

Special Issue

Child-Centered Technology Innovations: Transforming Teaching and Learning in the Early Years

Message from the Guest Editors

In the rapidly evolving educational landscape, technology plays a crucial role in shaping the experiences of our youngest learners. This Special Issue seeks to investigate how child-centered technology, when seamlessly integrated into the early years, can actively engage children in building knowledge and creatively expressing their ideas. Our aim is to understand how technology can be employed not only as a teaching tool, but as a means by which to empower young children to explore, create, and learn in ways that resonate with their diverse learning styles and abilities. We welcome original research articles, case studies, and comprehensive reviews that provide insights into these areas. Contributions should highlight practical applications, challenges, and successes in integrating child-centered technology in early education settings.

Guest Editors

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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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