

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 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. 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 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	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

				and participatory documentary	<p>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 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.</p>
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. 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>
Kerentzi Persefoni	15/10-07-2018	M. Leontsini	V. Kantsa M. Pantelidou- Malouta	Gender, Sexuality and Success: Greek female homoerotic academics in the 21st century	<p>Through the heterosexist and homophobic discourses that circulate daily within the Greek educational systems, the "sexual difference" of pupils and teachers continues to be treated in terms of stigma and marginalization. Given the current treaty, LGBT pupils find it difficult to complete their compulsory education, compared to their heterosexual peers, as they need to constantly cope with the homophobic and heterosexual culture of the Greek school (Colour Youth, 2018, Watson et al., 2015, Aragon et al., 2015). Despite the difficulties LGBT individuals actually face within their educational paths, some of them manage not only to complete successfully their compulsory education as well as their undergraduate studies but also to continue at a (post) doctoral level and to claim a job position within the academic community. These people, in particular Greek women engaged in homoerotic practices, who have managed with various strategies of resilience and resistance to overtake the difficulties posed by the Greek educational system to non-heterosexual individuals, will be the subject of my research. More specifically, my research interest focuses on two axes. First of all, I am interested in researching the factors that prompted these women to overcome the posed obstacles and to continue their education at a (post) doctoral level. What social meanings did the transfuse to the continuity of their studies, or, in other words, what is the role of education when it intersects explicitly or implicitly with the lives of "different sexualities"? It is also necessary to map out the procedures followed by these women to overcome the limitations of heteronormative social demands. How has their successful academic trajectory been made intelligible and feasible? The proposed research aspires to contribute to the contemporary discussions and concerns regarding homosexuality in Greece. In the context of a developing LGBT discourse within Greek society and an emerging interdisciplinary field of Gender Studies in Greek universities, people who have been marginalized for a long</p>

					period of history seem to be able to claim space in the heteronormative and androcentric place of university. Is this an exception-case that confirms the rule or a potential change?
Soltatou Vassiliki	9/17-01-2019	K.Askouni	A.Androusou Th.Maloutas	Informal family practices of school and social segregation: a case study of educational strategy on school choice in Athens	<p>Investing in education, forms part of the parental role for the majority of parents, though, the educational choices among families diversify. The object of this thesis is to study the educational strategy of parents, along with the initiative of rejecting the local public primary school as a function of their social class and their ethno-cultural identity.</p> <p>The study will take place in a multicultural neighborhood of the city center of Athens, where indications of school segregation and spatial divisions arise. The sample will consist of parents who live in this neighborhood, in order to study the process through which they decide on which school they send their children. Despite the state legislation that ties the enrollment of children to specific schools according to their home address, some parents arrange practices to avoid it, bypassing the compulsory imperatives which impose statutory spatial criteria. . By studying the micro-system of an underprivileged inner city neighborhood, it is attempted to highlight modern segregation strategies which follow the market ideology, as well as to highlight the processes which promote class and racial discrimination and lead to school and student ranking inside the public education system.</p> <p>For this study, we will investigate how the social position and ethno-cultural characteristics of children and their parents have an impact on the quality of educational experience and on their action in the field of school-family relationships. Also, we aim to explore their stance on the utilization of public space in neighborhood and their interaction with next door people with different social status or ethnicity, as a dimension of the parental cultural logic of child rearing. Finally, through interviews with local school principals, we intend to examine the institutional role on the phenomenon of school segregation and informal ranking of local schools.</p>
Sakellariou Sotiria-Alexandra	9/17-01-2019	F.Asimakopoulou	A.Karakatsouli V.Karamanolaki	The Honorary Doctors of the National and Kapodistrian University of Athens, 1837 - 1987: the history of the institution. Research critical view	<p>Doctoral thesis on the study of the Doctor Honoris Causa Title as it was formed and evolved from the establishment of the National and Kapodistrian University of Athens (NKUA) in 1837 until 1987. The Honoris Causa Doctoral Diploma is the highest award conferred upon the honored persons by the NKUA, in recognition of their career in the academic, scientific or cultural field, as well as, of their values, their excellent contribution to the community and even of their special ties with the University.</p> <p>The basic assumption of the doctoral thesis is that through the study of this institution, there will be a better understanding of the University's relations with the political power, since its establishment and formation has been the result not only of scientific precepts but also of political and social circumstances.</p> <p>In this thesis, the Doctor Honoris Causa institution will be studied: 1. as an integral part of the University's history, as a field in which internal hierarchies, university processes and balances were reflected. 2. as an honorary distinction in the context of: a) the Greek and international academic community, in connection with the physiognomy and strategies of the University of Athens, (b) the development of the NKUA's international relations, the establishment of partnerships and agreements between the University and other foreign educational institutions of the same status, mainly European, and the promotion of its international dimension; and c) the representation of the relations of the University with the political power, as it seems that the awarding of the title was not only linked to academic excellence but also aimed at serving national interests, as it was sometimes the result of diplomatic correlations and orientation of the Greek foreign policy.</p>
Armao Eleana	9/17-01-2019	L.Anagnostaki	M.Leontsini D.Makrinioti	Attachment parenting from the perspective of the mother and the father: A psychoanalytic	

				study of the parents' lived experience and reasons of choosing this parenting practice	
Lymperaki Aggeliki	9/17-01-2019	A.Giannikopoulou	S.Gavrihliou D.Politis	Refugee's image in picture books for children of preschool and first school age	Greek children's book acts immediately and shows great sensitivity by dealing to a large extent with refugee crisis. This study attempts to look into how the refugee is depicted in children's picture books bearing in mind equally the narrative and visual text. It will be researched how refugee's otherness is approached, how it is reconstructed, to what scale we can hear his/her own voice, his/her needs, his/her desires and to what extent he/she is able to define himself. It will also be examined the reason why specific characteristics of the refugee are chosen to be included in texts while some others are excluded. Finally, it will be observed if the refugee/other images (hetero-images) are juxtaposed to the images of the receiving country (self-images). All the above will be examined in the light of Imagology a specific theory which concerns images of national characters (ethnotypes) and how they are developed in literary texts, what purposes they serve and how they are handled by the writers. Lastly, the method that is chosen to be suitable for this study's needs is context analysis for both verbal and visual texts.
Syzinou Panagiota	9/17-01-2019	M.Sfyroera	V.Tsafos M.Kabeza	Differentiated Instruction in the Kindergarten: The Teacher in the Frame of Differentiation	<p>Differentiated instruction is currently considered to be one of the most up-to-date pedagogical approaches for effective teaching in heterogeneous classes.</p> <p>The present study will attempt to explore whether the differentiated approach is being used in kindergarten, examine the role of the educator, but also seek through research-action to interfere with the relationship of teachers who will participate in it with differentiated pedagogy. Also, in the present research effort, we will examine the role of the training seminars in teacher decision making for the use of differentiated pedagogy using different research methods, and the relation with the individual parameters, for example, duration of training, counseling and supervision during exploiting diversification.</p> <p>By embarking on existing researches into the processes of enhancing lifelong learning and achieving educational change (from traditional teacher-centered to experiential child-centered practice), we will explore how teachers of pre-school children can explore and reflect on the educational practices. In addition, it is also necessary to intervene in a framework of cooperation with teachers so that we can relate the intervention itself to changes in beliefs and to the practices of teachers in relation to differentiated pedagogy.</p> <p>In summary, the purpose of the research work is to identify and investigate the educational needs of pre-school education children in relation to the use of differentiated teaching and the evaluation of an intervention program aimed at transforming their practices.</p> <p>The fundamental questions that need to be answered through my research effort are the following:</p> <ol style="list-style-type: none"> 1) How do teachers treat their pupils' heterogeneity and how they respond to their individual educational needs (what is the teaching content and how they are taught)? 2) What difficulties does the teacher encounter in using differentiated pedagogy in kindergarten in heterogeneous classes and how does it manage them? 3) What are the strategies for differentiating teacher education as to the student and as to the curriculum? 4) Are there differences in teachers' perceptions and decisions regarding the use of differentiated teaching according to years of service, level of training, and counseling and supervision during exploitation?

