

Complexities and Dynamics of a Transdisciplinary Discipline – Challenges for Research and Community Building

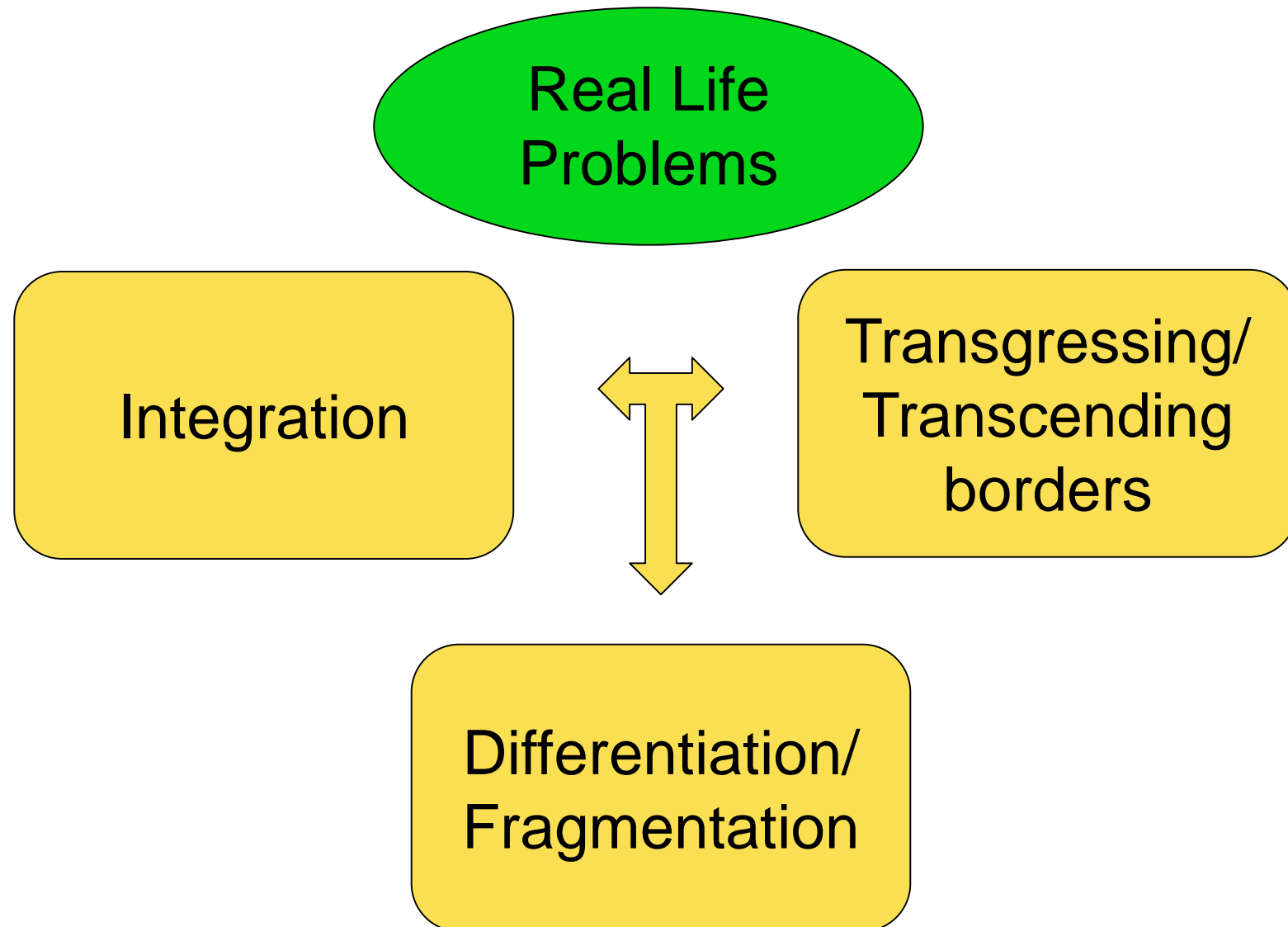
ECSWR Aalborg
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«But the complexity of the question does not mean that it is not real and susceptible of study: so the right response to complexity is to work harder at identifying and measuring the pertinent factors»

(Nussbaum 2011:61)

Basic Interrelations



From Proto-Science to Science

Attributes of a proto-science (Kuhn xxx)

- **No generally accepted description of its subject-matter**
- **A quantity of diverse approaches,**
- **deducing their power from their relation to some kind of metaphysics (values among other)**
- **“Paradigmatic observation” that the own approach explains best those phenomena that this approach states as most important**

