

**CURRICULUM VITAE**

**KOSTAS DIMOPOULOS**

**PROFESSOR OF SCHOOL EDUCATION: POLICIES &  
PRACTICES**

**2023**

## CURRICULUM VITAE

### **A. PERSONAL DATA**

Last name: Dimopoulos

First name: Konstantinos

Father's name: George

Mother's name: Anna

Date of birth: 25-05-1968

Place of birth: Athens

Home Address: Gr.Xenopoulou 28, Ilioupolis, 163-46, Athens

e-mail: [dimop@uop.gr](mailto:dimop@uop.gr); [cdimop68@otenet.gr](mailto:cdimop68@otenet.gr)

Family Status: Married (parent of two children)

## B. STUDIES-CAREER

1987-1993:	University of Athens, Dept. of Physics
Sep. 1993	University of Athens, Dept. of Physics, Degree of Physics (Honors Degree)
1993-1994:	Master of Science (MSc) in Physics Education, University of Reading, U.K, Faculty of Educational and Community Studies-Faculty of Physics
Dec.1994	Master of Science MSc (Distinction) in Physics Education, University of Reading, U.K, Faculty of Educational and Community Studies-Faculty of Physics.
In the period 1994-1996 I completed my military service as an Officer in Reserve.	
1996-2004:	Science Teacher (Physics-GCE-A Levels, International Baccalaureate, Lower Secondary and Upper Secondary Lyceum).
1998-2001:	Doctorate Study (with scholarship) in the University of Patras, Department of Primary Education. Title of PhD study: "The image of Science and Technology in the Greek Daily Press"
Oct.2001	PhD (First Class), University of Patras, Department of Primary Education.
2000-2001:	Attendance of the Post-graduate course in the Thematic Unit: <i>Open and Distance Learning</i> , Hellenic Open University.
May. 2001	Postgraduate Degree in <i>Open and Distance Learning</i> (First Class), Hellenic Open University.
2001-2004:	Adjunct Lecturer in the Dept. Of Primary Education, University of the Aegean in the field of <i>Science Education</i> .
2002-2012	Advisor and Tutor in the Thematic Unit "Science Education" of the Postgraduate Course "Studies in Education" of the Hellenic Open University.
Mar. 2003- Dec.2004:	Lecturer in the Teachers' Training Courses of the Dept. of Primary Education, University of the Aegean in the field of <i>Science Education</i> .
2004-2008	Assistant Professor, Dept. of Social and Educational Policy, University of Peloponnese.
2009-2012	Associate Professor, Dept. of Social and Educational Policy, University of Peloponnese.
2011-2012	Vice President of the Institute of Education Policy (organization supervised by the Greek Ministry of Education and responsible for

	providing technical support on education issues, <a href="http://www.iep.edu.gr">www.iep.edu.gr</a> ).
2012-	Full Professor, Dept. of Social and Educational Policy, University of Peloponnese.
2013-	Advisor and Tutor in the Thematic Unit "Education Research in Action" of the Postgraduate Course "Studies in Education" of the Hellenic Open University.
2013-2014	Visiting Professor in the University of Nicosia, Cyprus.
2018-	Member of the Exectutive Board of the Center for In-Service Training and Life-long Learning of the University of Peloponnese.

### C. Publications-Research Studies

Professor Dimopoulos' record includes ninety six (96) publications (or ninety eight 98, if ones takes into consideration his master and PhD Theses). These publications are grouped as follows:

- Two (2) books,
- Twenty six (26) publications in international peer reviewed journals,
- Thirteen (13) publications in proceedings of international conferences,
- Nineteen (19) chapters in books-eight of which in international books,
- Eleven (11) publications in national peer reviewed journals,
- Nineteen (19) publications in proceedings of national conferences,
- Two (2) books as editor
- Four (4) chapters translated in Greek.

The vast majority of the aforementioned publications have resulted from empirical studies in the field of education and communication. This published work has received **905 citations** from peers from the following **52 different countries**. All the relevant citations can be found in the Appendix.

Argentina

Australia

Brazil

Canada

Chile

China

Colombia

Croatia

Cuba

Cyprus

Czech Republic

Ecuador

Estonia

France

Finland

Germany

Great Britain

Greece

Hong Kong

Iceland

India

Indonesia

Iran

Ireland

Israel

Italy

Latvia

Lithouania

Malaysia

Mexico

Netherlands  
New Zealand  
Norway  
Pakistan  
Poland  
Portugal  
Philippines  
Serbia  
Singapore  
Slovakia  
Slovenia  
South Africa  
South Korea  
Spain  
Sweden  
Switzerland  
Taiwan  
Turkey  
Vietnam  
United Arab Emirates  
United Kingdom  
USA

### **C1. Dissertations-Theses**

Dimopoulos, K. (1993). *A Review of the Physics Course and Assessment for the Hellenic General Examinations*. Dissertation submitted for the MSc, University of Reading, U.K, Faculty of Educational and Community Studies-Faculty of Physics (in Greek).

Dimopoulos, K. (2001). *The image of Science and Technology in the Greek Daily Press*. Unpublished PhD Thesis, University of Patras: Department of Primary Education (in Greek).

### **C2. Books**

Koulaidis, V., Dimopoulos, K., Sklaveniti, S., & Christidou, V. (2002). *The Texts of Techno-Science in the Public domain*. Athens: Metaixmio (in Greek) (339 pages) **(2 citations)**.

Koulaidis, V., & Dimopoulos, K. (Eds.), (2006). *The Greek Youth: Views of fragmentation*. Athens: Metaixmio (in Greek) (209 pages).

