

Table of Contents

Shaping Education and Training to Advance Transdisciplinary Health Research	1
1 Introduction	1
2 The Centers for Population Health and Health Disparities	2
3 The Center for Interdisciplinary Health Disparities Research	3
4 Challenges to Transdisciplinary Functioning in Health Disparities Research	4
5 The Role of University Administrations in Fostering Transdisciplinary Health Research	4
6 Transdisciplinary Education and Training	5
6.1 Structure	5
6.2 Socialization	6
6.3 Content	6
6.4 Pedagogy	7
6.5 Evaluation	7
6.6 Resources	8
7 Conclusions	8
The Need for Transdisciplinarity in Higher Education in a Globalized World	11
1 Introduction	11
2 Disciplinary Education and Transdisciplinary Education	12
3 Emergence of a Transdisciplinary Culture	13
4 The Delors Report	13
5 Learning to Know	13
6 Learning to Do	14
7 Learning to Live Together	14
8 Learning to Be	15
9 The Integral Education of the Human Being	15
10 The Experiments of Leon Lederman	15
11 The Transdisciplinary Education as a Long-Term Process	16
12 Peace and Transdisciplinarity—The Transcultural, Transreligious, Transpolitical, and Transnational Attitude	16
13 Conclusions	16
Scientists and Theologians in Front of the Mystery	19

1	On the Question of Reality in Science	19
1.1	General Overview	19
1.2	The Demise of the Laplacian Dream	20
1.3	Something of Reality Is Beyond Our Knowledge	20
1.4	The Withdrawal of Foundation	21
1.5	Bohr’s Complementarity Principle and Its Confrontation with Complexity	22
2	Bohr’s Complementarity in Quantum Mechanics	22
2.1	Presentation	22
2.2	Different Levels of Reality?	23
3	The New Logic of the included Middle in Quantum Physics	24
4	The Classical Logic of the Included Middle in Christian Theology: The “via Eminentiae”	25
5	Jesus Christ, Truly God and Truly Man	26
6	The Covenant in terms of Logic of the Included Middle	27
7	The Doctrine of Trinity	28
8	Moral Philosophy: A Common Ground between Science and Religion in front of the Mystery	30
8.1	AnInitial Decision in the Scientific Method: Constructing Meaning on the Basis of Nonmeaning	30
8.2	The Search for Meaning from Nonmeaning	31
8.3	Weil’s State of the Search Toward Universality	32
8.4	The Meaning of Mystery	33
8.5	Opening Ways to the Mystery of Man	34
9	Conclusions: Related Common Attitudes between Physicists and Believers	35
	Light, Lighting & Illumination in Transdisciplinary Meaning	38
1	Introduction	38
2	Lighting in the Transdisciplinary Practice, Knowledge and Vision	39
3	Visual Experience of Light and the Third Included	39
4	Effective and Affective Light Transmission	40
5	Reverberating Light	41
6	Light: The Trans-disciplinary Place-Making Thread	41
7	Conclusions	42
	Transdisciplinary Artful Doing in Spaces of Experimentation and Imagination	44
1	Introduction	44
2	Transdisciplinarity	45
2.1	The Unity of Knowing in Transdisciplinarity; Axioms 1 and 3	46
2.2	The Object, the Subject and the Included Third; Axiom 2	47

3	Reflective Action or Artful Doing	48
3.1	Mental Maps	48
3.2	Reflection-in-Action and Reflection-on-Action	49
4	Spaces of Experimentation and Imagination	50
5	Back to the Question of Inter- and Transdisciplinarity in a Typical University Setting	53
6	Concluding Remarks	55
	Engineering Transdisciplinarity in University Academic Affairs: Challenges, Dilemmas, and Progress	58
1	Introduction	58
2	Academic Affairs' Strategic Approaches	60
2.1	Basic Guiding Principle	60
2.2	Institutional Background	60
2.3	Reframing Academic Affairs in Motion	61
2.4	Outcomes and Progresses	63
3	Challenges and Dilemmas	64
4	Pragmatic Approaches Toward Transdisciplinary Transformation in Higher Education Institutions	65
5	Conclusion	66
	Mechatronic Platforms for Transdisciplinarity Learning	69
1	Introduction	69
2	The Concept of Mechatronics	71
2.1	The Flow to Mechatronic Integration	71
2.2	The Elements of the Mechatronic Technology	71
2.3	Mechatronics and Complexity	73
2.4	Mechatronics Philosophy in Engineering Practice and Education	73
3	Integronics	76
4	Conclusions	78
	The Unconscious of Economics	80
1	The Return of the Goddess?	80
1.1	The Rehabilitation of Myth	81
1.2	Psychologization and Feminization	82
2	The Unconscious of Economics (II)	82
2.1	Myth—the Revelator of the Unconscious	84
2.2	The Engagement of the Conscious with the Unconscious. The Erotization of the Relation	85
3	Conclusion	85

Deal with Complexity and Risk in Professional Relationship: The Transdisciplinary Logic 87

1	Dealing with Complexity and Risk in Relations	87
1.1	Ordinary Complexity and Risk in Relationship	87
1.2	A Professional Organization is a Complex Relational System	90
1.3	Augmented Man, Increased Complexity?	91
1.4	The Professional Organization Faced with the Demand of “Augmentation” of the Customer	90
1.5	Piloting the Professional Relationship	92
2	A Transdisciplinary Logic to Deal with Complexity and Risk in Relationship	93
2.1	Elements of Logic	94
2.1.1	The Logic of Complexity Includes the Standard Logic	95
2.1.2	The Logic of Complexity Leverages the Systems Theory	96
2.1.3	The Logic of Complexity Leverages the Dynamic, Iterative Principle of Cybernetics	97
2.1.4	The Logic of Complexity Deals with Non-normativity	97
2.2	References and Supports in Piloting the Professional Relationship	99
2.2.1	Three Piloting References	97
2.2.2	Piloting Supports	99
2.2.3	Universal Keys to Constructive Dialog	106
2.3	Letting Change Happen	106
2.3.1	From Auto-Regulation to the Choice of Change	106
2.3.2	There is No Change Without Any Resistance Phase	106
2.3.3	A Protocol to Go Beyond the Resistance or Blocking Phases	108
3	Occurrences of Complexity and Relational Strategy	109
3.1	Multiple	109
3.1.1	Expression	109
3.1.2	Relational Strategy	109
3.2	Several Reality Levels	109
3.2.1	Expression	109
3.2.2	Relational Strategy	110
3.3	Contradiction	110
3.3.1	Expression	110
3.3.2	Relational Strategy	110
3.4	Fate, Unpredictable, Impermanence	111
3.4.1	Expression	111
3.4.2	Relational Strategy	111
3.5	Non-Normativity	111
3.5.1	Expression	111
3.5.2	Relational Strategy	111
3.6	Interdependence	112
3.6.1	Expression	112
3.6.2	Relational Strategy	112
3.7	Circularity, Alternation, Constant Renewal	113
3.7.1	Expression	113
3.7.2	Relational Strategy	113
3.8	Reciprocity	113
3.8.1	Expression	113
3.8.2	Relational Strategy	114
3.9	Change	114
3.9.1	Expression	114

3.9.2	Relational Strategy	114
4	Universal Keys to Constructive Dialog and Piloting References in the Professional Relationship	115
4.1	Universal Keys to Constructive Dialog	115
4.2	Piloting References in the Professional Relationship	115
4.2.1	Responsibility is a Chosen Option Beyond What Is Imposed and Resists to Our Experiences	115
4.2.2	The Responsible, Useful and Efficient Professional Relationship	115
4.2.3	Every Relational Movement Is or Consists of an Adaptation at Least, if Not a Change	115
	Epistemological Awareness and Transdisciplinary Attitude: Experiencing the Embodied Being	117
1	Introduction	117
2	Epistemological and Ontological Basis of Our Proposal	118
3	Origins of Our Mind-body Separation in the Western Tradition	118
4	Reincarnating Our Living and Knowing in the World	120
5	Transdisciplinary Re-Learning for Personal, Community and Planetary Sustainability	121
6	Tenderness, Incarnated Knowing Styles and Sustainability	123
	Integrating Transdisciplinarity in Undergraduate Education	127
1	Introduction	127
2	Transdiscipline	129
3	Transdisciplinary Skills and Modules	130
4	Textbook Costs	132
4.1	Open Educational Resources	133
5	Creating iTextBook	133
5.1	Modular Projects	134
5.1.1	Requirements to Design Modular Projects	135
5.2	Introducing Interactive Homework Problems	135
5.3	Implementation	136
5.3.1	Transdisciplinary Core Modules	136
5.3.2	Supplementary Modules	137
6	Expected Learning Outcomes	137
7	Assessment and Evaluation Plan	138
7.1	Formative Assessment	138
7.2	Summative Assessment	138
7.3	Statistical Approach for Survey Data Analysis	138
7.3.1	Development of Survey Questions	139
7.3.2	Pre-Test and Post-Test	139

