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The Scientific Attitude

Developing Scientific Attitudes by Responding Actively to Motion Pictures

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Dark Ages Westview Press

The research into how students' attitudes affect their learning of science related subjects has been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behavior, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and has much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students. Since Noll's (1935) seminal work on measuring the scientific attitudes, a steady stream of research papers describing the development and validation of scales have appeared in scholarly publications. Despite these efforts, the progress in this area has been stagnated by limited understanding of the conception of attitude, dimensionality and inability to determine the multitude of variables that made up such concept. This book makes an attempt to take stock and critically examine classical views on science attitudes and explore contemporary attempts in measuring science-related attitudes. The chapters in this book are a reflection of researchers who work tirelessly in promoting science education and highlight the current trends and future scenarios in attitude measurement.

C. G. Jung and the Scientific Attitude SIU Press

The major goals of teaching in general, and science teaching, in particular, are to develop a scientific attitude among the pupils and to make them analytical pattern in thinking. *Scientific Attitude and Cognitive Styles* discusses the concepts, constructs tools and procedures for the measurement of these two variables. Based on an extensive research on school going adolescents, this book first gives a comprehensive survey of the work done in the past and then elucidated the domain wise components of the scientific attitude, obtained through factor analysis of scientific attitude scores. Then it deals with the effect of major educational, psychological and sociological factors on cognitive styles and scientific attitude and the inter-relationship between these two variables. It first describes the extent to which the scientific attitude and the field-dependent and field-independent cognitive styles exist in our school going adolescents. At the end, it discusses the implications of the findings for researchers, teachers and teacher-educators. The book will be useful for post-graduate students, researchers and teachers working in the fields of education, psychology, and sociology.

Scientific Attitude in High School Students MIT Press

In this collection of thought-provoking essays, a range of distinguished scientists and theologians, men and women, young and old, all with strong scientific training and deeply held religious beliefs, in the Judeo-Christian tradition, give their personal answers. They do not always agree, the views of each contributor being informed both by their particular scientific expertise and religious affiliation.

They address a wide range of problems that will interest all concerned to reconcile their own religious beliefs with currently-accepted scientific theory and practice. The divergences of opinion are as significant as the agreements. Positions are thoughtfully explained and make important, often novel and illuminating, contributions to debate on these great issues.

A Test for Scientific Attitude Information Age Pub Incorporated

Great Advances Are Being Recorded In The Field Of Science. This Is Made Possible By Conducting Scientific Research And By The Dissemination Of Scientific Knowledge In Increasing Measures. The Dissemination Of Any Knowledge In Any Educational Setting Is Followed By Frequent Assessment Of The Knowledge Assimilated. Such Assessment At Frequent Intervals Is Elaborately Planned And Executed As A Part Of The Educational System At All Levels Of Education. Dissemination Of Scientific Knowledge And Pursuit Of Scientific Research Are Both Preceded And Followed By Formation Of Scientific Attitudes Or Scientific Temper. Development Of Proper Scientific Temper Ensures Pursuit Of Scientific Research And Scientific Discovery In An Effectively Way. Though Assessment Of Scientific Knowledge Disseminated Is Made Periodically, Tradition Of Assessing Corresponding Growth Of Scientific Attitude Has Not Developed Properly. This Results In A Lopsided Development Of Scientific Knowledge And Scientific Temper. To Assess The Development Of Scientific Temper We Need Valid And Reliable Tools. There Is Distinct Dearth Of Such Tools. In This Context, As A Doctoral Venture, A Scale To Measure Scientific Attitude At Higher Levels Of Education And Research Was Constructed And Standardised. The Book Presents The Report Of The Standardisation Of Such Tool. The Book Also Includes The Report Of The Administration Of The Scientific Attitude Scale Thus Constructed On Senior Academics And Research Scholars At The Higher Educational Levels.

