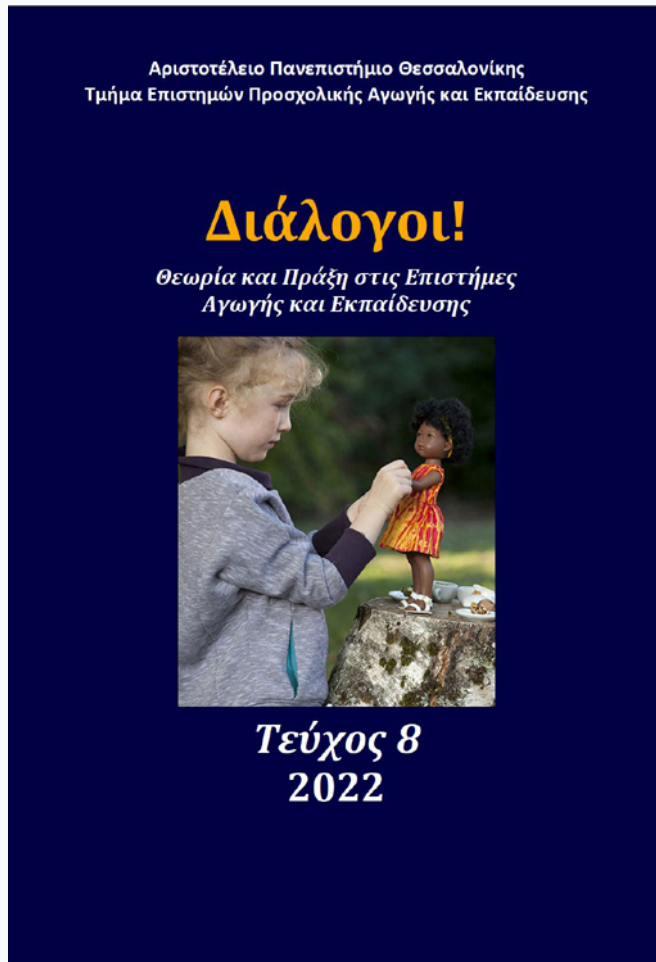


Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης

Τόμ. 8 (2022)



Σημείωμα του Διευθυντή Έκδοσης

Αντώνης Λενακάκης

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Editorial

In the 8th 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 to 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 papers, including some that cover a broad spectrum of current issues in education. The first three papers of the current issue come from the field of drama/theatre pedagogy and include a study of multimodality of interactions *with* and *through* theatrical puppets in the context of an educational program for children with refugee experience (**Papadopoulou, Vitsou, & Gana**) and a study of the role of drama in education regarding approaching ethical dilemmas in a cross-cultural contexts (**Papaioannou & Magos**). The drama/theatre pedagogy section is concluded with tools for measuring the students' on-stage anxiety in the context of a school theater performance (**Mastrothanasis & Kladaki**). In addition, the same section includes four research texts regarding the new curricula of preschool education and current skills of the 21st century (**Penderi**), the development of literacy in kindergarten (**Kreza & Chlapana**), the professional development of teachers (**Tzotzou, Poulos, Karalis, & Yfanti**) and the self-evaluation of the school unit (**Kolosidou & Kakana**). Topics of minority education, bilingualism and translanguaging (**Maligkoudi**) but also cultural and linguistic diversity at school with an emphasis on reception classes (**Kontogianni & Thomou**) enrich the variety and diversity of the topics of the same unit. The section is concluded with two articles, one investigating the relationship of adverse childhood experiences in a person's life with the initiation of drug use, school failure and early school dropout (**Papadopoulou & Tsiboukli**) and the other looking into the use of practices and tools for creative storytelling, the dynamic learning and self-expression of students (**Lampropoulou & Plota**). The second part of the issue, 'New Researchers', includes three studies, one on the design and implementation of educational policies based on John Kotter's model of organizational changes (**Keravnos**), another on the collective effectiveness of teachers through the School System for the Promotion of Positive Behaviors (**Goutas**) and the third one discussing the relationship of women with Science and Technology in modern children's knowledge books (**Angelaki**).

The editorial board would like to thank 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 time, studying and offering valuable feedback on the submitted papers. We thank 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