### C3. Papers in Peer Reviewed International Journals and in Proceedings of International Conferences<sup>1</sup>

#### Papers in Peer Reviewed International Journals

- Dimopoulos, K. & Koulaidis, V. (2002). [The Socio-epistemic Constitution of Science and Technology in the Greek Press: An Analysis of its Presentation. \*Public Understanding of Science\*, 11\(3\), 225-241](#) (55 citations).
- Koulaidis, V., Dimopoulos, K., & Matiatos, S. (2002). Science and Technology Centers as 'Texts'. *International Journal of Learning*, 9, 717-735 (7 citations).
- Dimopoulos, K. & Koulaidis, V. (2003). [Science and Technology Education for Citizenship: The potential role of the Press. \*Science Education\*, 87\(2\), 241-256](#) (148 citations).
- Dimopoulos, K., Koulaidis, V. & Sklaveniti, S. (2003). [Towards an analysis of visual images in the school science textbooks and the press' articles about science and technology. \*Research in Science Education\*, 33\(2\), 189-216](#) (219 citations).
- Matiatos, S., Dimopoulos, K., & Koulaidis, V., (2003). [Science Centers as sites for Learning: the case of a Greek environmental center. \*Mediterranean Journal of Educational Studies\*, 8, 7-28](#) (2 citations).
- Koulaidis, V., & Dimopoulos, K. (2003). [Science Education in Primary and Secondary Level: An analysis of the discursive transitions across different modalities of the pedagogic discourse. \*International Journal of Learning\*, 10, 3263-3274](#) (6 citations).
- Chrisridou, 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\(4\), 347-362](#) (129 citations).
- Dimopoulos, K., Koulaidis, V. & Sklaveniti, S. (2005). [Towards a framework of socio-linguistic analysis of science textbooks: the Greek case. \*Research in Science Education\*, 35 \(2-3\), 173-195](#) (65 citations).
- Dimopoulos, K., & Koulaidis, V. (2006). [School Visits to a Research Center as a Form of Non-Formal Science Education. \*International Journal of Learning\*, 12, 243-253](#) (7 citations).

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<sup>1</sup> In brackets appear all the international citations each article has received.

- Koulaidis, V., Dimopoulos, K., Tsatsaroni, A., & Katsis, A. (2006). [Young People's Relationship to Education: The Case of Greek Youth. \*Educational Studies\*, 32\(4\), 343-359](#) (19 citations).
- Koulaidis, V., & Dimopoulos, K. (2006). [The Co-deployment of Visual Representations and Written Language as Resources for Meaning Making in Greek Primary School Science Textbooks. \*International Journal of Learning\*, 12, 65-74](#) (14 citations).
- 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](#) (58 citations).
- Dimopoulos, K., & Asimakopoulos, A. (2009). [Science on the web: Secondary school students' navigation patterns and preferred pages' characteristics. \*Journal of Science Education and Technology\*, 19\(3\), 246-265](#) (23 citations).
- Miller, S., Declan, F., & Dimopoulos, K. (as member of the European Science Communication Network) (2009). [Can Science Communication Workshops Train Scientists for Reflexive Public Engagement? The ESConet Experience. \*Science Communication\*, 31\(1\), 116-126](#) (25 citations).
- Neresini, F., Dimopoulos, K., Kallfass, M., & Peters, H.P. (2009). [Exploring a Black Box: Cross-National Study of Visit Effects on Visitors to Large Physics Research Centers in Europe. \*Science Communication\*, 30\(4\), 506-533](#) (20 citations).
- Lehmkuhl, M., Karamanidou, C., Tuomo, M., Petkova, C., & Dimopoulos, K. (as member of AVSA team) (2012). [Scheduling Science on TV. A comparative analysis of the representations of science in 11 European countries. \*Public Understanding of Science\*, 21\(8\), 1002-1018](#) (30 citations).
- Anagnostopoulou, K., Hatzinikita, V., Christidou, V. & Dimopoulos, 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](#) (22 citations).
- Anyfandi, G., Koulaidis, V., & Dimopoulos, K. (2014). [A Socio-Semiotic Framework for the Analysis of Exhibits in a Science Museum. \*Semiotica\*, 200: 229-254](#) (3 citations).
- Karamanidou, C., & Dimopoulos, C. (2014). [Knowledge, Attitudes and Communication Preferences of Different Segments of the Greek Public With Regards to Cervical Cancer and the hpv Vaccine. \*European Health Psychologist\*, 16\(S\), 507](#) (10 citations)



- Dimopoulos, K., Dalkavouki, K. & Koulaidis, V. (2015). [Job Realities of Primary School Principals in Greece: Similarities and Variations in a highly centralized system.](#) *International Journal of Leadership in Education*, 18(2), 197-224 **(25 citations)**.
- Lehmkuhl, M., Boyadjeva, P., Cunningham, Y., Karamanidou, C., Tuomo, M., & Dimopoulos, K. (as member of AVSA team) (2016). [Audience reach of science on television in 10 European countries: An analysis of people-meter data.](#) *Public Understanding of Science*, 25(2), 223-235 **(2 citations)**.
- Karamanidou, C., & Dimopoulos, K. (2016). [Greek health professionals' perceptions of the HPV vaccine, state policy recommendations and their own role with regards to communication of relevant health information.](#) *BMC public health*, 16(1), 1-9 **(16 citations)**
- Dimopoulos, K., & Tsami, M. (2017). [Greek Primary School Websites: The construction of institutional identities in a highly centralized system.](#) *Leadership & Policy in Schools*, 17(4), 397-421 **(10 citations)**.
- Sagiannis, S., & Dimopoulos, K. (2018). [Greek primary school teachers' awareness of the special features of scientific language: implications for science curricula and teachers' professional development.](#) *The Curriculum Journal*, 29(3), 387-405 **(1 citation)**.
- Koutsampelas, C. Katsiri, T & Dimopoulos, K. (2019). [Parental satisfaction in a centralized school system: Evidence and Policy Implications.](#) *Leadership and Policy in Schools*, 20(2), 293-311.
- Dimopoulos, K., Koutsampelas, C., & Tsatsaroni, A. (2021). [Home schooling through online teaching in the era of COVID-19: Exploring the role of home-related factors that deepen educational inequalities across European societies.](#) *European Educational Research Journal*, 20(4), 479-497.

