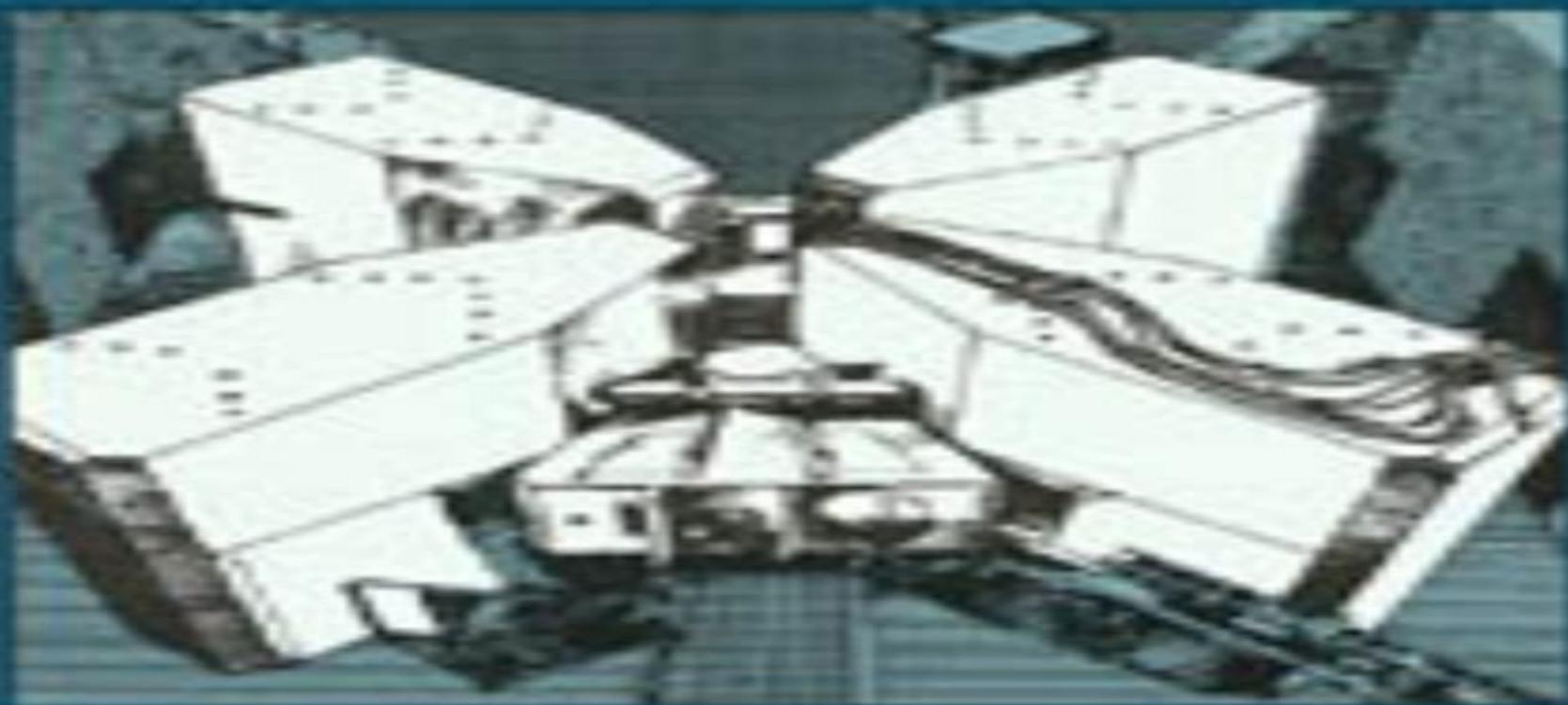


Ronald N. Giere

EXPLAINING SCIENCE

A COGNITIVE APPROACH



Explaining Science A Cognitive Approach

Selene Arfini



Explaining Science A Cognitive Approach:

