



Become Certified in the Paul-Elder Framework for Critical Thinking™

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Introduction to the Foundation for Critical Thinking Certification Program:

Introduction

The Paul-Elder Framework for Critical Thinking™ is the most integrated approach to critical thinking in the world and is based in the natural languages we speak every day. Our approach – also referred to as the Paulian Approach to Critical Thinking™, the Paul-Elder Approach™, etc. – is directly relevant to skilled reasoning in every domain of human life. It offers a developed language for critical thinking and a conceptual framework that can be incorporated into the core of teaching, learning, and decision-making at all levels.

In our work, we advance a fairminded, robust conception of critical thinking across education and society. Those certified in our approach (“certificate holders”) are well-versed in the foundations of critical thinking and embrace substantive, fairminded critical thinking as essential to the cultivation of the educated mind and the creation of ethical critical societies across the world.

Internalizing critical thinking concepts and principles occurs over many years of study in the field. However, through an intensive training program in critical thinking, certificate holders can learn critical thinking at a level that will enable them to significantly internalize the foundational tools, concepts, and principles in the Paul-Elder Framework – a disciplined, explicit, robust approach to critical thinking. As they advance, certificate holders will continue to deepen their understanding of critical thinking over time through additional training.

When people have internalized the basic concepts and tools implicit in a fairminded, rigorous conception of critical thinking, and when they actively and routinely practice contextualizing these principles in problem-solving and decision-making, their thinking – and, hence, the quality of their choices and actions – improves.

One develops as a critical thinker similarly to how one develops as a basketball player, ballet dancer, or pianist: first, one must understand the basic principles; second, one must regularly engage in self-monitored, self-evaluative practice, applying those principles in various contexts to progressively upgrade his or her understanding and skill.

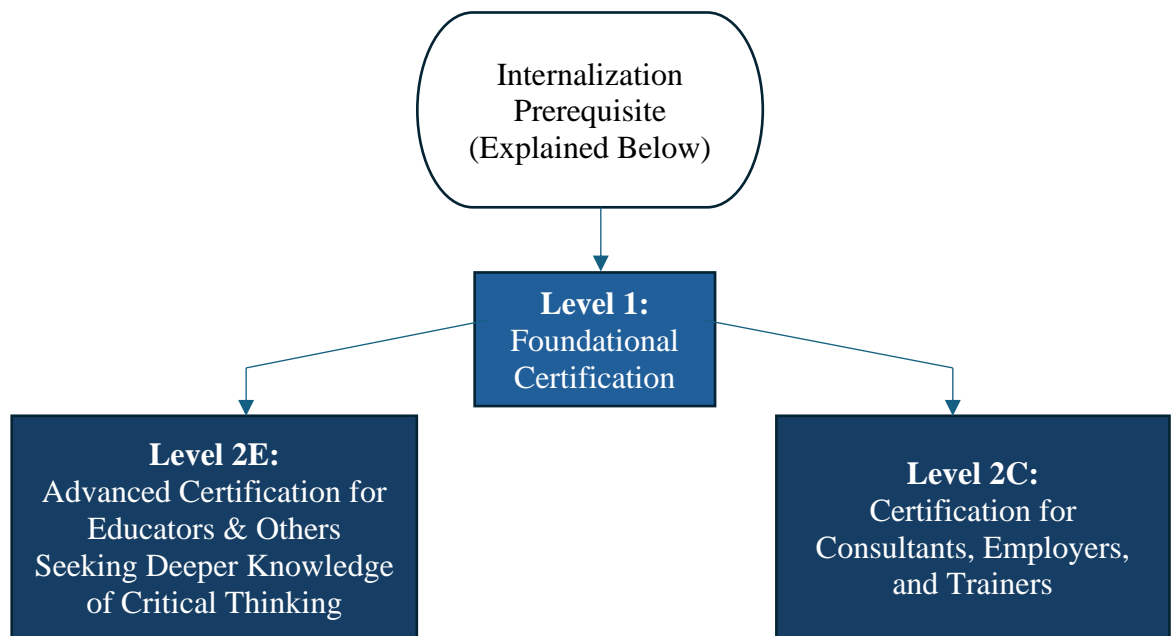
Levels and Forms of Certification in the Paul-Elder Framework for Critical Thinking:

Overview

Each form of certification involves its own set of requirements. These are detailed below under “[Steps to Achieving Certification in the Paul-Elder Framework](#)” and “[Maintaining Certification: Ongoing Fees and Requirements.](#)”

Certification is available in the following forms:

1. **Level 1: Foundational Certification** [Required before advancing to either of the following forms]
2. **Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking**
3. **Level 2C: Certification for Consultants, Employers, and Trainers** [Certifies the applicant’s competency to facilitate workshops in the Paul-Elder Framework for Critical Thinking]



These Certification categories are described in further detail below.

