

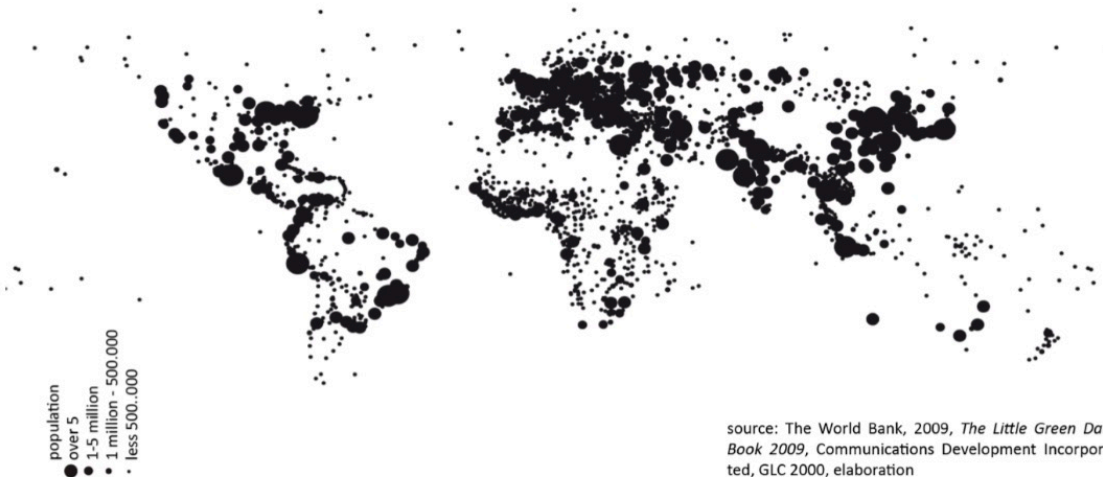
# ARTeFACT<sup>o</sup>2018

1ST INTERNATIONAL CONFERENCE OF TRANSDISCIPLINARY STUDIES  
IN ARTS, TECHNOLOGY AND SOCIETY

LISBON, PORTUGAL  
16-17 NOVEMBER 2018

## « Trans » approaches: from myth to realities

### *Examples of applications in pedagogy*



World Population Growth: 2050

source: The World Bank, 2009, *The Little Green Data Book 2009*, Communications Development Incorporated, GLC 2000, elaboration

Credits: C. Cavallieri PhD 2012

**Florent PASQUIER**  
Sorbonne University  
Costech, UTC

**espe**

École supérieure  
du professorat  
et de l'éducation  
Académie de Paris

# SUMMARY

- Transdisciplinarity: founding actions and actualities
- Transdisciplinary and transpersonnal approaches
  - *Basarab Nicolescu's 3 axioms*
  - *And also some others: Omega point of PT. Chardin, quadrants of Ken Wilber, schemes of René Barbier, Krishnamurti*
  - *Florent Pasquier's circles and temples*
- Questions and exemples of usefull practise
  - In pedagogy (uses of ICT in éducation)*
  - In lansdcape management*

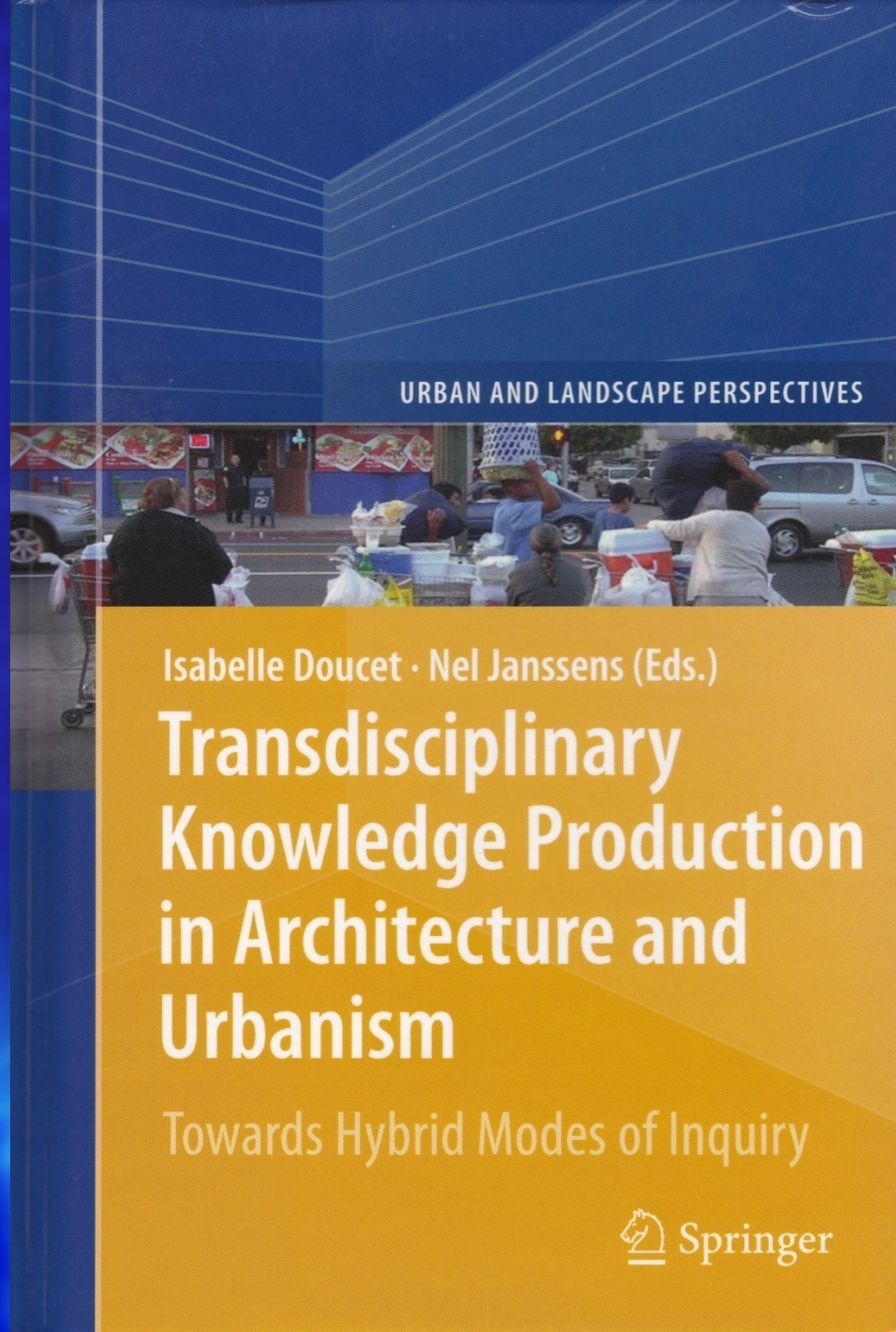
## Some of the founding actions:

- 1986: The Venice declaration. Science and the boundaries of knowledge
- 1994: The First World Congress of Transdisciplinarity, Convento da Arrábida, Portugal, 2-6 November.  
The ***Charter of Transdisciplinarity was adopted***  
<http://ciret-transdisciplinarity.org/chart.php#en>

- 1996: Basarab Nicolescu published the *Manifesto of Transdisciplinarity* in French : ***La transdisciplinarité, manifeste, Rocher, Monaco, 1996.***
- 1997: Mario Botta, « The Academy of Architecture: a New Transdisciplinary Experiment », Locarno Congress « *What University for Tomorrow? Towards a Transdisciplinary Evolution of the University* », Locarno, Switzerland,  
<http://ciret-transdisciplinarity.org/bulletin/b11.php>
- 2002: translation of the *Manifesto of Transdisciplinarity* in English (USA).



- 2011:



URBAN AND LANDSCAPE PERSPECTIVES

Isabelle Doucet · Nel Janssens (Eds.)

# Transdisciplinary Knowledge Production in Architecture and Urbanism

Towards Hybrid Modes of Inquiry

 Springer



# From Modernity to Cosmodernity

Science, Culture, and Spirituality

**BASARAB NICOLESCU**  
SUNY PRESS, USA, 2014



## Actualities of transdisciplinarity:

### Congres and lectures in

- Roumania
- Japon
- Portugal
- Brazil
- Mexico (Ciret 2020)
- ...

### Institutions

- Research centers
- Medecine
- ...



**« Transdisciplinarity » is a word popularized in 1970 by Jean Piaget, biologist, psychologist, logician and epistemologist (Switzerland 1896-1980)**

## **DEFINITIONS:**

**PLURIDISCIPLINARITY  
or MULTIDISCIPLINARITY:**

**studying a research topic not in just one discipline but in several at the same time**

**INTERDISCIPLINARITY: transferring of  
methods from one discipline to another**

**TRANSDISCIPLINARITY: studying what is  
at once between the disciplines, across  
the different disciplines, and beyond all  
disciplines (the consciousness)**



**The goal is to understand and act in the present world.**

**(UNDERSTAND KNOWLEDGE & BEING).**

**The finality is to unify knowledge.**

**This path restores the dignity and importance of each human being**

**Transdisciplinarity is the study of the interaction of « Object » and « Subject »**

**It creates new forms of knowledge**

**Following Basarab's thoughts:**

**REASON WHY A  
TRANSDISCIPLINARITY  
APPROACH IS TODAY NOT  
ONLY REALISTIC BUT ALSO  
NECESSARY**





# An unprecedented increase of knowledge

## Number of academic disciplines, specializations

1300:	7
1950:	54
1975:	1845
2014:	> 8000

*National Register of Scientific and Technical Personnel, National Science Foundation (NSF) archives, USA, 2000*

A collage of images on the left side of the slide. At the top left is a round clock with a black frame and a white face, showing the time as approximately 1:50. Below the clock is a small, light-colored wooden key resting on a piece of paper. At the bottom left is a stack of several old, leather-bound books. In the background, a blue and white globe is visible.

2014: > 8000 disciplines and specializations

This means: an EXPERT in 1 discipline  
Is IGNORANT in 7999 other disciplines

So how could s/he make a realistic and practicable decision?



BASARAB NICOLESCU

LA  
TRANSDISCIPLINARITÉ  
Manifeste

transdisciplinarité  
ÉDITIONS DU ROCHER

MANIFESTO of  
TRANSDISCIPLINARITY



Basarab Nicolescu  
TRANSLATED BY KAREN-CLAIRE VOSS



# The METHODOLOGY OF TRANSDISCIPLINARITY

is based on 3 axioms

1. The epistemological axiom
2. The logical axiom
3. The ontological axiom

Thèse axioms provide a definition  
of transdisciplinarity



# 1) THE EPISTEMOLOGICAL AXIOM

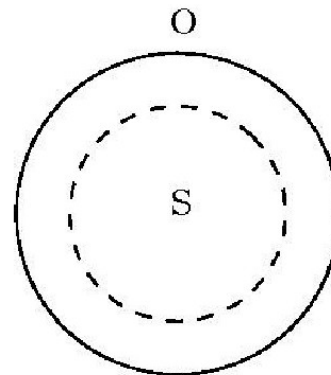


**Approach  
by objets  
and/or  
by subjects ?**

It follows the evolution from Pre-Modernity to Cosmodernity in 4 periods:

1

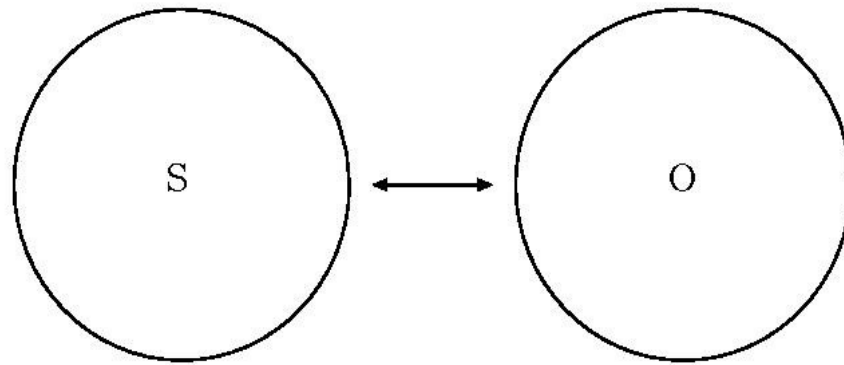
Pre-Modernity



S = subject, O = object

2

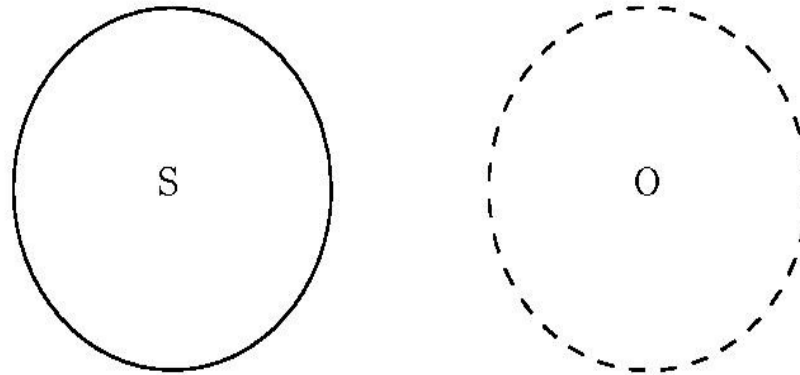
Modernity



S = subject, O = object

3

Post-Modernity

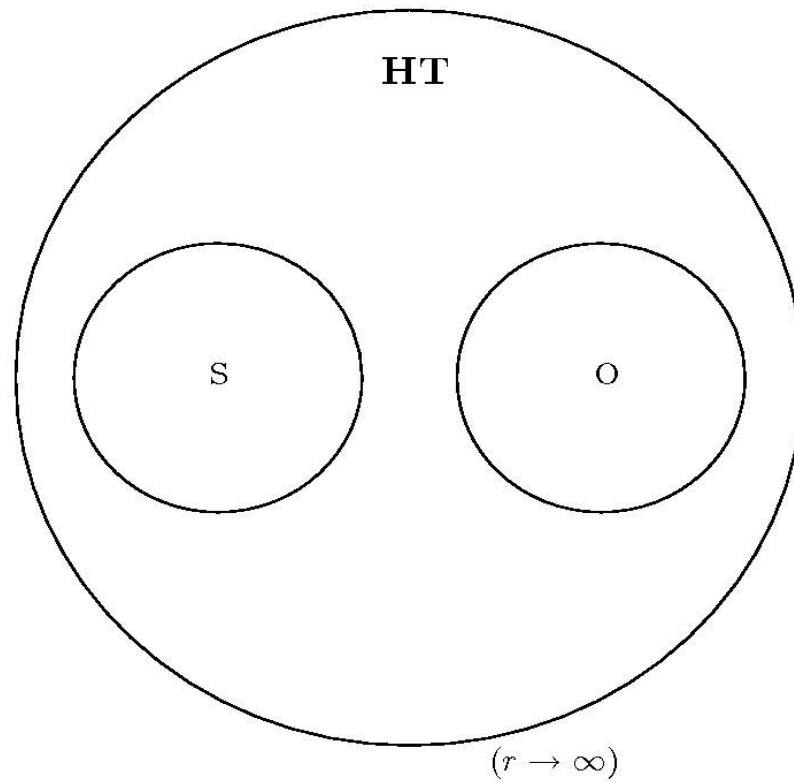


S = subject, O = object

# Cosmodernity

Transdisciplinarity

4



S = subject, O = object, HT = Hidden Third



## 2) THE LOGICAL AXIOM

The structure of the world  
contains many levels of reality.  
We perceive them as a complex  
structure.

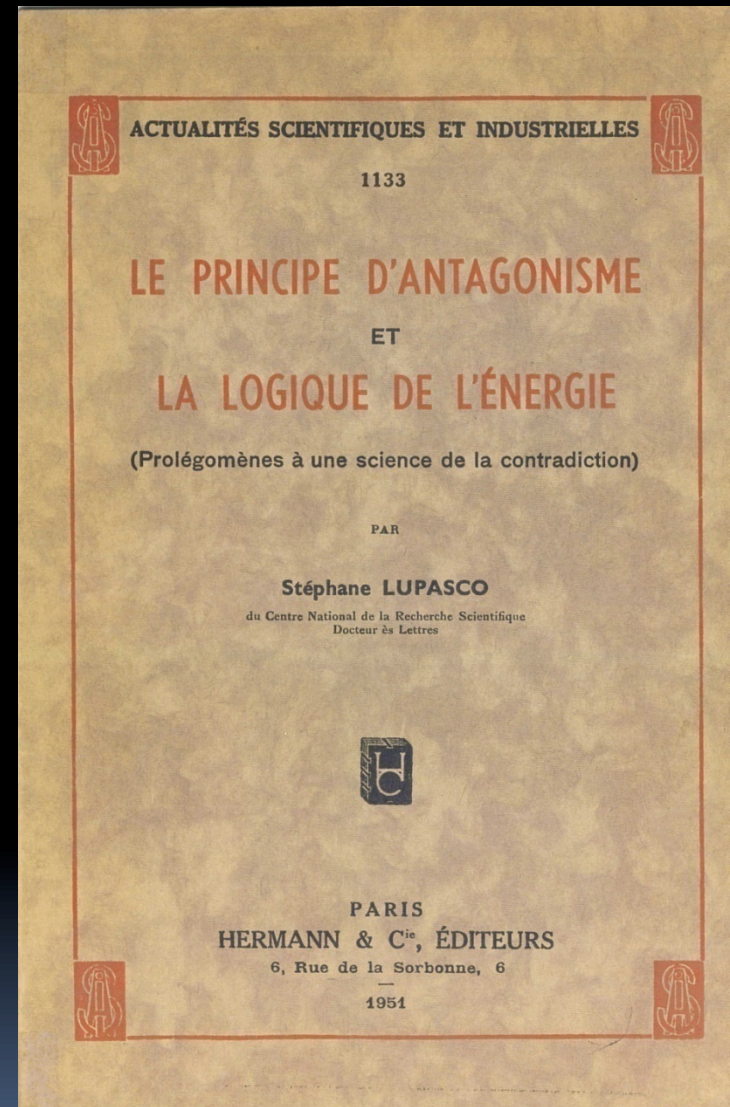
Every level is what it is  
because all the levels exist  
at the same time

The passage from one level of Reality  
to another is insured by the  
logic of the included middle

(Stéphane Lupasco, philosopher, 1900-1988)



Stéphane Lupasco  
(1900 – 1988)



*Le principe d'antagonisme et la  
logique de l'énergie, 1951*

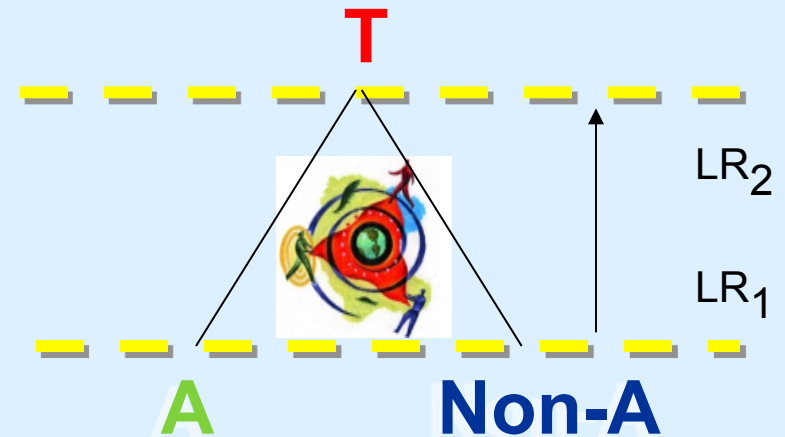
# Definition of the included middle

There exists a  
**third term**

« T »

which is at the same time

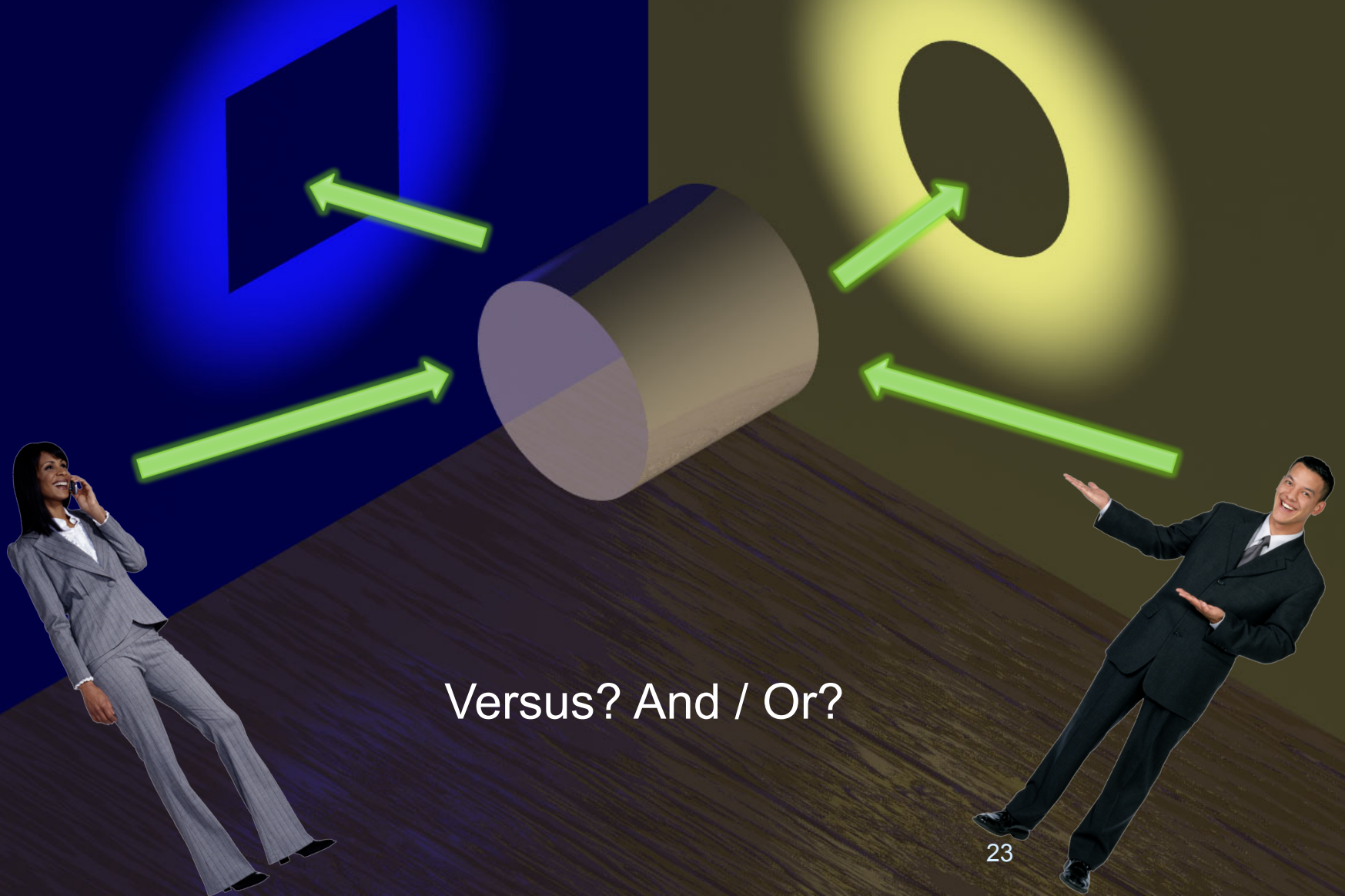
« A » & « Non-A »



(symbolic representation of the action  
of the included middle logic)



# Levels of reality



Versus? And / Or?

