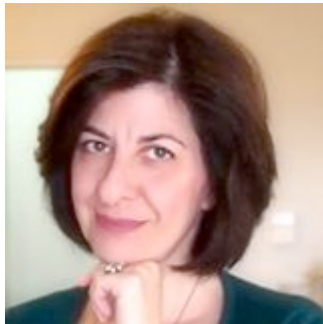


CV
Professor in “Pedagogy – Teacher education”



Dr. Sofia Avgitidou (D.Phil. Sussex)

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E d u c a t i o n

- | | |
|------------|---|
| 1987-1991: | Ptychion (B.A.) in Early Childhood Education, Aristotle University of Thessaloniki, Greece |
| 1991-1992: | M.Phil. University of Sussex |
| May 1992 | Upgrading of M.Phil to D.Phil after submission of 1 st case study report. |
| July 1994: | D.Phil. Children's Friendships in Early Schooling. Cross-cultural and Educational Case Studies. University of Sussex, Institute of Continuing and Professional Education. |

Scholarships

- (i) 1987-1991 Annual scholarships from the Greek State Scholarships Foundation for my excellent performance during undergraduate studies.
- (ii) 1992 - 1994: Full time scholarship from the Greek State Scholarships Foundation (I.K.Y.) for the completion of my D.Phil. thesis.

Current position

June 2021 - today Professor in Pedagogy – Teacher Education, Department of Philosophy and Pedagogy, Aristotle University of Thessaloniki

Previous positions

December 2014 – Professor in Pedagogy – Teacher Education, Department of Early
June 2021 Childhood Education, University of Western Macedonia.

Sofia Avgitidou has worked since 1994 as a university teacher and mainly provided full-time teaching to Aristotle University of Thessaloniki, Greek Open University, University of Cyprus (visiting professor) and the University of Western Macedonia, Greece.

R e s e a r c h Interests

Initial and in-service teacher education, professional learning, action research, Play, Co-operative learning, Participatory pedagogies, dialogical practices, Educational policy for fostering professional learning

Research programmes (indicative)

2021-2023 Voicing children Opportunities Interaction Collective decision making Education (Voice) Scientific co-ordinator, Aristotle University of Thessaloniki, funded by Hellenic Foundation of Research and Innovation.

2017-2019 Researcher in the Erasmus+ programme “Critical Thinking Across the European Higher Curricula”, University of Western Macedonia. Greece (scientific co-ordinator Prof. C. Dimitriadou)

2015-2017 *Teacher Support Confronting Social Inequalities*, Scientific co-ordinator for the “Qualitative Research”, eea grants and GSRT

2014 –2015 Scientific co-ordinator of the project “Professional Learning through Action Research”, Pedagogical Institute of Cyprus (aim: to introduce innovative methodologies for professional learning based on action research methodology).

2014-2015 Member of the research team, “ARISTEIA: Teacher Education in Sciences”, General Secretary of Research and Technology, Scientific co-ordinator Professor Petros Kariotoglou, University of Western Macedonia, Life Long Learning Programme. European and national funds.

2013-2014 Member of the research team, School-focused in-service education, Programme: Education for Foreigner and Repatriated Pupils, Action 4 (Scientific co-ordinator Professor Zoi Papanoum), Aristotle University of Thessaloniki, European Union and National Funds

2011-2013 Member of the research team, Supporting professional learning and improvement of teacher action through action research. Programme: Education for Foreigner and Repatriated Pupils, Action 4 (Scientific co-ordinator Professor Zoi Papanoum), Aristotle University of Thessaloniki, European Union and National Funds.

2010-2013 Member of the research team «Quality Assurance Unit of the University of Western Macedonia» (European and national funds).

January 2006-June 2007: Member of the research team "PITHAGORAS II: Fostering research groups in Universities". Research Project “Introduction and management of innovation in education: The case of all-day schools”. Aristotle University of Thessaloniki. (European and national funds)

September 2004-August 2006: Project co-ordinator for the Greek participation in Socrates Programme, Action 6.1 and 6.2. Research project: “Relational Approaches in Early Childhood: Enhancing Social Inclusion, personal growth and learning” (overall project co-ordinator: Professor Peter Kutnick).

September 1998 – September 2000: Researcher in the project "Planning school activities – Improving educational work”, Aristotle University of Thessaoloniki, (European and national funds)

September 1997 – September 1999: Researcher in the programme "School-focused in-service training” (European and national funds).

P r o f e s s i o n a l A s s o c i a t i o n A f f i l i a t i o n s

(indicative)

Member of European Early Childhood Education Research Association (EECERA) and convenor of the Special Interest Group “Rethinking Play”.

Member of the Greek Pedagogy Association. Founding member of the Hellenic Observatory for Intercultural Education.

Teaching

I have taught more than ten different undergraduate courses on Social Inclusion, Play, Qualitative Research Methods, Teaching Practice and others.

