

Michael R. Matthews
Editor

Science, Worldviews and Education

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Science & Education



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Lei Shi



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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

Teaching Biology in Schools Kostas Kampourakis, Michael Reiss, 2018-05-23 An indispensable tool for biology teacher educators researchers graduate students and practising teachers this book presents up to date research addresses common misconceptions and discusses the pedagogical content knowledge necessary for effective teaching of key topics in biology Chapters cover core subjects such as molecular biology genetics ecology and biotechnology and tackle broader issues that cut across topics such as learning environments worldviews and the nature of scientific inquiry and explanation Written by leading experts on their respective topics from a range of countries across the world this international book transcends national curricula and highlights global issues problems and trends in biology literacy Evolution and Religion in American Education David E. Long, 2011-08-03 Evolution and Religion in American Education shines a light into one of America's dark educational corners exposing the regressive pedagogy that can invade science classrooms when school boards and state overseers take their eyes off the ball It sets out to examine the development of college students' attitudes towards biological evolution through their lives The fascinating insights provided by interviewing students about their world views adds up to a compelling case for additional scrutiny of the way young people's educational experiences unfold as they consider and indeed in some cases reject one of science's strongest and most cogent theoretical constructs Inevitably open discussion and consideration of the theory of evolution can chip away at the mental framework constructed by Creationists eroding the foundations of their faith The conceptual battleground is so fraught with logical challenges to Creationist dogma that in a number of cases students' exposure to such dangerous ideas is actively prevented This book provides a detailed map of this astonishing struggle in today's America a struggle many had thought was done and dusted with the onset of the Enlightenment 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

International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

Science Teaching Michael R. Matthews, 2014-09-19 Science Teaching explains how history and philosophy of science contributes to the resolution of persistent theoretical curricular and pedagogical issues in science education It shows why it is essential for science teachers to know and appreciate the history and philosophy of the subject they teach and how this knowledge can enrich science instruction and enthuse students in the subject Through its historical perspective the book reveals to students teachers and researchers the foundations of scientific knowledge and its

connection to philosophy metaphysics mathematics and broader social influences including the European Enlightenment and develops detailed arguments about constructivism worldviews and science multicultural science education inquiry teaching values and teacher education Fully updated and expanded the 20th Anniversary Edition of this classic text featuring four new chapters The Enlightenment Tradition Joseph Priestley and Photosynthesis Science Worldviews and Education and Nature of Science Research and 1 300 references provides a solid foundation for teaching and learning in the field

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

Feyerabend's Epistemological Anarchism Mansoor Niaz, 2020-01-27 This book argues that the traditional image of Feyerabend is erroneous and that contrary to common belief he was a great admirer of science It shows how Feyerabend presented a vision of science that represented how science really works Besides giving a theoretical framework based on Feyerabend's philosophy of science the book offers criteria that can help readers to evaluate and understand research reported in important international science education journals with respect to Feyerabend's epistemological anarchism The book includes an evaluation of general chemistry and physics textbooks Most science curricula and textbooks provide the following advice to students Do not allow theories in contradiction with observations and all scientific theories must be formulated inductively based on experimental facts Feyerabend questioned this widely prevalent premise of science education in most parts of the world and in contrast gave the following advice Scientists can accept a hypothesis despite experimental evidence to the contrary and scientific theories are not always consistent with all the experimental data No wonder Feyerabend became a controversial philosopher and was considered to be against rationalism and anti science Recent research in philosophy of science however has shown that most of Feyerabend's philosophical ideas are in agreement with recent trends in the 21st century Of the 120 articles

from science education journals evaluated in this book only 9% recognized that Feyerabend was presenting a plurality of perspectives based on how science really works Furthermore it has been shown that Feyerabend could even be considered as a perspectival realist Among other aspects Feyerabend emphasized that in order to look for breakthroughs in science one does not have to be complacent about the truth of the theories but rather has to look for opportunities to break rules or violate categories Mansoor Niaz carefully analyses references to Feyerabend in the literature and displays the importance of Feyerabend s philosophy in analyzing historical episodes Niaz shows through this remarkable book a deep understanding to the essence of science Calvin Kalman Concordia University Canada In this book Mansoor Niaz explores the antecedents context and features of Feyerabend s work and offers a more nuanced understanding then reviews and considers its reception in the science education and philosophy of science literature This is a valuable contribution to scholarship about Feyerabend with the potential to inform further research as well as science education practice David Geelan Griffith University Australia

Current Index to Journals in Education ,1997

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

Worldviews and Christian Education W.

Shipton,2013-08-14 Christs instruction to his disciples was to witness to others about his plan of salvation This may be relatively easy when it involves our contemporaries and peers But when we are working with people from a different cultural background or belief system it can be difficult or seemingly impossible In Worldviews and Christian Education editors W A Shipton E Coetzee and R Takeuchi have brought together works by experts in cross cultural religious education The authors and editors have a wealth of personal experience in presenting the gospel to individuals with various worldviews that differ greatly from those held by Christians who take the Bible as authoritative They focus on the beliefs and issues associated with witnessing to seekers for truth coming from backgrounds as diverse as animism Buddhism Confucianism Hinduism Islam Marxism Taoism and postmodernism The emphasis is on educational settings but the sensitivities highlighted and lessons learned are applicable to situations outside this area Leaders pastors teachers and laypersons will find valuable conceptual models practical ideas and bibliographic references presented here Worldviews and Christian Education challenges all

readers to be faithful to the biblical worldview and to approach everyone with sensitivity so that like the apostle Paul they may reach some

