

Special Issue

Teacher Emotion, Pedagogical Agents and Psychological Well-Being: Implications for Student Development

Message from the Guest Editors

For students in school settings, virtually every aspect of teachers profoundly shapes their learning, motivation, and development. However, teachers' individual characteristics vary widely, and the mechanisms through which their emotions, well-being, and interactions with pedagogical agents affect students' academic outcomes and socio-emotional growth remain complex and multifaceted. This Special Issue aims to highlight cutting-edge research that unravels these complex interactions and informs both educational theory and classroom practices, ultimately fostering healthier, more effective learning environments. Suggested themes:

- Teacher emotions and their impact on students' learning, motivation, and well-being
- The role of teachers' psychological well-being in shaping classroom climate and student outcomes
- The design and influence of affective pedagogical agents on teaching and learning processes
- Interactions between teacher emotion, pedagogical practices, and contextual factors
- Cross-level or longitudinal studies examining the interplay between teacher and student emotions
- Intervention studies promoting teacher well-being and emotional regulation in educational contexts

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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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