

CURRICULUM VITAE

GEORGIOS AMPATZIDIS

Volos

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PERSONAL INFORMATION

Name and surname: Georgios Ampatzidis

Occupation: Assistant Professor (academic field: Teaching and learning about nature and the environment).

Marital status: Married, father of two sons

Date of birth: 5/2/85

Work address: Department of Early Childhood Education, University of Thessaly, Argonafton & Filellinon, 38221 Volos, Greece

Work phone number: +30 24210 74220

Email: gampatzidis@uth.gr

Foreign languages: English, French

Military service: Service at the Hellenic Army

EDUCATION

2006 Biology Degree, Department of Biology, University of Patras.

2009 Master Degree in Educational Sciences, Department of Educational Sciences and Early Childhood Education, University of Patras.

2016 PhD in Educational Sciences, Department of Educational Sciences and Early Childhood Education, University of Patras.

2018 Master Degree in Creative Writing, School of Humanities, Hellenic Open University and Department of Early Childhood Education, University of Western Macedonia.

TEACHING EXPERIENCE

Undergraduate studies

2016–2017 Adjunct lecturer at the Department of Special Education, University of Thessaly.
– Lecturer of the course “Basic Concepts of Ecology”.

2016–2017 Adjunct lecturer at the Department of Primary Education, University of Thessaly.
– Lecturer of the course “Concepts of Biology and Ecology and their Didactics”.

2017–2018 Adjunct lecturer at the Department of Primary Education, University of Western Macedonia.
– Lecturer of the course “Educational Research Methods”.

- 2018–2019** Adjunct lecturer at the Department of Biological Applications and Technology, University of Ioannina.
- Lecturer of the lab activities of the course “General Ecology”.
- 2019–2022** Adjunct lecturer at the Department of Chemistry, University of Patras.
- Lecturer of the course “Science Education”.
- 2022-present** Assistant Professor, Department of Early Childhood Education, University of Thessaly.
- Lecturer of the courses “Science Concepts and Science Education”, “Activities and Educational Material about Science and the Environment” and “Research Issues in Science and Environmental Education”.

Postgraduate studies

- 2017–2018,** Adjunct Lecturer, Hellenic Open University.
- 2021–2022**
- Lecturer of the course “Science Education” in the master program “Education” (2017-18).
 - Lecturer of the course “Educational Research in Practice” in the master program “Education” (2021-22).
- 2022-present** Lecturer, Department of Early Childhood Education, University of Thessaly.
- Co-lecturer of the course “Creative experimentations with Mathematics, Science, Technology and Environment in formal and informal educational settings” in the master program “Educational Sciences: Creative Educational Environments and Playing”.
- 2022-present** Lecturer, Department of Ichthyology and Aquatic Environment and Department of Special Education.
- Co-lecturer of the course “Environmental education and training in the context of sustainable development” in the master program “Environmental and Sustainability Education”.

Pedagogical and Teaching Training Programs

- 2016–2018,** Adjunct Lecturer, Department of Education, School of Pedagogical and Technological Education (Patras Department).
- 2021–2022**

- Lecturer of the course “Teaching Practice Sessions” in the Pedagogical Training Program.

2018–2019 Adjunct Lecturer, Department of Education, School of Pedagogical and Technological Education (Livadia Department).

- Lecturer of the courses “Educational Research Methods” and “Subject Didactics” in the Pedagogical Training Program.

2018–2022 Seminar Leader, Department of Chemistry, University of Patras.

- Delivering of the seminars “Didactic Transformation” and “Nature of Science” in the Pedagogical Training Program (2018-2019).
- Delivering of the seminar “Introduction to Educational Research” in the Pedagogical Training Program (2019-2022).
- Delivering of the seminar “Introduction to Pedagogy” in the Pedagogical Training Program (2020-2022).

2019–2021, Adjunct Lecturer, Hellenic Open University.

- 2022–2023**
- Lecturer of the course “Pedagogy and Education” in the Pedagogical and Teaching Training Program.

