
Videnskabsfilosofiske strømninger og kontroverser

Tom Børsen

Litteratur *

- Egon G. Guba & Yvonne S. Lincoln (1994). Competing Paradigms in Qualitative Research. In Norman K. Denzin & Yvonne S. Lincoln (eds.): "Handbook of Qualitative Research", Sage Publications, pp. 105-117.
- Egon G. Guba & Yvonne S. Lincoln (2005). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In Norman K. Denzin & Yvonne S. Lincoln (eds.): "The Sage Handbook of Qualitative Research, 3rd edition", Sage Publications, pp. 191-215.
- David Frisby (1972). The Popper-Adorno Controversy: the Methodological Dispute in German Sociology. In *Philosophy of the Social Sciences*, **2**, pp. 105-119.

Litteratur **

- David Scott og Robin Usher: *Uddannelsesforskning*. Kapitel 3: "Kritiske tilgange til forskning" og kapitel 4: "Måder at tænke på" (s. 29-63), kapitel 10, "Biografisk og selvbiografisk metode" (s 144-152) samt kapitel 13: "Evalueringskriterier for forskning" (s 180-198).
 - Gordon Brown: 'The Ontological Turn in Education – The Place of the Learning Environment'. *Journal of Critical Realism*, vol. 8. No. 1, 2009 (pp. 5-34).
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Dagens program

- Nøglebegreber
 - Paradigme, metode, epistemologi, ontologi.
 - Paradigmer i Guba & Lincoln
 - Positivism, post-positivism, kritisk teori, konstruktivism, aktionsforskning.
 - Kontroverser inden for kvalitativ forskning
 - Gruppearbejde om videnskabsfilosofiske aspekter i jeres projekter
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Over til jer...

- Diskuter to og to begreberne
 - Paradigme
 - Kvantitative og kvalitative metoder
 - Epistemologi
 - Ontologi
 - Søg gerne information i Scott & Usher, Guba & Lincoln samt på nettet.
 - I har 15 minutter.
 - Udarbejd gerne en power point-slide
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Paradigme, Guba & Lincoln *

- [inform and guide] inquiry.
 - Questions of methods are secondary to questions of paradigm, which we define as the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways.
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Paradigme, Guba & Lincoln **

- A paradigm: a set of basic beliefs ... It represents a worldview that defines, for its holder, the nature of the "world", the individual's place in it, and the range of possible relationships to that world, and its parts... The beliefs are basic in the sense that they must be accepted simply on faith (however well-argued); there is no way to establish their ultimate truthfulness
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Paradigme, Guba & Lincoln ***

- *Inquiry* paradigms define for *inquirers* what it is they are about, and what falls within and outside the limits of legitimate inquiry. The basic beliefs that define inquiry paradigms can be summarized by the responses given by proponents of any given paradigm to three fundamental questions [the ontological, the epistemological and the methodological question] which are interconnected in such a way that the answer given to any one question, taken in any order, constrains how the other may be answered.
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To ontologiske spørgsmål

- What is the form of reality?
- What is there that can be known about it?

For example, if a "real" world is assumed, then what can be known about it is "how things really are" and "how things really work". Then only those questions that relate to matters of "real" existence and "real" actions are admissible.

Et epistemologisk spørgsmål

- What is the relation of the knower or the would-be-knower and what can be known?
- [Constrained by the answers given to the ontological questions]

For example, if a real reality is assumed, then the posture of the knower must be one of objective detachment or value freedom in order to be able to discover "how things really are" and "how things really work".

Et metodisk spørgsmål

- How can the inquirer go about finding out whatever he or she believes can be known?

For example, a "real" reality pursued by an "objective" inquirer mandates control of possible confounding factors, whatever the methods are qualitative (say, observational) or quantitative (say, analysis of covariance).

KEY TERMS: (TURISM, 7th SEMESTER 2009)

-PARADIGM

- *'A DESCRIPTION OF TYPES OF METHODS'*
- *'A SET OF BASIC BELIEFS (OR METAPHYSICS) THAT DEALS WITH ULTIMATES OR FIRST PRINCIPLES.'*
- *can be defined as an assumption,*
- *a foundation of research,*
- *a way of thinking among scholars*

-QUANTITATIVE

- *'HISTORICALLY, THERE HAS BEEN A HEAVY EMPHASIS ON QUANTIFICATION IN SCIENCE';*
- *in 94% predominant in social science;*
- *'MATHEMATICS IS OFTEN TERMED THE 'QUEEN OF SCIENCES'- using mathematic theories and models*

-QUALITATIVE

- *as opposed to quantitative,*
- *basing on understanding human behaviour: 'Qualitative data...can provide rich insight into human behavior.'*
- *no generalization, 'QUALITATIVE DATA ...CAN HELP AVOID...AMBIGUITIES'- individual cases are taken into consideration*

-METHODS

- *different techniques, strategies, approaches*

-ONTOLOGY

- *'branch of philosophy concerned with the study of being'*
(<http://encyclopedia.farlex.com/Onthology>, accessed on 13.09.09)

-EPISTEMOLOGY

- *the branch of philosophy trying to answer basic questions concering knowledge;*
- *a subjective mind of researcher.*

FOUR PARADIGMS COMPETING:

- ❖ POSITIVISM
 - ❖ POSTPOSITIVISM
 - ❖ CRITICAL THEORY
AND RELATED
IDEOLOGICAL POSITIONS
 - ❖ CONSTRUCTIVISM
(‘NATURALISTIC INQUIRY’)
 - ❖ PARTICIPATORY (2005)
- Conventional social science
- Postmodern paradigms

Over til jer...

- Diskuter to og to figur 6.1 i Guba & Lincoln (1994).
 - Hvordan hænger de enkelte paradigmers ontologi, epistemologi og metode sammen?
 - Hvordan adskiller paradigmerne sig mht. ontologi, epistemologi og metode?
 - I har 15 minutter.
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Subjekt (forskeren)	←----->	Objekt (det forskeren studerer)
Metode: hvordan opnår forskeren viden om forskningsobjektet?	<----- Erkendelsesteori: Hvilken status har den viden som forskeren producerer?	<----- Ontologi: Hvilken natur / essens har det som forskeren studerer?
Post-positivisme: Der opstilles hypoteser, som <u>forskeren vha. teksten upartisk</u> søger at falsificere eller kritisk multiplicere (triangulere).	Post-positivisme: Viden er tilnærmet sand. Den forstyrrende faktor er forskerens subjektive og mangelfulde erkendeapparat.	Post-positivisme: Individens udsagn om deres holdninger, tænkemåder, m.m. (teksten).
Kritisk teori: <u>Den kritiske forsker forandrer teksten</u> via bevidstgørelse, og derved bringer overensstemmelse mellem tekst og forståelseshorisont.	Kritisk teori: Viden er værdi-/strukturbestemt. Viden produceres af forskere, der har gennemskuet strukturerne. (Andre producerer ideologi).	Kritisk teori: Teksten OG de bagvedliggende sociale, politiske, kulturelle, økonomiske, etniske og kønsmæssige (undertrykkende) strukturer.
Konstruktivisme: Hermeneutisk metode. <u>Forskeren tilpasser sin forståelseshorisont</u> , således at den ikke er i modstrid med teksten (negativ metode).	Konstruktivisme: Viden er konstrueret af forskeren.	Konstruktivisme: Teksten OG forskerens egne fordomme og -forståelse.

(Tabellen er baseret på L&G tabel 6.1)

Delkonklusion

- Jeres videnskabelige arbejde (problemformulering, valg af metode og teori, konklusioner) bestemmes af og bedømmes i forhold til det paradigme i skriver inden for.
 - Jeres valg af paradigme har m.a.o. en række praktiske konsekvenser for jeres rapport (jf. tabel 6.2 i Guba & Lincoln (1994)).
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	Postpositivisme	Kritisk teori	Konstruktivisme
Forsknings formål	Forklaring: forudsigelse og kontrol	Kritik og forandring. Frigørelse	Forståelse. Rekonstruktion
Videns natur	Sandsynliggjorte kendsgerninger og lovmæssigheder	Indsigt i de dominerende (usynlige) strukturer	Individuel rekonstruktion smeltet sammen med 'teksten'
Forskerprofil	Den uinteresserede forsker	Den transformative intellektuelle	Den passionerede deltager

(Tabellen er baseret på G&L 1994, tabel 6.2)

Diskuter to og to:

1. Slutningsformerne: Induktion, deduktion, retroduktion og abduktion (Scott og Usher, side 53-63).
2. Overvej hvilke slutningsformer I tror, udøvere af de tre paradigmer kunne tænkes at gøre anvendelse af.

‘CRITIQUES OF POSITIVISM (THE RECEIVED VIEW)’:

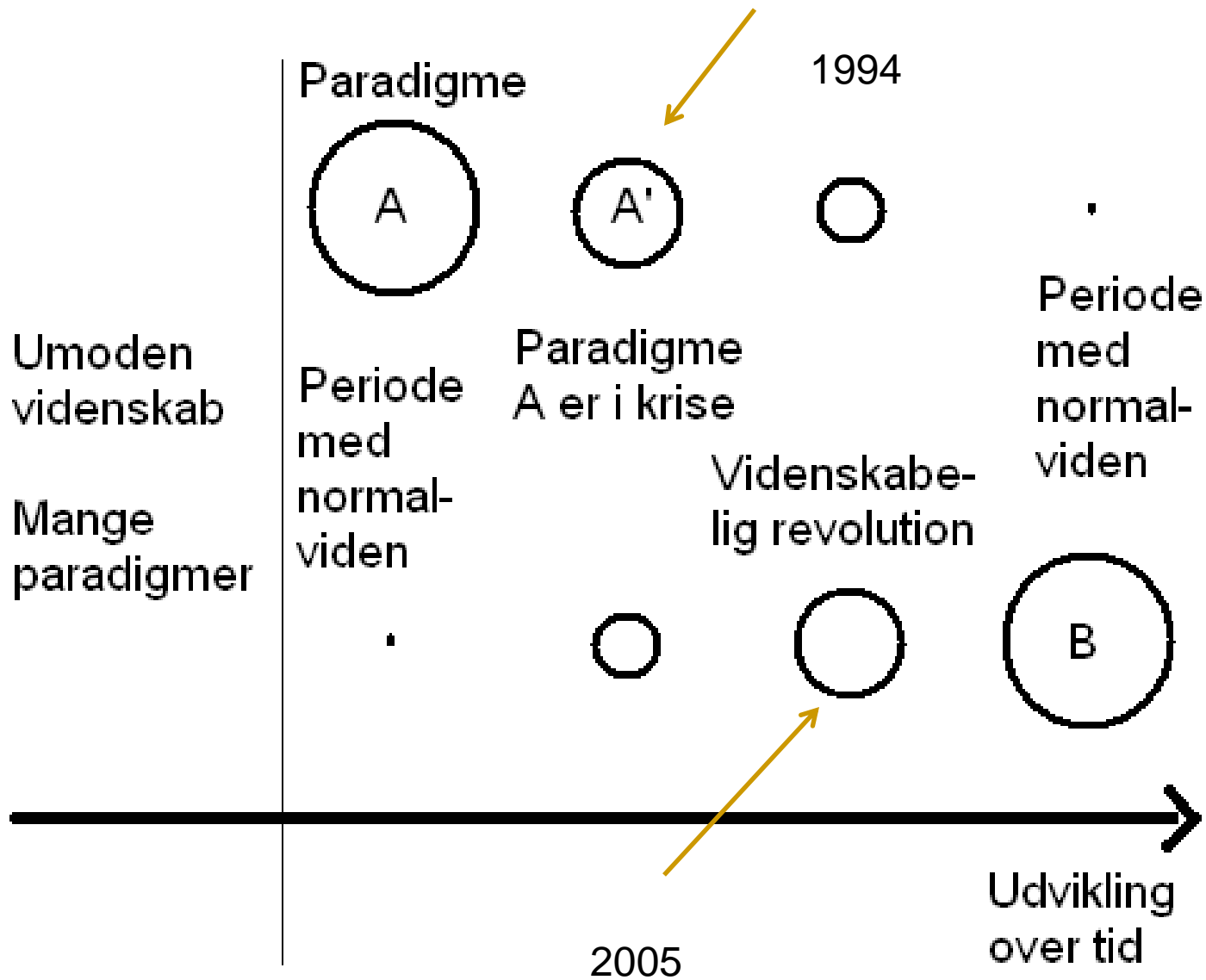
- INTERNAL (INTRAPARADIGM) CRITIQUES
 - EXTERNAL (EXTRAPARADIGM) CRITIQUES
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INTERNAL (INTRAPARADIGMATIC) CRITIQUES:

- Context stripping (removing the context)
 - Exclusion of meaning and purpose (removing subjectivity; 'Qualitative data...can provide rich insight into human behavior'- qualitative and quantitative methods complement each other)
 - Disjunction of grand theories with local contexts: The etic/emic dilemma (etic=outsider view, emic=insider view; the degree of one's involvement influences one's perspective)
 - Inapplicability of general relationships to individual cases ('Generalization, although perhaps statistically meaningful, have no applicability in the individual case'- individual cases can break the pattern)
 - Exclusion of the discovery dimension in inquiry (what makes a researcher do his research; '...only the empirical inquiry deserves to be called 'science'. Quantitative normative methodology is thus privileged over the insights of creative and divergent thinkers. The call for qualitative inputs is expected to redress this imbalance.')
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EXTERNAL (EXTRAPARADIGMATIC) CRITIQUES:

- The theory-ladenness of facts ('...hypotheses and observations are not independent, 'facts' can be viewed only through a theoretical 'window' and objectivity is undermined'; interaction between theories and questions)
- The underdetermination of theory (= 'problem of induction'; 'Not only are facts determined by the theory window through which one looks for them, but different theory windows might be equally well supported by the same set of 'facts'; one might argue that there is a need to generate more measurements to help choose between two theories, only a final number of measurements are possible; there are different theories and one cannot prove the theory)
- The value-ladenness of facts ('Just as theories and facts are not independent, neither are values and facts'; there are bonds between models, theories and facts, as well as between values and facts; values perceived as criteria that have emphasis on one's choices of what is good/bad to investigate?)
- The interactive nature of the inquirer-inquired into dyad (a researcher is always influenced by what she has experienced)



Kontroversen i 1994

- "The received view" of science (positivism [A], transformed over the course of this century into post-positivism [A']) focuses on efforts to verify (positivism) or falsify (post-positivism) a priori hypothesis, most usefully stated as mathematical (quantitative) propositions.
 - Several alternative paradigms have been proposed, some of which rest on quite unconventional assumptions.
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Kontroversen i 2005

- The number of qualitative texts, research papers, workshops and training materials has exploded. Indeed, it would be difficult to miss the distinct turn of the social sciences towards more interpretative, postmodern and criticalist practices and theorizing.
 - The number of practitioners of new paradigm inquiry is growing daily. There can be no question that the legitimacy of postmodern paradigms is well established and at least equal to the legitimacy and conventional paradigms.
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Kontroversen 2005

- The various paradigms are beginning to “interbreed” such that two theorists previously thought to be in irreconcilable conflict may now appear, under a different theoretical rubric, to be informing one another’s argument.
 - There is great potential for interweaving of view point, for the incorporation of multiple perspectives, and for borrowing, or *bricolage*, where where borrowing seems useful, richness enhancing, or theoretically heuristic.
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	Det positivisticke paradigme [A]	Det postmoderne paradigme [B]
<i>Action</i> (Handling)	... is the domain of communities different from research communities. Contaminates research findings.	Calls for action in different ways.
<i>Control</i> (Magt. Hvem bestemmer forsknings- spg., metoder m.v.?)	<i>For more conventional inquirers, the issue of control is effectively walled of.</i>	<i>For new-paradigm researchers control is a means of fostering emancipation, democracy, and community empowerment, and of redressing power imbalances such that those who were previously marginalized now achieve voice, or human flourishing.</i>
Validitet	<i>Classical social scientists would like to see "human phenomena" limited to those social experiences from which (scientific) generalizations may be drawn.</i>	<i>New paradigm inquirers are increasingly concerned with the <u>single experience</u>. Quality criteria: i/ fairness, do not omit stakeholder or participant voices; ii/ ontological and educative authenticities, must raise the level of awareness; iii/ catalytic and tactical authenticities, refers to the ability to induce action; (iv/ self-reflection).</i>
<i>Voices</i> (Perspektiver. Hvem taler?)	<i>The "voice from nowhere"</i>	<i>Voice has multiple dimensions: 1st there is the voice of the author. 2nd there is the presentation of voices of one's respondents within the text. A 3rd dimension appears when the self is the subject of the inquiry. [Ad. 3: Hvad taler igennem selvet?]. Afdækkes via selvrefleksion. [The] selves fall into three categories: research based selves, the selves that historically, socially, and personally create out standpoints, and situationally created selves.</i>

