

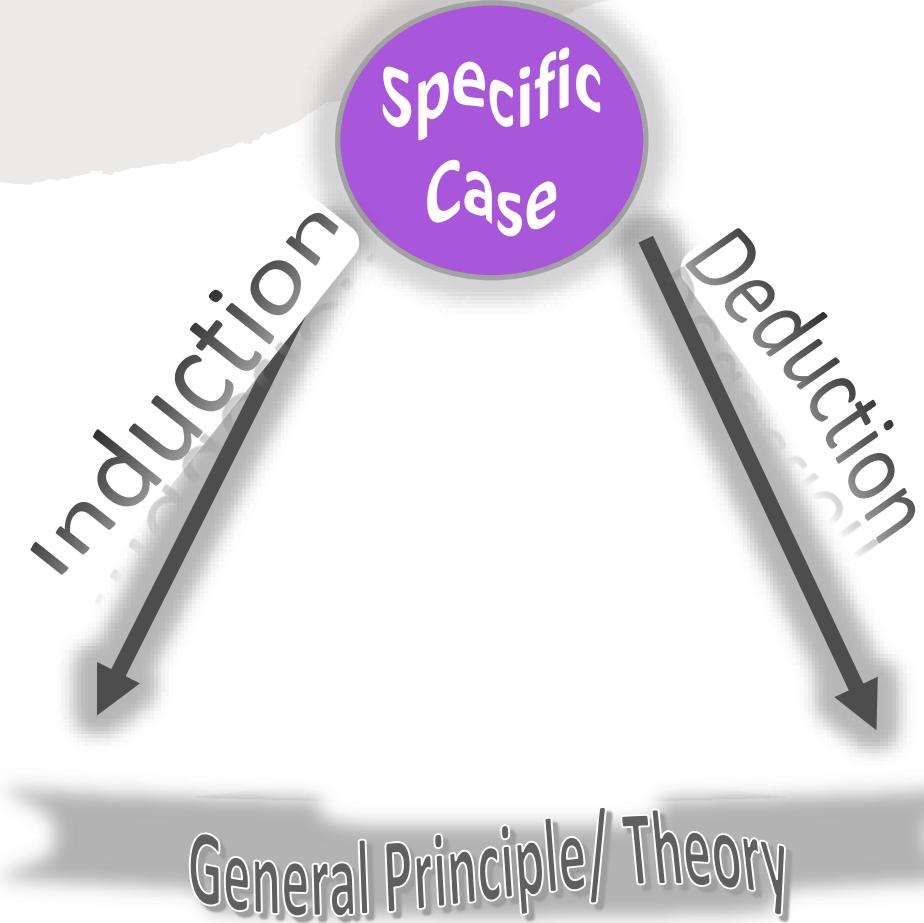
Deductive arguments:

- The premise: All men are mortal;
- Indicator: therefore,
- Conclusion: I am mortal

Inductive arguments:

The premise supports the validity of the conclusion.

- Sunday is always sunny in this village
- therefore,
- tomorrow will be sunny



DIFFERENCES IN THINKING STYLES



Thinking Style continued...

Inductive Orientation

Social environments that tend to value reasoning based on experience, particular incidents and experimentation.

- Principles and theories are derived from the analysis of data.
- Models and hypotheses are based on empirical observation and experimentation, and the goal is verification through empirical proof.
- The amassing of facts and statistics is valued, and a good deal of faith is placed on methodologies and measurements.

Deductive Orientation

Social environments that tend to value reasoning based on principles, morals, theories and abstract logic.

- Priority is given to the conceptual world and symbolic thinking rather than the amassing of facts.
- Influence of the past and future is greater in this type of thinking process.
- In general, problems are classified and solutions discovered based on previous experiences and contextual circumstances.

DIFFERENCES IN THINKING STYLES

Linear Orientation

Social environments that tend to focus on the sequential and isolated consideration of issues and ideas.

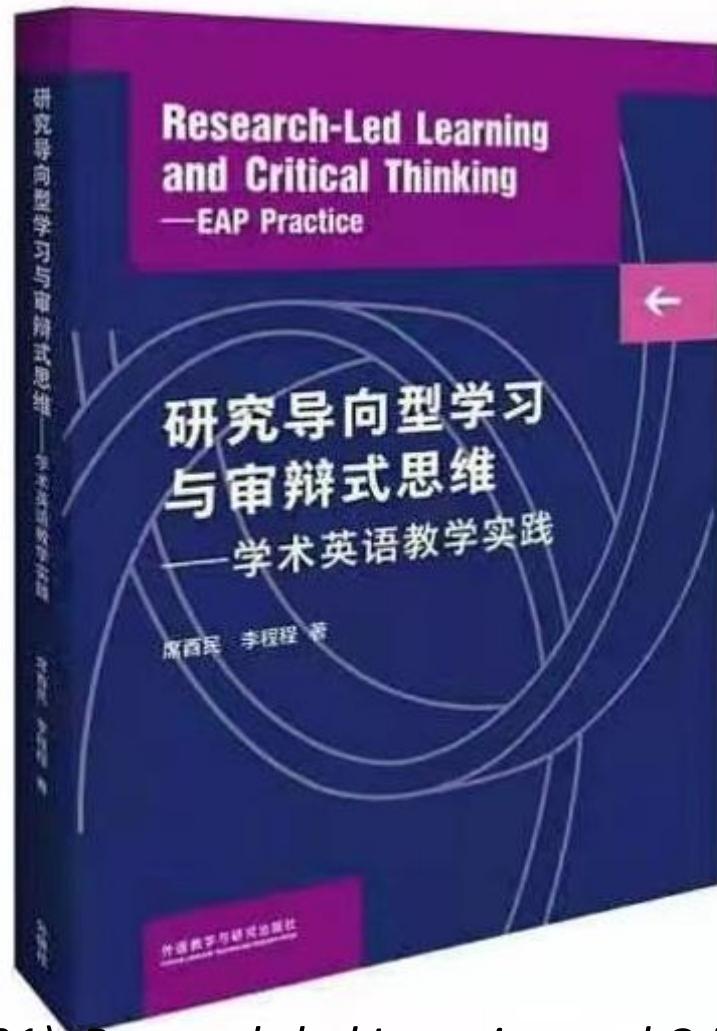
- When faced with a problem, linear cultures dissect it into small chunks that can be linked in chains of cause and effect.
- Emphasis on detail, precision and pragmatic results.

Systemic Orientation

Social environments that tend to focus on the holistic inter-relatedness and integration of issues and ideas.

- When faced with a problem, systemic-oriented cultures stress an integrated approach, sometimes called "holistic" or "synthetic".
- Integrated viewpoint focuses on relationships between parts and their connections.
- Often a reliance on analogy, metaphor and simile explanations.

RESEARCH-LED LEARNING: PRACTICE



Xi, Y., & Li, C. (2021). Research-led Learning and Critical Thinking—EAP Practice, Foreign Language Teaching and Research Press