

Applied Research as a “Doxa-Praxis Continuum”

The case of EMMY applied to Social
Sciences and Humanities

Applied Research as a “Doxa-Praxis Continuum”

- **Humans = f (Ends, Means, Ends/Means Ratio)**
- **Ends – the field of policy making (Politics)**
- **Means – the field of economic resources combinations (Economics)**
- **End/Means Ratio – the field of comparing efforts with effects, means with ends (Ethics)**
- **=> any human action should be analysed simultaneously in political, economic and ethical terms.**

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- End-Means Methodology (EMMY) is a new vision on human action no matter of the specific field of activity. Nowadays, the most important relative important fields of activity are those linked with **INFORMATION** and **COMMUNICATION**

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- Education and Research are information driven activities and they make the essence of the New Economy (Servicized economy).
- Development is function of extracting, processing, distributing and consuming of information.

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- If we accept the definition of business (economy) as the field of ALL human actions, then (Business)Ethics is the most general theory about how to behave well in order to have good results. Otherwise said, Ethics is the shortest connection between tetheory and practice, i.e. it is a “Doxa-Praxis Continuum”.

Applied Research as a “Doxa-Praxis Continuum”

- In EMMY, there are two fundamental spatio-temporal aspects we need to apply every moment:
 - **simultaneous** thinking of the fundamental aspects of our daily life: politics, economics and ethics
 - Our mind should be educated to see things and ideas as a **continuum** (not segmented)

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- **Research/science** is a very practical work for finding new ways, new means, new resources, new methods or new explanatory theories that can develop new ways, new resources etc. etc. The term “applied research” may be accepted as we are looking for practical and pragmatical things.
- Otherwise, any research is an application of some knowledge used to obtain new, and desired results. My view is not to create false borders between theory and practice, between “theoretical” research and “applied” research. They are parts of the Doxa-Praxis Continuum.

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- “When teaching business students, it is reasonable to **equip students, not only with a qualification, but also with the necessary learning to perform effectively in business in these times of change.**”

Linzi J. Kemp (1)

This is a good example of Doxa-Praxis Continuum

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- Not only Education is a “DP”C, but also the Research work is/needs to be a “DP”C. How? We should consider the three fundamental dimensions of any human action: political, economical and ethical. I.e. we – as educators - need, **first, to clarify strictly what are our (and students’) ends.**

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- Not secondly, but simultaneously, we should **choose our means in order to attain the desired (common) ends**. This is the economic dimension.
- At the same time, we are **permanently comparing our ends with the chosen means** (the moral dimension)

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- During the (research) work we are permanently making ethical judgments on how much our **methods** are fitted/matched with our **results**. Any moral dissatisfaction (concerning the ends/means ratio) generates a “political” (concerning the ends) or an “economic” (concerning the means) change.
- To be able to do good research students should be educated in this respect. How and when?

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- The answer is ALL the TIME during the college/university studies, be that as a permanent preoccupation to connect theory with practice, or as a special course in Human Action Theory (i.e. Human Theory for Action). Other possibility is to offer a (more special) course in “Grounds of Scientific Research”

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- The European Research Area (ERA) is a key point in making a strong EU. In this respect, research must be encouraged with **the best means to attain a so high end.** ERA should be well served by a very clear program for developing research attitudes and behaviours.

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- The basis for such a Program is to redefine Science and Scientific Research. EMMY makes a plea for an integrative science, at least in Social Sciences (Humanities). So, it is unuseful and even dangerous to teach to students only parts of the Human behavior (Politics OR Economics OR Ethics). All these should be taught as a SINGLE discipline. The same in (integrated) Research.

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- The research is possible only with a well designed education system: education for research should be the content of any level of education (licence, master, doctor) If not tested by results - the system wouldn't work effectively and efficiently. An Education – Research Continuum must be created.

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- Such a System (Continuum) could be defined as “Teaching for research – Research for Development”
- **Transdisciplinary vision** on Science is very necessary for creating such a Doxa-Praxis Continuum (monodisciplinarity and even interdisciplinarity are overpassed by transdisciplinarity)

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- Other MEANS for stimulating Research:
 - Critical Thinking
 - System(ic) thinking
 - Transdisciplinary thinking
 - The Third Included Logic (Tertium datur)