



SÉMINAIRE EUROPÉEN DE L'ÉCOLE DOCTORALE SHS, NORD DE FRANCE (2023-2024)

**EUROPEAN SEMINAR,
DOCTORAL SCHOOL HSS,
UNIVERSITY OF LILLE,
FRANCE**

*Circulation et médiation des
savoirs, des connaissances et
des informations
en Europe et à l'international*

Responsables :

Widad Mustafa El Hadi, Professeur des
Universités, GÉRIICO (Groupe d'Études et
de Recherche Interdisciplinaire en
Information Communication) - EA 4073

Sylvie Condette, Professeur des Universités,
CIREL-Profeor (CIREL (Centre
Interuniversitaire de Recherche en Education
de Lille) - EA 4354

LA PREMIÈRE SESSION 2023-2024 SE TIENDRA LE
22 FÉVRIER 13H30-19H00 EN DISTANCIEL

THE FIRST 2023-2024 SESSION WILL BE HELD ON
FEBRUARY THE 22 ND 1:30 - 7:00 P.M. VIRTUAL
SESSION

LINK :

[HTTPS://UNIV-LILLE-FR.ZOOM.US/J/93819728822?](https://univ-lille-fr.zoom.us/j/93819728822?pwd=N0QRU29NN2TEC0RWATQ0RZZXAJBCDZ09)
[PWD=N0QRU29NN2TEC0RWATQ0RZZXAJBCDZ09](#)

Thème : Epistémologies communes Sciences de l'information et Sciences de l'éducation

Common Epistemologies: Information Science/ Education and Training Sciences

PRESENTATION

The first 2024th session of the European Doctoral School Seminar explores common epistemologies linking Information Science (IS) Science and Education and Training Sciences (ETS).

Within IS we will focus on the common epistemologies between this domain and Digital Humanities (DH), two interdisciplinary knowledge domains. We will focus on their common kinship, shared epistemologies, methods & tools and more specifically between the ones used by IS sub-field, Knowledge Organization (KO), and the ones used by DH domain. The seminar will as well address the epistemological issues related to KO processes in Wikidata, which can be considered as a socio-technical epistemic system, where epistemic labor is distributed over multiple agents. In a closely linked perspective, KO will be also explored in the light of Social Epistemology and the definition of "symbol", as the essential object of information science, following the theoretical foundation of Information developed by Norbert Elias in "The Symbol Theory.

Regarding Information Science (IS) and Educational and Training Sciences (ETS), we will highlight the interdisciplinary nature characterizing the two disciplines. Two presentations will focus on the common epidemiological kinship but will identify the tensions between the two disciplines. One of the challenges is to help reconsidering the links between the scientific disciplines at the core of the Human and Social Sciences, particularly between IS and Educational and Training sciences (ETS). This will be an opportunity to revisit the "tension"; between Information and Document Sciences, which are believed to be still present today; and to question the contributions of ETS through a renewed exploration of information-documentation didactics. The tension between the two disciplines is also perceived through a common and a core concept in IS and ETS, i.e. Mediation. Defining mediation is not an easy task, given its complexity and polysemous nature. It encompasses a wide variety of meanings and is used in many different contexts and disciplinary fields. However, while its polysemy may give rise to tensions, we will show that they are productive complementarities, namely between ETS and the Didactics of IS & Communication Sciences.

PROGRAM

13h30

Introduction: Sylvie Condette (CIREL, U. of Lille) & Widad Mustafa El Hadi (Geriico & iSchool U. of Lille)

13h45-14h15

Knowledge Organization for Digital Humanities, Koraljka Golub, Head of the iSchool at Linnaeus University, Sweden

14h15-14h45

Epistemic Value of Wikidata Statements, Marcin Roszkowski, Faculty of Journalism, Information, and Book Studies, University of Warsaw, Poland.

14h45-15h15

Social Epistemology and Symbol Theory for knowledge organization, Daniel Martínez-Ávila, Associate Professor, Universidad de León, Spain.

15h-15h30 Break

15h30-16h00

Didactique de l'Information-Documentation et les métiers de l'humain
Une épistémologie commune ou des épistémologies en interaction dans une vision dynamique, interdisciplinaire, et, multiréférencée? » Muriel Frisch, PU SEF à l'URCA/Inspé Laboratoire Cérep Equipe SAFE2M, Université Champagne Ardenne

16h-16h30

La médiation des savoirs : tensions épistémiques et complémentarités fécondes. Sylvie Condette, Professeure en Sciences de l'Education et de la Formation, Université de Lille, Unité de Recherche CIREL

16h30-17h00

Sciences de l'information et Humanités numériques : épistémologie des champs disciplinaires, Joana Casenave et Widad Mustafa El Hadi, iSchool & GERiICO

ABSTRACTS/RÉSUMÉS AND SHORTS BIOS

Knowledge Organization for Digital Humanities, Koraljka Golub.

