



Vasilias Christidou  
Curriculum Vitae

2024

## Personal information

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## Education

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1989: Physics Bachelor, Aristotle University of Thessaloniki  
1997: PhD, Department of Primary Education, University of Patras, Greece

## Work Experience

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1997-2000: Professor, School of Secondary Teachers' Vocational Training (S.E.L.E.T.E.)  
2001-2006: Assistant Professor, Department of Early Childhood Education, University of Thessaly  
2001-2017: Tutor, Science Education post-graduate course, Hellenic Open University  
2006-2012: Associate Professor, Department of Early Childhood Education, University of Thessaly  
2011-2014: Director of the Postgraduate Programme "Educational Sciences: Educational Material and Pedagogical Toys", Department of Early Childhood Education, University of Thessaly  
2012-2019: Professor, Department of Early Childhood Education, University of Thessaly  
2015-2017: Head of Department, Department of Early Childhood Education, University of Thessaly  
2020-2023: Associate Professor, School of Early Childhood Education, Aristotle University of Thessaloniki  
2024-: Professor, School of Early Childhood Education, Aristotle University of Thessaloniki

## Field of specialization

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Science Education and Public Understanding of Science

## Research interests

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- Children's conceptions in science
- Development of children's knowledge about the natural world
- Design, implementation and evaluation of science teaching material and activities
- Public Understanding of Science
- Development of scientific thinking competencies
- Public images of science and scientists
- Gender stereotypes in science
- Science communication
- Metaphors in scientific discourse
- Visual representations in science

## Publications

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### Dissertation

Christidou, V., (1997). *Primary school children's conceptions of ozone depletion and the greenhouse effect: models of thinking, metaphors, and epistemological obstacles*. Unpublished PhD Thesis (in Greek). University of Patras, Patras, Greece.

### Books

Koulaidis, V., Dimopoulos, K., Sklaveniti, S., and Christidou, V., (2002). *Techno-scientific texts in the public domain*, Athens: Metaixmio (in Greek).

Christidou, V. (ed.). (2015). *Teaching science to young children: Research orientations and pedagogical practices* (2<sup>nd</sup> Edition). Thessaloniki: Kyriakidis Bros. (in Greek).

### Peer-reviewed articles

Christidou, V., & Koulaidis, V. (1996). Children's models of the ozone layer and depletion. *Research in Science Education*, 26(4), 421-436. <https://doi.org/10.1007/BF02357453>

Christidou, V., Koulaidis, V., & Christidis, T. (1997). Children's use of metaphors in relation to their mental models: the case of the ozone layer and its depletion. *Research in Science Education*, 27(3), 541-552. <https://doi.org/10.1007/BF02461479>

Koulaidis, V., & Christidou, V. (1999). Models of students' thinking concerning the greenhouse effect and teaching implications. *Science Education*, 83, 559-576. [https://doi.org/10.1002/\(SICI\)1098-237X\(199909\)83:5%3C559::AID-SCE4%3E3.0.CO;2-E](https://doi.org/10.1002/(SICI)1098-237X(199909)83:5%3C559::AID-SCE4%3E3.0.CO;2-E)

Christidou, V., Dimopoulos, K., & Koulaidis, V. (2004). Constructing social representations of science and technology: The role of metaphors in the press and the popular scientific magazines. *Public Understanding of Science*, 13, 347-362. <https://doi.org/10.1177/0963662504044108>

Papadopoulou, M., & Christidou, V. (2004). Multimodal text comprehension and production by preschool children: An interdisciplinary approach of water conservation. *International Journal of Learning*, 11, 917-927.

Christidou, V. (2005/2006). Accounting for natural phenomena: Explanatory modes used by children. *International Journal of Learning*, 12, 21-28.