Explaining Science Ronald N. Giere, 1988 This volume presents an attempt to construct a unified cognitive theory of science in relatively short compass It confronts the strong program in sociology of science and the positions of various postpositivist philosophers of science developing significant alternatives to each in a readily comprehensible style It draws loosely on recent developments in cognitive science without burdening the argument with detailed results from that source The book is thus a provocative one Perhaps that is a measure of its value it will lead scholars and serious student from a number of science studies disciplines into continued and sharpened debate over fundamental questions Richard Burian *Isis* The writing is delightfully clear and accessible On balance few books advance our subject as well Paul Teller *Philosophy of Science*

Contemporary Perspectives in Philosophy and Methodology of Science Wenceslao J. González, 2006 Nowadays philosophy and methodology of science appear as a combination of novelty and continuity This blend is clear both in the general approaches to science those thought of as any science and in the specific perspectives on every science either formal or empirical There are new topics for philosophical reflection such as key issues in philosophy of medicine and central problems raised by neuroscience Thus new contents have brought attention to aspects that previously went almost unnoticed In addition there are new angles for philosophical study such as the repercussion of society on scientific activity in aims processes and results But the background of the main philosophical and methodological trends of the twentieth century is in many ways still in place

The Process of Science Nancy Nersessian, 1987-02-28 For some time now the philosophy of science has been undergoing a major transformation It began when the received view of scientific knowledge that developed by logical positivists and their intellectual descendants was challenged as bearing little resemblance to and having little relevance for the understanding of real science Subsequently an overwhelming amount of criticism has been added One would be hard pressed to find anyone who would support the received view today Yet in the search for a new analysis of scientific knowledge this view continues to exert influence over the tenor of much of present day philosophy of science in particular over its problems and its methods of analysis There has however emerged an area within the discipline called by some the new philosophy of science that has been engaged in transforming the problems and methods of philosophy of science While there is far from a consensus of beliefs in this area most of the following contentions would be affirmed by those working in it that science is an open ended on going activity whose character has changed significantly during its history that science is not a monolithic enterprise that good science can lead to false theories that science has its roots in everyday circumstances needs methods concepts etc

[Abductive Minds: Essays in Honor of Lorenzo Magnani - Volume 1](#) Selene Arfini, 2025-09-26 This book the first of two volumes provides novel perspectives on the study of abduction by analyzing both Magnani's ample investigation of the subject and discussing its rising importance in today's epistemology and philosophy of science Notwithstanding the long history of the concept which has been studied since its analysis in Aristotle's

Organon in the last fifty years it has known a resurgent interest in the epistemological literature since it is an ampliative inference deemed to be at the core of creative leaps and acts of discovery For these reasons different open questions still bother interested researchers which constraints affect abductive reasoning when a hypothesis is evaluated or selected Should we adopt a unified view on abduction or maintain a pluralistic perspective regarding its forms and functions What kinds of models can be used in abductive reasoning This last question in particular shows how the topics of the two parts of the volume are intrinsically connected and ensures they are of great importance to those interested in epistemology philosophy of science mathematical logic and AI

Psychology of Science Robert W. Proctor, E.J. Capaldi, 2012-06-04 The study of science sometimes referred to as metascience is a new and growing field that includes the philosophy of science history of science sociology of science and anthropology of science In the last ten years the formal study of the psychology of science has also emerged The psychology of science focuses on the individual scientist influenced by intelligence motivation personality and the development of scientific interest thought ability and achievement over a lifespan Science can be defined as explicitly and systematically testing hypotheses Defined more broadly science includes wider processes such as theory construction and the hypothesis testing seen in children and non scientific adults Most prior work in the study of science has emphasized the role of explicit reasoning however contemporary research in psychology emphasizes the importance of implicit processes in decision making and choice and assumes that the performance of many tasks involves a complex relationship between implicit and explicit processes Psychology of Science brings together contributions from leaders in the emerging discipline of the psychology of science with other experts on the roles of implicit and explicit processes in thinking Highlighting the role of implicit processes in the creation of scientific knowledge this volume links the psychology of science to many strands of psychology including cognitive social and developmental psychology as well as neuroscience Ultimately this volume raises awareness of the psychology of science among psychologists philosophers and sociologists of science and anyone interested in the metasciences

