

Phd Candidates Register

Department of Primary Education

FULL NAME	INITIATION OF DOCTORAL STUDIES	SUPERVISORS	ADVISORY COMMITTEE	DOCTORATE TITLE	SHORT SUMMARY
Anaplioti Vanoula	8 <sup>th</sup> /24-4-2020	Z. Mylonakou-Keke	-A. Voudouri -M. Koukounaras-Liagis	“Social Pedagogy and the empowerment of vulnerable groups through the development of the Culture of Creativity”	<p>The present thesis focuses on the potential of Social Pedagogy to empower vulnerable groups through the development of the Culture of Creativity.</p> <p>Methodologically, it utilises the whole spectrum of Social Pedagogy, placing emphasis on establishing the Culture of Creativity, not only in education but also in society. It implements a multitude of creative methods, strategies, practices and techniques that could contribute to the accomplishment of social pedagogical aims. It focuses on one of the principal priorities of Social Pedagogy, which is the empowerment of vulnerable people and groups and its’ relevant issues, such as the prominence and recognition of the uniqueness and diversity of every human being and the respect of Human Rights.</p>
Varveri Christina	8 <sup>th</sup> /24-4-2020	E. Galanaki	-G. Sideridis -G. Simos	Promoting university students’ mental health with Schema Therapy: Design,	<p>The aim of this doctoral dissertation is to design, implement and evaluate a group treatment protocol, based on the principles and techniques of Schema Therapy, in order to promote mental health among emerging adults, mainly university students. Psychopathology is observed during the period of emerging adulthood (ages 18-25), especially in the</p>

				<p>implementation and evaluation of a group treatment protocol.</p>	<p>form of depressive symptomatology (Australian Bureau of Statistics, 2007), and difficulties in emotional detachment from parents (Efthimiou et al., 2007). Early Maladaptive Schemas (EMS), according to Young's Schema Theory (Young et al., 2003), have been found to be associated with psychopathology in Greek university students (Laious et al., 2012). At the same time, parental behaviors play an important role in the development of EMS, as shown in a recent study in the same population (Aggeli, 2015). The primary aim of Schema Therapy is the treatment or prevention of psychopathology through modifying EMS. The literature review showed no preventive group programs based on Schema Therapy for emerging adults and/or university students. Therefore, the purpose of this study is to address this issue both from the research and the clinical viewpoint.</p> <p>Participants will be a small group of students, approximately 18-22 years old, from the University of Athens, who will voluntarily participate in a group program based on the principles and techniques of Schema Therapy (Arntz &amp; Jacob, 2013; Louis &amp; Louis, 2015; Young et al., 2013). The students will be without an active Axis I disorder or very serious psychopathology. They will be evaluated before and after the intervention and at a three-month follow-up after the end of the intervention, with self-report measures assessing EMS, the associations of EMS with parental behaviors, psychosocial adjustment and self-esteem. Suggested instruments are the following: Young Schema Questionnaire, Young Parenting Inventory, Achenbach's Adult Self-Report, Symptom Checklist 90-R and Rosenberg's Self-Esteem Scale.</p> <p>The intervention is expected to result in the modification of EMS and in the improvement of psychosocial adjustment and</p>
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					self-esteem among participants. The results will be discussed in the framework of the existing studies on Schema Therapy, especially for emerging adulthood and student population. The contribution of this research is that it aims to offer an empirically-based prevention/intervention program for students' mental health, which will also address the developmental challenges of the transition to adulthood in modern world.
Varouhas Alexandros	8 <sup>th</sup> /24-4-2020	G. Mparalis	-A.-S. Antoniou -K. Artikis	<p>“As study of the way in which the concept of Mathematical Ability is referred in almost all Greek compulsory education (from 2nd Primary School to 3rd Gymnasium) and investigation of the degree of development and correlation of individual Mathematical Abilities of students in these levels of education”</p>	<p>This doctoral thesis mainly focuses on the correlation of three fundamental mathematical abilities with academic program curriculum, textbooks, teachers and students in almost all Greek compulsory education - from 2nd Primary School to 3rd Gymnasium. These mathematical abilities are:</p> <ul style="list-style-type: none"> <li>• Inductive Reasoning</li> <li>• Translations among Mathematical Representations</li> <li>• Problem Solving.</li> </ul> <p>Even though research on the area of mathematical abilities is rich in every ability in particular, it lags behind in issues related to the presence of these abilities in both curricula and textbooks. In addition, there is a lack of research in large student samples on the degree of acquisition of mathematical abilities.</p> <p>Based on the above, for the first time in the Greek academic research landscape, this doctoral thesis aims to provide a structured method of approach to the means and ways the aforementioned three mathematical abilities are correlated with curricula and with everyday school reality, while</p>

