

## Preface

---

The fluidity of borders that feminist theorist Karen Barad discusses is both an opportunity and a risk. It contains liberation, renegotiation, and redistribution, as well as disorientation, confusion, and conflict. The dynamism applies to research and education as well. As we continue to navigate the ever-evolving learning sciences landscape, the need to create a community of professionals and students devoted to transdisciplinary learning grows. Hence, the *Handbook of Transdisciplinary Learning* aims to engage and inspire students, researchers, educators, and practitioners who seek a deeper understanding of the intricate connections that tie multiple disciplines in higher education.

Our publication retains the structural foundation of its 2021 German-language predecessor *Handbuch Transdisziplinäre Didaktik*, while incorporating new concepts, international expertise, postcolonial criticism, and in general a much broader perspective of the discussion's global dimension. Comprised of 37 entries, the Handbook unpacks key concepts to describe the broad panorama of transdisciplinary learning in the context of academic education. It examines the etymological origins, historical trajectories, disciplinary influences, inherent challenges, the criticisms it has provoked, and its consequences for academic education. By examining these terms through the lens of a historical-etymological "sense horizon" (Gadamer), our idea was to trace the evolution of ideas while simultaneously fostering critical dialogue and debate.

Recognizing that the pursuit of transdisciplinary learning is inherently dynamic and multifaceted, our compendium presents each entry as a point of convergence and interaction between diverse threads of thought. The Handbook seeks to provide a comprehensive understanding of transdisciplinary practices and their impact on participative learning, as well as innovative methods of information dissemination, while departing from conventional modes of scientific communication and bibliography. Although all titles of the chapters are formulated in the singular, they are in fact concealing an infinite number of divergent practices, educational attempts, and ways of thinking.

Despite all efforts to provide as comprehensive a perspective as possible on the complex dispute, we acknowledge our own limitations as editors with a predom-

inantly Western perspective on knowledge and knowledge production in developing this publication. Grappling with issues of global applicability, colonial and neocolonial thought structures, and the cross-cultural applicability of Western concepts – such as citizen science and science shop – our Handbook may nonetheless serve as a first step toward engaging in a larger, global conversation about learning and overcoming barriers that have long impeded the expansion and exchange of ideas.

As a collaborative effort involving 113 authors and 39 scientific reviewers, the creation of this volume has been an exercise in critical thinking, concentrated analysis, and vigorous debate. We hope that this work will serve as a springboard for additional research, discussion, and development in the field of transdisciplinary learning, and that it will inspire others to join us in our pursuit of a more inclusive, interconnected approach to higher education.

As editors, we owe sincere gratitude to all contributors to this volume, who, despite the unusual concept, the tight schedule, and the unique requirements of the double-blind review procedure, took on the challenge of delving into the discussion of transdisciplinary learning based on a key concept. Numerous other experts provided the project with their professional and collaborative guidance. We particularly appreciate the reviewers' contributions to quality control during the review process. We also express our gratitude to the entire crew at transcript Publishing for their dedicated work on this Handbook and their willingness to consider our suggestions, which helped the book take its own particular, unconventional turns. Our special appreciation goes to Joan Dale Lace for her careful copyediting.

Our book received support within the framework of the Berlin University Alliance and was co-financed by funds from the Excellence Strategy of the German Federal and State Governments. Our thanks are extended to Anika Rehder and her team at TU Berlin for their valuable support. Further funds were provided from the Alliance of European Universities of Technology ENHANCE. We owe gratitude to Paul Forberger, Sibylle Groth, and Ulrike Hillemann-Delaney at TU Berlin for their dedication. Additional support was provided by Stifterverband, Randstad Foundation and the Foundation of the OWL University of Applied Sciences and Arts, Germany. We express our thanks to Hanna Daum, Andreas Bolder, Stephanie Wulfert, Sven Hinrichsen, and Jürgen Krahel for their commitment.

Finally, our particular gratitude goes to our collaborators, Johanna Falkenhagen, Nicole Hahn, and Nina Schmulius, who managed the administration of this project with the utmost accuracy, combining perseverance, enthusiasm, and meticulous care. Due to their dedicated efforts in editing and background research, it was possible to conclude this project within only 16 months. We were privileged to draw from so many resources that we would never have dared to dream of.

*Berlin and Lemgo, March 2023*  
*Thorsten Philipp and Tobias Schmohl*

