

Welcome to the July/August i2S News! This is our bi-monthly notification of new additions to the resources on the i2S website (<http://i2s.anu.edu.au/resources>). It also provides a list of the latest blog posts on the Integration and Implementation Insights (i2Insights) blog (<https://i2insights.org>).

Do you need a forum to get feedback on new ideas about integrating across disciplinary and stakeholder knowledge, understanding and managing unknowns or research implementation? Consider setting your ideas out in 500-1000 words on the i2Insights blog. Two pieces of heartening feedback recently show that this can be really productive:

- Katrin Prager's blog post "[Do we need diversity science?](#)" led to an invitation to write a career column "[Seek diversity to solve complexity](#)" for the prestigious journal Nature.
- Tilo Weber's reflections published in "[Language matters in transdisciplinarity](#)" were the starting point for a new line of research, which so far has led to a conference and a book.

Stay safe

Gabriele Bammer and Peter Deane

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### Latest i2Insights Blog Posts

- There have been 12 new contributions since the last i2S News

### Featured Journals

- *Citizen Science: Theory and Practice*
- *Transdisciplinary Insights*

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- *Citizen Science Association*
- *Global Alliance for Inter- and Transdisciplinarity (updated network)*

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- 2021 International Transdisciplinarity Conference

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## FEATURED TOOLS

### Stakeholder engagement: 60 tools for multistakeholder partnership processes

**Purpose:** To provide an overview of multistakeholder partnership processes, along with 60 tools useful for key aspects of those processes.

**Description:** Working with a range of people and organisations to tackle real-world problems and achieve change is the essence of multistakeholder partnerships. Multistakeholder partnerships coalesce around a shared problem, seek to involve all the key stakeholders, work across different sectors and scales, follow an agreed dynamic process and timeframe, establish expectations, work with power differences and conflicts, foster learning, balance bottom-up and top-down approaches, and focus on transformative and institutional change.

60 tools have been compiled to support multistakeholder partnership processes. They are grouped by 6 purposes, as shown below, although many tools can be used for more than one purpose. For each tool there is also an approximate time needed, a star rating for difficulty, and an indication of requirements. The requirements are in three categories: individual (fairly simple self-administered tool), interaction required (requires interaction with colleagues/partners) and complex (needs preparation time and skilled facilitation).

#### *Connection tools*

1. Introductions
2. Human Spectrogram
3. Rich Picture
4. Semi-structured Interviews
5. Stakeholder Identification
6. Appreciative Story Telling
7. Questionnaires; Surveys
8. Problem Definition Worksheet
9. Ground Rules

#### *Issue exploration and shared language tools*

1. Stakeholder Characteristics & Roles Matrix
2. NetMapping
3. Stakeholder Analysis
4. World Café
5. Problem Tree
6. Timeline
7. Force Field Analysis
8. Context Immersions
9. SWOT Analysis
10. Delphi
11. Visual Reminders
12. Cynefin Framework
13. Friends & Strangers

14. Trendline
15. Four Quadrants of Change

### *Divergence tools*

1. Adjust Group Size
2. Role Plays
3. Forms of Power
4. Six Thinking Hats
5. Multiple Perspectives
6. Power Ranking
7. Guided Fantasy
8. Five Colours of Change
9. Combining Ideas That Might Work Together

### *Co-creation tools*

1. Tuckman (forming, norming, storming, performing)
2. Belbin Team Roles
3. Scenario Planning
4. Conflict Styles
5. Partnership Agreements
6. Open Space
7. Document & Summarise
8. Visioning
9. Circle of Coherence

### *Convergence tools*

1. Prototyping
2. Prioritising and Ranking
3. Comparing Proposals
4. Feedback from Stakeholders
5. Ritual Dissent
6. Card Clustering
7. Socratic Dialogue
8. A Change of Scene
9. Silence

### *Commitment tools*

1. Set Decision Rules
2. Make a Visual Theory of Change
3. Polls
4. Fish Bowl
5. Reflection
6. Synthesis
7. Option One-and-a-Half
8. Closing Circle
9. Evaluation

The tools are provided as an online toolkit and in a guide, which also provides a comprehensive overview of multistakeholder partnerships. Only the guide provides information about time needed, the star rating for difficulty, and the indication of requirements.

