

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

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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.

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