1. Record Nr. UNINA9910704019003321

Autore	Wallace Jane H (Jane House), <1926-2018, >
Titolo	Bibliography of U.S. Geological Survey trace elements and related reports to June 1, 1954 / / by Jane H. Wallace and Harriet B. Smith
Pubbl/distr/stampa	[Washington, D.C.] : , : United States Department of the Interior, Geological Survey, , 1955 Washington : , : United States Government Printing Office
Descrizione fisica	1 online resource (iii, 63-144 pages)
Collana	A contribution to bibliography of mineral resources Geological Survey bulletin ; ; 1019-B
Soggetti	Trace elements Bibliographies.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"This report concerns work done on behalf of the U.S. Atomic Energy Commission ..." Title from title screen (viewed Nov. 3, 2015).
Nota di bibliografia	Includes index.

2. Record Nr. UNINA9910483773903321

Autore	Matthews Michael R.
Titolo	History, Philosophy and Science Teaching: A Personal Story / / by Michael R. Matthews
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021
ISBN	9789811605581 9811605580
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (313 pages)
Disciplina	507.1
Soggetti	Science - Study and teaching Education - Philosophy Science - Philosophy Science - History Education - Curricula Science Education Philosophy of Education Philosophy of Science History of Science Curriculum Studies
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Catholic Family and Education -- Chapter 2. Science Degree, Teacher Training and Science Teaching -- Chapter 3. Further Studies: Psychology, Philosophy and Philosophy of Education -- Chapter 4. Teaching at Teachers College and University of New South Wales -- Chapter 5. Political Interlude: Sydney City Council (1980-85) -- Chapter 6. History, Philosophy and Science Teaching: The Beginning -- Chapter 7. Constructivism in Science Education and a HPST Roadmap -- Chapter 8. HPS and Worldviews in Science Classrooms -- Chapter 9. Idealism in Cultural Studies and Realism of Mario Bunge -- Chapter 10. Philosophy and HPS in Teacher Education.
Sommario/riassunto	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. "Michael Matthews has probably done more for the history and philosophy of science education than anyone else. This book is a riveting read. There are fascinating accounts about the journal Science & Education, the debates over constructivism, and fundamental conceptual issues that lie at the heart of science and science education. This is an essential read for anyone interested in science education." — Michael J. Reiss, Professor of Science Education, University College London "The work of Michael Matthews in emphasizing the role of history and philosophy of science in science education has been truly monumental. Even more monumental is this much anticipated intellectual biography in which he recalls his early influences and subsequent intellectual encounters within diverse areas, including Catholicism, constructivism, the life and work of Joseph Priestley and the physics of the pendulum." — Eric Scerri, Chemistry Department, University of California Los Angeles "Matthews records his intellectual maturation and career in a rich personal narrative. It is a fascinating trajectory through the major science educational ideas, trends and upheavals of the last four decades. He remains a sombre voice of reason, of Enlightenment virtues, of liberal education and of sound teacher education and science teaching." — Roland M. Schulz, Centre for Imagination in Research, Culture and Education, Simon Fraser University.