Level 1: Foundational Certification

Certificate holders at this level have demonstrated, at minimum, initial internalization of foundational critical thinking concepts and the ability to apply critical thinking in one or more of the following contexts:

1. teaching academic subjects to students,
2. working within a profession, or
3. working within a governmental or military context.

Those certified at this level show proficiency in articulating and applying core critical thinking concepts, including:

- The analysis of thought (focused on the elements of reasoning).
- The assessment of thought (focused on universal intellectual standards).
- Intellectual virtues.
- Understanding academic subjects and professions as modes of thinking to be reasoned through using the tools of criticality.
- The intrinsic barriers to critical thinking: egocentric and sociocentric thinking.
- Bringing critical thinking into everyday learning, work, and decision-making.

Foundational Certification is required for advancement to either of the Level 2 forms of certification (see immediately below).

Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking

If you have achieved *Level 1: Foundational Certification* and are interested in *Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking*, please [contact us](#).

Applicants certified at this advanced level have proven proficiency in more complex understandings of foundational critical thinking concepts than those achieved at Level 1. At this level, those certified have demonstrated the ability to apply critical thinking concepts in teaching students, in fostering critical thinking understandings among colleagues in education, in working within a profession, or in working in a governmental or military context. They have also gone beyond fundamentals to, at minimum, initial understandings of more complex aspects of critical thinking.

Those achieving Level 2E have shown proficiency in:

- The analysis and assessment of thought at greater levels of complexity and comprehensiveness.

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- Deeper understandings and further development of intellectual virtues.
 - Deeper understandings of academic subjects and professions as modes of thinking to be reasoned through using the tools of criticality.
 - Deeper understandings of the intrinsic barriers to thought: egocentric and sociocentric thinking.
 - Asking essential questions within a field of study or domain of thought.
 - Ethical reasoning and why it is essential to advancing human societies.
 - Further integrating critical thinking into everyday work and decision-making.

Level 2C: Certification for Consultants, Employers, and Trainers

If you have achieved *Level 1: Foundational Certification* and are interested in *Level 2C: Certification for Consultants, Employers, and Trainers*, please [contact us](#).

During training for this form of certification, participants will practice leading workshops in critical thinking under the direction of a Foundation for Critical Thinking Fellow or Scholar. Those certified at this level have demonstrated proficiency in:

- The analysis and assessment of thought and how they are essential to skilled reasoning within the professions and to everyday workplace decision-making.
- Deeper understandings of intellectual virtues and their importance to high-level leadership and high-level work in any capacity.
- Deeper understandings of academic subjects and professions as modes of thinking to be reasoned through using the tools of criticality.
- Deeper understandings of the intrinsic barriers to thought, egocentric and sociocentric thinking, and how these impede high-level reasoning in the workplace and in education.
- Asking essential questions within a field of study, profession, or domain of thought.
- Further integrating critical thinking into everyday work and decision-making.
- Facilitating critical thinking workshops for clients, trainees, and colleagues using the *Paul-Elder Framework for Critical Thinking*.

Upon certification at this level, consultants earning income using the Paul-Elder Framework will enter an agreement with the Foundation for Critical Thinking. This agreement entails certain guidelines, such as workshop activities with clients being designed or approved by Foundation for Critical Thinking Fellows, as well as these activities utilizing Foundation for Critical Thinking reading materials. Further

details are provided below under “ Level 2C: Certification for Consultants, Employers, and Trainers – Ongoing Requirements and Costs. ”

Benefits of Certification in the Paul-Elder Framework for Critical Thinking:

