
*The intertwined sociotechnical
circulation, or how to build up new
knowledge in a networked society (without
taking it for granted)*

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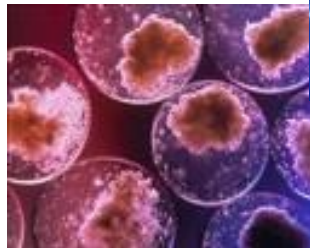
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Networked society (alliances)...



... and technoscientific knowledge (conflicts)



From Information to Knowledge (Society)

- Information and knowledge are distinctive features in contemporary society: they overlap in most of the public debate
 - What are the consequences of such a cruciality (and partial overlap) for knowledge creation?
 - Hybridity/contamination
 - Metissage/bricolage
 - Pushing boundaries (beyond and forward)
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Labels hinders practices: the network

- Metaphors always elicit new knowledge through unexpected translations
- Language signals socio-material configurations
- The network (society) is both a metaphor and a socio-material mode of organizing (connectedness, weak ties, distributedness)
- Discourse has the analytical purity necessary to make order out of disorder
- Practice is impure and plural, situated and mixed up (cf. Latour, 1989 and 1996)

Theoretical inspirations

- The never ending process of multiple mobilities (Urry, 2007; Adey, 2008): knowledge is subject to mobilization, its codification (mooring) is partial and temporary
 - Technological devices as social constructions (Bijker, 1995) and chains of actor-network enrolment and stabilization (Latour, 1989; Callon, 1994): knowledge is sociotechnical, heterogeneous, collective, situated and distributed
 - Learning is knotted to knowing, a process embedded and imbued with tacit dimensions based on the habit of taking things for granted (Schutz, 1945; Polanyi, 1956; Gherardi, 2000): knowledge is created from breakdown
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Open issues

- Writing and reading: multi-sensoriality, body enactment in upcoming systems (e.g. palpable computing, cf. Buscher, 2010) → going beyond a cognitive approach, new re-coupling and co-construction processes
- Information overload: delegation and trust (in)to sociotechnical artefacts, critical selection, categorization and process of infrastructuring (Bowker and Star, 2000) → ethics of information (Ess, 2009), awareness of classification power, *a fortiori* when distributed (e.g. folksonomies and Web 2.0)
- Inclusion and exclusion: connectivity vs connection (Nardi, 2005), non linear patterns of evolution in digital divide → limits of a universalistic approach to knowledge (and) infrastructures

Back to knowledge (management)

- *How* do we manage all this complexity?
 - Both analytical and proactive question/attitude
 - *Can* we manage it (differently)?
 - Capabilities, skills, competencies and literacies (lifelong learning)
 - Do we *want or need* to manage it?
 - Ethics, social desirability, cultural issues
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