

Special Issue

Cognitive, Social, and Cultural Dimensions of Teaching and Learning in Diverse Classrooms

Message from the Guest Editor

This Special Issue seeks to bridge the fields of developmental psychology, educational neuroscience, and behavioral science by exploring how teachers' practices influence the cognitive, emotional, and social development of children in diverse learning environments. Topics of interest may include:

- The behavioral and developmental impacts of culturally sustaining pedagogy;
- Teacher practices that promote student agency, motivation, and socioemotional well-being;
- Psychological perspectives on identity development, self-efficacy, and belonging in the classroom;
- Intersections of culture, cognition, and learning in multilingual or multicultural settings;
- Neuroscientific or psychobiological research on inclusive, asset-based learning environments;
- Teacher beliefs, cognitive frameworks, and implicit bias in educational decision-making;
- Developmentally appropriate practices that support diverse learners across domains;
- Indigenous perspectives in education, including language revitalization, place-based learning, and the impact of tribal-led teaching practices on cognitive and behavioral outcomes;
- Community-based and culturally embedded interventions that foster resilience and equity...

Guest Editor

Dr. Victoria Damjanovic

Department of Teaching and Learning, Northern Arizona University,
Flagstaff, AZ 86011, USA

Deadline for manuscript submissions

30 June 2026



Behavioral Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 3.1
Indexed in PubMed



mdpi.com/si/247727

Behavioral Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
behavsci@mdpi.com

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About the Journal

Message from the Editor-in-Chief

Editor-in-Chief

Prof. Dr. Jerrell Cassady
Department of Educational Psychology, Ball State University, Muncie, IN
47306, USA

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.6 days after submission; acceptance to publication is undertaken in 3.4 days (median values for papers published in this journal in the first half of 2025).