### 3) THE ONTOLOGICAL AXIOM OF TRANSDISCIPLINARITY

There are different  
**levels of Reality of the Object**  
and, correspondingly, different  
**levels of Reality of the Subject**



# REALITY

**This is what  
resists...**

- our experiences
- our representations
- our descriptions
- our images
- our mathematical formulations



## **REALITY**

**Is accessible to our knowledge  
in a trans-subjective dimension**



## **THE REAL**

**Is what has remained veiled for ever (until  
now !)**

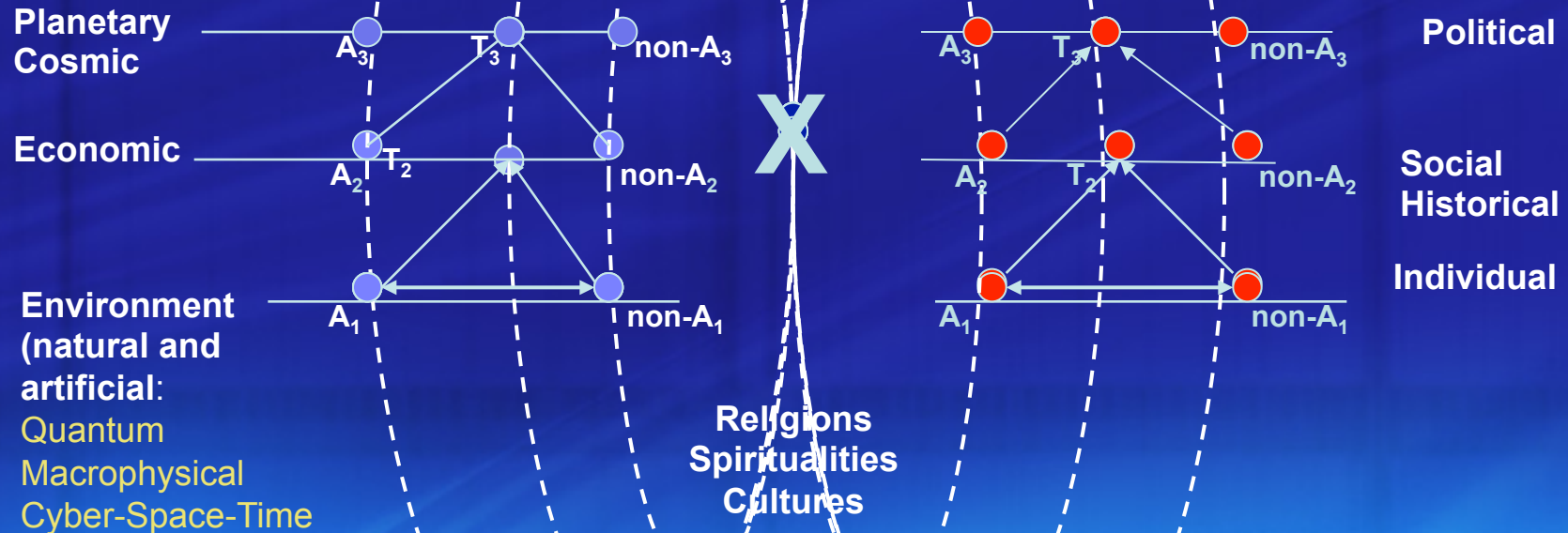


# TRANSREALITY

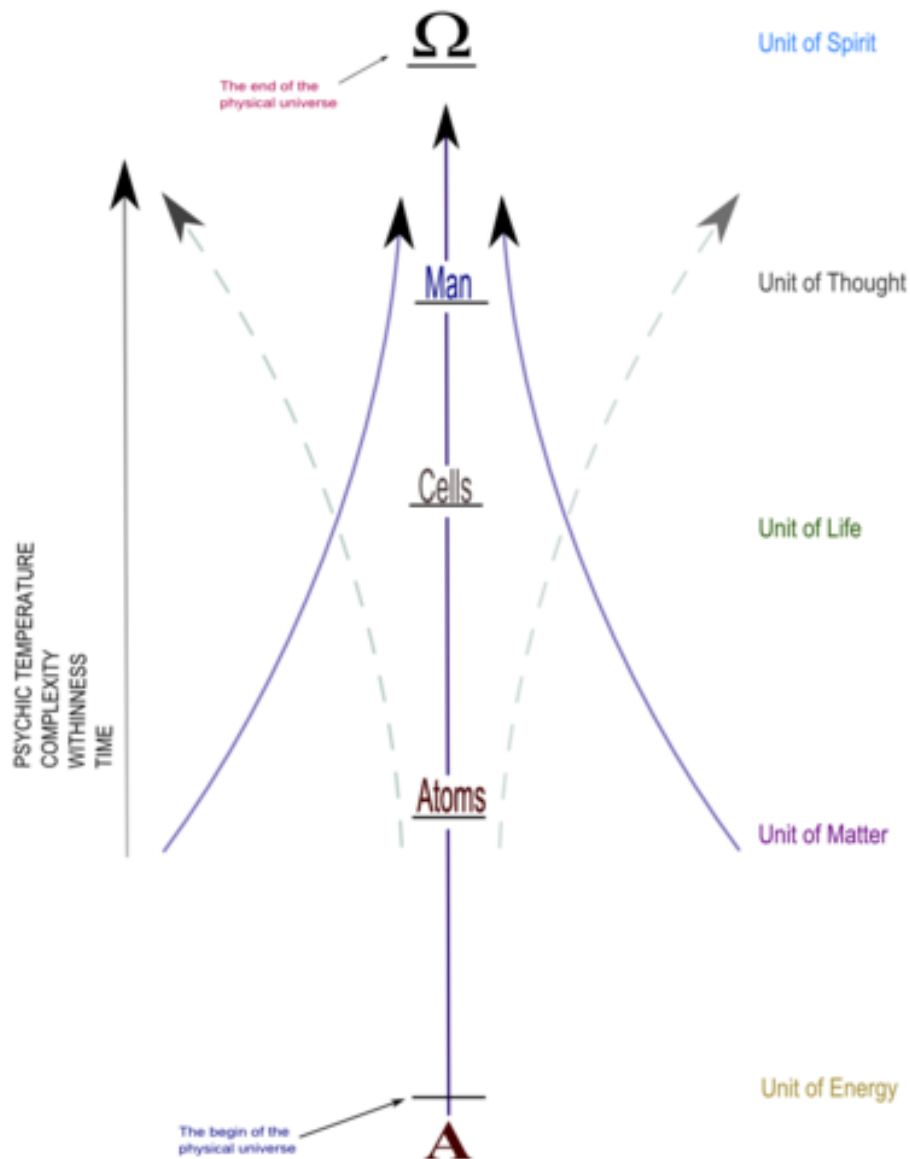
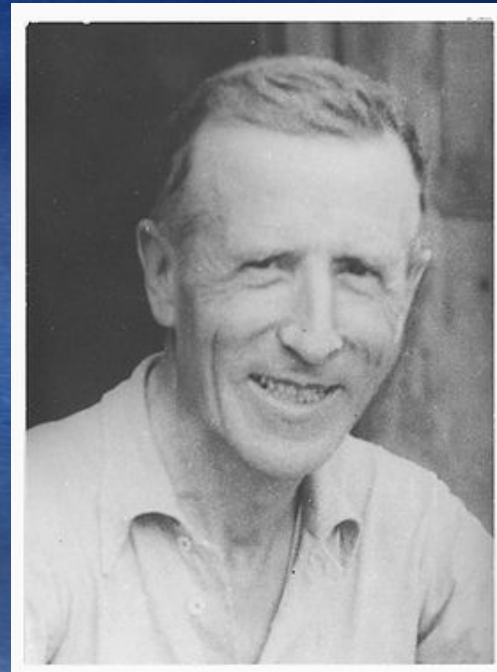
APPROACH  
BY OBJECT

