

CURRICULUM VITAE

Maria (Maro) Doikou

Assistant Professor

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EDUCATION

- 1988 Doctorat de 3ème cycle en Psychologie, Université Louis Pasteur, Strasbourg I, France
- 1982 D. E. A. (Diplôme d'Etudes Approfondies) en Psychologie et Sciences de l'Education, Université Louis Pasteur, Strasbourg, France
- 1980 Degree of School of Psychology and Education, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece

TEACHING AND PROFESSIONAL EXPERIENCE

- 2007- Assistant Professor (permanent staff), Department of Education, School of Philosophy and Education, Faculty of Philosophy, Aristotle University of Thessaloniki
- 2002-2007 Assistant Professor, Department of Education, School of Philosophy and Education, Faculty of Philosophy, Aristotle University of Thessaloniki
- 1995-2002 Lecturer, Department of Education, School of Philosophy and Education, Faculty of Philosophy, Aristotle University of Thessaloniki
- 1993-1995 Professor (external personnel), School of Early Childhood Care and Education, Technological Educational Institute of Thessaloniki
- 1990-1993 Assistant Professor (external personnel), School of Early Childhood Care and Education, Technological Educational Institute of Thessaloniki
- 1989-1990 Special scientist, Department of Philosophy and Social Studies, Faculty of Philosophy, University of Crete
- 1989-1995 Private practice as psychologist
- 1989 Scientific collaborator in the Social and Psychological Research Unit, Centre of Mental Health of Thessaloniki

COURSES TAUGHT

- Department of Philosophy and Social Studies, Faculty of Philosophy, University of Crete
 - Oral and written language disorders in children
 - Child and adolescent psychopathology
 - Dealing with childhood and adolescence disorders

- School of Early Childhood Care and Education, Technological Educational Institute of Thessaloniki:
 - General psychology
 - Clinical psychology

- Department of Education, School of Philosophy and Education, Faculty of Philosophy, Aristotle University of Thessaloniki:

Undergraduate courses

- Psychological conditions for education I
- Psychological conditions for education II
- Educational psychology
- Issues in special education I
- Issues in special education II
- Issues in special education III-Learning disabilities
- Adjustment difficulties and behaviour problems at school
- Educational and psychological aspects of learning disabilities
- Psychology of adolescence
- Social and emotional learning in education

- Psychosocial development of children with special educational needs – Support in the family context (interdepartmental education programme "Educational and social integration of individuals with sensory impairments and physical disabilities")

Postgraduate courses

- Postgraduate Education Programme, Department of Education, School of Philosophy and Education, Aristotle University of Thessaloniki
 - Learning theories and methodology of adult education
 - Special education
 - Approaches of inclusive education

- Learning disabilities
- Academic and psychosocial support to students with learning disabilities
- Counselling in special education
- Counselling and social support in special education
- Independent learning in special education
- Interdepartmental Postgraduate Programmes:
 - Gender and disability (Interdepartmental Postgraduate Programme “Education on gender equality”)
 - Counselling and support to parents and teachers (Interdepartmental Postgraduate Programme “Psychopedagogy of inclusion: A school for all”)

SUPERVISION OF DOCTORAL THESES AND MASTER’S AND UNDERGRADUTE DISSERTATIONS

- **Supervision of doctoral theses**

Completed:

Patsidou M. (2010). Inclusion of children with and without special needs: teachers’ and students’ attitudes in secondary education.

Apostolou, P. (2011). Learning and psychosocial dimensions of dyslexia: teenager pupils’ and their parents’ views.

Vassileiadis, H. (2014). Psychological support in school to enhance the social inclusion of children with intellectual disabilities: a program of social coexistence.

Mantzaris, K. (2019). Learning disabilities and friendship relationships: the perspective of adolescents with learning disabilities and their close friends.

Ongoing:

Drenoviadou E. Social support to adolescents with specific learning disabilities: teachers’ and parents’ experiences and views

- **Supervision of 40 Master’ s dissertations** (all completed)

- **Supervision of 13 undergraduate dissertations** (4-year degree) (all completed)

PARTICIPATION IN ADVISORY COMMITTEES AND EXAMINATION COMMITTEES ΣΥΜΜΕΤΟΧΗ

- Member of three-member advisory committees in six doctoral theses (5 completed, 1 ongoing)

- Member of seven-member examination committees in eight doctoral theses
- Member of three-member examination committees in 28 postgraduate theses.