I have also taught ten different postgraduate course in different Universities and programmes as shown indicative below:

University of Western Macedonia

2005-2007 Taught course: “*Childhood: Research and Educational Approaches*”

2008-2014 Taught course: “*Contemporary Teaching Approaches*”

2015-2019 Taught course: *Qualitative Research in Education*

Taught course: *Teachers as Researchers and Reflective Practitioners*

Greek Open University

2006-2008 and 2017-2021 Taught course: “*Children’s Development in Social Context*”

(all year course)

University of Cyprus (2010-2011)

1. EPA 682 *Qualitative Research in Education*

2. EPA 608 *Teacher development and evaluation*

3. EPA 693 *Contemporary Approaches in Teaching Methodology*

Supervision of Ph.D and Masters theses

I have supervised three theses that were successfully submitted at the University of Western Macedonia titled a) “The content, process and effectiveness of early childhood teachers’ music in-service education” (2008), “Verbal interactions in early childhood education: A collaborative action research for supporting dialogical

practices” (2015) and “Children’s participation in the educational process. Teachers’ beliefs and practices” (2018). I am currently supervising a thesis on early childhood teachers’ practices regarding the strategies of planning/designing their educational work and strategies of changing their beliefs and practices through action research.

I have also supervised 25 Master theses at the University of Western Macedonia and 18 Master theses at the Greek Open University.

Conference Presentations (indicative)

2021 Avgitidou, S. & Sidiropoulou, C. Deconstructing and reconstructing student teachers’ beliefs during their teaching practice: an intervention programme. EECERA 2021 online festival .

2020 Avgitidou, S. (2020). Children’s participation in play. ECE teachers’ beliefs and practices. The 10th International Conference “Early Childhood Care and Education” (online). 10-12 December, Moscow Russia.

2019 Avgitidou, S. & Velkou, K. (2019). Changing ECE teachers’ play practices based on teacher observation and reflective action. EECERA 29TH Annual Conference “*Early Years: Making it Count*” Thessaloniki, Greece 20th – 23rd August 2019.

2019 Avgitidou S. & Tanakidou, M. (2019) Children as researchers and active constructors of their play. EECERA 29TH Annual Conference “*Early Years: Making it Count*” Thessaloniki, Greece 20th – 23rd August 2019.

2017 Avgitidou, S. (2017). Keynote address in the Collaborative Action Research Network (CARN) conference «Reflecting on Action Research in an Unequal World: an alternative perspective towards Democracy». Title of keynote: “Educational Action Research: Antinomies, challenges and potentials”, University of Crete, 20-22 October, 2017.

Avgitidou, S. (2017). School views and strategies to confront social inequalities within the Greek socio-economic crisis. 26th European Early Childhood Education Research Association Conference, Dublin, 31 Αυγούστου – 3 Σεπτεμβρίου 2017.

Avgitidou, S. & Pnevmatikos, D. (2016). Mapping conceptual changes in pre-

- 2016 service teachers' beliefs about childhood. The 10th International Conference on Conceptual Change, Conceptual Change Meets Other Disciplines. EARLI, University of Western Macedonia, 9-12 June 2016, Florina, Greece.
- 2015 Dimitriadou, C., Avgitidou, S., Malandrakis, G., Kariotoglou, P., (2015). The enhancement of pupils' critical thinking within inquiry-based science education (IBSE). Paper presented at the 16th Biennial Conference EARLI, Limassol, Cyprus, 25-29 August 2015.
- Avgitidou, S., Papadopoulou, P., Alexiou, V. & Kariotoglou, P. (2015). Reflection as a tool in supporting ECE teachers in science education. 25th EECERA, Annual Conference "Innovation, Experimentation and Adventure in Early Childhood". Barcelona, Spain, 7-10 September 2010.
- S. Avgitidou, P. Papadopoulou, V. Alexiou & P. Kariotoglou. Reflection as a tool in supporting ECE teachers in science education. 25TH EECERA conference, 7-10 September.
- 2014 Avgitidou, S. «Supporting teachers to enhance children's participation in educational processes: An action research project» 4th International Conference on Critical Education «Critical Education in the Era of Crisis», Aristotle University of Thessaloniki, 23-26 June.
- 2013 Avgitidou, S. «Children's participation during "free" activities in early childhood education: practitioners' thoughts and practices» (poster presentation) 1st International Conference on Reimagining Schooling, University of Macedonia, 28-29 June.
- Avgitidou, S. and Teacher Network for a Democratic and Participatory School, «Children's participation in the educational process: presuppositions, barriers and strategies for professional development and action» 1st International Conference on Reimagining Schooling, University of Macedonia, 28-29 June.
- Likomitrou, S. & Avgitidou, S. «Dialogical practices in early childhood education: a collaborative action research» 1st International Conference on Reimagining Schooling, University of Macedonia, 28-29 June

Avgitidou, S. «Processes and tools to promote Professional Learning and improvement of practice in collaborative action research», Interdisciplinary Symposium with international participation “Experience and Qualitative Research Approaches in Psychology and Education – epistemological, methodological issues and new perspectives”, University of Crete, Rethimnon , 22-26 May.

Avgitidou, S. & Katsarou E. «Facilitating Action Researchers: Issues and processes in supporting Professional learning» (Workshop) Interdisciplinary Symposium with international participation “Experience and Qualitative Research Approaches in Psychology and Education – epistemological, methodological issues and new perspectives”, University of Crete, Rethimnon , 22-26 May.

Seitani, M. & Avgitidou, S. «Social competence and social interactions among children in early childhood education: a socio-cultural approach”, 14th Panhellenic Conference of Psychological Research, Democritus University of Thrace, Alexandroupolis, 15-19 May.

Avgitidou, S. & Likomitrou, S. «Constructing Childhood in Educational Discourse» in International Conference “Childhood: Sociological, Cultural, Historical and Pedagogical Aspects”, National and Kapodistrian University of Athens, Department of Primary Education, Athens, 11-14 April.

2012 Avgitidou, S. «Supporting Professional development through Action Research: processes and outcomes», CARN (Collaborative Action Research Network) and IPDC (International Practice Development Collaborative) Conference: «Towards Creative Action: Transformations and Collaborations in Practice», Ashford International Hotel, Kent UK, 23 – 25 November (received a bursary for participation).

Avgitidou, S. «Professional development and educational change through action research: an exploration of processes and outcomes» International Conference «Education Across Borders», Florina, 5-7 October.

Avgitidou, S. «Play and Children’s participation in ECE: practitioners’ differentiated practices», 22nd European Early childhood Education Research Association Conference, «Pre-Birth To Three: Identities, Learning, Diversities», Porto, Portugal 29 August – 1 September.

Avgitidou, S. «Instruments and Processes for supporting professional development through a university-school network partnership», 22nd European Early childhood Education Research Association Conference,

«Pre-Birth To Three: Identities, Learning, Diversities», Porto, Portugal 29 August – 1 September.

Theodoridis, N. & Avgitidou, S. «Pedagogical content knowledge and curriculum knowledge as basic presuppositions for effective in-service music education of early childhood teachers» (poster presentation), 30th International Conference of the International Society for Music Education «Music Pædeia: From Ancient Greek Philosophers Toward Global Music Communities», Thessaloniki, 15-20 September.

Avgitidou, S., Moutafidou, A. & Georgakopoulou, A. “United Nations Convention of Children’s Rights: A critical analysis of theories about childhood”, 3rd International Conference on Early Childhood Education «Research on Early childhood: Defining the new research landscape”, University of Ioannina, 11-13 May.

2011 Avgitidou, S. & Likomitrou, S. «Prospective and in-service practitioners’ discourses about childhood: issues of participation and power», 22nd European Early childhood Education Research Association Conference Geneva, 14-17 September.

Likomitrou, S. & Avgitidou, S. «Dialogical practices in early childhood education: the results of a collaborative action research project», 21st European Early childhood Education Research Association Conference, Geneva, 14-17 September

Avgitidou, S. «Children’s practices during free-play in early childhood settings: Creativity as a socio-cultural process», European O.M.E.P. Conference «Creativity and Learning in Early Years», Nicosia, Cyprus 6 – 8 May.

2010 Avgitidou, S. «Children’s Friendships in the context of their peer and school culture», International Conference «Children and Youth in Changing Societies» (invited participation in the symposium «Children and Youth interpersonal relationships: Socio-cognitive factors and emotional experience»), Thessaloniki, 2-4 December.

2009 Avgitidou, S. «Improving Teachers’ Practices through Collaborative Action Research: Teachers’ and Facilitators’ Reflexive Accounts», 33rd CARN International Conference, Athens, 30th October – 1st November.

Avgitidou, S., Pnevmatikos, D. & Likomitrou, S. «‘What is childhood all about?’: Student teachers’ images of childhood», European Association on

- Research in Learning and Instruction (EARLI) conference, Amsterdam 26-30 August.
- 2008 Avgitidou, S. «Student teachers' perceptions of childhood» 18th EECERA conference, Stavanger Norway, 3-6 September.
- Avgitidou, S. «Enhancing Social Inclusion in Early Childhood Education: Democratic processes in collaborative action research» EARLI SIG symposium «Moral and Democratic Education», Nimphaion, Florina 24-27 August.
- 2006 Avgitidou, S. & Tsalagiorgou, E. «Democratic Processes in School Change: A Research Approach» 16th European Early Childhood Education Research Association (EECERA) «Democracy and Culture in Early Childhood Education», Reykjavík, Island, 30th August – 2nd September.
- Avgitidou, S. & Marselou, V. «School and University Teachers Collaborate for a Social-Relational Educational Programme», 16th European Early Childhood Education Research Association (EECERA) «Democracy and Culture in Early Childhood Education», Reykjavík, Island, 30th August – 2nd September.
- 2005 Karnezou, M., Avgitidou, S. and Kariotoglou, P. «Teachers' perceptions about informal science education in a science and technology museum», 5th European Science Education Research Association Conference, Barcelona, Spain, August.
- Avgitidou, S. & Kutnick, P. «Peer – Peer Interaction and Effective Learning: A European Comparative Study», 11th European Association on Research in Learning and Instruction (EARLI) Conference «Integrating Multiple Perspectives of Effective Learning Environments», Nicosia, Cyprus, 23-27 August.
- 2004 Avgitidou, S. & Georgiadis, M. «Designing Initial Teacher Education Programmes: A Contextual Understanding of Quality Issues», Balkan Education Association Conference, Sofia, Bulgaria, 2-4 July.
- 2002 Avgitidou, S. «Student Teachers' Strategies for Effective Learning: How Conscious and How Effective are They?» 12th EECERA (European Early Childhood Education Research Association) «Strategies for Effective Learning in Early Childhood», Nicosia Cyprus, 28-31 August.

- Avgitidou, S. & Botsoglou, K. «Play, Care and Education. Early Childhood Curriculum in Greece. Trends and Policies at the Outset of a New Century», European Conference «Play, Care and Education. Curricula in Early Childhood Education», University of Goteborg (Early Childhood Research and Development Centre), Goteborg, 6-8 May.
- 1999 Avgitidou, S. «Friendship as a context for the development of young children's prosocial behavior», IXth European Conference of Developmental Psychology «Human Development at the Turn of the Century», (invited participation in the symposium titled «Childhood Altruism»), Spetses, 1-5 September.
- 1998 Avgitidou, S. «Perceptions of childhood in espoused and in-action student teachers' models of teaching» 8th European Early Childhood Education Research Association Conference «Early Childhood Education: New challenges, New teachers», Santiago di Compostela, Spain, 1-6 September.
- 1997 Avgitidou, S. «Professional development in Initial Teacher Training: Student teachers' understanding of the relationship between theory and practice» στο 7th EARLI conference «Designing Learning Environments In and Out of School», Athens, 26-30 August.
- 1996 Avgitidou, S. «Social Competencies in the Formation and Maintenance of Children's Friendships in Early Schooling», invited participation at the conference «Social Competence and Communication», University of Goteborg, Satra Bruk, Sweden, 18-20 September.
- 1995 Avgitidou, S. «Children's play: An investigation of children's co-construction of their world within preschool settings», European Early Childhood Education Research Association (EECERA) Conference «What are the Educational Objectives for the Under Sevens?», University of Sorbonne, Paris - France, 7-9 September.
- Avgitidou, S. «A cross-cultural study of friendship: Tentative proposals for the understanding of children's co-construction of friendship in a cultural context» European BERA and EERA Conference «Educational Research in Europe: Relating Theory, Policy and Practice», University of Bath - England, 14-17 September.
- 1994 Avgitidou, S. «Children learning about friendship in the context of an English reception classroom», International Conference «Group and Interactive

Learning», Scottish Branch of the British Psychological Association, University of Strathclyde, Glasgow, Scotland, 12-16 September.

Publications (indicative)

Books (if in Greek, an abstract is provided)

Avgitidou, S., Tzekaki, M. & Tsafos, V. (eds.) (2016). *Initial teacher education students observe, intervene and reflect*. Gutenberg, Athens. (edited book in Greek).

An interactive course-book for supporting students' reflection, observation and data collection as well as design and evaluation of their educational work.

2014 Avgitidou, S. (2014). *Teachers as researchers and reflective practitioners. Supporting Professional learning for a participatory and cooperative education*. Athens: Gutenberg ISBN 41955710

This book presents a theoretical and methodological proposal for supporting professional learning through action research. It draws upon a 2 year long action research project with the Network of teachers for a democratic and participatory school and other action research with groups of teachers on the pedagogy of play. It presents tools for the promotion of teachers' self-awareness, data collection and analysis, reflection, practice design and formative and summative evaluation of practice. It also offers a number of examples of teachers' practice aiming to enhance a relational, co-operative, dialogical and differentiated education.

2013 Androusou, A. & Avgitidou, S. (eds.). *Teaching practice in initial teacher education: Research approaches*. Athens: Teaching Practice Network and National and Kapodistrian University of Athens.

This edited volume collects a number of research papers by teacher educators from almost all the Departments of Early childhood Education in Greece. The volume presents studies that research the processes and outcomes of student teachers' involvement in teaching practice. Sofia Avgitidou has written two chapters together with other colleagues and co-written the introduction of this edited volume.

2008 Avgitidou, S. (2008), (ed.), *Co-operative Learning in Early Childhood Education*. Athens: Gutenberg.

This book presents the theoretical and methodological principles of an action research project aiming to enhance social inclusion and co-operative learning in early childhood education. It draws from the Socrates research project "Relational Approaches in Early Childhood: Enhancing Social Inclusion, personal growth and learning" and specifically the Greek case study within the project. The editor has written to chapters, one presenting the presuppositions, processes and strategies for a social-relational

programme aiming at a positive social climate in the classroom and one presenting the methodology of the action research with two early childhood teachers. The two teachers involved in the action research project write a reflexive account of their thoughts and practices during a whole school year in a chapter each and present the educational programmes they have planned with children.

- 2001 Avgitidou, S. (2001), (ed.), *Play: Current Research and Educational Approaches*. Athens: Tipothito-Giorgos Dardanos.

This is an edited volume that collects different papers from pedagogues, social anthropologists, sociologists and psychologists that aim to clarify different perspectives on the value of play and the role of the teacher in the enactment of play. The editor has written a 60 page introduction about the different theories of play and their implications for research and practice. In the introduction the role of early childhood teacher in the enhancement of play is also stressed.

- 1997 Avgitidou, S. (1997), *Social Relationships and Children's Friendships in Early Childhood: Theory, Research and Teaching Methodology*. Thessaloniki: Kyriakides Brothers.

This book draws from my Ph.D. study and adds to it a proposal with specific strategies how to support open and positive relationships among children in early childhood education.

- 1994 Avgitidou, S. *Young Children's Friendships in Early Schooling: Cross Cultural and Educational Case Studies*. D.Phil. Thesis. University of Sussex, Brighton.