#### **Papers in Proceedings of International Conferences**

- Dimopoulos, K., & Koulaidis, V. (2000). Public Understanding of Science: The dominant 'paradigms', the corresponding research approaches and the models for communicating Science to the general public. *Proceedings of the 1<sup>st</sup> International Conference in Science Education*, May-1999, 413-423. Nicosia: University of Cyprus (in Greek).
- Dimopoulos K., & Koulaidis, V. (2000). A study of the way Science and Technology is presented in Greek daily press: Linguistic codes and Social impacts. *45/EASST Proceedings (Abstracts) Conference 2000, World in Transition: Technoscience, Citizenship and Culture in the 21st Century*, Vienna: University of Vienna, Department of History and Philosophy of Science.

- Dimopoulos K., & Koulaidis, V. (2001). A study of the way Science and Technology is presented in Greek daily press: Linguistic codes, Visual Codes and Social impacts. *Proceedings of the 1<sup>st</sup> IOSTE Symposium in Southern Europe 'Science and Technology Education: Preparing future citizens'*, vol.1, 114-123. Nicosia: University of Cyprus.
- 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'*, vol.1, 346-357. Nicosia: University of Cyprus **(2 citations)**.
- Koulaidis, V., & Dimopoulos, K., (2002). Teachers' Education for Scientific Literacy. In N. Bizzo, C. S. Kawasaki, F. Feracioli, & V. L. Rosa (Eds.), *Proceedings of the X International Organization of Science and Technology Education Symposium: Rethinking Science and Technology Education to Meet the Demands of Future Generations in a Changing World*, 664-672. Foz do Iguaru, Brazil **(4 citations)**.
- Dimopoulos, K., & Koulaidis, V. (2003). Schools and Informal Science Education Institutions as science learning environments: Towards a framework for in-service training of science educators. *Proceedings of the 28<sup>th</sup> Conference of ATTE-The Association for Teacher Education in Europe-(cd-rom)*. Faculty of Education, University of Malta.
- Dimopoulos, K., & Smyrniou, Z. (2005). Factors Related to Student's Interest in Science Learning. *Proceedings of the 2<sup>nd</sup> International Organization for Science Education (IOSTE) Regional Conference in Southern Europe*, 135-142. Kalamata: Univeristy of Peloponnese.
- Christidou,V., Hatzinikita, V., & Dimopoulos, K. (2006). Textes et pratiques pédagogiques en Sciences Physiques: une approche interpretative des résultats de l'enquête PISA. *XVII Journées Internationales sur la Communication, l' Education et la Culture Scientifiques, Techniques et Industrielles*. Chamonix, 22-26 Novembre 2005.
- Dimopoulos, K., Koulaidis, V., & Matiatos, S. (2006). Textual Analysis of a Science Center: Expressive Modes and Positioning Implications. *Proceedings of the 9<sup>th</sup> International Conference on Public Communication of Science and Technology*. Seoul **(4 citations)**.
- Koulaidis, V., & Dimopoulos, K. (2006). Raising Public Awareness about Science and Technology: Shifting Agendas as a Result of Socio-Cultural Shifts in Knowledge Reproduction. *Proceedings of the 9<sup>th</sup> International Conference on Public Communication of Science and Technology*. Seoul.

- Koulaidis, V., & Dimopoulos, K. (2009). The Pedagogic Discourse of the Greek School Science Textbooks of Primary and Lower Secondary Level, in M. Horsley (ed.), *Proceedings of the 9<sup>th</sup> International Conference on Learning and Educational Media: Peace, Democratization and Reconciliation in Textbooks and Educational Media, IARTEM (International Association for Research on Textbooks and Educational Media)*, 261-269. Tonsberg, Norway **(2 citations)**.
- Karamanidou, C., Dimopoulos, K., Koulaidis, V., & Lemkuhl, M. (2010). Science and Technology in TV: the cases of Greece and Cyprus. *Proceedings of the 11<sup>th</sup> International Conference on Public Communication of Science and Technology*, 128-133. New Delhi, India.
- Phillipou, D., & Dimopoulos, K., (2015). Cypriot physics teachers' use of physics textbooks in teaching. *13<sup>th</sup> International Conference on Textbooks and Educational Media*. Berlin: Humboldt University, 11-13 Sept 2015.

