

Special Issue

Advances in Understanding Educational Context: Promoting Adaptative Outcomes

Message from the Guest Editors

The scientific evidence presents the teacher as a key figure in this regard with the ability to influence students' academic development through, for example, their own motivational teaching interpersonal style. In general, in recent years, numerous studies are proliferating attempts to describe the variables involved in the psychosocial adjustment of students in class, focusing on their consequences at the cognitive, emotional, and behavioral levels, with the aim of guaranteeing a positive academic functioning. This Special Issue has three foci: first, to contribute to the understanding of the motivational mechanisms that generate adaptive and maladaptive results in students; and second, the potential contribution of contemporary views on the psychosocial adjustment of the student and the teacher in class and its repercussions to other contexts. Third, this monograph also aims to provide solutions that help the educational community, mainly teachers, to find solutions based on empirical evidence to adequately respond to the demands of the current educational context. Empirical studies and high-quality systematic reviews will be considered.

Guest Editors

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Deadline for manuscript submissions

closed (31 May 2020)



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Message from the Editor-in-Chief

Addressing the environmental and public health challenges requires engagement and collaboration among clinicians and public health researchers. Scientific discoveries and advances in this research field play a critical role in providing a rational basis for informed decision-making toward control and prevention of human diseases, especially the illnesses that are induced from environmental exposure to health hazards.

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Editor-in-Chief

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