## Reference:

- *Source:* The guide and online toolkit were developed by staff at the Wageningen Centre for Development Innovation (WCDI) at Wageningen University and Research in the Netherlands.
  - *Guide:* Brouwer, H. and Woodhill, J., with Hemmati, M., Verhoosel, K. and van Vugt, S. (2019). *The MSP Guide, How to design and facilitate multi-stakeholder partnerships*, 3<sup>rd</sup> edn. Wageningen University and Research, Wageningen Centre for Development Innovation (WCDI), Wageningen, The Netherlands; and, Practical Action Publishing, Rugby, United Kingdom:
    - <http://dx.doi.org/10.3362/9781780446691> (first edition 2016); and,
    - [http://www.mspguide.org/sites/default/files/case/the\\_msp\\_guide\\_3rd\\_ed\\_2019\\_wcdi\\_brouwer\\_woodhill.pdf](http://www.mspguide.org/sites/default/files/case/the_msp_guide_3rd_ed_2019_wcdi_brouwer_woodhill.pdf) (PDF 2MB) (3rd edition)
  - *Online toolkit:* <http://www.mspguide.org/tools-and-methods>

### Location of this resource on the i2S website:

<https://i2s.anu.edu.au/resources/stakeholder-engagement-60-tools-for-multistakeholder-partnership-processes>

## Scoping: eight question framework (updated tool)

**Purpose:** To provide a structured way to review all the possibilities for understanding and acting on a complex problem.

**Description:** Scoping is the preparatory stage of a project, starting a process of systematic thought about what can be best done with the available time, money, and people in order to use those resources most effectively.

The aim is to focus on the problem and what is possible to improve understanding and action on the problem. Developing that broad array of options is the scoping process. It is followed by boundary setting to determine what will actually be done. (It should be noted that some include boundary setting in the scoping process.)

It is helpful to think about 8 questions. The first four questions help identify the dimensions of the problem:

- What do we already know about the problem?
- What can different stakeholders and academic disciplines contribute to addressing this problem?
- What areas are contentious?
- What are the big-picture issues? In other words, what are the political, historical, social, geographic and cultural aspects of the problem?

The final four questions help set priorities:

- Why is this problem on the agenda now?
- What support and resources are likely to be available for tackling the problem?
- What parts of the problem are already well covered and where are the areas of greatest need?
- Where can the most strategic interventions be made?

Effectively addressing these questions requires an iterative, rather than a linear, process. This reduces the danger of getting bogged down, especially when charting unfamiliar territory.

#### Reference:

- Bammer, G. (2020) Scoping public health problems. In Kawachi, I.; Lang, I.; Ricciardi, W. (eds) *Oxford Handbook of Public Health Practice*, Fourth edition. Oxford University Press, 2-10. (Online) (DOI): <http://dx.doi.org/10.1093/med/9780198800125.001.0001>

#### Location of this resource on the i2S website:

<https://i2s.anu.edu.au/resources/scoping-eight-question-framework>

**Additional tools can be found at:** <http://i2s.anu.edu.au/resources/tools>

## FEATURED VIDEO

### Transdisciplinary research: jointly conducting the research

**Purpose:** To describe what is involved in jointly conducting transdisciplinary research, including in integration.

**Description:** Jointly conducting the research is the second of three distinct phases in transdisciplinary research shown in Figure 1 (over the page) for transdisciplinary research on sustainability issues. It follows the first stage of framing the problem and is in turn followed by the third stage of exploring impact.

This second phase involves:

- defining the collaboration between researchers from different disciplines and actors (stakeholders) from different societal sectors.
- jointly generating knowledge.
- bridging different knowledges and interests (integration).

Jointly conducting the research does not mean that all participants carry out all steps of the research together. The collaboration of researchers from different disciplines and actors from various societal sectors in transdisciplinary research is a dynamic process. The intensity of involvement of the societal actors can vary from being informed to being consulted to co-producing knowledge in close collaboration, as symbolized by the blue line in Figure 2 (over the page). At the same time the intensity of collaboration between the different disciplines can vary, as shown by the pink line in that figure. In summary, the form and intensity of involvement of

societal actors and the collaboration between the disciplines vary while the project is progressing.

