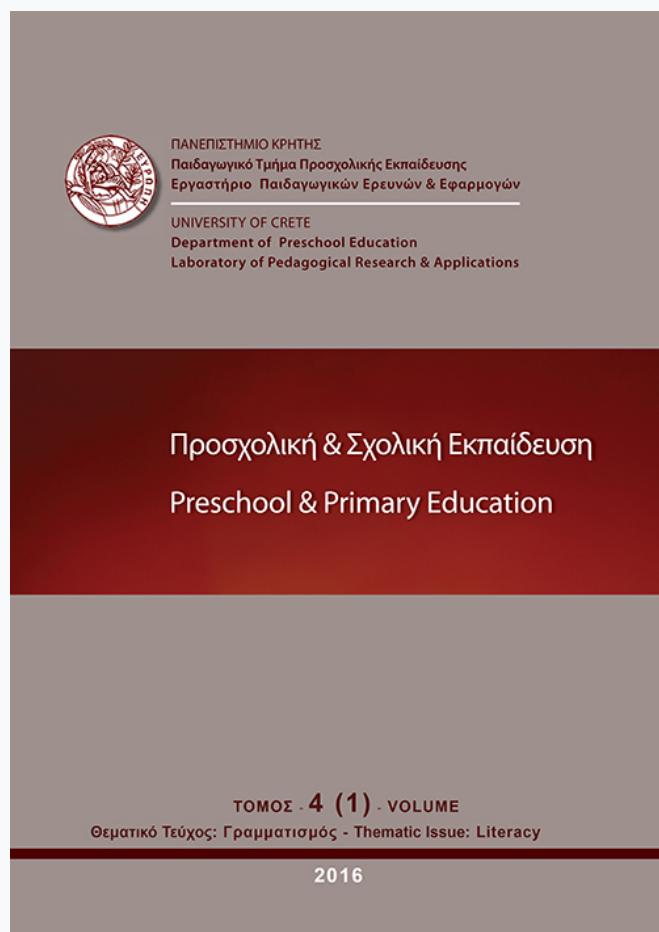


Preschool and Primary Education

Vol 4, No 1 (2016)

Thematic Issue: Literacy



Editorial

Eufimia Tafa

doi: [10.12681/ppej.10223](https://doi.org/10.12681/ppej.10223)

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To cite this article:

Tafa, E. (2016). Editorial. *Preschool and Primary Education*, 4(1). <https://doi.org/10.12681/ppej.10223>

Editorial

This thematic issue includes papers presented at the 6th International Conference on Literacy entitled: *Literacy in a Changing World: New Challenges in Education*. The conference was organized by the Laboratory of Pedagogical Research and Application of the Department of Preschool Education of the University of Crete, in collaboration with the Hellenic Association for Language and Literacy.

The fact is that the role of literacy in today's rapidly changing world is very important. The structure of societies is adapting continuously, the economic environment is changing dramatically, the framework of human life is blowing down borders, language and culture, and participating in society increasingly requires higher performance in learning and education. These days, success in one's personal, professional and social life largely depends on one's level of literacy. Therefore, these social and cultural changes require the continual review of issues related to literacy, and are connected with the education of the individual.

In this thematic issue the authors submit their opinions and present, discuss and analyze their research data. Specifically, in this issue a new approach for the interpretation of emergent literacy is presented, according to which environmental experiences hold a central role in the continued feedback of the emerging literacy components, the developmental profile of narrative discourse of preschool and school-aged children is examined, and the way that school-age children comprehend and correspond to book illustration is explored. In addition, the relationship of oral and reading comprehension of narrative and non-narrative texts by school-age children is investigated, as well as the degree to which pre-schoolers' morphological awareness contributes to the development of spelling ability at school age. This issue also examines the views of preschool teachers on promoting literacy and whether their views are consistent with their classroom practices, as well as the methods used by secondary teachers to foster digital literacy in students. There is also an investigation into whether an intervention on teaching English as a foreign language through the application of the principles of critical multimodal literacy can bridge the gap that exists between the knowledge children acquire at school and outside school. The causes of low growth capacity of graduate students' reasoning thinking are examined, as well as whether the didactic approach of teaching history contributes to the growing capacity of graduate students' historical reasoning ability. Finally, the educational legislative proposals contained in the Education Bills of 1913 are critically studied and analysed, since these legislative proposals were interconnected with proposed political modernization and the effective integration of citizens in changing political and social conditions.

We believe that the studies published in this thematic issue will contribute to global scientific dialogue and reflection on literacy, and be conducive to improving the level of education of all citizens.

Eufimia Tafa
Editor

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