

## 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.