EDITORIAL BOARD

DIRECTOR OF EDITORIAL BOARD

Dr. Atila Ertas, Professor and Director of Academy of Transdisciplinary Studies, Texas Tech University, Mechanical Engineering Department, Lubbock, Texas, USA.

EDITOR-IN-CHIEF

Dr. Basarab Nicolescu, Member of the Romanian Academy, President of International Center for Transdisciplinary Research and Studies, (CIRET), France.

CO-EDITORS-IN-CHIEF

Dr. Jack Thomas Trevors, Member of European Academy of Sciences and Arts, Professor of Microbiology and Environmental Biology in the Department of Environmental Biology at the University of Guelph, Guelph, Ontario, Canada.

Dr. Sarah Gehlert, E. Desmond Lee Professor of Racial and Ethnic Diversity, The George Warren Brown School of Social Work & Department of Surgery, School of Medicine, Washington University, USA.

Dr. Vistrian Maties, Professor, Technical University of Cluj-Napoca, Romania.

AREA EDITORS

Dr. Christian Pohl, Co-Director of Transdisciplinary-net of the Swiss-Academies of Art and Science, Switzerland.

Dr. Sue Mc Gregor, Marjorie M. Brown Distinguished Professor, Mount Saint Vincent University, Canada.

Dr. Nidhal Guessoum, Professor, American University of Sharjah (AUS) Physics Department, UAE.

Dr. Cristina Nunez-Madrazo, Professor, Anthropologist Veracruz University, Xalapa, Mexico.

ADVISORY BOARD

Professor C. V. Ramamoorthy, Emeritus Professor, University of California, Berkeley, CA, USA.

Dr. Raymond Yeh, Honorary Board member, TheATLAS, USA.

Dr. S. S. Iyengar, Member of European Academy of Sciences and Arts, Director and Ryder Professor at Florida International University’s School of Computing and Information Sciences in Miami, Florida, USA.
EDITORIAL

This issue of the JTSE includes contributions from authors in Australia, Romania, France, Switzerland, Canada, Brazil, and the USA. Authors of this issue of the journal addresses numerous topics including: Transdisciplinary education, transdisciplinary methodology in research, Healthcare, art and transdisciplinarity, metaphysics and transdisciplinarity, biological systems, Transdisciplinary Pragmatism, and science and philosophy.

The first paper by Joseph E. Brenner summarizes some current views of transdisciplinarity, in particular the theory and methodology of transdisciplinarity in the approach of Basarab Nicolescu. In his paper he suggested that transdisciplinary practice and informational thinking are essential ways of furthering the common good.

The next paper by Marc-Williams Debono is to evaluate the ability of plant kingdom to treat information without nervous system. In his paper he stated that “providing the great value of early sensory processing in plants is accepted, the only way to progress would be to read the emergent behaviors of complex informational systems co-creating the world through a transdisciplinary framework.

Third paper by Paul Ghils discusses some aspects of knowledge adopted in European history, politics and philosophy, in contrast with its own past and with other cultural areas. Some conclusions from various subjects of research in social sciences are commented upon with a view to assessing the relevance of a transdisciplinary perspective.

Sue L. T. McGregor presents the emergent movement towards integrating transdisciplinarity with biomimicry. Her paper provides an overview of the biomimicry approach, including discussion of its three basic dimensions: (a) nine principles of life; (b) nature as model, measure and mentor; and, (c) the Design Spiral methodology. She stated that “If the intent of transdisciplinarity is to understand the world in all its complexities, and the world includes humans, non-humans and nature, then it makes sense to gain insights from non-humans (other species) and nature, the intent of biomimicry.”

Maria F. de Mello et al., in their paper they carry out an ongoing exploration of a phenomenon they chose to name Transdisciplinary Pragmatism/TD-P. They stated that transdisciplinary phenomenon is a continuous unveiling, an opening, a movement towards a reality that is by nature muti-dimensional and multi-referential. They view TD-P as an event of appropriation: a creative and free act, original, present since forever, open to possibilities, but yet to be unconcealed. TD-P demands the articulation of the phenomenal method and the “trans dimension inscribed in the transdisciplinary system of thought.

