
CURRICULUM VITAE

PROFESSOR JUSTIN DILLON

1. PERSONAL AND CONTACT DETAILS

NATIONALITY British
PERMANENT ADDRESS 66 River Court, Upper Ground, London SE1 9PB, United Kingdom
EMAIL justin.dillon@ucl.ac.uk
TELEPHONE +44 (0)7785 330536
X @justindillonUCL

2. HIGHER EDUCATION

AWARDED	INSTITUTION	QUALIFICATION
2007	King's College London, University of London	PhD (Education) 'Professional Development in the Science Department and the Role of the Head of Department'
1987	King's College London, University of London	MA (Science Education)
1980	Chelsea College, University of London	Graduate Certificate in Science Education
1979	University of Birmingham	BSc (Hons) Chemistry

3. EMPLOYMENT RECORD

DATES	EMPLOYER	POSITION/RESPONSIBILITIES
29/8/2022-	University College London	Professor of science and environmental education <i>Development Lead, Centre for Climate Change and Sustainability Education (CCCSE)</i>
12/2017-8/2022	University of Exeter	Professor of science and environmental education <i>Director of Doctoral Studies (2018-20)</i> <i>Director, South West Institute of Technology Observatory (2020-22)</i> <i>Director of Research (interim) (2021-22)</i>
12/2014-12/2017	University of Bristol	Professor of science and environmental education and <i>Head of the Graduate School of Education; Bristol Institute for Learning and Teaching Fellow (0.2fte) (2017)</i>
10/2009-11/2014	King's College London	Professor of science and environmental education <i>Co-leader, Centre for Research in Education in Science, Technology, Engineering and Mathematics (2010-14)</i> <i>Head, Science & Technology Education Group (2007-14)</i> <i>PGCE Science Coordinator (2003-6 & 2009-13)</i> <i>Subject Director Chemistry (2003-14); Acting Director PGCE/SD (2014)</i>
9/2006 – 9/2009	King's College London	Senior Lecturer in Science and Environmental Education
1/1989 – 8/2006	King's College London	Lecturer in Science Education <i>Director of International Education (1995-2003)</i> <i>Deputy-Director, PGCE (1992-5)</i>
1-12/1988	Kingsdale School, London	Head of Science
9/1984 - 12/1988	Eltham Hill School, London	Head of Chemistry
4-8/1984	Inner London Education Authority	Team Member, Science Support Team
9/1980 - 3/1984	The John Roan School, London	Assistant Teacher of Chemistry

4. CURRENT AND RECENT RESEARCH PROJECTS

FUNDING BODY	DATES	AMOUNT	RESEARCH OR PROJECT DETAILS
Qatar Foundation	1/25-12/25	£70,601 £4k to IoE	EARTHNA Centre for a Sustainable Future Eco Schools Evaluation: Adviser
UCL Climate Crisis Grand Challenge	7/24-7/25	£9,500	'Young people's understanding of the health impacts of climate change': <i>Collaborator</i>
Research England Higher Education Innovation Fund	10/24-9/25	£4,805	Developing a Kew-wide behavioural change framework: <i>CI</i>
Royal Society	9/21-5/22	£2,868	'How do the launch conditions affect the height a rocket reaches?' Partnership Grant. (<i>Collaborator/STEM Partner</i>)
Natural England	11/21-3/22	£4,993	Update on briefing on links between natural environments and learning: <i>PI</i>
European Union Erasmus+	2019-2023	€280,883	INtegrating Special-needs Individuals into Digi-holistic Education (INSIDE) (<i>Exeter PI (interim)</i>)
Brigstow Institute, University of Bristol	2021	£3,035	'Developing a methodology for the empowerment of teachers-as-researchers in the context of Sustainability and Climate Change Education'. Ideas Exchange award: <i>CI</i>
University of Exeter, Strategic Priorities Fund	2020-21	£15,000	'South West Education Policy': <i>PI</i>
GW4 Generator Award	2020-21	£13,570	'Transdisciplinary Network for Climate Change Education': <i>CI</i>
UK Science & Technology Facilities Council (Nucleus)	2019-22	£105,151	'Exploratory Engagement Exploring Exoplanets' (4EP): <i>CI</i>
European Union Erasmus+ 2018 Strategic Partnerships	2018-21	€364,763	'Ocean Connections: Developing Ocean Literacy through Creative, Digital Pedagogies': <i>CI</i>
European Cooperation in Science and Technology	2018-2023	CHF95-135k	'Euroscitizen: building on scientific literacy in evolution towards scientifically responsible Europeans'. Secondary applicant
National Forum for Public Engagement in STEM	2016-17	£8,185	'Professionalising Public Engagement with STEM': A South West Pilot: <i>PI</i>
GW4 Accelerator Award	2-5/2017	£16,000	'Developing STEM Education for Marginalised Groups in Low-Income Communities': <i>CI</i>
University of Bristol, International Strategic Fund	7/2016	£3,250	'Establishing a collaborative research agenda for STEM education with Chile': <i>PI</i>
Economic and Social Research Council	9/2013-8/2015	£29,927	'Building a Collaborative Learning Research Agenda for Natural History Museums in the UK' Seminar series: <i>PI</i>
Technology Strategy Board & ESRC	2013-17	£233,372	Knowledge Transfer Partnerships-EngineeringUK: <i>PI</i>
European Commission Research Directorate-General	1/2013-12/2016	€3,971,945; KCL: €481,976 (£391,142)	'Assess Inquiry in Science, Technology and Mathematics Education' (ASSIST-ME)
BP Chemicals plc	1/2013-12/2017	£4,300,000 KCL: £1,500,000	'Enterprising Science': <i>King's CI</i> . Collaboration with the Science Museum, London
National Science Foundation (USA)	1/2013-12/2017	US\$749,996 (£465,712) KCL: £150,000	'Relating Research to Practice: A Web Resource for ISE Professionals' (RRPII): <i>King's PI</i>
European Commission (Comenius)	3/10/12-3/10/14	€237,806 KCL: £26,147	'Preparing Science Educators for Everyday Science' (PreSEES): <i>King's PI</i>
European Commission Research Directorate-General (Grundvig)	1/2012-12/2013	€299,803 £248,845 KCL: £17,382	'Facilitating Engagement of Adults in Science and Technology' (FEAST): <i>King's PI</i>

Natural England	3/2011-6/2012	£26,762	'Natural Connections Initiative': <i>PI</i>
National Science Foundation (USA)	8/2010-7/2011	US\$154,665 (£99,527) KCL: £19,000	'Relating Research to Practice in Informal Learning Environments: An Exploratory Effort to Establish Warranted Approaches, Audiences and Uses' (RRP): <i>King's PI</i>
European Commission DG (Research)	1/2011-12/2013	€2,234,024 KCL: £127,448	'Inquiry-based teacher training for a sustainable future' (INQUIRE): <i>King's PI</i>
Cornell University Institute of Social Sciences	4-12/2010	US\$9,695 (£6,278)	'Exploring Trans-disciplinary Research in Environmental Education and Related Fields'. <i>Co-PI</i> with Marianne Krasny & Janis Dickinson
SCORE (Science Community Representing Education)	31/3/10-30/9/10	£10,000	'Benchmarking Practical Science in Schools': <i>PI</i> .
Economic and Social Research Council	3/2010-12/2013	£221,871	'Co-ordinator Targeted Research Programme in Science and Mathematics Education' (TISME): <i>CI</i> (<i>PI</i> – Prof. Louise Archer)
The Nuffield Foundation	1/1/10-31/12/10	£19,625	'Beyond 2010: STEM beyond the classroom': On behalf of the ASE Outdoor Science Working Group. <i>PI</i> .
European Commission Research Directorate-General	1/2010-12/2012	€2,755,692 KCL: €98,000 (£86,320)	'Towards Women in Science and Technology': (TWIST): <i>King's PI</i> .
Economic and Social Research Council	1/2009 – 12/2013	£745,591	'A Study of Pupils' Interests Related to Employment in Science' (Aspires): <i>Co- Investigator</i> (<i>PI</i> – Prof. Louise Archer)
European Commission Research Directorate-General	6/2009-5/2012	€999,584 KCL: €132,918 (£105,000)	'Interests and Recruitment in Science' (IRIS). Factors influencing recruitment, retention and gender equity in science, technology and mathematics higher education: <i>King's PI</i> .
AstraZeneca Science Teaching Trust	9/2008 – 8/2009	£34,462	'Border Crossings' Research team: Melissa Glackin; Natasha Serret; Dr Chris Harrison: <i>PI</i> .
Royal Society	4-7/2008	£15,000	'Support for Summer Science Exhibition Exhibitors' communication study': <i>PI. Co-PI</i> Dr Sally Duensing.
Learning and Skills Network	3-7/2008	£19,850	'Triple Science Case Studies': <i>PI</i> .
Field Studies Council	2-3/2008	£2,800	'Update of the Review of Research into Outdoor Learning': <i>PI</i> .
Royal Society	12/2007-2/2008	£10,900	'A Review of the Research on Practical Work in School Science': <i>PI</i> .
AstraZeneca Science Teaching Trust	9/2007 – 8/2008	£62,862	'Thinking Beyond the Urban Classroom' Research team: Melissa Glackin; Natasha Serret; Dr Christine Harrison: <i>PI</i> .
Association for Science Education	4-9/2007	£11,370	'Evaluating Science Across the World' 1 post-doc – Jennifer DeWitt: <i>Co-PI</i> .
DfES/London Science Challenge	9/2006-3/2008	£20,000	'Evaluating London Science Support'. <i>PI</i> .
Department for Education and Skills/Countryside Agency/FACE (Joint application with NFER)	4-9/2006	£68,300	'Education Outside the Classroom: Research to Identify What Training is Offered by Initial Teacher Training Institutions' <i>CI</i> .
Engineering and Physical Sciences Research Council	9/2006 – 8/2007	£81,770	'What Can the Matter Be?' 1 post-doc – Zoe Laughlin: <i>CI</i> .
European Union	12/2004 – 12/2007	€4,444,550 KCL: €235,000 (£162,150)	'Permanent European Centre for Informal Learning (PENCIL)': <i>King's PI</i> . 3 research associates.

Natural History Museum	12/2004-2/2005	£5,000	'Review of the Darwin Centre'. Researchers: Ellen McCallie and Val Bontranger: <i>PI</i> .
Hampshire County Council	11/2004-8/2005	£5,500	'Researching the Effectiveness of Outdoor Education: The Hampshire Trailblazers Scheme'. Researcher: Patrick Dowd: <i>PI</i> .
Learning Through Landscapes Trust	2004	£10,000	'Evaluating the Growing Clubs Project' <i>Lead researcher</i>
Department for Education and Skills/Countryside Agency/FACE (Joint application with NFER)	2004-2005	£52,409 KCL: £13,500	'The Outdoor Classroom in the Rural Environment': Co-Director with Dr M Rickinson, NFER and Prof W. Scott, Bath University. 3 other staff employed.
Scottish Executive	2003	£5,000	'Children's Ideas about Sustainable Transport' <i>Researcher</i> .
Field Studies Council (Directed by the NFER)	2003	£27,900	'A Review of Research into Outdoor Learning' <i>Researcher</i> .
Copus (administered by the Royal Society)	1-9/2003	£8,000	'Stirring the Waters' Copus Grants Scheme – Public Engagement with Science: <i>PI</i>
King's College London SSPR Small Research Grants Scheme	4/2003 6 months	£2,950	Seedcorn Grant to look at Farmers' Markets <i>Co-investigator</i> with Professor Michael Redcliff
Department for International Development	12/2002 – 1/2003	£5,000	Revision of 'Mainstreaming Environmental Education'. 1 researcher. <i>Lead researcher</i> .
Department for Education and Skills/Countryside Agency/FACE (Joint application with NFER)	2002-2003	£44,850 KCL: £18,000	'Improving the Understanding of Food, Farming and Land Management Amongst School-Age Children': Co-Director with Dr M Rickinson, NFER. 3 other staff employed as researchers
European Union – Socrates	2000 - 2003	£74,378 KCL: £3,718	'Science Teacher Education Network' Joint Co-ordinator
AstraZeneca Science Teaching Trust	2000 - 2003	£149,317	'CASE@KS2' research and development 1 researcher and 3 consultants employed. <i>Co-PI with Professor Philip Adey</i> .
Department for International Development	9/2000 – 5/2001	£45,125 KCL: £17,000	'Mainstreaming Environmental Education' – research and write a policy paper. 1 researcher. <i>Lead researcher</i> .
Countryside Foundation	2000 - 2001	£3,200	'Teaching Controversial Issues' <i>Research Consultant</i>
British Council Higher Education Link scheme	2000-2003	£15,000 KCL: £6,000	'Sustainable Development Education' – course design and research project. Jointly with PSU, Thailand. <i>UK Co-ordinator</i> .
DTI-Office for Science and Technology	6-11/1999	£75,608	'The views and needs of teachers of science in primary and secondary schools in England'. <i>Co-director with Dr Jonathan Osborne</i> .
European Union – Comenius	1999-2002	£1,500	'Comenius Freshwater Network' - <i>Evaluator</i>
Technology Colleges Trust	1999-2000	£1,500	'Evaluation of Teaching for All materials' – <i>Evaluator</i> .
European Union - PHARE	1998	£62,000 KCL: £11,600	'CANDIDUS' - Headteacher Training – Lithuania/Latvia. <i>Director</i> .
European Union - TEMPUS	1997-2000	£271,000 KCL: £27,000	'Project AQUA' - Czech Republic EE in Higher Education. <i>Project Management Team member</i> .
European Union - TEMPUS	1998-2000	£260,000 KCL: £2,700	'Science-Mathematics Teacher for a New Century – Poland'. <i>UK Co-ordinator</i> .
British Council Higher Education Link	1996-1999	£15,000 KCL: £6,000	'Masters in Environmental Education' – course design and research project. Jointly with PSU,

scheme

Thailand. *UK Co-ordinator.*

5. WORK FOR FUNDING BODIES/RESEARCH COUNCILS

AGENCY	SCHEME/RESEARCH TOPIC	ROLE
Arts & Humanities Research Council (AHRC), UK	SPF UK Climate Resilience Programme Living with Climate	Proposal reviewer, 2020
Austria's Agency for Education and Internationalisation	Austrian Partnership Programme in Higher Education and Research for Development (APPEAR)	Proposal reviewer, 2023, 2024
Austria's Agency for Education and Internationalisation	Cooperation Development Research	Proposal reviewer, 2025
British Educational Research Association	Various	College of Reviewers, 2022-
Board of the Icelandic Research Fund for Graduate Students	Outdoor environment in children's learning	External evaluator of funding application, 2012
British Council	Development Partnerships in Higher Education & England-Africa Partnership programmes	Subject Advisor
Danish Council for Independent Research/ Independent Research Fund Denmark	Education research	Humanities, panel member, 2012-23 Sapere Aude, proposal reviewer, 2023
Economic and Social Research Council, UK	Environmental Education Personal Inquiry (PI): Designing for Evidence-based Inquiry Smart Networks	Rapporteur, End of Award Report, 1997-8 Rapporteur, End of Award Report, 2012
ESRC/DFID ESRC	Peer Review College DelPHE: Building Innovation Capacity Post-16 participation; Outdoor education; early science literacy	2024- Proposal evaluation, 2006 Proposal evaluation, 2007, 2009 Peer reviewer (x2), 2014, 2020
Fundação para a Ciência e a Tecnologia, Portugal	Stimulus of Scientific Employment, Individual Support R&D Units evaluation	Evaluator, 2023 Educational Sciences, Panel member 2024-5
German Academic Exchange Service (DAAD)	Postdoctoral Researchers International Mobility Experience (PRIME). 'Built environment education for children – Museums in Focus'	External reviewer
Irish Research Council	Government of Ireland Postgraduate Scholarship COALESCE (Collaborative Alliances for Societal Challenges)	Outer International Assessment Board remote evaluator, 2017-9, 2023-4 Remote assessor, 2021, 2022, 2025
Kuwait Foundation for the Advancement of Sciences Research Directorate	An ecological learning centre	External proposal reviewer, 2013
Lundbeck Foundation, Denmark	Science teacher development	External proposal reviewer, 2011
Ministry of Education, Science, Research and Sport of the Slovak Republic	Periodic Assessment of Research, Development, Artistic and Other Creative Activities	External panel member (Education), 2022 & 2025-6
National Science Centre, Poland	Funding scheme OPUS PRELUDIUM-19 scheme	External proposal reviewer, 2016 External proposal reviewer, 2020, 2023,

2024		
National Science Foundation, USA	Learning in science	Evaluation Panel, 2003
Netherlands Initiative for Education Research (NRO)	PROO Interlinked Research Projects	External assessor, 2021
NordForsk, Norway	Nordic Centre of Excellence	Expert panel, 2013
Novo Nordisk Foundation, Denmark	Health promotion project	External proposal reviewer, 2011 LIFE Research evaluator, 2022, 2025
Nuffield Foundation, UK	Middle Management	Proposal reviewer, 1997
Qatar National Research Fund	Science education	Proposal reviewer, 2013, 2014, 2018, 2020, 2023, 2024
Royal Academy of Engineering, UK	Ingenious: public engagement awards	Proposal reviewer, 2014-18
Research Council of Finland (formerly the Academy of Finland)	Education and educational psychology Proof of Concept applications	Expert review panel, 2021, 2022, 2023 (Vice-chair), 2024 (Chair) Review panel, 2023, 2024 (Chair)
Research Grant Council, Hong Kong, PR China	Science education	External proposal reviewer, 2011-21
Science & Technology Facilities Council, UK	Nucleus Awards 2018 Stage 2	Proposal reviewer, 2017-18
Social Sciences & Humanities Research Council of Canada (SSHRC)	Action research/STSE education Environmental education Science centre impact	Proposal reviewer, 2005, 2006, 2008, 2013-15, 2018-19
South African National Research Foundation	Review of research standing	Evaluator, 2014
Spencer Foundation (USA)	Large Research Grants Program	Review panel member, 2025
UNESCO	UNESCO-Japan Prize on Education for Sustainable Development	Reviewer, 2021
Wellcome Trust, UK	Wellcome Trust People Award MH&E Capital Award	Referee, 2012 Proposal reviewer (x2), 2013
Wolfson Foundation	Capital Funding (Science & Health)	Proposal reviewer, 2021

