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POGIL Mentoring Science Teachers in the Secondary School Process Oriented Guided Inquiry Learning (POGIL) Research Grants Index ██████████
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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

Mentoring Science Teachers in the Secondary School 2020-12-14

this practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers key topics explained include roles and responsibilities of mentors developing a mentor mentee relationship guiding beginning science teachers through the lesson planning teaching and self evaluation processes observations and pre and post lesson discussions and regular mentoring meetings supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils developing autonomous science teachers with an attitude to promote the learning of science for all the learners filled with tried and tested strategies based on the latest research mentoring science teachers in the secondary school is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike

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