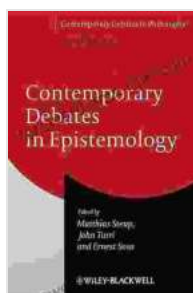


Unveiling the Enigmatic Nature of Knowledge: Exploring Contemporary Debates in Epistemology

In the realm of philosophy, epistemology stands as the cornerstone of our understanding of knowledge. It grapples with fundamental questions about the nature, scope, and limits of human knowledge, delving into the intricate tapestry of how we acquire, justify, and evaluate our beliefs. Contemporary debates in epistemology offer a fascinating and dynamic landscape, where philosophers engage in rigorous intellectual battles over the most pressing issues surrounding knowledge.

The Skepticism Enigma: Questioning the Viability of Knowledge

One of the most enduring debates in epistemology revolves around skepticism, a philosophical stance that questions the possibility of attaining genuine knowledge. Skeptics argue that our senses are unreliable, our reasoning is flawed, and our beliefs are often influenced by biases and preconceptions. From ancient Pyrrho to modern-day philosophers, skepticism has cast a long shadow over the epistemological landscape, challenging the very foundations of our knowledge claims.



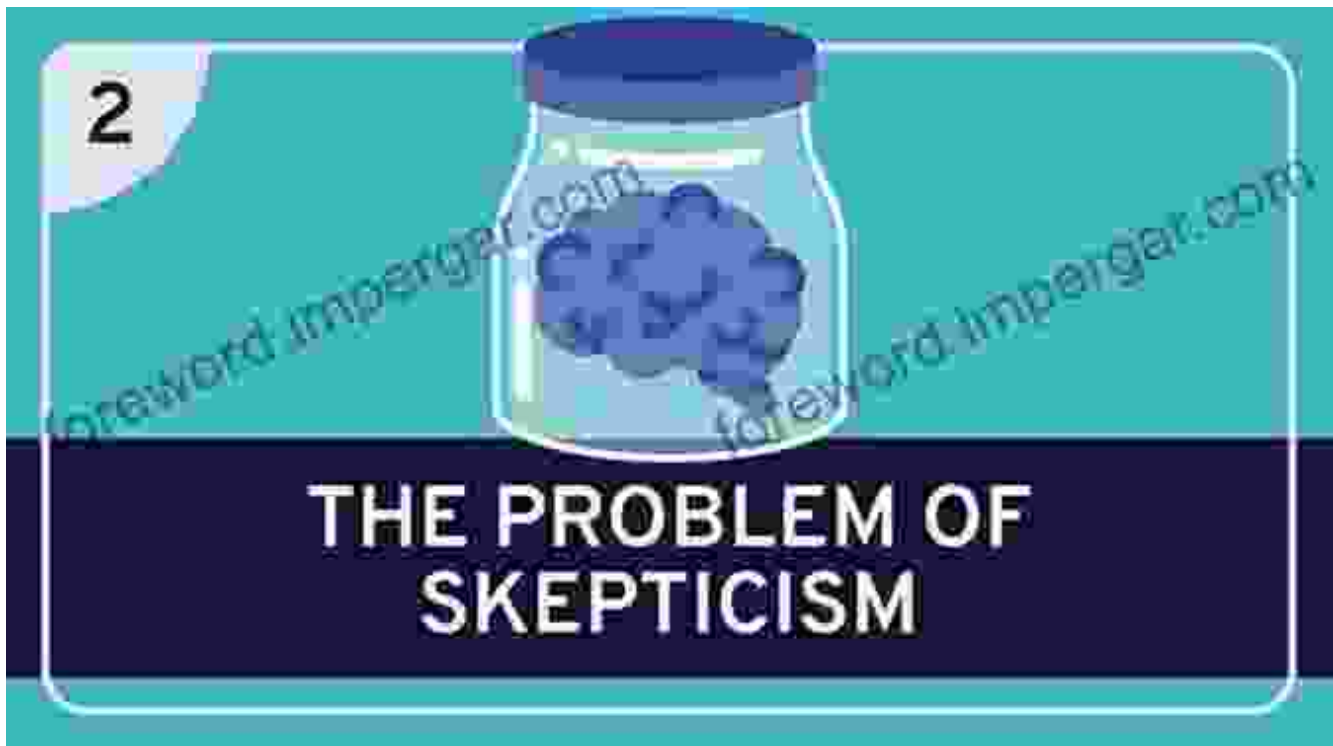
Contemporary Debates in Epistemology (Contemporary Debates in Philosophy) by John Turri