#### **C4. Chapters in Books**

- Dimopoulos, K., & Koulaidis, V. (2001). Public perceptions about Science and Technology: Press and Citizenship. In P.Kokkotas (ed.), *Teaching natural Sciences in Greece at the beginnings of the 21<sup>st</sup> century: problems and perspectives*, 206-219. Athens: Gregoris (in Greek).
- Koulaidis, V., Dimopoulos, K., & Sklavenitis, S. (2002). Analysing the texts of Science and Technology: School Science Textbooks and Daily Press Articles in the Public Domain. In B.Cope, G.Varnava-Skoura and M.Kalantzis (eds.), *Learning for the Future: New Worlds, New Literacies, New Learning, New People*, 209-240. Sydney: Common Ground (in Greek) **(15 citations)**.
- Koulaidis, V., & Dimopoulos, K. (2003). Educating Teachers for Scientific Literacy in Greece. In R. Sultana (ed.), *Teacher Education in the Euro-Mediterranean Region*, 93 – 114. New York: Peter Lang **(1 citation)**.
- Koulaidis, V., & Dimopoulos, K. (2003). The communication fields of Science and Technology: From the esoteric to the public field. In T. Varnava-Skoura (ed.), *Research Visions-Educational Perspectives*, 191-203. Athens: Dept. of Pre-School and Primary Education, University of Athens (in Greek).
- Apostolou, A., Dimopoulos, K., & Tsatsaroni, A. (2004). The method of projects: Prerequisites of its inclusion in an interdisciplinary approach of science teaching. In K.Agelakos & G.Kokkinos (eds.), *Interdisciplinarity in the modern school & The Teaching of History using primary sources*, 19-29. Athens: Metaixmio (in Greek).
- Vavouraki, A., Smyrniou, Z., & Dimopoulos, K. (2004). Information and Communication Technology and Youth: Implications for Educational Policy and Innovation. In R.M. Janiuk & E. Samonek-Miciuk (eds.), *Science and Technology*

*Education for a Diverse World: Dilemmas, Needs and Partnerships*, 537-553. Lublin: Maria Curie Skłodowska University Press.

- Dimopoulos, K., & Koulaidis, V. (2005). School visits to a research center as non-formal science education. In D. Koliopoulos (ed.), *Teaching approaches of the science museums*, 145-169. Athens: Metaixmio (in Greek) **(1 citation)**.
- Dimopoulos, K. (2007). Techniques for the advancement of critical understanding. In V. Koulaidis (ed.), *Contemporary Teaching Approaches for the Development of Critical and Creative Thinking*, 141-162. Athens: Greek Organization for Teachers' Professional Development (in Greek).
- Dimopoulos, K. (2007). Critical reading of texts. In V. Koulaidis (ed.), *Contemporary Teaching Approaches for the Development of Critical and Creative Thinking*, 163-184. Athens: Greek Organization for Teachers' Professional Development (in Greek).
- Dimopoulos, K. (2007). Creative thinking and creative individuals. In V. Koulaidis (ed.), *Contemporary Teaching Approaches for the Development of Critical and Creative Thinking*, 223-240. Athens: Greek Organization for Teachers' Professional Development (in Greek).
- Dimopoulos, K. (2008). Science for the citizen: Revealing the hidden textuality of school science material. In V. Koulaidis, A. Apostolou & K. Kampourakis (eds.), *The Nature of Science: Teaching Approaches*, 61-82. Athens: Child Services (in Greek).
- Dimopoulos, K. (2008). Informal science education. In V. Koulaidis et al., (eds.), *Didactics of Science*, 9-47. Patras: Hellenic Open University (in Greek).
- Anyfandi, G., Koulaidis, V., & Dimopoulos, K. (2010). A Social-semiotic Framework for the Analysis of Science Exhibits. In A. Filippopoliti (ed.), *Science Exhibitions: Communication and Evaluation*, 102-149. London: Museums Etc **(3 citations)**.
- Dimopoulos, K., & Koulaidis, V. (2010). Pedagogic Practices in Greek school: Readings of school textbooks. In V. Koulaidis & A. Tsatsaroni (eds.), *Pedagogic Practices: Research and Educational Policy*, 51-122. Athens: Metaixmio (in Greek).
- Dimopoulos, K. (2010). Signifying the Transition from Modern to Post-Modern Schooling through Analyzing Changes in the Material Culture of Schools. In S.C Hamel (ed.), *Semiotics: Theory and Applications*, 1-35. New York: Nova Science Publishers **(1 citation)**.
- Semir, V. D., Revuelta, G., Dimopoulos, K., Peters, H. P., Allansdottir, A., Allum, N., ... & Wilson, M. (2011). *Toolkit for the Impact Assessment of Science Communication Initiatives and Policies*, University of Pompeu Fabra, Barcelona **(1 citation)**.

- Dimopoulos, K., & Karamanidou, C. (2013). Towards a More Epistemologically Valid Image of School Science: Revealing the Textuality of School Science Textbooks. In K.S.Myint (ed.), *Critical Analysis of Science Textbooks: Evaluating Instructional Effectiveness*, 61-77. London: Springer (**6 citations**).
- Koutsampelas, C., Andreou, S. N., Dimopoulos, K. & Papaloi, E. (2020). Austerity, Economic Crisis and Children: Experiences from Cyprus. In S.M. Hall, J. Horton, H. Pimlott-Wilson (eds.), *Austerity across Europe: Lived Experiences of Economic Crises*, pp.96-109, London: Routledge.
- Papaloi, E., Dimopoulos, K. and Koutsampelas, C. (2021). Educational Administration and Leadership in Greece and the UK: A Comparative Study on the Interplay between the Policy Context and the Relevant Postgraduate Courses in the Two Countries. In Samier, E.A., Elkaleh, E.S., Hammad, W. (eds.), *Internationalisation of Educational Administration and Leadership Curriculum: Voices and Experiences from the 'Peripheries'*, pp. 177-198, Emerald Publishing.

