



FROM THEORY TO PRACTICE

FROM **CRITICAL THINKING** TO
SELF-DIRECTED LEARNERS

Arsh Haque

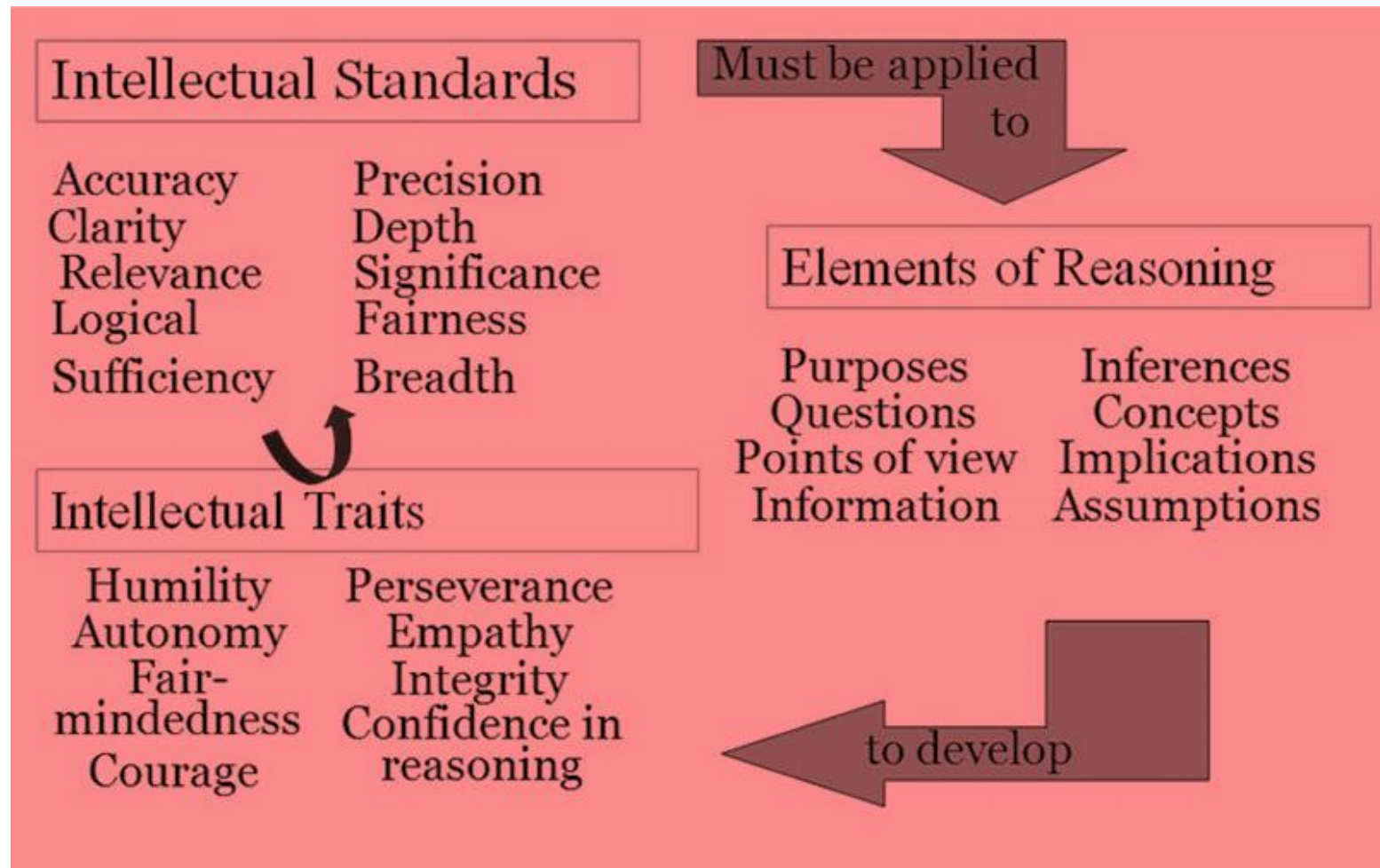
View of the Grand Salon Carré in the Louvre, Giuseppe Castiglione (1861)