Refereed journals (indicative, abstract is provided for publications in Greek)

- 2021 Karnezou, M., Pnevmatikos, D., Avgitidou, S. & Kariotoglou, P. (2021). The structure of teachers' beliefs when they plan to visit a museum with their class. *Journal of Teaching and Teacher Education*, 99(3):103254
- 2020 Betsas, I., Avgitidou, S. & Tsiompanou, S. (2020) Representations of childhood in Greek language school textbooks: from rural to urban childhood. *Paedagogica Historica*, DOI: [10.1080/00309230.2020.1762678](https://doi.org/10.1080/00309230.2020.1762678)
- 2019 Lorencová, H., Jarošová, E., Avgitidou, S. & Dimitriadou, C. (2019): Critical thinking practices in teacher education programmes: a systematic review. *Studies in Higher Education*, 45(4) DOI: 10.1080/03075079.2019.1586331

Avgitidou, S. (2019). Facilitating teachers as action researchers and reflective practitioners: new issues and proposals, *Educational Action Research*, 28(2), 175-191. DOI: 10.1080/09650792.2019.1654900

- 2017 Domna Kakana, C. J. Roussi – Vergou, F. Garagouni-Areou, A. Mavidou, P. Manoli, S. Theodosiou, K. Chatzopoulou, A. Androussou, V. Tsafos & S. Avgitidou (2017). Mapping the Impact of Economic Crisis on Greek Education: Teachers' Views and Perspectives. *International Journal of Humanities and Social Science*, 7 (3), 135-145

Avgitidou, S., Likomitrou, S., Kominia, E., Alexiou, V. Androussou, A., Kakana, D.M., Tsafos, V. & Kousaxidis, K. (2017). Principals' views of the effects of socio-economic crisis on primary education. *Menon. Journal of Educational Research*, 4.

Avgitidou, S. & Likomitrou, S. (2017). *Constructing Childhood in Educational discourse. Menon: Journal of Educational Research*, 4, 67-75.

2014

Likomitrou, S. & Avgitidou, S. (2014). Dialogical practices in early childhood education. A collaborative action research. *Action Researcher in Education*, 5. (in Greek, abstract provided).

The aim of this research is twofold. First, it aims to study the verbal interactions between teachers and children during teacher-organized activities in early childhood education (ECE) and analyze them in relation to the opportunities children have to be involved in dialogical practices. Second, it explores the results from a collaborative action research project aiming at the enhancement and improvement of dialogical practices in ECE. Collaborative action research included three individual interviews with teachers prior, during and after the action research, five group meetings and taped recordings of teacher-children's verbal interactions at different times during the school year. Analysis of the results showed that ECE teachers' initial understanding and practice of dialogue was related to children's acquisition of knowledge and the learning of rules such as turn-taking and listening to others, rather than children's participation in the construction of knowledge. ECE teachers' initial practices involved more closed than open-ended questions and few opportunities for children to be involved in exploratory talk. However, ECE teachers' perspectives about dialogue and related practices changed through the course of action research after theoretical and practical support in researching, trying out new practices and reflecting upon them.

Avgitidou, S. (2014). Educating future educators: factors that differentiate the learning experience of future teachers during teaching practice. *Research in Education, special issue*, 68-88. (in Greek).

This research studies possible differentiations of student teachers' learning experience during their teaching practice and discusses the factors that affect this differentiation. 4 student teachers are studied as case-studies during the course of two years. Semi-structured interviews, teaching designs, video-taped observations of their teaching and stimulated-recall interviews are collected and analysed based on grounded theory. Results showed that differences in personal factors, personal theories, knowledge adequacy in content knowledge and pedagogical content knowledge and ability to reflect lead to differentiated beliefs and practices in the classroom.

Loizou, E. & Avgitidou, S. (2014). The Greek-Cypriot Early Childhood Educational Reform: Introducing play as a participatory learning process and as children's right. *Early Child Development & Care*, 184 (12), 1884-1901 <http://dx.doi.org/10.1080/03004430.2014.892482>.

This paper provides a brief description of the Greek-Cypriot early childhood education system and focuses on the current education reform. We focus on one of the main changes of the reform, a new status for play within the daily educational programme. The goal of this paper is two-fold; first to portray play in the former and current proposed curricula through document analysis and second to provide examples of the current practices through non-participant observations and interviews with children, teachers and principals, concerning the role of play and describe how these have been traditionalised. Findings show the different perspectives on play and support the need for the reconceptualisation of play, since free activities are basically organised around structured and teacher-directed activities. The paper provides a stance on play which allows children to be social agents, supports socio-cultural processes of learning and encourages participation in meaningful play activities.

2013 Avgitidou, S., Pnevmatikos, D. & Likomitrou, S. (2013). Pre-service teachers' beliefs about childhood: challenges for a participatory early childhood education. *Journal of Early Childhood Teacher Education*, 34 (4), 390-404.

This study examines preservice teachers' beliefs about childhood in an attempt to see how they may support an active, participatory role for children in early childhood education (ECE). Three hundred sixteen early childhood preservice teachers described childhood characteristics and children's ability for decision-making in a written text. These texts were content analyzed and then quantified. Preservice teachers' beliefs about childhood were found to vary and some of their beliefs corresponded to existing scientific theories and typologies. Despite this variation, preservice teachers' beliefs had dominant ontological and epistemological presuppositions that highlighted childhood as a homogeneous period of human life, as a state of being, rather than as a dynamic and developing

period of life. The majority of preservice teachers assigned children with an ability to make decisions but only under specific preconditions. We argue that these beliefs may act as obstacles for the enhancement of participatory processes in ECE due to their ontological and epistemological underpinnings. Implications of current findings in relation to teacher education are discussed.

