

The POGIL logo, consisting of the word "POGIL" in a white, sans-serif font, with a blue circle around the letter "O".

POGIL



2025 COMMUNITY REPORT

Together We POGIL®



Our mission is to improve teaching and learning by fostering an inclusive, transformative community of reflective educators who design, implement, assess, and study learner-centered environments.

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*NCAPP: National Conference to Advance POGIL Practice

**PAC: POGIL Activity Clearinghouse



Dear Friends,

As ever, The POGIL Project is hard at work providing educators with the resources they need to transform their classrooms with active learning. Now that I've retired from teaching, I have had more time to reflect on the impact of our work and the difference we're making in the lives of teachers and students across the country.

Students often tell me how learning with POGIL in high school or college changed their academic paths. Their

stories underscore the power of POGIL to create effective and engaging environments where learning becomes both meaningful and fun.

Equally rewarding is the feedback from educators. Our community members give generously of their time because The POGIL Project brings purpose to their professional lives and enriches their personal ones. Through workshops, networking events, and meetings, they form lasting friendships, engage in deep conversations with colleagues, and reflect on what it means to teach differently—and why that matters.

This year, we've expanded our offerings to meet and support the evolving needs of our community. We launched a new "Beyond the Basics" workshop to help experienced POGIL practitioners deepen their facilitation skills. We also awarded five large class transformation grants, providing educators in classes of more than 75 students with in-kind support for implementing POGIL.

Our revised secondary materials have been met with enthusiasm and have contributed to a welcome rise in book sales. (You can read more about the team behind these exciting new collections on

p. 6!) Thanks to a grant from A Chance Fund, we are also developing new AP Environmental Studies materials in time for the 2026-2027 academic year.

All educators want their students to succeed—not just in class, but in life. I'm so proud that The POGIL Project is a place where we can celebrate this shared belief. In this challenging time for education, it's more important than ever to reaffirm our core values. Our commitment to fostering an inclusive, transformative community of reflective educators remains steadfast, as does our commitment to you.

Thank you for your continued support. Whether through donations or volunteer hours, I am always moved and inspired by the generosity, creativity, and resiliency of our POGIL community. If The POGIL Project is thriving, it's because each of you has helped build something meaningful—together.

We are stronger than the sum of our parts. Together, we POGIL.

With gratitude,

Rick Moog
Executive Director of The POGIL Project



A Year in The POGIL Project

Every year, members of The POGIL Project work incredibly hard to deliver our programs—this past year was no exception. Here's what we accomplished!

Professional Development Workshops

This year, we connected with more than 430 educators through 24 virtual and in-person workshops. We welcomed 273 new practitioners to our Fundamentals of POGIL sessions and hosted 50 advanced practitioners for deeper dives into classroom facilitation, activity writing, and POGIL labs.

Thanks to your feedback, we refreshed the POGIL labs track to better support facilitators using guided inquiry in laboratory settings. As champions of the POGIL pedagogy, we're always looking to reflect, adapt, and improve.

POGIL Evolves "Beyond the Basics"

We also launched a brand-new workshop this past year: Beyond the Basics. Designed for experienced practitioners, this three-day session focused on refining facilitation skills and fostering peer connection. Held alongside our foundational three-day workshop in St. Louis, it gave participants a chance to build on their expertise while engaging with a supportive community. We are excited to run it again next year—stay tuned!

POGIL Pop-Ins

These hour-long virtual sessions are tailored for instructors from or serving historically marginalized groups. Led by members of The Project's strategic teams that support inclusivity, Pop-Ins offer early-career POGIL practitioners a welcoming space to plan classes, troubleshoot challenges, and celebrate wins together.





630+

PRACTITIONERS SERVED

34

SCHOLARSHIPS AWARDED



55

ACTIVITIES SUBMITTED TO THE
POGIL ACTIVITY CLEARINGHOUSE

2

ACTIVITY COLLECTIONS
ENDORSED



221

DONORS

1,350+

VOLUNTEER HOURS DONATED



eSeries Offerings

Our six eSeries events gave dozens of practitioners a chance to explore fresh topics, including identifying student strengths, integrating OpenSciEd with POGIL, and articulating facilitator values. These bite-sized learning events continue to provide timely, relevant, and energizing content.

POGIL National Meeting

In early summer, 55 practitioners gathered virtually for four days of strategic collaboration. Participants refined goals, shared ideas across teams, and deepened connections. Chris Bauer's inspiring plenary session sparked a new initiative: a Networks task force/Learning Communities strategic team reading group, launching soon!

