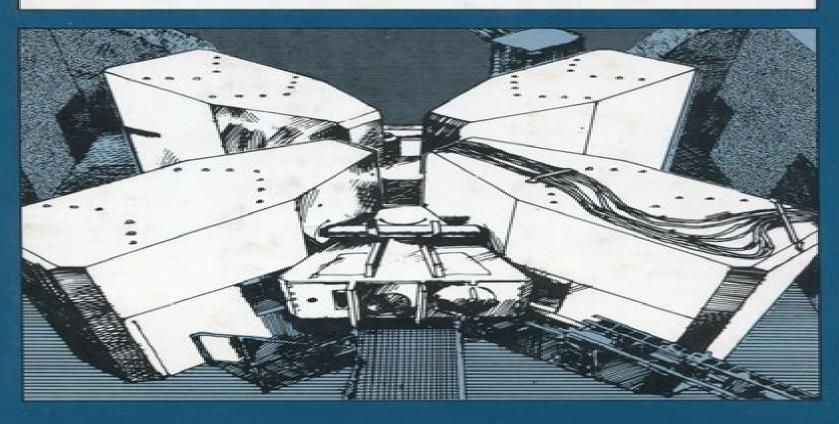
Ronald N. Giere EXPLAINING SCIENCE

A COGNITIVE APPROACH



Explaining Science A Cognitive Approach

Stuart Glennan, Phyllis Illari

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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 Models and Inferences in Science Emiliano Ippoliti, Fabio Sterpetti, Tom Nickles, 2016-01-27 The book answers long standing questions on scientific modeling and inference across multiple perspectives and disciplines including logic mathematics physics and medicine The different chapters cover a variety of issues such as the role models play in scientific practice the way science shapes our concept of models ways of modeling the pursuit of scientific knowledge the relationship between our concept of models and our concept of science The book also discusses models and scientific explanations models in the semantic view of theories the applicability of mathematical models to the real world and their effectiveness the links between models and inferences and models as a means for acquiring new knowledge It analyzes different examples of models in physics biology mathematics and engineering Written for researchers and graduate students it provides a cross disciplinary reference guide to the notion and the use of models and inferences in science Model-Based Reasoning in Scientific Discovery L. Magnani, N.J. Nersessian, Paul Thagard, 2012-12-06 The volume is based on the papers that were presented at the International Conference Model Based Reasoning in Scientific Discovery MBR 98 held at the Collegio Ghislieri University of Pavia Pavia Italy in December 1998 The papers explore how scientific thinking uses models and explanatory reasoning to produce creative changes in theories and concepts The study of diagnostic visual spatial analogical and temporal rea soning has demonstrated that there are many ways of performing intelligent and creative reasoning that cannot be described with the help only of traditional notions of reasoning such as classical logic Traditional accounts of scientific reasoning have restricted the notion of reasoning primarily to de ductive and inductive arguments Understanding the contribution of model ing practices to discovery and conceptual change in science requires ex panding scientific reasoning to include complex forms of creative reasoning that are not always successful and can lead to incorrect solutions The study of these heuristic ways of reasoning is situated at the crossroads of philoso phy artificial intelligence cognitive psychology and logic that is at the heart of cognitive science There are several key ingredients common to the various forms of model based reasoning to be considered in this book The models are intended as in terpretations of target physical systems processes phenomena or situations. The models are retrieved or constructed on the

basis of potentially satisfying salient constraints of the target domain The Routledge Companion to Philosophy of **Science** Martin Curd, Stathis Psillos, 2013-07-24 The Routledge Companion to Philosophy of Science is an indispensable reference source and guide to the major themes debates problems and topics in philosophy of science It contains sixty two specially commissioned entries by a leading team of international contributors Organized into four parts it covers historical and philosophical context debates concepts the individual sciences The Routledge Companion to Philosophy of Science addresses all of the essential topics that students of philosophy of science need to know from empiricism explanation and experiment to causation observation prediction and more and contains many helpful features including chapters on individual sciences such as biology chemistry physics and psychology further reading and cross referencing at the end of each chapter Expanded and revised throughout this second edition includes new chapters on Conventionalism Social Epistemology Computer Simulation Thought Experiments Pseudoscience Species and Taxonomy and Cosmology Alexander Krauss, 2024-12-10 This is an open access title available under the terms of a CC BY NC ND 4 0 International licence It is free to read on the Oxford Academic platform and offered as a free PDF download from OUP and selected open access locations How do we drive new knowledge and science What are their present boundaries And how can we improve science We still do not understand these essential questions about science well even though science is at the foundation of modern society The emerging field of the science of science can provide answers The central challenge of the field is accounting for and integrating the different empirical and theoretical knowledge across disciplines into a holistic field and uncovering the general mechanism driving science Science of Science is the first book to provide an integrated framework for the field and thus aims to provide a comprehensive understanding of the foundations and limits of science The book integrates 14 scientific fields and illustrates how our evolved mind that enables us to observe experiment and solve problems makes doing science possible but also shapes what and how we observe Our scientific methods and instruments such as statistics and electron microscopes enable us to study a much larger range of phenomena but also puts constraints on how we measure them Institutions and funding shape what knowledge we produce and how we evaluate our evidence among other influences Here taking an interdisciplinary approach Krauss explains how the sophisticated scientific tools we develop are the main driving force of creating new knowledge and advancing science This methodological toolbox sets the scope and limits of what we can know and what is possible in science while economic social and historical influences help shape what we study within that scope and those limits The book provides a unifying theory for the field of science of science the new methods drive science theory By better understanding the foundations of science we will also show how we can reduce the constraints and biases that we and our scientific methods and instruments face to advance science and push its present boundaries The Routledge Handbook of Mechanisms and Mechanical Philosophy Stuart Glennan, Phyllis Illari, 2017-07-06 Scientists studying the burning of stars the evolution of species DNA the brain the economy and social change all frequently

