



Robot Programming in Early Childhood and Primary Education

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submissions:

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Message from the Guest Editors

Dear Colleagues,

Nowadays, Science, Technology, Engineering, and Mathematics (STEM) tools are used in many schools around the globe, covering the educational needs of various age groups from pre-school to university. Therefore, we decided to propose this Special Issue focusing on “Robot Programming in Early Childhood and Primary Education”. This Special Issue aims to present and bring together a collection of papers and reviews worldwide from a range of theoretical perspectives and research on educational robotics, evaluation methods, good practices, and results of robot programming in early childhood and primary education. The Special Issue aims to substantially impact both theory and practice, to enrich the literature, and to serve as a basis for upcoming research and publications. The main focus of the issue is on Early Childhood and Primary Education and will synthesize research, practices, tools, and theory with controversies and new challenges. Thus, this Special Issue will extend current knowledge and support researchers, developers, parents, hobbyists, and professionals from other fields who are willing to join the educational robotics community.





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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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