



## The Relationships between Positive Psychology and the Teaching and Learning Process

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Deadline for manuscript submissions:

**closed (30 September 2022)**

### Message from the Guest Editors

This Special Issue aims to explore the current state of this outlook, delving into the current relationships between elements of positive psychology and the learning processes in different educational stages. The objective is to shed light on these topics of great interest, giving visibility to all those studies that show how the work of positive psychology favors the learning process. Among the elements to be addressed within this field are self-concept and self-esteem, motivational development, emotional intelligence and the development of social skills. Furthermore, this Special Issue is open to review, descriptive, or experimental studies that contribute new knowledge to this area, as well as new methodological proposals related to new educational processes aiming for the improvement of well-being and learning processes in school and higher education. This Special Issue will focus on this issue and its solutions, what our current state of knowledge is, and possible future directions for promoting the responsible and sustainable educational practices associated with positive psychology in the educational field.





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## Message from the Editor-in-Chief

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