

Special Issue

Learning Through Play: Reimagining Pedagogies in Early Childhood

Message from the Guest Editors

Recently, the topic of play has re-emerged in response to the increasing academic pressures faced by preschool and kindergarten teachers, pressures that have led to the virtual disappearance of play from classrooms and, more broadly, from the culture of childhood. Given that many of today's children spend a significant portion of their waking hours in schools or early learning centers, and that their opportunities to engage in play outside these settings are diminishing, it is imperative to ensure that play remains a critical part of early childhood programs. Equally important is reintroducing play into the broader culture of childhood and educating families about its vital role in their children's lives. We invite your contribution to the Special Issue, *Learning Through Play: Reimagining Pedagogies in Early Childhood*. Topics include, but are not limited to:

- Effects of play on children's learning and development.
- Types of play in early childhood.
- Theories of play.
- Assessing play.
- The role of adults in supporting play.
- Play pedagogies.
- The role of play in the early childhood curriculum.
- Perceptions of play among early childhood professionals and parents.
- Play in the primary grades.

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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