Christidou, V., & Hatzinikita, V. (2006). Preschool children's explanations of plant growth and rain formation: A comparative analysis. *Research in Science Education*, 36, 187-210. <https://doi.org/10.1007/s11165-005-9006-1>

Christidou, V. (2006). Greek students' science-related interests and experiences: Gender differences and correlations. *International Journal of Science Education*, 28(10), 1181-1199. <https://doi.org/10.1080/09500690500439389>

Dimitriou, A., & Christidou, V. (2007). Pupils' understanding of air pollution. *Journal of Biological Education*, 42(1), 24-29. <https://doi.org/10.1080/00219266.2007.9656103>

Hatzinikita, V., Dimopoulos, K., & Christidou, V. (2008). PISA test items and school textbooks related to science: A textual comparison. *Science Education*, 92(4), 664-687. <https://doi.org/10.1002/sce.20256>

Christidou, V., Kazela, K., Kakana, D., & Valakosta, M. (2009). Teaching magnetic attraction to preschool children: a comparison of different approaches. *International Journal of Learning*, 16, 115-128.

- Christidou, V., Hatzinikita, V., & Dimitriou, A. (2009). Children's drawings about environmental phenomena: The use of visual codes. *International Journal of Science in Society*, 1, 107-117.
- Koliopoulos, D., Christidou, V., Simidala, I., Koutsiouba, M. (2009). Pre-energy reasoning in preschool children. *Review of Science, Mathematics and ICT Education*, 3, 123-140.  
<https://doi.org/10.26220/rev.124>
- Christidou, V. (2010). Greek students' images of scientific researchers. *Journal of science communication*, 9(3). <https://doi.org/10.22323/2.09030201>
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2010). Assessed students' competencies in the Greek school framework and the PISA survey. *Review of Science, Mathematics, and ICT Education*, 4, 43-61.  
<https://doi.org/10.26220/rev.138>
- Poimenidou, M., & Christidou, V. (2010). Communication practices and the construction of meaning: Science activities in the kindergarten. *Creative Education*, 2, 81-92.  
<https://doi.org/10.4236/ce.2010.12013>
- Christidou, V. (2011). Interest, attitudes and images related to science: combining students' voices to school science, teachers, and popular science. *International Journal of Environmental and Science Education*, 6(2), 141-159.
- Christidou, V., Hatzinikita, V., & Samaras, G. (2012). The image of scientific researchers and their activity in Greek adolescents' drawings. *Public Understanding of Science*, 21(5), 626-647.  
<https://doi.org/10.1177/0963662510383101>
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). Exploring visual material in PISA and school-based examination tests. *Scholé*, 17, 47-56.
- Christidou, V., Gravani, M. N., & Hatzinikita V. (2012). Distance Learning Material for Adult Education: The Case of the Open University of Cyprus. *Ubiquitous Learning*, 4(2), 33-46.
- Anagnostopoulou, K., Hatzinikita, V., Christidou, V., & Dimpoulos, K. (2013). PISA test items and school-based examinations in Greece: Exploring the relationship between global and local assessment discourses. *International Journal of Science Education*, 35(4), 636-662.  
<https://doi.org/10.1080/09500693.2011.604801>
- Christidou, V., & Kouvas, A. (2013). Visual self-images of scientists and science in Greece. *Public Understanding of Science*, 22(1), 91-109. <https://doi.org/10.1177/0963662510397118>
- Christidou, V., Tsevreni, I., Epitropou, M., & Kittas, C. (2013). Exploring primary children's views and experiences of the school ground: the case of a Greek school. *International Journal of Environmental and Science Education*, 8(1), 59-83.
- Ravanis, K., Christidou, V., & Hatzinikita, V. (2013). Enhancing conceptual change in preschool children's representations of light: A sociocognitive approach. *Research in Science Education*, 43(6), 2257-2276.  
<https://doi.org/10.1007/s11165-013-9356-z>
- Gonitsioti, H., Christidou, V., & Hatzinikita, V. (2013). Enhancing scientific visual literacy in kindergarten: Young children 'read' and produce representations of classification. *International Journal of Science, Mathematics, and Technology Learning*, 20(1), 1-15. <https://doi.org/10.18848/2327-7971/CGP/v20i01/48996>
- Samaltani, D., & Christidou, V. (2013). Water conservation in the nursery school. *Global NEST Journal*, 15(3), 421-429.