6. MPhil/EdD/PhD STUDENTS

STUDENT	STAGE	RESEARCH TOPIC
Dr Ana Maria Moncada Arce	Awarded 2016	Argumentation and narrative construction (with Dr Neil Ingram) UoB
Dr Melissa Bourne	Awarded 2023	What are the effects of the activities to develop working memory that I have developed for KS3 Science lessons on the WM and hence the science attainment of KS3 students? (with Dr Taro Fujita) UoE
Dr Maurice Cheng	Awarded 2011	Students' visualization of scientific ideas: Case studies of a physical science and of a biological science topic (with Prof. John Gilbert) KCL
Sian Chalkley	Commenced 2023	A case study of children's experiences in a STEAM holiday camp from the perspective of transdisciplinary thinking and twenty-first century skills. (with Dr Helen Gourlay) UCL
Dr Mee Young Choi	Awarded 2007	Watershed Environmental Education in South Korea: Understanding learning within communities of practice using social, cognitive and participational perspectives (co-supervised with Dr Rod Watson) KCL
Dr Ana Maria Duque-Aristizábal	Awarded 2002	Sustainability education policy and the management of teacher change in Colombia (with Dr Meg Maguire) KCL
Dr Emily Dawson	Awarded 2012	Science and the exclusive society: A study of four minority ethnic communities and their engagement with science (with

Dr Anwar Tlili) KCL		
Dr Patrick Dowd	Awarded 2009	The influence of outdoor science educators' teaching identities on pedagogical practice (with Prof. Jonathan Osborne) KCL
Dr Maria Evagorou	Awarded 2009	Argue-WISE: Exploring young students' argumentation features within a socio-scientific issue, when supported by an on-line learning environment (with Prof. Jonathan Osborne) KCL
Dr Sandra Wever Frerichs	Awarded 2008	The role of museums in the continuing professional development of teachers of science (with Prof. Jonathan Osborne) KCL
Dr Melissa Glackin	Awarded 2013	Using the outdoors to teach science: What motivates teachers in their pedagogical choices? (with Dr Jill Hohenstein) KCL
Dr Spela Godec	Awarded 2017	Enterprising Science (with Prof. Louise Archer and Dr Emily Dawson) KCL
Dr Paulina Gutierrez	Awarded 2019	Motivation and learning of Biodiversity and Evolution in a situated learning environment in Indigenous communities in Oaxaca, Mexico (with Dr Melissa Glackin) KCL
Darren Harman	Commenced 2022	Reimagining KS3 science: Authentic Wicked Problem Based Learning as a mechanism for teaching a unified interdisciplinary science curriculum in secondary schools (with Dr Marian Mulcahy & Dr Jo Nicholl) UCL
Dr Naomi Haywood	Awarded 2016	Families at Kew Gardens: A study of conceptualising and supporting family science learning in a botanic garden (with Prof. Angela McFarlane & Dr Heather King) KCL
Dr Jing Huang	Awarded 2004	Children's knowledge, attitudes and behaviours in terms of waste and recycling in cities in China and England (with Prof. Philip Adey) KCL
Dr Elin Kelsey	Awarded 2001	The place of the 'Public' and 'Education' in multinational environmental policy (with Prof. Jonathan Osborne) KCL
Dr Yue Li	Awarded 2016	Professional networks and practice change in environmental education (with Dr Marianne Krasny, Dr Matt Brashears & Dr Shorna-Allred, Cornell University, USA)
Dr Richard Maloney	Awarded 2009	Constructions of headship: the complex and challenging role of headships - a qualitative analysis of the situated challenges of contemporary leadership (with Prof. Meg Maguire) KCL
Dr Alex Manning	Awarded 2016	Science teachers' lives and careers (with Prof. Louise Archer) KCL
Dr Piotr Mazowiecki-Kocyk	Awarded 2026	Finding pedagogical moves to enhance student questioning in secondary science classes: A study of question typology and pedagogical possibilities (with Dr Amanda McCrory) UCL
Dr Ellen McCallie	Awarded 2009	Scientists and Publics: An Analysis of Argumentation and Equity in Dialogue Events on Socio-Scientific Issues for Adults in Informal Learning Contexts (with Dr Jill Hohenstein) KCL
Dr Alex Moss	Awarded 2016	Identifying impact at the ROL - an investigation into the impact that science outreach programmes at the Reach Out Lab have upon students' attitudes, aspirations towards and appreciation of science (with Prof. Robert Winston & Dr Heather King) KCL
Uyen Nguyen	Commenced 2024	Ecological Democracy: theories and practices in education for sustainable development (ESD) from the perspectives of teachers in a Vietnamese secondary hill school (with Dr Jo Fraser-Pearce) UCL
Dr Izzie Philpotts	Awarded 2026	Increasing dog owner's understanding of their dog's needs and facilitating owner behaviour change to improve dog welfare (with Dr Nicola Rooney) UoB
Tooba Rauf	Commenced 2023	Exploring climate change impacts and the role of education through the local lens: Analysing schoolteachers'

		conceptualisations of climate change education in remote Pakistan (with Dr Alison Kitson) UCL
Dr Teremun Rider	Awarded 2025	The case for genomics: Introducing elements of emerging science research into curriculum (with Dr Ruth Wilton) UCL
Dr Fatma Sabet	Awarded 2023	Theorising sustainable school meals and food education provision in primary schools in England: A realist study (with Prof. Brahm Norwich)
Dr Katy Salisbury	Awarded 2005	Expertise in ELT test writing (with Prof. Constant Leung) KCL
Dr Amy Seakins	Awarded 2015	Public engagement at the Natural History Museum (with Dr Heather King) KCL
Lidwina Felisima Tae	Commenced 2025	Exploring the application of scientific literacy assessment and teaching module in Indonesian context (with Dr Amanda McCrory)
Dr Kelly Teamey	Awarded 2006	An exploratory study of the orders of discourse between policies and discursive practices in the development field: A case study of education in Pakistan (with Prof. Brian Street) KCL
Dr Aminath Shiyama	Awarded 2020	Teaching science process skills in the Maldives (with Dr Jocelyn Wishart/Dr Angeline Barrett) UoB
Dr Bethan Stagg	Awarded 2020	Developing a Pedagogy for Reducing 'Plant Blindness' (By publication) (with Dr Lindsay Hetherington)
Dr Damian Stoupe	Awarded 2020	In defence of 'abstract wonderment' (with Dr Jo Rose) UoB
Dr Hamsa Venkatakrishnan	Awarded 2004	The implementation of the secondary phase of the National Numeracy Project (with Prof Dylan Wiliam/Prof. Margaret Brown) KCL
Jiayi Wang	Commenced 2023	Understanding and promoting ocean literacy: A multi-case study exploring the experiences, perceptions and attitudes of secondary students, teachers, school leaders and parents in China and England (with Dr Nicole Blum) UCL
Dr Mele Wheaton	Awarded 2011	An examination of environmental identity development in high school students (registered at University of California Santa Cruz)
Dr Hen Wilkinson	Awarded 2019	From conflict to sustainable collaboration: engaging with 'the space between' in cross-sector work (with Dr David Sweeting, UoB) UoB
Dr Billy Wong	Awarded 2011	Science aspirations: Investigating the views of 11-14 year old minority ethnic pupils (with Prof. Louise Archer) KCL
Dr Vicky Wong	Awarded 2018	Mathematics and Science Education in English Schools (with Dr Anne Bowker, Prof. Eva Jablonka, Dr Heather King) KCL
Joseph Xhuxhi	Commenced 2022	A case study of Able, Gifted & Talented provision in STEM subjects by a bilingual private secondary school in Madrid (with Dr Amanda McCrory) UCL
Dr Xiaomei Yan	Awarded 2016	Argumentation in tertiary chemistry education: A Cultural Historical Activity Theory perspective on a laboratory course in an English university, UoB
Dr Junqing Zhai	Awarded 2011	Teaching in outdoor classrooms: A case study into botanical garden education officers' pedagogical practices (with Dr Jill Hohenstein) KCL
Dr Jun Zhou	Awarded 2005	A study of academic staff development in Chinese higher education institutions (with Prof. Gill Nicholls) KCL

7. COURSES TAUGHT IN THE UK

COUNTRY	FUNDING BODY	COURSE
---------	--------------	--------

China	UNESCO	UK ICT policy: Course Director
Egypt	Ministry of Education	Responsibility for 19 3-month programmes of inservice for teachers, 1995 – 2001
Indonesia	World Bank	Secondary Education and Management Programme – Indonesia. 12-week workshops for science instructors.
Korea	Ministry of Education Seoul Metropolitan Authority	Course Director, 4, 5 and 6-week courses for science teaching Course Director, 4-week course for chemistry teachers, 2006
Nigeria	ODA	Nigerian Science Teacher Education Programme, 1991-4
Pakistan	Asian Develop. Bank	6-week training course for science advisers, 1993
Saudi Arabia	Ministry of Education	Making INSET more effective' (1999) and 'Better Teacher Training' (1999 and 2000): Course Director
Sri Lanka	World Bank	Course Director, 3-week training courses, 2000 and 2001
Turkey	Yök, Higher Ed. Project	Innovation in Teacher Education, 1998: Course Director
Uzbekistan	British Council National Pedagogical University of Uzbekistan	Curriculum Development, 2000: Course Director Bespoke Education and Teacher Education Workshop, 2025

8. OVERSEAS WORK EXPERIENCE

COUNTRY	EMPLOYER/SPONSOR	PURPOSE
Australia	Curtin University of Technology	1-week visiting fellowship, 1996
Brazil	British Council	1-week consultancy visit, 2000
Brunei	British Council	1-week visit, 1992
Bulgaria	European Union	4 x 1-week workshops, 1992-6
Chile	Catholic University of Santiago University of Valparaiso	2-week visit, 2016 1-week visit, 2025
China	Great Britain China Centre UNESCO Environment Protection Agency, Changchun Sino-UK Curriculum Reform Seminar British Consulate-General Shaanxi Normal University Zhejiang University Beihang University, Beijing Xishuangbanna Tropical Botanical Garden Beijing Normal University Zhejiang University Wuhan University, UKCHAHE Shanghai Jiao Tong University East China Normal University/Shanghai Normal University	1-week training workshop, 1997, Beijing 1-week training workshop, 1999 Conference; 1-week teacher seminar, 2000 1-week visit, 2002, Nanjing 1-day seminar + school visits, 2004, Taizhou 1-week visit, 2013, Xi'an 2-week course at master's level, 2015 1-week UG/master's course, 2018 1-week master's course, 2018, 2019 5-day training course, 2018 Distinguished Visiting Scholar, 1 week, 2019 1-week, 2023 1-week visit, 2023, Wuhan 10 days, 2024, Shanghai, Nanjing, Hangzhou 9 days, 2025
Czech Republic	European Union	2 x 1-week workshops, 1997-8
Greece	University of the Aegean	3-day workshop, 2008
Hungary	Eötvös Loránd University of Sciences, Budapest	3-day workshop, 2013
India	The International School Bangalore	1-day workshop, 2001
Indonesia	World Bank DFID	3 x 4.6-week consultancies in 1992-5 2-week consultancy, 2000
Japan	Hiroshima University	2-week visit, 2000; Invited talk, 2006
Lithuania	European Union	4 x 1-week workshops, 1992-6
Luxembourg	University of Luxembourg	2 x 1-week visits, 2023 2 x 1-week visits, 2025
Korea	Korean Chemical Society	1-week visit, 1998

	Korea National University of Education BK21 SENS/Seoul National University	1-week visit, 2000 Plenary lecture, 2006
Malaysia	British Council	1-week fieldwork evaluation, 1996
Nigeria	ODA	2 x 1-week consultancies in 1991-2
Pakistan	DFID	10-day research visit, 2001
Poland	EU Polish Association for Science Education	4 Workshops for teachers, 1997-2000 Plenary lecture, 2006
Saudi Arabia	Pearson T4EDU	Lead Instructional Designer (Science) 2013-14 (including 4-day visit, 2013)
Singapore	National Institute of Education, NTU	KJ Koh Visiting Professor, 2024 (2 weeks)
Spain	British Council	3 x 1-week research visits, 1995-6
Thailand	British Council	3 x 1-week training, 1997 - 2000
Taiwan	National Science Education Association	3-day workshop, 2007
Uzbekistan	British Council	2 x 1-week consultancy visits, 1999 2-week and 1-week workshops, 2000
Venezuela	Universidad Pedagogica Experimental Libertador	2-day workshop, 2006

9. EXTERNAL EXAMINING & EXTERNAL REVIEWING

UNIVERSITY	DEGREE/ROLE	YEARS
Aarhus University	External assessment committee member	2016
Australian National University	External examiner, PhD (Hayes)	2018
Brock University, Canada	External referee, promotion to professor	2017
Copenhagen University	International reviewer, promotion to professor	2014
	External examiner, PhD (Thiels)	2018
	External examiner, PhD (Evans)	2022
Curtin University of Technology, Australia	External examiner MEd	1996
Deakin University, Australia	External examiner, PhD (Castano)	2011
The Education University of Hong Kong	External assessor of promotion to chair professor	2017
Frederick University, Cyprus	Chair, Programme Evaluation Team, MSc in Education for the Environment and Sustainability	2009
Hong Kong Institute of Education	External assessor of two professorships	2009
King's College London	External examiner, PhD (Shen)	2012
	PGCE Classics	2021-5
London Southbank University	External examiner, PhD (Loyd-Pain)	2013
Macquarie University, Australia	External examiner, PhD (Fägerstam)	2012
National Institute of Education, Singapore	Tenure review of staff member	2010
	External review for promotion	2019
National Research Foundation, South Africa	External review of academic outputs and standing	2018, 2019
OISE University of Toronto, Canada	External reviewer, Centre for Sci, Ma. & Tech.	2008/9
Temple University, USA	External reviewer, tenure and promotion	2013
University of Antwerp, Belgium	External reviewer, research proposal	2012
University of Bristol, UK	External examiner, MSc Science & Education	2010-12
	External examiner, EdD (Chan)	2025
Universiti Brunei Darussalam	External assessor, promotion to Associate Prof	2012
Universiti Kebangsaan Malaysia	External assessor, promotion to Prof	2019
University of Colorado Denver, USA	External reviewer, promotion and tenure	2013
University of Cyprus	External advisor, promotion and tenure	2011
University of Edinburgh, UK	External panel member, senior lectureship appt.	2018
University of Helsinki, Finland	PhD Opponent (Rasa)	2023
University of Ibadan, Nigeria	External assessor, readership promotion	2013
University of Leeds, UK	External assessor, readership promotion	2009

University of Limerick, Eire	External examiner, PhD (Donnelly)	2011
University of London, Institute of Education, UK	External examiner, PGCE Course External assessor: promotion to professor External examiner, PhD (Insley)	1996-9 2013 2019
Univ. of London, Royal Veterinary College	External examiner, PhD (Jamieson)	2012
University of Malta	External assessor: associate professorship	2010
University of Maryland, USA	External reviewer, promotion to Principal Agent	2017
University of Northumbria	External examiner, PhD (Al-Balushi)	2020
University of the Punjab, Pakistan	External examiner, PhD (Anwer)	2012
University of Sheffield, UK	External examiner, PhD (Feng)	2010
University of Southampton, UK	External examiner, BEd External assessor, promotion to personal chair	1997-2001 2014
University of Victoria, Canada	External referee, tenure and promotion	2013
University of Vienna, Austria	External examiner, PhD (Krebs)	2024
University of the West of England, UK	MSc Science Communication, Academic reviewer External examiner, PhD (Kamolpattana)	2009 2014
University of the West Indies	External assessor: promotion to senior lecturer	2011
University of Wisconsin Sea Grant Institute	Proposal review	2017
University of Wisconsin-Madison	External referee, tenure and promotion	2014
University of York, UK	External examiner, PGCE Course Programme Validation, external assessor External examiner, PhD (Amri)	1997 2000-2009 2012
Warwick University, UK	Chief external examiner, PGCE Course	2007-10
York University, Canada	Tenure and promotion review	2011

10. AWARDS

CJ Koh Professorship in Education, 2024, National Institute of Education, Singapore. 2024.

'Beacon of the Year Award'. Mariano Gago Ecsite Awards, 2023.

'The Outstanding Contributions to Research in Environmental Education Award', North American Association for Environmental Education. Awarded 2013.

'Guardian University Award for Sustainability'. University of Exeter. Awarded 2020.

Etoiles de l'Europe, The Fibonacci Project was recognized as one of the 12 "stars of Europe" by the French Ministry of research and higher education in December 2013.

'Student Guild/FXU Teaching Award for Best Feedback Provider', University of Exeter (for the PGCE Secondary Team), 2019.

Nominated as 'Best Personal Tutor', University Teaching Award 2019, University of Exeter.

11. RECENT MEDIA APPEARANCES AND QUOTATIONS*

Voice of Islam Breakfast Show. "World Environment Day", June 27, 2023

*Polish News. "Natural History, but not as we know it". April 25, 2022

*Sky News. "Natural history GCSE 'critical' to UK's ability to tackle climate and nature crises, environmentalists and government say". April 21, 2022

BBC Radio Guernsey. "Educational outcomes", June 3, 2021

BBC Three Counties Radio. "Nature in freefall", March 1, 2021

12. INVITED AND KEYNOTE TALKS

January 9, 2026. Invited speaker. 'Teaching socio-scientific issues through culturally responsive pedagogies'. Catholic University of Valparaiso, Chile.

