

# Tour d’Horizon of Literature 2023

td-net  
Network for Transdisciplinary Research

To provide a comprehensive overview of important literature in the field of inter- and transdisciplinarity, td-net annually invites experts from the td-net community to compile a list of recent key publications. Please refer to page 15 for the list of contributors to this year’s Tour d’Horizon. Within this document, we present literature published in 2023, accompanied by concise annotations provided by the experts who recommended these publications.

We would like to thank the contributors for their inputs and are looking forward to another productive year for inter- and transdisciplinary research.

All previous “Tour d’Horizon of Literature” issues can be found on *our website*.

*This document is interactive: the references are hyperlinked with the matching website.*

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## Theories and epistemologies

Cabrera, D., Cabrera, L. & Midgley, G. (2023). The Handbook of Systems Thinking. *ScienceOpen, Boston MA*.

- This Handbook not only represents all the major systems thinking approaches, but also takes a significant step forward in identifying an emerging new paradigm. Also, the introductory chapter, which explores the new paradigm has provoked a lot of debate in the research community, including 65 citations since its publication just 3 months ago. Finally, because it's been published in an online, open access format, it is (as far as I am aware) the first transdisciplinary Handbook to be published free of charge. *Gerald Midgley*

Caniglia, G. & Vogel, C. (2023): On being oriented: Strengthening transgressive orientations in transdisciplinary sustainability research through queer theory. *GAIA - Ecological Perspectives for Science and Society* 32(1), 167–171.

- This is more than a reflection paper! It offers guidance to any transdisciplinary researcher, within the field of sustainability and beyond, to find their way through standards and norms, non-standardisation and non-conformity. *Alexandra Lux*
- Guido Caniglia and Coleen Vogel's compelling and thought-provoking article offers a rich analogy drawn from the experiences of queer individuals. Their work presents insightful perspectives on enhancing transgressive orientations within transdisciplinary sustainability research by challenging entrenched assumptions and norms. Through an anti-normative, anti-categorical, and intersectional approach, Caniglia and Vogel advocate for the disruption of established paradigms, paving the way for innovative and inclusive research practices. *Ulrike Sehy*

Horn, A., Urias, E., Klein, J. T., Hess, A., & Zweekhorst, M. B. (2023). Expert and non-expert at the same time: knowledge integration processes and dynamics in interdisciplinary teamwork. *Sustainability Science*, 18(5), 2357-2371.

- In this work, we contribute to understand teamwork dynamics in interdisciplinary collaborative research. Although we collected the empirical data in a student team, the conceptualizations we propose hold relevance beyond the educational context. *(PNa)*

Kaiser, M., & Gluckman, P. (2023) Transdisciplinarity as a way forward? *International Council for Science*.

- This discussion paper commissioned by ISC presents core characteristics of transdisciplinarity. It presents fundamental differences between interdisciplinary and transdisciplinary research; and it explains why transdisciplinary projects are pertinent in dealing with complex societal challenges. *Roderick Lawrence*

KUNSTFORUM (2023). Parasitäre Paradoxa. Kunst zwischen Anpassung und Widerstand. *Kunstforum, Band 293*.

- "How is transformation of dominant power systems in academia, society and the economy possible from within the system?" – a question of growing importance for transdisciplinarity. This issue of Kunstforum debates current artistic positions. *Christoph Küffer*

Lawrence R. (Ed.) (2023), *Handbook of Transdisciplinarity; Global Perspectives*. Edward Elgar.

- This expansive Handbook guides readers through a multi-layered landscape of the interpretations and uses of transdisciplinary thinking and practices worldwide which are much broader than scientific research. It advances understanding of the strengths and limits of transdisciplinary contributions in the context of societal power relations, institutional structures and social inequalities in all regions of the world. *Roderick Lawrence*

Logere, R., Mannell, K., Davis, J., Roberts, P., Amery, P., Bennett, S., Day, N., Kervin, L., Mascheroni, G., MacKenzie, J., Sefton-Green, J., & Straker, L. (2023). Seeding transdisciplinary culture: Lessons from the Digital Child Centre transdisciplinary

- This paper describes a workshop process that aimed to explore transdisciplinary approaches to digital childhoods and produces recommendations drawn from these experiences. It emphasises the importance of recognising not only the differences between academic disciplines, and between academic and non-academic disciplines, but also the more foundational distinctions between Western and Indigenous knowledge systems. *Richard C. Mitchell*

Marg, O., & Theiler I. (2023) Effects of transdisciplinary research on scientific knowledge and reflexivity, *Research Evaluation*, 32(4), 635–647.

