Dear contributors,

The Annals of the University of Craiova, Psychology-Pedagogy Series (ISSN 2668-6678 ISSN-L 1582-313X), edited by the Department of Teacher Training, through the Center for Psychopedagogical Research (with the Romania acronym CCPP), proposes, for Issue no. 2 (42) of 2020, the topic ***Communication and educational interaction in online environments***.

Communication, understood in its broadest sense, as a transactional act, inevitable in situations of interaction, is essential both for each individual and for the society as a whole, especially since it is constantly subject to change and adaptation to new.
Essentially, communication means interaction, it means a continuous flexibility of roles (sender-receiver). Being an interaction, it is presented as a dynamic phenomenon, which involves transformation, which means that it is subject to a process of mutual influence between several interlocutors. Behavior is built through interaction with others, and interaction attracts concomitant communication.

Didactic communication aims to produce changes, positive transformations in terms of knowledge, affectivity and behaviors, in the personality structure of the subjects. In this sense, it is recommended to be persuasive, to eliminate blockages, obstacles inherent in communication (blockages related to the personality of the two poles of communication, to the promoted psychosocial relationships, to the transmission channel) and to harmoniously combine various forms of communication.

In order to achieve the educational goals and favour positive and constructive experiences, various ways of communication must be capitalized and combined. In other words, all types of communication must complement and support each other. A complex communication (verbal, paraverbal and nonverbal) facilitates the performance of different tasks, it facilitates the processing and retention of a large amount of information and, at the same time, it increases the variety and attractiveness of the act of communication, it stimulates motivation for learning. In the same direction, empathic communication can provide a series of tools to facilitate the transition from a language of criticism to a language of understanding.

In the information age, the specifics of communication are constantly changing. It is no longer a novelty that the digital environment dominates human interaction, that online media have become so used in all fields of activity, including education.

Virtual communication is one of the directions for adapting the individual to the specifics of the current context, it occupies an important place in the field of education; the evolution of society entails new measures and ways of designing and carrying out instructive-educational activities.

The triad of *automation, computerization, digitization* is not absent from the perimeter of technological innovations, new multimedia technologies simplifying and optimizing communication and human interaction. Within the interaction, several types of relationships are created, which can facilitate communication (information exchange relationships; relationships of mutual influence of behavior; socio-affective relationships; teacher-student cooperation relationships, cooperation between students).

Because virtual communication limits spatio-temporal distances, and the emphasis is placed on the online environment, training acquires additional values and responsibilities, and

communication in the digital environment can be a challenge to stimulate active participation, responsible involvement, it can emphasize the evaluative and self-evaluative side of teaching activity, both for the teacher and for the student.

The various aspects of online communication, the challenges and opportunities generated by communication and interaction in the digital environment, the information products and tools needed for modern communication media, the advantages and disadvantages of using ICT in communication, they all constitute theoretical-methodological and applied landmarks that we intend to develop in this volume.

What style of communication is best suited to the digital context so as to develop desirable attitudes and behaviors, to capitalize on students' cognitive-action experiences? What are the aspects/ conditions that can streamline and optimize the online communication process? What is the role of the climate in the mobilization/ demobilization of the interlocutors, in the prevention and management of stress in communication? How much can empathic communication influence the students' motivation for learning? What are the main indicators of empathic deficiency and defensive placement in virtual communication? How to prevent decoding and misinterpretation of messages transmitted in the digital environment? How to proceed if the subjective experiences, the sensibilities of the interlocutor distort the meaning of the transmitted message? How is the relationship between verbal, paraverbal and nonverbal languages highlighted in a digital context? What are the most appropriate attitudes of the teacher, what attributes should define the virtual educational dialogue? What are the most common communication barriers in the online environment? How can information overload that leads to the development of a refusal of students to teaching, to confusion, to physical and motivational exhaustion be avoided? What are the ways in which we can have an objective feedback of the online communication process? etc.

These are some questions to which we try to find answers, from the position of the researcher who seeks to streamline didactic communication.

The attempt to find answers to these questions, analyzes and reflections or openings to other aspects, will be included in the **topic** of this issue, in the form of theoretical or applied studies:

1. **The specificity and complexity of virtual communication - current interpretations, forms, techniques and strategies**
2. **Communication styles and skills needed in online educational interaction**
3. **The efficiency of online didactic communication - cognitive and socio-affective factors**
4. **Stress management in online communication**
5. **The role of feedback in online didactic communication**
6. **Ethical and deontological aspects of communication in the digital environment**
7. **Distance pedagogical interaction: favoring the manifestations of its multimodal forms**
8. **The teacher's interventions in distance communication: socio-affective, pedagogical and organizational behavioral variables**

Communication, both didactic and at the level of society, remains an open issue for research on the possibilities of achieving a comprehensive, effective communication.

Key words: Digital environment; Online communication; Forms of virtual communication; ICT in communication; Barriers in digital communication; Educational interaction; Good online communication practices; Empathic communication; Affective climate.

The evaluation of the papers shall take into account the following aspects: the research perspective; novelty of the issues addressed and the way of its theoretical substantiation; the research design; the underpinning research methodology; the research findings; the relevance of discussions and interpretations; the consistency of conclusions; the relevant and updated bibliography.

Your proposals will be organized in several sections of the journal: **Theoretical Approaches - Re-evaluations and New Perspectives; Educational Practice - New Perspectives; Research Laboratory; Current - Computer-assisted training; Comparative History and Pedagogy of Teacher Training; Books and Ideas** and a **Varia Section.**

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Paper length: **10 - 15 pages**, in MS Word; reviews, conference reports, reading notes: 2-4 pages. **The texts shall be fully written in English or French**. The texts in French will be **accompanied by the title, the abstract, thekey words and the institutional affiliation of the author(s) in English.**

The papers will be evaluated by 2 independent reviewers in the blind Peer-Review system. An author can contribute **up to two papers**, provided they fit into different sections of the volume. We only accept papers where **the maximum number of authors is 3**. In this case, the contact author shall be indicated.

Text formatting - top: 2 cm, bottom: 2 cm, left: 2 cm, right: 2 cm, heading: 2 cm, footing: 0 cm, page size: B5 (17 cm x 24 cm), Times New Roman, 11 pt, spacing - single 1 (please see the Annex). Citations of bibliography and webography shall be done in accordance the APA Publication Manual (American Psychological Association), the 6th edition.

An Abstract of maximum 250 words and 3-5 key words (**in English**) shall be provided alongside the paper.

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