

Summaries

Nikos Andreadakis , Maria Kadianaki

An empirical study of the effective teaching and the effective teacher

The present paper deals with effective teaching and the effective teacher, significances that are identical. Having defined that a method of teaching is effective only when it achieves that learning is planned by the teacher, the qualities, which the teacher and his teaching should have in order to modify the students' behavior, are sought. A written questionnaire is used as methodological tool. The sample is made up of 621 teachers. The results have shown that the dominant characteristic of the effectiveness in the classroom is the good communication between the teacher and his students and the most basic criterion being the involvement and attendance of all in the training process.

Nikolaos Manesis

Social differentiations in parents' representations and expectations for the lacks and disfunctions of school

The aim of present paper is to study the representations and expectations of parents who belong to different social categories about several matters which refer to their children's' education. We granted questionnaires to parents whose children study in grades B, D, F, of Elementary School. We are interested in finding out if parents have located lacks in the organization and operation of their children's' school, to which matters they focus more their interest, and if their expectations from school and teacher are differentiated according to the social category they belong to.

Key Words: Social Categories, Differentiation, Representations, Expectations.

Charalambos Stachteas, Mary Geitona***Primary and secondary school principals' knowledge about information technology in education***

New approaches in education management are far off any traditional and bureaucratic procedures. The aim of this study is to probe the knowledge of the active school principals of the Prefecture of Magnesia on the contribution of information technology to both effective and efficient resources allocation. A questionnaire was designed and sent to all (150) primary and secondary school principals in 2005. The response rate reached 71%. From the research findings it is deduced that primary and secondary school principals view information technology positively, and their knowledge about its usefulness is at a satisfactory level. However, their skills in using information technology are at a low level. It is also revealed that sex, age, work experience, managerial work experience, education level (primary or secondary), as well as the academic background of school principals seem to be the factors that determine the use of information technology in education.

Anastasios Liambas and Christos Tourtouras***The Intercultural Comprehensive Higher Secondary Schools of Thessaloniki***

This paper studies the basic characteristics of students' school attendance and career progress in two Intercultural Comprehensive Higher Secondary Schools of Thessaloniki (IL) in order to be estimated the implementation (or not) of important education principles on the function of the Intercultural schools. It was found that ILs do not correspond in a successful way to the basic principles of their function. The paper concludes with the identification of certain urgent and necessary organizational and contextual changes.

Katerina Mixalopoulou***Dramatic play and literacy in Pre-school Education***

Past research has already pointed out the importance of dramatic play as a teaching tool for pre-school age children, and also as a means of support in the development of learning processes.

Games that are based on everyday life experiences offer significant opportunities for the emergence of literacy in children.

It is considered necessary to create an environment that is rich in materials that can constitute the object of play, thus simultaneously providing opportunities for the emergence of literacy. The provision of printed materials and authentic frameworks through play introduces children to the culture of literacy, in which they can adopt the speech models, perception methods and cultural practices of the literate society.

As regards the role of the educator, it is to extend the game in the direction selected by the children, thus giving them room to explore, discover, shape, apply, correct and establish their knowledge and skills in relation to literacy.

Amalia Ifanti and Vissaria Zorba***The specialized music schools in Greece. A case study***

This paper, taking as a case study the music school located in Agrinion city, seeks to explore the views of general and music education teachers who work in this school regarding its function as a specialized state secondary school. Firstly, a brief theoretical approach to the economic and social aspects of the contemporary educational policy is attempted. Secondly, the legislation of music schools in Greece is presented and then the data of an empirical research are examined, that were collected at the music school in Agrinion, by using an anonymous questionnaire. Concluding, the teachers of the research sample consider the music school not as a state vocationally specialized school, concerning music education, but as a selected one.

Keywords: Music schools, music school of Agrinion, secondary teachers' views.

Giorgos Vleioras*What have you done today? Time use in 3rd and 4th graders*

During childhood, children develop the skills that are necessary to cope successfully with the challenges in the rest of their lives. What children do during the day is an index of the skills they are most likely to develop and of the priorities that adults set for their development. This study examines the activities of Hellene 3rd and 4th graders (N=171) during a school day. Activities related to acquiring knowledge occupy a large share of the day, while activities entailing free interactions with peers and adults occupy a more restricted share. These findings raise speculations on our expectations from primary school pupils.

Key words: Time use, Activities, Primary school children, Middle childhood.

Yannis Pechtelidis*Sexuality and Violence between Peers in School*

The central aim of this article is to illustrate the close connection of violence and bullying amongst peers with the construction of gender and sexual identities inside school environment. Also, how this results in the loss of students' basic social rights, and therefore in the constraint of their autonomy when they fail to conform to dominant gender representations. Taking into consideration that the body is the main field where gender relations exercise their power, I will show how students' bodies are involved in an active way to a nexus of gendered power relations inside school formal and informal culture, and how they conform or resist to sexual and social requirements imposed on them.

Key words: violence, sexuality, resistance, body.

Dimitra Thoma***School knowledge and immigrant students: the problems and the dynamics of a multidimensional relationship***

This paper draws on data from a qualitative research study, taken place in 2006 and 2007 in Athens by the Centre of Research for Greek Society, that investigated the relationship of the second generation immigrants to school knowledge.

It is argued that this relationship is affected by the fact that the pedagogical relationship is characterized by strong framing. This means that the pedagogical relationship is controlled by teachers whose main responsibility is the implementation of the curriculum, within a specific period of time, irrespectively of students' educational needs.

Consequently, the educational needs of immigrant students' are neglected. Given this situation immigrant students try to develop strategies for "surviving" within this unfriendly educational context.

In short, immigrant students simply do not "exist" for the Greek educational authorities.

Domna Mihail***The Albanian immigrant parents' attitudes towards the Greek nursery school: Issues of identity, language and strategies of integration***

This paper addresses the Albanian immigrant parents' attitudes toward the Greek infant schools, relating their attitudes to their personal experiences in the social and labour contexts. We have dealt with the issue of children identity construction and how it is linked with their parents' experiences during the immigration process. Immigrants' integration is seen in a dynamic perspective which looks at their strategies of incorporation, where we observe gradual or total abandonment of mother language use but also name-changing and baptizing practices.

Key-words: Albanian immigrants, integration, identity, education.