

Special Issue

Environmental Education during and Post-COVID-19: Challenges and New Opportunities

Message from the Guest Editor

The COVID-19 pandemic has posed unprecedented and multidimensional challenges to education systems and has had a particular impact on environmental education. Online or remote environmental education presents significant challenges, with new opportunities emerging simultaneously. Students can no longer learn in the same ways as they did in the field, laboratory, and classroom, and they may struggle to adjust to virtual and asynchronous lessons. They also miss their social interactions with teachers and classmates. However, students also have more control over the lessons and may also enjoy the new-found flexibility of their learning. With new technologies, virtual field trips can provide students access to a variety of natural environments, with very little or no costs for travel and accommodation. This Special Issue is aimed at providing selected contributions on the advances made in the challenges and progress of environmental education both during the COVID-19 pandemic and in the post-COVID-19 era.

Guest Editor

Prof. Dr. Hong Yang

Department of Geography and Environmental Science, University of Reading, Reading RG6 6AB, UK

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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