National Conference to Advance POGIL Practice

More than 60 educators convened in June at Emory University in Atlanta for one of our most energizing conferences yet. The ideas, energy, and enthusiasm—especially from a vibrant cohort of new practitioners—made it a truly standout event.

Many thanks to our two incredible plenary speakers, who inspired and moved us with their talks. Ellen Iverson, Director of the Science Education Resource Center, helped us all sharpen our formative assessment skills, while Jayne Sommers, Associate Professor and Chair of the Department of Educational Leadership at University of St. Thomas, explored how the principles of inclusive pedagogy can deepen our practice of POGIL.

High School Activities for a New Era of Teaching & Learning

When The POGIL Project unveiled its updated AP Chemistry collection at the Biennial Conference on Chemical Education last year, the excitement was palpable.

“People would come by the booth, and they could feel the buzz of the educators waiting for this book,” said **Laura Trout**, The Project’s Content and Materials Coordinator and a chemistry teacher at Lancaster Country Day School. “They would hear about it and say, ‘Oh, maybe I should take a workshop!’”

Between 2008 and 2011, Trout led a team of educators in creating original POGIL activity collections for AP and General Chemistry, as well as AP and General Biology. More than a decade later, she reconvened many of her original team members over Zoom to revise and expand the editions that thousands of

teachers have come to love.

In addition to aligning activity learning objectives more closely with the College Board’s guidelines, the revision teams concentrated on building in questions that develop student process skills. “We’re giving students more direction on how to work as a team and strengthen their collaboration skills,” Trout explained.

Courtney Macdonald, a former educator and 2023 PEACH award winner who contributed to the general chemistry collection, believes the new activities are also much more “user friendly.”

“We were really intentional about using process skills that might be easier for students to learn, like oral communication or written communication, in early activities,” explained Macdonald. She emphasized how both content knowledge and process skills now build more inten-



tionally from one activity to the next. “Teachers have a lot on their plate, and we should do anything we can to make their lives easier,” she said.

For **Susan Richardson**, a retired biology teacher and leader of the biology revision team, it’s exciting to see the natural evolution of the activity collections.

“The activities we’re writing now are very modern and up-to-date,” said Richardson, who also serves as Publications Liaison for The Project. “I think they prepare students for the world that they are living in: one shaped by Google and AI. But I don’t think you can AI process skills,” she said.

Her hope is that students carry these skills beyond the classroom. “We’ve seen students who, once they’ve learned to use POGIL, begin to apply those habits elsewhere. In other settings they’ll say, ‘What do you think? What are your ideas? Let’s break this down.’ That kind of critical thinking sticks.”

Educators, too, have grown through

the process. **Paula Butler**, a chemistry teacher at Cincinnati Country Day School, said one of the most rewarding aspects of revising the collections was the collaboration itself.

“The actual process of revising the book ended up teaching all of us more chemistry,” said Butler. “We probably weren’t expecting that going in, but it certainly was an unusual and unexpected benefit of those Zoom sessions.”

“In addition to using the POGIL materials that we developed in my classroom, The Project has been of personal benefit to me and helped me continue to grow as a chemistry teacher, even late in my career,” she added.

Trout also underscored the unique sense of community that emerged within the revision teams. Meeting twice a month through the pandemic and beyond, they found camaraderie in a profession that often feels isolating.

“The majority of chemistry teachers in the US might be *the* chemistry teacher

at their school,” said Trout, who said the opportunity to collaborate with this many chemists was rare. “I think it’s been invaluable professional development for us as teachers,” she added.

When the last AP Chemistry meeting ended and the materials were finally off to the printers, Trout said the team felt sad to wind down. “We all sat and stared at Zoom because we weren’t scheduling another meeting. People said, ‘What am I going to do without this meeting twice a month?’” she recalled.

With the AP Chemistry collection complete and other collections moving through the endorsement process, teams are now watching the fruits of years of collaboration come to life. □

I don’t think you can
AI process skills.

— SUSAN RICHARDSON

POGIL Practitioners in the Spotlight

Palaver Strings Premieres Boquiren's "Panalangin" at Newport Classical Music Festival

In honor of his mentor John McDonald, **Sidney Boquiren** composed "Panalangin," a piece for string quartet. Boquiren later arranged the composition for Palaver Strings, a 13-person orchestra, which premiered the piece during this summer's Newport Classical Music Festival. "Panalangin" is the Tagalog word for "prayer."

Trout Named to AACT Governing Board

Laura Trout was recently named the ACS Division of Chemical Education (DivCHED) representative to the American Association of Chemistry Teachers (AACT) Governing Board.

