

Phd Candidates Register
Department of Primary Education

FULL NAME	INITIATION OF DOCTORAL STUDIES	SUPERVISORS	ADVISORY COMMITTEE	DOCTORATE TITLE	SHORT SUMMARY
Angelopoulou Nikoleta-Kalypto	10 th / 21-2-2022	I. Katsiaboura	-K. Skordulis -P. Gounari	“Critical Pedagogy and gender: A sociolinguistic approach to attitudes and perceptions of female Greek Elementary Education teachers regarding gender”	Given the fundamental impact of teachers on children’s consciousness shaping, the purpose of the present dissertation is to identify explicit and mainly implicit gender attitudes and stereotypes of Greek Elementary Education female teachers, by observing, recording, and analyzing their discourse. This study will draw from Critical Pedagogy and Critical Education theories, given their emphasis on the political and social dimension of Pedagogy and its subsequent impact on the multifaceted and complex process of shaping the future generation’s consciousness. In terms of methodology, semi-structured interviews will be used to elicit discussion. Discourse Analysis and Content Analysis will be applied to the participants’ discourse to identify patterns. Finally, after the participants’ repeated exposure to carefully designed – female-friendly - textual and audiovisual stimuli, an unstructured interview and analysis of their discourse will be conducted once again to identify potential changes in discourse related to gender attitudes. In summary, this study aims to identify all these linguistic pieces of evidence that reveal the existence of certain gender stereotypes in teachers’ discourse but also to document if the consistent exposure to certain pre-selected textual stimuli can have positive results and eventually lead to a decrease of discriminatory gender attitudes.
Voutyrakou Dialekti-Athina	10 th / 21-2-2022	K. Skordulis	-A. Galani -G. Koutromanos	The interdisciplinarity of Educational Robotics and its connection with the fields of Robotics,	This dissertation will analyze and research in-depth the field of Educational Robotics, by trying to address the following research question: Could Educational Robotics help in training students in optimization, search, or classification algorithms for each decision (decision-making)? Could Educational Robotics help students to understand the context of the development of algorithms, the categorical first-order logic, or the regular coupling form which

				<p>Machine Learning, and Artificial Intelligence.</p>	<p>are important principles in the introduction to Artificial Intelligence? Could Educational Robotics introduce students to Data Science and the supervised or unsupervised learning of neural networks?</p> <p>The above question will be approached by focusing the research on the following 3 areas:</p> <ul style="list-style-type: none"> • New approaches for the Definition of Educational Robotics, in order to include the interdisciplinarity that governs it and to explore its boundaries and points of intersection with the STEM / STEAM field. • Design methods for evaluating the relation between Educational Robotics and the principles of robotics. Evaluate the knowledge and skills it provides to a student, in order to understand if it prepares him/her cognitively to follow the field of robotics academically and professionally. • Design and implementation of Educational Robotics scenarios for the introduction of students in the principles of Artificial Intelligence and Machine Learning. Evaluating, on the one hand, the possibility of training students in the above two sciences, and on the other hand, investigating the possible correlation and the way of connecting Educational Robotics with them. <p>Keywords: Robotics, Educational Robotics, Interdisciplinarity, Artificial Intelligence, Machine Learning, STEM, STEAM</p>
Georgiou Anastasia	10 th / 21-2-2022	A. Galani	-S. Papadopoulos -K. Gazeas	<p>From Earth to the Solar System: design and development of Augmented reality game in formal and non-formal education, to approach concepts found in the sciences of</p>	<p>The Earth as a planet is studied in detail through the geography courses. However, despite the current trends in the teaching of Natural Sciences and the guidelines of the ESA (European Space Agency) on the approach of concepts related to space in formal education, through the Curriculum, there are not substantial connections between the Earth and the other celestial bodies.</p> <p>The present dissertation tries to address this research gap through the creation of an augmented reality game.</p> <p>Starting from the methodology used for the study of the natural</p>

				<p>geography and astronomy.</p>	<p>environment in geographical education which includes the division and study of the Earth through smaller sections / sections and the so-called spheres (lithosphere, hydrosphere, biosphere, atmosphere) the game will approach similar spheres found in the solar system.</p> <p>The following topics will be explored and considered in the design and development of the game: a) the conceptual models in the field of geography and astronomy, b) the students' mental models, c) the misunderstandings of the students, d) the students' ideas and emotions, d) the corresponding applications and approaches that exist in the international literature.</p> <p>These tasks will be performed for the educational intervention after the creation of the game: a) evaluate the educational value of the game, b) propose updated ways of approaching respective topics in formal and non-formal education.</p>
Manta Aikaterini	10 th /21-2-2022	A.Voudouri	-N. Zaranis -V. Gialamas	<p>The implementation of e learning in schools as a case study of the role of new technologies in human resources management.</p>	<p>The purpose of this thesis is to study the contribution of digital technologies in human resources management and specifically to describe the relevant situation in Greece and abroad, as well as to make proposals and inform those responsible for taking the necessary measures for its improvement. The study includes a review of the relevant literature and research and will have as a field of application the e-learning framework in Greek schools. The objectives of the research are (a) to present the current situation in Greece in relation to the process of distant learning in schools, (b) to evaluate the use of new technologies in the service sector and thus to help to improve the efficiency of an organization, (c) to identify the problems of the application of new technologies in human resources management, (d) to identify the positive and negative effects of new technologies on employees, (e) to study the degree of awareness of employees in relation to the potential of new technologies in the field of human resources management, and (f) to assess the extent to which employees are aware of the potential of new technologies</p>

