Reasoning, Necessity, and Logic:

Developmental Perspectives

Edited by Willis F. Overton



Reasoning Necessity And Logic

Stephanie Thornton, Teodora Gliga

Reasoning Necessity And Logic:

Necessary Knowledge Leslie Smith, 2017-12-06 Originally published in 1993 this monograph addresses a central problem in Piaget's work which is the temporal construction of necessary knowledge. The main argument is that both normative and empirical issues are relevant to a minimally adequate account of the development of modal understanding This central argument embodies three main claims One claim is philosophical Although the concepts of knowledge and necessity are problematic there is sufficient agreement about their core elements due to the fundamental difference between truth value and modality Any account of human rationality has to respect this distinction The second claim is that this normative distinction is not always respected in psychological research on the origins of knowledge where emphasis is placed on the procedures and methods used to gain good empirical evidence An account of the initial acquisition of knowledge is not thereby an account of its legitimation in the human mind The third claim relates to epistemology Intellectual development is a process in which available knowledge is used in the construction of better knowledge. The monograph identifies features of a modal model of intellectual construction whereby some form of necessary knowledge is always used Intellectual development occurs as the reduction of modal errors through the differentiation and coordination of available forms of modal understanding Piaget's work continues to provide distinctive and intelligible answers to a substantive and outstanding problem Reasoning, Necessity, and Logic Willis F. Overton, 2013-05-13 A presentation of current work that systematically explores and articulates the nature origin and development of reasoning this volume s primary aim is to describe and examine contemporary theory and research findings on the topic of deductive reasoning Many contributors believe concepts such as structure competence and mental logic are necessary features for a complete understanding of reasoning As the book emanates from a Jean Piaget Symposium his theory of intellectual development as the standard contemporary treatment of deductive reasoning is used as the context in which the contributors elaborate on their own perceptions The Handbook of Life-Span Development, Volume 1 Richard M. Lerner, Willis F. Overton, 2010-12-14 In the past fifty years scholars of human development have been moving from studying change in humans within sharply defined periods to seeing many more of these phenomenon as more profitably studied over time and in relation to other processes The Handbook of Life Span Development Volume 1 Cognition Biology and Methods presents the study of human development conducted by the best scholars in the 21st century Social workers counselors and public health workers will receive coverage of of the biological and cognitive aspects of human change across the lifespan Handbook of Child Psychology and **Developmental Science, Cognitive Processes**, 2015-03-31 The essential reference for human development theory updated and reconceptualized The Handbook of Child Psychology and Developmental Science a four volume reference is the field defining work to which all others are compared First published in 1946 and now in its Seventh Edition the Handbook has long been considered the definitive guide to the field of developmental science Volume 2 Cognitive Processes describes

cognitive development as a relational phenomenon that can be studied only as part of a larger whole of the person and context relational system that sustains it In this volume specific domains of cognitive development are contextualized with respect to biological processes and sociocultural contexts Furthermore key themes and issues e q the importance of symbolic systems and social understanding are threaded across multiple chapters although every each chapter is focused on a different domain within cognitive development Thus both within and across chapters the complexity and interconnectivity of cognitive development are well illuminated Learn about the inextricable intertwining of perceptual development motor development emotional development and brain development Understand the complexity of cognitive development without misleading simplification reducing cognitive development to its biological substrates or viewing it as a passive socialization process Discover how each portion of the developmental process contributes to subsequent cognitive development Examine the multiple processes such as categorizing reasoning thinking decision making and judgment that comprise cognition The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in human development psychology sociology anthropology and neuroscience **Epistemic Cognition and Development David** Moshman, 2014-12-05 Epistemic cognition the philosophical core of metacognition concerns people s knowledge about the justification and truth of beliefs Multiple literatures in psychology and education address aspects of epistemic cognition In the absence of a coherent conceptual framework however these literatures mostly fail to communicate with each other and often connect only loosely to genuine epistemology This complicates any effort to achieve a systematic theoretical understanding of epistemic cognition and its development Deanna Kuhn writes in her foreword Moshman is not the first to take on this challenge but he fulfills it elegantly and I think the most comprehensively and astutely After reviewing the basics of philosophical epistemology and cognitive psychology Epistemic Cognition and Development provides a compelling account of developmental change across childhood and beyond in knowledge about knowledge especially with regard to fundamental conceptions of objectivity subjectivity rationality justification and truth This is followed by detailed consideration of domain specific epistemologies of science logic morality social convention history and identity including associated forms of reasoning The final section provides theoretical conclusions educational and social applications and suggestions for further Piaget's Theory Harry Beilin, Peter B. Pufall, 2013-04-15 This volume marks the 20th Anniversary Symposium of research the Jean Piaget Society Some of the American contributors were among the first to introduce Piaget to developmental and educational psychology in the United States while some of the international contributors worked with Piaget to develop his program of genetic epistemology and continue to make significant contributions to it Within this volume the possibility of

