

# RECORDER

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- **Records the important aspects of group discussions, insights, etc.**
  - “*This seems like an important conclusion to write down.*”
  - “*Let’s stop for a minute so I can get this into our report.*”
- **Guides consensus building process; helps team agree on responses.**
  - “*Would you all agree that \_\_\_\_\_ is a good answer for number \_\_\_\_\_?*”
  - “*Is our answer completely supported by the explanation we gave?*”
  - “*Would that response make sense to someone from another team?*”
- **Ensures that accurate revisions happen after class discussions.**
  - “*Lets go back and revise what we wrote down for question \_\_\_\_\_.*”
  - “*What did other teams say that we should include in our report?*”

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## Quality Indicators for Recorder

- Report includes team's comments and insights from during the activity.
- The team reaches consensus and answers important questions thoroughly.
- Submission accurately demonstrates the team's final understanding.

## 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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