

Doc Scientia Chemistry Teachers Guide

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the story of this little known dutch physician will interest students and practitioners of history chemistry and philosophy of science choice in inventing chemistry historian john c powers turns his attention to herman boerhaave 1668 1738 a dutch medical and chemical professor whose work reached a wide educated audience and became the template for chemical knowledge in the eighteenth century the primary focus of this study is boerhaave s educational philosophy and powers traces its development from boerhaave s early days as a student in leiden through his publication of the elementa chemiae in 1732 powers reveals how boerhaave restructured and reinterpreted various practices from diverse chemical traditions including craft chemistry paracelsian medical chemistry and alchemy shaping

them into a chemical course that conformed to the pedagogical and philosophical norms of Leiden University's medical faculty in doing so Boerhaave gave his chemistry a coherent organizational structure and philosophical foundation and thus transformed an artisanal practice into an academic discipline. Inventing chemistry is essential reading for historians of chemistry, medicine, and academic life.

The enigmatic relation between religion and science still presents a challenge to European societies and to ideas about what it means to be modern. This book argues that European secularism, rather than pushing back religious truth claims, in fact has been religiously productive itself. The institutional establishment of new disciplines in the nineteenth century, such as religious studies, anthropology, psychology, classical studies, and the study of various religious traditions, led to a professionalization of knowledge about religion that in turn attributed new meanings to religion. This attribution of meaning resulted in the emergence of new religious identities and practices in a dynamic that is closely linked to this discursive change. The natural sciences adopted religious and metaphysical claims and integrated them in their framework of meaning, resulting in a special form of scientific religiosity that has gained much influence in the twentieth century. Applying methods that come from historical discourse analysis, the book demonstrates that religious semantics have been reconfigured in the secular sciences. Ultimately, the scientification of religion perpetuated religious truth claims under conditions of secularism.

The publication focuses on pre-service teachers' beliefs as the key prerequisite for teaching mathematics. This construct is considered an inseparable part of the teacher's personality, which needs to be positively shaped during undergraduate training. The theoretical part shows its correlation with other psychological determinants such as motivation, perceived self-efficacy, or attitudes. The construct is also placed in an educational context. The empirical part describes the results of the research and provides specific suggestions for undergraduate teacher training.

First multi-year cumulation covers six years 1965-70.

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