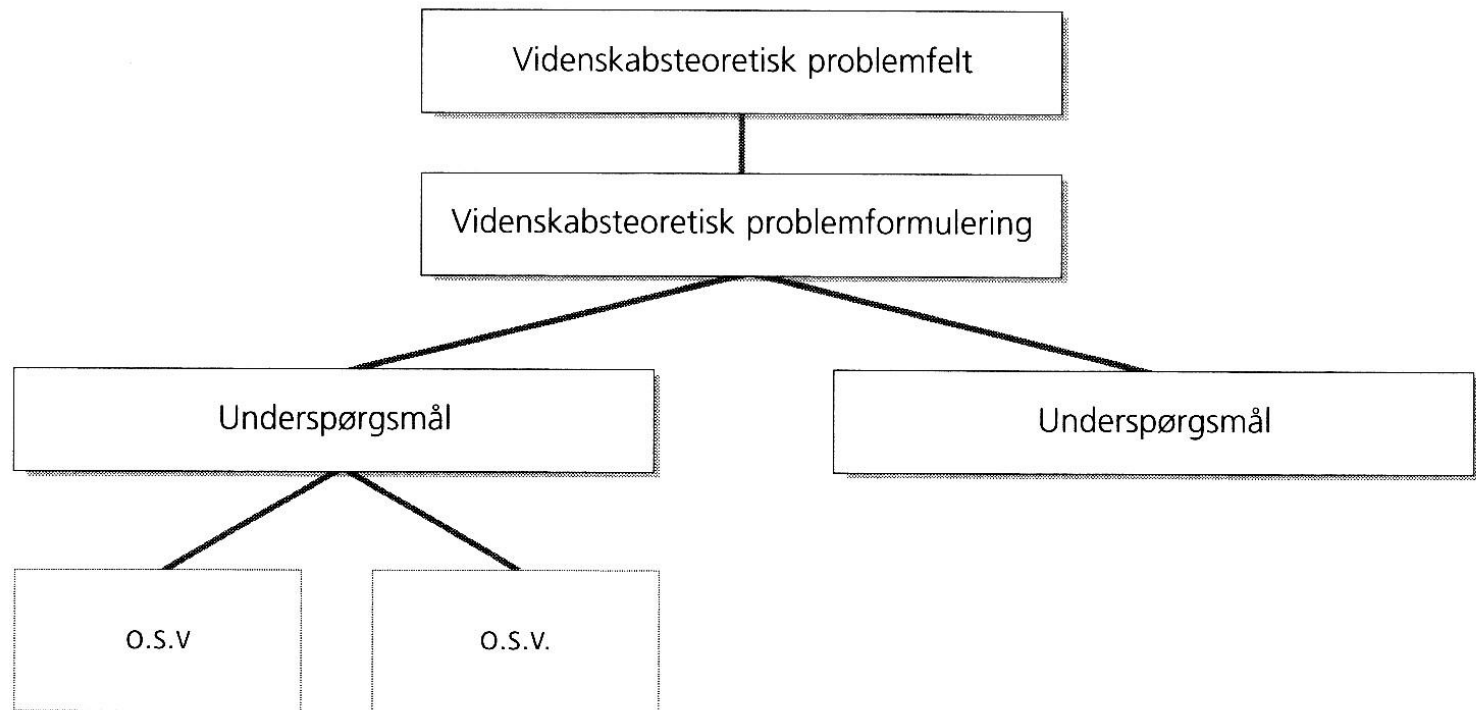
Videnskabsteori i rapporten

- Videnskabsteori handler om de grundantagelser om verden, samfundet, individet, erkendelsen, sproget, forholdet mellem teori og empiri bestemmer problemformulering og måden at angribe den på.
 - En rapportes videnskabsteoriske afsnit bringer disse grundantagelser frem i lyset.
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Videnskabsteoretisk problemstilling

