POGIL: ON TEACHING SCIENCE

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Science is described as practical and applied knowledge. Essentially, it is a subject that has bearing waves on our day to day undertakings. Likewise, it is similarly labelled as a means that is vital to both beings and to the realm as a totality with an eye to persist and to convene the global economic constraints.

As a classroom teacher, executing science concepts and lessons is indeed a demanding and challenging role for us. Traditional versus innovative methods, it’s hard to choose which is which.

At present, Process-Oriented Guided Inquiry Learning (POGIL) is the most used technique in teaching Science subject. POGIL is a student-centered, research-based scholastic approach that has been employed successfully in Science laboratories at all levels all over the nation. This tactic is anchored on the introductory exertion of many others in the extents of cognitive development, supportive learning, as well as instructional strategy. Moreover, the modification endeavours in science curriculum and education of the late twentieth century, were contributory in arranging the basis for POGIL. Hanson (2006)

In addition to the description of Hanson (2006), in a POGIL classroom, students are the ones who control and discover thru teams on guided inquiry applications. The Process-Oriented factor of POGIL is intended to require each teacher to consider about what practice abilities are significant to progress. Furthermore, the Guided Inquiry element of POGIL clearly improves the systematic and critical thinking proficiencies of the students over and done with the intention of the actions in addition to the use of groups necessitating students to explicate their rationalizing.
References: