No Need to “Google It”

QEP terminology is expanding, so instead of “googling it,” here are terms and definitions College stakeholders will want to know. Don’t hesitate to practice using the words in a sentence during your next departmental meeting.

Tweaking Yes, Twerking No!

QEP Scholars met to discuss and revise the CT Scoring Guide. Revision is a strong word, so the word “tweak” is being used. The goal is to fine tune the existing scoring guide, so it becomes more explicit and effective for teaching and learning and scoring student artifacts. Since the scoring guide was designed for different types of assignments and disciplines, some of the words used are intentionally generic. Faculty are encouraged to incorporate the QEP Critical Thinking Scoring Guide into their classes.

Data Dynasty

The first annual Let’s RAD: Rendezvous Around Data meeting was exhilarating and intellectually stimulating. The QEP Taskforce and Critical Thinking Learning Society are creating a “data dynasty” around the QEP assessment results to foster a culture of continuous improvement. During the meeting, participants discussed the results from the direct and indirect measures identified in the QEP assessment plan. The measures include student artifacts that were scored using the CT scoring guide and CCSSE and CCFSSE results. This discussion led to a comprehensive list of recommendations in three primary areas: Teaching and Learning Strategies, Professional Development and Training, and the QEP process.

Certified Scholar— Faculty who received formal critical thinking theory training and participated in the QEP implementation for 1+ years.

Emerging Scholar— Faculty who received formal critical thinking theory training, but are in the first year of participating in the QEP implementation.

Critical Thinking Learning Society— All faculty who have formally participated in the QEP at some point during the 5-year implementation.

QEP Endorsed Event— An event or workshop conducted by a College stakeholder that meets certain criteria, such as using BC’s definition of critical thinking (CT) and formally assessing at least 2 of the 4 CT learning outcomes.

Mario Toussaint

Scholar Reflection:

Students at all levels of the educational spectrum are struggling to understand basic mathematical concepts and they are considerably deficient in their ability to comprehend and solve application problems (Gallo & Odu, 2009). Most of the intellectual standards in critical thinking perfectly fit the purpose of mathematics learning. The goal of mathematics teaching is to help students develop the skills necessary for solving problems in the “real world.” Critical thinking provides instructors the tools and the language they need to foster a classroom atmosphere conducive to enhancing students’ problem solving abilities.

To review recommendations from meeting, visit www.broward.edu/qep or to ask questions, email qep@broward.edu

Believing is easier than thinking. Hence so many more believers than thinkers. – Bruce Calvert