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First published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.
This collection of original essays pays tribute to the man by exploring topics that have interested him through a long and productive career. Plato's mathematical imagery, his theory of perception, the role of engineering techne in the origin of Greek science, time and free will in Kant, Whitehead as teacher of teachers, mapping friendships, Kierkegaard and the necessity of forgerly. These and other topics are given fresh treatments meant to stimulate further philosophical thinking in the spirit of Brumbaugh himself.

Computer Assisted Learning in Physics Education focuses on the use of computers in learning physics. Organized into six chapters, the book begins with an explanation of the CONDUIT series in physics. Subsequent chapters focus on physics education with or without computers; a computer-based course in classical mechanics; physics in the Irvine Educational Technology Center; and an electronics course using an intelligent video format. The last chapter addresses computation as a physical and intellectual environment for learning physics. The book will be useful for physics students as an aid in the use of computers in this field.

Deep Learning in Introductory Physics: Exploratory Studies of Model?Based Reasoning is concerned with the broad question of how students learn physics in a model?centered classroom. The diverse, creative, and sometimes unexpected ways students construct models, and deal with intellectual conflict, provide valuable insights into student learning and cast a new vision for physics teaching. This book is the first publication in several years to thoroughly address the " coherence versus fragmentation " debate in science education, and the first to advance and explore the hypothesis that deep science learning is regressive and revolutionary. Deep Learning in Introductory Physics also contributes to a growing literature on the use of history and philosophy of science to confront difficult theoretical and practical issues in science teaching, and addresses current international concern over the state of science education and appropriate standards for science teaching and learning. The book is divided into three parts. Part I introduces the framework, agenda, and educational context of the book. An initial study of student modeling raises a number of questions about the nature and goals of physics education. Part II presents the results of four exploratory case studies. These studies reproduce the results of Part I with a more diverse sample of students, under new conditions (a public debate, peer discussions, and group interviews), and with new research prompts (model?building software, bridging tasks, and elicitation strategies). Part III significantly advances the emergent themes of Parts I and II through historical analysis and a review of physics education research. ENDORSEMENTS: "In Deep Learning in Introductory Physics, Lattery describes his extremely innovative course in which students' ideas about motion are elicited, evaluated with peers, and revised through experiment and discussion. The reader can see the students' deep engagement in constructive scientific modeling, while students deal with counter-intuitive ideas about motion that challenged Galileo in many of the same ways. Lattery captures students engaging in scientific thinking skills, and building difficult conceptual understandings at the same time. This is the 'double outcome' that many science educators have been searching for. The case studies provide inspiring examples of innovative course design, student sensemaking and reasoning, and deep conceptual change." - John Clement, University of Massachusetts—Amherst, Scientific Reasoning Research Institute "Deep Learning in Introductory Physics is an extraordinary book and an important intellectual achievement in many senses. It offers new perspectives on science education that will be of interest to practitioners, to education researchers, as well as to philosophers and historians of science. Lattery combines insights into model-based thinking with instructive examples from the history of science, such as Galileo ' s struggles with understanding accelerated motion, to introduce new ways of teaching science. The book is based on first-hand experiences with innovative teaching methods, reporting student ' s ideas and discussions about motion as an illustration of how modeling and model-building can help understanding science. Its lively descriptions of these experiences and its concise presentations of insights backed by a rich literature on education, cognitive science, and the history and philosophy of science make it a great read for everybody interested in how models shape thinking processes." - Dr. Jürgen Renn, Director, Max Planck Institute for the History of Science

Research on students ' media use outside of education is just slowly taking off. Influences of information and communication technologies (ICT) on human information processing are widely assumed and particularly effects of dis- and misinformation are a current threat to democracies. Today, higher education competes with a very diverse (online) media landscape and domain-specific content from sources of varying quality, ranging from high-quality videographed lectures by top-level university lecturers, popular-scientific video talks, collaborative wikis, anonymous forum comments or blog posts to YouTube remixes of discipline factoids and unverified twitter feeds. Self-organizing learners need more knowledge, skills, and awareness on how to critically evaluate quality and select trustworthy sources, how to process information, and what cognitive, affective, attitudinal, behavioral, and neurological effects it can have on them in the long term. The PLATO program takes on the ambitious goal of uniting strands of research from various disciplines to address these questions through fundamental analyses of human information processing when learning with the Internet. This innovative interdisciplinary approach includes elements of ICT innovations and risks, learning analytics and large-scale computational modelling aimed to provide us with a better understanding of how to effectively and autonomously acquire reliable knowledge in the Information Age, how to design ICTs, and shape social and human-machine interactions for successful learning. This volume will be of interest to researchers in the fields of educational sciences, educational measurement and applied branches of the involved disciplines, including linguistics, mathematics, media studies, sociology of knowledge, philosophy of mind, business, ethics, and educational technology.

This text blends traditional introductory physics topics with an emphasis on human applications and an expanded coverage of modern physics topics, such as the existence of atoms and the conversion of mass into energy. Topical coverage is combined with the author's lively, conversational writing style, innovative features, the direct and clear manner of presentation, and the emphasis on problem solving and practical applications.

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