



## Outdoor Education for Sustainability

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submissions:

**closed (31 October 2022)**

### Message from the Guest Editor

Outdoor teaching and learning experiences with comprehensive pedagogical approaches contribute to the understanding of sustainability, but it is still not entirely clear how, when, and why outdoor education motivates learners to care for and act on behalf of nature. Rather than conceiving nature as natural resources and services to be consumed sustainably like the traditional view, this Special issue aims to present a preposition of education that perceives nature as intrinsically valuable and as a means to life-changing experiences.

We invite theoretical and research-based contributions that take a critical look at the practice of outdoor education, rooted in the search for intimate connection and reunion with the world and its everyday complexities—contributions that would focus on meaningful nature experiences, value-based learning, comprehensive pedagogical approaches, methodological tools for evaluating outdoor education, etc. The ultimate goal is to help learners "build a sense of oneness and intimacy with nature through learning that is local and vernacular and that fosters an empathetic and emotional bonding with place"





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## Message from the Editor-in-Chief

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