Résumé

In recent years, we have been witnessing a significant growth in the number of edited volumes in the field of digital humanities (DH). The one topic that seems to have been buried under themes such as digital methods or theoretical discussions of the field is the role of knowledge organisation in the digital humanities. Although knowledge organisation has in the past been viewed as one of the major disciplines within the field of Information Studies, it has found applications in numerous areas because the need to organise data, information or knowledge is omnipresent. However, we have also witnessed that, in many domains of human endeavour, information is being organised ad hoc, often resulting in systems that underperform and even effectively prevent access to data, information and knowledge. In order to help ensure that the best solutions are found for knowledge organisation in the digital humanities, it is important to bring the two communities of research and practice together, to explore potential solutions and jointly address challenges.

Short bio

Koraljka Golub is a full professor and head of institute at Linnaeus University at Linnaeus University, Sweden. Her research primarily focuses on topics related to information retrieval and knowledge organisation. Of her particular interest is integration of traditional knowledge organization systems with social tagging and/or automated subject indexing, and evaluating results in the context of end-user information retrieval. Details of her research projects and related activities are available at her website koraljka.net/.

Epistemic Value of Wikidata Statements, Marcin Roszkowski.

Abstract

This presentation addresses the epistemological issues related to knowledge organization processes in Wikidata, a community-developed knowledge graph. Wikidata consists of facts about reality that constitute its knowledge base and Wikidata ontology, a knowledge organization system that allows for expressing these facts. Wikidata can be considered a socio-technical epistemic system, where epistemic labor is distributed over multiple agents. They work together and contribute to the knowledge base and the development of Wikidata ontology. In Wikidata, facts are expressed through Wikidata statements. Each statement has a fixed structure that imposes the application of relevant concepts and properties from the Wikidata ontology. Therefore, this knowledge is expressed through a socially constructed knowledge organization system. From an epistemological point of view, Wikidata is a secondary knowledge base. It records claims from primary sources and does not state facts about the reality. The social structure of Wikidata encourage editors to supply assertions with references to external sources supporting their validity. The epistemic value of the statement is then connected not only to the fact that it has been justified by reference to the primary source, but also to its authority. The Wikidata ontology allows for the representation of different types of relations between the fact and the source that supports it. The goal of this presentation is to explore how the collaboratively developed Wikidata ontology contributes to the epistemic value of the claims produced by its means.

Short bio

Marcin Roszkowski is an assistant professor at the Faculty of Journalism, Information and Book Studies. University of Warsaw, Poland. He holds PhD degree in Library and Information Science. He is a member of the International Society for Knowledge Organization and DARIAH Bibliographical Data Working Group. His research interests include conceptual modeling of bibliographic data, networked knowledge organization systems, and social approaches to knowledge organization.

Social Epistemology and Symbol Theory for knowledge organization, Daniel Martínez-Ávila

Abstract

As an area of Library and Information Science, knowledge organization is concerned with activities such as document description, indexing, and classification performed in bibliographic and cybergraphic repositories for their use in society. Knowledge organization is an essential second level knowledge product; while a first level knowledge production studies the scientific phenomenon via general social epistemology, especially as proposed in Steve William Fuller's program. In this second level, knowledge organization studies the problem of mechanisms and existing bibliographic systems and the extent to which they are congruent with the realities of the communication process and the findings of epistemological research via special social epistemology, an academic discipline created by Jesse Shera and Margaret Egan. In this paper we examine knowledge organization in the light of social epistemology and the definition of "symbol", as the essential object of information science, following the theoretical foundation of information developed by Norbert Elias in "The Symbol Theory".

Short bio

Daniel Martínez-Ávila Associate Professor at the Area of Library and Information Science, Universidad de León, Spain
Tarcisio Zandonade, PhD, Research Collaborator, Faculty of Information Science, University of Brasilia.

DISCUSSIONS

La médiation des savoirs : tensions épistémiques et complémentarités fécondes, Sylvie Condette

Résumé

Définir la médiation n'est pas chose aisée dans la mesure où cette notion complexe comporte une grande variété d'acceptions et est convoquée dans de nombreux contextes et différents champs disciplinaires. Pour autant, si des tensions se manifestent du fait de sa polysémie, nous montrerons qu'il existe des complémentarités productives en particulier entre sciences de l'éducation et de la formation et sciences de la formation et de la communication.

Short bio

Sylvie Condette est professeure en sciences de l'éducation et de la formation à l'université de Lille, Unité de Recherche CIREL. Ses travaux portent sur la participation et l'engagement des acteurs éducatifs au sein de leur institution en lien avec la promotion de la citoyenneté. Ses recherches étudient également l'éducation aux médias et au développement de l'esprit critique, de même que la régulation pacifique des conflits par la médiation.