- Kavalari, P., Kakana, D.-M., & Christidou, V. (2014). Consistency between teaching practice and curriculum guidelines during the approach of "sinking/floating" in a preschool classroom: A case study. *International Journal of Early Childhood Learning*, 20(4), 1-10. <https://doi.org/10.18848/2327-7939/CGP/v20i04/48425>
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2015). Comparing international and national science assessment: what we learn about the use of visual representations. *Educational Journal of the University of Patras UNESCO Chair*, 2(1), 96-110. <https://doi.org/10.26220/une.2200>
- Koutsikou, M., Bonoti, F., & Christidou, V. (2015). The effect of explanatory captions on understanding a scientific explanation. *International Journal of Research in Education methodology*, 7(2), 1127-1138.
- Christidou, V., Dimitriou, A., Barkas, N., Papadopoulou, M., & Grammenos, S. (2015). "Young Noise Researchers": An intervention to promote Noise Awareness in Preschool Children. *Journal of Baltic Science Education*. 14(5), 569-585.
- Antoniadis, D., Katsoulas, N., Papanastasiou, D., Christidou, V., & Kittas, C. (2016). Evaluation of thermal perception in schoolyards under Mediterranean climate conditions. *International Journal of Biometeorology*, 60(3), 319-334. <https://doi.org/10.1007/s00484-015-1027-5>
- Christidou, V., Bonoti, F., & Kontopoulou, A. (2016). American and Greek children's visual images of scientists. Enduring or fading stereotypes? *Science & Education*. 25(5), 497-522. <https://doi.org/10.1007/s11191-016-9832-8>
- Christidou, V., Theodosiou, M., & Hatzinikita, V. (2018). Teaching chemistry concepts through multiple analogies. *International Journal of Science, Mathematics and Technology Learning*, 25(3-4), 37-51. <https://doi.org/10.18848/2327-7971/CGP/v25i02/37-51>
- Christidou, V., Hatzinikita, V., & Kouvas, A. (2019). Public visual images of Greek scientists and science: tracing changes through time. *International Journal of Science Education, Part B: Communication and Public Engagement*, 9(1), 82-99. <https://doi.org/10.1080/21548455.2019.1566678>
- Bonoti, F., Christidou, V., & Spyrou G. M. (2019). 'A smile stands for health and a bed for illness': Graphic cues in children's drawings. *Health Education Journal*, 78(7), 728-742. <https://doi.org/10.1177/0017896919835581>
- Koutsikou, M., & Christidou, V. (2019). The interplay between interpersonal and compositional meanings in multimodal texts about animals for young children. *Punctum*, 5(1), 114-137. <https://doi.org/10.18680/hss.2018.0008>
- Christidou, V., Bonoti, F., & Hatzinikita, V. (2021). Drawing a scientist: Using the Emo-DAST to explore emotional aspects of children's images of scientists. *Research in Science & Technological Education*. <https://doi.org/10.1080/02635143.2021.1998770>
- Christidou, V., Papadopoulou, P., & Bonoti, F. (2021). Greek children's views of COVID-19 preventive practices. *Mediterranean Journal of Education*, 1(2), 1-7. <https://doi.org/10.26220/mje.3664>
- Koutsikou, M., Christidou, V., Papadopoulou, M., & Bonoti, F. (2021). Interpersonal meaning: Verbal text-image relations in multimodal science texts for young children. *Education Sciences*, 11(5), 245. <https://doi.org/10.3390/educsci11050245>
- Bonoti, F., Christidou, V., & Papadopoulou, P. (2022). Children's conceptions of coronavirus. *Public Understanding of Science*, 31(1), 35-52. <https://doi.org/10.1177/09636625211049643>
- Christidou, V., Bonoti, F., Papadopoulou, P., Hatzinikita, V., & Doumpala, P. (2022). Children's views of SARS-CoV-2 and COVID-19 preventive practices: Comparing verbal and visual data. *Frontiers in Education*, 7, 917442. <https://doi.org/10.3389/educ.2022.917442>