					<p>5) What does the teacher need in order to be able to use differentiated teaching, and to respond effectively to the individual differences of children, offering rich learning experiences to all children? What are its main training needs and how could a training process / experience help to better manage its school classroom?</p> <p>After the bibliographic review of Greek and foreign literature on the theoretical framework, a collection and analysis of primary elements (such as curricula) will be followed in order to identify the state's proposals in relation to differentiated pedagogy in kindergarten. Empirical research will then be carried out to analyze the practices and thoughts of teachers.</p> <p>More specifically, the methodology to be used to answer the aforementioned fundamental research questions is:</p> <p>a) In questions 1-4 the main method will be observation in the selected kindergartens, which will be structured on the basis of the axes of the survey.</p> <p>b) A questionnaire on differentiated pedagogy will be created and sent to a random sample of kindergarten teachers. The aim of the questionnaire is through the analysis of the results to prepare the semi-structured interviews that will follow with the teachers involved in the research.</p> <p>c) The interviews will aim teachers to refer to their educational practices and to the management of the classroom according to the research axes.</p> <p>d) A group of volunteer teachers will conduct a research-action to investigate whether teachers' pedagogical practices will be able to move towards differentiated pedagogy. To this end, research-action tools such as calendar records of all survey participants will be exploited.</p>
Kameri Neofyta	9/17-01-2019	V.Tsafos	A.Androusou M.Sfyroera	The effect of leadership on the development and sustainability of professional learning communities: A case study	
Skourti Xariklia	14/27-06-2019	Th.Dragona	A.Androusou K.Askouni	Overcoming the barriers of academic success: the experience of Roma university students	This PhD dissertation will study the experiences of Roma students. Roma groups seem to be at great risk of dropping out school and of academic failure. At international level, there have been conducted several surveys looking to find out why Roma communities have low representation rates in schools and universities, studying different variables at a time. The purpose of this research is to study the educational trajectories of Roma students who have been able to achieve academically and through their own experiences, to try to understand what has contributed to their success. Thus a series of constructive discussions on the implementation of effective teachers policies will start, which will help combat the educational inequality that these groups are facing.
Sarri Eleni	14/27-06-2019	A.Androusou	K.Askouni V.Tsafos	Children on the more public schools durry the crisis students school performances and integration practices in	

				Secondary Education	
Vasiou Olga	14/27-06-2019	Th.Dragona	A.Androusou K.Papadopoulou	Father after the divorce. The negotiation of his participation in his child upbringing an education	
Molla Oglou Giokhan	14/27-06-2019	Th.Dragona	A.Androusou K.Askouni	The Influence and the offer of PEM to the employees/ members of minority and the promotion of inclusive education	<p>1. Theoretical siding of the Investigation subject.</p> <p>The influence and the offer of the Project for Reform in the Education of Muslim Children (PEM) to the members and the employees of the minority and the promotion of the inclusive education.</p> <p>Key-words: Project for Reform in the Education of Muslim Children (PEM), minority training, inclusion, social mobility, employees/members of the minority.</p> <p>In this Research Proposal we will begin with the Educational Program for Muslim children and pupils, which started at 2007. The aim of the program was to help the children and pupils of the Greek Muslim Minority to improve their integration and their Greek language. The first phase of the program was between 1997-2000 and its aim was to improve the Greek language studies program at the minority's schools and the further training of Greek Teachers who had pupils members of the minority at their classes. The second phase was between 2002-2004 and aimed to help the primary schools and the secondary schools. During the third phase 2005-2008 the program created Centers of support in which were offered lessons and actions apart from the typical education. Also it was approachable to the residents of isolated villages with the help of the mobile units of the program. Now the PEM is at its fifth phase (2016- 2019) and maybe its last, it is uncertain if the Program will go on.</p> <p>The aim of the program was the respect for the diversity, recognition of identification, inclusion of the members of the minority to the rest Greek society, improvement of their Greek language and their social mobility. The offer of the program to the minority was – without doubt- great not only because it helped the teachers with its training, but also it achieved to bring a new way of thinking which was applied not only in minority's schools but also in the society of the minority. PEM was a long process with many difficulties and many obstacles. But the results were very positive not only for the pupils but also for the employees and workers of the minority.</p> <p>The main target of our research is to find out how the program affected the members of the minority who worked at the program as administrative staff, teachers, adult educators, animators and drivers of the mobile units. It will be very important to see the influence of the program in a such marginalized society like the Greek Muslim minority during the 90's when the program started. Also how the program helped to the social mobility of the members of the minority. Their participation at the program contributed in the inclusion of these people first time at their lives as equal members of the modern Greek society. This was very subversive at that time (late 90's) because the members of the minority used to live isolated with no rights like the other citizens of Greece and they were not allowed to leave their villages without permission.</p> <p>-The operation of the MEP and its general culture</p> <p>The MEP did not focus only in pupils, but also in their parents, tried to build bridges with the parents. It created classes for them and also classes for unemployed women. In addition it helped them with to improve or sometimes learn the Greek language. It was mentioned in an article of Dragonas and Frangoudaki (2006) how the program helped the improvement of the minority's life and also giving to the members of the minority a new, modern way of thinking but without erasing their past and their traditions. The participation of many women and parents achieved this change.</p>

All the actions of the program were aiming the mutual understanding between the members of society, peaceful coexistence cooperative relationships which help in the inclusion of the minority and the social mobility of its members. Intercultural education as well as the concepts of equality and anti-racism are about the inclusion. It therefore appears that these two concepts of inclusion and intercultural education are directly linked as inclusive education also concerns the education of all pupils, regardless of the social background, ethnicity, and gender of pupils.

