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"
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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.
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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 transdiciplinarity: towards "reliable anticipatory knowledge" and "ontological uncertainty management"
• Understanding hyper-complexity, non-linear evolution and complex adaptive systems is the challenge of future education.