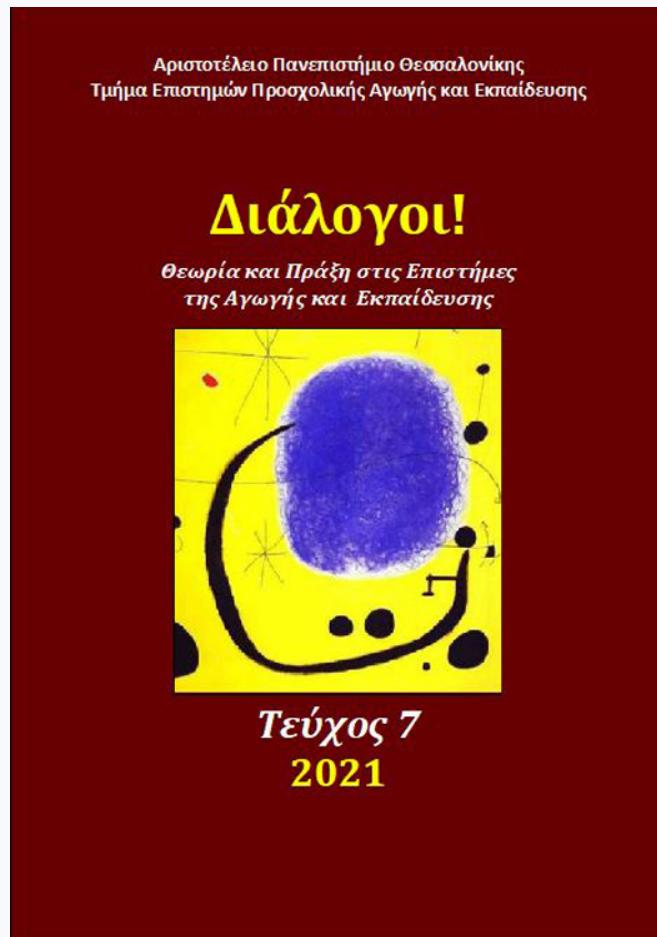


Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης

Τόμ. 7 (2021)



Σημείωμα του Διευθυντή Έκδοσης

Antonis Lenakakis

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Editorial

Through the 7th issue of the scientific, open access, electronic journal *Dialogoi! Theory and Praxis in Education*, we have the pleasure to offer our readers a variety of research themes, which we believe, on the one hand, will be of interest of the research community and, on the other hand, will inspire approaches and practices for educators in both formal and non-formal educational contexts.

More specifically, the current issue starts off with its first section of scientific articles, including articles that cover a broad spectrum of current issues in education: film/audiovisual, inclusive and mathematics education, creative writing, social learning skills and children's literature. Broader these are also developed, regarding educational policies and school units and teachers' evaluation, school management and leadership, policy and educational administration, and school coordinators in preschool education. The second part of the issue, 'New Researchers', includes a study on the conflicts among teachers in school, while in the section titled 'Innovative programmes', a lesson plan for the teaching of history through the dramatic play is presented, with Myrtida traveling us from the plague of Athens to the pandemic of today. The issue's final section, 'Conference reports and book reviews', includes two books: *Συμμετοχική μάθηση στην προσχολική και πρώτη σχολική ηλικία* (Participatory learning in early childhood) and the collective volume *Η παιδαγωγική της αξιολόγησης* (The pedagogy of assessment).

The editorial board would like to thank the all authors for entrusting *Dialogoi!* with their work and for welcoming the journal's reviewing feedback notes. Special thanks are also owed to the journal's reviewers for their devotion, input and dedicated time, while studying and offering valuable feedback on the submitted papers. We thank the Research Committee and the General Assembly of the School of Early Childhood Education, for trusting the current editorial board with this running issue. Finally, special thanks are owed to the National Documentation Centre, which hosts and supports this publishing effort.

On behalf of the Editorial board

Antonis Lenakakis

Editor in Chief