

Note

Researchers often specialise in scientific *domains* or ‘areas’ of knowledge (Perdicoulis, 2014d) to achieve appropriate understanding — i.e. to become *domini* or masters. Hence, formal knowledge is commonly shared through specialised 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 specialise for professional purposes, but may also build a broader, integrated knowledge, which may mature over their lifetime, with both personal and community advantages.

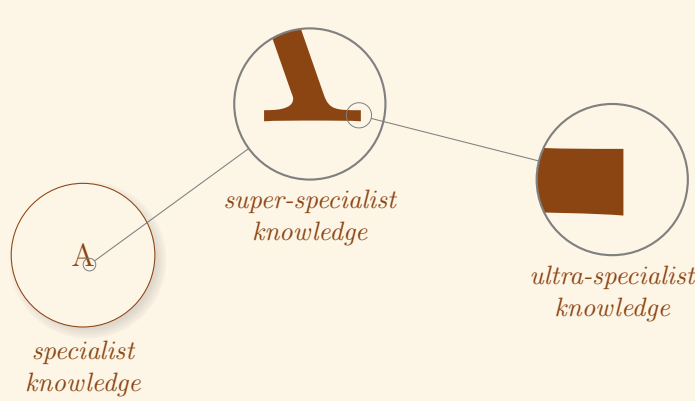
Systems PlanningSM upholds its holistic tenet (Perdicoulis, 2014e) by being actively involved in a number of domains of knowledge and applications — for instance, *society* (e.g. public administration, community planning), *economy* (e.g. business organisation, project management), *culture* (e.g. reasoning, 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