December 10, 2025. Invited speaker. "Learning from the past; thinking for the future: Reflections on STEM and its integration in formal and informal settings". Cyprus Online Colloquium.

December 5, 2025. Plenary speaker. "An educational response to the climate and nature emergency". 10th Global China Dialogue (GCD10) – Governance for Global Education. The British Academy, London, UK.

November 29, 2025. Invited speaker. "Beyond STEM Education – Why climate and nature education involves all subjects". 23rd Shanghai International Curriculum Forum "AI + STEM Education: China and the World", East China Normal University, China.

November 26, 2025. Invited speaker. "Learning from the past; thinking for the future: Reflections on STEM and its integration in formal and informal settings". Shanghai Normal University, China.

September 15, 2025. Invited speaker. "Towards an educational response to the climate and environment emergency". Seoul National University, South Korea.

September 12, 2025. Keynote speaker. "Integrating hazard literacy into science and environmental education in response to the climate and environmental emergency". Conference on Hazard Literacy and Climate Change Education. Ewha Womans University, Seoul, South Korea

September 5, 2025. Keynote speaker. "Towards meeting the challenges and needs of democratic society through science and environmental education". XII Congress of the Journal Enseñanza de las Ciencias. Valencia, Spain.

March 20, 2025. Invited talk. "Towards an educational response to the climate and environment emergency". Seminar "Prácticas de Educación con la Naturaleza". Alberto Hurtado University, Santiago, Chile.

March 17, 2025. Invited talk. "Environment and Climate Emergency: Implications for Higher Education". Pontificia Universidad Católica de Valparaíso, Chile.

January 17, 2025. Invited talk. "Towards the Great Transition: Changing science education for the future". Winter Meeting on Health, Environment, and Education. University of Cologne, Germany (online).

November 21, 2024. Keynote speaker. "Working with out of school science settings: philosophical issues; practical solutions". Contemporary approaches to research in mathematics, science, health & environmental education symposium. Deakin University, Melbourne, Australia (Online).

November 15, 2024. "Sustainability and the future of education", Zhejiang University, China.

November 14, 2024. "Rethinking scientific literacy in an era of pandemics, conspiracies and the climate emergency". Zhejiang Normal University, China.

November 13, 2024. "Rethinking scientific literacy in an era of pandemics, conspiracies and the climate emergency". Nanjing Normal University.

November 10, 2024. "Teacher education for the climate and environment". Third Shanghai Forum for Education Excellence. Shanghai Jiao Tong University, China.

November 8, 2024. "Towards an educational response to the climate and environment emergency". Distinguished Education Lecture. Third Shanghai Forum for Education Excellence. Shanghai Jiao Tong University, China.

October 1, 2024. Public Lecture. "Sustainability and the future of education", CJ Koh Professorial Public Lecture, NTU, Singapore.

September 25, 2024. Invited speaker. "Rethinking scientific literacy in an era of pandemics, conspiracies and climate emergencies". CJ Koh Professorial NIE Seminar, National Institute of Education, Singapore.

July 12, 2024. Invited speaker. "Publishing and reviewing research in science education". University of Vienna, Austria.

July 1, 2024. Keynote speaker. "Towards an educational response to the climate and environment emergency". ERIDOB, European Researchers in Didactics of Biology conference, Lyon, France.

June 3, 2024. Public lecture. "Rethinking scientific literacy in an era of pandemics, conspiracies and climate emergencies". Department of Education, University of Oxford, UK

May 13, 2014. Invited talk. "Rethinking STEM Education". MesH_MINT seminar, Berlin, Germany.

November 10, 2023. Keynote speaker. "Towards an educational response to the climate and environment emergency – from subject silos to whole institutional responses". 7th Conference of UK-China Humanities Alliance (UKCHA) for Higher Education. Wuhan University, China.

November 9, 2023. Invited speaker. "Rethinking scientific literacy in an era of pandemics, conspiracies and climate emergencies". Hangzhong University of Science and Technology, China.

September 19, 2023. Insights Live! "Mariano Gago Ecsite Award winners talk sustainability". Online.

August 17, 2023. Invited speaker. Helsinki Education Lectures Series "Climate Change Education in England". University of Helsinki, Finland.

March 5, 2023. Keynote speaker. "Teaching and learning science and mathematics in and out of school". 24th Annual Science and Mathematics Educators Conference. American University Beirut, Lebanon. Online.

October 29, 2022. Keynote speaker. "Rethinking scientific literacy in an era of pandemics, conspiracies and climate emergencies". Annual Research Conference 2022, University of Peradeniya, Sri Lanka. Online

October 25, 2022. Keynote speaker. "Challenges and opportunities in Science Education in the context of STEM". International Reflections on STEM Education. ALLEA-Royal Academy of Ireland, Dublin.

September 29, 2022. Keynote speaker. "Teaching and learning about climate change, environment and health". Suleyman Demirel University. 10th International Conference Building Cultural Bridges (ICBCB). Almaty, Kazakhstan.

August 26, 2022. Keynote speaker. "How science education addresses wicked problems". Royal Society of Chemistry Scholars. London, UK.

August 9, 2022. Keynote speaker. "Teaching and learning about climate change, environment and health – issues of educational diversity". 6th International Conference on Mathematics and Science Education (ICoMSE), Universitas Negeri Malang, Indonesia. Online

June 27, 2022. Inaugural Lecture. 'Teaching and learning about climate change, environment and health'. Zhejiang University, China. Online.

May 4, 2022. Invited speaker. 'Researching education and the environment', University Koblenz-Landau, Germany. Online.

April 3, 2022. Keynote speaker. 'Climate change education in schools and universities'. University of Education, Lahore, Pakistan. Online.

December 26, 2021. Keynote Speaker. 'Science, Environment & Health – a new approach to teaching middle school students'. The Delhi Public School Society. Online

November 4, 2021. Keynote speaker. 'Towards a science education for a post-COVID future'. IV Conference of Chilean Science Education Society. Online.

March 31, 2021. Invited speaker. 'Science|Environment|Health - towards a new pedagogy'. University of Education, Lahore, Pakistan. Online.

March 16, 2021. Invited speaker. 'Academics unplugged: What do students want to learn about climate change?' Wageningen University, Netherlands. Online.

March 9, 2021. Invited speaker. 'Education for sustainability'. Climate Futures: Youth Perspectives Seminar series. Cumberland Lodge, UK. Online

January 6, 2021. Keynote speaker. 'Science|Environment|Health'. UK Association for Science Education Annual Conference. Online.

October 29, 2020. Keynote speaker/panellist. 'Towards a viable response to COVID-19 from the science education community'. 5th Committee Academic Division of Chinese Academy of Sciences (CADES), Science Education Forum on "Science Education under the Influence of COVID-19: Problems and Implications". Online.

October 29, 2020. Guest speaker. 'Science|Environment|Health'. Cornell University Civic Ecology Lab. E-STEM online course. <https://www.civicecology.org/estem>

September 30, 2020. Invited speaker. 'Images of science'. Médiation scientifique : l'engagement des chercheurs, l'Institut de France. Online.

August 26, 2020. Keynote speaker. 'Learning science outside the classroom'. International Conference on Education: Issues, Prospects and Trends in Education. University of Education, Lahore, Pakistan (E-conference).

February 10, 2020. Keynote speaker. 'Urban EE - taking a long view'. LEEF National Urban Environmental Education Conference. Natural History Museum, London, UK.

December 4, 2019. Invited Speaker. 'Environment and Climate Emergency: Implications for Higher Education'. Wageningen University & Research, Netherlands.

November 25, 2019. Keynote speaker. 'Towards equitable learning ecosystems'. Leerecosystemen om de hoek (Learning ecosystems around the corner). Naturalis Biodiversity Center, Leiden, Netherlands.

October 29, 2019. Invited speaker. 'University declarations of environment and climate change emergencies – unique research opportunity or business as usual?' Improving Scientific Literacy for All Students, AISL Forum. Beijing Normal University, Beijing, China.

October 25, 2019. Invited speaker. BNU Science Education Research Forum. Beijing Normal University, Beijing, China.

July 5, 2019. Keynote speaker. 'Matching science teaching to society's needs'. VetEd 2019 International Symposium of the Veterinary Schools Council. Rothamsted, Harpenden, UK.

April 18, 2019. Invited speaker. 'Rethinking the value of learning outside the classroom in science education: towards civic science'. Beijing Normal University, China.

September 24, 2018. Keynote speaker. 'Innovation in out-of-school science'. Mediation and Scientific Culture: the future of museum education services conference. Centro Ciência Viva, Lisbon, Portugal.

September 15, 2018. 'Addressing wicked problems through environmental education'. Environmental Startup Youth Forum. Taipei City, Taiwan.

March 21, 2018. Keynote speaker. 'The future of learning outside the classroom and how you might be part of it'. Our South Downs Schools' Conference. Amberley Museum & Heritage Centre, Arundel, UK.

March 16, 2018. Keynote speaker. 'Supporting learners to acquire the knowledge and skills needed to promote sustainable development (Global Goal 4.7)'. Creating Young Leaders in Sustainable Development. Regional Centre of Expertise – East Midlands (RCE-EM) Conference. Leicester, UK.

January 26, 2018. Keynote speaker. 'Identity in STEM education: research and reflections'. Netherlands Educational Research Association, STEM division. Nijmegen, Netherlands.

November 23, 2017. Keynote speaker. 'What we can learn from learning outside the classroom?' Curiosity Connections Conference. Aerospace Bristol, Bristol, UK.

November 11, 2017. Keynote speaker. 'Science learning beyond the classroom: issues and impacts'. Association for Science Education Wales Annual Conference. National Museum of Wales, Cardiff, UK.

June 21, 2017. Keynote speaker. 'Curiosity in Science Education - inside and outside school'. Association for Science Education South East Conference. University of Surrey, Guildford, UK.

February 6, 2017. Plenary lecture. 'An Evolving Science Education'. EvokE conference. Escola Superior De Educacao, Porto, Portugal.

January 4, 2017. Keynote speaker. 'Moving from citizen to civic science'. International Day. Association for Science Education Annual Conference. University of Reading, UK.

November 25-27, 2016. Plenary speaker. 'Rising to the challenges facing science education: pedagogies for developing a science identity in and out of school'. 1st Inter-regional Conference on Research in Science and Mathematics Education, American University of Beirut (AUB), Lebanon.

November 19, 2016. Plenary speaker. 'Rising to the challenges facing science education: pedagogies for developing a science identity in and out of school'. Association for Science Education South West Region Meeting. Bath Spa University, UK.

October 11, 2016. Plenary speaker. 'Towards a convergence of science and environmental education: using blended pedagogies in the face of wicked problems'. Sustain Project Final Conference. Berlin, Germany.

June 7, 2016. Invited talk. 'Retaining Outstanding Graduates for the Teaching Profession Through Teach First'. Inside Government Delivering Effective Initial Teacher Training Forum, London, UK.

May 26, 2016. Invited talk. 'Towards a Blended Pedagogy: Learning inside and outside the classroom'. 12th International Conference Science of Learning, Graduate School of Education, Bilkent University, Turkey.

March 7, 2016. Invited Lecture. 'Wildlife Gardening'. Mondays at One series: 'London's Gardens'. Gresham College, London, UK.

January, 9 2016. Keynote speaker. 'Wicked problems: Teaching about science and the environment in and out of school'. Annual Meeting of the UK Association for Science Education, University of Birmingham, UK.

December 12, 2015. Invited talk. 'National Curriculum and Assessment in England'. Regional annual conference of the Society of Japanese Science Teaching. Hiroshima University, Japan.

December 11, 2015. Invited seminar. 'National Curriculum and Assessment in England'. Hiroshima University, Japan.

October 8, 2015. Keynote speaker. 'The scope of character', Outdoor Education Advisers' Panels Autumn National Panel Meeting, Leamington Spa, UK.

September 15, 2015. Plenary speaker. 'The contribution of science education to the education of future citizens facing wicked problems: Issues of authenticity, values and pedagogy'. Annual conference of the German Association of Chemistry and Physics Education. Humboldt-Universität of Berlin, Germany.

September 8, 2015. Plenary speaker. 'The future of ESD in HE in the wake of the General Election and changed funding and regulatory context'. 'Learning from the sharp end – implications for sustainability in Higher Education International Symposium. University of Bristol, United Kingdom.

May 15, 2015. Keynote speaker. 'Evaluating the Stronger Together project'. The Langley Academy Museum Learning Conference, The Langley Academy, Slough, United Kingdom.

December 16, 2014. Keynote speaker. 'The role of informal science institutions in teacher education'. Mascil Conference. University of Duisberg-Essen, Germany.

November 27, 2014. Keynote speaker. 'The convergence between science and environmental education'. International Science Education Conference (ISEC). National Institute of Education, Singapore.

October 1, 2014. Keynote speaker. 'Science, it's not for me! Learning from listening to children'. Dutch Science Communication Conference, Amsterdam, Netherlands.

September 24, 2014. Invited speaker. 'The academic evidence base: Reaching wider audiences', The ASDC 2014 Annual Conference. Royal Society, London.

September 11, 2014. Keynote speaker. 'How can we make best use of formal educational provisions and informal learning opportunities to engage all students in STEM?' Nurturing Rich Learning and Teaching of Science Seminar. Kavli Royal Society International Centre, Chicheley Hall, Buckingham, UK.

August 27, 2014. Invited speaker. 'Researching science engagement outside the classroom'. European Science Education Research Association Summer School. Nevşehir, Turkey.

October 11, 2013. Invited speaker. 'Knowledge transfer in engineering education in the UK'. Robert M. and Mary Haythornthwaite Foundation Distinguished Lecture Series. Temple University, Philadelphia, USA.

October 8, 2013. Keynote speaker. 'Outdoor science: Towards social justice'. North American Association for Environmental Education Research Symposium, Baltimore, USA.

August 22, 2013. Keynote address: 'Linking formal and informal science education'. *2013 Annual Congress of the Swiss Society for Research in Education (SSRE)*, Swiss Italian University of Lugano, Italy.

July 9, 2013. Keynote address: 'Outdoor science: developing scientific literacy through inquiry'. *Raising Standards through Inquiry: Professional Development in the Natural Environment*. INQUIRE Project conference, Royal Botanic Gardens, Kew, UK.

July 8, 2013. Keynote address: 'Science literacy or scientific literacy? You decide'. *Berkshire Heads of Science Annual Conference*, Reading, UK.

July 5, 2013. Keynote address: 'A National Disgrace': Why some children don't get the best out of their school grounds'. *Educational Growing: Growing Education Conference*, Phoenix High School, London, UK.

March 22, 2013. Keynote address: 'Improving teaching and learning through the application and dissemination of research'. *Big Bang. Naturfag For Fremtiden*, Copenhagen, Denmark.

November 26, 2012. Keynote address: 'Liking science is not enough'. *Bridging the Gap Between School and University Conference*, Aarhus University, Denmark.

March 24, 2012. Keynote address: 'Science education - Image, interest and identity'. *Fourth Annual Conference of Educational Research Center*, Beirut, Lebanon.

November 16, 2011. Keynote address: 'Science education - Image, Interest and Identity'. *Fourth International Conference on Science and Mathematics Education (CoSMED)* SEAMEO RECSAM, Penang, Malaysia.

October 27, 2011. Plenary Lecture: 'Researching identity, aspirations and careers in Science'. *2nd Biennial Conference of the East-Asian Association for Science Education*, Gwangju, South Korea.

September 15, 2011. Keynote address: 'Science in and out of schools: issues of image, interest and identity'. *2nd International Robotics in Education Conference (RIE 2011)*, Vienna, Austria.

September 14, 2011. Keynote address: 'Why use out-of-school-teaching as a part of in-school-teaching'. *Why use Out of School Teaching? Conference*, Odense, Denmark.

July 21, 2011. Invited plenary respondent: 'Climate change education'. *6th World Environmental Education Congress*, Brisbane, Australia.

May 1, 2011. Plenary Lecture: 'Science education - Image, Interest and Identity'. *Annual Meeting of the Brazilian Society of Biochemistry and Molecular Biology*, Foz do Iguaçu, Brazil.

April 16, 2011. Plenary Lecture: 'Science education - Image, Interest and Identity'. *7th Greek National Conference on Science Education and New Technologies in Education*, Alexandroupolis, Greece.

March 19, 2011. Keynote address: 'Learning science outside the classroom: why, how and where'. *London Branch of the Association for Science Education AGM*. Wellcome Collection, London, UK.

March 1, 2011. Keynote address: 'Why learning outside the classroom is so important'. Opening of ExperiMINTa science centre, Frankfurt, Germany.

November 9, 2010. Keynote Address: 'Science Learning in an Informal Context'. *Forschend Lernen und Partnerschaften – ein Innovationsmotor (Inquiry Based Learning and Co-operations, a Motor of Innovation)*, Vienna, Austria.

June 8, 2010. Plenary Lecture: 'Reforming science education in school: Issues and challenges for university chemistry education'. *Las VI Jornadas Internacionales y IX Nacionales de Enseñanza Universitaria de la Química*, Santa Fe, Argentina (by videoconference).

October 22, 2009. Plenary Lecture: 'Linking science education inside and outside the classroom'. *East-Asian Association for Science Education International Conference*, Taipei, Taiwan.

November 5, 2008. Keynote Address: 'Learning is learning is learning'. Botanic Gardens Education Network Annual Conference, Eden Project, Cornwall, UK.

September 25, 2008. Plenary Lecture: 'Learning science in the environment'. XIII International Organisation of Science and Technology Educators (IOSTE) Symposium, Izmir, Turkey.

