

PARK-BASED LEARNING: YOUTH ENGAGEMENT IN CLIMATE CHANGE EDUCATION

This special issue of the open-access journal [Parks Stewardship Forum](#) (PSF) will explore the variety of ways youth can be engaged in climate action through park-based learning. We invite researchers, educators, managers, and partners to share case studies, research notes, activity guides, and other inspiring ideas to engage the next generation in transformative and empowering learning experiences. This issue is a continuation of work featured in a previous PSF special issue (May 2020) entitled [America's Largest Classroom: Expanding the Role of Education in our Parks](#).

For this issue, we are looking for:

- **Field case studies** that clearly explain the climate-related impacts your park/area/site is dealing with, what resources or values are at stake, and how your staff is engaging youth in learning about these changes, potential impacts, and what specific activities or programs you have implemented or plan to implement to empower K-12 engagement.
- **Research notes** reviewing best practices and key literature in park-based learning, climate change education, transformative learning, high-impact practices, and other topics related to youth engagement in climate change learning and action.
- **Activity guides** (e.g., instructional sequences) that offer a framework for other parks, educators, or organizations to replicate and extend the proposed experience to a new audience or in a new location. We are eager to see solutions-oriented programs and hope to highlight methods and approaches that can be adopted by other park/area/site managers, interpreters, educators, and partners.

We are also open to creative endeavors (e.g., video, photo, other formats) that represent youth engagement in climate change issues at parks and reflect a wide range of cultural and natural resource issues, applications of social science, and multidisciplinary and multi-agency approaches to climate change action.

To propose a case study, research note, activity guide, or other creative format (completed submissions can range from 3,000-5,000 words), please submit an abstract (150 words) and statement of significance (100 words) by November 1, 2024:

<https://www.georgewright society.org/youth-learning>

Decisions on abstracts will be provided by December 1, 2024. If your proposal is accepted, you will have until February 1, 2025, to submit a final paper for publication in the special issue anticipated for May 2025.

About the Special Issue's Guest Editors:

[Dr. Ana Houseal](#) is the Outreach Science Educator and Professor in the Science and Mathematics Teaching Center at the University of Wyoming in Laramie.

[Dr. Jes Thompson](#) is Assistant Vice President for Sustainability at Northern Michigan University and serves on the National Park System Advisory Board.



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