RESEARCH PROGRAMS

2010–2012 Researcher of the project: “The Fibonacci Project: Disseminating the Inquiry-Based Science and Mathematics Education in Europe”. The project was funded by the European Commission within FP7 (budget: 4,780,136€).

2010–2012 Main researcher of the project: “The Constantin Carathéodory 2010: Development, implementation and evaluation of a learning environment for teaching ecology to students of educational sciences”. The project was funded by the Research Committee of the University of Patras (budget: 33,000€).

2014–2015 Main researcher of the project: “Development of a questionnaire tracing the ideas of students of educational sciences concerning the function of ecosystems”. The project was realized in Aix-Marseille Université (Marseille, France) and it was funded by the State Scholarships Foundation – IKY (budget: 6.375€).

- 2020–2022** Main researcher of the project: “Using the History of Science to understand the Nature of Science: Design, implementation and evaluation of a learning environment”. The project was funded by the State Scholarships Foundation – IKY (budget: 26,400€).
- 2023** Principal Investigator of the project: “Investigating the ideas of early childhood education students about microorganisms”. The project was funded by the Research Committee of the University of Thessaly (budget: 1000€).

SCHOLARSHIPS-AWARDS

- 2010** PhD scholarship from the Theodoros Manousis endowment managed by the National and Kapodistrian University of Athens.
- 2014** PhD scholarship from the A.G. Leventis Foundation.
- 2018** Scholarship from the European Science Education Research Association within the “ESERA Travel Awards” to visit the University of Cyprus for research.
- 2013-2021** Fellowship from the European Science Education Research Association (ESERA) to attend the conferences ESERA 2013 (Nicosia, Cyprus), ESERA 2015 (Helsinki, Finland), ESERA 2017 (Dublin, Ireland), ESERA 2019 (Bologna, Italy) and ESERA 2021 (Braga, Portugal).
- 2019** Environmental Awareness Award Ecopolis for the research “Mirror, mirror on the wall, is nature predictable at all? Tracing students’ ideas on ecosystems’ predictability”.

ARTICLES IN INTERNATIONAL PEER-REVIEWED JOURNALS

1. Ergazaki, M., & Ampatzidis, G. (2012). Students’ Reasoning about the Future of Disturbed or Protected Ecosystems & the Idea of the “Balance of Nature”. *Research in Science Education*, 42(3), 511-530. <https://doi.org/10.1007/s11165-011-9208-7>
2. Ampatzidis, G., & Ergazaki, M. (2017). Using ecology to enhance everyday reasoning: the case of interdependent and reciprocal causality. *Review of Science, Mathematics and ICT Education*, 11(1), 93-104. <https://doi.org/10.26220/rev.2788>