The POGIL Project Wins Regional Recognition for POGIL Podcast

The POGIL Project team earned a silver "CUPPIE" award from College and University Public Relations & Associated Professionals for its season four episode, "Talking About Teaching."

THE
POGIL
PODCAST

IN SEASON FIVE of The POGIL Podcast, hosts **Alex Grushow** and **Siobhan Julian** joined producer **Wayne Pearson** to peek behind the scenes of The POGIL Project.

They discussed new opportunities for professional development, including advancing your POGIL practice, using technology in guided inquiry classrooms, and writing your teaching story.

The POGIL Podcast will be on hiatus in 2025-26, but please dip back into the archives wherever you listen to podcasts.

WWW.POGIL.ORG/NEWS3/PODCAST



New Endorsed Collections on the Horizon

We're proud to announce that two new titles were endorsed this summer and will be available in the coming year:

- ▶ *POGIL Activities for AP Biology, 2nd Edition*
- ▶ *College Chemistry Concepts*

POGIL Activity Clearinghouse (PAC)

The PAC continues to grow, reaching new members of The Project and expanding into new disciplines.

Thank you to all the practitioners who work so hard to develop, test, and review activities, so we can publish the best possible collections for our community!

For more information or to submit activities for endorsement, please visit

<https://pogil.org/authoring-materials>



55
ACTIVITIES
SUBMITTED

350+
TOTAL USERS

ACTIVITIES
SUBMITTED ACROSS
17
DISCIPLINES

From Facebook to Zoom: The Networks Task Force Offers Connection at a Click

The early days of COVID isolation gave members of The POGIL Project an unexpected opportunity to build community digitally. With more than 10,000 practitioners spread across the country, it wasn't always easy to stay connected between in-person meetings.

Now, with a thousand-member-strong Facebook group, monthly Community Hours, and a book discussion group on the horizon, The Project is changing that.

"People got much more familiar with Zoom and what it could do, both in and out of the classroom," said **Wayne Pearson**, a retired inorganic chemistry professor and member of The Project's

Networks Task Force. "Getting in touch with people now is so much easier, and we've been very purposeful about our online presence," he added.

For **Jennifer Larson**, a biology professor and the co-chair of the task force, monthly meet-ups with other practitioners are an ideal way to help new educators find their footing as they explore the POGIL pedagogy.

"I think that's one of my favorite parts about some of the Community Hours," said Larson, recalling what it was like to be new to the organization. "Every once in a while, we'll get someone new dropping in to check things out. We can tell them a little bit more about The POGIL Project and what's



going on behind the scenes.”

As both Larson and Pearson point out, sometimes it takes a friendly face to encourage new practitioners to attend larger meetings like NCAPP, volunteer their time with a strategic team, or form an affinity group with educators from similar disciplines.

Digital Community Hours offer a launch pad for all of these efforts and serve as a way to bring the work of The Project back to practitioners. “Other strategic teams reaching out to us has been rewarding,” said Larson. “We now have this mechanism that can help them with their efforts to connect with others in the POGIL community.”

In addition to discussing Project efforts to improve diversity, equity, and inclusion, the task force also holds themed conversations during Community Hours. Topics

have ranged from AI in education to supporting students through the lingering social and academic after-effects of COVID.

But the main goal, Larson emphasized, is always to provide support. “It offers ways for community members to network with one another, interact, get ideas—even vent,” said Larson, who also enjoys connecting with other educators who share the same values about teaching.

“POGIL is just a lot more fun when you’re with a community of people,” she added. “Everyone is really engaged in active learning and evidence-based teaching practices. They want to empower their students to learn. And being part of a group of people that all have that focus is just great.”

For Pearson, helping The Project deepen its community practice is also

a way of giving back. “I found POGIL late in my teaching career, and it reinvigorated me,” he explained. “I don’t know that I would have had as long of a career if it hadn’t been for POGIL. I had the same old lectures and the same tired way of doing things, and I just felt that I needed to give something back to The Project.”

“I get to meet so many people through the Networks Task Force,” Pearson added. “That’s the bottom line. For me, The Project is about the people—and about the students.” □

POGIL is just a lot more fun when you’re with a community of people.

— JENNIFER LARSON



The Project Honors POGIL PEACH Recipients



Each year, we recognize significant and enthusiastic contributions by secondary and post-secondary practitioners who are new to The Project with the POGIL Early Achievement (PEACH) Award. Here's to our 2025 honorees!



Sidney Marquez Boquiren

Adelphi University, Garden City, NY

Sidney is Professor of Music at Adelphi University, where he directs the Improvisation Ensemble and teaches courses in music theory and composition. He currently chairs a strategic team and is working on a SPUR+ grant. Over the summer, he served as co-facilitator for the 2024 PNM Orientation.