Piaget s paradigm is reviewed not only as the stuff of normal science yielding fascinating empirical questions that linger within it but also and more importantly as the stuff of revolutionary science with continuing potential to comprehensively structure our thinking about developmental theory. The constructive contribution Piaget s theory has for developmental theory emerges as four central themes in the volume understanding the intentional or semantic aspect of mental life without abandoning the Piagetian assumption that is rational and committed to truth testing examining mental life and its development as a dialectical relation of function and structure a relation Piaget introduced in his study of the developmental relation between procedural and operational knowledge exploring new and interdisciplinary perspectives on equilibration as the driving force of constructive adaptive processes understanding social and historical forces in individual and cultural development not necessarily as forces antithetical to Piaget s perspective but as forces that take on new meaning within his framework which avoids erroneous dichotomies such as the distinction between subjective and objective knowledge

Understanding Developmental Psychology Stephanie Thornton, Teodora Gliga, 2020-10-29 Explorative responsive and research led this ground breaking textbook offers students invaluable insights into the passage of human development from birth to adulthood Understanding Developmental Psychology engages students from the outset with its conversational style taking them on a fascinating journey through their own physical cognitive social and emotional development With a focus on developing critical thinking skills the book encourages students to engage with cutting edge research in areas such as replication gender fluidity the ageing global population the implications of social media and recent breakthroughs in neurodevelopment This textbook not only covers the foundations of developmental psychology but also offers a fresh perspective on the latest developments in the field This comprehensive introduction is ideal for both undergraduate and postgraduate students taking courses in developmental psychology Critical and accessible the book connects students to the field of developmental psychology in an accessible and culturally inclusive way **Development of Mental Representation** Irving E. Sigel, 2013-06-17 There is a general and extensive literature in the development of representational thought and symbolic processes because of its centrality in human evolution However the umbrella of science and its method does not necessarily lead to a coherent conceptual model or agreements among scholars These basic differences among various disciplines have led to the creation of new and exciting realms of research This book considers how representational or symbolic thought develops for children s use in a wide array of these circumstances From Is to Ought: The Place of Normative Models in the Study of Human Thought Shira Elgayam, David E. Over, 2016-08-12 In the study of human thinking two main research questions can be asked Descriptive Q What is human thinking like Normative Q What ought human thinking be like For decades these two questions have dominated the field and the relationship between them generated many a controversy Empirical normativist approaches regard the answers to these questions as positively correlated in essence human thinking is what it ought to be although what counts as the ought standard is moot In

contemporary theories of reasoning and decision making this is often associated with a Panglossian framework an adaptationist approach which regards human thinking as a priori rational In contrast prescriptive normativism sees the answers to these two questions as negatively correlated Normative models are still relevant to human thought but human behaviour deviates from them guite markedly with the invited conclusion that humans are often irrational Prescriptive normativism often results in a Meliorist agenda which sees rationality as amenable to education Both empirical and prescriptive normativism can be contrasted with a descriptivist framework for psychology of human thinking Following Hume s strict divide between the is and the ought descriptivism regards the descriptive and normative research questions as uncorrelated or dissociated with only the former question suitable for psychological study of human behaviour This basic division carries over to the relation between normative ought rationality based on conforming to normative standards and instrumental is rationality based on achieving one s goals Descriptivist approaches regard the two as dissociated whereas normativist approaches tend to see them as closely linked with normative arguments defining and justifying instrumental rationality This research topic brings together diverse contributions to the continuing debate Featuring contributions from leading researchers in the field the e book covers a wide range of subjects arranged by six sections. The standard picture Normativist perspectives In defence of soft normativism Exploring normative models Descriptivist perspectives Evolutionary and ecological accounts Empirical reports With a total of some 24 articles from 55 authors this comprehensive treatment includes theoretical analyses meta theoretical critiques commentaries and a range of empirical reports The contents of the Research Topic should appeal to psychologists linguists philosophers and cognitive scientists with research interests in a wide range of domains from language through reasoning judgment and decision making and moral judgment to epistemology and theory of mind philosophical logic and meta ethics **The Nature of Cognition** Robert J. Sternberg, 1999 This book is the first to introduce the study of cognition in terms of the major conceptual themes that underlie virtually all the substantive topics

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