## **C5. Papers in Peer Reviewed National Journals or in Proceedings of National Conferences**

### **Papers in Peer Reviewed National Journals**

- Dimopoulos, K. (1996). Natural Science is a female noun in Greek but...., *Antitetradia tis Ekpaideysis*, 38, 53-57 (in Greek).
- Dimopoulos, K. Koulaidis, V., & Matiatos, S. (2002). The Science Museum as scientific "text": expressive modes and pedagogical applications. *Science Teaching: Research & Action*, 2, 49-58 (in Greek).
- Dimopoulos, K., Notaras, D., & Kampourakis, K. (2003). Principles of developing educational material for promoting scientific literacy: the case of a cd-rom for Biotechnology teaching in the lower secondary school. *Science Teaching: Research & Action*, 3, 36-40 (in Greek).
- Koulaidis, V., & Dimopoulos, K. (2005). Physics Textbooks: How scientific knowledge is transformed as textbooks for students. *The Educators' Club*, January-May, 35-37 (in Greek).
- Koulaidis, V., Papadakis, N., & Dimopoulos, K. (2006). PISA Programme: Evaluation and Challenges. *Comparative and International Educational Review*, 6, 33-57 (in Greek).

- Koulaidis, V., & Dimopoulos, K. (2006). e-Educational Material: Terms and Conditions for its development and implementation. *The Social Sciences Review*, 48, 145-172 (in Greek).
- Stergiou, G., & Dimopoulos, K. (2007). Iconography and Language in the School Science Textbooks of the fifth and sixth grade: An evaluation. *Science Teaching: Research & Action*, 20-21, 34-43 (in Greek).
- Hatzinikita, V., Dimopoulos, K., & Christidou, V. (2008). A comparison of the PISA test items with the Greek school science textbooks. *Science Teaching: Research & Action*, 27, 23-36 (in Greek).
- Koulaidis, V., & Dimopoulos, K. (2009). The pedagogic discourse of the Greek school science textbooks of Primary and Lower Secondary Level. *Παιδαγωγικά Ρεύματα στο Αιγαίο*, 4, 3-9.
- Matzakos, P., Koulaidis, V., & Dimopoulos, K. (2011). The characteristics of popular scientific websites. *Themes of Science and Technology in Education*, 41(1-3), 165-176 (in Greek).
- Dimopoulos, K., & Kafetzis, I., (2014). Museums of Science and Technology in Greece: Towards the formation of an informal education network. *Themes of Science and Technology in Education*, 7(1-2), 25-40 (in Greek).

#### **Papers in Proceedings of National Conferences**

- Dimopoulos, K., & Koulaidis, V. (2000). Comparison of the linguistic code's level of formality of the Natural Sciences, the Life Sciences and Technology in the Greek Press. *Proceedings of the 2<sup>nd</sup> Panhellenic Conference 'Science Education and the application of New Technologies in Education'*, 30-40. Nicosia: University of Cyprus (in Greek).
- Dimopoulos, K., & Koulaidis, V. (2000). Towards a re-orientation of Science Education: Pedagogy and Communication, *Proceedings of the 2<sup>nd</sup> Panhellenic Conference 'Science Education and the application of New Technologies in Education'*, 3-17. Nicosia: University of Cyprus (in Greek).
- Dimopoulos, K., Koulaidis, V., & Sklaveniti, S. (2001). Classification, Framing and Formality of the linguistic communication mode: A proposal for the construction of a framework for the evaluation of the pedagogical implications of the educational material used in open and distance learning. *Electronic Proceedings of the 1<sup>st</sup> Panhellenic Conference in Open and Distance Learning* ([www.eap.gr](http://www.eap.gr)), June-2001, Patras: Hellenic Open University (in Greek) **(2 citations)**.

- Christidou, V., Dimopoulos, K., & Koulaidis, V. (2001). Metaphors as a tool for recontextualizing scientific knowledge: the case of Biology. *Proceedings of the 5th Panhellenic Conference in Didactics of Mathematics and Informatics*, 365-372. Thessaloniki: Aristotelian University (in Greek).
- Dimopoulos, K. (2003). The Daily Press as an instructional tool for promoting scientific and technological literacy. *Proceedings of the Conference 'Science Teaching in the knowledge based Society'*, 576-582. Athens: University of Athens (in Greek).
- Dimopoulos, K. et.al. (2003). The use of out of school sources of information about scientific and technological issues. *Proceedings of the Conference 'Science Teaching in the knowledge based Society'*, 583-590. Athens: University of Athens (in Greek).
- Dimopoulos, K., Matiatos, S., & Koulaidis, V. (2003). Science Centers as Sites for Learning: The Case of a Greek Environmental Center. *Proceedings of the Panhellenic Conference entitled "Design and Production of Pedagogical Material for Environmental Education"*, 140-152. Athens: Livanis Publications (in Greek).
- Christidou, V., Dimopoulos, K., & Koulaidis, V. (2003). Representing the nature of science and technology in popular scientific magazines. *Proceedings of the 6th Panhellenic Conference in Didactics of Mathematics and Informatics*, 263-269. Volos: University of Thessaly (in Greek).
- Dimopoulos, K., & Smirneou, Z. (2005). The relevance of the science curriculum with the interests of the Greek students. *Proceedings of the 2<sup>nd</sup> Conference of the Scientific Association of Didactics of Science*, 3-14. Kalamata: University of Peloponnese (in Greek).
- Dimopoulos, K. (2005). The Relationships of the Greek Students of Upper Secondary School with the ICT: Trends and Digital Gaps. *Proceedings of the 3<sup>rd</sup> Panhellenic Conference on the Didactics of Informatics*, 347-353. Korinthos: University of Peloponnese (in Greek).
- Fillipou, D., & Dimopoulos, K. (2006). A Study of the relationship of Cypriot upper secondary school students with out of school sources of information about techno-scientific issues. *Proceedings of the 3<sup>rd</sup> Penhellenic Conference of the Scientific Association of Didactics of Science "Didactics of Science: Methods and Learning Technologies"*, 368-375. Volos: University of Thessaly (in Greek).
- Dimopoulos, K., (2006). The parallel evolution of science museums and science education: Projections of a shifting relationship between exerts and the public. *Proceedings of the 3<sup>rd</sup> Penhellenic Conference of the Scientific Association of Didactics of Science "Didactics of Science: Methods and Learning Technologies"*, 773-779. Volos: University of Thessaly (in Greek).