Karnezou, M., Avgitidou, S. & Kariotoglou, P. (2013). Links between teachers' beliefs and their practices in a science and technology museum visit. *International Journal of Science Education, Part B., Communication and Public Engagement* , 3(3) , 246-26.

There is a growing body of research examining the impact of science field trips on pupils' learning in science education and the factors that influence their success. However, there is a limited number of studies that focus on the way teachers' beliefs influence their practices in an informal science learning venue. This research aimed to investigate teachers' practices, when they plan, implement and comment upon the outcomes of a school visit to a science and technology museum in relation to their beliefs regarding the value of informal education, ways of supporting learning in an informal science-learning venue and the importance of familiarity with the venue. We studied 14 primary and secondary education teachers with respect to a visit they conducted with their class to a science and technology museum within a case-study approach. Interviews with the teachers, both prior to and after the school visits, and observations of the field trips were used to collect and verify our data. We applied a mixed analytical process, both inductive and deductive, to reveal different relations between teachers' beliefs and practices. Results show that there are close links between teachers' beliefs regarding the value of informal education and the learning processes within informal settings that influence their goals, roles and actions before, during and after the school visit. These results are discussed in light of teachers' need for in-service education regarding informal science education.

Pedi, E. & Avgitidou, S. (2013). The introduction and management of the innovation "Self-Evaluation of educational work" in Greek School: initial findings. *Educational Review*, 55, 153-171. (in Greek, abstract provided)

This study examines the opinions of school advisors, principals and teachers regarding the content and process of School Self-Evaluation (SSE), an innovation introduced on a pilot basis in the Greek educational system. Its theoretical background is focused upon studies regarding effective introduction and management of educational innovations in relation to the enhancement of educational change. We employed semi-structured interviews with 18 informants (school advisors, head teachers and teachers) that have participated in the pilot-phase of SSE. Data were analyzed using the qualitative data analysis of Miles & Huberman (1994). Results showed that: firstly, participants experienced difficulties in the introduction of SSE as a result of inadequate information and insufficient in-service education. These problems had consequences regarding teacher participation and the implementation process of SSE process. Secondly, despite some similarities

regarding different informants' opinions, we found that their role and status within the SSE process affected their stance and position towards SSE. Finally, we found that several issues concerning the successful involvement of pupils, parents, critical friends and the wider community raised difficulties regarding joint participation in the process of SSE.

Avgitidou, S., Georgopoulou, A. & Moutafidou, A. (2013). Theorizing childhood in the United Nations Convention of Children's Rights. *Pedagogy – Theory and Practice*, 6, 56-70 (in Greek).

<http://www.pedagogy.gr/index.php/journal/article/view/59>.

The UNCRC has been an important text since it committed all nations to ensure social and political rights for children related to their security, well-being and participation in decision making processes. This study provides us with a qualitative and quantitative analysis of the convention in order to explore the different theories of childhood implied and drawn upon in the 54 articles of the convention. Quantitative content analysis of the articles showed that less references were made to the category "participation" rather than "provision" and "protection" together, highlighting children as more in need rather than as capable agents. In addition, qualitative analysis of the articles showed that children are perceived to be in need of adult protection and that specific preconditions such as age and maturity may restrict their participation in decision making processes. In addition, the fact that the text mostly does not address a contextual differentiation of childhood, it normalizes childhood under biological and age specific criteria. These findings support that discourses about children's rights encourages specific practices in relation to children, which may produce and reproduce dominant discourses about childhood.

- 2012 Avgitidou, S. & Chatzoglou, V., (2012). Designing and evaluating a tool for enhancing student teachers' reflection. *Action Researcher in Education*, 3, 21-43. (in Greek)

This paper presents a specific proposal for the organisation and structure of pre-service teachers' journal writing during a teaching practice programme. The use of journals aimed to enhance the breadth and depth of pre-service teachers' reflection on action. Studies have shown that pre-service teachers' reflections during their teaching practice often do not go beyond the technical and superficial level and thus limit pre-service teachers' opportunities for learning and development. However, it is essential that becoming teachers can reason their educational practices, critically examine the educational processes they put in action in relation to social justice, participation and democracy and understand the relationship between their practices and their effects on children's development. Based on a synthesis of previous research and studies on reflection, this proposal describes the structure and content of journals in relation to when, why, how and on what pre-service teachers are encouraged to reflect. The use of prompts and questions is employed to help pre-service teachers document and reflect at different times (before, during and after the end of their teaching practice) and at different levels (technical, personal, practical and ethical) of

reflection. Furthermore, specific questions were employed as prompts aiming to promote the reflection related to different cognitive procedures (descriptions, correlations, explanations, generalisations and critique).

- 2011 Avgitidou, S. & Stamou, A. (2011). Constructing Childhood: Discourses About School Violence in the Greek Daily Press. *Children & Society*, 27(3), 174-183.

