

Science Education and Culture

The Contribution of History
and Philosophy of Science

Edited by

Fabio Bevilacqua, Enrico Giannetto
and Michael R. Matthews

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Fabio Bevilacqua, Enrico Giannetto
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Michael R. Matthews



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areas of the world *Science Education and Culture* Fabio Bevilacqua, Enrico Giannetto, Michael Matthews, 2012-12-06 This anthology contains selected papers from the Science as Culture conference held at Lake Como and Pavia University Italy 15 19 September 1999 The conference attended by about 220 individuals from thirty countries was a joint venture of the International History Philosophy and Science Teaching Group its fifth conference and the History of Physics and Physics Teaching Division of the European Physical Society its eighth conference The magnificent Villa Olmo on the lakeshore provided a memorable location for the presentors of the 160 papers and the audience that discussed them The conference was part of local celebrations of the bicentenary of Alessandro Volta s creation of the battery in 1799 Volta was born in Como in 1745 and for forty years from 1778 he was professor of experimental physics at Pavia University The conference was fortunate to have had the generous financial support of the Italian government s Volta Bicentenary Fund Lombardy region Pavia University Italian Research Council and Kluwer Academic Publishers The papers included here have or will be published in the journal *Science Education* the inaugural volume 1992 of which was a landmark in the history of science education publication because it was the first journal in the field devoted to contributions from historical philosophical and sociological scholarship Clearly these foundational disciplines inform numerous theoretical curricular and pedagogical debates in science education Contemporary Concerns The research promoted by the International and European Groups and by the journal is central to science education programmes in most areas of the world *Science Education and Culture* Fabio Bevilacqua, Enrico Giannetto, Michael R. Matthews, 2011-04-27 **History, Philosophy and Science Teaching: A Personal Story** Michael R. Matthews, 2021-06-02 This book is an historical narrative of academic appointments significant personal and collaborative research endeavours and important editorial and institutional engagements For forty years Michael Matthews has been a prominent international researcher author editor and organiser in the field of History Philosophy and Science Teaching He has systematically brought his own discipline training in science psychology philosophy of education and the history and philosophy of science to bear upon theoretical curricular and pedagogical issues in science education The book includes accounts of philosophers who greatly influenced his own thinking and who also were personal friends Wallis Suchting Abner Shimony Robert Cohen Marx Wartofsky Israel Scheffler Michael Martin and Mario Bunge It advocates the importance of clear writing and avoidance of faddism in both philosophy and in education It concludes with a proposal for informed and enlightened science teacher education *Africanising the Curriculum* Vuyisile Msila, 2016-03-01 The alienating nature of the dominant curriculum in African schools and universities is an issue which simmered just below the surface in the 2015 student protests that swept through the South African higher education sector The collection of essays found in this timely publication offers compelling arguments for the deliberate embrace of the African culture to advance African knowledge and enhance African lives It proposes fresh perspectives on what shape and form a decolonised curriculum should take on **Philosophy, Science, Education and Culture** Robert Nola, Gürol Irzik, 2005 Currents such

as epistemological and social constructivism postmodernism and certain forms of multiculturalism that had become fashionable within science education circles in the last decades lost sight of critical inquiry as the core aim of education In this book we develop an account of education that places critical inquiry at the core of education in general and science education in particular Since science constitutes the paradigm example of critical inquiry we explain the nature of science paying particular attention to scientific methodology and scientific modeling and at the same time showing their relevance in the science classroom We defend a universalist rationalist and objectivist account of science against epistemological and social constructivist views postmodernist approaches and epistemic multiculturalist accounts

Development of Student Understanding: Focus on Science Education Calvin S. Kalman, Mark Lattery, 2020-01-21

Chemistry Education and Contributions from History and Philosophy of Science Mansoor Niaz, 2015-12-23 This book explores the relationship between the content of chemistry education and the history and philosophy of science HPS framework that underlies such education It discusses the need to present an image that reflects how chemistry developed and progresses It proposes that chemistry should be taught the way it is practiced by chemists as a human enterprise at the interface of scientific practice and HPS Finally it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies The importance of HPS has been recognized for the science curriculum since the middle of the 20th century The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom A review of the literature shows that the traditional chemistry classroom curricula and textbooks while dealing with concepts such as law theory model explanation hypothesis observation evidence and idealization generally ignore elements of the history and philosophy of science This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science Professor Niaz's book is most welcome coming at a time when there is an urgently felt need to upgrade the teaching of science The book is a huge aid for adding to the usual way presenting science as a series of mere facts also the necessary mandate to show how science is done and how science through its history and philosophy is part of the cultural development of humanity Gerald Holton Mallinckrodt Professor of Physics these are valence bond VB and molecular orbital MO theories He emphasizes the importance of having rival theories and interpretations in science and its advancement He further argues that this VB MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom As such Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension Sason Shaik Saeree K and Louis P Fiedler Chair in Chemistry Director The Lise Meitner Minerva Center for Computational Quantum Chemistry The Hebrew