					<p>in the field of human resources management.</p> <p>The deeper objective of the thesis is to foster positive attitudes towards new technologies and to promote their use with the ultimate goal of improving the quality of goods and services provided by the public and private sectors. The research questions concern the reasons why employees do not use new technologies as well as the degree of effectiveness of their use. In particular, the study is concerned with the effectiveness and forms of distance learning in schools and the extent to which it can replace face-to-face education. The research methodology of the present study is mixed and involves conducting a quantitative nationwide online survey with a questionnaire to teachers and school directors. The results shall contribute to the construction of positive attitudes towards new technologies, with the ultimate goal of improving the quality of services provided by the schools and the services sector in general.</p>
Mitsoula Eleni	10 th / 21-2-2022	G. Kalogirou	-M. Dimaki-Zora -E. Magoula	The Contribution of Literary Discussion in Teaching a Whole Extended Literary Work: Issues of Theory, Pragmatics and Reception	<p>The undisputed renewed interest for the reader and reading (reception of the literary text) has not only affected critical theorists but also education itself. "What matters now is students' response to the texts and the plurality of the receptions of the text by its addressees, aiming at the growth for love of reading literature and at the enhancement of students' interest in literature within school context, as well as out of it" (Kalogirou, 2016: 33).</p> <p>More specifically, this current study aims at examining the contribution of literary discussion in teaching a whole extended literary work and raises issues of theory, pragmatics, and reception, in order to stress out the importance of teaching literature within school context and to make suggestions for improving literary education. Furthermore, another goal set in this study is highlighting the decisive contribution of the newest critical theories in matters of reception, the ways in which they can be applied within school context of secondary education and the didactic results they may bring forward.</p>

				<p>In the interest of testing our hypothesis that literary discussion contributes significantly to teaching literature in class, we intend to apply a multiple case study research design. Research data will be obtained from the inside of a school classroom via observation of the students while their being taught a novel. In order to ensure high degree of credibility, we shall use triangulation, a method basic to science (Methodological triangulation and Theory triangulation). Thus, not only shall we use three different ways of gathering data, but also we will follow three different – yet complementary – courses of Critical Theory (a combination of Transactional Theory with Affective Stylistics, African American Criticism and Feminist Criticism). All the above aim at the enhancement of our expected outcomes.</p> <p>Upon completion of our research, we expect to have created a strong theoretical framework that will strengthen our initial hypothesis, which is equivalent to the view promoted by current curricula regarding literature in Gymnasium (2021). More specifically, we expect to achieve two main goals: an active engagement on the part of students with experiencing reading literature, and the cultivation of dialogue between the students and the text, as well as among them. Ultimately, we aspire that students will reach at a point where they will have formed interpretive communities, through which they will grasp the opportunity to enrich their personal knowledge, experiences, communicate them to their classmates and consequently, rearrange their way of seeing the world and themselves.</p>
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Rorris Dimitrios	10 th / 21-2-2022	A.Galani	-K. Skordulis -I. Parharidis	<i>Remote-sensing as a tool in teaching Geography and Environmental Sciences at Secondary Education – The case of Climate Change</i>	This study will explore the possibility of the inclusion of remote sensing as a helpful tool in teaching Sciences at Secondary Education. Emphasis will be given at the role of remote sensing in teaching Geography at Gymnasium, along with extra curriculum environmental activities in all levels of Secondary Education in Greek schools. Climate change as a global phenomenon will be studied with the use of suitable satellite images, process and interpretation of which will be done by students that will have been trained at basic principles of remote sensing. The involvement of students in the study of a problem of global interest, with the use of “real world” scientific data, is believed to further stimulate the students’ interest in Science studies.
Chatzara Eirini	10 th / 21-2-2022	A.Galani	-G. Arhonditsis -E. Mavrikaki	Climate Crisis and Public Understanding: effective scientific communication through Education, Mass Media and Pop Culture. Wildfires: a case study	There is nearly universal scientific agreement that there is a correlation between human activity and climate change. Following decades of scientific progress and increased scientific consensus, this debate has shifted from experts to the general public. Admittedly, public awareness has grown significantly in many developed countries. The potential consequences of the climate crisis are well recognized; however, levels of concern as well as feeling of urgency and importance vary considerably across populations. As a result, the goal of this thesis is to investigate the factors that influence public understanding and response to the climate crisis, as well as to develop more effective communication strategies and feasible mitigation policies among various stakeholders (education, governments, influencers etc.). An aspect that will be investigated further is the communication of climate science uncertainty. This thesis also seeks to provide an innovative approach to understanding how the public perceives and responds to climate crisis by examining the aforementioned in the context of the relationship between wildfires and climate change. The present research will employ different data-collecting procedures and will adopt a mixed methodology approach due to the different nature of the research questions. Data analysis will guide the development of interventions that will be proposed by

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