					connecting this approach with a broader international research experience. In addition, the way in which a reliable individual profile of Greek students could be produced based on the degree of acquisition of the aforementioned three mathematical abilities will be investigated.
Koutsokosta Pavlina	8 <sup>th</sup> /24-4-2020	E. Mavrikaki	-O. Tsitsiloni -A. Galani	Knowledge and attitudes of Greek students towards the use of antibiotics.	<p>Both in Greece and internationally, microbial resistance is now a timeless crisis of public health due to the abuse of antibiotics. Our country ranks first in the development of antibiotic resistance, part of the blame for this situation is due to the lack of insufficient information to the population. Various studies conducted on children and adolescents, worldwide, have indicated significant misconceptions about germs, as well as a lack of general knowledge about the proper use of antibiotics, while sources of information on these issues are mainly the parents, the media and the Internet. This cognitive gap is mainly attributed to the school's incomplete contribution. Human attitudes and behaviors are often crucial factors in the etiology and epidemiology of many diseases, and many of them could be largely combated if individuals had a better comprehension of issues related to their health. Children in schools, from early school age and adolescence to early adulthood, are a breeding ground for appropriate education and approaches through biology lessons that could lead to the adoption of suitable patterns of behavior.</p> <p>So far, published research on the contribution of biology lessons to changing attitudes and behaviors in the abuse of antibiotics, which leads to the development of resistant bacterial strains, has not been found. The main research in the literature has focused mainly on attitudes and behaviors regarding the irrational use of antibiotics in students or the</p>

					<p>general population, without focusing on the critical age of adolescence. This research will explore the way, the when , the where and the frequency, which are found in the AP of the Greek school, the basic concepts that students need to understand the phenomenon of the resistance of bacteria to antibiotics, the knowledge and attitudes of students to the question in regards to the resistance of bacteria, as well as what teaching actions would help improve students' knowledge and attitudes towards the phenomenon of bacterial resistance to antibiotics.</p> <p>The subjects of research will be students of the 2nd Lyceum, in the 8th General Lyceum of Amaroussion, in which specially designed teaching interjections will be made about microorganisms, the rational usage of antibiotics and the consequences of their abuse. The research will be based on the use of written questionnaires. The written questionnaire will be one of the main tools and will be delivered to the students before and after the instruction of the interjected material. Closed-ended questions will be used to ensure a safe result, while at the same time there will be an identical reference frames for all participants, thus the derived results can be used furthermore.</p>
Lagonika Foteini	8 <sup>th</sup> /24-4-2020	E. Mavrikaki	-O. Tsitsiloni -K. Skordoulis	Students' knowledge and attitudes regarding vaccination - The impact of education.	<p>Vaccines have been a modern miracle of science that have saved many millions of lives and improved our quality of life. Despite this, the routine use of vaccines is threatened by a spectrum of fears, misinformation, and anti-vaccinationist propaganda. A lot of research has already been conducted about the most common misconceptions about vaccines, useful in countering anti-vaccine claims (Poland&amp;Jacobson,2012).</p> <p>Immunisation levels in e.g. England currently fall slightly below the threshold recommended by the World Health</p>

