

Dr. Elhaj's reflections on helping students to apply the Paul-Elder framework:

“Upon discussing with students another assignment tell them: instead of saying, ‘this **problem** is different than the ones he did in class, therefore I can’t solve it.’ Say, this problem is different, but addresses a similar **question** about the same **concepts**, is built on similar **assumptions**, has similar objectives, provides me with **complete information**, will yield comparable **interpretations**, will lead to comparable **implications** to the one we just did in class. I can’t wait to see if I can solve it: if I do, then I would prove to myself that I understand it: I demonstrated my understanding because I was able to do on my own (**autonomy**), and because I was able to solve it, I have built my **confidence** in my abilities, and because I understand it, I have the **courage** to defend my solution even if someone says I was wrong. If I don’t solve it, then I will know that I am missing something or something is not **clear** enough in my mind or my understanding is not **complete** enough.”

Text in Red

Indicates the infusion of the
Elements of Reasoning

Text in Blue

Indicates the infusion of the
Intellectual Standards

Text in Green

Indicates the infusion of the
Intellectual Traits

[Bracketed Text]

Indicates the indirect use of
critical thinking **[Elements]**,
[Standards], or **[Traits]**

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Framework of Critical Thinking**](#)