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Nota di contenuto	Section1. Contextualisation -- 1. Introduction to the Project; Paul Gibbs and Alison Beavis -- 2. Transdisciplinary Knowledge – An emergent concept; Alison Beavis and Paul Gibbs -- Section 2. The Interviews -- 3. Sue L. T. McGregor -- 4. Valerie Brown -- 5. Gray Kochhar-Lindgren -- 6. Kate Maguire -- 7. Julie Thompson Klien -- 8. Basarab Nicolescu -- 9. Linda Neuhauser -- 10. Christian Pohl -- Section 3. Reflections and Case Study -- 11. Thematic reflection; Paul Gibbs and Alison Beavis -- Appendix 1. UTS Case Study.
Sommario/riassunto	How can we understand what a transdisciplinary (TD) approach might actually comprise of, given its complex and various uses? This book asks the question of leading practitioners in the field of higher education and transdisciplinarity. The emergence of transdisciplinarity has been a response to the often-failed closed-system, discipline-based approaches to solving complex social problems (various reports and definitions may be found in projects reported by the OECD, UNESCO and EU). These failures are often contingent upon

disaggregated notions of epistemology and the compounding failures of ontological incongruities that are evident in these discipline-based approaches. Such approaches are not necessarily confined to large, seemingly insurmountable social problems, but apply equally well to issues in educational institutions as workplaces. Transdisciplinary knowledge is in the liberation of new and imaginative understanding of the structured reality of open social systems. It gives rise to generative mechanisms, which are central to relationships of agency and structure.
