

SCIENTIFIC AND RELIGIOUS HABITS OF MIND

Irreconcilable Tensions in the Curriculum

RON GOOD

Scientific And Religious Habits Of Mind

Derek Hodson



Scientific And Religious Habits Of Mind:

Scientific and Religious Habits of Mind Ron Good, 2005 The open inquiring nature of science is fundamentally incompatible with the closed authoritarian nature of most religious training Reasons for rejection of personal god concepts by Charles Darwin Albert Einstein and Bertrand Russell are used by this author to underline this incompatibility and to show how each of these important scientists came to reject organized religion Conflicts between scientific and religious habits of mind are described and ideas for education are offered Common assumptions about our natural environment and human nature are shown to be obstacles to scientific literacy and to a sound liberal education Research on the nature of the relationship between scientific and religious habits of mind is proposed recognizing the potential incompatibilities between these important influences in society

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

A Teacher's Guide to Science and Religion in the Classroom Berry Billingsley, Manzoorul Abedin, Keith Chappell, 2018-01-29 A Teacher s Guide to Science and Religion in the Classroom provides practical guidance on how to help children access positive ways of thinking about the relationship between science and religion Written for teachers of children from diverse faith and non faith backgrounds it explores key concepts identifies

gaps and common misconceptions in children's knowledge and offers advice on how to help them form a deeper understanding of both science and religion. Drawing on the latest research as well as the designs of successful workshops for teachers and for children, there are activities in each chapter that have been shown to help children understand why science and religion do not necessarily conflict. The book highlights children's interest in the so-called Big Questions that bridge science and religion and responds to the research finding that most children are missing ideas that are key to an explanation of why science and religion can be harmonious. The book explores key concepts and ideas including Nature of science, Power and limits of science, Evolution, genes and human improvement, Miracles, natural disasters and mystery, Profiles of scientists including Galileo and Newton. A Teacher's Guide to Science and Religion is an essential companion for preservice and practising teachers, providing session plans and pedagogic strategies together with a cohesive framework that will support teachers in fostering children's curiosity and enthusiasm for learning. Science and Religion Rogene A.

Buchholz, 2023-02-15 Science and religion are two different worldviews that involve different methods of attaining truth: one based on evidence using a scientific method to examine the natural world and the other based on belief in certain religious precepts often involving a supernatural dimension based on a holy book in some cases and on the authority of religious leaders. This book examines the nature of religion and the role it plays in society along with unresolved problems that have existed for some time. The nature of science is then discussed along with the scientific method and problems with science that have not been resolved. The origins of science and religion are then examined and the relationship of these two worldviews and the relationship of science to the supernatural. Finally, the future of religion is examined along with its ongoing relationship to science. The real battle between science and religion involves the question of who gets to decide the truth about the world we live in and our status as human beings in this world. The answer to that question is not obvious but has enormous implications for human life on a planet that is under stress and may not be able to support human life for much longer as our actions have consequences that are now becoming all too apparent. Advances in Nature of Science

Research Myint Swe Khine, 2011-09-18 This book consolidates contemporary thinking and research efforts in teaching and learning about the nature of science in science education. The term Nature of Science (NoS) has appeared in the science education literature for many decades. While there is still a controversy among science educators about what constitutes NoS, educators are unanimous in acknowledging the importance of this topic as well as the need to make it explicit in teaching science. The general consensus is that the nature of science is an intricate and multifaceted theme that requires continued scholarship. Recent analysis of research trends in science education indicates that investigation of the nature of science continues to be one of the most prevalent topics in academic publications. Advances in Nature of Science Research explores teaching and assessing the nature of science as a means of addressing and solving problems in conceptual change, developing positive attitudes toward science, promoting thinking habits, advancing inquiry skills, and preparing citizens literate in science.

and technology The book brings together prominent scholars in the field to share their cutting edge knowledge about the place of the nature of science in science teaching and learning contexts The chapters explore theoretical frameworks new directions and changing practices from intervention studies discourse analyses classroom based investigations anthropological observations and design based research

The Territories of Science and Religion Peter

Harrison,2015-04-06 An extremely rewarding exploration of how these two great human endeavors can not only coexist but enrich each other Times Literary Supplement The conflict between science and religion seems indelible even eternal Surely two such divergent views of the universe have always been in fierce opposition Actually that s not the case says Peter Harrison Our very concepts of science and religion are relatively recent emerging only in the past three hundred years and it is those very categories rather than their underlying concepts that constrain our understanding of how the formal study of nature relates to the religious life In The Territories of Science and Religion Harrison dismantles what we think we know about the two categories then puts it all back together again in a provocative productive new way By tracing the history of these concepts for the first time in parallel he illuminates alternative boundaries and little known relations between them thereby making it possible for us to learn from their true history and see other possible ways that scientific study and the religious life might relate to influence and mutually enrich each other A tour de force by a distinguished scholar working at the height of his powers The Territories of Science and Religion promises to forever alter the way we think about these fundamental pillars of human life and experience An admirable contribution to the history of science and religion Publishers Weekly

