

## Editorial comment

### Constructing a diverse institutional binding

This issue of *Td* highlights a new direction for the journal. There are now two assistant editors who have volunteered to participate in the process of editing the journal. Prof. Jan Kroeze, an IT specialist of UNISA, has now been active in the field for more than three years. He has been instrumental in soliciting material in the field of computer science where transdisciplinarity and complexity studies have made rapid strides forward in recent years. In the course of 2013 Prof. Sechaba Mahlomaholo (UFS) offered his services. As educationist his contribution will focus increasingly on securing material for the journal in fields related to educational studies. Moreover, at the University of the Free State there will be a gathering of educational experts towards the end of the year. If all goes well a special issue of *Td* will be forthcoming dealing with:

*Social justice and the creation of learning environments: a transdisciplinary approach.*

In an effort to promote transdisciplinary research we at *Td* would like to collaborate more with academics interested in developing interest groups across a broad spectrum of disciplines.

One of the major problems we currently experience is the paucity of academics to help with peer reviews of articles that sometimes tend to transcend disciplines. It is a pity when an editor is aware of ground-breaking work in a manuscript, but able reviewers are not readily available to evaluate the material. It is because of this situation that we welcome collaboration from academics offering their services in editorial activities.

Of particular importance in this edition of the journal is an article by Coletto dealing with philosophical issues related to our understanding of the sciences and the locations in which transdisciplinarity need to be sought and understood. Carr, Van der Walt, Wayson and Linda, in turn, make a contribution towards a better understanding of how to maintain research collaboration in an international research group. Burman *et al.*, have taken a complexity route towards understanding the South African development landscape. Beart & Lessing share the perceptions of parents and teachers when learners with attention deficit hyperactivity disorder participate in yoga activities to remedy their conditions.

The work of young academics in this edition of *Td* comes highly recommended. The work of Swart on traumatised music learners in South Africa; Van Vuuren's work on South Africa's engineers and their environmentally-friendly approach towards dam construction in the post-World War 2 era; and Heyns and Jearey's work on interpersonal trust and innovativeness, deserve mention.

Mature researchers such as Govender, Mäki respectively in the fields of education and water history also ply their trade with distinction and have some interesting insights to share with readers.

## Conference Notice

*The Faculty of Education at the University of the Free State announces the colloquium on  
SOCIAL JUSTICE AND THE CREATION OF SUSTAINABLE LEARNING ENVIRONMENTS:  
A TRANSDISCIPLINARY APPROACH*

On 29 - 31 October 2013 Colloquium [NO REGISTRATION FEE REQUIRED]

Abstract due June 30, 2013 and Full papers August 31, 2013

Sustainable Development Goals (SDGs) are supposed to build onto the achievements of the Millennium Development Goals (2015 – 2030) as they focus on ensuring environmental sustainability, economic development and social inclusivity for all. These goals suggest a transdisciplinary approach, encompassing the natural sciences, economic and management sciences as well as human and social sciences. This implied trans-disciplinarity is not limited to different subject matter handled in an integrated manner or similar subject content handled differently, but research methodologies covering this wide spectrum of specialisms crossing the boundaries of disciplinary divide. This colloquium will thus focus on these intersections and thus invites theorists, researchers and practitioners of 'knowledge work' and beyond to interrogate the relationship(s) that exist(s) between sustainable learning environments on the one hand and social justice on the other because there seems to be ways in which the two though different refer to the same processes or are embedded within one another. Sustainable Learning Environments, taking their cue from the United Nations' SDGs refer to ways in which settings, from the cradle to retirement advance the agenda for equity, social justice, freedom, peace and hope. Sustainable learning environments aim at enabling all human beings to explore and exploit their potentialities to the fullest so that they can become contributing members of a democracy. It is only when this possibility exists that inequality; unemployment and poverty that still plague our nation can be addressed. Sustainable learning environments and social justice challenge hegemony in social policies and natural sciences practices, advocates educational reform and societal structures that move towards equity rather than marginalisation.

The colloquium welcomes submissions of abstracts and papers on which authors could map out the intersection between sustainable learning environments and social justice related topics, which include, but are not limited to the following streams:

1. How Sustainable Learning Environments and Social Justice interact to inform Curriculum, Teaching and Learning?
2. Intersection of Sustainable Learning Environments and Social Justice in the choice of transformatory and emancipatory research approaches in the natural sciences, economic and management sciences as well as the social and human sciences.
3. The intersection in understanding and theorising issues of geographic spaces like rurality versus urban.
4. Theorising and understanding gender, socio-economic status, disability, creed, sexuality and HIV/AIDS education etc.?

While it is preferred that papers are related to the theme of the colloquium, we encourage the submission of papers that consider other important perspectives that are relevant to sustainable learning environments and social justice across the wide knowledge spectrum.

**Call for abstracts: Abstract due July 30, 2013 and Full papers August 31, 2013**

### Guidelines and instructions:

- All authors interested in presenting papers are invited to submit an abstract as an e-mail attachment.
- All abstracts should be in MS-Word format, and should include a name (s) of the author(s), e-mail address(es), contact details, and institutional affiliation (s).
- Please also indicate, if there are multiple authors, who will be presenting.
- The maximum length is 300 words including keyword(s).
- Please indicate the Stream of the presentation.

Submission electronically mail to: Ms Christa Duvenhage <DuvenhageCS@ufs.ac.za>