



## Advancing Research and Methods about Students and Teachers' Emotions: Correlates, Predictors, and Outcomes

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### Message from the Guest Editors

In recent decades, many studies have investigated the relationship between students' and/or teachers' emotions and a variety of constructs that can be considered as their correlates, predictors, or outcomes both in general and concerning specific domains, such as literacy, mathematics, sciences, technology, etc. However, several research questions about these issues remain. Advanced research and methods concerning the connection between emotions and constructs such as emotion regulation, coping, personality, wellbeing, achievement, and feedback are of critical relevance to inform policy makers in planning interventions to support wellbeing and learning.

Original research articles and reviews are welcome. Submissions should examine the relationship between students' and/or teachers' emotions and a variety of constructs playing the role of correlates, predictors, and/or outcomes, such as the following:

- Emotion regulation;
- Coping;
- Personality;
- Wellbeing;
- Achievement.

Moreover, studies about the development and/or validation of instruments for measuring the aforementioned constructs, and in particular emotions, are welcome.





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## Message from the Editor-in-Chief

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