

Special Issue

Adult–Child Interactions and Early Literacy Development

Message from the Guest Editors

Empirical (quantitative, qualitative, or mixed-method), conceptual, and methodological papers are welcome. Topics of interest for this Special Issue include, but are not limited to, the following:

- Adult mediation of children's engagement with multimodal, digital, informational, environmental, and child-generated texts;
- The role of artificial intelligence and adaptive technologies in early literacy interactions;
- The role of language, gesture, prosody, play, and multimodal resources in adult–child literacy interactions at home or preschool;
- Literacy interactions with children from diverse linguistic, cultural, religious and developmental backgrounds, including children with disabilities and special educational needs;
- Adult–child interactions around early writing, emergent composing, and use of print or digital tools for written expression;
- Adult–child literacy interactions in bilingual, multilingual, and translanguaging contexts;
- Methodological and theoretical approaches to studying adult–child interaction and early literacy development.

Guest Editors

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Deadline for manuscript submissions

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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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