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Review of Foundations of Chemistry Applying POGIL Principles, 4th edition Harmon B. Abrahamson\* Department of Chemistry, University of North Dakota, Grand Forks, North Dakota 58202-9024, United States Foundations of Chemistry Applying POGIL Principles, 4th edition by David M. Hanson. Pacific Crest: Lisle, IL, 2010. 394 pp. ISBN: 978-1602635043 ...

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Foundations of Biochemistry takes advantage of the proven results of Process Oriented Guided Inquiry Learning, and is authored by educators who have tremendous practical experience not only within their fields but also in using POGIL within their classrooms. Exemplifying many of the best practices in science education, students are encouraged to explore the synergy of working, learning, and thinking together in groups, even as they apply textbook knowledge to real-world situations and begin ...

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The extended BSc programme at the University of Pretoria was the context of this study; specifically, students enrolled in foundation chemistry. This study was aimed at improving teaching and learning at this level, by implementing pre-existing education interventions, Process Oriented Guided Inquiry Learning (POGIL) and the use of the Chemorganiser. Themes chosen for the interventions were the mole concept and stoichiometry and redox reactions, as these have been identified as common areas of difficulty in Chemistry (Johnston, 2010). POGIL required students to take on well-defined roles and work in groups on specially designed worksheets (Farrell, Moog & Spencer, 1999). Chemorganisers were A4 sheets which broke down topics by highlighting key concepts and provided students with a clear strategy on how to solve problems (Reid and Sirhan, 2001). Chemorganisers were used individually after a class discussion thereof. Different theoretical

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frameworks underpin the two interventions: POGIL is constructed around "The Learning Cycle" in which students explore data, invent concepts and apply these concepts to problems (Farrell et al., 1999). On the other hand, "Cognitive Load Theory" was the motivation behind the development of Chemorganiser in that content is "chunked" to become more manageable for the students (Kirschner, 2002). The POGIL intervention was implemented in a group of approximately 50 students, likewise with the Chemorganiser intervention, the remainder of the students on the course acted as a control. The Integrated model of School Effectiveness (Scheerens, 2004; 1990) served as the theoretical lens for the study. The effectiveness of each intervention was explored using the classroom variables of productivity, student preference and opportunity to learn along with the output of student performance. Mixed methods, including observations, focus group interviews, student questionnaires and student performance data, were used. During the first year of implementation the Chemorganisers were well received by students. Increased classroom participation and confidence was noted along with stable levels of attendance. Students requested the inclusion of more challenging content. This intervention did not affect the time allocated for the tutorials and was easy to implement. Students performed better on average than their counterparts; a highly statistically significant difference was noted (p

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.

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The volume begins with an overview of POGIL and a discussion of the science education reform context in which it was developed. Next, cognitive models that serve as the basis for POGIL are presented, including Johnstone's Information Processing Model and a novel extension of it. Adoption, facilitation and implementation of POGIL are addressed next. Faculty who have made the transformation from a traditional approach to a POGIL student-centered approach discuss their motivations and implementation processes. Issues related to implementing POGIL in large classes are discussed and possible solutions are provided. Behaviors of a quality facilitator are presented and steps to create a facilitation plan are outlined. Succeeding chapters describe how POGIL has been successfully implemented in diverse academic settings, including high school and college classrooms, with both science and non-science majors. The challenges for implementation of POGIL are presented, classroom practice is described, and topic selection is addressed. Successful POGIL instruction can incorporate a variety of instructional techniques. Tablet PC's have been used in a POGIL classroom to allow extensive communication between students and instructor. In a POGIL laboratory section, students work in groups to carry out experiments rather than merely verifying previously taught principles. Instructors need to know if students are benefiting from POGIL practices. In the final chapters, assessment of student performance is discussed. The concept of a feedback loop, which can consist of self-analysis, student and peer assessments, and input from other instructors, and its importance in assessment is detailed. Data is provided on POGIL instruction in organic and general chemistry courses at several institutions. POGIL is shown to reduce attrition, improve student learning, and enhance process skills.

Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top-level contributions provides a thorough review of the vibrant field of chemistry education. Highly-experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching, as well as the pivotal role of chemistry for shaping a more sustainable future. Adopting a practice-oriented approach, the current challenges and opportunities posed by chemistry education are critically discussed, highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them. The main topics discussed include best practices, project-based education, blended learning and the role of technology, including e-learning, and science visualization. Hands-on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high-school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively, from experience chemistry professors to secondary school teachers, from educators with no formal training in didactics to frustrated chemistry students.

"The goal of POGIL [Process-orientated guided-inquiry learning] is to engage students in the learning process, helping them to master the material through conceptual understanding (rather than by memorizing and pattern matching), as they work to develop essential learning skills." -- P. v.

ORGANIC CHEMISTRY

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This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines.

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