

Special Issue

Empowerment of Science Education for Young Children: Current Research and Implications for Learning

Message from the Guest Editors

Early childhood education provides a challenging context for science educators and researchers for the integration of scientific concepts and phenomena into educational programmes and processes. Although the importance of science at an early age has been advocated by many researchers (see, for example, Eshach and Fried, 2013), the place of science in early childhood education, and the way researchers approach it, takes many different forms. It can be seen as an object of learning where the issue is generally about the ability of young children to develop scientific thinking. This Special Issue of Education Sciences aims to reflect current trends in science education in early childhood education research that support the expression of a first scientific thought and explore how a scientific context allows young children to engage in different forms of representations and expression. Any other topic within the scope of this Special Issue is also welcome and will be fully considered.

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Deadline for manuscript submissions

closed (31 August 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 3.5
CiteScore 6.2



mdpi.com/si/173074

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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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