

MAJOR ISSUES/QUESTIONS TO BE ADDRESSED DURING COLLOQUIUM

(May 28, 2007: 12:00-12:30 PM)

1. Minimum acceptable performance - scientists vs. scientific thinking in general public. Creating scientific thought in broader segment of popn.
2. Expand understanding of science - beyond empirical notions of science to include interpretive, narrative, critical, etc.
3. Ecology of action. Knowing what we would like to optimize in this world, and how we can think scientifically about that.
4. Scientific world vs. scientific mind. Challenge the notion of mind-centrality.
5. The imperfection of the scientific mind. Our world today is result of imperfect scientific mind.
6. The building of a collective scientific mind. What do we mean by science in scientific culture?
7. Can we build the scientific mind from the outside?
8. Identifying the factors and conditions that foster the scientific mind.
9. What are the social and cultural forces that get in way of the scientific mind, and what are necessary changes to stories? Social, cultural, and political dimensions in relation to scientific mind.
10. Ecology/economy of action.
11. Understanding what art and artistic perception on a par with science.
12. Interplay of presentation, conclusions and fact-seeking. Interactions between way things are presented and represented in the world. 3 key uses of scientific mind: use of information, discovery of new knowledge, education.
13. Creativity and innovation and their role in the building of the scientific mind.
14. Complex systems - interdependence between science and culture. The privileging of science and impact on our ways of knowing. What is it that we can do so that there is possibility for real conversation between equals?
15. Humility and careful listening. How do we ensure that we maintain or create the space to carefully listen? Earth identity. Relation between listening and methods of communication. Media's methods can create noise, impediments to listening.
16. Communicating using media (forms of communication - stories, facts, etc.) in relation to scientific mind.
17. Sense-making as vehicle. Social environment to understand science being developed.
18. Consequences and unintended consequences of the scientific mind. Ethics.
19. Aiming for a conceptual glossary as an outcome for meeting.
20. What do we call those people who we do not refer to as scientifically thinking? Are people in developing world thinking differently from people in other areas of the world?
21. What makes thinking scientific or not scientific? What are the things we need to look at when identifying scientific thinking as being present - and how does that relate across cultures?
22. How to build the scientific minds in schools? How can we know whether someone has what we call a scientific mind? Assessment methods. How do we know that we - the assessors, teachers, observers - have a scientific mind?
23. Reflexivity, complexity, and dialogue. Singularity vs. plurality of scientific minds? Diversity, identity and otherness. How do we deal with diversity/differences between us and our understanding?
24. The embodied mind, and the influence on the mind. Mind and emotion.
25. Role of schools in developing the scientific mind. Teacher education, and preparation of teachers to help them understand the scientific mind, and fostering it in students.
26. Power and institutionalization. Power relations and institutions and the scientific mind.
27. Science as form of - and in relation to - religious fundamentalism.
28. Mastery as impediment to education, inquiry, creativity, scientific mind.
29. Broadening perspective of what qualifies as sciences. Appreciation of science's breadth. The perception of science as limited to "hard" sciences.
30. How to merge the fields of transdisciplinarity and curriculum development.

31. The question of reawakening the thirst for understanding - at source of scientific mind and artistic expression. Why does education not respect the thirst for knowledge?
32. Sciences, and the scientific mind as dynamic and potentially changing in the future.

Communication

Education & learning

Power (gender, religion, culture).