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Research Article

METHOD OF PRODUCING AND USING NEW KNOWLEDGE

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Abstract

Abstract This paper explores the philosophical and practical dimensions of producing and using new knowledge through the concept of techné, understood as both a method and a creative act of bringing knowledge into being. Drawing from Heidegger's interpretation of techné and Aristotle's notion of knowledge as the foundation of human existence, the study investigates how these ideas manifest in the context of modern education and digital transformation. Using a qualitative case study of the Association of Online Educators (UONEDU), the research identifies concrete methods for producing and applying new knowledge within online conferences, training programs, and social innovations. The analysis demonstrates that even small-scale organizations can act as models of techné by generating applicable knowledge and evidence that can influence educational policy. The results highlight the role of educators as active producers of knowledge and contributors to social innovation, reaffirming the importance of methodical production as both a theoretical and practical pathway to sustainable educational development.

Keywords: Method, Techné, Knowledge production, UONEDU, Social innovation, Education.

INTRODUCTION

Already from Aristotle's work *Metaphysics,* we learned that all people naturally strive for knowledge, therefore, we can freely say that today we are dealing with the issue of production possibilities and the use of knowledge means dealing with human existence in general. The question of the way it comes to knowledge and truth, then the human ability to produce and the produced knowledge and truth can be used in today's world of modern techniques and technology to be identified as the basic question of human existence in the world. To deal with the fundamental determinant of human nature, knowledge, means having the first science as a starting point. Unlike the other sciences whose characteristics, in the first place, are that they are specialized for the peculiarities of the propitiation of creatures and beings, Aristotle (in *Metaphysics*) reminds us that only metaphysics, as the first science and the first philosophy, is the one that considers both the causes and principles of being as being, "with regard to its essence and its existence". (Zovko, 2023). Therefore, it is clear where the issue of the production and use of knowledge comes from and in what it is demonstrated the exceptional importance of the issue of the production and use of knowledge, more specifically new knowledge in the world of modern technique and contemporary technologies, a world that poses the danger of replacing production with the use of something already finished and produced. Opposite the mentioned danger stands the basic human determinant, production, which shows the essence of human existence and points to the possibility of producing and using knowledge that essentially characterizes existence. Given that in scientific research, which contributes to the development of science and human existence in general, it is not possible to move in any other way than the way that is a planned procedure for achieving a theoretical and practical goal, here it was necessary to determine the importance of the production and use of knowledge.

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On the basis of the above, in some serious dealing with the issue of production and the use of knowledge today, but also in the interpretation of the meaning of our life world, no reference to the philosophy of Martin Heidegger, i.e. to his contribution and impact on asking the question how is understanding possible? Namely, Heidegger in the effort to understand and interpret the Greek term *techné* returns to its source (Heidegger, 1985). Such an opinion refers to the distinction between Greek terms *techné* and today's technology, which is posed as a necessary question, i.e. the question of necessary distinction, which the opinion deals with in man's encounter with the challenges of the new age, through which the inevitable happens the transformation of both scientific fields and fields as well as man's place in the modern world techniques and transformations by technology (Rahimić Ramić, 2024). Human reality is shown exclusively through production and action, which we need to understand in the world of modern technology. Fundamental importance, therefore belongs to opinion and truth, and in the same way as the question he questions *techné* as a form of knowledge to which today's term technique owes its meaning. Only from the original meaning of *techné* is it possible to build correct interpretations of knowledge, truth, man's essence and reality, and this is precisely what Heidegger did, taking it as a criterion determining the meaning and use of the term *techné* the meaning that *techné* has in the original, ancient sense, and the way Heidegger uses it, given that he uses and derives its meaning precisely from the origin of the term *techné.* In this context, talk about *techné* means to talk about the closest connection with the term knowledge. For Heidegger, *techné* means man's overall practical ability and his ability to produce, but *techné* means nothing technical in today's sense (Heidegger, 1985). Thus, the determination of *techné*, Heidegger has set as a definition of knowledge, skill and truth. Therefore, the fundamental human trait, which is in production, is given by *techné*. For Heidegger, *techné* is not the acquisition of knowledge but the exposure by which being is produced. Understanding *techné* as a production it is based

on the Greek understanding of *techné*, as knowledge and all that we can do real things. This means that *techné*, in Heidegger's explanation, does not fit nothing of what is meant by making and adopting, but only what is produced and knowledge in that production. So, this is precisely our task in scientific research, but also the challenge we inevitably face today: to produce on the basis of knowledge, in the scientific and living world, and to produce and use new knowledge that will keep thinking and a man ahead of adoption, i.e. ahead of technology. How is discovery and production possible, and what challenges the field of education is exposed to, is shown by the research entitled *Method of Producing and Using New Knowledge* in the sample of one organization and identifying methods of producing and using new knowledge.

