

Special Issue

Early Childhood Science Education: Research Trends in Learning and Teaching

Message from the Guest Editor

Over the last 50 years, early childhood education in relation to the concepts of the physical and biological sciences has gained importance in different scientific and epistemological contexts. Trends in pedagogy and psychology oriented towards learning, and specifically science education, both on the research and implementation levels, have focused on the conditions that encourage children aged 4–8 years to come into contact with the world of physical and biological sciences. In this perspective, a diverse and dynamic theoretical and research current has emerged, which is often recognized as “early childhood science education”. This Special Issue of *Education Sciences* aims to reflect contemporary research trends in the field of early childhood science education. Potential topics include the following: mental representations of early childhood, specialized teaching interventions and activities in different theoretical contexts, teacher training, children argumentation and creativity, and student and teacher motivation. Any other topic within the scope of this Special Issue is also welcome and will be fully considered.

Guest Editor

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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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