Figure 1

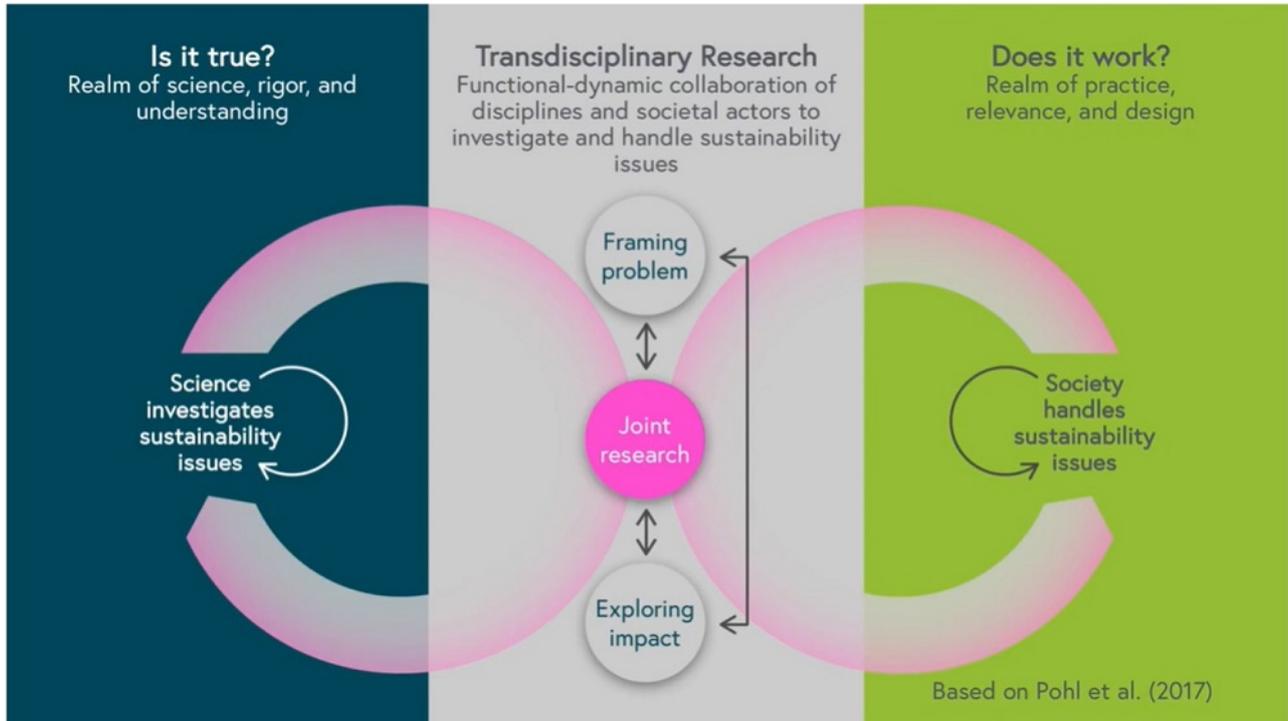
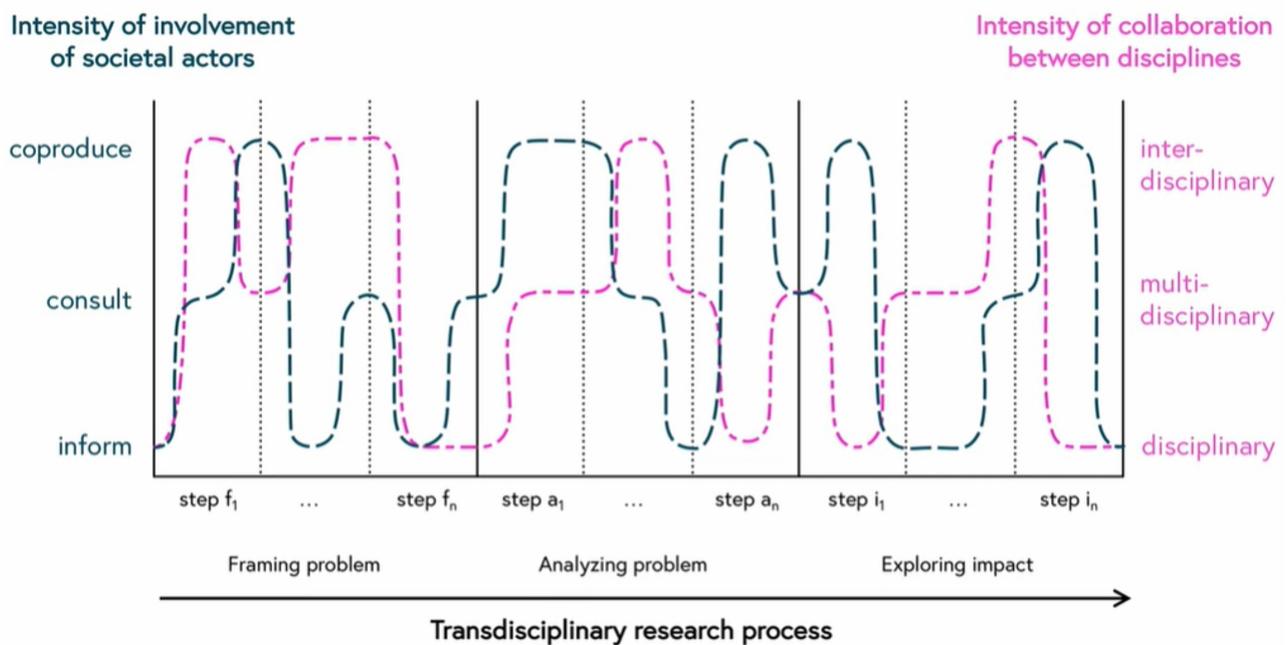


