Special Issue

Computational Thinking and Programming in Early Childhood Education

Message from the Guest Editors

Early Childhood Education is a particularly rich and important period in children's development and learning. In an increasingly digital and technological society, enabling children to understand and approach the use of technology from an early age is an important step towards building future citizens who are critical, creative, and prepared for the challenges of the 21st century. In this sense, computational thinking and programming seem to be essential pillars for this education, as they foster the development of multiple and transversal skills, such as solving problems in a logical and structured way or stimulating creativity and innovation, among many other relevant cognitive and socio-emotional processes. Computational thinking and programming, which often go hand in hand because of their goals and objectives, are fundamental competences not only for the best use of the digital and technological world, but also for everyday life, helping children to approach challenges in an organized, thoughtful, and efficient way.

Guest Editors

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Deadline for manuscript submissions

30 September 2025

Education Sciences

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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