March 27, 2008. Plenary Lecture: 'The Global Dimension of Science: what is it and how can it be taught?' US National Science Teachers' Association; Boston, MA, USA.

July 3, 2007. Keynote Address: 'Science and Environmental Education'. 4th World Environmental Education Congress, Durban, South Africa.

June 17, 2007. Plenary Lecture: 'Working with, for and in Informal Science Institutions'. NNORSC (Nordic Network of Researchers in Science Communication) Conference, Flensburg, Germany.

June 14, 2007. Plenary Lecture: 'What Science Centres can do for you? EU PENCIL Teachers' Conference, Mechelen, Belgium.

January, 31, 2007. Keynote Address: 'Publishing research about science learning in informal contexts'. Science Education Journal Paper Writing Conference, Hsin Chu City, Taiwan.

13. WORK FOR PROFESSIONAL ASSOCIATIONS

- American Educational Research Association, USA
 - *Chair of the Ecological and Environmental Education Special Interest Group, 1998-1999*
- Association for Science Education
 - *Outdoor Science Working Group, 2005-*
 - *International Committee, 2007-9; Secretary, 2008-2009*
 - *President, South West of England Region, 2016-17*
- Botanical Society of the British Isles, Education Group, 2002-2004
- Ecsite
 - *The Nature Group, Convener, 2012-2013*
- European Science Education Research Association
 - *Secretary, 2003-2007; President, 2007-2011*
 - *Scientific Committee, ESERA 2005 Conference, Barcelona, Spain*
 - *Organising Committee, ESERA 2006 Summer School, Braga, Portugal*
 - *Science Education in Out-of-School Contexts, Special Interest Group, Co-coordinator, 2011-2015*
- National Association for Environmental Education
 - *Trustee, 2016-2021; President, 2016-*
- National Association for Research in Science Teaching, USA
 - *International Committee (1996-8)*
 - *Journal of Research in Science Teaching Awards Committee (1998-9)*
 - *Distinguished Contribution to Science Education through Research Award Committee (2008-11; 2021-24)*
 - *Ad Hoc International Identity Committee (2010)*
- North American Association for Environmental Education,
 - *Governance Committee (2007-)*
 - *Chair Elect, Research Commission (2012-13)*
 - *Chair, Research Commission (2013-14)*
 - *Research Symposium Co-Chair (2010-12)*
- Royal Society Working Party on Fieldwork in Science Education, 2004 (Advisor)
- Royal Society of Chemistry: Chemistry Education Research Group Committee, 1996-2002
- World Education Research Association (WERA), Council Member, 2009-11
- 2013 World Environmental Education Congress Socio-Scientific Committee, 2012-13
- WWF-UK, Sustainable Education in Higher Education Forum, 1997-2000
- 8th International Congress on Science Teaching and Learning, Barcelona, 2009
 - *Scientific Committee*

14. VISITING FELLOWSHIPS & INTERNATIONAL POSITIONS

- Guest Professor, College of Education, Zhejiang University, China, 2022-
- Distinguished Visiting Scholar, Beijing Normal University, China, 2019.
- Visiting Professor, Pontificia Universidad Católica de Chile, July 2016.
- Category 2 - Hosted Visiting Scholar, Monash University, Australia, 2013.
- Education, Environment and Sustainability Faculty Research Group, Monash University, Australia, 2012-
- Visiting Fellow, Curtin University of Technology, Perth, Australia, July, 1996.

15. GOVERNMENT ADVISORY BODIES/PROJECT STEERING GROUPS

- ‘Addressing Sustainability with Arts-Based Science Communication’, Denmark, Advisory Board, 2023-26
- British Science Association, Steering Committee, Science Communication Conference, 2014-16
- CSRC - Centre for STEAM Education Research, Science Communication and Innovation, 2017-
- College of Teachers, Council Member, 2014-2016
- Council for Science and Technology: Member, Education Sub-group, 1999-2001
- Curiosity Connections Bristol Stakeholder Advisory Board, 2017
- Defra, Biodiversity 2020 – People Engagement Group. Member, 2011-2014
- Department for Education (DfE) National Curriculum Science Expert Group, 2013-2016
- DfE Climate and Nature Education Evidence: Academic Insight Working Group, 2025-
- DfE Working Group on Climate Education, 2021-2022
- DFEE/DfES International School Improvement Advisory Group. Member, 1999-2002
- Eis Zukunft! Steering Committee, University of Luxembourg, 2024-
- Enacting Climate Change Education International Advisory Panel, Australia, 2023-
- Fibonacci project: Scientific Committee, 2010-2013
- Korean National Curriculum Reform committee: Advisory Board Member
- London Science Challenge Steering Group. Member, 2005-2007
- London Science Challenge Recruitment and Retention Group. Chair, 2006-2008
- Migration Museum Project, Education Committee, 2015-
- Natural England, Natural Connections Management Group, Member, 2010-2011
- Nuffield Foundation: Practical Work for Learning Advisory Group, 2011-2013
- PULSE advisory committee, Denmark, 2012-16
- ReMédiS (French research network on science mediation). Advisory orientation committee, 2022 -
- RRI-TOOLS Advisory Board, UK, 2013-2017
- Science Gallery London: Advisory Network member, 2014-2015
- Science Learning Centre London, Management Group. Member, 2005-2007
- SCORE Getting Practical Advisory Group, Member, 2009-2011
- Teach First NESTA STEM: Innovation in STEM subjects project advisory board, 2010-2012
- US NSF/Center for the Advancement of Informal Science Education: Working group on ‘Forging connections between in- and out-of-school-time STEM learning’, 2008-2010

16. EDITORIAL BOARDS

- *African Journal of Research in Mathematics, Science and Technology Education*
- *Australian Journal of Environmental Education*: Editorial Advisory Board (1999-)
- *Canadian Journal of Environmental Education*: Advisory Editor (2010-)
- *Ciência & Educação*: Editorial and Evaluation Board
- *Cultural Studies of Science Education*: Editorial Board (2008-2011)
- *ECNU Review of Education*: Editorial Board (2025-)
- *Environmental Education Research*: Editorial Board (2003-); Associate Editor & Book Review Editor (2012-)
- *International Journal of Informal Science and Environmental Learning*: Editorial Board (2021-)
- *International Journal of Science Education*: Board of Reviewers (1998-); Editor (2006-2025)
- *International Journal of Science Education, Part B: Communication & Public Engagement*: Editorial Board (2011-)
- *International Journal of Informal Science and Environmental Learning*: Editorial Board (2023-)
- *International Journal of Science and Mathematics Education*: Editorial Board (2004-)
- *Journal of Environmental Education*: International Review Board (2007-)
- *Journal of Research and Reflections in Education* (2019-2023)
- *Journal of Turkish Science Education*: Review board (2008-)
- *Malawi Journal of Education and Development*: Consulting Editor (1999-)
- *Research in Science Education*: Editorial Board (2008-)
- *Research in Science and Technological Education*: Education Advisory Board (2002-)
- *Science Education Newsletter* (British Council): Editorial Adviser
- *Science Education*: Board of reviewers 1996-2002; Deputy Editor (2000-2002)
- *Southern African Journal of Environmental Education*: Editorial Board (2005-)

-
- *Science Museum Group E-journal*: Editorial Board (2013-); Chair of the Editorial Board (2016-)
 - *Studies in Science Education*: Editor-in-Chief (2017-2025)
 - *Sustainability*: Editorial Board of 'Sustainable Education and Approaches' (2017-2018)
 - *Tópicos en Educación Ambiental*: Editorial Council (1999-)

17. JOURNAL REVIEWS UNDERTAKEN

Assessment and Evaluation in Higher Education; Alt-J (Association for Learning Technologies); British Educational Research Journal; Canadian Journal of Education; Canadian Journal of Science, Technology and Mathematics Education; Children and Society; Computers and Education; Children, Youth and Environments; Ecology and Society; Education in Chemistry; Educational Researcher; Frontiers of Education in China; Health and Place; Instructional Science; International Journal of Educational Research; Journal of Curriculum Studies; Journal of Education Policy; Journal of Natural Science Collections; Oxford Review of Education; Pedagogy, Culture and Society; Research in Mathematics Education; Science and Education; Science Communication; Teachers College Record; Visitor Studies.

18. MEMBERSHIP OF PROFESSIONAL AND LEARNED SOCIETIES

- American Educational Research Association, Member
- Association for Science Education, UK, Member
- Australian Association for Environmental Education: Life Member
- British Educational Research Association, Member
- European Science Education Research Association, Member
- Royal Society of Biology (CBiol FRSB)
- The Linnean Society of London, Fellow (FLS) (since 2005)
- National Association for Research in Science Teaching (NARST), USA, Member
- Royal Society of Arts, Fellow (FRSA) (until 2018)
- Royal Society of Chemistry, Member and Chartered Chemist (CChem MRSC)
- Science Council, Chartered Scientist (CSci)

19. EXPERIENCE ON SCHOOL GOVERNING BODIES

- Forest Hill School for Boys, Lewisham LEA, 1980-86.
- Norwood Park Primary School, Lambeth LEA: Chair and Vice-Chair of Governors, 1986-1996.
- Vauxhall Primary School, Lambeth LEA, 1997-2003 (Chair 2002-2004)
- Steiner Academy Exeter, Governor, 2018-19

20. CONTRIBUTION TO THE DEPARTMENT/COLLEGE/UNIVERSITY

King's College London

- Elected member of Academic Board, 1996-2002
- Academic Board Disciplinary Committee, 1998-2014
- Departmental Resources Committee, 1998- (Chair, 2003-5)
- Departmental Research Committee, 2007-2014
- Head of Science and Technology Education Group, 2007-2014
- Chair, Modular Masters Course Board, 2010-2014

University of Bristol

- Senate, 2015-17
- Senate Standing Committee, 2015-17
- Partnership and Programme Evaluation Group, 2015-17
- University Redundancy Committee, 2015-2016
- Sustainability Steering Group, 2015-17

University of Exeter

- Director of Research (interim), GSE, 2021-2022
- Head of External Engagement, GSE, 2020-2022

- Chair, Public Engagement Strategic Advisory Group, 2021-2022
- Co-Director, South West Institute of Technology Observatory, 2020-2022
- Co-Director of Doctoral Studies, 2018-20

University College London

- Academic Board, 2022-

21. WORK FOR CHARITIES, NGOs, etc.

- Avon Wildlife Trust, Trustee (Co-opted, 2015; Elected, 2015-2017)
- Bankside Open Spaces Trust: Trustee, 2000; Chair, 2000-2002; Secretary, 2002-2014
- Council for Environmental Education, Trustee, 2006-2009
- Council for Learning Outside the Classroom: Trustee, 2011-
- IBM: Science in Schools, European Steering Group, 2008-2010
- Exeter Science Centre, Advisory Board, 2019-; Chair of Trustees, 2021-
- Field Studies Council, Trustee, 2008-2010
Scientific and Educational Committee, 2008-10
- GREEN Europe Executive Board: Secretary, 1997-1999
- London Environmental Education Forum: Committee, 2003-2015; Chair, 2004-9
- London Science Museum, Talk Science Advisory Panel: 2008-10
- London Wildlife Trust: Council Member, 1998-2011 & 2012-2015; Secretary 1999-2001; Chair 2001-9 & 2013
- Natural History Museum, London: Public Engagement Group: 2004-2005
- Project Earth: Trustee, 2025-
- Royal Horticultural Society, Education Committee, 2013-2021
- South West Learning for Sustainability Coalition, Director, 2016-2018
- Sustainability and Environmental Education (SEEd): Trustee, 2009-2011

22. PUBLICATIONS

a. Books

- Bonnett, M., Dillon, J., & Reid, A. (Eds.). (2025). *Essays on nature and the philosophy of environmental education*. Routledge.
- Russell, C., Chandler, P., & Dillon, J. (Eds.). (2025). *Humour and environmental education*. Routledge.
- Dillon, J., & Watts, M. (Eds) (2023). *Debates in science education* (2nd edition). Routledge.
- Achiam, M., Dillon, J., & Glackin, M. (Eds.) (2021). *Addressing wicked problems through science education*. Springer.
- Evagorou, M., Nielsen, J. A., & Dillon, J. (Eds.) (2020). *Science teacher education for responsible citizenship: Towards a pedagogy for relevance through socioscientific issues*. Springer.
- Reid, A. & Dillon, J. (2017). *Environmental education*. Routledge.
- Dillon, J. (2017). *Towards a convergence between science and environmental education: The selected works of Justin Dillon*. Routledge.
- Corrigan, D., Bunting, C., Dillon, J., Jones, A. & Gunstone, R. (Eds.) (2015). *The future in learning science: What's in it for the Learner?* Springer.
- Henriksen, E. K., Dillon, J. and Ryder, J. (Eds.) (2015). *Understanding student participation and choice in science and technology education*. Springer.
- Krasny, M. & Dillon, J. (Eds.) (2013). *Trading zones in environmental education: Creating transdisciplinary dialogue*. Peter Lang.
- Stevenson, R.B., Brody, M., Dillon, J. & Wals, A.E.J. (Eds) (2013). *International Handbook of Research in Environmental Education*. Routledge.
- Adey, P. & Dillon, J. (Eds) (2012). *Bad Education: Debunking Myths in Education*. Open University Press.
- Jorde, D. & Dillon, J. (Eds) (2012). *Science Education Research and Practice in Europe*. Sense.
- Corrigan, D., Dillon, J. & Gunstone, R. (Eds) (2011). *The Professional Knowledge Base of Science Teaching*. Springer.
- Dillon, J. & Maguire, M. (Eds) (2011). *Becoming a Teacher* (4th ed.), Open University Press.

-
- Osborne, J. & Dillon, J. (Eds) (2010). *Good Practice in Science Teaching: What Research has to say* (2nd edition), Open University Press.
- Stevenson, R. & Dillon, J. (Eds) (2010). *Engaging Environmental Education: Learning, Culture and Agency*. Sense.
- Corrigan, D., Dillon, J. & Gunstone, R. (Eds) (2007). *The Re-emergence of values in science education*. Sense Publications.
- Dillon, J. & Maguire, M. (Eds) (2007). *Becoming a Teacher* (3rd ed.). Open University Press.
- Dillon, J. & Maguire, M. (Eds) (2001). *Becoming a Teacher* (2nd ed.). Open University Press.
- Bosler, U., Damianova, T. & Dillon, J. (Eds) (1997). *Computer Based Environmental Studies*. Institut für die Pädagogik der Naturwissenschaften.
- Dillon, J. & Maguire, M. (Eds) (1997). *Becoming a Teacher* (1st ed.). Open University Press.
- Monk, M. & Dillon, J. (Eds) (1995). *Learning to Teach Science*. Falmer.

b. Book series

- Russell, C. & Dillon, J. (2010-2023). *[Re]thinking Environmental Education*. Peter Lang.

c. Edited journals (special editions and special collections)

- Millar, V., Park, W., & Dillon, J. (2025). The science curriculum: Issues, tensions and future prospects. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2025.2504644>
- Zhai, J., Dawson, V., & Dillon, J. (2024). Climate change education: Cross-cultural perspectives. *ECNU Review of Education*. https://journals.sagepub.com/topic/collections-roe/roe-1-climate_change_education_cross_cultural_perspectives?journalCode=roe
- Stagg, B., & Dillon, J. (2024). Education, plants and sustainability: Rethinking the teaching of botany. *Journal of Biological Education*. <https://www.tandfonline.com/journals/rjbe20/collections/education-plants-sus>
- Chandler, P., Dillon, J., & Russell, C. (2023). *Environmental Education Research*. 29(4). Humour and Environmental Education.
- Dillon, J., & Green, J. (2018). *Environmental Education*, 117. Special issue: Science Education and the Environment.
- Zeyer, A., & Dillon, J. (2014). *International Journal of Science Education*. 36(9). Special Issue: Science|Environment|Health – Towards a reconceptualisation of three critical and inter-linked areas of education.
- Russell, C., & Dillon, J. (Eds) (2010). *Canadian Journal of Science, Mathematics, and Technology Education*, 10(1). Special Issue on Environmental Education in Science, Mathematics, and Technology Education.
- Dillon, J., & Osborne, J. (Eds) (2007). *International Journal of Science Education*, 29(12). Special Edition: Learning Science in Informal Contexts.
- Dillon, J. (Ed.) (2002). *School Science Review*, 84(306). Special Edition: Management and Key Stage 3.
- Dillon, J., & Scott, W. (Eds) (2002). *International Journal of Science Education*, 24(11). Special Issue: Perspectives on environmental education-related research in science education.
- McRobbie, C., Dillon, J. Fisher, H., & Tiberghien, A. (Eds) (1997). *Research in Science Education*, 27(3). Special Issue: Science education in Europe.

d. Papers in peer-reviewed journals

- Yeomans, L., & Dillon, J. (2025). 'Entertainment' or 'good for the self': use and exchange-value cultural capital in White British working-class students' constructions of science. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2025.2574518>
- Dillon, J. (2025). Towards a whole-school approach to educating for hazard literacy to address the climate and environment emergency. *Journal of Hazard Literacy*. 1(2), 1–9. <https://doi.org/10.63737/jhl.25.0029>
- Greer, K., Kitson, A., Rushton, E. A. C., Walshe, N., & Dillon, J. (2025). Teaching climate change and sustainability in England: committed individuals and the prevalence of 'self-taught' professional learning. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2025.2536249>
- Dillon, J. & Wong, V. (2025). Learning from the past; thinking for the future: Reflections on STEM and its integration in formal and informal settings. *International Journal of STEM Education*. <https://rdcu.be/euogo> <https://doi.org/10.1186/s40594-025-00552-4>
- Hetherington, L., Brandt, H., Chappell, K., Dillon, J., & Malmierca, M. R. (2025). Exploring the use of digital technologies for Ocean Literacy Education using a material-dialogic theoretical framework. *Environmental Education Research*. <https://www.tandfonline.com/doi/full/10.1080/13504622.2025.2512974>

