



Editorial

As we mentioned in the very first edition of the journal more than a decade ago, the International Journal of Emotional Education has been established to make a specific contribution to the growing field of social and emotional education and its application in the educational and social sciences. We continue to provide a platform for scholarly work which reflects the primacy of emotions in human functioning and motivation and sheds light on the inextricable link between emotions and learning. The present edition is particularly focused on emotional regulation and other aspects of emotional education, with emotions as the underlying thread linking the six papers in this edition. The first two papers reflect the advance of technology in social and emotional learning, namely the use of multimedia programmes in emotional regulation. In the first paper Engelman and Bannert (Germany) present a study which describes an evaluation of a computer based video programme designed to enhance emotional regulation amongst university students. In a similar study, Köppe, Held and Schütz (Germany) report on the evaluation of a web-based emotional intelligence programme to improve emotional perception and emotional regulation. Both studies report promising findings and underline the need for further studies on how the use of technology can help to improve emotional regulation.

In another paper, Tharaldsen (Norway) present the findings of a qualitative evaluation of a social emotional programme for upper secondary students in Norway, consisting of emotional regulation, mindfulness and social competence. Whilst the author argues that this was a study of the perceptions of students and teachers and underlines the need for more rigorous evaluation, the paper shows that both students and teachers found the programme meaningful and beneficial. Eman, Khalid and Nicolson (Pakistan/UK) provide a review of the heterogeneous interpretations of emotional reactivity, highlighting the confusion in the literature regarding the meaning and current use of the term 'emotional reactivity'. They propose a framework delineating different subtypes of the construct and suggest new labels which may help researchers articulate different manifestations of emotional reactivity.

There has been a recent surge of interest in research on deliberate acts of kindness in the promotion of mental health and wellbeing. Binfet and Whitehead (Canada) describe a randomised control study of the impact

of kindness on adolescents' wellbeing. They report that students who frequently engaged in acts of kindness had the lowest scores of negative affect. Finally, Beltman, Helker and Fisher (Australia/Germany) provide an account of an exploratory study on the role of emotions in peer mentoring programs which sought to facilitate the transition of new students into higher education settings. Making use of grounded, theory, they underline how the findings contribute to the understanding of the complexity of emotions in this context.

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