- Dimopoulos, K., & Matsopoulos, N. (2008). Amateur astronomy in Greece as a form of non formal education: A diachronic and synchronic mapping. *Proceedings of the 4<sup>th</sup> Panhellenic Conference of History, Philosophy and Teaching of Science "The cultural dimension of Science Education"*, 477-490. Patras: University of Patras (in Greek).
- Dimopoulos, K. (2008). Textual genres in school science textbooks: Bridging the gap between school and public science. *Proceedings of the 4<sup>th</sup> Panhellenic Conference of the Scientific Association of Didactics of Science*, 41-50. Thessaloniki: Aristotelian University of Thessaloniki (in Greek).
- Dimopoulos, K. (2008). The current and the last generation school science textbooks in primary education: A Pedagogical Framework for their Reading. *Proceedings of the 4<sup>th</sup> Pan-Hellenic Conference of the Scientific Association of Didactics of Science*, 91-105. Thessaloniki: Aristotelian University of Thessaloniki (in Greek).
- Sagiannis, S., & Dimopoulos, K. (2014). Primary teachers' pedagogical readings of school science textbooks. *Proceedings of the 1<sup>st</sup> Panhellenic Conference on the Development of Learning Materials for Science and Mathematics*, 347-361. Rhodes: University of Aegean.
- Maravelis, J., Koulaidis, V., & Dimopoulos, K. (2014). Analyzing school science textbooks: A comparative study between Greece and USA. *Proceedings of the 1<sup>st</sup> Panhellenic Conference on the Development of Learning Materials for Science and Mathematics*, 517-537. Rhodes: University of Aegean.
- Fillipou, D., & Dimopoulos, K. (2014). Cypriot secondary teachers' use of school science textbooks. *Panhellenic Conference on the Development of Learning Materials for Science and Mathematics*, 637-651. Rhodes: University of Aegean.
- Koulaidis, V., & Dimopoulos, K. (2015). The small scale pedagogic researches of Alexis Dimara: Steps towards understanding the modern Greek education. In *Proceedings of the Symposium "The research fields of Alexis Dimaras"* Athens 12-14 December, 2013, pp.141-173.

## **C6 Editing-Translations**

### **Editing**

- Koulaidis, V., Hatzinikita, V., Tsatsaroni, A., Chistidou, V., Ravanis, K., Bliss, J., Ogborn, J., & Kolioupolos, D. (2001). *Didactics of Science, Volumes A and B*. Patras: Hellenic Open University (in Greek).
- Layton, D. (2004). *The Challenges of Technology in Science Education*. Athens: Metaixmio (editing-preface: Kostas Dimopoulos) (in Greek).



### **Translations**

- Bliss, J. (2001). From every-day knowledge to school science: the Piagetian paradigm. In V.Koulaidis et al. (eds.), *Didactics of Science, Volume A*, 189-216. Patras: Hellenic Open University (in Greek).
- Solomon, J. (2001). The STS (Science, Technology, Society) approach of Science Teaching. In V.Koulaidis et al.(eds.), *Didactics of Science, Volume A*, 359-399. Patras: Hellenic Open University (in Greek).
- Cooper, G., & Τσατσαρώνη, Α. (2001). A sociological analysis of scientific practice: the sociology of scientific knowledge approach. In V.Koulaidis et al. (eds.), *Didactics of Science, Volume A*, 401-436. Patras: Hellenic Open University (in Greek).
- Ogborn, J. (2001). Simulation matrix for Computers. In V.Koulaidis et al. (eds.), *Didactics of Science, Volume B*, 321-333. Patras: Hellenic Open University (in Greek).

#### **D. Participation in research projects:**

I have participated as a researcher in the following 33 projects of which 18 were international:

- EPEAEK/Measure 3.2b, Center for Educational Research, 'Analysis of the school science textbooks', 1998-1999.
- YPER (97-YP-146) (General Secretariat of Science and Technology), 'Public Understanding of Science and Technology: Analysis of the daily Press', 1998-2001.
- SEPPE (Pedagogical Institute), Project encouraging innovative applications in schools, 'Science teaching through projects', 1999-2000.
- ODYSSEIA (Pedagogical Institute), Project for the translation in Greek of the educational software 'Interactive Physics', 1999-2001.
- Project for the development of educational resources for school libraries, National Book Center, Development of a CD-ROM entitled 'Lessons of Biotechnology using the Press', 2001.
- The Human Genome in Schools, Ciencia Viva (Organization of the Portuguese Ministry of Science and Technology), Project for the cooperation of European schools on the social and scientific dimensions of Biotechnology, 2001.
- Relevance of Science Education (ROSE), coordinated by the Department of Education, University of Oslo. The project aimed at analyzing the way science is communicated to young people of forty countries, 2001-2003.
- Study of the Greek Youth funded by the Greek Secretariat of Youth. The project aimed at analyzing level of information, attitudes, opinions and dominant practices of four important segments of Greek youth (i.e. university students, students in higher technical colleges, students in higher post secondary technical education, and young employees) about Education, Labor Market, Economy, Politics, Culture and Lifestyle, 2002-2003.
- 'Social Representations about Greek Youth: Press and Critical Social Agents', project funded by the Greek Secretariat of Youth aiming at mapping the social representations about Greek Youth held by daily press as well as by three categories of social agents namely secondary school teachers, university academic staff and employers of young employees, 2003.
- Inside the Big Black Box -IN3B- (RPTN-2001-010), Project within the FP5 of the European Commission (Improving Human Research Potential and the Socio-economic Knowledge Base) and coordinated by the European Center for Nuclear Research (CERN). This project aimed at analyzing the visits of both students and

of members of the general public to European research centers conducting advanced research in particle Physics. The objective of the project was the results of this analysis to be used for improving the strategies employed by similar research centers in the popularization of the specialized knowledge they produce, 2002-2004.

