

MANAGER

- **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 _____?”*

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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

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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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.

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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 _____.”*

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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 _____.”*

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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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