APPROACH  
BY SUBJECT

HIDDEN  
THIRD



# Pierre Theillard de Chardin (1881-1955)



The Cosmos  
The Process of convergence and divergence

The Vision of Theillard de Chardin

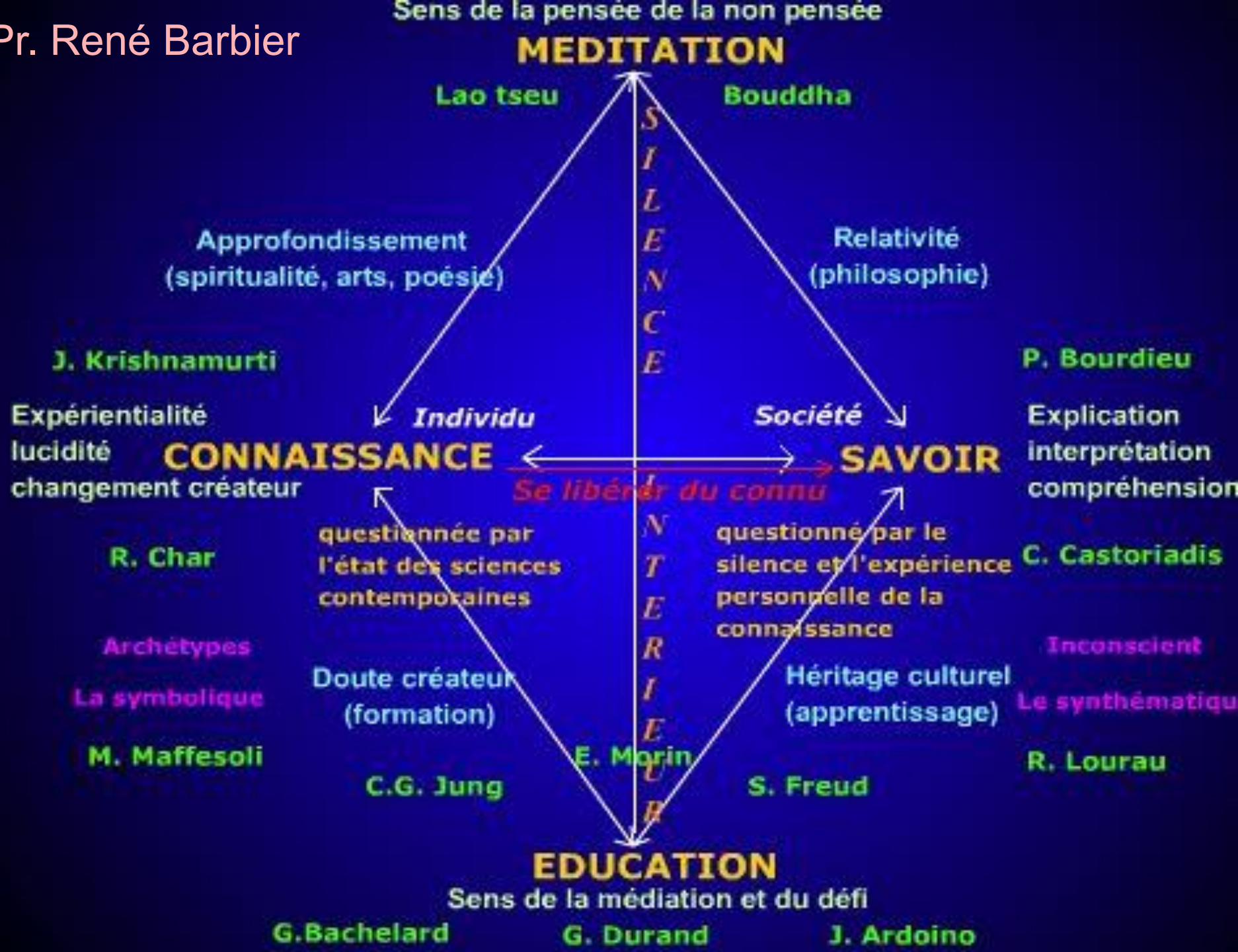




*Pr . René Barbier (Université Paris 8). + 2017*

The transversal and sensible approach

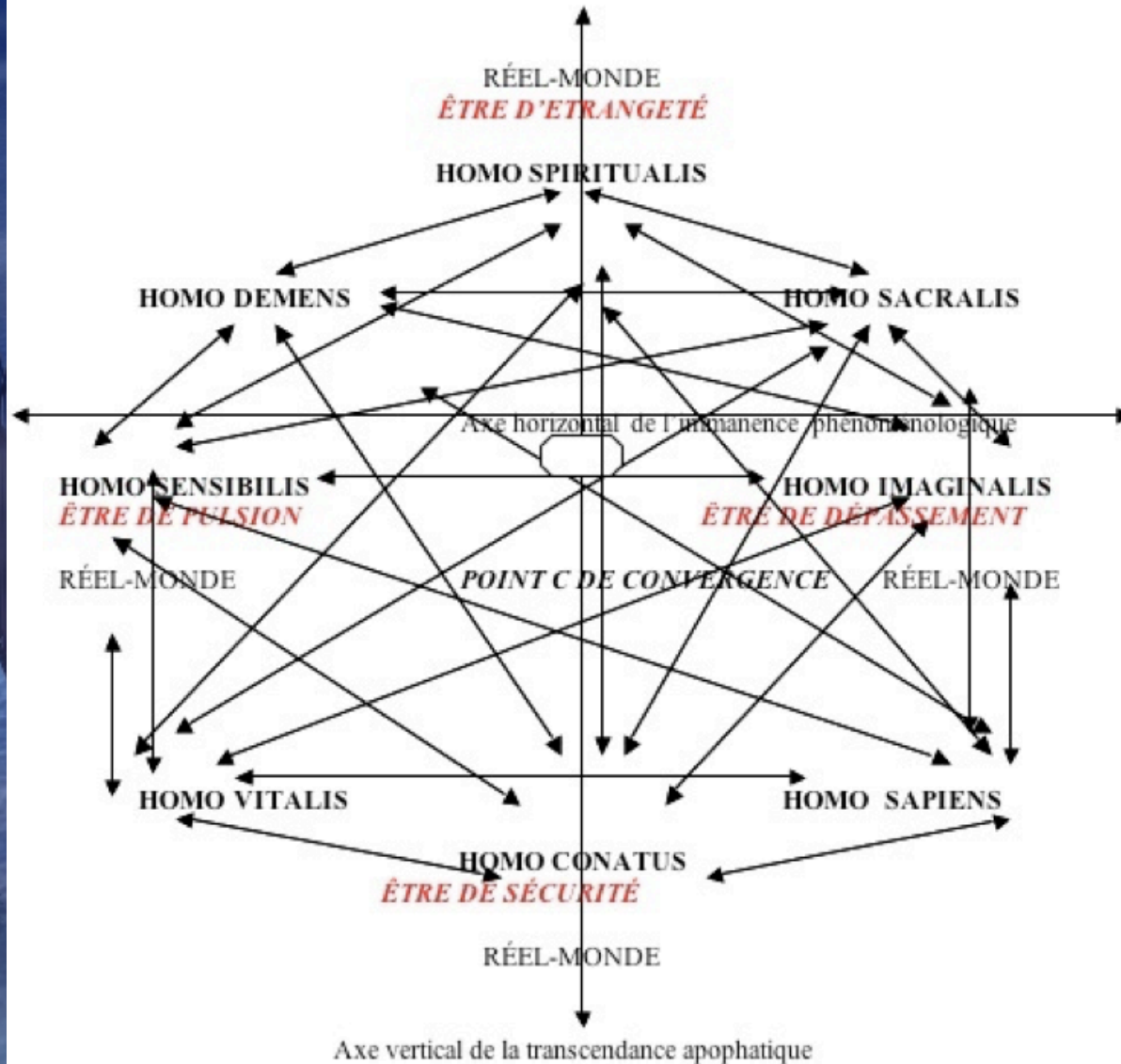




## L'HOMO COMPLEXUS 2

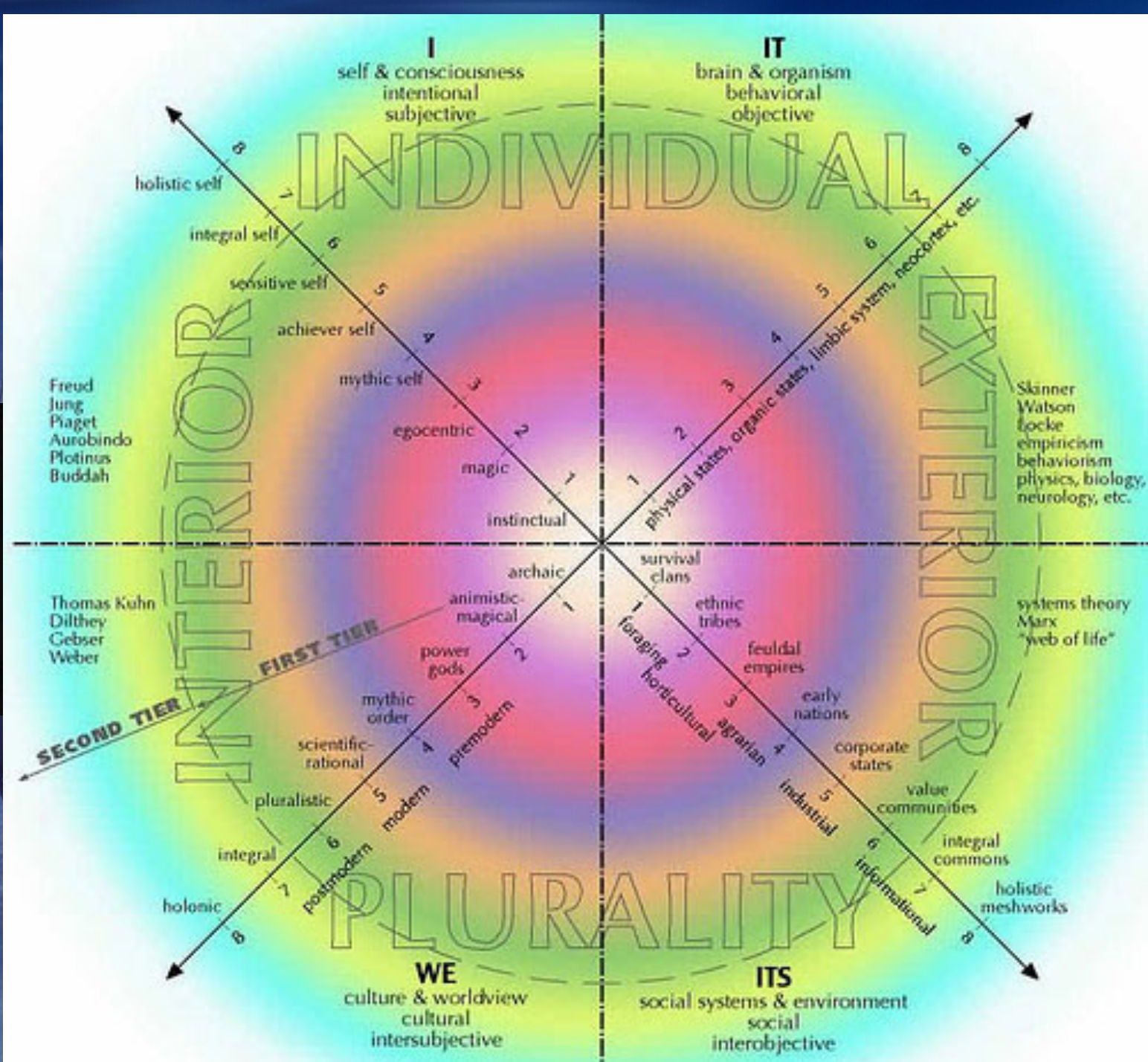
### En approche transversale

©René Barbier juin 2013'





# THE SYSTEM OF QUADRANTS BY KEN WILBER





# AQAL

## An Integral Map

All Quadrants  
Levels/Stages • States  
Lines • Types

♀ ♂

### Types

Valid distinctions like masculine/feminine, the 9 Enneagram categories, and Jung's archetypes and typologies, among others.

Types have qualitatively different interpretations, quadrant preferences and line emphasis as they develop.

**Spiral Dynamics**  
3rd Tier

**Harmonizing-Contemplative**  
Holistic Organism - Global Harmony/Renewal

**Integrative-VisionLogic**  
Systemic Flow - Align w/ Complex Reality

**Personalistic-Relativistic**  
Social Network - Human Potential

**Multiplicit-Individualistic**  
Strategic Enterprise - Optimal Achievement

**Purposeful-Absolutist**  
Authority Structure - Stability

**Egocentric-Exploitive**  
Empire - Power

**Magical-Animistic**  
Tribal - Safety

**Instinctive**  
Survival Bands

3rd Tier

2nd Tier

1st Tier

Trans Rational

Rational

Ethnocentric

Egocentric

Pre Rational

Kosmocentric

Post-postconventional

Worldcentric

Conventional

Preconventional

Preverbal

Pre Egoic

Post-symbolic / Immediate

Postconventional

Institutional

Interpersonal

Verbal / Representational

Impulsive

Imperial

Inter-individual (Kegan)

Inter-individual

Institutional

Interpersonal

Verbal / Representational

Impulsive

Imperial

### Ego Development Stages

#### Ironist - Unitive

Intersystemic evolution rules process. Aperspectival. Witness self. Capacity to simultaneously be aware of ego identifications throughout the spiral without identifying with them exclusively. Powerful action/non-action without attachment to outcome. Compassion for evolution and the joy and suffering of individuation and existence.

#### Magician - Construct Aware (5/6)

Deep processes rule principles. 5th person perspective. Cross-historical, global view. Interplay of awareness, action, thought and feeling and body. Focus on conscious awareness and transformation. Aware of self as storied, as a fiction, as ongoingly created.

#### Strategist - Autonomous (5)

Higher principles rule relativism. Aware of system interrelatedness, interdependence. 4th person perspective expanded in historical time. Experience of enduring core self integrating multiple subpersonalities into coherent complex self identity and self-story. Aware of current self as culmination of prior development.

#### Individualist - Pluralist (4/5)

Radical relativism rules single system view. 4th person perspective. Aware of multiple perspectives, multiple competing systems. Discovery of unique subjective reality. Unique experience of many selves in multiple contexts.

#### Achiever - Conscientious (4)

System effectiveness rules craft logic. Formal operations. 3rd person perspective expanded in linear time. Focus on scientific method, objective, measurable reality, laws, control, results, goals, plans. Self as self-chosen belief system, "ideology."

#### Expert - Self Conscious (3/4)

Craft logic rules norms. Abstract operations. 3rd person perspective. Focus on effectiveness, craft expertise. There is a correct view. Discovery of personhood separate from group identification but embedded in correct view as given by craft authorities.

#### Diplomat - Conformist (3)

Norms rule needs. Concrete operations. Socially acceptable behavior. Self valued as belonging and adhering to group norms, authority, and approval.

#### Opportunist - Self Protective (2/3)

Needs rule impulses. Ego-centric. Focus on own needs, self-interest, self-protection. Might makes right. Others as means to an end, not seen as persons in their own right.

#### Impulsive (2\*)

Impulses rule reflexes, avoid pain and danger, seek pleasure, safety and release.

