

Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης

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Σημείωμα της Διευθύντριας Έκδοσης

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Editorial note

We welcome you to the 5th volume of our online journal “*Dialogoi! Theory & Praxis in Education*” and we wish you a healthy, creative and prosperous New Year!

We hope that, in the pages that follow, our readers will find inspiring and interesting research issues, pedagogical approaches, procedures and practices corresponding to a wide context of formal and informal education. The present volume hosts 15 papers divided in 4 sections:

The 1st section includes *Scientific Papers* and hosts the following 6 research papers:

- A presentation and analysis of the views of men and future preschool educators on their gender identity and the challenges they face by choosing to study a discipline where the female gender is dominant.
- Quantitative research focusing on Serious Games (Digital Educational Games with a Pedagogical Scope) and how they shape the students’ learning experience (the paper is in English).
- A presentation of a large-scale research that took place in the Pedagogical Department of Primary Education of the University of Patras focusing on the transition of students from high school to university and how the students utilize online resources and digital media in their studies.
- A paper that attempts to present the views of elected members concerning the motivations and disincentives that teachers face when claiming managerial positions.
- A paper that explores the diversity in translated children’s literature by juxtaposing recent translations of the classic book “The Adventures of Pinocchio” in both Greek and Turkish with the original Italian text (the paper is in English).
- A study that seeks to illustrate one of the aspects of foreign language education in Greece by presenting, the pupils' views on the effectiveness of language streaming, as a measure for learning in public schools.

The 2nd part of the issue, titled *New Researchers*, hosts two scientific papers articles. The first one investigates the difference between innovative public management compared to the traditional approach to public management approach. The second one investigates the scope of teaching history classes at preschool level and how strategies that utilize the children’s experiences can be implemented for learning purposes.

The 3rd section, *Innovative Programs*, includes 3 educational projects that were developed in the Day Care Unit of Aristotle University of Thessaloniki during a seven-month professional development program, under the guidance of assist. prof. Maria Papandreou, who, in the first text, defines the framework and axes of this program. The first program sought to empower preschool teachers to use the drawing activity in their educational planning as a tool for eliciting and understanding children’s ideas and experiences. The second

program aimed to encourage young children to combine different resources in order to express themselves in multimodal ways, and the third one, named “Looking at ‘scribbles’ from a different point of view”, succeeded to change the children's views on their scribbles.

Finally, the 4th section includes three *Responses and Presentations*. Firstly, Papadopoulou Maria presents the book by Kortesi-Dafermou, X., and Sfyroera, M. published in 2019 and titled *Books with stories: about literacy and social empowerment for all children*, which was published in Athens by Gutenberg. Secondly, a presentation of the program “Tradition, Art and Education” in *Folklore and Ethnological Museum of Macedonia-Thrace*, by Kertemelidou Paraskevi is hosted. Thirdly, Kanatsouli Melpomeni presents the original idea behind the call for participation in the first competition “writing a story”, amongst students of the School of Early Childhood Education of AUTH, in Thessaloniki. A Part of the winning story (by Haralampidou Harikleia) is included in the section.

The members of the editorial board of the journal “Dialogoi!” would like to kindly thank the authors who trusted them with their research work and followed the suggestions of the reviewers on their papers. We would also like to acknowledge all the reviewers who devoted valuable time to study the papers and suggest improvements. We would also like to thank the Scientific Committee and the General Assembly of the School of Early Childhood Education for trusting us with the current issue as members of the editorial board, in which the e-Journal manager, associate professor Antonis Lenakakis, had a crucial role once again. Finally, special thanks are due to the National Documentation Centre for hosting and supporting this publication.

On behalf of the Editorial board

Domna Kakana

Editor in Chief