

# Nurturing Many Knowledges to Grow Ireland's Knowledge Society

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# Knowledge Society: The Conventional View

- The expansion of scientific knowledge and new technologies (biotech, ICT)
- The increased economic potential of knowledge (and of universities)
- Knowledge advances through the laboratory model of research

# Narrowing our Knowledge

- Emphasis on S&T ....  
Reduces Knowledge to Technology
- Emphasis on Commercial Return ....  
Reduces Society to Economy
- Emphasis on the Laboratory Model....  
Reduces Knowing and Learning to a Single  
Approach to Learning and Research

# A Broader View

- A Diversity of Kinds of Valuable Knowledge
- A Variety of Kinds of Value to Knowledge:
  - Socio-Economic: A shift towards a wide range of services, drawing on many different kinds of knowledge
  - Socio-Political: The ability to 'choose' what kind of society we want
- A System of Innovation and Learning that supports a Diversity of Ways of Learning and Knowing

Beyond Technology:  
The Diversity of Knowledges  
in the Knowledge Economy

# The Knowledge Economy

## Expanding Sectors

- High Technology manufacturing and services
- Producer Services
- Social Services
- Personal Services

# What kinds of knowledge are economically valuable?

Knowledge about...

- Technology
- Organisations
- Social Structure and Relationships
- Culture
- Varieties of Organisations, Societies and Cultures

# Work in the Knowledge Society

“Symbolic analysts solve, identify, and broker problems by manipulating symbols. They simplify reality into abstract images that can be rearranged, juggled, experimented with, communicated to other specialists, and then, eventually, transformed back into reality. The manipulations are done with analytic tools, sharpened by experience. These tools may be mathematical algorithms, legal arguments, financial gimmicks, scientific principles, psychological insights about how to persuade or to amuse, systems of induction or deduction, or any other set of techniques for doing conceptual puzzles”.

Robert Reich, *The Work of Nations* (1991)

# The Case of Tourism

“around seven in every ten holidaymakers visited historical and cultural attractions during their stay and around two in every three toured by car, highlighting the importance to Ireland of the sightseeing and culture oriented holidaymaker”

Fáilte Ireland, Visitor Attitudes Survey, 2005

# What is R&D in Tourism?

## Culture

- History
- Archaeology
- Nua- agus Sean-Ghaeilge
- High return to low investment

# Rethinking Technology

"In the next fifty years, the increasing importance of designing spaces for human communication and interaction will lead to expansion in those aspects of computing that are focused on people, rather than machinery. The methods, skills, and techniques concerning these human aspects are generally foreign to those of mainstream computer science, and it is likely that they will detach (at least partially) from their historical roots to create a new field of "interaction design."

Terry Winograd, Professor of Computer Science, Stanford University, 1997

# Developing High Tech in Ireland: The HSS Dimension

- The Missing User: Bringing in the Social Dimension
- Beyond Anglo-centric Trade: Bringing in Cultural Knowledge and Diversity
- The Labour Supply Problem: Making Science into an Arts Subject...

# From Knowledge Economy to Knowledge Society

# Beyond Economy to Democratic Choice and Active Citizenship

“Amartya Sen’s argument for the fundamental priority of “participatory political institutions” begins with the premise that “thickly democratic” decision-making institutions built on public discussion and exchange of ideas, information, and opinions offer the *only* way to adequately define desirable developmental goals. Equally important, such institutions offer the opportunity to exercise one of the most important of all human capabilities: the ability to choose.”

Peter Evans, UC Berkeley, 2004

# Enhancing Citizenship

| <b>Dimension of Citizenship</b> | <b>The Substance of Dialogue</b>          | <b>HSS</b>               |
|---------------------------------|---|--------------------------|
| Political                       | Political and Policy Choices              | Policy Dialogue with HSS |
| Social                          | Social Capital and Investment             | Social Science Emphasis  |
| Cultural                        | The Meaning of Who We Are, and Want to Be | Humanities Emphasis      |

Beyond Institutional  
Monocropping:  
From the Lab Model to a  
Diversity of Models of Knowledge  
Creation

# Universities as Public Spaces

“Over two years of study, we concluded that MIT has been so fertile in technological creativity and innovation because of informal groups, unstructured encounters, odd connections, wandering, and daydreaming. MIT’s common resources gave us time and space to graze... In a quite hard-headed way, we argued that the sources of creativity necessary to engender change, technological or otherwise, flourish only in a setting with time and space for the intense social interactions that are at the heart of both research and learning”

Rosalind Williams, MIT, 2002

# Public Spaces of Innovation and the Marketplace

[Our study of product design] “has led us to see more clearly what is at stake as universities confront the challenge of the marketplace. Not only is the integrity of the academic enterprise itself at risk, as the purists contend; also threatened is the dynamism of the larger system of innovation of which both the universities and industry are already a part”

Richard Lester and Michael Piore, MIT, 2005

# Making Space for Learning within Universities

|                                      | University of California, Davis | NUI Maynooth |
|--------------------------------------|---------------------------------|--------------|
| Student FTEs                         | 400-500                         | 400-500      |
| Permanent Academic Staff             | 23                              | 13           |
| Teaching FTEs of Non-permanent staff | 23<br>(Approx.)                 | 0.5          |
| Administrative Staff                 | 8                               | 1.5          |

# Making Space for Learning between University and Industry/ Society



# From Monocropping to Biodiversity in the Knowledge Society

“A number of economists – including Dani Rodrik and Amartya Sen – have argued that instead of imposing a “one best way” based on the supposed experience of now developed countries we should be looking for ways to foster institutions that improve people’s ability to make their own choices.”

Peter Evans, UC Berkeley, 2004