					<p>Organization. Attitudes towards vaccination can have significant public health implications. Interventions can impact future vaccination decisions, and these interventions can take several forms. Relatively little research has been reported on the use of vaccination interventions in young people, who form the next generation of individuals likely to make vaccination decisions (Carolan, Verran, &amp; al., 2018). Some researchers have argued that efforts in addressing vaccination hesitancy should become more focused on children and young people, for two main reasons: (1) there exists recent evidence that interventions in adults aimed at improving vaccination rates or correcting myths about vaccines can actually be counter-protective, and lead to further entrenchment of anti-vaccination positions. (2) Given that attitudes towards vaccination seem to be firmly-held by adulthood, if we assume that beliefs are often formed during childhood and early adolescence, then an opportunity exists to strengthen positive messages about vaccination through school-based educational programmes, which will hopefully influence young people's future vaccination decisions about their own children.</p> <p>One of the main goals of secondary education is to contribute to the creation of "scientifically literate" citizens, i.e. citizens who have a sufficient understanding of the basic concepts and principles of science, who are able to formulate a scientific hypothesis, realize the way that Science, technology and medicine interact, realize that these are human activities and therefore have advantages and disadvantages and can use scientific knowledge and thinking for personal and social purposes.</p> <p>The objective of the present study is to create and access educational interventions regarding students' attitudes</p>
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					towards vaccination. We will explore and compare the knowledge and attitudes of high school students about vaccination before and after their participation in such learning environments.
Linardatou Xaritini	8 <sup>th</sup> /24-4-2020	M. Dimaki-Zora	-K. Fanouraki -A. Mihalidis	Creative dramatic writing as a means of teaching linguistic literacy in the Schools of Second Chance.	The aim of this doctoral dissertation is to explore the creative dramatic writing as a means of producing written speech in the teaching of the Greek language in the Schools of Second Chance, as conceptualized by the theory of creative, experiential learning. The transformation of adult learners' attitudes to their assumptions, applying theatre / drama techniques to education and the devised theatre, is the focus of research interest. In the methodology of this research the case study is applied following a flexible action plan (qualitative research), which is based on observation, in the journal, semi-structured interviews with open-ended questions to learners as to the effectiveness of this practice in learning the Greek language. This research study is expected to provide useful information on the importance of creative dramatic writing in enhancing the self-confidence of learners in the use of the Greek language, while transforming their entrenched attitudes in their unquestioned frame of reference.
Marosi Kanella-Maria	8 <sup>th</sup> /24-4-2020	A. Galani	-L. Avraamidou Co-Supervisor -K. Skordoulis	Broadening STEAM participation: An intersectional approach promoting minoritized students' inclusion.	Situated within current geo-socio-political realities shaped by the massive influx of diverse migratory groups to Europe and the rise of racism and Islamophobia, this research study will explore Science, Technology, Engineering, Arts, and Mathematics (STEAM) participation and science identity of minorities. As such, the research study aims to address goals related to diversity, equity, and social justice. The study is theoretically framed within culturally relevant pedagogies that embrace students' cultures, values, norms, and