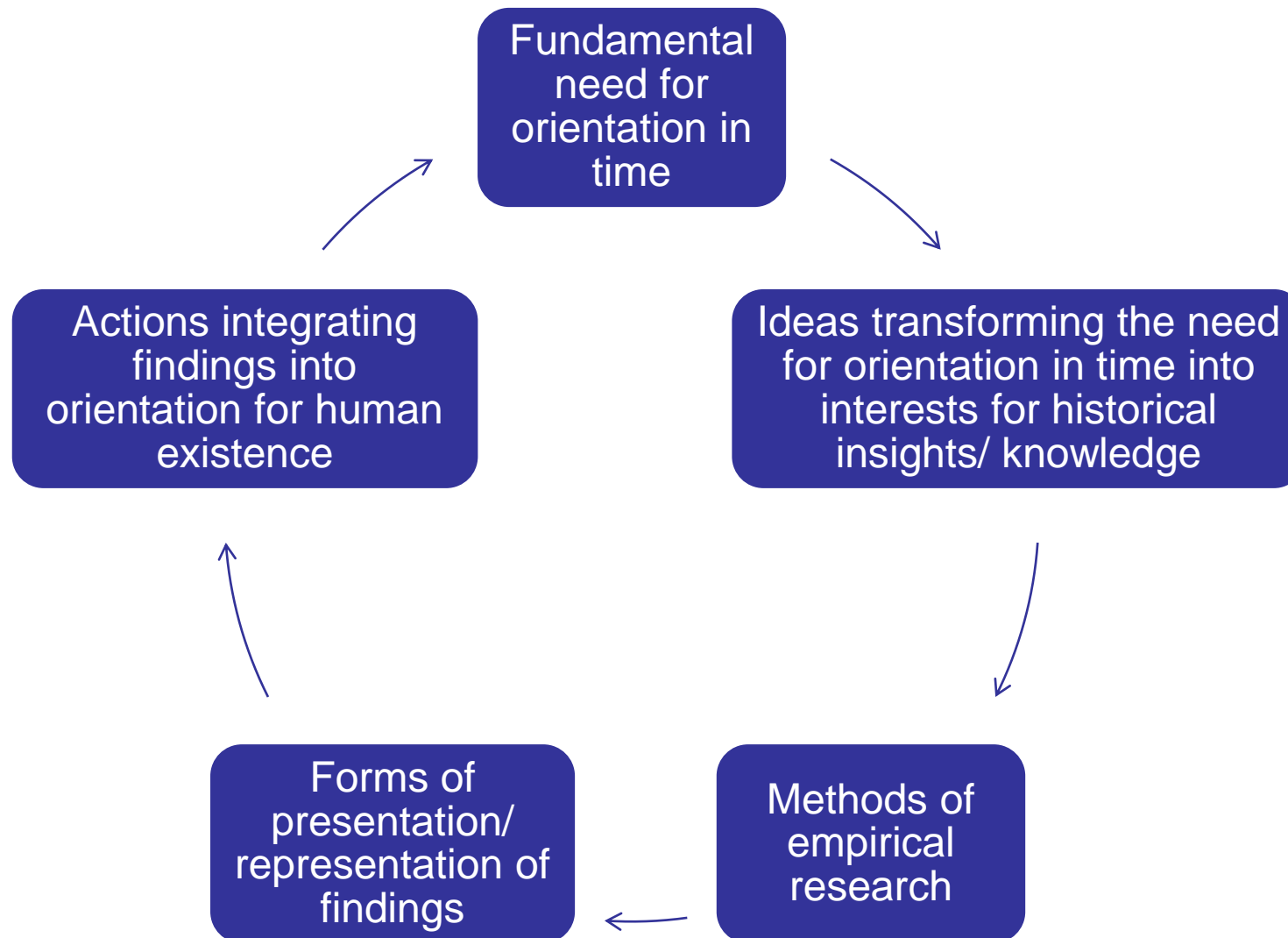
Normal science: Integration through victory of one paradigm


From Proto-Science to Science

Jörn Rüsen's adaptation for «History»

- **First phase: becoming a discipline (institution/ proto-science) then a science**
- **Second phase: «Uncontrolled inflow of philosophical theories and implicates»/ For Social Work: Uncontrolled inflow of theories of reference sciences.**
- **Third phase: Formation of a science by consensus about the disciplinary matrix**