Workers / members of the minority who participated in MEP
One of the primary aims of the program was the training of the teachers. For the improvement of the minority's life, the role of the teacher and his/her job was of a great importance. For the reason that the teachers were the link between the pupils and their parents, they had to give the new knowledge to the pupils and also a different culture from this that the pupils knew. To do this the teachers and all the workers of the program had to be trained properly to achieve some desire results. The teacher training therefore had two main objectives, the first was teaching and pedagogical and the second was ideological. The first objective had to do with the ability of the teachers to improve and adjust their teaching skills according to the needs of the pupils and also according to the new books. The second objective was more difficult because it was oriented to convince the teachers of an ideology that was based on acceptance of diversity. The aim was to create teachers critical thinkers about school, society and pedagogy.

In addition to the teachers, hundreds of people worked in PEM. The PEM therefore constituted a school for them as well. The coexistence of all these people was not easy at all, and fine things are never easy. Throughout this process, teachers, parents, administrators, students, ordinary citizens, academics and other executives participated. Everyone had to learn something from this whole process, each one of them constituted the puzzles of a micro-society, which was tested on all sides but never abandoned them.

CONCLUSIONS
The Minority Education Program was the beginning of an internal revolution for every each one person who took part. A great number of the program aims were achieved. It is certain though it changed the way of thinking of the participants at this program. They have been through many internal and external tests. It was hard for them because they had the feeling of betrayal for the society of the minority and feeling internal and external threat because they thought that they were not fully committed to the minority. But the results of the program no matter what the difficulties were obvious. The program marked many developments and changes to the minority such as educational, political and social. Also the program contributed a lot to the social mobility of the minority's members and moreover the program set an example for the Greek society. The conductors of the program gained lot of experience and they managed to change the methods, when it was necessary and to adapt to the data of the minority's society.

They won the love of the world, which was eager to see whether this program would continue, if their children were able to continue learning and if the women had more opportunities to do something else apart from household.

2. Purpose and Research Questions
The purpose of this research is to probe the influence of the PEM at the members/employees of the minority. So the research question that emerges is :

a) Which was the affect and offer of the PEM to the employees/members who were mainly members of the minority?

3. Method of Research
Sample and method of finding the sample

					<p>They will take part in the research all the employees of the PEM which was conducted in the region of Xanthi and Komotini. It is the best sample and we can get useful information and data because the research is about them and we are sure that with their help we will be able to get the expected conclusions.</p> <p>Research tools and method of analyzing research questions</p> <p>Personal interviews is the best tool to get all the necessary data , because it is the only tool who can write down things like face expression and tone of voice. Semi-structured interviews will be used to collect data and the interviews will be indexed.Finally, the data analysis will be analyzed, including the identification, coding and categorization of the data.In the end, the conclusions will be drawn. At this point, we should emphasize that the findings will gradually emerge during the investigation.</p> <p>Expected research results</p> <p>The results which we are expecting after the end of the research is the positive affect of the MEP to the social mobility of the employees/members who took part in. We assume that our research will emerge the principles of inclusive education which were applied by the MEP.This hypothesis is based on the existing literature, which is rich, but the specific research questions that have been put down have not been analyzed in previous research, are only indicative.That is why it is necessary to carry out the investigation.</p> <p>4. Ethics of Research</p> <ol style="list-style-type: none"> 1. The consent of those who are taking place in the investigation. 2. Protection of the personal data of the participants 3. Participants will be able to stop whenever they want without accepting any pressure 4. If there are being used children under the age of 18, the researcher will have to take permission of the parents. 5. The participants in the survey will not be misled 6. The data that will be collected by the researcher will not be altered in any way. 7. No data and results from other researchers will be reported without mentioning the sources from which they have been drawn. 8. The researcher should take care of the honesty of the people involved in the research so that they are credible and valid.
Tsoumparis Dimitrios	14/27-06-2019	E.Flogaiti	P.Pantidos G.Malandrakis	Education for Sustainability and Natural Sciences in schools	<p>The purpose of this study is to explore the potential for utilising a politicised science curriculum that focuses on environmental problems and broader socio-scientific issues, in order for it to function within the framework of Education for Sustainability. The aim of the educational interventions will be to promote the knowledge, skills, values and attitudes for Sustainability and to encourage students to take actions. This corresponds with the aim of Education for Sustainability to develop educational practices that will promote a pedagogical bridge between economic growth and the well-being of societies and the environment, as well as enhance citizens' participation in knowledge production and decision-making. The research approach is Action Research and will involve a sample of high school students. The final outcome of the research will be a number of educational strategies and activities that will outline the application of a socially critical Environmental Education practice in schools.</p>
Micha Aikaterini	7/16-01-2020	E.Nteropoulou-Nterou	V.Tsafos M.Sfyroera	Shaping the professional identity and the professional role of teacher trainee's in a Master's degree program in special education:	

				exploring the prospect of shaping inclusive professional role and identity in a context of specialization in special education	
Serifi Georgia-Vasiliki	7/16-01-2020	M.Sfyroera	V.Tsafos M.Ragousi	Use of the live and online community in the reflective process of early childhood teachers	The purpose of this study is to examine the living and online communication of early childhood teachers. Especially, it will explore whether (live and online) communities can enhance teachers' "professional voice", by sharing and discussing their knowledge and experiences in a way that would promote teachers' collective self-reflection. Recording such experiences could help teachers' self-reflection on many levels. Although recording may often be considered an isolated and isolating act - in fact it can create a solid basis for efficient, reflective communities, if appropriate structures are in place. Group writing creates communities and communities can change educational practices. The opening of classroom doors to the wider community creates incentives for educators' self-reflection. This study will be a two-year case study. In the first year there will be face to face meetings with the selected teachers, while in the second year the teachers will join an online community of practice, consisting of a website and a forum. The in-person and online discussions will be limited to specific topics and aim at teachers' reflection on their educational planning as well as their pedagogical beliefs and practices. Finally, regarding the methodology, the data analysis will be basically qualitative with some quantification aspects.
Georgantzi Lentina	13/25-06-2020	E.Nteropoulou-Nterou	V.Tsafos M.Sfyroera	The recontextualization of role and position of music education in special early childhood education: from policy to pedagogic discourse	Recontextualization concerns the relational processes of selection and transfer of knowledge as well as their distinct reorganization from the framework of government music education policy texts to the context of pedagogical practices. In an open inclusive education system that includes all students regardless of disability, gender, race, religion, social class, nationality and age, state intervention in the production and reproduction of knowledge is minimal. Recent research literature, even though sparse, indicates that music education is trapped in the notion of 'normalcy' and 'ability' as a result of a Western music tradition. Especially in the context of special education, music education is identified with music therapy. The present study puts emphasis on special early childhood education, as result of the unnecessary double discrimination experienced by infants with disabilities in their access to musical knowledge due to their age and disability. Drawing on a combination of theoretical methodological approaches of policy archaeology, and critical discourse analysis, the present qualitative research of a hermeneutic/constructivist perspective is conducted in two broad research axes. The first research axis examines the government music education policy texts, while the second research axis investigates the pedagogical discourse of the education coordinators and teachers of special early childhood education. In addition, educational practices will be explored through non-participatory observation and semi-structured interviews in the context of special education. The combination of content analysis and thematic analysis methods have been chosen for the management, organization and analysis of the research evidence. This study sets out to uncover the recontextualization of role and position of music education in special early childhood education.
Christidi Eleni-Olga	13/25-06-2020	L.Anagnostaki	M.Leontsini P.Kordoutis	Invisible children: the experiences of adult children	This research examines the lived experience of adult people that have been raised by LGBTQ+ parents in Greece. The last few years, LGBTQI+ identities have been part of the scientific and social discourse. One of the main topics of this public dialogue is LGBTQ+ parenthood. Scientific data and international mental health associations