Didactique de l'Information-Documentation et les métiers de l'humain. Une épistémologie commune ou des épistémologies en interaction dans une vision dynamique, interdisciplinaire, et, multiréférencée? Muriel Frisch, URCA/Inspé Laboratoire Cérep Equipe SAFE2M, Université Champagne Ardenne

Résumé :

Dans cette communication, nous montrerons en quoi les questions épistémologiques sont au cœur de nos recherches et comment elles nourrissent l'articulation entre : sciences, profession, formation et société. Un des enjeux est de contribuer à repenser les liens entre les disciplines scientifiques au cœur des Sciences Humaines et Sociales, particulièrement entre SIC et SEF. Ce sera l'occasion de revenir sur une « tension » qui nous semble toujours actuelle entre science de l'Information et de la Communication et science de l'Information et de la Documentation ; de questionner les apports des sciences de l'éducation et de la formation par une conception renouvelée d'une didactique de l'information-documentation qui se fonde et se développe en référence à des disciplines différentes, mais aussi à une épistémologie de la pratique. De montrer également comment une didactique de l'information-documentation et la posture de recherche accompagnent le développement professionnel dans les métiers de l'humain notamment par le fait de ne pas renoncer aux rapports aux savoirs et à la caractérisation des savoirs pour les métiers et les professions.

Astract :

In this presentation we will show how epistemological issues are at the heart of our research and how they feed into the relationship between science, the profession, training and society. One of the challenges is to help rethink the links between the scientific disciplines at the heart of the Human and Social Sciences, particularly between Information and communication sciences and education and training sciences. This will be an opportunity to revisit a "tension" that we believe is still present between Information and Communication Science and Information and Documentation Science; to question the contributions of Education and Training Sciences through a renewed conception of an information-documentation didactics that is based and developed with reference to different disciplines, but also to an epistemology of practice. To show also how a didactics of information-documentation and the posture of research accompanies the professional development in the professions of the human being in particular by the fact of not giving up the relations to knowledge and the characterization of knowledge for the professions.

Short bio:

Muriel Frisch is Full Professor of Education and Training Sciences recruited to URCA in 2017. She is a member of the CNU in College A in the 70th section. She obtained her Habilitation to Supervise Research in 2016 on the theme of developing a research posture in human professions and collective intelligence at the University of Haute Alsace at URCA, she was Director of the Cérep laboratory (Centre d'étude et de recherches sur les emplois et les professionnalisations) from September 2018 to September 2023. To date she is deputy director of the Maison des SHS since 2023. She is scientific manager of the IDEKI Network (opening) and its platform since 2009 <https://ideki.org/>, and is the holder of an ANR (National Research Agency) grant as part of the PAUSE ANR Ukraine programme. Since January 2024, she has been head of SAFE2M (Savoirs et Apprentissages en Formation, Education, Médiations et Médiatisations) and is developing her research in the field of Epistemology(s), Emergences, Didactics and Interdisciplinarity (2EDI) by combining research, training and professional development. She was certified in documentary science and techniques (1992).

Abstract

In our personation we will examine the notion of intellectual kinship between digital humanities and information science, in order to explore the epistemological ground shared by the two disciplines. Both were born of a strong societal and scientific need. Information Science was developed in the 20th century to deal with the ever-increasing number of documents in circulation. Specialists developed analytical tools and methods for examining information retrieval and theorizing documentary research. In the same way, the digital humanities were born out of the spread & generalization of digital tools and the resulting increase in data: specific methods had to be developed to help researchers deal with mass data which, without an adequate analytical tools and methods, would be unusable (Burdick, Drucker et al. 2012; Schreibman, Siesmens and Unsworth, 2016). With this study, we aim to examine the theoretical, methodological and critical contributions that can be perceived between IS and HD, in the ongoing development of both disciplines. To this end, we will present three forms of connections that can be highlighted between them: 1) a shared theoretical kinship, established through a number of theorists, notably J-C. Gardin, considered one of the French pioneers of the information sciences; 2) research infrastructures with common features; 3) a common interdisciplinary research methodology. The study of the theoretical kinship between IS and DH would help us to sketch out a historiography of the Digital Humanities, from their origins to their filiation with the disciplinary field of Humanities and Information Sciences.

Short bio

Joana Casenave is Associate Professor in Documentation and Information Sciences at the University of Lille. She holds a joint Ph.D. in Information Sciences (UdeM University of Montreal) and Medieval Literature (University of Paris-Est Créteil). She is specialized in digital critical editions and investigates the epistemological shifts brought about by the digital environment on philological methodologies. She recently published a book on digital critical editions in collaboration with Champion Editions. She is also highly interested in knowledge organization and Digital Humanities, particularly in exploring the theoretical connections between these two domains.

Widad Mustafa El Hadi, is Professor of Information Science, Department of Information & Document, iSchool of the University of Lille SHS where she is in charge of International Relations and of the Master Diploma program. Her main areas of interest are: theoretical approaches to knowledge organization; language & culture and their impact on knowledge organization; knowledge organization systems and their evaluation; cross- language and cross-cultural information retrieval, and more recently, digital Humanities and the ethics of information & knowledge organization. She founded in June 2021 the “International Thematic Network on the Ethics in SHS” <https://reseau-international-ethique-shs.univ-lille.fr/>. She is a member of a total of seven international journal editorial boards and one of the editors of ISKO encyclopedia <https://www.isko.org/cyclo/>