Rüsen: Disciplinary Matrix Historical Science



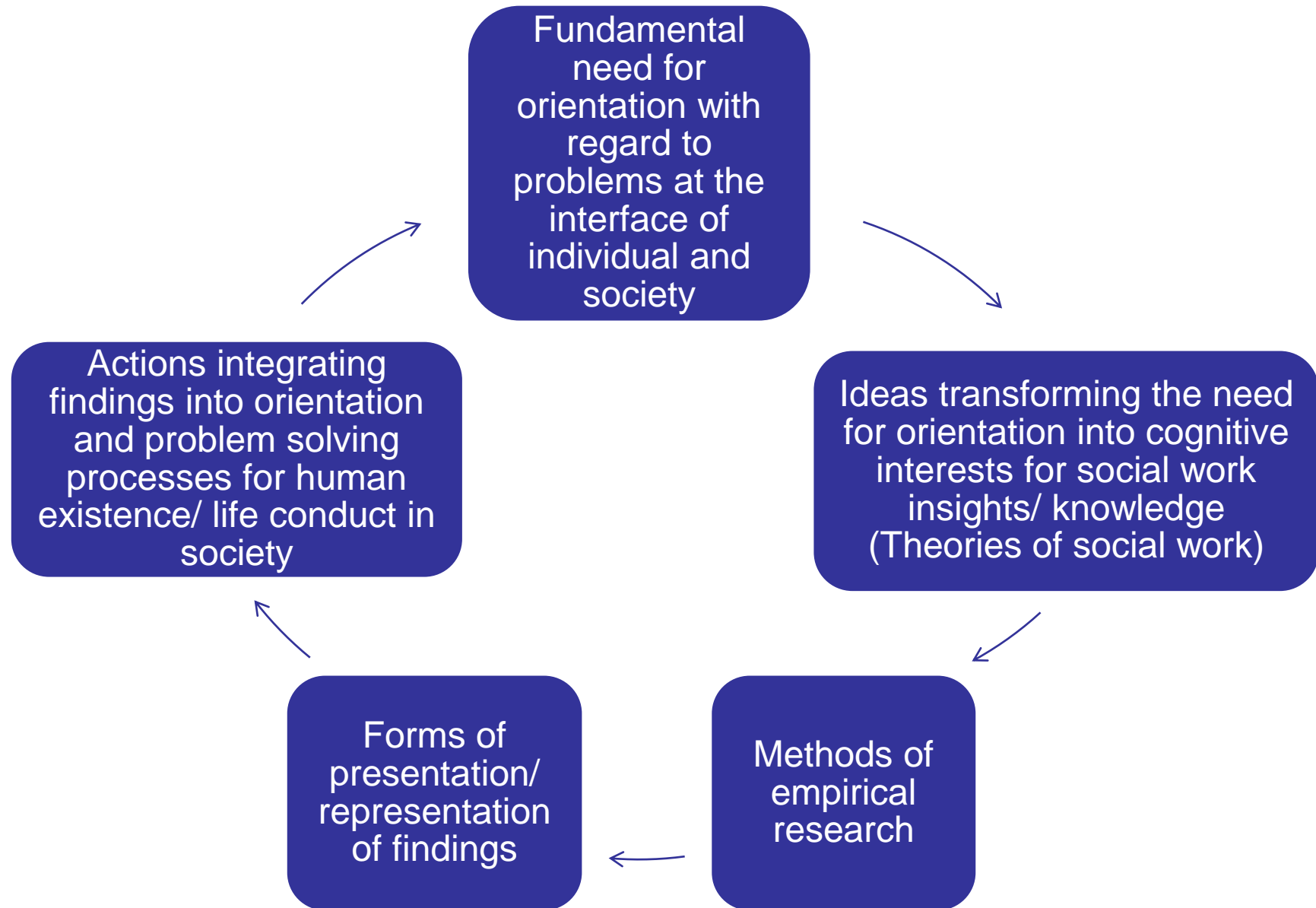


SOCIAL WORK SCIENCE AND THE MODEL OF A CONSOLIDATED KNOWLEDGE BASE

The Subject Matter of Social Work – Hornsteins’s formula

“After all, if one tries to bring it to a single formula, the historically changing relations between individual and society under a specific, precisely pedagogic interest, constitute “the problem” treated by social pedagogy. (...) To stress this is important because through this the studies of general social sciences are transformed into a pedagogic project (meaning a disciplinary shaped field of study, *ps*). Thus, it is a matter of the forms of socialization (*Vergesellschaftung*), of the inherent conflicts in this process, of the interest in the action and life possibilities of individuals, and finally of the forms of treatment of these crisis and conflicts by the institutions of social pedagogy.” ([Hornstein, 1998](#); transl. *ps*)

Analogy: Disciplinary Matrix for Social Work Science?



