Special Issue

Environmental Sustainability Education in the Anthropocene

Message from the Guest Editors

Recent literature in environmental sustainability/education has identified the naming of the Anthropocene, providing new possibilities for noticing and attending unknown worlds. Reconfiguring these possibilities as being in relatio -with the planet is compelling educators to acknowledge that our human fate is determined by the collective fate of a host of more-than-human entities we share the planet with. Education plays a critical role in bringing attention to possibilities that articulate a collective relational response that does not perpetuate or transmit the cartograpies of humanism. To be effective, new theoretical and pedagogical approaches are needed that take into account the complex relations that exist between humans and more-than-human worlds. This Special Issue provides the space to explore the potenial and limitations of current approaches to environmental sustainability education in how it addresses the naming of the Anthropocene and will provide the opportunity for researchers to propose a rethinking of environmental sustainability education for the future.

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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. 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

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