				<p>raised by LGBTQ+ parents in Greece</p>	<p>underline the fact that sexual orientation and/or gender identity of the parent(s) do not affect the psychological development of their children. However, same sex marriage and adoption by same sex couples has not been legalized in Greece. Besides this legal gap, LGBTQ+ parents already exist in the country, in families of different forms, many of them with adult children of a wide age spectrum. These adults consist an invisible social group and their experience has never been explored and documented, although there is similar research in other European countries and North America.</p> <p>For the present research, we are planning to have a sample of at least 15 adult people, 20-50 y.o., with at least one LGBTQ+ parent, that have been born and/or raised in Greece, or/and identify themselves as Greeks or/and have long term bonds with the country. Some of the main questions and goals of the research are to highlight the experience of these subjects regarding their childhood, the relationship with their parents (past and present) as well as their sense of belonging in the LGBTQ+ community. The proposed methodology is Interpretative Phenomenological Analysis (IPA, Smith, 2006) and interviews with the same subjects are planned to be conducted twice, with a time period of 3-6 months between the first and the second one. This way we can observe any change of attitudes, new experiences and self-reflection that might occur within the research context.</p>
Vourvouli Stavroula	13/25-06-2020	V.Tsafos	X.Charalampous A.Sarakinioti	<p>The Development of a Framework for the Evaluation of Teacher's Work as a Factor for the Professional Development of the Teacher.</p>	<p>In the ever-changing Greek educational context, issues of evaluation of teachers and their educational work have for decades been the subject of reflection, various political plans, controversies and frictions, leading up to the present to the same result, which is summed up in the unsuccessful implementation of a legislative framework regarding the evaluation mechanism of the educational work. With a view to redesigning an innovative method to evaluate teacher and their work, I would like to study how a widely accepted professional code, appropriate for evaluation, can be developed. In the qualitative research I propose, I will investigate, on the one hand, the source of professional characteristics proposed for evaluation by education policy makers which are basic characteristics of the teacher professional identity and, on the other hand, I will try to pinpoint those professional characteristics teachers identify and highlight through their educational process. The aim is both to determine the degree of professional development through evaluation and to develop a code of professionalism that may be participatory and therefore more widely accepted by the educational community in the effort to redesign or even improve changes in evaluation innovative scheme. For my doctoral thesis, I intend to study the views of various implicating sectors who are invited to design and implement a reform. These include first-grade teachers, education policy makers and educational associations (education coordinators, school counsellors, education principals, education inspectors). It will be searched whether the two-way dynamics of associations and different approaches can lead to the reshaping of an evaluation framework and not necessarily to the implementation of the accomplished educational decisions.</p>
Mitroulias Panagiotis	13/25-06-2020	V.Tsafos	K.Askouni A.Androusou	<p>Critical view of the Curricula and School books of Ancient Greek & History in General Secondary Education based on the commentary and related articles of the journal Nea</p>	<p>The proposed research topic entitled: "Critical view of the Curricula and School books of Ancient Greek & History in General Secondary Education based on the commentary and related articles of the journal Nea Paideia from 1976 until today (2019)" is an interesting field of research in Secondary Education, as the Curricula and the following school books largely show the orientation of education. The specific doctoral thesis focuses on Curricula of Ancient Greek and History in Secondary Education and the consequent school books through the critical view of a reputable educational journal, Nea Paideia, and specifically through the commentary and related articles of this journal.</p> <p>The research proposal first explains the reasons for choosing the topic. Ancient Greek & History are the main axes of humanities education and during these 43 years (1976 - 2019) have been a point of friction and different ideological, but also educational approaches. Curricula and school books as normative texts that construct the subjectivity of the pupil have been the subject of research since the early 20th century, but have not been</p>

				<p>Paideia from 1976 until today (2019)</p>	<p>researched in relation to educational journals. Moreover, the research for Curricula in Greece is extremely limited. In the present proposal, therefore, a field of research is established and elements of an original study are detected.</p> <p>Then, the research proposal talks about the theoretical framework of Curricula and their distinction into different ("open" and "closed") types, which of course determine the writing of school books in the context of General Secondary Education.</p> <p>The framework of the research is defined by the archival material of the Journal and more specifically by issues 1 (1977) to 170 (2nd quarter 2019), that is, it covers a long period of 43 years. All the commentary and articles that are directly (or indirectly) related to the examined topic will be utilized. The research proposal continues with a General Historical Overview of the period (1976 until today) which is divided into five (5) sub-periods: 1976 - 1981, 1982 - 1997, 1998 - 2004, 2005 - 2014 & 2015 - 2019.</p> <p>The research methodology proposed is the qualitative - flexible text analysis, educational speech analysis. The evidence of the research is the commentary of the journal Nea Paideia and the related articles in the examined period (1976 - 2019). The research process, which is proposed, will follow the following steps: It will start by securing permission for free access to the Journal's archive (1st stage). Then, all the commentary and articles related to the examined topic will be indexed in a data recording protocol, which will follow a time-straight course, from the 1st issue to the 170th, from 1977 to 2019 (2nd stage). At this stage we will proceed to an extensive bibliographic also review in relation to the subject under consideration. In a next - 3rd - stage we will proceed to the thematic / categorized analysis based on each lesson (Ancient Greek & History), the individual topics and of course the relationship between them. Next, we will proceed to the analysis and interpretation of the data, in order to substantiate the individual conclusions (4th stage). The doctoral thesis will end with the final concluding remarks (5th stage).</p> <p>The research proposal then formulates the Purpose and the Research Questions. Questions related to the problems and weaknesses of Curricula and school books, their connection with the didactic practice, their political and ideological orientation and their degree of development during the examined period.</p> <p>The research proposal is completed with a detailed work schedule, three (3) years, divided into six sub-phases (six academic semesters), as well as citing sources and an indicative (for the present text) bibliography.</p>
Salonikioti Despoina	6/07-01-2021	V.Tsafos	A.Androusou M.Sfyroera	<p>Inclusive education and action research: Reinterpretation of the inclusive approach through reflective practices in a differentiated context</p>	<p>The point of departure of the present educational action research is the acknowledgment of diversity in the student population. The multi-level diversity and multiformity that characterize contemporary classrooms create an imperative need to search for new theories, models and teaching interventions that go beyond the traditional teaching methods that have proven ineffective. Thus, it is easily inferred that an "inclusive school" is the only way to meet students' diversity and teach them accordingly. Inclusive educational practices have proven to be the most effective way of teaching diverse students while at the same time ensuring equal opportunities in participation in and accessibility to learning.</p> <p>In this particular research, inclusion is differentiated from terms such as "integration", which in fact aims at "normalization", or "special education". In fact, there is a tendency in Greece to confuse inclusion education with special education and it is often considered an advanced form of special education. However, inclusion has been defined as the educational process which includes all children, disabled or not, and takes their differences and diversities into consideration when planning the teaching. The purpose of this is to provide opportunities to each one of the students to participate equally in learning and to experience success at school without discrimination.</p> <p>School inclusion practices in Greece raise certain concerns, which this action research aspires to study. Accordingly, this action research arises from the needs of the actual practice and aims to examine and question</p>