Structure of a consolidated knowledge base

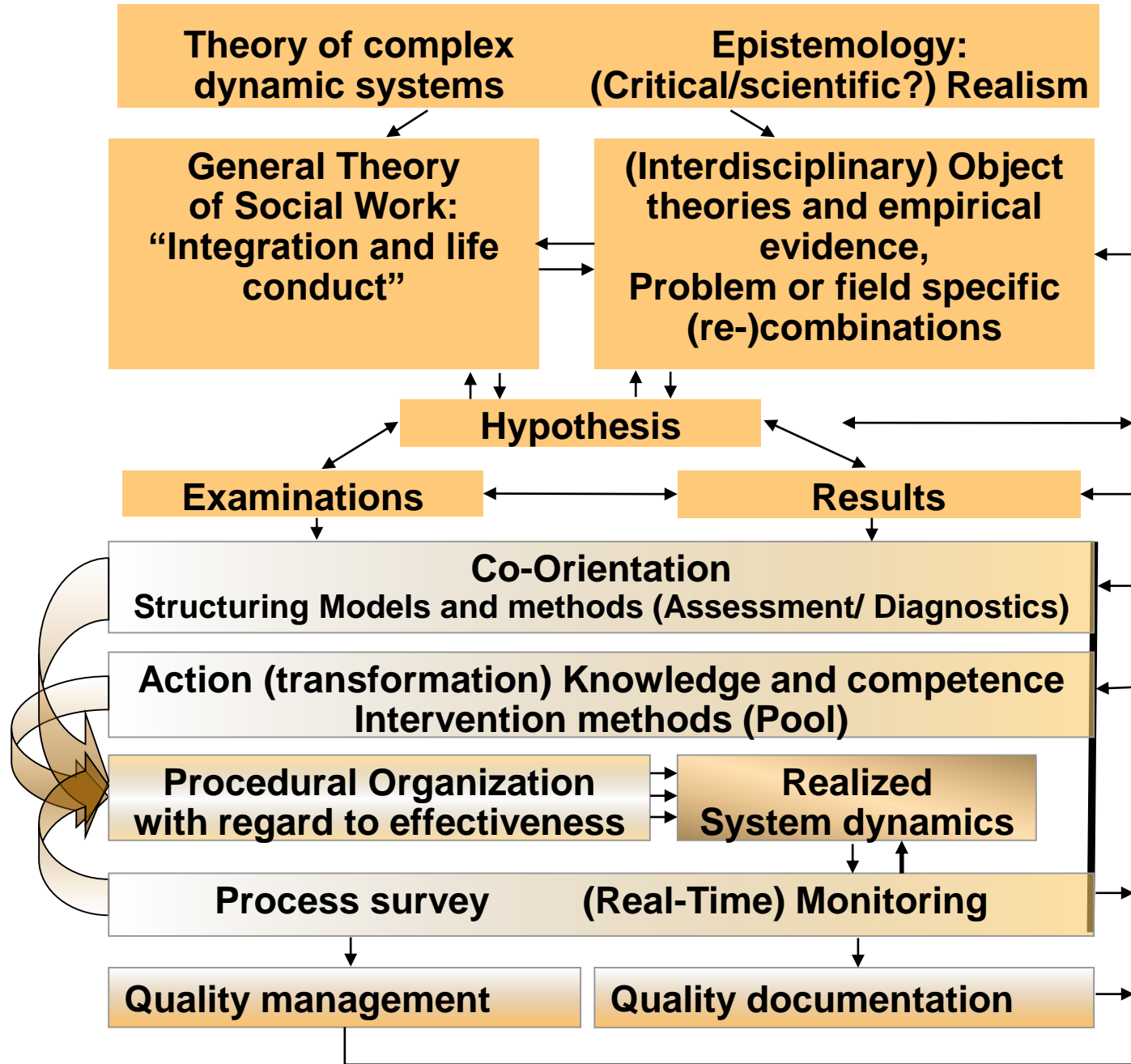
Transdisciplinary integrative Theory (Meta-Theory)

Disciplinary and inter-disciplinary knowledge

Research & Development (generating and testing of hypothesis)

Technological-praxeological level: experiences and findings on applied methods

Level of the actual professional action



Experimental Thinking / Abductive Reasoning (Charles Sanders Pierce): Creating “wild” hypotheses

“The surprising fact C is observed; But if A was true, C would be a matter of course. Hence, there is reason to suspect that A is true.”

If A was true, namely if we had a Social Work Science as outlined, and by consequence, if we had such a consolidated knowledge base then C, my highlight (knowledge based professional Social Work, common language of practitioners and scientists.), would be a matter of course, or in other words, would be the rule, not the exception.

- It would be a matter of course that professional practices would be oriented by and making use of the knowledge base.
- It would be a matter of course that students of social work would find orientation in that consolidated knowledge base, would develop a stable identity as social workers.
- It would be a matter of course that colleagues coming from other disciplines would understand their role as representatives of supporting sciences.



THANK YOU!