



Transgressive Learning and Transformations to Sustainability

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Deadline for manuscript
submissions:

closed (30 April 2020)

Message from the Guest Editors

In this Special Issue, we invite authors to consider transgression as a metaphor and Leitmotif for the kind(s) of learning that are needed if sustainability, social justice and more benign *humaNature* relations are to be realised. We invite research that covers theory building, methodology development, and reflections on transgressive learning praxis in diverse cultural, political–economic, and social–ecological contexts. We invite papers that represent the full scope of educational research including public pedagogy, informal learning, formal education, community education, social learning, comparative education, transdisciplinary higher education, e-learning and more. Via such contributions, authors contributing to this Special Issue might add to an emerging body of work on transgressive learning and transformations to sustainability, or they may reflexively engage with existing work articulating transgressive learning in order to clarify and substantiate understanding of processes of transgressive learning in transformations to sustainability. We invite submissions from empirical and philosophical/theoretical studies, preferably a combination of the two.





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Message from the Editor-in-Chief

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Journal Rank: JCR - Q2 (Environmental Studies) / CiteScore - Q1 (Geography, Planning and Development)

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