



## Environment Teaching in the Face of the Global Challenges of the 21st Century

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Deadline for manuscript  
submissions:

**closed (20 June 2022)**

### Message from the Guest Editor

Dear Colleagues,

Currently, the world is experiencing global changes and the effects are being felt in all social, economic, political, and environmental fields. Climate change, natural hazards, social inequalities, immigration, refugees, and the spread of diseases (COVID-19, etc.) are just a few examples that can be treated as environmental issues. All of these topics should be dealt with at all stages of education (including university). Nowadays, we find different problems that can be linked to the so-called Sustainable Development Goals (SDGs), for example, “clean water and sanitation” (Goal 5), “affordable and clean energy” (Goal 6), “sustainable cities and communities” (Goal 11), “responsible production and consumption” (Goal 12), “climate action” (Goal 13), or “life of terrestrial ecosystems” (Goal 15).

This Special Issue answers the following research questions with theoretical and empirical studies:

\*What are the purposes of environmental teaching in today’s schools?

\*What place does environmental thought formation and environmental and social problems have in learning/teaching?





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## Editor-in-Chief

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## Message from the Editor-in-Chief

Environmental issues are quickly becoming central political, economic and academic topics of the twenty-first century. A large number of modern challenges are directly or indirectly caused by complex interactions between environmental issues. Such issues require interdisciplinary research, knowledge and insights to understand and, ultimately, for solutions to be found. Through the journal *Environments*, we strive to create a platform for meaningful discourse by accepting contributions from a wide range of fields. We sincerely hope you will consider publishing your distinguished work in this highly-accessible, peer-reviewed journal.

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