

Transdisciplinary Education, Anticipation and Complexity

Conclusions

Roberto Poli:

- Universities as "engines for anticipation"
- to produce the knowledge to navigate the changing world
- To understand complexity and develop ways to manage complex systems
- Moving universities towards "future-oriented research" and "future generating research". To experiment with building and creating new futures"
- Making universities "an anticipatory framework" in dialogue with communities outside the universities.

Elif Cepni:

- The transition to the human economy and postnormal times: a radical shift is required in perceptions and thinking
- Towards "alternative education systems"
- "Human qualities" set us apart from machines.
- "The urgent need to connect academic studies with the real world"
- New paradigm shift implies new content and curricula
- Towards the: integrative, intuitive, synthesis, holistic, and non-linear;
- Towards the post mechanistic perspective: cybernetics and multidisciplinary collaboration
- Towards creativity and individualized education.
- Cultivating tolerance and "learning to live together"

Transdisciplinary Education, Anticipation and Complexity

Conclusions

Rodolfo Fiorini:

- From "either/or" to "both/and" transdisciplinary thinking : e.g. "spacetime"
- Our past knowledge organised in " silos" of specialization
- Towards interdisciplinarity; and transdisciplinarity as "no firm boundaries between disciplines"
- Transdisciplinarity as "a continuous learning process"
- Towards "reliable anticipatory knowledge" and "ontological uncertainty management"

Piero Dominici:

- Regaining the capacity to see the system as a whole/ overcoming the lack of communication between disciplines
- Addressing the challenges of hyper-complexity is the challenge of education
- Non- linear evolution and complex adaptive systems.

Transdisciplinary Education, Anticipation and Complexity

Recommendations for Education

- Move universities towards capacity for future oriented and future generating research and make universities " an anticipatory framework".
- Embed the values of the human economy in new paradigm, new content and curricula; moving towards post mechanistic view and "post normal science".
- Move universities towards interdisciplinarity and transdisciplinarity: towards "reliable anticipatory knowledge" and "ontological uncertainty management"
- Understanding hyper-complexity, non-linear evolution and complex adaptive systems is the challenge of future education.