

# Disruption and Societal Change: Exploring Knowledge Systems and Practices

Dutschke, René<sup>1</sup>, Langenhorst, Jan<sup>1</sup>, Pfeifer, Ulrike Marie<sup>1</sup> & Seemann, Sophia Marie<sup>1</sup>

<sup>1</sup>Technische Universität Dresden

rene.dutschke@tu-dresden.de, jan.langenhorst@tu-dresden.de, ulrike\_marie.pfeifer1@tu-dresden.de,  
sophia\_marie.seemann@tu-dresden.de

**Keywords:** disruption and societal change, digital turn, quantitative methods

Digitization is a disruptive process which drastically transforms and challenges institutions central to the so-called knowledge society. In accordance with the current trend within the humanities to combine quantitative and qualitative methods, the presented research project incorporates both the empirical exploration as well as the heuristic interpretation of language data while also including findings from psychological experiments. An interdisciplinary project team consisting of researchers from the fields of linguistics and psychology, we strive to investigate epistemic concepts in institutions such as university, library, and school with respect to the digital turn through their systems and practices. Close collaboration with TU Dresden (specifically with the Open Science Initiative), the Saxon State and University Library Dresden and the University School Dresden allows the project to gather authentic data and validate methods under development.

Combining expertise from linguistics and psychology, large data samples are collected from various sources, domains, and stakeholders. Methods from corpus linguistics and discourse analysis are complemented by an experimental psychological paradigm consisting of triad tests and Repertory Grid interviews (Kelly 1955). Integrating different types of evidence while also aiming for consistency, the main goal of the research project is to identify central concepts and affective connotations on an individual as well as on a collective/institutional level, allowing for a broad perspective of the discourse surrounding transformations induced by digitization in educational settings.

Addressing the question of the psychological reality of corpus linguistics (Arppe et al. 2010) a special interest is taken in the comparison of computational and statistical analysis in both linguistics and psychology including resulting models and visualizations (Janda 2019). As such the presentation will outline our shared theoretical and methodological framework and focus on the exploration and documentation of key concepts as representations of knowledge systems and practices within the linguistic and psychological subprojects to illustrate commonalities as well as differences.

## References

Arppe, Antti, Gaëtanelle Gilquin, Dylan Glynn, Martin Hilpert & Arne Zeschel. 2010. Cognitive Corpus Linguistics: five points of debate on current theory and methodology. *Corpora* 5(1). 1–27. <https://doi.org/10.3366/cor.2010.0001>

Janda, Laura A. 2019. Quantitative perspectives in Cognitive Linguistics. *Review of Cognitive Linguistics. Published under the auspices of the Spanish Cognitive Linguistics Association*. John Benjamins 17(1). 7–28. <https://doi.org/10.1075/rcl.00024.jan>

Kelly, George Alexander. 1955. *Personal construct psychology*. New York: Norton.