Teaching and Learning about Science Derek Hodson,2009-01-01

Findings generated by recent research in science education international debate on the guiding purposes of science education and the nature of scientific and technological literacy official and semi official reports on science education including recommendations from prestigious organizations such as AAAS and UNESCO and concerns expressed by scientists environmentalists and engineers about current science education provision and the continuing low levels of scientific attainment among the general population have led to some radical re thinking of the nature of the science curriculum There has been a marked shift of rhetorical emphasis in the direction of considerations of the nature of science model based reasoning inquiry based learning scientific argumentation and the use of language rich learning experiences reading writing talking to enhance concept acquisition and development These findings arguments and pronouncements seem to point very clearly in the direction of regarding science education as a study of scientific practice This book presents a comprehensive research based account of how such a vision could be assembled into a coherent curriculum and presented to students in ways that are meaningful motivating and successful The author takes what might be described as an anthropological approach in which scientists are studied as a socially economically and politically important community of people This group has its own distinctive language body of knowledge investigative methods history traditions norms and values each of which can be studied explicitly systematically

and reflectively This particular approach was chosen for the powerful theoretical overview it provides and for its motivational value especially for students from sociocultural groups currently under served by science education and under represented in science The book which is both timely and important is written for teachers student teachers graduate students in education teacher educators curriculum developers and those responsible for educational policy It has the potential to impact very substantially on both pre service and inservice science teacher education programmes and to shift school science education practice strongly in the direction currently being advocated by prominent science educators **The Hibbert Journal**

Lawrence Pearsall Jacks, George Dawes Hicks, 1926 *Teaching Religion and Science* Tonie Stolberg, Geoff

Teece, 2010-09-13 Designed to be a resource for both trainee and practising teachers Teaching Religion and Science offers sound pedagogical advice and practical ideas for successfully embedding the teaching of religion and science in the classroom **Teaching about Scientific Origins** Leslie Sandra Jones, Michael Jonathan Reiss, 2007 Persistent resistance to

the teaching of evolution has so drastically impacted science curricula that many students finish school without a basic understanding of a theory that is a fundamental component of scientific literacy This evolution creationism controversy has crippled biological education in the United States and has begun to spread to other parts of the world This book takes an educational point of view that respects both the teaching of evolution and religious beliefs Authors from different academic traditions contribute to a collection of perspectives that begin to dismantle the notion that religion and science are necessarily incompatible **The Authority of Christian Experience** Robert Harvey Strachan, 1929 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 The Nineteenth Century ,1877

Three in One Michael Novak,2001 Throughout his many writings Michael Novak one of the leading Catholic social theorists of our times has urged us to adopt a tripartite system of democratic capitalism including a market economy a democratic polity and a moral cultural system that would nourish the values and virtues on which free societies depend Three in One introduces the reader to Novak's portrait of democratic capitalism Science, Worldviews and Education Michael Matthews,2009-07-14 This book has its origins in a special issue of the journal Science Education Volume 18 Numbers 6 7 2009 The essay by Costas Skordoulis Science and Worldviews in the Marxist Tradition did not appear in that special issue due to a mistake in production scheduling It was published in an earlier issue of the journal Volume 17 Number 6 2008 but has been included in this book version of the special issue As explained in the Introduction the catalyst for the journal special issue was the essay on Science Worldviews and Education submitted to the journal by Hugh G Gauch Jr This was circulated to the other contributors who were asked to write their own contribution in the light of the arguments and literature contained in the paper Hugh made brief Responses and Clarifications after the papers were written However the Tanis Edis article on Islam and my own article on Priestley were processed too late to benefit from Hugh's appraisal The journal is associated with the International History Philosophy and Science Teaching Group which was formed in 1987 The group stages biennial international conferences and occasional regional conferences details can be found at www.ihpst.org The group though the journal conferences and its electronic newsletter at www.ihpst.org Proverbs William John Deane,1891

Rationality and Religious Commitment Robert Audi,2011-09-22 Rationality and Religious Commitment shows how religious commitment can be rational and describes the place of faith in the postmodern world It portrays religious commitment as far more than accepting doctrines it is viewed as a kind of life not just as an embrace of tenets Faith is conceived as a unique attitude It is irreducible to belief but closely connected with both belief and conduct and intimately related to life's moral political and aesthetic dimensions Part One presents an account of rationality as a status attainable by mature religious people even those with a strongly scientific habit of mind Part Two describes what it means to have faith how faith is connected with attitudes emotions and conduct and how religious experience may support it Part Three turns to religious commitment and moral obligation and to the relation between religion and politics It shows how ethics and religion can be mutually supportive even though ethics provides standards of conduct independently of theology It also depicts the integrated life possible for the religiously committed a life with rewarding interactions between faith and reason religion and science and the aesthetic and the spiritual The book concludes with two major accounts One explains how moral wrongs and natural disasters are possible under God conceived as having the knowledge power and goodness that make such evils so

difficult to understand The other account explores the nature of persons human and divine and yields a conception that can sustain a rational theistic worldview even in the contemporary scientific age **Introduction to the Science of Chinese Religion** Ernst Faber,1879 Speculum Mentis Robin George Collingwood,1924 Proposes a philosophy of culture stressing the unity of the mind Structured around five forms of experience art religion science history and philosophy the work seeks a synthesis of levels of knowledge Britannica com Habits in Mind ,2017-04-11 The language of habit plays a central role in traditional accounts of the virtues yet it has received only modest attention among contemporary scholars of philosophy psychology and religion This volume explores the role of both mere habits and sophisticated habitus in the moral life Beginning with an essay by Stanley Hauerwas and edited by Gregory R Peterson James A Van Slyke Michael L Spezio and Kevin S Reimer the volume explores the history of the virtues and habit in Christian thought the contributions that psychology and neuroscience make to our understanding of habitus freedom and character formation and the relation of habit and habitus to contemporary philosophical and theological accounts of character formation and the moral life Contributors are Joseph Bankard Dennis Bielfeldt Craig Boyd Charlene Burns Mark Graves Brian Green Stanley Hauerwas Todd Junkins Adam Martin Darcia Narvaez Gregory R Peterson Kevin S Reimer Lynn C Reimer Michael L Spezio Kevin Timpe and George Tsakiridis

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