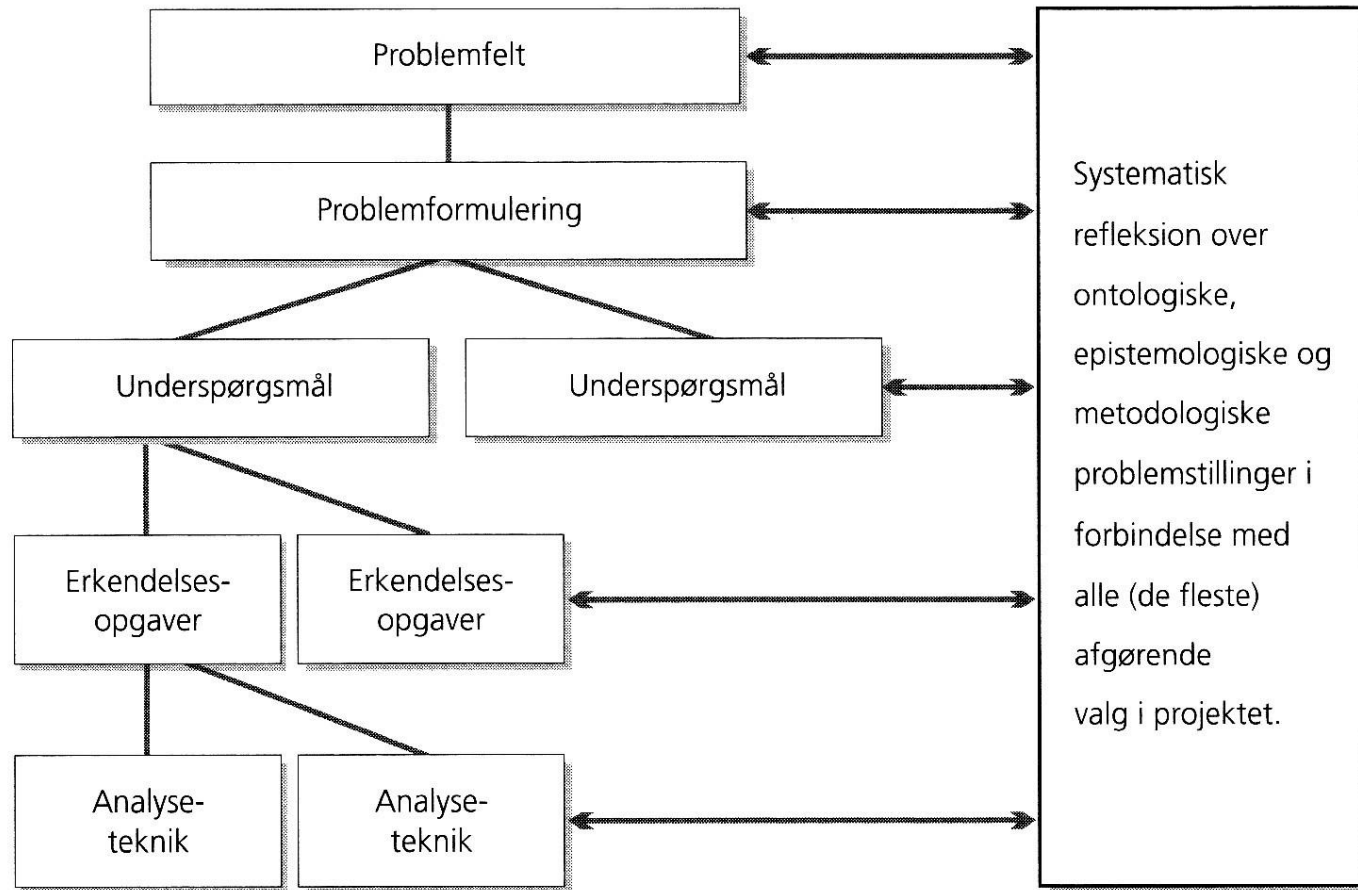
Figur 2.

Videnskabsteori som udgangspunkt – den videnskabsteoretiske problemstilling



Videnskabsteori som reflektion

Figur 4. Videnskabsteori som reflektion



Over til jer...

I har dannet grupper, og valgt tema for jeres projektarbejde. Sæt jer sammen i jeres projektgrupper og diskuter videnskabsteoretiske aspekter ved jeres projektvalg. I kan fx tage udgangspunkt i nedenstående spørgsmål.

- Hvad er det I vil se på? I hvor høj grad regner I med at samfundsmæssige logikker hhv. jeres egen for-forståelse blander sig?
 - Prøv at formulere en post-positivistisk, en kritisk teoretisk og en konstruktivistisk problemstilling inden for det valgte felt.
 - Hvilket paradigme tiltaler jer mest?
 - Diskuter hvilke kvalitetskriterier I gerne vil have jeres rapport bedømt efter.
 - I hvor høj grad vil I med jeres projekt lægge op til forandring?
 - Hvem er det der taler i jeres projekt?
 - Hvem har indflydelse på projektets udformning?
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