

## Answers Pogil Activity: Glycolysis and the Krebs Cycle

1. Refer to Model 1.
  - a. What molecule from food is the primary reactant for glycolysis?
    - i. Glucose
  - b. How many carbon atoms are in that reactant molecule?
    - i. Six carbon atoms
2. The carbon atoms from glucose end up in pyruvate molecules as a product of glycolysis.
  - a. How many carbon atoms are in a pyruvate molecule?
    - i. Three carbon atoms
  - b. How many pyruvate molecules are made from each glucose molecule?
    - i. Two pyruvate molecules are made from each glucose molecule.
3. Does the process of glycolysis require an input of energy? Provide specific evidence from Model 1 to support your answer.
  - a. Glycolysis needs two ATP molecules to convert glucose.
4. Refer to Model 1. Propose an explanation for why the author of this activity put PGAL at the highest point in the Model 1 diagram.

The PGAL molecule has a higher potential energy than the glucose molecule. The energy from the ATP energy converting into ADP increase the potential
5. Does pyruvate have more or less potential energy than glucose? Provide specific evidence from Model 1 to support your answer.
  - a. Pyruvate has less potential energy than glucose, in the model we see an arrow that indicates the amount of potential energy in the step of the process. In the model, pyruvate is indicated to have a lower potential energy level.
6. What is the net production of ATP by glycolysis?
  - a. The net gain of ATP in glycolysis is two.
7. What molecule acts as an electron acceptor in glycolysis?
  - a. NADH

# Pogil Chapter 7

**Léo Pomar**



## **Pogil Chapter 7:**

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor's role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

*Making Chemistry Relevant* Sharmistha Basu-Dutt, 2010-02-19 Unique new approaches for making chemistry accessible to diverse students Students interest and achievement in academics improve dramatically when they make connections between what they are learning and the potential uses of that knowledge in the workplace and or in the world at large Making Chemistry Relevant presents a unique collection of strategies that have been used successfully in chemistry classrooms to create a learner sensitive environment that enhances academic achievement and social competence of students Rejecting rote memorization the book proposes a cognitive constructivist philosophy that casts the teacher as a

facilitator helping students to construct solutions to problems Written by chemistry professors and research groups from a wide variety of colleges and universities the book offers a number of creative ways to make chemistry relevant to the student including Teaching science in the context of major life issues and STEM professions Relating chemistry to current events such as global warming pollution and terrorism Integrating science research into the undergraduate laboratory curriculum Enriching the learning experience for students with a variety of learning styles as well as accommodating the visually challenged students Using media hypermedia games and puzzles in the teaching of chemistry Both novice and experienced faculty alike will find valuable ideas ready to be applied and adapted to enhance the learning experience of all their students

**Process Oriented Guided Inquiry Learning (POGIL)** Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

**Chemistry** James N. Spencer, George M. Bodner, Lyman H. Rickard, 2010-12-28 Chemistry Structure and Dynamics 5th Edition emphasises deep understanding rather than comprehensive coverage along with a focus on the development of inquiry and reasoning skills While most mainstream General Chemistry texts offer a breadth of content coverage the Spencer author team in contrast focuses on depth and student preparation for future studies The fifth edition is revised in keeping with our commitment to the chemical education community and specifically the POGIL Process Oriented Guided Inquiry Learning Project This text reflects two core principles first that the concepts that are covered are fundamental building blocks for understanding chemistry and second that the concepts should be perceived by the students as being directly applicable to their interests and careers The authors further provide this core coverage using 1 of 3 models data driven chemical theories and student understanding which allows for a more concrete foundation on which students build conceptual understanding

**Chemists' Guide to Effective Teaching** Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry

**Analytical Chemistry** Juliette Lantz, Renée Cole, The POGIL Project, 2014-12-31 An essential guide to inquiry approach instrumental analysis Analytical Chemistry offers an essential guide to inquiry approach instrumental analysis collection The book focuses on more in depth coverage and information about an inquiry approach This authoritative guide reviews the basic principles and techniques Topics covered include method of standard the microscopic view of electrochemistry calculating cell potentials the BerriLambert atomic and molecular absorption processes vibrational modes mass spectra interpretation and much more

