Service-Learning in Early Childhood Education

Guest Editors:

Prof. Dr. Vickie E. Lake
Department of Instructional Leadership and Academic Learning, University of Oklahoma, Tulsa, OK 74135-2553, USA

Dr. Christian Winterbottom
Department of Teaching, Learning, and Curriculum, University of North Florida, Jacksonville, FL 32224, USA

Deadline for manuscript submissions:
closed (24 February 2023)

Message from the Guest Editors

Dear Colleagues,

We invite you to submit manuscripts for this edited volume focusing on service learning and early childhood education. We will consider writings from varied perspectives that examine scholarship relating to the origins of service learning, as well research on service learning in early childhood education.

This volume is developed with the following objectives in mind:

- To foster dialogue among members of the education and teacher-education communities that inform service learning and its presence in classrooms, schools, communities, and higher education settings.
- To present current scholarship that examines understandings of service learning and teaching and research applications in teacher education.
- To provide a historic or current interpretation of service learning among various underrepresented communities.
- To inform about cultural variances in service-learning interpretations and strategies for examining these differences.
- To consider relationships between existing teacher education efforts and service learning.

We look forward to receiving your contributions. Please pass this invitation along to others who may be interested.

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: JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Education)

Contact Us