Ryan Palmer

Lake Washington High School, Kirkland, WA

Ryan teaches biology at Lake Washington High School, where he began writing his own guided inquiry activities, including more than 20 activities for his astronomy classes. He has co-facilitated multiple POGIL trainings in his school, district, and state, most recently the 2024 WSTA Conference in Spokane, WA.

Announcing General Chemistry Large Lecture Transformation Awardees

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This year, we're pleased to support seven practitioners who teach general chemistry in classes of more than 75 students.

This new award provides mentorship and support for POGIL training, including workshops with faculty and graduate students at five institutions.

The first training sessions took place over summer 2025, and facilitators will begin implementing POGIL in large chemistry classrooms across the country this fall.

A hearty congratulations to the following recipients:

- ▶ **Paulette Vincent-Ruz** and **Corey Frank**, New Mexico State University
- ▶ **Troy Alivio**, Nicholls State University
- ▶ **Julie Donnelly**, University of Central Florida
- ▶ **Stephen Urquhart** and **Eric Price**, University of Saskatchewan
- ▶ **Derek Behmke**, Virginia Commonwealth University



UNIVERSITY OF
CENTRAL FLORIDA



Building and Sustaining New Learning Communities from Atlanta to Lancaster

Patrick Cafferty, Teaching Professor and Director of Undergraduate Studies in the Emory University biology department, has long wished for more opportunities to meet new colleagues from other Atlanta-area colleges and universities.

Now, he gets a chance to “create local community” using the POGIL methodology as a point of connection.

Together with **Eladio Abreu**, an Associate Teaching Professor of Biology at Emory, Cafferty co-chairs The Project’s strategic team for developing learning ecosystems for historically marginalized groups.

For the past year, the team conducted outreach at Spelman and Morehouse Colleges, as well as with local secondary school districts.

In addition to holding an informal social hour called “Pints and POGIL” at a local brewery, Cafferty invited curious educators to attend his physiology classes and observe POGIL in action.

Several POGIL newcomers took him up on the offer, including the Associate Director of Emory’s Teaching and Learning Center and a colleague in computer science from nearby Clark Atlanta University.

Visitors wanted to see “how the class was organized and how the POGIL activity was integrated into the greater structure of the class,” said Cafferty.

“Even people with general education backgrounds said they learned something, and they enjoyed seeing all the students engaged,” he added. (In

one class, his students learned about electrical activity of the heart and interpreted ECGs.)

By opening up his classroom, Cafferty hopes to shed light on everything POGIL—as both a methodology and a community—has to offer. “POGIL exists in the periphery for a lot of educators,” he explained. “Having these local events, especially holding the workshops locally, is really helpful.”

Over the next year, the strategic team will focus on increasing its outreach and reducing any barriers to attendance, whether that’s transportation or other costs.

“It seems to me that whenever people learn of POGIL, they take something away from it,” said Cafferty. “In our department, I see people taking POGIL elements and improving their own class by adopting the facilitation practices or having students use roles.

I think that’s great.”

While Cafferty and his colleagues are working to strengthen connections across Atlanta, similar efforts are underway hundreds of miles north. Back at Project headquarters in Lancaster, PA, the National Office staff is launching a new ecosystems initiative focused on the Keystone Corridor that runs from Harrisburg to Philadelphia.

“In my mind, creating a network is not just about making more people aware of POGIL, but it’s also about trying to tap into and capture the interest of people who are currently in the network,” said **Marcy Dubroff**, Associate Director of The POGIL Project. “What’s going to draw them in and pull them together?”

Like Cafferty, she hopes this effort will provide educators with many points of entry, from classroom observations and POGIL workshops

to local field trips.

“The fact that POGIL is a practitioner-led organization is really important,” said Dubroff. “Putting that opportunity forward in the region, so that practitioners have opportunities to step into leadership roles is something that I would really like to see.”

“I also think community is what sustains you,” she added. “When you know and are connected well to other people, that energizes you.” □

It seems to me that
whenever people learn
of POGIL, they take
something away from it.

— PATRICK CAFFERTY



POGIL's Impact on Teaching & Learning

For every teacher who has access to The Project's professional development workshops and events, entire classrooms experience better learning outcomes.

I love using POGIL because it increases student engagement and discourse. It gets students who are normally silent and afraid to speak up to become very loud, passionate, and engaged.