A BRIEF HISTORY OF

REACH

and the LRC

THE PAUL-ELDER FRAMEWORK





**“MAKE IT
UGLY”**

The girls of Avignon, Pablo Picasso (1907)

THE RUBRIC

APPENDIX B. Rubric Used to Assess Students' Critical Thinking Skills

	4-Exemplary	3-Proficient	2-Developing	1-Beginning
Question and Problem Score:_____	Consistently understands the important question(s) that need to be asked. Consistently asks questions on their own before relying on the tutor to problem solve.	Usually understands the important question(s) that need to be asked. Usually asks questions on their own before relying on the tutor to problem solve.	Sometimes understands the important question(s) that need to be asked. Occasionally relies on the tutor to know what questions need to be asked in order to problem solve.	Unclear about what question(s) need to be asked. Always relies on the tutor to know what important questions need to be asked in order to problem solve.
Information Score:_____	Consistently brings information to the session. Always understands what information is needed to answer questions. Consistently attempts to gather more information and determine accuracy before turning to the tutor to do so.	Usually brings information to the session. Usually understands what information is needed to answer questions. Rarely relies on the tutor to gather more information and to determine accuracy.	Sometimes brings information to the session. Sometimes understands what information is needed to answer question. Occasionally relies on the tutor to gather more information and to determine accuracy.	Brings little to no information to the session. Unclear about what information is needed to answer question. Always relies on the tutor to gather more information and to determine accuracy.
Intellectual Perseverance Score:_____	Consistently works their way through the complexities of the question and information.	Usually works their way through the complexities of the question and information.	Sometimes works their way through the complexities of the question and information.	Simple, superficial thinking that does not require struggling/effort/or work to consider questions or information.
Intellectual Autonomy Score:_____	Consistently thinks for oneself in a clear, accurate and logical manner.	Usually thinks for oneself in a clear, accurate and logical manner.	Sometimes thinks for oneself in a clear, accurate and logical manner.	Follows the thinking of the tutor.

WORKING WITH

STUDENTS

and the Rubric

CASE STUDY: “THE PREPARED ONE”

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Question and Problem Score: ____ 2	Consistently understands the important question(s) that need to be asked. Consistently asks questions on their own before relying on the tutor to problem solve.	Usually understands the important question(s) that need to be asked. Usually asks questions on their own before relying on the tutor to problem solve.	Sometimes understands the important question(s) that need to be asked. Occasionally relies on the tutor to know what questions need to be asked in order to problem solve.	Unclear about what question(s) need to be asked. Always relies on the tutor to know what important questions need to be asked in order to problem solve.
Information Score: ____ 4	Consistently brings information to the session. Always understands what information is needed to answer questions. Consistently attempts to gather more information and determine accuracy before turning to the tutor to do so.	Usually brings information to the session. Usually understands what information is needed to answer questions. Rarely relies on the tutor to gather more information and to determine accuracy.	Sometimes brings information to the session. Sometimes understands what information is needed to answer question. Occasionally relies on the tutor to gather more information and to determine accuracy.	Brings little to no information to the session. Unclear about what information is needed to answer question. Always relies on the tutor to gather more information and to determine accuracy.
Intellectual Perseverance Score: ____ 2	Consistently works their way through the complexities of the question and information.	Usually works their way through the complexities of the question and information.	Sometimes works their way through the complexities of the question and information.	Simple, superficial thinking that does not require struggling/effort/or work to consider questions or information.
Intellectual Autonomy Score: ____ 3	Consistently thinks for oneself in a clear, accurate and logical manner.	Usually thinks for oneself in a clear, accurate and logical manner.	Sometimes thinks for oneself in a clear, accurate and logical manner.	Follows the thinking of the tutor.



TEST ANXIETY

The Storm, Edvard Munch (1893)

CASE STUDY: "THE SMART KID"

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Intellectual Autonomy Score:____ 1	Consistently thinks for oneself in a clear, accurate and logical manner.	Usually thinks for oneself in a clear, accurate and logical manner.	Sometimes thinks for oneself in a clear, accurate and logical manner.	Follows the thinking of the tutor.



