

I'm not robot!

WEEK-7

-*falsity analogies*: ex: An argument is based upon statistics collected in Sweden, but the conclusion is applied to Turkey. We might say that this is a falsity analogy, because Sweden and Turkey are too different for the conclusion to carry over to Turkey. An experiment is conducted on apes, but the conclusion is directly applied to humans.

- *false cause*: Although there may be a temporal relationship between two events, one may not be the actual cause of the other. If we run an advertising campaign and sales go up, then we may possibly make a good case that the advertising campaign should be credited for the higher sales. If people go to the hospital and then die, it would not be valid to conclude that hospital's cause death. It is usually sick people who go to hospitals, and they are more likely to die than healthy people. Sometimes, two things that are strongly correlated may be related to each other, but through something else. There may be a strong correlation between sales of ice cream and sales of bathing suits. Often that we will try to find a solution for the false cause and thus not fit the problem.

Example: Suppose the government argues that watching youtube leads to immorality. They may decide to prevent access to youtube, whereas the causes of immorality may be completely different!

-*attack the speaker's person rather than his/her position*: Suppose the speaker is making an argument about economics, and you challenge him, saying "In't it true that you cheated on your wife?" Here, there is no direct connection between his argument and the attribute that he is being attacked on.

This is called an *ad hominem* attack in Latin, meaning "to the man" [or woman]. It is ugly and unethical and should always be avoided.

-*"two wrongs don't make a right"*: "It was wrong for him to hit you, and it is equally wrong for you to hit him."

-*"look who's talking!"*: If someone makes a legitimate argument, and you counter it not on its own merits, but on the basis of the fact that the person who made the argument is equally guilty, you have given a falsity reason against the argument.

-*"the slippery slope"* or *"domino effect"*: argument: Suppose you say that alcohol and tobacco advertising should be forbidden on television, because they are harmful. Your opponent might argue back that once you allow this, what is to prevent the government from forbidding eggs or milk or red meat from being advertised, since they are harmful as well (cholesterol etc.?)

This is a falsity reason, because there is no cause to assume that once you do something, extreme versions of the same thing will necessarily follow.

-*"beating a strawman to death"*: In this case, one sets up an extreme version of the opponent's argument, a "strawman," and proceeds to attack it and destroy it. This is done because it is always easier to argue against extreme positions than moderate, defensible positions. Suppose you argue that the government should not block access to the internet just because there are pornography sites there. Your opponent might say: "Ah, so you would like to put violent pornography in every elementary school so our children are psychologically harmed and grow up to become prostitutes and rapists?" That will immediately place you on the defensive. In the process, the original issue will have been subverted, and you will be involved in an argument that is not of your own making. Another example: One person says to the other: "I think we should wait until we have finished school and found jobs before we get married." The other person replies: "So having a fancy tux and lots of money in the bank is more important than our love for each other?"

-*"jumps to invalid conclusions or generalizations"*: This is done by reaching conclusions based upon insufficient information, whether deliberately or not. Suppose you speak to someone at a party, and he seems not to have given enough serious thought to an issue that is important to you, such as politics. You might conclude that he is a fool and never want to talk to him again, but it may be that he was just having fun and was not in the mood to discuss politics at a party. Suppose that you are trying to find out if students at Selma are concerned with the welfare of animals. You talk to three people and they seem indifferent, so you conclude that Selma students are cruel to animals. But three people is a small percentage of the student body and is surely not a sufficient number to reach such a conclusion.

-*self-fulfilling prophecy*: This happens when an influential person makes a prediction which comes true precisely because people believe the influential person's prediction. The prophecy "fulfills itself", that is, it comes true because it was made. A famous economist says on television that the stock market will go up. People hear this and run to the stock market to invest in stocks because they expect that this important person's forecast will be accurate. And, of course, the market goes up as a result.

-All the fallacies that we discussed so far are insufficient reasons that do not adequately justify the conclusion reached by the argument. There are other fallacies that actually mislead, rather than just providing inadequate support for a conclusion.

