Early Childhood Education

Guest Editors:

Prof. Dr. Douglas H. Clements

Prof. Dr. Julie Sarama

Dr. Holland Banse

Dr. Crystal A. Day Hess

Dr. Carrie Germeroth

Dr. Candace Joswick

Message from the Guest Editors

Dear Colleagues,

The field of early childhood education has made strides over the last few decades in terms of what we know contributes to positive outcomes for young children. The evidence base regarding investment in early childhood interventions continues to grow. These investments tend to focus on evidence-based programs, which is positive. However, riskier, more innovative ideas that hold significant promise to move the field forward must also be considered. The aim of this Special Issue is to highlight these visionary ideas from emerging scholars about how the early childhood field can move forward towards improving pathways for young children. Topics will include research that cuts across early childhood development topics and education that focus on longstanding areas of research (e.g., literacy, executive function, social emotional development, etc.) and/or emerging areas of research (e.g., immigration, gender identity, technology).

Douglas H. Clements Clements
Julie Sarama
Holland Banse
Crystal A. Day Hess
Carrie Germeroth
Candace Joswick

Special Issue

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.
High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PscyInfo, and other databases.
Journal Rank: CiteScore - Q1 (*Education*)

Contact Us