- This paper addresses a prominent gap in transdisciplinary research: its (potential) effects on scientific knowledge. Given the controversy surrounding this research mode, it is crucial to not only highlight the societal effects, but also to analyse and evaluate its (potential) contributions to the production of scientific knowledge. *Jessica Nuske*
- This explorative study shows empirically that the scientific impact of transdisciplinary research goes far beyond counting citations. It is eye-opening to understand the quality of transdisciplinary approaches, how they improve (disciplinary) methods, concepts and theories, and how trajectories are built to strengthen reflexivity in socially relevant research. *Alexandra Lux*

Mitchell, C. (2023). Max-Neef (2005) and the great transdisciplinary swindle: Lack of originality or something more worrisome? *Ecological Economics*, 213.

- Cynthia dared to analytically address the uncomfortable feeling when reading Max-Neef's well quoted paper and thinking that some of his ideas are quite like those of Erich Jantsch. Her sophisticated analysis clearly shows how not to work with other scholars' ideas. *Christian Pohl*

Parisi, G. (2023) *In a flight of starlings: The wonder of complex systems*. London: Sllen Lane.

- Giorgio Parisi, the Nobel Prize Laureat in Physics (2021) explains that although science is founded on creative thinking and intuition, these and other extra-scientific processes are rarely incorporated and discussed in scientific research. Nonetheless, innovative interdisciplinary and transdisciplinary projects show how creative thinking, innovative ideas and original visions matter. *Roderick Lawrence*

Renn, O. (2023). Konzepte und Strategien transdisziplinärer Forschung. Ein Überblick. In: J. Blank, C. Bergmüller, S. Sälzle (Ed.), *Transformationsanspruch in Forschung und Bildung. Konzepte, Projekte, empirische Perspektiven* (p. 21-48). Waxmann.

- Reveiw of major transdisciplinary approaches and concepts Role of science and expertise in transdisciplinary setting Connection between transdisciplinary and transformative science. *Orwtin Renn*

Singer-Brodowski, M. (2023). The potential of transformative learning for sustainability transitions: moving beyond formal learning environments. *Environment, Development and Sustainability*.

- By extending the application of the transformative learning theory beyond formal learning environments, this article significantly enriches the space for transdisciplinary approaches to sustainability transitions. *Anais Sägesser*

Vienni-Baptista, B., & Pohl, C. E. (2023). Exploring Interdisciplinarity and Transdisciplinarity as Knowledge Regimes: A Heuristic Tool for Disentangling Understandings in Academia and Policy. *Science, Technology, & Human Values*, 0(0).

- In the field of Science Studies, transdisciplinary research is a bit absent and not often discussed. This paper addresses definitions of ID and TD in one of the main Science Studies' Journals and introduces a tool to disentangle the different understandings. *Christan Pohl*

Waboso, K, Davis, S., & Mitchell, R. C. (2023). A Transdisciplinary Analysis of International School Climate Strikes: Or Pay No Attention to that Man Behind the Curtain. In Alfonso Montuori and Gabrielle Donnelly (Eds. 2023) Routledge International Handbo

- Our chapter considers children and young people as powerful, co-creative social actors through an overview of the ongoing international school strikes for climate known as Fridays for Future. From our standpoint as Canadian settler-educators, we've taken up a transdisciplinary analysis that draws upon Indigenous epistemologies and the work of the late Sir Ken Robinson, both of whom emphasize the reverential interconnectedness humans share with the natural world. *Richard C. Mitchell*

Wussow, P. v. (2023). *Expertokratie. Über das schwierige Verhältnis von Wissen und Macht*. Carl Auer Verlag, Heidelberg.

- "What is the right place for experts in modern knowledge societies?" This is one of the key questions of transdisciplinarity, and a challenge that has in recent years become more pertinent. This book helps to clarify the issue. *Christoph Küffer*

## Approaches, methods and tools

Baker, V., Ataria, J., Ankeny, R., & Bray, H. (2023). Transdisciplinary science and the importance of Indigenous knowledge. *Integrated Environmental Assessment and Management*.