Figure 2



Based on Stauffacher et al. (2008), Pohl et al. (2017)

## *Integration*

According to Jahn *et al.* (2012) integration is "... *the cognitive operation that established a novel, hitherto non-existent connection between distinct entities of a given context.*" O'Rourke and colleagues (2016) "... *treat integration as an input/output process, where a series of changes to the inputs results in a 'bringing together' or combination of inputs, producing an output.*"

Integration is mostly based on partial knowledge about the subject, therefore different abstractions of the original subject exist. In both definitions, integration does not mean to fuse several elements into one, but means connecting several elements and by doing so producing something new.

How far should integration go and what form should it have? Three forms are discussed:

- a consensus, where all participants have the same understanding of an issue and how to deal with it.
- a boundary object, where integration means finding an object all participants are interested in—for instance a technological device, a risk map or a new policy. Consensus is not needed about how things are, but instead about what should be done (Star and Griesemer 1989).
- systems of thought in reflective equilibrium, where different perspectives on an issue coexist and are in exchange, perhaps also leading to changes in one or several of them (Boix-Mansilla 2010).

The project team has to answer the questions of how far the integration should go and what an adequate form is, as these should serve the purpose of the project.

## *Tools for supporting joint research*

The tdnets toolbox provides tools to support teams in jointly conducting research and in integration. Two examples are:

- the give and take matrix, which supports coordination among sub-projects in larger consortia. The matrix asks each project to spell out what outputs they will provide for other sub-projects and what inputs they require from other sub-projects.
- nomadic concepts, which asks all project participants to explain a key concept of a joint project from their perspective (for example they could be asked to explain water). The tool provides insights into the various perspectives on an issue, as well as identifying perspectives that could be linked or that enrich each other.

## *Conclusion*

At the end of the second phase of a transdisciplinary project there are ideally:

- some answers to the open questions co-produced by the participants.
- clarity about how far integration goes (including consensus and dissent).
- interesting insights arising for the participants from jointly producing knowledge.

**Video:** This is based on a lecture by Christian Pohl in week 4 of the Massive Open Online Course (MOOC) "Partnering for Change – Link Research to Societal Challenges". (Online):

- <http://www.transdisciplinarity.ch/en/td-net/Kompetenzvermittlung/tdMOOC.html>; and,

- <https://www.futurelearn.com/courses/partnering-for-change>.
- Video (5:36 minutes) is available on the Integration and Implementation Sciences (i2S) YouTube channel at <https://youtu.be/4Mh1W1tB6h0>.

## References:

- Boix Mansilla V. (2010). Learning to Synthesize: The Development of Interdisciplinary Understanding. In: R. Frodeman, J. T. Klein, C. Mitcham (eds). *The Oxford Handbook of Interdisciplinarity*. Oxford University Press: Oxford, United Kingdom, pp. 288–306.
- Jahn, T., Bergmann, N. and Keil, F. (2012). Transdisciplinarity. Between Mainstreaming and Marginalization. *Ecological Economics*, **79**: 1-10.
- O'Rourke, M., Crowley, S. and Gonnerman, C. (2016). On the Nature of Interdisciplinary Integration, a Philosophical Framework. *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences*, **56** (Supplement C): 62-70.
- Pohl, C., Krütli, P. and Stauffacher, M. (2008). Ten Reflective Steps for Rendering Research Societally Relevant. *GAIA*, **26**, 1: 43-51.
- Stauffacher, M., Flüeler, T., Krütli, P. and Scholz, R. W. (2008). Analytic and Dynamic Approach to Collaboration: A Transdisciplinary Case Study on Sustainable Landscape Development in a Swiss Pre-alpine Region. *Systemic Practice and Action Research*, **21**, 6: 409–422.
- Star, S. L. and Griesemer, J. R. (1989). Institutional Ecology, 'Translations' and Boundary Objects. Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39. *Social Studies of Science*, **19**: 387-420.
- Information about the give-and-take matrix and nomadic concepts is available at: [https://naturalsciences.ch/co-producing-knowledge-explained/methods/td-net\\_toolbox](https://naturalsciences.ch/co-producing-knowledge-explained/methods/td-net_toolbox)

