Curriculum Vitae
Maria Papadopoulou, 2023

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Name	Maria
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Current academic position	Professor at the Department of Early Childhood Education, Aristotle University of Thessaloniki
Personal websites:	https://scholar.google.gr/citations?user=JA7rtDwAAAAJ&hl=en
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Education

1994	Ph.D. in Applied Linguistics (Aristotle University of Thessaloniki). Thesis on the 'Social functions of writing'.
	The PhD thesis was granted with a three-year full scholarship from the Greek National Foundation of Scholarships.
1991	Erasmus student at Paul-Valery University, Montpellier, France
1984	Bachelor in French Language and Literature (Aristotle University of Thessaloniki, Greece)
1989	Master in Applied Linguistics (Aristotle University of Thessaloniki, Greece)

Employment history

2019 - 2021	Director of the Hellenic Open University's Postgraduate program 'Language Education for Refugees and Migrants" (https://www.eap.gr/en/courses/4562-

language-education-for-refugees-and-migrants-lrm-2).

2013 - 2019	Professor at the Department of Early Childhood Education, University of Thessaly. (Subject areas: Language, Literacies, Linguistics, Language development, Early Childhood Education).
2010 - 2019	Director of the lab: 'Language and Culture' at the University of Thessaly Website: http://languageculturelab.ece.uth.gr/
2011 – 2013	Head of the Department of Early Childhood Education, University of Thessaly
2008 – 2013	Associate Professor at the Department of Early Childhood Education
2001 – 2008	Assistant Professor at the Department of Early Childhood Education
1999 – 2001	Tutor at the Department of Early Childhood Education
1997 – 2001	French Language Teacher in Greek Secondary Education
1985 – 1996	Researcher at the 'Laboratory of Applied Linguistics' (Aristotle University of Thessaloniki)

Research

Research areas	*Early literacy, Applied Linguistics, Language education for refugees and migrants, Multimodal and multilingual communication, Evaluation, design and development of educational material for literacy, Second/foreign language learning, ICT in Language Learning*

Research projects - Participation	
2021 -	"Literacy in young children's (age 4-6) informal digital practices", Aristotle University of Thessaloniki. Coordinator
2020-	"LEARNING DIVERSITY: A CASE STUDY OF REFUGEE STUDENTS IN A PRIMARY SCHOOL" (Erasmus, KA201). Academic Responsible for the Greek team: Domna Kakana
2019-	"Creative multilingualism: From practice to research to education". Academic Responsible: George Androulakis
2019 - 2020	Training teachers to address the needs of refugee children. Funded by UNICEF Geneva (Refugee and Migrant Response in Greece) Academic Responsible for the TIC action: George Androulakis
2016	'PRESS' ('Provision of Refugee Education and Support Scheme'), funded by the Hellenic Open University (http://www.press-eap.net/).

	Target: Design and implementation of educational actions for the support of refugees.
2015	'MATHEME', funded by the European Integration Fund.
	Target: Delivery of specialized courses of Greek language and culture, which would facilitate the integration of immigrants in the Greek society. Academic Responsible: George Androulakis
2015	'KALLIPOS', funded by the European Union (Education and lifelong learning).
	Target: Reforming curricula - development of textbooks for higher education. www.kallipos.gr
2014	'NOISEAWARE', funded by the Research Committee of the Democritus University of Thrace).
	Target: The design and development of learning material within the framework of the European awareness campaign 'International Noise Awareness Day' for the avoidance, prevention and limitation of the harmful effects of noise exposure in the environment. (http://noiseawareness.gr/en). Academic Responsible: Nikos Barkas
2010 – 2014	'New School (School of the 21st century)' funded by the European Union (Education and lifelong learning).
	Target: Reforming curricula for the compulsory education (literacy) http://digitalschool.minedu.gov.gr/info/newps.php
2010 – 2013	'ELMEGO', funded by the Research Committee of the University of Thessaly.
	Target: Delivery of specialized courses of Greek language, which allow immigrant parents to develop the necessary skills for an effective communication with the schools attended by their children, in order to facilitate the integration of immigrants in the Greek society. Academic Responsible: George Androulakis
2010 - 2013	'Developing reading strategies in EFL' funded by the by the European Union (Education and lifelong learning).
	Target: Research on teaching reading strategies in English as a Foreign Language. Academic Responsible: Maria Papadopoulou
2010 – 2012	'Development of a website about literacy in early years' funded by the Research Committee of the University of Thessaly.
	Target: Design, development and assessment of a site about literacy in early years (theoretical overview and school implementation) (www.literacy.gr)

