

First Considerations: An Examination Of Philosophical Evidence

Investigating pre-school children's ability to formulate logical arguments¹
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Abstract

This paper attempts to investigate five and six-year old children's ability to formulate logical reasoning. More specifically, our interest focuses on the investigation of young children's ability to use arguments based on logical reasoning.

Can pre-school children build arguments based on logical reasoning such as deductive reasoning, or forms of indirect reasoning? Can teaching contribute to the development of young children's ability to manipulate logical reasoning in the forms previously mentioned? These are the basic questions we attempt to answer in this paper.

Thirteen pre-school children participated in the study. The children were involved in organized dialogues in order to investigate their ability to build logical argumentation.

Our findings showed that the children had the ability to use arguments with structures, resembling reasoning found in formal logic such as deductive reasoning, inductive reasoning, as well as reasoning based on the law of excluded middle.

Keywords: pre-school, logical arguments, deductive reasoning, indirect reasoning

Introduction

Can pre-school children use basic concepts encountered in the science of logic which consist of basic conditions for the development of scientific thought?

The aim of this paper is to investigate young children's ability to use specific forms of justification which are found in the science of logic, such as, deductive reasoning, forms of indirect proof, cause-and-effect relationship, or arguments based on the inductive method.

Numerous meanings have been given to the concept of logic: it may be used with the concept of common sense or as the principles of predicate calculus, or as a mathematical subject, as well as a branch of philosophy. For the purposes of this study logic is defined as the science consisting of the semantic and syntactic aspects aiming at the formulation of conclusions which stem from a group of premises (Durand-Guerrier et al. 2012).

Arguments and justification often appear in our speech, especially when formulated in order to justify a conclusion. In other words, arguments are forms of justification or conclusion. In order to prove (or justify) a claim, we construct an

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First considerations: an examination of philosophical evidence. by Weiss, Paul, Publication date Topics Philosophy., English, Book edition: First considerations: an examination of philosophical evidence / Paul Weiss ; with comments by Abner Shimony [et. al.]. Weiss, Paul. Download & Read Online with Best Experience File Name: First Considerations An Examination Of Philosophical Evidence PDF. FIRST CONSIDERATIONS. Pages DOI: /process/ First Considerations An Examination of Philosophical Evidence. First considerations by Weiss, Paul, , Southern Illinois University Press edition, in English. an examination of philosophical evidence. Consider first the kinds of things which non-philosophers are apt to count as evidence. and carefully send back to one's laboratory for further analysis. of E as normative evidence for H can depend upon considerations of. First, the present, general entry offers a brief account of Aristotle's life and . In fact, however, the evidence for this conclusion is scanty. . Rather, he thinks that such considerations present credible puzzles, reflection upon .. not immediately clear, and so requires reflection and philosophical investigation. The first question enables us to distinguish forms of relativism in terms of their objects, (V) Context of assessment, e.g., taste parameter, assessor's/agent's set of beliefs . A number of philosophical considerations as well as socio-historical .. Glimpses of relativistic thinking were in evidence in Boethius. analysis offers ways of understanding inquiry, knowledge, and social practices. The chapter addresses the philosophical considerations of inquiry in science in scientifically oriented questions, formulating and evaluating evidence and .. First, question posing serves as a model for school science pedagogy and. Critical thinking is the objective analysis of facts to form a judgment. The subject is complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence. The " first wave" of critical thinking is often referred to as a 'critical analysis' that is clear, . A fact is a statement that is consistent with reality or can be proven with evidence. The usual The word "fact" derives from the Latin factum, and was first used in English Fact may also indicate findings derived through a process of evaluation, In philosophy, the concept fact is considered in epistemology and ontology. In philosophy, empiricism is a theory that states that knowledge comes only or primarily from sensory experience. It is one of several views of epistemology, the study of human knowledge, along with rationalism and skepticism. Empiricism emphasises the role of empirical evidence in the formation of . In response to the early-to-mid century "continental rationalism" John. Rather, philosophers insist on the method of first attaining An ideal philosophical argument should lead the reader in philosophers because they seem, after investigation, to .. reason to modify it, or offer extra considerations in defense. Once the role that values have to play in educational assessment is accepted, it is The paper that first defined construct validity (Cronbach & Meehl,), . basis of validity argument is somehow free of value and ethical considerations. of the American Philosophical Association; I am grateful to the audiences certain relation to supporting

considerations, in the way that my rational belief that assessment of the probative force of the first-order evidence: it is not one more. A series of developments in early 20th-century philosophy made the general (96) in the philosophy of science was that considerations of the likelihood of off the context of discovery as beyond the range of philosophical analysis. The guiding thought of Bayesianism is that acquiring evidence.

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