



Engaging Students in Sustainable Science Education

Guest Editor:

Prof. Larry J. Grabau

Plant and Soil Sciences
Department, University of
Kentucky, Lexington, KY 40546,
USA

larry.grabau@uky.edu

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Message from the Guest Editor

This special issue (Engaging Students in Sustainable Science Education) is intended to compile effective approaches to student engagement in science-related classes. Of special interest, we are hoping to involve not only science education researchers, but also science educators of all levels. Such educators/practitioners may well have insights into student engagement in science that could escape high-level researchers. In many parts of the world, the disciplines of science and education have only a modest level of interaction. Abundant literature on engaging approaches to science education exists; however, relatively few classroom/laboratory/field educators seem to have access to such literature. Ideally, this issue will serve to bring together science and education—identifying approaches to science that create stimulating science learning environments. Note that our intent is to encourage practitioners to not only bring their best ideas, but also to relate them to the existing literature on their areas of science study and student learning.





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Editor-in-Chief

Prof. Dr. Marc A. Rosen

Faculty of Engineering and
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Ontario Institute of Technology,
Oshawa, ON L1G 0C5, Canada

Message from the Editor-in-Chief

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Sustainability
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

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