



## Reflexive Processes on Health and Sustainability in Education

Guest Editors:

**Dr. Julia Caroline Arnold**

Centre for Science and Technics  
Education, School of Education,  
FHNW University of Applied  
Sciences and Arts Northwestern  
Switzerland, Basel, Switzerland

**Prof. Dr. Sarah Dannemann**

Generals Studies in primary  
Education (Sachunterricht),  
Humboldt-Universität zu Berlin,  
Berlin, Germany

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### Message from the Guest Editors

In industrialized nations, chronic or noncommunicable diseases are the leading cause of mortality in the world, according to the WHO. To meet these challenges (and others), the UN Sustainable Development Goals (SDGs) includes Target 3: Ensure healthy lives and promote well-being for all at all ages. This aim has to be addressed interdisciplinarily and from different perspectives, but consistently incorporating the perspective of sustainability and intergenerational equity. Since human health and environmental health are inseparably intertwined, this also means making choices that are environmentally sustainable and shaping the health system in terms of sustainable health. Biology education can play a significant role in developing knowledge and abilities related to health and sustainability.

In this Special Issue, we will discuss (various) conceptions of health promotion from the perspective of biology education, as well as empirical results on the application and impact of these conceptions. These conceptions and their implications have previously been discussed at various national and international conferences.





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## Editor-in-Chief

### **Prof. Dr. Marc A. Rosen**

Faculty of Engineering and  
Applied Science, University of  
Ontario Institute of Technology,  
Oshawa, ON L1G 0C5, Canada

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*Sustainability* Editorial Office  
MDPI, Grosspeteranlage 5  
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