—LIZ MUNDY,
CHEMISTRY, WATERTOWN HIGH SCHOOL,
WATERTOWN, MA

SINCE 2012, WE HAVE:

OFFERED

520+

WORKSHOPS &
EVENTS

SERVED

15,600+

EDUCATORS

REACHED AN ESTIMATED

405,000+

STUDENTS



WHY I GIVE

I give to The POGIL Project because this is a passionate, thoughtful community of fellow educators that I hold up as role models. I want to be a part of that community and bring other educators into that community, in order to make our professional lives as teachers more fulfilling, and to help our students achieve what we know they're capable of.

—AN-PHONG LE
BLACKSTONE ACADEMY CHARTER SCHOOL



WHY I GIVE

The POGIL Project is a learner-centered community that is authentic and true to itself. It has been intentional in developing a community that engages students and where the faculty and teachers become more effective in the classroom. I support POGIL because it supports me: as a teacher and as a person.

—CHARITY FLENER LOVITT
UNIVERSITY OF WASHINGTON BOTHELL



WHY I GIVE

I give to The POGIL Project because I really value the work that The Project does. It builds community among very different types of educators. We all come together because we value learning and student-centered activities in our classroom.

—EILEEN KOWALSKI
U.S. MILITARY ACADEMY WEST POINT

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Spotlight on The Spencer Fund

Established in 2020, The Jim and Kathy Spencer Fund to Advance POGIL Practice is a scholarship fund dedicated to supporting educators who wish to attend the National Conference to Advance POGIL Practice.

Thank you to everyone who has contributed to the Spencer Fund to help us exceed our initial goal of \$100,000. We're so proud to carry out the legacy of Jim and Kathy Spencer through our work!

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\$3,975

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\$7,725

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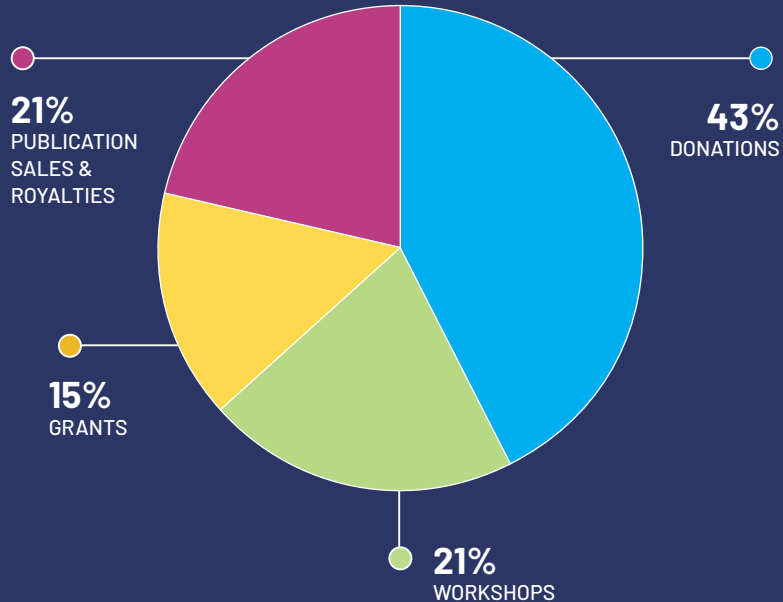
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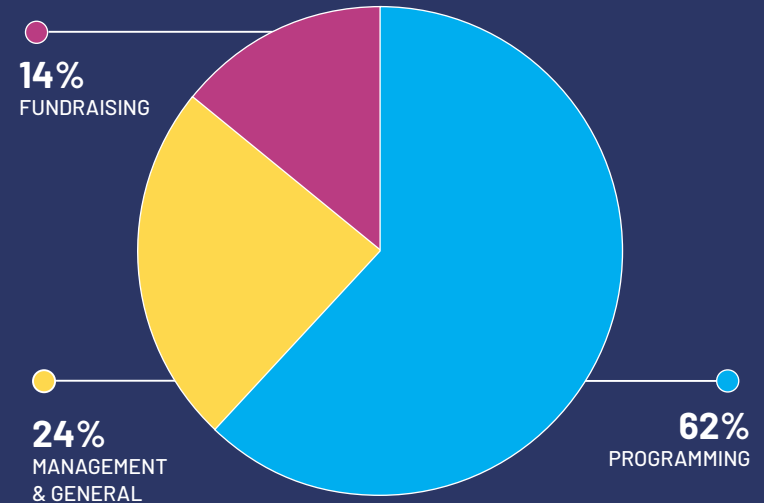
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FISCAL YEAR 2024

REVENUE SOURCES



EXPENSES AS % OF BUDGET





Together
We POGIL®

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