This study explores the construction of discourses about childhood in the Greek daily press. It employs the theoretical frameworks of the new sociology of childhood and critical discourse analysis to question which discourses of childhood are constructed in the daily press presenting cases where children were the victimisers in school violent episodes. The study showed that while there are distinct discourses constructed in the texts such as the romantic childhood, the minority group childhood, the homogeneous childhood and the childhood as actor, these tend to co-exist textually. Results are critically discussed in relation to the positioning of children through everyday practices such as the daily press.

- Avgitidou, S. (2011). The use of journals in educational action research: presuppositions and processes. *Action Researcher in Education*, 2, 29-48. (in Greek, abstract provided)

This paper aims to demonstrate ways of using journals as a research method aiming to enhance recording, interpretation, reflection and decision making processes for all participants in a collaborative action research. Ways of using and analyzing journal entries by teacher researchers, in order to problematize, re-plan and evaluate their educational practices, and by the facilitator, in order to understand and promote dialogical and reflective practices, are presented in a detailed way. Basic presuppositions for the effective use of journals are the observation and systematic recording and analysis of educational practices, the support of teachers by the facilitator regarding the employed research methodology, the support of teachers' reflection process during the whole action research and, last, the promotion of dialogical practices in a trusting environment. Results show that the use of diaries can form a valuable context for self-knowledge and understanding of the other, critical investigation of current educational practices, cooperation and development of practical knowledge.

- 2009 Avgitidou, S. «Participation, Roles and Processes in a Collaborative Action Research Project: A reflexive account of the facilitator», *Educational Action Research*, 17(4), 585-600.

This paper analyses and discusses the roles and participation of those involved in a collaborative action research project to highlight the factors that influenced their content, quality and intensity. Emphasis is given to the reflections of the facilitator (author) on the processes employed to achieve equal participation and roles in the action research. Meetings and interviews with teachers are content-analysed to provide descriptions of the timing, content and type of interactions among the members of the collaborative action research. Factors shown to influence the roles,

participation and employed processes of interaction among the participants of collaborative action research include the time needed to develop shared understandings and collect adequate information; shared knowledge in order to challenge each other's ideas and interpretations; the flexible role of the facilitator; the avoidance to lead teachers' actions; and the trusting relationship among the participants in action research.

- 2007 Kutnick, P., Brighi, A, Avgitidou, S. Genta, M. L., Hannikainen, M, Karlsson-Lohmander, M., Ortega-Rui, R., Rautamies, E., Colwell, J., Tsalagiorgou, E., Mazzanti, C., Nicoletti, S., Sansavini, A., Guarini, A., Romera, E., Monks, C. and Lofqvist, M. (2007) «The Role and Practice of Interpersonal Relationships in European Early Education Settings: Sites for Enhancing Social Inclusion, Personal Growth and Learning?», *European Early Childhood Education Research Journal*, 15(3), 379-406.

This study sought to identify and compare the characteristics of the social pedagogic context of cognitive activities in a sample of early education settings in six European countries (England, Finland, Greece, Italy, Spain and Sweden). Previous research concerning the social context within which cognitive/learning activities take place has focused on practitioner–child relations; yet, children undertaking these activities spend the majority of their time with peers and away from the presence of practitioners. Data were collected in two early education settings in each of the countries, using as research tools: descriptive narrative contextual information (concerning structure, size, curriculum framework), mapping of interpersonal activity, reflective rating scales (concerning nature of cognitive tasks and support for children's interactions) and practitioner interviews (concerning children's interactions for learning and development). Results identified some variation in frameworks, activity and practice between the partner countries but noted more generally that children are found in distinct pedagogic 'worlds' when acting/interacting with practitioners and peers. These pedagogic worlds were separated by size and composition of grouping, activities and communication. The pedagogic worlds also related to task and interpersonal support for learning and development within settings. Interviews with practitioners showed a concern to promote children's social development but a consistent focus on individual children's development (rather than a social focus on all children). Conclusions identify that the distinctive pedagogic 'worlds' may be the source of social exclusion (especially among peers) and question how practitioners may more fully integrate/support a socio-constructive basis of cognitive activities into peer-based interactions.

Avgitidou, S. «Supporting reflective practitioners during initial teacher education. The role of teaching practice». *Sciences of Education*, 1, 45-57.

This paper discusses the process and outcomes of educating reflective practitioners during an initial teacher education programme. Specifically, it clarifies the reasons for choosing the reflective-practitioner model within the teaching practice programme and the specific strategies employed to enhance prospective teachers as reflective-practitioners. Finally, the

outcomes of this programme are shortly presented at the end of the paper.

- 2005 Avgitidou, S. (2005). Action Research as method of teacher's research training: An example. *Educational Review*, vol. 39, 39-56 (in Greek).

This paper reports on an action research with mentors of student teachers within a teaching practice programme. It focuses on the process of supporting teachers as researchers. The different stages of educating mentors in research methods and specifically in the action research spiral are critically analysed. The role of the coordinator is influenced by the knowledge, capacities, worries and dynamics of the group involved in action research. The paper presents both the difficulties enhancing teachers as researchers and the benefits from employing action research as an in-service educational process.

Avgitidou, S. (2005), Ethnography and Reflexivity, *Sciences of Education*, vol. 2/2005, 47-57 (in Greek).

This paper offers a reflexive account of the author regarding the processes employed in an ethnographic study of children's friendships. Issues arising from a critical ethnography approach shed light to researcher's choices about access to the field, role during observation and representation of participants' beliefs and practices in the writing process.

