

## Special Issue

# Digital Transformation and ICT in Early Childhood Education: A Holistic Approach to Digital Literacy

### Message from the Guest Editors

The digital transformation has inevitably reached the world of the youngest children, and we are aware that at these ages, it is a complex process that requires close collaboration between family, school, and society. For decades, opposing viewpoints on this topic have filled many pages, but these discourses have become obsolete. Recent works of reflection and research related to the impact of technology on early childhood, along with the ongoing concerns of parents, educators, and researchers, have solidified the line of research and work towards the digital literacy of the youngest children. The early years of schooling will facilitate this literacy by intentionally and carefully integrating technology into the curriculum to enhance teaching and learning. Technology will be used to engage children in interactive projects and hands-on experiences that allow them to explore concepts in a concrete manner. Families will be involved in participating in joint projects that combine learning at home and at school. To achieve all of this, it is essential to train teachers and parents to work together and thereby promote consistent digital literacy in line with the same goals.

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### Guest Editors

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### Deadline for manuscript submissions

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## Education Sciences

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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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