

Special Issue

Empowering the Next Generations: Technology-Enhanced Early Childhood Learning and Pedagogy

Message from the Guest Editors

Contrary to the sometimes-prevalent deficit model of young children's engagement with technologies, this edition will adopt a strengths-based approach (Arnott et al., 2020) that foregrounds young children's agency in learning with the digital technologies that permeate contemporary experience. This Special Issue will consider how young children (0–8 years) experience and shape their own learning through digital technologies in educational spaces. We welcome papers that exemplify innovative practices as well as those which critique or raise questions for early years pedagogy. We will adopt a broad definition of digital technologies. Themes may include:

- Child agency in the use of digital technology;
- Partnerships with parents and community groups involving younger children's use of digital technology;
- Use of technology in schools, nurseries and other early childhood contexts;
- Innovative technological approaches in non-formal early education settings;
- Augmented and virtual learning technologies within spaces of young children's learning and early years pedagogy.

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Deadline for manuscript submissions

closed (15 March 2025)



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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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