

POGIL 2 Ions

How are ions made from neutral atoms?

You have learned that not all atoms of an element are the same. Variation in the number of neutrons results in different isotopes of the element. In this activity we will explore another variation that can take place—the loss and gain of electrons. The exchange of electrons between atoms is a very common way for chemical change to take place. We will see it many times throughout the year.

1. Use Diagram 1 on the next page to complete the following table.

	Metal or Nonmetal	Number of protons in the atom	Number of protons in the ion	Number of neutrons in the atom	Number of neutrons in the ion	Number of electrons in the atom	Number of electrons in the ion	Charge on the ion
Lithium	metal	3	3	4	4	3	2	1+
Magnesium	<i>Metal</i>	12	12	12	12	12	10	2+
Aluminum	<i>Metalloid</i>	13	13	14	14	13	10	3+
Fluorine	<i>Non metal</i>	9	9	10	10	9	10	1-
Oxygen	nonmetal	8	8	8	8	8	10	2-
Nitrogen	<i>Non metal</i>	7	7	7	7	7	10	3-

2. Based on the table you completed in Question 1, what distinguishes a neutral atom from an ion?

A neutral atom has the same number of protons and electrons (no charge). An ion has a charge (# of protons does not equal # of electrons).

3. Examine the isotope symbols in Diagram 1.

- a. Where is the ion charge located in the isotope symbol?

Top right corner

- b. Is a charge indicated on the neutral atoms? If yes, where is it located?

No

4. Which subatomic particle carries a positive charge?

Protons are positive

5. Which subatomic particle carries a negative charge?

Electrons are negative

6. Propose a mathematical equation to calculate the charge on an ion from the number of protons and electrons in an ion. Confirm that your equation works using two positive ion examples and two negative ion examples from Diagram 1.

The charge of an ion = # of protons - # of electrons

Pogil Answer Key

Michael P. Garoutte

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

Pogil Answer Key:

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

Introductory Chemistry Michael P. Garoutte, Ashley B. Mahoney, 2015-08-10 The ChemActivities found in *Introductory Chemistry A Guided Inquiry* use the classroom guided inquiry approach and provide an excellent accompaniment to any one semester *Introductory text* Designed to support Process Oriented Guided Inquiry Learning POGIL these materials provide a variety of ways to promote a student focused active classroom that range from cooperative learning to active student participation in a more traditional setting

General, Organic, and Biological Chemistry Michael P. Garoutte, 2014-02-24 Classroom activities to support a General Organic and Biological Chemistry text Students can follow a

guided inquiry approach as they learn chemistry in the classroom General Organic and Biological Chemistry A Guided Inquiry serves as an accompaniment to a GOB Chemistry text It can suit the one or two semester course This supplemental text supports Process Oriented Guided Inquiry Learning POGIL which is a student focused group learning philosophy of instruction The materials offer ways to promote a student centered science classroom with activities The goal is for students to gain a greater understanding of chemistry through exploration *Redefining Teacher Education and Teacher Preparation Programs in the Post-COVID-19 Era* Bull, Prince Hycy, Patterson, Gerrelyn Chunn, 2021-12-17 Due to the COVID 19 pandemic teacher preparation programs modified their practices to fit the delivery modes of school districts while developing new ways to prepare candidates Governmental agencies established new guidelines to fit the drastic shift in education caused by the pandemic and P 12 school systems made accommodations to support teacher education candidates The pandemic disrupted all established systems and norms however many practices and strategies emerged in educator preparation programs that will have a lasting positive impact on P 20 education and teacher education practices Such practices include the reevaluation of schooling practices with shifts in engagement strategies instructional approaches technology utilization and supporting students and their families *Redefining Teacher Education and Teacher Preparation Programs in the Post COVID 19 Era* provides relevant innovative practices implemented across teacher education programs and P 20 settings including delivery models training procedures theoretical frameworks district policies and guidelines state national and international standards digital design and delivery of content and the latest empirical research findings on the state of teacher education preparation The book showcases best practices used to shape and redefine teacher education through the COVID 19 pandemic Covering topics such as online teaching practices simulated teaching experiences and emotional learning this text is essential for preservice professionals paraprofessionals administrators P 12 faculty education preparation program designers principals superintendents researchers students and academicians **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