- Member of the working group of the project 'Encouraging Entrepreneurial Activities, Innovative Applications and Attendance of Business Courses by students in the University of Peloponnese', funded by European structural funds-EPEAEK II, University of Peloponnese, 2005-2007.
- Member of the working group of the project 'Study about the causes of the low level participation in lifelong learning courses in Greece', project funded by structural funds-EPEAEK II, Center of Educational Policy/National Association of Workers' Union, 2006-2007.
- Member of the ESCOnet group (European Science Communication group) coordinated by the University College of London and funded by the European Commission (FP7). The project aimed at developing modules and material for training European scientists in media and communication skills, 2005-2008.
- Member of the working group of the project 'Feasibility Study for the establishment of a Life Long Learning Institute in the University of Peloponnese', University of Peloponnese, 2006.
- Member of the ESCW (European Science Communication Workshops) project. This FP7 project aimed at delivering in service training modules to researchers and scientists with the objective of enhancing their media and public communication skills. Coordinator University College of London, 2006-2007.
- Member of the research project "The regional and communication functions of Universities in Greece" funded by the Greek Ministry of Education. The project aimed at analyzing the way Universities in Greece interact and communicate with local communities, 2006-2008.
- Coordinator of the project 'On the Job Training of Students of the Department of Social and Education Policy of the University of Peloponnese' funded by structural European funds, EPEAK II, 2006-2008.
- Principal investigator of the project entitled "Linking education and the market: Self-evaluation of skills requirements: Female graduates in the Hashemite Kingdom of Jordan". The aim of this project was to investigate the required skills so as female graduates of Jordanian Universities to enter the labour market of their country. Funded by the The Queen Zein Al Sharaf Institute for Development and the Center for European Constitutional Law (2007).

- Project for the development of training material for the in-service training courses addressed to primary and secondary teachers on “Modern Teaching Approaches for Promoting Critical and Creative Thinking”. This project was funded by the Greek Organization for Teachers’ Professional Development, 2007.
- Principal investigator of the project Audio Visual Science Audiences (AVSA). A comparative study, funded by the European Commission under the FP7 (Science and Society). The aim of the project was to devise a typology of science related TV and radio programmes and assess the responses of various types of audiences to these programmes, 2008-2010.
- Member of the scientific steering committee of the national project “Self evaluation of school units” funded by the National Center for Education Research, 2010-2012.
- Member of the coordination team of the “PLACES” toolkit for the impact assessment of science communication initiatives and policies. PLACES (Platform of Local Authorities and Communicators Engaged in Science) is an FP7 Science and Society programme coordinated by ECSITE (<http://www.openplaces.eu/>). Its aim is to develop and implement a toolkit for the impact assessment of science communication initiatives and policies (2011-2013).
- Member of the coordination team of the ‘Learning for Female African Migrants’ Solidarity: Help-Desks for Female African Migrants in the Eastern Mediterranean Region - LeFAMSol’ project-GRUNDTVIG-Lifelong Learning Program-EACEA, coordinated by the University of Peloponnese. LeFAMSol is a curriculum development project for hard to reach target groups of adults, oriented towards cultural mediation and peer training. At its pilot phase, the project focuses on Female African Migrant Groups, including sex workers, aiming initially to create a pool of human resources that can operate gender/ethnically delineated "Self-Help Desks" (2013-2015).
- Member of the Executive Committee for the evaluation of the project “Development of a Question Bank for Certifying the Teaching Capacity of Adult Educators in Non Formal Sector”, National Organization for the Certification of Qualifications and Vocational Guidance, 2014.
- Member of the working group of the project "SYNERGY: Harnessing the Learning Assets Within the SME Business Community", ERASMUS+: Strategic Partnership, 2014-2015. The aim of SYNERGY is to improve the quality and relevance of VET provision to micro-enterprises to support the transformation of the European economy into a smart, sustainable and inclusive economy by developing and implementing a bespoke learning environment for vocational education professionals and micro-enterprise owners to ensure the development of micro-enterprises and to enable this dynamic sector realize its true potential.

- Coordinator of the project “Cre8ive: Creative Approach to Key Competence Building for Marginalized Young Adults”, ERASMUS+, coordinated by the Association for Education and Sustainable Development (AESD) (Romania) and of which the objective is the development of basic skills for marginalized youth, making use of creative arts (2016-18).
- Coordinator of the project “Making Learning Science Fun” (Acronym: SciFun)”, ERASMUS+, coordinated by the University of Pitesti (Romania). The project aims at developing a digital toolkit for making science lessons more interesting and engaging for students (2016-2018).
- Member of the working group of the project “ESTEEM: Enhancing Social Sciences Graduates Transversal Entrepreneurial and Employment Skills”, ERASMUS+, coordinated by the Centre for Educational Policy Development of GSEE. The main objective of the ESTEEM project is to improve and enrich social sciences graduates’ transversal and entrepreneurial skills in order to increase their competitiveness in the labour market and enhance their future employability (2016-2018).
- Coordinator of the project “An innovative toolkit for inclusive decision making policies-iDecide”, ERASMUS+, coordinated by the Cypriot Ministry of Education and Culture. The project aims at developing an innovative toolkit for empowering school leaders and teaching staff in school based inclusive decision making for marginalized groups of students (2016-2019).
- Coordinator of the Modernizing and Enhancing Indian E Learning Educational Strategies “MIELES”, ERASMUS+, KA2: Capacity Building in Higher Education, coordinated by the University of Barcelona. The project aims at supporting Indian HEIs to take full advantage and incorporate into their teaching activities e learning educational strategies (2016-2019).
- Member of the working group of the project “ADMIRE: Adult Migrant Integration Experts”, ERASMUS+, coordinated by the University of Peloponnese. The project aims at the provision of bespoke training to develop the competences of adult education staff working in this area to become migrant integration experts (2017-2019).
- Member of the working group of the project “RESET: Pedagogy for Workforce Transition”, ERASMUS+, coordinated by E-Seniors (France). The project aims to realise the potential of older workers and of adult education providers by developing a comprehensive suite of bespoke curricula and learning resources to develop the skills of older workers as social researchers and to support them in developing their new business models, and also an in-service training programme to support adult educators delivering the new curriculum resources (2017-2019).

