

### **Socialized Knowledge, Values and Scientific Objectivity**

Traditional accounts of scientific knowledge often oppose the involvement of values in scientific practices. Their arguments usually revolve around the idea that values can impair the objectivity of science and prevent it from reaching its goal. However, Helen E. Longino (2004) argues that the ideal of a value-free science is possible neither practically nor in principle. She then goes on to show through her social account of knowledge that values can in fact help realize the scientific agenda. I agree with Longino that her overall account not only provides us with a new philosophical conception of science in place of the value-free ideal, but its recognition and appreciation can also improve the fruitfulness of scientific activities.

Longino's rejection of the value-free ideal and her conception of a social account of knowledge begins with an analysis of the underdetermination problem. The underdetermination thesis as classically understood is that empirical data does not determine one unique scientific theory to explain the data, but there could be multiple theories that are empirically equivalent but inconsistent among themselves. This is different from the problem of induction as the latter has to do with "a generalization and its instances", whereas the former applies to theoretical statements that are neither a mere generalization of the data nor identical to observation statements in terms of their content (Longino 2002, 125). A very simplistic example is the following: Imagine that we have given some mathematical and geometric puzzles to 1000 male and 1000 female individuals around the age of 45 from different districts of Istanbul, and the results show that the males scored slightly higher than the females. If we link this data to the theory that the average male is likely to score higher than the average female on mathematical and geometric puzzles, then we will have a problem of induction. But if we come up with the theories that (T1) the result of our test stems from the difference between the nurturing and education of males and females, or (T2) the result of

# Scientific Knowledge Socialized

**Terence Andre**



## **Scientific Knowledge Socialized:**

*Cognitive Semantics and Scientific Knowledge* András Kertész, 2004-01-01 The book focuses on the question of how and to what extent cognitive semantic approaches can contribute to the new field of the cognitive science of science The argumentation is based on a series of instructive case studies which are intended to test the prospects and limits of the metascientific application of both holistic and modular cognitive semantics The case studies show that while cognitive semantic research is able to solve problems which have traditionally been the domain of the philosophy of science it also encounters serious limits The prospects and the limits thus revealed suggest new research topics which in future can be tackled by cognitive semantic approaches to the cognitive science of science **Socializing Epistemology** Frederick F.

Schmitt, 1994 In this wide ranging collection of never before published essays distinguished scholars in the fields of philosophy and economics examine such questions as whether testimony is a basic source of knowledge the degree to which notions of a good argument are determined by speakers and their audiences the role of individual biases in the development of science and the social aspects of group belief and group justification The collection ends with the first comprehensive bibliography of social epistemology Scientific Knowledge Socialized Imre Hronszky, 1988 **Theory and Practice in**

**the Interdisciplinary Production and Reproduction of Scientific Knowledge** Olga Pombo, Klaus Gärtner, Jorge Jesuino, 2023-01-10 This book addresses the urgent need for a large and systematic analysis of current interdisciplinary ID research and practice It demonstrates how ID is essentially a cognitive phenomenon something different from the frivolous and inconsequential attempt of trying to overcome the disciplinary competencies and exigencies By ID the authors show that it is a manifestation of the transversal rationality that underlies current scientific activity It is the very progress of specialized disciplines that requires interdisciplinary new research practices and new forms of articulation between domains something that has a strong impact on the traditional disciplinary structure of scientific and educational institutions Divided into two parts the book presents a conceptual framework as well as several case studies on ID practices The book aims at covering three main themes It contributes to the stabilization of ID meaning and characterizes the main ID theorizations which have been proposed until now It builds an innovative and broad understanding of the several ID determinations as an essentially cognitive phenomenon and of its institutional implications at the level of disciplinary structures and curricular organization Finally it distinguishes and maps the diversity of ID procedures and practices which are being used and tested by contemporary scientific and educational institutions This book is addressed to philosophers scientists and every one interested in science production and reproduction including science teaching **Advances in Human Factors in**

