

CHILDREN, YOUTH ENVIRONMENTS



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CHILDREN, YOUTH ENVIRONMENTS



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The *CYE* journal is a peer-reviewed, multi-disciplinary, online journal, highlighting the physical environments where children and youth live, learn, work and play. The journal values the capacity of children and young people to meaningfully participate in the processes that shape their lives, and publishes papers from distinct viewpoints, varied approaches, and diverse cultures and regions around the world. The journal offers researchers a high-quality, refereed outlet for sharing work pertaining to the physical environments that impact the lives of children and youth around the world. The journal publishes papers in the form of research articles, field reports and book/media reviews ranging from quantitative and qualitative empirical research; theoretical, methodological, and historical investigations; critical literature reviews; design analyses; post-occupancy evaluations; policy studies; and program assessments.

Children, Youth and Environments appeared as a print journal from 1984-1995 as *Children's Environments Quarterly* and *Children's Environments*. In 2003, it was revived as an online journal, which now reaches readers in more than 160 countries. Readers and authors include researchers and practitioners in education, childhood studies, geography, sociology, child and youth development, child welfare, child rights advocacy, development studies, architecture, landscape architecture and design, urban design, and planning. *CYE* is endorsed by UN-Habitat and guided by a distinguished Editorial Advisory Board.

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Cover image from the field report *Forest Fridays: Leveraging Land Manager-Educator Partnerships to Overcome Barriers for Outdoor Environmental Education* by Jack Burnett and Catrin Edgeley



We are delighted to announce that *Children Youth and Environments* has signed a new deal with University of Cincinnati Press (<https://ucincinnati.uc.edu>). Our backlist will continue to be available through JSTOR.

The University of Cincinnati Press is committed to publishing rigorous, peer-reviewed, leading scholarship accessibly to stimulate dialog between the academy, public intellectuals and lay practitioners. The Press works with authors and editors to erase disciplinary to address common problems in our global community. UC Press looks for projects across the humanities, social sciences and STEM fields focusing on social justice and community engagement.

Inside this issue, you will find diverse scholarly work that spans across the globe. First, Schoeppich and co-authors critically review 14 studies focusing on children's participation in playground creation to reveal gaps, inconsistencies and benefits associated with child participation. Next, we arrive in a small rural town in Upstate New York where Andrews investigated a 7-year-old girl's conceptions of what counts as science in an everyday context. Expanding our regional focus, we visit New York state as well as, Maryland, Virginia, and Washington D.C. where Ibes and co-authors conduct intensive semi-structured interviews of local community leaders and leaders of nature-oriented organizations to enhance understanding of the barriers to nature engagement by YOC. Crossing the globe, we arrive in Iran where Manouchehri and co-authors investigated schoolchildren's views of favorable and unfavorable attributes of their neighborhood environments. Heading South, we arrive in Porto Alegre in Brazil where Rosa and co-authors interviewed healthcare experts to identify interventions that would respond to children's needs, and architecture and mental health experts assessed their potential to improve children's PWB to reveal that the hospital environment may stimulate all components of PWB, especially environmental mastery, personal growth, and self-acceptance. At our final stop, we head back the United States where Pic and Han explored peer conflict among preschoolers during indoor and outdoor free play in a nature-based preschool to reveal that outdoor nature environment seems to provide children more meaningful conflict situations around play ideas rather than the mere possession of material. A position paper by Gecker and co-authors helps us with understanding youth civic engagement in the aftermath of a mass shooting in Parkland. The issue continues with three reports from the field. First, Burnett and Edgeley describe ways to overcome barriers to outdoor education. Next, Tarrío describes the interactions between children and pocket parks. Then, Graviil and co-authors describe the use of citizen science and technology to connect preschool classrooms at two university-based programs. We wrap this issue with two book reviews: Chawla's review of *The Necessity of Urban Green Space for Children's Optimal Development: A Discussion Paper* by Suchitra Sugar, and Maclure's review of *The Youngest Citizens: Children's Rights in Latin America*, by Amy Risley. Happy reading!

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