



Can Education for Sustainability Ignore Assessment? Agreements and Disagreements on Innovative Practices

Guest Editors:

Prof. Pilar Azcárate Goded

Department of Didactics,
University of Cádiz, Puerto Real
11519, Spain

pilar.azcarate@uca.es

Dr. Rocío Jiménez Fontana

Department of Didactics,
University of Cádiz, Puerto Real
11519, Spain

rocio.fontana@uca.es

Prof. Dr. Esther García-González

Department of Didactics,
University of Cádiz, 11519 Puerto
Real, Spain

esther.garcia@uca.es

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Message from the Guest Editors

Dear Colleagues,

In this Special Issue, we intend to include studies and works related to assessment from the viewpoint of sustainability at all educational levels and scales. It is not about understanding assessment separately from practice, but about looking at the educational reality through the prism of assessment.

Submission of papers related to the assessment of students, of teachers, of programmes, or of strategic plans at any educational level and in any context within the framework of Education for Sustainability are thus encouraged.

Our goal is to provide a collection of relevant studies on how to address assessment systems imbued with the principles of education for sustainability. In conclusion, we intend to provide an overview of current challenges in research on education for sustainability, from the perspective of assessment. To this end, empirical studies and manuscripts on theoretical considerations in this regard are appreciated.





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Editor-in-Chief

Prof. Dr. Marc A. Rosen

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

Message from the Editor-in-Chief

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Contact Us

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

Tel: +41 61 683 77 34
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