The Role of Stress and Glucocorticoids in Learning and Memory

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Message from the Guest Editors

A growing body of literature indicates that exposure to stressful events can positively or negatively modulate the amount of information that is learned, consolidated, and retrieved. This modulation depends not only on the type of stress, but also on the time that the stressful experience occurs, its duration, and its intensity. In addition, age and sex/gender differences have been observed in the specific effects of stress on cognitive function.

Considering that more research is required to extend and advance our scientific understanding of the nexus about how stress can affect learning and memory, in this Special Issue we look forward to receiving novel and original papers and reviews related (but not limited) to the following topics:

- learning and memory under stress;
- stressful life events and cognitive function;
- stress response and cognitive abilities;
- cognitive resilience.

We want to bring together a set of cutting-edge research articles that attempt to take these topics forward. The contribution may include a mixture of theoretical, conceptual, and empirical cases, but must very clearly address one or more of the Special Issue topics.

Special Issue

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Message from the Editor-in-Chief

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