

Special Issue

Educational Psychology from an International Perspective

Message from the Guest Editor

Educational psychology examines how cognitive, emotional, motivational, and social processes shape learning and academic achievement across diverse global contexts. This review synthesizes contemporary international research on core educational-psychological constructs—such as self-regulated learning, motivation, mindset, metacognition, and classroom climate—and their relationship to student performance in primary, secondary, and postsecondary education systems worldwide. Evidence from experimental, quasi-experimental, and longitudinal studies conducted across multiple countries demonstrates that targeted interventions—including metacognitive strategy instruction, growth-mindset messaging, teacher professional-development in feedback practices, and social-emotional learning programs—yield small-to-moderate improvements in standardized test outcomes, course grades, and student persistence.

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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