

Transdisciplinarity & Risk

*Thinking & Practicing Risk
Across the Disciplines*

MODULE 16 - A SOCIAL PSYCHOLOGY OF RISK MASTERCLASS

WORKSHOP: 3&4 FEBRUARY 2020

VENUE: CLLR TRAINING CENTRE

CANBERRA

8.30AM-4.30PM DAILY



THE CENTRE FOR LEADERSHIP
AND LEARNING IN RISK

CONTACT

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Introduction

Transdisciplinarity connotes a strategy that crosses many disciplinary boundaries to create a holistic approach. For example, the disciplines of anthropology, social psychology, education, theology/religion, ethics, critical theory, cultural theory in the humanities are yet to make a contribution to the nature of risk discourse which remains locked into Science, Technology, Engineering and Mathematics (STEM) disciplines.

Transdisciplinary knowledge is rooted in knowing that acknowledges the messy and 'Wicked' nature of real life and that it is emergent, embodied and fallible. Transdisciplinary knowledge seeks to traverse the boundaries that keep disciplines apart typically by language, discourse and symbols. Transdisciplinary knowledge seeks to liberate reason from the confines of positivist-only knowledge into the multi-realities of complex and Wicked Problems that are full of paradox, ambiguity and non-resolution.

Transdisciplinarity holds that there are multiple levels of realities, with interaction and movement amongst what Nicolescu in *Transdisciplinarity: The Hidden Third, Between The Subject and the Object* calls the 'Hidden Third'. Nicolescu proposes a new body of knowledge that comprises interaction between science, culture, spirituality, religion, and society and calls this 'cosmodernity'. The Hidden Third is the middle ground between object and subject, the place where Ellul's existential dialectic operates and the hyphen in Buber's i-thou.

The Hidden Third is understood as a new zone of non-resistance to other disciplines not just the compromise of entertaining the validity of another discipline from a closed standpoint.

The Hidden Third and Transdisciplinarity accepts the coexistence of multiple contradictions and multiple realities including realities not known to traditional empirical rationalist constructs. This would mean that STEM-only knowledge for example would have to be open to the perspectives, ideologies, value premises and belief systems that have been so professionalised they cannot get a vision of what is outside of themselves. This includes disciplines of social psychology, culture, poetics, education, spirituality, metaphysics, ethics and theology. Transdisciplinarity views wickedness and messiness through a new epistemological lens that respects chaos, disorder, uncertainty, paradox and emergence.

Content

The Transdisciplinarity and Risk Module content is outlined as follows:

1. Understanding the Hidden Third (Popper and Pierce)
2. Resisting Mess and Uncertainty via Binary Thinking/Fundamentalisms
3. Metaphor and Poetics
4. Kuhn, Lakatos, Feyerabend and revolutions in Science as Paradigm
5. STEM and the Challenges of Empiricism, Positivism and Behaviourism.
6. The nature of evidence, reality and mythology
7. Review the nature of Wicked Problems
8. Paradox, Fallibility and the Rhizome of Life
9. Case studies in Denialism - Climate Change
10. The Nature of Scepticism, Cynicism and Identity Politics
11. The Dynamics of Professionalisation
12. The Discourse of Technique
13. Closing and Opening Systems and Minds
14. Studying Cults
15. Collective Coherence
16. Transcoherence



Presenters/Facilitators



Dr Robert Long

Founder - Social Psychology of Risk

Rob is an accomplished author, presenter and educator. He is the founder of The Social Psychology of Risk and applies this Body of Knowledge to the risk, safety and security industries.

Rob's work and pioneering perspective is highly sought after by organisations that seek to do more than just maintain compliance with systems. The work of Dr Long and is delivered globally with a European Office in Linz Austria. Rob has worked in building and construction, transport and logistics, risk and safety, education and training, community services, public service and corrections sectors. He has published eight highly successful books on the Social Psychology of Risk and publishes extensively on the Internet. Rob lives in Canberra and enjoys his spare time with grandchildren.



Dr Craig Ashhurst

Director – Niche Thinking

Craig has been the Director of Niche Thinking since 1995 and has extensive experience working in large organisations in the private and public sectors. Craig started in the electronics industry and has worked in TV as a journalist, University special projects, strategic Commonwealth Government projects, mining, manufacturing and construction. Craig is in high demand as a translator and facilitator helping organisations tackle risk, culture and learning issues.

Niche Thinking provides consultancy work with a focus on innovation, strategic thinking, facilitation, design and translation between different disciplines. Craig recently completed his PhD at ANU in Transcoherence'.

Expected Outcomes

By the conclusion of the unit participants will:

1. Be more aware of the limits of professionalisation and how boundaries are created between disciplines by exclusive language, symbols and bodies of knowledge
2. Learn more about the founding philosophies and ideologies that underpin STEM and non-STEM disciplines.
3. Clarify the nature of boundary objects.
4. Research and explore discipline commonalities through Poetics eg. semiotics, semantics, language, symbols and metaphor
5. Learn of the connection between speech, language and cultural context.
6. Practice questioning in dialectics and cognitive dissonance.
7. Study Piercian of Popper's 'Thirdness' and third world.
8. Investigate Ashhurst's Transcoherence model.
9. Practice strategies for boundary crossing. Models and Metaphors
10. Construct dialectical tools for tackling workplace risk that speak across the disciplines.
11. The nature of resistance, sunk cost and recognising readiness.
12. Understanding personality and the space creators, instigators, consolidators and healers.
13. Strategic thinking for change.

