

Special Issue

New Ways of Seeing Outdoor and Environmental Learning

Message from the Guest Editor

This Special Issue concerns new ways of seeing outdoor and environmental learning set in the context of the increasingly visible effects of climate change, continuing threats to biodiversity, and the need to be more culturally responsive in the design of diverse educational programming. The aim and scope of the Special Issue hopes to mirror this urgency by proposing new and innovative approaches to curriculum design, to evaluation methods and in the design of enhanced research methods and methodologies. Suggested themes for inclusion in this Special Issue include the following:

- Indigenous knowledge and perspectives;
- Climate education and activism;
- Biodiversity and ecological resilience;
- Equity and diversity in environmental learning;
- Accessibility and outdoor learning;
- Other topics to be proposed by author teams.

Guest Editor

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Deadline for manuscript submissions

closed (30 June 2024)



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).