Material Benefits

Level 1: Foundational Certification – Material Benefits

1. Those certified at Level 1 in our approach have demonstrated that they have internalized to a significant degree the foundational tools, concepts, and principles of the Paul-Elder Framework for Critical Thinking. They have also shown an ability to apply these tools, concepts, and principles in teaching academic subjects to students, in their work within a profession, or in their work within the government or military. In practice, this means that:
 - a. Educators have proof for their administrations that they can competently facilitate understanding of fundamental critical thinking tools, concepts, and principles among their students.
 - b. Professionals have proof for their employers and colleagues that they have achieved proficient understandings in core critical thinking concepts, tools, and principles, and that they are capable of effectively applying these in their work.
2. Level 1 certificate holders are authorized, but only while actively certified, to announce their certification status on their websites, in their curriculum vitae, and in other professional documents in which their educational and professional achievements are listed.*

**This does not extend to marketing materials for consultants and trainers. For more information, see "[Level 2C: Certification for Consultants, Employers, and Trainers – Material Benefits.](#)"*

3. Level 1 certificate holders receive 10% reduced rates for all Foundation for Critical Thinking learning opportunities, including events and courses.

Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking – Material Benefits

1. Those certified at *Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking* have proven deeper and wider understandings of foundational critical thinking concepts than those achieved at Level 1. They have also moved beyond fundamentals to, at minimum, initial understandings of more complex aspects of critical thinking. In practice, this means that:
 - a. Educators have proof for their administrations of an exceptional ability to facilitate understanding of fundamental critical thinking tools, concepts, and principles among their students.

- b. Educators have proof for their administrations of the ability to foster critical thinking understandings among colleagues, making this level of certification valuable for internal professional development.
 - c. Professionals have proof for their employers and peers that they have achieved an exceptional degree of understanding in core critical thinking concepts, tools, and principles, and that they are capable of applying these to their work at an uncommon level.
2. Level 2E certificate holders are authorized, but only while actively certified, to announce their certification status on their websites, in their curriculum vitae, and in other documents in which their educational and professional achievements are listed.*

**This does not extend to marketing materials for consultants and trainers. For more information, see "[Level 2C: Certification for Consultants, Employers, and Trainers – Material Benefits.](#)"*

3. The Foundation for Critical Thinking *may* publicly acknowledge Level 2E certificate holders on any of its websites, including www.criticalthinking.org, and in its email communications to its community. (We will not do this for any certificate holder who prefers not to be acknowledged in this way.)
4. Level 2E certificate holders receive 15% reduced rates for all Foundation for Critical Thinking learning opportunities, including events and courses.

Level 2C: Certification for Consultants, Employers, and Trainers – Material Benefits

1. During training for *Level 2C: Certification for Consultants, Employers, and Trainers*, in addition to furthering their understandings of critical thinking concepts, tools, and principles, participants will practice leading workshops in critical thinking under the direction of a Foundation for Critical Thinking Fellow or Scholar. This means that upon achieving this form of certification, they can prove competency in facilitating understandings of the Paul-Elder Framework for Critical Thinking among clients, trainees, and colleagues.
2. Level 2C certificate holders are authorized, but only while actively certified, to announce their certification status on their professional documents and marketing materials, including websites, business cards, flyers, emails, etc.*

**All wording is subject to approval by the Foundation for Critical Thinking.*

3. Level 2C certificate holders are authorized, but only while actively certified, to display the Foundation for Critical Thinking logo on their marketing materials in the context of declaring their Certification status.
4. The Foundation for Critical Thinking *may* publicly acknowledge those certified at this level on any of its websites, including www.criticalthinking.org, and in its email communications to its community. (We will not do this for any certificate holder who prefers not to be acknowledged in this way.)
5. Level 2C certificate holders are provided a facilitator’s manual for fostering learning of the Paul-Elder Framework using books, Thinker’s Guides, and other resources by Drs. Richard Paul and Linda Elder. These are for use with clients and trainees.
5. Level 2C certificate holders receive 15% reduced rates for all Foundation for Critical Thinking learning opportunities, including events and courses.

Educational Benefits

General Educational Benefits

This certification program is organized on the principle that one learns critical thinking by employing one’s mind in thinking critically. Those in the program will engage in a variety of activities through which they will internalize critical thinking concepts and principles, and they will do this while applying said concepts and principles to the logic of problems and issues within academic disciplines and/or professional life. As their learning progresses, participants will increasingly develop their ability to facilitate others’ understandings of critical thinking as well.

