Special Issue Reprint

Teaching Sustainable Development Goals in Science Education

www.mdpi.com/books/reprint/4461

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At the core of the Agenda 2030 are 17 Sustainable Development Goals (SDGs). The aim of the SDGs is to secure a sustainable, peaceful, prosperous and equitable life on Earth for everyone now and in the future. To achieve the SDGs, education for sustainable development (ESD) aims to develop competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Therefore, ESD must define new knowledge, skills, values and attitudes and evaluate effective ways towards a new pedagogy. This Special Issue focuses on empirical educational research and theoretical considerations that address transformational competences in science education in the context of the SDGs. It presents new pedagogical approaches that aim to empower learners and teachers to contribute to a sustainable future and to evaluate their effectiveness in science education. Papers can focus on, e.g., new curricula or textbooks, teacher education, classroom and informal learning, whole-institution approaches, action-oriented and transformative learning approaches in science education.

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