Broward College defines critical thinking as a process of evaluating information by questioning and testing assumptions, accepting and rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.

QEP Roundtable Discussion
On March 20, 2015, QEP Certified Scholars, Dr. Scott Demsky, Joshua Kimber, and Herm Baine served as facilitators for roundtable discussions focused on Promising Practices. Participants had the opportunity to share how they incorporate critical thinking in their classes while learning new ideas from others. Participants provided positive feedback about the session: “Excellent format, practices what it preaches — intellectual safety!”

Participants Actively Engaged

*Critical Thinking Teaching Tip*
Before a class lecture, consider engaging students through a Think-Pair-Share activity that will introduce the content you plan to discuss while fostering critical thinking skills. Here is one way to facilitate a Think-Pair-Share:

1. Develop a guiding question about the content you plan to cover in class. Consider Bloom’s taxonomy when developing questions to foster higher-order thinking. Developing an effective question to solicit critical thinking is important.

2. Follow these steps for the Think-Pair-Share:

**Step 1: Think**
Provide a question to students and ask them to free-write for 2-3 minutes in response to it. They should write down anything that comes to mind.

**Step 2: Pair**
Students discuss responses with a partner. To encourage active listening, students will take notes about the partner’s thoughts. (3-4 minutes)

**Step 3: Share**
Ask students to volunteer to share ideas with the class or call on specific pairs. Step 3 does not require everyone to share with the class if time does not permit. (2-3 minutes)

This activity takes no more than 10 minutes, so you’ve engaged the students, gotten them excited about the content, and you’ve completed a pre-assessment of what they know. Now, the next 40 minutes or 1+ hour, you will have them “eating out of your hands.” Students could use the grid below as the template for the Think-Pair-Share:

<table>
<thead>
<tr>
<th>Question</th>
<th>What I Thought</th>
<th>What My Partner Thought</th>
<th>What We Will Share</th>
</tr>
</thead>
</table>

An example guiding question that supports the CT learning outcome: Students will be able to analyze and interpret relevant information is: How was the reading on the principles of classical conditioning similar or dissimilar to what we previously discussed about operant conditioning?

I would like to believe that logic is questioning your reasoning to reach a conclusion. — Unarine Ramaru

To learn more about the QEP, visit www.broward.edu/qep or to ask questions, email qep@broward.edu