1. In the context of HPS, one can see technology as a result of science and at the same time see it the other way around; science as a result of technology. In the past when there were not that much technological discoveries, man relied on science to come up with technological discoveries. This is an obvious relationship between science and technology if one defines technology as an applied science. Yes, we cannot deny this. However, if we define technology as a certain body of knowledge then we can see that science can depend on technology or even see that science is technology; science as a result of science or technology as a result of technology. With this definition of technology, we can also agree that science can crucially depend on technology. To give an example, the invention of computers has now led to computer science and information technology.
2. Defining scientific method is very crucial in such a way that one is defining what is considered science and not science. One cannot set as a criteria for scientific method a method that fits all scientific endeavor. Scientific method varies from specific laboratory techniques; mathematical formalisms or other specialized languages used in descriptions and reasoning; technological or other material means; ways of communicating and sharing results, whether with other scientists or with the public at large; or the conventions, habits, enforced customs, and institutional controls over how and what science is carried out. Scientific method can be defined as the means by which the aims and products of science, such as knowledge, predictions, or control are achieved. Characteristics of scientific method should be objective, reproducible, simple, and successful. One can be certain of the existence of scientific method. Since science exist, then scientific method also exists. A criterion for scientific method is actually science. Without science then one can say that there is no scientific method.
3. It is the convergence of the two philosophies in a social constructivist classroom. Cognitive theories emphasize making knowledge meaningful and helping learners organize and relate new information to existing knowledge. The goal of instruction for the behaviorist is to elicit the desired response from the learner who is presented with a target stimulus. Constructivism views knowledge is a function of how an individual creates meaning from his or her own experiences. As one moves along the behaviorist—cognitivist— constructivist continuum, the focus of instruction shifts from teaching to learning, from the passive transfer of facts and routines to the active application of ideas to problems. A constructivist classroom is being pushed forward nowadays. It is the right place for cognitivism and behaviorism to come together. A teacher might use cognitivism to explain a concept in a constructivist context. The teacher can continue to use behaviorism to test the learnings of the students again in a constructivist context.
4. It is the scientific community through research process from the perspective of both the scientific community and the public at large grounded by goals and the philosophy of science.
5. Pragmatism is a view that evaluates theories or beliefs in terms of the success of their practical application. Relativism is the doctrine that knowledge, truth, and morality exist in relation to culture, society, or historical context, and are not absolute. Naturalism is the idea or belief that only natural laws and forces operate in the world. Pragmatism has been the driver of change in curriculum, instruction and assessment. Change that is solicited by the needs of time. Relativism has made curriculum, instruction and assessment more humane relating to the learners. While Naturalism maintained firmness in content for the three areas.