

PhD Candidates Register

FULL NAME	INITIATION OF DOCTORAL STUDIES	SUPERVISORS	ADVISORY COMMITTEE	DOCTORATE TITLE	SHORT SUMMARY
Karli Garifallia	15/10-07-2018	E. Flogaiti	- K. Gavrilakis - A. Androusou	Conceptions of High School educators about Open Schools	The purpose of the present thesis is to study the perception and forms of the secondary education educators in comparison with the open school institution. The idea of an open school which interacts with the society, should be followed by an educational reform, totally harmonized with the values and principles of the Environmental Education for Sustainability (EEFS), its form we are going to study. The school society cooperation is a matter of high importance in EEFS, as it's considered as an educational goal. A research in a sample of the secondary education teachers will be conducted during the thesis. The contestants will be interviewed and then a quality method of data analyzing will be applied.
Koukoura Kalliopi	15/10-07-2018	E. Nteropoulou-Nterou	- K. Papadopoulou - V. Tsafos	The inclusive classes and in-class support teachers' assessment identity and assessment role during the assessment of students with disability attending mainstream compulsory secondary schooling	Assessment constitutes a complex and ambiguous notion and process. Teachers' assessor identity is supposed to be multidimensional because their knowledge, self-efficacy, emotional involvement and personal "attitudes", which are connected with their values, attitudes or conceptions, coexist during the student's assessment process. The general objective of an inclusive assessment system concerns, on one side, all students' inclusion and participation, including those with disability, as well as the use of diverse assessment methods, the evaluation of

					<p>various skills and abilities and the existence and cultivation of an inclusive culture. Even if there have been enough research data that support that students with “different needs” approach learning in different ways (Florian, 2013) so far, however, there have been more less research data that examine the differentiation of the assessment practices and the mode this assessment “counts, supports and facilitates those students’ learning” (Bourke & Mentis, 2014). By this mixed (quantitative and qualitative) research, using as research tools both a questionnaire about teachers’ assessment identity and an improvised questionnaire of close personal/demographic questions, as well as semi-structured interviews with the participants, teachers and competent representatives of the Institute for Educational Policy (I.E.P.), besides the study of teachers’ assessment material examples, a first mapping of relations among variables which are not enough examined and there has been a little available information on them, both in Greece and abroad, is being attempted. Furthermore, “the nature and the meaning of human experience” (Moustakas, 1994; van Manen, 1990), which, in the present case, is about teachers’ assessment identity and assessment role in the context of the disabled students’ inclusive education and the existing inclusive educational policy, is being explored.</p> <p>Finally, the research wishes to highlight that the assessment does not only concern nor only depends on teachers’ literacy, but it has its origins in specific learning theories (Hargreaves, 2005) and it also constitutes a deep cultural practice which is due to</p>
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					strands of factors and historical conditions aiming at the (re)production of specific learning characteristics, skills, abilities and future citizens (Sternberg and Grigorenko 2004; Moss, Girard, and Haniford 2006).
Stefanou Christos	15/10-07-2018	A. Androusou	- K. Askouni - E. Stefani	Teenage refugees on the road to adulthood: learning paths from Greece to Germany through a research and participatory documentary	<p>Many teenage refugees who live in Eleonas Refugee Camp in Athens have settled there with their families after the border closure in 2016. Some of them are still waiting for the completion of the long-term family reunification process with other family members in Germany, while others are experiencing a long process of negotiating the prospects of a permanent establishment in Greece. Under these circumstances, the contrast between the perceived feeling of fragile impermanence and integration policies that aspire to support teenage refugees to learn the Greek language, to integrate into the education system and to establish relationships with peers cannot be ignored.</p> <p>This research looks at the way temporary residence in Greece and integration in the formal education system acts upon the identity formation and the course of life of adolescent refugees waiting for their departure within long-delayed German family reunification programs. We will also be concerned with how these processes evolve after their establishment in Germany and how their passage from Greece is reflected in their life story, emphasizing the Greek educational system.</p> <p>The purpose of this study is to listen to the voices of teenage refugees, something which is missing from existing research, at least in Greece. The research approach will be qualitative and will combine</p>

					elements of participatory action research and applied visual anthropology. The final product of the research will be a participatory documentary, which will represent contextualized individual experiences of teenage refugees and will include their narratives. This material will be tailored to be used as a professional development tool for teachers for a better understanding of the teaching framework. Therefore, basic elements of didactic methodology and critical pedagogy will be used.
Malliarou Theodora	15/10-07-2018	E. Kourti	- D. Makrinioti - Ch. Adamou	Youth Film Festivals: children as viewers and reviewers	<p>Children participating at youth film festivals are being studied as viewers and reviewers in the wider context of children's relationship with the media, and the relationship between children and the art of cinema in particular.</p> <p>The representation of children through the directing process is being always mediated by "the ways adult directors and actors of a movie "see" and represent childhood as a result of filmical conventions and specific political and social conditions. (Kourti, et al., 2009)</p> <p>The purpose of this research is the study of the way children of different age groups interact with films of independent production, through direct observation of their active participation as viewers in the premises of Youth Film Festivals. Main case study will be the forthcoming events of the Olympia International Film Festival for Children and Young People and other similar events at international level.</p>
					<i>Latest Update: 11/10/2018</i>