- 2003 Avgitidou, S. & Botsoglou, K. (2003). Play, Care and Education. Early Childhood Curriculum in Greece. Trends and Policies at the Outset of a New Century. *Researching Early Childhood*, 5, 7-19.

This paper presents the role of play in the different early childhood curricula in Greece. A critical analysis of the role of play in the curricula is followed by research that shows that children create their own culture through play and by doing so they fulfill many of the curriculum's aims such as problem solving, critical thinking, cooperation and creativity. The paper concludes by proposing play as a central activity that can support children's interests, their active participation and creative learning.

- 2002 Avgitidou, S. (2002). Social Competencies in the Formation and Maintenance of Children's Friendships in Early Schooling. *Researching Early Childhood*, 4, 9-25.

This paper discusses the bilateral and dynamic relationship between social competence and children's friendships. A description and understanding of social competencies involved in the formation and maintenance of children's friendships is based on an awareness of the peer culture concerns, a recording of the different social competencies required in the course of ongoing interaction and an investigation of the varying qualities of friendship and their possible influence on the display and outcome of social competence.

- 2001 Avgitidou, S. (2001). Peer culture and friendship relationships as contexts for the development of young children's prosocial behavior. *International Journal of Early Years Education*, 9(2), 145-152.

This article discusses the understanding and development of children's pro-social behaviour in the contexts of peer culture and friendship relationships. The research looks at how the form and meaning of pro-social behaviour is constructed and negotiated by children in the context of their shared beliefs, experience and interests. It also questions whether and in what way children perceive and practice pro-social behaviour as a prerequisite for the establishment and maintenance of friendship. Findings draw upon ethnographic observations and interviews with children. Children's friendships were observed and followed up for a whole school year in two Greek kindergarten classrooms. Analysis of field notes and interviews are based on the researcher's gradual and interpretative understanding of the complex ways in which individual and friendship characteristics as well as the peer culture values form contexts for the early display of advanced pro-social behaviour.

- 1997 Avgitidou, S. (1997). Children's play: An investigation of children's co-construction of their world within preschool settings. *Early Years*, 17(2), 6-10.

This research demonstrates the social and cognitive benefits of play as aroused not only by individual action or even by individual participation but as an interpersonal, actively co-constructed activity in kindergarten classrooms. It also investigates the ways in which play acquires meaning in young children's peer culture within the course of a school year.

Chapters in books or conference proceedings (only those in English)

- 2021 Avgitidou, S. (2021). Supporting Teachers in Refugee Children's Education. In I. Papadopoulos. & S. Papadopoulou (eds). *Applied Linguistics Research and Good Practices for Multicultural and Multilingual Classrooms* (p.p. 77-93) New York: Nova Science Publishers.
- 2014 Avgitidou, S. «Supporting professional development through action research: basic principles and suggested processes». Proceedings of the International Conference «Education Across Borders», 677-687 Conference Proceedings
<http://www.edu.uowm.gr/site/content/conference-proceedings-2012>
- 2011 Avgitidou, S. «Enhancing Social Inclusion in Early Childhood Education: Democratic Processes in a Collaborative Action Research Project», In Pnevmatikos, D., Klaassen, C. & Patry J-L. (eds.), *Issues and trends in Moral and Democratic Education, Proceedings of the 1st symposium on Moral and Democratic Education*, 197-208, 24-27 August, Florina,

Greece (CD-ROM).

- 2005 Karnezou, M., Avgitidou, S. & Kariotoglou, P. «Teachers' perceptions about informal science education in a science and technology museum». In R. Pintó et D. Couso, (Eds.), *Proceedings of the Fifth International ESERA Conference on Contributions of Research to Enhancing Students' Interest in Learning Science*, 125-130. Barcelona, Spain.
- Avgitidou, S. & Georgiadis, M. «Designing Initial Teacher Education Programmes: A Contextual Understanding of Quality Issues», In Terzis, N. P. (ed.), *Quality in Education in the Balkans*, 273-277, Thessaloniki: Kyriakidis Brothers.
- 1994 Avgitidou, S. «Children Learning about Friendship in the Context of an English Reception Classroom» In Foot, H. C., Howe, C. J., Anderson, A., Tolmie, A. K. & Warden, D. A. (eds.), *Group and Interactive Learning*, 263-269, Southampton: Computational Mechanics Publications.

Managerial Position at UoWM (indicative)

- 2015 – Director of the Interdepartmental Postgraduate Programme “Professional Learning and Innovations in Education”, Department of Early Childhood Education and Department of Primary Education, University of Western Macedonia, Greece.
- 2019
- 2013- Head of the Teaching Practice committee.
2016
- 2013- Co-ordinator of the Programme of Studies committee .
2014
- 2013- Member of the committee for the preparation of the Diploma Supplement.
2014
- 2012- Member of the Internal evaluation Committee.
2014
- 2011- Co-ordinator of the Masters programme direction «Teaching Methodology and Curricula» of the overall Masters programme «Sciences of Education» offered by the Department of Early Childhood Education.
today
- 2008- Member of the committee for four-year academic and development plan of
2009 the Department.
- 2007- Member of the Quality Assurance Unit of the University of Western
2011 Macedonia.

I have also been a member of the committees for Programme of Studies, Students' Guide, responsible for Erasmus exchange and ECTS guide for many years in my department.

