Researchers often specialize in scientific domains or ‘areas’ of knowledge (Perdicoulis, 2014d) to achieve appropriate understanding — i.e. to become domain masters. Hence, formal knowledge is commonly shared through specialized scholarly communications (Perdicoulis, 2012, 2014a,b) and — at least the knowledge obtained by public research (Perdicoulis, 2015, 2018) — is expected to join the collective body of science or επιστήμη (Perdicoulis, 2013a,c). From the receiving point of view, learners may specialize for professional purposes, but may also build a broader, integrated knowledge, which may mature over their lifetime, with both personal and community advantages.

Systems Planning/uni2120 upholds its holistic tenet (Perdicoulis, 2014e) by being actively involved in a number of domains of knowledge and applications — for instance, society (e.g. public administration, community planning), economy (e.g. business organisation, project management), culture (e.g. reasoning, communication, decision making), nature (e.g. environmental impacts, climate, human health), science (e.g. scientific methodology, academic publishing), and technology (e.g. artificial intelligence, data, information) (Perdicoulis, 2014c).

1 Models
11 Holon

12 Speciality

2 Rigid classifications
21 Categories

22 Career

23 Curriculum

24 View-Filters

The PESTEL (OpenStax, 2019, p.254) and SLEPT (Chaffey et al., 2006, p.98) sets of view-filters — e.g. as used in marketing for ‘environmental scanning’

3 Versatile classifications
31 Overlaps

32 Tags

Bibliography


Perdicoulis, A. (2014b) Sharing the science. oestros, 16.


Perdicoulis, A. (2013a) People know. oestros, 8.