

Dialogue between  
Humanities and Natural Sciences

Dialogue Driven  
Through Education

*What pedagogical tools and what change  
in curricula should be implemented  
to improve the dialogue ?*

# *Reasons for the need of inter-faculty contacts in education*

1. Real life is many-sided and not structured according to disciplines.
2. A multi-disciplinary approach is needed to address the most urgent problems.
3. Gifted students dislike to be forced into a narrow discipline.
4. Creativity is stimulated by unrelated activities..

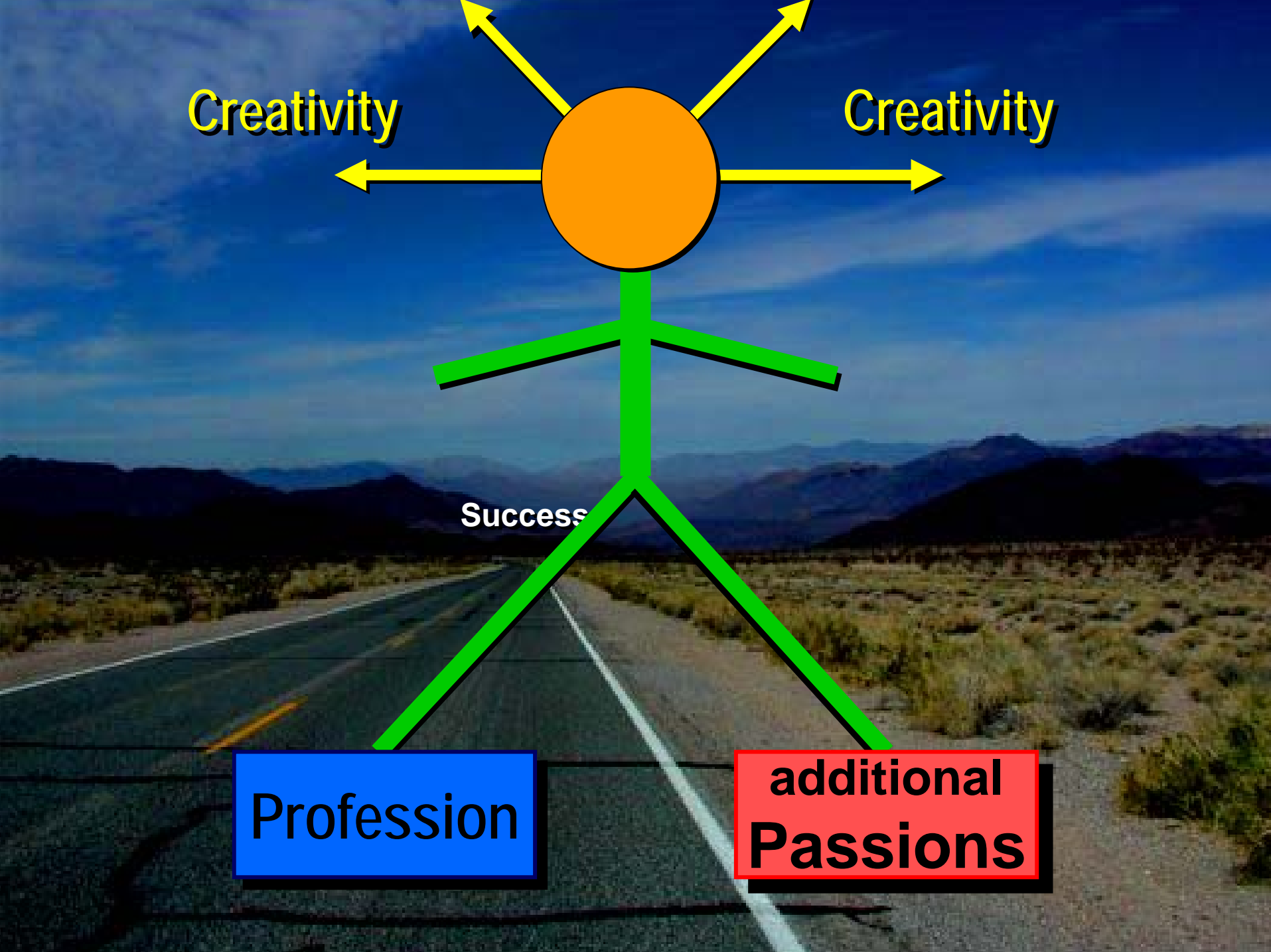
Creativity

Creativity

Success

Profession

additional  
Passions





*The primary goal of education  
is to evoke the students'  
motivation and fascination*

**Inspiring personalities  
are essential for developing  
an inter-connected mindset**

***Learning by  
doing***

**Without disciplinary focusing,  
there is no understanding !**

**Without widening the scope,  
there is no comprehension !**

## *Specific Propositions*

- Educators shall act by their own personal example.
- Be not afraid to admit that you are also a human being!
- Free selection of (cross-disciplinary) courses.
- Project-oriented learning, learning by doing.
- Presence of experts from complementary disciplines.
- Interdisciplinary pair courses.
- Transdisciplinary seminars on societal questions.

**Regular stages in industrial and public enterprises for students and faculty !**



# The University a lively Cultural Center

*A stimulating, open-minded university  
atmosphere is the clue  
for the development of connected thinking  
and societal responsibility.*

The development of comprehensive models  
for a beneficial development  
of the global and human future  
is a most important inter-disciplinary task  
of Universities.

# *Dialogue driven through education*

## *- 5 Questions -*

1. How can we motivate the faculty members to cultivate active contacts to other faculties?
2. How can we motivate the students to extra-curricular curiosity and learning?
3. Shall the visit of courses in other faculties for students be compulsory or at discretion?
4. How shall cross-faculty research and teaching projects be organized?
5. How and where shall questions of relevance for the future of human society be discussed?
  - as side remarks in regular courses?
  - in specialized courses?
  - in cross-disciplinary weekend seminars?