1.1 Holon

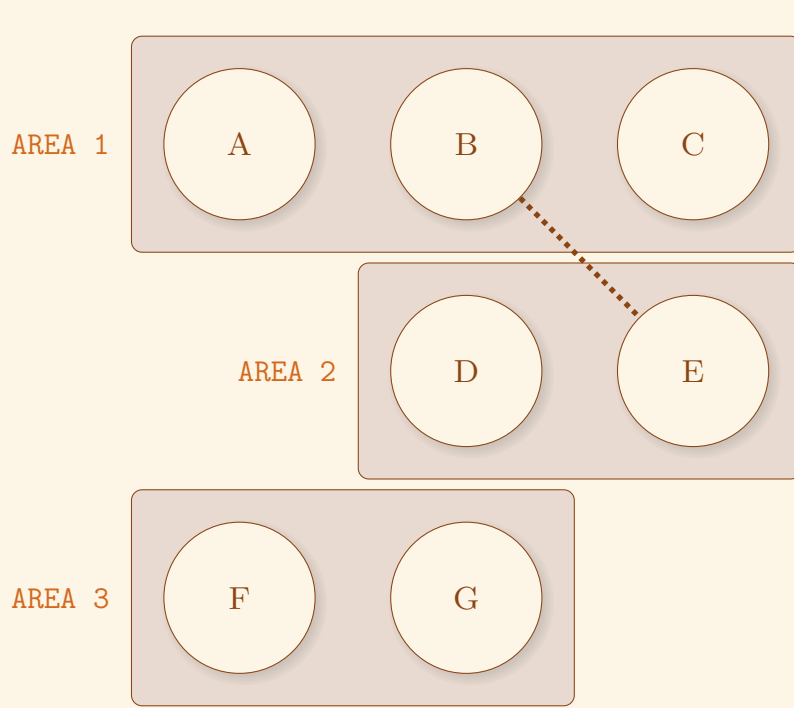


1.2 Speciality



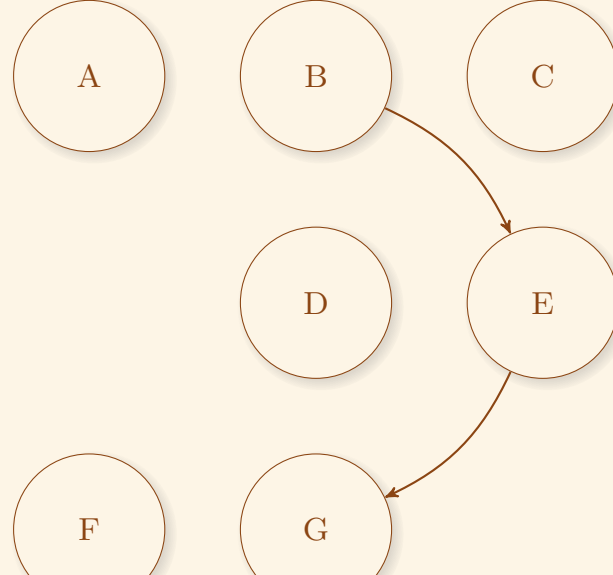
2 Rigid classifications

2.1 Categories



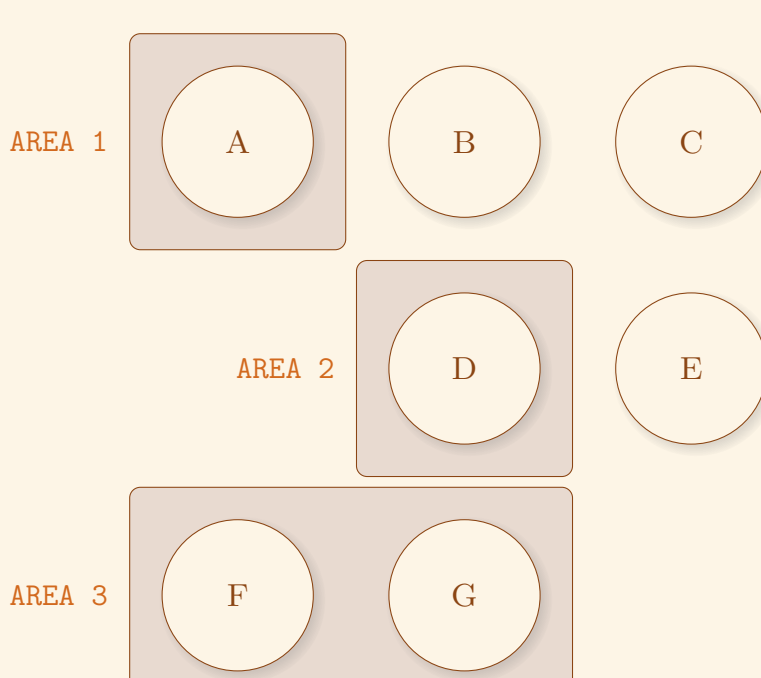
Domains/ areas are often historic classifications of knowledge, with sub-divisions and relations

2.2 Career



Professional careers sometimes cross domains/ areas, but tend to stay within a certain ‘neighbourhood’

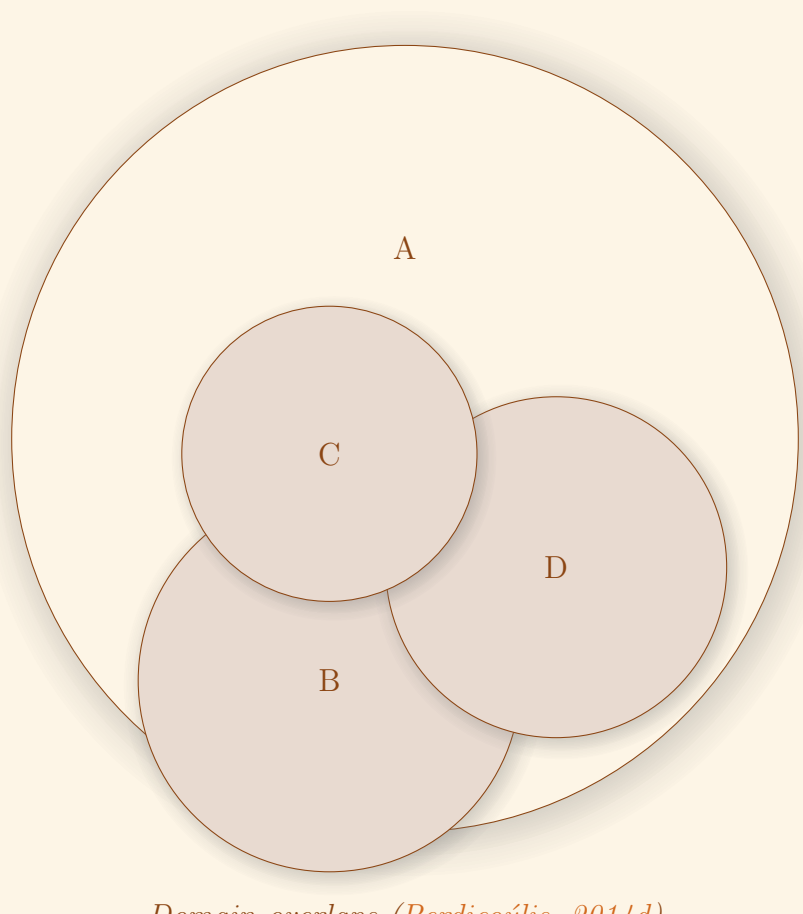
2.3 Curriculum



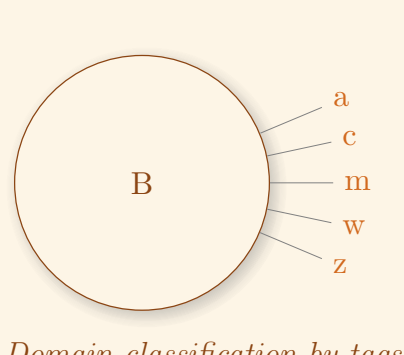
School curricula tend to cover certain domains/ areas, but the students must integrate the knowledge

3 Versatile classifications

3.1 Overlaps



3.2 Tags



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