

HUMAN DEVELOPMENT, Volume 2

SIDNEY STRAUSS, Editor

The Bi-Annual Journal Devoted to Human Development

**ONTOGENY,
PHYLOGENY,
AND
HISTORICAL DEVELOPMENT**

Edited by
SIDNEY STRAUSS

Ontogeny Phylogeny Historical Development

Ian Verstegen



Ontogeny Phylogeny Historical Development:

Ontogeny, Phylogeny, and Historical Development Sidney Strauss, 1988 The authors in this book treat a number of issues that pertain to relations between ontogeny phylogeny and historical development Some show parallels among them others show convergences while still others show how they can inform each other Chapters deal with the importance of this area for developmental theories the distinction between changes in expert knowledge as it pertains to historical development and novice knowledge ontogenesis what constitutes a theory in science and in children s thought organizations and the importance of historical models for characterizing children s conceptual structures

The Nature and Ontogenesis of Meaning Willis F. Overton, David S. Palermo, 2023-06-09 Throughout its evolution Piaget s theory has placed meaning at the center of all attempts to understand the nature and development of knowing For Piaget all knowing whether sensorimotor representational or reasoned and whether directed toward successful problem solutions or toward general understanding is necessarily a construction which arises out of meaning making activity It was in this context that the editors of this volume originally published in 1994 approached the board of directors of the Jean Piaget Society with a proposal to organize a recent annual symposium around the topic of the nature and development of meaning In forming this symposium and in moving from symposium to integrated text the editors wanted to insure both a breadth and depth to the analysis of the topic Addressing philosophical theoretical and empirical perspectives this issue oriented volume provides an integrated exploration of the current understanding of the nature and development of meaning Contemporary issues that frame alternative understandings of the nature of meaning nativist vs constructivist positions and computational vs embodied mind contexts are examined as they impact on the investigation of meaning Comparative cognitive and linguistic developmental dimensions of meaning are described and discussed

Where Biology Meets Psychology Valerie Gray Hardcastle, 1999 A great deal of interest and excitement surround the interface between the philosophy of biology and the philosophy of psychology yet the area is neither well defined nor well represented in mainstream philosophical publications This book is perhaps the first to open a dialogue between the two disciplines Its aim is to broaden the traditional subject matter of the philosophy of biology while informing the philosophy of psychology of relevant biological constraints and insights The book is organized around six themes functions and teleology evolutionary psychology innateness philosophy of mind philosophy of science and parallels between philosophy of biology and philosophy of mind Throughout one finds overlapping areas of study larger philosophical implications and even larger conceptual ties Woven through these connections are shared concerns about the status of semantics scientific law evolution and adaptation and cognition in general Contributors Andr Ariew Mark A Bedau David J Buller Paul Sheldon Davies Stephen M Downes Charbel Ni o El Hani Owen Flanagan Peter Godfrey Smith Todd Grantham Valerie Gray Hardcastle Gary Hatfield Daniel W McShea Karen Neander Shaun Nichols Antonio Marcos Pereira Tom Polger Lawrence A Shapiro Kim Sterelny Robert A Wilson William C Wimsatt

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

Historicism and Its Problems Ernst Troeltsch, 2024 In this volume Ernst Troeltsch embraces historical relativity while rejecting historical relativism and thereby provides a model for the philosophy of history The volume remains as relevant as it was in 1923

Advanced Technologies Applied to Training Design Robert J. Seidel, Paul R. Chatelier, 2012-12-06 This collection of papers is the result of a workshop sponsored by NATO's Defense Research Group Panel 8 in the Fall of 1991 The workshop is the second of a series the first of which was held in the Spring of 1985 As you study these papers recall that this workshop occurred during the time that many changes were occurring in Eastern Europe and world wide The need to identify training technologies for maintaining a capable and ready force during times of decreases in military force structure was and is currently our challenge The opportunities for these technologies to provide a service and opportunity for nonmilitary usage is our future Therefore this workshop maintained its focus on technology and application regardless of the user These and other statements made herein are personal and reflect the opinions of the author's and in no way represent the official position or policy of our individual governments

PREFACE The truly international contributions to this book reinforced our belief that training technology must be collaborative and data widely shared to strengthen our future We want to thank the authors of these papers for their abilities to see beyond the near horizon Their contributions and the support of the organizations that sponsored their work is greatly appreciated We also gratefully recognize the contributions of all who attended the workshop

Current Catalog National Library of Medicine (U.S.), 1993 First multi year cumulation covers six years 1965-70

The Mind's Staircase Robbie Case, 2013-04-15 The

shortcomings of Piaget's theory of intellectual development are well known. Less clear is what sort of theory should be devised to replace it. This volume describes the current main contenders including neo-Piagetian, neo-connectionist, neo-innatist and sociocultural models. Its contributors conclude that none of these models are adequate because each one implies a view of the human mind which is either too general, too particular or too modular. A collaborative program of research, seven years in the making, is then described which gives support to a newly emerging synthesis of these various positions.

