

# P R E S E N T E R

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- **Communicates questions and clarifications with the instructor and other teams.**
  - *“Our team is confused about how \_\_\_\_\_ relates to \_\_\_\_\_.”*
  - *“Would you explain what question \_\_\_\_\_ means by \_\_\_\_\_?”*
- **Ensures that all team members reach consensus before asking outside sources.**
  - *“Does anyone in our team know the answer for \_\_\_\_\_?”*
  - *“Before we ask the instructor, could someone clarify \_\_\_\_\_?”*
  - *“Does everyone agree that we need to find out \_\_\_\_\_?”*
- **Presents conclusions of the team to the class, when requested by the instructor.**
  - *“How should I explain this idea when asked to report out?”*
  - *“Our team found the answer to number \_\_\_\_\_ by \_\_\_\_\_.”*

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## Quality Indicators for Presenter

- All team members feel satisfied their questions have been answered.
- Seeks team's input before consulting the instructor or other teams.
- Articulates the team's questions and answers well to the class.

## POGIL Process Skill Definitions

### Communication

Exchanging information and understanding through speaking, listening, and non-verbal behaviors. Conveying information and understanding to other team members. Contributing to team discussion, rephrasing concepts in own words, and using appropriate terminology.

### Teamwork

Interacting with others and building on each other's individual strengths and skills. Working toward a common goal, building consensus, compromising/cooperating, and sharing ideas. Respecting everyone's opinions.

### Problem Solving

Identifying, planning, and executing a strategy that goes beyond routine action to find a solution to a situation or question.

### Critical Thinking

Analyzing, evaluating, or synthesizing relevant information to form an argument or reach a conclusion supported with evidence.

### Management

Planning, organizing, directing, and coordinating one's own and others' efforts to accomplish a goal.

### Information Processing

Evaluating, interpreting, manipulating, and/or transforming information.

### Assessment

Gathering information and reflecting on experiences to improve subsequent learning and performance.

### Metacognition

Thinking/reflecting about one's thinking and how one learns, and being aware of one's knowledge.

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