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Arguments turn our data into knowledge and then prompt decisions and actions. When we're making an argument, we're aiming to demonstrate that some piece of information is true or false or that some action is positive or negative. In order to make effective arguments, it's helpful to understand how an argument is structured.

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Evidence or Data. Evidence or Data is the factual information that will demonstrate how our claim is valid. Usually, we transform data to create good quality evidence. Example of evidence could include charts, models or calculations. Justification. Justification connects the evidence to the claim. It persuades the audience why the evidence we've produced supports the claim we're making.

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MAST90044 *Thinking and Reasoning with Data-*  
To help children develop their thinking and reasoning skills we need to give them time to think and chances to respond. Researcher Mary Budd Rowe investigated the effects of the amount of wait time after a teacher asked a class a question.

*Thinking and reasoning in the classroom*

Thinking & Reasoning, Volume 26, Issue 3 (2020) Articles . Article. Conditionals and inferential connections: toward a new semantics. Igor Douven, Shira Elqayam, Henrik Singmann & Janneke van Wijnbergen-Huitink. Pages: 311-351. Published online: 22 Jun 2019.

*Thinking & Reasoning: Vol 26, No 3 - Taylor & Francis*

In the previous step you watched teachers using different techniques to develop thinking and reasoning. They were taken from The Wellcome Trust's Explorify online resource. This is a fantastic, free resource which has been designed to stimulate curiosity, discussion and debate.

*Activities to develop thinking and reasoning skills*

Reasoning: Reasoning is a mental process that uses logic. Characteristics of Thinking and Reasoning: Conscious/ Unconscious: Thinking: Thinking can be either conscious or

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unconscious. Reasoning: Reasoning is always a conscious effort. Logic: Thinking: Logic does not play a key role in thinking. Reasoning: Logic plays a key role in reasoning ...

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