for a second year of programming, narrowing their focus to writing and facilitating POGIL activities.

Bixby and her co-chair Michael Bruno also hope that participants will follow pathways into POGIL Project leadership. From ad-hoc committees to strategic working groups, The POGIL Project is seeking to diversify its volunteer base and become ever more inclusive.

“One of our long-term goals is to change the demographics of the people who are at the POGIL National Meeting, who are on the Steering Committee, who are participating in those resources,” Bixby added. “A lot of the strategic planning? That’s just us, as practitioners, volunteering our time, participating in the community to strengthen it and perpetuate it. We want you to be successful in your own practice, but we also want you to be a part of POGIL,” she said of the Learning Communities members.

“My hope is that we will see participants at the National Meeting several years from now, or we’ll see them at our conference, and that they will continue to be engaged in The Project,” said Bruno. “We want them to be a part of this community, because it’s such a rich one.”

The POGIL Project is proud to administer a new National Science Foundation grant that will assess how teachers use software to support POGIL classrooms. The software, designed by Clif Kussmaul, former Associate Professor of Computer Science at Muhlenberg College, provides teachers with key information about student successes and challenges throughout POGIL activities.

For the past two years, Computer Science instructors at Drexel University have piloted Kussmaul's software in their introductory courses. "This new grant looks at how faculty use the software, including what it makes easier for them," explained Kussmaul.

By studying user experience, "we can better match the software to what faculty want, both in the moment, during class, and also after class, when they have a little more time to go back and look at what’s going on,” Kussmaul added.
Expanding Our Impact

Fiscal Year 2021

- **228** DONORS
- **23** NEW DONORS
- **127** SUSTAINING PARTNERS
- **$2,250** STIPEND WAIVERS
- **$73,913** ANNUAL FUND GIFTS

I GIVE TO POGIL BECAUSE...

- I can affect teaching, learning, and students directly. Funds aren't being filtered through all these layers but going directly to making learning better for students.
  - MEGAN MORGAN HOFFMAN
  - SUSTAINING PARTNER

- It's investing in the community and in providing these great activities and resources for instructors to help students learn. By giving, I think we can lower the barrier to entry for workshops and activities. It's a great way to make learning more equitable.
  - RODNEY AUSTIN
  - SUSTAINING PARTNER
As public high school teachers, we were never given money to do any kind of outside professional development. It was really important to me to be able to go to a professional conference, like NCAPP, using the Spencer Fund scholarship. It made a big difference. POGIL helps good teachers become better teachers.

— BEFF MANCINI
SUSTAINING PARTNER

I wanted to attend NCAPP... to learn more about POGIL and to begin the journey of writing my own POGIL material. Unfortunately, as an adjunct lecturer, there is little to no funding available to me to attend conferences. The funding provided by the Jim & Kathy Spencer Fund made my attendance possible.

— TINA HANSON-LEWIS

As we continue to build this fund, we know that reaching our $100,000 goal will have a major impact on educators in a climate of shrinking professional development resources. Scholarships from the Spencer Fund sustain educators as they receive community training and support to bring effective active learning strategies back to their classrooms.

Thank you to everyone who has contributed to the Spencer Fund. We’re so proud to carry out the legacy of Jim and Kathy Spencer through our work!

ESTABLISHED IN 2020, The Jim and Kathy Spencer Fund to Advance POGIL Practice is a scholarship fund dedicated to supporting educators who wish to attend the National Conference to Advance POGIL Practice.
As The POGIL Project grows and welcomes practitioners from many disciplines, we're expanding our POGIL activity offerings! There are brand-new publications on the horizon, including:

- AP Environmental Science
- Art
- College Algebra
- Finite Math

Thank you to the many practitioners who worked so hard to develop and test these activities and make them available to our community!
As the climate bill stalled in Congress and wildfires ravaged the coasts of Spain and France, climate change—and the strategies we use to address it—took on more importance than ever this summer.

In June, The POGIL Project held a symposium on climate justice in order to infuse a sense of urgency into science curricula everywhere. Over three days, participants in fields like chemistry, environmental science, and literature learned how to apply climate justice frameworks to activities in their own classrooms.

Guided by trained facilitators, participants worked together to design activities that would help their students understand how climate change disproportionately impacts communities with fewer resources. Some groups tackled activities around the levels of acidity in the ocean, while others examined cycles of heat waves and drought.

By helping students develop data sets around inequality or disenfranchisement, for example, educators can bring a climate justice lens to activities originally designed to help students learn scientific concepts.

“People who don’t have as many resources are going to be more negatively impacted by climate change than those countries and individuals who have more resources to adapt,” explained Caryl Fish, Professor of Chemistry at Saint Vincent College and one of the symposium organizers. “Not everyone has the same ability to create...
Now that participants have a "kernel of an activity" to work on in their classrooms, The POGIL Project will continue to provide resources throughout the year.

changes that will soften climate impacts," she added. "This shows up in the data."

The symposium also featured keynote talks from climate justice educators, including Sonya Doucette, sustainability leader at Bellevue College; Heather Price, a climate change curriculum expert; and Deb L. Morrison, an internationally renowned climate justice expert who “Zoomed in” from her visit to the International United Nations.

Although many of the 15 attendees were trained POGIL practitioners, the symposium also attracted other educators who wanted to both learn about climate justice and how to incorporate it into active learning settings. “These symposia support more than the practice of POGIL,” said Fish. “Our mission is to support active learning in education, and this was an important way to help the active learning community in higher education and in secondary schools.”

Now that participants have a “kernel of an activity” to work on in their classrooms, The POGIL Project will continue to provide resources throughout the year.