### Location of this resource on the i2S website:

<https://i2s.anu.edu.au/resources/transdisciplinary-research-jointly-conducting-the-research>

## LATEST i2INSIGHTS BLOG POSTS

The i2Insights blog (<http://i2insights.org>) has recently published the following posts:

### Theory of change in a nutshell

By Heléne Clark

<https://i2insights.org/2021/08/24/theory-of-change-in-brief/>

### A Partnership Outcome Spaces framework for transdisciplinary student-staff partnerships

By Giedre Kligyte, Mieke van der Bijl-Brouwer, Jarnae Leslie, Tyler Key, Bethany Hooper and Eleanor Salazar

<https://i2insights.org/2021/08/17/transdisciplinary-student-staff-partnerships/>

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## **Give-and-take matrix for transdisciplinary projects**

By Michael Stauffacher and Sibylle Studer

<https://i2insights.org/2021/08/10/give-and-take-matrix/>

## **What is needed to institutionalise transdisciplinarity?**

By Gabriele Bammer

<https://i2insights.org/2021/08/03/institutionalising-transdisciplinarity/>

## **Trust at the science-policy interface**

By Chris Cvitanovic and Rebecca Shellock

<https://i2insights.org/2021/07/27/trust-at-science-policy-interface/>

## **System redesign toward creating shared value**

By Moein Khazaei, Mohammad Ramezani, Amin Padash and Dorien DeTombe

<https://i2insights.org/2021/07/20/system-redesign-for-shared-value/>

## **A new alliance between the natural and human sciences?**

By Sergio Mariotti

<https://i2insights.org/2021/07/13/natural-and-human-sciences-alliance/>

## **Navigating intercultural relations in transdisciplinary practice: The partial overlaps framework**

By David Ludwig, Vitor Renck and Charbel El-Hani

<https://i2insights.org/2021/07/06/partial-overlaps-framework/>

## **Core competencies for implementation practice**

By Sobia Khan and Julia Moore

<https://i2insights.org/2021/06/29/implementation-competencies/>

## **Six ways to see systems leadership**

By Benjamin Taylor

<https://i2insights.org/2021/06/22/systems-leadership/>

## **Seven tips for developing large-scale cross-disciplinary research proposals**

By Gemma Jiang, Jin Wen and Simi Hoque

<https://i2insights.org/2021/06/15/large-cross-disciplinary-grants/>

## **Why awareness raising campaigns cannot fix structural problems**

By Pei Shan Loo

<https://i2insights.org/2021/06/08/awareness-raising-and-structural-problems/>

## FEATURED JOURNALS

### Citizen Science: Theory and Practice

*Citizen Science: Theory and Practice* (CSTP) “focuses on advancing the global field of citizen science by providing a venue for citizen science researchers and practitioners to share best practices in conceiving, developing, implementing, evaluating, and sustaining projects that facilitate public participation in scientific endeavors in any discipline... .” CSTP does not therefore report “scientific outcomes of citizen science projects (e.g., trends in plant or animal distributions; discovery of supernovae)”, unless “these outcomes help to inform understanding of citizen science practice”.

CSTP seeks research articles on “quantitative and qualitative research about the practice of citizen science. These articles might, for example, address how learning outcomes differ among models of citizen science; how various features of project design yield high-quality data; the efficacy of various participant recruitment models; and the effectiveness of different technologies for implementing and facilitating a range of projects.”

The journal is open-access and publishes:

- “Research Articles
- Review and Synthesis Papers
- Case Studies
- Essays
- Method Papers
- Meeting Reports
- Editorial Content
- Invited Papers.”