Clear Light

Ultraviolet

Violet

Indigo

Turquoise

Teal

Green

Orange

Amber

Red

Magenta

Infrared

Developmental Altitude

Supermind

Overmind

Meta-Mind

Global Mind

Late Vision-Logic (Post-paradigmatic)

Mid Vision-Logic (Paradigmatic)

Early Vision-Logic (Meta-systematic)

Formal Operational

Concrete Operational

Preoperational (Conceptual)

Preoperational (Symbolic)

Sensorimotor

Cognitive

## INDIVIDUAL

**I**  
Self + Consciousness  
intentional  
subjective  
contemplative  
3-2-1 Shadow work  
psychology  
spirituality  
purpose, values, calling

**IT**  
Brain + Organism  
behavioral  
objective science  
empiricism  
behaviorism  
physics, biology, neurology  
statistics, goals  
"the facts"

**WE**  
Culture + Worldview  
meaning + art + music  
morality + values  
intersubjective  
corporate culture  
political values  
community values

**ITS**  
Social Systems  
economics+ environment  
interobjective  
systems + chaos theories  
Marx, Capra, Maturana  
deep ecology - web of life  
marketing + contribution

## GROUP

### States of Consciousness

Gross Subtle Causal Nondual

### Lines of Development

Self Emotional Relational Moral Spiritual Kinesthetic Sexuality Aesthetics other

\* Numbers refer to Loevinger/Cook-Greuter scale and correlate to several other developmentalists including Kohlberg and Kegan.

A last point of view, offered by the non dual approach proposed especially by the philosopher, psychologist, teacher Jiddhu Krishnamurti (India, 1895-1986) :

« the observator is the observed »...







## From transdisciplinary theories to actions on the real world

How to make them usefull?  
By which processes?

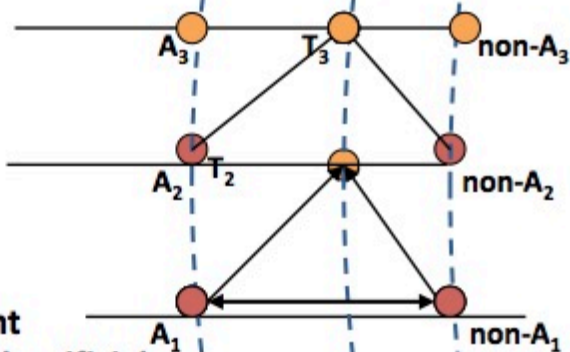
# TRANSREALITY

## APPROACH BY OBJECT

Planetary  
Cosmic

Economic

Environment  
(natural and artificial:  
Quantum  
Macrophysical  
Cyber-Space-Time



HIDDEN  
THIRD

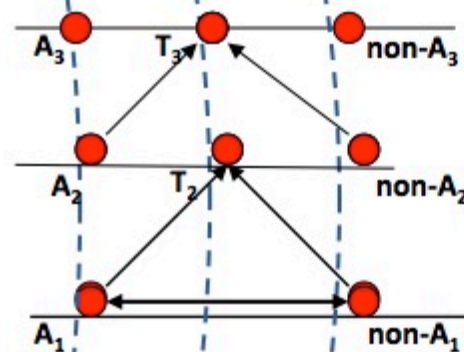
Religions  
Spiritualities  
Cultures

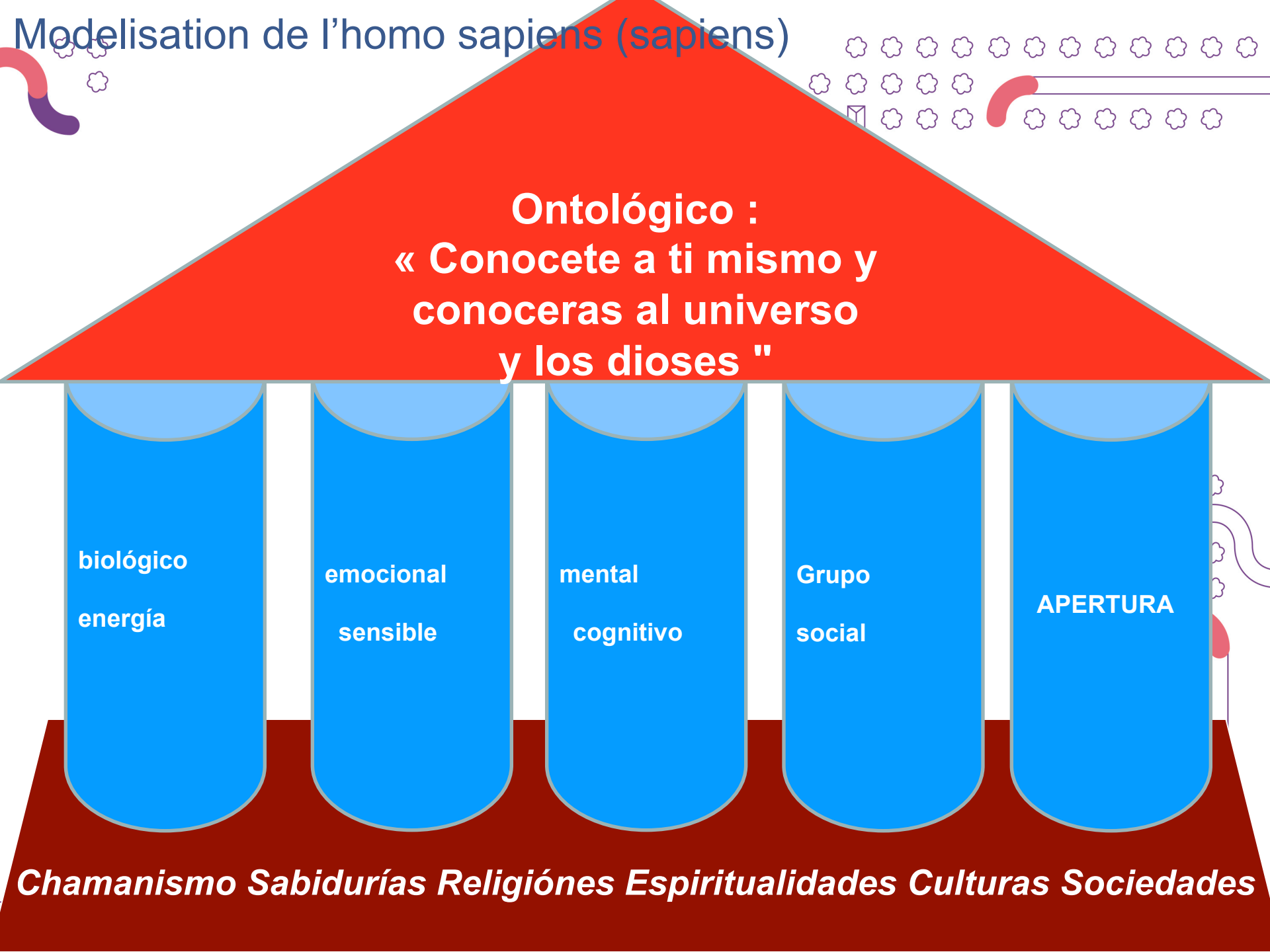
## APPROACH BY SUBJECT

Political

Social  
Historical

Individual





Modelisation de l'homo sapiens (sapiens)

**Ontológico :**  
**« Conocete a ti mismo y  
conoceras al universo  
y los dioses »**

biológico  
energía

emocional  
sensible

mental  
cognitivo

Grupo  
social

APERTURA

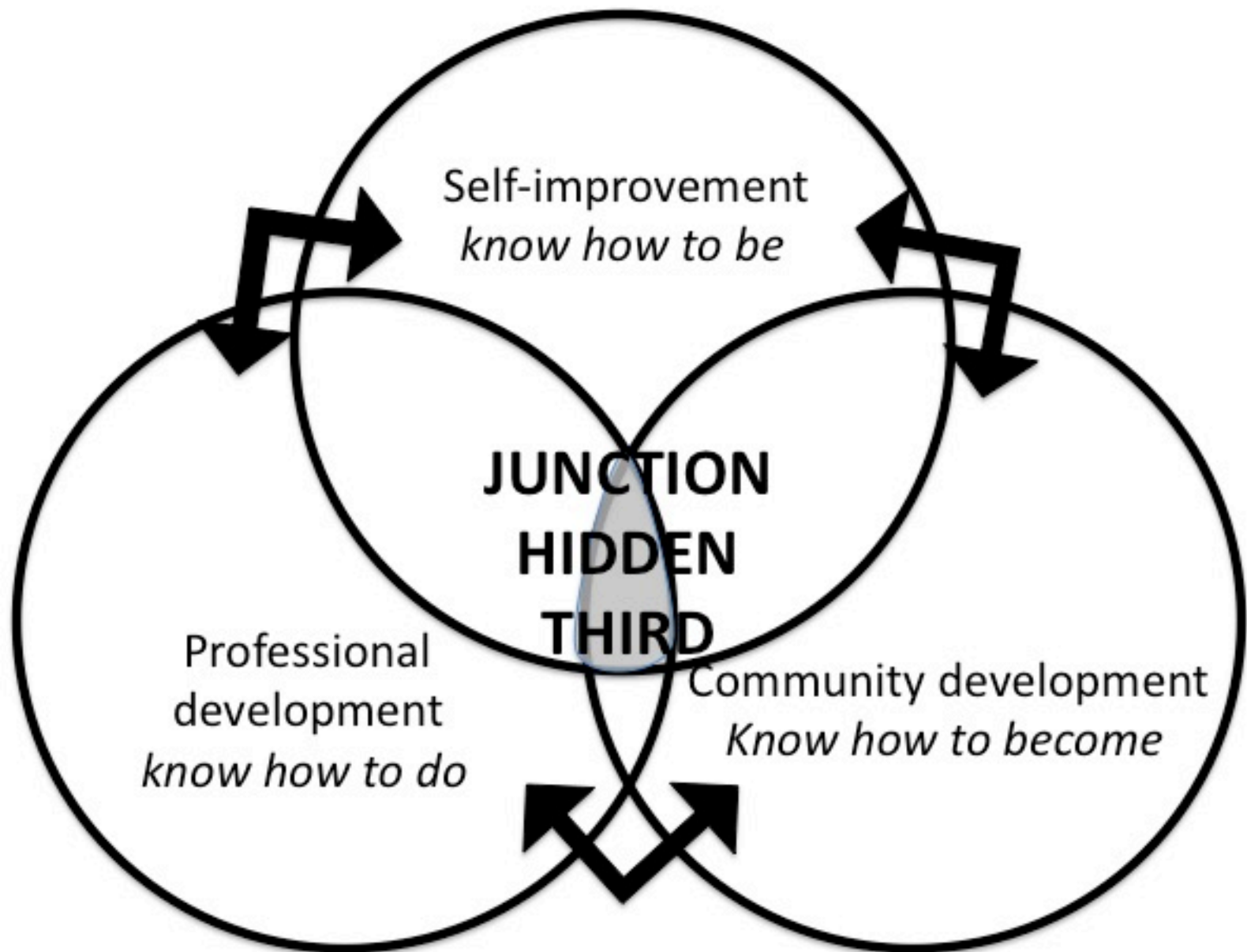
*Chamanismo Sabidurías Religiones Espiritualidades Culturas Sociedades*