					<p>predominant practices, as well as attempts to connect the educational research and theory to the educational practice. Furthermore, it is hoped that the reflective nature of the action research will enable the critical analysis of the teachers' personal practical theories and will lead to a change in perception, attitude and educational practices. These are the determining factors in the implementation of inclusion or segregation and the creation or not of equal opportunities in the classroom at a micro-level. Moreover, in this case, the action research is expected to be collaborative and participatory and will be conducted in a context of co-teaching between the regular teacher and the school's special educator, whereas, a differentiated context, which will ensure quality of education and equal opportunities for all pupils, will be recommended as an alternative way of acting. However, due to the fact that in educational action research, practice and theory have an interactive and reciprocal relationship, unique context-based theory is expected to be generated. The ultimate goal of the current research is the participants' personal development within a specific practical research context and, finally, the creation of small cores of change.</p>
Vozikas Dimitrios	6/07-01-2021	V.Tsafos	E.Katsarou A.Mixali	<p>A comparative approach of the Curricula of Modern Greek Language in Primary and Secondary Education: continuities and discontinuities.</p>	<p>In the present doctoral thesis we study the Curricula of Modern Greek Language which are applied today in Primary and Secondary Education. We aim at detecting the continuities and the discontinuities which exist between the Curricula of the above two levels and at highlighting the basic parameters which affect their formation. We study the perspective on language that is adopted, the common elements between the Curricula, as well as the possible differences that occur. Taking into account the nature of Curriculum, in this doctoral thesis qualitative research methods are used. In particular, we decided to adopt qualitative content analysis as research method. Through the research project, we aim at highlighting the continuities and the discontinuities between the above Curricula. We also intend to understand the individual factors that influenced their design. The research will be completed with the submission of proposals, which will aim at improving the Curricula and eliminating possible discontinuities.</p>
Siamanta Vasiliki	6/07-01-2021	M.Sfyroera	V.Tsafos K.Papadopoulou	<p>Exploring the possibilities of transforming the role of preschool teachers in the application of play pedagogy in the context of student's social emotional development: a Critical Action Research</p>	<p>Today's school reality is characterized by rapid socio-economic and cultural changes, highlighting the multifaceted role of teachers. In preschool, play can be used as a tool to shape an inclusive learning environment that can meet the diverse needs of students today. At this age, children begin to shape their self-image based on the experiences and the sayings of others important to them. The creation, therefore, of an open environment of acceptance will be beneficial for the formation of positive self-feelings and empowered personalities by them. In the current educational reality, however, there is a focus on students' cognitive development in kindergarten through the implementation of standard activities, highlighting a general confusion regarding the pedagogy of play and its use (Lynch, 2015). The ultimate goal of this critical emancipatory action research is to explore a possible transformation of the role and culture of kindergarten teachers regarding the use of play pedagogy and the importance of students' socio-emotional development in preschool. Critical friends (psychologist-kindergarten teacher) will actively participate in it as an interdisciplinary reflection group, while the researcher will be part of the research and not just a mediator. The sample will be inhomogeneous and is going to be consisted from kindergarten teachers, who work in public preschool units. The research tools that will be used are the semi-structured in-depth interviews, the research diary and the participatory observation in the schools. The collected data will be analyzed through the method of content analysis. Even if there have been enough research data that support the development and the benefits of play, less research has emphasised in the systematic investigation of the teacher's role in designing children's play towards socio-emotional development (Weisbergetal. 2013- Singer & Singer, 2005). In addition, the implementation of personalized interventions through different types of experiential actions is expected to lead to the development of more effective practices and more meaningful reflection of the participants and the researcher on their role. Finally, the participation of</p>