- Koutsikou, M., & Christidou, V. (2022). Address and involvement in e-books about COVID-19 for young children: an analysis of the visual mode. *Journal of Visual Literacy*, 41(2), 153-170. <https://doi.org/10.1080/1051144X.2022.2057650>
- Lagoudakis, N., Vlachos, F., Christidou, V., Vavougiou, D. (2022). The effectiveness of a teaching approach using Brain Based Learning elements on students' performance in a biology course. *Cogent Education*, 9(1), 2158672. <https://doi.org/10.1080/2331186X.2022.2158672>
- Tsevreni, I., Tigka, A., & Christidou, V. (2023). Exploring children's participation in the framework of early childhood environmental education. *Children's Geographies*, 21(3), 394-409. <https://doi.org/10.1080/14733285.2022.2073194>
- Christidou, V., Bonoti, F., & Hatzinikita, V. (2023). Editorial: Visual images in science education. *Frontiers in Education*, 8, 1181754. <https://doi.org/10.3389/feduc.2023.1181754>
- Lagoudakis, N., Vlachos, F., Christidou, V., Vavougiou, D., & Batsila, M. (2023). The role of hemispheric preference in student misconceptions in biology. *European Journal of Educational Research*, 12(2), 739-747. <https://doi.org/10.12973/eu-jer.12.2.739>

### **Book chapters**

- Christidou, V., Hatzinikitas, A., & Dimoudi, A. (2005). Explanatory modes and their consistency in early childhood. In D. Koliopoulos & A. Vavouraki (Eds.), *Science Education at crossroads: Meeting the challenges of the 21st Century*. Athens: Association for Science Education (EDIFE), 199-212.
- Hatzinikita, V., Christidou, V., & Bonoti, F. (2009). Teachers' pictorial representations of the scientist. In A. Selkirk & M. Tichenor (Eds.) *Teacher Education: Policy, Practice and Research* (pp. 233-249). Hauppauge NY: Nova Science Publishers.
- Dimitriou, A., & Christidou, V., (2011). Causes and consequences of air pollution and environmental injustice as critical issues for science and environmental education. In M. Khallaf (Ed.) *The Impact of Air Pollution on Health, Economy, Environment and Agricultural Sources* (pp. 215-238). Rijeca, Croatia: InTech Open Access Publisher.

### **Publications in international conference proceedings**

- Koulaidis, V., & Christidou, I. (1993). Teacher's views on the greenhouse effect. *Conference Proceedings, European Conference "TOUCH '92"*, Thessaloniki: Aristotle University of Thessaloniki.
- Koulaidis, V., & Christidou, I. (1994). Children's misconceptions and cognitive strategies regarding the understanding of the ozone layer depletion. *Proceedings, 3<sup>rd</sup> International Seminar on Misconceptions and Educational Strategies in Science and Mathematics*. Ithaca NY: Cornell University.
- Koulaidis, V., & Christidou, I. (1995). Children's Use of Metaphors: Understanding of the Greenhouse Effect. *Conference Proceedings, Conference of the International Geographical Union: Environment and quality of life*, Charles University of Prague, Praha: Kincl and Hauner.
- Christidou, I. (1995). An Exploration of Children's Models and their Use of Cognitive Strategies in Regard to the Greenhouse Effect and the Ozone Layer Depletion. In D. Psillos (ed.), *European Research in Science Education II - Proceedings of the Second Ph.D. Summer School*, Thessaloniki: Art of Text.
- Christidou, V., & Koulaidis, V. (2001). Analogies and Metaphors as Tools for Explaining Science: Greek Physics Textbooks for the 8th Grade. *Proceedings of the 1<sup>st</sup> IOSTE Symposium in Southern Europe 'Science and Technology Education: Preparing Future Citizens'*, Paralimni, Cyprus, Volume II, 134-143.
- Dimopoulos, K., Koulaidis, V., & Christidou V. (2001). The Role of Press in Public Perception of Scientific Issues: The Case of the 'Greenhouse Effect'. *Proceedings of the 1<sup>st</sup> IOSTE Symposium in Southern*

