Innovations in Precollegiate Computer Science Education

Guest Editors:

Dr. Jessica Gale
Center for Education Integrating Science, Mathematics, and Computing (CEISMC), Georgia Institute of Technology, Atlanta, GA 30332, USA

Dr. Sunni Newton
Center for Education Integrating Science, Mathematics, and Computing (CEISMC), Georgia Institute of Technology, Atlanta, GA 30332, USA

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Message from the Guest Editors

For this Special Issue,entitled "Innovations in Precollegiate Computer Science Education", we seek to highlight innovations and emerging approaches to pre-college computer science education.

We encourage submissions including but not limited to the following topics:

- Studies that demonstrate innovative approaches to computer science education.
- Studies foregrounding equity and efforts to expand access to quality CS education for historically marginalized students and communities.
- Studies exploring student outcomes in CS, including CS learning and academic performance, self-efficacy, motivation, 21st-century skills .
- Studies focused on the CS teacher education and experiences of in-service precollegiate CS teachers including research on CS teacher professional development models and studies exploring teacher-level variables such as self-efficacy, professional identity, and pedagogical content knowledge.
- Studies exploring the role of computer science in integrated STEM/STEAM learning.

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.

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