					different specialties as critical friends is expected to enrich the literature around the importance of interdisciplinary cooperation in the context of action research and school reality in general.
Skapinaki Ypatia	6/07-01-2021	M.Sfyroera	V.Tsafos M.Kampeza	Children's reflection and evaluation of the educational process	<p>It is a fact that today reflection in education is increasingly found in literature. It is also referred that when a teacher reflects, he analyses, justifies, and evaluates his experiences of his pedagogical practice and action using his scientific training (Schön, 1983, Feiman-Nemser, 1990, Zeichner & Liston, 1996) and helps children (who are aware of their needs) develop reflective skills, respecting their ideas – observations, and their right to participate in collective decisions concerning them (Convention on the Rights of the Child, UNICEF 1989) in a democratic practice (OECD 2001, OECD 2006).</p> <p>The Pedagogical Institute (2009) proposes that the evaluation, among other things, should aim at continuous feedback and improvement of pedagogical communication to enhance teaching practice in the classroom. Evaluation as a process of feedback and reinforcement of educational work will therefore have a positive impact on learning outcomes (Black & William 1998). Therefore, by formative evaluation or evaluation for learning: a. teachers will understand what a child knows, what is capable of, and what a child believes about what he learns (Institute of Educational Policy [IEP], 2014th Dunphy, 2008 Rekalidou, 2016a) in order to enhance or transform their practices accordingly and b. young children constantly involved in the pedagogical process will monitor their progress (Pennsylvania Department of Education and Human Services 2017) and redefine their learning strategies. Thus, assessment of learning contributes to a process of learning and reflection. As students can a. develop the ability of reflection and b. evaluate the educational process, as contributors/co-creators, it is set as the purpose of this study to research whether children will be able to evaluate the educational process/pedagogical practice if they develop their reflective skills. This research in order to study the objective raises the following questions:</p> <ul style="list-style-type: none"> • What reflection skills will the children develop? • Which factors will contribute to that development? • Where will these skills be transferred? • And how will they be transferred? <p>The research process will take place in a Kindergarten class (as a case study) during the school year 2021-22. This time range will give the researcher/teacher the opportunity to collect more data as children in both age groups (4 and 5 years of age) may have an evolving path. In particular, the teacher-researcher will support the children in order to develop their reflecting skills with a methodology defined by various scholars (e.g., the open-ended questions (Clark, & Moss, 2010) on any topic that may emerge at that time. Then the teacher-researcher will ask questions to the children. The children's answers, comments and discussions that will occur may reveal information about their learning experiences, i.e. the ability of children to highlight and evaluate them (Pennsylvania Departments of Education and Human Services 2017) utilizing the reflective skill they may have developed. The comments and discussions will be the data of the research process (from the interaction of children/ children – teacher, children-critical friend) during teaching practice. These data will be collected by the researcher and by another person who will be in the class, the critical friend. The critical friend will provide critical feedback as he or she will identify issues and evaluate pedagogical aims in a supportive and cooperative manner.</p> <p>Regarding the sample of the research, the necessary ethical will be taken under account as the sample will consist of the children of the researcher's class for the school year 2021-22.</p> <p>In addition, the research tools for conducting the research will be the recordings of the comments and discussions of children, children with the teacher and children with the critical friend in the teacher's classroom diary. In addition the teacher's and the critical friend's views will also be recorded in the same diary. All the recordings – data will be classified to the fixed research questions and will be analyzed in a qualitative method.</p>

					At this point it should be noted that the researcher/teacher during her daily classroom practice has noticed children's comments regarding their participation in the educational process. Because of this, she makes the assumption that due to the children's reflection their participation in the educational process may emerge. The precedent is likely to illuminate the educational process's aspects and lead to suggestions regarding pedagogical practices related to enhancing children's reflection and participation in the educational process.
Kouni Eirini Freideriki	6/07-01- 2021	M.Sfyroera	V.Tsafos A.Androusou	Visual literacy and museum experience. Researching their relationship through an educational intervention in preschool students	<p>In the recent years, it has been observed that children represent a significant percentage of museum visitors. Museum related in and out-of-school education can provide multiple benefits and new experiences to students. It helps them understand, elaborate and discover elements of cultural heritage which they might not be able to approach otherwise. However, is it always obvious that children can analyze what they see in museums? If not, what is this process related to? Does the analysis and understanding of museum exhibits correlate to students' education in visual language?</p> <p>During the existing era, when visual stimuli predominate, there is a significant necessity of educating students on visual reading elements through visual literacy. Preschool students through their contact with the elements of visual language, may develop their critical thinking and be able to process the variety of visual stimuli they encounter on a daily basis.</p> <p>The aim of this study is to explore the possible benefits offered by children's education on visual literacy skills and principles, with the ultimate goal of measuring the beneficial impact of museum experience in preschool students. For this purpose, a case study of two groups will be carried out. One of them will be the experimental group while the other will be the control group. Visual literacy activities will be designed and applied only to the students of the experimental group. Comparing the findings from both groups will help us examine if and to what extent the preschooler's museum experience has been influenced by their particular familiarity with the visual language.</p>
Alexiou Alexia- Nikoletta	6/07-01- 2021	A.Parousi	A.Arxakis A.Stamou	Training of puppeteers in Greece: evolution and dimensions of a particular cultural activity.	<p>Assuming that the training of puppet artists builds a strong component of the thread that continues the tradition with the evolution of this art and knowing that Greek puppeteers, for a number of years, choose to train, either in schools abroad or next to a mentor, or to attend private seminars / workshops, I believe that the field of "Puppetry Training" in Greece constitutes an interesting research field, both in terms of its historical / evolutionary dimension, as well as in terms of its multidimensional image of its current reality.</p> <p>The main objectives of this doctoral dissertation are:</p> <ol style="list-style-type: none"> the recording of the training received by the professional puppeteers in Greece, from the appearance of the puppet theater, at the end of the 19th century, until today. the recording and analysis of current forms of educational apprenticeship in Greece. the comparative depiction of the culture of the above forms of education based on the dynamics of the dominant educational currents, at least in Europe. <p>The methodology to be followed, includes a comparative bibliographic record of the educational influences and the work of Greek puppeteers, as well as conducting case studies of artistic workshops, which are run in Greece today.</p> <p>The research tools that will be constructed include a protocol for recording the characteristics of the artistic activity of the puppet theater, a protocol for recording the current Greek puppeteers, as well as protocols for observing activities in their workshops.</p> <p>The data records will be analyzed comparatively for the protocols that refer to the variables of the artistic and the corresponding time educational activity.</p>

					The expected results will highlight some cultural paths, which are implicitly followed by the education of puppeteers in Greece, in comparison with the general cultural development that follows the Puppet Theater in the current, to some extent globalized, artistic environment.
Mariatou Aikaterini	13/08-07-2021	V.Tsakona	V.Tsafos A.Androusou	Language ideologies and humor: Critical analysis of the online humorous discourse about the New Speakers of English.	This research focuses on the exploration of the stances towards New Speakers that are dominant in the Greek society, through the analysis of online humorous discourse. More specifically, a corpus of internet memes targeting the use of English by the former Greek Prime Minister Alexis Tsipras will be analysed as a case study. The term New Speaker refers to those speakers who use in real communicative settings a language different from the one that they have acquired within their family or any other setting that is not intended to teach language. The stances that are being explored bring to the surface broader language ideologies which pertain to language use and evaluation and can be found in Greece. Given that the dominant language ideology in Greece is monolingualism and linguistic nationalism, the investigation of any deviation and its intensity is attempted within such a frame. In this context, humor and its social function are the main object of the study. By understanding how humor gathers the members of a group closely together upon commonly shared values and presuppositions excluding at the same time those who diverge from them, we get the tools needed for a profound understanding of the language ideologies emerging from our data. The methodological tool that is exploited for the analysis is the Discourse Theory of Humor (Tsakona 2020) which places emphasis on the sociocultural context and the genre of humor. The study is expected to demonstrate that New Speakers' language use is rejected as well as that linguistic nationalism and standard language remain the dominant ideologies.
Metakidou Christina	13/08-07-2021	M.Sfyroera	V.Tsafos A.Androusou	Personal Digital Narratives (biographies) as a method. That facilitates critical self-reflection to educators. The role of sharing in communities of Practice	
Petropoulou Niki	13/08-07-2021	M.Leontsini	E.Kourti K.Askouni	Women Teachers of literacy and Greek literature in Secondary Education: professional identities and development	Postmodern approaches consider the concept of teacher's identity as hybrid, fragmented and contradictory.(Frydaki,2015:97) Feminist criticism argues that within the current model for teachers' professionalism,(OECD,DeSeCo,2001,UNESCO,Lifeskills,2002)the liberal discourse most commonly associated with the modern teacher treats them as rational, instrumental and actively involved agents.(Dillabough,1999:375).However, as feminist theorists argue, considering rationality as the standard feature of identity, women are symbolically constructed with what stands in opposition to rationality and appear to be outside the political process as the 'Other'.(Dillabough,1999:378).Gender as a form of representation and self-representation is structured by various social technologies, power relations, discourses, epistemologies, as well as everyday practices. (De Lauretis,1987:2). The feminist approach explores an alternative, conceptual framework for assessing the role played by gender in the formation of the teachers' identity. (Dillabough,1999:387). It also makes a case for understanding teachers as discursively formed, as individuals who construct meaning through social mediation, and as agents who are 'embodied, embedded, localized, constituted, fragmented, and subject to systems of power and exploitation'. (Weir,1997:184).

