



The Journal of Sustainability Education

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THE 2013-14 THEMES

1. Sustainability Education Across the Generations: The State of the Field

For the first issue of a proposed three-part series, the JSE *Sustainability Education Across the Generations* editorial team invites contributors to present a succinct, yet comprehensive, overview addressing the questions: What is essential to Sustainability Education? What literature informs your perspective? What distinguishes Sustainability Education from other educational frameworks? How do we know it is happening?

To organize these benchmark contributions, we are providing a simple schematic for guidance (link to framework from JSE main page). While potential contributors are encouraged to carefully consider the levels of emphasis—individual, classroom/group, school/institution, community—and educational components—knowledge, skills, behaviors—that we include, they should by no means feel obligated to address every component of the framework. Moreover, contributors should feel free to augment the framework if this is warranted, or provide a more organic, free-form overview if they find the framework inadequate or limiting. At the same time, in order to facilitate an anticipated follow-up issue where we invite analysis and comparison of these benchmarks, we do encourage contributors to make every effort to utilize the categories we've established. In an accompanying video, audio or text narrative, we ask that you tell us how and why you organized your framework the way you did. We encourage you to submit as soon as possible in order to gain the most benefit from our open review system—we have established a soft due date of February 15, 2014.

Follow-up issues in the series will allow for commentary on these initial defining or “benchmark” contributions, as well as the opportunity to present and argue for a more open and free-form approach to Sustainability Education. Whereas the editorial team intends to involve the most established of practitioners from the beginning of this endeavor, we also anticipate a rich dialogue across the generations as we hear from emerging scholars and practitioners.

2. Sustainability: What's Love Got To Do With It?

Love, compassion and well-being are recurrent themes in scholarly publications related to sustainability. This issue will explore how love motivates and drives social movements and individual action for sustainability. Collective and individual action can be sparked by negative emotions such as resistance and anger, but ultimately, love and caring drive the sustainability movement. In this context love and caring are derived from an acknowledgment of the interconnectedness of all life in the universe. “Love” in connection with this theme can be interpreted as “love for” or “love as”. Love for: The earth, the natural world and other than human species, our children, our future and more. Love as: The essence that connects all life, that which makes or enables systems to be sustainable. We encourage to submit as soon as possible in order to gain the most benefit from our open review system, but we have established a soft due date of February 15, 2014.



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CALL FOR PAPERS

JSE invites practitioners, scholars, researchers and others to present well-researched scholarly submissions, as well as timely Brief Reports, Opinions, Case Studies, Media Reviews and Sustainability Journeys related to the currently open themes. JSE encourages mixed media works that incorporate visual graphics, images and photos, audio and video. If you would like to submit work on a topic that is not covered by the current themes, you can propose a theme for a future issue of JSE. Detailed, author instructions including complete formatting information, as well as information on how to propose a new theme, are available from the Review Article Tracking System (RATS) icon on the JSE main page at www.SustEd.com.

OPEN REVIEW

JSE invites you to participate in our open peer review process, with the goal of collaborating with our submitting authors to reach the highest quality in our final published works. Once registered, you can use RATS to view all the current submissions and choose those you would like to review. Access to the system is available at the top of any page on the JSE website. A quick “rating and comment” can be completed in just a few minutes while the peer review long form allows for detailed feedback, including inline comments on the article.

Whereas authors are encouraged to submit their work with full name disclosure, and reviewers are encouraged to do the same, we also offer the option of blinding names for both authors and reviewers. This may be especially important for sensitive topics or situations where the author or reviewer might feel inhibited by providing their name. Authors will be provided with an opportunity to reply to the review before formal publication of their work. For interested readers, reviews and replies of published works will be made available by registering with RATS.

We encourage the Sustainability Education community to join us in creating a more open approach to academic and timely publishing. Please register with the RATS on any page of the JSE website in order to see more details about open review, and to navigate through the system. You will gain instant access to submitted works, and you can start submitting reviews right away. You can also submit your own original works through RATS. Please contact the editor with any questions or comments you might have regarding the JSE review system, which is in Beta phase for the 2013-14 publishing cycle.



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ON-GOING THEME PROPOSALS

If you have an idea that you believe warrants a full issue of JSE, then please propose it! The Theme Proposal form can be downloaded from RATS—you can register from the icon at the top of every page of the JSE website. The more thought and development you give to your theme proposal, including specific invited authors and a strong guest editor for the theme, the more likely it will be accepted in the near future. Please contact the editor with any questions you might have about theme proposals.

LIKELY UPCOMING THEMES

Energy Education

One of the biggest challenges to human quality of life in the 20th century is going to be where we get our energy from and how we use it. The challenge is already being addressed, in an “early adopter mode” technologically: on the production side, through widespread adoption of solar and wind; and on the use side through changes in building, transport and food customs. The real challenge will be promoting the spread of change in people’s behaviors and attitudes regarding energy use while generating the political will to help those changes gain widespread acceptance. In other words, a perfect challenge for sustainability education.

Hope and Agency in Sustainability Education—research wanted

Sustainability advocates and educators often hear that we must be careful not to share too much distressing information with our students, fellow community members, and colleagues because we risk sending them into a passive, shut-down mode, thereby suppressing the very engagement needed to move us toward more sustainable living. But what do we really know about generating and maintaining sustainability-oriented agency among our students, colleagues, friends, and community members – what do we know about this process, and how do we know it? The editors of this issue ask these questions in an effort to stimulate research, reflection, and discussion of praxis -- work that explores how agency might be generated in sustainability education. We invite and encourage researchers to consider designing and conducting (in time for a January 2015 submission date) studies that probe questions of generating and maintaining hope and agency in sustainability education. Please contact Tina Evans (tevans@coloradomtn.edu) for further information.



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