# Complex thinking: the fractal dimensions of human being

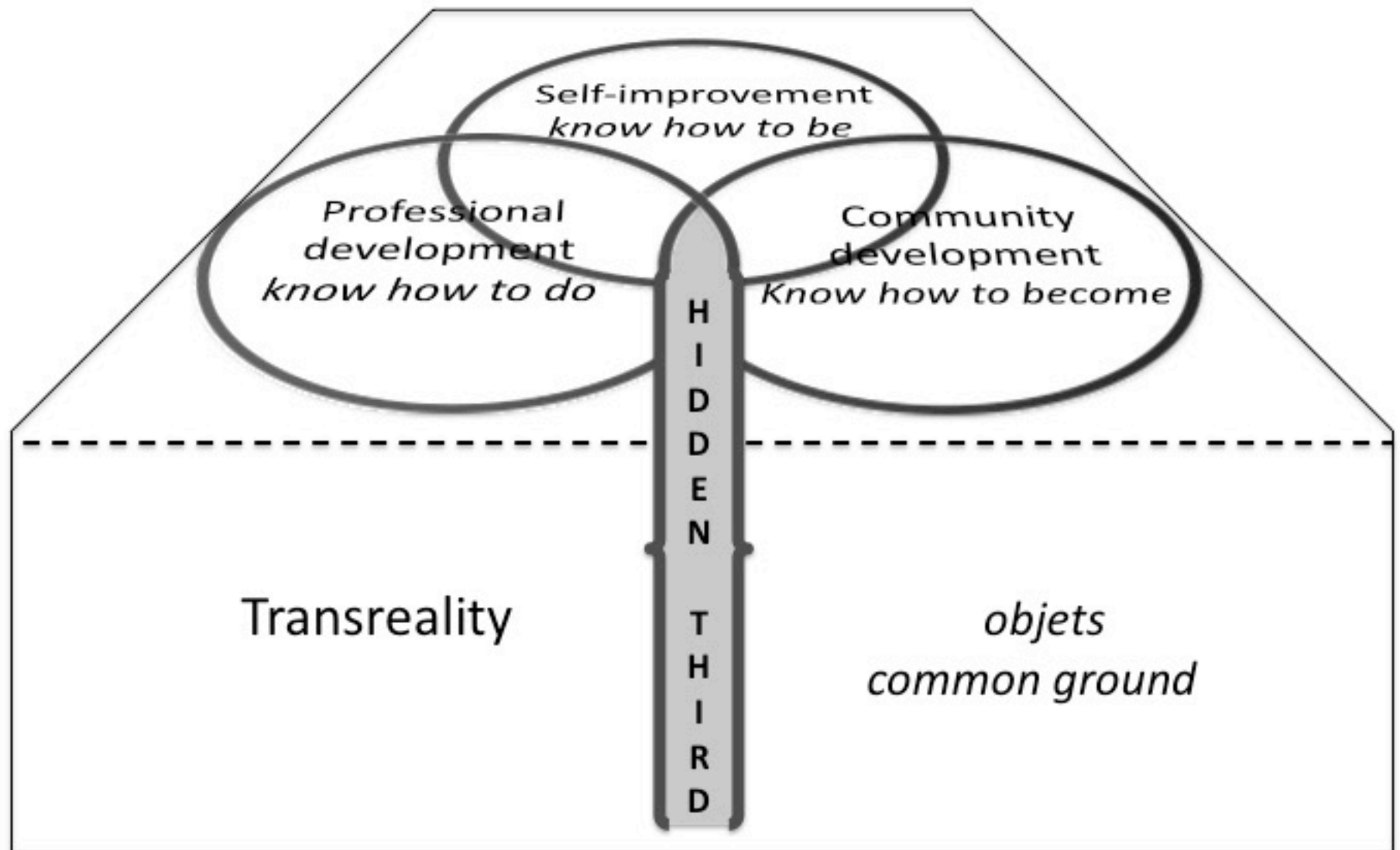
Ontologique				
Gaïa (écologie)				Noosphère
Transfiguration	Monde invisible (esprits)	Dissolution du « moi »	Lois universelles	Transcendance
Corps de lumière	Perceptions extra-sensorielles	Sentiment océanique	Formes-pensées Egrégore	Immanence
Corps archétypal (« parfait »)	Thérapies	Equanimité	Fraternité	<b>Axiologique (Post-) Métaphysique</b>
Vêtements Accessoires	Trans-générationnel	Intelligence collective	<b>Groupal Social</b>	Spiritualité
Mémoire cellulaire	Arts	<b>Cognitif Mental</b>	Langage	Neurosciences
Corps astral Chakras	<b>Emotionnel Sensible</b>	Psychée	Morale	Supramental
<b>Biologique Energétique</b>	Tantra yoga Nidra yoga	Neurobiologie	Petite histoire de la personne...	
Physiologie Génétique	Rapport à la nature	Culture et tradition	...resituée dans la Grande Histoire	Religion et sagesse
Homo sapiens (sapiens)	Chamanisme Taoïsme	Paganisme	Structuralisme	Sciences sociales
		<b>Anthropologique</b>	Sciences humaines	Trans/Post-humanisme



## Multiple levels of development and the Hidden Third



## Multiple levels of development and link with Transreality





**About artefacts/performances as tools/media for practices in transdisciplinary research:**

**Does the crossing of arts, sciences and digital technology can play a role on it?**

Probably, but there is no just one definitive answer (we already knew it in such case)


It is the goal to everyone to find the more accurate personal way and actions to answer those question (as for the quest of the holy graal)

The proposition of the temple with 7 dimensions could be a starting point for this kind of reseacrh. It might be usefull as well for the subjects than for the objects (as sujet = objet)

It might be adapted from/to the situation/position of each searcher/practitioner in order to create/found/developp particular/singular suitable activities.

As exemple...

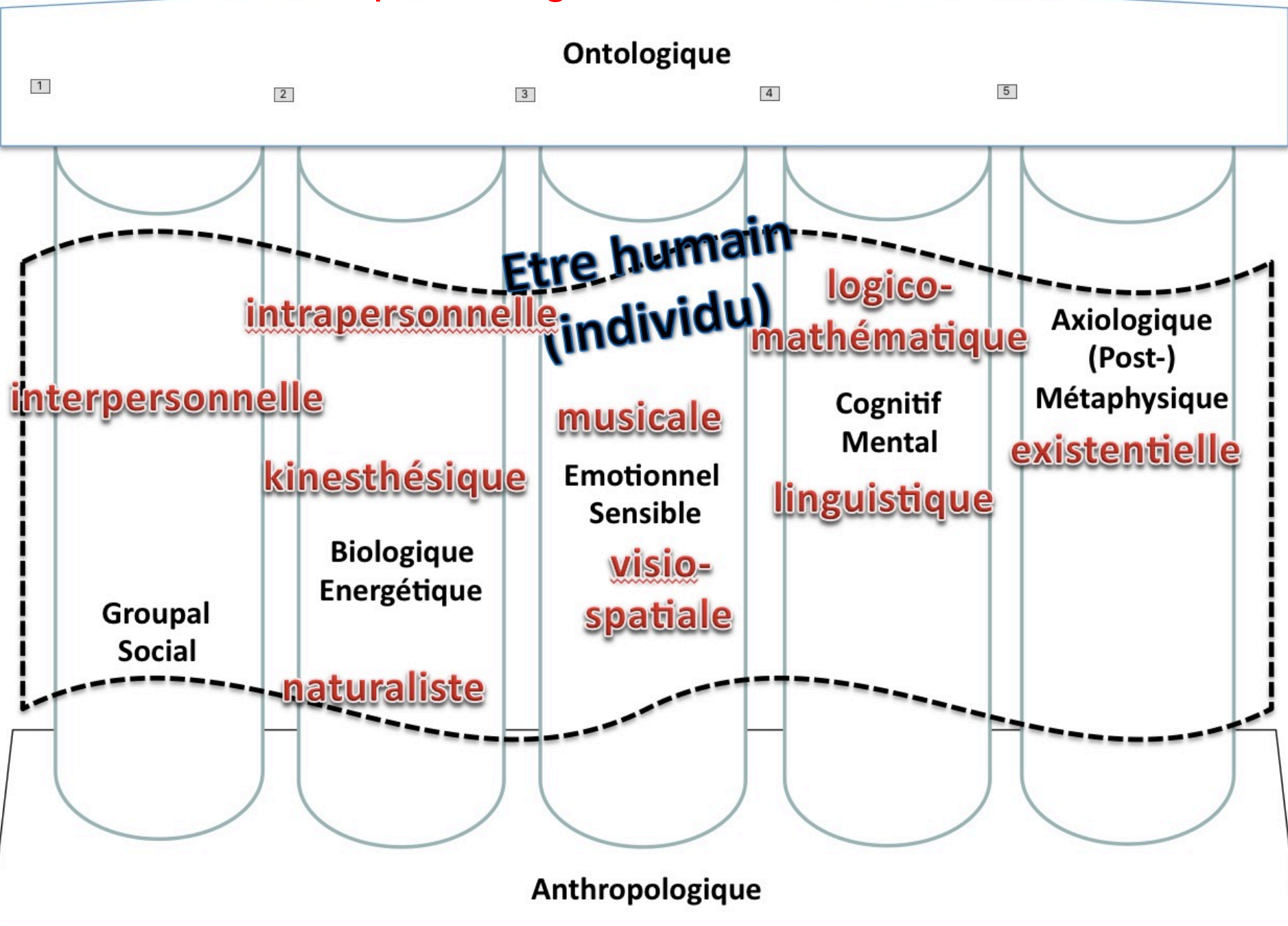


A photograph of the Golden Gate Bridge at night, with the bridge's structure and suspension cables illuminated against a dark blue sky and water. The bridge spans the frame from the left side towards the center.

# *Applications in education and learning processes*



# Multiple intelligences of Howard Gardner



# Approach by facts objects and activities: sciences, disciplines et transversality

## Ontological dimension

Improvisation dances	Humanism	Philosophy	Core Norm	Consciousness
Dance of character	Music Plastic Arts	Communication Civism	Legal Ethics	<b>Axiology</b> <b>Cosmodernity</b>
Physic games	Collectives creations	Collective games	<b>Society, Group membership</b>	Transpersonal
Quietness	Introspection Biographical story	<b>Cognitive functions</b> <b>Mind</b>	Transversality Language	Transdisciplinarity
Relaxation	<b>Emotions</b> <b>Sensibility</b>	Sciences Psychology	Theatre	Gnosis Metapsychim
<b>Biology</b> <b>Energy</b>	Productions Craft Patterns	Breeding Culture	Public and group dances	Religion studies
Yoga				

## Anthropological dimension

# Approach by places, pedagogies and didactics

## Ontologie

<i>Shanga</i>	Méditation	Phosphénisme	Quotient intellectuel	Quotient spirituel
Dojo	Créativité Improvisation en pédagogie	Pédagogie de projet	Tutorat, Socio-constructivisme, Cours magistral	<b>Axiologique (Post) Métaphysique</b>
Préau	Quotient émotionnel	Improvisation Co-éducation	<b>Groupe Social</b>	Sociocratie Holocratie
Concentration	Soin (« care »)	<b>Cognitif Mental</b>	Enseignements pratiques interdisciplinaires	Remédiation
Yoga	<b>Emotionnel Sensible</b>	Auto-évaluation	Co-évaluation	Quotient de conscience
<b>Biologique Énergétique</b>	<i>Hypersensibilité ou perte de sensation du corps (la « zone »)</i>	Travail Personnalisé	Classe Transplantée : mer, montagne, campagne..	Intuition en pédagogie
Exercices physiques (EPS)		Individualisation	Organisation physique de la classe	

## Anthropologie



# Approach with digital tools

(Informatique céleste, Alizart, 2017)

Technontologies

Qualités « divines » d'internet (Yahoo = Yahvé) : immortalité (webarchive), ubiquité (multiserveurs, worldwide), instantanéité.  
Qualités « divines » permises par l'usage d'internet (abolition du temps et de l'espace) : omniscience, omniprésence, omnipotence.