- Really interesting and valuable contribution on how the authors think that TD and indigenous knowledge can work together. *Melissa Robson-Williams*

Bernert, P., Wahl, D., Von Wehrden, H., & Lang, D. J. (2023). Cross-case knowledge transfer in transformative research: Enabling learning in and across sustainability-oriented labs through case reporting. *Urban Transformations*, 5, 12.

- Valuable contribution for a structured and comparable description and analysis of transdisciplinary and transformative real-world labs. A broader application of the reporting scheme would be highly helpful. *Matthias Wanner*

Claus, R., Davel, R., Heykoop, C., Pinto, D., & Belcher, B.M. (2023). How to build Theories of Change for transdisciplinary research: Guidance and considerations. *GAIA - Ecological Perspectives for Science and Society*, 32(1), 186-196.

- This paper by Claus et al. enhances our comprehension of the utility and relevance of Theory of Change (ToC) frameworks in transdisciplinary research. It facilitates the integration of perspectives from policy and organizational research into the discourse on transdisciplinarity, thus fostering a more holistic understanding of research methodologies and their practical applications. *Ulirke Sehy*

Córdoba-Pachón, J.-R. (2023). *Ritual and Systems Thinking: Managing an Initial Encounter*. Routledge, London.

- A highly original look at how systems thinking rituals can be utilized to build communities in a post-pandemic world. It talks about the need to slow down in work and education in order to make space for compassion, with the use of systemic rituals being a means to make this happen. *Gerald Midgley*

Durán, A.P., Kuiper, J.J., Aguiar, A.P.D., Cheung, W. W. L., Diaw, M. C., Halouani, G., Hashimoto, S., Gasalla, M.A., Perterson, G., Schollenberg, M. A., Abbasov, R. Acosta, L. A., Aremnteras, D., Davila, F., Denboba, M. A., Harrison, P. A., Harhash, K. A., Karlsson-Vinkhuyzen, S., Kim, H. J., ... & Pereira, L. M. (2023). Bringing the Nature Futures Framework to life: creating a set of illustrative narratives of nature futures. *Sustainability Science*.

- A novel approach to developing positive pluralistic nature scenarios. *Garry Peterson*

Ghirardello, L., & Isetti, G. (2023). Is tragedy the true language of science? Unleashing the emotional power of theatrical storytelling for climate change communication. *GAIA-Ecological Perspectives for Science and Society* 32(3). 296-303.

- Should scientists extend their climate change communication beyond factual reporting? A transdisciplinary and participatory theatre project exemplifies the power of storytelling in climate change communication by eliciting emotional responses. Insights are gained for future climate change communication strategies, to encourage partnerships among artists and the audience, mediated by researchers. *Almut Jödicke*

Hennen, L., Hahn, J., Ladikas, M., Lindner, R., van Est, R., & Peissl, W. (Eds.). (2023). *Technology Assessment in a Globalized World – Facing the Challenges of Transnational Technology Governance*. Cham: Springer.

- Is it possible to translate approaches and institutions of European technology assessment to other geopolitical contexts? What are the upsides and downsides of such a move? This edited volume starts a timely discussion. *Karen Kastenhofer*

Kastenhofer, K., Friesacher, H. R., Reich, A., & Capari L. (2023). (Re-)connecting academia during a sudden, global crisis. *TATuP - Zeitschrift für Technikfolgenabschätzung in Theorie und Praxis* 32(2), 17-23.

- How can we mobilise diverse discipline in a global situation of crisis? This paper presents a multidisciplinary, multinational survey undertaken during the COVID pandemic. *Karen Kastenhofer*

Kliskey, A., Williams, P., Trammell, E. J., Cronan, D., Griffith, D., Alessa, L., Lammers, R., Haro-Martí, M. E. D., & Oxarango-Ingram, J. (2023). Building trust, building futures: Knowledge co-production as relationship, design, and process in transdisciplinary science. *Frontiers in Environmental Science*, 11.

