

INTRODUCTION TO STRAND 9

ENVIRONMENTAL, HEALTH AND OUTDOOR SCIENCE EDUCATION

The field of environmental, health and outdoor science education has been increasing worldwide and this has also been found in the number and quality of the proposals to ESERA Conferences. In ESERA 2015 the strand “Environmental, health and outdoor science education” was focused on the following proposed areas of research: Ecological and Environmental Education, Education for Sustainable Development, environmental health, health education and health promotion; Lifestyles and attitudes towards health and the environment; Developing and evaluating the impact of programmes and experiences outside classrooms, including those organized by institutions other than schools.

In this ESERA 2015 eProceedings edition, 26 papers are included, with a majority (12) dedicated to **environmental education** issues and sustainable development, by looking at: young children’s and secondary students’ conceptions and attitudes towards the environment; syllabuses and textbook analyses of the environmental education perspective; developing and applying models in environmental education; teachers’ training and pedagogical practices in environmental education, including teachers trainers’ views about their role in the training process and its relevance in lifelong learning.

Health education is also the focus of a number of interesting papers in this ESERA proceedings, with seven papers looking at topics such as students’ and teachers’ conceptions about nutrition and how teachers use textbooks on this topic to implement educational practices; the use of school gardens for practices of health education; students’ knowledge and attitudes towards people with epilepsy; sex education implemented in basic education, considering teachers’ and students’ views; analysis of health literacy in communities to provide insights for improving teachers’ training in health education.

Outdoor science education appears in this e-book with five papers, distributed in two domains: one about educational processes in museums and science-themed communities, and the other one attempting to redefine informal science education and assess science popularization.

Finally, two papers are transversal to **science, health and environmental education**, by looking at cultural, historical views and awareness of the interrelationship between these three science education fields of research.

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