

Special Issue

Pedagogy of Wellbeing in Higher Education: Innovating Educational Practice to Support Student Mental Health

Message from the Guest Editors

We welcome original research, case studies, and theoretical papers from researchers, educators, and practitioners.

This Issue addresses the urgent need to move beyond reactive support by exploring how teaching itself can foster student resilience. A pedagogy of wellbeing intentionally integrates mental health principles into the learning process, recognising that how we teach is as critical as what we teach. It aims to create psychologically safe, student-centred environments that build foundational wellness skills. We seek contributions on sustainable, proactive strategies that equip students to navigate academic and personal challenges. The goal is to compile innovative approaches that empower students as active agents in their mental health, ultimately improving academic performance, retention, and the overall university experience.

We look forward to your submissions.

Guest Editors

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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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