					<p>traditions.</p> <p>The purpose of the study is to explore how the engagement of minoritized students in a culturally relevant STEAM program might (a) enhance their academic achievement and sociopolitical consciousness; (b) shape the formation of their science identities. A secondary goal of the study is to examine how race, ethnicity, religion, class, and the migrant/refugee status among others intersect with science identity. Data will be collected from two out-of-school, culturally relevant STEAM programs: (a) ROOTS “Ik ben Science!”, a community-based program, in the Netherlands, designed to offer a space where migrant children and their families explore socioscientific issues; and, (b) a STEAM after-school program with refugee children in Greece.</p> <p>The study follows a qualitative research paradigm and adopts an ethnographic case study. As such, data will be collected throughout the duration of the two programs through multiple data sources, such as: ethnographic observations, individual interviews, identity maps, and multiple kinds of artefacts. The data will be analyzed through content analysis and with the use of open coding techniques. The study is expected to contribute to theory, research, and practice in various ways. From a theory perspective, the study will propose an evidence-based theoretical framework for after-school community-based programs that aim to support non-dominant groups’ participation in science. From a</p>
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					research perspective, the findings of the study will reveal the relationship between community-based science learning, science engagement, and self-identification with science.
Mpolla Zoi	8 <sup>th</sup> /24-4-2020	G. Koutromanos	-H. Bambounis -P. Anastasiadis	The Pedagogical Utilization of Web 2.0 Tools in the Teaching of History in Primary Education	Web 2.0 currently opens new horizons for teachers and students, making them co-producers of educational content. It is based on five interrelated dimensions, which shape new pedagogical and learning practices: participation, openness, interaction, collaboration, sociability. A review of the relevant literature shows that there is a research gap regarding the pedagogical utilization of Web 2.0 tools in teaching History. Moreover, findings from many studies point to the difficulties of transitioning from traditional models of teaching History to modern, critical, scientific approaches to the subject, even with the use of ICT. The aim of this study is to investigate the results of an intervention in the teaching of History in Primary Education through the pedagogical utilization of certain Web 2.0 learning tools to promote higher-order critical and creative thinking and action among students, with an emphasis on the psychosocial inclusion of all students as members of a learning community. The methodology that will be adopted is a case study with action research features. Its stages include: a) the systematic study of the relevant literature using scientific databases, b) the selection of appropriate Web 2.0 applications, as well as the detailed design of the teaching intervention and learning activities, based on social and cognitive constructivism, and authentic learning, c) the selection of the sample and implementation of the action research, while at the same time collecting and analyzing the research data, reflecting on the research process, and improving it, and d) the final analysis and interpretation of the findings. The results of the research are

					expected to make a significant theoretical and practical contribution to the area of pedagogical utilization of Web 2.0 tools for the teaching of History in Primary Education.
Bourikas Leonidas	8 <sup>th</sup> /24-4-2020	G. Sideridis	-I. Tsaousis -D. Stamovlasis	<b>Project Title and related Work Package(s):</b> Accommodating attention problems using Computerized Adaptive Testing in the measurement of reading and spelling (WP1: Ecologically Valid Bio-markers: Risk and Protective Factors; WP2: Lab-based Biomarkers: Risk and Protective Factors)	<b>Objectives:</b> (1) to develop assessments of reading and orthographic skills such as fluency and spelling. (2) to develop computerized based assessments of those skills. (3) to simulate the length of the measures using computerized adaptive testing. (4) to develop and test the skills using CAT and produce a brief person report relating the person to the person bank. <b>Expected Results:</b> This project is expected to produce two new assessments of reading and spelling skills (e.g., reading fluency and spelling) using CAT and will involve creating the assessment stimuli on a platform, building in the algorithm assessing person abilities, and providing a mini-report on a person's abilities and skills compared to a national pool. The development of the methodology will aid individuals with attention problems to validly assess their skills and competencies in reading and spelling using only a fragment of a full battery. For individuals with attention problems such assessments maybe unreasonable and may be associated with disproportional levels of measurement error compared to utilizing the CAT methodology. This ESR project will integrate knowledge for the measurement of the behavioural attributes of reading and spelling and at the same time will utilize advanced statistical means in the form of Item Response Theory, will involve pre-programming a simulation, programming the assessments in a computer environment, testing the algorithm and its efficacy and the creation of an assessment report. The expected output will be ready to use CAT measurements of reading and spelling

