

RECORDER

- **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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