PARTICIPATION IN TEACHER IN-SERVICE TRAINING PROGRAMMES (selected)

Participation as teacher trainer in the following primary and secondary teachers' in-service training programmes. Most of these programmes were funded by European Union and commissioned by Universities of Greece (EPEAEK):

- Regional Training Centre of Thessaloniki (PEK): “*Issues of Pedagogy and Psychology*” (April-June 1994)
- In-service teacher training programme “Continuing professional education of philologists” (EPEAEK): Module: “*Educational Psychology*” (October 1999- 6 hours and January and February 1999- 6 hours)
- “In-school teacher in-service training programme” (EPEAEK): “*Development of motivation for learning: adolescence, family and teacher’s role*” (11.2.1999), “*Teacher-student relationship: pedagogical and psychological perspective*” (26.5.1999), “*Pupils’ Creativity*” (23.11.2000), “*The role of the student (issues of discipline, pupils’ and teachers’ behaviour, pupils’ communication)*” (14.12.2000).
- Project “Education of foreign and repatriated pupils”- Action: In-service teacher training (EPEAEK): “*Behaviour problems and social integration: coping strategies*” (26-27.1.2004 and 24-25.2.2004)
- In the context of workshop entitled “The democratic school: Principles, policies and action strategies”-Centre for Research and School Support in Issues of Administration and In-service Teacher Education (KERYSD): “*Enhancing social and emotional skills at school*” (8.2.2023).

PARTICIPATION IN EDUCATION PROGRAMMES AND RESEARCH PROJECTS (selected)

- Responsible for the development and the implementation of the interdepartmental education programme “Educational and social integration of individuals with sensory impairments and physical disabilities” (1997-1999) for the Department of Education, School of Philosophy and Education – Aristotle University of Thessaloniki
- Responsible for the Action “Psychosocial support to foreign and repatriated pupils” in the context of the following larger projects that were implemented in Northern Greece:
 - “Education of repatriated and immigrant pupils” (2002-2004)

- "School integration of children from repatriated families and foreign pupils in primary school" (2005-2007)
- "School integration of students from repatriated families and foreign pupils in secondary school " (2005-2007)

The projects were funded by the European Union and the Ministry of Education (EPEAEK) and have been commissioned by the National and Kapodistrian University of Athens and the Aristotle University of Thessaloniki, respectively, and the Center of Intercultural Education under the auspices of the Ministry of Education.

SELECTED PUBLICATIONS

PhD Thesis

- Doikou, M. (1988). *Étude de la dyslexie entre 7 et 13 ans dans les écoles publiques à Thessalonique: Évolution, conséquences, aspects cliniques*. Unpublished Doctoral Thesis, Université Louis Pasteur, Strasbourg I, France.

Postgraduate dissertation

- Doikou, M. (1982). Dyslexie et milieu socio-culturel: Dépistage d' enfants dyslexiques de scolarité normale fréquentant des écoles de type différent. Note de recherche présentée pour le DEA de Psychologie, Université Louis Pasteur, Strasbourg I, France.

Books

- Doikou-Avlidou, M. (2020). *Social and emotional learning*. Athens: Gutenberg (244 pages) (in Greek).
- Doikou-Avlidou, M. (2016). *Dyslexia: Emotional factors and psychosocial problems*. Athens: Gutenberg (revised edition) (260 pages) (in Greek)
- Doikou-Avlidou, M. (2002). *Dyslexia: Emotional factors and psychosocial problems*. Athens: Ellinika Grammata. (185 pages) (in Greek)

Selected publications in peer-reviewed journals

- Doikou, M. (2000). Teachers' education in issues of special education: investigation of the offer of courses concerning special education in the Departments of Education in Greece. *Educational Review- The Journal of the Hellenic Educational Society*, 30, 27-64 (in Greek)
- Doikou, M. (2001). Educational and social integration of university students with special needs: Problems and perspectives. *Educational Review- The Journal of the Hellenic Educational Society*, 32, 10-25 (in Greek)

