

Editorial

The German term *Hochschulbildung* refers to teaching and learning at a broad range of research and art institutions in tertiary education. Within this sector, *Hochschulbildung* builds bridges between professional and social efforts on the one hand and scientific endeavours on the other. Its manifestations are shaped by social, cultural, ecological, economic, and political dynamics (e.g. internationalisation and globalization). However, it is itself also a driving force of changing living conditions (e.g., digitality, mediality, and networking).

A key feature of *Hochschulbildung* is its interconnection with research. The curriculum and teaching practices at the university should align with the most recent research findings and the scientific discourse. As part of the education system, *Hochschulbildung* contributes significantly to shaping individual and collective relationships to the world.

Teaching and studying should prepare for professional practice and promote real-work capabilities as well as participation in public life. *Hochschulbildung* ultimately aims at proficiency, employability, and citizenship. To this end, it becomes crucial to enhance subject-specific teaching by interdisciplinary and transdisciplinary forms of cooperation.

This series offers a forum for the transformation of higher education in the context of institutional and organisational development. We invite our authors and readers to exchange views about influencing factors, diagnoses and designs of teaching & learning in the 21st century.

The series is edited by Tobias Schmohl and Johannes Wildt.

Thorsten Philipp is a political scientist and lecturer for sustainability and political communication at various universities. As a member of the presidential staff at Technische Universität Berlin, his task is to promote transdisciplinary learning at the interface between science and society. His research focuses on the intersection of sustainability theories and pop music.

Tobias Schmohl is a full professor of higher education research at Technische Hochschule Ostwestfalen-Lippe in Germany. He advocates for university teaching that bridges professional/social efforts and scientific pursuits, fostering transdisciplinary skills, real-world abilities, and civic engagement.

Thorsten Philipp, Tobias Schmohl (eds.)

Handbook Transdisciplinary Learning

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