-
- Millar, V., Park, W., & Dillon, J. (2025). The science curriculum: Issues, tensions and future prospects. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2025.2504644>
- Shaby, N., Dillon, J., Peleg, R., Ben-Zvi Assaraf, O., Pattison, S., Pierroux, P., Barzilay, M., Grenon, M., Steier, R., Svarovsky, G., Ramos-Montanez, S., Wagner, C., Quijano, M., Corbett, A., López Burgos, V., & Contreras, D. (2025). Telling tales: The use of narratives in informal STEM settings. *Research in Science and Technological Education*. <https://doi.org/10.1080/02635143.2025.2469065>
- Greer, K., Walshe, N., Kitson, A., & Dillon, J. (2024). Responding to the environmental emergency through education: the imperative for teacher support across all subjects. *UCL Open Environment*, 6(1). <https://doi.org/10.14324/111.444/ucloe.1987>
- Zhai, J., Blom, S., Dillon, J., Wu, S., & Yan, X. (2024). Early-childhood immersion in nature: Chinese kindergarten educators' perspectives on nature play. *Environmental Education Research*. <https://doi.org/10.1080/13504622.2024.2351190>
- Stagg, B. C., Hetherington, L., & Dillon, J. (2024). Towards a model of plant awareness in education: A literature review and framework proposal. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2024.2342575>
- Stagg, B., & Dillon, J. (2024). Plants and the Kunming-Montreal Global Biodiversity Framework: educational approaches to support pro-conservation behaviours. *Journal of Biological Education*.
- Zhai, J., Dawson, V., & Dillon, J. (2024). Editorial: Climate change education: Cross-cultural perspectives. *ECNU Review of Education*. <https://doi.org/10.1177/20965311241237243>
- Ben Zvi Assaraf, O., Dawson, V., Eilam, E., Gokpinar, T., Goldman, D., Naugauker, N., Putri, G. A. P., Subiantoro, A. W., Tolppanen, S., White, P., Widdop Quinton, H., & Dillon, J. (2024). Climate change education implementation: the voices of policymakers, professional development providers, and teachers in five countries. *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2024.2314572>
- Philpotts, I., Blackwell, E.-J., Dillon, J., & Rooney, N. (2024). Do animal welfare education campaigns really work? An evaluation of the RSPCA's #DogKind campaign in raising awareness of separation-related behaviours in UK dog owners. *Animals*, 14(3), 484
- Philpotts, I., Blackwell, E. J., Dillon, J., Tipton, E., & Rooney, N. (2024). What do we know about dog owners? Exploring associations between pre-purchase behaviours, knowledge and understanding, ownership practices, and dog welfare. *Animals*, 14(3), 396.
- Stagg, B. C., & Dillon, J. (2023). Plants, education and sustainability: rethinking the teaching of botany in school science. *Journal of Biological Education*, 57(5), 941–943.
- Stagg, B. C. & Dillon, J. (2022). Plant relevance and plant blindness: a review of ethnobiological and educational research literature (1998 – 2020). *People, Plants, Planet*. <https://doi.org/10.1002/ppp3.10323>
- Torres-Olave, B., & Dillon, J. (2022). Chilean physics teacher educators' hybrid identities and border crossings as opportunities for agency within school and university. *Journal of Research in Science Teaching*. <https://onlinelibrary.wiley.com/doi/10.1002/tea.21774>
- Stagg, B. C., Dillon, J., & Maddison, J. (2022). Expanding the field: using digital to diversify learning in outdoor science. *Disciplinary and Interdisciplinary Science Education Research*, 4(9). <https://doi.org/10.1186/s43031-022-00047-0>
- Howard-Jones, P., Sands, D., Dillon, J., & Fenton-Jones, F. (2021). The views of teachers in England on an action-oriented climate change curriculum. *Environmental Education Research*. <https://doi.org/10.1080/13504622.2021.1937576>
- Reid, A., Dillon, J., Ardoin, N., & Ferreira, J.-A. (2021). Scientists' warnings and the need to reimagine, recreate, and restore environmental education. *Environmental Education Research*. <https://doi.org/10.1080/13504622.2021.1937577>
- Jiménez-Liso, M.R., Lopez-Banet, L., & Dillon, J. (2020). Changing how we teach acid-base chemistry: a proposal grounded in studies of the history and nature of science education. *Science and Education*, 29(5), 1291–1315. <https://doi.org/10.1007/s11191-020-00142-6>
- Dillon, J., & Avraamidou, L. (2020). Towards a viable response to COVID-19 from the science education community. *Journal for Activist Science and Technology Education*, 11(2), 1–5. <https://doi.org/10.33137/jaste.v11i2.34531>
- Zeyer, A., & Dillon, J. (2019). Science|Environment|Health – the emergence of a new pedagogy of complex living systems. *Disciplinary and Interdisciplinary Science Education Research*, 1(9). doi:10.1186/s43031-019-0014-9
- Philpotts, I., Dillon, J., & Rooney, N. (2019). Improving the welfare of companion dogs – is owner education the solution? *Animals*, 9(9), 662, <https://doi.org/10.3390/ani9090662>.
-

- Dillon, J. (2019). University declarations of environment and climate change emergencies. *Environmental Education Research*, 25(5), 613–614, <https://doi.org/10.1080/13504622.2019.1646022>
- Wong, V. & Dillon, J. (2019). Crossing the boundaries: Collaborations between mathematics and science departments in English secondary (high) schools. *Research in Science and Technological Education*, 38(4), 396–416. <https://doi.org/10.1080/02635143.2019.1636024>
- Wong, V. & Dillon, J. (2019). ‘Voodoo maths’, asymmetric dependency and maths blame: Why collaboration between school science and mathematics teachers is so rare. *International Journal of Science Education*, 41(6), 782–802. <https://doi.org/10.1080/09500693.2019.1579945>
- Zeyer, A., & Dillon, J. (2018). Can – and should - empathy play a role in teaching complex science|environment|health contexts? *International Journal of Science Education*. <https://doi.org/10.1080/09500693.2018.1549371>
- Kim, M.; Dillon, J., & Song, J. (2018). The factors and features of museum fatigue in science centres felt by Korean students. *Research in Science Education*. <https://doi.org/10.1007/s11165-018-9695-x>.
- Ghazizadeh, M., Dillon, J. and Soleimani, A. (2017). Comparative position of laboratory works in biology textbooks in Iran and United Kingdom. *Iranian Journal of Biology*, 1(1), 79–89.
- Dillon, J. (2017). Moving from citizen to civic science. *ASE International*, 1, 23–25.
- Wong, V., Dillon, J., & King, H. (2016). STEM in England: meanings and motivations in the policy arena. *International Journal of Science Education*, 38(15), 2346–2366.
- Dillon, J. (2016). Science teacher education for our changing climate. *Environmental Education*, 112, 6–9.
- Dillon, J. (2016). 50 Years of JBE: From science and environmental education to civic science. *Journal of Biological Education*, 50(2), 120122.
- Dillon, J., Stevenson, R. B., & Wals, A. E. (2016). Introduction to the special section: Moving from citizen to civic science to address wicked conservation problems. *Conservation Biology*, 30(3), 450–455.
- Tasquier, G., Levrini, O. and Dillon, J. (2016). Exploring students’ epistemological knowledge of models and modelling in science: results from a teaching/learning experience on climate change. *International Journal of Science Education*, 38(4), 539–563. <https://doi.org/10.1080/09500693.2016.1148828>
- Davies, B. R., Leung, A. N., Dunne, S. M., Dillon, J. & Blum, I.R. (2015). Bespoke video vignettes – an approach to enhancing reflective learning developed by dental undergraduates and their clinical teachers. *European Journal of Dental Education*. Article first published online: 17/11/15. c10.1111/eje.12175.
- Dillon, J. (2015). Innovation in out of school science. *School Science Review*, 97(358), 47–52.
- Evagorou, M., Dillon, J., Viiri, J., & Albe, V. (2015). Pre-service science teacher preparation in Europe: Comparing pre-service teacher preparation programs in England, France, Finland and Cyprus. *Journal of Science Teacher Education*, 26(1), 99–115.
- Wals, A. E. J, Brody, M., Dillon, J., & Stevenson, R. B. (2014). Convergence between science and environmental education. *Science*, 344, 583–584.
- Zeyer, A., & Dillon, J. (2014). Science |Environment| Health—Towards a reconceptualization of three critical and inter-linked areas of education. *International Journal of Science Education*, 36(9), 1409–1411.
- Dillon, J. (2014). Sputnik and the ‘scientific revolution’ - what happened to social justice? *Science Museum Group Journal*, 1. <https://doi.org/10.15180/140108>
- Evagorou, M., Albe, V., Angelides, P., Couso, D., Chirlesan, G., Evans, R., Dillon, J., Garrido, A., Guven, D., Mugaloglu, E. & Nielsen, J. A. (2014). Preparing pre-service science teachers to teach socio-scientific (SSI) argumentation. *Science Teacher Education*, 69, 40–48.
- Zhai, J., & Dillon, J. (2014). Communicating science to students: Investigating professional botanic garden educators’ talk during guided school visits. *Journal of Research in Science Teaching*, 51(4), 407–429.
- Archer, L. DeWitt, J. & Dillon, J. (2014). “It didn’t really change my opinion”: exploring what works, what doesn’t, and why in a school STEM careers intervention. *Research in Science and Technological Education*, 32(1), 35–55.
- Dillon, J. & Gourlay, H. (2013). Research and trends on science teacher education in England. *Journal of Science Education in Japan*, 37(2), 88–98.
- Dillon, J. & Jorde, D. (2013). The challenges for science education in Europe. *Science Omega Review Europe*. 2, 96–97.
- Dillon, J. (2013). Barriers and benefits to learning in natural environments: towards a reconceptualisation of the possibilities for change. *COSMOS* 8(2), 1–14.
- Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. & Wong, B. (2013). Not girly, not sexy, not glamorous’: primary school girls’ and parents’ constructions of science aspirations. *Pedagogy, Culture and Society*, 21(1), 171–194

-
- Seakins, A. & Dillon, J. (2012). Exploring research themes in public engagement within a natural history museum: a Delphi approach. *International Journal of Science Education Part B: Communication and Public Engagement*, 3(1), 52-76. DOI:10.1080/21548455.2012.753168
- Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. & Wong, B. (2012). "Balancing Acts": elementary school girls' negotiations of femininity, achievement, and science. *International Journal of Science Education*, 96(6), 967-989.
- Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. & Wong, B. (2012). Science aspirations and family habitus: How families shape children's engagement and identification with science. *American Educational Research Journal*, 49(5), 881-908.
- DeWitt, J., Osborne, J., Archer, L., Dillon, J., Willis, B. & Wong, B. (2011). Young children's aspirations in science: The unequivocal, the uncertain and the unthinkable. *International Journal of Science Education*, 35(6), 1037-1063.
- Dillon, J. (2011). Partnerships in science education: Why science education should not be kept inside schools. *Unge Pædagoger*, (1), 115-120.
- Dillon, J. (2011). Science communication – a UK perspective. *International Journal of Science Education, Part B: Communication and Public Engagement*, 1(10), 5-8.
- DeWitt, J., Archer, L., Osborne, J., Dillon, J., Willis, B. and Wong, B. (2011). High aspirations but low progression: the science aspirations-careers paradox amongst minority ethnic students, *International Journal of Science and Mathematics Education*, 9(2), 243-271, DOI: 10.1007/s10763-010-9245-0.
- Tobin, K., Rennie, L., Venville, G., Chu, H.-E., Fensham, P., Gallagher, J., Duit, R., Graeber, W., Berg, E. v. d. B., Hand, B., Ritchie, S. and Dillon, J. (2011). David F. Treagust: congenial soul, science educator, and international research leader. *Cultural Studies of Science Education*, 6(3), 783-793.
- Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. and Wong, B. (2010). 'Doing' science versus 'being' a scientist: examining 10/11-year-old schoolchildren's constructions of science through the lens of identity, *Science Education*, 94(4), 617-639.
- Ardoin, N. and Dillon, J. (2010). Unfinished business: writing as if you're dying, *Canadian Journal of Environmental Education* 15, 72-77.
- Bevan, B. and Dillon, J. (2010). Broadening views of learning: developing educators for the 21st Century through an international research partnership at the Exploratorium and King's College London. *The New Educator*, 6, 167-180.
- Dillon, J. (2010). Effective practical science, *School Science Review*, 91(337), 37-39.
- Dillon, J. (2010). Towards inspirational science for all..., *Education in Science*, 239, 19.
- Dillon, J. and Huang, J. (2010). Education for sustainable development: Opportunity or threat? *School Science Review*, 92(338), 39-44.
- Russell, C. and Dillon, J. (2010). Environmental education and STEM education: new times, new alliances?/Formation environnementale et formation en sciences, technologies, ingénierie et mathématiques: temps nouveaux et alliances nouvelles?, *Canadian Journal of Science, Mathematics and Technology Education*, 10(1), 1-12.
- Dillon, J. (2009). On scientific literacy and curriculum reform. *International Journal of Environmental and Science Education*, 4(3), 201-213.
- Fairbrother, R. and Dillon, J. (2009). Triple science back on the agenda. *School Science Review*, 91(334), 65-69.
- Nundy, S., Dillon, J. and Dowd, P. (2009). Improving and encouraging teacher confidence in out-of-classroom learning: the impact of the Hampshire Trailblazer project on 3-13 curriculum practitioners, *Education 3-13*, 37(1), 61-73.
- Manning, A., Glackin, M. and Dillon, J. (2009). Creative science lessons? Prospective teachers reflect on good practice, *School Science Review*, 90(332), 53-58.
- Dillon, J. (2008). Discussion, debate and dialog: changing minds about conceptual change research in science education, *Cultural Studies of Science Education*, 3(2), 397-416.
- Joslin, P., Stiles, K.S., Marshall, S., Anderson, O.R., Gallagher, J.J., Butler Kahle, J., Fensham, P., Lazarowitz, R., Rennie, L.J., Fraser, B., Staver, J.R., Gallard, A., Jiménez-Aleixandre, M.P., Dillon, J., Moscovici, H., Tua, H-L., Emdin, C., Tobin, K. and Roth, W-M. (2008) NARST: a lived history, *Cultural Studies of Science Education*, 3(1), 157-207.
- Clark, C., Brody, M., Dillon, J., Hart, P. and Heimlich, J. (2007). The messy process of research: dilemmas, process, and critique, *Canadian Journal of Environmental Education*, 12: 110-126.
- Dillon, J. (2007). Researching science learning outside the classroom. *Journal of the Korean Association for Research in Science Education*, 27(6), 519-528.
-

-
- Dillon, J. (2007). La scienza di capire il futuro ('Science to understand the future'), *.eco – l'educazione sostenibile*, 7, September, 10-11 (In Italian).
- Osborne, J. and Dillon, J. (2007). Research on learning in informal contexts: Advancing the field? *International Journal of Science Education*, 29(12), 1441-5.
- Meyers, R. B., Brody, M., Dillon, J., Hart, P., Krasny, M., Monroe, M., Russell, C. and Wals, A. (2007). Towards creating an inclusive community of researchers: the first three years of the North American Association for Environmental Education research symposium, *Environmental Education Research*, 13(5), 639-661.
- Dillon, J. and Gill, P. (2006). Risk, environment and health: aspects of policy and practice, *Nauczanie Przedmiotów Przyrodniczych* (Journal of the Polish Association of Science Education), 19(3): 11-16.
- Dillon, J., Morris, M., O'Donnell, L., Reid, A., Rickinson, M, Scott, W. (2006). Education! Education! Out! Out! Out! *Primary Science Review*, 91, 4-6.
- Dillon, J., Rickinson, M., Teamey, K., Morris, M., Choi, M. Y., Sanders, D. & Benefield, P. (2006). The value of outdoor learning: evidence from research in the UK and elsewhere, *School Science Review*, 87(320), 107-111.
- Dillon, J. and Wals, A. (2006). On the dangers of blurring methods, methodologies and ideologies in environmental education research, *Environmental Education Research*, 12(3/4), 549-558.
- Dillon, J. (2005). 'Silent Spring': Science, the environment and society. *School Science Review*, 86(316), 113-118.
- Dillon, J., Kethoilwe, M.J., Ramsarup, P. and Reddy, C. (2005). Designing research in environmental education curriculum policy construction, conceptualisation and implementation as exemplified by Southern African examples, *Southern African Journal of Environmental Education*, 22, 156-164.
- Dillon, J., Rickinson, M., Sanders, D. and Teamey, K. (2005). On food, farming and land management - towards a research agenda to reconnect urban and rural lives, *International Journal of Science Education*. 27(11), 1359-1374.
- Dillon, J. and Reid, A. (2004). Issues in case study methodology in investigating environmental and sustainability issues in higher education: towards a problem-based approach? *Environmental Education Research*, 10(1), 23-37.
- Dillon, J., Grace, M. and Oulton, C. (2004). Some critical reflections on the teaching of controversial issues in science education, *Development Education Journal*, 10(3), 3-6.
- Oulton, C., Day, V., Dillon, J. and Grace, M. (2004). Controversial issues – teachers' attitudes and practices in the context of citizenship education, *Oxford Review of Education*, 30(4), 489-507.
- Oulton, C., Dillon, J. and Grace, M. (2004). Reconceptualizing the teaching of controversial issues, *International Journal of Science Education*, 26(4), 411-23.
- Reid, A., Teamey, K. and Dillon, J. (2004). Valuing and utilizing traditional ecological knowledge: tensions in the context of education and the environment, *Environmental Education Research*, 10(2), 237-254.
- Dillon, J. (2003). On learners and learning in environmental education: Missing theories, Ignored communities, *Environmental Education Research*, 9(2), 215-226.
- Centre for Public Policy Research (2002). [Abbott, C., Cribb, A., Dillon, J., Gewirtz, S., Lucey, H., Maguire, M. and Thrupp, M.] Faith-based schooling and the invisible effects of 11 September: the view from England, *Discourse: studies in the cultural politics of education*, 23(3), 309-317.
- Centre for Public Policy Research (2002). [Abbott, C., Cribb, A., Dillon, J., Duncan, P., Gewirtz, S., Lucey, H., Maguire, M. and Thrupp, M.] Achieving success? Discursive strategies and policy tensions in New Labour's White Paper for Schools, *Education and Social Justice*, 4(1), 15-25.
- Dillon, J. (2002). Managing people – the art of science teacher development, *School Science Review*, 84(306), 17-21.
- Dillon, J. (2002). Happy Birthday Silent Spring: Towards Reconceptualising Science and the Environment, *Australian Journal of Environmental Education*, 18, 15-18.
- Dillon, J., Gough, S. Scott, W.A.H. and Teamey, K. (2002). A report fit for children? A critical examination of the work of the UN General Assembly's Special Session on Children, May 2002, *Australian Journal of Environmental Education*, 18, 81-86.
- Dillon, J. and Nott, M. (2002). Editorial: Management and Key Stage 3, *School Science Review*, 84(306), 7-8.
- Dillon, J. and Scott, W. (2002). Editorial: Perspectives on environmental education-related research in science education, *International Journal of Science Education*, 24(11), 1111-1117.
- Dillon, J., Sissling, S., Watson, R. and Duschl, R. (2002). Science teachers as researchers – a model for professional development, *School Science Review*, 84(307), 43-46.
- Dillon, J. and Teamey, K. (2002). Reconceptualising environmental education – taking account of reality, *Canadian Journal of Science, Mathematics and Technology Education*, 2(4), 467-483.
-