- Europe 'Science and Technology Education: Preparing Future Citizens'*, Paralimni, Cyprus, Volume I, 346-357.
- Christidou, V., & Koulaidis, V. (2001). 'Jumping sparks' and 'seas of electrons': Metaphors in Greek physics textbooks. In D. Psillos, P. Kariotoglou, V. Tselfes, G. Bisdikian, G. Fassouloupoulos, E. Hatzikraniotis, and M. Kallery (Eds.), *Proceedings of the Third International ESERA Conference on Science Education Research in the Knowledge Based Society*, Vol. I (pp. 340-342). Thessaloniki.
- Hatzinikita, V., & Christidou, V. (2002). Livres documentaires de science: contenu conceptuel, codes linguistiques et relations communicatives. In A. Giordan, J. L. Martinand, D. Raichvarg (eds.), *Actes des XXIVes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Des cultures, des techniques, des sciences*. Université Paris VII, 217-222.
- Dimitriou, A., Hatzinikita, V., & Christidou, V. (2005). Solid waste management: Greek citizens' knowledge and attitudes. *Proceedings of the 9<sup>th</sup> International Conference on Environmental Science and Technology*. Rhodes island, September 1-3 2005, A289-A298.
- Dimopoulos, C., Hatzinikita, V., & Christidou, V. (2005). Textes et messages pédagogiques en sciences physiques: Une approche interprétative possible des résultats de l'enquête PISA. In A. Giordan, J. L. Martinand, D. Raichvarg (eds.), *Actes des XXVIIes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Par les mots et par les choses*.
- Hatzinikita, V., & Christidou, V. (2005). Images des livres documentaires des sciences: Quelles catégories des lecteurs forment-elles? In A. Giordan, J. L. Martinand, D. Raichvarg (eds.), *Actes des XXVIIes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Par les mots et par les choses*.
- Christidou, V., Kouvas, A., & Hatzinikita, V. (2011). Greek scientists' contemporary and historical self-images. In F. Seroglou, V. Koulountzos, and A. Siatras (Eds.) *11<sup>th</sup> International IHPST and 6<sup>th</sup> Greek History, Philosophy and Science Teaching Joint Conference, Thessaloniki, 1-5 July 2011, Greece. Science & Culture: Promise, Challenge and Demand. Book of Proceedings* (pp. 138-143). Thessaloniki: Epikentro.
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). PISA and biology school textbooks: the role of visual material. *Procedia - Social and Behavioral Sciences*, 46, 1839-1845.
- Kavalari, E., Kakana, D. M., & Christidou, V. (2012). Contemporary teaching methods and science content knowledge in preschool education: searching for connections. *Procedia - Social and Behavioral Sciences*, 46, 3649-3654.
- Samaras, G., Bonoti, F., & Christidou, V. (2012). Exploring children's perceptions of scientists through drawings and interviews. *Procedia - Social and Behavioral Sciences*, 46, 1541-1546.
- Christidou, V., Hatzinikita, V., & Gravani, M. (2012). Pedagogic practices promoted by distance learning educational material on adult education. *Procedia - Social and Behavioral Sciences*, 46, 1988-1996.
- Tsirogiannis, I. L., Antoniadis, D., Katsoulas, N., Lykas, C. H., Christidou, V., Kitta, E., & Kittas, C. (2012). Application of microclimatic landscape design in schoolyards in Greece. In *II International Symposium on Horticulture in Europe 1099* (pp. 935-941).
- Christidou, V. (2020). When graphs are more than 'pictures': Visual literacy as a challenge for STEM education. In M. Pantazidou, M. Calvellido, & M. Pinho Lopes (Eds.), *Proceedings of the online International Conference on Geotechnical Engineering Education 2020 (GEE2020)*. Retrieved from <https://www.issmge.org/uploads/publications/3/102/Christidou.pdf>



