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which it was developed. Next, cognitive models that serve as the basis for POGIL are presented, including Johnstone's Information Processing Model and a novel extension of it. Adoption, facilitation and implementation of

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Basic POGIL are addressed next. Faculty who have made the transformation from a traditional approach to a POGIL student-centered approach discuss their motivations and implementation processes. Issues related to



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implementing  
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classes are  
discussed and  
possible solutions  
are provided.  
Behaviors of a  
quality facilitator  
are presented and  
steps to create a  
facilitation plan are  
outlined.  
Succeeding  
chapters describe

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how POGIL has been successfully implemented in diverse academic settings, including high school and college classrooms, with both science and non-science majors. The challenges for implementation of POGIL are presented,

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classroom practice  
is described, and  
topic selection is  
addressed.

Successful POGIL  
instruction can  
incorporate a  
variety of  
instructional  
techniques. Tablet  
PC's have been  
used in a POGIL  
classroom to allow  
extensive

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communication  
between students  
and instructor. In a  
POGIL laboratory  
section, students  
work in groups to  
carry out  
experiments rather  
than merely  
verifying previously  
taught principles.  
Instructors need to  
know if students  
are benefiting from

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POGIL practices. In the final chapters, assessment of student performance is discussed. The concept of a feedback loop, which can consist of self-analysis, student and peer assessments, and input from other instructors, and its

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importance in  
assessment is  
detailed. Data is  
provided on POGIL  
instruction in  
organic and general  
chemistry courses  
at several  
institutions. POGIL  
is shown to reduce  
attrition, improve  
student learning,  
and enhance  
process skills.

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th th The 20  
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(20 ICCE), which  
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“ Chemistry in the  
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theme, was held  
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in Mauritius. With more than 200 participants from 40 countries, the conference featured 140 oral and 50 poster presentations. th Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer



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