Academic Responsible: Maria Papadopoulou

2011 -2012   'Re-educating teachers for the implementation of ICT in school practice', funded by the European Union (Education and Lifelong learning)

2007 – 2008   'Pleiades – Development of Education Software for Greek primary and secondary education' funded by the European Union (Education and Lifelong learning).

Target: Development of educational software for literacy in early years

1997 – 1998   'Development of learning material for educating Greek children living in Germany', funded by the European Union.

Target: Development of the textbook for the first year in school.

Resources for teachers

http://press-project.eap.gr/toolkit/	Online Toolkit for Refugee Education, Project PRESS-HOU
www.literacy.gr	Theoretical documentation and learning material about literacy in early years (under re-construction)
MATHEME	Educational material for teaching Greek Language to immigrants (http://mariapapadopoulou.gr/index.php?catID=15)
www.noiseaware.gr	Theoretical documentation and educational scenarios for preventing noise (under re-construction)
ELMEGO (Επι-μένοντας Ελληνικά)	Learning material for Greek as Foreign Language (http://mariapapadopoulou.gr/index.php?catID=15)
I learn my language (Μαθαίνω τη γλώσσα μου)	Educational software for literacy in early years (http://mariapapadopoulou.gr/index.php?catID=15)
Good morning (Καλημέρα)	Textbooks for learning Greek as Second Language (http://mariapapadopoulou.gr/index.php?catID=15)

Recent Invited lecture

'Multimodal communication in emergent multilingual contexts: analyzing tutor-students' interactions' at the 'MULTIMODALITY TALKS Series Autumn 2022-Spring 2023
Recorded talk here

Selection of publications

❖ Papadopoulou, M., Makri, K., Pagokurelia, E., Kompiadou, E., & Gaspari, K. (2023). Early literacy going digital: interweaving formal and informal literacy learning through digital

media. *Journal of Early Childhood Literacy*

❖ Lytrivi, F., & Papadopoulou, M. (2023). Teaching in multilingual classrooms in Greece: identifying the gaps between teachers' perceptions and practices in Reception Classes. In B. Cortina-Pérez, A. Andúgar, A. Álvarez, S. Corral, N. Martínez, & A. Otto (Coord.). *Addressing Future Challenges in Early Language Learning and Multilingual Education (*chapter 38). Dykinson, S.L.

❖ Vitsou, M., & Papadopoulou, M. (2023). 'At First It Was Like A Bridge Closed From Both Sides': Pre-Service Teachers Participate In A Drama-Based Project With Refugee Children. In A. W. Wiseman, & L. Damaschke-Deitrick (Eds.). *Education for Refugees and Forced Im/Migrants across Time and Context*. Emerald Publishing

❖ Gana, E., Vassilaki, E. Kitsiou, S., & Papadopoulou, M. (2021). Identity investment for identity Empowerment: implications of task-based learning in a language course for immigrants. International Journal of Learning Diversity and Identities. *28 (1): 135-152*

❖ 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 (Guest Editor: K. Ravanis: Special Issue "Early Childhood Science Education: Research Trends in Learning and Teaching").