-*"red herring"*: The term refers to throwing an argument off-track by bringing in irrelevant reasons, not always intentionally. Suppose that you are discussing the economy of the country, and someone argues that the cause of the problem is high wages. You might respond "high wages is a red herring, the real issue is high profits." Here, you would be arguing that high wages is not the real problem, and that bringing it up moves the argument away from the real causes of the crisis.

Table with 2 columns: Name, Definition. Lists various fallacies like Ad Hominem, Appeal to Emotion, etc.



Multiple-Choice Question: According to the video, why do doctors prescribe antibiotics for the flu virus, even when they know it's the wrong thing to do? Options: Doctors don't truly understand the danger of overprescribing antibiotics; The pharmaceutical industry pressures doctors to prescribe antibiotics as they will make more money; The CDC encourages doctors to prescribe antibiotics as often as possible; Patients want to leave the doctor's office with a prescription that will make them feel better. Correct answer: The pharmaceutical industry pressures doctors to prescribe antibiotics as they will make more money.

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30-Earth Materials and Their Uses

A The earth is made up of a variety of minerals, such as rocks, minerals, and metals. People can use these resources in many ways—but first, they have to get them.

B We get most earth materials by digging into the earth's crust. The earth's crust is the top layer of solid rock that makes up the earth's outer layer. It is about 20 miles (32 km) thick.

C Rock is made of one or more minerals stuck together. Minerals are solid, inorganic, naturally occurring substances in the earth's crust. An mineral is made of elements and compounds. For example, limestone is a mineral made up of calcium, carbon, and oxygen. The element is a basic substance made of only one kind of matter.

D People use rocks to build things, such as stone walls. Rocks are also used to make other building materials, such as concrete.

E Minerals have many uses. For example, table salt is used to make food taste better. Minerals such as diamonds and gemstones are used to make jewelry. Because they are so hard, diamonds are also used in drills for cutting rock. They can also be made from pure materials such as gold and silver. Each of these minerals is made of a single element.

For example, table salt is used to build things like bridges and roads. People use the salt in transporting goods and people by boat. If necessary, we can remove the salt to make drinking water. We can even use the salt of sea water to produce electricity.

H The circle graph below shows the major elements that make up the earth's crust. About how much of the earth's crust is made up of oxygen?

mode of a single element. For you get the examples of earth used to build things like bridges and roads. People use the salt in transporting goods and people by boat. If necessary, we can remove the salt to make drinking water. We can even use the salt of sea water to produce electricity.

Q The water that covers most of the surface of the earth is another mineral resource. We use the water in transporting goods and people by boat. If necessary, we can remove the salt to make drinking water. We can even use the salt of sea water to produce electricity.

formation of rocks

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Elements That Make Up The Earth's Crust

Critical and creative thinking lecture notes pdf. What is critical and creative thinking in education. What is a creative and critical thinker. What is critical creative thinking. Critical and creative thinking examples. Explain critical and creative thinking.