3. Ampatzidis, G., & Ergazaki, M. (2017). Toward an “Anti-Balance of Nature” Learning Environment for Non-Biology Major Students: Learning Objectives and Design Criteria. *Natural Sciences Education*, 46(1). <https://doi.org/10.4195/nse2017.07.0016>
4. Ampatzidis, G., & Ergazaki, M. (2018). Challenging Students’ Belief in the ‘Balance of Nature’ Idea: The emergence of a Design Theory. *Science & Education*, 27(9-10), 895-919. <https://doi.org/10.1007/s11191-018-0017-5>
5. Ampatzidis, G., & Delserieys, A., Ergazaki, M., & Jegou, C. (2019). Mirror, mirror on the wall, is nature predictable at all? Tracing students’ ideas on ecosystems’ predictability. *Educational Journal of the University of Patras UNESCO Chair*, 6(1), 29-36. <https://doi.org/10.26220/une.2944>
6. Tsoni, R., Ampatzidis, G. & Kalogiannakis, M. (2020). Scientific Practices and Crosscutting Concepts in Greek Lyceum Science Textbooks: The Case of Physics. *Educational Journal of the University of Patras UNESCO Chair* 7(1), 97-105. <https://doi.org/10.26220/une.3208>
7. Ampatzidis, G., Georgakopoulou, D., & Kapsi, G. (2021). Clitoris, the unknown: what do postgraduate students of educational sciences know about reproductive physiology and anatomy?, *Journal of Biological Education*, 55(3), 254-263. <https://doi.org/10.1080/00219266.2019.1679658>
8. Ampatzidis, G., & Ergazaki, M. (2021). Can the history of the balance of nature-idea inform the design of narratives for highlighting general aspects of nature of science?. *Review of Science, Mathematics and ICT Education*, 15(1), 77-88. <https://doi.org/10.26220/rev.3574>
9. Ampatzidis, G., & Armeni, A. (2021). Analysis of illustrations concerning human reproduction included in Greek secondary education textbooks. *Mediterranean Journal of Education*, 1(2), 46-54. <https://doi.org/10.26220/mje.3785>
10. Ampatzidis, G. (2022). The Unsuccessful Self-treatment of a Case of ‘Writer’s Block’: A Replication in Science Education. *Journal of Trial & Error*, 2(1), 60-61. <https://doi.org/10.36850/e7>
11. Ampatzidis, G., & Ergazaki, M. (2023). How Did Darwin Prefer His Tea? The Socio-Cultural Embeddedness of Science Through a Tea-Time Story. *Science & Education*, 32, 37-56. <https://doi.org/10.1007/s11191-021-00305-z>
12. Ampatzidis, G., & Armeni, A. (2023). Using Scientific Articles on COVID-19 to Introduce the Nature of Scientific Knowledge to Medical Students. *Medical Science Educator*. <https://doi.org/10.1007/s40670-023-01874-0>
13. Ampatzidis, G. (2023). A Mythical Exploration of Evolutions and Existence. *Science & Education*. <https://doi.org/10.1007/s11191-023-00436-5>
14. Ampatzidis, G., & Ergazaki, M. (2023). Using the History of the Super-Organismic-Plant-Community Concept to Help Students Understand the Nature of Science. *Science & Education*. <https://doi.org/10.1007/s11191-023-00433-8>
15. Ampatzidis, G., & Ergazaki, M. (2023). Teaching about the social embeddedness, creativity and tentativeness of science through news articles on COVID-19. *Review of Science, Mathematics and ICT Education*, 17(1), 89-101. <https://doi.org/10.26220/rev.4210>

ARTICLES IN GREEK PEER-REVIEWED JOURNALS

1. Κορδέλα, Ε., Αμπατζίδης, Γ., & Καλογιαννάκης, Μ. (2019). «Το έκανε ο μπούπουνας»: αντιλήψεις παιδιών προσχολικής ηλικίας για την αστραπή και τη βροντή. *Διδασκαλία των Φυσικών Επιστημών: Έρευνα & Πράξη (2019)*70-71, 52-72.
2. Αμπατζίδης, Γ. (2021). Ανάπτυξη διαπολιτισμικών δεξιοτήτων μέσω της λογοτεχνίας: το διήγημα ΑΩ. *Μέντορας (2021)*19, 252-279.
3. Κολοκούρης, Η., & Αμπατζίδης, Γ. (2021). Η σημασία του καθαρού πόσιμου νερού στην αρχαιότητα όπως αναδεικνύεται σε κείμενα του Καλλίμαχου και του Αντίφιλου του Βυζάντιου. *Υδροτεχνικά (2021)*31, 9-11.

ARTICLES IN INTERNATIONAL PEER-REVIEWED EDITED BOOKS

1. Ampatzidis, G., & Ergazaki, M. (2016). Can the idea of “Balance of Nature” be effectively challenged within a model-based learning environment? Insights from the second cycle of a developmental research. In T. Tal & A. Yarden (Eds.), *The Future of Biology Education Research* (pp. 7–20). Haifa, Israel: ERIDOB.
2. Ampatzidis, G., & Ergazaki, M. (2018). Can the idea of the ‘balanced nature’ be challenged? Students’ reasoning about disturbed and protected ecosystems after a teaching intervention and one year later. In N. Gericke & M. Grace (Eds.), *Challenges in Biology Education Research* (pp. 20–36). Karlstad, Sweden: ERIDOB.
3. Ampatzidis, G., & Armeni, A. (2022). Human Reproduction in Greek Secondary Education Textbooks (1870s to Present). In K. Korfiatis & M. Grace (Eds.), *Current Research in Biology Education. Contributions from Biology Education Research*. (pp. 257–268). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-89480-1_20
4. Ampatzidis, G., & Ergazaki, M. (2023). Teaching Nature of Science Through Stories Based on the History of the Balance of Nature Idea: Insights from the First Cycle of a Developmental Study. In G. S. Carvalho, A. S. Afonso & Z. Anastácio (Eds.), *Fostering Scientific Citizenship in an Uncertain World*. (pp. 43–61). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-031-32225-9_4.

