FACILITATOR

Job Description:

- **Make sure group starts quickly and remains focused during the entire activity.**
  - ➤ *Good tools/phrases to use:*
  - ▪ Assign tasks for collecting and distributing materials as needed.
  - ▪ Assign roles like calculator or significant figure checker.
  - ▪ "I think we have everything, are we ready to begin?"

- **Takes care of time management.**
  - ➤ *Good tools/phrases to use:*
  - ▪ Keep an eye on the clock.
  - ▪ Keep group moving forward.
  - ▪ Communicate with group on discussion deadlines.
  - ▪ "I think we need to focus on _____ now in order to complete this section of the activity *on time*."
  - ▪ "We have _____ minutes before we need to be ready to discuss this section. Let's get this done."

- **Make sure all voices in the group are heard.**
  - ➤ *Good tools/phrases to use:*
  - ▪ Address group members by name.
  - ▪ Ensure *every* group member contributes.
  - ▪ Assign different members to read sections of activity on a rotating basis.
  - ▪ "(Name), what do you think about . . . .?"
  - ▪ "I would like to hear what you think, (name)."

SPOKESPERSON

Job Description:

- **Communicates group questions and clarifications with the teacher or other groups. (This is the only group member designated to do so.)**
  - *Good tools/phrases to use:*
  - "Our group is confused about how _____ relates to _____."
  - "Our group reached consensus that the answer to number _____ was _____."

- **Ensures all group members have had the opportunity to respond to the question before asking outside sources.**
  - *Good tools/phrases to use:*
  - "Does anyone in our group know the answer to _____?"
  - "Before we ask the teacher, could someone in our group clarify the answer to…."

- **Ensures that everyone in the group agrees on what question to ask if an outside source is needed.**
  - *Good tools/phrases to use:*
  - "Does everyone agree we need to find out . . . ?"

- **Presents conclusions of the group to the class, as requested.**
  - *Good tools/phrases to use:*
  - "The reasoning we used to answer number _____ was . . ."

Quality Indicators for POGIL Roles

Facilitator
➤ The group begins promptly.
➤ The group stays on task, progressing through the activity in a timely fashion.
➤ All members of the group are participating.

Spokesperson
➤ Seeks group input before consulting teacher or other groups.
➤ All group members feel satisfied that their issues have been addressed.
➤ Articulates questions and responses well.

Quality Control
➤ Any individual sample collected should accurately demonstrate the groups' understanding.
➤ Regularly checks that group members' answers are consistent (not necessarily identical).
➤ Encourages individuals to make sure answers are thorough (i.e. showing work).

Process Analyst
➤ Analyst reports to group regarding group performance at least one time during the activity as well as at the end.
➤ Analyst provides insightful and positive feedback on how the group is working.
➤ Analyst completes the process questions report form if directed.

Quality Indicators for POGIL Roles

QUALITY CONTROL

<u>Job Description</u>:

- **Guides consensus-building process; group must agree on responses to questions.**
  - ➢ *Good tools/phrases to use:*
  - ▪ "Would you all agree that _____ is an acceptable answer for question number _____?"
  - ▪ "Could you please rephrase what you just said?"
  - ▪ "Is your response/answer completely supported by your explanation/calculations?"
  - ▪ "Would that response make sense to someone from another group?"

- **Verifies that ALL individual responses are: 1) consistent on paper, 2) reflect the group's consensus, and 3) are high quality.**
  - ➢ *Good tools/phrases to use:*
  - ▪ ***Look*** at responses from individual papers (sampling!).
  - ▪ Have all group members shown work on quantitative problems?
  - ▪ Do all group members' responses have complete thoughts or explanations?

- **Ensures that accurate revisions happen after class discussions.**
  - ➢ *Good tools/phrases to use:*
  - ▪ Can all group members respond **correctly** to a question about what you learned?
  - ▪ "(Name) when you read (name's) answer, do you see any differences?"

Process Skills

Personal Skills
- Judging own progress in learning (i.e. Concepts, techniques and skills)
- Accepting peer review

Critical Thinking
- Visualizing
- Building analogies
- Identifying similarities / differences
- Summarizing
- Defining rules
- Drawing conclusions

Communication
- Articulating an idea
  - Expresses concepts, definitions and explanations in grammatically correct sentences
  - Verbally expresses ideas to group members during activity
- Defining purpose
- Rephrasing
  - Develop concept in own words
- Writing with technical detail
  - Express concepts, definitions, and explanations using scientifically correct language.
- Contributions to group discussion

Management
- Managing time
- Utilizing resources effectively – both people and materials

Information Processing
- Observing / recognizing
- Listening
- Predicting
- Reading
- Interpreting graphs / models

Problem Solving
- Persisting / taking risks
- Identifying key issues
- Identifying assumptions
- Applying prior knowledge
- Understanding context

Teamwork
- Respecting everyone's opinions
- Forming shared understanding
- Compromising/Cooperating
- Building consensus
- Sharing ideas
- Including all group members

PROCESS ANALYST

<u>Job Description</u>:

- **Observes group dynamics and behavior with respect to the learning process, using report format.**
  - ➢ *Good tools/phrases to use:*
  - ▪ Is everyone in the group participating?
  - ▪ Are group members listening carefully to each other?
  - ▪ Are group members being patient and respectful of each other?
  - ▪ Fill out the report form that may be collected for the activity.

- **Reports to the group periodically during the activity on how the group performs.**
  - ➢ *Good tools/phrases to use:*
  - ▪ "Let's stop for a minute. I have a couple comments on what we are doing well and a suggestion on how we could be more productive."
  - ▪ **"**Let's wait for (name) to catch up before we move on."

- **Be ready to report to the entire class about how well the group is operating.**
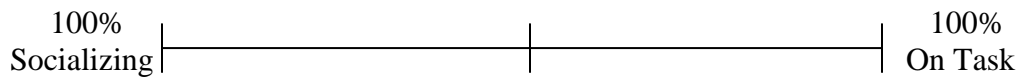
Process Analyst Report Form

1.   Use of Time

```
100%     |                    |                    |  100%
Socializing|                   |                    |  On Task
```

2. Which three process skills (from the list) did your group do particularly well?

3. What process skill(s) need improvement? Explain.

4. What frustrated your group most today?

5. Team Effectiveness

```
We were  |                    |                    |  We
NOT      |                    |                    |  Rocked!
Effective                                            (100%)
(0%)
```

Process Analyst Report Form

1.   Use of Time

```
100%     |                    |                    |  100%
Socializing|                   |                    |  On Task
```
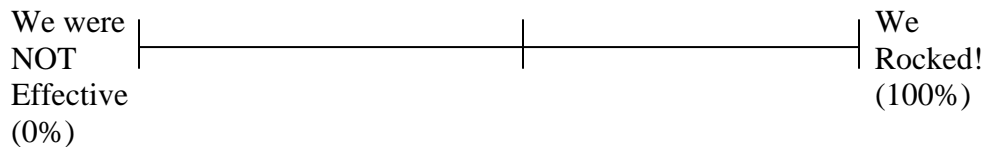
2. Which three process skills (from the list) did your group do particularly well?
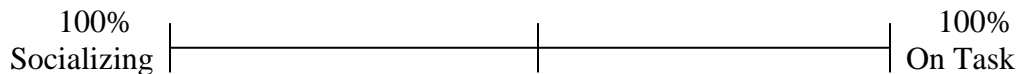
3. What process skill(s) need improvement? Explain.

4. What frustrated your group most today?

5. Team Effectiveness

```
We were  |                    |                    |  We
NOT      |                    |                    |  Rocked!
Effective                                            (100%)
(0%)
```