



Logical Fallacy in Education; False Dilemma and Quantal Sociology

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Abstract

A logical fallacy is an argument that can be disproven through reasoning. This is different from a subjective opinion or one that can be disproven with facts; for a position to be a logical fallacy, it must be logically flawed or deceptive. A false dilemma is one of the very well-known logical fallacies. Sometimes called the “either-or” fallacy, a false dilemma is a logical fallacy that presents only two options or sides when there are many options or sides. A false dilemma presents a “black and white” kind of thinking when there are many shades of gray. This article discusses false dilemma as a logical fallacy and mistakes made in the Harvard MBA program regarding educational sociology.

Subject Areas

Sociology

Keywords

Logic Error, Education Sociology, Quantal Sociology, Fallacy, False Dilemma

1. Introduction

“Take a Seat in the Harvard MBA Case Classroom” is the name of the program at Harvard, broadcast on the YouTube channel

(<http://www.youtube.com/watch?v=p7iwXvBnbIE>) [1]. The case was, “Imagine you become CEO of one of the world’s largest mining companies, Anglo-American, 25 billion USD in the sale, 162,000 employees, two of three in South Africa, and four months into your job, you hear the news one of the miners in Rutenburg has lost his life, yet another fatality. You have to decide if you will shut down the mine or continue business as usual”. The question is, “Do

you shut down the mine in Rustenburg, yes or no?”.

One of the students answered this case as “...so I think CEO needs to initiate a very detailed investigation into what happened in these circumstances and what happened throughout the past”. The facilitator says, “Are you going to shut down or not shut down?”. The audience in the amp laughs at this dialog.

I want to discuss the logic fallacy or sophistry in education, except that I find it inhumane to laugh at the debate about a worker who lost his life in this program and the ongoing risks to human life. Even if the death event is an example that did not happen in reality, it should not be a laughing matter for a working person to lose his life in a work accident.

Leaving man in a necessary dilemma is called a fallacy or sophistry in logic discussions (Flood 2018) [2].

Two fallacies are very common and generally contradictory to each other. The form of the Wrong Dilemma logic error is obvious:

Either Claim X or Claim Y is true.

Claim Y is false.

So Claim X is true.

It may not be easy to see the logic error at first. This is why the False Dilemma is such a dangerous fallacy. If you scrutinize the formula, you will see a third option: Both Claim X and Claim Y may be false (Bennet 2019) [3].

According to this dilemma, a person’s knowledge of something is either objective and therefore transcendent but impersonal, or it is subjective, and consequently personal but immanent, reaching only one’s inner states. Applied to the knowledge of values, this false dilemma leaves philosophy with a choice between accounts of value-knowledge as scientific/objective knowledge or value-knowledge as self-knowledge (Gamache 2020) [4].

2. What’s Wrong with the Harvard MBA Program and Quantum in Life

Let’s ask the question this way. What is wrong with the sociology of education and techniques beyond laughing at the loss of human life in the Harvard MBA program as an example of inhumane treatment?

In the case in question, there are things to do and not to do, apart from two options. However, the question was asked whether you would close the business or not. The question is wrong and forces a choice between two incorrect ones.

It is necessary to continue providing thousands of people with a livelihood from this business by ensuring the company’s continuity. At the same time, it is essential to prevent occupational accidents. The closure of the business and the continuation of work accidents are among the things that should not be undesirable.

Among the advanced professional degrees, students can choose to pursue a Master of Business Administration (MBA). These degrees are designed for individuals who want to organize and lead businesses. However, their utility is not

limited to the business world. Those in the field of education can also benefit from holding an MBA.

The essence of MBA education is not choosing the wrong one among the wrongs but the selection of the right ones. Of course, it is correct to direct students to think and discuss but finding and discussing suitable approaches should be the basis of education.

The full-time MBA gives you the mindset, knowledge, skills, and network to go out into the world and make meaningful change. Understanding and explaining the cases and making the right decisions, learning to obtain the correct data for the leading solution, analyzing the accurate data, and making the right decisions based on these data form the basis of an MBA education. Improving communication skills is not the only aim of the MBA Programmes.

3. Case Discussion Model in Education

The most up-to-date constructivist approach, the most important representative of which is Giambattista Vico, is the problem-based education system (Tuncer 2021) [5]. In this system, which motivates students by activating, applications that will give them confidence cannot be successful unless implemented in an integrated manner.

Case discussions aim to provide students with a broad perspective. Students try to produce unlimited solution suggestions in the presence of a moderator. Like in quantum mechanics, they try to extract the ones suitable for the case solution from endless options. In fact, life is a complex structure based on the quantum, and often the answers are also hidden in complexity (Tuncer 2021, Quantum politics) [6]. Arguments within the framework of logical accuracy form the basis of case-based learning. The mistake made in the MBA class was to discuss the solution to the event on two wrong choices.

4. Educational Sociology and Logic Errors

Although the sociology of education is not a very new sub-branch, its importance is constantly increasing (Clow 1924) [7].

Since Human relationships are very complex, sociology of education helps teachers be aware of specific outcomes of a group's behavior and understand the attitudes, values, and beliefs of those around them, enhancing the effective teaching and learning process (Browne 2006) [8]. Knowledge and practice contributed to the sociology of education's uneasy relations with schools, teachers, and education policy. It is a relatively new branch, and two great sociologists, Émile Durkheim and Max Weber, were the father of the sociology of education. (Ball 2008) [9].

Explaining events by eliminating logical errors is one of the essential goals of sociology (Znanięcki 1943) [10].

Critical thinking is a complex term not associated with any single pattern of teaching and testing. The many facets of critical thinking have led to the devel-

opment of various measuring instruments and numerous educational experiments. In both high schools and colleges, educators have repeatedly demonstrated that instructional arrangements can be designed to promote the learning of critical thinking (Baker 1981) [11].

Since many educational analyses, unfortunately, contain wrong views, the studies applied in the classroom give bad results (Raudenbush 1986) [12]. It will be healthy to make examinations and explanations by looking at education from the perspective of educational sociology.

5. Conclusions

“Discover the advantages of a global peer network, our world-renowned faculty, and an unmatched learning environment” is written on the Harvard Business School web page (<http://www.exed.hbs.edu/>) [13].

The so-called dictator’s dilemma refers to a worldview in which technology threatens dictatorships and is a beacon of prosperity to free societies (Berghel 2016) [14].

However, it should not be forgotten that since real-life problems are often very complex, their solutions vary too much to count. There is only one active system in life, quantum.

When the entire part of the MBA Program is evaluated on the YouTube channel, it is beneficial in pushing students to think about complex cases, forcing them to participate, and generating innovative ideas.

The mistake made in the MBA class was to discuss the solution to the event on two wrong choices. This phenomenon is not common in regular courses, but the moderators must be careful.

The essential thing in education is always to consider the contemporary sociology of scientific knowledge and try to see the events from a broad perspective (Slezak 1994) [15].

To increase the quality of education and to contribute to the effective use of information by the trainees, it is essential to prevent logical errors in education. This study is in the style of a case study, and expanding the study by evaluating educational materials from this perspective will provide essential benefits to the sociology of education.

Conflicts of Interest

The author declares no conflicts of interest.

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