A way to overcome the challenges of using produced knowledge

The greatest challenges in the field of education are manifested in the transitional context between formal and non-formal education and their mutual communication with the aim of achieving continuity of education and usable results, i.e. knowledge. The fundamental condition is the interaction of all aspects of the transition path. All participants in the field of education have an equally important role in achieving the stated goal. Active citizens can contribute to social problems solving through different initiatives and organization and projects that serve education and social goals (Klimczuk *et al.,* 2022), but also opening an area for the development of social innovations as production of new knowledge - *techné* (Rahimić Ramić, 2024) using all available modern technique and technology. In this manner, citizens are participating in the modern world into which they have been thrown (Heidegger, 1985).

UONEDU – Model

The Association of Online Educators - UONEDU is a non-governmental organization that was develop online education from scratch in undeveloped society with limited recourses, and all in order to overcome barriers and obstacles in conditions where education is disabled, limited or moved outside predefined spatial, classroom or campus spheres, to give a chance to improve human resources in education, to reduce levels of power of experts and give the chance to citizens to take an active part in the creation of educational programs. (UONEDU, 2017-2023). In the literature, this initiative is found as social innovation, which is understood as new ideas or initiatives that make it possible to meet our society's challenges in areas such as the environment, education, employment, culture, health, economic development and to achieve social goals (Vinals & Rodriguez, 2013). Organization for Economic Co-operation and Development and Eurostat - OECDE (2018), social innovation refers to a new idea, new solution, or new design that makes a social impact in terms of conceptual, process, product, or organizational change, which aims to improve the lives of individuals and communities. Not, just that they bring change, (Klimczuk *et al.,* 2022) point that these innovations are contributing to a new paradigm of learning and sharing knowledge as well as interactions and socio-psychological development of participants. Furthermore, active citizens can contribute to social problems solving through different initiatives and projects that serve education and social goals, but also opening an arena for the development of social innovations as production of new knowledge (*techné*) using all available modern techniques and technology. In this manner, citizens are participating in the modern world into which they have been thrown.

The UONEDU organization itself has 3 main anchors: 1) create a bridge from formal education to continuing education of all members; 2) train teachers to teach their teaching projects online (seminars, webinars, courses); 3) connect educators, encourage them to innovate, science and practical solutions, as well as involvement in academic contributions in the field of distance education and improvement of formal education. The specificity of this organization is that it is an integrative model, in which, from formal education through the training model, members are led to independence, who then create their own courses, train other members and present their developed models at the annual conference, contributing both practically and academically (Kerla &Rahimić Ramić, 2024). Thus, they constitute the social innovation of citizens by offering transnational cooperation and academic exchange of knowledge, socializing and networking, as well as bringing to the table models, representations, organization and the way in which small-scale organizations are thrown and could be recognized in the world. The biggest challenge of such small-scale organizations is to secure their place in society in such a way that they are recognizable and have an influence on formal policy makers, considering that they are in the field of innovation and that they necessarily need to have their voice. The most obvious way is to make their evidence that policy makers can use for their actions and inclusions in the systems.

METHODOLOGY

Research Questions

1. How knowledge and education as fundamental elements of the creation and development of the world of technology and advanced technologies, modern science and modern reality in general are used to using and producing new knowledge as methods and a way of acting on the subject to which it's applied?
2. How, the source of the meaning of knowledge, which is found in the Greek term *techné*, and the application of modern education models are applied and developed in the production and application of knowledge in the analysis of a sample of UONEDU online conferences?
3. How can new knowledge be verified by policy makers?