Through our certification program, participants increasingly internalize these critical thinking abilities:

1. Understanding the pervasive role of thinking in human life.
2. Understanding common problems in human thought that serve as barriers to skilled thinking.
3. Understanding critical thinking as essential to high-quality thinking within any subject, discipline, profession, or domain of thought.
4. Understanding how to analyze thinking by focusing on its parts or “elements.”
5. Understanding the importance of adhering to intellectual standards while reasoning through problems and issues in any domain of human thought.
6. Understanding the importance of fostering intellectual virtues throughout instruction and society at all levels, and in all disciplines and professions.
7. Perceiving content as a mode of thinking and analyzing the foundational logic of subjects and disciplines.
8. Fostering deep and transformative learning through close reading.

9. Distinguishing between questions of fact, of preference, and of judgment, and recognizing the importance of these distinctions in teaching, learning, work, and daily life.
10. Seeing the development of critical thinking as unfolding in stages and as requiring deep commitment on the part of the learner.
11. Understanding the relationships between thinking, feeling, wanting, and motivation.
12. Comprehending and appreciating the formidable barriers to critical thinking that can be categorized under the terms *egocentric* and *sociocentric* thinking.

Specific Benefits for Educators and Educational Leaders

Educational leaders (e.g., curriculum designers, department heads, professional development leaders, instructional coordinators, etc.) in our program come to explicitly recognize that critical thinking is not just one of many divergent educational aims, but rather a way of teaching and learning at a high level of effectiveness within any subject, field, or discipline. Commitment to internalizing the first principles of critical thinking is required of program participants, who will come to see, by degrees, that critical thinking is essential to:

1. Properly designing instruction at all levels and in all fields of study.
2. Internalizing and thinking through any content that one is learning.
3. Effectively reasoning through life's daily issues, problems, and decisions.

When immersed in our program over time, participants come to recognize that teaching in a critical manner is essential for fostering certain indispensable skills in learners at any age and level of accomplishment, such as:

1. Skilled reading, writing, speaking, and listening.
2. Skilled reasoning within all subject areas.
3. Skilled decision-making and problem-solving in all parts of life.
4. Skilled analysis and evaluation of one's emotions and values.
5. Intelligent choices in human relationships.
6. Skilled decision-making in the workplace.
7. How to take command of their own reasoning in all parts of life.
8. Skilled civic choices, personal choices, etc. . . .

Specific Educational Benefits for Consultants, Employers, and Trainers

Critical thinking is essential not only in education, but in professional life at all levels. For today's professionals to reason well through complex problems and issues requires skill in the analysis of thought, or in other words, deconstructing it to identify its parts – the elements of reasoning (such as assumptions, information, inferences, concepts, and points of view) – in order to understand the basic logic of one's reasoning and of the issues one is facing. They must also be able to assess their own and others' reasoning by using universal intellectual standards such as clarity, accuracy, relevance, precision, logic, and significance.

Those in our program will learn to more explicitly and systematically do the following, and will thereby develop their capacities to foster these critical thinking abilities in others:

1. Identify goals and purposes.
2. Gather relevant information.
3. Formulate questions clearly and precisely.
4. Determine the assumptions that they and others are using.
5. Examine those assumptions for justifiability.
6. Think through the implications of the decisions that they and others make and of what solutions they come to.
7. Make logical and accurate inferences and interpretations.
8. Articulate the concepts or ideas guiding their thinking and that of others.
9. Consider alternate ways of looking at problems and situations.

Through our certification program, consultants, employers, and trainers learn to help managers, trainees, and/or clients:

1. Use the foundational principles of critical thinking in everyday choices.
 2. Discover ways and means for using critical thinking as a set of tools for thinking deeply through the questions, issues, and challenges that they face in their work.
 3. Develop the art of intelligent decision-making using critical thinking concepts.
 4. Understand the important long-term implications and benefits of building a critical thinking culture within the organization.
 5. Develop the skills, abilities, and traits of the critical person and the critical mind.
 6. Understand the importance of developing critical thinking skills, abilities, and traits for reasoning well through complex issues.
 7. Understand critical thinking as the key to high-quality reasoning within any domain of thought or work.
 8. Understand how to analyze thinking by focusing on its parts or elements, and how to use the elements of reasoning in working through decisions and problems.
 9. Understand the importance of universal intellectual standards and how to apply them to workplace decisions.
 10. Understand the fundamental barriers to critical thinking development.
 11. Understand the relationship between cognition and affect, and how emotions and desires influence work performance for better or worse at all times.
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Steps to Achieving Certification in the Paul-Elder Framework:

