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Editorial: Coronavirus disease (COVID-19): Psychoeducational variables involved in the health emergency

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Editorial on the Research Topic

Coronavirus disease (COVID-19): Psychoeducational variables involved in the health emergency

This monograph has allowed us to present a psychoeducational view of the effects of the COVID-19 pandemic. We confirm here that research in education contributes its own evidence and specific models for identifying this problem.

The first paper gives us a general overview and review of the problem (Cachón-Zagalaz et al.). Next, a joint editorial paper presents a novel theoretical model that provides for a purely psychoeducational analysis of the pandemic (de la Fuente, Kauffman, et al.).

A second group of articles presents the psychological and emotional impact of the COVID-19 pandemic in students of different ages. Several papers address university students (Fernández-Castillo). Next, other research studies address the preuniversity level, in childhood and adolescence (Andrés-Romero et al.; Berasategi et al.; Martarelli et al.; Valadez et al.; Zaccoletti et al.). Finally, two studies show the psychological impact on students with specific educational needs (Lavigne-Cerván et al.; Soriano-Ferrer et al.).

One especially relevant aspect is the behavioral change in technology use during the pandemic (Nieto-Escamez and Roldán-Tapia; Obrero-Gaitán et al.; Provenzi et al.; Yang et al.). Other changes in the teaching-learning process have also come about during this period (Buško and Bezinović; de la Fuente et al.; Jelińska and Paradowski; Xu et al.; Ozamiz-Etxebarria et al.).

An interesting closing paper offers the perspective of psychoeducational support that has been provided during the pandemic (Karaman et al.).

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