Exploring Roles Used in POGIL Teams

Why?

Many people dislike working in groups, because it is challenging to work with other people. To make sure that your group functions well together as a team, each member will take on a specific role. The better you perform your role, the more successful your team will be. You will change roles frequently so that you can perform any role in any team setting. In this short activity, we will explore the duties of each role. We will also think about how these roles interact to create a productive team learning experience.

As you work through the following questions, be sure to follow your team role(s).

Model 1: Four Roles Used in POGIL Classrooms

TIME MANAGER
“Come on, let’s get moving.
No slacking.”
Participate actively.
Reach an agreement with your team members before you write anything down. Write answers that are clear and complete.
Keep track of time, so your team can meet the goals for the day.
Push everyone to get all their work done and to stay focused on your team tasks.
Pick up paperwork and turn in paperwork.

CONSENSUS CHECKER
“Wait. Let me see if everyone has finished this question before we move on.”
Participate actively.
Make sure everyone comes to an agreement on most answers before anyone writes anything down. Write answers that are clear and complete.
Double-check work before you and team members record anything.
Position your written work so that the teacher can see your consensus answers without interrupting your team.

SPOKESPERSON
“Here’s what my team found out...”
Participate actively.
Reach an agreement with your team members before you write anything down. Write answers that are clear and complete.
Ask questions of the teacher.
Report out your team’s answers to the class.
Interact with other teams to compare your work.

TEAM BUILDER
“Great job on your task today!”
Participate actively.
Reach an agreement with your team members before you write anything down. Write answers that are clear and complete.
Make sure everyone does their assigned job.
Notice and tell other members what they are doing to help your team succeed.
Suggest specific actions that each member can take to improve how well the team works together to meet goals.

Additional volunteer responsibility:

READER
“Okay, I’ll read the activity out loud for everyone.”
Read every word in the activity out loud, slowly enough that other team members can process the information well.
Use the information from Model 1 to answer questions 1–7.
Reach an agreement with your team before writing down your consensus answers.

1. Which role is responsible for keeping the team moving at a good pace?

2. Which role is responsible for slowing the team down so everyone can reach an agreement and write down the same answer?

3. List two responsibilities that every role has in common:

4. Which role is responsible to help their team improve in working together?

5. Circle the best description of the Reader:
   a. An optional role that your team can choose to use or not use.
   b. An additional responsibility taken on by a volunteer in your team.
   c. One of the five roles included in Model 1.

6. Circle the only two people who will need to move around the room during class.
   Consensus Checker  Team Builder  Time Manager  Spokesperson

7. Which two roles are most likely to come into conflict as they perform their duties? Explain your answer in a complete sentence.

STOP Check your answer for question 7 with your teacher before you continue.

Extension Question
8. The function of a team is to help each other meet goals. Describe one way that using specific roles might help your team to function well.