					<p>skills.</p> <p><b>Planned Secondments: UOA:</b> 8 months to train on advanced statistical skills, <b>UOC:</b> 4 months to deepen knowledge on the assessment of reading and spelling.</p> <p><b>Risk Mitigation:</b> No risk. (1) computerized assessment is unobtrusive; (2) end of task will depend on attaining stable estimates of ability using an algorithm developed using item response theory.</p>
Nika Konstantoula	8 <sup>th</sup> / 24-4-2020	E. Magoula	-K. Nikolaidou -A. Arvaniti	Prosodic characteristics in Greek typical and non typical speech. Evidence from neurogenic speech disorders.	The present study aims to address the characteristics of linguistic prosody in the spontaneous speech of Greek neurotypical speakers and individuals with neurogenic speech disorders (children and adults). The acoustic analysis will focus on specific measures of prosody; fundamental frequency, pitch, intensity, pauses and speech rate will be investigated (Ladefoged, 2015; Arvaniti, in press). At the same time, patterns of phrasing and intonation will be examined, in order to evaluate the maintenance of prosodic structures in neurogenic speech disorders. Previous publications have illustrated the limited amount of research in the field of Greek suprasegmentals and the comparison of typical and non typical speech (Mennen & Okalidou 2006: 10). Findings concerning temporal, tonal, dynamic and intonational features will provide further evidence about the importance of speech prosody in the acquisition of phonological awareness, reading, spelling, language teaching and the efficacy of assessment tools regarding neurological speech impairments.
Pazarzi Evagelia	8 <sup>th</sup> /24-4-2020	M. Dimaki-Zora	-D. Daskalakis -R. Kakampoura	The myth and its utilization in the Greek Theatre for young audiences.	In this dissertation my aim is to study, capture and systematically interpret the Greek theatrical plays and the performances that are addressed to young audiences and are based on the myth. The analysis will be based on qualitative

					research methods and will focus on the study of the utilization of the ancient Greek myth in the Theater for Young Audiences and the Theater in Education. Myth in the theater is very important for the children's personality development because it contributes to a better understanding of meanings, nature and develops their creativity and aesthetic culture. At the same time, with the help of the archival study, we aim to record the performances that were staged in Greece for young audiences, with themes based on the myth.
Papavramidou Maria	8 <sup>th</sup> /24-4-2020	K. Malafantis	-E. Magoula -K. Tsoli	School textbooks on intercultural education and reception classes in Greece. Teachers' views and a proposal for the creation of new textbooks – A critical pedagogical approach.	This research is not only going to study the context of intercultural education in Greece, but also to contribute to the production of appropriate material for the teaching of the Greek language to refugee students. More specifically, in the first part of the thesis, a review of the Greek and foreign language research literature and articles will be carried out, aiming at the theoretical foundation of the examined subject. The chapters of the theoretical part will present the evolution of Intercultural Education in Greece, clarify the concepts of the first, second and foreign language, analyze the language learning strategies and the proposed teaching practices and also study the contribution of the respective textbooks in education. In the second part, based on the qualitative method of content analysis, the curricula as well as students and teachers' textbooks, which are proposed by the Ministry of Education and used by teachers of Intercultural Schools and Reception Departments, will be analyzed and critically examined. Then, semi-structured interviews will be conducted with teachers of Intercultural Schools with the aim to explore to what extent each textbook is used, its effectiveness, its shortcomings and the needs that arise. At the same time, questionnaires will be given to teachers of Reception Departments, in order to investigate views and

					assumptions regarding the issue under consideration. The research questions and the purpose of the research will be the indicator for shaping the questions in both the interviews and the questionnaires. In the third part of the thesis, taking into account the suggestions of the teachers themselves and the modern teaching methods of language teaching to foreign language students, harmonized with the aims and objectives of intercultural education, but also having as a main concern the students of different cultural groups in order to reduce their learning outflow and the feeling of their social exclusion, indicative educational material will be formed, and it will be used as a pilot in order to study the depth of its effectiveness.
Papaleonida Kyriaki	8 <sup>th</sup> /24-4-2020	M. Dimaki-Zora	-G. Kalogirou -S. Papadopoulos	The theatrical technique "Writing Workshop" in the teaching of Language in High School: Theoretical approach and Practical applications.	The PhD thesis entitled «The theatrical technique "Writing Workshop" in the teaching of Language in High School: Theoretical approach and Practical applications» aims to reach the Writing Workshop under the refreshing prism of the "Theatre in Education" for the teaching of the language course. The introduction of Theatre into Education is one of the most modern ways of approaching teaching methods, as it combines systematic design and interdisciplinary approach, renewing the way the learning process is treated as a system of theoretically-prescribed objectives. This study aims to present through its application to the current education system the ability to add theatrical techniques to school, not just as recreational activities leading to an entrenched "school celebration", but as a useful tool for teachers aiming at revising the way knowledge is approached, while bringing

