Weblogs as Academic Communication Practice

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PhD project

Scholarly journals as historical object of comparison
  • Already reached stabilized position in academic communication

Scholarly Weblogs as main research object
  • Developing aims and purposes in academic communication are still occurring and observable
PhD project

Academic

|  

Weblogs

as

|  

Communication  Practice
German *Wissenschaft*

- Science, humanities < “Wissenschaft”
- Academic – institutional aspects
- Scholar – high-value word

> Always compromising when German notion of “Wissenschaft”/“wissenschaftlich” is meant
“It would seem, then, that in one way or another people everywhere are constantly engaged in either defending themselves, attacking somebody else, or avoiding open confrontation.”

(Dascal 1998)
“[...] knowledge is achieved through the exercise of critical reason. [...], criticism is primarily a form of dialogical activity, which manifests itself most naturally in polemical exchanges of various sorts.”

(Dascal 1998)
Academic ... characterizes this “activity” as dealing with “uncertainty regarding the opponent's reactions. [...] Although we may anticipate [these reactions] to some extent [...].”

(Dascal 1998)

“usually quite elaborate pieces of discourse, departing sharply from spontaneous exchanges”, “(protracted) dialogues”, “quasi-dialogues”

(Dascal 1989)
Academic ...

Konrad Ehlich (1993): ‘Eristic Structures’

• Scholarly communication = mostly *assertive* speech acts + *eristic* means

• *Eristic* structure operating on the *assertive* structure and modifying its illocutionary quality
“To date, it has primarily been the ease of obtaining language data from blogs for the purpose of corpus-based studies in traditional linguistic research areas that has attracted language scholars to them, but approaches beyond this limited scope are potentially even more rewarding and could contribute crucially to a broader interdisciplinary research agenda.” (Puschmann 2013, 87)
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• Technical medium and its functionality (saving, transmitting, intensifying; electronic, digital, analogue, paper based, ...)
• Involved media institutions
• Signs the medium processes (spoken or written language, pictures, movies, sound, ...)
• Direction of communication (bi- or mono-directional)
• Number of communicators (producers, recipients)
• Communicational scope (private, public)
• Time, place, and space boundedness in production and reception
Latourian question of how do the actants assemble the mentioned aspects to form and stabilize a mediating connection between each other

> Medialization as triaxial practice (Schüttpelz 2006)

> Hermeneutic methods + interviews + auto-ethnography
References


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THANK YOU FOR YOUR ATTENTION.