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## Call for papers for Special Issue in “The Journal of Agricultural Education and Extension”

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### Co-Design and transdisciplinary approaches towards sustainability innovations in agriculture

Agricultural research recognizes more and more that complex challenges of shifts to sustainable agriculture cannot be addressed by top-down knowledge transfer implying linear views of knowledge (Macken-Walsh, 2019; Moschitz et al., 2015). Accordingly, the prominent concept of Agricultural Knowledge and Innovation Systems (AKIS) aims for collaborative and iterative learning of a variety of actors in order to develop innovative solutions (Sutherland and Marchand, 2021).

This Special Issue connects the discussion on collaborative learning with the role of transdisciplinary approaches and co-design for agricultural innovations. Transdisciplinary approaches and co-design aim at fostering knowledge exchange and mutual learning processes between practitioners and interdisciplinary research teams (Basche et al., 2014; Busse et al., 2023; Francis et al., 2008; Gugganig et al., 2023; Paganini and Stöber, 2021). Knowledge integration between heterogeneous actors with different values and logics of action can enable the development of innovative solutions and generate knowledge that is taken up in practice (Frank et al., 2022; Otte et al., 2018; Paganini and Stöber, 2021; Prager and Nicholas, 2024; Schäfer and König, 2018; Zscheischler et al., 2022). The adoption of transdisciplinary or co-design approaches in Agricultural Knowledge and Innovation Systems can potentially contribute to their methodological and conceptual refinement (Harrahill et al., 2022). Advisors play a crucial role in transdisciplinary and co-design projects as they can act as intermediaries between practitioners and scientists. In this way their role expands and facilitation tasks are added to knowledge exchange (Klerkx, 2020; Macken-Walsh, 2019).

While several research projects refer to transdisciplinary and co-design approaches (in this journal e.g. here: Djanibekov et al., 2012; Ingram et al., 2014), open questions encompass reflecting on fruitful methods for knowledge integration between farmers, advisors, researchers and other actors as there is no “uniform implementation model for success” (Macken-Walsh, 2019, p. 2). At the same time the scalability of gained insights from specific cases of transdisciplinary collaboration is questioned (Paganini and Stöber, 2021). Furthermore, the research agenda of this journal addresses the co-

existence of transition pathways, and calls for their consideration in agricultural education and extension (Klerkx, 2020). Imaginations and objectives of actors can be oriented towards different transitions pathways, potentially leading to value dilemmas (ibid.). We argue that this has particular implications for transdisciplinary and co-design approaches, which aim for mutual learning and need to create a common ground for collaboration and requires further research.

In reference to the open questions, we invite submissions for this Special Issue that address these blind spots by reflecting on the mode of transdisciplinary and co-design and its value in generating knowledge and innovations towards sustainable agriculture. Research questions can refer to the design of the collaborative process, the learning journey of involved actors and how to deal with different imaginations, objectives and potential value dilemmas. We further call for theoretical, methodological and empirical contributions on how transdisciplinary and co-design approaches can initiate and support changes towards sustainable agriculture and conceptually or methodologically enhance AKIS. Topics of interest include but are not limited to:

- Methodological reflections on modes of collaboration with societal actors (issues related to building relationships between farmers, advisors and researchers, working with marginalized communities, value dilemmas, dealing with power imbalances, hierarchies, illiteracy etc.)
- Conceptual and/or empirical reflection of the role that actors from agricultural education and extension play in co-design and transdisciplinary approaches
- Methodological and empirical insights from transdisciplinary or co-design projects that aim to experiment with and diffuse social and/or technological innovation (including analyses of learning processes)
- Applications of learning theories (such as the Community of Practice approach) to analyze learning and knowledge integration in transdisciplinary and co-design projects
- Evaluation of societal effects of transdisciplinary and co-design projects referring to single cases but also across cases (scalability)
- Theoretical and/or methodological contributions on how transdisciplinary and co-design approaches foster up-scaling or transfer strategies

We encourage contributions from the Global South and North.

**Please consider the [requirements of the journal](#) for full papers which should already be reflected in the abstract:**

- Clear research questions
- Underpinning theoretical framework and relating research to JAEE and international literature, including how the paper contributes to it
- Up to date references
- Clear writing style with careful editing for spelling, grammar, and consistent formatting and style

**Submission deadlines:**

- **December 6, 2024:** email your extended abstracts up to 800 words to [schaefer@ztg.tu-berlin.de](mailto:schaefer@ztg.tu-berlin.de)
- December 22, 2024: decisions on invitations to submit an article to the Special Issue
- February 28, 2025: Paper submission deadline

Authors are expected to review one of the manuscripts of the Special Issue.

## Literature

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