



Developing (Transformative) Environmental and Sustainability Education in Classroom Practice

Guest Editors:

Prof. Dr. Nicola Walshe

Institute of Education, University
College London, London WC2R
2LS, UK

Dr. Louise Sund

School of Humanities, Education
and Social Sciences, Örebro
University, S-70182 Örebro,
Sweden

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Message from the Guest Editors

Children today face significant challenges in response to living in a globalised world and the impact of environmental threats to the planet, for example climate change, rising inequalities, and food and water security; as such, there is an increasing need for schools to have a global rather than merely local perspective and to cultivate in students a critical sense of environmental and social responsibility. Environmental and Sustainability Education (ESE) in schools is frequently promoted as a route to achieving this as it has the potential to empower learners to ‘develop the necessary knowledge, understanding, skills, values, capabilities and dispositions to respond to the complex socio-ecological issues of the 21st century’.

In order to develop effective ESE pedagogies, some educators look to transformative learning theory to encourage learners to move beyond simple acquisition of knowledge to a change in world-view. With this in mind, the purpose of this special issue is to explore the pedagogy and practice of ESE in schools, with a particular focus on transformative pedagogies.





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

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Sustainability Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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