SAMPLE

In this paper, we will analyze the sample of one NGO and its characteristics and representations. Sample definition, categories and units of sample are the following:

Table 1. Sample definitions and units

Sample definition	*Sample units*
NGO organization archive	5 types of documents: 1. NGO statute, 2. 3 legal decisions issued by the Government 3. 32 legal decisions issued by the NGO 4. 260 certificates issued by the NGO
Programs	33 programs by the NGO
Activities	300 activities by the NGO
NGO database	1 membership data base 1data of programs

Research Methods

Data Collection Method: The data collection method is a case study that is applied to specific organizations, that is made with innovation of experts and citizens, in order to overcome individual and social challenges. Random choice for the sample is used. In this study, we applied the following stages for case study by Gagnon, Y. C. (2010): 1) Assisting Appropriateness and Usefulness – what the case method is relevant and appropriate; 2) Ensuring Accuracy of Results – show that results are representative and correspond to reality; 3) Preparation – have a sufficiently elaborate and precise research framework to ensure rigorous data collection; 4) Selecting Case – find a case that can be conducted within budget and on schedule; 5) Collecting Data – gather credible raw data, while the observing rules and ethics; 6) Analysing Data – perform a systematic analysis of collected data; 7) Interpreting Data; 8) Stage &Reporting Results.

DATA ANALYSIS

In order to answer the research questions, we use a qualitative research approach and qualitative methods. In the paper, we analyze the following:

1. Available documentation of the NGO sample,
2. Programs created by citizens and experts using conferences,
3. Output and recognizable documents –documents and certificates.

The content analysis method is applied in all social sciences, especially in history, literature, ethnology, anthropology, sociology, and social psychology. This technique is also applied in other types of research (Andrilović, 1988). The content of the messages is first analysed, followed by other characteristic elements of the content. Zvonarević defines content analysis as "a procedure for classifying and quantifying various verbal and non-verbal messages in the broadest sense of the word, according to their content and formal characteristics and in accordance with established general rules". (Zvonarević, 1976, quoted in Andrilović, 1988, p. 42). The results of the analysis are presented in the Results chapter.

RESULTS

In this paper we wanted to explore *Methods of Producing and Using New Knowledge* in the sample of one organization and identifying methods of producing and using new knowledge. So, we pose research question as

1. *How knowledge and education as fundamental elements of the creation and development of the world of technology and advanced technologies, modern science and modern reality in general are used to using and producing new knowledge as methods and a way of acting on the subject to which it's applied?*
2. *How, the source of the meaning of knowledge, which is found in the Greek term techné, and the application of modern education models are applied and developed in the production and application of knowledge in the analysis of a sample of UONEDU online conferences?*
3. *How new knowledge can be verified by policy makers?*

In our analysis we identified that knowledge and education as fundamental elements of the creation and development of the world of technology and advanced technologies, modern science and modern reality in general are used for using and producing new knowledge as methods and a way of acting on the subject to which it's applied in the context of creating a new organization from scratch and its: 1) characteristics and representations (Table 2, Table 3, Table 6), production and creating new knowledge and (Table 3., Table 4., Table 5. and Table 6.) and its recognition (Table 6.).

As methods of using the knowledge we can identify all the aspects of the characteristics and representations of one organization in one local, national and international context, with the following elements and characteristics:

Table 2. Method of Using Knowledge: *Model of the UONEDU Organization*

Terms	*Characteristics*
type	• Non-governmental organization – NGO
association bodies	a) The assembly, b) The Board of Directors.
Representation	1. President 2. Vice president
Organization sections	- Online language teachers - Online advisers - Online coaches - Administrators - Supportive team members
Membership	- Basic membership - Supporting membership - Honorary membership
Project	• Education projects • Projects support (donations)
Recognition	• Legal documents issued by an organization (letters, certificates, etc.)

Furthermore, we wanted to find out How, the source of the meaning of knowledge, which is found in the Greek term *techné*, and the application of modern education models is applied and developed in the production and application of knowledge in the analysis of a sample of UONEDU online conferences? So, in the analysis, we find out that that the creation of original knowledge and its use is what those who teach are capable and responsible for, i.e. educators, who are therefore responsible for the adoption and transfer, but also the production of new programs and knowledge with the aim of transferring and adopting new knowledge, that is, everything that is possible to work on real things in the real world. We present those results in Table 3. and Table 4. as the following:

Table 3. Methods of Producing Knowledge: UONEDU Programs

Program type	Description
Teacher training program	1. Course 1. Introduction to Online Education, link: https://www.udemy.com/course/introduction-to-online-education-and-online-teaching/ 2. Course 2. Early Foreign Language Learning, link: https://www.udemy.com/course/early-foreign-language-learning/learn/quiz/6463781 3. Course 3. How to Motivate Students? link: https://www.udemy.com/course/teach-online-how-to-motivate-your-students/ 4. Course 4. Online Language Teaching Methods, link: https://www.udemy.com/course/teach-online-language-teaching-methods/ 5. Course 5. Leadership and How to Lead in the Online Space, link: https://www.udemy.com/course/teach-online-leadership-and-how-to-lead-your-students/ 6. Teachers Mentoring in UONEDU