Step One

Prerequisites: Initial Internalization of the Foundations in the Paul-Elder Framework for Critical Thinking

This may be accomplished through one or more of the following:

1. successful completion of one of our semester-long [online courses](#) and engaged attendance* at one of our in-person or virtual events (**besides webinars**), [online guided study groups](#), or on-site or online custom [professional development programs](#),
-or-
2. engaged attendance* at three (3) or more of our in-person or virtual events (**besides webinars**), [online guided study groups](#), on-site or online custom [professional development programs](#), or a combination of these.

**Engaged attendance* means you are actively participating in the sessions and completing the assignments (both in-session activities and homework where applicable) to the satisfaction of our instructor(s).

Step Two

Establishment of an Active Subscription in The Center for Critical Thinking Community Online Website at Community.CriticalThinking.Org

Maintenance of this subscription is required for ongoing certification.

Step Three

Certification Training

Once prerequisites are achieved, you may proceed to training for certification. The specifics of this training will be customized for each participant's needs, strengths, and purposes for pursuing certification, as well as the level and form of certification being sought. This phase of the certification process may be completed through one of the following:

1. Successful completion of an [Online Certification Course](#), which we offer periodically
-or-
2. successful completion of a certification training program at any [event](#) where certification is offered*
-or-
3. tutoring/training for you individually to be conducted online ([contact us](#) for details and pricing information).

*Not all Foundation events offer certification training.

Step Four

Successful Completion of Assessment

The applicant must successfully complete the relevant assessments, most of which will be administered at the end of certification training or afterwards. The assessment processes include:

1. Sufficient performance on the [Online Critical Thinking Basic Concepts Test](#). Level 2E and 2C applicants will be held to a higher standard than Level 1 applicants.
2. Demonstrating a minimum level of internalization of the Paul-Elder Framework's foundational concepts and principles by means of a verbal exam. Level 2E and 2C applicants will need to communicate deeper understandings of these concepts and principles than Level 1 applicants.
3. Those seeking Level 2C will be required to lead at least one mock workshop on our approach to demonstrate their ability to facilitate such workshops with the public.

If participants complete certification training but are unable to successfully complete the assessment processes, they may attend additional training and retry the assessments. Fees for this training and assessment will depend on each participant's needs and will be quoted before he or she chooses to proceed.

Step Five

Application for Certification in the Paul-Elder Framework for Critical Thinking and Payment of the Certification Fee

Once the steps above have been completed, participants may apply for certification in the Paul-Elder Framework for Critical Thinking. This entails the steps below.

1. The applicant will complete and submit an [Application for Certification](#).
2. The Foundation for Critical Thinking will issue an invoice for the certification fee.

At Level 1, the amount of this invoice will be USD \$500.

At Level 2E, the amount of this invoice will be USD \$500.

At Level 2C, the amount of this invoice will be USD \$500.

Upon completing the final steps and payment, applicants will be provided documentation that confirms their certification status for one year. Certification can be renewed thereafter at the certificate holder's discretion (see below).

Maintaining Certification – Ongoing Requirements and Costs:

Annual Certification Renewal

Upon receiving their initial certification document(s), certificate holders are certified for one year, assuming they meet the ongoing requirements. They must reapply each year to remain certified.

Certificate holders whose certification lapses can renew it by [submitting an application](#) within one year of the lapse. Beyond this one-year grace period, they must attend certification training again to regain certification.

Level 1: Foundational Certification – Ongoing Requirements and Costs

The following are requirements for maintaining certification at this level.

1. An active subscription in the [Center for Critical Thinking Community Online](#).
2. The willingness of the certificate holder to continue training directly under Foundation for Critical Thinking Scholars and/or Fellows. This entails one of the following:
 - a. Engaged attendance* at at least one Foundation for Critical Thinking live event, [online course](#), [guided study group](#), or on-site or online custom [professional development programs](#) per year.
 - or-
 - b. One contracted tutoring series per year with one of our Fellows or Scholars. ([Contact us](#) for options and details.)

