



Transdisciplinary Communication Strategies

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Socialising Knowledge (Antonio Gramsci)

- To bring a mass of people **to perceive reality in a coherent way** is a more important philosophical fact than discovering new truths
- To critically **diffuse existing truths** („bottom-linked initiatives“, relational understanding of the world)



New left hegemony as „self evident“

- Human being as social, dialogical and becoming (vs. Homo oeconomicus)
- Society as a set of institutionalised and contextualised social relations, discursively produced and permeated by the structures of capitalism, imperialism and patriarchy (vs. Natural market society)



Reading and Writing the World (Paulo Freire):

- **Curiosity:** Every human being is a researcher
 - Question-oriented approach to learning
 - „Nobody knows everything and nobody knows nothing“
- **Dialogue** as leading principle of knowledge production, exchange and sharing (human being as dialogical)



E.g. Shall – Is – Do (cf. DEMOLOGOS)

- To understand the current political-economic situation (analysis of conjuncture - IS)
- To develop a coherent concrete utopia (SHALL): e.g. equality, freedom and solidarity
- To elaborate first steps towards its implementation (DO):
 - Socially creative strategies to combat social exclusion



Transdisciplinarity as a **twofold dialogue**

- = > Researcher and practitioner aim at **solving real world problems** (like social exclusion)
1. Includes **interdisciplinarity**: dialogue between researchers of different disciplines
 2. Goes beyond knowledge exchange within science: **Exchange between systematic and experience-based knowledge**



KATARSIS: Linear movement from inter- to transdisciplinarity

- WP 1: interdisciplinary undertaking
 - Literature overview
- Lisbon Workshop 2008: transdisciplinary workshop
 - Knowledge exchange between systematic and experience-based knowledge
 - **Feedback loop** for WP2, WP3 and WP4
 - Focus group on WP2



Transdisciplinarity, socialisation of knowledge and democratisation

- **Against fragmentation** in society and knowledge production
- Production of **public knowledge**
- **Socially robust knowledge** based on systematic knowledge and experience
- Experiment with new forms of thought and action: **socially creative strategies**
 - Innovative forms of learning: less monolog, more group exchange, curiosity of learning from different perspectives to discover new connections
- Dialectics: Cross-linked (relational) thinking



Organising as a neglected scientific virtue (1)

- **Cumulative-circular approach of mutual learning (spiral-like)**
- Integrating practitioners **right from the beginning** in defining relevant research questions
 - Clear common objectives, clear division of labour (rights and responsibilities)
 - No „hidden agendas“
 - <Key challenge for Social Polis!>



Organising as a neglected scientific virtue (2)

- **Team work** as a more effective form of problem-solving
- **Participatory research processes** as coherent praxis of democratic research (socialising knowledge, producing public knowledge)

Organising as a neglected scientific virtue (3)

- The need to **translate** (verbally and in written form) and negotiate meanings, methods and desired results is the single most important part of transdisciplinary research
 - Difficulty and necessity of using a „common language“ (english as the modern Latin of the educated)
 - Translation and plurality of native languages necessary for popularising knowledge
 - Importance of non-anglosaxon traditions of reasoning (esp. German and French)

Organising as a neglected scientific virtue (4)

- **Moderating** the twofold dialogue by professional facilitators
 - Introduce new didactical methods (from reform pedagogy to management techniques: eg world cafe, open space, ...)
 - Facilitate bridging realities and perceptions
 - Organise dialogue fora for joint learning (group settings, preparation via internet, interactive websites, ...)
 - Conflict management