					<p>Women Teachers of literacy and Greek literature turn to be typical samples of gendered and hierarchized market of labor. Despite the fact that they constitute the majority of secondary education professionals at a rate of 63,57% (Greek statistics) they still remain “invisible” and under-represented, in both the upper and lower levels of education administration as well as and in the trade unions. The current research by means of narrative ethnographic interview, aims to highlight the features of the professional identity of Women Teachers of literacy and Greek literature in Secondary Education, through the presentation of their experiences as gendered subjects, as well as subordinates and agents, integrated in the complex network of power relations that characterize the educational institution.</p>
Giazitzi Dimitra	13/08-07- 2021	A.Androusou	A.Archakis A.Stamou	<p>The role of non-formal and informal education in the integration of young refugees in Greek society. Youth Work of refugee origin as an indicator of integration.</p>	<p>As evidenced by the literature and the press of the period 2015-2016, refugee flows peaked, from the beginning of 2015 until March of the following year, a period when the much-discussed and controversial EU-Turkey Statement was signed (March 18, 2016). The Statement was described as a "blot" on Human Rights, as the EU, instead of managing and resolving in a sustainable way the "refugee crisis", preferred to set up camps with miserable conditions, allowing the Turkey to instrumentalize human suffering. Unfortunately, Greece, due to its geopolitical position, has played and continues to play a significant role, mainly after the closure of the borders and the confinement of thousands of people (including hundreds of unaccompanied minors) on the islands and on the mainland.</p> <p>Taking into consideration the above problematic situation, it is understood that migration, a complex social phenomenon, acquires, in turn, new problems and parameters. As it appears from the relevant literature (Ventura; 2011, Papadopoulou; 2009, Androusou; 2020, Androulakis; 2011), migration is not a homogeneous phenomenon and is not experienced in the same way by the actors. Each time, it becomes especially important to listen to the voice of the people who experience this extremely heterogeneous phenomenon since refugees, often, do not have an established identity but new aspects of it emerge, each time, depending on their needs or conjunctures. Through a variety of studies become clear that cultural as well as, national identity of people of immigrant origin should not be considered as something stable and homogeneous, yet as form of multiple manifestations.</p> <p>In this direction, the main aim of this research attempt is to explore the role of non-formal and non-formal education as a means of designing innovative educational practices and an indicator of integration, with a compensatory character, especially for young people of refugee origin. A systematic study and understanding of multimodality from books and movies to the creation of a radio station helps us to understand the various semiotic means and therefore helps individuals to more easily decode experiences and new reality (Papadopoulou, 2005).</p> <p>Children and young people of refugee origin carry their own unique and heterogeneous cultural, socio-economic and educational burden and it is worth hearing their own voice through their personal narratives in order to face different audiences and develop their own independent voice (Malkki, 1996; McDonald, 2015). It is important to provide this opportunity to all actors so that they can open up to the world and facilitate their effective integration into society.</p> <p>The main research questions that arise from the theoretical research presented briefly, above, are four:</p> <ol style="list-style-type: none"> 1. Attending non-formal and informal education programs could be a means of integration into Greek society for young refugees aged 15-24? 2. Do young people of refugee origin, aged 15-24, come along with socio-economic exclusion? If so, is it possible to eliminate exclusions through non-formal and informal education actions/projects? 3. Working with young people could be a predictor of integration? If so, what type of non-formal and informal education activities are required?

					<p>4. Will the production of a multilingual and multimodal guidebook enhance the integration prospects of new refugees?</p> <p>Research Objectives & Methodology</p> <p>The primary goal of this research is to investigate and deepen the understanding of both the role of non-formal and informal education in the integration of young refugees in the age group of 15-24 years, as well as the thorough depiction of their integration processes in the wider social and economic life of our country and specifically in the urban fabric of the capital. The selection of the research tool needs to be based on the theory and research questions, which will determine the type of research and the tool that will be selected, in order to examine the topic in depth and with greater success (Lampiri-Dimaki, 2003: 28). Thus, in relation to the present research, will be adopted the qualitative approach as it is a primary qualitative field research, which will be divided into two stages, with the first involving a pilot questionnaire and possibly a control group.</p> <p>The selection of the sample will be random and may consist of beneficiaries of the Social Centers (third country nationals, applicants for international protection and recognized refugees) who live in camps around Attica area, in apartments of the ESTIA program, in accommodation centers, in apartments that they rent themselves out or even become homeless. The update will be available in five languages with an interpreter (English, French, Arabic, Urdu and Farsi / Dari).</p> <p>At a second stage of research, the selection of participants may be more targeted, approaching employment counselors and adult educators who work with Social Centers and support beneficiaries, third-country nationals, to enter the labor market. The interviews will be conducted through semi-structured questions.</p> <p>Also, in an effort to investigate the real needs of young refugees and their ability to integrate into Greek society, we will try to compile a multimodal and multilingual guide similar to that of the PRESS project, as reflected in the Bridge Program for the integration of adolescents in school and social environment.</p> <p>Regarding the possible limitations that we should take into account when conducting this research, an important role is played by the part of the language, which, despite the existence of an interpreter, may not accurately convey concepts and ideas in the oral expressions. In order to overcome this limitation, an attempt will be made to utilize the concept of multimodality, as discussed above, through various other forms of social interaction. In addition, we will take into account throughout the research and later in the presentation of the results, the fact that the sample of the population that we will approach is very small in relation to all the young refugees from Greece. So the results of the research will be evaluated as attitudes of a small part of the refugee population, which, in fact, is in a specific place (Attica), a specific time (period of the research) and under certain conditions (current political, economic and social reality).</p>
Tsiroga Eleni	9/13-01-2022	A.Androusou	K.Askouni V.Tsafos	Professional identity, professional development, educational and professional routes of pedagogical departments graduates: The graduates of the Department of Early Childhood	