Transhumanisme	Réalité virtuelle	Intelligence Artificielle ( <u>deep learning</u> )	Open source	<u>Anomalous Telecommunication Experiences</u>
Homme augmenté (implants)	Réalité augmentée	<i>Stimulations neuronales</i>	Outils de la république numérique	<b>Axiologique (Post-) Métaphysique</b>
Homme connecté	Objets connectés	Cartes mentales <u>Fab Lab</u>	<b>Groupal Social</b>	VPN
Lunettes-casque de stimulations sensorielles		<b>Cognitif Mental</b>	<u>Mooc</u> , <u>FAD</u> , <u>ENT</u> , <u>DDL</u>	<u>Big Data Fact checking</u>
<i>Chi machine Matelas Berner</i>	<b>Emotionnel Sensible</b>	<u>Serious Games</u>	Pétitions en ligne	Système expert
<b>Biologique Énergétique</b>	Production multimédia artistique	Activités assistées (conception, imprimantes 3D)	Infrastructures ( <u>Arpanet</u> , <u>Renater</u> , <u>wifi</u> , <u>lifi</u> ...)	Robotique (intra et extra corporelles)
Dispositifs tactiles <u>BvBeflow</u> <i>Caisson isolation sensorielle</i>		Lunettes 3D		Robots (prêtres japon, Allemagne ; conjoints)

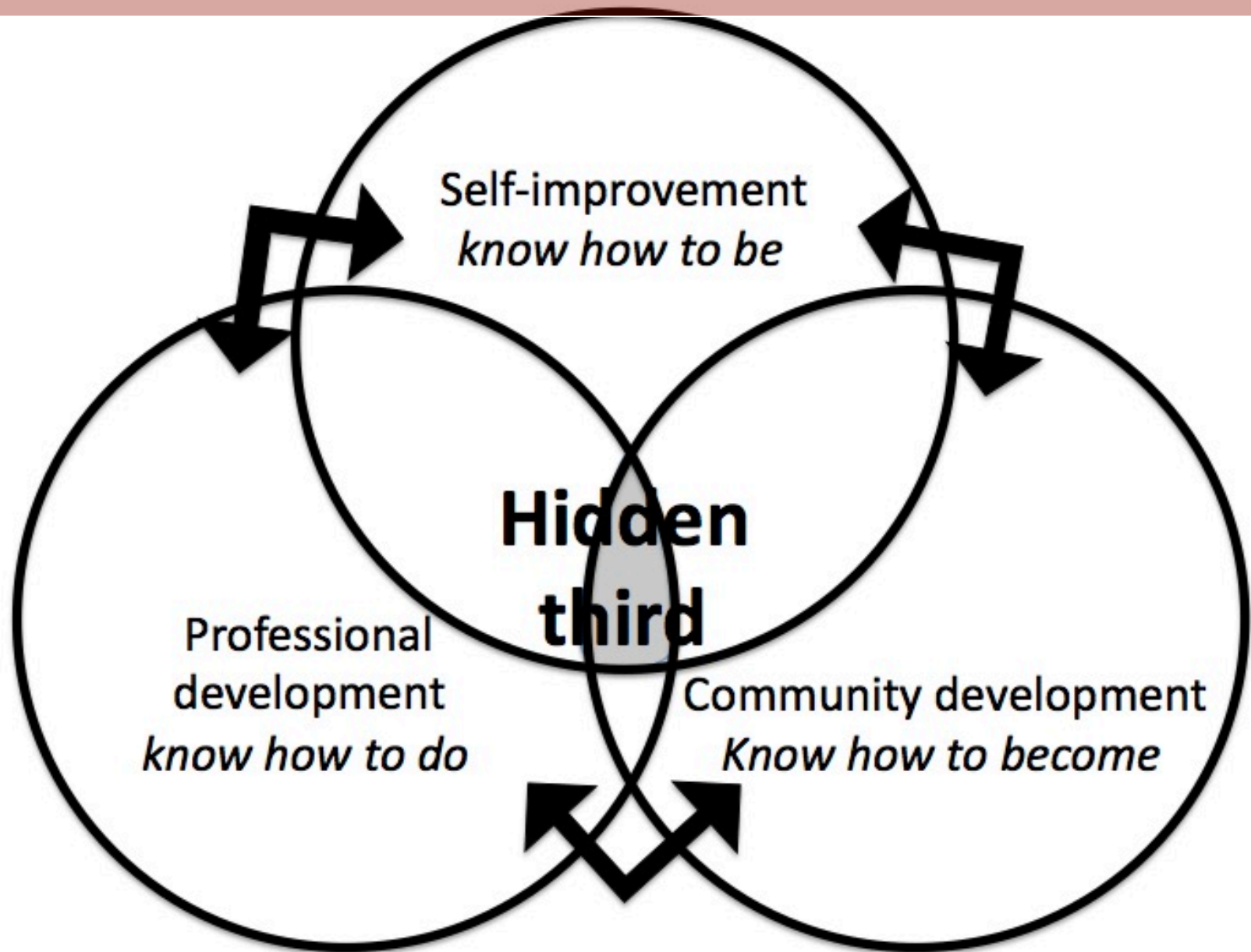
**Anthropologique**

Gafa, darkweb, blockchain...



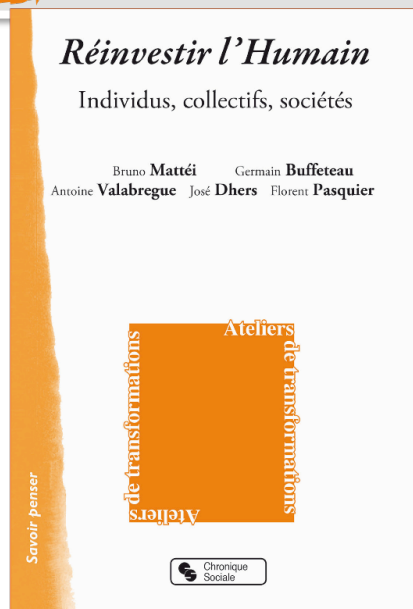
# Genesis and position of an integrative and implicative pedagogy (P2i)

Des connaissances au savoir d'expérience (Artaud, 1981)



# Another exemple of application: «transformation workshops»

À paraître  
en janvier 2017



Il y aurait assurément plusieurs façons d'envisager les transformations d'un monde en mutation placé devant des défis de sens et de survie. Vous trouverez dans cet ouvrage cinq approches, issues d'un atelier au long cours, de transformations conjuguées: personnelles, collectives et sociales.

Cet essai théorique et pratique témoigne de germes de prise conscience de ce que chaque individualité et chaque collectif peuvent apporter dans leurs rapports à eux-mêmes, aux autres et au monde, devenant ainsi acteur-accoucheur de notre humanité en gestation.

Nous faisons l'hypothèse de l'importance de partir d'un point commun d'humanité, de faire des pas de côtés, pour mieux ajuster, par des dialogues féconds récurrents, les inévitables tensions. Nous proposons une exploration concrète, sensible et conceptuelle sur la nécessité d'une fraternité universelle avec des exercices et des expériences que chacun pourra pratiquer et vivre selon ses dispositions et visées propres.

## Les auteurs

- Bruno Mattéi**, professeur de philosophie honoraire, philosophe nomade. Anime, en France, des Ateliers de Transformations.
- Germain Buffeteau**, technicien et militant associatif, cherche à promouvoir l'idée d'un point commun d'humanité comme facteur de cohésion et de renouvellement social.
- Antoine Valabregue**, pédagogue, intervient sur les questions de cohérence, d'adéquation et de justesse dans tous les milieux, quelque soit le niveau de désaccord.
- José Dhers**, professionnel du développement social et urbain, spécialiste de l'intervention sociale d'intérêt collectif et communautaire.
- Florent Pasquier**, enseignant-chercheur en Sciences de l'Education, étudie les modalités d'appropriation du pouvoir de transmettre, d'apprendre et d'agir.

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**Réinvestir l'humain**  
Individus, collectifs, sociétés

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A photograph of the Golden Gate Bridge at night, with its iconic towers and suspension cables illuminated against a dark blue sky and water. The bridge's structure is silhouetted against the night sky, with some lights visible on the towers and cables.

How transdisciplinarity(ies) is(are)  
useful in **architecture and**  
**environmental issues?**

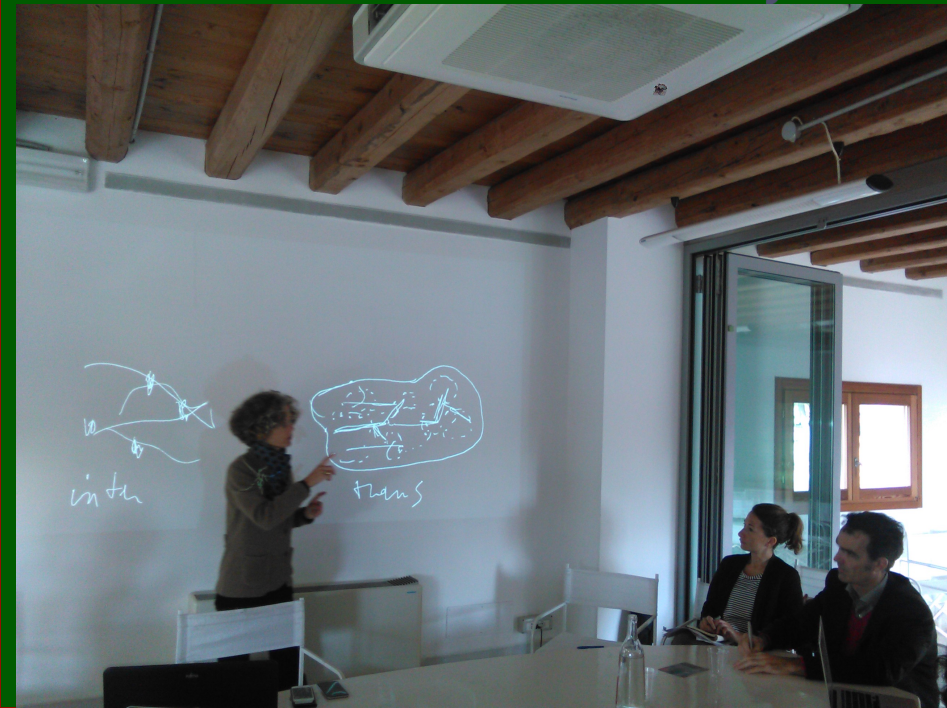


# *SOME TOPICS DISCUSSED AT VENICE BIENNALE*

*(October 23, 2016, close to the exhibit)*

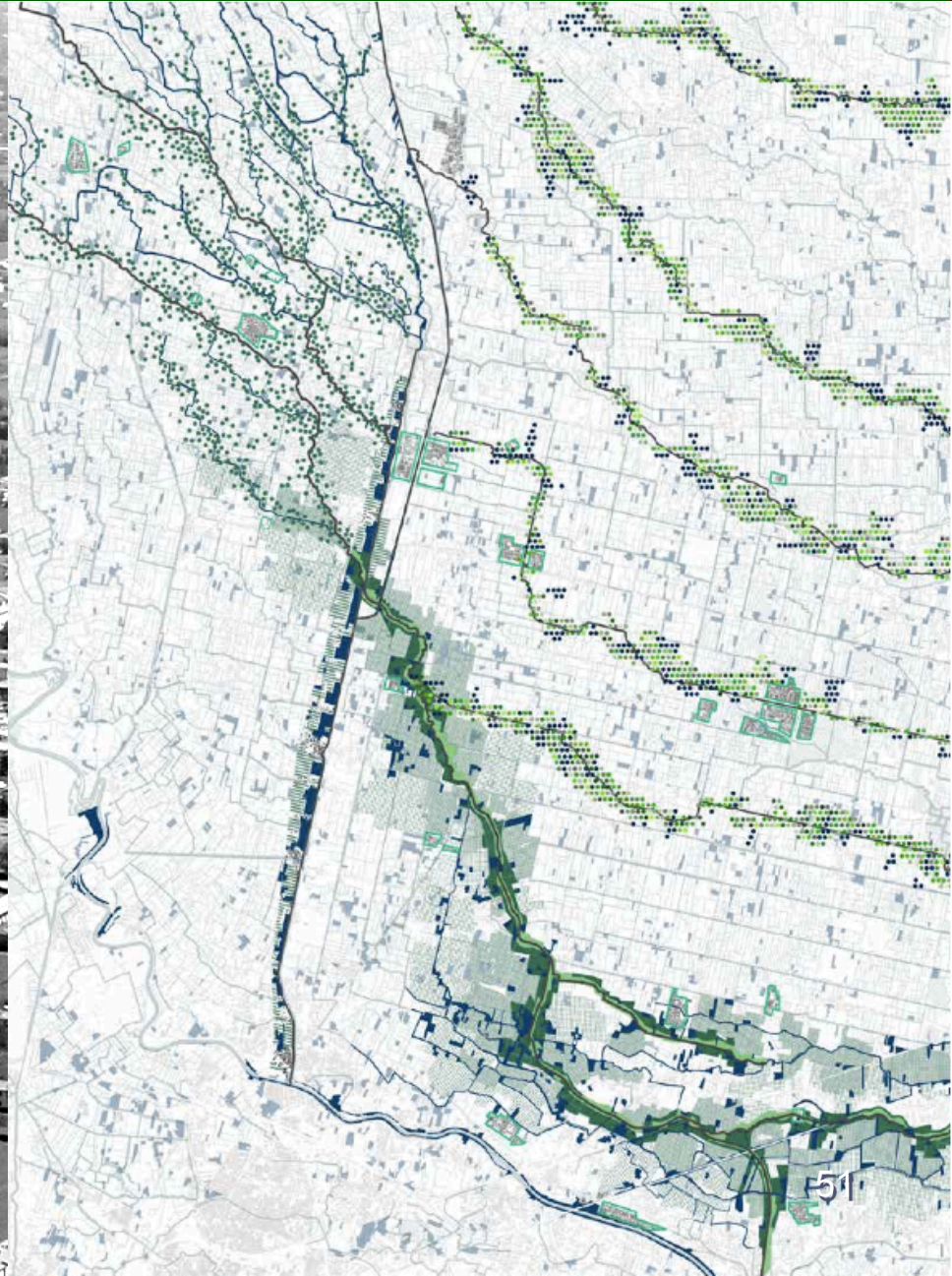
*Pr. Paola Vigano (Italia/Swiss).*

*The question of the unity of disciplines; of the direction:  
non linearity and non determinism*