**Training, Education, and Learning Sciences** Terence Andre, 2017-06-22 This book focuses on the importance of human factors in optimizing the learning and training process It reports on the latest research and best practices and discusses key principles of behavioral and cognitive science which are extremely relevant to the design of instructional content and new

technologies to support mobile and multimedia learning virtual training and web based learning among others as well as performance measurements social and adaptive learning and many other types of educational technologies with a special emphasis on those important in the corporate higher education and military training contexts Based on the AHFE 2017 Conference on Human Factors in Training Education and Learning Sciences held July 17 21 2017 in Los Angeles California the book offers a timely perspective on the role of human factors in education It highlights important new ideas and will foster new discussions on how to optimally design learning experiences

**Knowledge and Social Imagery** David Bloor, 1991-09-24 The first edition of this book profoundly challenged and divided students of philosophy sociology and the history of science when it was published in 1976 David Bloor's radical claim was that the sciences even hard sciences such as physics and mathematics are dependent on social factors such as conventions interests traditions and prestige as they are on observable physical phenomena or abstract logical necessity In this second edition Bloor responds in a substantial new Afterword to the heated debates engendered by his book

**Socializing Intelligence Through Academic Talk and Dialogue** Lauren Resnick, Christa Asterhan, Sherice Clarke, 2015-04-19 Socializing Intelligence Through Academic Talk and Dialogue focuses on a fast growing topic in education research Over the course of 34 chapters the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom This rich interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines including learning and cognitive sciences educational psychology instructional science and linguistics as well as to teachers curriculum designers and educational policy makers

*Ernan McMullin and Critical Realism in the Science-Theology Dialogue* Dr Paul L Allen, 2013-05-28 Scientists philosophers and theologians have wrestled repeatedly with the question of whether knowledge is similar or different in their various understandings of the world and God Although agreement is still elusive the epistemology of critical realism associated with Ian Barbour John Polkinghorne and Arthur Peacocke remains widely credible Relying on the lifetime work of philosopher Ernan McMullin this book expands our understanding of critical realism beyond a permanent stand off between the subjective and objective whether in science or theology Critical realism illuminates the subject and the objectively known simultaneously Responding to criticisms made against it this book defends critical realism in science and theology with a specific role to play in our understanding of God

*Science and Modernity* S. Lelas, 2012-12-06 Science is a multifaceted natural and historical phenomenon It consists of five elements that is it happens in five distinct media biological linguistic technological social and historical None of these alone provides an indubitable basis for the truth of scientific knowledge but combined together they compose a solid ground for our trust in its reliability The composition however is uniquely related to our modern mode of living Science did not exist before modernity and it will cease to exist in this form if our way of life should change The book presents a thorough analysis of all these dimensions and their relations and thus lays the path for an integral theory of science Because of this it can be used as a textbook for general

courses in the theory of science at both the undergraduate and graduate level      **Transforming Social Representations**

S. Caroline Purkhardt, 2015-06-19 Common sense by definition is familiar to us all Science for some of us is more remote yet it is not always clear what the connections are between these two ways of seeing the world In this title originally published in 1993 the author explores several related themes in social psychology to elucidate the way we understand the social construction of knowledge and the means by which we change social reality From the perspective of a critique of social representations theory the author argues that this necessitates a change of viewpoint from the individualistic and mechanistic assumptions of Cartesian science to the social and evolutionary perspective of a Hegelian framework This not only emphasizes the cultural and historical dimensions of social phenomena but also illuminates the social and dynamic nature of individuals As a consequence the discipline of social psychology must itself be transformed recognizing the active participation of scientists in the social construction of scientific knowledge This title will be of interest to those working in social psychology history and philosophy of science and sociology

## Embracing the Tune of Expression: An Psychological Symphony within **Scientific Knowledge Socialized**

In a global eaten by screens and the ceaseless chatter of instantaneous transmission, the melodic beauty and psychological symphony produced by the written word usually disappear into the background, eclipsed by the constant sound and disturbances that permeate our lives. However, set within the pages of **Scientific Knowledge Socialized** a wonderful literary treasure brimming with organic feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding musician of language, this charming masterpiece conducts visitors on a psychological trip, skillfully unraveling the hidden tunes and profound affect resonating within each cautiously crafted phrase. Within the depths of the emotional examination, we shall examine the book is key harmonies, analyze their enthralling writing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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