- Building of trust and better relationships between different knowledge communities Guidance of how to organize co-creation and co-production of knowledge Application to environmental planning. *Ortwin Renn*

Küffer, C., Wiedmer, C., Tanner, A., Joshi, J., Wartenweiler, M., & Wiedmer-Newman, H. (2023). Naturschutz für alle: Neue Akteursgruppen für die Biodiversität in der Schweiz. Im Auftrag des Bundesamtes für Umwelt (BAFU), Bern. *Schriftenreihe des Instituts für Landschaft und Freiraum* (24). Rapperswil, OST Ostschweizer Fachhochschule, Rapperswil, Schweiz.

- Based on the international nature conservation approach "People and Nature," this study has developed foundations for the integration of nature conservation across society as part of a sustainable societal transformation in Switzerland. In particular it demonstrates how to apply inter- and transdisciplinary methods in nature conservation that facilitate participatory processes, enable new forms of democratic deliberation and strengthen transdisciplinary cooperation. *Christoph Küffer*

Lawrence, R.J. (2023). *Handbook of Transdisciplinarity: Global Perspectives*. Cheltenham UK: Edward Elgar.

- An impressive set of contributors from dozens of countries on five continents address a wide range of issues in transdisciplinary theory, practice, and teaching. *Rick Szostak*

Minna, K., Jacobi, J., Korhonen-Kurki, K., Lukkari, J. P., Ott, A., Peltomaa, J., Schneider, F., Tribaldos, T., & Zaehring, J. G. (2023). Reflexive use of methods: a framework for navigating different types of knowledge and power in transformative research. *Sustainability Science* (2023).

- The article introduces a framework for transdisciplinary researchers that helps reflecting on the own methods used and how they are able to navigate power imbalances. The framework is applied to three different methodological approaches. It highlights how agility between different knowledge types can contribute to producing transformative knowledge. *Theresa Tribaldos*

Müller, S., Artmann, M. & Surrey, C. (2023). Opening the human spirit to sustainability transformation: the potential for individual human-nature resonance and integrative rituals. *Sustainability Science*, 18, 2323–2339.

- This paper takes a transdisciplinary approach to embrace Indigenous ontologies and an overall spiritual connectedness. It provides a framework for human-nature relationship and looks at ritual-based interventions. *Anais Sägger*

Robson-Williams, M., Harcourt, N. & Mercier, O. (2023). Achieving societal collaboration and impact in Aotearoa-New Zealand through transdisciplinarity. *GAIA-Ecological Perspectives for Science and Society*, 32(1), 126-130.

- Explores what is needed for transdisciplinary research to achieve societal collaboration and impact in A-NZ and how it must evolve, including in its interactions with the indigenous knowledge system mātauranga Māori. *Melissa Robson-Williams*

- Aotearoa-New Zealand (A-NZ) faces growing complex environmental challenges and a persistent knowledge-action gap that leaves many social and environmental problems unresolved. The authors introduce mātauranga Māori, A-NZ's Indigenous and foundational knowledge system, and discuss how mātauranga Māori and Western science currently interact. They examine some social and environmental consequences when mātauranga Māori is marginalised and conclude by discussing how transdisciplinary research must evolve in order to help tackle complex social and environmental problems in such contexts. *Almut Jödicke*

Reed, M. G., Robson, J. P., Campos Rivera, M., Chapela, F., Davidson-Hunt, I., Friedrichsen, P., Haine, E., Johnston, A. B. D., Lichtenstein, G., Lynes, L. S., Oloko, M., Luja, M. S., Shackleton, S., Sorinao, M., Peröz, f. S., & Vasseur, L. (2023). Guiding principles for transdisciplinary sustainability research and practice. *People and Nature*, 5(4), 1094-1109.

- Practical guidelines for conducting transdisciplinary research Link between sustainability and transdisciplinarity Inclusion of non-scientists. *Orwitin Renn*

Van Breda, J. (2023). Co-constructing Dynamic thick / Deep Maps for Doing Transformative Transdisciplinary Research (TTDR) in the Context of Complex Sustainability Transitions. *International Journal of Sustainable Development Research*, 9(2), 28-42.

- I recommend the paper because it deals with a *methodological innovation* by introducing the notion of *methodological agility* for deciding which of the four – mono-, multi-, inter- and trans-disciplinary – research modes to pursue when dealing with (ontologically speaking) radically different kinds of contexts. *John Van Breda*

Vetter, A. (2023). *Konviviale Technik: Empirische Technikethik für eine Postwachstumsgesellschaft*. Edition Kulturwissenschaft. Bielefeld: transcript.

