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KEY=SOCETY - ESCOBAR VANG

SCIENCE, TECHNOLOGY, AND SOCIETY

A SOURCEBOOK ON RESEARCH AND PRACTICE

Springer Science & Business Media This volume will take a comprehensive view of STS education, the goals of which are manifold, and include making science and technology literacy available for all Americans, preparing those not bound for college to compete successfully in an increasingly science-and technology-oriented global market, and equipping the average person with the information necessary for making informed personal and policy decisions concerning the role of science and technology in society.

TEACHING AND LEARNING ABOUT SCIENCE AND SOCIETY

Cambridge University Press Ziman provides an informal account of the rationale of the new educational trend of offering science and technology in society courses; showing how many diverse factors are involved such as social and cultural objectives, political ideologies, vocational needs, scholarly standards and institutional capabilities.

THE LANGUAGE OF SCIENCE EDUCATION

AN EXPANDED GLOSSARY OF KEY TERMS AND CONCEPTS IN SCIENCE TEACHING AND LEARNING

Springer Science & Business Media The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning is written expressly for science education professionals and students of science education to provide the foundation for a shared vocabulary of the field of science teaching and learning. Science education is a part of education studies but has developed a unique vocabulary that is occasionally at odds with the ways some terms are commonly used both in the field of education and in general conversation. Therefore, understanding the specific way that terms are used within science education is vital for those who wish to understand the existing literature or make contributions to it. The Language of Science Education provides definitions for 100 unique terms, but when considering the related terms that are also defined as they relate to the targeted words, almost 150 words are represented in the book. For instance, “laboratory instruction” is accompanied by definitions for openness, wet lab, dry lab, virtual lab and cookbook lab. Each key term is defined both with a short entry designed to provide immediate access following by a more extensive discussion, with extensive references and examples where appropriate. Experienced readers will recognize the majority of terms included, but the developing discipline of science education demands the consideration of new words. For example, the term blended science is offered as a better descriptor for interdisciplinary science and make a distinction between project-based and problem-based instruction. Even a definition for science education is included. The Language of Science Education is designed as a reference book but many readers may find it useful and enlightening to read it as if it were a series of very short stories.

SCIENCE, TECHNOLOGY AND SOCIETY

SCIENCE, TECHNOLOGY AND SOCIETY

AN INTRODUCTION

Cambridge University Press Provides a comprehensive introduction to the human, social and economic aspects of science and technology. It is broad, interdisciplinary and international, with a focus on Australia. The authors present complex issues in an accessible and engaging form. Invaluable for both students and teachers.

SCIENCE, TECHNOLOGY, AND SOCIETY

NEW PERSPECTIVES AND DIRECTIONS

Cambridge University Press This book gathers inter-disciplinary and multi-disciplinary perspectives on the effects that today's advances in science and technology have on issues ranging from government policy-making to how we see the differences between men and women. The chapters investigate how invention and innovation really take place, how science differs from competing forms of knowledge, and how science and technology could contribute more to the greater good of humanity. For instance, should there be legal restrictions on 'immoral inventions'? A key theme that runs throughout the book concerns who is taken into account at each stage and who is affected. The amount of influence users have on technology development and how non-users are factored in are evaluated as the impact of scientific and technological progression on society is investigated, including politics, economy, family life, and ethics.

SCIENCE, TECHNOLOGY, AND SOCIETY

EDUCATION A SOURCEBOOK ON RESEARCH AND PRACTICE

Springer Science & Business Media David D. Kumar and Daryl E. Chubin We live in an information age. Technology abounds: information tech nology, communication technology, learning technology. As a once popular song went, "Something's happening here, but it's just not exactly clear." The world appears to be a smaller, less remote place. We live in it, but we are not necessarily closely tied to it. We lack a satisfactory understanding of it. So we are left with a paradox: In an information age, information alone will neither inform nor improve us as citizens nor our democracy, society, or in stitutions. No, improvement will take some effort. It is a heavy burden to be reflective, indeed analytical, and disciplined but only constructively constrained by different perspectives. The science-based technology that makes for the complexity, contro versy, and uncertainty of life sows the seeds of understanding in Science, Technology, and Society. STS, as it is known, encompasses a hybrid area of scholarship now nearly three decades old. As D. R. Sarewitz,a former geologist now congressional staffer and an author, put it After all, the important and often controversial policy dilemmas posed by issues such as nuclear energy, toxic waste disposal, global climate change, or biotech nology cannot be resolved by authoritative scientific knowledge; instead, they must involve a balancing of technical considerations with other criteria that are explicitly nonscientific: ethics, esthetics, equity, ideology. Trade-