★★★★☆ 4.2 out of 5

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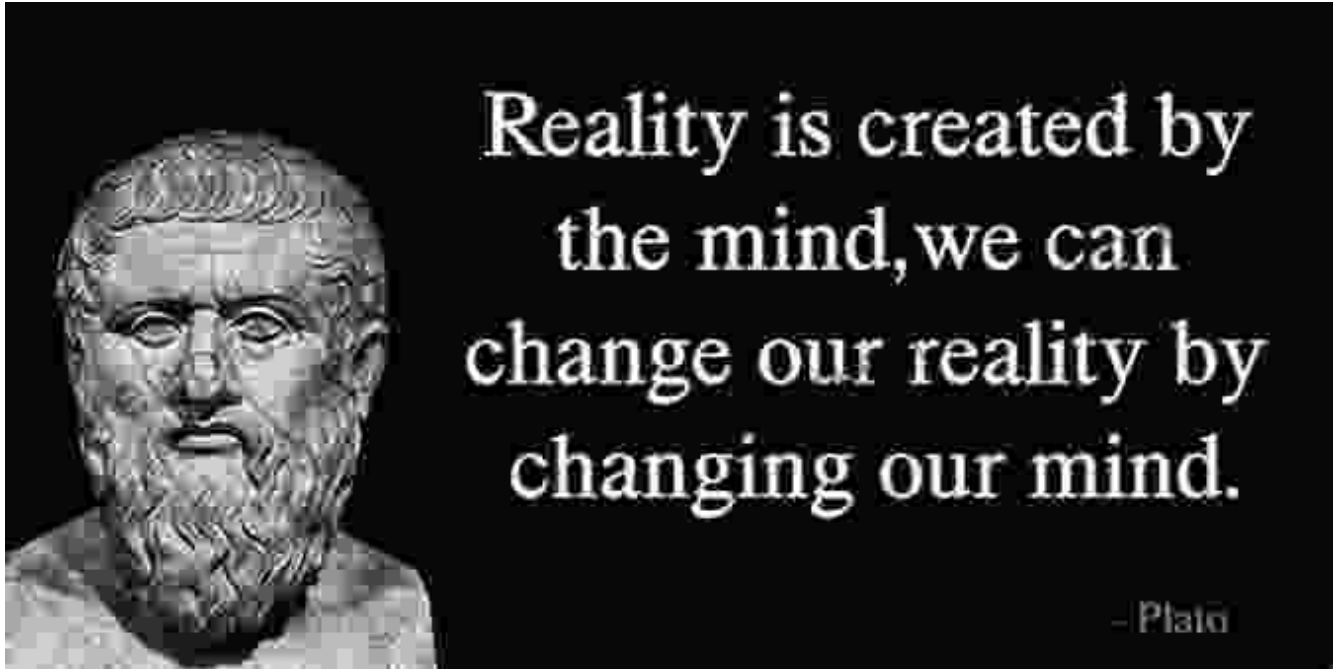
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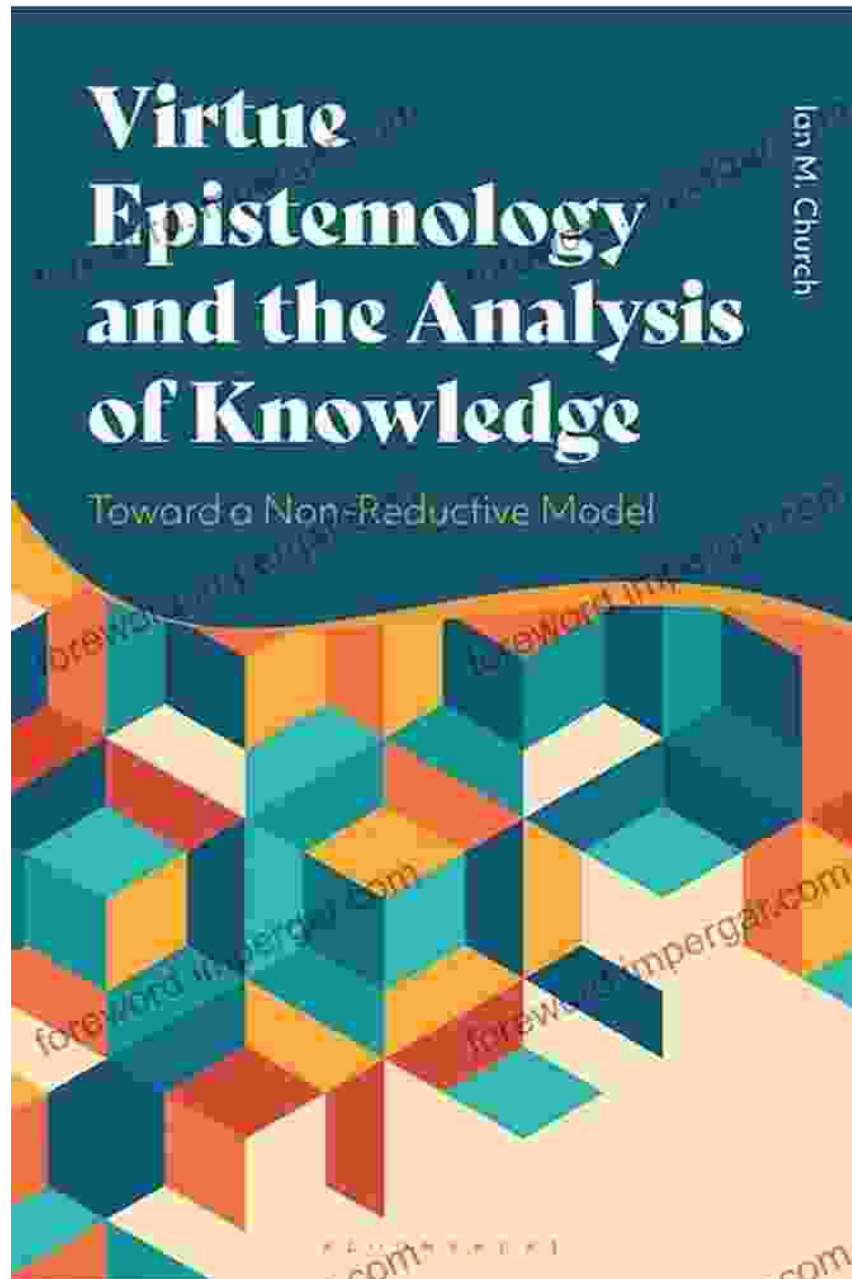
The Nature of Justification: Unraveling the Tapestry of Belief

