

Special Issue

Engaging Students in Sustainable Science Education

Message from the Guest Editor

This special issue (Engaging Students in Sustainable Science Education) is intended to compile effective approaches to student engagement in science-related classes. Of special interest, we are hoping to involve not only science education researchers, but also science educators of all levels. Such educators/practitioners may well have insights into student engagement in science that could escape high-level researchers. In many parts of the world, the disciplines of science and education have only a modest level of interaction. Abundant literature on engaging approaches to science education exists; however, relatively few classroom/laboratory/field educators seem to have access to such literature. Ideally, this issue will serve to bring together science and education—identifying approaches to science that create stimulating science learning environments. Note that our intent is to encourage practitioners to not only bring their best ideas, but also to relate them to the existing literature on their areas of science study and student learning.

Guest Editor

Prof. Dr. Larry J. Grabau

Plant and Soil Sciences Department, University of Kentucky, Lexington, KY 40546, USA

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

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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. *Sustainability* publishes original research articles, review 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. Marc A. Rosen

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

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