offs must be made in light of inevitable uncertainties (Sarewitz, 1996, p. 182).

THE GOOD LIFE IN A TECHNOLOGICAL AGE

Routledge Modern technology has changed the way we live, work, play, communicate, fight, love, and die. Yet few works have systematically explored these changes in light of their implications for individual and social welfare. How can we conceptualize and evaluate the influence of technology on human well-being? Bringing together scholars from a cross-section of disciplines, this volume combines an empirical investigation of technology and its social, psychological, and political effects, and a philosophical analysis and evaluation of the implications of such effects.

SCIENCE, TECHNOLOGY AND SOCIETY

HANDBOOK OF SCIENCE AND TECHNOLOGY STUDIES

SAGE Publications For the most current, comprehensive resource in this rapidly evolving field, look no further than the Revised Edition of the Handbook of Science and Technology Studies. This masterful volume is the first resource in more than 15 years to define, summarize, and synthesize this complex multidisciplinary, international field. Tightly edited with contributions by an internationally recognized team of leading scholars, this volume addresses the crucial contemporary issues—both traditional and nonconventional—social studies, political studies, and humanistic studies in this changing field. Containing theoretical essays, extensive literature reviews, and detailed case studies, this remarkable volume clearly sets the standard for the field. It does nothing less than establish itself as the benchmark, one that will carry the field well into the next century.

SCIENCE, SOCIETY AND SUSTAINABILITY

EDUCATION AND EMPOWERMENT FOR AN UNCERTAIN WORLD

Routledge Recent work in science and technological studies has provided a clearer understanding of the way in which science functions in society and the interconnectedness among different strands of science, policy, economy and environment. It is well acknowledged that a different way of thinking is required in order to address problems facing the global community, particularly in relation to issues of risk and uncertainty, which affect humanity as a whole. However, approaches to education in science tend to perpetuate an outmoded way of thinking that is

incommensurable with preparing individuals for participation and decision-making in an uncertain, complex world. Drawing on experiences of interdisciplinary dialogue and practice in a higher education context, this book illustrates how reformulating the agenda in science and technology can have a revolutionary impact on learning and teaching in the classroom at all levels. This exceptional study will interest scholars in Education, Science, Technology, and Society, and those looking to further deliberative democracy and civic participation in their students.

THINKING CONSTRUCTIVELY ABOUT SCIENCE, TECHNOLOGY, AND SOCIETY EDUCATION

GENERAL INTRODUCTION AND FROM THE CREATION TO THE FLOOD

SUNY Press This book defines STS--science, technology, and society--education and discusses current thinking about its conceptual evolution. It synthesizes a broad range of research and thought in the history and philosophy of science and technology, STS studies, and education as they are informed by the the dual perspectives of cognitive and social psychology. A model for STS curriculum development in science, social studies, or technology education is presented with well-chosen examples. The book includes an extensive and invaluable bibliography that will enable students, teachers, and researchers to explore the richness of this emerging field.

