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CALL FOR PAPERS

Science|Environment|Health – Towards a reconceptualization of three critical and inter-linked areas of education

Albert Zeyer and Justin Dillon

Environment and health are increasingly important areas of education. Not only are they socially highly relevant to sustainable development discourses, but they are also close to students' interests and needs and can help to open up science education to personally relevant questions, especially, research suggests, for girls.

Nevertheless, these areas have often been neglected in science education research. In particular, the role of health and health education in science education is unclear. This ambiguity may result from cultural-historical influences, but it may also be a question of methodological difficulties.

The label science|environment|health (which avoids the use of acronyms such as STEM) is not meant to suggest that health and environmental education should be swallowed up by science education. Rather, there is a role for both beyond a reconstructed science education. The label highlights a situation of mutual benefit between science education, environmental education and health education – three educational dimensions - that have yet to be established in a transdisciplinary dialogue. This dialogue will, as well as traditionally involved fields, also include medicine, thus opening the discourse not only to health promotion and prevention, but also to disease and health care, and to problems of environmental health.

The special issue aims at providing a platform for this transdisciplinary dialogue. We are calling for contributions that particularly engage with the role of science education and the reconstruction of a new science education curriculum in response to this opportunity for mutual benefit. Contributions may rely upon a variety of epistemological frames and philosophical and/or empirical inquiry methods, and they may tackle theoretical aspects of the issue as well as concrete problems of teaching and learning in science lessons. They may focus on particular themes, including (but not limited to) the following:

- Health and environment as socio-scientific issues
- Scientific literacy, health literacy, and environmental literacy – conceptual differences and similarities

- The role of knowledge in health and environmental literacy
- The role of values in health and environmental literacy
- Health in science education – a neglected dimension?
- Medicine and science education – an unexploited resource?
- Environmental health – a field for science education?

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Deadline for responses: 1 May 2012.