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Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: [naaee.org/eepr/resources/urban-ee-essays](http://naaee.org/eepr/resources/urban-ee-essays). These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press. Contributors Jennifer D. Adams, Brooklyn College, CUNY; Olivia M. Aguilar, Denison University; Shorna B. Allred, Cornell University; Daniel Fonseca de Andrade, Federal University of the State of Rio de Janeiro; Scott Ashmann, University of Wisconsin-Green Bay; Dave Barbier, University of Wisconsin-Stevens Point; M'Lis Bartlett, University of Michigan; Michael Barnett, Boston College; Simon Beames, University of Edinburgh; Chew-Hung Chang, Nanyang Technological University; Tzuchau Chang, Taiwan Normal University; Louise Chawla, University of Colorado Boulder; Lewis Ting On Cheung, Hong Kong Institute of Education; Belinda Chin, City of

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