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Knowledge Communication in the Age of Converging Tools and Modes of Use

In addition to some interesting suggestions on science communication, researches on mobile communication (Bedő, Laki-Palló, Nyíri) have positioned scientific knowledge in the mobile theme by exploring the solutions of knowledge transfer applied on the mobile platform, and the characteristics of knowledge organisation and transfer in these. In effect, all these analyses have not added to the results of former and contemporary research in communication philosophy on the impact of the computer and the Internet on the production and transfer of scientific knowledge (Nyíri, Laki-Palló, Kondor within the COMMUNICATIONS IN THE 21ST CENTURY project, the Hungarian Academy of Sciences project "the system of science in the 21th century", as well as the substantial literature on the "science and Internet" theme). The convergence of communication, a much cited development of the past half decade, has also brought about a change with respect to the tools themselves: mobile phones have become a more integral part of the networks of knowledge communication as result of their improved storage and data transfer capacities. However, a more significant outcome was yielded by another branch of convergence, namely tool use, and in particular the widespread use of media type user facilities. Given the parallel process of the medialisation of scientific knowledge transfer and science representation, communication tools capable of offering medial content provision now offer a real platform for science, which has become increasingly enjoyable and sought as a media product. In the context of convergence, the future of scientific content is surely decisively influenced by two aspects of the issue: On one hand, to what extent do the routines of tool use and the hectic nature of tool innovation (namely that the available capacities of devices and services are shaped by very short term marketing logic) ensure the adequate circumstances for the stability and requirement of long-term thinking that characterises knowledge acquisition? On the other hand, to what extent are the creators and mediators of scientific content able to produce a medial knowledge product? Finally, all this raises the question as to what extent do knowledge products made for current media use preserve the authority and credit of scientific knowledge, and how does this affect the traditional cultivation and institutional system of science and knowledge transfer?

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