- A superb introduction into Vetter's concept of "convivial technologies", outlining its relation to Ivan Illich's "tools for conviviality", technological imaginaries and paradigms of de-growth and post-growth, illustrated via two case studies. My favorite read in 2023! *Karen Kastenhofer*

Vienni-Baptista, B., Flechter, I., & Lyall, C. (2023). *Foundations of Interdisciplinary and Transdisciplinary Research: A Reader*. Policy Press.

- This is a welcome curated and commented compilation of key works and insights into the area of inter- and transdisciplinary research. It will make it easier to get up to speed on central themes and concerns when it comes to conduct, facilitate or enable interdisciplinary research initiatives. *Claes-Fredrik Helgesson*

Walker, B., Crépin, A.S., Nyström, M., Andries, J. M., Andersson, E., Elmqvist, T., Queiroz, C., Barrett, S., Bennett, E., Cadenas, J. C., Carpenter, S. R., Chapin III, F. S., Zeeuw, A. d., Fischer, J., Folke, C., Levin, S., Nyborg, K., Polasky, S., Segerson, K., Seto, K. C.,... & Vincent J. R. (2023). Response diversity as a sustainability strategy. *Nature Sustainability*, 6, 621–629.

- Applies the concept of response diversity to anthropocene risks. *Garry Peterson*

Wieland, Andreas, Mark Stevenson, Steven A. Melnyk, Simin Davoudi, & Lisen Schultz (2023). Thinking differently about supply chain resilience: what we can learn from social-ecological systems thinking. *International Journal of Operations & Production Management*, 43(1), 1-21.

- Links theory from social-ecological systems to supply chain management. *Garry Peterson*





### Research policy: funding, quality criteria, evaluation

Arpin, I., Likhacheva, K. & Bretagnolle, V. (2023). Organising inter- and transdisciplinary research in practice. The case of the meta-organisation French LTAER platforms. *Environmental Science & Policy*, 144(6), 43-52.

- This article is interesting because it gives a very clear picture of the players involved in organised and codified inter- and trans-disciplinary research schemes on a territorial scale and over the long term ('Zones Ateliers'). The article shows how these Workshop Zones, which seem almost ideal for promoting transdisciplinarity, nevertheless have little impact on the work and establishment of inter- and transdisciplinary research communities. The article argues in favour of setting up collective reflexivity in this type of organization on the organizational arrangements that could encourage inter- and transdisciplinarity. *Aurélie Cardona*

Hesjedal, M. B., & Åm, H. (2023). Making sense of transdisciplinarity: Interpreting science policy in a biotechnology centre. *Science and Public Policy*, 50(2), 219-229.

- Does important conceptual work in understanding how transdisciplinarity is understood on the interface between academia and research policy. *(PNa)*

Marg, O. & Theiler, L. (2023). Effects of transdisciplinary research on scientific knowledge and reflexivity. *Research Evaluation*, 32(4), 635-647.

- This empirical investigation offers valuable insights into the transformative potential of TDR for advancing scientific knowledge by examining its scientific impacts. Through qualitative interviews with scientists engaged in TDR across various disciplines, including environmental sociology, sustainable chemistry, and participatory health research, the study identifies significant effects. These include shifts in the understanding of scientific problems, improvements in the quality of scientific knowledge, and the promotion of a reflexive approach within the scientific community. *Theres Paulsen*

Schuch, K., Lampert, D., Neuhuber, T., Demir, U., Koller, K., & Plumhs, L.-A. (2023). *Social Innovation as Valuation and Outcome Category of SNSF-funded Research*. Centre for Social Innovation, Vienna.

- This study provides valuable insights into funding practices by examining why researchers choose specific research topics and which non-academic actors play a role in their projects. Scientists are not only interested in theoretical questions, but also in finding solutions to societal problems. This is demonstrated by a study on the impact of research funded by the Swiss National Science Foundation (SNSF). The study also examines the transdisciplinary approaches often used in collaborative research, highlighting the social dimension of innovation alongside the technological and economic aspects. *Theres Paulsen*

Wernli, D., & Ohlmeyer, J. (2023). Implementing interdisciplinarity in research-intensive universities: good practices and challenges. League of European Research Universities.