## **Teaching experience**

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### **Graduate programmes**

- Adjunct lecturer, Department of Primary Education, University of Thessaly (September 1998 - January 2000)
- Adjunct lecturer, Department of Early Childhood Education, University of Thessaly (February 2000 - February 2001)
- From February 2001 to January 2022 as Assistant (2001 - 2006), Associate (2006 - 2012) and Full Professor (2012 - 2020) at the University of Thessaly Department of Early Childhood Education, I have taught the following courses:
  - Initiating young children in science concepts
  - Science education in early childhood
  - Science Education
  - Investigating children's conceptions about environmental issues
  - Activities and educational material about science and the environment
  - Education in science and the environment: research issues
  - Science concepts and science education
- Visiting tutor, School of Early Childhood Education, Aristotle University of Thessaloniki (September 2019 - January 2020)
- From February 2020 to date I teach the following courses at the School of Early Childhood Education, Aristotle University of Thessaloniki:
  - Activities and educational material about science
  - Science concepts and science education
  - Early childhood pedagogy and practice II (7th semester practicum)

### **Postgraduate programmes**

- 2001-2017: Tutor of the Science Education course of the "Studies in Education" post-graduate program at the Hellenic Open University
- 2005-2011: Tutor in charge of the course "Design and Evaluation Theories for Educational Material and Pedagogical Toys" taught at the post-graduate program "Educational Sciences: Educational Material and Pedagogical Toys", Department of Early Childhood Education, University of Thessaly
- 2011-2014: Tutor in charge of the course "Contemporary Teaching Approaches" taught at the post-graduate program "Educational Sciences: Educational Material and Pedagogical Toys", Department of Early Childhood Education, University of Thessaly
- 2005-2014: Lectures and Seminars in the following courses of the post-graduate program "Educational Sciences: Educational Material and Pedagogical Toys", Department of Early Childhood Education, University of Thessaly:
  - Design and Evaluation Theories for Educational Material and Pedagogical Toys
  - Spaces of Action and Pedagogical Processes
  - Printed Pedagogical Material: Design and Evaluation
  - Printed Pedagogical Material: Interdisciplinary Approach & Instructional Use
- 2006-2009: Lectures and Seminars in the course "Teaching and Learning Science", Department of Primary Education, University of Thessaly



- 2023-: Tutor in charge of the course “From idea to implementation: Educational designs” of the postgraduate program “Educational Sciences: Research and practice in changing learning environments”, School of Early Childhood Education, Aristotle University of Thessaloniki

### **Supervision and evaluation of doctoral theses**

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- Supervision of two doctoral theses (completed).
- Member of the advisory committee in 14 doctoral theses.
- Member of the examining committee in 23 doctoral theses.

### **Supervision and evaluation of postgraduate and graduate dissertations**

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- Supervisor of 31 postgraduate dissertations.
- Secondary supervisor of 37 postgraduate dissertations.
- Supervisor of 20 graduate dissertations.