**Engaged attendance* means you are actively participating in the sessions and completing the assignments (both in-session activities and homework where applicable) to the satisfaction of our instructor(s).

3. Submission of a video once per year showing the certificate holder competently explaining the core concepts in the Paul-Elder Framework.
4. Generally ethical conduct in professional dealings and in representing the Paul-Elder Framework for Critical Thinking.
5. Understanding and agreeing that copyright laws apply to the use of our intellectual property. Certificate holders will never create unauthorized copies of our [books](#), [Thinker's Guides](#), or other Foundation for Critical Thinking Materials.

In teaching the Paul-Elder Framework to students, certified educators agree that students will:

- a. Purchase (or have purchased for them) copies of whatever [books](#) and/or [Thinker's Guides](#) are necessary for facilitating the relevant activities,
- or-
- b. create membership accounts (or have accounts created for them) in [The Center for Critical Thinking Community Online](#).

Level 2E: Advanced Certification for Educators and Others Seeking Deeper Knowledge of Critical Thinking – Ongoing Requirements and Costs

The following are requirements for maintaining this form of certification.

1. An active subscription in the [Center for Critical Thinking Community Online](#).
2. The willingness of the certificate holder to continue training directly under Foundation for Critical Thinking Scholars and/or Fellows. This entails one of the following:
 - c. Engaged attendance* at at least one Foundation for Critical Thinking live event, [online course](#), [guided study group](#), or on-site or online custom [professional development programs](#) per year.
 - or-
 - d. One contracted tutoring/training series per year with one of our Fellows or Scholars. ([Contact us](#) for options and details.)
- **Engaged attendance* means you are actively participating in the sessions and completing the assignments (both in-session activities and homework where applicable) to the satisfaction of our instructor(s).
3. Submission of a presentation video once per year showing the certificate holder competently leading a training session in the Paul-Elder Framework.
4. Generally ethical conduct in professional dealings and in representing the Paul-Elder Framework for Critical Thinking.
5. Understanding and agreeing that copyright laws apply to the use of our intellectual property. Certificate holders will never create unauthorized copies of our [books](#), [Thinker's Guides](#), or other Foundation for Critical Thinking Materials.

In teaching the Paul-Elder Framework to students, certified educators agree that students will:

- e. Purchase (or have purchased for them) copies of whatever [books](#) and/or [Thinker's Guides](#) are necessary for facilitating the relevant activities,
- or-
- f. create membership accounts (or have accounts created for them) in [The Center for Critical Thinking Community Online](#).

Level 2C: Certification for Consultants, Employers, and Trainers – Ongoing Requirements and Costs

The following are requirements for maintaining this form of certification.

1. An active subscription in the [Center for Critical Thinking Community Online](#).
2. The willingness of the certified facilitator to continue training directly under Foundation for Critical Thinking Scholars and/or Fellows. This entails one of the following:
 - a. Engaged attendance* at at least one Foundation for Critical Thinking live event, [online course](#), [guided study group](#), or on-site or online custom [professional development programs](#) per year.
 - or-
 - b. One contracted tutoring/training series per year with one of our Fellows or Scholars. ([Contact us](#) for options and details.)

**Engaged attendance* means you are actively participating in the sessions and completing the assignments (both in-session activities and homework where applicable) to the satisfaction of our instructor(s).
3. Submission of a presentation video every six months showing the certificate holder competently leading a training session in the Paul-Elder Framework.
4. Submission of an annual report of the groups and individuals with which the facilitator utilized the Paul-Elder Framework during the preceding year of certification.
5. Generally ethical conduct in professional dealings and in representing the Paul-Elder Framework for Critical Thinking.
6. Understanding and agreeing that copyright laws apply to the use of our intellectual property. Facilitators will never create unauthorized copies of

our [books](#), [Thinker's Guides](#), or other Foundation for Critical Thinking Materials.

In teaching the Paul-Elder Framework to clients, colleagues, students, or trainees, those certified at this level will ensure that participants do one or both of the following:

- a. Purchase (or have purchased for them) copies of whatever [books](#) and/or [Thinker's Guides](#) are necessary for facilitating the relevant activities.
- or-
- b. Create membership accounts (or have accounts created for them) in [The Center for Critical Thinking Community Online](#).

