

Experimental Design/Scientific Investigation POGIL

Why? When scientists set out to do an experiment, they first think about the variables that may affect the outcome of the experiment. A variable is any condition that may cause a change in the system being studied. Some variables are measured quantitatively (temperature, mass or height). Other variables are recorded in a qualitative manner (color, texture or species). The most important factor is that the scientist runs a controlled experiment. In a controlled experiment, only one variable is changed to ensure that the effect of only that one variable can be measured.

Model 1 – Photosynthesis in an Aquatic Plant

1. The diagram in Model 1 illustrates a clipping of an aquatic plant in water.

a) What process is occurring in the plant's cells to produce the gas in the bubbles that appear?

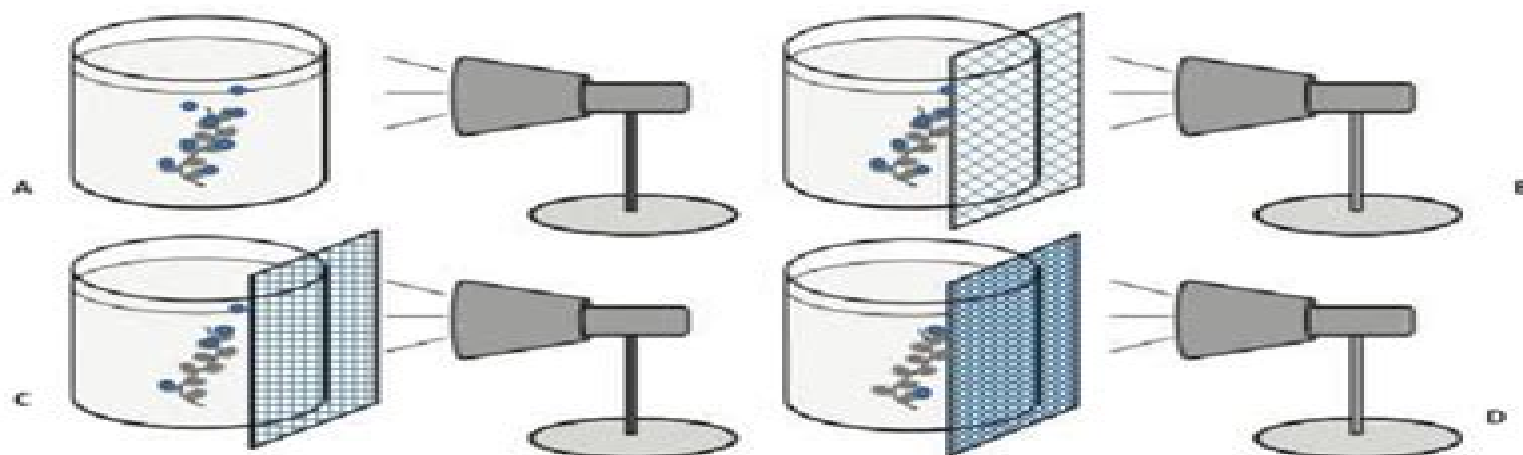
b) What gas is the plant producing? _____

c) What source of energy is the plant using to conduct the process recorded in a)?



2. With your group, create a list of environmental factors that may affect the rate of gas production in the aquatic plant in Model 1. These factors could become variables in an experiment. _____

Model 2 – Aquatic Plant Experiment



3. Examine the four trials shown in Model 2. Identify 3 conditions in the experiment that are the same in each trial.

a) _____ b) _____ c) _____

4. Describe the one condition that has been varied among the four trials in Model 2. _____

5. How does the condition described in #4 appear to affect the rate of gas production by the aquatic plant? Provide specific evidence from Model 2 to support your answer. (Hint: observe what the plants are producing.) _____

Pogil Experimental Variable

Diane M. Bunce, Renée S. Cole



Pogil Experimental Variable:

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project *Engaging Student Voices in the Study of Teaching and Learning* Carmen Werder, Megan M.

Otis, 2023-07-03 This book addresses the all important dimensions of collaboration in the study of learning raised by such questions as Should teachers engage students directly in discussions and inquiry about learning To what extent What is gained by the collaboration Does it improve learning and what do shared responsibilities mean for classroom dynamics and beyond Practicing what it advocates a faculty student team co edited this book and faculty student or former student teams co authored eight of its eleven chapters The opening section of this book explores such dimensions of student voices in the

scholarship of teaching and learning SoTL as power and authority in the classroom collaborative meaning making and the role of students as both learners and experts on their own learning It opens up the process of knowledge building to a wider group of participants and expands our conception of who has expertise to contribute for instance recognizing students insider knowledge of themselves as learners Using various institutional models to illustrate these foundational concepts part one provides a context for understanding the detailed examples that follow The case studies in the second half of the volume illustrate how these concepts play out inside and outside the classroom when students shift from serving as research subjects in a SoTL study to working as independent researchers or as partners with faculty in such work as studying curricular design redesign readings requirements and assessment This co inquiry brings the principles and benefits of the broader undergraduate research movement to the topic of teaching and learning It also increases student researchers sense of themselves as independent learners While recognizing the impossibility of engaging every student in the scholarship of teaching and learning in every course the editors and contributors make the case for making such opportunities available as broadly as possible because as this volume also makes clear this is transformational work with the potential to produce paradigm shifts turning points new insights and changes in classroom culture for both faculty and students The contributors demonstrate how they validated student voices in theory method and methodology across a wide variety of disciplines and while engaging with different pedagogies Disciplinary examples include anthropology communication chemistry criminal science education English geography history human services mathematics psychology sociology theater arts philosophy and political science

