



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

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submissions:

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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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