“Authors and readers include citizen science practitioners, researchers, evaluators, and funders, regardless of their specific disciplines... .”

CSTP is sponsored by the *Citizen Science Association* and the journal was founded in 2014.

- **Website:**
  - <https://theoryandpractice.citizenscienceassociation.org/>

#### Location of this resource on the i2S website:

<https://i2s.anu.edu.au/resources/citizen-science-theory-and-practice>

### Transdisciplinary Insights

“*Transdisciplinary Insights* (TI) is an open access journal dedicated to giving a forum to transdisciplinary research and systems thinking. The journal communicates the results of cross-disciplinary collaboration by masters students and early career researchers with societal actors.”

TI publishes a variety of articles:

- “Original research deals with an innovative approach to framing a transdisciplinary problem and suggests new insights that help to address the problem.
- Review articles present a critical review of the scientific or social literature on a topic or a methodology that is described in a scientific manner and that is of value for the society and/or the environment, or that relates to sustainability.
- Opinion papers can be editorials (by invitation only) or papers intended to provide scientific comments on topics or trends in society within the focus and scope of the journal.”
- **Websites:**
  - <http://www.ingentaconnect.com/content/leuven/ti>
  - <https://lup.be/collections/series-transdisciplinary-insights>

**Location of this resource on the i2S website:**

<https://i2s.anu.edu.au/resources/transdisciplinary-insights>

**Additional journal information can be found at:** <http://i2s.anu.edu.au/resources/journals>

## FEATURED PROFESSIONAL ASSOCIATIONS

### Citizen Science Association (CSA)

“The *Citizen Science Association (CSA)* is a member-driven organization that connects people from a wide range of experiences around one shared purpose: advancing knowledge through research and monitoring done by, for, and with members of the public. Citizen science – the most recognizable term for this practice – is expanding the reach, relevance, and impact of science in almost every area of inquiry; in the field and online; through local and global efforts. By broadening who can contribute to, shape, and use the tools and skills of science, these efforts can address questions with increased data and insight, develop shared social and scientific understanding of complex problems, and open new opportunities for shared discovery, scholarship, learning, justice, and action.”

“Citizen science is multidisciplinary and multidimensional by nature, relying on new technologies, learning research, data management techniques, insights into equity and community engagement, and much more. People in this field work with rigor, ingenuity, and perseverance, but are often isolated from each others’ innovations.” The CSA connects “people across this dispersed but vibrant community of practice to foster synergies, to bring attention to the practices that strengthen these efforts, and to accelerate the pace of improvement.”

The CSA partners “with sister organizations on other continents to engage a global conversation” and builds “strategic alliances with other societies (of disciplines and practices)”, but focuses “convening and communication efforts towards a North American audience.”

The primary goals of CSA are to:

- Elevate attention to integrity and excellence in citizen science.
- Create spaces that connect people across a multi-dimensional and multi-disciplinary field.
- Facilitate and support efforts to confront challenges that span boundaries.
- Build a vibrant association with an open, transparent, and engaged culture.

Membership of CSA is available to individuals and organisations. "Members and non-members alike are welcome to join a discussion listserv for sharing questions, ideas, innovations, and announcements among peers in this field." Members are kept connected through an online platform and online services such as a webinar series, and in-person conferences, workshops, and short courses. CSA runs a blog, a biannual conference and has a journal; *Citizen Science: Theory and Practice*.

CSA was founded in 2012.

- **Website:**
  - <https://citizenscience.org>

**Location of this resource on the i2S website:**

<https://i2s.anu.edu.au/resources/citizen-science-association>

## **Global Alliance for Inter- and Transdisciplinarity (ITD Alliance) (updated network)**

The *Global Alliance for Inter- and Transdisciplinarity* (ITD Alliance) aims to "strengthen and to promote the global capacity and the calibre of collaborative modes of boundary-crossing research and practice." It seeks to link networks, associations, institutions, and individuals with shared interest in interdisciplinary and transdisciplinary theories, methods, and practices for addressing "complex problems and societal needs common to inter- and transdisciplinary communities around the world."

The ITD Alliance contributes "to theory and practice by providing specialized knowledge, tools, and techniques that support, guide, and drive global cross-disciplinary and cross-sector collaborations." A context-driven approach has been adopted, "while acknowledging a plurality of paradigms, experiences, ways of knowing, acting and being, values and methods. By focusing on boundary-crossing and boundary-spanning research, the ITD Alliance aims to advance capacity for collaborative research, interrelate or integrate diverse perspectives, and foster innovation, while building an international community to address significant societal needs."