ARTICLES IN GREEK PEER-REVIEWED EDITED BOOKS

1. Αμπατζίδης, Γ., & Καμπουράκης, Κ. (2022). Αποδίδοντας διαφορετικά νοήματα στην ίδια έννοια: Γιατί η εννοιολογική ποικιλομορφία δεν πρέπει να εκλαμβάνεται ως εννοιολογική ασυνέπεια. Στο Κ. Καμπουράκης, Μ. Εργαζάκη, Κ. Κορφιάτης & Π. Κ. Στασινάκης (Επίμ.), *Διδακτική της Βιολογίας* (σσ. 125–145). Αθήνα: Πανεπιστημιακές Εκδόσεις Κρήτης.
2. Αμπατζίδης, Γ. (2022). Οι αντιλήψεις των μαθητών της δευτεροβάθμιας εκπαίδευσης για έννοιες της βιολογίας. Στο Κ. Καμπουράκης, Μ. Εργαζάκη, Κ. Κορφιάτης & Π. Κ. Στασινάκης (Επίμ.), *Διδακτική της Βιολογίας* (σσ. 177–201). Αθήνα: Πανεπιστημιακές Εκδόσεις Κρήτης.

3. Αμπατζίδης, Γ., & Παπαδοπούλου, Π. (2023). Γονίδια, DNA, κληρονομικότητα. Στο Μ. Σκουμιός & Β. Χατζηνηκίτα (Επιμ.), *Συνοδευτικά κείμενα για τη ΘΕ ΕΚΠ63* (σσ. 233–265). Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.

ARTICLES IN INTERNATIONAL PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Ampatzidis, G., & Ergazaki, M. (2014). Towards a learning environment for challenging the idea of the balanced nature: Insights from the first cycle of research. In C. P. Constantinou, N. Papadouris & A. Hadjigeorgiou (Eds.), *E-Book Proceedings of the ESERA 2013 Conference: Science Education Research For Evidence-based Teaching and Coherence in Learning. Part 3* (co-ed. Andree Tiberghien & Eleni Kyza) (pp. 44-54). Nicosia, Cyprus: European Science Education Research Association.
2. Ampatzidis, G., Delsérieys, A., Ergazaki, M., Jegou, C., & Castera, J. (2016). Tracing students' ideas on how predictable nature may be and why. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference. Science Education Research: Engaging learners for a sustainable future, Part 1* (co-ed. O. Finlayson & R. Pinto) (pp. 78-85). Helsinki, Finland: European Science Education Research Association.
3. Ampatzidis, G., & Ergazaki, M. (2017). Using ecosystem simulation models to teach about the 'resilient nature'. In A. Lionarakis, S. Ioakimidou, M. Niari, E. Manousou, T. Hartofylaka, S. Papadimitriou, & A. Apostolidou (Eds.), *Proceedings of the 9th International Conference in Open & Distance Learning: The Learning Design, Volume 6, Part B* (pp. 125-139). Athens, Greece: Hellenic Open University and Hellenic Network of Open and Distance Education.
4. Ampatzidis, G., & Ergazaki, M. (2018). Can Research-informed NetLogo Models Promote the Idea of Contingency in Ecosystems' Behaviour?. In O.E. Finlayson, E. McLoughlin, S. Erduran, & P. Childs (Eds.), *Electronic Proceedings of the ESERA 2017 Conference. Research, Practice and Collaboration in Science Education, Part 1* (co-ed. O. Finlayson & R. Pinto) (pp. 19-29). Dublin, Ireland: Dublin City University.
5. Ampatzidis, G., & Armeni, A. (2020). Graphic-text integration in distance education science textbooks. In A. Lionarakis, E. Manousou, S. Ioakimidou, M. Niari, , T. Hartofylaka, A. Angeli, K. Sfakiotaki, & V. Koutzeklidou (Eds.), *Proceedings of the 10th International Conference in Open & Distance Learning: Shaping the Future of Education, Volume 2, Part A* (pp. 224-231). Athens, Greece: Hellenic Open University and Hellenic Network of Open and Distance Education.
6. Ampatzidis, G., & Armeni, A. (2021). Gender and science: men and women in Greek gymnasium science textbooks. In O. Levrini, & G. Tasquier (Eds.), *Electronic Proceedings of the ESERA 2019 Conference. The beauty and pleasure of understanding: engaging with contemporary challenges through science education, Part 12* (co-ed. L. Avraamidou & M. Hernandez) (pp. 1261-1269). Bologna: Alma Mater Studiorium – University of Bologna.
7. Ampatzidis, G., & Armeni, A. (2021). Narratives and education: teaching about socioscientific issues through fiction. In T. Kotopoulos, & A. Vakali (Eds.), *Proceedings of the 4th International Creative Writing Conference* (pp. 114-124). Florina, Greece: University of Western Macedonia.