- Coordinator of the working group of the Project “LOOP – Empowering teachers personal, professional and social continuous development through innovative peer-induction programmes” (ERASMUS+ KA3 European Policy Experimentations), coordinated by INNOVA+ (Portugal). The project aims at evaluating the impact and scalability of formal training of mentors’ programme and teacher’s induction programme to improve the career paths in the teaching profession (2021-2024).

## **E. Teaching experience**

### Secondary level

I have taught the following courses:

- Physics A –level
- Physics O-level
- Physics-International Bacalaureate
- Physics, Geography (lower secondary Greek school)
- Physics, Technology, Electronics (upper secondary Greek school)

### Undergraduate level

I have taught the following courses:

- Science Education
- Curriculum studies
- Introduction to Educational Sciences
- Analysis and development of learning materials
- Science and Technology Communication
- Functional Literacy Issues: Mathematics, Science, ICT
- Educational Management and Leadership
- Methods of textual analysis
- Museums and Education
- Quality Assurance in Primary and Secondary Education

### Post graduate level

- Educational programs and materials (course of the M.A in Education of the Dept of Social and Educational Policy, University of Peloponnese)
- Administration of school Units (course of the M.A. in Education of the Dept of Social and Educational Policy, University of Peloponnese)
- Science Education (course of the M.A Studies in Education of the Hellenic Open University offered at a distance learning mode)
- Educational Research in Action (course of the M.A Studies in Education of the Hellenic Open University offered at a distance learning mode)
- Science Communication in the Media (course of the MSc in Scientific, Medical and Environmental Communication, University Pompeu Fabra, Barcelona-

<http://www.idec.upf.edu/master-en-comunicacion-cientifica-edica-y-biental/direccion-y-profesorado>)

- Evaluation of education programs (course of the M.A. in Olympic Studies, Olympic Education, Organization and Management of Olympic Events, International Olympic Academy-<http://www.olympicmaster.net/>)
- Coordinator on behalf of the University of Peloponnese of the Joint with the University of Nicosia Postgraduate Course entitled “Education of Adult Educators and Trainers of Vocational Education and Training”

#### PhD students supervised to completion

- Glykeria Anyfanti, (2009). *The science and technology museum as ‘text’: An education and communication analysis*. Korinthos: University of Peloponnese.
- Petros Matzakos, (2011). *Techno-scientific knowledge: Analysis of its transformation in the Greek cyberspace*. Korinthos: University of Peloponnese.
- Lida Arnellou, (2013). *Analysis of techno-scientific advertisements in Daily Press: A comparison between Greece and U.K.* Korinthos: University of Peloponnese.
- Spyridon Sagiannis, (2014). *Primary school science textbooks: Students’ and teachers’ readings*. Korinthos: University of Peloponnese.

#### Master students supervised to completion

I have supervised to completion the Master Dissertations of:

- Twenty two students attending the M.A in Education of the Dept of Social and Educational Policy, University of Peloponnese
- Twenty students attending the M.A Studies in Education of the Hellenic Open University offered at a distance learning mode.

Finally, I have been supervisor of the post doc study “Knowledge, Attitudes and communication preferences of different segments of the Greek public with regards to cervical cancer and the HPV vaccine” funded by the Greek Secretariat of Research and Technology.

### In service teachers' training

I have taught the following courses:

- “Science Education” (one semester course), Teachers Training Center, University of Aegean, 2001-2004.
- “Contemporary Teaching Approaches for Developing Critical and Creative Thinking” (4 weeks intensive course), Hellenic Teachers Training Agency, 2007-2008.
- “Summer courses on Educational Leadership and School Effectiveness”, University of Peloponnese, 2011-2013.
- “Program for science teachers' training”, Hellenic Open University, 2013.



## F. Other Professional Activities

- Member of the International Evaluation Panel in the area of Education Studies of FCT (Fundacao para a Ciencia e a Tecnologia) supervised by the Portuguese Ministry of Higher Education and Research (2008-2019).
- Member of the International Evaluation Panel in the area of Education Studies of the National Science Center (Narodowe Centrum Nauki) of Poland, 2016.
- Special advisor to the General Secretary of the Ministry of Education, Lifelong Learning and Religious Affairs (2009-2011).
- Member of the Editorial Board of the journals: *Themes of Science and Technology in Education & Science Teaching: Research & Action*.
- Reviewer of the journals: *Public Understanding of Science, Science Education, International Journal of Learning, Research in Science Education, Science Communication, International Journal of Science and Mathematics Education, Science & Education, International Journal of Leadership in Education, Education Review, etc.*