A Practical Guide for

Developing Cross-Disciplinary Collaboration Skills David Gosselin, 2023-08-23 Solutions to societal and organizational problems require people from diverse fields of expertise to effectively work in team based collaborative environments To create these environments we need to address a myth in modern culture that people have natural abilities to collaborate and work together Collaboration and teamwork are skills As such these skills need to be learned and practiced Commonly collaboration is learned through trial and error Team members have little or no training in how to effectively and efficiently harness the diversity of strengths among team members and maximize their contributions to the team The purpose of this book is to provide a practical process oriented guide that at its most fundamental level is about building relationships and promoting communication and learning among diverse groups of individuals that results in creative collaborative and inclusive problem solving environments This volume provides explicit approaches and processes that will help team members more effectively and efficiently create new knowledge and solutions for societal and organizational problems through collective action

**Student Reasoning in Organic Chemistry** Nicole Graulich, Ginger Shultz, 2022-12-21 Reasoning about structure reactivity and chemical processes is a key competence in chemistry Especially in organic chemistry students experience difficulty appropriately interpreting organic representations and reasoning about the underlying causality of organic mechanisms As organic chemistry is often a bottleneck for students success in their career compiling and distilling the insights from recent research in the field will help inform future instruction and the empowerment of chemistry students worldwide This book brings together leading research groups to highlight recent advances in chemistry education research with a focus on the characterization of students reasoning and their representational competencies as well as the impact of instructional and assessment practices in organic chemistry Written by leaders in the field this title is ideal for chemistry education researchers instructors and practitioners and graduate students in chemistry education

*Fisheries and Aquacultures Development in Sabah* Fadzilah Majid Cooke, Ejria Salleh, Lee Hock Ann, 2017-06-18 Fisheries and Aquaculture Development in Sabah implications for Society Culture and Ecology builds on a trend in studies of social change of taking the environment seriously Coming from the disciplines of sociology economics and marine science the authors deal with issues of sustainability in economic social and ecological terms The overall political ecology approach of the book diversifies into sub themes as the chapters engage with frameworks on the ecological limits of economic development entitlements and well being participatory development gender and knowledge production science and citizenship as well as the symbolic and material value of national and international borders Ecological aquaculture introduces new livelihood opportunities as well as losses And it has a degree of ecological costs depending on environmental conditions and power relations that affect local production We argue in this book that social and environmental justice issues are connected so that effective solutions to environmental problems can only be devised if the social justice issues are paid attention to This general thrust in placing centre stage social and environmental justice issues is not unique to Sabah since these are issues experienced by developing

countries similarly positioned in their dependence on natural resources for economic development

**Cooperative Learning in Higher Education** Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning. If you've been interested in cooperative learning but wondered how it would work in your discipline, this book provides the necessary theory and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels. The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon and cross-reference each other's chapters describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

**Chemical Pedagogy** Keith S. Taber, 2024-12-20 How should chemistry be taught in schools, colleges, and universities? Chemical Pedagogy discusses teaching approaches and techniques, the reasoning behind them, and the evidence for their effectiveness. The book surveys a wide range of different pedagogic strategies and tactics that have been recommended to better engage learners and provide more effective chemistry teaching. These accounts are supported by an initial introduction to some key ideas and debates about pedagogy, the science of teaching. Chemical Pedagogy discusses how teaching innovations can be tested to inform research-based practice. Through this book, the author explores the challenges of carrying out valid experimental studies in education and the impediments to generalising study results to diverse teaching and learning contexts. As a result, the author highlights both the need to read published studies critically and the value of teachers and lecturers testing out recommended innovations in their own classrooms. Chemical Pedagogy introduces core principles from research into human cognition and learning to provide a theoretical perspective on how to best teach for engagement and understanding. An examination of some of the more contentious debates about pedagogy leads to the advice to seek optimally guided instruction which balances the challenge offered to learners with the level of support provided. This provides a framework for discussing a wide range of teaching approaches and techniques that have been recommended to those teaching chemistry across educational levels, including both those intended to replace teaching from the front and others that can be built into traditional lecture courses to enhance the learning experience.