"The ITD Alliance exists to serve a diverse, distributed network of institutions and individuals cutting across disciplinary, institutional, cultural, sectorial, and geographical boundaries." Working groups are the primary mechanism for achieving this, with current working groups addressing:

- toolkits and methods
- early career inter- and transdisciplinary
- integration experts.

Membership is open to "all institutions and individuals engaged in and willing to promote collaborative modes of research and education."

The ITD Alliance was established in 2017, at that year's International Transdisciplinarity Conference, was formally launched at the 2019 conference and will have its first general assembly at the 2021 conference.

ITD Alliance is a successor to the now-defunct *International Network for Interdisciplinarity and Transdisciplinarity* (INIT). The resources developed by INIT are still available at:

<http://www.inidtd.org>

- **Website:**
  - <http://www.itd-alliance.org/>

**Location of this resource on the i2S website:**

<https://i2s.anu.edu.au/resources/itd-alliance>

**Additional professional associations and networks can be found at:**

[http://i2s.anu.edu.au/resources/associations\\_networks](http://i2s.anu.edu.au/resources/associations_networks)

## FEATURED CONFERENCE

### **2021 International Transdisciplinarity (ITD) Conference: Creating Spaces and Cultivating Mindsets for Learning and Experimentation**

"Global crises unleashed by climate change and, more recently the COVID-19 pandemic, compel us to find sustainable solutions to social, cultural, political, economic, ecological, and health challenges. Yet, these crises have shown, once again, that existing modes of overcoming challenges are limited, ineffectual, or non-existent. There is thus a critical need to move beyond what we already know and do" towards "putting us on a path" to sustainable solutions on a "global, regional and local scale."

"The 2021 International Transdisciplinarity (ITD) Conference (ITD)...provides a platform for engagement, discussion, and action that links transdisciplinary research, (un)learning, and practice. Real-world labs, living labs, social innovations, Global South & Global North encounters, and transition experiments, serve as inspirations for design and implementation of this event. As a virtual forum, the ITD Conference 2021 will bring together individuals, communities, and institutions from across the globe. The goal is to advance transdisciplinary concepts and methodologies while strengthening their potential for addressing societal challenges by connecting educators, researchers, practitioners, industry and business representatives, funding agencies, decision makers and students across sectors and disciplines."

The ITD Conference has the following streams underpinning creating spaces and cultivating mindsets for learning and experimentation:

- Integrative Transdisciplinarity (TD): "advancing concepts and methodologies
- TD on-the-ground: making TD tangible
- Global and virtual TD: connecting and enabling diverse communities and practices

- TD learning for transformation: contributing to transformation through TD learning
- Institutionalizing and funding TD: anchoring TD.”

The conference is being held virtually on 13-17 September 2021

For further details see:

- <https://akademien-schweiz.ch/en/current/events/itd-conference-2021>
  - Preliminary conference programme available at: <https://akademien-schweiz.ch/en/current/events/itd-conference-2021/programme/>

**Additional conference information can be found at:**

<http://i2s.anu.edu.au/resources/conferences>

## ABOUT i2S NEWS

The aim of this newsletter is to provide regular (bi-monthly) updates about new resources added to the Integration and Implementation Sciences website (<http://i2s.anu.edu.au/resources>) and the Integration and Implementation Insights blog (<http://i2Insights.org>). It also provides occasional conference and other news items. These resources are useful for researchers interested in Integration and Implementation Sciences (i2S), which underpins the investigation and tackling of complex real world problems, by:

- Synthesizing knowledge from different disciplines and stakeholders,
- Understanding and managing diverse unknowns, and
- Providing integrated research support for policy and practice change.

In general, each issue features tools (concepts and methods), either a useful compilation or one or more examples of note. We also provide information about journals, professional associations & networks and conferences where researchers can learn from others, report their findings and interact with like-minded peers.

i2S News is archived at: <http://i2s.anu.edu.au/what-i2s/i2s-publications/i2s-news>.

Useful links:

- i2S website: <http://i2s.anu.edu.au>
- i2Insights blog: <http://i2Insights.org>
- i2S on YouTube: <https://www.youtube.com/user/i2sTalks>
- LinkedIn group “Global Network for Research Integration and Implementation”:  
<https://www.linkedin.com/groups/4888295/>

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