At the heart of epistemological inquiry lies the question of justification: how do we know that our beliefs are true or well-founded? Foundationalists contend that our beliefs are justified by a foundation of indubitable truths, such as self-evident axioms or immediate experiences. Coherentists, on the other hand, argue that our beliefs are justified by their coherence with a wider system of beliefs. Externalists, in contrast, maintain that justification stems from factors external to the individual believer, such as social norms or expert testimony.



Virtue Epistemology: Emphasizing the Role of Character

In recent years, virtue epistemology has emerged as a vibrant field of study, focusing on the role of intellectual virtues, such as open-mindedness, intellectual humility, and intellectual courage, in the acquisition of knowledge. Virtue epistemologists argue that these virtues are essential for reliable knowledge, as they enable us to approach inquiry with a receptive and critical mindset.



Contextualism and Situated Knowledge: Challenging Universal Epistemic Norms

Contemporary epistemology has also witnessed a shift towards contextualism, which emphasizes the role of context and perspective in shaping our knowledge. Contextualists argue that epistemic norms and standards vary depending on the specific situation or context in which

knowledge is acquired. This approach challenges the traditional view of knowledge as a universal and objective pursuit, recognizing the diversity and situatedness of human understanding.

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Explore the influence of contextual characteristics on the learning understanding on LMS

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Abstract
Today, with the extension of learning management systems (LMSs) and the diversity of learners' needs for online learning, instructors have to be assisted to adapt their syllabus to meet learners' needs. Therefore, it is necessary to tailor course instruction to meet individual needs and determine how well they serve the learners using these online platforms. In this case, technological advances are used to enhance learning by personalizing the learners' learning styles. For instance, gathering traces of systemic and contextual knowledge about learners and their learning preferences contribute to the design of a meaningful learning experience for learners. Our study, based on a questionnaire and learning traces, focuses on predicting learners' styles. The Felder Silverman Learning Style Model (FSLSM), among the best models in technology-enhanced learning, was applied to run an unsupervised clustering technique to cluster learners by preference degree in terms of profile and context for sequential/global dimension of the FSLSM. This paper presents the attributes of the learning contextual data-driven model which can be auto-populated and the appropriate data source determined to fill this model. To reach our aim, the data gathered from three agronomy courses taught in winter 2018, 2019, and 2020 in an LMS at the Hassan II Institute of Agronomy and Veterinary Medicine was analyzed. This paper concludes with the results achieved during the application of the proposed method in which most learners expressed their preferences as strong, balanced, or moderate for global and sequential learning styles in a predefined learning context.

