

Special Issue

Reimagining Early Education: Literacy, Technology and Learning Across Contexts

Message from the Guest Editors

This Special Issue explores the intersections of literacy and learning and technology in early childhood and early elementary education. The issue seeks to understand how educators or caregivers support children's literacy and learning while fostering equitable, developmentally appropriate and engaging educational experiences. We welcome original empirical studies examining literacy (including digital/ multimodal/AI-related literacies), technology integration (including AI/emerging technologies) and/or educators'/caregivers' beliefs, practices, decision-making, agency and knowledge related to literacy and technology.

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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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