JOURNAL OF SCIENCE AND ENVIRONMENTAL LEARNING

Much of science and environmental learning happens outside of formal schooling environments. This learning can happen in science-rich informal institutions like museums, science and environmental learning centres, and in the context of indigenous education, education for sustainable development and be embedded in our everyday lived experiences at home, work and in our communities. Understanding that learning happens in these various settings, including culturally and geographically diverse contexts that mediate this learning, requires research that draws from a broad range of paradigms, theoretical perspectives, and methodologies. What connects this research is careful attention to the out-of-formal-schooling and informal environments where learning occurs and to the unique affordances of these contexts. Examining the learning that happens in diverse places and spaces provides the opportunity to advance research and practice in ways that expand how we view learning, teaching, and education. Importantly, this journal draws attention to what counts as knowledge and considers broadening what constitutes evidence of learning. In other words, researching science and environmental learning in informal contextual environments allows us to expand theories about learning, methodologies that document and examine learning, and that disrupt and transform global hegemonic discourses about learning, education, language, environment, science, and nature. This is necessary if we are to move towards teaching, learning, and researching the lived practices that foster a collective global sense of humanity, including respect for the non-human world, while being respectful of the cultural diversity that centers planetary well-being.

"RESEARCHING SCIENCE AND ENVIRONMENTAL LEARNING IN INFORMAL CONTEXTUAL ENVIRONMENTS ALLOWS US TO EXPAND THEORIES ABOUT LEARNING."