A Study of Relationship Between Scientific Attitude and Environmental Awareness Among Secondary Students MIT Press

Can we change the minds of science deniers? Encounters with flat earthers, anti-vaxxers, coronavirus truthers, and others. "Climate change is a hoax--and so is coronavirus." "Vaccines are bad for you." These days, many of our fellow citizens reject scientific expertise and prefer ideology to facts. They are not merely uninformed--they are misinformed. They cite cherry-picked evidence, rely on fake experts, and believe conspiracy theories. How can we convince such people otherwise? How can we get them to change their minds and accept the facts when they don't believe in facts? In this book, Lee McIntyre shows that anyone can fight back against science deniers, and argues that it's important to do so. Science denial can kill. Drawing on his own experience--including a visit to a Flat Earth convention--as well as academic research, McIntyre outlines the common themes of science denialism, present in misinformation campaigns ranging from tobacco companies' denial in the 1950s that smoking causes lung cancer to today's anti-vaxxers. He describes attempts to use his persuasive powers as a philosopher to convert Flat Earthers; surprising discussions with coal miners; and conversations with a scientist friend about genetically modified organisms in food. McIntyre offers tools and techniques for communicating the truth and values of science, emphasizing that the most important way to reach science deniers is to talk to them calmly and respectfully--to put ourselves out there, and meet them face to face.

Discovery Publishing House

An argument that what makes science distinctive is its emphasis on evidence and scientists' willingness to change theories on the basis of new evidence. Attacks on science have become commonplace. Claims that climate change isn't settled science, that evolution is "only a theory," and that scientists are conspiring to keep the truth about vaccines from the public are staples of some politicians' rhetorical repertoire. Defenders of science often point to its discoveries (penicillin! relativity!) without explaining exactly why scientific claims are superior. In this book, Lee McIntyre argues that what distinguishes science from its rivals is what he calls "the scientific attitude"—caring about evidence and being willing to change theories on the basis of new evidence. The history of science is littered with theories that were scientific but turned out to be wrong; the scientific attitude reveals why even a failed theory can help us to understand what is special about science. McIntyre offers examples that illustrate both scientific success (a reduction in childbed fever in the nineteenth century) and failure (the flawed "discovery" of cold fusion in the twentieth century). He describes the transformation of medicine from a practice based largely on hunches into a science based on evidence; considers scientific fraud; examines the positions of ideology-driven denialists, pseudoscientists, and "skeptics" who reject scientific findings; and argues that social science, no less than natural science, should embrace the scientific attitude. McIntyre argues that the scientific attitude—the grounding of science in evidence—offers a uniquely powerful tool in the defense of science.

The Scientific Attitude Oxford University Press

Why the prejudice against adopting a scientific attitude in the social sciences is creating a new 'Dark Ages' and preventing us from solving the perennial problems of crime, war, and poverty. During the Dark Ages, the progress of Western civilization virtually stopped. The knowledge gained by the scholars of the classical age was lost; for nearly 600 years, life was governed by superstitions and fears fueled by ignorance. In this outspoken and forthright book, Lee McIntyre argues that today we are in a new Dark Age—that we are as ignorant of the causes of human behavior as people centuries ago were of the causes of such natural phenomena as disease, famine, and eclipses. We are no further along in our understanding of what causes war, crime, and poverty—and how to end them—than our ancestors. We need, McIntyre says, another scientific revolution; we need the courage to apply a more rigorous methodology to human behavior, to go where the empirical evidence leads us—even if it threatens our cherished religious or political beliefs about human autonomy, race, class, and gender. Resistance to knowledge has always arisen against scientific advance. Today's academics—economists, psychologists, philosophers, and others in the social sciences—stand in the way of a science of human behavior just as clerics attempted to block the Copernican revolution in the 1600s. A scientific approach to social science would test hypotheses against the evidence rather than find and use evidence only to affirm a particular theory, as is often the practice in today's social sciences. Drawing lessons from Galileo's conflict with the Catholic church and current debates over the teaching of "creation science," McIntyre argues that what we need most to establish a science of human behavior is the scientific attitude—the willingness to hear what the evidence tells us even if it clashes with religious or political pieties—and the resolve to apply our findings to the creation of a better society.