University of Jerusalem ISRAEL *Rethinking Science Education* Roland M. Schulz, 2014-08-01 This book presents a philosophy of science education as a research field as well as its value for curriculum instruction and teacher pedagogy It seeks to re think science education as an educational endeavour by examining why past reform efforts have been only partially successful including why the fundamental goal of achieving scientific literacy after several reform waves has proven to be so elusive The identity of such a philosophy is first defined in relation to the fields of philosophy philosophy of science and philosophy of education It argues that educational theory can support teacher s pedagogical content knowledge and that history philosophy and sociology of science should inform and influence pedagogy Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform It seeks to contribute in general to the improvement of curriculum design and science teacher education The perspective to be taken on board is that to teach science is to have a philosophical frame of mind about the subject about education about one s personal teacher identity *Indigenous STEM Education* Pauline W. U. Chinn, Sharon Nelson-Barber, 2023-08-04 This book explores ways in which systems of local knowledge culture language and place are foundational for STEM learning in Indigenous communities It is part of a two volume set that addresses a growing recognition that interdisciplinary cross cultural and cross hybrid learning is needed to foster scientific and cultural understandings and move STEM learning toward more just and sustainable futures for all learners Themes of learning from elders through practice and place based experiences are found across cultures Each chapter brings a uniquely Indigenous point of view to the educational transformation efforts taking place in these distinct contexts In the second section the chapters use authentic research stories to explain many ways in which regular disciplinary policies and practices can impact Indigenous students participation in STEM classrooms and careers These authors go on to discuss ways to engage learners in STEM activities that are interconnected with the contexts of their lives **Teaching Science with Context** Maria Elice de Brzezinski Prestes, Cibelle Celestino Silva, 2018-07-25 This book offers a comprehensive overview of research at interface between History Philosophy and Sociology of Science HPSS and Science Teaching in Ibero America It contributes to research on contextualization of science for students teachers and researchers and explains how to use different episodes of history of science or different themes of philosophy of science in regular science classes through diverse pedagogical approaches The chapters in this book discuss a wide range of topics under different methodological epistemological and didactic approaches reflecting the richness of research developed in Spanish and Portuguese speaking countries Latin America Spain and Portugal The book contains chapters about historical events topics of philosophy and sociology of science nature of science applications of HPSS in the classroom instructional materials for students and teacher training courses and curriculum **History, Philosophy and Science Teaching** Michael R. Matthews, 2017-08-30 This anthology opens new perspectives in the domain of history philosophy and science teaching research Its four sections are first science culture and education

second the teaching and learning of science third curriculum development and justification and fourth indoctrination The first group of essays deal with the neglected topic of science education and the Enlightenment tradition These essays show that many core commitments of modern science education have their roots in this tradition and consequently all can benefit from a more informed awareness of its strengths and weaknesses Other essays address research on learning and teaching from the perspectives of social epistemology and educational psychology Included here is the first ever English translation of Ernst Mach's most influential 1890 paper on The Psychological and Logical Moment in Natural Science Teaching This paper launched the influential Machian tradition in education Other essays address concrete cases of the utilisation of history and philosophy in the development and justification of school science curricula These are instances of the supportive relation of HPS a subject long discussed in philosophy of education but inadequately in science education This book is a timely reminder of why history and philosophy of science are urgently needed to support understanding of science From major traditions such as the Enlightenment to the tensions around cultural studies of science the book provides a comprehensive context for the scientific endeavour drawing on curriculum and instructional examples Sibel Erduran University of Oxford UK The scholarship that each of the authors in this volume offers deepens our understanding of what we teach in science and why that understanding matters This is an important book exploring a wide set of issues and should be read by anyone with an interest in science or science education Jonathan Osborne Stanford University USA This volume presents new and updated perspectives in the field such as the Enlightenment Tradition Cultural Studies Indoctrination in Science Education and Nature of Science Highly recommended Mansoor Niaz Universidad de Oriente Venezuela This volume provides an extremely valuable set of insights into educational issues related to the history and philosophy of science Michael J Reiss University College London UK

Mario Bunge: A Centenary Festschrift Michael R. Matthews, 2019-07-17 This volume has 41 chapters written to honor the 100th birthday of Mario Bunge It celebrates the work of this influential Argentine Canadian physicist and philosopher Contributions show the value of Bunge's science informed philosophy and his systematic approach to philosophical problems The chapters explore the exceptionally wide spectrum of Bunge's contributions to metaphysics methodology and philosophy of science philosophy of mathematics philosophy of physics philosophy of psychology philosophy of social science philosophy of biology philosophy of technology moral philosophy social and political philosophy medical philosophy and education The contributors include scholars from 16 countries Bunge combines ontological realism with epistemological fallibilism He believes that science provides the best and most warranted knowledge of the natural and social world and that such knowledge is the only sound basis for moral decision making and social and political reform Bunge argues for the unity of knowledge In his eyes science and philosophy constitute a fruitful and necessary partnership Readers will discover the wisdom of this approach and will gain insight into the utility of cross disciplinary scholarship This anthology will appeal to researchers students and teachers in philosophy of science social science and liberal education programmes 1

