



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

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Deadline for manuscript
submissions:

closed (31 March 2024)

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.





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Message from the Editor-in-Chief

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