

Title	Interdisciplinary education and research at Svalbard.
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Included in session:

- Svalbard research in the future
- Tool Box new tools, methods, platforms to conduct research in Svalbard
- From observation to integrated studies - wider use of data
- Drivers of environmental changes - climatic and other human factors
- A global context for Svalbard research - connecting to the world**
- Atmosphere research in Svalbard
- Terrestrial research in Svalbard
- Glaciological research in Svalbard
- Marine research in Svalbard

- Presentation preference (**oral**, poster). The Advisory Scientific Committee will select presentation format.

Abstract text (Times New Roman 11) and figures. The abstract must not exceed one page in total. This leaves room for a text of about 3500 characters – space for figures will reduce this number.

Word file only.

A book of abstracts will be published in connection with the conference.

Submit no later than August 10 to abstract@rcn.no

One of the main purposes of the Norwegian Scientific Academy for Polar Research (NVP) is to promote research, education and sustainability in the Polar Regions through international cooperation and professional interactions across disciplinary and sectorial boundaries. In operationalizing this objective the NVP has in cooperation with partners hosted four interdisciplinary PhD and Post-doc summer schools in Longyearbyen since 2011, namely:

- *Impact of climate change– on resources, maritime transport and geopolitics in the Arctic and the Svalbard area* in 2011,
- *Shipping in Arctic Water - the interaction of sea ice, ship technology, climate change, economy and other operational conditions* in 2013
- *Impact of climate change– on resources, maritime transport and geopolitics in the Arctic and the Svalbard area* in 2015, and
- *The Arctic Ocean and the marginal ice zone (MIZ)* in 2017.

The society has problems and universities have disciplines, which is an ironic heart-felt sigh reflecting the lack of coherence between what societies perceive to be problematic and the way universities are organized and work to meet the needs of society. Whereas disciplinary research focuses on the properties of the elements in systems, interdisciplinarity focuses on the relationship between the components. Interdisciplinarity require cooperation, not only between individuals and institutions, but also across gender, cultural and ethnic barriers. The interdisciplinary approaches and holistic insights supplement activities at universities and research institutions, which traditionally have disciplinary priorities, have been challenged during these NVP summer schools.

The paper will address how interdisciplinarity can contribute to the four state of the art challenges in the Arctic providing supplementary knowledge to that of disciplinary research. The interdisciplinary research requires multidisciplinary cooperation on all levels to create horizontal (or interdisciplinary) curiosity that requires further communication across different disciplinary traditions and specialized terminology. This interdisciplinary approach is applied on the knowledge integration across the gorge between nature and society addressing challenges in the Arctic.

The student participants at all four NVP summer schools have during the course of the week at Svalbard prepared a scientific report that they after each summer school has expanded in to a scientific peer review article addressing the topics of the respective summer school.