-
- Reid, A., Teamey, K. and Dillon, J. (2002). Traditional ecological knowledge for learning with sustainability in mind, *The Trumpeter, Journal of Ecosophy*, 18(1) (available at <http://trumpeter.athabasca.ca/index.php/trumpet/article/view/124/137>)
- Dillon, J. (2001). Doskonalenie nauczania i uczenia sie przedmiotów przyrodniczych w szkole: wnioski wynikające z prac badawczych, *Nauczanie, Przedmiotów Przyrodniczych*, 2, 3-6. [in Polish]
- Dillon, J. and Gill, P. (2001). Risk, environment and health: aspects of policy and practice, *School Science Review*, 83(303), 65–73.
- Zhu, H. and Dillon, J. (2001). Education for Sustainable Development: A Sino-English Comparative Study in Environmental Education, *Journal of Zhejiang University*, 2(3), 342-347.
- Dillon, J. (2000). On creating an environment for educational sustainability, *Australian Journal of Environmental Education*, 17, 131.
- Zhu, H. and Dillon, J. (2000). Environmental Education in the People’s Republic of China: Features, Factors and Trends, *Australian Journal of Environmental Education*, 39-45.
- Dillon, J. (1999). Education Policy: Should Environmental Education be replaced by Education for Sustainable Development? *Environmental Policy and Management*, 11-19 (in English and Chinese).
- Dillon, J., Kelsey, E. and Duque-Aristizábal, A. M. (1999). Identity and culture: theorising emergent environmentalism, *Environmental Education Research*, 5(4), 395-405.
- Swain, J. R. L. and Dillon, J. (1999). Actively teaching chemistry, *Education in Chemistry*, 35(11), 155-157.
- Watson, J. R., Prieto, T. and Dillon, J. (1997). Consistency of students’ explanations about combustion, *Science Education*, 81, 425-444.
- Dillon, J. and Swain, J. (1996). Investigations for Key Stage 4, *Education in Chemistry*, 32(5), 129-130.
- Fairbrother, B., Dillon, J., and Gill, P. (1996). Assessment in science: Teachers’ attitudes and practices, *Australian Science Teachers Journal*, 41(4), 30-36.
- Dillon, J. and Watson, R. (1995). Sharing environmental data, *Open Learning Systems News*, 54, 10-11.
- Fairbrother, B., Dillon, J., and Gill, G. (1995). Assessment at Key Stage 3: Teachers’ attitudes and practices, *British Journal of Curriculum and Assessment*, 5(3), 25-31.
- Monk, M. and Dillon, J. (1995). From telling to selling: one historical perspective on consultancy in science education, *Journal of Education Policy*, 10(3), 317-323.
- Monk, M. and Dillon, J. (1995). Oh, how I need someone to watch over me, *Science Teacher Education*, 15, 6-7.
- Watson, J. R., Prieto, T. and Dillon, J. (1995). The effect of practical work on pupils’ understanding of combustion, *Journal of Research in Science Teaching*, 32(5), 487-502.
- Gill, P., Dillon, J., and Fairbrother, B. (1994). Issues in formative assessment, *Education in Science*, 24.
- Monk, M., Fairbrother, B., and Dillon, J. (1993). Learning content through process: Practical strategies for science teachers in developing countries. *Journal of Science and Mathematics Education in Southeast Asia*, December, 16(2), 13-20.
- Prieto, T., Watson, J. R., and Dillon, J.S. (1993). Pupils’ understanding of combustion, *Research in Science Education*, 22, 331-40.
- Dillon, J. (1991). The National Environmental Database Project, *Computer Education*, 67, 3-4.
- Watson, J. R., Dillon, J., and Miguens, M. (1991). Uma Experienci Pedagógica Educaçao Ambiental Sem Fronteiras, *Aprender*, 14, 49-53.
- Dillon, J., Hill, T., and Watson, R. (1989). A national environmental database in action, *Information Technology and Learning*, 12(2), 49-51.
- Cox, G. and Dillon, J. (1987). Global knowledge, *Educational Computing*, March, 12-13.
<http://www.springerlink.com/content/g5370x27p327gh49/>.

e. Chapters in edited works

- Dillon, J. (2026). Towards an educational response to the climate and environment emergency. In O. Morin, C. Bruguière, & M. Hammann (Eds). *Challenges of a changing world in biology education. Selected papers from the ERIDOB 2024 Conference* (pp. 17–28). Springer.
- Dillon, J. (2026). Foreword. In J. K. Frisch, D. M. Alston, A. Feldman, R. Hagevik, & M. Schpakow (Eds). *Wicked problems in preK-12 science education. Stories and strategies for confronting complex topics in the science classroom* (pp. xii–xiv). Routledge.
- Dillon, J., & Reid, A. (2025). Essays on nature and the philosophy of environmental education: An introduction. In M. Bonnett, J. Dillon, & A. Reid (Eds.). *Essays on nature and the philosophy of environmental education*. Routledge.

-
- Russell, C., Chandler, P., & Dillon, J. (2025). Introduction. In C. Russell, P. Chandler, & J. Dillon (Eds.). *Humour and environmental education* (pp. 1–9). Routledge.
- Dillon, J. (2025). Preface. In L. Lotti & L. Barile (eds). *The circular role of higher education. Co-creating sustainable communities* (xi-xii). Springer.
- Dillon, J. (2023). Environmental and science education: Overlaps and issues. In S. Faircloth (Ed.). *Oxford Bibliographies in Education*. Oxford University Press.
- Dillon, J., & Herman, B. (2023). Environmental education. In N. G. Lederman, D. L. Zeidler, & J. S. Lederman (Eds.). *Handbook of Research on Science Education, Volume 3*. (pp. 717–748). Routledge.
- Dillon, J., & Watts, M. (2023). Debates in science education. In J. Dillon & M. Watts (Eds). *Debates in science education* (2nd edition) (pp. 1–9). Routledge.
- Dillon, J. (2023). Climate change education. In J. Dillon & M. Watts (Eds). *Debates in science education* (2nd edition) (pp. 59–72). Routledge.
- Dillon, J., & Hetherington, L. (2023). Creativity in school science. In J. Dillon & M. Watts (Eds). *Debates in science education* (2nd edition) (pp. 227–238). Routledge.
- Dillon, J., Braus, J., Sarabhai, K., & de Carvalho, L.M. (2021). Πρόλογος. In, A. Russ, & M. Krasny (eds). *Περιβαλλοντική εκπαίδευση στις πόλεις. Καλαϊτζιδάκη, Μ. (Επιστημονική επιμέλεια), Καϊάφας, Μ. (Μεταφραση)*. Gutenberg.
- Dillon, J., Achiam, M., & Glackin, M. (2021). The role of out-of-school science education in addressing wicked problems – an introduction. In M. Achiam, J. Dillon, & M. Glackin (Eds), *Addressing wicked problems through science education* (pp. 1-8). Springer.
- Achiam, M., Glackin, M., & Dillon, J. (2021). Wicked problems and out-of-school science education: Implications for practice and research. In M. Achiam, J. Dillon, & M. Glackin (eds), *Addressing wicked problems through science education* (pp. 229-237). Springer.
- Dillon, J. & Reid, A. (2020). Changing context, shifting values? Science, the environment and citizenship at Minstead Study Centre 12 years on. In D. Corrigan, C. Buntting, A. Fitzgerald & A. Jones (Eds). *Values in Science Education. The shifting sands* (pp. 153-168). Springer.
- Evagorou, M., & Dillon, J. (2020). Introduction: Socio-scientific issues as promoting responsible citizenship and the relevance of science. In, M. Evagorou, J.A. Nielsen, & J. Dillon (eds) (2020). *Science Teacher Education for Responsible Citizenship: Towards a pedagogy for relevance through socioscientific issues* (pp. 1-11). Springer.
- Evagorou, M., Nielsen, J.A., & Dillon, J. (eds) (2020). New perspectives for addressing socioscientific issues in teacher education. In, M. Evagorou, J.A. Nielsen, & J. Dillon (eds) (2020). *Science Teacher Education for Responsible Citizenship: Towards a pedagogy for relevance through socioscientific issues* (pp. 193-199). Springer.
- Alsop, J., & Dillon, J. (2018). Encounters with a Narwhal: Revitalising science education’s capacity to affect and be affected. In D. Corrigan, C. Buntting, A. Jones, & J. Loughran (eds). *Navigating the Changing Landscape of Formal and Informal Science Learning Opportunities* (pp. 51-67). Dordrecht: Springer.
- Dillon, J. (2018). On the convergence between science and environmental education. In, J. Yeo, T.W. Teo, & K-S. Tang, *Science Education Research and Practice in Asia-Pacific and Beyond*. (pp. 87-94). Dordrecht: Springer.
- Dolin, J. Bruun, J., Constantinou, C.P., Dillon, J., Jorde, D., & Labudde, P. (2018). Policy aspects: How to change practice and in what direction. In, J. Dolin & R. Evans (eds), *Transforming Assessment: Through an interplay between practice, research and policy*. (pp. 249-278). Cham: Springer.
- Dillon, J. (2017). Moving from citizen to civic science. In, *ASE International Conference Proceedings 2017*, (pp. 5-6). Hadfield, Herts.: The Association for Science Education.
- Dillon, J., Braus, J., Sarabhai, K., & de Carvalho, L.M. (2017). Foreword. In, A. Russ, & M. Krasny (eds). *Urban Environmental Education Review*. (pp. ix-x). Cornell University Press. (Also published in Greek in 2021)
- Egg, J., Kapelari, S. and Dillon, J. (2017). Visualising social network structures in the training of professional learning communities in informal and formal educators. In, P.G. Patrick (ed.), *Preparing Informal Science Educators. Perspectives from Science Communication and Education*. (pp. 269-289). Dordrecht: Springer.
- Coles, A., Dillon, J., Gall, M., Hawkey, K., James, J., Kerr, D., Orchard, J., Tidmarsh, C., & Wishart, J. (2017). Towards a teacher education for the Anthropocene, In P. Blaze, J. Weakland, & A.E.J. Wals (eds), *Envisioning Futures for Environmental and Sustainability Education*. (pp. 73-85). Wageningen: Wageningen Academic Publishers.
- Dillon, J. (2016). Towards a blended pedagogy: learning inside and outside the classroom. In, M. Sands & J. Lane (eds), ‘Science of Learning’ Proceedings of the 12th International Conference, May 25 and 27, 2016, Bilkent University, Ankara, Turkey (pp. 1-10).
-

-
- Dillon, J. (2016). Introduction to Strand 19. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto, & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference. Science education research: Engaging learners for a sustainable future*, Part 19, Strand 19 (co-ed. J Dillon & R. V. Olsen), (pp. 2882-3). Helsinki, Finland: University of Helsinki.
- Dillon, J. (2016). Reflections on self-studies and the preparation of future science teacher educators. In, G.A. Buck and V.L. Akerson (eds), *Enhancing Professional Knowledge of Pre-Service Teacher Education by Self-Study Research: Turning a Critical Eye on Our Practice*. (pp. 407-413). Dordrecht: Springer.
- Dillon, J. (2016). Beyond Formal and Informal. In, L. Avraamidou and W.-M.Roth (eds) *Intersections of Formal and Informal Science*. New York: Routledge. (pp. 52-63)
- Wals, A. E. J. & Dillon, J. (2015). Foreword. In, S. K. Stratton, R. Hagevik, A. Feldman, & M. Bloom (eds). *Educating Science Teachers for Sustainability. ASTE Series in Science Education*. Dordrecht: Springer (pp. v.-viii).
- Dillon, J. (2015). Out-of-school science. In, R. Gunstone (ed.), *Encyclopedia of Science Education*. Dordrecht: Springer. DOI 10.1007/978-94-007-6165-0_402-4.
- Dillon, J. (2015). Teacher supply and retention. In, R. Gunstone (ed.), *Encyclopedia of Science Education*. Dordrecht: Springer. DOI 10.1007/978-94-007-6165-0_402-4.
- Henriksen, E.K., Dillon, J. and Ryder, J. (2015). Improving participation in science and technology higher education: Ways forward. In, E.K. Henriksen, J. Dillon & J. Ryder (eds), *Understanding Student Participation and Choice in Science and Technology Education*. Dordrecht: Springer (pp. 367-377).
- Regan, E. and Dillon, J. (2015). A place for STEM: Probing the reasons for undergraduate course choices. In, E.K. Henriksen, J. Dillon & J. Ryder (eds), *Understanding Student Participation and Choice in Science and Technology Education*. Dordrecht: Springer (pp. 119-134).
- Regan, E., Vergou, A., Kapelari, S., Willison, J., Dillon, J., Bromley, G., & Bonomi, C. (2014). Strategies for embedding inquiry-based teaching and learning in botanic gardens: evidence from the INQUIRE project. In, P. Blessinger & J. Carfora (eds) *Inquiry-Based Learning for Faculty and Institutional Development: A Conceptual and Practical Resource for Educators*. (pp. 175-200). Bingley: Emerald.
- Tomei, A., Dillon, J. & Dawson, E. (2014). An example of the impact of high stakes accountability regimes on STEM education. In B. Freeman, S. Marginson & R. Tytler (Eds), *The Age of STEM: Educational Policy and Practice Across the World in Science, Technology, Engineering and Mathematics*. pp.161-177. London: Routledge.
- Dillon, J. (2014). Environmental education. In, N. Lederman & S. Abell (eds) *Handbook of Research on Science Education*. Routledge, pp. 497-515.
- Dillon, J. and Redford, A. (2014). Introduction. Strand 10: Science curriculum and educational policy. In, C.P. Constantinou, N. Papadouris & A. Hadjigeorgiou (Eds.). *E-Book Proceedings of the ESERA 2013 Conference: Science Education Research For Evidence-based Teaching and Coherence in Learning*. Nicosia, Cyprus: European Science Education Research Association.
- Stevenson, R.B., Wals, A.E.J., Dillon, J. and Brody, M.J. (2013). Introduction. In, R.B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (eds) *International Handbook of Research on Environmental Education* (pp. 1-6). New York: Routledge.
- Dillon, J., Heimlich, J., and Kelsey, E. (2013). Section V Introduction: Research on learning processes in environmental education. In, R.B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (eds) *International Handbook of Research on Environmental Education* (pp. 239-242). New York: Routledge.
- Stevenson, R.B., Dillon, J., Wals, A.E.J. and Brody, M.J. (2013). Situating the handbook in the evolving characteristics of environmental education research. In, R.B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (eds) *International Handbook of Research on Environmental Education* (pp. 512-517). New York: Routledge.
- Wals, A.E.J., and Dillon, J. (2013). Conventional and emerging learning theories. In, R.B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (eds) *International Handbook of Research on Environmental Education* (pp. 253-261). New York: Routledge.
- Wals, A.E.J., Stevenson, R.B., Brody, M.J. and Dillon, J. (2013). Tentative directions for environmental education research in uncertain times. In, R.B. Stevenson, M. Brody, J. Dillon and A.E.J. Wals (eds) *International Handbook of Research on Environmental Education* (pp. 542-547). New York: Routledge.
- Adey, P. and Dillon, J. (2012). Introduction. In, P. Adey and J. Dillon (eds), *Bad Education: Debunking Myths in Education* (pp.xxi-xxv). Milton Keynes: Open University Press.
- Dillon, J. (2012). Is informal education better than formal education? In, P. Adey and J. Dillon (eds), *Bad Education: Debunking Myths in Education* (pp. 129-141). Milton Keynes: Open University Press.
- Dillon, J. (2012). Outdoor education. In, J. Hattie and E.M. Anderman (Eds) *International Guide to Student Achievement*. London: Routledge.
-