Webinars	1. Online Education Webinar 2. Dispelling Myths about Online Education 3. Leading Online Educators and "Editing" Social Groups 4. Webinar on Online Leadership 5. Methodological Guidelines for Organizing and Conducting Distance Learning in the Specific Circumstances 6. Parents and Online Learning 7. Management of Online Educators on Online Platforms 8. Teacher Training Program for Teaching Online 9. Webinar of Educators Who Contributed to Development of Online Education
Conferences	1st UONEDU conference "UONEDU" (2018). 2nd UONEDU conference "Challenges of online teaching in 2019" (2019). 3rd UONEDU conference "Online innovations, patents, models, approaches, methods and techniques in education and for education" (2020). 4th UONEDU conference "Global context of education: experiences and perspective" (2021). 5th UONEDU conference "Traditions and trends in online education (2022). 6th UONEDU conference "Position of educators in global education" (2023). 7th UONEDU conference 7th UONEDU international conference "New Scientific Achievements and Experiences in the Field of Online Education" 8th UONEDU Conference "Position of AI and position of educators" 22-23 February, 2025.
Other types of programs	1. Language courses, 2. E-mail courses, 3. Mobile learning, 4. Demo-demonstrations, 5. Workshops, 6. Public discussions 7. Hubs 8. Clubs and sections 9. Public discussions

Table 4. Methods of Producing Knowledge: Activities Created Using Online Conferences

Conferences for experts	Conference for citizens	Conferences for experts &citizens
Conferences with goals to inform about teacher training courses	Conferences to inform about language center courses and online courses	Conferences to inform about research hub
Conferences to inform about internship practice	Conferences to inform about workshops	Conferences to inform about creative and homework hub
Public discussions	Public discussions	Public discussions

Finally, we wanted to find out How new produced knowledge can be verified by policy makers? Results of analysts' give us methods of its representations and can be given for recognitions for policy makers or relevant institutions for its verification, as the following:

Table 6. Methods of Recognition of New Created Knowledge

Type of certificate	Description
Training Certificate	The certificate guarantees that the participant has successfully completed 4 training courses on the partner platform Udemy, and thus acquires the right and license for online teaching on reference online platforms.
Certificate of presentation and participation in the conference	The certificate is issued to the topic presenters at the conference and Certificate that is issued to conference participants.
CEFR Certificate	The certificate guarantees that the candidate has successfully completed the course in which the total result of the obtained test points is verified according to the CEFR (The Common European Framework of Reference for Languages) methodology for languages.

Conclusion

The possibility of production and use of new knowledge, according to certain rules and regulations, is necessarily based on achieving the goal of education. Planned and repeatable forms of meaning and use of knowledge are given as the opportunity for action that understands both the production and use of new knowledge on the example of the UONEDU organization. So, we can see how small-scale organizations even without university preparation and training and without an advanced level of technique use, without training in local lifelong learning centers, and only with a high level of openness, solidarity and interest in online training programs and with the skill that produces and does not use ready-made knowledge, they can overcome challenges in specific and sudden conditions of education and readily respond to challenging tasks, as well as make a great contribution in their local communities, and share and show solidarity with colleagues from all over the world , i.e. to build the world into which they were "thrown." The question of the source of the meaning of knowledge, which is found in the Greek term *techné*, and the application of modern education models, which are applied and developed in the UONEDU organization, are essential questions that define the modern world of science, education and technology. Understanding the meaning of the Greek term *techné* - production of knowledge, which gives meaning to nowadays term technique, and the transfer of knowledge in specific, sudden and non-standard conditions of education, show the importance of using methods but also creating and relating new methods for the production of new knowledge. In UONEDU model, they constitute the social innovation of citizens by offering transnational cooperation and academic exchange of knowledge, socializing and networking, as well as bringing to the table models, methods of representations, organization and the way in which small-scale organizations are thrown and could be recognized in the world, making their evidence as its own system, and possibility that policy makers can use for their actions and inclusions in the systems. Ultimately, those who teach, produce and transmit knowledge, i.e. educators as shown in this research, have a specific *techné*, demonstrated through the production of new organizations and the use of new knowledge and their methods.

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