Special Issue

STEM+C for Kids: Innovations in Pre-school and Primary Education

Message from the Guest Editors

This Special Issue will focus on not only the interdisciplinary curriculum and instructional models that surround STEM, but also how computer programming (or "coding") and computational thinking can be embedded into STEM disciplines. So far, in comparison, STEM+C education in adolescence and adulthood receives much more attention in the academic community, leaving the golden period of the human lifespan—the early years—rarely researched regarding this critical issue. There are a lot of controversies regarding the necessity of providing STEM and even computing education to children when they are young and may not be skillful and knowledgeable enough, mainly due to a lack of solid evidence and sound knowledge in this area. Therefore, we would like to invite submissions from a wide variety of sociocultural backgrounds, theoretical traditions, and methodological systems to debate the value of and approaches to STEM+C education in pre-school and primary education.

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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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