8. Ampatzidis, G., & Armeni, A. (2022). Designing a learning environment to teach about COVID-19. In A. Lionarakis (Ed.), *Proceedings of the 11th International Conference in Open & Distance Learning: Experiences challenges, perspectives*, Volume 8, Part B (pp. 169-175). Athens, Greece: Hellenic Open University and Hellenic Network of Open and Distance Education.
9. Ampatzidis, G., Deltouzos, K., & Armeni, A. (2022). Using Google Trends to investigate distance-education-related searches in Greece since the COVID-19 outbreak. In G. Ubachs, K., S. Meuleman & A. Antonaci (Eds.), *Proceedings of the Innovating Higher Education Conference 2022: European Universities Transforming for a Changing World* (pp. 222-227). Athens, Greece: EADTU.
10. Ampatzidis, G., & Armeni, A. (2022). The integration of text and illustrations in biology textbooks used in Greek lyceum. In G.S. Carvalho, A.S. Afonso & Z. Anastácio (Eds.), *Fostering scientific citizenship in an uncertain world (Proceedings of ESERA 2021)*, Part 2 (co-ed. F. Le Hebel & V. Kind) (pp. 168-175). Braga, Portugal: CIEC, University of Minho.

ARTICLES IN GREEK PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Χατζηνικολάου, Ε., Αμπατζίδης, Γ., & Καλογιαννάκης, Μ. (2018). Συχνότητα και διδακτική καταλληλότητα των αναλογιών των σχολικών βιβλίων φυσικών επιστημών στο γυμνάσιο. Στο Χ. Σκουμπουρδή & Μ. Σκουμιός (Επιμ.), *Πρακτικά 3^{ου} Πανελληνίου Συνεδρίου με Διεθνή Συμμετοχή «Εκπαιδευτικό υλικό Μαθηματικών και Φυσικών Επιστημών: διαφορετικές χρήσεις, διασταυρούμενες πορείες μάθησης»* (σσ. 459-468). Ρόδος: Τ.Ε.Π.Α.Ε.Σ, Πανεπιστήμιο Αιγαίου.
2. Νικολός, Δ., & Αμπατζίδης, Γ. (2019). Προγραμματισμός εννοιών Βιολογίας Γυμνασίου με τη γλώσσα Scratch. Στο Ι. Σφαέλος (Επιμ.), *Τόμος Πρακτικών 3ου Πανελληνίου Συνεδρίου «Διδακτικές Διαδρομές στο Σημερινό Σχολείο»* (σσ. 807-811). Πάτρα: Πειραματικό Λύκειο Πανεπιστημίου Πατρών.
3. Αμπατζίδης, Γ. (2020). Η Ενιαία Υγεία στα Σχολικά Εγχειρίδια Βιολογίας του Λυκείου. Στο Α. Πολύζος (Επιμ.), *Πρακτικά εργασιών 12ου Πανελληνίου Συνεδρίου Π.Ε.Β. «Βιοεπιστήμονες & Ενιαία Υγεία: Άνθρωπος – Ζώα - Περιβάλλον»* (σσ. 23-24). Αθήνα: Πανελλήνια Ένωση Βιοεπιστημόνων.
