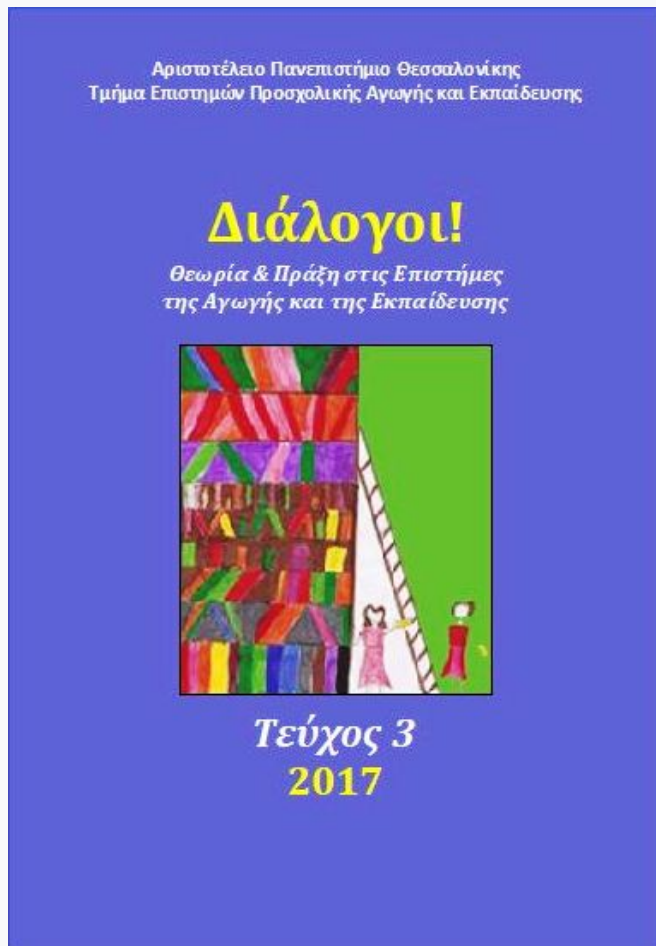


## Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης

Τόμ. 3 (2017)



Σημείωμα της Διευθύντριας Έκδοσης

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## Editorial

Through the Issue 3 of the journal “Dialogoi!” we are happy to offer to the Greek and English bibliography a variety of research issues, which, we believe, will be of interest to the broader research community and will inspire practices for educators in both formal and non-formal educational contexts. More specifically, the current issue of the scientific open access electronic journal “Dialogoi!” includes papers that cover a broad spectrum of current issues in education, such as special education, with a focus on autism, parental involvement, children’s literature, with a focus on humour, participatory preschool education and language education for refugees and its educational challenges

The second part of the issue, ‘New Researchers’, includes a study on the teaching of Greek as a mother tongue in primary school, while in the section titled ‘The presentation of innovative programmes’, a programme on human rights and refugee issues through experiential approaches is presented. Finally, in the section ‘Correspondence and books reviews’ two book presentations are included, ie the book *Παιδικό σχέδιο. Η γνωστική διάσταση* (Children’s design. A cognitive dimension) and the collective volume *Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται* (*Educators to be observe, intervene and reflect*). Through the contents of these two sections of the journal the educational and research communities will have the opportunity for further insights into current issues of pedagogical practices.

The members of the editorial board of the journal “Dialogoi!” kindly thank the authors who trusted us with their papers and followed the suggestions of the reviewers on their papers. Special thanks are owed to the reviewers who devoted valuable time to study the papers and suggest improvements on the papers. We thank the Research Committee and the General Assembly of the School of Early Childhood Education for trusting the current issue to us, as members of the editorial board, in which the e-Journal manager, assistant professor Antonis Lenakakis, had a crucial role once again. Finally, special thanks are owed to the National Documentation Centre which hosts and supports this publishing effort.

On behalf of the Editorial board

Roula Tsokalidou

Editor in Chief