Software Goes to School David N. Perkins, 1995. *Software Goes to School* brings together leading experts to offer an in-depth examination of how computer technology can play an invaluable part in educational efforts through its unique capacities to support the development of students' understanding of difficult concepts. Focusing on three broad themes: the nature of understanding, the potential of technology in the classroom and the transformation of educational theory into practice, the contributors discuss a wealth of subjects central to any efforts that intend to improve our schools. Topics range from the difficulties students encounter when learning new ideas, especially in science and mathematics, to how the right software allows for hands-on manipulation of abstract concepts to the social realities of the educational environment.

International Handbook of Research on Conceptual Change Stella Vosniadou, 2013-07-18. Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts. Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn, conceptual change research focuses on understanding and explaining learning of the most difficult and counter-intuitive concepts. Now in its second edition, the *International Handbook of Research on Conceptual Change* provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students' difficulties in learning. In thirty-one new and updated chapters, organized thematically and introduced by Stella Vosniadou, this volume brings together detailed discussions of key theoretical and methodological issues, the roots of conceptual change research and mechanisms of conceptual change and learner characteristics. Combined with chapters that describe conceptual change research in the fields of physics, astronomy, biology, medicine and health and history, this handbook presents writings on interdisciplinary topics written for researchers and students across fields.

Arnheim, Gestalt and Art Ian Verstegen, 2006-05-24. *Arnheim, Gestalt and Art* is the first book-length discussion of the powerful thinking of the psychologist of art, Rudolf Arnheim. Written as a complete overview of Arnheim's thinking, it covers fundamental issues of the importance of psychological discussion of the arts, the status of Gestalt psychology, the various sense modalities and media and developmental issues. By proceeding in a direction from general to specific and then proceeding through dynamic processes as they unfold in time, creativity, development, etc., the book discovers an unappreciated unity to Arnheim's thinking. Not content to simply summarize Arnheim's theory, however, *Arnheim, Gestalt and Art* goes on to enrich and occasionally question Arnheim's findings with the contemporary results of Gestalt theoretical research from around the world, but especially in Italy and Germany. The result is a workable overview of the psychology of

art with bridges built to contemporary research making Arnheim's approach living and sustainable **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. **Engaging with Contemporary Challenges**

through Science Education Research Olivia Levrini, Giulia Tasquier, Tamer G. Amin, Laura Branchetti, Mariana Levin, 2021-09-24 This book starts with the premise that beauty can be an engine of transformation and authentic engagement in an increasingly complex world. It presents an organized picture of highlights from the 13th European Science Education Research Association Conference ESERA 2019 held in Bologna, Italy. The collection includes contributions that discuss contemporary issues such as climate change, multiculturalism and the flourishing of new interdisciplinary areas of investigation including the application of cognitive neuroscience, artificial intelligence and digital humanities to science education research. It also highlights learners' difficulties engaging with socio-scientific issues in a digital and post-truth era. The volume demonstrates that deepening our understanding is the preferred way to address these challenges and that science education has a key role to play in this effort. In particular, the book advances the argument that the deep and novel character of these challenges requires a collective search for new narratives and languages, an expanding knowledge base and new theoretical perspectives and methods of research. The book provides a contemporary picture of science education research and looks to the theoretical and practical societal challenges of the future. **Cultural Number Systems**

Karenleigh A. Overmann, 2025-04-26 This sourcebook presents an extensive look at cultural number systems in numeracy and writing systems. Based on a decade of research by the author, the work examines topics such as why Xerxes the First counted his army by having his men march through an enclosure big enough to hold 10,000 of them at a time; why the Hawaiian word for twenty means nine and two; why an ancient Greek mathematician was driven mad by irrational numbers; and how old counting might be and how we might know this. Along the way, the author describes topics such as dactylography, the ancient art of expressing and calculating numbers with the fingers; specified counting; the use of different counting sequences to count different types of objects; and the ephemeral abacus strategies for counting that involve people and goods but not an actual device. The chapters are organized into six geographical areas: the ancient Near East, Africa, Europe, Asia, India, Oceania.

