Questioning Every Possibility: The Works of QEP Scholars

During the month of April, an exhibit featuring learning experiences created by QEP Scholars toured the three campuses and the Willis Holcombe Center. The exhibit provided an opportunity for participants to visually see and read how QEP Scholars made the skill of critical thinking explicit in specific learning experiences. The feedback from participants was extremely positive. As a result of the exhibit’s success, the Office of the QEP is working on a virtual tour of the exhibit for all to see.

Teaching Strategy of the Month

**What?... So What?... Now What?**

Individually or in small groups, this activity helps students think about the main ideas within a lecture or assigned reading and connect those ideas to realistic actions.

<table>
<thead>
<tr>
<th>What?</th>
<th>So What?</th>
<th>Now What?</th>
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<tbody>
<tr>
<td>Ask students to list (or summarize) the most important ideas from the assigned reading or class lecture.</td>
<td>Ask students to determine what is important about the ideas they just listed. Why do the ideas matter? What difference do the ideas make?</td>
<td>Ask students to brainstorm actions... what can they do about the problem or issue?</td>
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**Sherrie Sacharow**

_Scholar Reflection_  
The current context for students includes instant access to information. They are easily confused by the material they find readily through search engines on the Web. Determining veracity of retrieved information has become an area of critical need for learners. The matrix of thought dimensions and layers described by the Paul & Elder model provides the learner with a ready tool for effective discernment of authenticity and validity of sources. As educators, the imperative is to guide searches that yield trustworthy results.

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*It is the mark of an educated mind to be able to entertain a thought without accepting it.* —Aristotle