4. Αμπατζίδης, Γ., & Αρμένη, Α. (2020). Τι Γένους είναι η Επιστήμη; το Φύλο στα Σχολικά Εγχειρίδια Φυσικών Επιστημών του Λυκείου. Στο Α. Σπύρτου, Π. Παπαδοπούλου, Α. Ζουπίδης, Γ. Μαλανδράκης, & Π. Καριώτογλου, (Επιμ.), *Ηλεκτρονικά Πρακτικά 11ου Πανελληνίου Συνεδρίου Διδακτικής των Φυσικών Επιστημών και Νέων Τεχνολογιών στην Εκπαίδευση. Επαναπροσδιορίζοντας τη Διδασκαλία και Μάθηση των Φυσικών Επιστημών και της Τεχνολογίας στον 21ο αι.* (σσ. 667-673). Φλώρινα, Ελλάδα: Πανεπιστήμιο Δυτικής Μακεδονίας.
5. Αμπατζίδης, Γ., & Εργαζάκη, Μ. (2022). Η ισορροπία της φύσης στα ελληνικά σχολικά βιβλία. Στο Α. Πολύζος, (Επιμ.), *Πρακτικά εργασιών 6ου Πανελληνίου Συνεδρίου «Η Βιολογία στην Εκπαίδευση»* (σσ. 44-47). Θεσσαλονίκη, Ελλάδα: Πανελλήνια Ένωση Βιοεπιστημόνων.
6. Αμπατζίδης, Γ., & Παπαδοπούλου, Π. (2023). Οι ιδέες μαθητών και φοιτητών για την ανθρώπινη αναπαραγωγή: μια σύντομη επισκόπηση της βιβλιογραφίας. Στο Α. Πολύζος, (Επιμ.), *Πρακτικά εργασιών 13ου Πανελληνίου Συνεδρίου Π.Ε.Β. «Μια νέα εποχή για τη Βιολογία: Ευκαιρίες και προκλήσεις στην μετά COVID εποχή»* (σσ. 107-109). Αθήνα: Πανελλήνια Ένωση Βιοεπιστημόνων.

7. Αμπατζίδης, Γ., & Καραπαναγιώτη, Χ. Κ. (2023). Ανάλυση εργαστηριακών δραστηριοτήτων σχεδιασμένων από φοιτητές για τη διδασκαλία εννοιών χημείας. Στο Κ. Σκορδούλης, Κ. Στεφανίδου, Α. Μανδρίκας & Η. Μπόικος, (Επιμ.), *Ο ρόλος της εκπαίδευσης στις Φυσικές Επιστήμες στην κοινωνία του 21ου αιώνα / Πρακτικά 12ου Πανελληνίου Συνεδρίου Διδακτικής των Φυσικών Επιστημών και Νέων Τεχνολογιών στην Εκπαίδευση* (σσ. 777-784). Αθήνα: Πανελλήνια Ένωση Βιοεπιστημόνων.
8. Βουτσά, Σ., & Αμπατζίδης, Γ. (2023). Διερεύνηση των αντιλήψεων μαθητών ηλικίας 11–13 ετών για έννοιες του ηλεκτρισμού. Στο Κ. Σκορδούλης, Κ. Στεφανίδου, Α. Μανδρίκας & Η. Μπόικος, (Επιμ.), *Ο ρόλος της εκπαίδευσης στις Φυσικές Επιστήμες στην κοινωνία του 21ου αιώνα / Πρακτικά 12ου Πανελληνίου Συνεδρίου Διδακτικής των Φυσικών Επιστημών και Νέων Τεχνολογιών στην Εκπαίδευση* (σσ. 82-89). Αθήνα: Πανελλήνια Ένωση Βιοεπιστημόνων.