Broadening Participation in STEM Zayika Wilson-Kennedy, Goldie S. Byrd, Eugene Kennedy, Henry T. Frierson, 2019-02-28 This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines

Overcoming Students' Misconceptions in Science Mageswary Karpudewan, Ahmad Nurulazam Md Zain, A.L. Chandrasegaran, 2017-02-28 This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students These studies however are largely unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them In response this book offers an essential and easily accessible guide

Nuts and Bolts of Chemical Education Research Diane M. Bunce, Renée S. Cole, 2008 The purpose of this

book is to address the key elements of planning chemical education research projects and educational outreach evaluation components of science grants from a pragmatic point of view **Science Inquiry, Argument and Language** ,2019-02-18 Science Inquiry Argument and Language describes research that has focused on addressing the issue of embedding language practices within science inquiry through the use of the Science Writing Heuristic approach In recent years much attention has been given to two areas of science education scientific argumentation and science literacy The research into scientific argument have adopted different orientations with some focusing on science argument as separate to normal teaching practices that is teaching students about science argument prior to using it in the classroom context while others have focused on embedding science argument as a critical component of the inquiry process The current emphasis on science literacy has emerged because of greater understanding of the role of language in doing and reporting on science Science is not viewed as being separate from language and thus there is emerging research emphasis on how best to improving science teaching and learning through a language perspective Again the research orientations are parallel to the research on scientific argumentation in that the focus is generally between instruction separate to practice as opposed to embedding language practices within the science classroom context **Doing Research to Improve Teaching and Learning**

Kimberly M. Williams,2014-10-10 Given the increased accountability at the college and university level one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers This book is a step by step guide for doing research to inform and improve teaching and learning With background and instruction about how to engage in these methodologies including qualitative quantitative and mixed methods Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one s research skills to improve teaching This valuable resource equips faculty with the skills to collect and use different types of research evidence to improve teaching and learning in any college and university classroom Special Features Chapter openers highlight the questions and issues that will be addressed in each chapter Recurring text boxes provide authentic examples from actual research studies student work and instructor reflections Coverage of challenges key successes and lessons learned from classroom research presents a nuanced and complete understanding of the process **A Guide to Teaching in the Active Learning Classroom** Paul Baeppler,J. D. Walker,D. Christopher Brooks,Kem Saichaie,Christina I. Petersen,2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty because among other things they eliminate the room s central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed The importance of learning how to use these classrooms well and to capitalize on their special features is paramount The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls This book provides an introduction to ALCs briefly covering their history and then

synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively Among the questions this book addresses are How can instructors mitigate the apparent lack of a central focal point in the space What types of learning activities work well in the ALCs and take advantage of the affordances of the room How can teachers address familiar classroom management challenges in these unfamiliar spaces If assessment and rapid feedback are critical in active learning how do they work in a room filled with circular tables and no central focus point How do instructors balance group learning with the needs of the larger class How can students be held accountable when many will necessarily have their backs facing the instructor How can instructors evaluate the effectiveness of their teaching in these spaces This book is intended for faculty preparing to teach in or already working in this new classroom environment for administrators planning to create ALCs or experimenting with provisionally designed rooms and for faculty developers helping teachers transition to using these new spaces

Learner-Centered Teaching Activities for Environmental and Sustainability Studies Loren B. Byrne, 2016-03-21 Learner centered teaching is a pedagogical approach that emphasizes the roles of students as participants in and drivers of their own learning Learner centered teaching activities go beyond traditional lecturing by helping students construct their own understanding of information develop skills via hands on engagement and encourage personal reflection through metacognitive tasks In addition learner centered classroom approaches may challenge students preconceived notions and expand their thinking by confronting them with thought provoking statements tasks or scenarios that cause them to pay closer attention and cognitively see a topic from new perspectives Many types of pedagogy fall under the umbrella of learner centered teaching including laboratory work group discussions service and project based learning and student led research among others Unfortunately it is often not possible to use some of these valuable methods in all course situations given constraints of money space instructor expertise class meeting and instructor preparation time and the availability of prepared lesson plans and material Thus a major challenge for many instructors is how to integrate learner centered activities widely into their courses The broad goal of this volume is to help advance environmental education practices that help increase students environmental literacy Having a diverse collection of learner centered teaching activities is especially useful for helping students develop their environmental literacy because such approaches can help them connect more personally with the material thus increasing the chances for altering the affective and behavioral dimensions of their environmental literacy This volume differentiates itself from others by providing a unique and diverse collection of classroom activities that can help students develop their knowledge skills and personal views about many contemporary environmental and sustainability issues

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Pogil Experimental Variable Introduction

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