One resource Fish hopes to provide is a half-day follow-up workshop, in which participants will have a chance to come back together and discuss their efforts in the classroom. “We want to give everyone a chance to try stuff out, then talk about how it worked,” she said.

Fish, who is currently editing a collection of college-level environmental science activities for The Project, was also deeply impacted by the program. “How I perceived climate justice changed,” she said. “I'm not a climate justice expert, or even an environmental justice expert, but it made me realize we need to incorporate climate justice into this activity collection.” She’s already revising her activities to make it happen.
When asked what makes The POGIL Project special, this year’s POGIL award recipients don’t wax poetic about the POGIL method—even though they could. Instead, all three practitioners highlighted what makes The Project stand out from other professional development organizations: the people.

“It’s always been my goal not just to be a good teacher in the classroom, but to also build a community of good teachers,” said Laura Trout. An 18-year Project veteran, Trout is the recipient of the inaugural 2022 Impact Award, which recognizes the lasting footprint she has made on The Project and the POGIL community.

When the country ground to a halt at the onset of COVID-19, Trout rushed to convert in-person workshops to virtually delivered trainings, so The Project could continue its work. But she’s been integral to The Project for much longer. Trout not only developed some of the first high school POGIL chemistry activities, she also led the High School POGIL Initiative (HSPI) from 2008 to 2011. She continues her critical work today, updating high school activities to address process skills and meet the newest criteria for endorsement.

Most of all, Trout has made more space in the organization for other high school teachers. “We have a ton of high school involvement now, which I think is amazing,” said Trout, who teaches at Lancaster Country Day School. “Both parties, college professors and high school teachers, appreciate one another’s perspectives and know that it makes us stronger to have that other perspective,” she added.

For Siobhan Julian, a high school chemistry teacher from upstate New York, Trout was a torch bearer, lighting a path she could follow. A self-taught POGIL facilitator, Julian used the HSPI collection in her own classroom and was delighted to work more closely with Trout at the POGIL National Meeting and NCAPP in 2019.
When I met POGIL people at NCAPP, they instantaneously welcomed me into the fold despite my lack of experience, and it really helped me believe in myself more than I did on my own,” said Julian.

This year, Julian received the POGIL Early Achievement Award (PEACH) for secondary educators in recognition of her contributions to multiple working groups and in facilitating Fundamentals of POGIL workshops. She’s excited to see how POGIL can continue to expand its reach.

“I believe in the power of POGIL, and I know that POGIL works,” said Julian. “I would love to be part of a team that is helping to develop content for middle school social science, for example, and working with those teachers, so that they have the activities they need.”

This year’s PEACH Award winner in post-secondary education, Andy Aspaas, also believes in expanding POGIL’s reach. Because of his experiences teaching last fall, he sees virtual learning as one way to do that.

“I really appreciated how, instead of being stuck in the past, The Project was flexible and forward-thinking enough to get on the forefront of digital learning at the beginning of the pandemic,” said Aspaas, who teaches chemistry at Anoka-Ramsey Community College in Minnesota. He and his colleagues now have exciting new “hybrid learning models” to use as in-person learning returns, he added.

As a community college educator, Aspaas also sees firsthand how crucial process and team-building skills are for his students. He considers POGIL to be an integral way of designing equitable and inclusive learning experiences.

“Putting the student at the center of the classroom and emphasizing inclusiveness as part of teamwork skills—those are at the top of the list for reducing the equity gap, for making people from all backgrounds feel included, for being able to incorporate a person’s own background and culture to the ways that they’re learning,” said Aspaas.

“It’s such an amazing community that is so welcoming, so generous with their knowledge and so friendly,” Aspaas added. “I’m proud to be part of it.”

It’s such an amazing community that is so welcoming and generous. I'm proud to be part of it.

Andy Aspaas
2022 POGIL PEACH Award Winner
The PAC now encourages authors of large collections to submit 2 to 3 activities for feedback during the endorsement process. Writers who do not wish to submit an entire collection may also apply to have individual POGIL activities reviewed and approved by the PAC.

All writers who wish to receive feedback will have the opportunity to review what makes a strong activity, so they can create materials from a place of confidence. As we expand our publications for the future, this new feedback and endorsement process will make our materials stronger and set the bar for excellence.

FOR MORE INFORMATION OR TO SUBMIT ACTIVITIES FOR ENDORSEMENT, PLEASE VISIT HTTPS://POGIL.ORG/AUTHORING-MATERIALS.
Thank you to our generous donors!

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I’m really proud of the work we do, not just producing activities and books but the network of colleagues and support that we are for each other. I would like to see this continue, and I would like to enable other people to participate, whether that’s writing activities or participating in strategic planning. —EILEEN KOWALSKI, SUSTAINING PARTNER
Financial Overview

Fiscal Year 2021

REVENUE SOURCES

$43,897 Other Income
$85,662 Public Sales & Royalties
$145,724 Workshops
$253,949 Donations
$73,562 Grants

TOTAL — $602,794

EXPENSES AS % OF BUDGET

12% Fundraising
26% Management & General Expenses
62% Programming

WAYS TO GIVE

The POGIL Project trains secondary and post-secondary educators to provide learner-centered instruction that helps students construct and retain knowledge, all while developing crucial process skills like communication and collaboration.

Your gift, of any amount, helps bring POGIL to new educators and classrooms every year. Thank you for helping us to make student-centered instruction the norm!

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$253,949 Donations
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$145,724 Workshops
$85,662 Public Sales & Royalties
$43,897 Other Income

Your gift, of any amount, helps bring POGIL to new educators and classrooms every year. Thank you for helping us to make student-centered instruction the norm!
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Our mission is to improve teaching and learning by fostering an inclusive, transformative community of reflective educators who design, implement, assess, and study learner-centered environments.