11 Reasoning together: From focusing to decentering

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Introduction

Focusing is a pervasive phenomenon occurring in reasoning and decision making, which has been thoroughly described by Legrenzi, Girotto, and Johnson-Laird (1993). It consists in the fact that reasoners seem to restrict their thoughts to what is explicitly represented in their mental models. Legrenzi and his colleagues have demonstrated that this phenomenon is a very general one, and concerns such domains as deductive reasoning, decision making and counterfactual thinking. Focusing is believed to be an inevitable consequence of the use of models in reasoning and depends on the fact that individuals construct very few explicit models when reasoning, focus on these models, and ignore other alternatives. However, this effect can be inhibited. In the above cited article, Legrenzi et al. also propose, and demonstrate, that the effects of focusing can be reduced by any manipulation that leads individuals to flesh out alternative models.

In the present chapter, we make this idea more specific, and introduce the notion of decentering, a mechanism supposed to reduce the focusing effect, since it leads individuals to take into account alternative models and points of view. We show how decentering can be induced both by a manipulation of the representation of the task and by confronting individuals with a source of social influence. This latter phenomenon is important, because reasoning often takes place in situations in which reasoners encounter diverging models, alternative viewpoints, and conflicts with people with whom they are working.

Egocentrism, decentering, and related concepts

Decentering has been known for a long time in the psychological literature. In Piaget’s early writings, and all through his career, egocentrism and decentering appear to be central mechanisms in the development of the intellect (cf. Inhelder & Piaget, 1958; Piaget, 1963). Egocentrism is a mechanism that resembles focusing: It consists in considering one’s own judgement as the only possible one, overlooking alternative ones. For instance, a 5-year-old child considers that the left and right hands of the person standing in front of
Communication and attention influence the nature of interactions. The way we communicate and how we process information is shaped by our attention. In the context of this discussion, we explore how communication and attention can be understood in terms of their processes and outcomes. This involves understanding how communication and attention are influenced by social and cognitive factors, and how these factors interact to shape our interactions. The importance of communication and attention cannot be overstated, as they play a crucial role in shaping our interactions and understanding the world around us.
When it is necessary to have a specific solution, the problem of finding the best approach to solving it may involve more than just finding the right answer. Often, the solution may be found by trial and error or through a process of elimination. It is important to consider all possible approaches and not just the most obvious one.

In the context of finding a solution, it is crucial to consider the problem from multiple perspectives. This may involve looking at the problem from a different angle or considering the problem in a new context. It is also important to consider the implications of the solution and whether it is sustainable or practical.

In conclusion, the process of finding a solution to a problem is complex and may involve multiple steps. It is important to take the time to consider all possible approaches and not just the most obvious one. Ultimately, the best solution is the one that is most effective and sustainable.
The study reveals two important mechanisms. First, the high-sources
and low-sources introduce the amount of disconfirmation. In some
instances, the high-sources may lead to more disconfirmation than
in others. This is due to the differing expectations and to lower
counter-choice effects. Second, the high-sources may also lead to
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Conclusion

Based on the findings of the study, it is evident that the provision of both cognitive and social support during training significantly enhances the retention and understanding of the information presented. The results indicate a positive correlation between the provision of support and the increase in comprehension and retention of the material. Therefore, it is recommended that future training programs incorporate both cognitive and social support strategies to optimize learning outcomes.

Recommendations

1. The provision of cognitive and social support should be integrated into training programs to enhance learning outcomes.
2. Training providers should be encouraged to develop and implement strategies that promote effective learning environments.
3. Further research is needed to explore the impact of different types of support on learning outcomes.

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References

[References to be included here, covering all cited sources]