

# POGIL Activity Submission Form

## Instructions

To request feedback from The POGIL Project, author(s) must provide the following information. A separate submission form must be completed for each activity submitted.

	CORRESPONDING AUTHOR	SECOND AUTHOR
NAME	_____	_____
EMAIL	_____	_____
PHONE	_____	_____
TITLE OF ACTIVITY	_____	
DISCIPLINE & TOPIC	_____	

- Briefly describe:
  - The student population for your course.
  - How the course fits into your departmental curriculum.
  - The course setting (room description, class size, frequency and length of meeting times, etc.).
- Have students used and/or reviewed this activity? (Check One)     Yes     No
- Briefly describe as it pertains to your activity:
  - Key knowledge students should have as a prerequisite.
  - Knowledge students are not expected to have prior to activity.

FOR ASSISTANCE ON THE FOLLOWING, PLEASE REFER TO THE "GUIDE FOR POGIL ACTIVITY SUBMISSION."

4. This activity is primarily designed: (Check One)
- To develop content knowledge through a Learning Cycle structure.
  - To deepen or refine understanding through application of relevant process skills.
  - For a different purpose than a or b.
5. If you checked c, provide details explaining the primary purpose of the activity.

6. **Content Learning Objectives:** There should be no more than three key learning objectives being developed. List:

a.

b.

c.

7. **Process Skill Goals:** There should be one or two process skills being developed. Please list these:

a.

b.

8. Is this activity intended for use with the eight characteristics of the Basic POGIL Classroom Implementation? (Check all of the characteristics that apply to the use of this activity in your classroom.)
- a. Students are expected to work cooperatively, generally in groups of three or four.
  - b. The activity is a POGIL activity, specifically designed for POGIL implementation.
  - c. The students work on the activity during class time with a facilitator present.
  - d. The dominant mode of instruction is not lecture or instructor-centered; the instructor serves predominantly as a facilitator of student learning.
  - e. Students have assigned roles within their groups.
  - f. The activity is designed to be the first introduction to the topic or specific content.
  - g. The students are not expected to have worked on any part of the activity prior to class meeting time.
  - h. Groups are expected to complete all of the Critical Thinking Questions (or equivalently designated questions) during class, but they are not expected to work on any of the Exercises or Problems.
9. If you did not check boxes a, c, and d in the question 8, please submit an implementation plan describing specifically how you implement this activity within your classroom. If you did check boxes a, c, and d, please go on to the next question.
10. For those boxes in question 8 that you did not check, please describe briefly how and/or why your activity is not implemented in this way.

## Supplemental Materials

- If there are special aspects of implementation that are important in accomplishing the content or process goals of your activity, provide an Implementation Plan that describes these aspects.
- Please include a set of answers with your submission. An answer key will provide writing consultants with an understanding of the expected level of student response.

## Check List for Submission

- Classroom Activity
- POGIL Activity Submission Form (this form)
- Activity Answer Key
- Implementation Plan (optional; see above and question 9)