

Editorial

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JEL Classification: I2, Z11

1 INTRODUCTION

The covid-19 Pandemic continues to have a marked effect on education in 2022. Lockdowns, although shorter and less restricting, have impacted the daily functions of schools and universities. Face-to-face instruction has been, again, increasingly used, without abandoning the new ways of learning introduced during the first phase of the Pandemic, including remote classes and innovative learning platforms. Increased digitalization of education and the skills which teachers and students gained from emergency remote teaching can be considered positive consequences. But, as many international studies argue, they cannot compensate for the learning losses in most systems of education, for the increase in the number of children who have dropped out of school due to the difficulties in families and communities, for the fewer educational opportunities of at-risk students, i.e., children with disabilities, refugee minors, impoverished youth. We have to build on innovations which were effectively used during the Pandemic, we have to address issues that have distracted our education systems in the past, and we have to plan more efficiently, if we want a tangible, sustainable, inclusive education recovery which will help us to respond effectively to future challenges.

In these challenging times, the Journal of Contemporary Education Theory and Research continues to present original refereed papers, both conceptual and research-based, aiming at stimulating interdisciplinary discussions on the educational issues and developments.

The 6th volume of JCETR, consists of a double issue covering 2022, hosting seven contributions which elaborate on conceptual developments and practical applications in contemporary education theory, research and practice.

2 PRESENTATION OF THE ISSUE

In the first paper of the Issue, Anastasia Psalti and Kostas Zafeiropoulos tackle the use of digital media by children under the age of 5, and scrutinize the methods parents choose to mediate their children's usage of such media. Their research investigated how Greek parents of preschool-aged children (3 to 5) managed their kids' use of digital media, and how their own utilization of digital media and their mediation

strategies impacted on the kids' digital media usage. The results revealed the importance of parental involvement in influencing young children's uses of technology.

Jelena Maksimović and Nikola Simonović, present in their paper a theoretical analysis of management activities which have practical implications for the educational process. They discuss school management, human resources management and educational leadership in schools, and focus on the role of school principals and the competences which, they argue, are becoming a necessity in the contemporary school contexts, which are particularly demanding.

The next paper of the issue, authored by Aikaterini Tsaridou and Apostolos Tsagaris, studies the Usability Evaluation of Educational Robotics Systems in preschool and first-primary ages (5-8 years old), using a structured direct observation instrument. Their research focused on four aspects of usability, namely, Effectiveness, Efficiency, Satisfaction and Ease-of-Use. The authors argue that the Educational Robotics Systems which were used today for teaching and learning purposes with the young children who participated in the research, are quite suitable for users of these ages.

The paper of Junqi-Lin argues for the necessity of diet education and life education. Her study puts forward the concept of a gradual development of life education proposes a structure for a kindergarten diet education. The author investigates diet education in a kindergarten using interviews and direct observation. The paper goes on to discuss the integration of diet education into life education puts forward suggestions for improving the quality of children's diet education.

The fifth paper hosted in this issue, authored by Achilleas Papatsimpas, Athanasios Gounas, George Apostolou and Ourania Gouna, investigates the transition to online learning during the first phase of the covid-19 quarantine in Greece. The authors used descriptive statistical analysis and non-parametric statistical hypothesis tests to investigate how demographic factors such as gender, age, occupation and place of residence, have influenced the attitude of parents and students towards synchronous and asynchronous distance learning as well as their intention to continue using online education services when there would be no social distancing or other restrictive measures. In an attempt to assist distance learning program designers, they also researched the respondents' preferences concerning the most enjoyable

distance learning experience. Results showed that university students were willing to continue to participate in distance educational processes, while high school students preferred face-to-face learning.

Ilias Vasileiadis and Spyros Koutras in their paper, analyze the views of 20 primary school principals, coordinators of the School Networks of Educational Support (SDEYs regarding the quality the services offered by the Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs) and their cooperation with the Committees psychologists, social workers and classroom teachers. Research results reveal several emergent issues, i.e., the difficulty the principals had in determining the different roles of the participants in an EDEAY, and the lack of culture for interdisciplinary collaboration between those involved in educational processes. The research also attempts to identify variables that act as a deterrent to the integrated development of school psychological support strategies for students.

The seventh paper of the issue, by Sultana Ali Norozi, reviews several definitions, philosophical conceptualizations, and research approaches to wellbeing and identifies common threads that exist in contemporary understandings and approaches to wellbeing in education. Her analysis of current literature and policy documents, shows that a comprehensive and holistic understanding of the multiple dimensions of wellbeing, would benefit school education. While She calls for more research to address evidence gaps and contradictions in educational wellbeing research, and argues for an alternative approach to wellbeing in education, which integrates its different dimensions, focuses on students' strengths, and creates space for a whole-school application of the model of wellbeing relevant to the purpose of schooling.

I would like to thank our contributing authors and welcome our readers. I trust that you will enjoy reading this new issue of the Journal of Contemporary Education Theory & Research and I look forward to presenting you the forthcoming 1st issue of the 7th Volume, which will be published within the first semester of 2023.