					<p>pedagogical, psychological, social and artistic results equally to students, as well as throughout the whole school community. The textual nature of the Language course makes it appropriate to apply the theatrical writing workshop to the structure of the course, as it is based on the analysis and study of various texts for the teaching of grammatical and syntactic phenomena, as well as the learning of different kinds of style and speech. As in the language course, the text is the source of speech in the Writing Workshop. As the aim of the research is to transmit knowledge in an experiential and interactive way, it is necessary that the texts include the dramatic - theatrical element. In the sense of dramatic texts we do not strictly mean theatrical texts, but any text of artful discourse which has highlighted the recorded elements of theatricality and has been transformed into "potentially" playable (literary text, article, historical text, abstract meaning, image). However, apart from the dramatic nature of the texts, combined and theatrical techniques will be used to enhance the project with representation. Therefore, the main subjects of study around which the Writing Workshop unfolds as a theatrical technique are Theatre, Literature (Greek and foreign) and Pedagogical Science. This occurs as the field of the Writing Workshop develops in combination and through the osmosis of the above fields. The written text (Literature) is used to promote the writing and development of the mind (Pedagogy) through the interactive, experiential and holistic contribution of the Theatre. Therefore, the main point of reference is the Theatre around and through which</p>
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					<p>the other fields that include such original research are developed. Both for the smooth outcome of the above effort and for the validity of its results, it is considered necessary that research will be divided into two main parts: one theoretical and one practical. In the theoretical part, an extensive study will be carried out on the objects included in the Theatrical Writing Workshop, the causes of the selection of the fields, as well as their convergent forces where through their symposis they can potentially lead to the desired objectives of research. The same part of the research will study different types of research methodology - beyond bibliographic - such as quantitative and qualitative, which will help to form questionnaires and sampling methods that will benefit the next stage. The theoretical study and research aims to prepare and lead to the second part of the thesis, the practical application of the theatrical writing workshop at the school. This will happen through the realization of quantitative and qualitative research concerning students of High School (A', B' and 3rd Grade), by creating initial questionnaires that will help identify and detect problems, possible needs for change and adaptation of the teaching plan and the selection of the group of students to whom the qualitative research will then be applied. The latter will act either as a teaching program in the context of the Language course or as an extracurricular seminar.</p>
Pasxou Ageliki	8 <sup>th</sup> /24-4-2020	G. Kalogirou	-M. Papanousi -M. Dimaki-Zora	Representations of people with	This proposal intends to explore the way children's physical disability is represented in children's books. Literature has