- Doikou, M. (2001). Emotional and social development of visually impaired children and adolescents. *Psychology-The Journal of Hellenic Psychosocial Society*, 8(4), 2001, 431- 450 (in Greek)
- Doikou, M. (2005). The teacher's role in the promotion of mental health of pupils with special educational needs. *Contemporary Education*, 143, 177-192 (in Greek)
- Doikou, M. (2006). The teacher's role in dealing with the psychosocial problems of pupils with learning disabilities: Primary school teachers' views. *Educational Review-The Journal of the Hellenic Educational Society*, 41, 93-116 (in Greek)
- Doikou-Avlidou, M. (2006). Psychosocial support to students with learning disabilities: University students' perceptions about the role of the teacher. *Scientific Annals of the Psychological Society of Northern Greece*, 4, 89-118 (in Greek)
- Doikou-Avlidou, M. (2006). Psychosocial support to pupils from repatriated families and to immigrant pupils in the context of the school: Implementation of a pilot intervention programme. *Child and Adolescent: Mental Health and Psychopathology*, 2(8), 54-74 (in Greek)
- Doikou, M. & Diamandidou, K. (2011). Enhancing teachers' counseling skills: student teachers' views on a teachers' education programme. *European Journal of Teacher Education*, 34(1), 61-79.
- Doikou-Avlidou, M. & Dadatsi, K. (2013). Enhancing social integration of immigrant pupils at risk for social, emotional and/or behavioural difficulties: The outcomes of a small-scale social-emotional learning programme. *Emotional and Behavioural Difficulties*, 18(1), 3-23.
- Kotsani, I. & Doikou-Avlidou, M. (2015). Social relationships of individuals with deafness with their hearing peers during school years, *Educational Review-The Journal of the Hellenic Educational Society*, 60(32), 90-109. (in Greek)
- Doikou-Avlidou, M. (2015). The educational, social and emotional experiences of students with dyslexia: The perspective of postsecondary education students. *International Journal of Special Education*, 30(1), 132-145.
- Nizami, Ch. & Doikou, M. (2017). Dyslexia and social relationships with peers in general school: The perspective of adults with dyslexia. *Educational review-The Journal of the Hellenic Educational Society*, 34(63), 86-101 (in Greek) .
- Vasileiadis, I., & Doikou-Avlidou, M. (2018). Enhancing social interaction of pupils with intellectual disabilities with their general education peers: the outcomes of an intervention programme. *Journal of Research in Special Educational Needs*, 18(4), 267-277.
- Manitsa, I. & Doikou, M. (2022). Social support for students with visual impairments in educational institutions: An integrative literature review. *British Journal of Visual Impairment*, 40(1), 29-47.

- Doikou, M. (2024). Promoting social and emotional learning in pupils with disability. Special teachers' perceptions and practices. *International Journal of Emotional Education*, 16(1), 154-168.

Selected publications in peer-reviewed conference proceedings

- Doikou-Avliidou, M. (2007). Dealing with psychosocial problems of children with specific learning disabilities: Elementary school teachers' contribution. In *Proceedings of the European Conference "The European dimension of Special Education: Emergence of a different profile"*, (pp. 240-253). Thessaloniki: University Studio Press (in Greek).
- Doikou-Avliidou, M. (2015). Enhancing social acceptance through the implementation of a brief social emotional learning programme. In A. Montgomery & D. Karagianni (Eds), *Reimagining School: selected chapters based on the 1st International Conference "Reimagining schools"*, (pp. 138-154). Department of Educational and Social Policy, University of Macedonia, Thessaloniki (in Greek).
- Manitsa I. & Doikou, M. (2020). The academic experiences of studies in higher education from the perspective of visual impaired students. In *Proceedings of 4th Panhellenic Conference in Special Education with International Participation, "Modern Trends and Proposals in Special Education"*, Vol. 4, (pp. 295-310). Athens:Readnet publications (in Greek).
- Doikou, M. (2024). Social and emotional learning programmes in children with special educational needs and disabilities: Perspectives and challenges. In K. Bonidis, A. Papadopoulou & M Kodova (Eds), *Epistemological and methodological issues in research of education programmes and school textbooks*, Vol. II (pp. 403-428). Thessaloniki: Grafima (in Greek).