Educational Aspirations And Scientific Attitudes MIT Press

Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning science—the "eyes glazed over" syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing quasar. *Inquiry and the National Science Education Standards* is the book that educators have been waiting for—a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to." "Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. *Inquiry and the National Science Education Standards* shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

The Scientific Revolution, 1500-1800 The Scientific Attitude

Science educators have included the development of scientific attitude among the general aims of science education since the beginning of the present century. To many science educators, a man with scientific attitude looks for the natural causes of events, is open-minded towards the work and opinion of others and towards information related to his problem, forms opinion and conclusions on adequate evidence, evaluates techniques and procedures used and information obtained, and is curious concerning the things he observes. Contents: Introduction, Related Literature, Research Design, Data Analysis, Summary, Conclusions and Discussion.

Outcasts from Evolution Routledge

Research Paper from the year 2013 in the subject Pedagogy - School Pedagogics, Allahabad University, language: English, abstract: Environmental education should have been given high priority. It extends to create awareness about the environment among the students. This study uses the descriptive type survey approach. The sample for the study consisted of 152 students (30 boys & 39 girls of class IX and 35 boys & 48 girls of class XI respectively) studying in Hindi medium U P Board schools of Allahabad city. The tools used were Environmental Awareness Test and Scientific Attitude questionnaire of K. S. Misra. Product-moment coefficient of correlation was computed for the analysis of the data. The environmental education conference at Tbilisi (USSR) in 1977 identified

its ultimate aim as creating awareness, behavioural, attitudes and values directed towards preserving the biosphere, the quality of life everywhere as well on safeguarding ethical values and cultural and natural heritage, including holy places, historical landmarks, works of arts, monuments and sites, human and natural environment, including fauna and flora and human settlements. The Intergovernmental Conference on Environmental Education (UNESCO, 1978) recommended the primary categories of the environmental education curriculum goals and objectives of (a) awareness, (b) knowledge, (c) attitudes, (d) skills, (e) participation.

The Scientific Attitude Northern Book Centre

The Scientific Attitude presents a systematic account of the cognitive and social features of science. Written by an experimental biologist actively engaged in research, the work is unique in its attempt to understand science in terms of day-to-day practice. The book goes beyond the traditional description of science that focuses on method and logic to characterize the scientific attitude as a way of looking at the world.

The Scientific Attitude GRIN Verlag

This research study gives in detail the theoretical perspectives and research results concerned to scientific attitude, scientific aptitude and achievement in biology. This report will help the researchers to probe into the unsorted areas, the planners to frame feasible policies, the authors to develop suitable books, the teachers to provide appropriate learning experiences, and the students to enhance the traits to the expected levels.

A Summary of Research on the Scientific Attitude IAP

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Scientific Attitude Vis-A-Vis Scientific Aptitude Discovery Publishing House

An argument that what makes science distinctive is its emphasis on evidence and scientists' willingness to change theories on the basis of new evidence. Attacks on science have become commonplace. Claims that climate change isn't settled science, that evolution is "only a theory," and that scientists are conspiring to keep the truth about vaccines from the public are staples of some

politicians' rhetorical repertoire. Defenders of science often point to its discoveries (penicillin! relativity!) without explaining exactly why scientific claims are superior. In this book, Lee McIntyre argues that what distinguishes science from its rivals is what he calls "the scientific attitude"--caring about evidence and being willing to change theories on the basis of new evidence. The history of science is littered with theories that were scientific but turned out to be wrong; the scientific attitude reveals why even a failed theory can help us to understand what is special about science. McIntyre offers examples that illustrate both scientific success (a reduction in childbed fever in the nineteenth century) and failure (the flawed "discovery" of cold fusion in the twentieth century). He describes the transformation of medicine from a practice based largely on hunches into a science based on evidence; considers scientific fraud; examines the positions of ideology-driven denialists, pseudoscientists, and "skeptics" who reject scientific findings; and argues that social science, no less than natural science, should embrace the scientific attitude. McIntyre argues that the scientific attitude--the grounding of science in evidence--offers a uniquely powerful tool in the defense of science.

