The predominant educational models practiced at organizations facilitating learning, ranging from elementary schools all the way to universities, is still based on highly pragmatic educational principles that emerged in the industrial revolution.

Most prominently, educational models adhere to teaching practice narrowly specialized into disciplines. The outcome of this practice is a society of individuals reasonably well versed within individual disciplines but challenged to integrate knowledge from them. In order to solve some of the complex problems ahead of society the 21st century workforce needs to be able to artfully connect knowledge from different disciplines similarly as the Renaissance Polymaths, such as Leonardo da Vinci and Hildegard von Bingen did. Synthesizing knowledge from art, engineering, math, and science, they were able to tackle incredibly difficult challenges. We propose the notion of a Digital Polymath as a contemporary reincarnation of interdisciplinary learning and problem solving. The rise of the Digital Polymath is enabled through digital technology to transcend educational models based on specialization. Working collaboratively, Digital Polymaths develop meta competences such as the competence to acquire new competences and become computational thinkers combining human capabilities with computer affordances.

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