

Special Issue

Development and Learning: Embracing the Arrival of Artificial Intelligence in the Early Years

Message from the Guest Editors

While technology has long shaped educational practices, the rapid advancement and integration of artificial intelligence into our daily lives demands a deeper exploration of its potential impact, particularly in the context of early childhood education. The swift adoption and evolution of AI technologies present both opportunities and challenges, making it imperative to scrutinize how AI can support and enhance the developmental journey of young learners as they embark on a journey into a future world that will be even more demanding. To understand the role of AI in early years (0-8 years) education, whether formally or informally, we aim to compile a comprehensive collection of articles that examine this topic from multiple perspectives. We welcome submissions that explore the specific ways in which AI could support early childhood development, focusing on areas such as cognitive, social, and emotional growth. Submissions may further consider relevant roles such as social inequalities or special learning needs. We are looking to draw upon empirical research and thus welcome the submission of articles that present a range of methodological approaches.

Guest Editors

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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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