❖ Kitsiou R., Papadopoulou, M. (2021) Mapping Europe's Attitudes Towards Refugees in Political Cartoons through CMT and CMA. (Guest editors : Stephan Packard & Lukas R.A. Wilde). *Puctum, 7 (*2): 151-174

❖ Vitsou, M., Papadopoulou, M., & Gana, E. (2020). Getting them back to class: a project to engage refugee children in school using drama pedagogy. *Scenario journal*, *XIV* (2), 42-59. https://journals.ucc.ie/index.php/scenario/article/view/scenario-14-2-3

❖ Fragou, O. & Papadopoulou, M. (2020). Exploring Infographic Design in Higher Education Context: towards a Modular Evaluation Framework. *Journal of Visual Literacy, 39*(1), 1-22

❖ Fragou, O., & Papadopoulou**,** M. (2020). Designing Infographics in a Higher Education context: content and aesthetics in a timeline layout. In the *Proceedings of ICODL, International Conference in Open and Distance Learning, 10,* 33-44

❖ Papadopoulou, M., Tsioli, S., & Androulakis, G. (2019). A COCRIAÇÃO DE ESPAÇOS SEGUROS E COLORIDOS ATRAVÉS DO APRENDIZADO INFORMAL PARA CRIANÇAS REFUGIADAS [Co-creating safe and colorful spaces through informal learning for refugee children]. In Corrêa Ferreira, L., Perna, C., Gualda, R., & Fraga Leurquin, E. V. L. (Eds.). (2019). *Língua de acolhimento: Experiências no Brasil e no Mundo* (pp. 207-230)   Belo Horizonte – Minas Gerais: Mosaico.

Open Access:

http://www.letras.ufmg.br/padrao_cms/documentos/profs/luciane/capa_linguadeacolhi mentoEBOOK%20DEFINITIVO.pdf

❖ Vitsou, M., Papadopoulou, M., & Gana, E. (2019). Drama Pedagogy for Refugee Children: means for Empowerment and Communication. *Babylonia, Thematic Issue: 'Languages on the Move'* (Laura Loder Büchel & Nikola Mayer, eds.), *3*, 44-49

❖ Papadopoulou, M., & Avgerinou, M. (guest editors) (2019). Multimodality in Education. *Punctum, 5*(1). http://punctum.gr/

❖ Kourdis, E., Papadopoulou, M., & Kostopoulou, L. (eds.) (2019). *The fugue of the five senses: Selected proceedings from the 11th International Conference of the Hellenic Semiotics Society*. Thessaloniki: Hellenic Semiotics Society.

❖ Valai, F., Gana, E., & Papadopoulou, M. (2019). Exploring literacy among Roma: An ethnographic study in a Greek context. In the *Proceedings of the 20th European Conference on Literacy + 6º Foro Iberoamericano sobre Literacidad y Aprendizaje "Working together to encourage equity through literacy communities: a challenge of the 21st century"* (pp. 1392 – 1403). Universidad Complutense de Madrid

❖ Fragkiadoulaki, K., Dimitracopoulou, A., & Papadopoulou, M. (2019). The function of images in argumentation against racism in videos designed by university students: modality configurations' effect. In V. Kourdis, M. Papadopoulou, L. Kostopoulou. *The fugue of the five senses: Selected Proceedings from the 11th Conference of the Hellenic Semiotics Society*. Thessaloniki: Hellenic Semiotics Society.

❖ Kitsiou R., Papadopoulou M., Androulakis G., Tsokalidou R., Skourtou E. (2019) Beyond Conventional Borders of Second Language Teachers' Education: A Digital, Interdisciplinary, and Critical Postgraduate Curriculum. In: Kostoulas A. (ed.) *Challenging Boundaries in Language Education. Second Language Learning and Teaching* (pp.229-245). Springer, Cham

❖ Papadopoulou, M., Goria, S., Manoli, P., & Pagkourelia, E. (2018) Developing multimodal literacy in tertiary education. *Journal of Visual Literacy, 37*(4), 317-329