PROTOTYPE NATION

CHINA AND THE CONTESTED PROMISE OF INNOVATION

Princeton University Press A vivid look at China’s shifting place in the global political economy of technology production How did China’s mass manufacturing and “copycat” production become transformed, in the global tech imagination, from something holding the nation back to one of its key assets? Prototype Nation offers a rich transnational analysis of how the promise of democratized innovation and entrepreneurial life has shaped China’s governance and global image. With historical precision and ethnographic detail, Silvia Lindtner reveals how a growing distrust in Western models of progress and development, including Silicon Valley and the tech industry after the financial crisis of 2007–8, shaped the rise of the global maker movement and the vision of China as a “new frontier” of innovation. Lindtner’s investigations draw on more than a decade of research in experimental work spaces—makerspaces, coworking spaces, innovation hubs, hackathons, and startup weekends—in China, the United States, Africa, Europe, Taiwan, and Singapore, as well as in key sites of technology investment and industrial

production—tech incubators, corporate offices, and factories. She examines how the ideals of the maker movement, to intervene in social and economic structures, served the technopolitical project of prototyping a “new” optimistic, assertive, and global China. In doing so, Lindtner demonstrates that entrepreneurial living influences governance, education, policy, investment, and urban redesign in ways that normalize the persistence of sexism, racism, colonialism, and labor exploitation. Prototype Nation shows that by attending to the bodies and sites that nurture entrepreneurial life, technology can be extricated from the seemingly endless cycle of promise and violence. Cover image: Courtesy of Cao Fei, Vitamin Creative Space and Sprüth Magers

SCIENCE, TECHNOLOGY, AND SOCIETY

NEW DIRECTIONS

Read any newspaper or watch your television and as often as not you will be confronted by the worries, hopes, challenges, and mistakes of science and technology. Sociology has been trying to make sense of science for many years, while government and industry have promoted and exploited it for even longer. But what are science and technology? How have they been shaped by society? What new directions are they taking? Andrew Webster provides a lively and accessible introduction to the sociological analysis of science and technology, exploring contemporary debates in a comprehensive and balanced fashion, and showing how the findings of sociologists of science relate to important issues of science policy and politics. Biotechnology and genetic engineering, technology transfer, feminist and radical critiques of science, "big science" projects, science parks and research within private industry are some of the topics that provide the focus for a wide-ranging, critical yet constructive sociological discussion. Science, Technology, and Society will be of particular value to students, academics, and practitioners involved in studying and helping to shape these two very powerful institutions of society.

CRITICAL ISSUES IMPACTING SCIENCE, TECHNOLOGY, SOCIETY (STS), AND OUR FUTURE

IGI Global We are in an ever-changing and fast-paced world that is entrenched in technological innovation. But how is technology and science impacting our society? How does it affect our interactions with these products and ultimately with each other? How is society shaping the types of technologies we are advancing? Critical Issues Impacting Science, Technology, Society (STS), and Our Future compiles theory and research from the confluence of a variety of disciplines to discuss how scientific research and technological innovation is shaping society, politics, and culture, and predicts

what can be expected in the future. While highlighting topics including political engagement, artificial intelligence, and wearable technology, this book is ideally designed for policymakers, government officials, business managers, computer engineers, IT specialists, scientists, and professionals and researchers in the science, technology, and humanities fields.

SCIENCE/TECHNOLOGY/SOCIETY AS REFORM IN SCIENCE EDUCATION

SUNY Press Science/Technology/Society (S/T/S) is a reform effort to broaden science as a discipline in schools and colleges; to relate science to other facets of the curriculum; and to relate science specifically to technology and to the society that supports and produces new conceptualizations of both. S/T/S is also defined as the teaching and learning of science/technology in the context of human experience. It focuses on a method of teaching that recognizes the importance that experience in the real world has on the learning process. And it recognizes that real learning can occur only when the learner is engaged and able to construct her or his own meaning. Science/Technology/Society As Reform in Science Education is rich with examples of such teaching and learning. It includes impressive research evidence that illustrates that progress has been made and goals have been met. For teachers and administrators alike, this book provides and validates new visions for science education.

COLLEGE SCENCE TECHNOLOGY AND SOCETY

Rex Bookstore, Inc.

