

“What? So What? Now What?”

Question Types & Learning Models

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The main system we will employ in this class is the “What?, So What? Now What?” reflection rubric (Eyler & Giles, 1999).

WHAT? (describe basic facts) **So What?** (analyze & evaluate) **Now What?** (apply & synthesize)

Use this outline to facilitate class discussions and to retain knowledge required for exams and papers. With these tools, you can also *move beyond description to provide your own critical thinking* and apply insights to both course work and life work. **This is a structural study guide to help you engage the wide range of topics you encounter.**

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| <p>What? Who?, What?, When?, Where?</p> | <ul style="list-style-type: none"> * Describe the topic/identify issue * Demonstrate a basic knowledge of facts -- list, match, outline * <i>Cognitive</i> (intellectual, thinking, reasoning) * Knowledge and Comprehension |
| <p>So What? Why?</p> | <ul style="list-style-type: none"> * Analyze causes and implications * Evaluate various perspectives, processes, and outcomes * <i>Cognitive</i>, state relevance and implications of various interpretations * <i>Affective</i>, locate attitudes, mores, feelings (emotional) * Consider cultural identity, reader response, social location, multiple intelligences, historic context, and contemporary relevance * Debate, infer, differentiate, deconstruct, compare, contrast * Analysis & Evaluation |
| <p>Now What? How?</p> | <ul style="list-style-type: none"> * Apply theories from your academic disciplines to the course text & employ the course text to better understand your academic discipline (either humanities & arts, social sciences, STEM, or professions) * Synthesize course content and professional development * <i>Psychomotor</i> (incorporate relevant information into your actions) * Demonstrate, discover, show, construct, relate, predict, prepare * Application & Synthesis |

* [Bloom’s Question Types](#) (terms in orange - Knowledge, Comprehension, Analysis, Application, Synthesis, & Evaluation).

* [Basic Reporter’s Questions](#) (terms in blue - Who? What? When? Where? Why? How?)

Sources

Bloom, Benjamin. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co., 1956.

Janet Eyler and Dwight E. Giles, Jr. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.