

SCIENTIFIC THEORIES *VERSUS* DIDACTIC MODELS

	scientific theories	Didactic models
conception of knowledge	Knowledge as a representation of reality	knowledge as confrontation with reality, "dealing with it" (R. Rorty)
project	describe reality	act on reality
validation criteria	-predictive power -inadequacy to reality itself	-the most efficient possible explanation of a set of information expanded to the maximum" (R. Rorty) -effective action in context
approach	external approach: theories developed in disciplines outside DLC are imported as is	internal approach : -son develops models within the CSD itself -external theories are used to develop theoretical models for CSD
orientation	product orientation: we use established theories	process orientation: the focus is on the modeling activity itself
approach	hypothetico-deductive approach	inductive conceptualization based on empirical observation
method	-simplification of reality: analytical approach, reproduction by manipulating isolated parameters -search for absolute objectivity	problematization": taking complexity into account, with its multiple, heterogeneous, variable, interrelated, contradictory and context-sensitive parameters (E. Morin) -implementation of "intersubjective objectification procedures" (E. Morin)
implementation	we "apply" a theory	we "run" a model
theory-practice" relationship	critical perspective: practice is seen as "the product of a degradation of theory" (R. Rorty)	pragmatist perspective: theory is treated "as an auxiliary to practice" (R. Rorty)

REFERENCES :

MORIN Edgar, *Introduction à la pensée complexe*, Paris: ESF éditeur, 1990, 160 p.

RORTY Richard: *Hope instead of knowledge. Introduction au pragmatisme*, trans. Paris : Albin Michel (coll. "Bibliothèque internationale de philosophie"), 1995, 158 p.