				<p>mobility disabilities in contemporary children's literature (2000-2020).</p>	<p>always been a powerful transmitter of ideological messages, in some cases aiming to establish and in others to revise the dominant social structures and the standing of vulnerable groups within them. The utilization of children's books whose main characters are children with reduced mobility, is likely to contribute to a decrease in prejudice and marginalization. In addition, it eliminates inaccurate beliefs and stereotypes perpetuating the stigma of disability.</p> <p>During the past decade there has been an increase in the number of children's books whose main theme is motor disability, indicative of a gradual shift towards an approach of understanding and acceptance of diversity. However, the percentage of these books remains minor compared to the total number of children's books, while it is possible that part of them still retain certain prejudices and stereotypes on the issue. The starting point of this doctoral dissertation is contemporary children's literature as a conveyor of messages raising awareness of sensitive social issues such as motor disability. It is widely accepted that the contemporary children's book has a catalytic effect on the cognitive, aesthetic, affective etc. cultivation of the child while also functioning as a formative experience for them, a process of initiation through reading. On that basis, it is deemed appropriate to conduct research on contemporary children's literature about motor disabilities. In particular, a comprehensive analysis of a variety of children's books of different genres-picture books, illustrated books, novels, short stories-written in Greek or translated into Greek, will be undertaken to establish whether the concept of acceptance and equal treatment of people with motor disabilities is adequately approached and promoted.</p> <p>Content analysis-in particular, qualitative content analysis, as</p>
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					<p>it allows for an objective, systematic and qualitative description- will be comprised of the examination of ideology, aesthetics, thematics, and other narrative elements; the bestowal of meaning on peritextual features, as they are depicted in the books' content; and the identification of the effects of the content on the readers' attitudes and actions. In addition, the study of the visual codes employed in the representation of the characters with motor disabilities in the books is of essence.</p> <p>In conclusion, the present dissertation's aim is a positive approach to the issue of children's motor disabilities as a normal and acceptable situation and its disconnect from past attitudes of demonization and portrayal as deviancy. Therefore, the main research question of the study is whether and how the message of acceptance and respect towards otherness is conveyed through literary representation.</p>
Roussou Vassiliki-Maria	8 <sup>th</sup> /24-4-2020	E. Galanaki	-G. Sideridis -P. Roussos	Early Maladaptive Schemas and adult attachment: Relationship with the problematic internet use in emerging adulthood.	<p>The aim of the present study is to investigate whether Early Maladaptive Schemas (EMS) and adult attachment have an impact in the emergence of problematic internet use during emerging adulthood. Adult attachment theory has a lot in common with the theory of EMS, as it was one of the theories on which Young based his schema theory (Young J. E., Klosko J. S., Weishar M. E., 2008). Attachment types are associated with schemas, and individual differences in attachment style reflect various ways in which people view themselves and others. Furthermore, previous research has shown associations between the five domains of EMS (disconnection/ rejection, impaired autonomy/performance, impaired limits, other-directness, overvigilance &amp; inhibition) with problematic internet use, thus implying that problematic internet use may serve as a coping mechanism for the</p>

					<p>emotional distress caused by EMS. Up to date, there is limited research evidence about the impact of EMS and adult attachment on problematic internet use, especially during emerging adulthood, which is regarded as a crucial period for internet use as well as interpersonal relationships. The present study is expected to shed light on the role of EMS and attachment style in problematic internet use. It is also expected to provide useful implications for Schema Therapy as a treatment of choice for people with problematic internet use.</p> <p><b>Key words:</b> problematic internet use, Early Maladaptive Schemas, adult attachment, Schema Therapy, emerging adulthood</p>
Tripoulas Christoforos	8 <sup>th</sup> /24-4-2020	G. Koutromanos	-R. Kakampoura -J. Spantidakis	<p>Using augmented reality in teaching Greek culture: Impact on learning outcomes and motivation on students of Greek descent living abroad.</p>	<p>Greece's history and cultural heritage is continuously used as motivation to pass on the Hellenic spirit through the teaching of the Greek language, history, religion, traditions, and customs to students of Greek descent living abroad. Greek schools operating abroad rely chiefly on print material, and occasionally on ICT, to teach Greek culture. The effectiveness of this material is questionable, and its use often leads to decreased student motivation regarding learning. This problem has intensified over the past 10 years, during which time an increase in the use of mobile learning and Augmented Reality (AR) in education has been observed. Recent studies indicate that the use of AR in various subjects contributes, among other things, to active engagement among students and improved learning. This study focuses on the design, development, and evaluation of the use of Augmented Reality, specifically in the form of augmented teaching</p>

