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"Honorable mention - Biomedicine and Neuroscience, 2011 Prose Awards" An examination of how the cell should be described in order to effectively process biological data "The fruitful pursuit of biological knowledge requires one to take Einstein's admonition [on science without epistemology] as a practical demand for scientific research, to recognize Waddington's characterization of the subject matter of biology, and to embrace Wiener's conception of the form of biological knowledge in response to its subject matter. It is from this vantage point that we consider the epistemology of the cell." -from the Preface In the era of high biological data throughput, biomedical engineers need a more systematic knowledge of the cell in order to perform more effective data handling. Epistemology of the Cell is the first authored book to break down this knowledge. This text examines the place of biological knowledge within the framework of science as a whole and addresses issues focused on the specific nature of biology, how biology is studied, and how biological knowledge is translated into applications, in particular with regard to medicine. The book opens with a general discussion of the historical development of human understanding of scientific knowledge, the scientific method, and the manner in which scientific knowledge is represented in mathematics. The narrative then gets specific for biology, focusing on knowledge of the cell, the basic unit of life. The salient point is the analogy between a systems-based analysis of factory regulation and the regulation of the cell. Each chapter represents a key topic of current interest, including: Causality and randomness Translational science Stochastic validation: classification Stochastic validation: networks Model-based experimentation in biology Epistemology of the Cell is written for biomedical researchers whose interests include bioinformatics, biological modeling, biostatistics, and biological signal processing.

"Honorable mention - Biomedicine and Neuroscience, 2011 Prose Awards" An examination of how the cell should be described in order to effectively process biological data "The fruitful pursuit of biological knowledge requires one to take Einstein's admonition [on science without epistemology] as a practical demand for scientific research, to recognize Waddington's characterization of the subject matter of biology, and to embrace Wiener's conception of the form of biological knowledge in response to its subject matter. It is from this vantage point that we consider the epistemology of the cell." -from the Preface In the era of high biological data throughput, biomedical engineers need a more systematic knowledge of the cell in order to perform more effective data handling. Epistemology of the Cell is the first authored book to break down this knowledge. This text examines the place of biological knowledge within the framework of science as a whole and addresses issues focused on the specific nature of biology, how biology is studied, and how biological knowledge is translated into applications, in particular with regard to medicine. The book opens with a general discussion of the historical development of human understanding of scientific knowledge, the scientific method, and the manner in which scientific knowledge is represented in mathematics. The narrative then gets specific for biology, focusing on knowledge of the cell, the basic unit of life. The salient point is the analogy between a systems-based analysis of factory regulation and the regulation of the cell. Each chapter represents a key topic of current interest, including: Causality and randomness Translational science Stochastic validation: classification Stochastic validation: networks Model-based experimentation in biology Epistemology of the Cell is written for biomedical researchers whose interests include bioinformatics, biological modeling, biostatistics, and biological signal processing.

This book provides the fullest philosophical examination of theories of evolutionary epistemology now available. Here for the first time are found major statements of new theories, new applications, and many new critical explorations. The book is divided into four parts: Part I introduces several new approaches to evolutionary epistemology; Part II attempts to widen the scope of evolutionary epistemology, either by tackling more traditional epistemological issues, or by applying evolutionary models to new areas of inquiry such as the evolution of culture or of intentionality; Part III critically discusses specific problems in evolutionary epistemology; and Part IV deals with the relationship of evolutionary epistemology to the philosophy of mind. Because of its intellectual depth and its breadth of coverage, Issues in Evolutionary Epistemology will be an important text in the field for many years to come.