Eric L. Weislogel’s paper shows the parallels between metaphysics and transdisciplinarity, both in terms of their aims and methods and in terms of their place or role in academic institutions. He attempts to define metaphysics, addresses criticisms of metaphysics, and indicates the necessary relationship of metaphysics to transdisciplinary endeavors.

Paper by Doru Costache presents three samples of transdisciplinary-like approaches within patristic Byzantine tradition, namely, Chalcedonian Christology (in conversation with Lucian Blagas notion of dogma), the multilevel interpretation of Scripture in St. Maximus the Confessor, and the Maximian and Palamite ideas of the rapportss between science, technology, theology and the spiritual life. The contention of his article is double. First, it proposes that within Byzantine tradition there can be traced a series of transdisciplinary features, which up until recently have remained unknown and which, to be rightly appreciated, require a new appraisal through the lens of current transdisciplinary methodology. Second, and related, it contends that contemporary transdisciplinarity has deep roots within the Christian tradition, as exemplified by the Byzantine antecedents analyzed herein, and that in order to understand better the cultural process that led to transdisciplinarity such roots can no longer be ignored.

Danielle Boutet presents the practice of art as a form of knowledge and asks: What can one know through art? What does art contribute to transdisciplinarity? From an epistemological point of view, what is the nature of knowledge available through art? Here, art is described as a material, aesthetic, experiential and visionary form of knowledge, sharing similarities with alchemy. While science studies
facts, art creates meaning using metaphors and correspondences. This paper also discusses modes of knowing: physics and biology, for example, belong to the scientific mode. Psycho-analysis and mythology use a hermeneutic mode. Furthermore he stated that “to approach transdisciplinary complexity, a dialogue between and across modes of knowing is more difficult, yet as important as dialogue across disciplines. Art is a significant source of knowledge, and a transdisciplinary conversation needs artists as much as scientists and philosophers.

In her paper, Antonella Verdiani claims that education can bring humans back to their true nature, which is joyful. She stated that educating for the sake of joy is possible; many experiences exist that can be reproduced. Her article highlights those offered by a system known as “integral education.

The next paper by Liviu Drugus sums up some of his previous ideas on transdisciplinarity applied during the last years. His pedagogical experience enriched with situations solved by him through transdisciplinary methodology/ thinking, i.e. the levels of reality paradigm, theory of Complexity, and the logic of the third included. These three pillars of transdisciplinary methodology are used in the sense described by Basarab Nicolescu.

Mirela Mureșan stated that everybody knows that the present educational system is mostly built on disciplinary teaching-learning basis: disciplinary curriculum and assessment, disciplinary specialization of the teachers, disciplinary diplomas etc. The topic of her paper offers the opportunity to look for some proper answers to the following problems: could the transdisciplinary methodology be applied within the frame of a disciplinary system of education? How could it be done? What would be its challenges, limits and perspectives? The paper pre presents the transdisciplinary didactic experiments conceived and performed at “Moise Nicoara” National College from Arad, Romania, during the last five years. She used the term and concept of “transdisciplinarity as it was defined by Professor Basarab Nicolescu.

The main objectives of T. Batuhan Baturalp’s paper are to demonstrate the necessity of patient handling/transfer assistive devices, explore the economic benefits of them, review current assistive patient transfer devices, and investigate design parameters of an ideal patient handling/transfer assistive device. His paper also focuses on the importance of the transdisciplinary collaboration in developing and designing patient handling/transfer assistive devices.

We wish to thank all the authors for their important and valuable contributions. We hope the readers find this issue of the TJES useful, interesting and thought provoking.

Basarab Nicolescu and Atila Ertas