CITIZEN SCIENCE

INNOVATION IN OPEN SCIENCE, SOCIETY AND POLICY

UCL Press Citizen science, the active participation of the public in scientific research projects, is a rapidly expanding field in open science and open innovation. It provides an integrated model of public knowledge production and engagement with science. As a growing worldwide phenomenon, it is invigorated by evolving new technologies that connect people easily and effectively with the scientific community. Catalysed by citizens' wishes to be actively involved in scientific processes, as a result of recent societal trends, it also offers contributions to the rise in tertiary education. In addition, citizen science provides a valuable tool for citizens to play a more active role in sustainable

development. This book identifies and explains the role of citizen science within innovation in science and society, and as a vibrant and productive science-policy interface. The scope of this volume is global, geared towards identifying solutions and lessons to be applied across science, practice and policy. The chapters consider the role of citizen science in the context of the wider agenda of open science and open innovation, and discuss progress towards responsible research and innovation, two of the most critical aspects of science today.

TEACHING SCIENCE, TECHNOLOGY, AND SOCIETY

This text describes an area which has increasingly generated classroom materials, and educational polemic, without any proper discussion of its rationale or aims. Different approaches to the teaching and implementation of STS are used to explore different facets of its nature.

SCIENCE, TECHNOLOGY, AND SOCIETY

AN ENCYCLOPEDIA

Oxford University Press Emphasizing an interdisciplinary and international coverage of the functions and effects of science and technology in society and culture, Science, Technology, and Society contains over 130 A to Z signed articles written by major scholars and experts from academic and scientific institutions and institutes worldwide. Each article is accompanied by a selected bibliography. Other features include extensive cross referencing throughout, a directory of contributors, and an extensive topical index.

HUMAN FACTORS ISSUES AND THE IMPACT OF TECHNOLOGY ON SOCIETY

IGI Global Human factors are the scientific discipline concerned with the understanding of interactions among humans and other elements of a system, and the profession that applies theory, principles, data, and other methods to design to optimize human well-being and overall system performance. Human factor issues and the impact of technology on society is a topic that is only growing, and it is essential that it is considered as technology becomes more present in our daily lives. This not only impacts society now but is something to be considered for the future. It is also incredibly important for those in the human factors profession to consider the impact of technology for their work and for the users they are helping design for. Therefore, this topic has immense impact and is important to study from a research

perspective to advance the understanding of how technology works, how we work, and how we as humans work within the context of the technology we use. Human Factors Issues and the Impact of Technology on Society examines the role of technology on society with a specific focus on human factors issues and how they are associated with and related to technology use in society. A few highlighted topics within this book are digital health technologies, learning technologies, ethics in social technology, ICT use in businesses, and sustainability. These topics are only a few of examples of how this book analyzes technology in all different facets of society, making it ideal for a wide audience including human factors practitioners, technologists, sociologists, policy makers, teachers, technology developers and designers, business professionals, ethicists, researchers, academicians, students, and anyone else seeking more information on how technology is impacting society through the viewpoint of human factors.

TAKING SIDES

CLASHING VIEWS ON CONTROVERSIAL ISSUES IN SCIENCE, TECHNOLOGY, AND SOCIETY

WCB/McGraw-Hill

SCIENCE, TECHNOLOGY AND SOCIETY

NEEDS, CHALLENGES AND LIMITATIONS

Elsevier Science, Technology and Society: Needs, Challenges and Limitations focuses on the role of science and technology in promoting development as well as its limitation in shaping the society. The text outlines the contributions that this field has provided in health, industries, agriculture, transportation, and communication. The book puts emphasis on the role of technologists and scientists in promoting development, such as in the fields of biology and medicine. The text notes the emergence of socio-economic problems in the sector of food and agriculture and how these problems can be solved by the application of agricultural technologies. Case studies in this regard that is presented in this book include fish handling and distribution, improving soil fertility, and feed resources for animal feeding. The role of science and technology in the management of water resources is noted, and the problems associated with the application of science and technology to water resources development are discussed. Science and technology has also played an important role in improving the quality of life in human settlements. The text is a valuable source of data for scientists and technologists who aim to improve science and technology and serve the

interest of mankind.

SCIENCE, TECHNOLOGY, AND SOCIETY

AN ENCYCLOPEDIA

Oxford University Press on Demand 'Science, Technology, and Society' offers approximately 150 articles written by major scholars and experts from academic and scientific institutions worldwide. The theme is the functions and effects of science and technology in society and culture.

