

Special Issue

Cognition and Emotion: The Challenges of Learning between Cognitive and Affective Processes

Message from the Guest Editors

Learning is one of the most important challenges in the field of Education Sciences. When a person learns—whether it is a notion, a behavior, or a point of view—a plurality of cognitive and emotional processes is involved. There is a long tradition of studies that have explored learning from a purely cognitive perspective, highlighting its relationships with constructs such as intelligence, attention, metacognition, and memory. However, affective and emotional processes deserve to be valued equally, including emotional intelligence, motivational aspects, affective experiences related to study and assessment, and soft skills that support learning in various contexts. This Special Issue aims to gather outstanding and original quantitative and qualitative research that explores the challenges of learning, ranging from emotional to cognitive aspects, also including—when appropriate—methodological, psychometric, and neuropsychological features.

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Deadline for manuscript submissions

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About the Journal

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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