7. For certified consultants:

- a. Certified consultants will use only the Paul-Elder Framework when teaching critical thinking in consultation work. They will never substitute or mix in other critical thinking methodologies.
 - b. When teaching critical thinking in consulting work, certified consultants will use only those activities approved by The Foundation for Critical Thinking, most of which are contained in the manual that is given to all facilitators.
 - c. When teaching critical thinking in consulting work, certified consultants will use only Foundation for Critical Thinking materials, such as [books](#) and [Thinker's Guides](#). These materials may be purchased in print or digital format, or by having clients establish subscriptions in [The Center for Critical Thinking Community Online](#).
 - d. When using books or materials in training on other subject matters, such as leadership books, certified consultants will have these approved by the Foundation for Critical Thinking to ensure that they do not contradict best critical thinking practices and theory.
 - e. In place of #3 above, consultants will submit an annual report in which they detail the workshops conducted throughout the year under the concept of "critical thinking." This will include remuneration received for each critical thinking workshop conducted and what Foundation for Critical Thinking materials were used in the workshop (e.g., [books](#), [Thinker's Guides](#), subscriptions to [The Center for Critical Thinking Community Online](#), etc.)
 - f. A customized agreement will be required in which a percentage of net income acquired through facilitating critical-thinking workshops will be paid to the Foundation for Critical Thinking.
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Decertification

Decertification is different from simply allowing certification to lapse. Certificate holders who violate the requirements for maintaining certification, and who are determined by the Foundation for Critical Thinking to have done so in bad faith, may be decertified. Decertified facilitators may or may not be allowed to regain certification after any period of time determined by the Foundation for Critical Thinking.

The Foundation reserves the right to publish the name of a decertified facilitator on www.criticalthinking.org, and in correspondence with its email list, if it finds that the decertified facilitator 1) has violated the requirements for maintaining certification in bad faith, *and* 2) is likely to falsely represent himself or herself as a certified facilitator.

Foundation for Critical Thinking Senior Fellows: Brief Biographies

Dr. Linda Elder



As President of the Foundation for Critical Thinking and an educational psychologist, Dr. Linda Elder has extensive experience in leading seminars in such topics as “The Art of Making Intelligent Decisions,” “Infusing Critical Thinking into Your Professional Life,” “Taking Charge of The Affective Dimension of Thinking,” and “Critical Thinking: The Key to Survival in a World of Accelerating Change, Intensifying Complexity, and Increasing Danger.” She has presented to more than 50,000 professional educators, as well as countless private-sector businesspeople, military personnel, and other government employees. Dr. Elder has co-authored four books with Dr. Richard Paul, including *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life* and *30 Days to Better Thinking and Better Living Through Critical Thinking*. She is sole author of *Liberating the Mind: Overcoming Sociocentric Thought and Egocentric Tendencies*, is authoring a book on Critical Thinking Therapy (to be released in 2024), and has co-authored 24 Thinker’s Guides to Critical Thinking.

Dr. Elder has developed an original stage theory of critical thinking development. With experience in both administration and the classroom, Dr. Elder understands first-hand the challenges facing corporations today. She is a dynamic presenter who reaches her audience on a person-to-person level.

Dr. Gerald Nosich



Dr. Gerald Nosich is a noted authority on critical thinking and has given more than 250 workshops on all aspects of teaching it. Since the mid-1980s, he has become committed to teaching critical thinking across the curriculum. He is the author of *Reasons and Argument*, *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*, and *Critical Writing: A Guide to Writing a Paper Using the Concepts and Processes of Critical Thinking*.

Dr. Nosich has given workshops on critical thinking throughout the world. He has worked with the U.S. Department of Education on a project for National Assessment of Higher Order Thinking Skills, given teleconferences sponsored by PBS on teaching critical thinking within subject-matter courses, served as a consultant/evaluator for SACS Accreditation of critical thinking programs at various colleges and universities, and has been featured as a Noted Scholar at the University of British Columbia.

Dr. Nosich is the creator of numerous articles, audio lectures, and videos on critical thinking. He is a Senior Fellow and Bertrand Russell Distinguished Chair at the Foundation for Critical Thinking. A witty presenter, his down-to-earth sense of humor adds spice to his practical insights.