### **Research projects**

- 1991-1992: Collaboration with the research group of the CHATTS (Children and Teachers Talking Science) project, Institute of Education, London University
- 1996-97: Participation in the “ALFAIA” (PENED 15815|29-12-1995) research project “Software development for teaching the structure of matter and its changes (physical – chemical changes) and the greenhouse effect”, funded by the General Secretariat of Research and Technology, Greece.
- 1996-97: Participation in the “Training in New Technologies and Science (TiNTS)” program, funded by the NOW axis, Ministry of Labour and Social Insurance, Greece (Code: 183876).
- 1997-99: Participation in the “Reading of school science textbooks by the teacher”, research project, funded by the University of the Aegean Research Committee (Code: 1996/06/339).
- 1998-99: Participation in the “Public understanding of science and technology: daily press” research project, funded by the University of the Aegean Research Committee (Code: 1998/03/5386).
- 1998-2001: Participation in the YPER project “Public understanding of science and technology: daily press”, funded by the General Secretariat of Research and Technology, Greece (Code: 97-YP-146).
- 1998-1999: Participation in the “Analysis of school textbooks” funded by the Center for Educational Research, Greece (Code: 522/13--1998).
- 2002-05: Coordination of the HERACLITUS program “Science text production: Cognitive processes and grammatical structure”, University of Thessaly Research Committee (Code: 51702.27).
- 2004-08: Participation in the PYTHAGORAS II “Processes of preschool teachers’ transition from the traditional to the cooperative teaching model”, research project, University of Thessaly Research Committee.
- 2004-08: Participation in the PYTHAGORAS II “Production of distance learning educational material about the environment for teachers and students”, Democritus University of Thrace Research Committee.
- 2008-2009: Coordination of the program “Children’s images of the scientist: educational implications”, University of Thessaly Research Committee (Code: 3756).

- 2010-12: Participation in the "Contribution of rational landscape design to the improvement of the bioclimatic parameters of school yards and their use as learning spaces" research project, funded by the University of Thessaly Research Committee (Code: 4090.03).
- 2014-15: Participation in the "EVAISTHO: Noise awareness program for the consequences of exposition to noise" research project, Democritus University of Thrace Research Committee (Code: 81346).
- 2019-2020: Participation in the "Accelerated Learning Programme for Refugee and Migrant Children in Greece", Funded by UNICEF. University of Thessaly Research Committee (Code: 6308).
- 2021-2023: Coordination of the program "COVID-19: Children's perspective on the management of the pandemic", funded by the Aristotle University of Thessaloniki Research Committee (Code: 73453).
- 2023- : "Ensuring the playfulness of Science: enhancing young children's scientific literacy through play" (PlayProofS). Research project funded by the Hellenic Foundation for Research and Innovation in the framework of the National Recovery and Resilience Plan "Greece 2.0" with co-funding from the European Union - NextGenerationEU (H.F.R.I. Project Number: 015253, Aristotle University of Thessaloniki Research Committee Code: 74857).

### **Scientific activities**

- Keynote speaker at the 'Benchmarking the Effectiveness of Government supported initiatives to Promote Public Understanding of Science' workshop which took place in under the auspices of the European Commission. The workshop discussed the conclusions drawn by the Expert Group that benchmarked the "Promotion of RTD Culture and Public Understanding of Science" (Malta, November 2002)
- Quality monitor to the OECD Programme for International Student Assessment (PISA) during the main study test period between February and April 2003
- Research Topic Editor [Visual Images in Science Education](#) for the *Frontiers in Education* Journal
- Editorial Board member for the following journals:
  - *International Journal of Environmental and Science Education* (2011-2018)
  - *Data in Brief* (2019-2020)
  - [International Journal of Science Education](#) (Taylor and Francis)
  - [The European Educational Researcher](#)
- Reviewer for 23 international and 4 Greek scientific journals
- Reviewer in numerous scientific conferences
- Expert evaluator of research proposals for the
  - 6th Framework Programme – Science and Society of the European Commission
  - 7th Framework Programme – Science and Society of the European Commission
  - Israel Science Foundation (ISF)
  - Research Promotion Foundation of Cyprus
- Citation impact indicators:
  - h-index according to Web of Science: 11
  - h-index according to Scopus: 14
  - h-index according to Publish or Perish, Crossref: 12
  - h-index according to Google Scholar: 22