- This study provides valuable insights into funding practices by examining why researchers choose specific research topics and which non-academic actors play a role in their projects. Scientists are not only interested in theoretical questions, but also in finding solutions to societal problems. This is demonstrated by a study on the impact of research funded by the Swiss National Science Foundation (SNSF). The study also examines the transdisciplinary approaches often used in collaborative research, highlighting the social dimension of innovation alongside the technological and economic aspects. *Theres Paulsen*

### Case Studies and reflections on research projects

Lieu, J., Martínez-Reyes, A., Groome, P., Pearce, B. J., Witajewska-Baltvilka, B., & Møller, R. D. (2023). Inclusive stakeholder engagement for equitable knowledge co-production: Insights from the EU's Horizon 2020 programme in climate change research. *GAIA-Ecological Perspectives for Science and Society* 32(1), 138-243.

- The paper applies the concept of equitable knowledge co-production (EKC) in the context of large-scale transdisciplinary research and innovation projects (Horizon 2020). It provides useful guidance for addressing issues of epistemic and recognition justice and supporting inclusive stakeholder engagement with diverse knowledge holders during the project proposal and implementation phases. *Martina Blum*

Palavicino, C. A., Ejderyan, O., & Vienni-Baptista, B. (2023). Building pathways between transdisciplinarity and transformation: Lessons from practice. *GAIA-Ecological Perspectives for Science and Society*, 32(1), 131-137.

- The notion of "transformation" has moved from academic discussion and is now part of the discourse of public and private organizations. Building on an autoethnographic analysis of two projects in transformation and transdisciplinarity, the authors identify pathways to strengthen collaboration between these approaches: 1. moving from transdisciplinarity "for" transformation to transdisciplinarity "as" transformation and 2. identifying concrete spaces for conceptual and methodological cross-fertilization between these approaches. They discuss the challenges and elaborate recommendations for these pathways and conclude by offering a few insights on how communities can together foster effective sustainability solutions to societal challenges. *Almut Jödicke*

Surchat, M., Irakoze, M., Katengwa, S., Konlambigue, M., Späth, L., Wilde, B., Six, J., Krütli, P., & Stauffacher, M. (2023). „The bad job brings the good one“: photovoice study with female and male waste workers in Rwanda. *Local Environment*, 29(5), 565–592.

- This article provides an insightful Rwandan case study on gender-inclusive biowaste recycling, using a transdisciplinary research approach based on a photovoice methodology. More than a dozen waste recyclers took photographs representing different working experiences in Rwanda, the meaning of which the author explored with them. *Stefan Müller*

Wang, N., Mutzner, N. & Blanchet, K. (2023). Societal Acceptance of Urban Drones: A Scoping Literature Review. *Technology in Society*, 75(4), 1-21.

- The topic of this research project is a text-book example for TD. It involves not only inter-disciplinary expertises of different domain areas, but also non-academic societal actors which requires transversal knowledge co-creation and innovative output co-production. It therefore offers a good case study for critical reflection on how to bring TD research topics into fruition through sound methodology and thoughtful collaboration. *Ning Wang*

## Education

Djinlev, V., Dallo, I., Müller, S. M., Surchat, M., Von Rothkirch, J., Wenger, A., & Späth, L. (2023). Challenges and strategies in transdisciplinary research – early career researchers' perspectives. *GAIA – Ecological Perspectives for Science and Society*, 32(1), 172–177.

- This article stands out for its diverse bottom-up insights which the authors have gathered from different research projects and several sessions with early career researchers (ECRs) at a conference. It is an important read for inter-/transdisciplinary ECRs to reflect on their own needs and challenges, as well as for more senior researchers who supervise ECRs and can help design effective support mechanisms. *Stefan Müller*

Horn, A., Scheffelaar, A., Urias, E., & Zweekhorst, M. (2023). Training students for complex sustainability issues: a literature review on the design of inter- and transdisciplinary higher education. *International Journal of Sustainability in Higher Education*, 24(1), 1–27.

- This article does a good job of identifying key design elements and strategies for inter-/transdisciplinary sustainability education of students through a systematic literature review. It is essential reading for higher education lecturers who wish to train their students to ensure interdisciplinary integration and the societal value of collaborative research with non-academic partners. *Stefan Müller*

*Journal of Interdisciplinary Studies in Education*. (2023). *Special issue, Journal of Interdisciplinary Studies in Education*, 12(1).

