



Basic POGIL Classroom Implementation

Every classroom implementation of POGIL has unique characteristics that can influence how and whether classroom-specific goals are achieved. However, there are four core characteristics that *must* be present for a classroom environment to be considered a POGIL implementation:

1. Students are expected to work in collaborative teams of 3 or 4.
2. The students use POGIL activities, specifically designed for POGIL implementation.
3. The student teams work on the activity during class time with a facilitator present.
4. The dominant mode of instruction is student-centered; the instructor serves predominantly as a facilitator of student learning, not lecturer or performer.

Additional common attributes of many POGIL classroom implementations and facilitation strategies, when combined with the required characteristics above, provide a good starting point for any POGIL implementation:

5. Students have assigned roles within their teams.
6. The activity is designed to be the first introduction to the topic or specific content.
7. The students are not expected to have worked on any part of the activity prior to class meeting time.
8. Teams are expected to complete all questions in the body of the activity during the class period, but they are not expected to work on any Exercises, Extension questions, or Problems (or other associated practice/homework tasks).

The eight characteristics listed above define the *Basic POGIL Classroom Implementation*. One of the main purposes for this definition is to provide a “baseline” for describing an individual’s unique implementation to others in the POGIL community. It is very important to reiterate that every POGIL implementation is unique and is customized to best serve the goals of the instructor in the context of their specific collection of students and institutional circumstances.

Many effective POGIL implementations do not adhere to all of points 5 – 8 mentioned above. However, this combination of attributes has been found to be effective in a wide range of settings: small and large classes, introductory level and advanced courses, secondary and post-secondary, STEM and humanities, etc. Implementers should consider this Basic POGIL Classroom Implementation structure as a starting point for their decisions about how to implement POGIL methodology in their classroom.