and the Americas **Knowledge Acquisition, Organization, and Use in Biology** Kathleen M. Fisher, Michael R. Kibby, 2012-12-06 Biology education like science education in general is in the midst of a revolution that is worldwide in scope The changes in the ways science education researchers think about learning and understanding represent a major paradigm shift In this book international leaders in the field of biology education research give summaries of problems and solutions in biology learning and teaching at various grade levels Based on a NATO workshop in the Special Programme on Advanced Educational Technology it provides practical information for teachers especially in using new interactive constructivist teaching methods For science education researchers it offers a concise summary of a number of research issues in biology education **The History of Creation Or The Development of the Earth and Its Inhabitants by the Action of Natural Causes** Ernst Haeckel, 1892 **Vygotsky's Sociohistorical Psychology and its Contemporary Applications** Carl Ratner, 2013-06-29 The social character of psychological phenomena has never been easy to comprehend Despite the fact that an intricate set of social relations forms our most intimate thoughts feelings and actions we believe that psychology originates inside our body in genes hormones the brain and free will Perhaps this asocial view stems from the alienated nature of most societies which makes individual activity appear to be estranged from social relations One might have thought that the emergence of scientific psychology would have disclosed the social character of activity had overlooked Unfortunately a century and a half of naive experience half of psychological science has failed to comprehend the elusive social character of psychological phenomena Psychological science has evidently been subjugated by the mystifying ideology of society This book aims to comprehend the social character of psychological functioning I argue that psychological functions are quintessentially social in nature and that this social character must be comprehended if psychological knowledge and practice are to advance The social nature of psychological phenomena consists in the fact that they are constructed by individuals in the process of social interaction they depend upon properties of social interaction one of their primary purposes is facilitating social interaction and they embody the specific character of historically bound social relations This viewpoint is known as sociohistorical psychology It was articulated most profoundly and comprehensively by the Russian psychologists Lev Vygotsky and Alexander Luria during the 1920s and 1930s *From 'Science in the Making' to Understanding the Nature of Science* Mansoor Niaz, 2012-02-06 The Nature of Science is highly topical among science teacher educators and researchers Increasingly it is a mandated topic in state curriculum documents This book draws together recent research on Nature of Science studies within a historical and philosophical framework suitable for students and teacher educators Traditional science curricula and textbooks present science as a finished product Taking a different approach this book provides a glimpse of science in the making scientific practice imbued with arguments controversies and competition among rival theories and explanations Teaching about science in the making is a rich source of motivating students to engage creatively with the science curriculum Readers are introduced to science in the making through

discussion and analysis of a wide range of historical episodes from the early 19th century to early 21st century Recent cutting edge research is presented to provide insight into the dynamics of scientific progress More than 90 studies from major science education journals related to nature of science are reviewed A theoretical framework field tested with in service science teachers is developed for moving from science in the making to understanding the Nature of Science

Intentional Conceptual Change Gale M. Sinatra, Paul R. Pintrich, 2003-01-30 This volume brings together a distinguished international list of scholars to explore the role of the learner's intention in knowledge change Traditional views of knowledge reconstruction placed the impetus for thought change outside the learner's control The teacher instructional methods materials and activities were identified as the seat of change Recent perspectives on learning however suggest that the learner can play an active indeed intentional role in the process of knowledge restructuring This volume explores this new innovative view of conceptual change learning using original contributions drawn from renowned scholars in a variety of disciplines The volume is intended for scholars or advanced students studying knowledge acquisition and change including educational psychology developmental psychology science education cognitive science learning science instructional psychology and instructional and curriculum studies

Criteria for Competence Michael Chandler, Michael Chapman, 2013-06-17 One of developmental psychology's central concerns is the identification of specific milestones which indicate what children are typically capable of doing at different ages Work of this kind has a substantial impact on the way parents educators and service oriented professionals deal with children and therefore one might expect that developmentalists would have come to some general agreement in regard to the ways they assess children's abilities However as this volume demonstrates the field appears to suffer from a serious lack of consensus in this area Based on the premise that identifying relevant issues is a necessary step toward progress this book addresses a number of vital topics such as How could research into fundamental areas such as the age at which children first acquire a sense of self or learn to reason transitively repeatedly yield wildly diverse results Why do experts who hold to radically different views appear to be so unruffled by this same divergence of professional opinion and Are there grounds for hope that this divergence of professional opinion is on the wane

Whispering the Strategies of Language: An Mental Quest through **Ontogeny Phylogeny Historical Development**

In a digitally-driven world where screens reign great and quick connection drowns out the subtleties of language, the profound techniques and emotional subtleties concealed within words usually get unheard. However, set within the pages of **Ontogeny Phylogeny Historical Development** a charming fictional value blinking with fresh emotions, lies an exceptional journey waiting to be undertaken. Written by an experienced wordsmith, that charming opus attracts viewers on an introspective trip, lightly unraveling the veiled truths and profound affect resonating within the very cloth of each and every word. Within the emotional depths of the emotional evaluation, we will embark upon a genuine exploration of the book is core themes, dissect its charming writing style, and yield to the strong resonance it evokes strong within the recesses of readers hearts.

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