-
- Dillon, J. and Hobson, M. (2012). Communicating global climate change: issues and dilemmas. In J. Gilbert, B. Lewenstein and S. Stockmayer (eds) *Communication for Engagement in Science and Technology* (pp. 215-228). New York: Routledge.
- Wong, V., Brophy, J. and Dillon, J. (2012). Combustion and redox reactions. In K. Taber (ed.), *Teaching Secondary Chemistry* (pp. 199-252). London: Hodder.
- Dillon, J. and King, H. (2012). Learning in informal contexts. In N. Seel (Ed.) *Encyclopedia of the Learning Sciences*. New York: Springer.
- Jorde, D. and Dillon, J. (2012). Science education research and practice in Europe: Retrospective and prospective. In D. Jorde and J. Dillon (eds) (2012). *Science Education Research and Practice in Europe* (pp. 1-11). Rotterdam: Sense.
- Dillon, J. (2012). Science, environment and health education: towards a reconceptualisation of their mutual interdependences. In A. Zeyer and R. Kyburz-Graber (eds), *Science|Environment|Health - towards a renewed pedagogy for science education* (pp. 87-101). Dordrecht: Springer.
- Corrigan, D., Gunstone, R. and Dillon, J. (2011). Approaches to considering the professional knowledge base of science teachers. In D. Corrigan, J. Dillon and R. Gunstone (eds), *The Professional Knowledge Base of Science Teaching*. Dordrecht: Springer, pp. 1-12.
- Osborne, J., Claussen, S., Archer, L., DeWitt, J., Dillon, J. and Wong, B. (2012). Educating students about careers in science: Why it matters, in R.E. Yager (ed.) *Exemplary Science for Building Interest in STEM Careers*. Arlington, VA, NSTA Press.
- Dillon, J. (2011). Growing teachers: Inspection, appraisal and the reflective practitioner, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 112-127), Milton Keynes: Open University Press.
- Dillon, J. and Glackin, M. (2011). Education, the environment and sustainability, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 328-342), Milton Keynes: Open University Press.
- Dillon, J. and Maguire, M. (2011). Developing as a student teacher, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 3-11), Milton Keynes: Open University Press.
- Dillon, J. and Maguire, M. (2011). Introduction, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (xix-xx), Milton Keynes: Open University Press.
- Evagorou, M. and Dillon, J. (2011). Teaching science as argumentation – an unexplored area. In D. Corrigan, J. Dillon, and R. Gunstone (eds), *The Professional Knowledge Base of Science Teaching*. Dordrecht: Springer, pp. 189-204.
- Maguire, M. and Dillon, J. (2011). Education policy and schooling, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 29-41), Milton Keynes: Open University Press.
- Maguire, M., Dillon, J. and Mahony, P. (2011). Reforming teachers and their work, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 99-111), Milton Keynes: Open University Press.
- Maguire, M. Dillon, J. and Manning, A., (2011). Education, schools and cities, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Fourth Edition) (pp. 142-154), Milton Keynes: Open University Press.
- Dillon, J. (2011). Science, the environment and education beyond the classroom. In, B. Fraser, K. Tobin and C. McRobbie (eds) *Second International Handbook of Science Education* (pp. 1081-1095). New York: Springer.
- Dillon, J. (2010). Teaching science outside the classroom. In R. Toplis (Ed.) *How Science Works* (pp. 134-147). London: Routledge.
- Kelsey, E. and Dillon, J. (2010). “If the public knew better, they would act better”: Challenging the myth of the ignorant public. In R. Stevenson and J. Dillon (Eds). *Engaging Environmental Education: Learning, Culture and Agency*. Rotterdam: Sense, pp. 99-110.
- Dillon, J. and Manning, A. (2010). Science teaching. In J. Osborne and J. Dillon (Eds), *Good Practice in Science Education: What Research has to say* (2nd edition). Maidenhead: Open University Press, pp. 6-19.
- Osborne, J. and Dillon, J. (2010). How Science Works: What is the nature of scientific reasoning and what do we know about students’ understanding? In J. Osborne and J. Dillon (Eds), *Good Practice in Science Education: What Research has to say* (2nd edition). Maidenhead: Open University Press, pp. 20-45.
- Osborne, J. and Dillon, J. (2010). Introduction: Research matters. In J. Osborne and J. Dillon (Eds), *Good Practice in Science Education: What Research has to say* (2nd edition). Maidenhead: Open University Press, pp. 1-5.
- Stevenson, B. and Dillon, J. (2010). Introduction to issues in learning, culture and agency in Environmental Education. In R. Stevenson and J. Dillon (Eds). *Engaging Environmental Education: Learning, Culture and Agency*. Rotterdam: Sense, pp 3-10.
- Anthony, R.J., Yore, L.D., Coll, R.K., Dillon, J., Chiu, M-H., Fakudze, C., Grimberg, I. and Wang, B-J. (2009). Research ethics boards and the Gold Standard(s) in literacy and science education research. In, M.C. Shelley
-

-
- II, L.D. Yore and B. Hand (eds) *Quality Research in Literacy and Science Education: International Perspectives and Gold Standards*. Dordrecht: Springer, pp. 511-557.
- Coll, R.K., Chang, W-H, Dillon, J., Justi, R., Mortimer, E., Tan, K.C.D., Treagust, D., and Webb, P. (2009). An international perspective of monitoring educational research quality: Commonalities and differences In, M.C. Shelley II, L.D. Yore and B. Hand (eds) *Quality Research in Literacy and Science Education: International Perspectives and Gold Standards*. Dordrecht: Springer, pp. 107-137.
- Dillon, J. (2009). What does science communication need to do to be taken seriously? In, K. Bultitude, H. Featherstone & C. Wilkinson (Eds), *Evolving Science Communication: learn, adapt, collaborate*. Bristol: University of the West of England, pp. 38-39.
- Dillon, J. (2009). Approaching 'soft disasters' in the classroom: teaching about controversial issues in science, technology, society, and environment education. In, A. Jones & M. de Vries (Eds), *International Handbook of Research and Development in Technology Education*. Rotterdam: Sense, pp. 297-306.
- Evagorou, M. and Dillon, J. (2009). Infusing thinking skills in the science classroom: System thinking and argumentation as a means to engage students in the process reasoning. In, I. M. Saleh and M. S. Khine (Eds) *Fostering Scientific Habits of Mind: Pedagogical Knowledge and Best Practices in Science Education*. Rotterdam: Sense, pp. 107-124.
- Dillon, J. (2008). Science teacher education in England, in T. Isozaki (Ed.), Japan Society for Promotion of Science Report of Grant-in-Aid for Scientific Research n(B) (No.17300249) *Research on Curriculum Development of Science and Mathematics Teacher Education for Promoting the Twenty First Century Science and Mathematics Education*, Hiroshima: JSPS, pp. 198-214.
- Dillon, J. and Wals, A. (2008). On the dangers of blurring methods, methodologies and ideologies in environmental education research, in A. Reid. and W. A. H. Scott (eds) *Researching Education and the Environment: Retrospect and Prospect*. London: Routledge, pp. 303-312.
- Dillon, J. (2007). Education, the environment and sustainability, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 304-317.
- Dillon, J. (2007). Reflection, inspection and accountability, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 98-111.
- Dillon, J. (2007). An organic intellectual? On science, education, and the environment, in K. Tobin and W. -M. Roth (eds), *The Culture of Science Education. Its History in Person*. Rotterdam: Sense Publishers, pp. 311-322.
- Dillon, J. and Maguire, M. (2007). Developing as a beginning teacher, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 3-11.
- Dillon, J. and Maguire, M. (2007). Introduction, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. xix-xxi.
- Dillon, J. and Reid, A. (2007). Science, the environment and citizenship: teaching values at Minstead Study Centre, in D. Corrigan, J. Dillon and R. Gunstone (eds) *The Re-emergence of Values in the Science Curriculum*. Rotterdam: Sense Publishers, pp. 77-88.
- Gunstone, R., Corrigan, D. and Dillon, J. (2007). Why consider values and the science curriculum? In, D. Corrigan, J. Dillon & R. Gunstone (eds) *The Re-emergence of Values in the Science Curriculum*. Rotterdam: Sense Publishers, pp. 1-10.
- Maguire, M. and Dillon, J. (2007). Education policy and schooling, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 29-41.
- Maguire, M. and Dillon, J. (2007). Education, schools and cities, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 127-138.
- Maguire, M. and Dillon, J. (2007). Reforming teachers and their work, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (Third Edition), Milton Keynes: Open University Press, pp. 85-97.
- Dillon, J. (2005). Defining action research, in A. Clarke, H. Parry and C. Shorter (eds) *Action Research - Improving Learning Through the Environment*, Stibbington: National Association of Field Studies Officers, pp. 5-6.
- Dillon, J. (2002). Managing teacher development: the changing role of the Head of Department in England, in Fraser-Abder, P. (ed.), *Professional Development in Science Teacher Education: Local Insights with Lessons for the Global Community*, Taylor and Francis, pp. 172-186.
- Teamey, K., Dillon, J., Scott, W. and Gough, S. (2002). Linking education, the environment and livelihoods. In *Commonwealth Education Partnerships 2003*. London: The Stationery Office, pp. 129-138. ISBN 011 7031712.
- Dillon, J. and Maguire, M. (2001). Introduction, in J. Dillon and M. Maguire (eds), *Becoming a Teacher* (2nd edition), Milton Keynes, Open University Press, pp. xv-xvii.
-

-
- Maguire, M. and Dillon, J. (2001). Developing as a student teacher, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (2nd edition), Milton Keynes, Open University Press, pp. 3-9.
- Maguire, M. and Dillon, J. (2001). Excellence in cities, in J. Dillon and M. Maguire (eds), *Becoming a Teacher* (2nd edition), Milton Keynes, Open University Press, pp. 109-119.
- Maguire, M., Dillon, J. and Close, G. (2001). Reforming teachers and their work, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (2nd edition), Milton Keynes, Open University Press, pp. 63-73.
- Millett, M., Dillon, J. and Adey, J. (2001). Inspection, in J. Dillon and M. Maguire (eds) *Becoming a Teacher* (2nd edition), Milton Keynes, Open University Press, pp. 74-86.
- Dillon, J. (2000). Managing science teachers' development, in J. Leach, J. Osborne and R. Millar (eds), *Improving Science Education*, Open University Press, pp. 94-109.
- Dillon, J. (2000). Managing the science department, in M. Monk and J. Osborne (eds), *Good Practice in Science Teaching: What Research has to Say*, Milton Keynes: Open University Press, pp. 122-38.
- Monk, M. and Dillon, J. (2000). The nature of scientific knowledge, in M. Monk and J. Osborne (eds) *Good Practice in Science Teaching: What Research Has to Say*, Milton Keynes: Open University Press, pp. 72-87.
- Dillon, J., Watson, R. and Suwannatachote, R. (1999). Public Understanding of Air Quality in H. Bayrhuber and J. Mayer (eds), *State of the Art of Empirical Research on Environmental Education*, Kiel: IPN, pp. 165-179.
- Dillon, J. (1997). A User's Guide to the Monograph in U. Bosler, T. Damianova and J. Dillon (eds), *Computer Based Environmental Studies*, Kiel: Institut für die Pädagogik der Naturwissenschaften, pp. 11-15.
- Dillon, J. (1997). Environmental Education: Policy and Practice in England and Wales, in U. Bosler, T. Damianova and J. Dillon (eds), *Computer Based Environmental Studies*, Kiel: Institut für die Pädagogik der Naturwissenschaften, pp. 57-63.
- Dillon, J. (1997). Water Testing as part of Environmental Education, in U. Bosler, T. Damianova and J. Dillon (eds), *Computer Based Environmental Studies*, Kiel: Institut für die Pädagogik der Naturwissenschaften, pp. 133-40.
- Dillon, J. and Maguire, M. (1997). Introduction, in J. Dillon and M. Maguire (eds), *Becoming a Teacher*, Buckingham: Open University Press, pp. x-xii.
- Dillon, J. and Watson, R. (1997). Exchanging Environmental Data Electronically - A Case Study in U. Bosler, T. Damianova and J. Dillon (eds), *Computer Based Environmental Studies*, Kiel: Institut für die Pädagogik der Naturwissenschaften, pp. 94-106.
- Head, J., Maguire, M. and Dillon, J. (1997). Teaching in a new ERA, in J. Dillon and M. Maguire (eds), *Becoming a Teacher*, Buckingham: Open University Press, pp. 10-16.
- Maguire, M. and Dillon, J. (1997). Developing as a student teacher, in J. Dillon and M. Maguire (eds), *Becoming a Teacher*, Buckingham: Open University Press, pp. 3-9.
- Maguire, M. and Dillon, J. (1997). Teacher education, in J. Dillon and M. Maguire (eds), *Becoming a Teacher*, Buckingham: Open University Press, pp. 29-38.
- Maguire, M. and Dillon, J. (1997). The inner-city experience, in Fuller, M. and Rosie, J. (eds), *Teacher Education and School Partnerships*, Mellen Studies in Education Volume 31, Lewiston: The Edwin Mellen Press, pp. 75-92.
- Maguire, M. and Dillon, J. (1997). Understanding the urban experience: inner city schooling, in J. Dillon and M. Maguire (eds), *Becoming a Teacher*, Buckingham: Open University Press, pp. 87-96.
- Dillon, J. (1995). Progress and Potential, in M. Monk and J. Dillon (eds), *Learning to Teach Science*, London: Falmer, pp. 190-207.
- Dillon, J. (1995). Science Teacher Mentoring, in M. Monk and J. Dillon (eds), *Learning to Teach Science*, London: Falmer, pp. 1-13.
- Dillon, J. and Monk, M. (1995). Science teacher mentoring, in P. McQuillan (Ed.) *Croner Heads of Science Briefing*, Kingston: Croner, 17, pp. 2-3.
- Monk, M. and Dillon, J. (1995). Introduction, in M. Monk and J. Dillon (eds), *Learning to Teach Science*, London: Falmer, pp. ix-xiii.
- Dillon, J. (1992). A project for 11-16 year olds, in Blakeley B. (ed.), *Databases within the National Curriculum*, London: British Computer Society, pp. 6-8.

f. Reports

- Kitson, A., Phillips, M., & Dillon, J. (2025). *The key contributions of subjects to climate change and nature education: a curriculum policy proposal*. UCL's Centre for Climate Change & Sustainability Education. <https://discovery.ucl.ac.uk/id/eprint/10212236/1/A%20curriculum%20policy%20proposal%20about%20the>

%20key%20contributions%20of%20subjects%20to%20climate%20change%20and%20nature%20education.pdf.

- Howard-Jones, P. & Dillon, J. (2022). *Climate Change education: A “world-leading strategy” would benefit from being research-informed*. PolicyBristol. https://www.bristol.ac.uk/media-library/sites/policybristol/briefings-and-reports-pdfs/2022/PolicyBristol_PolicyReport74_Howard-Jones_climate-change-education.pdf
- Dillon, J. & Lovell, R. (2022). *Links between natural environments, learning and health: evidence briefing*. Natural England Evidence Information Note. EIN063.
- Osborne, J.L., Hoggett, R., Fraser S., McCann, H., Mucklow, P., Nowell, C., Seaman, A., Fletcher, P., Sanders, T, Davies, G., Huke, A., Richards, A., Lenton, T., Moebius, W., Devine-Wright, P. Barr, S., Cox, P., Cochrane, R., Boehm, S., Hartley, S., Aebischer, A., Whyte, N., Morrissey, K., Dillon, J., Saintier, S., Venn, A., Rutterford, L., Hoyle, P., Monaghan, E, Redman, S., & Rigby, J. (2019). *University of Exeter: Environment & Climate Emergency Working Group White Paper. An Independent Review commissioned by the Vice Chancellor’s Executive Group*. Exeter: University of Exeter.
- Adams, J., Avraamidou, L., Bayram-Jacobs, D., Boujaoude, S., Bryan, L., Christodoulou, A., ... Zembal-Saul, C. (2018). *The Role of Science Education in a Changing World*. Lorentz Center, Netherlands.
- Hunt, A., Stewart, D., Burt, J., and Dillon, J. (2016). *Monitor of Engagement with the Natural Environment: a pilot to develop an indicator of visits to the natural environment by children - Results from years 1 and 2 (March 2013 to February 2015)*. Natural England.
- Dillon, J., DeWitt, J., Pegram, E., Irwin, B., Crowley, K., Haydon, R., King, H., Knutson, K., Veall, D. and Xanthoudaki, M. (2016). *A Learning Research Agenda for Natural History Institutions*. Natural History Museum.
- Archer, L., Osborne, J., DeWitt, J., Dillon, J., Wong, B., & Willis, B. (2013). *ASPIRES: Young people’s science and career aspirations, age 10-14*. King’s College London.
- Regan, E. and Dillon, J. (2013). *Quality Management Report: INQUIRE – Inquiry-Based Teacher Training for a Sustainable Future*. London: BGCI
- Blakesley, D., Rickinson, M. & Dillon, J. (2012). *Benefits of Engagement with the Natural Environment for Children with Autism - Review of the Evidence. Report commissioned by Natural England*. Natural England.
- Rickinson, M., Hunt, A., Rogers, J. & Dillon, J. (2012). *Learning Outside the Classroom in Natural Environments – Teacher Insight for the Natural Connections Demonstration Project. Report commissioned by Natural England*. King’s College London.
- Rickinson, M., Hunt, A., Rogers, J. & Dillon, J. (2012). *School Leader and Teacher Insight into Learning Outside the Classroom in Natural Environments – A Study to Inform an East London Outdoor Learning Project*. King’s College London.
- Rickinson, M., Hunt, A., Rogers, J. & Dillon, J. (2012). *School Leader and Teacher Insights into Learning Outside the Classroom in Natural Environments*. Natural England Commissioned Reports, Number 097.
- Dillon, J. and Dickie, I. (2012). *Learning in the Natural Environment: Review of social and economic benefits and barriers*. Natural England Commissioned Reports, Number 092. Natural England. Available at <http://publications.naturalengland.org.uk/publication/1321181>.
- Bevan, B. with Dillon, J., Hein, G.E., Macdonald, M., Michalchik, V., Miller, D., Root, D., Rudder, L., Xanthoudaki, M., & Yoon, S. (2010). *Making Science Matter: Collaborations Between Informal Science Education Organizations and Schools. A CAISE Inquiry Group Report*. Center for Advancement of Informal Science Education (CAISE).
- Dillon, J. (2008). *A Review of the Research on Practical Work in School Science*. London: King’s College London.
- Brody, M., Bangert, A. & Dillon, J. (2008). *Assessing Learning in Informal Science Contexts*. Paper commissioned by the US National Research Council for Science Learning in Informal Environments Committee. Available at: http://www7.nationalacademies.org/bose/Brody_Commissioned_Paper.pdf.
- Osborne, J. and Dillon, J. (2008). *Science Education in Europe: Critical Reflections*. The Nuffield Foundation. 30pp.
- Tilling, S. and Dillon, J. (2007). *Initial Teacher Education and the Outdoor Classroom. Standards for the Future*. Preston Montford: Field Studies Council/Association for Science Education. 17pp.
- Kendall, S., Murfield, J., Dillon, J. and Wilkin, A. (2006). *Education Outside the Classroom: Research to Identify What Training is Offered by Initial Teacher Training Institutions*. Research Report 802. London: DfES. 97pp.
- Kendall, S., Murfield, J., Dillon, J. and Wilkin, A. (2006). *Education Outside the Classroom: Research to Identify What Training is Offered by Initial Teacher Training Institutions*. Research Brief 802. London: DfES. 4pp.
- Dillon, J., McCallie, E. and Botranger, V. (2005). *Learning to engage. A review of face-to-face learning experiences at the London Natural History Museum’s Darwin Centre*. London: Centre for Informal Learning and Schools.