Introduction Section I An Academic Vocation 3 chapters Section II Philosophy 12 chapters Section III Physics and Philosophy of Physics 4 chapters Section IV Cognitive Science and Philosophy of Mind 2 chapters Section V Sociology and Social Theory 4 chapters Section VI Ethics and Political Philosophy 3 chapters Section VII Biology and Philosophy of Biology 3 chapters Section VIII Mathematics 3 chapters Section IX Education 2 chapters Section X Varia 3 chapters Section XI Bibliography

The Past, Present, and Future of Integrated History and Philosophy of Science Emily Herring, Kevin Jones, Konstantin Kiprijanov, Laura Sellers, 2019-05-14 Integrated History and Philosophy of Science iHPS is commonly understood as the study of science from a combined historical and philosophical perspective Yet since its gradual formation as a research field the question of how to suitably integrate both perspectives remains open This volume presents cutting edge research from junior iHPS scholars and in doing so provides a snapshot of current developments within the field explores the connection between iHPS and other academic disciplines and demonstrates some of the topics that are attracting the attention of scholars who will help define the future of iHPS

International Handbook of Research in History, Philosophy and Science Teaching Michael R. Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia

Evolving Nature of Objectivity in the History of Science and its Implications for Science Education Mansoor Niaz, 2017-10-26 This book explores the evolving nature of objectivity in the history of science and its implications for science education It is generally considered that objectivity certainty truth universality the scientific method and the accumulation of

experimental data characterize both science and science education. Such universal values associated with science may be challenged while studying controversies in their original historical context. The scientific enterprise is not characterized by objectivity or the scientific method but rather controversies, alternative interpretations of data, ambiguity and uncertainty. Although objectivity is not synonymous with truth or certainty, it has eclipsed other epistemic virtues and to be objective is often used as a synonym for scientific. Recent scholarship in history and philosophy of science has shown that it is not the experimental data, Baconian orgy of quantification but rather the diversity, plurality in a scientific discipline that contributes toward understanding objectivity. History of science shows that objectivity and subjectivity can be considered as the two poles of a continuum and this dualism leads to a conflict in understanding the evolving nature of objectivity. The history of objectivity is nothing less than the history of science itself and the evolving and varying forms of objectivity does not mean that one replaced the other in a sequence but rather each form supplements the others. This book is remarkable for its insistence that the philosophy of science and in particular that discipline's analysis of objectivity as the supposed hallmark of the scientific method is of direct value to teachers of science. Meticulously yet in a most readable way, Mansoor Niaz looks at the way objectivity has been dealt with over the years in influential educational journals and in textbooks; it's fascinating how certain perspectives fade while basic questions show no sign of going away. There are few books that take both philosophy and education seriously; this one does. Roald Hoffmann, Cornell University chemist, writer and Nobel Laureate in Chemistry.

Contributions to American Educational History Herbert Baxter Adams, 1898 **The Nature of Scientific Knowledge**

Kevin McCain, 2016-06-25. This book offers a comprehensive and accessible introduction to the epistemology of science. It not only introduces readers to the general epistemological discussion of the nature of knowledge but also provides key insights into the particular nuances of scientific knowledge. No prior knowledge of philosophy or science is assumed by *The Nature of Scientific Knowledge*. Nevertheless, the reader is taken on a journey through several core concepts of epistemology and philosophy of science that not only explores the characteristics of the scientific knowledge of individuals but also the way that the development of scientific knowledge is a particularly social endeavor. The topics covered in this book are of keen interest to students of epistemology and philosophy of science as well as science educators interested in the nature of scientific knowledge. In fact, as a result of its clear and engaging approach to understanding scientific knowledge, *The Nature of Scientific Knowledge* is a book that anyone interested in scientific knowledge, knowledge in general and any of a myriad of related concepts would be well advised to study closely.

Science Teaching Michael R. Matthews, 2015-12-22. Science Teaching argues that science teaching and science teacher education can be improved if teachers know something of the history and philosophy of science and if these topics are included in the science curriculum. The history and philosophy of science have important roles in many of the theoretical issues that science educators need to address: what constitutes an appropriate science curriculum for all students, how science should be taught in traditional cultures, how scientific literacy

can be promoted and the conflict which can occur between science curriculum and deep seated religious or cultural values and knowledge Outlining the history of liberal approaches to the teaching of science Michael Matthews elaborates contemporary curriculum developments that explicitly address questions about the nature and the history of science He provides examples of classroom teaching and develops useful arguments on constructivism multicultural science education and teacher education

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