• Helps the team get started quickly and remain focused.
  ◦ “I think we have everything; are we ready to begin?”
  ◦ “We’re getting off topic; could we talk about that later?”

• Takes care of time management; keeps an eye on the clock.
  ◦ “I think we need to focus on _____ so we complete this section on time.”
  ◦ “Let’s skip this question for now until we can ask the instructor for help.”
  ◦ “We have _____ minutes before we need to discuss. Let’s get this done.”

• Makes sure that all voices in the team are heard and respected.
  ◦ “(Name), would you be willing to read question _____ out loud?”
  ◦ “(Name), what do you think about our team’s answer to _____?”
Quality Indicators for Manager

• The team begins promptly and stays on task most of the time.
• The team progresses through the activity in a timely fashion.
• All team members are participating and follow their assigned roles.

POGIL Process Skill Definitions

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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
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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.
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.**
  - “Let’s go back and revise what we wrote down for question ______.”
  - “What did other teams say that we should include in our report?”
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.

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**PRESENTER**

- 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 _____.”
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.

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REFLECTOR

• Observes team dynamics and behavior with respect to the learning process.
  ◦ “I think what (name) said earlier is important; would you repeat that?”
  ◦ “Let’s wait for (name) to finish writing that down before we move on.”

• Reports to the team periodically during the activity on how the team performs.
  ◦ “We’re doing really well right now by including all team members.”
  ◦ “I have a suggestion on how we could be more productive as a team.”
  ◦ “What process skills are we doing well? What do we need to improve?”

• Be ready to report to the entire class about how well the team is operating.
  ◦ “Overall, how effective would you say that our team was today?”
  ◦ “We found that when _____ happens, it works better if we ______.”
Quality Indicators for Reflector

- Looks for multiple process skills (not just teamwork, communication).
- Gives positive and constructive feedback on how the team is working.
- Comments on team performance both during and at the end of class.

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