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Children's Emotion and Learning during COVID-19 Pandemic

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Message from the Guest Editors

Over the last two years, in order to limit COVID-19 infections, lockdowns took place in almost all countries around the world, involving school closures and the adoption of distance learning. This method minimizes classroom teaching but emphasizes the use of online tools.

This new emergency situation represented a considerable challenge for the school system but, above all, for children who have lost the opportunity to live all the learning and social experiences that school offers them during such critical years.

For the families themselves, it was not easy to face this change. The forced coexistence of many people who had to carry out their work and school activities in the same environment has often led to tensions that particularly affect children and their growth. This complex situation may, therefore, have negatively affected children's learning and emotional states.

This Special Issue aims to offer an overview to evidence-based studies on the effect of the COVID-19 pandemic on emotions and learnings in children from preschool till pre-adolescence, as well as analysis on how changing didactic style and lifestyle may impact the learnings and emotions of this population.



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Special Issue



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Message from the Editor-in-Chief

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