EMERGING TRENDS IN ENGINEERING, SCIENCE AND TECHNOLOGY FOR SOCIETY, ENERGY AND ENVIRONMENT

PROCEEDINGS OF THE INTERNATIONAL CONFERENCE IN EMERGING TRENDS IN ENGINEERING, SCIENCE AND TECHNOLOGY (ICETEST 2018), JANUARY 18-20, 2018, THRISSUR, KERALA, INDIA

CRC Press The International Conference on Emerging Trends in Engineering, Science and Technology (ICETEST) was held at the Government Engineering College, Thrissur, Kerala, India, from 18th to 20th January 2018, with the theme, “Society, Energy and Environment”, covering related topics in the areas of Civil Engineering, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Electronics & Communication Engineering, Computer Science and Architecture. Conflict between energy and environment has been of global significance in recent years. Academic research needs to support the industry and society through socially and environmentally sustainable outcomes. ICETEST 2018 was organized with this specific objective. The conference provided a platform for researchers from different domains, to discuss and disseminate their findings. Outstanding speakers, faculties, and scholars from different parts of the world presented their research outcomes in modern technologies using sustainable technologies.

OPENING SCIENCE

THE EVOLVING GUIDE ON HOW THE INTERNET IS CHANGING RESEARCH, COLLABORATION AND SCHOLARLY PUBLISHING

Springer Modern information and communication technologies, together with a cultural upheaval within the research community, have profoundly changed research in nearly every aspect. Ranging from sharing and discussing ideas in

social networks for scientists to new collaborative environments and novel publication formats, knowledge creation and dissemination as we know it is experiencing a vigorous shift towards increased transparency, collaboration and accessibility. Many assume that research workflows will change more in the next 20 years than they have in the last 200. This book provides researchers, decision makers, and other scientific stakeholders with a snapshot of the basics, the tools, and the underlying visions that drive the current scientific (r)evolution, often called ‘Open Science.’

ENVIRONMENTAL SCIENCE

SOCIETY, NATURE, AND TECHNOLOGY

CRC Press This book presents the current aspects of environmental issues in view of chemical processes particularly with respect to two facets: social sciences along with chemistry and natural sciences. The former facet explores the environmental economics and policies along with chemical engineering or green chemistry and the latter the various fields of environmental studies. The book was conceptualized in the form of e-learning content, such as PowerPoint presentation, with explanatory notes to a new style of lectures on environmental science in a university at undergraduate level. Each chapter of the book comprises a summary of the contents of the chapter; a list of specific terms and their explanation; topics that can be taken up for discussion among college students, mainly freshmen in liberal arts, and for enhancing general knowledge; and problems and solutions using active learning methods.

DISABILITY, SOCIETY AND ASSISTIVE TECHNOLOGY

Taylor & Francis The provision of assistive technology is an important individual and collective service of the welfare state. The state plays a significant role towards linking users and products, and the matching of devices and users is both a science and an art. However, many people feel it is stigmatising to use individually designed assistive technologies as they often, in a subtle way, convey discriminating barriers in society. The major challenges of assistive technology are thus to reduce social exclusion and marginalisation and, importantly, to reduce individual risks and societal costs related to non-use due to deficiencies in usability, aesthetics and design of the technologies. This groundbreaking book discusses the relationships among society, disability and technology by using different empirical examples (e.g., school, everyday life) to show why the combination of disability studies and STS-studies (science, technology and society) is a fruitful approach to understanding and meeting these challenges. The book explores the significance of the technologies for users, society and the field; identifies challenges to designing, adopting and using

assistive technologies; and points at theoretical challenges in research as well as professional challenges in assistive technology service provision. The book also scrutinises the role of assistive technology devices, as well as the organisational structure of the assistive technology market, in relation to disabled people’s lives. This book will be valuable reading for students, academics, teachers and social educators interested in Disability Studies, STS Studies, Product Design, Sociology, Occupational Therapy and Physiotherapy, as well as engineers working in the field of assistive technology.

