

Special Issue

Rethinking the Role of Outdoor, and Informal Setting in Environmental Education

Message from the Guest Editors

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- Design-based research derived from empirical studies in out-of-school science education institutions, with potential to promote sustainability;
- Public participation and collaboration in scientific research to improve people's knowledge about scientific methods, and promote environmental literacy;
- Unique cognitive, affective, physical and social aspects of the outdoor learning environment emerge in environmental context;
- Professional development programs in designed informal settings, in which educators explore how learning is shaped by institutional goals, and visitors' interpretations;
- Opportunities to foster connectedness to nature and reinforce pro environmental behavior, in informal settings;
- Science communication strategies in informal science learning institutions that may play a critical role in engaging the public in environmental education;
- Characteristics of exhibits, field trips, as well as volunteer monitoring that can support personal free-choice learning.

Guest Editors

Prof. Dr. Orit Ben-Zvi Assaraf

The School of Education, Ben-Gurion University of the Negev Israel, Beer Sheba, Israel

Prof. Dr. Tali Tal

Faculty of Education in Science and Technology, Technion-Israel Institute of Technology, Haifa, Israel

Deadline for manuscript submissions

closed (31 March 2024)



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Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
sustainability@mdpi.com

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Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

Prof. Dr. Steve W. Lyon

School of Environment and Natural Resources, Ohio State University,
Columbus, OH 43210, USA

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