

Special Issue

Addressing Mental Health and Well-Being in Higher Education: Insights from Educational Psychology

Message from the Guest Editors

Today, universities are changing how they approach mental health, embracing a more comprehensive, institution-wide strategy. This transformation is evident in initiatives like the University Mental Health Charter from Student Minds in the UK. This approach recognizes that mental health is influenced by a multitude of societal and environmental factors. It goes beyond simple individual treatment and focuses on prevention and overall wellbeing, seeking to change the very culture of higher education institutions. What does this mean for the way we teach and interact with our students? At least in principle, it indicates that every student connects with their teachers, curriculum, and assessment processes. Universities are obliged to ensure that their teaching methods are accessible to all students. In this Special Edition, we wish to explore the research behind this approach—asking, how can education practices positively impact student mental health?

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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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