

Special Issue

Sustainability and Citizenship: Integration of Socio-Scientific Issues in Science Education

Message from the Guest Editors

Climate change, COVID-19 pandemic, and other global challenges have made clear that citizenship skills are more important. In order to develop citizenship skills, the incorporation of socio-scientific issues (SSI) has been proven to be useful by scholars. Despite a number of studies on SSI and competencies during the last decade, the public discussions on social media around COVID-19 support the assumption that we have failed as science educators to prepare people to gain the competencies. The aim of this Special Issue is to provide an international platform for a wide range of science educators and researchers to present and discuss recent studies regarding the integration of sustainability topics and goals in science education by introducing SSI, as well as research regarding the development of related competencies, with an emphasis on how SSI can support the development of sustainable development goals and responsible citizenship. Therefore, we encourage researchers to submit empirical work from various contexts, education levels (primary, secondary, higher education, teacher professional development), perspectives and methodological approaches.

Guest Editors

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Deadline for manuscript submissions

closed (31 May 2023)



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About the Journal

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

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