SCIENCE, TECHNOLOGY, AND SOCIETY

A SOCIOLOGICAL APPROACH

Blackwell Publishing Science, Technology and Society: A Sociological Approach is a comprehensive guide to the emergent field of science, technology, and society (STS) studies and its implications for today’s culture and society. Discusses current STS topics, research tools, and theories Tackles some of the most urgent issues in current STS studies, including power and culture, race, gender, colonialism, the Internet, cyborgs and robots, and biotechnology Includes case studies, a glossary, and further reading lists

TEACHING THE INTERACTIONS OF SCIENCE, TECHNOLOGY AND SOCIETY

Longman Publishing Group Based on the symposium "Teaching the interactions of science, technology and society' organized by the International Organisation for Science and Technology Education.

SCIENCE AND DEMOCRACY

MAKING KNOWLEDGE AND MAKING POWER IN THE BIOSCIENCES AND BEYOND

Routledge In the life sciences and beyond, new developments in science and technology and the creation of new social orders go hand in hand. In short, science and society are simultaneously and reciprocally coproduced and changed. Scientific research not only produces new knowledge and technological systems but also constitutes new forms of expertise and contributes to the emergence of new modes of living and new forms of exchange. These dynamic processes are tightly connected to significant redistributions of wealth and power, and they sometimes threaten and sometimes enhance democracy. Understanding these phenomena poses important intellectual and normative

challenges: neither traditional social sciences nor prevailing modes of democratic governance have fully grappled with the deep and growing significance of knowledge-making in twenty-first century politics and markets. Building on new work in science and technology studies (STS), this book advances the systematic analysis of the coproduction of knowledge and power in contemporary societies. Using case studies in the new life sciences, supplemented with cases on informatics and other topics such as climate science, this book presents a theoretical framing of coproduction processes while also providing detailed empirical analyses and nuanced comparative work. Science and Democracy: Knowledge as Wealth and Power in the Biosciences and Beyond will be interesting for students of sociology, science & technology studies, history of science, genetics, political science, and public administration.

LEARNING IN A NETWORKED SOCIETY

SPONTANEOUS AND DESIGNED TECHNOLOGY ENHANCED LEARNING COMMUNITIES

Springer One of the most significant developments in contemporary education is the view that knowing and understanding are anchored in cultural practices within communities. This shift coincides with technological advancements that have reoriented end-user computer interaction from individual work to communication, participation and collaboration. However, while daily interactions are increasingly engulfed in mobile and networked Information and Communication Technologies (ICT), in-school learning interactions are, in comparison, technologically impoverished, creating the phenomenon known as the school-society digital disconnect. This volume argues that the theoretical and practical tools of scientists in both the social and educational sciences must be brought together in order to examine what types of interaction, knowledge construction, social organization and power structures: (a) occur spontaneously in technology-enhanced learning (TEL) communities or (b) can be created by design of TEL. This volume seeks to equip scholars and researchers within the fields of education, educational psychology, science communication, social welfare, information sciences, and instructional design, as well as practitioners and policy-makers, with empirical and theoretical insights, and evidence-based support for decisions providing learners and citizens with 21st century skills and knowledge, and supporting well-being in today’s information-based networked society.

THE WORK OF THE FUTURE

BUILDING BETTER JOBS IN AN AGE OF INTELLIGENT MACHINES

MIT Press Why the United States lags behind other industrialized countries in sharing the benefits of innovation with workers and how we can remedy the problem. The United States has too many low-quality, low-wage jobs. Every country has its share, but those in the United States are especially poorly paid and often without benefits. Meanwhile, overall productivity increases steadily and new technology has transformed large parts of the economy, enhancing the skills and paychecks of higher paid knowledge workers. What's wrong with this picture? Why have so many workers benefited so little from decades of growth? The Work of the Future shows that technology is neither the problem nor the solution. We can build better jobs if we create institutions that leverage technological innovation and also support workers though long cycles of technological transformation. Building on findings from the multiyear MIT Task Force on the Work of the Future, the book argues that we must foster institutional innovations that complement technological change. Skills programs that emphasize work-based and hybrid learning (in person and online), for example, empower workers to become and remain productive in a continuously evolving workplace. Industries fueled by new technology that augments workers can supply good jobs, and federal investment in R&D can help make these industries worker-friendly. We must act to ensure that the labor market of the future offers benefits, opportunity, and a measure of economic security to all.