SELECTED PEER-REVIEWED CONFERENCE PRESENTATIONS

- Doikou, M. (2002, December). The socio-emotional difficulties of pupils with special educational needs: Teacher's role and education. Oral presentation at the 2nd Panhellenic Conference of Greek Association of School Psychologists, 6-8 December 2002, Thessaloniki, Greece (in Greek)
- Doikou, M. (2003, November). Psychosocial support to students with learning disabilities: University students' perceptions about teacher's role. Oral presentation at 1st Conference of Psychological Society of Northern Greece, University of Thessaly, 21-23 November 2003. Volos, Greece (in Greek)
- Doikou, M. (2004, November). Dealing with psychosocial problems of children with learning disabilities: Elementary school teachers' perceptions. Oral presentation at the European Conference

"The European dimension of Special Education: Emergence of a different profile", 19-21 November 2004. Thessaloniki, Greece (in Greek).

- Doikou, M. & Diamandidou, K. (2005, July). The development of teachers' communication skills as a factor to provide psychosocial support to culturally diverse students. Oral presentation at the 27th International School Psychology Colloquium, 13-17 July 2005. Athens, Greece.
- Doikou-Avlidou, M. (2010, December). The emotional experience of dyslexia from the perspective of postsecondary education students. Oral presentation at 3rd International Conference of Psychological Society of Northern Greece in collaboration with the School of Psychology of AUTH "Children and youth in changing societies", 2-4 December. Thessaloniki, Greece.
- Doikou-Avlidou, M. (2011, December). The impact of dyslexia on peer relationships during school years and post-secondary education. Oral presentation at the 14th International Conference "Educating Individuals with Special Needs: A challenge for School and Society", 1-3 December. Thessaloniki, Greece (in Greek).
- Doikou-Avlidou, M. (2012, November). The perspective of young people with dyslexia regarding their teachers' attitudes during school attendance and studies in higher education: The necessity of a counseling approach. Oral presentation at the 4th Panhellenic Conference of Counselling Psychology, 1-4 November 2012. Thessaloniki, Greece (in Greek).
- Kotsani, I. & Doikou-Avlidou, M. (2013, April). Social relationships of deaf individuals with their hearing peers during childhood and adolescence. Oral presentation at 3rd Panhellenic Conference of Special Education with International Participation, 11-14 April 2013. Athens, Greece (in Greek).
- Mantzaris, K. & Doikou-Avlidou, M. (2013, April). Design, implementation and outcomes of a pilot education programme for the development of conversation skills in individuals with mild mental retardation. Oral presentation at the 3rd Panhellenic Conference of Special Education with International Participation, 11-14 April 2013. Athens Greece (in Greek).
- Doikou-Avlidou, M. (2013, June). Enhancing social acceptance through the implementation of a brief social emotional learning programme. Oral presentation at the 1st International Conference "Reimagining schools", University of Macedonia, 28-29 June 2013. Thessaloniki, Greece (in Greek).
- Nizami, Ch. & Doikou, M. (2014, November). Dyslexia and social relationships with peers in general school: The perspective of adults with dyslexia. Oral presentation at the 9th Panhellenic Conference "Greek Pedagogical and Educational Research", 28-30 November 2014. Florina, Greece (in Greek).
- Deligari, O. & Doikou, M. (2015, October). The perspective of adolescents with learning disabilities about their social skills and their social interaction with peers. Oral presentation at the 3rd Panhellenic Conference of Psychological Society of Northern Greece "Psychology and

Education: Current Perspectives and Implications”, 9-11 October 2015. Ioannina, Greece (in Greek).