If you wish to think/write about many dimensional things like the 'world', persons, consciousness, human thinking etc, you should at least think multi-dimensional and many levelled. Questioning the purpose, the subject-matter and the methodology, methods of the discipline. I have already dealt in detail about the disappearance of different subject from the philosophical discourse with the differentiation of other disciplines, as well as the involvement in philosophy in inter-disciplinary areas such as cognitive sciences, the creation of experimental philosophy and the philosophies of other discourses, eg art, religion, science, mathematics, sport and every subject possible. Philosophy has/is often interpreted as consisting of logic, which in has its own discourse, while other aspects or forms of logic really form part of mathematics. The doing of philosophy as the doing of (usually informal) logic is in some way related to this belief. As far as the method of philosophy goes, it is always seen as employing arguments, argumentation and reasoning. But all kinds of writing and talking employ arguments, argumentation, reasoning and informal logic – not just philosophy. I conclude with a discussion from theoretical physics (in the past associated with the philosophical discourse) that provides us with ontologies as philosophy used to do. Against that background I present articles on the multiverse, more conventional articles on our universe, our world, our physical reality and the origins of life. I think these are some of the many things that it is necessary that philosophy should take note of and consequently question itself, its aims, objectives, subject-matter and methodologies. We might then have something different than one-levelled and one-dimensional thinking and more many layered and levelled and multi-dimensional thinking. Is this not how our consciousness functions? On many levels, layers and dimensions simultaneously? So should this not be the manner in which we conceive of 'it', its nature and functioning? We, philosophy, should at least be thinking (instead of individual concepts, or statements, linear thinking - we should simultaneously think on many layers, on many levels and in several dimensions) in terms of 3D, for example 3D scatter plots .By this I mean the many different aspects of the person (mentally and physically, socially, culturally, as well as our environment, planetary and universe context should be included in every concept we employ; each concept should therefore be at least like a 3D scatter plot image, including all these levels and information) Lecture Note 01 - IntroductionLecture Note 02 - Basic Principles of CreativityLecture Note 03 - Creative ProcessLecture Note 04 - Creative Tools for Defining ProblemLecture Note 05 - Creative Tools for Generating IdeasLecture Note 06 - Creative Tools for Generating Ideas IILecture Note 07 - Problem-SolvingLecture Note 08 - Problem-SolvingLecture Note 09 - Psychology of Problem-SolvingLecture Note 10 - Decision MakingLecture Note 11 - Lateral ThinkingLecture Note 12 - Six Thinking HatsLecture Note 13 - Six Action ShoesLecture Note 14 - Neuroscience of Creativity 1. 2 CRITICAL THINKING & CREATIVE THINKING 2. 3 3. TORRANCE KIDS 4 • In 1958, four hundred children completed creativity tasks designed by professor E. Paul Torrance • The children were asked "How could you improve this toy to make it better and more fun to play with?" 4. • Those who came up with more good ideas on Torrance's tasks grew up to be entrepreneurs, inventors, college presidents, authors, doctors, diplomats, and software developers. • Jonathan Plucker of Indiana University recently reanalyzed Torrance's data. The correlation to lifetime creative accomplishment was more than three times stronger for childhood creativity than childhood IQ. 5. 5. 6. 6. 7 Critical thinking is a self-directed process by which we take deliberate steps to think at the highest level of quality. CRITICAL THINKING 7. 8 8. CREATIVE THINKING innovative, inventive, unconstrained thinking. It is associated with exploration and idea 9. 10 10. The critical & creative functions of the mind are so interwoven that neither can be separated from the other without an essential loss to both. 11 11. 12 12. Criticality Assess Creativity Originates 13 13. WHY The aim of Critical Thinking is to promote independent thinking, personal autonomy and reasoned judgment in thought and action. ... the ability to reason well and, the disposition to do so. 4 14. 15 15. 16 Red Thinking: Higher order executive functioning. Thinking that analyzes, assesses and improves green thinking. Green Thinking: Instinctive, automatic, spontaneous thinking. Unconsciously guided 16. GREEN THINKING 17 Spontaneous Subconscious Uncontrolled Reflexive Impulsive Unanalyzed 17. RED THINKING Disciplined Seeks the truth SELF assessing Critical Thinking Self correcting Probing 18 18. 19 19. 20 20. CRITICAL THINKING is for Science & Math. CREATIVE THINKING is for Arts & Humanities. 21 and 21. CRITICAL & CREATIVE thinking can and should be applied to ANY subject, content or problem. 22 22. CREATIVITY is a right brain activity.....? 