(DIS)ORGANIZATION

Starry Night, Vincent van Gogh (1889)

WHAT USING THE

RUBRIC

taught me



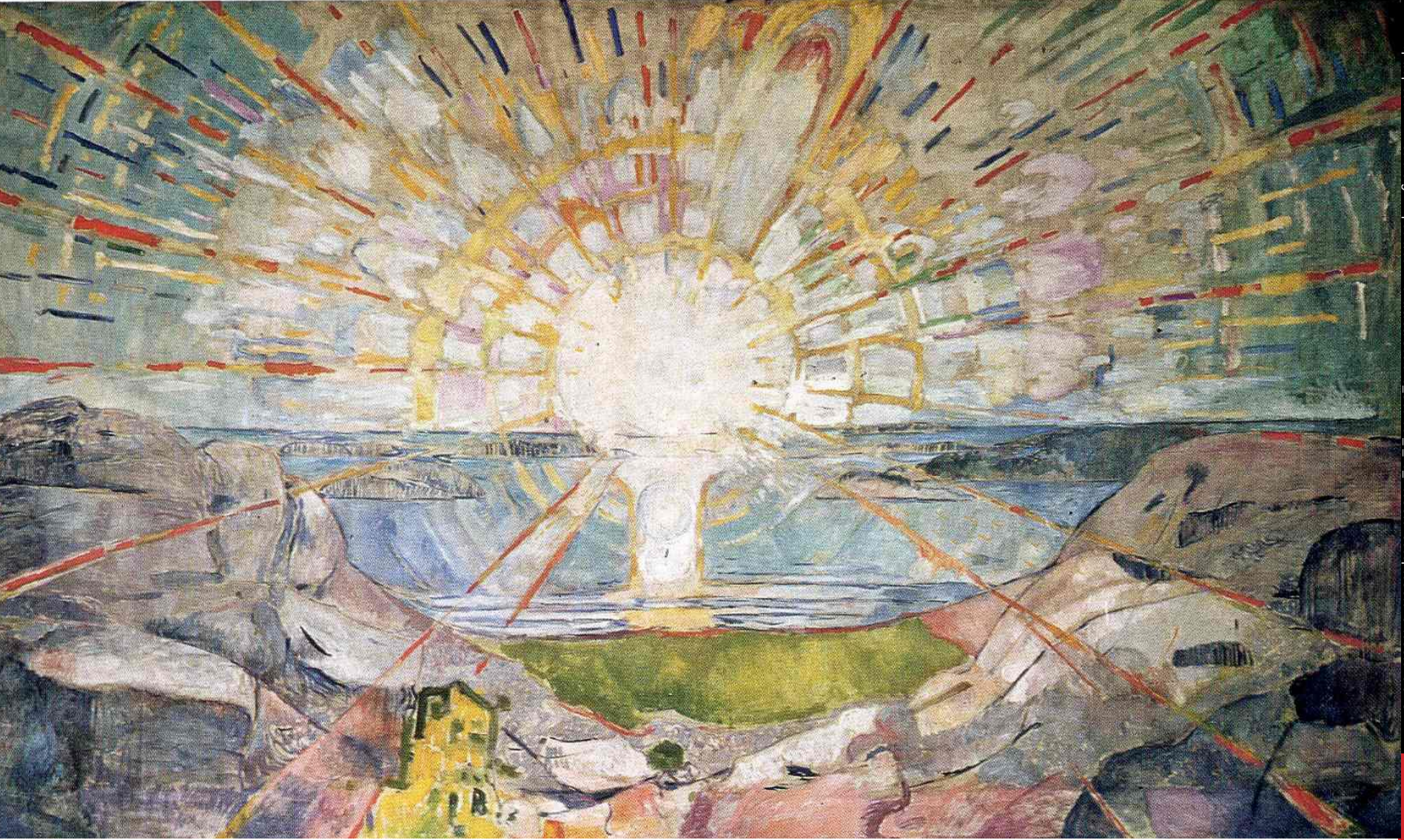
NARCISSISM

Self-portrait (The Desperate Man), Gustave Courbet (1843-1845)



intellectual
HUMILITY

Self-portrait. The night wanderer, Edvard Munch (1923-1924)



ILLUMINATION

The Sun, Edvard Munch (1916)

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- Stein, Gertrude, and Pablo Picasso. *Gertrude Stein: Picasso: Photos, Dokumente, Bibliographie*. Zürich: Peter Schifferli Verl., 1958. Print.