- Dadatsi, K. & Doikou, M. (2015, November). Social relationships and close friendships of adolescents with specific learning disabilities at school. Oral presentation at the 1st Panhellenic Conference of School Psychology, 19-22 November 2015. Athens, Greece (in Greek).
- Doikou, M. (2017, Mars). Social-emotional learning programmes for children with disabilities and special educational needs: Perspectives and limitations. Oral presentation at the 1st Conference of Center of Research and Assessment of Textbooks and Educational Programmes of Department of Education - Faculty of Philosophy, AUTH, 17-19 Mars 2017. Thessaloniki, Greece (in Greek).
- Gazeti, A. & Doikou-Avliidou (2017, October). Psychosocial support to students with learning disabilities: teachers’ perspectives about their counselling role and contribution. Oral presentation at the 2nd Panhellenic Conference of School Psychology, 19-22 October 2017. Volos, Greece (in Greek).
- Manitsa, I. & Doikou, M. (2017, November). The academic experiences of studies in higher education from the perspective of visual impaired students. Oral presentation at the 4th Panhellenic Conference of Special Education with International Participation “Modern Trends and Proposals in Special Education”, 23-26 November 2017. Athens, Greece.
- Manitsa, I. & Doikou, M. (2021, August). Providing social support for students with visual impairments in educational settings: Findings from an integrative literature review. Oral presentation at the Inclusive and Supportive Education Conference (ISEC2021). UCL Institute of Education, 3-5 August 2021. London.
- Doikou, M. & Manitsa, I. (2024, Σεπτέμβριος). Teacher perceptions of social and emotional learning: An integrative literature review. Oral presentation at the 9th ENSEC Conference “Social Emotional Learning for Lifetime Achievement” (ENSEC 2024), 5-7 November 2024. Chania, Greece.

SCIENTIFIC ACTIVITY

MEMBERSHIP IN SCIENTIFIC SOCIETIES AND PROFESSIONAL ASSOCIATIONS

- Hellenic Psychological Society
- Psychological Society of Northern Greece
- Hellenic Educational Society
- Association of Greek Psychologists

REVIEWER IN SCIENTIFIC JOURNALS

- British Journal of Visual Impairment
- Diaspora, Indigenous and Minority Education
- European Journal of Psychology of Education
- European Journal of Teacher Education
- Educational Review
- International Journal of Inclusive Education
- Sage Open
- Scientific Annals of the Psychological Society of Northern Greece
- Hellenic Review of Special Education (HRSE)
- Hellenic Journal of Research in Education
- Themes in Education Sciences (Department of Primary Education, University of Ioannina, Greece)
- Hellenic Journal of Psychology -Psychological Society of Northern Greece
- Educational Review-The Journal of the Hellenic Educational Society
- Psychology- The Journal of the Hellenic Psychological Society

PARTICIPATION IN CONFERENCE SCIENTIFIC COMMITTEES /REVIEWER FOR CONFERENCE PAPERS

Member of scientific committees:

- European conference “The European dimension of special education: Emergence of a different profile”, 19-21 November 2004, Thessaloniki, Greece.
- 2nd Panhellenic Conference of Drama Education Science Society, 4-6 November 2005, Drama, Greece.
- 3rd Panhellenic Conference of Drama Education Science Society, 17-19 October 2008, Drama, Greece.
- 14th International Conference “Educating individuals with special needs: A challenge for school and society”, Hellenic Educational Society, 1-3 December 2011, Thessaloniki, Greece.
- 9th ENSEC Conference “Social Emotional Learning for Lifetime Achievement” , ENSEC 2024, 5-7 September 2024, Chania, Crete, Greece.

Reviewer for conference papers:

- 3^o Panhellenic Conference of the Psychological Society of Northern Greece, 9-11 October 2015, Ioannina, Greece.

- 1^o Conference of the Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki, 18-20 Mars 2016, Thessaloniki, Greece.
- 1^o Conference of Centre for Research and Assessment of School Books and Educational Programmes of Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki, 17-19 Mars 2017, Thessaloniki, Greece.

ADMINISTRATIVE WORK (selected)

- Contribution to the editing of the Study Guide (Greek version) of the School of Philosophy and Education (1996-1997, 1998-1999, 2000-2001 until 2004-2005)
- Contribution to the editing of the Study Guide (English version) of the School of Philosophy and Education (1998-1999 until 2001-2002)
- Academic advisor in the Department of Education (2000-2001 until 2005-2006)
- Participation in the Social Policy Committee as representative of the School of Philosophy and Education regarding issues of students with special educational needs and disabilities and foreign students (2000-2010)
- Member of the assessment committees of applicants to temporary teaching positions in the School of Philosophy and Education (academic year 2020-2021, and 2022-2023-spring semester)
- Participation in the project “Implications in School Education and Lifelong Learning” (EPEAEK) (2001-2003). The project aimed at assessing and reforming the Postgraduate Studies Programme in the Department of Education of the School of Philosophy and Education.