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 **Understanding Science** Neelam Sethi,1993 **Science, Understanding, and Justice** Martin Eger,2006 A collection of essays by the late Professor Martin Eger applying the hermeneutic approach to issues of science education and ethics Discusses how concepts of science are conveyed to the general public through popularizations and includes exchanges between Eger and other leading philosophers Provided by publisher **Issues and Images in the Philosophy of Science** D. Ginev,Robert S. Cohen,2012-12-06 Azarya Polikarov was born in Sofia on October 9 1921 Through the many stages of politics economy and culture in Bulgaria he maintained his rational humanity and scientific curiosity He has been a splendid teacher and an accomplished critical philosopher exploring the conceptual and historical vicissitudes of physics in modern times and also the science policies that favor or threaten human life in these decades Equally and easily at home both within the Eastern and Central European countries and within the Western world Polikarov is known as a collaborating genial colleague a working scholar not at all a visiting academic tourist He understands the philosophy of science from within in all its developments from the classical beginnings through the great ages of Galilean Newtonian Maxwellian science to the times of the stunning discoveries and imaginative theories of his beloved Einstein and Bohr of the twentieth century Moreover his understanding has come along with a deep knowledge of the scientific topics in themselves Looking at our Appendix listing his principal publications we see that Polikarov's public research career after years of science teaching and popular science writing began in the fifties in Bulgarian Russian and German journals *Evolution, Explanation, and Unity of Science* Angela Potochnik,2007 **A Summary of Science Education, 1988** Leopold E. Klopfer,1990-06 [An Introduction to the Philosophy of Science](#) Lisa Bortolotti,2008-12-03 This book is an excellent introduction to philosophy for students and provides researchers of scientific disciplines with an opportunity to reflect upon the value and impact of their work It is also a stimulating read for anybody who is interested in the philosophical issues raised by the status of scientific knowledge in contemporary society *Boston Studies in the Philosophy of Science* ,2006 [The Journal of Philosophy](#) ,1991 [Evolution, Cognition, and Realism](#) Nicholas Rescher,1990 This collection of essays originated from an interdisciplinary conference on Evolutionary Epistemology held in Pittsburgh in December of 1988 under the sponsorship of the University of Pittsburgh's Center for Philosophy of Science Contents Epistemological Roles for Selection Theory by Donald T Campbell Evolutionary Models of Science by Ronald N Giere Should Epistemologists Take Darwin Seriously by Michael Bradie Natural Selection Justification and Inference to the Best Explanation by Alan H Goldman Interspecific Competition Evolutionary Epistemology and Ecology by Kristin Shrader Frechette Toward Making Evolutionary Epistemology into a Truly Naturalized Epistemology by William Bechtel Confessions of a Creationist by C Kenneth Waters Co published with the Center for Philosophy of Science

Teaching Science and Technology Studies Steve Fuller,Sujatha Raman,1991 **Historical Studies in the Physical**

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H420/03 Unified biology Sample Question Paper 2 This question is about the impact of potentially harmful chemicals and microorganisms. (a) (i). Salts that a plant needs, such as nitrates and phosphates, are ...

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Explain how the following food preservation works: 1) Placing peas in boiling water for 1 minute then freezing them at -18 degrees. 2 ...

ocr-a-level-biology-a-sb2-answers.pdf (e) Illuminated chloroplast produces oxygen; in light-dependent stage of photosynthesis; from photolysis of water; bacteria cluster where there is most oxygen; ...

ocr a level biology nitrogen cycle Flashcards rhizobium as a nitrogen fixing bacteria. found in root nodules of leguminous plants such as peas and beans. nitrification definition. the process of converting ...

The Nitrogen Cycle A2 OCR Biology Asking questions is a ... The Nitrogen Cycle A2 OCR Biology Asking questions is a sign of INTELLIGENCE ...

bacteria) nitrogen fixing plant eg pea, clover bacteria. Nitrogen in the air ...

5.4.1 Plant Responses - 5.4.1 OCR bio notes Abscisic acid Inhibit seed germination and growth of stems. Ethene Promotes fruit ripening. The cell wall around a plant cell limits the cell's ability to divide ...

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