

Special Issue

Exploring Mathematical Thinking in Early Childhood Education

Message from the Guest Editors

The research on early childhood education has increased in recent years. Many would argue that studies have shown a positive relationship between children's early mathematical knowledge and their later mathematics learning. Another contributing factor is the emphasis placed on preschool education. We invite you to contribute to this Special Issue with innovative research exploring key topics and issues in early childhood mathematics education. Your contribution should provide readers with insights into the challenges and core issues facing early educators today. Possible themes include the following:

- The promotion of early-years mathematical structural development;
- The contribution of multimodality and embodiment to early mathematics learning;
- Children's informal mathematical learning experiences;
- Pedagogies that foster children's informal mathematics-related experiences;
- The role of contexts, manipulatives, and/or picture storybooks that support early mathematics learning;
- Parents' and carers' roles in supporting early mathematics learning;
- Children's vulnerabilities in mathematics learning;
- Early-years mathematical reasoning.

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Deadline for manuscript submissions

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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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