

Special Issue

Students' Emotions in Learning Contexts

Message from the Guest Editors

We are pleased to invite you to submit your research to this Special Issue of *Education Sciences*, titled *Students' Emotions in Learning Contexts*. Research tells us that emotions matter – for attention, memory and learning, for relationships, for decision-making, and for students' health and overall well-being. Increasingly, researchers and practitioners alike have focused on the emotional needs of students within various learning contexts, and the implementation of social and emotional learning (SEL) programming. This Special Issue aims to advance scientific research on students' emotions within learning contexts. For the purposes of this call, we define learning contexts as home, formal (school, in and out of school time) and informal (museums, games, and social networks) and welcome studies speaking to in-person, virtual, and hybrid experiences of emotions.

Guest Editors

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Deadline for manuscript submissions

closed (1 July 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/123770

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education](https://mdpi.com/journal/education)





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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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indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).