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Transdisciplinary Higher Education Paul Gibbs, 2017-05-23 This book is not just about thinking or acting in transdisciplinary ways but about being transdisciplinary To achieve this requires a deconstruction of our current way of acting within the definition of being that others impose upon us Transdisciplinarity is a phenomenological perspective of reality and its manifestation in the world in which we exist The volume develops a widely based transdisciplinary understanding of the issues faced by higher education institutions and those who work within and with these institutions to educate professionals It incorporates international contributions from organisational theory anthropologists historians psychologists social sciences philosophers and practitioners to create a volume that makes an important and distinct contribution to the literature on higher education and professional practice Transdisciplinarity provides one of our greatest challenges in higher education both to the way it is organized and to the nature of the curriculum This book is an important contribution to the debate about its implications Higher education is being challenged by the nature of knowledge and how it is organized the world is transdisciplinary but our institutions are constrained by the disciplines This book contributes to the important debates about the challenges transdisciplinarity provides to our institutions Professor David Boud Emeritus Professor Faculty of Arts and Social Sciences University of Technology Sydney

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

Differing Worldviews in Higher Education D. Four Arrows, Walter Block, 2011-07-25 Two noted professors on opposite sides of the cultural wars come together and engage in cooperative argumentation One a Jewish atheist libertarian and the other a mixed blood American Indian bring to the table two radically different worldviews to bear on the role of colleges and universities in studying social and ecological justice The result is an entertaining and enlightening journey that reveals surprising connections and previously misunderstood rationales that may be at the root of a world too polarized to function sanely

Turbulence, Empowerment and Marginalisation in International Education Governance Systems Alison Taysum, Khalid Arar, 2018-12-07 This book presents a new theory of empowerment exploring how senior leaders can navigate turbulence within governance systems to empower young societal innovators for equity renewal and peace

Science and Apocalypse in Bertrand Russell , Javier Pérez-Jara, Lino Camprubí, 2022-08-01 Bertrand Russell 1872 1970 was a logician a philosopher and one of the twentieth century's most visible public intellectuals Science and Apocalypse in Bertrand Russell A Cultural Sociology brings those three aspects together to trace Russell's changing views on the role of science and technology in society throughout his long intellectual career Drawing from cultural sociology history of science and philosophy Javier P rez Jara and Lino Camprub provide a fresh multidimensional analysis of the general themes of science technology utopia and apocalypse The book critically examines Russell's influential interpretations of the turn of the century mathematical logic World War I the metaphysics and epistemology of mind and matter World War II

nuclear holocaust and the Vietnam War In Russell's compelling narratives humanity was a powder keg and the match was represented by different and successive meta adversaries such as religion communism and American imperialism And the only way to avoid a coming global Holocaust was to follow his own salvific recipes In working around Russell's role in the cultural perception of the final destiny of humanity Science and Apocalypse in Bertrand Russell invites the reader to think about the place of the techno scientific sphere in human progress and decadence in both our current epoch and the distant future

Teaching and Learning in Higher Education Elizabeth Cleaver,Maxine Lintern,Mike McLinden,2014-03-31 In today's higher education climate academic staff are encouraged to focus not only on the up to date content of their teaching but also to identify the most effective ways to engage students in learning often alongside other key transferrable skills This had led to a growing requirement for staff to adopt a scholarly approach to learning and teaching practice and to undertake scholarship of learning and teaching as part of ongoing professional development This text explores broad best practice approaches to undertaking enquiry into learning and teaching in higher education It provides an introduction for staff who have been educated within a range of academic disciplines often with high level but very focused knowledge about and understandings of research processes to the potentially new world of educational enquiry This is complemented by chapters exploring what educational enquiry means in the context of different academic disciplines including physical sciences mathematics engineering the life sciences the arts the humanities the health professions and law It also includes An overview of research methodology including data collection literature reviews good ethical practice and research dissemination Case studies of actual research projects to support understanding of how to carry out educational enquiry in practice Lecturers why waste time waiting for the post arrive Request and receive your e inspection copy today

Making Every RE Lesson Count Dawn Cox,Louise Hutton,2021-02-01 Writing in the practical engaging style of the award winning Making Every Lesson Count Louise and Dawn provide teachers of religious education with the means to help their pupils unpick the big questions of religious belief and practice and of morality and philosophy the things that make us human Making Every RE Lesson Count is underpinned by six pedagogical principles challenge explanation modelling practice feedback and questioning and shares simple realistic strategies that RE teachers can use to develop the teaching and learning in their classrooms Each chapter explores a different principle in theory as well as in practice and concludes with a series of questions that will inspire reflective thought and help teachers relate the content to their own work in the classroom Furthermore the book brings together two key strands in RE teaching namely what RE teachers teach and how they teach it and the authors consider these strands through the disciplinary lenses of theology philosophy and the social sciences And in doing so Louise and Dawn place these disciplines at the heart of teaching and learning in the RE classroom Written for new and experienced practitioners alike Making Every RE Lesson Count will enable teachers to improve their students conceptual and contextual understanding of the topics and themes explored across the breadth of the RE curriculum Suitable for RE

teachers of pupils aged 11 to 18 **Pursuing Excellence for the Glory of God** Keith A. Currivean, 2022-01-13 What is education How and why do educators do what we do And in what way can and ought education be distinctively Christian These are a few of the probing questions for which this book seeks answers Among other contributions Currivean's book explores a biblical philosophy of Christian education with unprecedented breadth and depth To accomplish this objective it considers what education is chapter 1 what philosophy of education is chapter 2 and what the ultimate goal of education is chapter 3 Additionally this book provides a never before Christian overview of twelve philosophies of education chapters 4 15 Each of those chapters provides an introduction of a particular philosophy of education and some of that philosophy's exemplars Each of those chapters also contributes a constructive Christian critique Chapter 16 highlights a biblical philosophy of Christian education featuring some people some principles and some priorities for a biblical philosophy of Christian education viz pursuing excellence for the glory of God

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