*POGIL: An Introduction to Process Oriented Guided Inquiry Learning for Those Who Wish to Empower Learners.*

Simonson, S.R. (Ed). Sterling, VA. Stylus Publishing. 2019. 321 pp.

Discussion Questions

# General Discussion Questions

1. What do you think the author’s purpose was in writing this book? What ideas were they trying to get across?
2. What did you like best about this book?
3. What did you like least about this book?
4. Which chapter did you like best?
5. Which chapter did you like least?
6. What do you think of the book’s title? How does it relate to the book’s contents? What other title might you choose?
7. How original and unique was this book?
8. What other books did this remind you of?
9. What did you already know about this book’s subject before you read this book?
10. What else have you read on this topic, and would you recommend these readings to others?
11. Share a favorite quote from the book. Why did this quote stand out?
12. What do you think of the book’s cover? How well does it convey what the book is about?
13. What do you think about the authors’ research? Was it easy to see where the authors got their information? Were the sources credible?
14. What new things did you learn?
15. What questions do you still have?

# Specific Discussion Questions

## Preface

### Richard S. Moog, Marcy Dubroff, and Shawn R. Simonson

1. What did you read in the preface that makes you pause? Why?
2. What did you read in the preface that might lead to you reconsidering reading this book?
3. What did you read in the preface that might lead you to read this book?

# Part I: Introduction

## 1. Not Just a Good Idea, POGIL Has a Theoretical Foundation

### Christopher F. Bauer, Patrick L. Daubenmire, and Vicky Minderhout

1. What principle theories underlie POGIL?
2. How are these theories similar or different from other similar theories?
3. How do these theories fit your personal experience?
4. What about these theories makes sense to you?
5. What do you want to know more about?

## 2. Origins of POGIL: Process Oriented Guided Inquiry Learning

### Richard S. Moog

1. What was the impetus for changing teaching pedagogy?
2. Where did the idea come from for POGIL?
3. Who was involved?
4. How does the evolution of POGIL fit the evolution of your own approach to teaching?

## 3. PO: The Process

### Renee Cole, Juliette M. Lantz, and Suzanne M. Ruder

1. How is POGIL unique when compared to other cooperative learning strategies?
2. What process skills does POGIL emphasize?
3. Which of these do you find the most challenging when working with students?
4. What other process skills do you believe that POGIL will enhance?
5. What principle theories underlie the process skills of POGIL?
6. How are these theories similar or different from other similar theories?
7. How do these theories fit your personal experience?
8. What about these theories makes sense to you?
9. What do you want to know more about?

## 4. GI: The Guided Inquiry

### Regina (Gina) F. Frey and Susan E. Shadle

1. What principle theories underlie the guided inquiry aspects of POGIL?
2. How are these theories similar or different from other similar theories?
3. How does this chapter build on what you learned in chapter 1?
4. How do these theories fit your personal experience?
5. What about these theories makes sense to you?
6. What do you want to know more about?

## 5. L: Learning – The Evidence

### Stanley M. Lo and Jonathan I. Mendez

1. Which of the presented data convinced you that POGIL is effective?
2. How do these results fit your personal experience?
3. What about these results makes sense to you?
4. What do you want to know more about?
5. What additional research questions do you have about POGIL?

# Part II: Implementing

## 6. Team Construction and Accountability

### Megan Morgan Hoffman and Susan Richardson

1. How are teams different from groups?
2. What principle theories underlie team construction and accountability in POGIL?
3. How are these theories similar or different from other similar theories?
4. How do these theories fit your personal experience?
5. What about these theories makes sense to you?
6. What do you want to know more about?
7. What have you tried to increase the effectiveness of your student teams? What has worked and what has not?
8. What tools presented in this chapter do you believe will not work for you?
9. What tools presented in this chapter are you going to try?

## 7. Activity Selection and Writing

### Clif Kussmaul and Mare Sullivan

1. Describe the learning cycle and how a POGIL activity follows the learning cycle.
2. What are the principle steps in selecting and writing a POGIL activity?
3. What are the various questions types and how do they fit together?
4. What are the features of a robust model?
5. What about the process of selecting and writing activities makes sense to you?
6. What do you want to know more about?
7. Have you tried to write guided inquiry activities before? What worked for you? Where did you struggle?
8. What tools presented in this chapter do you believe will not work for you?
9. What tools presented in this chapter are you going to try?

## 8. Facilitation

### Mare Sullivan and Jenny Loertscher

1. What is the role of the teacher in a POGIL classroom?
2. How is this role the same or different from your current teaching practices?
3. What do the authors suggest is needed for successful facilitation?
4. How and how often do you reflect on your teaching? What do you do as a result of your reflections?
5. What will be your approach to facilitating process skills?
6. How do you currently convince students and other stake holders to try something new in the classroom?
7. What do you want to know more about?
8. What have you tried to increase the effectiveness of your facilitation? What has worked and what has not?
9. What tools presented in this chapter do you believe will not work for you?
10. What tools presented in this chapter are you going to try?

## 9. Large Classes

### Sally Shaffer Hunnicutt, Suzanne M. Ruder, Katie E. Amaral, Ellen J. Yezierski, and Christopher F. Bauer

1. What similarities are there between the classrooms described in this chapter and where you teach? What differences?
2. What do you want to know more about?
3. What have you tried to increase the effectiveness of your student teams? What has worked and what has not?
4. What tools presented in this chapter do you believe will not work for you?
5. What tools presented in this chapter are you going to try?

## 10. Assessment, Evaluation, Metacognition, and Grading in POGIL

### Shawn R. Simonson

1. How does POGIL fit into grading schemes for assignments, tests, and the course?
2. How have you used/conducted formative and summative assessment in the past?
3. What principle theories underlie metacognition and self-assessment in POGIL?
4. How are these theories similar or different from other similar theories?
5. How do these theories fit your personal experience?
6. What about these theories makes sense to you?
7. What do you want to know more about?
8. What have you tried to increase student self-assessment and metacognition? What has worked and what has not?
9. What tools presented in this chapter do you believe will not work for you?
10. What tools presented in this chapter are you going to try?

## 11. POGIL in STEM and Laboratory Classes

### Steven Gravelle, Rob Whitnell, and Patrick J.P. Brown

1. How is POGIL similar or different to/from scientific inquiry?
2. How are the theories of scientific inquiry similar or different from other similar theories?
3. How do these theories fit your personal experience?
4. What about these theories makes sense to you?
5. What do you want to know more about?
6. What have you tried to increase the effectiveness of experiential learning in your classroom? What has worked and what has not?
7. What tools presented in this chapter do you believe will not work for you?
8. What tools presented in this chapter are you going to try?

## 12. POGIL Beyond STEM

### Sue Joyner Guillaud and Margie Ruppel

1. How is POGIL implementation different in classes outside of STEM?
2. How can the learning cycle and guided inquiry be used to explore models that are not data driven?
3. What do you want to know more about?
4. What tools presented in this chapter do you believe will not work for you?
5. What tools presented in this chapter are you going to try?

## 13. What’s Next?

### Richard S. Moog

1. What has been your involvement with POGIL and The POGIL Project up to this point?
2. What is next for you and POGIL?
3. What tools presented in this book do you believe will not work for you?
4. What tools presented in this book are you going to try?