					<p>material and an AR application, for the teaching of Greek culture to students of Greek descent living abroad. This study will use phases from the DBR: Design-Based Research methodology: A) Recognition and analysis of the problem of teaching Greek culture, B) Design and development of augmented material for Greek culture and an AR application, C) Evaluation of the impact of the material and application on the learning outcomes and students' motivation. The sample will be composed of students from Greek community schools (U.S., Europe, Australia, South Africa). Data will be collected using questionnaires, interviews, and observation. A review of the English language literature conducted over the past two years, specifically for the purpose of this proposal, indicates that this study is the first of its kind on this particular topic. This study is expected to be applied both methodologically to the development of image-based AR applications, as well as the development of corresponding applications for the teaching of Greek culture to students of Greek descent living abroad.</p>
Fokou Ioanna	8 <sup>th</sup> /24-4-2020	R. Kakampoura	-K. Malafantis -T. Babalis	<p>The contribution of folktales in promoting gender equality in school. Teachers' training and elaboration of educational programme in primary education.</p>	<p>In the 21st century, the issue of gender equality is still open, with women in a more difficult position than men, not only in underdeveloped or theocratic societies, but also in modern societies of the developed world. Folktales are an extremely useful teaching tool for the promotion of gender equality. The imaginary base of folktales, the symbolic speech, the collective wisdom that surround them, their subversive and unconventional structure, the prevalence of justice, the punishment of evil and their happy ending, enable them as an important educational tool for the development of pupils' written and oral speech, the unfolding of their imagination and the cultivation of creative</p>

					<p>and critical thinking. Folktales are consistent with interdisciplinary and cross thematic learning, as well as intercultural education, and provide pupils with standards and values. Among the values lays the gender equality and paradigms are the heroes and heroines who collaborate and succeed together.</p> <p>The present thesis aims at making a substantiated proposal on the issue, based on two pillars. Firstly, a teachers' training will take place on the use of folktales that promote gender equality. These are the people that will function as multipliers of knowledge. Secondly, the accumulated knowledge will be disseminated in a number of primary school communities aiming at the cultivation of equitable and harmonious relations and cooperation between boys and girls, while assessing the effectiveness of folktales as educational means for the promotion of gender equality.</p>
Christidi Stamatiki	8 <sup>th</sup> /24-4-2020	G. Kalogirou	-V. Patsiou -M. Dimaki-Zora	Micro-fiction in contemporary greek and foreign literature and its educative use in Senior High School through creative writing; historical, theoretical and pedagogical data.	<p>The purpose of this thesis is twofold: on the one hand it is an attempt to typologically record and map micro-fiction as a modern literary genre and its various manifestations in both Greek and foreign literature from the first half of the 20th century until today as it is mostly determined by the creative potential of new technologies and social media. On the other hand, it is proposed that this unique type and its various forms should be used in teaching Literature in Secondary Education, especially in the Senior High School through Creative Writing exercises. This research aims that the students should be able to move from theory to practice, from love of reading, analysis and interpretation of micro-stories to writing, by confronting all theoretical and writing deadlocks, up to understanding and deepening the writer's choices (imitation of style, research for the appropriate word, an endless grapple</p>

					<p>with difficulties of language). As a research method, the case study strategy will be selected for high school students - in order to investigate the impact on children's cognitive, mental and psychological development. Interviews with children will be used as an extra data collection strategy. The subject will be approached by theoretical tools that will be based on two pillars: one pillar concerns the use of micro-fiction texts from Greek and foreign literature as a literary matrix (analysis tools) and the second one concerns the use of basic theoretical principles of literary writing, as they are determined by the great authors (writing tools). Micro-fiction text clusters will be created corresponding to suggested creative writing exercises. Finally, a student writing database will be created as well as proposed corrections.</p> <p>This thesis main aim is to provide evidence that the love for reading can be cultivated, as also the literary literacy and the students' language skills enrichment. We propose, through micro-fiction and creative writing, an alternative pedagogy that involves teaching with enthusiasm, an approach that aims to consolidate knowledge and provides the enjoyment that only the essential contact with art and self-action can offer.</p> <p><b>Keywords:</b> microfiction, creative writing, love of reading, literature teaching, self-action.</p>
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