Program Structure

Day 1

Session	Focus/Activity	Outcome
1	<ul style="list-style-type: none"> • Introductions • What are the disciplines? • What is disciplinary power? 	<ul style="list-style-type: none"> • Understanding difference and worldviews/paradigms • Case study - STEM
2	<ul style="list-style-type: none"> • Thinking Through the Disciplines 	<ul style="list-style-type: none"> • Hermeneutic activity
3	<ul style="list-style-type: none"> • Worldviews, Ontologies and Paradigms 	<ul style="list-style-type: none"> • Concept mapping using constraints
Break		
4	<ul style="list-style-type: none"> • Differentialities and Boundary Objects 	<ul style="list-style-type: none"> • What is used to separate and divide?
5	<ul style="list-style-type: none"> • Cross-Cultural Challenges 	<ul style="list-style-type: none"> • A cultural checklist
6	<ul style="list-style-type: none"> • Institutionalisation of the Charisma 	<ul style="list-style-type: none"> • Locking in ideologies through closed systems.
Lunch		
7	<ul style="list-style-type: none"> • Across disciplinarity, methodologies, methods and tools • Case studies - Identity Politics and Climate Change 	<ul style="list-style-type: none"> • The nature of association, territory protecting, allinaces and political certainty.

Session	Focus/Activity	Outcome
8	<ul style="list-style-type: none"> • Commonalities across the disciplines - language, metaphor, icons, semiotics, semantics and representation - • Emotions, Sensing and feeling 	<ul style="list-style-type: none"> • Case study of associations, BoKs, icons and language.
9	<ul style="list-style-type: none"> • On what plane do we connect? Disconnect? 	<ul style="list-style-type: none"> • A mapping mandela

Rhizome: A metaphor for the messiness and tangled reality of what is unseen below the surface.



Program Structure

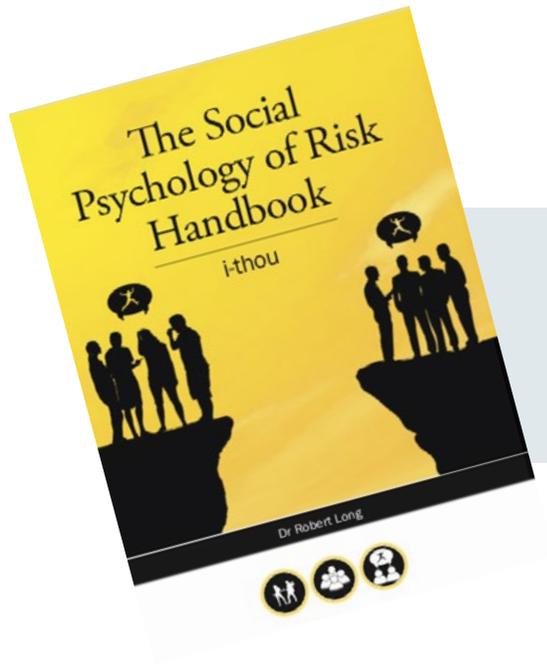
Day 2

Session	Focus/Activity	Outcome
1	<ul style="list-style-type: none"> Review Colliding worlds 	<ul style="list-style-type: none"> Casino Royale Experiential Learning Activity
2	<ul style="list-style-type: none"> Education as a transdisciplinary activity Dialectics and The Third Way Piercian and Popper Thirdness 	<ul style="list-style-type: none"> Education and learning as shared languages Listening through discipline filters
3	<ul style="list-style-type: none"> Boundaries, professionalisation and professional discourse The breaking down of the professions 	<ul style="list-style-type: none"> The dynamics of professionalisation Google experts and eroding trust in experts Susskind & Susskind (2015) The Future of the Professions
Break		
4	<ul style="list-style-type: none"> Methods for tackling Wicked Problems 	<ul style="list-style-type: none"> Craig's PhD and modelling the model
5	<ul style="list-style-type: none"> Collective Coherence Boundaries 	<ul style="list-style-type: none"> Symphony, tapestry, faultlines, interludes - warp and weft, kairotic time.
6	<ul style="list-style-type: none"> Transcoherence The dynamics of resistance 	

Session	Focus/Activity	Outcome
Lunch		
7	<ul style="list-style-type: none"> Personalities Insecurities 	<ul style="list-style-type: none"> Translators, instigators, space creators, consolidators, healers.
8	<ul style="list-style-type: none"> Tools for boundary crossing Strategy and energy, vocation and evangelism 	<ul style="list-style-type: none"> Cautions and the nature of conversion
9	<ul style="list-style-type: none"> Close 	

Cover of Craig Ashhurst's Thesis: 'One Team Where Worlds Collide, The Development of Transcoherence for Tackling Wicked Problems'





Participants will be provided with a copy of the latest book *SPoR Handbook*

All participants will receive a Certificate from the Centre for Leadership and Learning in Risk for the workshop.



Cost & Bookings

Cost: \$1350.00