

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 sustainably 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

[transcript]

All Internet links in this publication were last verified on 2 May 2023.

Double-blind peer review: In order to ensure their quality, all book chapters were subjected to a review process with double-blind peer reviews. The reviewers are listed on p. 423.

Bibliographic information published by the German National Library

The German National Library lists this publication in the German National Bibliography; detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de/en>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 (BY-SA) which means that the text may be remixed, build upon and be distributed, provided credit is given to the author and that copies or adaptations of the work are released under the same or similar license.

Creative Commons license terms for re-use do not apply to any content (such as graphs, figures, photos, excerpts, etc.) not original to the Open Access publication and further permission may be required from the rights holder. The obligation to research and clear permission lies solely with the party re-using the material.

First published in 2023 by transcript Verlag, Bielefeld

© Thorsten Philipp, Tobias Schmohl (eds.)

Cover layout: Maria Arndt, Bielefeld

Inside cover: Trampolinhuset – Københavns flygningemedborgerhus

Proofread: Joan Dale Lace

Typeset: Jan Gerbach, Bielefeld

Printed by: Majuskel Medienproduktion GmbH, Wetzlar

<https://doi.org/10.14361/9783839463475>

Print-ISBN: 978-3-8376-6347-1

PDF-ISBN: 978-3-8394-6347-5

EPUB-ISBN: 978-3-7328-6347-1

ISSN of series: 2749-7623

eISSN of series: 2749-7631

Printed on permanent acid-free text paper.