

Special Issue

Addressing Mental Health and Well-Being in Higher Education: Collaborative Insights from Education, Psychology, and the Learning Sciences

Message from the Guest Editors

The topic of mental health and overall well-being in higher education has been brought to the spotlight following the COVID-19 pandemic. While the adverse psychosocial impact of the COVID-19 pandemic has clearly been undeniable for university students and faculty alike, the reality, however, is that concerns surrounding mental health and other aspects of well-being in university settings—such as youth anxiety and depression—were on the upswing well before the COVID-19 pandemic. Conversations on these topics, in addition, have been somewhat segmented, typically taking place within specific disciplines, such as public health, education, and psychology, with little interdisciplinary focus. This Special Issue has been designed to provide an interdisciplinary platform where scholars from across the globe can productively and holistically exchange ideas on mental health and well-being among the members of higher education, including students, faculty, and staff.

Guest Editors

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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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