

# **GUNi Higher Education in the World 7**

## **Humanities and Higher Education: Generating Synergies between Science, Technology and Humanities**

### **REPORT CONTENTS**

#### **INTRODUCTION**

1. Changes and challenges that require a different approach to the relationship between science/technology and humanities.

#### **WORLDWIDE CONTEXT**

2. What are the global challenges that require science, technology and humanities to be integrated into a conception of research and teaching in the higher space?
3. What is the relationship between humanities, science and technology in different societies around the world?
4. What roles do universities play in the defence and promotion of humanistic approaches in all areas of knowledge and how are those roles addressed in the world's different education systems?
5. How can the obstacle of the specialisation and sectorisation of 'scientific' and 'humanistic' languages be dealt with in order to overcome the mediation of 'dissemination' and be able to imagine collective and reciprocal work processes?

#### **KNOWLEDGE SOCIETY**

6. The current knowledge paradigm is based on western ideals and has been exported all over the world with little regard for cultural diversity, which has been integrated into the idea of multiculturalism. How can we shift from multiculturalism to true epistemological diversity?
7. Current changes in the field of science and technology are promoting an idea of human and non-human intelligence that goes beyond the notion of knowledge. What critical and proactive role must humanities play in this set of processes of change and what added value can they contribute?
8. What added value can be offered by people with humanistic training that are engaged in scientific and technological development projects? Likewise, what added value can be offered by scientists and technologists that are working in humanistic development?
9. Who knows? Knowledge implies a certain conception of who the subject of this knowledge

is. Who is our current knowledge system aimed at today? Who are the beneficiaries and who are not? How do we define the concept of profit? Is it possible to hold a universal point of view?

## **INSTITUTIONAL**

10. How can universities participate in the changes that are helping to build bridges between different fields of knowledge? What should their role be?
11. Humanities are not only active in the university sphere, but are also encountering increasingly more space in cultural institutions and industries. What relationship must the university system have with these other entities? Is it possible to conceive an institutional ecosystem that is able to overcome the dualism between universities and society?
12. Universities are part each country's political system and depend on its decisions in the fields of education, research and the fostering of innovation and knowledge. How can universities maintain their autonomy but at the same time foster impact as agents in their respective societies?

## **EDUCATION**

13. How can education *curricula* be designed to integrate different areas of knowledge on the basis of common problems in an interrogative, critical and cooperative manner? How should learning methodologies be focused in order to benefit transversal humanism?
14. How should the relationship between university education and what happens before and after (i.e. between the compulsory education system and lifelong learning) be addressed today?
15. What skills and abilities need to be acquired in order to deal with the current changes to the employment, social and economic system on a global level?

## **RESEARCH**

16. What do we understand socially responsible multidisciplinary research to mean today and what changes need to be made to current research protocols and methods?
17. How can differences in research budgets, rates and methodologies be overcome in different fields of knowledge (science, humanities and technology) and can practical collaboration be fostered between them?
18. Is the democratisation of science through 'Open Science' and 'Open Data' feasible? How can it be effective? What are the implications of the concepts of academic autonomy and freedom at universities? How are these two concepts configured in order to deal with current challenges?

## **IMPACT**

19. How can ideas that may not fit easily into current education indicators, such as intuition, peripheral thinking and cooperative problem solving, be evaluated? What are the positive and negative effects of rankings on humanities, on science and on technology? Which need to be reviewed and which should be promoted?
20. What added value can be offered by people with humanistic training who are engaged in scientific and technological development projects? Likewise, what added value can be offered by scientists and technologists who are engaged in humanistic development projects?
21. How can we identify, evaluate and communicate the social impact of research? What is the key to successfully achieving the greatest social impact of research? Is the social impact of research a consequence of research or the every reason for its existence? Should research always seek social change and impact?

## **GENDER AND EQUALITY**

22. How can equal gender opportunities in access to education and the choice and continuity of an academic and research career be encouraged today?
23. The ideological basis of humanism, as well as our conception of science and technology, is patriarchal. How can patriarchy be criticised and overcome in all areas of knowledge, both theoretical and practical?
24. How can a trans-disciplinary gender approach be developed, beyond gender studies as a specific branch of each area of knowledge, which are usually only developed by women and for women?

## **ENVIRONMENTAL**

25. Traditional Humanities have been developed in terms of such contrasts as those between nature/culture, natural/artificial, civilised life/uncivilised life, etc. In the time of the Anthropocene, how can this dualism be overcome in different fields of knowledge?
26. How can the Sustainable Development Goals (SDGs) be developed in the different fields of knowledge?
27. Environmental problems today redefine the fields of ethics and the relationship with the sense of human experience. What ethical challenges are being faced by the different fields and practices of current research?

## **ENGAGEMENT**

28. How can current public institutions maintain and promote their commitment to social

equality and the universal availability of all knowledge for everyone? What concept of equality can we defend that does not contradict that commitment to diversity and reciprocity between cultures and lifestyles?

29. How can we relate such phenomena as populism and the discrediting of democracy with respect to the ways that humanities are practiced (or not) today? When politics reinforces identities and the clash between identities (religious, cultural, etc.), what role can the humanities play?
30. When insecure employment is affecting all areas of academic and cultural activity, inside and outside of institutions, what are the university system's commitments to its workers and their quality of life and dignity?

## **CONCLUSION**

Summary of proposals