- Several scholars from Utrecht University provide useful advice on interdisciplinary teaching. (I have already cited most of these articles!) *Rick Szostak*

Klein, J. T. (2023). Advancing transdisciplinarity: Learning, teaching, and institutionalizing. *GAIA - Ecological Perspectives for Science and Society*, 32(1), 162-166.

- Remembering Julie, who was always so aware of new developments in interdisciplinary and transdisciplinary teaching and learning. I miss her and her knowledge a lot. *Christian Pohl*

Moody, Z., Berchtold-Sedooka, A., Camponovo, S., Jaffé, P. D., & Darbellay, F. (Eds. 2023). *School Journey as a Third Place: Interdisciplinarity, Threshold and Transitions-Theories, Methods and Experiences around the world*. Anthem Press.

- As a transdisciplinary childhood scholar, I offer three 2023 publications that consider how diverse ways of knowing, including Indigenous epistemologies, may be integrated within traditional educational, psychological and socio-cultural literature to do with children as co-creative subjects, and more than simply objects, of study. *Richard C. Mitchell*

Tchouaffé Tchidje, N. (2023). *Science-Policy-Data interface for responding to COVID-19 in Cameroon*. Generis Publishing. Chişinău.

- The essence of this reflexive book consists of a new educational theory (TToC) to predict the transmission of a pandemic and to estimate community immunity. It is also a community-driven approach interfacing Science-policy-data to help policy-makers and communities to be ready to respond for a pandemic. This approach can be scale-up in any Country with similar conditions. *Norbert Tchouaffé*

Thieme, S. & Fry, P. E. (2023). Teaching transdisciplinary competencies for sustainability transformation by co-producing social learning videos. *GAIA-Ecological Perspectives for Science and Society*, 32(1), 154-161.

- Film enhances social learning and the co-production of knowledge, offering a transformative teaching strategy that equips students with vital transdisciplinary skills essential for sustainability. The participatory method of social learning videos effectively trains future experts in sustainable development, highlighting the mutual benefits for students and practitioners. *Martina Blum*

Thieme, S., Vögeli, I., Winkel, M., & Tschiderer, L. (2023). Care-Arbeit erzählbar machen – Transdisziplinäre Lehre als Aushandlung zwischen geographischer Forschung und künstlerischer Praxis. *QuPuG : Journal für qualitative Forschung in Pflege- und Gesundheitswissenschaft*, 1(10), 6-14.

- In the context of processes of social-transformation, care activities are increasingly being assigned a central political function. Working with film, as a reflective and participatory medium, contributes to a better interweaving of theoretical and practical knowledge and opens up opportunities for a broad social discussion and reception of ongoing negotiation processes about various dimensions of the care-crisis. The resulting perspectives transcend traditional disciplinary boundaries and promise to contribute to more inclusive forms of teaching and learning. *Susan Thieme*

Trechsel, L. J., Diebold C. L., Zimmermann, A. B., & Fischer M. (2023). Students between science and society: why students' learning experiences in transformative spaces are vital to higher education institutions. *International Journal of Sustainability in Higher Education*, 24(9), 85-101.

- This study aims to explore how the boundary between science and society can be addressed to support the transformation of higher education towards sustainable development. It analyses students' learning experiences in self-led sustainability projects funded by U Change program to highlight their potential contribution to HESD. *Yves Gärtner*

## **Contributors**

Martina Blum, Aurélie Cardona, (Javier Collado), Yves Gärtner, Claes-Fredrik Helgeson, Almut Jödicke, Karen Kastenhofer, Christoph Küffer, Roderick Lawrence, Alexandra Lux, Richard C. Mitchell, Gerald Midgley, Stefan Müller, Jessica Nuske, Garry Peterson, Theres Paulsen, Christian Pohl, Ortwin Renn, Melissa Robson-Williams, Anaïs Sägesser, Ulrike Sehy, Rick Szostak, Norbert Tchouaffé, Susan Thieme, Theresa Tribaldos, Ning Wang, Mathias Wanner, John van Breda

Some contributors prefer not to be named (PNa)

## **Project management and editing**

Minea Mäder, Samuel Basil Rhomberg and Theres Paulsen, td-net

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