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UNDERSTANDING SCIENTIFIC REASONING develops critical reasoning skills and works with students to improve their level of scientific and technological literacy. Giere teaches students how to understand and critically evaluate scientific information they encounter in popular and professional media.

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Understanding scientific reasoning - Ronald N. Giere...

His book, Understanding Scientific Reasoning, has been a standard text used to teach scientific reasoning and critical thinking to undergraduates. Ron Giere was a Fellow of the American Association for the Advancement of Science.

In Memoriam: Ronald N. Giere (1938-2020)

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The Cognitive Study of Science. Ronald N. Giere - 1987 - In Nancy J. Nersessian (ed.), The Process of Science: Contemporary Philosophical Approaches to Understanding Scientific Practice.

Ronald N. Giere: Understanding Scientific Reasoning...

Ronald N. Giere is professor of philosophy at the University of Minnesota. He is the author of Understanding Scientific Reasoning.

Explaining Science: A Cognitive Approach by Ronald N...

Ronald Giere (1938 – 2020) was an American philosopher of science who was an emeritus professor of philosophy at the University of Minnesota.He was a Fellow of The AAAS, a long-time member of the editorial board of the journal Philosophy of Science, and a past president of the Philosophy of Science Association.His research focused on agent-based accounts of models and scientific ...

Ronald Giere - Wikipedia

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Quotes by Ronald N. Giere " Reichenbach, I believe, made it a precondition for doing scientific epistemology that the very notion of 'Jewish science' be philosophically inadmissible. The Nazi racial laws were not only a crime against humanity, they were a crime against philosophical principle. " Ronald N. Giere. Science without Laws

UNDERSTANDING SCIENTIFIC REASONING develops critical reasoning skills and guides students in the improvement of their scientific and technological literacy. The authors teach students how to understand and critically evaluate the scientific information they encounter in both textbooks and the popular media. With its focus on scientific pedagogy, UNDERSTANDING SCIENTIFIC REASONING helps students learn how to examine scientific reports with a reasonable degree of sophistication. The book also explains how to reason through case studies using the same informal logic skills employed by scientists and to analyze a complex series of propositions and hypotheses using sound scientific reasoning.

Most books and courses in ecology cover facts and concepts but don't explain how to actually do ecological research. How to Do Ecology provides nuts-and-bolts advice on organizing and conducting a successful research program. This one-of-a-kind book explains how to choose a research question and answer it through manipulative experiments and systematic observations. Because science is a social endeavor, the book provides strategies for working with other people, including professors and collaborators. It suggests effective ways to communicate your findings in the form of journal articles, oral presentations, posters, and grant and research proposals. The book also includes ideas to help you identify your goals, organize a season of fieldwork, and deal with negative results. In short, it makes explicit many of the unspoken assumptions behind doing good research in ecology and provides an invaluable resource for meaningful conversations between ecologists. This second edition of How to Do Ecology features new sections on conducting and analyzing observational surveys, job hunting, and becoming a more creative researcher, as well as updated sections on statistical analyses.

Few can imagine a world without telephones or televisions; many depend on computers and the Internet as part of daily life. Without scientific theory, these developments would not have been possible. In this exceptionally clear and engaging introduction to philosophy of science, James Ladyman explores the philosophical questions that arise when we reflect on the nature of the scientific method and the knowledge it produces. He discusses whether fundamental philosophical questions about knowledge and reality might be answered by science, and considers in detail the debate between realists and antirealists about the extent of scientific knowledge. Along the way, central topics in philosophy of science, such as the demarcation of science from non-science, induction, confirmation and falsification, the relationship between theory and observation and relativism are all addressed. Important and complex current debates over underdetermination, inference to the best explanation and the implications of radical theory change are clarified and clearly explained for those new to the subject.

Reasoning about knowledge—particularly the knowledge of agents who reason about the world and each other’s knowledge—was once the exclusive province of philosophers and puzzle solvers. More recently, this type of reasoning has been shown to play a key role in a surprising number of contexts, from understanding conversations to the analysis of distributed computer algorithms. Reasoning About Knowledge is the first book to provide a general discussion of approaches to reasoning about knowledge and its applications to distributed systems, artificial intelligence, and game theory. It brings eight years of work by the authors into a cohesive framework for understanding and analyzing reasoning about knowledge that is intuitive, mathematically well founded, useful in practice, and widely applicable. The book is almost completely self-contained and should be accessible to readers in a variety of disciplines, including computer science, artificial intelligence, linguistics, philosophy, cognitive science, and game theory. Each chapter includes exercises and bibliographic notes.

"Science without Laws thus stakes out a middle ground in these debates by demonstrating a more powerful way of seeing science."—BOOK JACKET.

THE ELEMENTS OF REASONING is a concise and lucid introduction to the basic elements of argumentative prose and the conceptual tools necessary to understand, analyze, criticize, and construct arguments. This text is not only perfect for a college course in argument analysis, but also as a reference tool when confronted with arguments outside the classroom experience. While THE ELEMENTS OF REASONING covers the standard formal tools of introductory logic, its emphasis is on practical applications to the kinds of arguments students most often encounter. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The volume is based on the papers that were presented at the Interna tional 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 tradi tional 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.

Cognitive Models of Science resulted from a workshop on the implications of the cognitive sciences for the philosophy of science held in October 1989 under the auspices of the Minnesota Center for Philosophy of Science.

Edited by Kris Rutten, Stefaan Blancke, and Ronald Soetaert, Perspectives on Science and Culture explores the intersection between scientific understanding and cultural representation from an interdisciplinary perspective. Contributors to the volume analyze representations of science and scientific discourse from the perspectives of rhetorical criticism, comparative cultural studies, narratology, educational studies, discourse analysis, naturalized epistemology, and the cognitive sciences. The main objective of the volume is to explore how particular cognitive predispositions and cultural representations both shape and distort the public debate about scientific controversies, the teaching and learning of science, and the development of science itself. The theoretical background of the articles in the volume integrates C. P. Snow's concept of the two cultures (science and the humanities) and Jerome Bruner's confrontation between narrative and logico-scientific modes of thinking (i.e., the cognitive and the evolutionary approaches to human cognition).

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