❖ Kantzou, V., Manolli, P., Mouti, A., & Papadopoulou, M. (2017). Language education for refugees and migrants: Multiple case studies from the Greek context. *ΔΙΑΛΟΓΟΙ! Θεωρία και πράξη στις επιστήμες της Αγωγής και Εκπαίδευσης*, *3,* 18-34

❖ Deltsou, E. & Papadopoulou, M. (2016) (eds). *Changing worlds & Signs of the times: Selected proceedings from the 10th International Conference of the Hellenic Semiotics Society*. Volos: Hellenic Semiotics Society. http://hellenic-semiotics.gr/?p=561

❖ Papadopoulou, M. (2016). L'évolution de la typologie de 'la recette' au cours d'un siècle en Grèce: des notes personnelles aux blogs culinaires. *Cahiers Balkaniques, Hors-série :* 498-

517. https://ceb.revues.org/7186

❖ Manoli, P. & Papadopoulou, M. (2016). Young children accessing multimodal texts: A case study. In the Proceedings of the 12th World Congress of Semiotics http://www.iass-ais.org/proceedings2014/view_lesson.php?id=178

❖ Manoli, P., Papadopoulou, M., & Metallidou, P., (2016) Investigating the immediate and delayed effects of a multiple-reading strategy instruction in elementary EFL classrooms, *System, 56:* 54-65.

❖ Christidou V., Dimitriou, A Nikos Barkas, N., Papadopoulou, M., & Grammenos, S. (2015). "Young noise researchers": An intervention to promote noise awareness in preschool children. *International Journal of Baltic Science Education, 14*(5): 569-585.

❖ Douka, G., Motsiou, E., & Papadopoulou, M. (2014). Comprehension and Production of Non-Literal Comparisons (NLC) via Visual Stimuli in Children. *Journal of Visual Literacy*, *33* (2), 1-26

❖ Papadopoulou, M., Manoli, P., & Zifkou, E. (2014). Typography, How Noticeable Is It? Preschoolers Detecting Typographic Elements in Illustrated Books. *The International Journal of Early Childhood Learning,20* (2): 23-36

❖ Manoli, P. & Papadopoulou, M. (2014). Reading Comprehension Practices in Greek Elementary EFL Classrooms. *Journal of Applied Linguistics, 28*, 29-50.

❖ Papadopoulou, M., Gana, E., Androulakis, G., Mogli, M., Poimenidou, M. & Andritsou, A. (2014). Incorporating learners' needs into the curriculum: teaching Greek as L2 to immigrant parents with children in compulsory education. In J. Aguilar, C. Brudermann, & M. Leclère (Eds.). *Complexité, diversité et spécificité : Pratiques didactiques en contexte*. (pp. 196-205). Version électronique disponible sur<halshs-01099170

❖ Manoli, P. & Papadopoulou, M. (2013). Greek Students' Familiarity with Multimodal Texts in EFL. *The International Journal of Literacies*, 19 (1), 37-46

❖ Goria, S. & Papadopoulou, M. (2012). Icons versus symbols: investigating preschoolers' cartographic design. *Meta-carto-semiotics*. *Journal for Theoretical Cartography, 5, 1*-18. (http://meta-carto-semiotics.org/index.php?page=current- vol5)

❖ Manoli, P. & Papadopoulou, M. (2012). Graphic Organizers as a Reading Strategy: Research Findings and Issues*. Creative Education*, 3 (3), 348-356. (http://www.scirp.org/journal/PaperInformation.aspx?paperID=19813)

❖ Papadopoulou, M. (2010). Literacy and Multiliteracies in Early Childhood Education: some comments on the Greek Curriculum. In *Proceedings of the European Regional Conference of OMEP "Current Issues in Preschool Education in Europe: Shaping the Future"*, Syros, 28 - 30 April 2009. (http://www.omep.gr/synedria.htm)

❖ Babalioutas, D. & **Papadopoulou, M**. (2007). Teaching Critical Literacy through Print Advertisements: An Intervention with 6th Grade Students (Ages 11-12). *International Journal of Learning,* 14: 117-127.