INQUIRY TRAINING MODEL AND GUIDED DISCOVERY LEARNING FOR FOSTERING CRITICAL THINKING AND SCIENTIFIC ATTITUDE Lulu.com

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Can Scientists Believe MIT Press

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The Scientific Attitude LAP Lambert Academic Publishing

Today the world is facing three major problems of population increase, pollution and poverty. The development efforts of the developing countries, such as India, are being nullified by increasing population and increasing poverty. Although science and technology have improved a lot of large number of human beings some of the worst problems of humanity today such as mentioned above have either been brought about or aggravated by science and technology. Education is one of the potent instruments in the development process if it is properly geared for that purpose. Science education being an important component of the education system should contribute in the solution of the problems of the country by developing desirable understandings, skills, abilities and attitudes. The greatest challenge is to humanize science that is to make it relevant to human needs and aspirations. In the present book an attempt has been made to know the scientific attitude in high school students.

Development of the Scientific Attitude in Recent Poetry Open Road Media

THE SCIENTIFIC ATTITUDE presents a systematic account of the cognitive and social features of science. Written by an experimental biologist actively engaged in research, the work is unique in its attempt to understand science in terms of day-to-day practice. The book goes beyond the traditional description of science that focuses on method and logic to characterize the scientific attitude as a way of looking at the world. Professor Grinnell uses examples from biomedical research to describe

science at three interdependent levels. At the first level, the individual scientist makes observations, formulates hypotheses, and does experiments. The scientist's thought style determines what can be seen and what it will appear to mean. At the second level, scientists participate in social institutions such as graduate programs, research groups, journal editorial boards, and grant review panels. Each of these institutions tries to promote its own distinctive collective thought style. Finally, at the third level, scientists participate in the world of everyday life beyond science, a world that continuously influences and is influenced by the activities and discoveries of science.

The Scientific Attitude National Academies Press

First published in 1941 (this edition in 1968), this book explores the relationship between science, culture, and society- focusing on human beings, and human communities. Here, C. H. Waddington uses the concept of science to mean more than factual information about genes and haemoglobin and his subject is the effect of scientific ways of speaking on the ways in which people look at the world around them. The work discusses biological assumptions made by various communities, particularly fascist movements, on human beings and compares them with the scientific attitude. The Nazis for instance spoke about ‘racial purity’ and ‘German blood’ but these expressions, whilst arousing emotion, had, and have, no rational meaning- they are inaccurate and tell us nothing of human genetics. As well as presenting a scientific argument, being published initially in 1941, this book also acts as a historical document, conveying some of the feeling of living through WWII. It highlights the fact that science and scientific assumptions have very wide implications for the whole conduct of life.

The Scientific Attitude MIT Press

"Science doubt, resistance, and denial are not new. Galileo challenged the prevailing geocentric view of our solar system and was dismissed as a heretic. What is the history of science denial, what's different now, and why does it seem worse? In this opening chapter, What is the Problem and Why Does it Matter? Sinatra and Hofer chart the development of this problem, examine how doubt has also been manufactured, and explain how media attempts at "balance" can become a form of bias. While acknowledging the limits and fallibility of science, they argue that if the US is to be a leader in sustainable economic and social progress, a greater percentage of Americans need to value, understand, and accept scientific methods and findings. When so many US citizens deny science, the health and wellbeing of Americans and our hopes for a sustainable future are put in peril."--

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