An Epistemology of the Concrete brings together case studies and theoretical reflections on the history and epistemology of the life sciences by Hans-Jörg Rheinberger, one of the world's foremost philosophers of science. In these essays, he examines the history of experiments, concepts, model organisms, instruments, and the gamut of epistemological, institutional, political, and social factors that determine the actual course of the development of knowledge. Building on ideas from his influential book Toward a History of Epistemic Things, Rheinberger first considers ways of historicizing scientific knowledge, and then explores different configurations of genetic experimentation in the first half of the twentieth century and the interaction between apparatuses, experiments, and concept formation in molecular biology in the second half of the twentieth century. He delves into fundamental epistemological issues bearing on the relationship between instruments and objects of knowledge, laboratory preparations as a special class of epistemic objects, and the note-taking and write-up techniques used in research labs. He takes up topics ranging from the French "historical epistemologists" Gaston Bachelard and Georges Canguilhem to the liquid scintillation counter, a radioactivity measuring device that became a crucial tool for molecular biology and biomedicine in the 1960s and 1970s. Throughout An Epistemology of the Concrete, Rheinberger shows how assemblages-historical conjunctures-set the conditions for the emergence of epistemic novelty, and he conveys the fascination of scientific things: those organisms, spaces, apparatuses, and techniques that are transformed by research and that transform research in turn.

An examination of the constitutive role of rhythm and movement in the visualization of developing life. In The Form of Becoming Janina Hellmann offers an innovative understanding of the emergence around 1800 of the science of embryology and a new notion of development, one based on the epistemology of rhythm. She argues that between 1760 and 1830, the concept of rhythm became crucial to many fields of knowledge, including the study of life and living processes. She juxtaposes the history of rhythm in music theory, literary theory, and philosophy with the concurrent turn in biology toward understanding the living world in terms of rhythmic patterns, rhythmic movement, and rhythmic representations. Common to all these fields was their view of rhythm as a means of organizing time-and of ordering the development of organisms. With The Form of Becoming, Hellmann, a historian of science, has written the first systematic study of visualization in embryology. Embryological development circa 1800 was imagined through the pictorial technique of the series, still prevalent in the field today. Tracing the origins of the developmental series back to seventeenth-century instructional graphics for military maneuvers, dance, and craft work, The Form of Becoming reveals the constitutive role of rhythm and movement in the visualization of developing life.

Personal Epistemology and Teacher Education, edited by Joanne Brownlee, Gregg Schraw and Donna Berthelsen, provides an international perspective on teachersâ€(tm) personal epistemology, or beliefs about the nature of knowledge and knowing. Research from The Netherlands, Cyprus, Australia, United States, Canada, Norway, and Taiwan is presented to provide diverse viewpoints on personal epistemology for early childhood, primary, secondary and tertiary teaching contexts. The text provides a platform for cutting-edge theory and research about how personal epistemology can be applied to the context of teacher education, thereby making explicit the connection between personal epistemology and teaching and studentsâ€(tm) learning outcomes. Topics include: Cultural differences in teacher epistemology and the impact on studentsâ€(tm) learning Teachersâ€(tm) epistemological beliefs and inclusion Teachersâ€(tm) epistemology and reading lessons, citizenship education, and teaching science Epistemology in a social context Teachersâ€(tm) epistemological beliefs and student autonomy Teacher education and analysis of preservice and practicing teachers Implications of teachersâ€(tm) epistemological beliefs Connections to future practice Teacher education and teacher behaviours are fore-grounded across the topics, with an emphasis on the origin and composition of teachersâ€(tm) epistemological beliefs and how universities motivate change through formal teacher education. Teaching behaviours are discussed in relation to how teachersâ€(tm) beliefs are related to the curricular and pedagogical choices that they make in their classrooms, assessment of learning outcomes, and classroom management practices.

The first volume in this new series explores, through extensive co-operation, new ways of achieving the integration of science in all its diversity. The book offers essays from important and influential philosophers in contemporary philosophy, discussing a range of topics from philosophy of science to epistemology, philosophy of logic and game theoretical approaches. It will be of interest to philosophers, computer scientists and all others interested in the scientific rationality.

These essays examine the developments in three fundamental biological disciplines--embryology, evolutionary biology, and genetics. These disciplines were in conflict for much of the 20th century and the essays in this collection examine key methodological problems within these disciplines and the difficulties faced in overcoming the conflicts between them. Burian skillfully weaves together historical appreciation of the settings within which scientists work, substantial knowledge of the biological problems at stake and the methodological and philosophical issues faced in integrating biological knowledge drawn from disparate sources.

This book, first published in 2000, explores a range of diverse issues in the intersection of biology and epistemology.

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