*Developing and Sustaining a Research-supportive Curriculum* Kerry K. Karukstis, Timothy E. Elgren, 2007 This compendium of successful curricular and institutional practices to develop critical research skills emphasized the importance of the collective efforts of the undergraduate community to integrate research and education. By

collecting and disseminating a variety of mechanisms that are effective means of creating a research supportive undergraduate curriculum the Council on Undergraduate Research aims to encourage faculty and institutions to continue to seek creative useful and significant ways to promote learning through research Publisher s description     Research and Practice in Chemistry Education Madeleine Schultz,Siegbert Schmid,Gwendolyn A. Lawrie,2019-04-06 This book brings together fifteen contributions from presenters at the 25th IUPAC International Conference on Chemistry Education 2018 held in Sydney Written by a highly diverse group of chemistry educators working within different national and institutional contexts with the common goal of improving student learning the book presents research in multiple facets of the cutting edge of chemistry education offering insights into the application of learning theories in chemistry combined with practical experience in implementing teaching strategies The chapters are arranged according to the themes novel pedagogies dynamic teaching environments new approaches in assessment and professional skills each of which is of substantial current interest to the science education communities Providing an overview of contemporary practice this book helps improve student learning outcomes Many of the teaching strategies presented are transferable to other disciplines and are of great interest to the global community of tertiary chemistry educators as well as readers in the areas of secondary STEM education and other disciplines     Teaching at Its Best Todd D. Zakrajsek,Linda B. Nilson,2023-02-02 A complete accessible evidence based guide to better teaching in higher education This higher education playbook provides a wealth of research backed practices for nearly every aspect of effective teaching throughout higher education It is filled with practical guidance and proven techniques designed to help you improve student learning both face to face and online Already a bestselling research based toolbox written for college instructors of any experience level Teaching at Its Best just got even better What is new A lot For this updated 5th edition Todd Zakrajsek joins Linda Nilson to create a powerful collaboration drawing on nearly 90 combined years as internationally recognized faculty developers and faculty members One of the most comprehensive books on effective teaching and learning the 5th edition of Teaching at its Best brings new concepts new research and additional perspectives to teaching in higher education In this book you will find helpful advice on active learning interactive lecturing self regulated learning the science of learning giving and receiving feedback and so much more Each chapter has been revised where necessary to reflect current higher education pedagogy and now includes two reflection questions and one application prompt to reflect on your teaching and stimulate peer discussions Discover the value of course design and how to write effective learning outcomes Learn which educational technology is worthwhile and which is a waste of time Create a welcoming classroom environment that boosts motivation Explore detailed explanations of techniques formats activities and exercises both in person and online Enjoy reading about teaching strategies and educational concepts Whether used as a resource for new and seasoned faculty a guide for teaching assistants or a tool to facilitate faculty development this research based book is highly regarded across all institutional types     P'ungsu Hong-key Yoon,2017-12-04 This book is a milestone

in the history of academic research on the development and role of geomancy fengshui in Chinese and p ungsu in Korean in Korean culture and society As the first interdisciplinary work of its kind it investigates many topics in geomancy studies that have never been previously explored and contains contributions from a number of disciplines including geography historical studies environmental science architecture landscape architecture religious studies and psychoanalysis While almost all books in English about geomancy are addressed to general readers as practical guides for divining auspicious locations P ungsu is a work of rigorous scholarship that documents analyzes and explains past and current practices of geomancy Its readers will better understand the impact of geomancy on the Korean cultural landscape and appreciate the significant ecological principles embedded in the geomantic traditions of Korea while researchers will discover new insights and inspirations for future research on geomancy not only in Korea but in China and elsewhere **How to Use**

**Evidence-Based Dental Practices to Improve Clinical Decision-Making** American Dental Association,Alonso Carrasco-Labra,Romina Brignardello-Petersen,,Michael Glick,Amir Azarpazhooh,Gordon Guyatt,2019-11-15 This book is a one stop resource for learning how to harness the power of the latest scientific information and optimize patient care How to Use Evidence Based Dental Practices to Improve Your Clinical Decision Making is the definitive resource for dental students and practitioners who want to learn from leaders in the field of evidence based dentistry EBD quickly conduct searches for the latest research master the skill of critically appraising clinical studies confidently apply the latest research to patient care teach others how to inform their practice with the latest clinical evidence and access everything they need to become an EBD all star The ADA Center for Evidence Based Dentistry oversaw the development of this publication Dental teams and educators alike will find it a useful resource for incorporating the most up to date scientific evidence in clinical decisions and instilling others with the curious mindset needed to provide evidence based health care Includes link to e book [Peer Coaching in Higher Education](#) Barbara L. Gottesman,2009-10-15 Peer Coaching in Higher Education describes a simple five step method for the improvement of teaching in colleges and universities Professors and instructors in small groups as departmental faculty or as inter and intra departmental partners can increase faculty collegiality and improve their teaching techniques for increases in student learning Gottesman explains the theory and practice of peer coaching specifically describing its application among the faculty and students of five universities She provides directions for a faculty conducting its own peer coaching seminar including necessary hand outs and examples Actual peer coaching exchanges give faculty ideas about the extended applications of this process [Making Scientists](#) Gregory Light,2013-03-05 Gregory Light and Marina Micari reject the view that science technology engineering and mathematics are elite disciplines restricted to a small number with innate talent Rich in concrete advice Making Scientists offers a new paradigm of how scientific subjects can be taught at the college level to underrepresented groups [Discipline-Based Education Research](#) National Research Council,Division of Behavioral and Social Sciences and Education,Board on Science Education,Committee on the Status,

