

Letter From the Editors: Key Issues in the Field of Childhood Education

Dear Authors and Readers,

As the new Editors-in-Chief of the *Journal of Research in Childhood Education (JRCE)*, and on behalf of the full new editorial team, we thank you for your support of *JRCE* over the years.

We would like to introduce our new team of editors (2023-2026):

- Weipeng Yang, PhD, The Education University of Hong Kong, China, Co-Editor in Chief
- Lydiah Nganga, PhD, University of Wyoming, USA, Co-Editor in Chief
- Lena Lee, PhD, Miami University, USA, Associate Editor
- Minyi Li, PhD, Beijing Normal University, China, Associate Editor
- Hani Morgan, PhD, University of Southern Mississippi, USA, Associate Editor
- Chenyi Zhang, PhD, Georgia State University, USA, Associate Editor

Over the past three years, the editorial team has worked hard to streamline the review and editing process for authors. We eliminated the backlog of submitted manuscripts, shortened the turnaround time for authors, became more selective about the quality of published articles, and partnered with peer reviewers to support authors. The incoming editorial team is committed to continuing these successful practices to further strengthen the journal.

JRCE, Childhood Education International's flagship academic journal, is an educational research journal on children from infancy to adolescence. We welcome empirical studies, conceptual articles, and review articles. Meta-analyses and systematic reviews are especially encouraged.

In view of the fact that the practice of childhood education is undergoing a major turning point precipitated by social changes, many new research topics have emerged in the field that have gradually become trends. Research papers addressing these trending issues are most welcomed, including papers on:

- Mental health, well-being, and agency of children, teachers, and parents
- The interaction of healthy brain development and children's different life-learning experiences
- Policy regulations and high-quality practices of childcare for infants and toddlers (zero-to-three)
- Early STEM education (or STEAM education) and its impact on child development
- Computer science education for children
- Global education trends and implications for childhood education around the world
- Digital technology in early childhood classrooms
- Transnational perspectives of childhood education.

The needs of future social development present many challenges in the field of childhood education. It is urgent that researchers uphold an objective, rigorous, serious, and responsible attitude; make breakthroughs through diverse and appropriate research methods and solid research work; and provide new directions for policy formulation and practical services. These challenges will gradually become "new" trends in the future, and even become key issues over time. Challenging issues that the academic community will gradually recognize and pay attention to include:

- Diversity, inclusion (or inclusive education), social justice, and sustainable development in childhood education
- Integration of climate change and environmental protection education (or nature education) in childhood education
- Individualized, adaptive education services and the role of robotics and artificial intelligence (AI)
- Video analysis of children's learning process and the use of learning analytics
- Design, supply, and evaluation of children's education services in the virtual world (or metaverse).

Please note that the articles processed and accepted by the new editorial team will not appear in print until Issue 1 of 2024 and will be published online shortly after acceptance. The 2023 volume contains accepted articles by the previous editorial team led by Drs. Marcy Zipke and Elizabeth Richey (Co-Editors). We thank this team for their efforts and hard work.

We look forward to working with you and sharing exciting and important research in childhood education. Please feel free to contact us with any *JRCE*-related questions.

Sincerely,

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