SUPERVISION OF DISSERTATIONS IN POSTGRADUATE AND PEDAGOGICAL AND TEACHING TRAINING PROGRAMS

Pedagogical and Teaching Training Programs

- 2017-2018** Supervision of one dissertation in the Pedagogical Training Program of the School of Pedagogical and Technological Education.
- 2018-2019** Supervision of one dissertation in the Pedagogical Training Program of the School of Pedagogical and Technological Education.

Postgraduate studies

- 2017-2018** Supervision of five dissertations in the Master Program “Education” of the Hellenic Open University.
- 2018-2019** Supervision of five dissertations in the Master Program “Education” of the Hellenic Open University.
- 2019-2020** Supervision of two dissertations in the Master Program “Education” of the Hellenic Open University.
- 2022-2023** Supervision of one dissertation in the Master Program “Environmental and Sustainability Education” of the University of Thessaly.

MEMBER OF THESES COMMITTEES AND PHD EXAM COMMITTEES

- in progress** Member of the thesis committee of two PhD theses (University of the Aegean, University of Western Macedonia).
- 2023** Member of the PhD exam committee of a thesis (University of Cyprus).

SCIENTIFIC ASSOCIATION MEMBERSHIP

1. Member of the European Science Education Research Association (ESERA).
2. Member of the Science and Technology Education Association (ENEFET).
3. Member of the Hellenic Education Society of STEM (E3STEM).
4. Member of the Panhellenic Association of Bioscientists (PEV).

CERTIFICATIONS

1. Certification of the teaching qualification of Trainers for Adults of non-formal education by the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP).

CONFERENCE ACADEMIC COMMITTEES AND REVIEWS

1. Reviewer of papers submitted to the journals:
 - Science & Education (since 2018).
 - The Journal for Open and Distance Education and Educational Technology (since 2018).
 - Έρευνα για την Εκπαίδευση στις Φυσικές Επιστήμες και την Τεχνολογία (Research in Science & Technology Education) (since 2022).
 - International Journal of Science Education (since 2023).
 - Sustainability (since 2023).
 - Education Sciences (since 2023).
 - Διάλογοι! Θεωρία και Πράξη στις Επιστήμες Αγωγής και Εκπαίδευσης (Dialogues! Theory and Praxis in Educational Sciences) (since 2023).
2. Reviewer of chapters of edited books:
 - Carvalho, G. S., Afonso, A. S., & Anastácio Z. (Eds.) (2023). *Fostering Scientific Citizenship in an Uncertain World*. Cham, Switzerland: Springer.

- Korfiatis, K., Grace, M., & Hammann M. (Eds.) (2023). *Shaping the Future of Biological Education Research*. Cham, Switzerland: Springer.

3. Member of the academic committee of the conferences:

- 3rd Panhellenic Conference with International participation “Educational materials for teaching science and mathematics” (Rhodes, 2018).
- 12th Panhellenic Conference “Science in Preschool Education” (Florina, 2022).
- 13th Panhellenic Conference of Science and Technology Education (Ioannina, 2023).
- 7th Panhellenic Conference “Biology in Education” (Athens, 2023).

4. Reviewer of papers submitted to the conferences:

- ERIDOB 2020 (Nicosia, Cyprus).
- ESERA 2021 Conference (Braga, Portugal).
- ERIDOB 2022 (Nicosia, Cyprus).
- ESERA 2023 (Cappadocia, Turkey).

5. Reviewer of papers submitted to the summer schools:

- ESERA Virtual Doctoral Network 2020.
- ESERA Summer School 2022 (Utrecht, the Netherlands).

ADMINISTRATIVE DUTIES

2016–present Coordinator of the research unit “Biology: nutrition, environmental factors and health” of the Laboratory of Science and Technology of the Department of Early Childhood Education.

Member of the committees of the Department of Early Childhood Education:

- Member of the Examination Supervision Committee (2022-2023).
- Member of the Finance and Equipment Committee (2022-2023).
- Member of the International & European Affairs Committee (2022-2023).