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

Science Inquiry, Argument and Language ,2019-02-18 Science Inquiry Argument and Language describes research that has focused on addressing the issue of embedding language practices within science inquiry through the use of the Science Writing Heuristic approach In recent years much attention has been given to two areas of science education scientific argumentation and science literacy The research into scientific argument have adopted different orientations with some focusing on science argument as separate to normal teaching practices that is teaching students about science argument prior to using it in the classroom context while others have focused on embedding science argument as a critical component of the inquiry process The current emphasis on science literacy has emerged because of greater understanding of the role of language in doing and reporting on science Science is not viewed as being separate from language and thus there is emerging research emphasis on how best to improving science teaching and learning through a language perspective Again the research orientations are parallel to the research on scientific argumentation in that the focus is generally between instruction separate to practice as opposed to embedding language practices within the science classroom context

Instructional Agility Cassandra Erkens,Tom Schimmer,Nicole Dimich,2017-10-27 The true power of assessment comes when emerging results determine what comes next in student learning This practical book empowers educators and their teams schools or districts to move seamlessly between instruction formative assessment and feedback improving school culture more effectively than traditional methods Instructional agility enhances ownership of learning proficiency and motivation for students and promotes a positive school culture Each chapter concludes with reflection questions that assist readers in determining next steps for supporting the whole child and the whole learning process Learn how to promote an agile culture of learning in school to increase student ownership of learning Discover how instructional agility fits within the six tenets of the essential assessment framework Learn how to foster and maintain a culture of learning in schools Gain strategies and tools to enhance instructional agility and assessment practices Examine examples of instructional agility in action Consider questions that help individual teachers and learning teams contemplate what they learned and their next steps for implementing for instructional agility strategies Contents Chapter 1 Establishing a Culture of Learning Chapter 2 Engineering Engaging Conversations Chapter 3 Questioning Chapter 4 Observing Chapter 5 Mobilizing Chapter 6 Practicing Chapter 7 Fostering a

Culture of Instructional Agility References and Resources 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 **Teaching Naked Techniques** José Antonio Bowen, C. Edward Watson, 2017-01-24 Put Teaching Naked to work in your classroom with clear examples and step by step guidance Teaching Naked Techniques TNT is a practical guide of proven quick ideas for improving classes and essential information for designing anything from one lesson or a group of lessons to an entire course TNT is both a design guide and a sourcebook of ideas a great companion to the award winning Teaching Naked book Teaching Naked Techniques helps higher education faculty design more effective and engaging classrooms The book focuses on each step of class preparation from the entry point and first encounter with content to the classroom surprise There is a chapter on each step in the cycle with an abundance of discipline specific examples plus the latest research on cognition and technology quick lists of ideas and additional resources By rethinking the how when and why of technology faculty are able to create exponentially more opportunities for practical student engagement Student centered activity driven and proven again and again these techniques can revolutionize your classroom Create more effective engaging lessons for higher education Utilize technology outside of the classroom to better engage during class time Examine discipline specific examples of Teaching Naked Techniques Prepare for each class step by step from the student s perspective Teaching Naked flips the classroom by placing the student s first contact with the material outside of class This places the burden of learning on the learner ensures student preparation and frees up class time for active engagement with the material for more effective learning and retention Teaching Naked Techniques is the practical guide for bringing better learning to your classroom *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 **Organic Chemistry** Suzanne M. Ruder, The POGIL Project, 2015-12-29 ORGANIC CHEMISTRY Mentoring Science Teachers in the Secondary School Saima Salehjee, 2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the

first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning science teachers through the lesson planning teaching and self evaluation processes Observations and pre and post lesson discussions and regular mentoring meetings Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices Building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills Supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils Developing autonomous science teachers with an attitude to promote the learning of science for all the learners Filled with tried and tested strategies based on the latest research Mentoring Science Teachers in the Secondary School is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike

Mobility for Smart Cities and Regional Development - Challenges for Higher Education Michael E. Auer,Hanno Hortsch,Oliver Michler,Thomas Köhler,2022-01-27 This book presents recent research on interactive collaborative learning We are currently witnessing a significant transformation in the development of education and especially post secondary education To face these challenges higher education has to find innovative ways to quickly respond to these new needs On the one hand there is a pressure by the new situation in regard to the COVID pandemic On the other hand the methods and organizational forms of teaching and learning at higher educational institutions have changed rapidly in recent months Scientifically based statements as well as excellent experiences best practice are absolutely necessary These were the aims connected with the 24th International Conference on Interactive Collaborative Learning ICL2021 which was held online by Technische Universität Dresden Germany on 22-24 September 2021 Since its beginning in 1998 this conference is devoted to new approaches in learning with a focus on collaborative learning in Higher Education Nowadays the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy In this way we try to bridge the gap between pure scientific research and the everyday work of educators This book contains papers in the fields of Teaching Best Practices Research in Engineering Pedagogy Engineering Pedagogy Education Entrepreneurship in Engineering Education Project Based Learning Virtual and Augmented Learning Immersive Learning in Healthcare and Medical Education Interested readership includes policymakers academics educators researchers in pedagogy and learning theory schoolteachers learning industry further and continuing education lecturers etc

Chemistry Education Javier García-Martínez,Elena Serrano-Torregrosa,2015-05-04 Winner of the CHOICE Outstanding Academic Title 2017 Award This

comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education Highly experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future Adopting a practice oriented approach the current challenges and opportunities posed by chemistry education are critically discussed highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them The main topics discussed include best practices project based education blended learning and the role of technology including e learning and science visualization Hands on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry students

Argumentation in Chemistry Education Sibel Erduran, 2022-06-29 Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations This book brings together leading researchers to draw attention to research policy and practice around the inclusion of argumentation in chemistry education

Creative Teaching in Primary Science Roger Cutting, Orla Kelly, 2014-10-20 Creative teaching has the potential to inspire deep learning using inventive activities and stimulating contexts that can capture the imagination of children This book enables you to adopt a creative approach to the methods and content of your primary science teaching practice and confidently develop as a science educator Key aspects of science teaching are discussed including planning for teaching and learning assessing primary science cross curricular approaches the intelligent application of technology sustainability education outdoor learning Coverage is supported by illustrative examples encouraging you to look at your own teaching practice your local community and environment your own interests and those of your children to deepen your understanding of what constitutes good science teaching in primary schools This is essential reading for students on primary initial teacher education courses on both university based BEd BA with QTS PGCE and schools based School Direct SCITT routes into teaching Dr Roger Cutting is an Associate Professor in Education at the Institute of Education at Plymouth University Orla Kelly is a Lecturer in Social Environmental and Scientific Education in the Church of Ireland College of Education

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 Online Teaching at Its Best Linda B. Nilson, Ludwika A. Goodson, 2021-06-16 Bring pedagogy and cognitive science to online learning environments Online Teaching at Its Best Merging Instructional Design with Teaching and Learning Research 2nd Edition is the scholarly resource for online learning that faculty instructional designers and administrators have raved about This book addresses course design teaching and student motivation across the continuum of online teaching modes remote hybrid hyflex and fully online integrating these with pedagogical and cognitive science and grounding its recommendations in the latest research The book will help you design or redesign your courses to ensure strong course alignment and effective student learning in any of these teaching modes Its emphasis on evidence based practices makes this one of the most scholarly books of its kind on the market today This new edition features significant new content including more active learning formats for small groups across the online teaching continuum strategies and tools for scripting and recording effective micro lectures ways to integrate quiz items within micro lectures more conferencing software and techniques to add interactivity and a guide for rapid transition from face to face to online teaching You ll also find updated examples references and quotes to reflect more evolved technology Adopt new pedagogical techniques designed specifically for remote hybrid hyflex and fully online learning environments Ensure strong course alignment and effective student learning for all these modes of instruction Increase student retention build necessary support structures and train faculty more effectively Integrate research based course design and cognitive psychology into graduate or undergraduate programs Distance is no barrier to a great education Online Teaching at Its Best provides practical real world advice grounded in educational and psychological science to help online instructors instructional designers and administrators deliver an exceptional learning experience even under emergency conditions

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Table of Contents Pogil Answer Key

1. Understanding the eBook Pogil Answer Key
 - The Rise of Digital Reading Pogil Answer Key
 - Advantages of eBooks Over Traditional Books
2. Identifying Pogil Answer Key
 - 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 Answer Key
 - User-Friendly Interface
4. Exploring eBook Recommendations from Pogil Answer Key
 - Personalized Recommendations
 - Pogil Answer Key User Reviews and Ratings
 - Pogil Answer Key and Bestseller Lists
5. Accessing Pogil Answer Key Free and Paid eBooks
 - Pogil Answer Key Public Domain eBooks

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