



Dear Collaborators,

In the Coronavirus context, we propose the topic *The emotional impact of the pandemic period on the school* for the issue no. 1 (43), year 2021 of the *Annals of the University of Craiova, Series Psychology-Pedagogy* (ISSN 2668-6678, ISSN-L 1582-313X), edited by the Department of Teacher Training, through the Centre for Psychopedagogical Research (CCPP).

The pandemic period has led to major social changes, triggered various mechanisms of resistance, defense, changed practices, mindsets, habits and prejudices, fostered specific strategies, ways and tools to overcome the crisis.

The effects of the pandemic were felt globally in all societies, taken as a whole, as well as with respect to their subsystems, compartments, structures, resources that ensured their operation. One of the subsystems that needed major restructuring to adapt to the new conditions was education.

The school, considered as the main institution for education and training, has undergone important changes, both at the institutional, management level and at the level of the teaching, learning and evaluation process, of the teacher-student interaction, of the collaboration with the other partner institutions, with the community.

Each stakeholder had to adjust to the situation caused by the pandemic in order to find ways, resources, mechanisms to manage the changes produced, to (self) control, to adapt to new realities. An adaptation process that required great flexibility, creativity, on a par with tolerance and understanding of challenges and risks.

For students, teachers and parents alike, the lockdown involved not only identifying ways of communication, interaction, building relationships so as to continue the activity in conditions as close as possible to the normal ones, and to further mechanisms to manage related emotional states and stress.

What are the main effects and reactions triggered by isolation during the pandemic period on the health of students and teachers? How did the school managers cope with the situation, what decisions did they make to minimize the risks of infection with the Coronavirus for all the human resources at school? How did the period of isolation affect the category of children/students with disabilities, with special needs, which require individualized intervention programmes, significant and differentiated curriculum adaptation according to the type of disability? To what extent and in what way did the pandemic period impact on the students' families, determined changes on the life and activity of their parents? Can the emotional reactions caused by the Coronavirus be differentiated according to gender? What role did the media play during this difficult period for the school and its staff and beneficiaries? What are the main manifestations of communicative interaction or the main forms of expression of emotions and how to manage them? These are questions that those who are connected, in one way or another, to a greater or lesser extent, to the reality of the school have formulated, or that continue to arise during this period.

Accordingly, the topic we propose for this issue seeks to find, at least in part, answers to all these concerns and worries and, perhaps, why not to launch other challenges, questions, reflections to find solutions, viable answers for those involved directly or indirectly in the school life.

You are kindly invited to submit your proposals, be they theoretical or applied, experimental studies, in relation to one of the following topics:

1. Risk factors on the health of students and teachers during the pandemic period
2. School management during the pandemic period
3. The situation of students with disabilities during the pandemic period
4. The effects of the lockdown on the emotional state of the students
5. The impact of the pandemic period on parents
6. Gender dimension and mechanisms of coping with isolation stress
7. The media effects on the school activity during the pandemic period
8. Manifestations of communicative interaction, discursive and non-discursive practices within teaching activities during the pandemic period
9. Forms of manifestation of emotions and their management during the pandemic period

Key words: pandemic period; lockdown; stress; emotional state; coping mechanism; communicative interaction; discursive and non-discursive practices; emotional control

The evaluation of your proposals will take into account the following aspects: the research perspective; the novelty of the approach and solid theoretical grounding; research design; research methodology; the results obtained; relevance of discussions and interpretations; consistency of conclusions; relevance and topicality of the bibliography.

Your proposals will be organized along the well-established sections of the journal: **Theoretical approaches - re-evaluations and openings; Educational practice - new perspectives; Research laboratory; State-of-the-art - Computer-assisted learning; History and comparative pedagogy of teacher training; Books and ideas** and a **Varia** column.

Journal indexing: Index Copernicus, RePEc, Google Scholar.

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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, the key 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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Editors in chief,

Associate Professor Florentina MOGONEA, PhD
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First author's name and SURNAME¹, second author's name and SURNAME²

Abstract

Maximum length: 250 words

Key words: 3-5 key words, separated by semicolon.

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2.



Figure no. 1. Title

Tables: horizontal, centered, box, width: 1 pt.

Example:

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