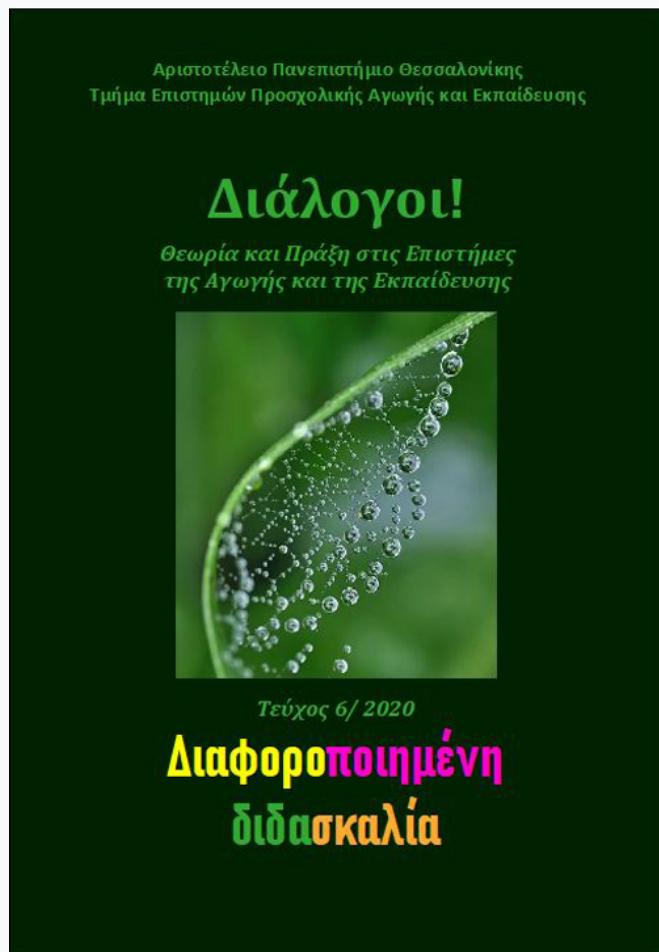


Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης

Τόμ. 6 (2020)



Σημείωμα της Διευθύντριας Έκδοσης

Δόμνα Κακανά

doi: [10.12681/dial.25587](https://doi.org/10.12681/dial.25587)

Copyright © 2020, Δόμνα Κακανά



Άδεια χρήσης [Creative Commons Attribution-NonCommercial-ShareAlike 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Βιβλιογραφική αναφορά:

Κακανά Δ. (2020). Σημείωμα της Διευθύντριας Έκδοσης. *Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης*, 6, 2-3. <https://doi.org/10.12681/dial.25587>

Editorial Note

We welcome you to the 6th volume of our online journal “**Dialogoi! Theory & Praxis in Education**”.

Dear readers, we hope you are all in good health, holding on through the challenge of the pandemic. By the end of 2020 let's all be together, psychologically stronger and more creative in overcoming any new difficulties. We warmly wish you the new year of 2021 to make a real difference in your lives, be a much better year, personally and collective and give us health, beautiful moments and lots of smiles, as a smile symbolizes the strength and hope for the future!

The 6th issue of our journal is dedicated to “Differentiated Instruction: From research to praxis”! We expect our readers to find, in the following pages, answers in fundamental research, pedagogical and educational questions and concerns regarding Differentiated Instruction, its philosophy and framework of application.

This volume hosts thirteen (13) papers, and it is divided into 3 sections.

The **1st section**, *Scientific Papers*, is devoted to Differentiated instruction and hosts ten (10) research papers, which are presented in the Editorial note of the Editor in Chief. In the Note, the Editor in Chief also aims to answer the question “*Why a focus on Differentiated Instruction?*”.

The **2nd section**, *Innovative Programs*, includes an innovative action by Prof. Melpomeni Kanatsouli, regarding the writing of Literary texts by students of our Department. The action [contest?], which was launched in 2018-2019, aims to highlight undergraduate students' creativity as well as their linguistic and crafting abilities. In actions like this, our students are enhanced as teachers, because they experiment with new writing techniques that are focused on young children. At the same time, writing triggers their self-exploration – as adults – the “unseen” parts of their creativity and thus of their personality. The winner of this year's contest was Ms Eleni Morella, a 3rd year student, for her story “What is a book? I wonder...”, which she also illustrated herself. We are happy to host Ms Morella' story in this issue.

Finally, the **3rd section** *Responses and Presentations*, introduces the doctoral dissertation of Ms Anastasia Mavidou titled “The impact of Differentiated Instruction to the learning achievement of kindergarten children”. The considerable research gap that exists in the area of Differentiated Instruction's application in preschool education, as well as in the context of Integrated curriculums, led to this semi-experimental research, which highlighted the dynamic nature of Differentiated Instruction to achieve effectively the learning goals of the educational interventions. Differentiated Instruction was applied in kindergarten schools and was compared with the “one-size-fits-all” instruction, proving to counterbalance the initial achievement gap that occurs between different groups of children by sex, readiness levels and age. Lastly, the sub-elements of differentiated approach are discussed in terms of the level they contributed to the learning results of the children who participated.

The members of the editorial board of the journal "*Dialogoi! Theory & Praxis in Education*" would like to kindly thank the authors who trusted them with their research work and followed reviewers' suggestions about 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 6th special 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