Contributions, and Future Directions of Discipline-Based Education Research, 2012-08-27 The National Science Foundation funded a synthesis study on the status contributions and future direction of discipline based education research DBER in physics biological sciences geosciences and chemistry DBER combines knowledge of teaching and learning with deep knowledge of discipline specific science content It describes the discipline specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding Discipline Based Education Research is based on a 30 month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science technology engineering and mathematics STEM education This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning The book provides empirical research on undergraduate teaching and learning in the sciences explores the extent to which this research currently influences undergraduate instruction and identifies the intellectual and material resources required to further develop DBER Discipline Based Education Research provides guidance for future DBER research In addition the findings and recommendations of this report may invite if not assist post secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines as well as guide instruction and assessment across natural science courses to improve student learning The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction Discipline Based Education Research will be of interest to educators policy makers researchers scholars decision makers in universities government agencies curriculum developers research sponsors and education advocacy groups *Exploring More Signature Pedagogies* Nancy L.

Chick, Aeron Haynie, Regan A. R. Gurung, 2023-07-03 What is distinctive about the ways specific disciplines are traditionally taught and what kinds of learning do they promote Do they inspire the habits of the discipline itself or do they inadvertently contradict or ignore those disciplines By analyzing assumptions about often unexamined teaching practices their history and relevance in contemporary learning contexts this book offers teachers a fresh way to both think about their impact on students and explore more effective ways to engage students in authentic habits and practices This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions critically returning to Lee S Shulman's origins of the concept of signature pedagogies This volume also differs from the first by including authors from across the United States as well as Ireland and Australia The first section examines the signature pedagogies in the humanities and fine arts fields of philosophy foreign language instruction communication art and design and arts entrepreneurship The second section describes signature pedagogies in the social and natural sciences political science economics and chemistry Section three highlights the interdisciplinary fields of Ignatian pedagogy women's studies and disability studies and the book concludes with four chapters on professional pedagogies nursing occupational therapy social

work and teacher education that illustrate how these pedagogies change as the social context changes as their knowledge base expands or as online delivery of instruction increases

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### **Table of Contents Pogil Chapter 7**

1. Understanding the eBook Pogil Chapter 7
  - The Rise of Digital Reading Pogil Chapter 7
  - Advantages of eBooks Over Traditional Books
2. Identifying Pogil Chapter 7
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Pogil Chapter 7
  - User-Friendly Interface
4. Exploring eBook Recommendations from Pogil Chapter 7
  - Personalized Recommendations
  - Pogil Chapter 7 User Reviews and Ratings
  - Pogil Chapter 7 and Bestseller Lists

5. Accessing Pogil Chapter 7 Free and Paid eBooks
  - Pogil Chapter 7 Public Domain eBooks
  - Pogil Chapter 7 eBook Subscription Services
  - Pogil Chapter 7 Budget-Friendly Options
6. Navigating Pogil Chapter 7 eBook Formats
  - ePub, PDF, MOBI, and More
  - Pogil Chapter 7 Compatibility with Devices
  - Pogil Chapter 7 Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Pogil Chapter 7
  - Highlighting and Note-Taking Pogil Chapter 7
  - Interactive Elements Pogil Chapter 7
8. Staying Engaged with Pogil Chapter 7
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Pogil Chapter 7
9. Balancing eBooks and Physical Books Pogil Chapter 7
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Pogil Chapter 7
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Pogil Chapter 7
  - Setting Reading Goals Pogil Chapter 7
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Pogil Chapter 7
  - Fact-Checking eBook Content of Pogil Chapter 7
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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