

Special Issue

Computational Thinking, Programming and Robotics in Educational Contexts

Message from the Guest Editors

In the 1980s, the importance of computational thinking, programming, and robotics for the integral development of any person began to be alluded to. The development of the skills inherent in this type of thinking (abstraction, decomposition, algorithmic thinking, etc.) not only represents an opportunity for future programming or engineering professionals, but the benefits are numerous and transferable to any educational level, even from early childhood education. This monograph aims to highlight this reality, i.e., the possibilities that programming, robotics, and the development of computational thinking can bring to any educational level and context, whether formal or non-formal. Currently, the promotion of computational thinking is being appreciated as a new form of literacy, or even a branch of digital competence, that any student should develop transversally. However, this monograph also aims to expose good practices based on unplugged computational thinking (without the need for technology) or experiences supported by open resources, such as the Scratch programming environment...

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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