-
- Dillon, J., Morris, M., O'Donnell, L., Reid, A., Rickinson, M., Scott, W. (2005). *Engaging and Learning with the Outdoor Classroom – The Final Report of the in a Rural Context Action Research Project*. Slough: National Foundation for Educational Research.
- Dillon, J. (2004). *An Evaluation of the Growing Clubs Project*. London: King's College London.
- Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D. and Benefield, P. (2004). *A Review of Research on Outdoor Learning*, Preston Montford, Shropshire: Field Studies Council.
- Davison, P., Davison, P., Reed, N., Halden, D. and Dillon, J. (2003). *Children's Attitudes to Sustainable Transport. Research Findings No. 174*. Edinburgh: Scottish Executive Social Research. ISBN 0-7559-3640-X.
- Derek Halden Consultancy (2003). *Children's Attitudes to Sustainable Transport*. Edinburgh: Scottish Executive Social Research. ISBN 0-7559-3638-8.
- Dillon, J., Rickinson, M., Sanders, D., Teamey, K. and Benefield, P. (2003). *Improving the Understanding of Food, Farming and Land Management amongst School-Age Children: A Literature Review*. Research Report 422. London: Department for Education and Skills. 97pp.
- Dillon, J., Rickinson, M., Sanders, D., Teamey, K. and Benefield, P. (2003). *Improving the Understanding of Food, Farming and Land Management amongst School-Age Children: A Literature Review*. Research Brief 422. London: Department for Education and Skills. 4pp.
- Dillon, J., Hindson, J., Gough, S., Scott, W. and Teamey, K. (2001). *Mainstreaming Environmental Education in DFID Programmes*, Shrewsbury: Field Studies Council.
- Dillon, J. (2000). *Design, Technology and Society: An Evaluation of the ORT Technology for All Materials*, London: King's College London.
- Dillon, J., Osborne, J., Fairbrother, B., and Kurina, L. (2000). *A Study into the Professional Views and Needs of Science Teachers in Primary and Secondary Schools in England*. London: King's College London.
- Maguire, M., Dillon, J. and Quintrell, M. (1998). *Finding Virtue, Not Finding Fault: Stealing the wind of destructive reforms - A critical consideration of the TTA's National Curriculum for Initial Teacher Training (NCITT)*, London: Association of Teachers and Lecturers.
- Adey, P., Asoko, H., Barker, J., Black, P., Dillon, J., Driver, R., Leach, J., Osborne, J. Scott, P., Watson, R., Welford, G. and Wood-Robinson, C. (1994). *A Report to SCAA on the May 1994 Draft Proposals for Revision of the National Curriculum in Science: Implications of Research on Children's Learning*. King's College London/University of Leeds.
- Bosler, U., Dillon, J. and Tsankova, R. (eds) (1994). *Computer-Based Environmental Studies: Final Report and Statement of Expenditure for 1993/94*. Kiel, Germany: IPN, 170 pp.
- Dillon, J. and Ziebarth, W. with Bosler, U., Squires, D, and Tsankova, R (1994). *Improving Environmental Studies. Computer Based Environmental Studies (COBES) - Proceedings of the Third Working Conference, Mantova, Italy*. 90 pages, IPN, Kiel, Germany.
- Dillon, J. with Bosler, U., Squires, D, Tsankova, R. and Ziebarth, W. (1994). *Information and the Environment. Computer Based Environmental Studies (COBES) - Proceedings of the Fourth Working Conference, Sozopol, Bulgaria*. 50 pp. IPN, Kiel, Germany.

g. Textbooks

- Gayford, C., Dillon, J., Fry, K., Oulton, C. and Thomas, G. (1995). *Environmental Education for Initial Teacher Education*, Reading: Council for Environmental Education, 93 pp.
- Watson, R. and Dillon, J. (eds) (1995). *National Environmental Database Project*. Harwell: Atomic Energy Authority, 300 pp. plus software.
- Maguire, M. and Dillon, J. (eds) (1994). *Whole School Issues*. London: King's College London, 136 pp.
- Dillon, J., Dorling, G., Ellse, M., Hunt, A., Ingram, N. R., Monger, G. and Norris, R. (1993). *Nuffield Co-ordinated Sciences Teachers' Guide (Revised edition)*. G. Dorling, M. Ellse, A. Hunt and G. Monger (eds). Longman Group UK Ltd.: Harlow, Essex, 571 pp.
- Dillon, J., Ellse, M., Fenwick, E., Francis, A., Hand, M., Harris, J., Ingram, N. R., Norris, R., Odunsi, O., Ruddick, M. and Still, J. (1993). *Nuffield Science for Key Stage 3: Science Year 8 Teachers' Guide*. Longmans Education: Harlow, 212 pp.
- Dillon, J., Ellse, M., Hand, M., Harris, J., Ingram, N. R., Moseley, K., Norris, R., Odunsi, O. and Still, J. (1993). *Nuffield Science for Key Stage 3: Science Year 7 Teachers' Guide*. Longman Group UK Ltd.: Harlow, 188 pp.
- Dillon, J., Watson, J. R. and Tosunoglu, C. (1993). *Chemistry and the Environment*. Royal Society of Chemistry: London. 46 pp.

h. Online material

-
- Dillon, J. (2025). *Environmental Lunacy Project: Beaver Moon*. National Association for Environmental Education blog. <https://naee.org.uk/beaver-moon/>
- Greer, K., Dillon, J., Kitson, A., & Walshe, N. (2025). *Teachers are teaching themselves how to incorporate climate change and sustainability into their teaching: we can and should support them*. <https://blogs.ucl.ac.uk/ioe/2025/09/04/teachers-are-teaching-themselves-how-to-incorporate-climate-change-and-sustainability-into-their-teaching-we-can-and-should-support-the-m/>
- Dillon, J. (2025). *Environmental Lunacy Project: Squirrel Moon*. National Association for Environmental Education blog. <https://naee.org.uk/environmental-lunacy-project-squirrel-moon/>
- Dillon, J. (2024). From London to Singapore: The strategic synergy of personal connections. *NIEWS* 131. <https://nieews.nie.edu.sg/mar2025/essays/from-london-to-singapore-the-strategic-synergy-of-personal-connections/>
- Dillon, J. (2024). *The Francis Review: an overview of previous posts*. National Association for Environmental Education blog. <https://naee.org.uk/the-francis-review-an-overview-of-previous-posts/>
- Dillon, J. (2023). *Green jobs – perspectives, possibilities and challenges*. National Association for Environmental Education blog. <https://naee.org.uk/green-jobs-perspectives-possibilities-and-challenges/>
- Howard-Jones, P. & Dillon, J. (2022). *Climate Change education: A “world-leading strategy” would benefit from being research-informed*. PolicyBristol. <https://www.bristol.ac.uk/policybristol/policy-briefings/climate-change-education/>
- Dillon, J. (2021). Why education has failed and what we need to do. UK National Association for Environmental Education (NAEE) Blog. <https://naee.org.uk/why-education-has-failed-and-what-we-need-to-do/>
- Dillon, J. (2015). Is it really worth investing in smaller primary school classes? *The Conversation*. Available at: <https://theconversation.com/is-it-really-worth-investing-in-smaller-primary-school-classes-37560>.
- Dillon, J. (2011). It's club night for science teachers. <http://www.guardian.co.uk/science/blog/2011/jul/19/club-night-science-teachers-twitter>

i. Other publications (professional journals/newspaper articles/book reviews)

- Stagg, B., & Dillon, J. (2024). Teaching the power of plants. *The Biologist*. 71(1), 10–11. https://www.rsb.org.uk/biologist-opinion/teaching-the-power-of-plants?fbclid=IwAR13tfamLu2G0DbBHYSRI3tkd4QO39sJv6m8GHksZYkDnI9K_ITId7DRu_g
- Dillon, J., & Avraamidou, L. (2021). Towards a viable response to COVID-19: Questions for the science education community. *Education in Science*, 283, 20–21.
- Dillon, J. & Avraamidou, L. (2021). Science education has failed. *Education in Chemistry*. <https://edu.rsc.org/opinion/science-education-has-failed/4013474.article>
- Jiménez-Liso, M. R., López-Banet, L., & Dillon, J. (2021). Cambiar la forma de enseñar las reacciones ácido-base [Change the way you teach acid-base reactions]. *Alambique: Didáctica de las Ciencias Experimentales*. 103, 32-37.
- Dillon, J., & Avraamidou, L. (2020). Towards a viable response to COVID-19 from the science education community. *ASE International*, 11, 40–45. (reprinted from *Journal for Activist Science and Technology Education*, 11(2), 1–5).
- Dillon, J. & Markwick, A. (2019). Ask a researcher – Professor Justin Dillon, *ASE International*, 7, 36-38. (Reprinted from *Science Teacher Education* 84).
- Dillon, J. & Markwick, A. (2019). Ask a researcher – Professor Justin Dillon, *Science Teacher Education*, 84, 4-6.
- Dillon, J. (2018). Towards a convergence of science and environmental education to address wicked problems. *Education in Science*, 274, p.14.
- Dillon, J. (2017). Editorial: On generous scholarship. *Science Museum Group Journal*. Available at: <http://journal.sciencemuseum.org.uk/browse/issue-08/editorial/>
- Fleming, M., & Dillon, J. (2017). Science, sustainability and wicked problems. *Education in Science*, 268, 14-15.
- Dillon, J. (2017). Wicked problems and the need for civic science. *SPOKES*, 29. Available at: <http://www.ecsite.eu/activities-and-services/news-and-publications/digital-spokes/issue-29#section=section-indepth&href=/feature/depth/wicked-problems-and-need-civic-science>.
- Dillon, J. (2016). Leadership is the key to sustainable schools. *MyAcademy*. Spring/Summer, pp. 78-79.
- Dillon, J. (2014). The benefits of engaging with nature through learning in natural environments. *ECOS*. 35(2), 22-30.
- Dillon, J. (2014). Doing justice to the informal science education community, *Studies in Science Education*, 50:1, 131-136, DOI: 10.1080/03057267.2013.831971.

-
- Regan, E. and Dillon, J. (2013). *Practitioner manual for teachers and educators: supporting practitioner research*. London: BGCI.
- Bromley, G., Regan, E., Kapelari, S., Dillon, J., Vergou, A., Willison, J., & Bonomi, C. (2013). *The INQUIRE Course Manual*. London: BGCI.
- Kapelari, S., Bonomi, C., Dillon, J., Regan, E., Bromley, G., Vergou, A., & Willison, J. (2012). *The INQUIRE Train the Trainers Course Manual*. London: BGCI.
- Artigue, M., Baptist, P., Dillon, J., Harlen, W., & Léna, P. (2010). *Starting package. Scientific background*. Paris: The Fibonacci Project.
- Dillon, J. (2012). Panacea or passing fad – how good is IBSE? *Roots*, 9(2), 5-8.
- Dillon, J. (2010). *Beyond barriers to learning outside the classroom in natural environments*. A briefing paper for Natural England. Reading: Natural England.
- Dillon, J. (2009). Some personal reflections on doing science education research. Hatfield: Association of Tutors in Science Education. Available at: <http://www.scitutors.org.uk/article.php?id=124>
- Fairbrother, R. and Dillon, J. (2009). *Curriculum Modelling Case Studies*. London: Learning and Skills Network. (A series of case studies of schools offering Triple Science published on a DVD sent to schools throughout England).
- Dillon, J. (2008). Book Review: Social learning towards a sustainable world: Principles, perspectives, and praxis by Arjen E.J. Wals, *International Journal of Innovation and Sustainable Development*, 2(3/4), pp. 469–475.
- Dillon, J. (2007). The ‘Learning Outside the Classroom’ Manifesto. *Wildlife Network*, January, 5.
- Dillon, J. (2007). *Fieldwork for all: fieldwork for some?* London: Geography Teaching Today. Available at <http://www.geographyteachingtoday.org.uk/fieldwork>.
- Dillon, J. (2007). *The value of fieldwork*. London: Geography Teaching Today. Available at: <http://www.geographyteachingtoday.org.uk/fieldwork>.
- Dillon, J. (2007). Book review: A national review of environmental education and its contribution to sustainability in Australia: School education, *Environmental Education Research*, 13(3), 415-417.
- Dillon, J. (2007). Book review: Motivating science. Science communication from a philosophical, educational and cultural perspective, *Public Understanding of Science*, 16, 113-115.
- Dillon, J. (2007). Changing Discourse. *Ecsite (European Network of Science Centres and Museums) Newsletter*, Summer, 71: 6.
- Dillon, J. (2007). Betraying the future, *Ebb & Flow* (The Online Forum of the Heritage Lottery Fund), Available at: <http://hlf.invisionzone.com/ebbandflow/forum/index.php?showtopic=19>.
- Dillon, J. (2007). Book review: ‘Crow Country. A Meditation on Birds, Landscapes and Nature’, *ECOS A Review of Conservation*, 28(3/4), 103-4.
- King, H., Acher, A. and Dillon, J. (2007). Lessons from Pencil. *Ecsite (European Network of Science Centres and Museums) Newsletter*, Summer, 71: 8-9.
- Osborne, J. and Dillon, J. (2006). Response: Schools aren’t to blame for Britain’s lack of scientists, *The Guardian*, August 22, p. 29.
- Dillon, J. (2004). Growing Up in an Urbanising World. *Environmental Education Research*, 10(2), 275-281. Academic book review.
- Dillon, J. (2004). Outdoor Education, *LEEFlet*, August, 1.
- Dillon, J. (2004). Nature’s judge and jury, *Wild London*, Summer/Autumn, 3.
- Dillon, J. (2004). A Child’s Place. Why the environment matters to children, *Wild London*, Winter, 14.
- Dillon, J. and Rickinson, M. (2004). Field Trials, *Times Educational Supplement*, Teacher, 6 February, 26-27.
- Brownlie, A., Campbell, P., Cutler, M., Dillon, J. and Hulme, P. (2003). *Global Dimension in Science Guidance Booklet*. ASE/Development Education Association
- Dillon, J. (2003). World Resources 2000-2001. *Environmental Education Research*, 9(1), 136-140. Academic book review.
- Dillon, J. (2003). Lab assistance. *Times Educational Supplement*, March 21, 24-25.
- Dillon, J. (2003). Creating Better Cities with Children and Youth. *Environmental Education Research*, 9(4), 544-548. Academic book review.
- Dillon, J. (2002). What Works? A Guide to Environmental Education and Communication Projects for Practitioners and Donors, M. Monroe (ed.). *Environmental Education Research*, 8(1), 84-87 Academic book review.
- Dillon, J. (2002). It all makes perfect science. *Times Educational Supplement*, May 24, 20-21.
- Dillon, J. (2002). Reflective Teacher Development in Primary Science. *British Journal of Educational Studies*, 50(2), 283-4. Academic book review.
-

-
- Dillon, J. (2002). Children's Ways of Knowing: learning through experience. *Environmental Education Research*, 8(4), 495-498. Academic book review.
- Dillon, J., Goodfellow, M., Grace, M. and Oulton, C. (2002). *Handling Controversial Issues in the Classroom. On-line staff development for teachers and teacher educators*. Countryside Foundation for Education. Available at:
<http://www.countrysidefoundation.org.uk/Controversial%20Issues/staffdevelopmentmaterials/wholestaffdevelopment.htm>
- Dillon, J. (2000). Young People, Creativity and New Technologies: The Challenge of Digital Arts, *Education and Information Technologies*, 5(1), 63-65. Academic book review.
- Dillon, J. and Maguire, M. (2000). *Issues and Trends in Teacher Education in England*. UK-Japan Education Forum Monograph, 4(2), 38 pp. (in English and Japanese (trans. N. Seida).
- Dillon, J. (1999). Learning for a Sustainable Future, *Environmental Education Research*, 5(2), 223-7.
- Dillon, J. (1996). School Improvement in Practice, *British Educational Research Journal*, 22(4), 517-518.
- Dillon, J. (1995). Special places: Special people, *Environmental Education Research*, 1(1), 123-124.
- Dillon, J. (1989). Acid rain on tap, *The Times Educational Supplement*, 28.