describe their work as searching for mechanisms Despite this fact for much of the twentieth century philosophical discussions of the nature of mechanisms remained outside philosophy of science The Routledge Handbook of Mechanisms and Mechanical Philosophy is an outstanding reference source to the key topics problems and debates in this exciting subject and is the first collection of its kind Comprising over thirty chapters by a team of international contributors the Handbook is divided into four Parts Historical perspectives on mechanisms The nature of mechanisms Mechanisms and the philosophy of science Disciplinary perspectives on mechanisms Within these Parts central topics and problems are examined including the rise of mechanical philosophy in the seventeenth century what mechanisms are made of and how they are organized mechanisms and laws and regularities how mechanisms are discovered and explained dynamical systems theory and disciplinary perspectives from physics chemistry biology biomedicine ecology neuroscience and the social sciences Essential reading for students and researchers in philosophy of science the Handbook will also be of interest to those in related fields such as metaphysics philosophy of psychology and history of science The Structure of Interdisciplinary Science Rolf Hvidtfeldt, 2018-06-25 This book presents a novel approach to the analysis of interdisciplinary science based on the contemporary philosophical literature on scientific representation. The basic motivation for developing this approach is that epistemic issues are insufficiently dealt with in the existing literature on interdisciplinarity This means that when interdisciplinary science is praised as it often is it is far from clear to what extent this praise is merited at least if one cares about various more or less standardised measures of scientific quality To develop a more adequate way of capturing what is going on in interdisciplinary science the author draws inspiration from the rich philosophical literature on modelling idealisation perspectivism and scientific pluralism The discussion hereof reveals a number of critical pitfalls related to transferring mathematical and conceptual tools between scientific contexts which should be relevant and interesting for anyone actively engaged in funding evaluating or carrying out interdisciplinary science **Precursor Models for Teaching** and Learning Science During Early Childhood Jean-Marie Boilevin, Alice Delserieys, Konstantinos Ravanis, 2022-08-27 This edited volume provides an in depth exploration of a theoretical framework supporting Early Childhood Science Education research and teaching best practices Particularly by presenting the concept of the Precursor Model from an epistemological psychological and didactical point of view at Early Childhood Science Education The book examines and discusses the nature of Precursor Models and their use for early science teaching and learning It scrutinizes different aspects of the construction of such models applied in early childhood education settings and contexts Several empirical studies are presented within diverse scientific domains as well as in international educational contexts By providing a vary of examples of precursor models it makes this book a great companion for teachers aiming to teach children to understand and reason about topics such as floating and sinking shadow formation water state changes air clouds and rain electricity inheritance and selection as well as variation within populations Finally this volume supports the development of science education from

an early age by using the original framework of a precursor model to mediate teaching and learning science at school during early childhood

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the process of geology Finally the book gives preliminary results from some innovative approaches to research on student learning within the domains of geological content knowledge and NOS content knowledge within the course

Epistemology and Science Education Roger S. Taylor, Michel Ferrari, 2012-03-28 How is epistemology related to the issue of teaching science and evolution in the schools Addressing a flashpoint issue in our schools today this book explores core epistemological differences between proponents of intelligent design and evolutionary scientists as well as the critical role of epistemological beliefs in learning science Preeminent scholars in these areas report empirical research and or make a theoretical contribution with a particular emphasis on the controversy over whether intelligent design deserves to be considered a science alongside Darwinian evolution This pioneering book coordinates and provides a complete picture of the intersections in the study of evolution epistemology and science education in order to allow a deeper understanding of the intelligent design vs evolution controversy This is a very timely book for teachers and policy makers who are wrestling with issues of how to teach biology and evolution within a cultural context in which intelligent design has been and is likely to remain a challenge for the foreseeable future

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