

Suoranta, Juha 1996. **Problems of applicability and practicality of adult education research.**

A science such as adult education has its clearly practical interests. Without adult education and training activities there would be no point in even speaking of adult education as a science. Far from clear, however, is the meaning attached to practicality. The article itemises the problems of an applied science (of "a planning science"). Can one, for instance, present nothing more than very wide in scope, general and open to interpretation recommendations for how to proceed when using the means provided by adult education science? Who can say what is worth studying and when? Surely the primary guidelines to be followed by a scientist includes that of questioning phenomena referred to officially as social problems? The applicability of research is made complex by the internal conventions of science – research emphasising criticism and practicality and academic research – i.e. conventions with differing points of departure. According to the author, the foremost benefits from the viewpoint of the applicability of research and decision making are the conclusions to be made. Regardless of the methodological and other solutions applied in research, the results obtained are always part of the more general social and educational policy debate. This being the case, the author's or speaker's convincing impact and the publicity achieved by him/her are of significance from the viewpoint of the applicability of the research work's results.

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