Keyword LMS · Learning styles · FSLSM · Learning traces · Clustering

Exceeded author information available on the last page of the article

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Social Epistemology: Uniting Knowledge, Groups, and Society

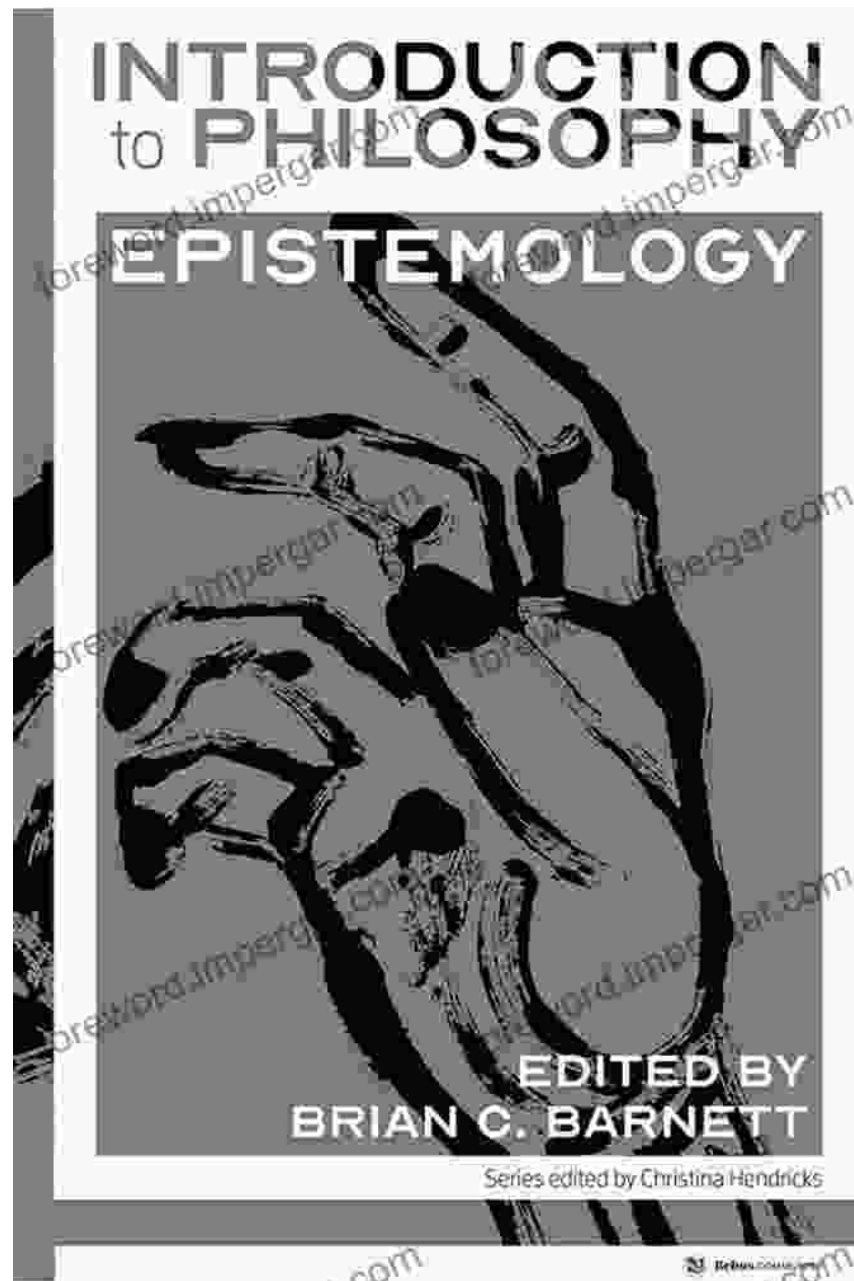
Social epistemology has emerged as a burgeoning field, examining the social dimensions of knowledge and the ways in which our beliefs are

influenced by our social interactions and group memberships. Social epistemologists investigate topics such as the role of testimony, the dynamics of knowledge communities, and the impact of power structures on knowledge production.



Rethinking Knowledge in the Digital Age: Navigating Epistemic Challenges

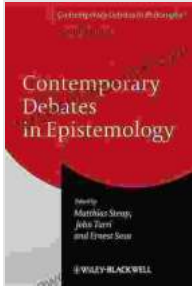
The advent of the digital age has brought forth a myriad of new epistemic challenges, prompting philosophers to rethink the nature of knowledge in the context of information overload, fake news, and the proliferation of online echo chambers. Contemporary epistemology grapples with the task of understanding how these digital phenomena shape our knowledge acquisition, evaluation, and dissemination.



Contemporary Debates in Epistemology: A Catalyst for Intellectual Discovery

These contemporary debates in epistemology epitomize the vibrant and ever-evolving nature of philosophical inquiry. They challenge our assumptions, push the boundaries of our understanding, and invite us to critically examine the foundations of our knowledge. By engaging with

these debates, we not only deepen our understanding of the nature of knowledge but also foster intellectual growth and prepare ourselves to navigate the epistemic challenges of the 21st century.



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