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## **Teaching Interventions and Student Attitudes about POGIL**

This presentation will analyze strategic adjustments in teaching interventions to improve student learning and attitudes while maintaining the rigor required for effective implementation of a Process Oriented Guided Inquiry Learning (POGIL) model. The study examines outcomes in a chemistry course taken by nursing majors, examines data across two semesters on test scores and student perceptions assessed in formative evaluation about midway into the course and a Student Assessment of Learning Gains (SALG) at the end.

Objectives:

1. Examine architecture of the POGIL model, its purpose, and its prescriptions for implementation.
2. Review research studies on POGIL outcomes.
3. Compare content delivery, final grades, and perceived learning gains and experiences in POGIL to a Lecture-Interactive delivery of the same course, using the same test, materials, and activities.

This presentation will provide structured questions for audience responses to POGIL constructs and ideas on implementation. Rationales for selection of the data sets from multiple sources will be described and the audience will be invited to analyze their relationships. Then data outcomes will be presented, showing that students learn more, but don't feel they learn more, allowing discussion of this perplexity; strategic adjustments then will be described, with follow-up data on the learning outcomes and students' perceptions. Fall 2005, fall 2006, and spring 2007 data will be analyzed to identify strengths, improvements, and insights (SSI).