*Synergism between Landscape Ecology and Socio-economic development (PADOVA, Italy) : flows problems (traffic, water, storage...)*

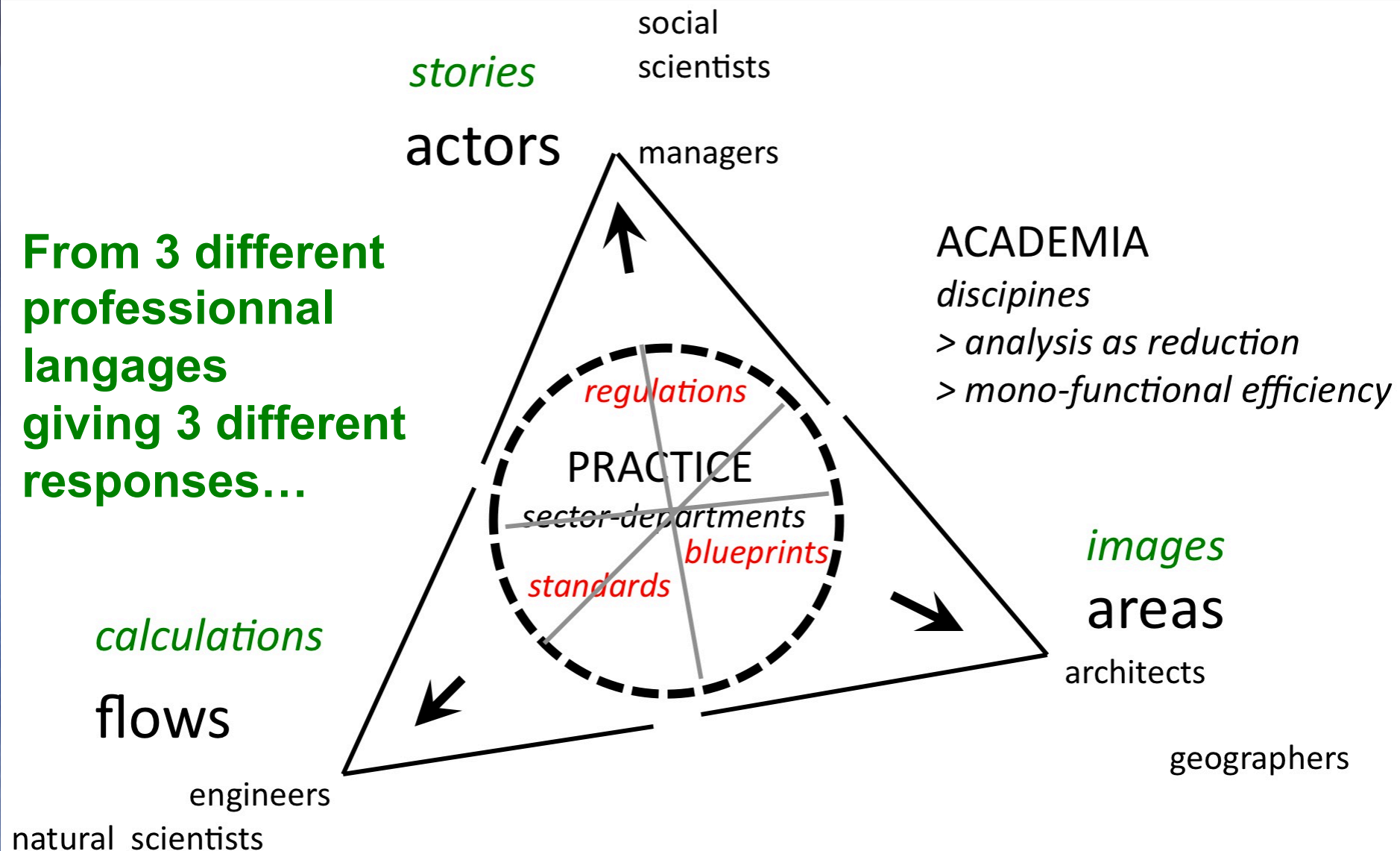


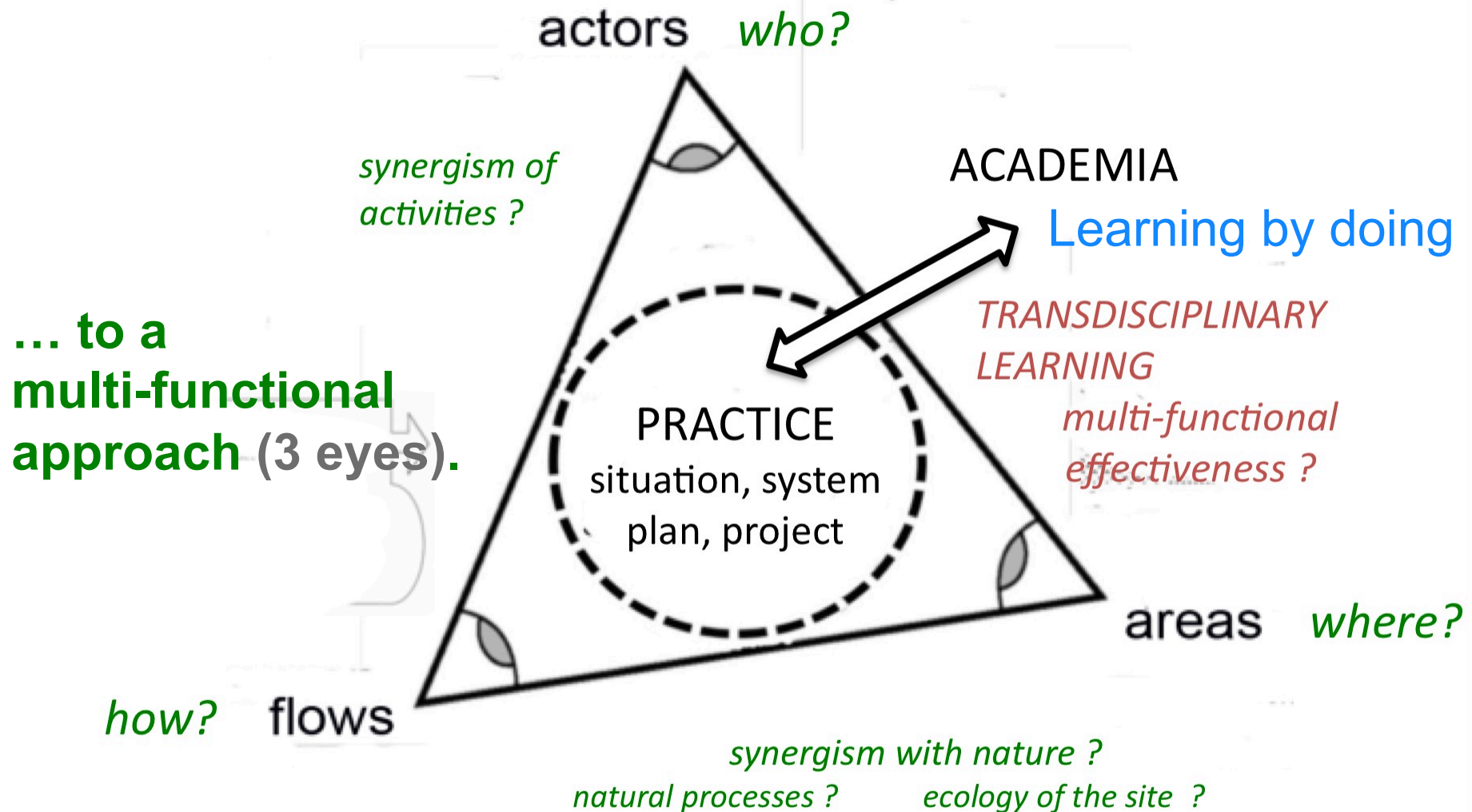
# *Pr. Sybrand Tjallingii (Netherlands)*

“Can we change the way ?”

1. The *Horizontal Metropolis* is a low density, green and multi-functional urban landscape. It has both urban and rural qualities. The threat is up-scaling of industry, agriculture and traffic, but the opportunity is its great potential of combining landscape ecology, physical, social and economic development: seeking *synergism*.
2. *Transdisciplinary learning* is essential for exploring *synergism*. Disciplines speak different languages: images (architects), calculations (engineers) or stories (managers). Interdisciplinarity and theory do not solve this but practice does. Therefore we need transdisciplinary learning that includes practice and pilot projects.
3. In the Veneto *città diffusa* the concepts of horizontal metropolis and transdisciplinary learning may help us – planners and designers of the urban landscape – to find meaningful roles in the process of urban development.









# *Towards some conclusions*

- ◆ Danger of just transhumanism without consciousness
- ◆ Feed our lives on the direction where we want to progress (don't stay stuck into the past)
- ◆ Questions of attention and empathy (buen vivir)
- ◆ From being subject to being actor of our lives
- ◆ Observe, create, take inspiration from this congress and the meetings we will have.
- ◆ ...



# Short Bibliography

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- ✧ Susan Rowland, *Remembering Dionysus - Revisioning Psychology and Literature in C. G. Jung and James Hillman*, Routledge, London and New York, 2016.
- ✧ "Pleading for the great alliance between science and spirituality", Anca Munteanu, Iuliana Costea coords. Contribution : "The transpersonal path in sacred fires", Eurobit Publishing House, Timisoara, Roumania, 2015
- ✧ Isabelle Doucet & Nel Janssens (Eds.), *Transdisciplinary Knowledge Production in Architecture and Urbanism – Towards Hybrid Modes of Inquiry*, Springer, 2011
- ◆ Systems Research and Behavioral Science. « A Transdisciplinary Learning Approach to Foster Convergence of Design, Science and Deliberation in Urban and Regional Planning ». Daniel B. Muller, Sybrand P. Tjallingii and Kees J. Canters.
- ✧ Basarab Nicolescu, *Manifesto of Transdisciplinarity*, New York, SUNY Press, 2002
- ✧ **Internet site of the International Center for Transdisciplinary Research (CIRET): <http://ciret-transdisciplinarity.org/index.php>**



A photograph of the Golden Gate Bridge at night, with the bridge's structure and suspension cables illuminated against a dark blue sky and water. The bridge spans from the left side of the frame towards the center.

*THANKS YOU  
FOR YOUR  
ATTENTION!*

*> florent.pasquier@gmail.com*