				Education of Athens University	
Floropoulou Ilecrtia-Sia	9/13-01-2022	A.Androusou	K.Askouni E.Micha	Life histories on the threshold of school: researching the relation between school and migration under the view of urban space formation	
Markou Sara	9/13-01-2022	L.Anagnostaki	K.Papadopoulou Th.Kallinikaki	The process of selecting foster and adoptive parents in Greece	Studies show that children placed in foster or adoptive care fare significantly better in key areas of development compared to children raised in institutions. Nevertheless, in Greece residential placement remains the sole alternative form of out-of-home care for children entering the child protection system. The recent enactment of Law 4538/2018, set forth a coordinated effort towards deinstitutionalization, that includes the implementation of measures aiming to improve adoption and foster care policies. The selection of people who assume the care of a foster or adoptive child has a significant impact on the quality and stability of the placement, as it helps to ensure a safe and positive environment for children as well as to prevent placement breakdown. To date, no studies have sought to describe and evaluate the processes and practices employed in the assessment and selection of foster and adoptive carers in Greece. Significant variability is found in the methods and criteria of assessment across different agencies and professionals and there is disagreement and ambiguity with regards to the psychosocial attributes of candidates that are associated with placement quality and stability. The present study aims to contribute to the development of an evidence-based framework for the assessment and selection of foster and adoptive carers in Greece, culminating in the formulation of instruments and recommendations that improve the validity and efficiency of the selection process. It is a research project that seeks to identify and remediate gaps in current practice with practical and immediate benefits for practitioners and especially for the children and families entering foster and adoptive care.
Nastou Argyro	9/13-01/2022	K.Papadopoulou	L.Anagnostaki Th.Kallinikaki	Children in foster care: investigation of the factors and processes associated with the establishment of safe and trustful relations within the foster family	Today, in children welfare, the removal of children from their biological families when in need, usually leads them to a foster family. The aim of this removal and this new placement is to help relieve children and their biological families from the difficulties they face, and to create new positive experiences that can promote the development of children. Foster family favors the institutionalization because the institutional condition poses significant barriers to children's cognitive, emotional and social development and poses significant problems across their range of developmental skills. Thus, it is considered that a foster family may provide a new family context where children are more likely to show better developmental outcomes, compared to children who remain in an "impersonal institution", but also to establish relationships of security and trust with the new caregivers. Attachment theory seems to be the main theoretical framework for the elaboration and understanding of issues related to the emergence of secure relationships within the foster family as an important protective factor for the subsequent course of children and the possibility of recovery from the adversities they experienced earlier. The basic premise of attachment theory is that the development of a secure bond of a "safe base" in infancy, facilitated by the mental availability of the caregiver and his or

					<p>her capacity for empathy, contributes to the child's comprehensive cognitive, emotional and social development. Thus, establishing safe relationships seems to function as a protective factor for the mental health and normal development of children and which related to risk factors is associated with the development of resilience in children. Thus, issues of exploring complex interactions and relationships emerge, where at the core of these relationships, bond theory is the main theoretical basis for exploring two important issues: 1) whether the new emotional experiences like the new relationships that a child experiences in a foster family can potentially change the type of bond they had originally developed in conditions of abandonment, abuse or neglect and 2) if they enable children to develop new secure relationships that will provide a secure framework for their cognitive, emotional and social development . Thus, the aim of this proposal is to investigate and highlight the factors and processes associated with the creation of positive relationships in the family context and contribute to the child's sense of security and trust in the new environment, to create new opportunities for their development. Even today, the investigation of the factors, mechanisms, but also the processes that take place within the foster family and are connected with the creation of new relationships of security and trust that can form a new "safe basis" for development, children's mental health and well-being. Particularly in Greece, the relevant research remains extremely limited.</p> <p>The present research aims to explore the above issues also from the perspective of the children themselves as active participants where they will be given the opportunity to express their views and their experiences in foster family, contributing in understanding the processes of relationship development in the context of fostering, but also in understanding the impact of these processes in cognitive emotional and social development of children. During the research process, a mixed methodological approach will be applied, utilizing for the data collection research tools from both the field of quantitative and the field of qualitative research</p>
Psilaki Vasiliki-Nektaria	18/04-07-2022	K.Askouni	A.Androusou E.Kourti	Social worlds and identities of children and adolescents of immigrant origin: the Photovoice approach	<p>This research aims to study the multiple, hybrid and constantly evolving identities of children and adolescents of immigrant origin. Specifically, it seeks to explore through the perspective of the children themselves the ways they see and give meaning to their experiences but also the influence that family, peers, school, as well as the emotional or material bonds they maintain with the country of origin, exert on the process of identity construction. It approaches children as active social agents and adopts a child-centered approach both theoretically and at research level. The study adopts the principles and methodology of Photovoice and asks children to capture through their photographs and narratives aspects of their life and themselves.</p> <p>The children involved in the research come from nine families, which is expected to highlight evidence related to the multidimensional roles and contributions of children in the daily care cycle in relation to age, birth order, gender, schooling level, as well as the ways in which children evaluate their involvement in these roles. A further point of interest concerns the dynamics of relationships within the family, not only between parents and children, but also between siblings and the ways in which these dynamics affect the identities that children construct. In order to obtain additional information about the particular migratory history and route of each family, open-ended interviews will be conducted with the children's parents.</p> <p>The data to be analysed will be primarily collected from the children's photographs and accompanying texts, but also from the tape-recorded individual interviews and group meetings, the research diary, and the</p>

					recordings/observations of the meetings. The analysis will not only focus on the image as a visual material but mainly on the meanings children attribute to it.
Rapti Vallia	18/04-07-2022	F.Asimakopoulou	D.Dimirtopoulos E.Zei	Aspects of female identity through the memoirs of the fighters of 1821	This doctoral thesis proposal aims to study the discourse that develops about women and female identity based on the memoirs of the Greek fighters of the revolution of 1821. The main working hypothesis is that the memoirs are one of the main sources of representation of the perceptions of women's identity in the years of the Greek revolution, a time when women's speech is absent from the sources. In a world of transition from Ottoman society to the modern state, between the rifts created by the Greek revolution, all identities are renegotiated. The question, then, is whether the woman's position changes during this period and whether we can trace marks of this change.
Kouppanou Anna	18/04-07-2022	A.Giannikopoulou	P.Panaou D.Politis		