23 23. •CREATIVE THINKING requires divergent thinking and then convergent thinking. •CREATIVITY requires constant shifting between right and left brain activity. 24 24. CREATIVITY can be taught..... 25 25. CREATIVITY can be taught. Practicing promotes more creative learning. 26 26. Strategies for Teaching Critical and Creative Thinking: 27 27. 11 2 3 4 28. 29 Creative or Critical thinking is a skill that young minds will undeniably need and exercise well beyond their school years. Experts agree that in keeping up with the ever-changing technological advances, students will need to obtain, understand, and analyze information on a much more efficient scale. It is our job as educators to equip our students with the strategies and skills they need to think critically in order to cope with these tech problems and obstacles they face elsewhere. 29. 30 THINKING 30. 31 31. 32 32. Go as far as you can see. When you get there, you can see farther. Thomas Carlyle33 Creative thinking requires divergent thinking (generating many unique ideas) and then convergent thinking (combining those ideas into the best result). Creativity requires constant shifting, blender pulses of both types of thinking (right and left brain activity) to arrive at original and useful ideas. You're Reading a Free Preview Page 4 is not shown in this preview. (Image credit: Getty Images) Great design is (rarely) created in isolation. Like it or not, taking criticism from others is a big part of a designer's life – whether it's coming from your boss, your clients, or your peers. However, with the right attitude, this feedback can help you hone your craft and improve your work, and your design portfolio (opens in new tab). Here are some top tips for using criticism as fuel for your creative process.Us creatives can be pretty delicate when it comes to our work and ideas. If we're honest with ourselves, most of the time when we let others in on our latest pet project we're hoping to be showered with praise, dubbed a 'genius' and carried off into creative superstardom on a wave of positivity.This need for positive reinforcement can all too often cause us to lock ourselves away in our studios, polishing and polishing our ideas until we feel ready to unleash them onto the world.This tendency can, however, set us up for a fall. If you've spent weeks polishing an idea in secret, you're in for shock if someone you respect isn't as impressed by the idea as you are when you finally stump for the big reveal.By actively seeking an outside perspective soon after ideas emerge – casting our 'darlings' into the cold light of day early on – we can save ourselves a lot of time and pain later, and this can help soften the blow when we realise we've been polishing a turd.As much as we might, deep down, want to impress with our ideas, we should remember we can actually develop our thinking rapidly and radically with a few simple conversations.02. Listen hardIt's easy to go into defensive mode when we open up our ideas to the scrutiny of others. When feedback starts flying at you, there's a natural creative reaction to put your mind into overdrive with rebuttals that will keep the concept alive. But by letting your mind think up a response, you're not really allowing it to listen. There's little use in asking for input, if you're not going to take it in. Instead of priming yourself for debate, really listen to what is being said without thinking about what that means for you or the idea – you can mull that over later.03. Remember it's not personal!Just because someone doesn't like your idea, doesn't make you a failure. In fact, most successful innovators came up with a lot of 'wrong' ideas before they hit on the game-changer.The trick is to not to get too down about negative feedback, and rather use it as a catalyst to push yourself and your ideas further.04. Don't take an opinion as gospelAn opinion on your work is just that: an opinion. While you should be as open as possible to the feedback you're getting, you don't have to take it as the truth when it comes to developing your work later.It's helpful to take what you hear with a creative pinch of salt. See the input as research rather than an instruction. On reflection, you'll likely find some of the feedback useful and some that takes you in a direction you don't want to go in. This is your work: listen hard to the feedback and decide what makes sense to you.05. Adjust and repeatThe real power of actively seeking feedback is that it gives you a chance to reflect and course-correct before it gets too late. Each phase of listening to others should be followed by a phase of reflection and recalibration. This is your opportunity to push your ideas further. When you've incorporated the valuable feedback, there's only one thing left to do. Go and get more feedback, and repeat the whole process again!These tips were originally part of a Modulal (opens in new tab) student workshop run by Fred Deakin.Related content: Thank you for reading 5 articles this month* Join now for unlimited accessEnjoy your first month for just £1 / \$1 / €1 *Read 5 free articles per month without a subscription Get now for unlimited accessTry first month for just £1 / \$1 / €1

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