Special Issue

The Influence of Social Context on Educational and Psychological/Cognitive Processes

Message from the Guest Editors

This Issue aims to cover investigations in education and learning in and out of the laboratory, within the context of wider social interaction. This could include both offline settings, such as the typical classroom, or online networks, such as social media platforms. Given the increased diversity in how we gather information, we hope to be an outlet through which researchers can disseminate information about how we learn and behave in various social environments, what works and does not work, and what potential solutions might be proposed. We believe that this research area is important because education sciences can no longer be examined without understanding their relation to the broader social world.

- education
- learning
- memory
- metacognition
- language
- decision making and judgments
- online learning
- social media
- social network
- teaching of psychology
- collaboration

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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