SCIENCE, TECHNOLOGY & SOCIETY

CURRICULUM NEWSLETTER OF THE LEHIGH UNIVERSITY STS PROGRAM

SOCIETY AND TECHNOLOGICAL CHANGE

REVITALIZING SCIENCE CURRICULUM

AN S.T.S. APPROACH

Concept Publishing Company Study conducted in Haryana, India.

INTERNET SUCCESS

A STUDY OF OPEN-SOURCE SOFTWARE COMMONS

MIT Press A systematic examination of the factors that influence the success or abandonment of open-source software projects and the implications for other kinds of collaborations. The use of open-source software (OSS)—readable software source code that can be copied, modified, and distributed freely—has expanded dramatically in recent years. The number of OSS projects hosted on SourceForge.net (the largest hosting Web site for OSS), for example, grew from just over 100,000 in 2006 to more than 250,000 at the beginning of 2011. But why are some projects successful—that is, able to produce usable software and sustain ongoing development over time—while others are abandoned? In this book, the product of the first large-scale empirical study to look at social, technical, and institutional aspects of OSS, Charles Schweik and Robert English examine factors that lead to success in OSS projects and work toward a better understanding of Internet-based collaboration. Drawing on literature from many disciplines and using a theoretical framework developed for the study of environmental commons, Schweik and English examine stages of OSS development, presenting multivariate statistical models of success and abandonment. Schweik and English argue that analyzing the conditions of OSS successes may also inform Internet collaborations in fields beyond software engineering, particularly those that aim to solve complex technical, social, and political problems.

THE NEW TAX CODE OF THE PHILIPPINES

FOR PRACTITIONERS, ENTREPRENEURS AND BAR CANDIDATES

THE ROLE OF MORAL REASONING ON SOCIOSCIENTIFIC ISSUES AND DISCOURSE IN SCIENCE EDUCATION

Springer Science & Business Media This book is the first in the field to directly address moral reasoning and socioscientific discourse. It provides a theoretical framework to rethink what a "functional view" of scientific literacy entails by examining how nature of science issues, classroom discourse issues, cultural issues, and science-technology-society-environment case-based issues contribute to developing habits of mind about socioscientific content. The philosophical, psychological and pedagogical considerations underpinning the role of moral reasoning and the status of socioscientific issues in science education have been succinctly expressed and elucidated in this book. Science teachers, teacher educators, researchers, curriculum designers, politicians, and organizations interested in educational and political reform should find this volume very relevant and important for their missions. The extensive

coverage of topics makes this book excellent for both theoretical and practical purposes.

LAW, TECHNOLOGY AND SOCIETY

REIMAGINING THE REGULATORY ENVIRONMENT

Routledge This book considers the implications of the regulatory burden being borne increasingly by technological management rather than by rules of law. If crime is controlled, if human health and safety are secured, if the environment is protected, not by rules but by measures of technological management—designed into products, processes, places and so on—what should we make of this transformation? In an era of smart regulatory technologies, how should we understand the 'regulatory environment', and the 'complexion' of its regulatory signals? How does technological management sit with the Rule of Law and with the traditional ideals of legality, legal coherence, and respect for liberty, human rights and human dignity? What is the future for the rules of criminal law, torts and contract law—are they likely to be rendered redundant? How are human informational interests to be specified and protected? Can traditional rules of law survive not only the emergent use of technological management but also a risk management mentality that pervades the collective engagement with new technologies? Even if technological management is effective, is it acceptable? Are we ready for rule by technology? Undertaking a radical examination of the disruptive effects of technology on the law and the legal mind-set, Roger Brownsword calls for a triple act of re-imagination: first, re-imagining legal rules as one element of a larger regulatory environment of which technological management is also a part; secondly, re-imagining the Rule of Law as a constraint on the arbitrary exercise of power (whether exercised through rules or through technological measures); and, thirdly, re-imagining the future of traditional rules of criminal law, tort law, and contract law.